



Life Long Learning Programme Leonardo da Vinci – Transfer of Innovation
Language e-learning tool for vocations – share the standards

SH@RE PROJECT
Language e-Learning tool for vocations - Share the standards

**Lifelong Learning Programme
Leonardo da Vinci**

Transfer of Innovation

Project Agreement n° 2011-1-PL1-LEO05- 19896

WP3 – QUALITY AND EVALUATION

FINAL PROJECT INTERNAL EVALUATION REPORT



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1. Introduction

The present Evaluation Report is the result of Work Package (WP) 3 “Quality and Evaluation” of the project “Language e-Learning tool for vocations - Share the standards, a Leonardo da Vinci Transfer of Innovation project in the frames of Lifelong Learning Programme 2007-1013.

Quality Assurance and Evaluation is a crucial process that helps partners to make the most out of the project activities, both during and after the funding period. For this reason, evaluation involves learning from experience. It requires the partners to reflect, understand, adapt and make changes in order to meet the project aims and improve their performance.

In the end, evaluation makes an assessment of the project success. It helps partners to understand how and why outputs and outcomes have been achieved and to identify any weaknesses or lessons to be learned for future projects as well as it enables the partnership to spotlight the developed good practices in national and European level.

The Evaluation Report has been conducted by BEST CYBERNETICS (Greece) with the contribution and feedback of all project partners.

2. Evaluation context and approach



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An extensive process of evaluation and quality assurance was undertaken to ensure the smooth project implementation and accomplishment of objectives. This evaluation was both formative and summative and used a variety of processes and tools: meetings, surveys, consultations and structured questionnaires and feedback.

The main objectives of the ongoing Internal Evaluation procedures have been:

- To identify the strengths and weaknesses of the project implementation process
- To identify the impact of the project activities at different levels
- To assess the outcomes against the proposed work plan
- To anticipate possible issues or trends in activities that could affect project progress and offer support to project management in relation to these
- To monitor project management and cooperation between partners
- To provide analytical tools and instruments for the evaluation
- To provide recommendations that would improve the quality of the project and of its outcomes.

Gathering data and information

The present Final Evaluation Report is based on the results from:

- Continuous access to all information required (directly on the project website, courtesy of partners institutions which generally provided the information upon request)
- Observation of the transnational meetings and the communication process
- Evaluation questionnaires following the project meetings
- Formative Evaluation procedures (questionnaire and discussions) undertaken on several occasions during the project lifetime (at transnational meetings and individually between meetings through various means of communication)

The process accompanying evaluation and quality assurance was structured gradually without any



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lack of continuity throughout the project.

The structure of the approach

The purpose of the final evaluation report is:

- To document the experiences and achievements of the project, both for internal and for external audiences
- To crystallize the key lessons to be drawn from the experience
- To create the background for further development work, and for future partnerships
- To support or extend dissemination of the innovative approach of the project, methods and tools.

3. Project Background

3.1. Leonardo da Vinci Programme

The European Commission has integrated its various educational and training initiatives under a single umbrella, the Lifelong Learning Programme. The programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. There are four sub-programmes focusing on different stages of education and training and continuing previous programmes, one of which is the Leonardo da Vinci programme.

Leonardo da Vinci is available to public and private bodies and institutions involved in vocational education and training. The potential beneficiaries range from participants in initial vocational training, to people already in the labour market, as well as VET professionals and private or public organisations active in this field.

The aim of Leonardo da Vinci Multilateral Transfer of Innovation (TOI) Projects is to improve the quality and attractiveness of the European Vocational Education and Training system by adapting and



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integrating innovative content or results to new settings through working with transnational partners. Leonardo da Vinci enables VET organisations to work with European partners, exchange best practices, increasing the expertise of their staff and respond to the teaching and learning needs of people. It therefore supports efforts to make vocational Education more attractive to young people. By helping European citizens to acquire new skills, knowledge and qualifications, the programme also aims to bolster the competitiveness of the European labour market. Innovation projects have always been at the core of the Leonardo da Vinci programme. It aims to improve the quality of training systems through the development and transfer of innovative policies, contents, methods and procedures within vocational education and training.

3.2. Project Need

The SH@RE partnership was motivated to seek funding from the Leonardo da Vinci programme as highly qualified people who decide to go abroad to work often don't know the mother tongue of the country where they seek employment and thus they waste their qualifications. Such new employees very often do not know enough about the culture of the country where they start work and their language command is not sufficient. The partners also acknowledged the extreme mobility of workers. Thus, there is a pressing need to create vocational training possibilities and methods for people in order to update their skills and adjust them to the labour market.

4. Project Description

SH@RE partnership worked towards a very clear aim – to create an effective model for teaching vocational languages, along with the tools and techniques to facilitate the process (e-learning tool).

The partnership was motivated to develop a web based training course in order to:

- develop professional skills of the teachers
- make students more competitive
- enable the employees wishing to work in various European countries to obtain transparent and standardised language competence certification for their specific vocational field



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- teach European vocational languages online: Italian, English, Greek, Polish, Portuguese
- provide vocational learners with tools to improve their knowledge and competence in order to avoid their social exclusion and help them entering and re- entering the employment
- reinforce existing pedagogical approaches to lifelong learning in order to involve more vocational learners into this process by developing teaching materials, methods and techniques
- facilitate and support language learning and linguistic diversity within the EU
- facilitate and strengthen e-learning and blended learning.

Over the 24 month project timescale, SH@RE produced a tailored online training programme and multilingual courses as well as coursebooks for the following vocations: catering sector, footwear industry, psychology and graphic and design.

4.1. Type of transfer

In line with the requirements of the Leonardo da Vinci transfer of innovation funding strand, the SH@RE project aimed to utilise the following transfer strategy.

(1) Export of Innovation i.e. geographical transfer exporting innovation from Germany to other partner states - this involved the export of learning materials which previously had simply been implemented in Turkey and Spain.

(2) Sectoral transfer from one sector (educational sector) to another 4 different sectors (catering, graphic design, footwear and psychology). All supported on a methodology already developed and tested in another previous project.

(3) Transfer & adaptation of existing training materials based on an entirely classroom based format to blended learning format. This involved both adapting classroom materials and developing a fully





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integrated e-learning platform, so as to facilitate wider uptake throughout partner countries and Europe in general and make the courses more accessible.

(4) Transfer & adaptation from monocultural, monolingual (English) to multicultural and multilingual (English, Polish, Italian, Portuguese and Greek) allowing for wider use.

5. Project partners and roles

P0: Globalnet sp z o.o., POLAND (Project Coordinator)

Work Package 1: Project Management

Work Package 2: Dissemination and Exploitation

Work Package 4: Work on LCCTV Manual and Language Competence Framework of Reference for the vocations (LCFRV)

Work Package 6: Translation of the language courses, test formation LCCTV

P1: BEST Cybernetics', GREECE

Work Package 3: Quality and Evaluation

Work Package 7: Transformation of the courses into e-learning

P2: Centro Tecnológico do Calçado de Portugal (CTCP), PORTUGAL

Work Package 5: Compiling language courses for chosen vocations

Work Package 9: Testing in adult schools, companies, schools and universities

P3: Civiform, ITALY

Work Package 8: Teacher training



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Project partners possessed the skills required for the project implementation, especially in the area of adult learning education, employment, e-learning language courses, ICT education and human resources. For the success of the project and the quality and utility of the final product, it was an additional requirement at the composition of the consortium, to bring into the consortium knowledge in the thematic areas covered by project, namely acquisition of linguistic competencies, adult learning, and innovative learning approaches.

Globalnet sp z o.o., the coordinator is an educational institution operating in adult education field organizing language course through blended and e-learning.

BEST Cybernetics's specialty is the development of innovative ICT solutions for training programs and the provision of continuous education in different learning environments.

CTCP has competences in all the domains of professional training.

Civiform as vocational training center supports young people and adults entering / re-entering the labour market and assists employed people in acquiring new skills.

The SH@RE partnership draws together four organisations from the education sector, online learning specialists, industry institutions from four EU project countries. This structure provides a robust combination of skills and resources. Each partner brings an impressive access to an extensive network of key actors and educational bodies, thereby aiding dissemination activities by facilitating access to the target group through credible channels. Of particular note, the composition of the partnership ensures it can reach and influence networks & contacts within the employees population and their employment channels. The expertise within the partnership is unquestionable; indeed it would be difficult to imagine a more suitable blend of experience, knowledge, skills and expertise suited to the successful design and delivery of this particular project.

6. Project management processes



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There have been conflicts between the project coordinator and some partners regarding the distribution of tasks and budget as these were decided at the initial time of the application and could not therefore bring in many changes. These conflicts have made it difficult sometimes to run the project smoothly. These conflicts have not generally had to do with the transnational aspect of the partnership but rather with personal and professional situations. Most conflicts have been resolved amiably and have not hindered the achievement of the work plan or the delivery of high quality products.

The project was financially well administered. The project coordinator had to deal with problems in getting most claims on time. Funds have been distributed to partners with no considerable delays.

The efficiency in the project management is considered good thanks to the communication mainly by email and phone calls with the project coordinator.

In the evaluation partners were asked to share 2 highlights of the project management function in this project.

Highlight 1	Highlight 2
-Attention to detail	-Fixed dates of
-Regular monitoring	important activities
phone calls	-Partners' meeting well
-Management of work	spread over the
plan	duration of the
	project
	-Continual contact





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7. The Transnational Cooperation

The overall contribution of the transnational work permeates all aspects of the project, with successful shared outcomes available in 5 European languages (English, Polish, Italian, Portuguese and Greek). The high quality of the products developed was intrinsically dependent on the transnational nature of the partnership as well as on the cooperation between the language teachers with the industry experts. Language tests writers and language teachers aren't familiar with the industry jargon and they need constant exposure on that language to the documentation of the specific professions.

The collaboration of a wide ranging partnership representing different territories, economic realities, and cultures within Europe, gave the project the double perspective of experience and fresh eyes.

This sharing of experience, bilateral exchanges, plenary sessions and critical feedback contributed enormously to the success of the project's goal.

Overall, all partners agree that the transnational cooperation was good to a great extent. Some difficulties have been mentioned in reaching a mutual understanding of the different ideas of the project partners and of a better recognition of item's priorities in the project phases.

8. Communication and Partnership building

The communication and relations among partners as well as the circulation of strategic information was quite good. Certain technical issues arised from project partners regarding the online communication tools (Dropbox, oVoo video conferencing tool). Sharing of folders and documentation between partners seems to be a hard exercise for some of the partners. Communication worked efficiently through the face-to-face interactions during the meetings.

The partnership considered that there is potentiality to better exploit one another competences, to increase visibility of each partner's work, to reinforce communication among partners.





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With regard to the most effective methods for transnational co-operation, according to the partners these methods are:

- The exchange of information;
- The exchange of methods and approaches;
- The joint development of methods and approaches;
- The organisation of meetings;
- The exchange of documents and literature;
- The respect for the different skills and competences of the partners.

9. Sustainability of project results

- Commercialisation – most of the partners are interested in pursuing commercialization activities in the near future.
- Training – Several partners are offering training courses using the project materials.
- Updating the training contents
- Further networking
- Conferences – Several partners intend to present the results of the project at international
- Marketing and communication activities to the project stakeholder database in order to promote trans-national valorisation
- Branding & sales strategy for the product promotion on national and international markets
- Development of dedicated promotional website (www.sh@reproject.gr), exploiting social networking (Twitter, Facebook, LinkedIn), internet marketing tools such as Search Engine Optimization, e-newsletters etc.
- Try-outs in vocational training centers and foreign language learning courses.
- Strategic Mailing list of stakeholders: Mailing of informative materials to the stakeholders and target groups



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- Contact networks that act on the thematic areas of SH@RE project (footwear, catering and tourist sectors, graphic design and psychologists) in order to use them as a dissemination channel for approaching a wider audience of potential users.

Technological/Innovation advise in the context of technology transfer and take up activities

- Improvement of technological know-how (improvement of online training courses). Minimize technical issues as much as possible
- Participation in EU or intergovernmental programmes and calls

Networking

- Support to co-operation between partnerships members
- Company visits after identification of potential partners
- Collaboration (agreements) and activity between members of the partnership
- Feasibility study to set-up new collaboration
- Exploitation of networks

10. Planned Objectives and Achieved results

The project accomplished its initial objectives in spite of the usual issues and difficulties that are likely to occur in a project of this type and size. It is common knowledge that a partnership of different institutions and countries will face communication breakdowns at time, and there will be cases of non-compliance with established rules. These have not affected significantly the work plan, nor the quality of the outputs. The administration of a consortium is also bound to require supplementary effort on behalf of the coordination team.



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The initial work plan was, from the point of view of the evaluation team, too ambitious, in the sense that there were numerous outcomes of a wide range and involving thorough production work. The commitment of all partners has made it possible to achieve excellent results with an intense work rhythm.

All the partners agree that compared to the initial objectives the results of the project are successful and that the partnership accomplished what intended to do.

Factors contributing and/or obstructing the execution of the project objectives

Factors contributing:

- Common understanding of the project objectives and expected results by all Partners;
- Good communication channels;
- Understanding of cultural differences by all Partners;
- The symbiosis between technical and pedagogical teams is an important contribution to achieve the goals of the project;
- Good base in specific knowledge (professional and didactical) and experience of all the partners in their areas;
- Enthusiastic people;
- Selection of partners for specific abilities;
- Mixture of technical / educational / managerial experts;
- Clearly stated goals in the application and project brief;
- Clear division of responsibilities;
- As all the partners are experienced in their fields and know their duties in the scope of the project, the partnership is established very strongly.

Factors obstructing:

- Time schedule has been quite tight for specific tasks such as translation of pedagogical materials;
- Lack of competencies in achieving some of the tasks;



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- Complexity of tasks;
- Not all partners are experienced in Leonardo Projects and this made also their work in the project less easier.

11. Key challenges and learning

There are a number of lessons that were learnt during the lifetime of the project.

(1) The project management of SH@RE project had been more time consuming than originally expected, however this allowed the project to remain more or less on schedule and contributed to effective financial management.

(2) Throughout the project lifetime, it was important to refer back to the original application and ensure the project was addressing all aspects.

(3) Through discussions on dissemination, it was acknowledged that each partner would have to disseminate materials to their own database, as there were no resources budgeted for a central dissemination system.

(4) It was important to keep to the timeline; and reiterate the negative impact delays had on the workload of other partners.

(5) The range of partners involved in the project and their respective expertise proved highly beneficial for the project and has also effectively broadened the horizons of the organisations involved.

