



## **MALT – Motivating Adult Learners and Teachers**

Progress Report

Public Part

## Project information

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## Executive Summary

The project idea comes out from a previous transnational exchange during the development of a G2 project in which partners have realized that they have similar needs respect the maintenance of adult people on training courses although final beneficiaries have different peculiarities connected to each partner context. The results of G2 project underlined that one good methodology could be the adoption of CPD method and innovative good practices tools. After two working years during the previous project the partnership has established an action plan that helps to solve such problems. The most important difficulty concerns the fact that every country uses some different teaching methodologies related to the national rules. The proposal is therefore that to be able to homologise such methodologies using a common one that would also allow the exchange of the teachers/trainers and of competences at a European level. For this reason the simplest solution, keeping in mind of the positive experience of the ECDL, it is to create a training/educational course that allow teachers and educator at a European level to use the same training methodology. Such methodology is concretized in the CPD course. To spread the development of such course and the results of the project the most practical tool was the creation of a transnational association. To be a member of the association, it is necessary to subscribe it and adopt the methodology of the CPD course. The advantages for the members can be multiple: to adopt a methodology of teaching recognized in different European countries, to have the possibility to work in foreign countries and to exchange the competences to a European. The first and necessary step of the project it will be the development of a research that, keeping in mind of the results of the precedent project, could offer a range of information and results related to national rules that partners have to follow to develop courses for adults. For a better sharing action a list of good practices that initially will be collected by partners and then spread the research at an European level. A teaching bank will collect good practices and methodologies applied all over Europe. The results of the research and the teaching bank, crossed with the typologies of disadvantaged students, will be included in an educational toolkit. The diffusion of the project will be done through the website and the newsletter of the project and also with the organization of a final conference. Project sustainability will be granted by the creation and the development of the transnational association that will be maintained after the end of the project. To improve the diffusion of such methodology and to increase the results of the project the CPD course will be proposed through the Grundvig programme “mobility for individuals”.

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# 1. Project Objectives

## Association/Network

- Set up and develop the transnational Association/network
- work on a strategical plan and a sustainability prediction;
- prepare the functioning-rules charter to define the management of the association
- individualize the minimum standards and criteria to become a new member of the association/network;
- describe the activities and the opportunities offered by the association/network
- organize the dissemination and exploitation marketing plan at an European level
- gather the membership

## CPD

- Develop of a 5 days Continuing Professional Development (CPD) training programme that will enable teachers to motivate disengaged learners taking into account that the model will be propose like one of the Grundvig mobility program for individuals and also that the program could be experimented not only in a face to face model but also on line.To develop the activity the partner responsible will:
- identify the best case studies, strategies, methodologies and approaches to learning that motivate adult learners;
- gather contents modularised and draw on the findings from the MODAL G2 project, new research by partners, existing good practice in the eCPD area, theoretical models of motivation and learning e.g. Hertzberg and Kolb;
- drawn up an assessment framework which will help support any accreditation process that is seen as appropriate for the training course. The assessment will include instructions on what skills are required, the application of those skills in a teaching/learning environment and the requirement to maintain a portfolio.

## Teaching Bank

- Create the framework of the teaching bank collection (divided into typology of material – target – use);
- gather all teaching methodologies/good practice examples in the form of case studies and videos collected between the partners methodologies, through an European research or updated by the association;

- select the best practice or example that more suites with teaching courses for disengaged learners or personal interests to develop new and innovative teaching skills.

#### Webportal

- Develop a web portal using the Content Management System (CMS) Drupal, that allows an individual or a community of users to easily publish, manage and organize a wide variety of content on a website;
- organize the management of the web portal, according to the decisions taken during the project meetings, adding tools for the community development such as Blogs, collaborative authoring environments, forums, peer-to-peer networking, newsletter system, podcasting, picture galleries, file uploads and downloads;
- provide assistance help materials which enables partners to attend the platform;
- prepare webforms for collecting and publishing materials.

#### Toolkit

- Create an interactive online learning space called toolkit that will introduce teachers to e-learning tools to enable them to design their own resources. Teachers and tutors will see examples of e-learning and be able to try out existing resources for themselves. They will test their ideas, review and evaluate others' work and have access to current theories of pedagogy and online learning;
- provide self assessment and evaluative tools so that teachers can make judgements about the value of e-learning to their own learner cohorts;
- translate the toolkit in all partner languages - with the help of other partners.

#### Steering Committees Transnational Meetings

- Organize and develop 6 transnational meetings and steering committees one for each partner country to organize and plan in a common way the activities of the project, monitoring the project process, deciding about the formats of the outputs and give all the technical and administrative information about the project to partners;
- the most important objective of the meetings is to know the institution/centre, the staff, type of students with which partnership collaborate through out the project, to have the idea of the target groups they are working with, to see and experiment one of the best practices included in the teaching bank, to evaluate the ongoing activities and decide for each country what are the best ways of dissemination.

## Final Conference

- Organize in Latvia one day project final conference that has the purpose to diffuse the project results; gather membership to the association/network; give information about the CPD course and how to participate to it; collect new good practices and innovative examples to maintain the students in courses; give local and national visibility to a transnational work and project and show how results of a European cooperation project can be replied, using their mother languages in all European countries.

## Experimentation of a 5 days CPD course

- Propose in a face to face section in England the 5 days CPD course using qualified teachers and the whole necessary equipment to making the sections active and multimedia. This experimentation would be in use for teachers, responsible and coordinators of the project partners to verify the course reliability.

## Research

- Collect results. Part of the results come from the previous G2project - MoDal, others from a list of feasible approaches collected among the partners and through a search at a European level. Those good practices will be also collected through the on line teaching bank with the purpose to get:
  - a list of indicators from the national rules of all the educational centres partners of the project;
  - a list of the possible disengaged learners with the problems that they have being included in such group;
  - collection of innovative good practices and methodology to motivate the students to stay in the course;
- write a report that compares and cross the information gotten to evaluate, for every typology of disengaged group, what the possible proposals of good practices would be adopted and what would be the possible solutions for the different typologies of targets.

## Management

- Maintain a good relationship within the partnership that will be regulated by the dynamics of the knowledge transfer and the code of good practice;
- manage the project in accordance with the “METHOD OF OPEN COORDINATION” identifying and having a common definition of objectives to be met (peculiarities and

characteristics of users); define and measure tools mutually agreed upon, such as statistics and indicators, which will allow partners to evaluate their own positions and also to follow the path towards the education objectives of the project; define of comparative cooperation tools which are needed to stimulate, innovate, improve the quality and the relevance of the teaching and educational methods; promoting the diffusion of good practice, pilot project etc.;

- define a monitoring method to observe every partner's managing;
- share the process with partners.

#### Quality and Evaluation

- Monitor and evaluate the project. The project results will measure not only the satisfaction of every partner but also the effectiveness of the educational and good practice transfer process and the efficiency of the management.
- create a quality and evaluation plan;
- create, processing, distribute to partners and archiving questionnaire to determine the level of satisfaction with the management; the level of satisfaction with the organisation and efficiency of the services, respect to every workpackage; the level of satisfaction with the teaching skills at the CPD Course;
- evaluate the methodology learned and the possibility to adopt it in each partner context;
- create a final evaluation report.

#### Dissemination

- Disseminate the project aims and results;
- build a dissemination plan;
- diffuse the webportal;
- prepare a project newsletter;
- create and diffuse the project brochure (translated in the partners languages).

## 2. Project Approach

The aim of the project is to produce a CPD (continuing professional development course). All the other objectives of the project are to support, facilitate and provide the resources for this.

The first part of the project is to continue the research started during the predecessor Grundtvig 2 partnership. The research will provide information as to what motivates learners, as well as look at the standards, rules and national/European frameworks within which to anchor the CPD course such that it has value and can be adopted by each country. The research will also help to provide content for the teaching bank and the toolkit.

The target group for the course will come from a professional association or network. Potential participants will be required to join the association/network and through this will be able to gain access to the training course. The members of the association will also have the facility to contribute resources to the teaching bank and toolkit. However it must be borne in mind, that tutors/teachers are usually very reluctant to do this, and may not happen in a big way. With this in mind we will ensure that there are enough resources in the teaching bank and toolkit to make this a useful and valuable resource. The members will also be required to rate the resources so other potential users know which of these have been favoured by peers.

The teaching bank will contain a number of resources under the headings of:

- Research

- Case studies

- Theoretical models

These will contain good practice, ideas and valuable pedagogical information all focusing on engaging and motivating learners. Where possible, they will focus on participation and action learning. With the focal point on using IT technologies in the teaching process. However, the use of IT is very significant but not the only condition partners have to follow when choosing methods. Each partner will contribute to add possible resources.

Also in the teaching bank will be a section housing all the documents required for the face-to-face 5 day course. This will include a lesson plan/course structure and all the necessary hand outs.

The toolkit will also come under the heading of teaching bank as it is a teaching resource and will cover Information Learning Technologies.

The toolkit will include a range of ICT tools, which have been selected on the basis of ease of use, low or no cost, easily available, popular in teaching and learning and have pedagogical value. These will come under the headings of:

- Creating your own resources
- Collaboration tools
- Managing yourself
- Social networking
- Gadgets and gizmos

A review tool is being created which will allow users of the tools to rate the usability of the tools under various headings.

Where appropriate, references will be made from the case studies to the toolkit where specific tools have been mentioned. Likewise there will be links from the toolkit to the case studies where the use of tool has been demonstrated in a case study.

Both these resources (the teaching bank and the toolkit) will be referenced and their use included in the 5 day CPD course. For the course, activities will be created which show how some of the methodologies in the teaching bank and the tools in the toolkit can be used with learners. The course will focus on learning by doing. Delegates will learn how to access the resources and thereby continue to develop their knowledge about other methodologies and tools beyond the 5 day course.

Alongside the 5 day CPD course will be an eCPD course. This is basically the same as the 5 day course but available on-line. This will have 2 advantages, firstly individuals who cannot come on the 5 day course can access the materials, and secondly it will provide the resources required for partner countries to deliver the course to groups of people in their own countries as they require it. The eCPD framework will be a plan/structure/guidance for the

course for individuals, and guidance for other trainers who want to replicate the 5 day face to face course in their own countries.

An assessment framework will be drawn up which will help support any accreditation process that is seen as appropriate for the training course. The assessment will include instructions on what skills are required, the application of those skills in a teaching/learning environment and the requirement to maintain a portfolio. The certification will be called ETDL (European Teachers Driver Licence) for motivating learners.

A website has been produced based on Drupal Content Management System (CMS), a free software package that allows an individual or a community of users to easily publish, manage and organize a wide variety of content on a website. The basic system is ready to go from the moment we download. During our project time we include and test different modules for collection and publishing content. The partnership decides in common agreements which modules will be used by all partners to fulfil our project tasks. The partnership will perfecting, during the partner meetings, the CMS in a collaborative way by adding different tools for community development like Blogs, collaborative authoring environments, forums, peer-to-peer networking, newsletter system, podcasting, picture galleries, file uploads and downloads.

This is the absolute basis not only for the integration of all project partners, also for their ongoing learning and evaluation process. In fact it provides information about the project, acts as a communication tool for all the project partners, and a single resource point for all project documents. The website will also be the single reference and access point for all the information relating to the CPD course, the eCPD course, the teaching bank, the toolkit and the association/network.

The dissemination as the purpose to raise awareness of the MALT project and its outcomes. The key target groups for the dissemination are trainers, coordinators, tutors and teachers involved in the project like partnership, trainers that works in partner's educational institutions and schools, educators who work with disadvantaged and disengaged adult learners, trainers working in the partners' context, future participants to the CPD course, educational training, adult learners.

To reach the awareness level intended, dissemination will be supported by communication materials, such as a web site, blogs, forums, news letter, leaflet and brochure. Important are also good, long-term relations to national and local media.

In addition to this, project members will participate at conferences and workshops, and such activities will also be arranged within the project.

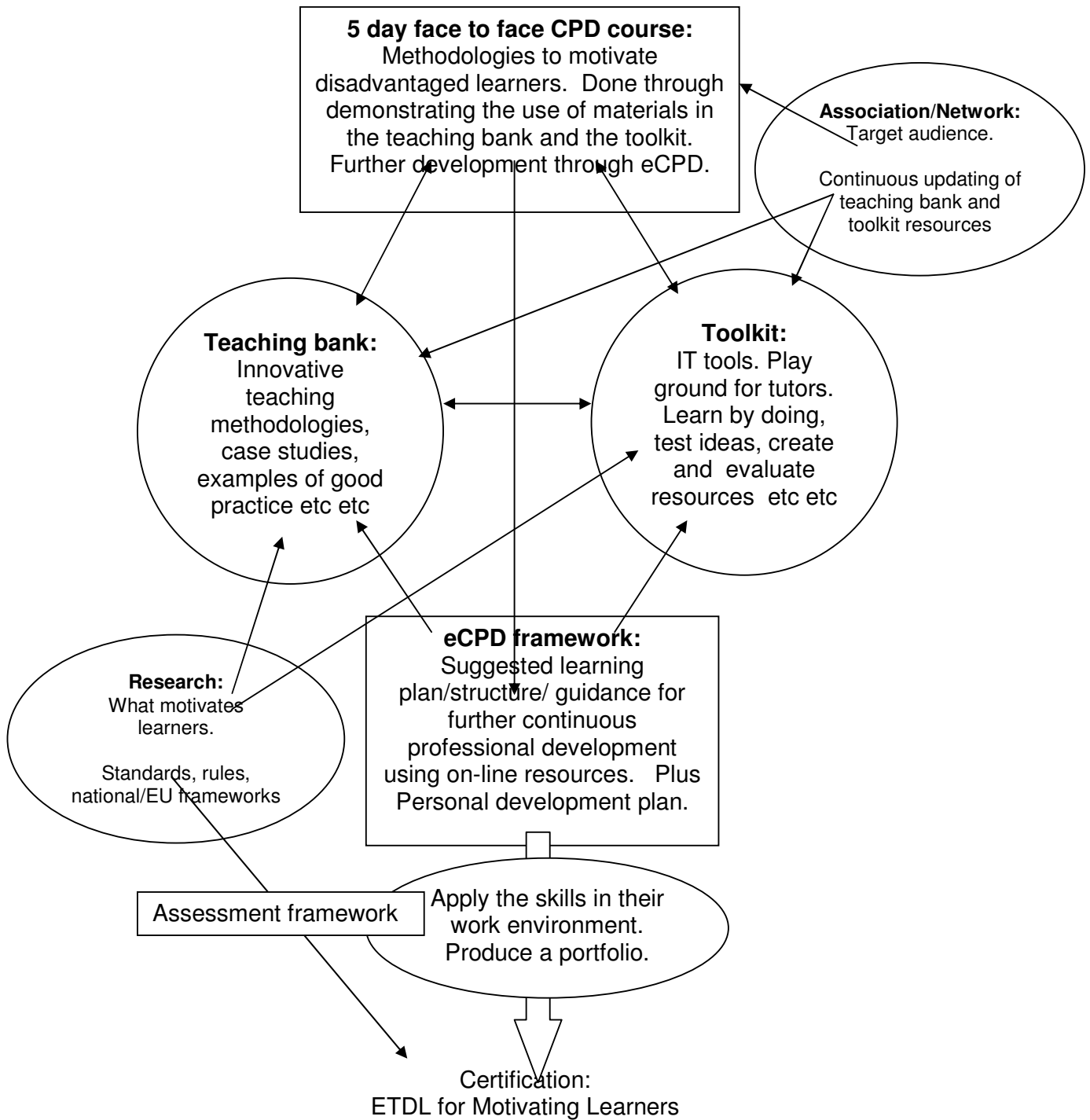
Giving importance to the personal contacts, the meeting with politics and stakeholders from the project partners at a local and regional level will improve the interest in the subject and project. The internal level could help every partner to better understand which is the service provide and which are students necessities.

The evaluation of the project will be focused on three different levels: Evaluation of the results of project activities, as defined in the project application and by the project partners; Evaluation of activities implemented by the project; Evaluation of partnership working and of management efficiency. The three levels will be realized through the definition of the logical framework of the project and definition of indicators and previewed results. Some of them are already defined in the project, some have to be quantified in collaboration with partners.

Each partner has responsibility for one or more workpackages. The nominated workpackage leader is responsible for delivering the outcomes for the workpackage with the support of the other partners. Each partner has been allocated a number of working days to support each workpackage. The work package leader agrees with each partner how they want to be supported.

This project has an added complexity in that most of the workpackages are inter dependent. This means that work on one part sometimes cannot progress until another workpackage has been finalized. Timescales and deadlines have therefore to be managed carefully. Also all partners need to have a clear understanding of how the various elements link and what is required from each partner.

The following is a diagram demonstrating the various links between the different elements of the project.



### 3. Project Outcomes & Results

#### Webportal

Work package start date Dic 07

The web portal is made of an open source Content Management System (CMS) called Drupal. It allows to administer and create different content types. Content are articles, pages, blogs, videos, images, audios, forums, comments, events etc. These contents can be viewed and created according to the user rights given by the administrator.

Each registered user has its own page (account) and personal file directory, where the registered user can upload documents (f. ex. doc, pdf, odt) and media. The registered users have their own environment, where they have access to their chronologically arranged content entries.

Each content type, f. ex. blog, is categorized through the use of tagging (i.e. vocabulary referring to the content).

The web portal also includes contact forms for each registered user. Registered user can get in contact privately with others. Every registered user can decide whether, he wishes to activate his personal contact form.

Depending on user rights, a user can create a forum, discussion topic in the forum, or moderate a forum.

Even though a newsletter modules is integrated, we think, more modern and web 2.0 compatible are RSS feeds. These feeds can be generated out of every content on the web portal and from other important and interesting Web sites for the target groups, through a feed aggregator. User can easy subscribe offered RSS feeds and to also generate them, These aggregated news can also be categorized and summarized in blogs.

Upcoming events (added by users according to user roles and rights) are shown on the Web site using a countdown.

The web portal is multilingual. The interface is available in all partner languages and can offer up to 42 different languages, if desired.

The statistics module “Google Analytics” is used to track guests on the web portal and their origin. Also, a programmed module incorporated into the statistics, differentiates between registered users and guests visiting the web portal.

Drupal allows also to have simplified URLs, which augments the listing in search engines.

The web portal itself can be searched for content; for guests normal search only; for registered users an advanced search is possible.

Feedback can be given at any time either through the contact forms, comments, or the “Help Us!” link. All partners or content generators can be contacted. Suggestions for improvements can then be posted and the web portal will then be improved according to the suggestions made.

We still think, that the way to develop the project webportal has the big advantage that participated partners, teachers and their students learn how to use different communication tools, administrate them and create user generated content.

All webforms for collecting materials are developed in a common process by the partnership. The process has it's barriers because of different knowledge levels of partners on used tools and modules and because of hard to achieve agreements on the general performance of the webportal, especially in discussions about how public accessible our work will be. However, the process of a common development is ongoing and prepared help files supports partners in using the website.

Also included in the project website are online evaluation forms for meetings, specific statistical evaluation of partner's access and the area for necessary managing materials.

There are two accesses to the websit:

INTERNAL – access with password available for partners use – [www.maltproject.eu/user](http://www.maltproject.eu/user)

PUBLIC – direct access for the public – [www.maltproject.eu](http://www.maltproject.eu)

### **Teaching bank**

Work package start date Dic 07

We already have create the framework of the teaching bank collection that have to be sorted according to the structure decided on in the meeting in Sweden. A lot of different examples to be used as TB resources of WP3 have been collected in the first part of the project implementation. All products, that are worked out, can be found in the WEB site under the sections:

FORUM WP 3 Teaching Bank - Recent Posts (internal – access with password)

#### Teaching bank framework

Found under:

create a content/

- teaching bank case study
- Methods/Approaches/Theories
- Research Paper

### I. Case Study

Found under:

-FORUM WP 3 Teaching Bank

1. The impact of e-guides/e-champions - for motivating other staff ..
2. Phase 1 –workshop evaluation
3. Voda; Vocality Virtual Art Project
4. Niace vocality case study
5. Case Study for Warehouse Management Seminar
6. Interactive learning for Arithmetic and Geometry
7. Foreign languages

Found under:

-Recent Posts:

8. Online dictionaries
9. Blended learning
10. E-learning and special needs
11. Digital video case study
12. Five hats (different ways of solving problem)
13. For and against
14. Roleplay
15. Panel
16. How as it
17. Look deep into the theme
18. The part of me
19. The card`s technique
20. Circle of questions
21. Mind mapping
22. Nine points

### II.Theories, approaches and models (theoretical model)

Found under:

-FORUM WP 3 Teaching Bank.

## Learning Styles: Kolb's Theory of Experiential Learning

### III. Research

Found under:

-FORUM WP 3 Teaching Bank.

Invisible Motivation of Online Adult Learners during Contract Learning

### IV. Framework for case study examples has been worked out

Found under:

-FORUM WP 3 Teaching Bank.

### **Toolkit**

Work package start date Oct 08

The structure of the toolkit has been agreed, the categories under which the tools will be featured has been agreed as well as the information recorded against each tool. This information is available in the document 'toolkit categories and tools'. This currently consists of 41 tools and is likely to grow or change as more information comes to light about pedagogical usefulness of each tool.

All products can be found in the WEB site under the sections:

FORUM WP 5 Toolkit (internal – access with password)

Found under:

-FORUM WP 5 Toolkit

Toolkit categories and tools.doc

The format of the review tool has been agreed ie the information to be recorded against each tool. This list also appears in the document 'toolkit categories and tools'. Furthermore, each tool will be reviewed on a scale against the following categories:

Motivational value

Adaptability

Recommend to others

Ease of use

## **CPD course**

Work package start date: end Sept 08

A basic structure of the course has been prepared. An example activity using the resources available in the teaching bank to date was produced to demonstrate the participative nature of the course.

Further activities cannot be prepared until the teaching bank and the toolkit have been populated. This is one work package where the inter-dependency is critical.

Preliminary research has taken place into the competency frameworks to which the course may be referenced. Early indications show that there is no common framework between all the countries but one of the existing ones can be adopted. Preliminary investigation has also taken place into the self assessment of the course in case there is no easy way to gain accreditation by an examining body, recognized by all partner countries, within the timescales of the project. One option is to make day 5 of the face to face CPD course a training session on assessing portfolios. This way delegates trained in the course gain the required skills in the first four days (as per the objectives of the CPD course) and on the 5<sup>th</sup> day gain the appropriate knowledge and skills to become internal assessors for the course, within their own institutions. This way each organisation represented by delegates on the face to face course can integrate the assessment into their own quality and inspection frameworks. This will allow the course to be used widely throughout all European countries as the assessment process will be flexible and not rigid, and able to fit into each country's accreditation process.

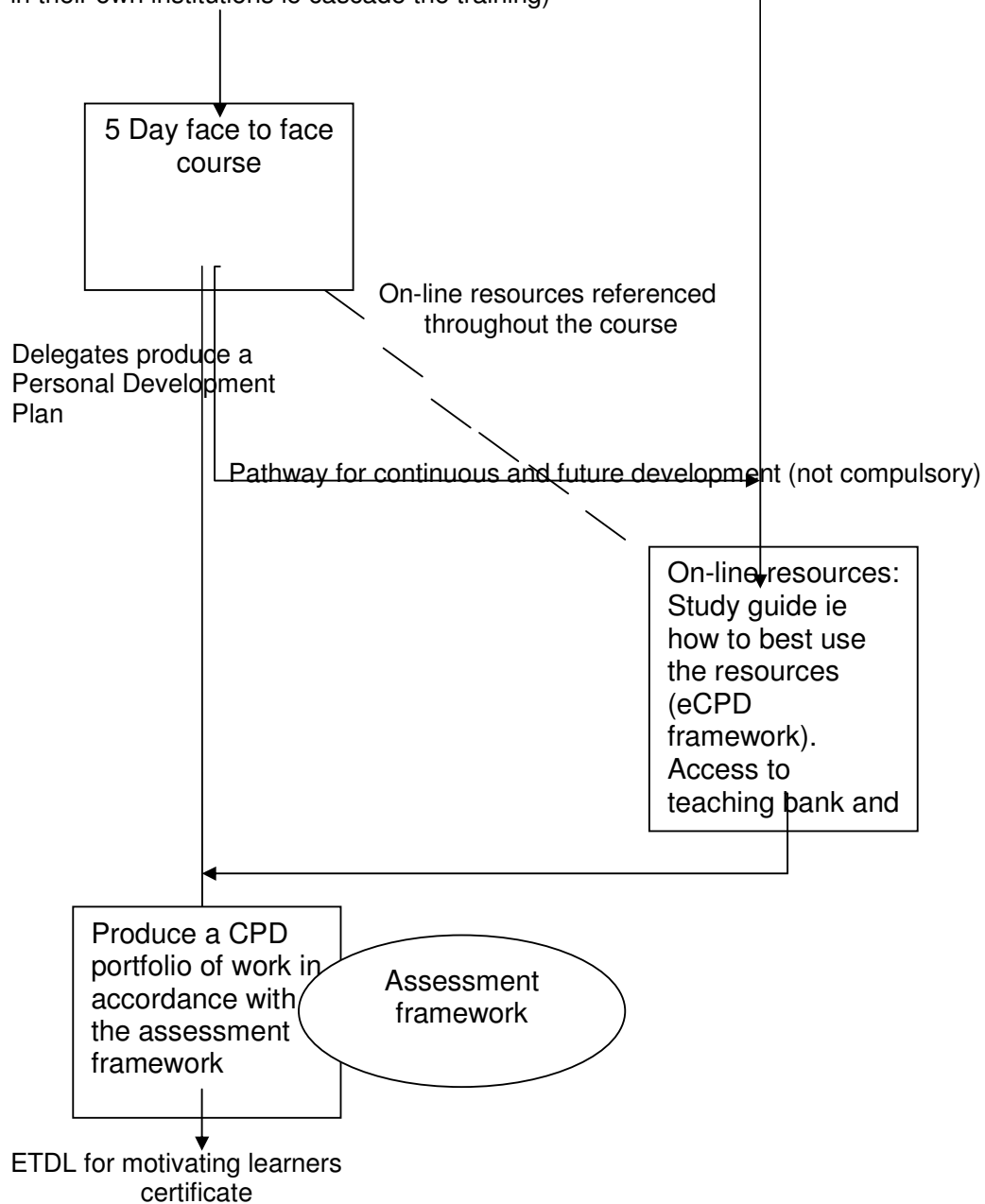
The following is a schematic diagram of the learning pathways that will be possible.

## LEARNING PATHWAYS for the CPD and eCPD

Applicants of in-service training grants

(or delegates who have been on the course before can deliver the course themselves in their own institutions ie cascade the training)

Anyone interested in eCPD (online, self learn)



## **CPD Test Course**

Work package start date June 09

Organisation for this has not yet begun as it is too early. It has been confirmed that the course will be held in the Yorkshire region of England, specific city has not been identified as it is dependant upon hiring an appropriate computer suite at reasonable costs, within close proximity to a hotel for the delegates.

## **Research**

Work package start date Dic 07

The outcomes to date on the research package are two main pieces of research:

1.National Rules Research

2.Competences of Adult Teachers Research

- In the first piece of research, national rules on adult educator/trainers was investigated – research report titled “Final Research about National Rules”
- first a research form, includes a list of indicator was prepared.
- In Ankara Meeting draft form was discussed and revised
- The information was gathered from 6 partners with the research form and 4 other EU countries (Romania, Czech Republic, Bulgaria and Poland) from official documents, 10 countries in total.
- the research resulted in a 64 pages report which has been uploaded on the website
- In the second piece of research, adult teachers/trainers competences/standards was investigated
- this involved the preparation of a questionnaire (available on line)
- the content of the questionnaire was prepared after researched the other standards in line with FENTO standards (UK standards), LLL professional standards, European Competence Framework, The eLearning Competency Framework for Teachers/Trainers etc.
- the questionnaire consist of two part: profile and competences parts. It was aimed to collect data for competences and need analysis for CPD with 65 questions.
- each partner country had at least 10 questionnaires completed, a total of 89 questionnaires were collected.

This work was resulted in a research report, titled 'adult trainers competences and cpd analysis'.

All products and collecting papers and documents can be found in the WEB site under the section:

FORUM WP 9 Research (internal – access with password)

## **Steering committees – Transnational meetings**

Work package start date Dic 07

We already developed 3 steering committees – Transnational meetings. As from the WP programme during the meetings, following the meetings agenda we knew the institution/centre, the staff, type of students with which we collaborate, to have the idea of the target groups they are working with, we decided about formats of the outputs to be delivered, we planned the ongoing activities, we gave administrative information. The hosting partners booked hotels, organized the meeting rooms, lunches, dinners and coffee breaks and gave all the necessary information to partner of how to get from the airport to the hotel and vice versa.

The meetings dates were the following:

- TOLMEZZO – Italy – from 09<sup>th</sup> to 13<sup>th</sup> December 2007 – 11 participants – Hosting Cooperativa Cramars
- ANKARA – Turkey – from 14<sup>th</sup> to 18<sup>th</sup> May 2008 – 10 participants – Hosting Dikmen Anatolian School
- NYKÖPING – Sweden – from 08<sup>th</sup> to 12<sup>th</sup> November 2008 – 10 participants – Hosting Swedish Telepedagogic Knowledge Centre.

For each meeting are available “[report of the meeting](#)” and “[attendance sheet](#)” on line.

All documents can be found in the WEB site under the section:

Project Meetings (internal – access with password)

## **Management**

Work package start date Dic 07

Following the previous experiences on managing European projects, the leading partner of this WP found out a very simple and bases management system, from the financial point of view, to help partners from every country to better contribute to give relevance of the expenses done and, at the same time, to have a contemporary monitoring of the WPs.

Everyone has provide their own contribution, focusing on the adopting of the practice transferred in its own context. All the collecting financial documents are available on line but the same were explained during the first kick off meeting held in Tolmezzo Italy.

The multi functional IT platform/web portal is supporting the exchange and will also support the continuing relationship between the expert partners and non-expert partners in the internal side and will facilitate the exchange between teachers and “students” participating in the different modules in the public side.

To be more open in coordinating this WP we, in a common way during the first 3 meetings we have identified and found out common definitions of objectives to be met; we have defined the most important definitions of measurement tools, such as statistics and indicators, which will allow partners to evaluate their own positions; and we defined and agreed upon a monitoring method to observe every partner's managing. In fact partners agreed to report their work to partner manager every 3 months. Till now we have collected 4 Internal Progress Report from partners as following:

	PERIOD	DEADLINE
1 <sup>st</sup> interim report	dec 2007	20/01/2008
2 <sup>nd</sup> interim report	jan - march 2008	20/04/2008
3 <sup>rd</sup> interim report	apr - june 2008	20/07/2008
<b>4<sup>th</sup> interim report</b>	<b>july - oct 2008</b>	<b>31/10/2008</b>

To better manage the project, following the indications of the Agency, the project administrator Daniela Marcoccio participate in February 2008 to the Administration meeting organized by EACEA in Bruxelles.

All the reporting financial documents, copies of the [Annex A MALT](#) (final agreement), [Annex B rev 02](#) (description of the tasks of the project and partners' role), [Annex C Budget last version](#), [Annex D Malt financial roles](#), [Annex E justifying documents](#), [Annex F financial reports](#), [Annex G chronogram](#), are available on line.

All documents can be found in the WEB site under the section:

Financial documents (internal – access with password)

### **Quality and Evaluation**

Work package start date Dic 07

To monitor and evaluate the project a quality and evaluation plan has been created and an external evaluator has been subcontracted.

Because this WP will be develop for all the project period step by step, with the supervisor of the external evaluator, all evaluation questionnaires and quality system monitoring will be created depending of the necessity of the project and partners activities. Following the plan there will be 3 levels of evaluation:

1. Evaluation of the results of project activities, as defined in the project application and by the project partners;
2. Evaluation of activities implemented by the project;

3. Evaluation of partnership working and of management efficiency.

At the moment there are no activities finished but we collected on line evaluations of the transnational meetings. We collected also the first partners progress evaluation module and, 4 interim progress report with the evaluation of the work undertaken from partners and the difficulties that partners found in the delivering of the activities.

Quality and evaluation plan is available on line as well as some of the questionnaire completed. Partners can fill the meeting evaluation on line

All products and collecting papers and documents can be found in the WEB site under the section:

FORUM WP 11 Quality and Evaluation Plan (internal – access with password)

Website internal for the meeting evaluation

**Association/Network**

Work package start date May 08

At this stage of the project the work done on the transnational association/network is on the researching part. It was asked to partners to gather some information about the costs to sustain, from the economical, financial and management point of view an association.

Starting from this point, after planning a framework to collect marketing plans from each partner countries, some partners gave information about which would be the success of the association in their countries. This was the work done on a strategical plan and a sustainability prediction of the association/network.

Another point of research was, from the legal point of view, which kind of association could be possible among the partnership. The possible solutions are the following:

- NATIONAL ASSOCIATION with international connections

In this case it is necessary to define who will the national hosting partner (depending on the financial and administration costs) the total responsibility goes to the hosting partner.

- SHARED TRANSNATIONAL ASSOCIATION (in this case we will have limited legal forms possibilities). The responsibility
- EEIG European Economic Interest Group

But some partners could not active participate to some of them. Another point is the responsibility and also the costs to set up and to maintain the association for the first year.

Another possible solution will be, instead of opening an association, the option to open a network that has less problems from the responsibly point of view and could also be the starting point to experiment the transnational collaboration.

All partners during the last meeting in Sweden agreed on developing, instead of a formal association a transnational network.

Documents and discussions about [Guide for Theme/product-marketing/promotion plan in light of association service](#); [Potential entity format for the MALT association](#), [Entity format available in partner countries](#), [Information on starting of a nonprofit organisation](#), [Formation of a service provision model for the association](#) can be found in the WEB site under the section:

FORUM WP 1 Creation and Development of transnational association (internal – access with password)

## **Dissemination**

Work package start date Dic 07

We decided to start the dissemination activity at the beginning of the project because it was necessary to find out a graphic representation of the project and also share with all the partners a plan for the dissemination of the results.

The decided logo is the following:



that, together with the European logo will be used in all project papers. At this stage of the project there are not many results ready so the plan was to start to sensitize the target groups about the project. To do it we starting to think about a online leaflet (also if not previous in the project) and translate it in all partners languages to have a tool to disseminate project aim and objectives.

We decided from a draft proposal the final structure of the leaflet also from the graphic point of view. This leaflet, once we will start to have more concrete products will be build up and became a brochure.

Partners were kindly asked to link the project from their Centres websites.

Some partners spread a face-to-face and e-mail information about the project.

One of the major point of dissemination, included in the plan, is the development of the public side of the website and also add a newsletter of the projects. In the front page we include the mission of the project. The partner responsible of the WP presented some possibilities but till now Partners didn't agreed about the proposal, because there is no common vision about the newsletter.

The proposal was to collect, for the external dissemination, from each partner country some interesting contacts to online educational newspapers or magazines and have a list of educational events to plan some kind of project dissemination there.

During the steering committee in Ankara partners participate to a TV- Turkish interview. The video is available on line under recent post (internal)

The Malt dissemination plan is available on line.

All documents can be found in the WEB site under the section:

Workpackage 12 Quality and Dissemination (internal – access with password)

## 4. Partnerships

All partners, apart from one, has successfully cooperated while working on the other projects for several years. We have to admit that previous projects were simpler, shorter and did not require so much work. Implementation of this project, which consists of 12 work packages and where there are six partners, requires great patience and tolerance from all partners, as we all come from different cultural backgrounds, we have different knowledge of the working language, thus the project manager and all partners have to work hard on that too. At the same time that is a very useful way to exchange experience in issues concerning cultural heritage , professional and personal development.

The project idea came out of a previous learning partnership project. A new institution was invited to join the project because of it's competencies' profile. The “old” partnership works well and creative together and had a common understanding by discussing issues regarding our tasks. There are some difficulties to let the new partner understand how the modality with which we worked and we would like to work on the project would be. The best possible solution, as in the previous project, is to work in a collaborative, democratic and exchanging way, helping partners less experienced on European projects to profit of the better experience through the most simples ways.

Each partner gives its own contribution in the development of the work packages but for the preparatory function of some activities and the relation to other WP some partners have more strict contact than other. The example is the relation between the teaching bank and the Toolkit and CPD course (Latvian and Uk partners), from the Reseach part and the CPD cours (Turkish and Uk partners) and all to the German partner responsible of the website and the Italian partner coordinator of the project.

The partnership is generally going on very well between the partners that they were being in partnership for 3 years. In our opinion, all the partner try to give their efforts to the project. Sometimes there is a gap to obey the deadlines.

Because the project is about good practices on teaching methodologies it is very useful for partners the exchange of such knowledge also because partners (all of them working in the educational field) are directly interested to test and manage the project results.

## 5. Plans for the Future

### Webportal - Future plans

We will change the front page of our web portal according to the decision of the partners on the third project meeting. These changes are important for creating a broader audience and spreading the information around. Information will also be spread on national educational platforms, such as “checkpoint e-learning”, in local and regional teachers and trainers networks.

We will also develop a Tool -Evaluation module as suggested on the third project meeting

### Teaching Bank – Future plans

As mentioned above each partner gives its contribution in the formation of the TB, we have a very close cooperation with the English partner who works on the CPD course. In the meeting in Sweden we agreed on the products that the English partner would like to include in the CPD course.

WEB page must be reconstructed so that each partner could easily upload their products, under the required section and understand their meaning. All products, that are worked out, can be found in the WEB site under the sections: FORUM WP 3 Teaching Bank and Recent Posts (internal).

Our and all partners` duty is to change the information according to the structure decided on in the last meeting in Sweden.

We shall work on the completion of the existing products as well as on working out new products and uploading them in our WEB site.

Certainly partners will have to cooperate and keep in touch with each other constantly to create and develop new products in TB. We decided on a more active cooperation plan, where Skype will be one of the communication means.

### Final Conference - Future plans

As per workpackage description “Final conference” organization will start in February 2009, when we will have done the majority of (WT3)TB work.

### Toolkit - Future plans

During December 08 at least 4 tools will be created. This will help project partners understand the range and level of detail required for each tool. Partners will select tools that they will be created depending on how many days they have available on this workpackage. The remainder will be created by the work package leader. It is anticipated that at least 10 will be completed before the end of the January 09 meeting. 75% completed before the pilot course in June 09 and the remainder before the end of the project. Translations will take place after the June 09 course.

### CPD course – Future plans

During December 08 and January 09 some more examples of CPD course activities will be prepared and tested out at the January 09 meeting. The full course plan and all course materials and activities will be completed before the June 09 pilot course.

By the January 09 meeting further exploration will take place as to the assessment framework and which competency framework, if any, this should relate to.

By end of January 09 a decision will be taken as to whether an internal assessment process for certifying the course will be suitable or not.

**CPD Test course - Future plans**

As per workpackage description

**Research – Future plans**

Good practices will be also uploaded through the on line teaching bank with the purpose to get collection of innovative good practices and methodology to motivate the students to stay in the course. Other research charts will be produced to be public on the website with diagrams of the research more important results. Partner will collaborate on the research part to better develop the CPD course.

**Steering committees – Transnational meetings – Future plans**

Agreed dates for next project meetings:

Where	When	Notes
GERMANY	24-28/01/2009	Steering Committee
UK	07 and 13/06/2009	Steering Committee
LATVIA	17-21/10/2009	3 days steering committee

**Management – Future plans**

For the future we need to identify next objectives to be met during partner meetings and how to allocate work to partners; define measurement tools for future activities; stimulate the collaboration among partners; find out every partner way of promoting the diffusion of good practice, pilot project. From the financial and monitoring point of view we will collect other 4 Internal Progress Report from partners as following:

	PERIOD	DEADLINE
5 <sup>th</sup> interim report	nov - dec 2008	20/01/2009
6 <sup>th</sup> interim report	jan - march 2009	20/04/2009
7 <sup>th</sup> interim report	apr - june 2009	20/07/2009
8 <sup>th</sup> interim report	july - sep 2009	20/10/2009
<b>9<sup>th</sup> final report</b>	<b>oct - nov 2009</b>	<b>20/12/2009</b>

### **Transnational association/network – Future plans**

Starting from the decision taken during the last meeting in Sweden the partner responsible of the association WP would finalize the report about the development of the association and propose to all partners a possible plan for the development of a transnational network. Once agreed, during next meeting in Germany, the plan, next steps will be:

- Set up and develop the transnational network
- prepare the functioning-rules charter of the network
- individualize the minimum standards and criteria to become a new member of the network;
- describe the activities and the opportunities offered by the network
- organize the dissemination and exploitation marketing plan at an European level
- gather the membership

### **Dissemination – Future plans**

The final leaflet proposal will be ready from the next meeting in Germany. The final would be an online version with the possibility to be downloaded.

During the next meeting we will finalize the decision about the newsletter and have a ready initial list of online educational magazines and newspapers as well as national events to plan a future dissemination.

Also the public side of the webportal will be implemented with a more easy and interesting use from teachers, students, tutors, educational centres and schools to have a better diffusion. Once all the products will be ready and before the final conference in Latvia the project brochure will be ready and translated in 6 partner languages.

At the end we will organize the final conference in Latvia. For the sustainability of the project, the CPD course will be proposed as a G3 training module.

## 6. Contribution to EU policies

### LIS A.3: **Lisbon Education & Training Progress Indicators**

A clear structured Teaching Bank with an overview of all collected materials allows an easy access to important teaching methods.

Simplification to access to some information about helpful, already experimented, working teaching methodologies.

### KC5: **Lisbon Key Competences**

This has two dimensions: for the partners in getting to know new systems for collecting and publishing materials. For the target groups of the project by using a linked collection of practical teaching methods

