Evaluation of ECOSTAR Project Achievements
In Relation to Original Goals

ECOSTAR

English as the Cornerstone
of Sustainable Technology and Research

Technology

English

Research

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2017

Introduction:

The Tempus ECOSTAR project set an ambitious set of goals, most of which have been achieved, as will be shown below in analysis of the respondents' opinions. In evaluating the success of the project, it is important to bear in mind that it is not feasible to complete all the tasks set for achieving goals of this nature in the education system within the relatively short lifetime of the project. Furthermore, as the project develops, some of the original goals are revealed as unattainable or unsuited to the desired outcomes and require modification. Funding provides the impetus for establishing a suitable team and for initiating the activities and creating the framework for promoting, sustaining and continuing the initiatives. Thus, with the Tempus ECOSTAR project, the 3 years funded by the European grant has provided a strong basis from which to continue developing the paths already embarked upon.

The Tempus ECOSTAR project was divided into 9 separate work packages, each with a team leader with overall responsibility for achieving the work package goals, and for coordinating the work package team members from Israeli and European partner institutions. Of the work packages, all of which ran in parallel for the duration of the project, 4 (WPs 1-4) were content packages, WP5 was a technical package, while the other packages were management related: WP6 was for quality assurance, WP7 for dissemination, WP8 for exploitation and sustainability of the results, and WP9 for overall management of the project. All project goals were detailed in the original project proposal made available to all partners via the project's website. In addition, all work package deliverables were stated within each detailed work package, in the logical framework matrix (LFM) and in the QA plan which was reviewed with all the partners at the second consortium meeting.

The QA surveys for other activities in the project were prepared by the leader of WP6; this final evaluation survey was prepared by the project's coordinator in order to gain a more comprehensive view of the partners' opinions regarding the degree to which the project's goals had been attained. As with all surveys conducted during the project, the response rate was disappointing. This points to a failure in the QA process whereby partners in the project did not attach sufficient significance to the completion of such feedback forms. Nevertheless, the responses, some of which were submitted on paper before the end of the final consortium meeting, and others sent by email to a third party, have been analyzed and an interesting picture emerges. When compared to the actual tangible results of the project, the lack of familiarity with these indicates that the solutions applied to the communication challenges noted at several points during the project were not always successful.

The data collection tool:

A printed questionnaire with 45 multiple choice items and 3 open items at the end comprised the data collection tool. This evaluation addressed 45 proposed goals and objectives for the lifetime of the project taken from the proposal. The questionnaire is divided into 8 sections as follows:

Section 1: Specific objectives of the project.

Section 2: Wider objectives.

Section 3: Specific objectives within the wider objectives.

Section 4: Project outputs.

Section 5: Outcomes.

Section 6: Wider objectives.

Section 7: Proposed sustainable outcomes.

Section 8: Strong and weak points, other comments – open.

Each item was measured on a 5-point scale using the following measures to assess to what degree the partner felt the project had achieved its goals:

1 – not at all; 2 – to some extent; 3- half way; 4 almost there; 5 – completely; 6 – no response.
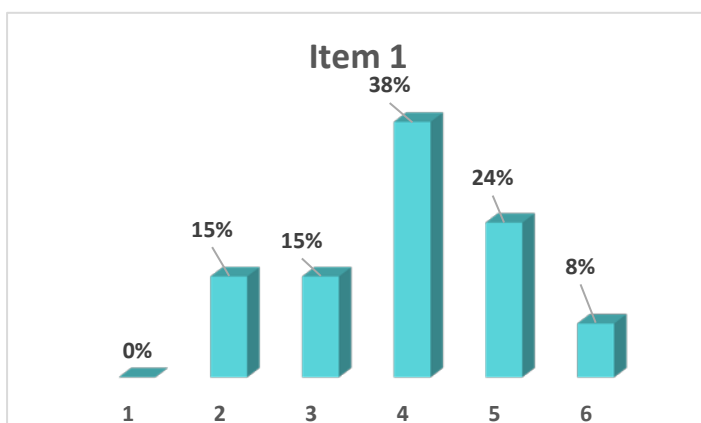
The results:

The responses were collated and percentages applied. Of the 20 participants in the final consortium meeting, 13 responded, so that n=13. This gives a response rate of 65%. The

Section 1: specific objectives of the project

Items 1-7:

1. **Implement bottom-up nationwide change in teaching EFL in Israeli HEIs:**

While familiarity with the new CEFR-aligned Framework for English in Higher Education in Israel (https://tempus-ecostar.iucc.ac.il/a-framework-for-english-in-higher-education-in-israel-and-can-do-statements/) has grown fairly rapidly throughout the country, in response to determined dissemination activities, strong ECOSTAR participation in the H-INET international spring conference in February 2016, and the ECOSTAR symposium in January 2017, the road to adoption of the framework in HEIs requires English teachers to complete of the Professional Development Program (https://tempus-ecostar.iucc.ac.il/program-preview/), after which the existing program in each HEI has to be reviewed and modified. Currently, the teachers at TAU, IDC and OBC have undergone training via the PDP and are implementing the new Framework; a further group of representatives from 22 other HEIs in Israel are currently participating in the program following which they will take the PDP to their own institutions and commence training of their staff. Upon completion of this training, they will begin to modify their programs and adopt the Framework. It should be noted that, as with all professions, continuing education and training is required in order to remain up-to-date, and in particular with the adoption of the new Framework, additional and ongoing training is required to implement appropriate assessment methods.

The partners' responses to this item show the following:

- 30% think the goal has been achieved to some degree or that we are half way there;
- 38% think we are almost there
- 24% think the goal has been completely achieved
- 8% had no answer to this item.

2. **Develop curricular framework for tertiary level EFL courses adapted to Israeli context from CEFR**:

Item 2

0% (1) 8% (2) 0% (3) 23% (4) 69% (5) 0% (6)
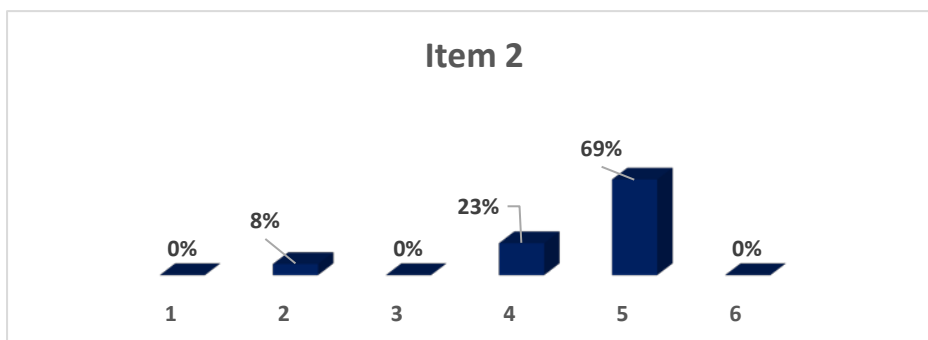
This represents the axel upon which all other goals depend. The development of a new framework for the teaching of English in HE in Israel is the core of the Tempus ECOSTAR project.

All other goals revolve around its creation. The Framework was adapted from the CEFR following a needs analysis conducted with students, English teachers and content lecturers (see the Needs Analysis Report xxxx) and published in its final format in January 2017. All partners had received copies of the framework in its draft form to review and comment upon. The Framework is available in hard copy from Tel Aviv University's Division of Foreign Languages, and a digital copy is available for download from the ECOSTAR website (https://tempus-ecostar.iucc.ac.il/framework/).

The partners' responses to this item show the following:

- 🔸 8% thought the goal had been achieved 'to some degree'.
- 🔸 23% said we were 'almost there'.
- 🔸 69% felt the goal had been completely achieved.

3. **Develop, teach and assess new EFL learning packages in line with the new framework:**

For this goal, the team in WP2 developed a series of learning packages aligned with the Framework at 3 CEFR levels (A2, B1 and B2) deemed equivalent to the Israeli levels of 'besisi', 'mitkadmim A' and 'mitkadmim B'. These learning packages include materials and tasks designed to practice and develop the 4

Item 3

0% (1) 7.5% (2) 7.5% (3) 62% (4) 23% (5) 0% (6)
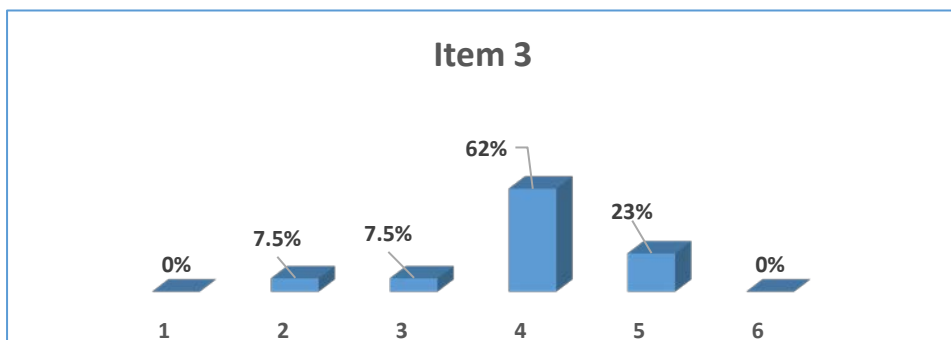
language skills and are accompanied by teachers' guidelines. To develop relevant assessment methods to accompany these tasks, workshops were held for the partners and teachers from other

institutions in June 2015. Follow-up workshops were held for the project partners involved in piloting in September 2016. These learning packages were demonstrated at the H-INET International Spring Conference in February 2016, and have been piloted by partner institutions. All materials are openly available on the ECOSTAR website: https://tempus-ecostar.iucc.ac.il/classroom-activity-exemplars/.

The partners' responses to this item show the following:

- 🔸 8% though the goal had been achieved 'to some degree'.
- 🔸 8% thought the goal was half way to being achieved.
- 🔸 62% thought we were 'almost there'.
- 🔸 23% thought the goal had been completely achieved.

4. **Develop interactive online activities and materials for new learning packages to encourage active student-centered collaborative and mobile learning.**
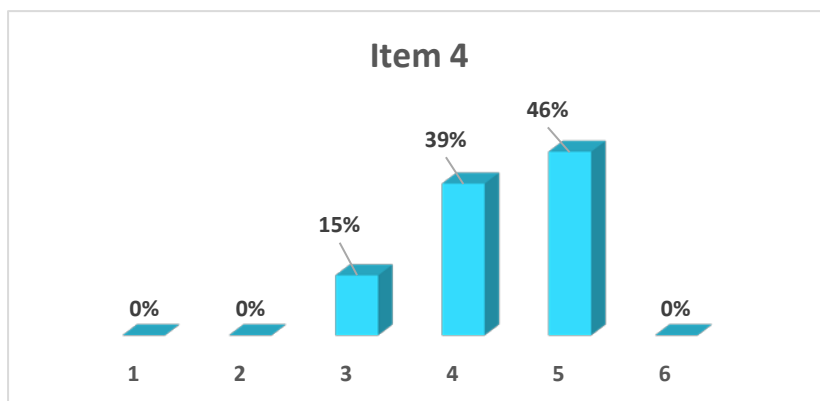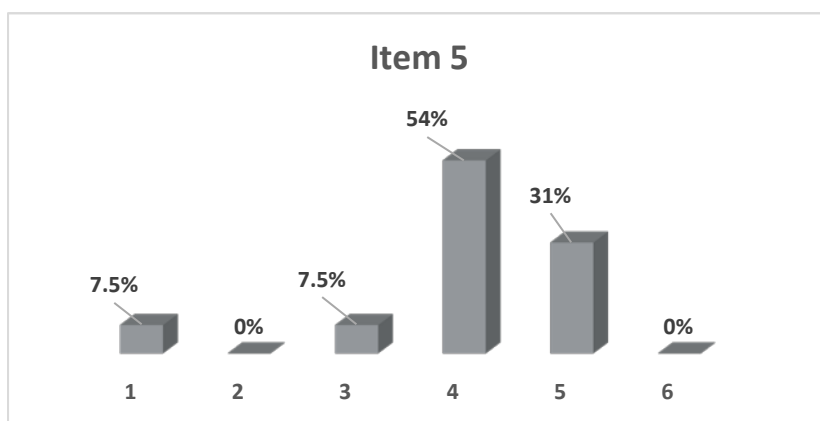
Much of the work for this item is covered in the previous item. The WP2 team developed activities within the learning packages that included multimedia resources incorporating a variety of online tools encouraging active, student-centered learning. These resources are all available in the ECOSTAR website.

Item 4

1	2	3	4	5	6
0%	0%	15%	39%	46%	0%

The partners' responses to this item show the following:

- 15% thought the goal was half way to being achieved.
- 39% thought the goal had almost been achieved.
- 46% considered the goal to have been completely achieved.

5. **Develop platform to specifically address needs of interactive language teaching and learning and to host online language support services.**
   These goals were the core of WP5. A LMS using the Moodle platform was established at a fairly early stage of the project. Here, the project's deliverables were stored during development. A repository was created where all OERs could be linked, and the two courses developed in the project, the Professional Development Program (PDP) and the Sustainable Futures EMI course, were both hosted on this LMS, enabling participating institutions to import the courses to their own Moodle sites; and also allowing for synchronous inter-institutional collaborative learning to take place. Some partners unfamiliar with Moodle found the website challenging to navigate which caused them some frustration.

Item 5

1	2	3	4	5	6
7.5%	0%	7.5%	54%	31%	0%

The partners' responses to this item show the following:

- 7.5% thought the goals had not been achieved at all.
- 7.5% thought we were half way to achieving the goal.
- 54% thought we were 'almost there'.
- 31% thought the goal had been achieved completely.

6. **Develop and deliver teacher-training workshops to disseminate new framework and encourage adoption.**
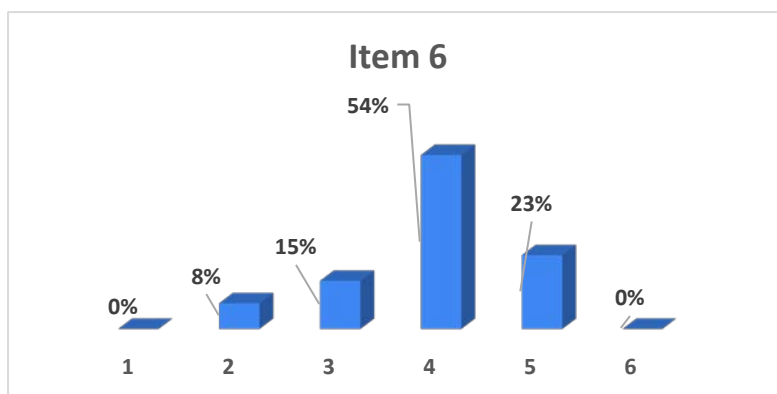

The main tool for training teachers towards adopting the Framework is the PDP. This program was promoted in every meeting at which the Framework was discussed. At the ECOSTAR symposium in January 2017, new participants were encouraged to sign up for the first training for teachers beyond the consortium partners. Partners from TAU, IDC and OBC completed the PDP in the pilot round during the project's extension period. Participants from 22 other HEIs signed up for the first PDP which began in May 2017. These participants will take the PDP with them to their own institutions and continue the training of their own staff in a cascading train-the-trainer approach.

The partners' responses to this item show the following:

- 8% thought the goals had been achieved to some degree.
- 15% thought we were half way to achieving the goal.
- 54% thought we were 'almost there'.
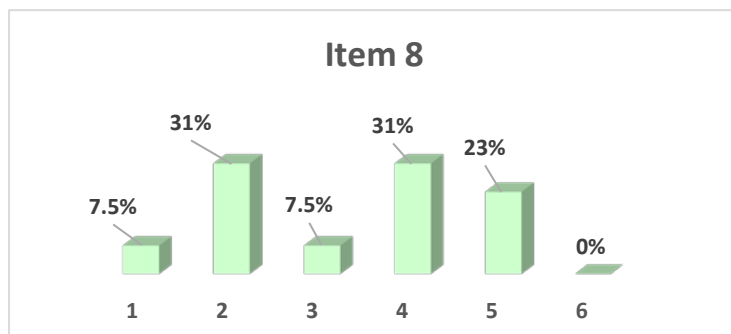- 23% thought the goal had been achieved completely.

7. **Develop national framework with suitable infrastructure for EMI and a best-practice EMI course and online/offline language support services for students and lecturers.**
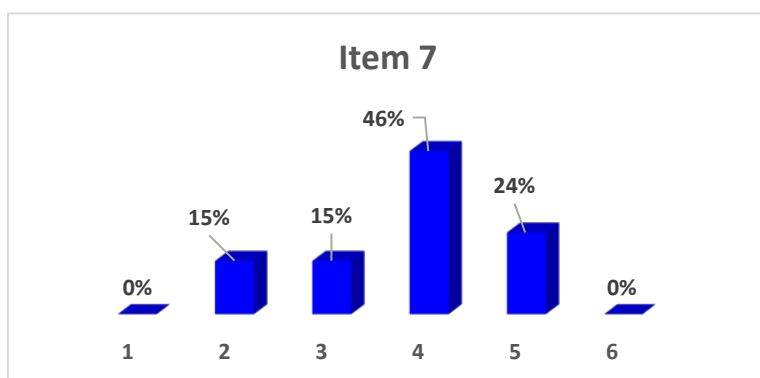
The original goal had been to create a national framework for English Medium Instruction. However, it soon became clear that the concept of a 'framework for EMI' was too ambitious at this stage as EMI is still a relatively new phenomenon in Israeli HEIs. Consequently, a Handbook for English Medium Instruction in Institutions of Higher Education in Israel was written. This handbook comprises a theoretical section and a practical section with suggestions and strategies for implementing EMI in the classroom. This goal also included the development of a model EMI course to demonstrate best practice and to be used for training purposes as well as to serve as a stand-alone course. This course can be imported to other institutions' Moodle sites upon request. Handbooks for students and for teachers can be found on the ECOSTAR website. Online tools and workshops for language support for students and for teachers were also developed. Information about workshops held is also available on the ECOSTAR website while online support can be found in the repository for independent study.

The partners' responses to this item show the following:

- 15% thought the goals had been achieved to some degree.
- 15% thought we were half way to achieving the goal.
- 46% thought we were 'almost there'.
- 24% thought the goal had been achieved completely.

Section 2: Wider objectives

This section includes 12 items relating to the wider objectives of the project:

8. **Standardize new national curricular framework for EFL programs in Israeli HEIs.**

https://tempus-ecostar.iucc.ac.il/wp-content/uploads/2016/04/FRAMEWORK-ATAR-with-preface.pdf

Item 8

A comprehensive needs analysis was undertaken targeting 3 stakeholders (students, English teachers and content teachers) in order to evaluate current and future needs for English in higher education and for graduates from Israeli HEIs. Using the findings from this needs analysis, the new CEFR-Aligned Framework for English in Higher Education in Israel was created.

This Framework, as with the CEFR itself, provides a standardized framework for the teaching of English in Higher Education in Israel, incorporating all 4 skills. The Framework has been published (available in hard copy from the Division of Foreign Languages at Tel Aviv University, or for download from the ECOSTAR website: https://tempus-ecostar.iucc.ac.il/framework/). The Framework was presented to representatives of the CHE at the ECOSTAR symposium in January 2017 where all 100 participants received their own personal copy of the book.

The partners' responses to this item show the following:

- 7.5% thought that the goals had not been achieved at all.
- 31% thought the goals had been achieved to some degree.
- 7.5% thought we were half way to achieving the goal.
- 31% thought we were 'almost there'.
- 23% thought the goals had been achieved completely.

9. **Harmonize new curriculum with ECTS and CEFR.**

The CEFR-aligned Framework for English in Higher Education in Israel is adapted to the local context

Item 9
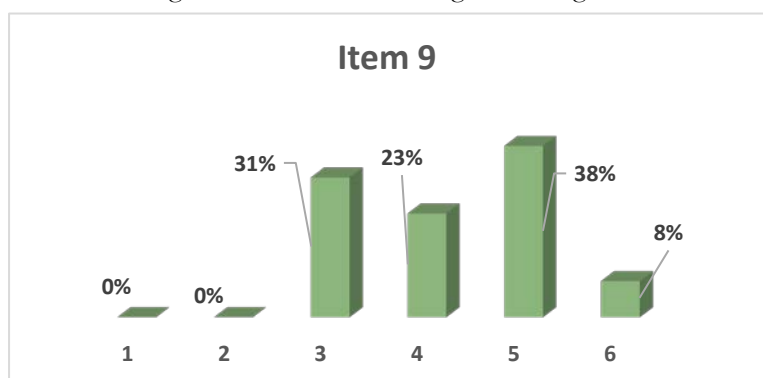
through close alignment with the CEFR. This allows for mutual recognition and ease of transfer between domestic and international institutions. Regarding the issue of aligning with ECTS, the majority of these courses in Israel do now award any credits. Nevertheless, equivalence with ECTS can be established on the basis of the new syllabi that accompany the courses which are modified to implement the Framework. Knowledge of ECTS is imparted during the PDP.

The partners' responses to this item show the following:

- 31% thought we were half way to achieving the goal.
- 23% thought we were 'almost there'.
- 38% thought the goals had been achieved completely.
- 8% did not respond.

10. **Reduce socioeconomic gaps by helping students attain English proficiency levels needed in local and global labor markets.**

Item 10

20% | 30% | 7.5% | 20% | 15% | 7.5%
1 | 2 | 3 | 4 | 5 | 6
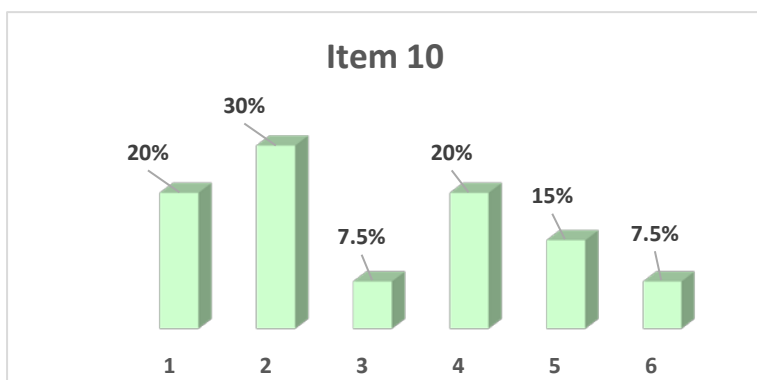
This is a long-term goal and not one that can be achieved during the 3-year lifetime of the project. The groundwork has been laid, and as can be seen in the advancements in discussions, consultations and collaboration with the Inspector for English in the Ministry of Education, initial steps are being taken towards adapting the school English program towards the CEFR.

This will not only create synchronicity with the higher education system, but will also ensure that relevant skills and content are addressed thereby preparing the students for the needs of the 21st century and working towards achieving this goal.

The partners' responses to this item show the following:

- 20% thought that the goals had not been achieved at all.
- 30% thought the goals had been achieved to some degree.
- 7.5% thought we were half way to achieving the goal.
- 20% thought we were 'almost there'.
- 15% thought the goals had been achieved completely.
- 7.5% did not respond.

11. **Inter-tempus coaching to share EU EFL expertise on ECTS and CEFR with Israeli partners.**

Considerable coaching and mentoring took place led by the European during the lifetime of the project to

Item 11

8% | 8% | 30% | 30% | 24% | 0%
1 | 2 | 3 | 4 | 5 | 6
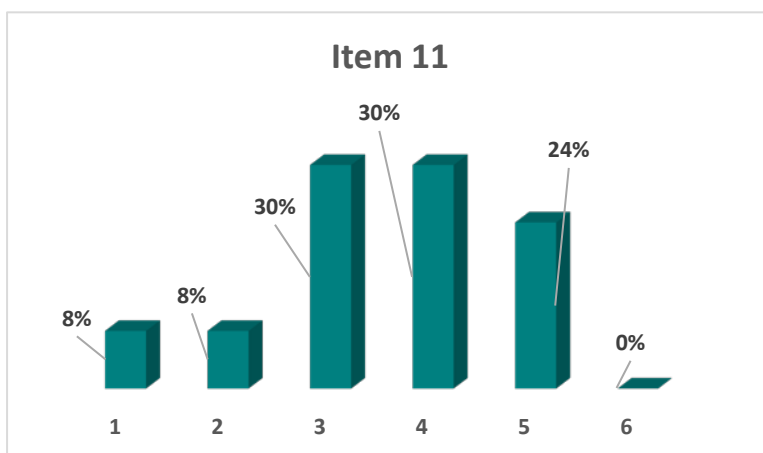
assist the Israeli partners in learning about the CEFR and about ECTS. This was a starting point for the creation of all the project's deliverables. Additional inter-tempus coaching was enabled through collaboration with other Tempus projects running in Israel that dealt with internationalization. Not all partners were active in this area of coaching.

The partners' responses to this item show the following:

- 8% thought that the goals had not been achieved at all.
- 8% thought the goals had been achieved to some degree.
- 30% thought we were half way to achieving the goal.
- 30% thought we were 'almost there'.
- 24% thought the goals had been achieved completely.

12. Professionalize EFL teaching at tertiary level:

Item 12
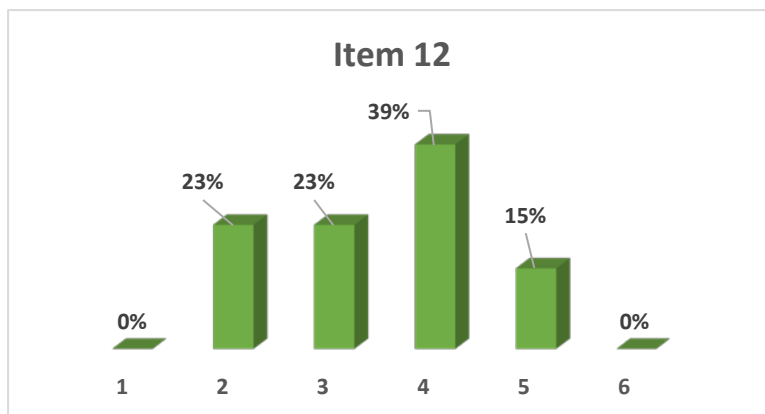
The process of professionalization is also a long-term goal. The establishment of the H-INET Association in 2015, spurred by developments in the field beyond the control of the ECOSTAR project partners, has been a highly encouraging step forward towards achieving the goal of professionalizing the English teachers in Israel. This association represents teachers in all HEIs throughout the country with some 500 members on the mailing list. With considerable input from the ECOSTAR partners, both as members of the organizing committee, the scientific committee and as presenters as well as participants, the first H-INET International Spring Conference held in Tel Aviv in February 2016, was a great success drawing 150 teachers over the 2 days.

The partners' responses to this item show the following:

- 23% thought the goals had been achieved to some degree.
- 23% thought we were half way to achieving the goal.
- 39% thought we were 'almost there'.
- 15% thought the goals had been achieved completely.

Section 3: Specific objectives within the wider objectives:

13. Integrate all 4 language skills at all levels of EFL program.

Item 13

0% — 1
15% — 2
15% — 3
24% — 4
46% — 5
0% — 6
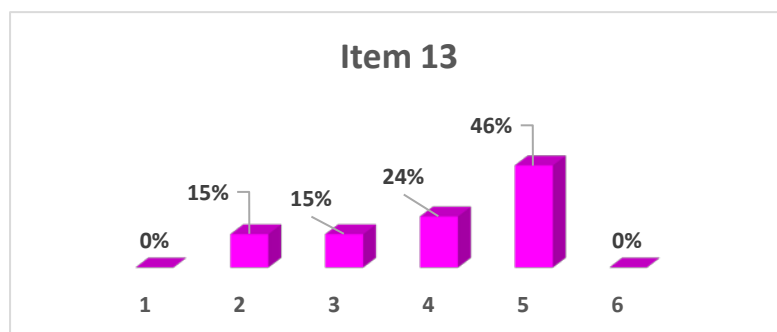
This goal is achieved in several stages: in the creation of the new Framework; in the training of teachers to implement the new Framework through the PDP; and actual implementation in many HEIs across the country. During the piloting phase of the project, TAU, IDC and OBC adapted their syllabi and continued to develop the integration of the 4 skills into their programs. For the goal to be fully achieved, a high percentage of the other HEIs will need to follow the same path.

The partners' responses to this item show the following:

- 15% thought the goals had been achieved to some degree.
- 15% thought we were half way to achieving the goal.
- 24% thought we were 'almost there'.
- 46% thought the goals had been achieved completely.

14. Develop and pilot model EFL courses at 3 levels to implement bottom-up change to EFL teaching and assessment.

Early on in the project, it was understood that creating new courses was not the intention. There is a wide variety of course types in the different HEIs in Israel, some of which are generic, many of which are field specific; furthermore, teachers have

Item 14

0% — 1
23% — 2
23% — 3
15% — 4
39% — 5
0% — 6

the academic freedom to use materials and assignments of their choice. Most importantly, in order to encourage teachers to adopt and implement the new framework, the partners decided that it would be more effective to suggest and to lead by example. Consequently, the 'courses' were replaced by exemplars of integrated materials and content for the 4 language skills at the main proficiency levels so that teachers could pilot, modify, adapt and create tailored input suitable for their specific students while still implementing the same Framework. These learning packages, created by the WP2 team, have been piloted and are accessible as OERs via the ECOSTAR website (https://tempus-ecostar.iucc.ac.il/classroom-activity-exemplars/). A community of practice is being developed which encourages teachers across the country to collaborate and to share. A series of assessment workshops was also held to introduce Israeli teachers to CEFR-aligned assessment of writing and speaking skills.
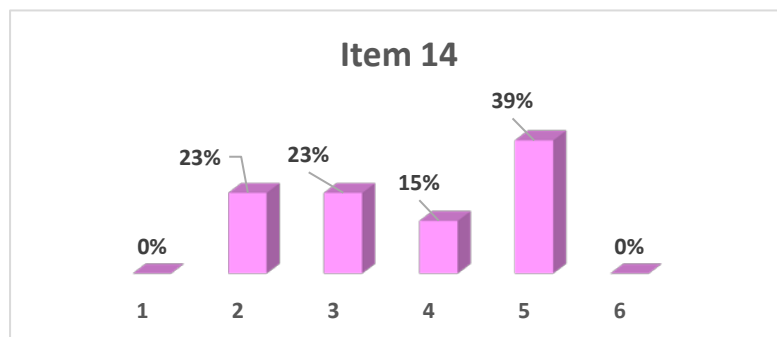
The partners' responses to this item show the following:

- 23% thought the goals had been achieved to some degree.
- 23% thought we were half way to achieving the goal.
- 15% thought we were 'almost there'.
- 39% thought the goals had been achieved completely.

15. **Develop modular learning packages of multimedia instructional materials to support new CEFR-aligned curriculum.**
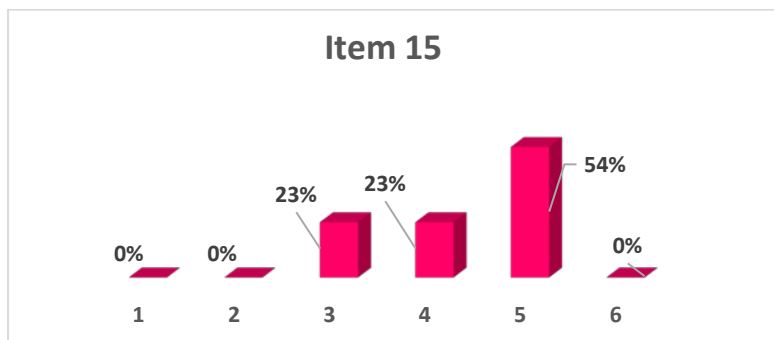

The goals for this item overlap with the previous one where a detailed explanation of the achievements has already been given.

The partners' responses to this item show the following:

- 23% thought we were half way to achieving the goal.
- 23% thought we were 'almost there'.
- 54% thought the goals had been achieved completely.

16. **Develop generic technology-based language support solutions and best practice teaching strategies for EMI courses.**
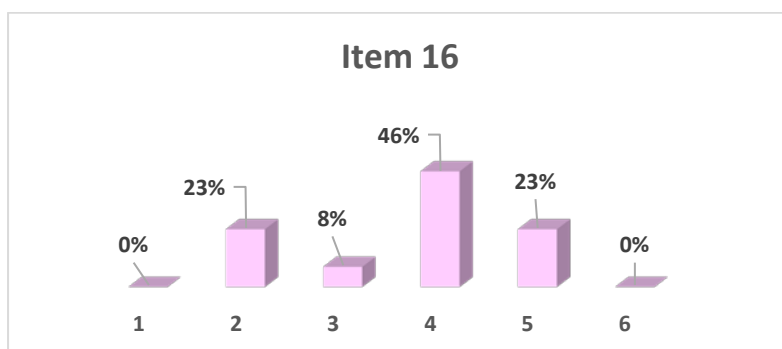
The goals in this item are wide and ambitious. For English Medium Instruction, a stand-alone modular course with the dual purpose of acting as a training tool for language teachers and for content teachers, was developed and piloted. The materials are OERs and can be imported to any institution's Moodle LMS for use. Teacher and student handbooks guide participants through the course. The Handbook for EMI in HE in Israel provides a good starting point for teachers and management planning to introduce EMI in their institutions. The independent learning resources in the ECOSTAR repository also provide online assistance for students requiring guidance for producing work in English.

The partners' responses to this item show the following:

- 23% thought the goals had been achieved to some degree.
- 8% thought we were half way to achieving the goal.
- 46% thought we were 'almost there'.
- 23% thought the goals had been achieved completely.

17. Train EFL teachers to use new technologies and OERs.

Item 17
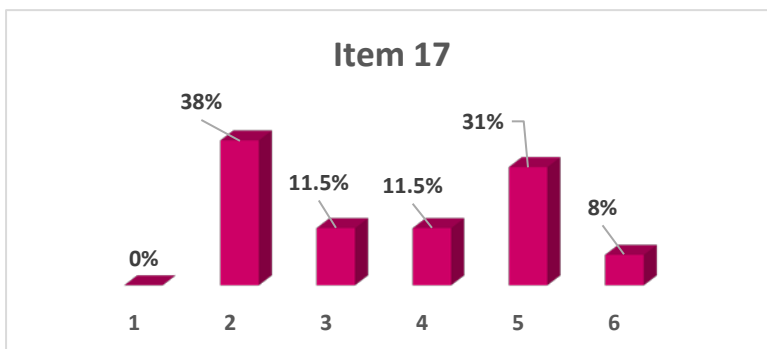
This item relates to the need to ensure the English teachers are able to work with a variety of technologies which contribute towards the learning experience. Much of the material created by the ECOSTAR partners is stored in the project's Moodle LMS; however, within the assignments and tasks themselves, both for the language courses and for the EMI course, there are many apps and programs that can be integrated to the benefit of the course and of the students. A number of small technology workshops were held in Israel for the local partners involved in developmental activities. A section of the PDP also deals with new technology.

The partners' responses to this item show the following:

- 38% thought the goals had been achieved to some degree.
- 11.5% thought we were half way to achieving the goal.
- 11.5% thought we were 'almost there'.
- 31% thought the goals had been achieved completely.
- 8% did not respond to this item.

18. Build, maintain an open access national repository of EFL resources.

Item 18
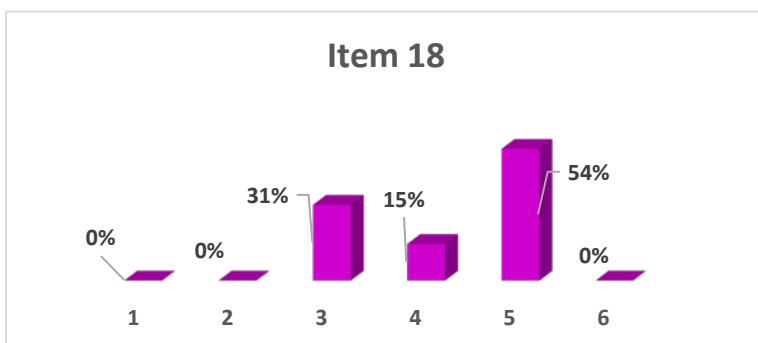
During the project, the WP3 team searched for and located relevant CEFR-aligned OERs which now exist in a curated repository on the ECOSTAR website: https://tempus-ecostar.iucc.ac.il/independent-learning-resources/).
This resource has been showcased to large audiences, at the EMI workshops held in Poland in July 2015; at the H-INET International Spring Conference at TAU in February 2016; and at the ECOSTAR Symposium held at TAU in January 2017.

The partners' responses to this item show the following:

- 31% thought we were half way to achieving the goal.
- 15% thought we were 'almost there'.
- 54% thought the goals had been achieved completely.

19. Encourage student autonomy with self-access to online EFL resources.

Item 19

10% 23% 30% 7% 30% 0%

1   2   3   4   5   6
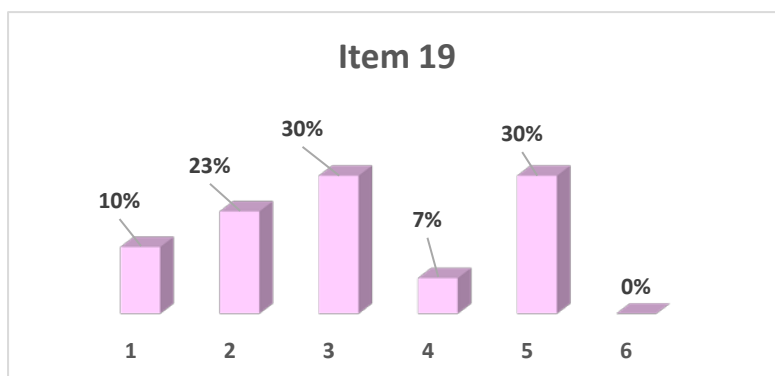
Autonomous, life-long learning is a 21st century educational goal but it is a long-term goal which requires nurturing in addition to excellent stand-alone OERs. The development of the repository is ongoing and the resources are updated as new items become available. All teachers are invited to contribute. The curated ECOSTAR repository of CEFR-aligned OERs for language learning can be accessed by all via the ECOSTAR website: https://tempus-ecostar.iucc.ac.il/independent-learning-resources/.

The partners' responses to this item show the following:

- 10% thought that the goals had not been achieved at all.
- 23% thought the goals had been achieved to some degree.
- 30% thought we were half way to achieving the goal.
- 7% thought we were 'almost there'.
- 30% thought the goals had been achieved completely.

Section 4: Project outputs:

20. EU-aligned tertiary EFL curriculum.

Item 20

62%

23%

7.5%   7.5%

0%   0%

1   2   3   4   5   6
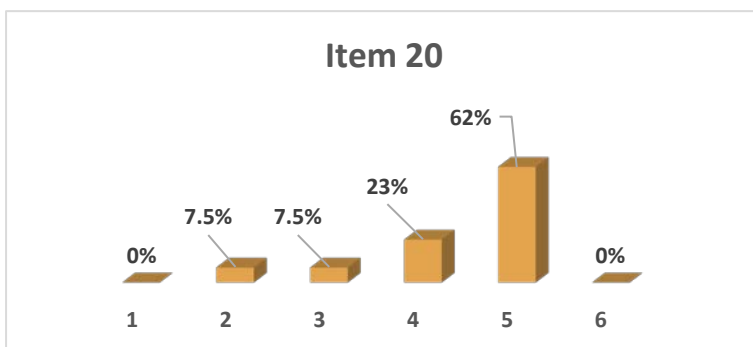
The production of the CEFR-aligned Framework for English in Higher Education in Israel clearly achieves this goal. As has been pointed out in several items above, this document is available in hard copy from the Division of Foreign Languages at Tel Aviv University and is also available for free download from the ECOSTAR website:

https://tempus-ecostar.iucc.ac.il/framework/.

The partners' responses to this item show the following:

- 7.5% thought the goals had been achieved to some degree.
- 7.5% thought we were half way to achieving the goal.
- 23% thought we were 'almost there'.
- 62% thought the goals had been achieved completely.

21. Learning packages of multimedia resources for teaching English speaking, listening, writing and reading skills at all CEFR levels.

Item 21

54%

38%

8%

0%   0%   0%

1   2   3   4   5   6
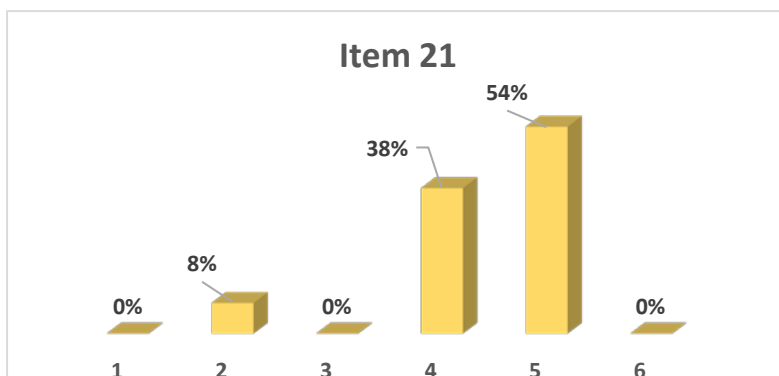
These items have been created and are openly available to all via the ECOSTAR website: https://tempus-ecostar.iucc.ac.il/classroom-activity-exemplars/.

The partners' responses to this item show the following:

- 8% thought the goals had been achieved to some degree.
- 38% thought we were 'almost there'.
- 54% thought the goals had been achieved completely.

22. National repository of EFL OERs.

Item 22
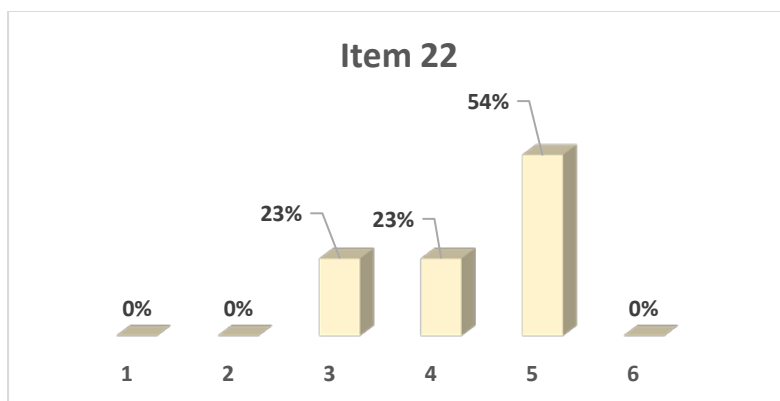
These items have also been created and are openly accessible to all via the ECOSTAR website: https://tempus-ecostar.iucc.ac.il/independent-learning-resources/.

The partners' responses to this item show the following:

- 23% thought we were half way to achieving the goal.
- 23% thought we were 'almost there'.
- 54% thought the goals had been achieved completely.

23. Model course on sustainable ecology taught in English to demonstrate new framework/support materials for EMI courses.

Item 23
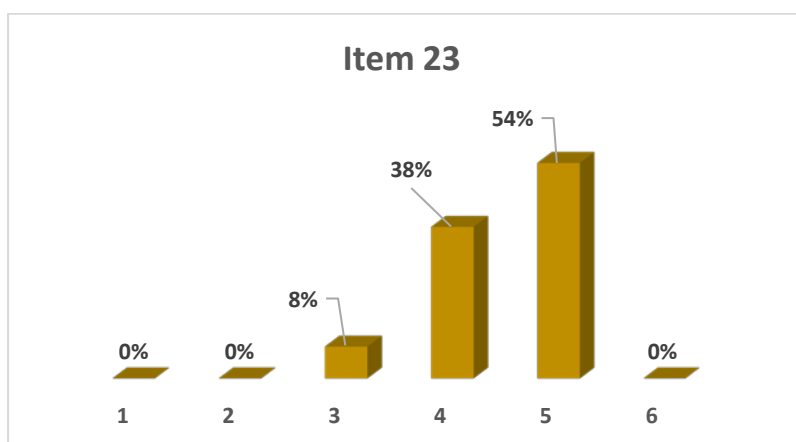
The aims in this item have been achieved. The EMI course was developed and piloted successfully twice at one of the partner institutions. The results of these pilots were presented at the 5th consortium meeting held at TUC-N in Romania. Following the pilots, the course has undergone some modification. It has been used in the EMI workshops held in Poland and in Israel to demonstrate EMI course structure, assignment types, materials designed to support students studying in a foreign language and assessment types.

The partners' responses to this item show the following:

- 3% thought we were half way to achieving the goal.
- 38% thought we were 'almost there'.
- 54% thought the goals had been achieved completely.

24. Teacher training on implementation of new curriculum.

Item 24

[Bar chart showing: 1: 0%, 2: 0%, 3: 31%, 4: 31%, 5: 31%, 6: 7%]
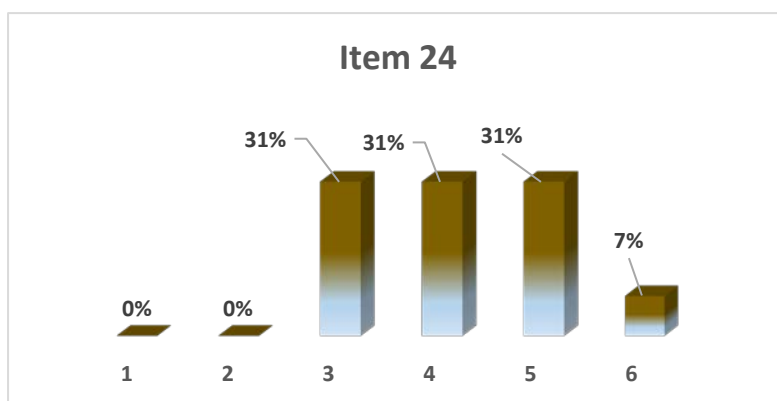
The Professional Development Program (PDP) was completed and piloted at three of the partner institutions during the piloting phase of the project. Following discussions and feedback, some modifications were made to the course and registration was opened for teachers form other HEIs. Currently, representatives from 22 HEIs are participating in the PDP. Upon completion, they will return to their home institution and be responsible for the transmission of the PDP to their colleagues. The PDP can be imported easily from the ECOSTAR Moodle platform to all HEI's Moodle platforms.

The partners' responses to this item show the following:

- 31% thought we were half way to achieving the goal.
- 31% thought we were 'almost there'.
- 31% thought the goals had been achieved completely.
- 7% did not respond.

25. National conferences.

Item 26

[Bar chart showing: 1: 0%, 2: 0%, 3: 15%, 4: 15%, 5: 70%, 6: 0%]
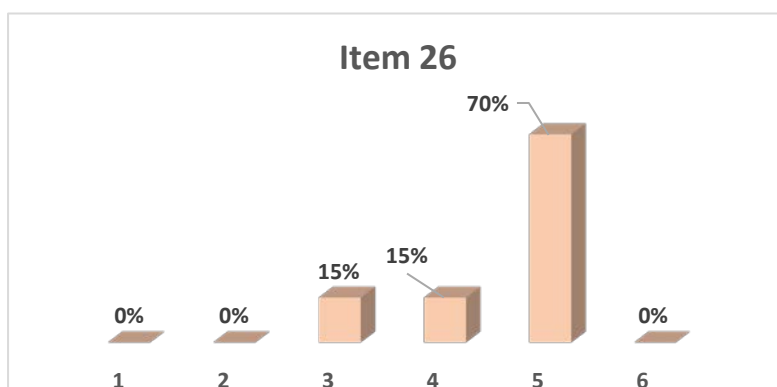
The main national conference was under the auspices of the H-INET association. Many of the presentations were given by ECOSTAR partners, both Israelis and Europeans, and served to disseminate the Framework and its support infrastructure very effectively. The project's deliverables were publicized and promoted at a number of other national events during the lifetime of the project, including a stall at an Erasmus+ day held at the CHE in Jerusalem, (it will be presented again at an upcoming Erasmus+ information day in Tel Aviv on 15th June 2017); at the national assessment and EMI workshops; and at the NITE Fellows annual symposium held on 6th June 2017.

The partners' responses to this item show the following:

- 15% thought we were half way to achieving the goals.
- 15% thought we were 'almost there'.
- 70% thought the goals had been achieved completely.

26. Research articles.

Item 26

31%
24%
15%   15%   15%
                        0%
1   2   3   4   5   6
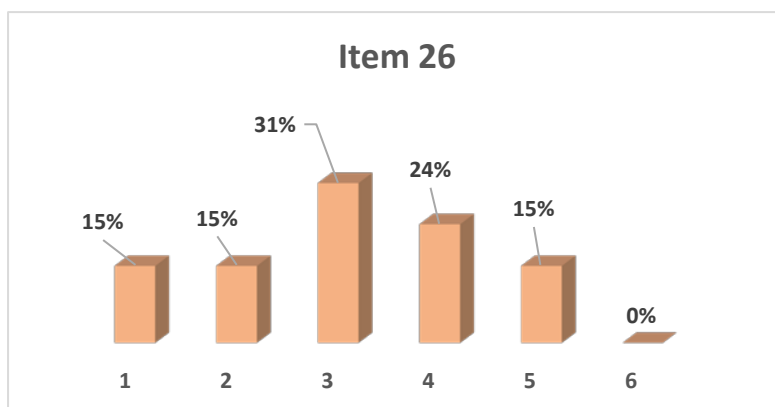
As part of the dissemination activities, the publication of academic articles can bring the project wide acknowledgment. 7 articles and book chapters have been published, a further one has been accepted for publication; at least 13 presentations were made at national and international conferences and workshops and a further 5 are taking place in the coming months.

The partners' responses to this item show the following:

- 15% thought that the goals had not been achieved at all.
- 15% thought the goals had been achieved to some degree.
- 31% thought we were half way to achieving the goal.
- 24% thought we were 'almost there'.
- 15% thought the goals had been achieved completely.

27. International and internal meetings.

Item 27

69%
31%
0%   0%   0%   0%
1   2   3   4   5   6
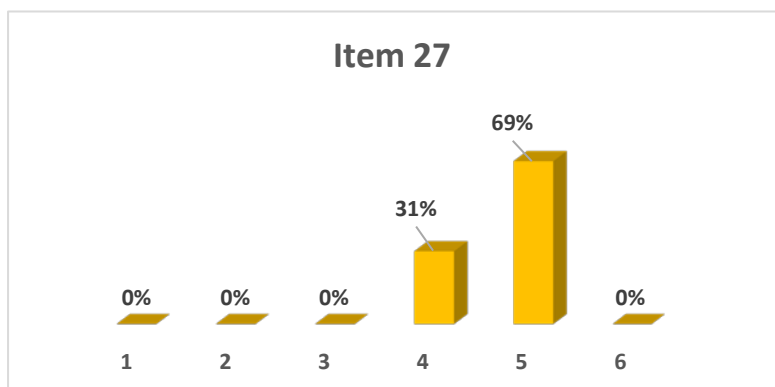
Multiple face-to-face meetings took place in Israel between representatives of the 8 local partners within the various work packages in which they were involved. In addition, meetings took place prior to the consortium meetings in order to plan for the most effective use of the short amount of time when all the partners would be together. Other national meetings included the workshops in Israel for language assessment and for English Medium Instruction. International meetings took place on a 6-monthly basis where representatives of all of the project's partners met together in one of the partner countries in order to review progress to date and to plan and coordinate the next phase of the project. 2 of these meetings took place in Israel, the kick-off and the final meeting; 4 took place in Europe, with an additional international workshop for EMI taking place in Poland.

The partners' responses to this item show the following:

- 31% thought we were 'almost there'.
- 69% thought the goals had been achieved completely.

28. Webinars to disseminate new curriculum.
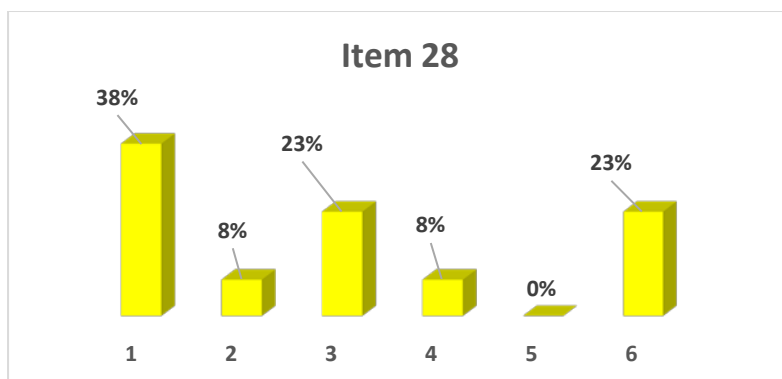
This item in the project's proposal referred to online training sessions which were anticipated as part of the technological developments for online learning. Over the course of the project's lifetime, the materials and content developers preferred face-to-face meetings for disseminating project outcomes, understanding that the personal approach was vital for encouraging teachers from outside the consortium to 'come on board'. The web platform developed within the project is able to host webinars and has been used for synchronous, multi-institution participation in the same course, so partners have the option of pursuing this area of development further at a later stage.

The partners' responses to this item show the following:

- 38% thought that the goals had not been achieved at all.
- 8% thought the goals had been achieved to some degree.
- 23% thought we were half way to achieving the goal.
- 8% thought we were 'almost there'.
- 0% thought the goals had been achieved completely.
- 23% provided no response.

Section 5: Outcomes:

29. Standardization and internationalization of HEI EFL programs.

Item 29

8% — 1
15% — 2
23% — 3
31% — 4
23% — 5
0% — 6
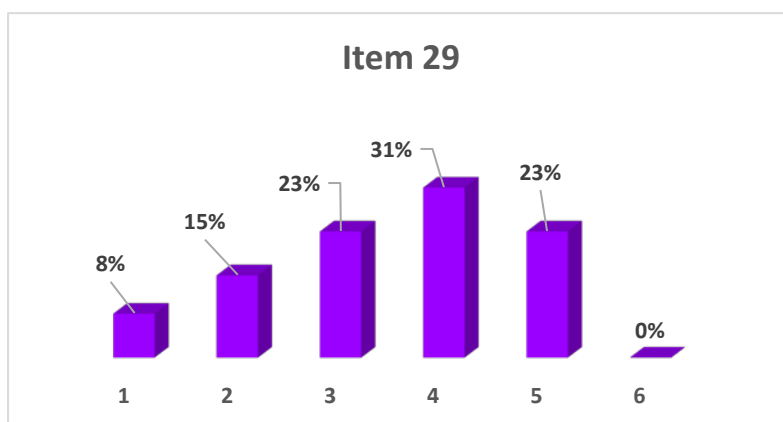
For this item, the groundwork has been completed with the creation of the CEFR-Aligned Framework for English in Higher Education in English and the wide dissemination of this Framework at all levels and to a wide variety of stakeholders. Its implementation will be gradual and this is a long-term goal which will gain momentum with the QA audit of EFL in HE which is currently taking place.

The partners' responses to this item show the following:

- 8% thought that the goals had not been achieved at all.
- 15% thought the goals had been achieved to some degree.
- 23% thought we were half way to achieving the goal.
- 31% thought we were 'almost there'.
- 23% thought the goals had been achieved completely.

30. Enhance mobility/employability of graduates from all sectors.

Item 30

15% — 1
24% — 2
38% — 3
8% — 4
15% — 5
0% — 6
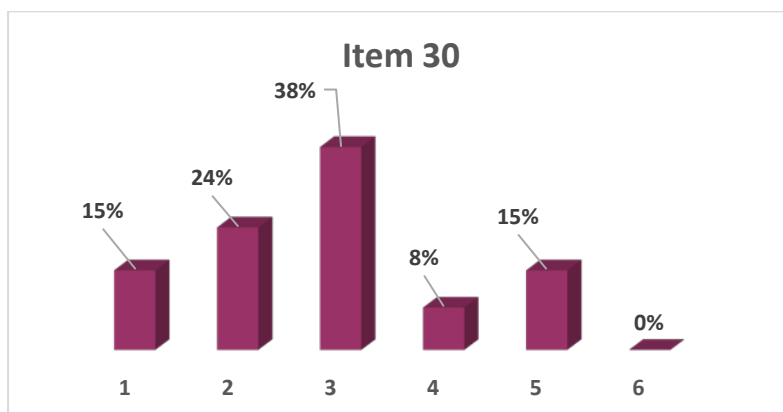
This item is also a long-term goal whose achievement can only be measured once the Framework is widely adopted and its outcomes can be measured.

The partners' responses to this item show the following:

- 15% thought that the goals had not been achieved at all.
- 24% thought the goals had been achieved to some degree.
- 38% thought we were half way to achieving the goal.
- 8% thought we were 'almost there'.
- 15% thought the goals had been achieved completely.

31. Equal access for all sectors to overseas study opportunities.
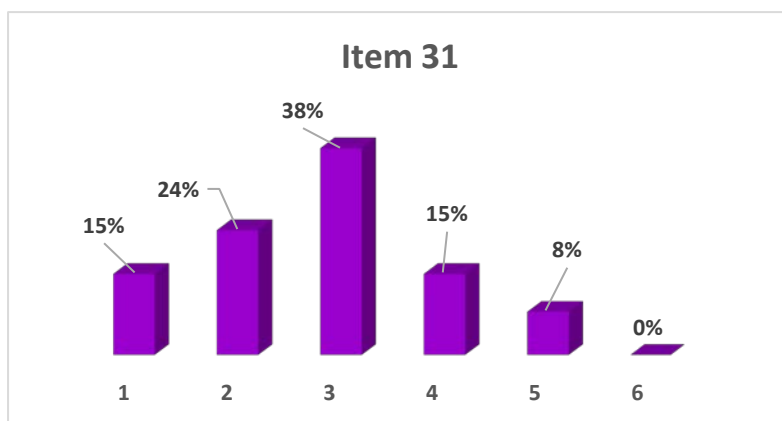
This item is also a long-term goal of the changes being applied in the teaching and learning of English in HE in Israel. The potential for increasing access to overseas study opportunities must be viewed within the limitations of the context, but greater proficiency in the productive language skills will provide students with the tools required for study abroad.

The partners' responses to this item show the following:

- 15% thought that the goals had not been achieved at all.
- 24% thought the goals had been achieved to some degree.
- 38% thought we were half way to achieving the goal.
- 15% thought we were 'almost there'.
- 8% thought the goals had been achieved completely.

32. Reduce fragmentation among Israeli HEIs.
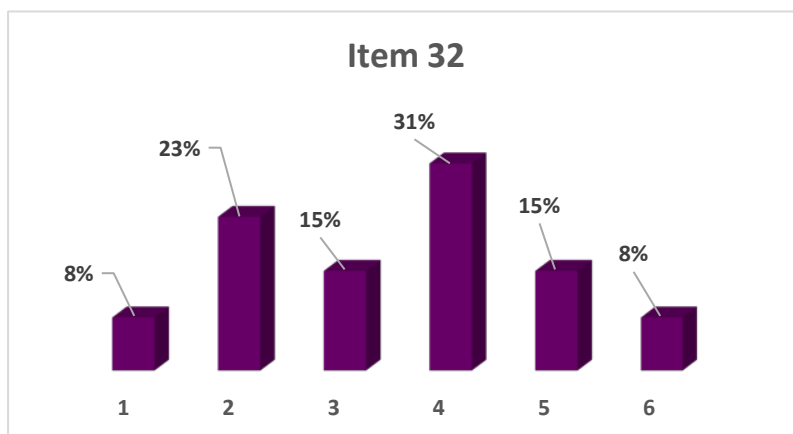
The Framework is national and therefore applicable to all HEIs without exception. The adoption of a uniform curricular framework will lead towards greater unification and standardization between the HEIs and the common ground that has developed over the last 18 months in light of the CHE's unilateral moves to introduce free online courses has helped to draw the EFL community closer together so that closing the gaps between the HEIs is far more feasible today than at any time in the past.

The partners' responses to this item show the following:

- 8% thought that the goals had not been achieved at all.
- 23% thought the goals had been achieved to some degree.
- 15% thought we were half way to achieving the goal.
- 31% thought we were 'almost there'.
- 15% thought the goals had been achieved completely.
- 8% provided no response.

33. Increase ties between Israeli and EU HEIs.

**Item 33**

	1	2	3	4	5	6
	0%	0%	24%	38%	38%	0%
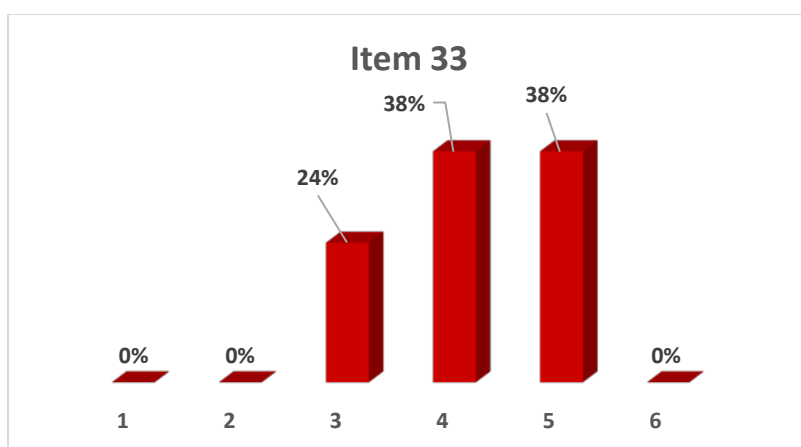
The collaborative activities that the Israeli and EU partners in the project engaged in during the project's lifetime have enabled these people to get to know each other, to break down barriers, to learn more about each other's countries and institutions, and to build on existing activities towards new activities in the future. A number of projects have been discussed, and in addition, several memoranda of understanding have been signed between various HEIs from the partner countries.

The partners' responses to this item show the following:

- 24% thought we were half way to achieving the goal.
- 38% thought we were 'almost there'.
- 38% thought the goals had been achieved completely.

Section 6: Wider objectives:

34. Reform and modernize EFL programs.
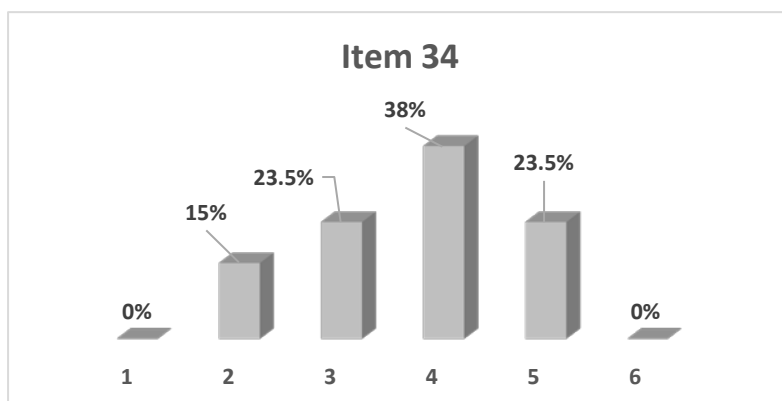
The Framework provides the basis for this reform, the workshops, the PDP and the repository of learning packages and OERs provide the support infrastructure for its implementation. The foundation has been created.

The partners' responses to this item show the following:

- 15% thought the goals had been achieved to some degree.
- 23.5% thought we were half way to achieving the goal.
- 38% thought we were 'almost there'.
- 23.5% thought the goals had been achieved completely.

35. Reduce growing gaps between socioeconomic groups with more relevant EFL program to better prepare students from all sectors of society to compete equally in labor markets.
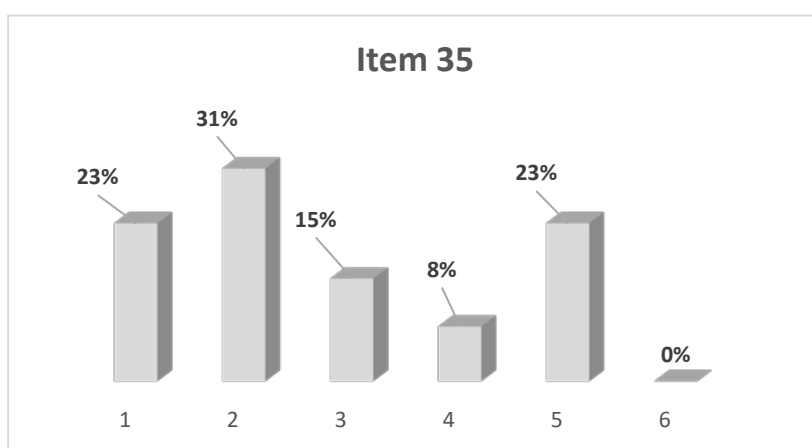
This is a long-term goal which is addressed in item 10 above. The involvement of ECOSTAR partners in national committees working on developments in EFL in the school system promises much closer synchronicity between the secondary and tertiary levels and a more relevant focus for academic studies in the future.

The partners' responses to this item show the following:

- 23% thought that the goals had not been achieved at all.
- 31% thought the goals had been achieved to some degree.
- 15% thought we were half way to achieving the goal.
- 8% thought we were 'almost there'.
- 23% thought the goals had been achieved completely.

36. Promote collaboration between universities and academic colleges to harmonize EFL programs.

Item 36

0% 0% 15% 23% 62% 0%
1   2   3   4   5   6
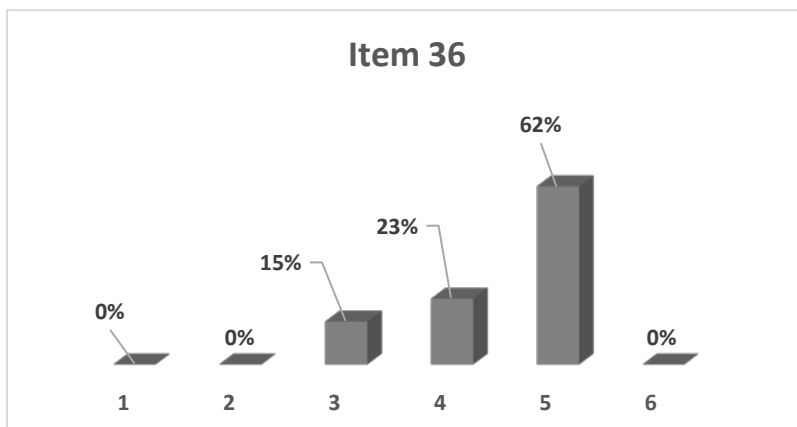
This item addresses the need for cooperation between all HEIs in Israel, regardless of sector. Through the establishment of the H-INET association, and the collaboration within ECOSTAR of partners from colleges and universities on an equal footing, a great deal of progress has been made in achieving this goal.

The partners' responses to this item show the following:

- 15% thought we were half way to achieving the goal.
- 23% thought we were 'almost there'.
- 62% thought the goals had been achieved completely.

37. Integrate all communication skills.

Item 37

0% 8% 23% 15% 46% 8%
1   2   3   4   5   6
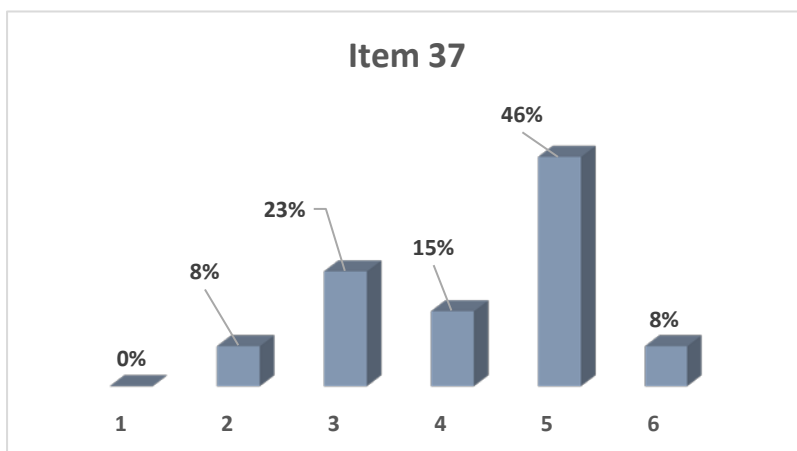
The Framework integrates the 4 language skills, and the PDP trains teachers to implement this in their teaching and in their classrooms. The assessment workshops that were held in Israel have guided teachers in the early stages of adapting their assessment processes towards the productive skills. This is a long-term goal which has already begun to make progress.

The partners' responses to this item show the following:

- 8% thought the goals had been achieved to some degree.
- 23% thought we were half way to achieving the goal.
- 15% thought we were 'almost there'.
- 46% thought the goals had been achieved completely.
- 8% provided no response.

38. Professionalize the EFL field in Israel.

Item 38
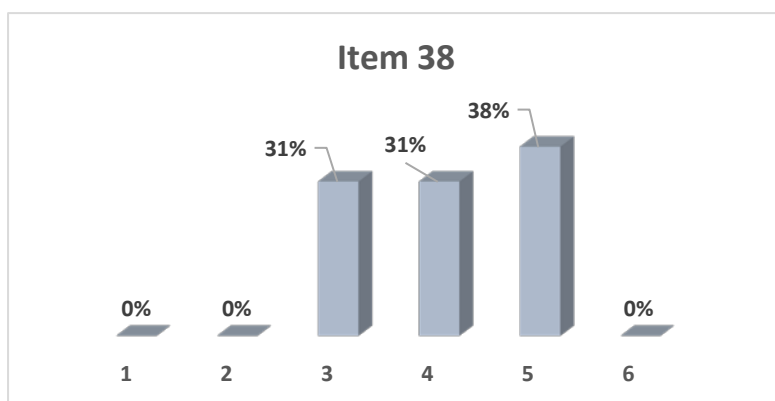
The establishment of the H-INET association has brought teachers from all fields of HE in Israel together in one umbrella organization. The aims of this association are purely professional and its members will lead the process towards greater achievements in the field in the coming years.

The partners' responses to this item show the following:

- 🔸 31% thought we were half way to achieving the goal.
- 🔸 31% thought we were 'almost there'.
- 🔸 38% thought the goals had been achieved completely.

39. Promote enhanced academic ties between Israel and Europe through mapping the CEFR with European partners; identify and field-test technological and methodological innovations.

Item 39
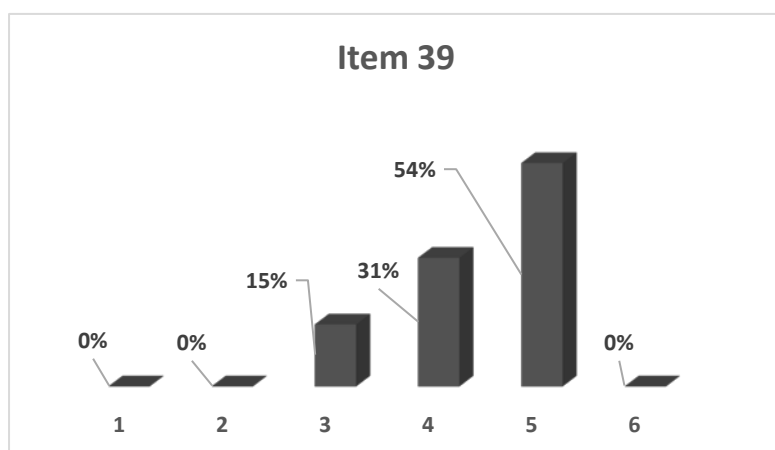
Professional collaboration in the ECOSTAR project on the goals in this item have led to friendships which will endure beyond the lifetime of the project. Partners have discussed future collaborations and hope to work together in projects in the future as well as engage in student and staff exchanges between the participating institutions.

The partners' responses to this item show the following:

- 🔸 15% thought we were half way to achieving the goal.
- 🔸 31% thought we were 'almost there'.
- 🔸 54% thought the goals had been achieved completely.

Section 7: Proposed sustainable outcomes:

40. A new EFL curriculum.
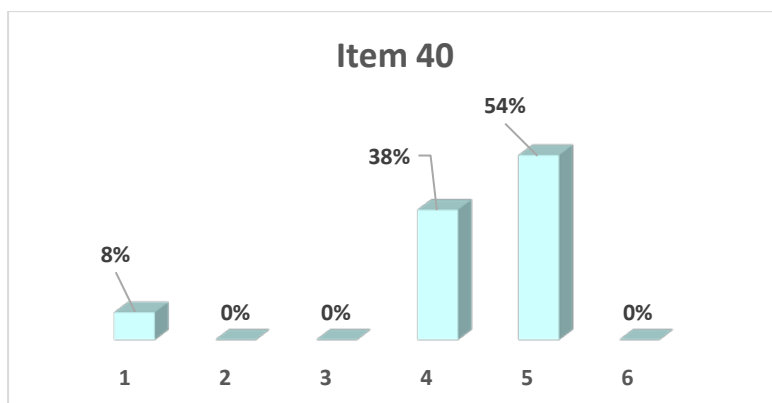
This item refers to the CEFR-Aligned Framework for English in Higher Education in Israel and the PDP.

The partners' responses to this item show the following:

- ⚜ 8% thought that the goals had not been achieved at all.
- ⚜ 38% thought we were 'almost there'.
- ⚜ 54% thought the goals had been achieved completely.

41. EFL and EMI learning packages and OER complementing the new curriculum.
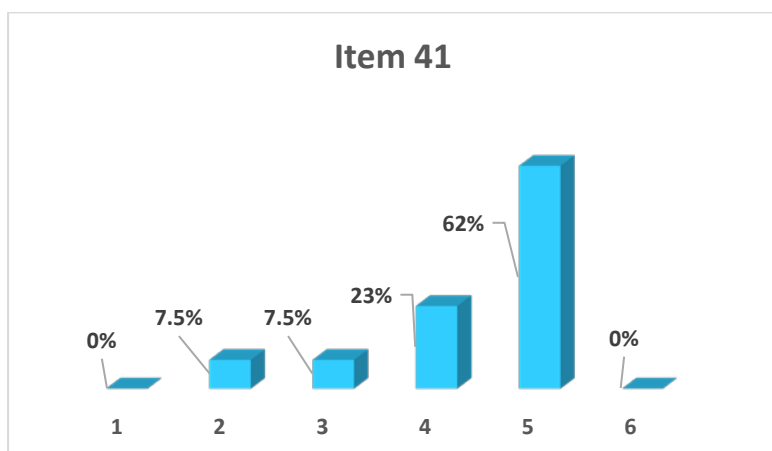
This item refers to the Handbook for EMI in Higher Education in Israel, the Sustainable Futures EMI course, and the online resources to support EMI.

The partners' responses to this item show the following:

- ⚜ 7.5% thought the goals had been achieved to some degree.
- ⚜ 7.5% thought we were half way to achieving the goal.
- ⚜ 23% thought we were 'almost there'.
- ⚜ 62% thought the goals had been achieved completely.

42. National funding to maintain open access to deliverables.

Item 42
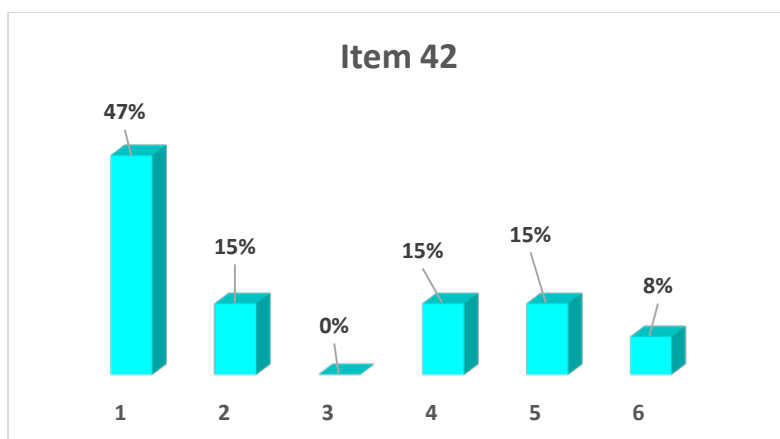
Certain aspects of the project require funding to ensure sustainability, most notably the website and the hosting of the online repository.

The partners' responses to this item show the following:

- 47% thought that the goals had not been achieved at all.
- 15% thought the goals had been achieved to some degree.
- 15% thought we were 'almost there'.
- 15% thought the goals had been achieved completely.
- 8% provided no response.

43. Train-the-trainer approach, for teachers via in-service training run by their own departments.

Item 43
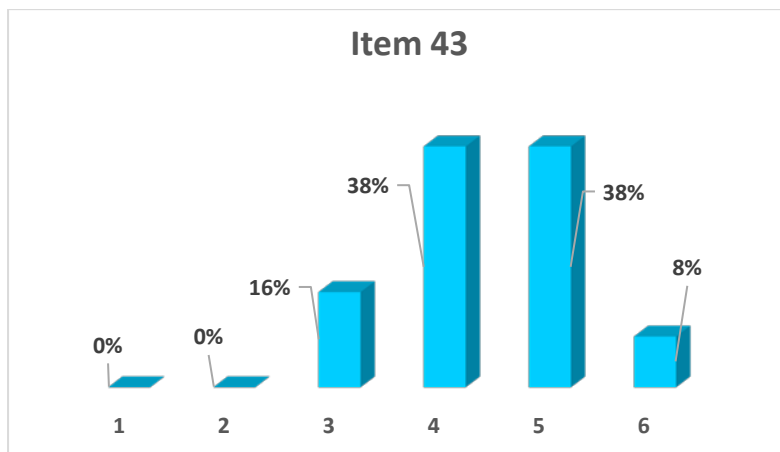
This item refers to the PDP for training teachers to implement the Framework, and the EMI training for teachers.

The partners' responses to this item show the following:

- 16% thought we were half way to achieving the goal.
- 38% thought we were 'almost there'.
- 38% thought the goals had been achieved completely.
- 8% provided no response.

44. Pedagogical support and forum for discussion provided by teachers' organization for ongoing professional development.
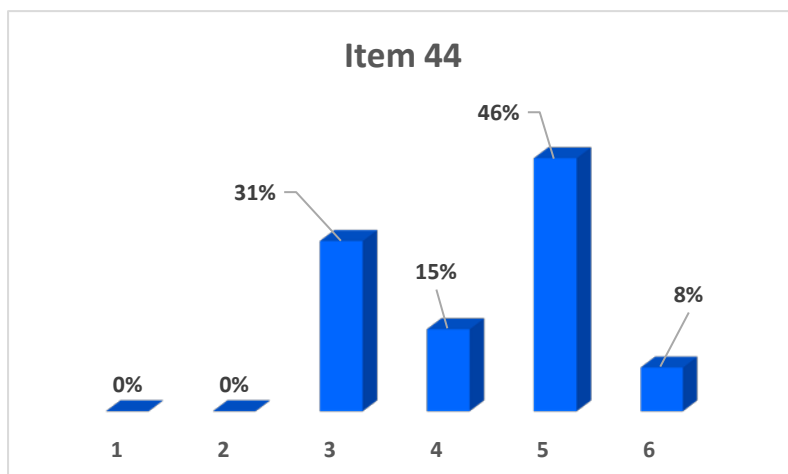
The H-INET association has a website where SIGs have been established for discussion among teachers interested in those specific areas. The PDP encourages the creation of a community of practice, as do the EMI workshops. H-INET must work towards achieving this goal by building on the foundations established by the ECOSTAR project.

The partners' responses to this item show the following:

- 31% thought we were half way to achieving the goal.
- 15% thought we were 'almost there'.
- 46% thought the goals had been achieved completely.
- 8% provided no response.

45. Continued professional collaborations with EU colleagues maintained and enhanced.
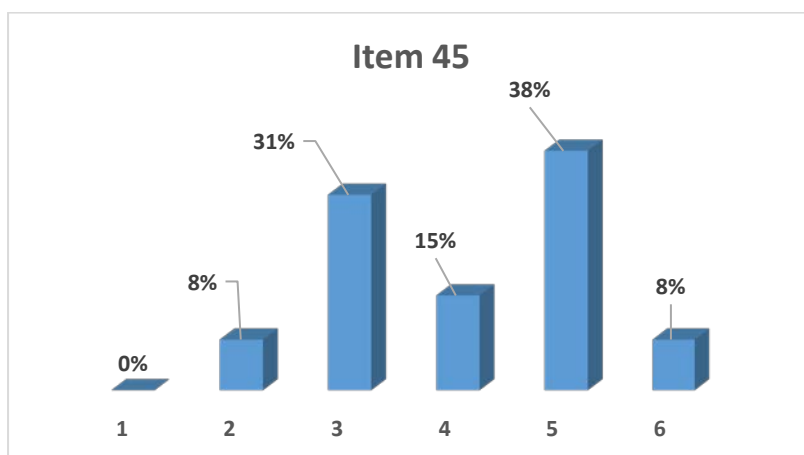
This item is addressed in item 36 and 39 above. Steps taken to maintain and enhance collaborations have already been reported.

The partners' responses to this item show the following:

- 8% thought the goals had been achieved to some degree.
- 31% thought we were half way to achieving the goal.
- 15% thought we were 'almost there'.
- 38% thought the goals had been achieved completely.
- 8% provided no response.

Open comments:

Respondents were invited to comment on the strong points in the project, the weak points in the project; and to add any other comments of relevance.

Item 46: Strong points

The partnership:

- The fact that professional collaboration with EU colleagues will be maintained and enhanced means that the project will not die when it finishes but will "live long and prosper".
- Great cooperation between the partners in the project.
- Enhanced academic ties between Israel and Europe through mapping the CEFR with European partners.
- Quality of partnership and professionalism of partners involved.
- Excellent project management.
- Collaboration with European partners.
- Linda – our fearless leader.
- Leadership.
- Working with some great professionals from Europe and Israel.
- The enthusiasms of Israeli institutes to grapple with change.
- Strengthened collaboration between Israeli and EU HEIs.
- Contact of the coordinating institution with partner institutions.
- Management of the project.
- Stability of leadership despite crises due to lack of CHE support for the project.

The approach:

- The bottom-up approach is the ideal one if you want to develop curricular framework for education. You begin with details and work u to the highest level which leads to the situation when you can control and monitor the whole process and can avoid traps that wait for those who jump before they think. I truly admire the way in which the problem of introducing the CEFR-aligned curriculum has been dealt with. The development of the curriculum and of online materials as well as delivering excellent teacher-training workshops, model EFL courses, organization of conferences, international and national meetings (to share knowledge) are really strong points of the project.
- Identify and field-test technological and methodological innovations.
- Determination to fulfil all goals.
- Ability to take target audience (EFL teachers/students in HEI) on board at an early stage.
- Efforts to reach decision-makers and impact society at large with project outcomes.
- Created good connection to national organization of EFL teachers (HINET) to assist with sustainability.
- This project was key in beginning to define a common language with regard to EAL proficiency at the tertiary level. It is also the beginning of perhaps a common approach concerning what it meant to prepare tertiary students for the 21st century.
- A wider impact on professional development of EFL and content teachers (EMI workshop).

Deliverables:

- Quality of deliverables
- Production and dissemination of the national curriculum and teacher-training course.
- Creation of resource bank.
- Framework.
- PDP.

Item 47: Weak points

External support, stakeholders, CHE:

- The wider objective feel like they need additional administrative/financial/legal framework support from all the stakeholders, (especially policy makers).
- Not enough (if any) funding for sustainability.
- Unfortunate the policy makers not involved. No support from CHE.
- Lack of support from CHE.
- The project did not seem to gain enough active interest from the CHE, which could have supported the project and therefore allowed for many of the objectives to be fully accomplished.
- Not enlisting CHE support and getting then on board as soon as we got the grant.

Sustainability:

- Not sure about sustainability and maintenance.
- Questions re sustainability.
- There does not seem to be any mechanism to sustain the project outcomes, for example, maintaining the ECOSTAR website and its resources.

The partnership:

- Some partners didn't contribute as expected.
- Lack of transparency among some partners (not all partners did their fair share).
- Some partners did not fulfil their obligations at all or well enough.
- Some partners did not get involved as they should have done and their share of the work had to be redistributed among the other partners.
- Some of the partners did not work the way they should have been working.

Communication:

- Not enough of communication and sharing.
- Minor glitches in communication between Israeli and EU partners mostly at the beginning of project.

Other:

- QA insufficiently collecting information about progress; QA surveys focused on and measured less relevant parameters and overlooked useful ones. The lack of access to our major products by the world at large.
- Students' organization could have – at some points – delivered more constructive solutions rather than criticism.

Item 48: Other comments

- The bureaucracy was a killer.
- The overall aims were too ambitious and wide reaching. Thus, we have achieved a lot of many things, but nothing completely.
- I am personally frustrated at the wide gap between what the EAL community has come up with and what Israeli higher education actually wants.
- Wonderful collaboration and exceptional people involved. I learned so much from them, beyond the quantifiable results.
- Excellent project leader.
- Great fun working with the other partners!

- It's been an amazing experience (both professional and personal) to be a part of this great project, working together with great professionals from Israel and Europe. I hope we'll be able to continue and enhance our collaboration.
- I am grateful and very happy that I had this unique opportunity to work with this group of highly motivated and knowledgeable people. I have learnt a lot and would love to cooperate in the future. This is the way to make the world a better place (in many respects).

Rapporteur: Dr. Sonia Munteanu, Technical University of Cluj-Napoca