


## REPORT ON EAQUALS NELLIP WORKSHOP IN BUDAPEST, HUNGARY, 23<sup>rd</sup> APRIL 2014

### MATERIALS USED – EAQUALS POWERPOINT

#### PLANNING AND MANAGING LANGUAGE PROJECTS



**PLANNING AND MANAGING  
LANGUAGE EDUCATION PROJECTS**

Richard Rossner  
EAQUALS



- ▶ Founded as a European association in 1991
- ▶ Mission: to foster and contribute to the development of language education
- ▶ A unique international accreditation scheme for language education
- ▶ 103 accredited member institutions and 24 associate members in 36 countries
- ▶ An international NGO with participatory status at the Council of Europe
- ▶ Involvement un EU and ISO projects




**The Nellip project**

**AIM: to promote high quality in language learning by highlighting the quality criteria of the European Language Label (ELL) awards for language education projects.**

**to encourage:**

- ▶ networking and synergy among language learning initiatives that have been awarded the ELL, so as to enhance their impact and sustainability
- ▶ a common approach that allows effective planning and implementation of high quality language learning initiatives
- ▶ The distribution of information about the ELL award scheme among language learning providers.





**Partner organisations in:**

- Bulgaria
- Finland
- Ireland
- Italy (co-ordinator)
- Lithuania
- Romania
- Spain
- Sweden
- The UK




**Workshop overview**


- ▶ Introductions, and mention of projects that participants have selected or have been involved in
- ▶ Presentation and reflection: what does 'quality' mean?
- ▶ Discussion: what makes a good language education project?
- ▶ Short presentations: the European Language Label scheme in Hungary
- ▶ **Practical task:** developing possible new project proposals
- ▶ Presentation of project ideas
- ▶ Focus on: dissemination, networking and exploitation
- ▶ Workshop evaluation and close

**DISCUSSION TASK**


**EITHER:**

- ▶ Have you ever been involved in some kind of language project, however small-scale?
- ▶ If so, describe it briefly – objectives, processes, outcomes, your feelings about it etc.
- ▶ Discuss with a partner whether you think it worked well or not, mentioning the reasons for your opinion



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#### DISCUSSION TASK

OR:


- ▶ Which sample project did you select from the Nellip database?
- ▶ Discuss with a partner why you selected it and what you thought made it a good project.




#### High quality education & training

- ▶ Is based on needs
- ▶ Motivates people to learn
- ▶ is relevant
- ▶ is interactive
- ▶ provides feedback
- ▶ Promotes reflection
- ▶ leads to verifiable outcomes



[AO Foundation]

#### What is 'quality'?


"Quality is simply meeting the requirements of the 'customer' " (J. Oakland)

"Quality is a customer determination based upon a customer's actual experience with a product or service, measured against his or her requirements - stated or unstated, conscious or merely sensed" (A. Feigenbaum)

#### Advantages of projects


- ▶ Focus on students' interests and their 'real world'
- ▶ Develop transversal competences: teamwork, research, communication, presentation, self-organisation etc
- ▶ So are relevant
- ▶ Should have clear aims & expected outcomes
- ▶ Can be long-term
- ▶ Can involve work outside the classroom and with partners elsewhere in the world
- ▶ Offer a change from normal class work




#### Why does quality matter?

It's about:


- ▶ Meeting the customer's needs and expectations
- ▶ Developing the organisation and its activities
- ▶ Efficiency and effectiveness of the service (or project)
- ▶ Value for money
- ▶ Ethics and honesty
- ▶ Professionalism and motivation
- ▶ Success and satisfaction for the customer

#### THINKING TASK


Which of the following aspects of projects can most affect quality:

- ▶ The project aims?
- ▶ The project activities and tasks?
- ▶ Where the project is carried out?
- ▶ The materials used?
- ▶ The way the project is managed?
- ▶ The teachers and other staff involved in it?
- ▶ The evaluation and monitoring of the project?
- ▶ .....



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#### Possible project features & aims

- ▶ **Movement out of the classroom**
- ▶ **Authenticity, interest and topics:** real contexts, genuine communication
- ▶ **Mobility in learning:** using computers, phones, and games
- ▶ **E-communication** between students/classes in different locations

*Additionally:*

- ▶ taking into account students' interests and personal aims
- ▶ Ensuring they are rewarding and motivating to work on
- ▶ Generating more interaction among peers
- ▶ Developing intercultural understanding and multilingualism
- ▶ Providing opportunities for authentic communication
- ▶ Offering students a new approach to language learning/practice
- ▶ Extending the use of ICT in language learning
- ▶ Providing opportunities to use the language outside the classroom
- ▶ Creating and trying out new teaching materials




#### Motivation is enhanced by...

- ▶ Practical and amusing content and activities
- ▶ Dynamic teaching methods & action-oriented approaches
- ▶ Opportunities for social interaction in the target language
- ▶ Varied, up-to-date 'authentic' learning resources and tasks
- ▶ Learning languages for specific, professional or study purposes
- ▶ Involvement of learners in the world of work
- ▶ Use of ICT and promotion of autonomous learning
- ▶ Fostering mobility and providing access to multicultural contexts & encouragement of multilingualism
- ▶ Acknowledgement of the achievements of participants and the quality of the project process and outcomes




#### Projects – key issues

- ▶ The **skills and experience** of the project manager and the project team
- ▶ The **scope and timeline** of the project
- ▶ The **support** provided by the organization and its commitment to the project
- ▶ **Tasks and outcomes** that are useful and correspond to those in the project application and plan, and to the budget
- ▶ **Piloting and obtaining feedback**, and the use of the results of this
- ▶ The **impact of the project** in relation to the resources the input
- ▶ **Response to the needs of beneficiaries**
- ▶ **Standards applied**, e.g.: meeting procedures, schedules with set milestones etc.



#### Project scale and scope

	SMALL SCALE	LARGE SCALE
SHORT TERM		
LONG TERM		




#### PROJECT PLANNING

In groups, plan a future language project:

- either an **intended real project** involving people in the group, OR
- **one person in the group** can describe their own context, and the group discusses a project idea to fit that context:

- ▶ Choose a setting for the project (primary school, university, etc.)
- ▶ Refer to the factors and criteria discussed to define the objectives of the project
- ▶ Consider what kind of activities the project will involve
- ▶ Develop an **outline project plan**, using the planning template:
  - not too much detail
  - a logical sequence, each step leading to clear outcomes.
  - one step at a time; objectives, outcomes and activities first, then resources and dates.



#### SMART projects

- ▶ **SPECIFIC**
- ▶ **MEASURABLE**
- ▶ **ACHIEVABLE**
- ▶ **RELEVANT**
- ▶ **TIMEBOUND**



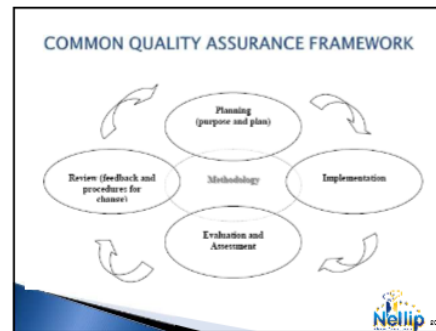
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#### ASPECTS OF PROJECTS

- ▶ Learner target group(s)
- ▶ Aims/target outcomes (during & after)
- ▶ Design
- ▶ Methodology – teaching & learning)
- ▶ Budget, financial resources
- ▶ Teachers/facilitators, other staff
- ▶ Materials, technological resources
- ▶ Events, 'critical moments'
- ▶ Milestones
- ▶ Management & communication
- ▶ Evaluation



#### FACTORS IN QUALITY MANAGEMENT

- ▶ Effectiveness: are aims SMART, appropriate, well expressed and being achieved?
- ▶ Practicality: is the design right for the aims and context?
- ▶ Communication: are style, content, frequency etc right?
- ▶ Management and execution: are they efficient and smooth?
- ▶ People: are people with the right attitudes and competences involved and contributing evenly?


#### Reasons for dissemination & exploitation

- ▶ To tell end users and others about your project.
- ▶ To contribute to the implementation of national, regional, local or European policy and development.
- ▶ To inform sponsors and funding bodies
- ▶ To support and enhance the image of your own organization
- ▶ To increase the impact of your project by networking
- ▶ To inform commercial organisations if you have a product to sell.




#### Networking involves...

- ▶ establishing a common vision of the importance of the topic or activity around which the network is being constructed.
- ▶ Agreeing on shared values
- ▶ Pooling shared experience of common areas or specific sectors.
- ▶ Using existing and new contacts to form new 'communities'
- ▶ Establishing mechanisms to develop and maintain it




#### After the workshop

- ▶ Links to Nellip documents
- ▶ Slides in PDF
- ▶ List of participants to facilitate networking
- ▶ INTERESTING AND FRUITFUL PROJECTS!
- ▶ Exchange of information about these

Thank you

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SELECTED SLIDES FROM PRESENTATION ON THE ELL IN HUNGARY

## European Language Label in Hungary



Eszter Kovács  
Tempus Public Foundation  
[eszter.kovacs@tpf.hu](mailto:eszter.kovacs@tpf.hu)

### Who are eligible?



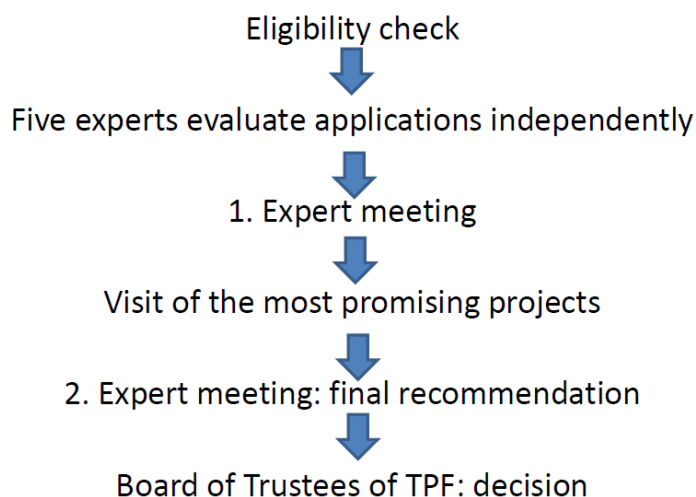
- ✓ Innovative language programmes, hosted by an organisation
- ✓ Newly or nearly newly launched language programmes are preferred
- ✓ Practical implementation is required

NOT eligible are:

Individuals

Finalized programmes, or programmes that are organic part of the basic activity of an institution

### Selection system



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## Evaluation criteria



### General criteria of the EC:

#### ***Comprehensive***

Added value in the national context

Motivating for students and teachers

#### ***Original and creative***

European emphasis

#### ***Transferable***

### Additional criteria on national level:

Aims and objectives –  
how much do the tools,  
methods, etc. support the  
explicit objectives?

Institutional background –  
human and professional  
recourses

## Award – what can you get with the title?



★ The right to use the logo

★ Publicity:  
[http://www.tpf.hu/pages/content/index.php?page\\_id=797](http://www.tpf.hu/pages/content/index.php?page_id=797)

★ A symbolic financial prize for further development and promotion of the program (not every year)  
→ founded by EMMI

★ Certificate

## Next call



Next call for  
European Language Label 2015 in Hungary

Autumn 2014

[www.tka.hu](http://www.tka.hu)

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MATERIALS USED - HANDOUTS

**TEMPLATE FOR PROJECT PLANNING**

**NAME OF PROJECT:**

**MAIN OBJECTIVE:**

**WHO WILL BE INVOLVED** (learners, teachers, others...)?

STEP	LANGUAGE LEARNING OBJECTIVE & INTENDED OUTCOME(S)	MAIN ACTIVITIES	HUMAN, FINANCIAL & OTHER RESOURCES NEEDED	START DATE	END DATE
1					
2					
3					
4					
5					
6					
Follow up					

Notes:

- Add as many steps as needed but not too much detail. Where relevant, subdivide steps into i, ii, iii (e.g. different people doing different activities)
- Steps can overlap or even happen at the same time
- One or more steps should involve evaluation of some kind, project piloting etc.

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**A CHECKLIST FOR QUALITY IN A LANGUAGE EDUCATION PROJECT**

**1 Project beneficiaries**

- The target groups are clear and well defined
- The learning needs of the target groups have been clearly identified and assessed
- Appropriate methods for motivating and involving the target groups have been decided on.

**2 Project objectives and outcomes**

- The project objectives are well defined and clearly explained
- The project contributes to increased language learning and communicative skills
- The project outcomes and impact envisaged are achievable, useful and measurable.



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### 3 Project planning

- The planned activities are well structured and the necessary resources are available
- The institution has the human and financial resources needed to run the project
- The plan for monitoring and evaluating progress is effective
- A plan for evaluating the quality of the outcomes has been developed
- There is a clear plan for disseminating and exploiting the project results
- Key stakeholders have been identified and have been or can be contacted
- The institution has direct contact with the target group(s) and expertise in working with them
- Criteria, standards and indicators exist for project management, project development and outcomes.

### 4 Project management and implementation

- A management plan was developed at the beginning of the project; it includes:
  - A work plan with realistic timescales for all the project activities
  - A well prepared budget for each of the project activities
  - The assignment of clear responsibilities to each partner and/or team member
  - Mechanisms for efficient collaboration and effective communication among partners
  - An appropriate reporting system, and an internal document sharing system, available to all partners
  - Time management and problem solving mechanisms
- There are procedures for assuring the quality of project activities and outcomes including:
  - carrying out an assessment of the needs of the target groups
  - choosing a methodology that meets learners' concrete needs
  - ensuring coherence between the project objectives and planned activities and outcomes
  - establishing quality criteria for the project products/outcomes
  - involving the target groups at all stages, and obtaining feedback from them
  - testing any project products and improving them accordingly
- Time management mechanisms are in place for:
  - monitoring whether short term and longer term objectives have been met
  - identifying deviations from the work plan and project goals, and adjusting these as required
- The project partners use the same reporting methods and templates to report on the activities carried out in the separate contexts, including:
  - the costs incurred
  - dissemination activities
  - feedback from participants and stakeholders.
- recommendations are put forward by internal or external evaluators and, if necessary, changes are made
- there is feedback on partner reports
- There is a clear plan for dissemination during the project and after it ends; the dissemination plan:
  - creates maximum awareness of the project and its goals
  - Is adapted to the project objectives and target groups
  - Is reasonable in terms of the financial resources needed.