ToP – Transfer of Projects

How to set up a transfer procedure: learning from others and transferring a
project from one context into another

*The process of transferring a project from one school or educational context to another is often reduced to
the concept of "best practice". But success – especially when it comes to designing learning environments –
is dependent on cultural, structural and personal factors. What works in one specific context won't necessarily
be an adequate solution in another context. Working on transfer processes enhances networking, contributes
to the dissemination of EOL approaches and makes EOL projects more sustainable.*
This scheme[1] makes the whole transfer mechanism visible.

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[1] https://fr.freepik.com/vecteurs-libre/engrenages-fond-colore_794571.htm

1. Getting started
How did you find out about the original project?

2. Getting informed
How can you gain an in-depth understanding of the original project and of its success factors?

	CULTURE	*To what extent is the original project supported by a common whole school culture in relation to language education?*
	STRUCTURES	*How is the original project supported by structures (schedule, organisation, spaces, etc.)?*
	PEOPLE	*Have you spoken tto someone from the original project? What support could you get from this person?*

3. Identifying key aspects
Why do you think it could be interesting for and transferable to your context?

	CULTURE	*For example, how might you consider different languages as an indication of diversity?*
	STRUCTURES	*For example, how do you address for example non-formal education, funding questions, inclusion of all subjects, etc.?*
	PEOPLE	*How about including native speakers, parents, grandparents, etc.?*

4. Setting up a strategy
What features in your school and social environment could make the transfer difficult? What would support the transfer?

	CULTURE	*What cultural landmark from your context could you use to explain the original project?*
	STRUCTURES	*What school facilities could hinder or support the transfer of the project?*
	PEOPLE	*Where could you find help in the staff? Who needs to be informed or involved in the transfer process?*

5. Cooperating
What role do you think partnerships can play when transferring the project?

	CULTURE	*What could be the added-value for the original project? How could you enter into a relationship of mutual support?*
	STRUCTURES	*What could be the structural underpinning of the transfer? Could you imagine embedding it in a cooperation programme?*
	PEOPLE	*Could you invite someone from the original project to your school in order to share his/her experience?*

6. Disseminating
How do you intend to share your experience with others?

	CULTURE	*How could you communicate about the project in your context? How could you share its objectives?*
	STRUCTURES	*To which other projects could you link this one? What programmes, tools, material, etc. could you use?*
	PEOPLE	*How could you increase the number of people involved? What could they gain by being involved in terms of professional development?*

7. Added value
How can the school community benefit?

	CULTURE	*How can this project become a part of the common culture? How could you inform the school's external partners?*
	STRUCTURES	*What impact do you expect on the structures: organisation, timelines, spaces, etc.?*
	PEOPLE	*How can the whole community benefit from this project: students and parents, teachers and staff, school management, the school system?*