



Education and Culture DG

Lifelong Learning Programme



Internal Year 1 Evaluation

Research House UK Ltd
&
Tinta Utbildning Ab

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1.0 Introduction to iEducate

1.1 Aims and Objectives

The ieducate Projects stems from the European Programme of Lifelong Learning. It falls under the LEONARDO DA VINCI¹ strand:

- *To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development (LEO-SpObj-a)*

The iEducate Project supports the operational objective of the Leonardo Programme:

- *To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe (LEO-OpObj-2);*
- *To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others (LEO-OpObj-3)*
- *To encourage the learning of modern foreign languages (LEO-OpObj-5)*
- *To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (LEO-OpObj-6)*

The specific priority the project fits into is:

- *Priority 3: Developing the skills and competences of VET teachers, trainers and tutors (LEO-TralInno-3)*

In terms of UK priorities the project falls into the following priorities:

- *Priority 1.-Applications which promote the transfer and recognition of competences and qualifications between UK and across Europe*
- *Priority 2. Applications which demonstrate active involvement from the ultimate target groups, primarily through robust needs analysis and having representatives in the project partnership.*
- *Priority 4. Applications from those groups or representatives who are facing particular difficulties in the labour market, including workers and employers of SME's, those with special needs, older learners, immigrants, groups facing socio-economic disadvantage, those with few or no formal learning qualifications, looked after children, travellers, refugees, those with disabilities and minority ethnic groups.*

The iEducate is under the Transfer of Innovation stream. The project was submitted under a decentralised action under the managing agency in the UK, Ecotec.

¹ (Call for Proposals 2009 and the LLP Guide 2009)

1.2 Partners and Transfer of Innovation

The ieducate project has the following partners:

Organisation	Country
Research House UK	UK
Knowing Hand	UK
Civil Radio	Hungry
Wisamar Bildungsgesellschaft mbH i.Gr.	Germany
Tinta Utbildning Ab	Sweden
Future 21 Century Foundation	Bulgaria

The iEducate Project identified Bulgaria and Hungary as the main recipients of the transfer of innovation of elearning.

1.3 Work Packages

The following table identifies the work package, its aim and the lead for it:

WP	Name	Aim	Lead
1	Project Management	To motivate the partnership and provide structured, well managed and implemented operational and monitoring systems including the facilitation of effective lines of communication between all partners and mutual co-operation and understanding.	Research House
2	i-Educate Virtual Teacher Training Island in Second Life	To motivate the partnership and provide structured, well managed and implemented operational and monitoring systems including the facilitation of effective lines of communication between all partners and mutual co-operation and understanding.	Knowing Hand
3	Course Content Development	To produce content for a variety of purposes To gather, collate and create course content for the e-learning course, live training course, Virtual Workshops, course workbook. To deliver 'live training sessions and virtual training sessions in Second Life.	Tinta
4	e-learning course on 'Technologies for Learning'	To develop an accredited interactive e-learning course on 'Technologies for Learning' using sound pedagogical principles and set up a learner management system (LMS) to monitor usage and produce evidence for certification and accreditation. To use this e-learning course as an example for other accreditation opportunities across Europe and open dialogue with relevant bodies/ organisations for replication in other countries/languages.	Research House
5	i-Educate Web 2.0	To provide a public interactive forum for exchange of ideas, information, tools, opportunities in relation to technologies for learning between VETPROS and project partners. To provide an easy access portal for the i-Educate Virtual Teacher Training island in Second Life To provide access to the e-learning course.	Research House

		<p>To promote activities, events, opportunities and key lessons to VETPROS.</p> <p>To create interest and excitement in VETPROS about technology for learning and break down barriers in engaging with technology.</p>	
6	Theme Working Groups	<p>To provide a forum for 4 working groups (1. Media, Language and Communication, 2. Culture and Heritage, 3. Self Employment and Enterprise and 4. Disabilities and special needs) to discuss, research, generate ideas for using technologies within their specialist area and then share these findings with interested VETPROS.</p> <p>To provide content and expertise on specialist areas for the web 2.0 site, courses, newsletters, dissemination activities etc.</p>	Tinta, Civil Radio, Future 21, Knowing Hand
7	Evaluation, Trialling and Testing	<p>To increase understanding of user needs, to determine whether processes are working correctly, to judge the effectiveness of the project, to check whether products developed are doing what they were designed to do and assess project impact.</p> <p>To facilitate a cycle of continuous improvement throughout the project and act as a 'critical friend'</p>	Research House and Tinta
8	Promotion, Dissemination, Valorisation	<p>To engage a sizable number of VETPROS in accessing the project's opportunities, to ensure the project has a wide impact across Europe, to ensure that key messages within the project are heard by appropriate people in a position to influence change, to ensure products developed are seen or accessed by as many VETPROS as possible, to support sustainability activities where possible.</p> <p>A selection of organisations we will disseminate information and materials to are as follows: Vocational ICT trainers from Cisco Academies, NGO's in all partner countries, Licensed VET centres in Bulgaria With more than 12 400 instructors, including more than 6800 CCNA instructors, Chamber of Commerce and Industry Leipzig, Regional School Office Leipzig, Vocational School Centres 1 - 6 Leipzig, District Council Saalekreis, CO.N.E.CT - Cooperation, Network, Education - an European Association, Government of Aragon, Chamber of Commerce and Industry of Zaragoza, Chamber of Commerce and Industry in the province of Huesca and the, Employers' Confederation of the province of Huesca in the promotion of R & D and business in the province of Huesca, Teruel Business Confederation, Confederation of Entrepreneurs of Zaragoza, Foundation for Knowledge + MADRID, University of La Almunia de Doña Godina, Zaragoza. EUPLA, Microsoft Ibérica SRL, BMK (Budapest Cultural Centre), Nonprofit Media Centre in Budapest, Nyitott Képzések Egyesülete - Association of Open Learning, Független Médiaközpont - Center for Independent Journalism.</p>	Wisamar

1.4 Intended Results

The following table shows the intended results and indicators of achieving these results:

Result	Name	Quantity	Language(s)
R1	Project Management Website with handbooks and all project documentation	1 Site	EN
R2	i-Educate Virtual Teacher Training Island	1 Island <ul style="list-style-type: none"> • Minimum 150 VETPROS attend workshops in Second Life • Minimum 500 VETPROS access resources in the i-Educate virtual teacher training island • Minimum 50 Cisco trainers from Bulgaria participate in workshops in Second Life to demonstrate its applications for people with disabilities. 	EN, BG, DE, SV
R3	Production of a course handbook on 'Learning Technologies'	100 copies of handbook	EN, SV
R4	Training Course on Technologies for Learning	'4 courses delivered' <ul style="list-style-type: none"> • Minimum 32 people attend the 'live training' courses 	EN
R5	Certified e-learning course on 'Technologies for Learning'	1 course <ul style="list-style-type: none"> • Minimum 100 VETPROS access the e-learning course on learning technologies 	EN
R6	i-Educate Web 2.0	1 website <ul style="list-style-type: none"> • Minimum 4000 VETPROS/ 'hits' access information and guides on the 2.0 website • Minimum 2000 VETPROs download materials from the website 	EN, DE, BG, HU, SV
R7	NCFE course accreditation	<ul style="list-style-type: none"> • Minimum 15 VETPROS gain qualification/ accreditation in the UK 	EN

	for 'Technologies for Learning' Course- 8 Test certified accreditations	in 'Technologies for Learning'	
R8	PDF Publication on use of technology for each of the 4 theme groups (1. Culture and Heritage, 2. Media, Language and Communication, 3.Disabilities and Special needs 4. Self- Employment)	4 copies Minimum 200 VETPROS benefit from the working group publications and use ideas within their work	EN, SV, BG, HU
R9	Data base of VETPRO contact details +policy of use	1 Database	EN
R10	Press Pack	1 Press Pack	EN, DE
R11	Quarterly Project Newsletters (PDF Format)	8 (1 per quarter)	EN, DE
R12	Project Leaflets	??	EN, DE, HU, BG, SV
R13	Evaluation Reports- Interim and Final	4	EN
R14	Conference in Brussels	1 event Minimum 80 Policy makers/ VETPROS participate in the final conference in Brussels	EN
R15	Virtual conference	1 event Minimum 80 VETPROS participate in the virtual	EN, DE, BG, HU, SV

		conference	
R16	Radio programme about e-learning, its principles and advantages	At least 2000 listeners hear the Radio programme about e-learning in Hungary/Bulgaria	
Other Results		<ul style="list-style-type: none"> • Minimum 100 new resources generated by VETPROS following participation in project activities • Minimum 400 VETPROS integrate technology into their teaching practice/ develop e-learning (including 100 virtual teachers) • Minimum 80 VETPROS attend an event in Hungary on learning technologies • Minimum 70 VETPROS attend an event in Bulgaria on learning technologies • Minimum 30 VETPROS/ policy makers attend an event in Germany on learning technologies • Minimum 30 VETPROS/ policy makers attend an event in Sweden on learning technologies • Minimum 30 VETPROS/ policy makers attend an event in Spain on learning technologies • Minimum 30 VETPROS start using technologies in their teaching practice in Bulgaria and Hungary 	

1.5 Themes

The project also seeks to transfer innovation from to support work in four vocational in which:

1. Media, Language & Communication
2. Culture & Heritage
3. Self employment & Entrepreneurship
4. Disability and special needs (cross sector)

1.6 Conclusion

iEducate has set itself tough targets and the project is aspirational in the promotion of technology for learning . The next chapter will identify how the project has developed these objectives.

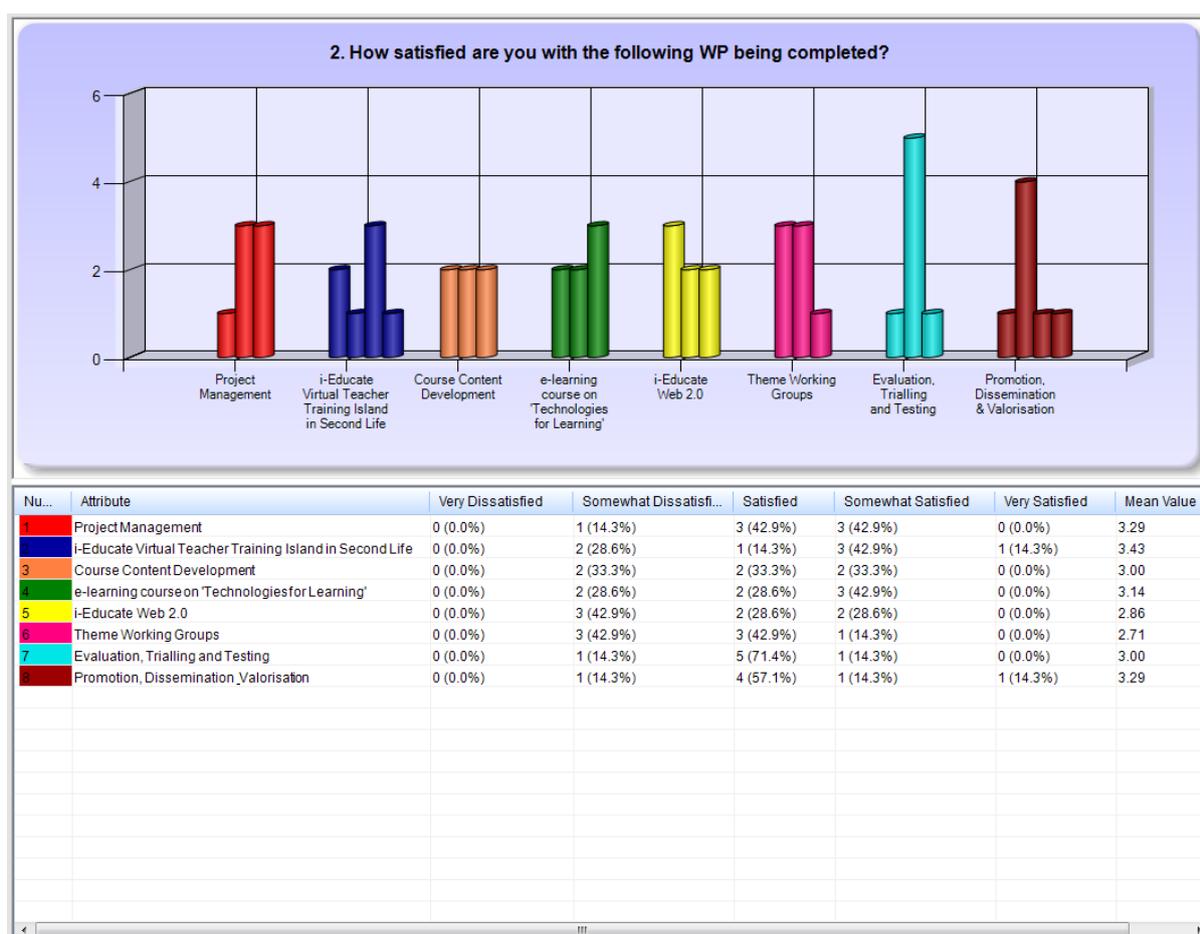
2.0 Work Packages

2.1 Introduction

Ieducate identified 8 work packages:

WP	Name
1	Project Management
2	i-Educate Virtual Teacher Training Island in Second Life
3	Course Content Development
4	e-learning course on 'Technologies for Learning'
5	i-Educate Web 2.0
6	Theme Working Groups
7	Evaluation, Trialling and Testing
8	Promotion, Dissemination, Valorisation

From the quantitative survey, a satisfaction question asked about what the partner thought about each of work packages. The following diagram presents their satisfaction levels:



Monitoring and evaluation had the highest satisfaction levels at 85%. Monitoring was built into the claims process and a good level of information was gathered at each quarter to ensure progress of the work packages. Also continuous monitoring and feedback was given

to partners and meetings. The next highest satisfaction level was first work package on the project management where 84% of the partners were satisfied or somewhat satisfied with this.

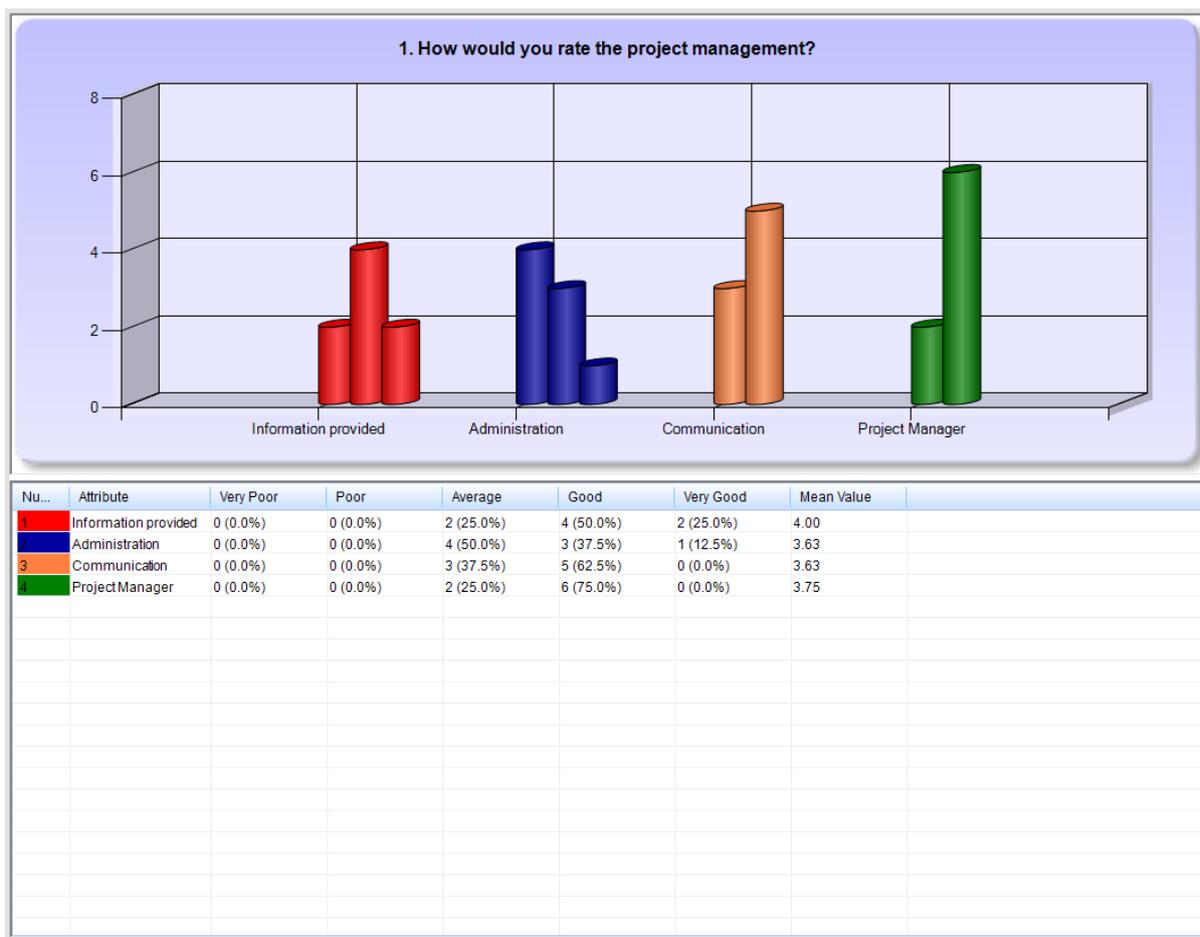
The biggest level of dissatisfaction that was occurring was in work packages 5 (website) and 6 (themed groups), both had a dissatisfaction level of 43%. This is explained by the late arrival of the website and thematic working groups not co-coordinating well enough outside of the partner meetings (see page 10).

Each work package is examined to assess its progress in reaction to each achievement of its results and indicators:

1. Project Management

A Project Management website has been created to help partners not only complete their timesheets and claims, but also to manage the workflow. It displays the project plan, arranges meetings, hosts files for partners to collaborate on, and includes news and events. The initial specification was completed on time, but changes were made to reflect suggestions from partners and ideas picked up. The site is now complete and all manual data has been entered including the quarter four claims made by partners. Partners are going through the training process now to use the system effectively.

Results from the project management question gave a positive outcome in information, administration, communication and the project manager. All positive results were given with information provision giving 75% as good or very good, along with the Project Manager at 75% as good:



Recommendations 1: At the quarter five claim, all partners should process their own claim through the project management tool to make the most use of this. The handbook along with the training is needed to be finished urgently to support the partners in their claim.

2. i-Educate Virtual Teacher Training Island in Second Life

The island was bought in November 2009. Terraforming (planning and designing the virtual teacher training island) began in December 2009 and developed after the transnational meeting. 3 Avatars were created, 2 of them automatic 'bots' that guide visitors to the teacher training island.

Various areas have been constructed on the island to reflect the different areas of the project. The Bulgarian partner, Future21 Foundation, has been working closely with the lead partner of this work package, Knowing Hand, so that they can learn more about delivering training in Second Life and plan to deliver their first training class in a virtual world soon.

The island was demonstrated in Sweden to a group of Swedish VETPROs and the feedback from this event was incorporated into the island and item designs.

There is on-going work to add more content to the island, with an aim to get it ready for full use by the end of September 2010. Content collected for the live training, eLearning course and Theme Working Groups is being incorporated into the island.

In terms of the results, a virtual island has been created. However a virtual conference has not been held. With the indicators, there is some progress made to achieve the following indicators (an action plan for this has been drawn up to meet this):

- Minimum 150 VETPROS attend workshops in Second Life
- Minimum 500 VETPROS access resources in the i-Educate virtual teacher training island
- Minimum 50 Cisco trainers from Bulgaria participate in workshops in Second Life to demonstrate its applications for people with disabilities.

Recommendation 2: A virtual conference needs to be set up .In addition the results for Second Island need to be identified more clearly by Knowing Hand.

3. Course Content Development

Course content production started in November 2009, with each partner providing information on the various technologies listed in the application. The work package leader, Tinta, then produced some short vodcasts to overview each technology.

The transnational meeting in May was a great opportunity for partners to see what work had been produced. It also allowed us to create templates for the remaining content to make the process better for partners to complete the remaining content ready for collation by the lead partner in this work package (Tinta). Needs analysis took place early in the project and was developed further at the partner meetings to aid with the production of the correct content. This included verbal discussions with VETPROS, questionnaires and feedback from presentations held at a mainstreaming event in Stockholm.

All content was passed to the work package leader at the end of June and they are working with it to produce the live training course. The content is also being used for producing the e-learning course, website, and Second Life Island.

In terms of the results, Production of a course handbook on 'Learning Technologies' and Training Course on Technologies for Learning, these have yet to be completed although a draft outline has been produced.

Recommendation 3: A clear timetable by Tinta needs to be in place when handbook will appear

In terms of the results, the live course this needs to take place. However not a course has been held. With the indicators, it is unclear if any of the following has been achieved:

Results

In terms of results '4 courses delivered' Minimum 32 people attend the 'live training' courses. Minimum 32 people attend the 'live training' courses need to be met. 50% of this was met through training VETPROs in Bulgaria.

16 VETPROs attended the workshop in Bulgaria which consisted of information about the aim of the project and the modules, an overview of some useful technologies, the pro's and con's of e-learning, a Second Life introduction and registration of new SL-users and a presentation on Virtual Classrooms and how to use a rapid e-learning tool. The VETPROs also participated in a practical "hands-on", Webquest about how they could use certain given web resources in their work. The exercise ended with the VETPROs making presentations of their findings and opinions. See video documentation.

Almost everyone knew of eLearning and YouTube (14). Half of them knew about Second Life (8), Internet Radio (7) and Mobile Learning (7). The remaining areas were Serious Games (6), Podcasting (5), Digital Exhibition (4), Digital CVs (4), Technologies for Disability (2) and Digital Surveys (1).

Many used YouTube (10) in their work. eLearning was used by half of them (7). The remaining areas used were Radio (4), Mobile Learning (3), Internet Radio (3), Podcasting (1), Second Life (1), Serious Games (1), Digital CVs (1) and Technologies for Disability (1). One stated that she did not use any of the given technologies. Digital exhibitions and digital surveys were not used at all in their work. There were some interesting quotes with VETPROs in Bulgaria:

"I [will] use ICT to motivate my students to learn more"

"With technology teaching is easy, interactive and interesting"

"I love these technologies (Digital CV's and Technology for Disability). They are so useful in my work"

"I have waited for an opportunity like this for 20 years"

4. E-learning course on 'Technologies for Learning'

An sample of the elearning course has been developed and is loaded into an LMS. First steps have been taken with NCFE to gain the accreditation. Research House need to complete the centre registration process and then present the course for accreditation.

Recommendation 4: A clear timetable by Research House needs to be in place when the courses appear along with the accreditation plan

5. i-Educate Web 2.0

This website has been completed (www.ieducate.eu). Content has been produced and the site is live. In terms of the indicators the following needs to be met:

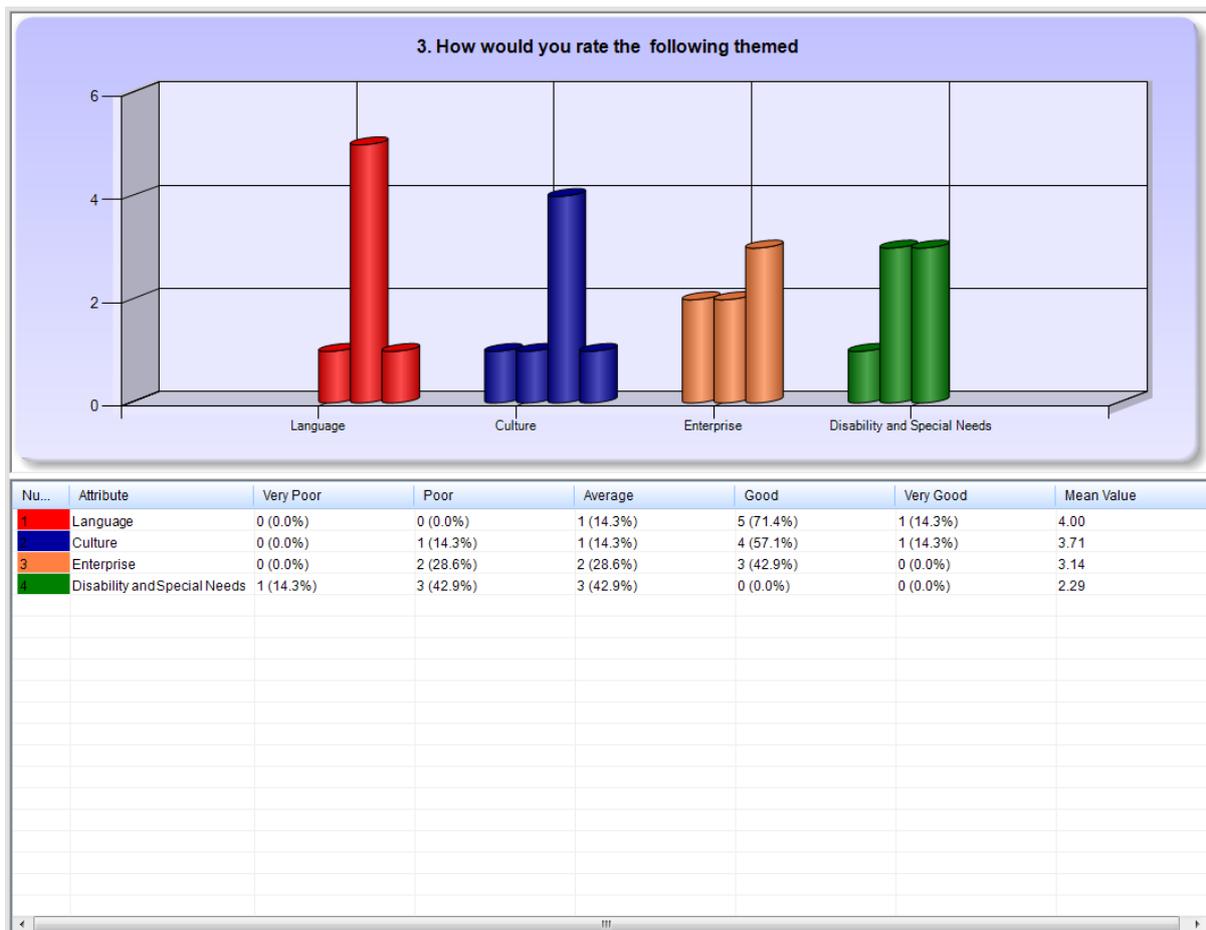
- Minimum 4000 VETPROs/ 'hits' access information and guides on the 2.0 website
- Minimum 2000 VETPROs download materials from the website
- Minimum 15 VETPROs gain qualification/ accreditation in the UK in 'Technologies for Learning'

However due to technical problems, statistical information on the website hit has not been gathered. This has now been rectified recently.

6. Theme Working Groups To provide a forum for 4 working groups:

1. Media, Language and Communication
2. Culture and Heritage
3. Self-Employment and Enterprise
4. Disabilities and Special Needs

Each leader of a thematic group has compiled content to present the use of technology to VETPRO experts in this field. This is being incorporated into the live course and e-learning course at the moment. Content and a forum for discussion on these areas is being constructed in Second Life and the website to allow for discussion, research and idea generation for the use of technology in each of these areas. The results from the partner survey highlighted the Disability and Special Needs requires particular attention which was given 57% as poor or very poor. The media, languages and communication attained the highest score of 85% as either good or very good.



Results

Publications on use of technology for each of the 4 theme groups have been produced. Documents to support each of these have been produced. However many of the partners are concerned with the quality of the Disability and Special Needs theme.

Recommendation 5: A partner meeting is urgently needed to focus on this theme to improve the quality of the content. By improving the quality, more VET PROS will be attracted to the iEducate concept and adapt the technologies.

7. Evaluation, Trialling and Testing

Tinta and Research House met to discuss evaluation, trialling and testing. We set up a framework for partners to monitor their activity and so that we could all understand each other's work and help assist where needed. Each quarter partners complete a self-monitoring and evaluation form. As well as this, at the end of every month partners provide a brief update on their activities, any challenges they've had and any assistance they need from other partners. This is compiled by Wisamar and distributed.

At each transnational visit we have tested our ideas with partners but as the project developed we are tested more actual content, with a group of VETPROs. Also, after each transnational meeting the partners completed a feedback evaluation on the meeting itself and the dissemination sessions.

A full series of tests of material under production are carried out by the partners at each meeting/ workshop. These have been in the following areas:

- a. Workshop UK - Test of Concept amongst VETPROS - Research House
- b. Workshop Stockholm -Needs analysis - Weisemar and Tinta Ab
- c. Workshop Bulgaria - Test of eLearning and live course. Future 21 and Tinta Ab + all partners
- d. Workshop Germany-to be arranged

At the beginning of the project it was decided that a multi-voiced democratic evaluation was most appropriate for analysing and feeding back on the work of the iEducate project as it developed. This was to consist of a number of sources of information including questionnaires after every workshop, semi-structured interviews, meeting records, field notes, self-monitoring reports etc.

As the project developed it was decided that the most efficient way of recording work undertaken, problems faced and the positive and negative issues that arose from this was through a questionnaire sent after every project meeting that could then be presented and discussed. The main benefit of this was that it was relatively quick to complete but enabled participants to focus on their contributions and evaluate their own progress. It also meant that more time was available for the development of the content and the supporting course modules. The regularity of the questionnaire and discussion is meant to help maintain the momentum of the project.

The presentation of a workshop evaluation report after each meeting was meant to enable partners to recognise the contributions of each other and appreciate the pressures that they were working under. This was particularly important as a wide range of different

institutions with differing expectations are involved in iEducatE, all working in different cultures and environments. It appears from responses that this appreciation is leading to a growing collegiality. The evaluation carried out after the Plovdiv meeting encapsulates this. In response to the question what challenges do you predict in the long term and how will you overcome them? (in relation to the organisation of work), respondents noted that they needed:

- Colleague support
- Collaborating and communicating with partners
- Feedback and support when developing modules and writing interim report
- Good project co-ordination
- Working with people who know what they are doing
- Organisation of work with time schedules and deadlines
- Sensitivity to exacting workloads.

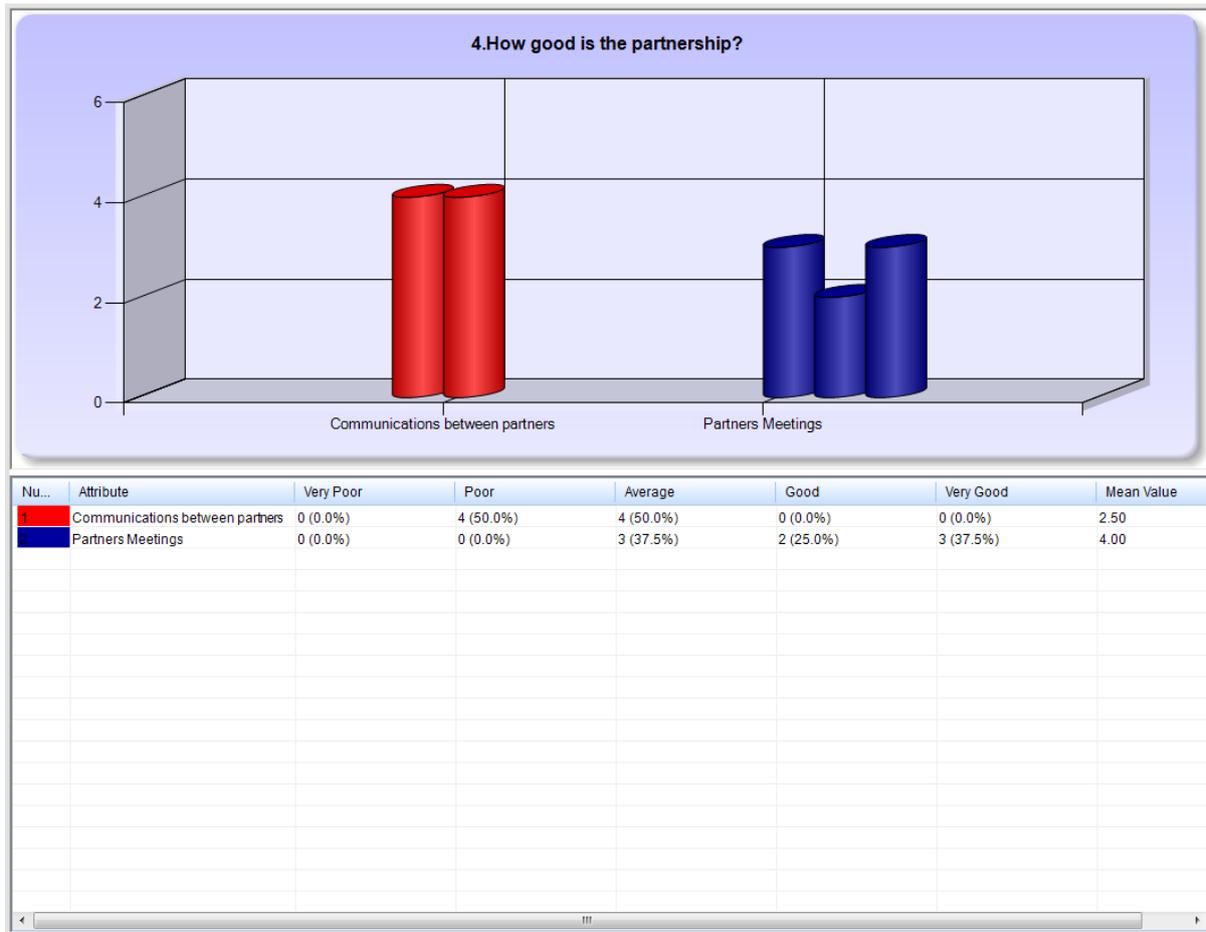
Such sentiments were commonly expressed within this project in all project evaluations Coventry/ Stockholm and Plovdiv. Evaluations show an appreciation of the impact that a missed deadline or slow response to an urgent email request could have.

The evaluation also had a pedagogic intention in that it should enable partners to reflect on the ways in which they were working together and develop strategies for maximising their efficacy. For instance it is clear that those colleagues who could meet (virtually) and work together between project meetings were able to develop approaches to producing materials that were based on consensus rather than compromise.

The value of 'face to face' meetings through Skype to enable the organisation of testing sessions, meetings and the final conference becomes apparent. The subsequent responses to the Plovdiv questionnaire reflect this.

- Lack of face to face discussion between individual partners
- made organisation of work difficult- more reliant on emails and Skype
- Effectuated planning for the 'afterlife' of the product
- Denied us of the opportunity to concentrate on project business easier- away from distractions of everyday work

The quantitative partner survey confirmed much of what has been said above. A running theme coming out is that the partners work well when they are together at partner meetings (62% think the partner meetings are good or very good) but the communication after the meetings is either poor or at average.



The greatest partner tension is working outside of the partner meeting. The main work area is in the themed area. This is a critical aspect to the project. Recommendation 5 is reiterated here again:

Recommendation 5: A partner meeting is urgently needed to focus on this theme to improve the quality of the content. By improving the quality, more VET PROS will be attracted to the iEducate concept and adapt the technologies.

8. Promotion, Dissemination, Valorisation

An initial flyer was produced to promote the project at the start. A further information sheet was produced for other events, and a template was created so that partners could add details in their own language if needed.

Wisamar constructed a database of contacts, collected from each partners' own contacts, people that have directly contacted us via the website and events, and Wisamar's own VETPRO and policy contacts.

An e-newsletter was produced, and was planned to go out in the second quarter, but actually went out in the third quarter. Further newsletters go out each quarter, along with some anticipated 'special' ones covering particular areas in addition to the general newsletter.

The website and project management application incorporate a news and events section, and we are hoping to add relevant information to an area of the second life island.

A communications plan has been produced which covers how and when we contact beneficiaries and interested parties.

Wisamar have also researched events and exhibitions that would attract people that could benefit from the project.

As part of the transnational meetings in Coventry and Sweden we invited VETPROs and policy people to help us disseminate the project, and to gather feedback from them. Presentations about all of the different aspects of the project were delivered as part of these mainstreaming events and a number of participants expressed their on going support for the project, Many of the participants also offered additional support in the form of sharing information etc. or presenting workshops in Second Life.

Results from Work Package 8

Item	Result	Comments
Project Leaflet (Flyer)	Paper x 2, and electronic	Should be versions in all languages
Newsletters	Paper x 2, and electronic	We don't have 'one per quarter' but will produce at least 8 during the project
Press Pack	Paper x 2, and electronic	Needs to be in German too, will be produced before Leipzig
Conference in Brussels	1 event Minimum 80 Policy makers/ VETPROs participate in the final conference in Brussels	To be planned
Virtual conference	1 event Minimum 80 VETPROs participate in the virtual conference	To be Planned
Radio programme about e-learning, its principles and advantages	At least 2000 listeners hear the Radio programme about e-learning in Hungary/Bulgaria	
	<ul style="list-style-type: none"> Minimum 100 new resources generated by VETPROs following participation in project activities 	

	<ul style="list-style-type: none"> • Minimum 400 VETPROS integrate technology into their teaching practice/ develop e-learning (including 100 virtual teachers) • Minimum 80 VETPROS attend an event in Hungary on learning technologies • Minimum 70 VETPROS attend an event in Bulgaria on learning technologies • Minimum 30 VETPROS/ policy makers attend an event in Germany on learning technologies • Minimum 30 VETPROS/ policy makers attend an event in Sweden on learning technologies • Minimum 30 VETPROS/ policy makers attend an event in Spain on learning technologies • Minimum 30 VETPROS start using technologies in their teaching practice in Bulgaria and Hungary 	
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3.0 Conclusions

3.1 Achievements

Administration

- Appointment of Project Coordinator
- Reviewed the project application and its revisions and responded to the National Agency's requests for information.
- Partner Agreements were created, using the templates provided to lay out what is expected of each of the partners and what they can expect from the lead partner. These were all returned, signed and filed.
- Based on the individual and company experiences of working on and managing European partner projects manual systems were set up for project and financial management. A timesheet was constructed for all project staff to monitor their hours worked against each work package.
- An internal claim form was constructed, based on the previous year's official Leonardo form, for partners to report their expenditure each quarter. Filing systems and procedures were set up by the lead partner to manage the process of claims.
- Four internal claims were made related to 4 quarters made and paid to the partners

Partner meetings

- Regular partner meetings are held, initially over Skype and now in Second Life. These allow all partners to update each other on their progress and for the lead partner to check on the progress of the project.
- Three transnational meetings, the first in Coventry, UK and the second in Stockholm, Sweden and third in Plovdiv in Bulgaria. The first meeting helped to bring everybody together and create the initial plans for the project.

Activities

- Development of Second Life Island to encourage the use of virtual learning
- VETPROS attending every partner meetings (over 100 in total)
- Elearning course built and placed on the LMS
- Development of dissemination material (website, leaflet, newsletter, press pack)

3.2 Conclusion

The lack of development of a common view and purpose can also be seen in the fact that partners identify for themselves when they will deliver material. This became acute in the very early stages of the project. It bettered somewhat after Stockholm when a clear focus on module development was mapped out with templates for common standards. The need to have completed ground work so that details can be concentrated on, with swift and clear communication, still needs to be emphasised. It is clear that targets to be reached by the end of the project need to be considered in order to focus partners on medium and long term goals. The responses from VETPROS to this also indicate that the project needs a shared view and approach which emphasises quality, usability, and reflexivity:

- Good quality modules
- High quality products useful in daily work
- Develop useful courses for internet
- To make a useful product for many people

The following needs to be considered for the final outcomes of the project:

- Partners need to be clear of contributions
- Final products demands high level of communication to be effective
- Keep up positive feeling that what we are producing is good and useful
- Keep evaluative comments in proportion
- Clear and sound definition of generic content and thematic courses and how cope with technological change.
- Process more important than specific technical outcomes

The project manager is to be complimented in his positive attitude and hard work in trying to develop a sense of collegiality and team work that should be typified by a willingness to share expertise, ideas, content, technical expertise and time to the realisation of a common product that was valued by all partners. The organisation and management of the project by the co-ordinating institution and the partners need to work hard to facilitate an open dialogue in which differences of opinion can be aired and consensus reached. The on-going evaluation should contribute to this process.

Predictable problems over time, deadlines and pressures from work outside the project were largely overcome but there has been an investment of time from some partners above and beyond their contractual obligations.

There have been a number of key achievements made with the project:

- Project Management site and website is complete
- Second Life Island is developed and is ready to take visitors
- A sample of the elearning course online is complete
- Themed content material has been produced
- Dissemination has began

Key areas of improvement remain in:

- Development of e-learning courses
- Accreditations needs completed
- Planning for Brussels needs to be developed
- Quality content development for thematic groups
- Better communication and co-ordination between partners outside of the partner meetings

3.3 Recommendations

The following five recommendations are made to improve the project:

1. *Recommendations 1: At the quarter five claim, all partners should process their own claim through the project management tool to make the most use of this. The handbook along with the training is needed to be finished urgently to support the partners in their claim.*
2. *Recommendation 2: A virtual conference needs to be set up .In addition the results for Second Island need to be identified more clearly by Knowing Hand.*
3. *Recommendation 3: A clear timetable by Tinta needs to be in place when handbook will appear.*
4. *Recommendation 4: A clear timetable by Research House needs to be in place when the courses appear along with the accreditation plan.*
5. *Recommendation 5: A partner meeting is urgently needed to focus on this theme to improve the quality of the content. By improving the quality, more VET PROS will be attracted to the iEducate concept and adapt the technologies.*