

A PONTE: An Approach to the Deployment of New Technologies in Education (1998-2000)

Entidad financiera:

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Entidades colaboradoras:

CESGA (ES)

SEMA Group (ES)

Associação das Universidades da Região Norte (PT)

Context European Educational Ltd. (NL)

South Bristol Learning Network Ltd. (GB)

URL:

<http://www.aponte.org>

Este proxecto conta tamén co apoio de: Secretaría Xeral de Investigación e Desenvolvemento, Consellería de Educación e Ordenación Universitaria (DX Ordenación Educativa e Formación Profesional), Consellería de Presidencia e Administración Pública (DX Organización e Sistemas Informáticos), Consellería de Cultura, Comunicación Social e Turismo (DX Comunicación Social e Audiovisual), a Consellería de Familia e Promoción do Emprego, Muller e Xuventude (DX de Xuventude) e co asesoramento de expertos do Sistema Universitario de Galicia.

Información proxecto:

O proxecto A PONTE ten como obxectivo a contribución de novas experiencias a través do uso das novas tecnoloxías de información na educación. O enfoque céntrase nos problemas específicos das comunidades educativas de Galicia e do norte de Portugal, debido ó carácter rural das zonas. A PONTE pretende divulgar coñecementos de Internet e facilita-lo acceso a servizos de Internet sumamente avanzados nos institutos de Ensinanza Secundaria e nos institutos de Formación Profesional nas respectivas áreas. O obxectivo xeral é demostra-las vantaxes do uso das tecnoloxías de información no sistema educativo. A PONTE investiga se o uso de Internet pode engadir valor para as comunidades educativas, particularmente en zonas rurais e propón métodos para iso. Tamén pretende contribuír con experiencias transferibles a rexións similares en Europa.

En xeral as novas Tecnoloxías da Información e Comunicación aplicaranse para

- < aumentar e facilita-la comunicación entre as comunidades e institucións educativas
- < aumentar e facilita-la colaboración a distancia
- < prove-lo acceso a recursos de información dixital distribuída relacionados co ensino e coa aprendizaxe
- < prover e facilitar formación no uso das TIC no contexto educativo

O foco xeográfico de A PONTE é a euronrexión Galicia-Norte de Portugal. Nestas dúas rexións, que teñen en común características socioculturais específicas, as TIC aplicaranse no ámbito dos seguintes temas:

1. Establecer unha relación máis estreita entre os colexios rurais e a universidade. Hai unha cantidade crecente de información dispoñible nas páxinas Web dos departamentos e na administración das universidades. Esta información é unha fonte moi valiosa para os alumnos de ensino secundario que están estudando para acceder á universidade. As TIC poden axudar a

facilita-lo intercambio da información e a decisión de entrar na universidade.

2. Satisface-la demanda de materias menos solicitadas. A baixa densidade da poboación nas zonas rurais en Galicia e o Norte de Portugal provoca a existencia de moitos centros educativos cun número limitado de alumnos. Algunhas materias non son accesibles para alumnos dun determinado centro. Ter un profesor para materias pouco demandadas por cada centro non é posible. As TIC poden facilita-lo intercambio e o ensino destas materias en grupos xeograficamente distribuídos e virtuais.

3. Vincula-la diversidade multicultural e multilingüe. Galicia e o Norte de Portugal forman parte dunha entidade cultural, dividida por unha fronteira política. Nos últimos anos creceu o esforzo de estimular e coordinar accións entre as dúas rexións a través de compromisos mutuos e co fin de evolucionar cara a unha Europa sen fronteiras. A PONTE pretende estender este esforzo para o sector educativo.

O traballo do proxecto realízase en varias tarefas (*work packages*) e contempla as seguintes accións:

Experiencias pedagóxicas. A través dunha análise das necesidades educativas determinarase a situación en centros educativos das zonas rurais. Baseándose nos resultados deste estudo definiranse series de experiencias pedagóxicas destinadas a proba-la capacidade das TIC para proporcionar solucións adecuadas. Estas experiencias levaranse a cabo e avaliaranse ó longo do curso 1999-2000. As experiencias realizaranse nun número limitado de centros de educación seleccionados pola súa representatividade dos problemas detectados en zonas rurais.

Creación dun CD-ROM. Desenvolverase un manual práctico para principiantes das TIC en formato CD-ROM. Dará información e formación sobre as ferramentas básicas de Internet (Web, correo electrónico, foros de discusión) tomando en conta a súa integración nas actividades pedagóxicas dos profesores. O manual editarase en lingua galega e portuguesa e será distribuída ós centros de secundaria de Galicia e da rexión norte de Portugal.

Servidor Web. Mantense un servidor Web con extensa información sobre a evolución do proxecto A PONTE (www.aponte.org). Facilita o acceso a recursos co uso das TIC no ensino e contén unha serie de servizos como unha ventá de apoio *online* (*help desk*) e un servizo de busca en galego e portugués de recursos educativos en Internet (ESIS). Tamén serve como un sitio de encontro virtual para a comunidade dos colexios seleccionados para a experiencia piloto de A PONTE.

Aplicación “Aula de A Ponte”. A aplicación “Aula de A Ponte” é unha ferramenta que facilita a comunicación, colaboración e a creación de “aulas virtuais” para un ensino a distancia. Aula da Ponte fará uso de tecnoloxías multimedia para facerlles chegar ós alumnos dos centros seleccionados recursos ós que doutro modo non terían acceso.

Programas europeos COMENIUS. COMENIUS é unha iniciativa europea enmarcada no programa SÓCRATES. O obxectivo fundamental deste programa é dar apoio ós esforzos de cooperación europeos en educación escolar. A través de A PONTE darase apoio e asesoramento ós centros de educación que desexen participar neste programa.

D. Javier García Tobío en calidad de Director del Centro de Supercomputación de Galicia (CESGA)

CERTIFICA:

Que **D. JOSÉ MANUEL TOURIÑÁN LÓPEZ** participa como director del equipo investigador y supervisor del Proyecto "A PONTE" (An approach to the deployment of new technologies in education), perteneciente al programa europeo ESPRIT.

La actividad que desarrolla corresponde a los módulos de "Análisis de necesidades educativas en el entorno rural gallego" y "Definición y evaluación de experiencias pedagógicas".

En Santiago de Compostela, a 24 de Febrero de 1.999



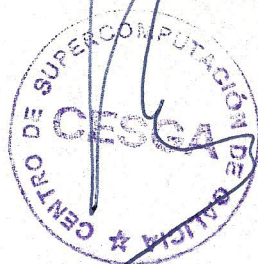
D. Javier García Tobío en calidad de Director del Centro de Supercomputación de Galicia (CESGA)

CERTIFICA:

Que D. **JOSÉ MANUEL TOURIÑÁN LÓPEZ** participa como investigador en el Proyecto "A PONTE" (An approach to the deployment of new technologies in education), perteneciente al programa europeo ESPRIT.

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Kick-Off Meeting Minutes

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1 1. Introduction

This document contains the minutes of the kick-off meeting of the ESPRIT project A PONTE (25085) which was held in Porto (Portugal) on October, 8-9, 1998.

The document intends not only to provide a summary of the main decisions taken but also to provide an overview on the discussions held by the meeting participants to reach those decisions. A summary of decisions and next actions is available at the end of the document.

Decisions taken after the meeting will also be included in this document (marked as “after meeting decisions”). This applies to those issues which remained pending of decision during the meeting.

A package with the slides presented at the meeting is included at the end of the document as annex.

2.2. Agenda and participants

2.1 Participants

SEMA Mr J M Cavanillas
 Ms E Coello
 Mr J A Estévez
 Ms L Montandon

CESGA Ms C Engel
 Mr J García Tobío
 Mr J M Touriñán

AURN Mr D Bessa
 Mr J Marrana
 Ms E Pacheco
 Mr E Pinheiro

CEEC Mr G Wijngaards

SBLN Mr D Willis

Besides, two representatives from the Spanish Ministry of Education and Culture, Beatriz Sánchez Esteban and Juan José Blanco Villalobos, presented the project ALDEA DIGITAL. For details see 4. Day II, Nov-9)

2.1 Agenda

October, the 8th, 1998

9.30-9.35	Welcome and approval of the agenda
9.35-10.15	Presentation of the partners
10.15-10.45	Review of the project objectives
10.45-12.15	Technical/pedagogical part. Constitution of the technical Board
	TP1 - Analysis on Educational Needs in Rural Areas
	TP6 - Support Tool Aula da Ponte
	TL1 - COMENIUS Information Centres
12.15-12.30	Coffee break
12.30-13.30	Managerial Issues (I). Constitution of Steering Board.
	TM1 - Project Management:
	Consortium Agreement
	Periodical Reports
13.30-15.00	Lunch
15.00-16.30	Managerial Issues (II).

	TM2 - Quality Assurance:
	Templates
	Communication standards
	DM2.1 Project Plan
16.30-18.00	Dissemination & Exploitation Part. Constitution of the Diss. &
(with a break	Expl. Board
for coffee)	TD1 - A PONTE Conferences
	TD2 - Web-based Dissemination

October, the 9th, 1998

9.30-11.30	Pending issues from the first day
11.30-12.00	Coffee Break
12.00-13.00	Presentation of the ALDEA DIGITAL project
13.00-14.30	Lunch
14.30-17.00	Other presentations
	Last pending questions
	Conclusions

3 Day I, Nov-8

3.1 Meeting Opening

The meeting starts with the approval of the agenda. The agenda was divided into three blocks: 1) Technical & Pedagogical Part, 2) Managerial issues, 3) Dissemination Part.

Mr G Wijngaards (CEEC) was not able to arrive before mid-morning because of his travel arrangements. In the meanwhile, the meeting starts with the presentation of the participants and their institutions; the PM explains some general concepts of European Projects, for instance, the role of the Project Officer representing the European Commission and the Periodical Reviews, which consist of a meeting between the consortium, external reviewers and the Project Officer; at the Review the consortium is expected to present the intermediate project results to the reviewer team, (including both technical and managerial aspects) in order for the reviewers to assess the accuracy of the work being performed in the project framework. **Also the concept of demonstration action is enlightened, since A PONTE is not a R&D project itself but a so-called demonstration action. In the case of A PONTE this means that the European Commission provides funding not to research and develop an innovative application, but for the consortium to perform pedagogical experiments on the introduction of ICT in Secondary Schools in Rural Areas, and to extract from them general guidelines of application in similar cases.**

3.2 Presentation of the partners¹

3.2.1 Sema Group

Mr J M Cavanillas presents Sema Group sae. Sema Group sae is the Spanish company of **Sema Group plc**, one of the largest software houses in Europe. The Software Engineering Division has a large experience and background in the field of New Technologies applied to Education & Training as well as many years experience working in EC projects. Sema Group acts as Project Coordinator within A PONTE.

3.2.2 CESGA

CESGA is the Supercomputing Centre of Galicia and it is a public company owned by the Galician Government (70%) and the Spanish Government (30%). It offers its services to the Galician Scientific Community with the goal to support and promote the high level research in Galicia.

Within A PONTE, CESGA will co-ordinate together with AURN the performance of the pedagogical experiments. This includes (in a few words) the contact and selection of the A PONTE schools, the definition, design and implementation of the pedagogical experiments, the organisation of A PONTE events, as well as dissemination and reporting activities.

3.2.3 AURN

The Association of the Universities of the Northern Region - AURN – is an association of the Universities of Aveiro, Catholic of Portugal (Oportos' Regional Centre), Minho, Porto, Trás-os-Montes e Alto Douro. One of the missions of AURN is to find areas of common interest among those universities and to promote the collaboration with Developing Countries which were ancient colonies of Portugal, as Brazil and other African countries.

AURN will play in Portugal a similar role as CESGA in Galicia.

3.2.4 SBLN

SBLN Ltd (formerly the South Bristol Learning Network Ltd) created the CyberSkills™ programme. CyberSkills™ aims to increase the awareness regarding and is targeted to both individuals and their organisations. CyberSkills™ has been delivered to over 6000 individuals mainly through SBLN's workshops as well as through other outreach CyberSkills™ is now trademarked by International Computers Ltd (ICLSBLN provides a range of Internet-related services and training, primarily to the small and medium sized enterprise sector and to the education sector.

Within A PONTE, SBLN will be in charge of the Off-Line services.

¹ Details about each single partner can be found in the Project Programme, Part II, Chap. 2.

3.2.5 CONTEXT

Mr Wijngaards presents the CONTEXT magazine. CONTEXT is a magazine devoted to new developments in education, and involves the European Association of Teachers. Up to now 21 numbers have been issued, most of them promoted by the European Commission. CONTEXT was member of the project Web for Schools.

Mr G Wijngaards presented also the European SchoolNet (EUN). Since Mr G Wijngaards is the Communication Manager of EUN, he will act as interface between A PONTE and EUN over the project time. This affects specially the possibility of introducing A PONTE under the EUN umbrella.

3.2.6 PLT

Mr J M Cavanillas presented the Pliroforiki Technognosia (PTL), which representative was not able to attend the meeting. The PLT is an Information Technology Company located in Athens. It has experience in Educational Computing Technology and in developing Educational Multimedia Software. PLT is expected to collaborate with SEMA in the integration of the Aula da Ponte (AdP) tool.

3.3 Introductory aspects

After the presentations follows a review of the project objectives and the specific objectives of the kick-off meeting. The review of the project objectives should facilitate the subsequent technical discussion.

The review of the *project objectives* can be summarised as follows:

- To research advantages and disadvantages of the use of ICT in Secondary Education in Rural Areas.
- To obtain results from this research
- To perform pedagogical experiments to reach those results.

The experiments have to tackle four pedagogical initiatives:

1. To encourage the use of ITC in rural schools
2. To foster relations between universities and rural schools
3. To facilitate access to distance education for less taught subjects
4. To stimulate the participation in multicultural projects

The meeting devoted special emphasis to those tasks which were active from the beginning. In the preparation of the kick-off meeting, each task leader has been asked to prepare his/her task view and plan of activities.

The PM establishes three key-words to bear in mind over the kick-off meeting: *Work Plan*, *Secondary Education* and *Rural Areas*. Time enough has to be devoted to the discussion of the work plan in view of the elaboration of the first due deliverable, DM.2.1 - Project Plan, which is due within the first project month.

Ms C Engels (CESGA) reminds also the importance of the *teachers' training*. She rises up the question on how many resources have to be devoted to train the teachers, and if it is preferable to select teachers who are already aware of ICT in the classroom.

Mr J M Cavanillas (SEMA) thinks that teachers should be selected because of their motivation. He also reminds that although the project A PONTE focuses on the specific region of Galicia and Northern Portugal, the conclusions of the project have to be *Pan-European*, in the sense that general guidelines have to be generated from the project activities, which make possible the exportation of the A PONTE experience to other regions with similar features.

As for the teachers training, Mr D Willis proposes to use the **cascading structure** process, which was the one used successfully in the Web for Schools project. This structure is explained in more details in point 1.4.1.

- ☐ The cascading paradigm will be applied for teachers training

3.4 Constitution of the Technical & Pedagogical Board (TPB)

SEMA Ms L Montandon will be the Technical and Pedagogical Manager

CESGA Ms C Engel

AURN Mr E Pinheiro ²

Although it is not necessary that CEEC and SBLN bring a representative in the TPB, they are welcome to participate in the meetings if they are willing. In that case, the persons designated to participate in the TPB meetings are Mr D Willis (SBLN) and Mr G Wijngaards (CEEC). Mr D Willis (SBLN) suggests the possibility to use Video-conference facilities in order to allow SBLN to participate not physically in the TB meetings in order not to spend its budget in travels.

3.5 Technical & Pedagogical Discussion

As Technical & Pedagogical Manager, Ms L Montandon presents Sema's view of the project technical approach. Basing on the four pedagogical aspects pointed out above, there have been identified which tasks are directly related with them. The following matrix is the result of crossing the pedagogical aspects with the technical & pedagogical tasks:

Pedagogical framework		ICT use	Uni-Schools relations	Web-based courseware	Multicultural projects
TP.1	Analysis on Educational Needs in Rural Areas	x	x	x	x

² Not decided during the meeting but afterwards.

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TP.2	Experiment Definition & Evaluation Plan	x	x	x	x
TP.3	Experiment Installation & Report	x	x	x	x
TP.4	Demonstration Report	x	x	x	x
TP.5	Result Analysis	x	x	x	x
TP.6	Support Tool Aula da Ponte			x	
TI.1	Off-line Service	x			
TI.2	Help desk	x			
TL.1	COMENIUS Information Centres				x
TL.2	ESIS Language Unit Implementation				x

In general all the meeting participants agree with this scheme.

Mr J Marrana (AURN) notes that to involve one school in more than one aspect could lead to complications. Careful co-ordination is needed.

Mr J M Cavanillas (SEMA) adds the necessity to start with statement of the measurement parameters. These should be already applied at the beginning of the project and then at the end in order to allow the assessment of the experiments: which have been the advantages and likely problems found with the introduction of ICT in SSs and PTCs in rural areas.

3 Measurement parameters will be assessed and applied at the beginning of the project.

- ☐ AURN and CESGA are the partners in charge of setting the measurement parameters and of their application

Mr D Willis (SBLN) points out the necessity to devote time and efforts enough to teachers' training. He mentions his experience from the Web for Schools project. One remarkable problem in Web for Schools was the *teachers motivation*. In opinion of Mr Willis, motivation could be reached through a small compensation, but the problem for that is the restrictive budget. Mr Cavanillas (SEMA) supports the importance of teachers' motivation.

Mr J M Touriñán (CESGA) presents his advice on this matter. Problems can appear with the Public Administrations due to the fact that teachers are not autonomous, but dependent on the public administration (he refers to those teachers in the schools selected for A PONTE.). Mr Touriñán brings up some aspects that can be of interest and must be considered in regard of the necessity of co-operation between Universities, Public Administrations and Schools. His contribution focuses on the case of Galicia: competencies transfer from the central administration to the regional Autonomies, educational competencies in terms of the setting of scholar curricula, availability of statistical data which can be needed for A PONTE evaluation, control of those data as well as other surveys and analyses, availability of research networks, ways to offer information to the scholars about the university careers and possibilities, etc.³

³ All this information is available in a document distributed by Mr Touriñán during the meeting. The document is only available in Spanish.

Mr D Bessa (AURN) comments that according to its budget and participation, AURN can contact and select up to 4 or 5 schools. Mr Bessa points out that a *request of permission at the public authorities* is required for the Portuguese schools to participate in A PONTE. Besides, Mr Bessa starts a discussion about the importance of the *contents selection* and the scholar curricula. According to Mr Bessa the core of the project has to be the introduction of emerging *communication ways* and the new ICT products for teaching and training. The Aula of A PONTE is part of the project but not the core. In a global sense, it is more relevant for the project to find attractive *contents for teachers, pupils* as well as *other actors*.

Referring to this Mr J M Cavanillas (SEMA) agrees with Mr Bessa's opinion, but he adds that the importance of the AdP tool should not be lessened.

Mr Wijngaards (CEEC) adheres to Mr Bessa's opinion about the importance of content selection for A PONTE.

Mr Pinheiro (AURN) points out the problem that ICT do not take part in the current curricula of Secondary Education. The introduction of ICT should help to solve problems, but should not be a problem itself; this could happen in case of interference with the scholar curricula, i.e., if A PONTE would intend to base the pedagogical experiments on the teaching of ICT in SS & PTC. On the other hand, there would be no interference if the experiments focus rather on the other aspect regarded in A PONTE, which is to improve the communication ways between universities and SS&PTC. Mr Pinheiro adds that the evaluation (TP2) should take into account the measurement of the knowledge in ICT gathered by the schools.

As for the scholar curricula, Mr Wijngaards (CEEC) comments that A PONTE should rather follow the new trends and not only consider the subjects of the regular curricula as themselves. It would be an idea to explore the national curricula of other EU-countries taken advantage of the European Union, and not only limiting to the curricula of the selected schools, i.e., going over the borders. There is a necessity to open the curricula to new subjects like tourism, environment, which are being required and are nevertheless not offered in the national curricula. This seems to be a common lack over Europe.

Mr J Marrana (AURN) adds that contents have to be attractive, suitable, compatible with the current curricula.

Mr Bessa (AURN) recommends for A PONTE to look for specific needs in the education environment in rural areas. He thinks that this is a problem of organisation, and points out again the problem of the lack of communication ways between the rural areas schools and the universities.

Mr Touriñan's (CESGA) recommendation is for A PONTE to look for subjects that require more support of ICT. Mr Touriñan talks about the concept of "Edutainment". More information about this can be found in the referred document.

3.3 Discussion on Dissemination

3.3.1 Public Broadcast

For dissemination purposes the CESGA has the capacity to involve the Galician Regional Television (TVG). Besides, the Televisión Española (TVE), which is the Spanish public television broadcast, has an association with Latin-America broadcasts for education via television.

Collaboration of both TVG and TVE can be obtained for dissemination purposes within A PONTE.

- ☐ CESGA will contact TVG for dissemination purposes

3.3.2 A PONTE Workshops & Final Conference

Mr Wijngaards starts discussion commenting that the workshops should be limited and cost-effective for A PONTE considering the restrictive budget of the project. He reminds that in meetings held previous to the project begin, partners discussed about the possibility to ask the regional governments involved (Galicia and Portugal) for financial support. This idea should now be worked out, since there is no budget enough within A PONTE to organise the conferences in an appropriate way.

- ☐ Financial support by the regional governments for the A PONTE events will be requested.

Mr Touriñán agrees also with this approach. In his opinion the Galician Government will be very willing to become sponsors of A PONTE conferences, but he cannot assure before holding some talks with the key persons.

- ☐ Mr Touriñán will initiate conversations with the contact persons at the Galician Government to ensure financial support for the A PONTE events

Mr Wijngaards brings up the idea to talk about three small workshops and a big Final Conference, rather than four conferences. This idea is welcome by the participants.

- ☐ The participants agree to speak about three workshops and a Final Conference rather than four conferences, as in the PP

3.4 A PONTE Final Conference

Mr Cavanillas suggests the last and final conference to take place in another place different than Galicia or Portugal. An Eastern European Country would be perfectly suitable for that, for instance, Hungary or Poland. These two countries have already contacts with the EUN structure.

Mr Wijngaards expresses a different opinion about the place for the last conference: according to him Galicia would be the best place to organise a big event for the Final Conference for financial and marketing reasons: it seems more feasible to receive financial support from Galicia government if the region Galicia can benefit in terms of image, increase attractiveness, etc. Of course, other public authorities and stakeholders could be invited to participate. Mr Wijngaards underlines the need to organise the Final Conference in a very professional way.

- A PONTE Final Conference will take place in Galicia and will be organised by professional staff

At the final Conference the work carried out along the project life should be shown. To fulfil this, the A PONTE schools have to be invited. Four aspects should be tackled: 1) Status of the situation at the end of the project, 2) Web based teaching: features, advantages, disadvantages, problems encountered, etc. 3) First results 4) Final results.

3.4.1 Participants and targets for the A PONTE events

The involvement of families and parents should be ensured.

Mr Cavanillas thinks that first the “champions” should be consulted. So-called *Champions* are the teachers selected to start the cascading structure; they will be teachers aware of ICT in the classroom, who will receive ICT training from A PONTE and will be in charge of training other teachers at their schools.

Mr Wijngaards insists that the whole school community has to be involved in order to reach success in the experiments. This means that the involvement of parents, teachers as well as administrative staff, decision makers, is indispensable.

In the *first workshop* the families should be invited in order to make a kind of pressure to the champions.

The *second* and the *third* should involve the teachers.

To the *fourth event* all actors of the educational community should be invited, i.e., starting from the teachers and other participants in the A PONTE experiments to public authorities, decision makers, families, educational organisations, etc.

In each workshop the number of participants should be between 40 and 60 plus the TV staff.

- Target Group of the first workshop will be the Champions. Involvement of other actor in the educational world is also required.

3.4.2 Constitution of the Dissemination Board

The Dissemination Board Manager will co-ordinate activities but will not be the responsible for the events organisation. The DBM will play two main roles:

- * “Dissemination land manager”
- * Control of the web, arrange workshop, proceedings, select people, etc.

- Dissemination Manager will not be responsible for the events organisation

The partners will be represented at the dissemination board by the following persons:

CEEC	Mr G Wijngaard, Dissemination Board Manager
CESGA	Ms C Engel
AURN	Mr E Pinheiro
SEMA	Mr J M Cavanillas
SBLN	Mr P Dixon

Mr Wijngaards notices that it is necessary to hire *professional staff* to organise the events in order to guarantee the success. He does not commit to be responsible for non-professional people.

Mr Touriñán adds that CESGA will start the procedure to find out the right persons to perform the event organisation. It is not possible to give concrete names yet, because the Galicia government has to give its opinion on that.

3.4.3 Workshops Schedule

The task TA.1 will be sub-divided into TD 1 A to deal with the three workshops and TA.1B to deal with the Final Conference

Event	Task	Responsible	Place & Date	Target	Subject
WS1	TD1A	CESGA	Galicia, Feb99	Champions (60 participants)	Parameters of evaluation, Guidelines
WS2	TD1A	AURN	Portugal, Oct99	School-Communities (100 participants)	1st results
WS3	TD1A	CESGA	Galicia Date to be decided	Schools Communities + Authorities (100 participants)	2 nd results + progress
C4	TD1B	CAPTAIN (*)	Galicia, Date: project end	Wide-public – Europe	Results analysis report

(*) Captain stands for the professional entity which will organise the Final Conference

As for the question on who has to be the WP leader, Mr G Wijngaards agrees to act as such but with two remarks: 1) that TD2 leader should be CESGA - this role will be taken over by Ms Engel). 2) To act as a WP.D leader does not mean to take over the responsibility of organising the A PONTE events.

Mr D Willis proposes to co-ordinate the outlook of TD2 and TL1 setting a template for the Web design. Ms C Engel agrees and proposes to create the A PONTE web page in three languages, Portuguese, Spanish and also English, since there will be links to COMENIUS and EUN pages. Furthermore, it will be study the convenience of setting a special domain for A PONTE that could be www.aponte.com

☐ Co-ordination between TD2 and TL1 is required to define a unique project image

3.5 Managerial Part:

3.5.1 Constitution of the Steering Board (SB)

SEMA	Ms E Coello, who will be the Project Manager and act as a chair-person of the SB
CESGA	Ms C Engel
AURN	Mr J Marrana
SBLN	Mr P Dixon
CONTEXT	Mr G Wijngaards

In addition, the Technical Board Manager, Ms L Montandon, will also take part in the (SB). The Dissemination Board Manager is already part of the SB.

3.5.2 Appointment to WP leaders

WP.M	WP leader: Ms E Coello (SEMA): both tasks included, i.e., TM1 and TM2 -
WP.P	WP leader: Ms C Engel (CESGA); also leader of all WP.P tasks except TP6 TP6: Ms L Montandon (SEMA)
WP.I	WP leader: Ms C Engel (CESGA) TI.1 leader: Mr D Willis (SBLN) TI.2 leader: Ms C Engel (CESGA)
WP.L	WP leader: Ms C Engel (CESGA) TL.1 leader: Mr E Pinheiro (AURN) TL.2 leader: Ms C Engel (CESGA)
WP.D	WP leader: Mr G Wijngaards TD.1 leader: Mr G Wijngaards TD.2 leader: Ms C Engel (CESGA) TD.3 leader: Mr G Wijngaards TD.4 leader : Mr G Wijngaards

3.5.3 Decision procedure

Mr G Wijngaards brings up the necessity to establish a decision procedure.

- If an important decision has to be taken, a draft decision will be circulated by the PM. If no

opinions against rise up within 10 days, the draft decision will become final decision. This procedure allows to keep the work going on, avoiding stops and delays.

The Project Plan discussion will be held in the second meeting day. The project plan has to be re-written going into details task by task.

3.5.4 Other changes in the Project Programme

Mr J García Tobío asks if it would be possible to change the name of Mr A Pazos (Project Programme, part I, pp. 6 and 7), who is not longer involved in A PONTE, and to re-place it through his or Ms Engel's name.

- ☐ The PM will ask the PO about the necessity to change the PP, part I

3.5.5 General Managerial Issues

According to the contract, the payments are foreseen to be as follows

- Advanced payment, within 2 months after the contract last signature: 150.000 ECUs (within 60 days after commencement date)
- by instalments: up to 360.000 ECUs (within 60 days after approval of PR+CS). Once this ceiling has been reached, there are no more payments until the last one.
- Final payment: retention of 40.000 = 10% (within 60 days after approval of FR+FCS).

3.5.6 Consortium agreement

Normally the Consortium Agreement is to define the exploitation of the project results more in detail than what the EC-contract states. In the case of A PONTE, the results belong to the EC, and the Project Programme states that partners have to ask for permission to the EC to use the project results: *Art 7 of contract: Ownership & Exploitation of Results*. The question is about the actual need to sign a Consortium Agreement. The PM suggests to consult the PO for clarification

- ☐ The PM will consult the PO

3.5.7 Communication Standards

The normal standard for communication will be via e-mail. CESGA will host the necessary mailing lists. CESGA will be sent the pattern for an ftp server in the next days. It is also necessary to determine which persons have to be included in which list.

☞ CESGA will send patterns for the ftp server

☞ All partners will give the names of the persons for the mailing lists.

All partners involved in a task must receive copy of the mails related with that task

The PM must receive copy of all project related e-mails in order to keep the documentation complete.

All communication with the EU-Commission are to happen through the PM.

3-monthly meeting minutes will be sent to the missing partners

Mr Wijngaards proposes that the agenda is sent at least one week before to the non-participants in order to allow them to provide feedback and contribute over distance.

3.5.8 Other Quality related issues

Template for documents is distributed by the PM

SEMA will develop a logo for the project that has to be used in all dissemination material

4 4 Day II, Nov-9

4.1 Work Plan

The second meeting day concentrates on the discussion in-depth on the work plan. More attention was paid to the tasks that are open at the beginning of the project than to the other tasks. The PM reminds that the 31st of October is the deadline to submit the first project deliverable, which is the DM2.1: Project Plan. Thus, it is very important that each task leader presents his approach to the consortium in order to reach a consensus on the work plan during the kick-off meeting.

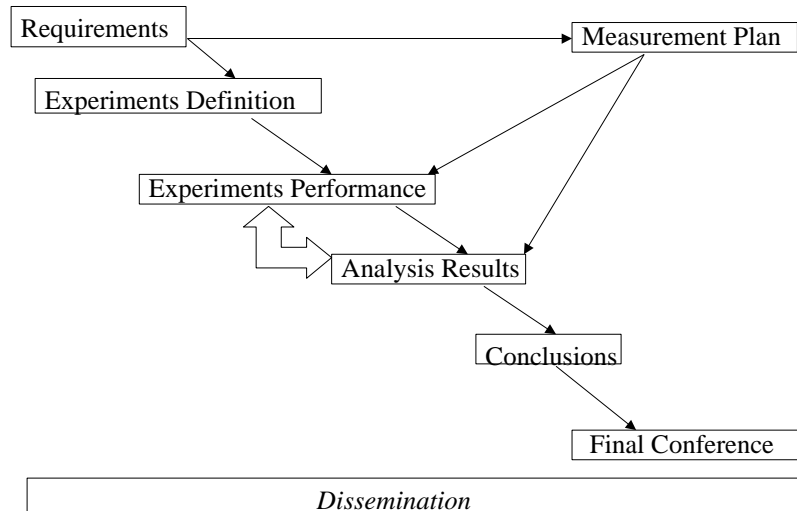
For the deliverable DM2.1, the PM ask each task leader to structure the task description following the next pattern:

1. Task objectives
2. Rational
3. Expected outcomes
4. Mini-Gantt of the task (optional)

☞ All task leaders should provide this information by October-21

☞ The PM should provide a deliverable draft by October-23

To start the discussion, Mr Cavanillas enlighten how he sees the phases of a demonstration action:



The intention of the discussion on the work plan is that each task leader of the first active tasks should give his/her view on the task: activities, steps, expected outcomes.

4.2 TP1: Analysis on Educational Needs

Mr García Tobío has structured the tasks activities in the following mainlines:

1. Definition of Education System
2. Definition of Secondary Schools and Professional Training Centres
3. Definition of Network centres
4. Statistics: Identification of sources of statistic data
5. Socio-Political features of the region
6. Identification of the needs, basing on questionnaires and interviews.

Mr Marrana points out that some problems may appear because of the connection between universities and schools are very different in the different countries.

Checklist of actions from Oct-1st 1998 to Jan-31st 1999

1. Definitions
2. Development of the questionnaires
 - 2.1 Selection of schools
3. Checking between AURN and CESGA
4. Questionnaires Dissemination and Interviews
5. Retrieving Questionnaires

6. Questionnaires Analysis

Mr Cavanillas recommends to know if AURN agrees with CESGA's approach. AURN does so, and informs that all schools have an ISDN connection of 64 bits/sg.

4.3 TP2: Experiment Definition & Evaluation Plan

This task is not active at the project beginning. Mr Cavanillas' opinion is that this task should start with the first workshop. This first workshop should aim at giving information to the "champions" on the project in general and on what is expected from them in particular; their feedback should constitute the basis for definition of the pedagogical experiments and prepare operational guidelines for developing them.

The agreed evaluation plan should finish with the second workshop.⁴

4.4 TP3, TP4 y TP5

Since these tasks are not active at the project beginning, they were commented all together.

Within TP3: Experiments Installation & Report, the guidelines developed in TP2 should be applied by the "champions", including all aspects related to network, infrastructure, necessary tools, etc.

Mr Cavanillas's view on TP4 is to structure it in three steps:

1. To draft of the result analysis
2. To give teachers the feedback from the analysis
3. To hold the 3rd workshop in which the "champions" should agree on the draft and prepare the Final Report

TP5: Result Analysis task should finalise with the presentation of the Result Analysis Report at the Final Conference

4.5 TP6: Aula da Ponte (AdP)

This is the only task of the whole project that requires a development (in the sense of integration). To be more accurate, what it is intended to do in TP6 is an integration of existing tools available to build AdP.

In order to do so, activities will start with the establishment of the methodology for TP6. Sema Group, which is responsible for this task, will apply the OMT methodology for the construction of the tool AdP, i.e., the four phases of OMT will be regarded and taken as a basis. The first steps to be taken are:

1. Study of existing tools for on-line distance teaching
2. Study on which of those tools can be used for A PONTE, basing on the results of TP1: Analysis on Educational Needs in Rural Areas.

⁴ After the kick-off meeting, the partners held a discussion via e-mail concerning the contents of the Evaluation Plan. The conclusions of this discussion are described in the document DM2.1: Work Plan.

3. Design of the AdP

4. Construction of AdP

(3 and 4 will be worked out in the phases 2, 3 and 4 of the OMT methodology)

Mr Willis notices that Sema should consider also copyright issues when integrating the tools in order to avoid future problems. Mr Cavanillas clarifies that Sema will look first for free available tools, but in case there would exist a tool not free but necessary for A PONTE, Sema would buy it from its budget.

4.6 TL1: Off-line Services

Mr Cavanillas comments that awareness of ICT can be add to TP2

The CD-ROM is to help the champions and the other teachers to perform the pedagogical experiments. The translation of the Starter Kit has to be finished by the second workshop in order to train the champions and to give them clear guidelines about how to use it.

Mr Cavanillas comes up with the idea to include also guidelines on the use of Aula da Ponte into the Starter Kit.

Mr Willis agrees and adds that also information about the Help Desk could be included.

4.7 TL2: Help Desk

First of all, it is necessary to reach an assessment on the specifications on the Help Desk for On-line support. Two central help desks should be established, one in Galicia and one in Portugal. The person in charge of the help desk should be the champion of each school, but this could provoke reluctance among the champions because of time constrain reasons. Mr Cavanillas suggest that, in order to solve this possible problem, help on line could be offered by phone the first day and by e-mail from the second day onwards. Mr Willis adds that in this case, it would be necessary to set a response time for the help-desk. In the project Web-for-Schools, the most requested subjects at the help-desk were technical.

Another question arises: lots of questions and doubts can arise in Microsoft fails. There could be two options to solve this: the first one, to consult the help-desk of Microsoft; the other one, to try to solve the question directly at the A PONTE help desk. This second is the solution proposed by AURN, because the first option would unavoidable delay the experiment.

The subsequent discussion on the time dedication at the help desk reveals the worries of the consortium about this issue.

- ☐ The PM will ask the project ALDEA DIGITAL for information on how this was/is being treated.

AURN and CESGA wonder if it will be possible to set the help desk for A PONTE with the resources planned in the project programme. They will consider this carefully and if needed, they will shift resources from other tasks.

Ms Coello asks if, in order to alleviate the work load at the help desk, university students could be asked to give some help at a free collaboration basis. Mr Touriñán expresses his worries about the translation of the Starter Kit, since an accurate translation and adaptation can save a lot of work at the help desk. About the Starter Kit, Mr Wijngaards insists on the importance of adaptation, rather than only translation.

4.8 TL.1: COMENIUS Information Centres

Ms Engel (CESGA) gives a complete overview on the COMENIUS programme. COMENIUS is an European programme managed by the EU-DG XXII within the umbrella of the SOCRATES programme. Mr Engel enlighten about the different parts or initiatives of COMENIUS and the contact points at the European Commission as well as the national contact points in Spain and Portugal. In the framework of A PONTE, CESGA considers that the following activities should be performed:

- conduct survey about state of awareness about COMENIUS programme in N-PT/GA
- create exploitation plan
- prepare informative Web pages
- provide support for COMENIUS application and project development for schools
- projects report, impact report

Mr Cavanillas suggests one additional topic to be added: to measure the number of COMENIUS project in which schools from Galicia and Northern Portugal are participating at the beginning of the project and at the end. This will make possible to assess if any improvement has been reached through A PONTE or not.

- ☐ Number of COMENIUS projects in Galicia and Portugal will checked at the beginning and at the end of the project
- ☐ AURN and CESGA will checked out the involvement of Galician and Portuguese schools in COMENIUS activities

Mr Wijngaards proposes to contact the SOCRATES programme responsible in Brussels and provides the PM with his coordianates.

- ☐ The PM will contact the SOCRATES office in Brussels

4.9 TL2: ESIS Language Unit Implementation

Mr Cavanillas explains some words about the project EUN and ESIS. Sema Group is participant in both project as a technical partner.

EUN is the European SchoolNet, which is a European network of educational networks. It is an European Initiative launched recently – but also with a long history behind it – in which the 18

Ministries of Education as well as many other strategic partners are involved.⁵ Within EUN three layers have been identified: 1) EUN platform; 2) National/Regional Servers; 3) local school servers. ESIS will focus in the second layer.

ESIS is an ESPRIT project which intends to create system to facilitate the search of educational items in the web; shortly explained, it will consist of a repository of items and a search engine, implemented in a network of so-called Language Units. It is related to EUN in the sense that ESIS can serve EUN as a search tool and information repository tool.

Once the ESIS Language Units have been designed and the demonstrator has been built within ESIS, A PONTE will be able to implement two ESIS Language Units, once in Galician and the other in Portuguese. As Sema Group is one of the technological providers of ESIS, Sema will transfer its know-how and give support to CESGA and AURN to implement the Language Units.

4.10 WPD: Dissemination

Although the discussion on Dissemination issues had been already undertaken during the first meeting day, some other issues related to the relation between A PONTE and EUN were still remaining. Mr Wijngaards points out the necessity of setting a clear Communication Plan, divided in the following tasks:

1. Definition of target publics
2. Definition of messages
3. Organisation of the information gathering
4. Setting up and updating of the A PONTE European Educational press database
5. Setting up and updating of the A PONTE Communication Contacts Database
6. Establishing the necessary contacts
7. Definition of the added values of the co-operation between EUN and A Ponte for both parties.

To 4., Mr Cavanillas comments that Mr Alejandro Pazos, formerly at the Galician Regional Government, could contribute as he is a member of the Latin-American University Association of Postgraduates.

At this point of the meeting, no further discussion is needed about TD1 and TD2, as it happened already the first meeting day.

As for TD.3: CONTEXT A PONTE Special, Mr Cavanillas asks Mr Wijngaards about a concrete date, as far as possible, to issue a special CONTEXT magazine about the A PONTE project. Mr Wijngaards answers that the special CONTEXT number should inform the educational community about the progresses in A PONTE; therefore, a good timing could be after the second workshop and before the third one, so at the third workshop the special CONTEXT magazine could be distributed. Nevertheless, no final decision concerning the date can be taken so far, since the launching of the CONTEXT magazine depends on the demand by the European Commission.

⁵ More information about EUN can be found at <http://www.eun.org> the information provided in this report is limited to those aspects affecting A PONTE.

-
- The timescale for the special number of CONTEXT about A PONTE remains subject for the next project meetings.

As for TD4: Broadcast –based Dissemination, it was also agreed the first meeting day that CESGA will try to bring the Galician TV to the Final Conference and to the workshops.

4.11 TP.1: Project Management

The PM presents a structure for the managerial documents that have to be submitted in the project: the 3-monthly reports and Periodic Progress Reports.

As no comments arise, the structures will be discussed via email.

4.12 TM.2: Quality Assurance

The PM presents a template for the project documents (both technical deliverables and managerial documents). It should serve to keep control on the documentation generated by each single partner and on the final documentation.

The only deliverable due within this task is the DM2.1: Project Plan; structure for it has been already discussed and agreed.

5 Presentation of EUN by CEEC

Mr Wijngaards, who is at the same time the communications manager of EUN and partner and dissemination manager of A PONTE, did a presentation about the EUN initiative to the meeting participants.

The European SchoolNet Initiative comprises the network of European Innovative Schools. The 18 European Ministries of Education are involved as well as other large row of partners from the public and private sector. The objective of EUN is to promote the use of ICT among schools in Europe.

It starts a discussion about the convenience of bringing A PONTE under the umbrella of EUN. The EUN is working out a classification of EUN. As long as this classification is not definitive, it will not be possible to start conversations between A PONTE and EUN. Mr Wijngaards points out the necessity of find out what is the added value for both projects that the collaboration can provoke. He proposes a brainstorming about this. He presents an example with the question of what would it be the benefit for both if a link from one web-page to the other is established. Another possibility could be to organise the conferences together, so EUN could give support to A PONTE in finding sponsors for the conferences.

Mr Cavanillas comes up with the idea that EUN does not cover any aspect related to rural areas, whilst this is one of the main points of A PONTE. Thus, consideration on education in rural areas could be the added value that A PONTE could bring to EUN. At the same time, A PONTE could use EUN as a dissemination platform. Nevertheless, this could make other problems appear as compatibility of layouts, corporate image, etc. Mr Wijngaards gives a quick and positive answer: he

does not see any problem in that. He will explore if it is possible to use the EUN-logo

- ☐ Mr Wijngaards will ask the Steering Committee of EUN about including A PONTE under the umbrella of EUN.

Mr Wijngaards comments also that out of the several problems that often arise when introducing ICT in education, A PONTE could fit to tackle the problem of contents, or at least he feels that he could defend this position in front of the EUN Steering Committee. In the next week (Oct-14-15) an EUN event will take place in Salzburg. In the second day of this event there will be a Steering Committee meeting, where Mr Wijngaards will have the opportunity to bring up the possible collaboration between A PONTE and EUN. Following the EUN meeting, the Net-days will take place on Friday in Salzburg. Mr Wijngaards comments that next year the Net-days conference will take place in Finland, and that it could be a positive idea to combine it with the 2nd workshop of A PONTE.

- ☐ The PM will write down some ideas regarding possible collaboration A PONTE-EUN and circulate them among the consortium for comments and feedback.

ENIS is the European Network of Innovative Schools. With 500 schools over Europe, ENIS offers a unique test-bed for validation activities in the EUN framework.

Mr Cavanillas' opinion is that A PONTE could offer the selected schools to participate in the Network of Innovative Schools. Mr Wijngaards informs that it is too late for that, unless schools from Galicia and Portugal have not yet been included. This is an issue that SEMA and AURN will check with their respective Ministries of Education: Ms Coello will contact Mr Quintana (Spanish Ministry) and Mr Marrana will contact Ms Oliveira (Portuguese Ministry)

- ☐ Mr Coello will contact Mr Quintana about Galician schools included in ENIS
- ☐ Mr Marrana will do the same with Ms Oliveira.

6 Closing of the meeting

During the second meeting day, two representatives of the Spanish Ministry of Culture, Ms B Sánchez and Mr J J Blanco, presented the project called ALDEA DIGITAL. This project aims to introduce ICT in rural schools. The project has started last year in one province, Teruel, and will be extended this year to other Spanish provinces. ALDEA DIGITAL regards relevant aspects for A PONTE as for instance training of teachers, on-line help facilities, etc. More information about this project is available in Spanish.

Next meeting should be around middle of January. Only the partners from Portugal and Spain are requested to participate, although all A PONTE partners are kindly invited to take part.

7 Summary of actions

- ☐ AURN and CESGA are the partners in charge of setting the measurement parameters and of their application in order to assess experiments results
- ☐ CESGA will contact TVG for dissemination purposes
- ☞ The PM will consult the PO concerning exploitation matters and consortium agreement
- ☐ The PM will contact the SOCRATES office in Brussels
- ☞ The PM will ask the PO about the necessity to replace the name of Mr Alejandro Pazos in the PP, Part I
- ☞ SEMA: The PM will ask the project ALDEA DIGITAL for information on how time dedication to the Help-Desk and how this was/is being treated.
- ☞ AURN, CESGA will consider carefully if there is a need to shift resources from other tasks to the On-Line Services, i.e. Helpdesk.
- ☞ SEMA: The PM will contact the SOCRATES programme responsible in Brussels in relation to the COMENIUS awareness task.
- ☞ AURN and CESGA will checked out the involvement of Galician and Portuguese schools in COMENIUS activities
- ☐ Mr Wijngaards will ask the Steering Committee of EUN about including A PONTE under the umbrella of EUN.
- ☐ The PM will write down some ideas regarding possible collaboration A PONTE-EUN and circulate them among the consortium for comments and feedback.
- ☞ Investigate the ways for financial support for the conferences and workshops
- ☐ Mr Coello will contact Mr Quintana about Galician schools included in ENIS
- ☐ Mr Marrana will do the same with Ms Oliveira.

8 Summary of agreements

- * Constitution of the Technical and Pedagogical Board
- ☐ The cascading paradigm will be applied for teachers training
- * Measurement parameters will be assessed and applied at the beginning of the project to assess the experiment results
- ☐ The participants agree to speak about three workshops and a Final Conference rather than four conferences, as in the PP
- ☐ Financial support by the regional governments for the A PONTE events will be requested.
- * The A PONTE four events will be three workshops and one Final Conference

Kick-Off Meeting Minutes

-
- ▢ A PONTE Final Conference will take place in Galicia and will be organised by professional staff
 - ▢ Target Group of the first workshop will be the Champions. Involvement of other actor in the educational world is also required.
 - ▢ Dissemination Manager will not be responsible for the events organisation
 - ▢ Co-ordination between TD2 and TL1 is required to define a unique project image
 - ▢ Number of COMENIUS projects in Galicia and Portugal will be checked at the beginning and at the end of the project
 - * The timescale for the special number of CONTEXT about A PONTE remains subject for the next project meetings.
 - * The A PONTE web will be available in three languages: Portuguese, Spanish and English.
 - * The possibility of setting a special domain for A PONTE will be studied.
 - * Discussion on structure for the managerial documents, via e-mail.
 - * Decision procedure: to circulate a draft decision, which will become final decision within 10 days if there are no opinions against the draft.

9 Glossary

PM	Project Manager
TPB	Technical & Pedagogical Board
SB	Steering Board
DB	Dissemination Board
WP	Work package
PO	Project Officer
PP	Project Programme



ESPRIT 28085



1.-DM2.1 - Project Plan

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Abstract:	This document is a detailed work plan for the A PONTE project. All the activities related to each single task of the project have been described herewith by each task leader.
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3.-Introduction

The present document intends to set a detailed work plan for the A PONTE project. The document has been elaborated following the Project Programme of A PONTE, within the task TM.2 – Quality Assurance, where it is identified as DM2.1.

A PONTE is a demonstration action funded by the European Program Esprit and has started on the 1st of October 1998. The project tackles the specific problems of Secondary Education in Rural Areas, and will evaluate the impact of the introduction of Information and Communication Technologies (ICT) to face those problems.

All the activities related to each single task of the project are described in detail in the next chapters. For the elaboration of this work plan, each task leader has explained the tasks under its responsibility as extensively as he/she has considered necessary. Therefore, not all task descriptions have the same structure.

As this document has been produced after the project kick-off meeting¹, some of the issues treated were discussed and agreed by the consortium at that meeting. For instance, the conferences content, places and dates, and the agreement to use the cascading paradigm to train the teachers. The elaboration of this document brought us to think in-depth about new matters like course schedules and holidays calendar. Consequently, difficulties arose when adjusting the performance of the pedagogical experiments according to the project plan (as it was agreed with the EU-Commission) to the schools actual timing and holiday periods. In order to avoid conflicts, we propose in this document a slight revision of gantt chart which will require acceptance by the EU-Commission.

¹ Porto, Portugal, 8-9 October, 1998. The minutes of this meeting will be issued soon.

4.-Activities per Work package

1.1. WP M : Project Management & Quality assurance

1.1.1. TM.1 – Project Management

1.1.1.1. Objective

To give an overall co-ordination to all the project activities. This task will ensure the attainment of project objectives and to ensure that required information is provided to the Commission. The nominated Project Manager will be the person responsible for the accurate performance of this task and will act as a interface with the EU-Commission.

1.1.1.2. Rationale

The activities comprised in this task can be summarised as follows:

- Technical and Managerial Reports elaboration and submission
- Control of budget and human resources
- Organisation of project meetings and elaboration of meetings minutes
- Organisation of project reviews
- Communication channel between the consortium and the European Commission

This task includes also the constitution of the Steering Board, Technical & Pedagogical Board and the Dissemination Board. These three boards will ensure a democratic co-ordination among partners.

1.1.1.3. Results

- 3-Monthly Progress Reports
- Periodic Progress Reports
- Cost Statements
- Exploitation Plan

1.1.2. TM.2 – Quality Assurance

1.1.2.1. Objectives and rational

To develop internal procedures accepted by all partners from which the quality standards of deliverables and any other project documentation will emerge. Necessary mechanisms and procedures will be set up in order to keep control of the documentation, management guidelines and maintenance of project documentation. This task will be driven close to the Management Task. Communications standards will be also considered and agreed by all partners.

1.1.2.2. Rationale

- To develop standards criteria for the project documentation

- To ensure the accurate use of those criteria
- To set a detailed work plan for the project and to make sure its accomplishment

1.1.2.3. *Results*

The only outcome specific for this task is the present document, DM.2.1 – Project Plan. Other activities carried out in terms of quality assurance will be reported in the periodic progress reports within the task TM1 – Project Management.

Besides, templates for project documentation, standard presentation and communication will be developed at the beginning of the project.

1.2. WP P: Pedagogical Experiments

1.2.1. TP.1 – Analysis on Educational Needs

1.2.1.1. *Objective*

To obtain information from SS and PTCs about educational needs caused by the location of the schools in rural areas. The need analysis counts on the collaboration of the institutions and organisations recognised and involved in education on the regional and national level.

The need analysis explicitly excludes areas related to the expertise of teachers and academic freedom. Among the areas that will be analysed are: curriculum subjects (compulsory-optional, national-regional scope), location (rural-urban), ownership (public-private), and educational levels (elementary-primary-secondary-professional training). Results will be analysed according to the following discrimination measures: sequence of objectives and contents to guarantee continuity of educational levels, number of teachers and hours per subject, special equipment needed distance to the centre, type of school activity (regular class-special support). The needs may be reflected in the following deficits: lack of teachers, subjects and special support, scholar failure, budget and resource constraints.

1.2.1.2. *Rationale*

CESGA will elaborate guidelines for the data collection and analysis. AURN and CESGA will conduct the analysis in collaboration with the educational administration authorities and local schoolteachers. ICT training needs questions included will be analysed at a later stage after the 'champions' have been identified. The Second Workshop will be the most suitable scenario for that (see below 2.1.5.1 : TD1 - A PONTE Conferences).

Subtasks		Description
STP.1.1	Preparations Responsible: CESGA (CESGA, AURN)	Objectives: Establish contacts with SS and PTCs through administrative entities to guarantee a smooth performance of the analysis. Rationale: Obtain contacts to administration, prepare and disseminate information about the purpose of the project and the investigation.

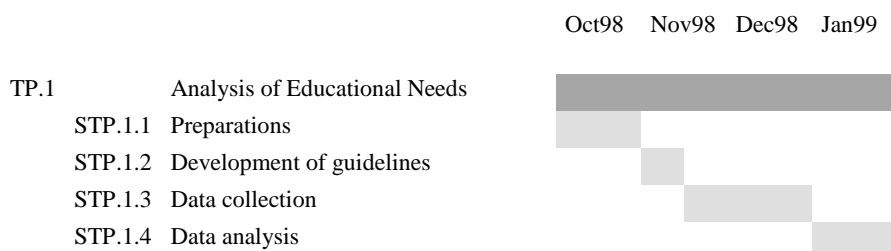
STP.1.2	Development of guidelines Responsible: CESGA (CESGA, AURN)	Objectives: Standardise and co-ordinate data collection between Galicia and Portugal. Rationale: Develop a guide for the analysis, with questionnaires and interview questions, translate into Portuguese. Output: Paper document with guidelines.
STP.1.3	Data collection Responsible: CESGA (CESGA, AURN)	Objectives: To conduct the survey. Rationale: Distribute questionnaires, collect questionnaires, establish list of interviewees, perform interviews, identify and include other sources, like statistics or similar analysis on national level. Output: Data sheets.
STP.1.4	Data analysis Responsible: CESGA (CESGA, AURN)	Objectives: To interpret the results in terms of the needs and provide a framework for the definition of the pedagogical experiments. Rationale: Analyse data and prepare documents of Educational Needs in Rural Areas Output: Deliverables DP.1.1, DP.1.2

Subtask	Input	Output	Start Time	Duration
STP.1.1			0	1
STP.1.2		Guideline Paper	1	0,5
STP.1.3	Guideline Paper	Data sheets	1,5	1,5
STP.1.4	Data sheets	DP.1.1, DP.1.2	3	1
Total Task TP.1			0	4

1.2.1.3. Deliverables

DP.1.1	To + 4	Analysis on Educational Needs in Rural Areas in Galicia
DP.1.2	To + 4	Analysis on Educational Needs in Rural Areas in Northern Portugal

1.2.1.4. Mini-Gantt Chart



1.2.2. TP.2 – Experiment Definition & Evaluation Plan

1.2.2.1. Objective

To develop and define the pedagogical experiments that will be done at the SS and PTCs in Galicia and Northern Portugal and to propose a method to evaluate their effects on the educational community.

The experiments will focus on rural distance learning, connectivity among schools and universities, better communications between teachers and pupils to exchange ideas and information on specific subjects.

The pedagogical experiments will be designed in order to motivate students and teachers to make use of Information and Communication Technologies. The pupils will perform a series of learning activities together with their teacher. These activities will be performed in a distance training environment for which a support tool “Aula da Ponte” will be developed (see TP.6).

The experiments will be evaluated. Primary goal of the evaluation is to determine the impact of ICT on educational communities in rural areas. Therefore, quantitative and qualitative measures will be taken, including pedagogical effectiveness, usability, and subjective responses of the participants. The methodology will include comparisons between the experimental groups and control groups. The evaluation plan will focus on four indispensable general aspects: 1. specific needs; 2. Technical value; 3. Pedagogical value; 4. Analysis of the added value in terms of product profitability, in order to make possible to adapt A PONTE and its evaluation plan in other cases.

1.2.2.2. Rationale

Using the survey on educational needs conducted as task TP1 of this working package a set of pedagogical experiments will be defined. The first A Ponte workshop (see TD.1) will be used to gain input from the schoolteachers for the experiment definition. The experiments will be assigned to the “A Ponte” schools that will participate in the project, and, if necessary, their specific conditions (number of PCs, communication facilities, teachers’ interests, etc.) will be taken into account. A time schedule and a guide on how to perform the experiments along with the evaluation will be generated.

Subtasks		Description
STP.2.1	Experiment definition outline Responsible: CESGA (CESGA, AURN)	Objectives: To provide a raw outline of the experiments as input for the first A Ponte workshop (TD.1). Rationale: Based on the survey on educational needs create a series of ideas/suggestions and a brief description about possible pedagogical experiments. Output: Experiment outline
STP.2.2	Detailed experiment definition Responsible: CESGA (CESGA, AURN)	Objectives: To define the experiments. Rationale: Based on the survey (DP.1.1, DP.1.2.) and the input obtained from teachers of the first A Ponte workshop develop a list of experiments, with the detailed description of the actions, schools involved, responsibilities and time frame. Output: DP2.1.

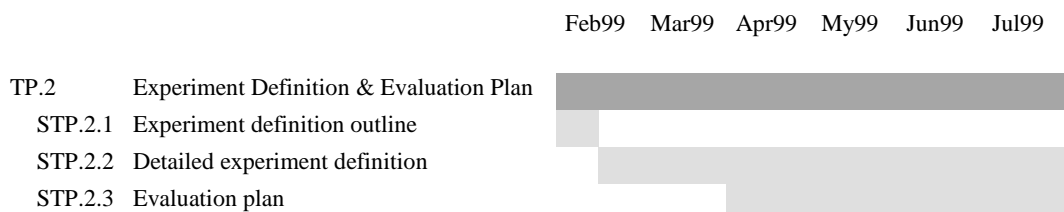
STP.2.3	Evaluation plan Responsible: CESGA (CESGA, AURN)	Objectives: To prepare the evaluation. Rationale: Define detailed evaluation goals, select evaluation measures in general and for each experiment, determine evaluation targets, tools and process, evaluators, control groups, performance indicators, as well as prerequisites, if needed. Output: DP2.2.
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Subtask	Input	Output	Start Time	Duration
STP.2.1	DP.1.1, DP.1.2	Experiment Outline	4	0,5
STP.2.2	Experiment Outline	DP.2.1	4,5	5,5
STP.2.3	Experiment Outline, DP.2.1	DP.2.2	6	4
Total Task TP.2			4	6

1.2.2.3. Deliverables

DP.2.1	To + 10	Experiment Definition
DP.2.2	To + 10	Evaluation Plan

1.2.2.4. Mini-Gantt Chart



1.2.3. TP.3 – Experiment Installation

1.2.3.1. Objective

To perform the educational experiments defined in TP.2 and reflect this in a report about the experimental activities performed. To collect data for the evaluation, according to the evaluation plan developed in TP2.

1.2.3.2. Rationale

Following the guidelines of the Experiment Definition and Evaluation Plan participants will be prepared and experiments will be performed. If problems arise teachers will be able to refer to the help desk (TI.2) during this period. Evaluation measures will be taken either during (formative) or after performance of the experiments (summative) for the experimental as well as the control groups.

Subtasks		Description
STP.3.1	Experiment preparation Responsible: CESGA (CESGA, AURN)	Objectives: To ensure co-ordinated and easy performance of experiments. Rationale: Teachers and pupils involved in the experiments will be provided with guidelines and prepared to perform the experiments. Necessary installations will be made, where required.
STP.3.2	Experiment performance Responsible: CESGA (CESGA, AURN)	Objectives: To perform experiments and collect evaluation data. Rationale: Each school involved into the pedagogical experiments will perform the activities assigned and evaluation measures will be take according to the evaluation plan. Output: Evaluation data, protocols.
STP.3.3	Experiment report Responsible: CESGA (CESGA, AURN)	Objectives: To summarise the activities done in the experiments Rationale: A report will be generated containing information about all the experiments performed. Output: DP3.1.

Subtask	Input	Output	Start Time	Duration
STP.3.1	DP.2.1		13	0.5
STP.3.2	DP.2.1	Evaluation data, protocols	13.5	5
STP.3.3		DP.3.1	17.5	0.5
Total Task TP.3			13	6

1.2.3.3. Deliverables

DP.3.1 To + 18 Experiment Installation Report

1.2.3.4. Mini-Gantt Chart

Oct99 Nov99 Dec99 Jan00 Feb00 Mar00

TP.3	Experiment Installation	
STP.3.1	Experiment preparation	
STP.3.2	Experiment performance	
STP.3.3	Experiment report	

1.2.4. TP.4 – Demonstration Report

1.2.4.1. Objective

To draw conclusions about the success or failure of the experiments performed in the educational centres based on a detailed analysis of the results obtained.

1.2.4.2. Rationale

Every single experiment will be analysed in terms of the measures defined beforehand. It will be compared to the evaluation goals stated in the evaluation plan (TP.2). Results will be discussed in terms of the effectiveness, value and use of the technologies involved in each case, taking into account the particular context of each experiment and the results of the respective control groups.

Subtasks		Description
STP.4.1	Data analysis Responsible: CESGA (CESGA, AURN)	Objectives: To analyse the data obtained during the pedagogical experiments. Rationale: All the data gathered during the pedagogical experiments will be analysed.
STP.4.2	Report Responsible: CESGA (CESGA, AURN)	Objectives: To generate a demonstration report about the results of the pedagogical experiments. Rationale: The results of the analysis will be summed up and using the evaluation method from above a thorough impact report will be developed and delivered. Output: DP4.1

Subtask	Input	Output	Start Time	Duration
STP.4.1	DP.3.1, Evaluation data, protocols		19	1.5
STP.4.2		DP.4.1	20.5	1.5
Total Task TP.4			19	3

1.2.4.3. Deliverables

DP.4.1 To + 20 Demonstration Report

1.2.4.4. Mini-Gantt Chart

Ab00 My00 Jun00

TP.4 Demonstration Report
STP.4.1 Data analysis
STP.4.2 Report



1.2.5. TP.5 – Results Analysis

1.2.5.1. Objective

To achieve a series of tangible results and realistic conclusions about using Information and Communication Technologies for distance learning in rural areas and to provide guidelines.

1.2.5.2. Rationale

For the final analysis of the data a more general view will be taken. Results will be analysed and compared to expectations. A high emphasis will be made on the transferability of results in order to make the products exportable to other European regions with similar characteristics. The conclusions will be available for future developments and projects, and will serve as a “book of guidelines” for this area.

Subtasks		Description
STP.5.1	Data analysis Responsible: CESGA (CESGA, AURN)	Objectives: To analyse the data obtained during the pedagogical experiments in a more general fashion. Rationale: Data will be analysed and external resources included if feasible.
STP.5.2	Pedagogical guidelines Responsible: CESGA (CESGA, AURN)	Objectives: To provide general guidelines. Rationale: A set of pedagogical guidelines will be compiled in coherence with the compared results. Output: DP5.1
STP.5.3	Report Responsible: CESGA (CESGA, AURN)	Objectives: To generate the Final Report with the analysis of results and conclusions. Rationale: All the results of the demonstration action performed will be summed up in a final deliverable. Output: DP5.1

Subtask	Input	Output	Start Time	Duration
STP.5.1	DP.3.1, DP.4.1		22	1.5
STP.5.2		DP5.1	23.5	1
STP.5.3		DP5.1	23.5	1.5
Total Task TP.5			22	3

1.2.5.3. Deliverables

DP.5.1 To + 24 Final Report: Analysis of results and conclusions

1.2.5.4. Mini-Gantt Chart

Jul00 Ag00 Sp00

TP.5 Demonstration Report
STP.5.1 Data analysis
STP.5.2 Pedagogical guidelines
STP.5.3 Report



1.2.6. TP.6 – Support Tool Aula da Ponte

1.2.6.1. Objectives

The main objective is to facilitate access to distance education for less taught subjects.

The idea has come from the observed lack of special field instruction. The low density of population in many rural areas in Galicia and Northern Portugal determines the existence of many schools with a small number of pupils each. Due to this fact and to the diversity of the curriculum in secondary schools, many subjects are selected by maybe one or two pupils in each school. Consequently, having teachers in each school for all possible subjects is too expensive. If we look at this problem globally, seldom-demanded subjects are simply impossible to select in many schools, due to the lack of staff.

Even being a Demonstration Action, A PONTE includes this system integration activity. A tool called **Aula da Ponte** (AdP) will be designed, implemented, integrated, installed and validated considering the specific needs of the two concerned regions.

1.2.6.2. Rationale

The tool AdP will be implemented using the OMT methodology. Accordingly to this methodology, the development of the tool will be based on a previous analysis of the user needs. The activities within this task will start with a survey on available tools on the market that may have similarities with the specifications of AdP. The tool AdP will be installed in the selected schools of Galicia and Northern Portugal. It will allow the performance of experiments aiming to assess the advantages of the use of such a tool in education and the problems found.

1.2.6.3. Expected Outcomes

DP6.1 – AdP Specification. Timing: To + 4

DP6.2 – AdP System & Object Design. Timing: To + 6

DP6.3 – AdP System Installation Report. Timing: To + 10

1.3. WPI : New Technology Information & Awareness

1.3.1. TI.1 - Off-line Services

1.3.1.1. Objectives

To provide every single school in Galicia and Northern Portugal with an Internet Starter Kit that introduces:

1. An awareness of the possibilities for using ICT and teaching with ICT
 2. A framework for using ICT in the classroom
 3. Basic skills in the use of common Internet applications
 4. A reference guide covering advanced Internet topics.
- To report on the effect of this medium of knowledge being more widely available.

1.3.1.2. Rationale

1. To enhance the *Web for Schools* Internet Starter Kit so that it provides an awareness, learning and reference resource
2. To ensure that the content is appropriate for use in Galicia and Northern Portugal

3. To translate the Internet Starter Kit into Galician and Portuguese, produce the needed copies of the CD-ROM and distribute them among the schools in Galicia and Northern Portugal
4. To report on the impact of the task.

Internet Starter Kit Structure and Content

The Starter Kit will be Web based, using a Web browser as the primary interface. It will be self contained in that it will include instructions in how to use the Starter Kit and how to use its resources for cascade training to teachers and pupils.

The content will be structured into 3 main areas:

1. Awareness

The SBLN educational model, 'A Framework for the educational use of the Internet' will be used as a basis for the 'awareness' area of the CDROM. This will cover the following topics:

- An introduction to the Framework
- Introduction to the Internet (What is the Internet?, What is an Intranet?)
- Communication and the Internet (E-mail, Mailing Lists, Newsgroups, Chat, Video conferencing)
- Accessing and using information (World Wide Web)
- Content Production (Web authoring, FTP)
- Collaborative Working
- Project Working
- Distance Learning (Virtual Classroom, Distance Learning Tools)

The CDROM will take users through an exploratory process. Where appropriate the CDROM will include basic skills training.

2. Reference

- The WfS Internet Starter Kit will be used to provide the more 'advanced' information relating to the topics covered in the framework, for example email netiquette, email gateways and how to set up an email client.
- Software
- Glossary

3. Project Information

- The starter kit will also include information on the APONTE Project and how to use the APONTE helpdesk.

1.3.1.3. Expected Outcomes:

The Internet Starter Kit will be used to provide teachers from schools in Galicia and Northern Portugal with an awareness of the possibilities for using and teaching with ICT. It will provide basic skills in the use of common Internet applications and a reference guide covering further topics.

In conjunction with training, it will be used as a basis for ensuring that teachers from the schools taking part in the APONTE project have the requisite skills to take part in the pedagogical experiments.

1.3.2. TI.2 - Help Desk

1.3.2.1. Objectives

To solve all doubts of teachers and pupils concerning the practical and pedagogical use of Information and Communication Technologies, the pedagogical experiments performed (WP P: Pedagogical Experiments), the material offered or the A Ponte project in general via an on-line service.

1.3.2.2. Rationale

An on-line help service for the “A Ponte” schools will be installed at CESGA and AURN. A nominated teacher in each school will serve as the contact point for the central help desk and as the technical reference for his/her school. Main communication channels will be electronic (e-mail). Fax or telephone may be used as alternatives in emergencies. The help desk activity consists of answering the questions related to the Aula da PONTE, including all activities performed by the centres related to the project. Operating system, hardware or software related questions will only be answered if they directly impede the progress of the project.

This task is decomposed into four subtasks.

Subtasks		Description
STI.2.1	Help Desk Specification Responsible: CESGA (CESGA, AURN)	Objectives: To specify which kind of on-line services will be offered to teachers and pupils in the help desk (mailing lists, FAQ's, individual advice via e-mail, etc.). To define what communication resources will be necessary in order to provide these services. To determine how and when these services will be available. Rationale: Necessary to know what services are offered and in which way. Output: DI.2.1
STI.2.2	Help Desk Installation Responsible: CESGA (CESGA, AURN)	Objectives: To install and to activate the services specified in STI.2.1 in order to solve doubts in teachers and pupils concerning the services of the school server. Rationale: To provide access to the services offered. Output: DI.2.2
STI.2.3	Help desk operation Responsible: CESGA (CESGA, AURN)	Objectives: To operate the help desk services and monitor its use and acceptance. Rationale: The help desk will be run under the conditions specified in STI.2.1. The services will be monitored and conflicts or problems that can arise are solved. The results in Galicia and Northern Portugal will be studied and compared to the expectations in order to inform and to correct possible deviations. The help desk will become operative when the pedagogical experiments begin (TP.3). Output: DI.2.3, DI.2.4
STI.2.4	Users Awareness Responsible: CESGA	Objectives: To ensure efficient use of the help desk. Rationale: During the help desk installation

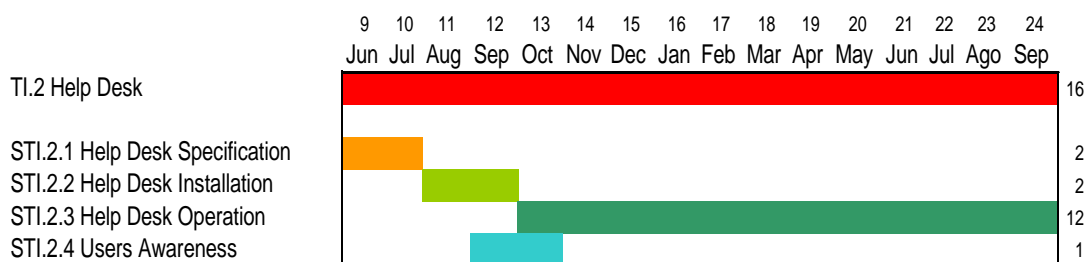
	(CESGA, AURN)	information will be disseminated among the teachers to achieve an appropriate use of the help desk. This includes awareness about the service and proficiency in its use.
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Subtask	Input	Output	Start Time	Duration
STI.2.1		DI.2.1	8	2
STI.2.2	DI.2.1	DI.2.2	10	2
STI.2.3	DI.2.2	DI.2.3.1, DI.2.3.2	12	12
STI.2.4			11	2
Total Task TI.2			8	16

1.3.2.3. Expected outcomes

STI.2.1	DI.2.1	To + 10	Help Desk Specification
STI.2.2	DI.2.2	To + 12	Help Desk Service Activation Report
STI.2.3	DI.2.3	To + 18	1 st Help Desk Operation Report
STI.2.3	DI.2.4	To + 24	2 nd Help Desk Operation Report

1.3.2.4. GANTT Chart



1.4. WPL : Multicultural Links

1.4.1. TL.1 – COMENIUS Information Centres

As an European educational initiative involving and linking Northern Portugal and Galicia, A Ponte project will be a natural partner of Comenius Program. This is a multicultural and multilingual project developed in a particular and regional space, but which will bring out products, methodologies, and guidelines for the use of new technologies in educational environment, useful to be shared with many others European actors working about similar subjects.

The participation of A Ponte in the open information and communication educational space Comenius, will facilitate the information exchanging and co-operation with many others projects and schools interested in the use of new technologies in an educational context, specially the use off multimedia and interactive tools in teaching and learning.

1.4.1.1. Objectives

- To increase the communication between **A Ponte** schools and other European schools as a tool to develop the European dimension in Education;
- To promote good practice of pertinent use of ICT in school education;
- Transfer to A Ponte the results of the experiences developed in other Comenius projects.

This way the impact of A Ponte will be increased, and the materials, pedagogical procedures and conclusions produced will be valorised with external contributes.

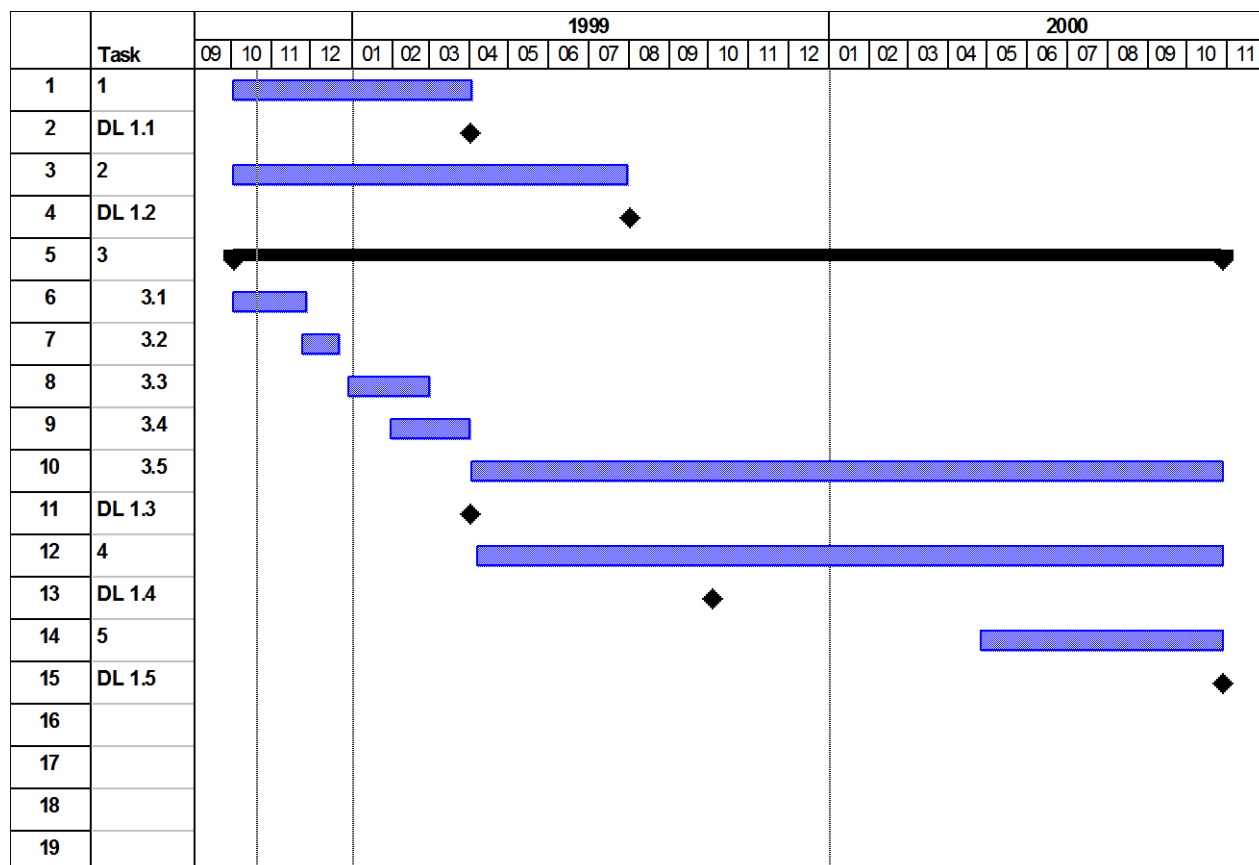
1.4.1.2. Rationale

1. Analysis of similar or complementary Comenius projects, regarding the participation in thematic networks to share experiences and reinforce projects co-operation (presentation of DL 1.1 at the end of this task).
2. Disseminate Comenius in schools in Northern Portugal and Galicia in order to establish new links to this project. Select **A Ponte** schools network having in mind their possible linkage to Comenius project. Evaluate the potential of dissemination of Comenius among other schools. (presentation of DL 1.2 at the end of this task).
3. Create a web area (several pages) on the site of A Ponte, to promote its visibility in Internet and to promote new Comenius links:
 1. Contents definition and organisation
 2. Technological development of a prototype
 3. Prototype evaluation and consequent changes
 4. Final product (presentation of DL 1.3 at the end of this task)
 5. Site management and maintenance
4. Participation in workshops, forums and other Comenius initiatives, as well as the promotion of new links to A Ponte in other sites and organisations.
4. Evaluate Comenius Awareness Action Impact (presentation of DL 1.5 at the end of this task).

1.4.1.3. Expected Outcomes

- DL.1.1 Survey on COMENIUS results in Galicia and Northern Portugal
- DL.1.2 Paper defining aspects to be reinforced in application of COMENIUS Programme
- DL.1.3 Web site
- DL.1.4 New COMENIUS Projects Report

1.4.1.4. Mini-Gantt Chart



1.4.2. TL.2 ESIS Language Unit Implementation

1.4.2.1. Objectives

To implement the Language Units which the ESPRIT project ESIS – The European Support and Information Space in **Galician and Portuguese**. ESIS aims at analysing, developing and validating solutions for information provision and dissemination in the field of education, which may be exploited in a EUN context. ESIS is a network of systems called Language Units (LU). Each Language Unit can search educational items in the language chosen by the user chooses. ESIS is defining the overall system architecture, designing each single Language Unit and the interrelation between the different LUs.

(For more information about ESIS, see ESIS related documentation available at the European Commission).

1.4.2.2. Rationale

As Sema Group is one the technology providers within ESIS, it will be able to transfer the knowledge and know-how to AURN and CESGA which are the A PONTE partners in charge of the implementation of the ESIS language Unit. Once ESIS has released the design of the Language Units and this has been approved by the reviewers, A PONTE will be able to start the implementation. The methodology to be used will be the Oriented Modelling Technique (OMT) in order to assure an accurate implementation.

1.4.2.3. Results

Two deliverables will be produced:

DL2.1 : ESIS Language Installation Report. Timing: To + 10

DL2.2 : Language Unit Operation Report & Conclusions. Timing: To + 16

1.5. WP D : Dissemination

A Ponte is a demonstration project. It is obvious that the project has developed a strong communication plan, focussing on several means of communication and various target groups.

The general objectives of the communication plan are:

- to inform the identified target publics in Galicia and Northern Portugal, but also in the other countries and regions of Europe, about the A Ponte project and its outcomes.
- to enhance the professional development of teachers, in particular concerning the use of ICT in teaching and learning.

In order to be able to realise the specific Communication Plan tasks, some preparatory steps have to be taken. In the preparatory phase the A Ponte communication plan is divided in several tasks:

1. Definition of target publics
2. Definition of messages
3. Organisation of the information gathering
4. Setting up and updating of the A PONTE European Educational press database
5. Setting up and updating of the A PONTE Communication Contacts Database
6. Establishing the necessary contacts
7. Definition of the added values of the co-operation between EUN and A Ponte for both parties.

1. Definition of target publics

The A Ponte project undertakes different types of activities: it will be necessary to define the different publics that have to be informed about the activities itself and the results: the general public, teachers, pupils, administration, parents, educational authorities, political decision makers etc.

2. Definition of messages

The A Ponte project will have to define which messages have to be sent out to the specific target publics.

3. Organisation of the information gathering

It is necessary to make clear how the necessary information have to be gathered.

4. Setting up and updating of the A PONTE European Educational press database

An A PONTE European Educational press database have to be set up and kept updated in Access.

5. Setting up and updating of the A PONTE Communication Contacts Database

An A PONTE Communication Contacts Database have to be set up and kept updated.

6. Establishing the necessary contacts

7. Definition of the added values of the co-operation between EUN and A Ponte for both parties.

The A Ponte consortium wants to operate under the 'EUN (European Schoolnet) umbrella'. It will be necessary to start a discussion with the EUN office in order to define the added values of such a cooperation for both parties.

1.5.1. TD.1 A PONTE Conferences

Cross-border Workshops and (European) final Conference

The Portuguese and Galician partners CESGA and AURN will organise three cross-border workshops.

A. The first one, organised by CESGA in Galicia, will address the objectives of the project and the practical way forward. The target group is formed by the **teachers** of the A Ponte schools who will be in charge of the work to be done at the pilot school level. *Timescale: month 5.*

B. The second workshop, organised by AURN in Northern Portugal, will invite the same teachers but also the interested partners of the school communities of the pilot schools: parents, school leaders other teachers, pupils (?), members of the school boards etc. The workshop will deal with the development of the project, the first results and problems, the refinement of the objectives etc. One additional aspect that can be dealt with in this workshop is the ICT training needs analysis questions; although this issue belongs rather to TP1 – Analysis on Educational Needs in Rural Areas, ICT training needs can be analysed more accurate once at this stage, when the 'champions' have been identified. This second workshop will also devote the necessary time (maybe one day) for training the “champions” before the experiments begin, and after the Starter Kit has been translated. Therefore, the timescale will be most probably in October 1999, coinciding with the start of the TP3 – Experiment Installation.

C. The third workshop, organised in Galicia by CESGA, will invite the same target public as the second one, but add to this the local authorities of the involved regions. Timescale : to be defined

D. The A Ponte consortium will invite the Galician government to appoint the organiser of a final European conference in the last months of the project (in close co-operation with the EUN, European Schoolnet).

During the workshops the Galician tv will register the development of the project, video-taping the work done by teachers and pupils at school level, the discussion of the participants and the solutions for the problems of the deployment of New Technologies in Education in rural area as the A Ponte project proposed and worked out. Timescale: to be defined

1.5.2. TD.2 - Web-based Dissemination

1.5.2.1. Objectives

To disseminate the project internationally through Internet and through the EUN, the European School Network constituted by 18 ministries of education.

1.5.2.2. Rationale

A Website containing well structured and easily accessible information about the project will be developed, which will aid in the spreading of the project idea to the appropriate audience, namely the educational sector, particularly in rural areas. The Website will be placed on the EUN and will eventually link to all the schools in the participating countries. The leveraging effect achieved by the dissemination through EUN will result in new advanced experiences throughout the continent.

This task is decomposed into five subtasks.

Subtasks		Description
STD.2.1	Define site content. Responsible: CESGA (CESGA, AURN)	Objectives: To create an informative Website for the project specifying what information will be showed to describe it. Rationale: Necessary for the later implementation. Output: Content specification
STD.2.2	Design site structure. Responsible: CESGA	Objectives: To define a last generation site with a proper structure and a strategy to satisfy the needs for A Ponte project. Rationale: To have organised information in order to achieve an easy management and administration. Output: Site specification
STD.2.3	Develop & publish Responsible: CESGA	Objectives: To develop a first English version and to spread the project idea via Internet and the EUN.. Rationale: To show the project on an international level and link it with the EUN. The link will also be published in relevant newsgroups etc. Output: DD.2.1
STD.2.4	Monitoring & Analysis Responsible: CESGA (CESGA, AURN)	Objectives: To ensure that the site is accessible by the proper audience. To see what parts of the site are more frequently visited and to improve those in need. Rationale: To improve the content quality, structure and the way of show the information of the site.

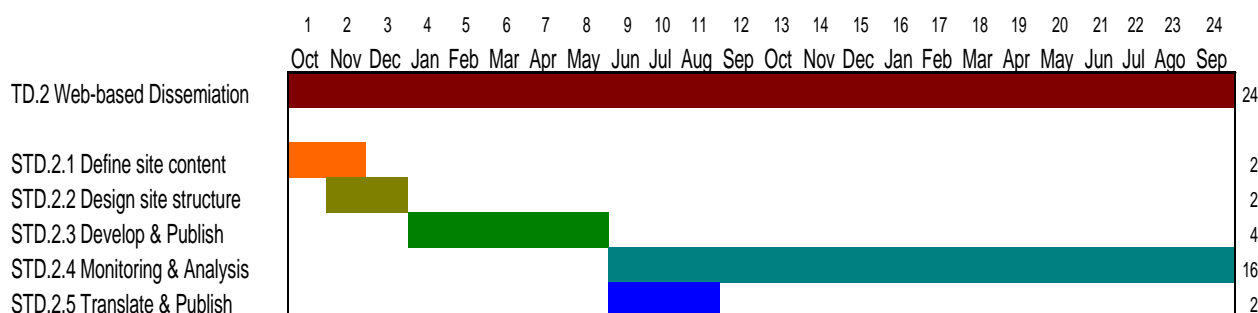
		Output: Statistics, problem report
STD.2.5	Translate & publish Responsible: AURN (CESGA)	Objectives: To translate the site into Portuguese Galician and Spanish. Rationale: To achieve more scope for the A Ponte project. Output: DD.2.2

Subtask	Input	Output	Start Time	Duration
STD.2.1		Site specification	0	2
STD.2.2		Content specification	2	2
STD.2.3	Site specification, Content specification	DD.2.1	4	5
STD.2.4	DD.2.1, Statistics, problem report	Statistics, problem report	9	16
STD.2.5	D.D.2.1	DD.2.2	9	2
Total Task TD.2			0	24

1.5.2.3. Deliverables

STD.2.3.	To + 8	DD.2.1	A PONTE Web site 1 st version
STD.2.5.	To + 24	DD.2.2	A PONTE Web site 2 nd version

1.5.2.4. GANTT Chart



1.5.3. TD.3 – CONTEXT A PONTE Special

24 pages of a special edition of CONTEXT will inform (in 60,000 copies, distributed all over Europe) the educational field about A PONTE. This edition will be published at the time that the schools and the project are able to show the results. Timescale: (?)

1.5.4. TD.4 – Broadcast-based Dissemination

On the basis of the video-registration of the Galician TV during the workshops and at the A Ponte schools, the EBU (European Broadcasting Union) will be invited to send a camera crew to the final conference and to

produce a video about the project, that will be sent out to the EBU members for broadcasting.

5.-List of deliverables

Types of deliverables	Description of the deliverable (Title)	Code	Availability C - R - P	WP ref.	Responsible Partner	Project month
Document	Project Plan	DM.2.1	R	WP M	SEMA	To + 1
Document	1 st Tri-Monthly Report	DM.1.1.1	R	WP M	SEMA	To + 3
Document	Analysis on Educational Needs - Galicia	DP.1.1	R	WP P	CESGA	To + 4
Document	Analysis on Educational Needs -N. Portugal	DP.1.2	R	WP P	CESGA	To + 4
Document	AdP Specification	DP.6.1	R	WP P	SEMA	To + 4
Document	Revised Requirements & New Design Plan	DI.1.1	R	WP I	CESGA	To + 5
Document	1 st Conference Report	DD.1.1	P	WP D	CEEL	To + 5
Document	Survey on COMENIUS results in Galicia and Northern Portugal	DL.1.1	R	WP L	AURN	To + 6
Software	Web Site	DL.1.3	P	WP L	AURN	To + 6
Document	2 nd Tri-Monthly Report	DM.1.1.2	R	WP M	SEMA	To + 6
Document	1 st Periodic Progress Report	DM.1.2.1	R	WP M	SEMA	To + 6
Document	1 st Costs Statement	DM.1.3.1	R	WP M	SEMA	To + 6
Software	AdP System & Object Design	DP.6.2	R	WP P	SEMA	To + 6
Software	Enhanced Internet Starter Kit (English)	DI.1.2	R	WP I	SBLN	To + 7
Software	Internet Starter Kit (Galician)	DI.1.3	R	WP I	CESGA	To + 8
Software	Internet Starter Kit (Portuguese)	DI.1.4	R	WP I	AURN	To + 8
Document	Internet Starter Kit Distribution Plan	DI.1.5	R	WP I	CESGA	To + 8
Software	A PONTE Web Site 1 st version	DD.2.1	P	WP D	CESGA	To + 8
Document	3 rd Tri-Monthly Progress Report	DM.1.1.3	R	WP M	SEMA	To + 9
Document	AdP System Installation Report	DP.6.3	C	WP P	SEMA	To + 10
Document	Help Desk Specification	DI.2.1	R	WP I	CESGA	To + 10
Document	Experiment Definition	DP.2.1	R	WP P	CESGA	To + 10
Document	Evaluation Plan	DP.2.2	R	WP P	CESGA	To + 10
Document	Paper defining aspects to be reinforced in application of COMENIUS programme	DL.1.2	R	WP L	AURN	To + 10
Document	ESIS Language Unit Installation Report	DL.2.1	C	WP L	CESGA	To + 10
Document	Special CONTEXT	DD.3.1	P	WP D	CEEL	To be defined

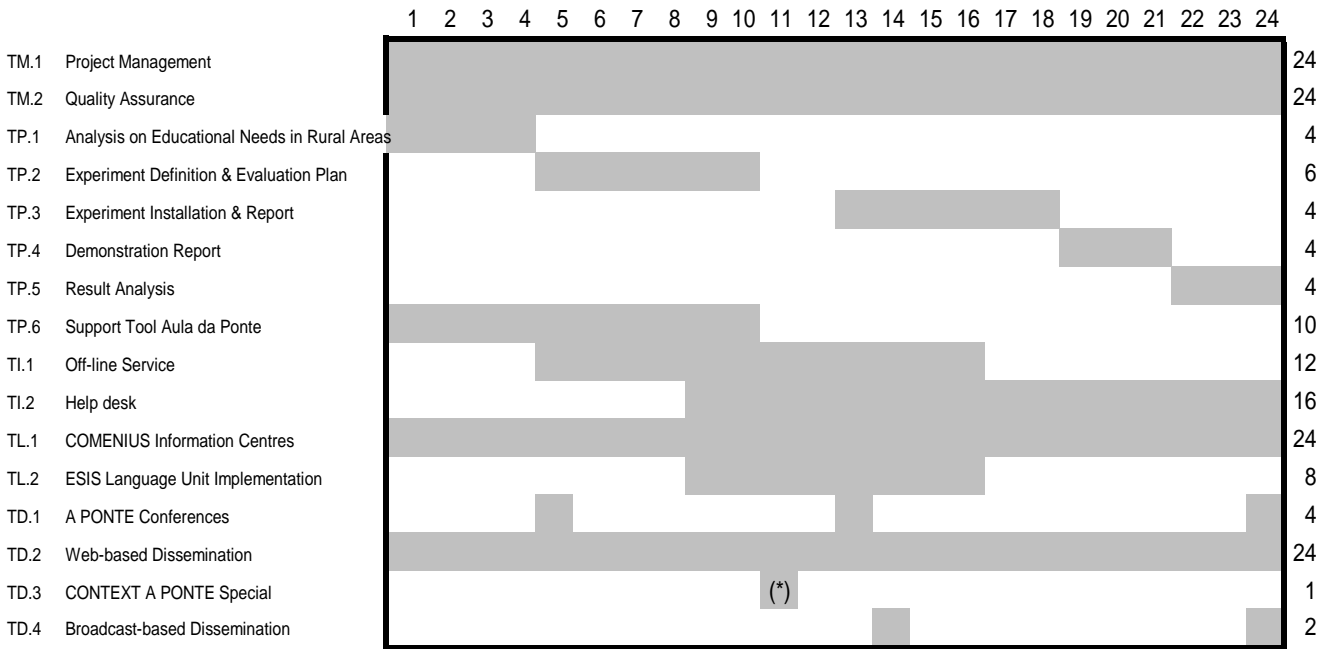
DM2.1 - Project Plan

Document	New COMENIUS Project Report	DL.1.4	R	WP L	AURN	To + 12
Document	4 th Tri-Monthly Progress Report	DM.1.1.4	R	WP M	SEMA	To + 12
Document	2 nd Periodic Progress Report	DM.1.2.2	R	WP M	SEMA	To + 12
Document	2 nd Costs Statement	DM.1.3.2	R	WP M	SEMA	To + 12
Document	Help Desk Service Activation Report	DI.2.2	C	WP I	CESGA	To + 12

YEAR 2

Document	2 nd Conference Report	DD.1.2	P	WP D	CEEL	To + 13
Document	Experiment Installation Report	DP.3.1	C	WP P	CESGA	To + 18
Document	5 th Tri-Monthly Progress Report	DM.1.1.5	R	WP M	SEMA	To + 15
Document	CD Usage Report	DI.1.6	R	WP I	SBLN	To + 16
Document	Language Unit Operation Report & Conclusions	DL.2.2	R	WP L	CESGA	To + 16
Document	1 st Help Desk Operation Report	DI.2.3	R	WP I	CESGA	To + 18
Document	3 rd Conference Report	DD.1.3	P	WP D	CEEL	To + 18
Document	6 th Tri-Monthly Progress Report	DM.1.1.6	R	WP M	SEMA	To + 18
Document	3 rd Periodic Progress Report	DM.1.2.3	R	WP M	SEMA	To + 18
Document	3 rd Costs Statement	DM.1.3.3	R	WP M	SEMA	To + 18
Document	Demonstration Report	DP.4.1	R	WP P	CESGA	To + 21
Document	7 th Tri-Monthly Progress Report	DM.1.1.7	R	WP M	SEMA	To + 21
Document	2 nd Help Desk Operation Report	DI.2.4	R	WP I	CESGA	To + 24
Document	COMENIUS Awareness Action Impact Report	DL.1.5	P	WP L	AURN	To + 24
Software	A PONTE Web Site 2 nd version	DD.2.2	P	WP D	CESGA	To + 24
Document	Visual Dissemination Report	DD.4.1	P	WP D	CEEL	To + 24
Document	Final Report: analysis of the results and conclusions	DP.5.1	P	WP P	CESGA	To + 24
Document	Exploitation Plan	DM.1.4	R	WP M	SEMA	To + 24
Document	4 th Conference Report	DD.1.4	P	WP D	CEEL	To + 24
Document	8 th Tri-Monthly Progress Report	DM.1.1.8	R	WP M	SEMA	To + 24
Document	4 th Periodic Progress Report	DM.1.2.4	R	WP M	SEMA	To + 24
Document	4 th Costs Statement	DM.1.3.4	R	WP M	SEMA	To + 24
Document	FINAL MANAGEMENT REPORT	DM.1.2.5	R	WP M	SEMA	To + 24

6.-Gantt Chart



(*) to be defined



Consortium Meeting Minutes

Code:	Meeting Minutes-99/07/02-TM.1-v1
Version:	1
Date:	02/07/99
State:	Final
Confidentiality:	A PONTE Project
Participant Partner(s):	Sema Group
Author(s):	Elena Coello
Work Package:	WP-M
Task:	T.M.1
Fragment	N
Distribution List:	A PONTE Project, PO and reviewers
Abstract:	This document contains a summary of actions and agreements reached at the Consortium Meeting held by the A PONTE consortium in Santiago de Compostela on 04/02/1999. It also includes a brief overview on the discussion held.
Keywords:	Consortium Meeting
References:	A PONTE Project Programme Kick-Off Meeting Minutes D.M.2.1 – Project Plan D.M.1.1.1 – 1 st 3-monthly report D.M.1.1.2 – 2 nd 3-monthly report Review Report
Previous Versions:	None
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1. Introduction

This document contains the minutes of the consortium meeting of the ESPRIT project A PONTE (25085), which was been held in Santiago de Compostela (Spain) on July, the 2nd, 1999.

The document intends to provide a summary of the main decisions taken. In certain cases, it provides also an overview of the discussions held by the meeting participants to reach those decisions. A summary of decisions and next actions is available at the end of the document. The document includes the tasks that were subject of discussion during the meeting.

2. Agenda and Participants

SEMA	Mr Mohamed Abu Zur Ms Elena Coello
CESGA	Mr Jesús Arribi Ms Claudia Engel Mr Eulogio Pernas Mr Javier García Tobío Mr José Manuel Touriñán
AURN	Mr João Marrana Mr Eduardo Pinheiro

The non-present partners joint the meeting remotely: Mr Paul Dixon (SBLN) and Mr Guus Wijngaards (CEEL)

3. Agenda

09.30-09.35	Welcome and approval of the agenda
09.35-14.00	Brief presentation of the work performed in the last three months by the task leader
(incl. a coffee break)	TP2 : Experiment Definition & Evaluation Plan (CESGA) TM1 and TM2 : Project Management & Quality Assurance (SEMA) TP6 : Aula A Ponte (SEMA) TII : Off-line Services (SBLN) TD3: Context A PONTE Special (CEEL)
11.00	TD4: Broadcast Dissemination (CEEL)
12.00	TL1 : COMENIUS Information Centres (AURN) TD2 : Web-Based Dissemination (CESGA)
13.30-14.30	Lunch

Plans for the next three months:

TM1 and TM2 : Project Management & Quality Assurance (SEMA)

TP2 : Experiment Definition & Evaluation Plan (CESGA)

TP3 : Experiment Installation & Report

TP6 : Aula A Ponte

TI2 : Help Desk

TL1 : COMENIUS Information Centres (AURN)

TL2 : ESIS Language Units Implementation (SEMA)

TD2 : Web-Based Dissemination (CESGA)

18.00 Conclusions of the meeting. Closing

The agenda was thought of rather as to be a list of subjects to discussion. The timing was adjusted to the discussion as well as the connection with the remote partners.

4. TP.2 and TP.3 – Experiment Definition & Evaluation Plan

Mr Eulogio Pernas Morado (Educational Science Institute of the Univesity Santiago de Compostela) presented the main aspects of the plan for the performance of the pedagogical experiences (former called “experiments”): objectives, conditions, contents, monitoring mechanisms, evaluation plan.¹ In the discussion that followed, it turned out that the plan worked out by the Educational Sciences Institute is restricted to the non regular curriculum and to be performed outside the normal teaching time. Besides, the teachers involved at the Portuguese schools expect to use Aula A Ponte as a tool for facilitating their current distant courses and consequently, during the normal school timing. Portugal will evaluate the ability of the teachers to create their own contents for their normal teaching using AAP while in Galicia teachers will create a concrete teaching unit monitored by pedagogical staff.

- ✓ The conclusion of the discussion is that the pedagogical experiences will be slightly different in Portugal and in Galicia. Portuguese teachers will be offered the teaching unit created in Galicia in case they would like to use it

The representatives of AURN were requested to give an answer to the question of the reviewers about the selection of the schools in Portugal: most of them are in the western part of the country. Mr Marrana explained that those schools selected fulfilled the criteria of "rural school" agreed upon within the project while the proximity to Porto facilitates the communication between the schools.

- ☞ AURN will provide the explanation about the selection of the schools in its contribution to the 3th 3monthly Report.

CESGA presented the draft of the documents DP.2.1 - Pedagogical Experiments and DP.2.2 - Evaluation Plan which had been distributed before the consortium meeting.

¹ This information is contained in the deliverable DP.2.1 – Experiment Definition, and DP.2.2 – Evaluation Plan

- ☞ AURN will comment and contribute to those documents by 12/7. That contribution has to justify the different approach that the Portuguese schools will apply performing the pedagogical experiences.

During the presentation of DP2.1 it became clear that according to the Galician approach, pupils will have to create contents by retrieving information from the Internet while according to the Portuguese approach pupils do not have to create any material. This aspect will have a consequence in the final version of DP.2.1: although first it was decided that AURN would add a chapter 10b to the teaching unit elaborated by the pedagogical staff in Santiago (the chapter 10b should deal with the subject "Portugal and the European Union") in order to make it possible for the Portuguese teachers to use the European Dimension teaching unit, that chapter will only be done if any teacher in Portugal is interested. Otherwise it will not be necessary.

- ✓ AURN will only elaborate the chapter 10b (Portugal and the EU) to complete the teaching unit if one of the teachers involved requires it
- ✓ AURN will try to follow the evaluation plan drafted by CESGA as far as possible; if required by the different approach, adaptations of the evaluation plan will be introduced.

5. TD.4 – Broadcast- based Dissemination

Mr Guus Wijngaards took part in the meeting by phone. The discussion that followed was about the status of the video production.

With the help of CESGA and AURN Mr Wijngaards has tried to contact TVE (Spanish Television) and RTP (Portuguese Television).

RTP was contacted by AURN. The contact person identified at RTP is Ms Paixao who has stated that she is involved in programmes for children but within her area no educational programmes are foreseen. She mentioned that the Institute for Educational Innovation might be interested, but it was not contacted by the time of the meeting. However, the representatives of AURN inform that, as far as they know, that Institute does not produce any audio-visual material.

- ✓ CEEL will keep the contact with RTP directly from now on

TVE was contacted with a letter (translated into Spanish by CESGA) by CEEL. Mrs. Varela reacted with a phonecall and after some additional mails and phonecalls TVE still seems interested. The conversations with TVE have led to the suggestion of a collaboration between TVE and A PONTE by a co-production scheme: the same video can show material on A PONTE as well as educational activities of TVE.

Mr Wijngaards proposes a meeting with the representatives of TVE, RTP and A PONTE by the end of September. PM suggest to hold the meeting with TVE and RTP together with the next review meeting and the workshop in order to save travel costs.

- ☞ CEEL will be in charge of organising the meeting with TVE and RTP.

As for the recording of video material at the up-coming workshop in Porto, Mr García Tobío points out the problem of the intellectual propriety of the master copy recommending AURN to take care of that issue when contracting a company for the recording at the workshop. The cost for the one hour recording of the Santiago workshop was about 1,800 Euro, not including the cutting of the video; Mr García Tobío points out that such long durations are not necessary at all.

- ☞ In order to reduce the costs for the recording AURN will try to arrange the recording of some scenes of the workshop with one of the universities that are associated to AURN

6. TD.3: Context A PONTE magazin

Mr Wijngaards points out that the budget foreseen in the Project Programme of A PONTE is insufficient to cover the costs of the edition of the A PONTE Special Context Magazin. He proposes to look for sponsors.

- ☞ All partners will look for potential sponsors
- ✓ The date of edition of the A PONTE Special Context Magazin could be April-2000, being May the absolutely final deadline. The preparation has to start at least two months in advance, i.e., February-2000.

7. TD.1 A PONTE Conferences

7.1. Next workshop

The workshop participants will be

- The teachers
- The schools' directors will be invited
- The A PONTE consortium

In general the meeting participants agree that the next workshop should be more interactive than the first one, giving the teachers the opportunity to participate actively in the presentations and discussions.

The content of the workshop will be :

- Short presentation of the project progress since the last workshop
- Presentation of the project content
- One Portuguese and one Galician teacher could present their current activities with AAP, which should have started at the beginning of October
- Any teacher involved in one COMENIUS project could present his/her experience and the project
- Discussion with the teachers about ISK, the Help Desk and the AAP in order to gain their first impressions
- ESIS Language Units can be briefly presented to the teachers. Their feedback will be very appreciated

- Round table with the teachers

Starting time of the workshop will be 10.30 local time in order to allow Galician teachers to travel the same day and arrive on time.

7.2. Final Conference

As for the Final Conference, some issues have to be clarified:

- Involvement of the Xunta de Galicia in the organization. Is the Xunta going to collaborate? If so, how far?
- It is convenient to invite representatives of EUN
- ☞ CEEL will draft a budget for the Final conference with a number of about 50 people invited. CEEL will also draft a scenarion of the conference, target public, etc,
- ☞ Mr JG Tobío (CESGA) will contact the responsible person at the Xunta de Galicia
- ☞ AURN will contact the Portuguese public authorities regarding the Final Conference

Mr Marrana points out that it will be easier to obtain some kind of facilities from the public authorities than additional budget.

8. TP.6 – Support Tool AULA A PONTE

Mr Mohamed Abu Zur presented the Aula A Ponte (AAP) by connecting remotely the server at Sema in which AAP is currently installed.

- ☞ SEMA will make possible that AURN and CESGA can access temporarily to the AAP installed at SEMA in order for them to deeply analyse the status of the tool.

A discussion followed about the suitability of AAP for the Portuguese and the Galician approach, i.e., for regular teaching and for vocational teaching. Mr Touriñán's (ICE - Educational Science Institute) opinion is that AAP can be used as a space to store the material produced during the pedagogical experiences and as a communication means among the parties involved. AURN will use AAP rather as a distance teaching tool. The evaluation will be concerned with THE USE of AAP but it will not be a technical evaluation of the AAP features.

SEMA agrees to give a training session to the teachers in Galicia and in Portugal on the use of AAP. The training sessions will proceed as follows:

20/9 Sema will give a training session in Santiago to the Galician teachers involved

21/9 ICE (Educational Science Institute of the University of Santiago) will give a training session on the contents to the Galician teachers involved

21/9 Meeting in Porto between AURN and one or two Portuguese teachers involved to practice the AAP

9. TL1.1 Off-Line Support

- ✓ SBLN will produce the master CD-ROM in Galician and Portuguese. AURN & CESGA will make the copies of the CD-ROM and will distribute them among the teachers involved in A PONTE.

- ☞ SBLN will put the contents in html format

The tutorials will be included in word format. A viewer for word will be included in the CD-ROM.

- ☞ AURN and CESGA will provide SBLN with the translation of the icons of Netscape.

- ☞ By 7/7 SBLN will finish the English version of the ISK and send it to AURN and CESGA. SBLN will mark the new few parts that AURN and CESGA have to translate to their languages

- ☞ 9/7 AURN and CESGA send the translations to SBLN

- ☞ By 19/7 SBLN sends the beta version in Galician and Portuguese to check before producing the last and definitive version

- ☞ By 26/7 AURN and CESGA send their feedback from beta test.

- ☞ 2/8 SBLN sends the CD-ROM masters in Galician and Portuguese to CESGA and AURN

10. TL2: Help Desk

The Help Desk will be integrated in the A PONTE web site. CESGA and AURN will provide all support required by the teachers during the experiences.

Mr E Pinheiro will be the contact person for the Portuguese teachers

- ✓ In case of questions on the functioning of AAP, first AURN and CESGA will try to give solutions. Only if this is not possible, SEMA will help CESGA and AURN to solve the questions of the teachers.

11. TL2: ESIS Language Unit Implementation

The ESIS project has been extended for two months. The project's foreseen end at the end of August will not be completed. During September and October, public authorities throughout Europe will be testing the system. Only at the end of the testing the installation of the ESIS Languages Units within A PONTE can start, benefiting from the feedback of the evaluation in Sep. & Oct. This delay does not affect other tasks of the project plan of A PONTE.

12. Managerial issues

The dates for the next review and workshop to be proposed to the rest of the consortium, the reviewers and the EC are the following:

21/10 workshop

22/10 review

On 20/10 the consortium will meet to rehearse both events: workshop and review.

- ✓ Some managerial issues that could not be discussed at the review any more, will be discussed via e-mail coordinated by the PM. Those issues affect mainly the relation between A PONTE and EUN and the revision of the reviewers recommendations.

13. Summary of Actions

- ☞ AURN will provide the explanation about the selection of the schools in its contribution to the 3th 3monthly Report.
- ☞ CEEL will be in charge of organising the meeting with TVE and RTP.
- ☞ All partners will look for potential sponsors for the edition of the Special A PONTE Context Magazin
- ☞ CEEL will draft a budget for the Final conference with a number of about 50 people invited. CEEL will also draft a scenario of the conference, target public, etc,
- ☞ Mr JG Tobío (CESGA) will contact the responsible person at the Xunta de Galicia
- ☞ AURN will contact the Portuguese public authorities regarding the Final Conference
- ☞ AURN will try to arrange with a university associated to AURN the recording of some scenes of the workshop
- ☞ AURN will comment and contribute to those documents by 12/7. That contribution has to justify the different approach that the Portugues schools will apply performing the pedagogical experiences
- ☞ SEMA will make it possible that AURN and CESGA can access temporarily to the AAP installed at SEMA in order for them to deeply analyse the status of the tool.
- ☞ SBLN will put the contents in html format
- ☞ AURN and CESGA will provide SBLN with the translation of the icons of Netscape.
- ☞ By 7/7 SBLN will finish the English version of the ISK and send to AURN and CESGA. SBLN will mark the new few parts that AURN and CESGA have to translate into their languages

- ☞ 9/7 AURN and CESGA send the translations to SBLN
- ☞ By 19/7 SBLN sends the beta version in Galician and Portuguese to check before producing the last and definitive version
- ☞ By 26/7 AURN and CESGA send their feedback from beta test.
- ☞ 2/8 SBLN sends the CD-ROM masters in Galician and Portuguese to CESGA and AURN
- ☞ Sema will coordinate the dates of the next review with the EC and the reviewers.
- ☞ AURN will provide some links on educational web sites in Portugal to be included in the A PONTE web

14. Summary of Agreements.

- ✓ The conclusion of the discussion is that the pedagogical experiences will be slightly different in Portugal and in Galicia. Portuguese teachers will be offered the teaching unit created in Galicia in case they would like to use it
- ✓ CEEL will keep the contact with RTP directly from now on
- ✓ The date of edition of the A PONTE Special Context Magazin could be April-2000, being May the absolute deadline. The preparation has to start at least two months in advance, i.e., February-2000.
- ✓ The meeting between EUN-A PONTE cannot take place before September because of summer holidays
- ✓ AURN will try to follow the evaluation plan drafted by CESGA as far as possible; if required by the different approach, adaptations of the evaluation plan will be introduced.
- ✓ AURN will only elaborate the chapter 10b (Portugal and the EU) to complete the teaching unit if any one of the teachers involved requires it.
- ✓ In case of questions about the functioning of AAP, first AURN and CESGA will try to give solutions. Only if this is not possible, SEMA will help CESGA and AURN to solve the questions for the teachers.
- ✓ SBLN will produce the master CD-ROM in Galician and Portuguese. AURN & CESGA will make the copies of the CD-ROM and will distribute them among the teachers involved in A PONTE.

- ✓ Some managerial issues that could not be discussed at the review any more, will be discussed via e-mail coordinated by the PM. The issues concerned mainly the relation between A PONTE and EUN and the revision of the reviewers recommendations.
- ✓ Next workshop: contents, date, participants (see 7.1)