

## EUN

European Schoolnet  
<http://www.eun.org>

### Luxembourg

<http://www.restena.lu/eun-schoolnet/>

### Belgium

<http://www.scholen.vlaanderen.be/eun/>, <http://www.restode.chwb.be/>

### Finland

<http://www.edu.fi/eun/>

### Denmark

<http://mens.uni-c.dk/eun/>  
[dk/denmark.html](http://dk/denmark.html)

### Netherlands

<http://www.karinnet.nl/>

### Italy

<http://www.bdp.it/eun/>

### France

<http://www.educnet.education.fr/>

### Greece

<http://www.gpeph.gr/>

### France

<http://www.educnet.education.fr/>

### Ireland

<http://www.ncte.ie/eun/>

### United Kingdom

<http://www.en.eun.org/countries/national/uk/>

### Germany

<http://www.ssn-ev.de/>

### Norway

<http://skolenettet.no/eun/norway.html>

### Portugal

<http://www.en.eun.org/countries/national/pt/>

### Iceland

<http://www.ismennt.is/eun/>

### Sweden

<http://www.skolverket.se/skolnet/english/>

## CPTIC

Centre pédagogique des TIC  
 du canton de Genève  
<http://cptic.ge.ch/>

## TECFA

University of Geneva  
 Faculty of Psychology and  
 Educational Science  
<http://tecfa.unige.ch/tecfa/tecfa-overview.html>

## Educa

Swiss Agency for ICT in Education  
<http://www.educa.ch>

## OFES


Federal Office for Education  
 and Science  
<http://www.admin.ch/bbw>

### Spain

<http://www.pndc.mec.es/proyectos/eun/eun.htm>

### Austria

<http://www.en.eun.org/countries/national/at/austria.html>



## Une initiative stratégique des Ministères de l'Éducation


Le Consortium EUN est une initiative stratégique de dix-huit ministères de l'Éducation en Europe (en plus des pays membres de l'Union Européenne: l'Irlande, la Norvège et la Suisse). Chaque pays membre se fait le relais des différents acteurs et partenaires nationaux entretenant leur propre réseaux de collaboration locaux, professionnels, disciplinaires, thématiques ou par niveau d'enseignement. La structure du réseau EUN est largement décentralisée. Cette plate-forme commune est à la disposition des écoles européennes et crée un cadre à l'intérieur duquel les autorités éducatives nationales et l'industrie peuvent travailler ensemble à l'introduction des TIC au niveau des contenus, de la pédagogie, des outils, des services et des ressources.



## Un projet européen : European Schoolnet

Le projet European Schoolnet a été lancé par EUN dans le cadre du plan d'action européen «Apprendre dans la société de l'information» à l'instigation du ministre suédois de l'Éducation. Le projet vise à :

- Développer des produits éducatifs avec des technologies appropriées
- Renforcer la recherche et le développement en technologie éducative
- Améliorer les standards de qualité
- Créer une culture commune de la formation aux nouvelles technologies
- Promouvoir le multiculturalisme et le multilinguisme dans la société de l'information



## ENIS - écoles novatrices

Les écoles ENIS (European Network of Innovative Schools) sont une vitrine importante du projet European Schoolnet. Ces écoles novatrices forment un réseau d'enr. 500 écoles de tous les pays participants. Elles reflètent ainsi le multiculturalisme et le multilinguisme de l'Europe. Les écoles ENIS ont leurs propres pages sur le site EUN Schoolnet. Elles ont donc un accès direct les unes aux autres, peuvent partager leurs expériences, ont la possibilité de coordonner des projets, bref, de profiter de la valeur ajoutée. Grâce à des moyens de formation adaptés, les écoles intéressées peuvent également devenir partenaires du réseau ENIS.

**PARTICIPATION SUISSE (CTIE)  
AU PROJET SOCRATES EUN-Schoolnet  
(Workpackage 13)**

**I. Données administratives**

Nom du workpackage :	SOCRATES/EUN-Schoolnet, WP 13 EUROPEAN NETWORK OF INNOVATIVE SCHOOLS
Programme Européen :	SOCRATES
Durée du projet complet :	24 mois
Durée de la participation suisse pour la période 1998/2000 :	24 mois (1.10.98 au 30.09.2000)
Début prévu du projet suisse :	01.10.98
Responsable :	
<b>Christian LANGENEGGER</b>	
nationalité :	suisse (BE)
fonction :	collaborateur pédagogique
adresse prof. :	Centre suisse des technologies de l'information dans l'enseignement (CTIE) Postfach Erlachstrasse 21 CH-3000 Berne 9
tél. :	031 301 20 91
fax :	031 301 01 04

**PARTICIPATION SUISSE (CTIE)  
AU CONSORTIUM ET AU PROJET EUN-Schoolnet  
(Workpackage 13)**

**I. Données administratives**

WP13 :	EUROPEAN NETWORK OF INNOVATIVE SCHOOLS
Programme Européen :	Multimedia Taskforce
Durée du projet complet :	30 mois
Durée de la participation suisse pour la période 1998/2000 :	24 mois (1.10.98 au 30.09.2000)
Début prévu du projet suisse :	01.10.98

Responsable :

**Christian LANGENEGGER**

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## **II. Plan de travail des deux années**

(cf "Revised project programme, July 1998, pp. 147 to 161)

### **Work Package Title**

EUROPEAN NETWORK OF INNOVATIVE SCHOOLS

WP Lead: ENIS

### **PARTNERS**

#### **PARTICIPANTS**

1. Contractor: Ministry of Education, Denmark

Associated Contractors:

2. **PLS Consult A/S**, Denmark

3. **Orfeus**, Denmark

4. **European Studies**, Ireland

5. **Flemish Ministry of Education**, Belgium

6. **Ministry of Education**, Portugal

7. **SFIB/CTIE**, Switzerland

The team comprises a group of well-experienced representatives from ministries in Denmark, Ireland, Belgium, Portugal and Switzerland. They are all very familiar with the administration, management and monitoring processes related to development projects in the ICT area. Orfeus is well advanced in the management and development of ITC projects and curricula planning involving ICT. Through the participation of PLS Consult, experiences concerning development and implementation of ICT strategies in education institutes are brought into the work-package. Orfeus and PLS Consult also possess comprehensive knowledge and experience concerning organizational and educational improvement processes and quality in education and training. The role of the partner Ministries (DK, IE, BE, PT + CH) in this Work Package will mainly be to:

- Manage the application process/appointing the ENIS Schools
- Appoint NON-ENIS Schools
- Monitor and manage the development process in the Non-ENIS schools
- Plan and facilitate network building activities

PLS Consult and Orfeus will:

- Develop the ENIS Criteria and application forms
- Undertake the ENIS brand development
- Develop the Toolbox facilities
- Support the implementation of ENIS tools
- Support the network building activities

## MAIN OBJECTIVES

The main objectives of ENIS (European Network of Innovative Schools) is twofold:

1. To create a network of innovative schools (ENIS) which can be utilized for the full demonstration of pilot projects in the EUN initiative and beyond.
2. To help schools (NON-ENIS) who do not meet the ENIS criteria, to develop a process that will take them to the level of an innovative school and make them eligible to apply the ENIS brand.

The complete network will, in the final stages of the project, consist of 500 schools with broad European representation, and will constitute a common integrated framework in terms of:

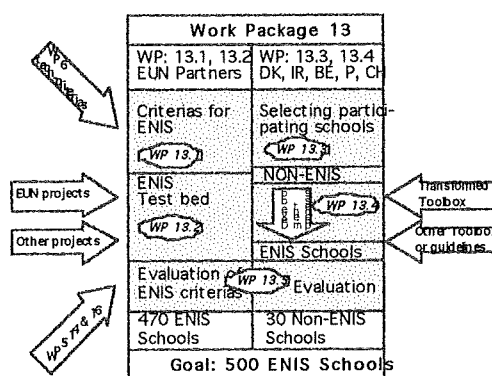
- connectivity and technical infrastructure (provided by WP6)
- pedagogical and organizational tools (from WPs 8, 14 and 16)
- pedagogical and organizational methodology (a/o. WP14 and 16)
- skills and knowledge (a/o. WP 14 and 16)

The network will comprise schools covering the 1st to 12th year of education, including vocational training institutes. From these groups, only schools with proper equipment and experience of using it can become members of the network.

Resources will however, also be dedicated to help less advanced schools not yet able to join the network. In these non-innovative schools, a development process will be initiated that will enable them to join the network in a later stage. In this way 30 NON-ENIS Schools during the project period will be raised to the ENIS level.

The development process will be facilitated by a toolbox developed by PLS Consult within the Danish Poseidon project, initiated by the Danish Ministry of Education. The toolbox comprises a number of process support and development planning tools. The tools will be translated into English and customized by each of the WP13 partners for use in their national context (see subtask 13.4 for further details of the toolbox). The toolbox will also be available for the other EUN partners, providing useful tools for the ongoing dynamic development processes that should take place in the ENIS schools.

The figure below shows the outline of the ENIS work package:



As can be seen, the ENIS WP is divided into two parallel components:

- Definition of criteria for ENIS schools; providing a test bed for other work packages and projects; and establishing ENIS as a brand name to be used only by selected and qualified schools.
- Development of a set of guidelines and a toolbox to be used by Non-ENIS schools as they work towards becoming an innovative school and entitlement to use the ENIS brand.

The ENIS test bed will be used not only by other EUN work packages but also will be exploited by other EU projects and ICT companies needing a large test-bed of schools who are at the leading-edge of new learning developments. The branding exercise will seek to promote ENIS members as 'schools of the future' and, working with The Partnerships and Marketing Manager in WP4, strenuous efforts will be made to secure appropriate sponsorship and other forms of financial support from the EUN Industry Partner Group and other leading ICT



## **OUTCOMES**

The direct outcome of WP13 will be:

- A set of dynamic criteria identifying innovative schools which will be validated and evaluated through the technology, pedagogical and content WPs
- A set of guidelines, a tool box and best practice for schools to be used in the process of becoming innovative schools
- A high-value brand name for European innovative schools

## **DEPENDENCIES**

The work package is partly dependent upon the successful implementation of the technical platform being developed by WP6, which will provide the required level of functionality needed by the most advanced ENIS schools and a scaleable infrastructure capable of supporting schools with lower levels of equipment and connectivity. WP 8 will develop a Virtual Work Environment within which ENIS teachers can have access to tools that support collaborative working and joint activities. ENIS schools will also make an important contribution to the definition of a model for a Virtual Teacher's College within the EUN. There will, of course, be direct links to the other work packages in the pedagogical WPs (14 and 16) and content WPs (WP 10, 12 and 15) who will need to involve ENIS schools in pilots, demonstrations and large-scale projects. In short, ENIS is a core WP which: defines users' needs; provides a pan-European technology and pedagogical test-bed; and, based on the practical experience of its members, defines a vision for how European schools of the future will operate.

## **SWISS PARTICIPATION**

Switzerland will take part in all the tasks of the Workpackage (13.1 - 13.5) in the same way and amount as the associated contractors from Belgium, Ireland and Portugal.

## **THE ROLE OF THE SFIB/CTIE**

The role of the SFIB/CTIE in this Work Package will mainly be to:

- Manage the application process/appointing the ENIS Schools for Switzerland
- Appoint NON-ENIS Schools for Switzerland
- Monitor and manage the development process in the Non-ENIS schools in Switzerland
- Plan and facilitate network building activities in Switzerland

## Décomposition du WP 13

### SUMMARY OF TASKS

Task	Success criteria
13.1 Identification of selection criteria and schools	5 innovative schools in each EUN-country within 1998 – a total of 95 schools.  500 Schools in EUN-countries by the end of the task.
13.2 Administration of the ENIS test-bed	A network of ENIS schools and an established ENIS brand.
13.3 Identification and selection of non-ENIS schools	6 Non-ENIS schools in each partner country in WP 13 – a total of 30 schools.
13.4 Assist non-ENIS schools in becoming ENIS schools	A set of guidelines and a toolbox to assist the development process.
13.5 Verification and validation	A revised set of criteria for identification of innovative schools.

<b>Task No:</b>	13.1
<b>Title:</b>	Identification of selection criteria and schools

#### Task Description

This task establishes the criteria on which the selection of schools for the network will be based and provides a specification for what constitutes an ENIS school, defining for example:

- the technological level of the schools' equipment (specifications from WP6)
- experiences with pedagogical development work
- structure and organization concerning ICT
- communication strategies and resources
- content and curricula

<b>Task No:</b>	13.2
<b>Title:</b>	Administration of the ENIS test bed

#### Task description

Projects being undertaken within this network of Innovative Schools will need to be in line with the overall objectives and activities of the EUN project as a whole. Even where ideas for projects spring directly from ENIS partners themselves, they will have to be analyzed and adapted within the context of the wider EUN initiative. As the ENIS brand name becomes established, there is also

They will be invited to participate in: user needs analysis studies; the testing of tools; pilots relating to content delivery; and, of course, trials of the EUN platform itself. WP13 will control and regulate access to ENIS schools to ensure that the test-bed does not become overloaded with requests.

As part of this administration activity, this task will particularly try to foster links between the ENIS schools and will also attempt to promote contacts to clusters of institutions including neighboring teacher training colleges or pedagogical research centers.

In practical terms, the establishment of these links within ENIS will rely heavily on communication facilities made available by the technical EUN WPs. Via the Internet-based EUN project facilities, ENIS members will be provided with: 'EUN training'; information on what they are expected to do; and suggestions on how they can contribute to the wider EUN project. Perhaps most importantly, the EUN technical platform, tools and fora will create an online environment where they can meet their ENIS partners, establish more personal relationships and discuss project ideas (WP6, 7, 8).

To support these network building activities, a selection of the application information submitted by the appointed ENIS schools will be registered in a database and made available to the ENIS network. In this way ENIS schools will be able to search for colleagues and schools engaged in similar or related areas of development. This way schools themselves will be able to initiate collaborative projects within the ENIS network. The database for this will be built by PLS Consult in Microsoft Access with an Internet front end and will be ready for use by the end of month MILESTONE review + 12.

Other network building initiatives (sponsored by industry or national funding) that could be used are: workshops and seminars; special interest groups; summer camps; virtual study tours. The resources currently allocated to WP13 do not cover the implementation and delivery of such initiatives. The costs for physical meetings will have to be paid by the participants or sought elsewhere and the Partnerships and Exploitation Manager in WP4 will play an important part in helping to secure sponsorship for these. If possible, it is the intention that these sorts of activities should be exploited by other work packages (or external projects) in order to introduce their services to the network's schools. In the main, however, ENIS will primarily function as an electronic network, and administration will primarily focus on establishing an online community where different EUN WPs and projects can meet and present their proposals to the ENIS schools.

<b>Task No:</b>	13.3
<b>Title:</b>	Identification and selection of Non-ENIS schools

#### **Task description**

In order to support schools and help them to become a part of the ENIS network, 6 Non-ENIS schools in each partner country (BE, IR, P, DK, and CH) will be appointed. These will include primary (2) and secondary schools (2) and vocational training institutes (2), covering the 1st to 12th year of education.

When appointing the Non-ENIS schools, the WP13 partners will consider the ENIS criteria and select Non-ENIS schools that will have the opportunity to achieve the ENIS brand after a committed and concentrated effort. In each Non-ENIS school a contact person will be identified. The second step in the process is the actual integration and preparation of the ENIS toolbox and guidelines. These should be ready for task 13.4 to be used in the seminars and workshops in the framework of the project.

The combined toolbox and a set of guidelines will form an innovative way of supporting other activities in the project such as the multimedia content oriented work packages (WP10, 12 and 15).

<b>Task No:</b>	13.4
<b>Title:</b>	Assist Non-ENIS schools in becoming ENIS schools

#### **Task description**

Via workshops and seminars this task will provide practical support to the non-ENIS schools and initiate the process through which they are able to become ENIS schools.

## Workshops

A national and an International workshop for the 30 non-ENIS Schools will take place during the autumn of 1998 and a second national workshop will be arranged in the spring of 1999. As a supplement to the guidelines and toolbox, ENIS schools will be involved as role models for the non-ENIS schools.

Each WP13 partner country will be responsible for the process within their schools. However PLS Consult and Orfeus will also assist in co-ordinating the effort and arranging seminars and workshops.

The non-ENIS schools will have access to guidelines and a toolbox prepared in task 13.3 and made technical available by WP6. The ENIS toolbox represents a collection of process support and development-planning tools originally developed by PLS within the Danish Poseidon project, initiated by the Danish Ministry of Education.

The tools will be further developed in this task 13.4, translated into English and customized by each of the WP13 partners for use in their national context. User guidelines for the tools will also be produced. The guidelines and toolbox will be used in a way that enables schools to present their own ideas and results.

The toolbox will be available for downloading from the EUN Web site and represents the phases, considerations and decisions and that should be fulfilled in order to develop an ITC strategy that could lift the non-ENIS Schools to the ENIS level.

In the ENIS Toolbox (which could also be valuable for already appointed ENIS schools in their further development process) a number of different tools will be made available

<b>Task No:</b>	13.5
<b>Title:</b>	Verification and evaluation of ENIS

## Task description

The validation and evaluation of the ENIS Network and of the non-ENIS development activities will be integrated within the processes that will be carried out in the network. Since the documentation of activities to a large degree will be open and available over the EUN Internet platform, it will be possible to follow the progress of validation throughout the project.

WP3, 14 and 17 will play an important part in the evaluation and validation activities of WP13. The validation activities will also be closely linked to the quality assurance activities in WP6.9.

An Interim evaluation report synthesizing the development of ENIS will be produced by the end of month MILESTONE review + 12. This deliverable will be of importance to all WPs and will particularly identify issues which the EUN Technical Strategy Forum (WP4) may need to address and feed into plans for a revised EUN Business Model. A final report on the results and a set of revised ENIS criteria will be presented by the end of month MILESTONE review + 24.

When revising the ENIS criteria, information and feedback from already appointed ENIS schools will be closely examined. All developments within the EUN projects will be taken into account and the level of the revised criteria will be raised to a point where the ENIS brand can only be obtained by schools which make an ongoing commitment to ICT development and the introduction of new learning methods. The WP will ensure that schools demonstrate a sustained commitment to the ENIS criteria and that it is NOT the case that 'once an ENIS school always an ENIS school.' Each ENIS School must ensure constant development in order to remain a part the network. A formal 3-year review procedure will be planned for each ENIS participating school, which will re-evaluate their ability to keep abreast of the evolving ENIS criteria.

In co-operation with the EUN Partnerships and Marketing Manager (WP4), a part of the final ENIS report (D13.5.2) will comprise a development and dissemination plan for the ENIS brand and for the network based on the level of sponsorship and support which ENIS schools have attracted during the funding period.

### **III. Budget de la participation suisse demandé à l'OFES**

#### **1. Ressources humaines sous contrat** (les sommes s'entendent en franc suisse avec charges comprises)

- Participation aux activités des sous-work-packages 13.1, 13.2, 13.3 13.4 et 13.5 selon descriptions ci-dessus

24 mois à 50% d'un CE cl. 20 (7)  
du 01.10.98 au 31.09.2000

Fr. 125'000.-

#### **2. Frais de fonctionnement (sur 2 ans)**

- déplacements & coordination générale (1 à 2 personnes)

Fr. 15'000.-

- traduction

Fr. 10'000.-

sous-total :

Fr. 25'000.-

#### **3. Frais de déplacement pour les écoles qui participent au sous-work-package 13.4** selon description ci-dessus

Fr. 25'000.-

**total pour 24 mois:**

**Fr. 175'000.-**

**C. Langenegger**  
Collaborateur au CTIE  
le 26 octobre 1998

**PARTICIPATION SUISSE (TEFCA)  
AU CONSORTIUM ET AU PROJET EUN-Schoolnet  
(Workpackage 12)**

**I. Données administratives**

<b>Nom du workpackage :</b>	<b>The Virtual Library</b>
 Programme Européen :	 Multimedia Taskforce
Durée du projet complet :	30 mois
 Durée de la participation suisse pour la période 1998/2000 :	 24 mois (1.10.98 au 30.09.2000)
Début prévu du projet suisse :	01.10.98
 Responsable :	
<b>Daniel PERAYA</b>	
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 adresse prof. :	 TECFA - FPSE - UNI GENEVE 9 route de DRIZE CH-1227 Carouge
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## **II. Plan de travail des deux années**

(cf Document *Project Programm* , 24/08/1998, 130-146)

### **Work Package Title**

The Virtual Library

WP Lead : Biblioteca di Documentazione Pedagogica (BDP),

### **PARTNERS**

- 1. Biblioteca di Documentazione Pedagogica (BDP)**, the WP leader, is a public institution operating at national level under the control of the Italian Ministry of Education. BDP's statutory role is the dissemination of information and documentation in the field of education and is currently participating in several projects of the European Union. Since 1985 the BDP has been the Italian Unit of Eurydice, the Information Network on Education in Europe; it is the Italian Unit in the EUDISED project (European Documentation and Information System for Education) promoted by the Council of Europe; the Italian National Agency for the SOCRATES programme; and the resource Centre for the European Programme LEONARDO. In addition, BDP is part of the Ortelius Consortium which was established in 1994 following an official Commission call for tenders for the creation of a database on higher education. BDP is also currently a partner in the TRENDS project (Training Educators through Networks and Distributed Systems) (Directorate General XIII).
- 2. The Lambrakis Research Foundation (LRF)** is a public interest, private institution, founded in Athens in 1991. The Foundation undertakes projects in various sectors including Education, Culture, the Environment and the growth of regional development, in particular within the framework of the European Union. It is concerned with: transmitting knowledge and information to promote an increased awareness of cultural, educational, environmental and other important social issues; creating new and more rewarding opportunities for young people, in close collaboration with public administrations (ministries, municipalities, etc.). The LRF gives high priority to educational technology in various fields, including the development and innovative use of educational multimedia software in Education and in teacher training.

3. **Spanish Ministry of Education – Programa de Nuevas Tecnologías de la Información y la Comunicación (PNTIC)** is a public entity devoted to the introduction of these technologies in the curricula of non-university institutions. Since its foundation, the New Communication and Information Technologies Program has had the commitment of implementing the Atenea and Mercurio projects, whose aims are to introduce in schools information and audio-visual technologies, to create new projects, like the Mentor project (open education and distance training for adults), and also to develop specific plans within previous projects, like the Computer Assisted Laboratories or the Telematics Plan (Platea). PNTIC participates in national and international educational projects, both in Europe and Latin America. As a partner it has joined in the CO-LEARN (DELTA) project, in programs of the European Social Fund (HORIZON, NOW, YOUTHSTART, EUROFORM), in the MULTICOOP and ALAS (PASO-SPRIT) projects. It has led a SOCRATES project concerned with the creation of a European Educational Telematic Network (RTEE), and is currently main contractor of Task Force Multimedia Joint Call "EUN" and ISPO "EUC", both begun 1/1/98.
- It also takes part as contractor in Task Force Multimedia "MALTED", currently in the last negotiations with the Commission and to be started by June 98. The participation of the Spanish Ministry of Education through the PNTIC in international projects is usually coordinated by the Technical Counsellor Agust'n Quintana, who participates in concertation meetings of TELEMATICS, SOCRATES, Task Force for Multimedia Software, etc. He will be the contact person of the PNTIC in the present project.
4. **TECFA, University of Geneva**

## MAIN OBJECTIVES

The WP12 intends to contribute directly to the virtual school activities within the wider EUN initiative by building an example of a Virtual Library which will help to:

- create a new model of an educational learning site;
- create an interactive environment on the Internet as a model for co-operation between schools;
- develop the educational use of Internet resources;
- create a school network for the documentation and development of didactic research activities on-line;
- provide on-line resources for learning and make the resources produced by schools usable on-line;
- encourage telematic communication and comparisons of the didactic experiences of schools from different countries.

This new typology of an Internet resource will provide a model for interactive navigation applicable to all disciplinary areas, which makes it possible for schools, (including even primary school pupils), to directly explore a virtual 'world' and to gain direct personal experience of it. An innovative 3D interface will provide students with an easy-to-use method of navigating in this world. Via the interface, students will also be able to access in-depth information resources and, in particular, a database of multimedia material which is up-dated by schools themselves. The experience provided by this environment, therefore, will not be dissimilar to the experience that many young people derive from video games. In this WP, however, the intention is, not merely to capture the imagination of young people, but to do so by providing a world in which students can directly participate in the learning experience and actively contribute to it.

## CONTRIBUTION OF TECFA

La contribution de TECFA portera sur deux aspects: le premier d'ordre technique est orienté vers la programmation 3D –VRML – (12.1) tandis que le second est d'ordre pédagogique et dirigé vers l'expérimentation et l'évaluation de la librairie virtuelle en milieu scolaire, en relation notamment avec le WP 13 (Ecoles EUNIS) et d'autres écoles non-EUNIS (cfr School Sample, page 143 du texte original). Ces dernières pourraient être identifiées par le CPTIC (12.3) avec lequel le projet de recherche pourra être articulé. La demande explicite du WP leader à l'égard de TECFA est une aide au développement de l'interface et d'outils 3D pour la Bibliothèque virtuelle. L'apport de TECFA réside dans son expérience des environnements collaboratifs multi-utilisateurs 3D autant que de son expérience dans le domaine des banques de données dynamiques interfacées avec le Web. Cependant, la création d'environnements collaboratifs 3D en temps réel rend nécessaire l'achat d'un serveur 3D. Si ce n'était le cas, les ressources humaines devraient être largement supérieures afin de compenser les compétences capitalisées dans un produit fini. De plus, l'acquisition du seul outil, qui aujourd'hui implémente des "Living Worlds" sur Internet –adaptables aux besoins–, permet de garantir un dispositif réellement utilisable et qui satisfasse en même temps les exigences d'une utilisation pédagogique.

## STATE OF THE ART

Although multimedia databases are already available on-line on the Internet, they only permit a passive use of resources. Commonly, each user, by means of an interface with varying degrees of user friendliness, performs a search, and in general obtains units of information which describe objects, either books or other type of material. The instances in which (in addition to information which describes the object) the user can access or capture the object itself are very few. Examples of an open database which can be accessed by the user in order to update or add information and linked objects are even more rare. In the main, user-friendly 3D sites are also in short supply.

Despite the great interest shown by young people in VR and 3D games, there are virtually no specific 3D sites for school use.

The model for the on-line school library which is being developed in WP12 intends to offer a shared space within which each individual school can be involved, not only as user who accesses information, but also as active agent who contributes to a knowledge base, increases its stock and is part of a process which encourages participation and co-operation amongst schools. 3D sites have not been fully developed and there are no 3D sites specifically targeted for school use, even though this type of navigation especially attracts the attention of young people.

## LINKS TO OTHER PROJECTS

On the Internet a small number of VRML applications can be found which have an educational bias: the Silicon Graphics site (<[www.vrml.sgi.com/world/awards/education.html](http://www.vrml.sgi.com/world/awards/education.html)>) offers around six VRML educational applications; the VRML projects from Learning Sites (<[www.learningsites.com](http://www.learningsites.com)>) an interesting way to explore archaeological digs; and the Italian site on the World Wildlife Fund nature reserve at Burano (<[burano.infobyte.it](http://burano.infobyte.it)>) provides an innovative way to explore natural history. In the main, though, most of these applications begin and end with the novelty of a VRML interface.

The interface described in task 1 of WP12, however, will make use of VRML and QuickTime VR solutions only when necessary and with the following two objectives:

- to facilitate and to provide a user friendly access to the Database or to the communication area of the Virtual Library
- to provide students with the means for exploring subject matters or areas in a way that, with a traditional interface, would take more time and would prove less effective.

In short, the use of 3D graphics and VRML taken on their own do not constitute the innovative element of the interface. In WP12, it is the interface in its entirety which is innovative and the way in which the partners explore the pedagogical value of this form of navigation and more general forms of active and participatory learning.

This projects is also linked with the project of Swiss Virtual Campus, and the research programs lead by TECFA in this context.

## DEPENDENCIES

- WP5.(EUN Teacher Network)
- WP6 (EUN Technical Platform Development)
- WP8 (Virtual Work Space and Environment)
- WP13 (European Network for Innovative Shools)

## DÉCOMPOSITION DU WP 12

<b>Task No:</b>	12.1
<b>Title:</b>	Interactive Web site for schools

### Task Description

The objective of this task is to create a new typology of Internet sites which makes it possible for schools, in this case even for primary school pupils, to explore directly a virtual "world". For example, through the interface the student will be able to move from a nature trail onto an itinerary dedicated to traditional trades and crafts, and then move onto another path to see the animals living in the park. Students will navigate through different topics and a variety of subject matter by, say, clicking on a particular animal to gain direct access to a database containing information and images of the animal. In addition, students will be able to "take down from the shelves" multimedia materials (images, sounds, films), which have been produced and updated by

schools. On top of the innovative navigation features, the interface will also provide access to chat facilities and discussion lists.

The VRML language and 3D graphics will be used as well as AVI, QuickTime VR and HTML. The whole system, will initially be created and developed on advanced graphics workstations and subsequently be adapted for delivery on low performance visualisers and WAN slow connections. The development of communication is an integral part of the site to provide teachers with the means to express opinions, suggest possible developments, etc. A specific discussion area/fora will be available to deal with the preliminary description of objects. Feedback from these fora will help WP12 partners to decide which objects are worth housing on the open shelves of The Virtual Library.

The creation of a VRML Web site begins with a preliminary WP meeting , month 4 (see project management). Task 12.1 can be divided as follows:

<b>Task No:</b>	12.2
<b>Title:</b>	Database for multimedia materials updated directly by schools

### **Task Description**

The objective of this task is to create a database – incorporating multimedia objects – which can be implemented by schools. The database is directly linked with the general 3D interface and the specific interfaces (for animals, plants and a visits to ‘worlds’) – see earlier diagram – and allows students to download and upload multimedia objects and content.

The database will be capable of being updated by means of clients which will be able to interact with the main database, thus allowing schools to update content directly. The database will be organised in such a way that data can initially be stored in a protected area which does not permit public access; this data will then be checked to ensure suitability for inclusion in the DB (this procedure will also address the problem of material protected by copyright). In this way, the database will provide an ‘open’ virtual library where the schools will be able, not just to consult and use the available ‘texts’, but also to enrich the content of the Virtual Library by directly adding to it.

Both relational (DBMS) and sequential (Information Retrieval System) databases will be utilised in this task to allow for the optimum processing of different types of data. For the relational database, ORACLE software is preferred, while for the IRS, CDS/ISIS will be used. Both the databases will be developed on servers accessible via the Internet, in UNIX/WINDOWS-NT environment. The server used for the development of the two databases will be an ALPHA 4000; for the construction of the demonstrator, the BDP Internet server (<[www.bdp.it](http://www.bdp.it)>) will be used. The linking of these servers to the Official EUN servers will follow the guidelines prepared by WP6. In addition to the VRML site, there is provision for interfaces developed in Java script as well as in the more traditional CGI. At this level, the issue of security and access to the DB shall be dealt with.

Both the databases will be updated by client software which will be provided at first to the schools directly involved in the project and subsequently to all schools using the EUN platform. This solution is the only one which makes it possible to maintain an acceptable level of security relating to the updating of the databases. For the FTP material, which can also be up-dated by schools, specific forms will be created which can be completed on-line.

The solution of creating a real client as opposed to just on-line forms seems the best approach, especially for security reasons. The clients will be developed independently from the information contained in the database; in this way they can also be used repeatedly within the EUN Virtual Library.

For the construction of the client software, CDS/ISIS under Windows and a Windows DBMS will be used. In the latter case, suitable development environments will be selected which offer free runtime applications for schools.

The problem of multi-lingualism will be addressed by the use of the TEE which is a multilingual thesaurus already used by the Council of Europe for its database on Educational Research in Europe (EUDISED). It provides eleven languages and a system has been already developed for the automatic translation of descriptors. The indexing of documents will be provided in the three languages involved in the project: Italian, Spanish, and Greek. The indexing in English can be provided automatically.

### III. Budget de la participation suisse demandé à l'OFES

#### 1. Ressources humaines sous contrat (les sommes s'entendent en franc suisse, charges comprises)

- Participation aux activités des sous-work-packages 12.1, 12.2, selon descriptions ci-dessus  
8 hommes/mois à 100% sur base du salaire d'un Assistant cl. 8 (0) CHF 42'000

#### 2. Frais de fonctionnement (sur 2 années)

- déplacements & coordination générale CHF. 8'000.-
- achat d'un serveur Blaxsun 3D CHF 29'000.-

Sous-total : CHF 43'000.-

**TOTAL pour 24 mois:** CHF 79'000.-

**D. Peraya**

MER

Genève le 28 octobre 1998

**PARTICIPATION SUISSE (TEFCA)  
AU CONSORTIUM ET AU PROJET EUN-Schoolnet  
(Workpackage 8)**

**I. Données administratives**

<b>Nom du workpackage :</b>	<b>Virtual Workspace Environment (VWE) for teacher development and innovative schools</b>
Programme Européen :	Multimedia Taskforce
Durée du projet complet :	30 mois
Durée de la participation suisse pour la période 1998/2000 :	24 mois (1.10.98 au 30.09.2000)
Début prévu du projet suisse :	01.10.98

Responsable :

**Daniel PERAYA**

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fonction :	MER
adresse prof. :	TECFA - FPSE - UNI GENEVE 9 route de DRIZE CH-1227 Carouge
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## II. Plan de travail des deux années

(cf Document *Project Programm* , 24/08/1998, 104-117)

### Work Package Title

Virtual Workspace Environment (VWE) for teacher development and innovative schools

WPLead: **Umeå University, LITU**

### PARTNERS

**Umeå University, LITU** (Teacher Education ICT Development Unit), Sweden, is the department for ICT research and development for Teacher Education at Umeå University. The unit participates in a wide range of projects, mainly focusing on ICT in education and distance education. LITU also offers its own university courses in the field of ICT and education. The staff at LITU includes experienced system developers, teachers, researchers, programmers and administrative personal.

**UNI-C**, the Danish Computing Centre for Research and Education, is a nation-wide government institution under the Danish Ministry of Education. UNI-C focuses on supporting research in two ways: by running the Danish Research Network and by running a range of supercomputers. UNI-C supports other parts of the Danish educational system and is responsible for running the national School net and providing: a wide range of technical services for the education sector.

**SUN Micro Systems**, Sweden (sponsoring partner) is a leading world-wide vendor of servers and network technology and is the main driver behind Java. SUN will provide WP8 with the latest developments in the field of Java and networked computing, plus software, hardware, technical expertise and support.

**TECFA, University of Geneva**

### MAIN OBJECTIVES

The overall objective of WP08 is to develop a general and adaptable virtual workspace environment (VWE) for use in conjunction with the EUN platform. The VWE will be based on open standards for platform- independent, object- oriented and distributed application development.

The VWE will be an integrated part of the EUN platform and will be open for use by all parts of the EUN. The VWE can be seen as an advanced extension of the EUN technical platform, but may also be used as an application, entirely separated from the EUN technical platform. The VWE will particularly enhance the activities of more advanced users by:

- Providing a Virtual Workspace Environment, containing tools for basic communication and collaboration, based on the technical and pedagogical approach described in this document.
- Develop the VWE in such fashion that the users (mostly teachers) are given control of their own tools and that the tools easily can be adapted for different needs and educational situations. The tools will be developed with education in mind and they will be implemented in such way that they can be combined in an optional way by users on a different technical knowledge level.
- Providing a framework and API for integration of new tools and software by 3<sup>rd</sup> party developers.
- Verify the usability of the VWE by validating the system in actual practice in some countries, to form the basis for a large-scale demonstration at a European level.

By providing this functionality, WP08 want to stimulate virtual collaboration in European

using ICT in European education. The development within WP08 will aim towards a durable technical development with an environment that can evolve in phase with the rapid technical development in a way that supports the concept of open standards.

## CONTRIBUTION OF TECFA

La contribution de TECFA consistera tout d'abord en une participation tant technique que pédagogique à la définition de la structure générale du VWE et à ses fonctionnalités. De ce point de vue, c'est principalement au moment de la phase 8.1.2 et 8.2 et 8.3 que l'apport de TECFA sera le plus concentré. Cette contribution se base sur l'expérience de l'Unité en matière de création et de développement d'un campus virtuel

(<http://tecfa.unige.ch/campus/infospace/index.php>) et d'environnements collaboratifs. Le second aspect réside dans l'évaluation du produit intégré (8.5).

Dans un mail récent, (22.10) F. Paulsson discutait le sens de la collaboration de TECFA en indiquant l'importance d'une double compétence : *"WP 8 are in need of both technical competence in certain areas, such as experienced Object oriented developers with Java knowledge as well as of CORBA experts. On the other hand is pedagogical input and experience always welcome. The intention is that all specifications should be developed together in symbiosis in order to avoid some of the problems that are usually present in this kind of applications. Of course one way to do it is to put the emphasis on the pedagogical side."*

Pour ces raisons la contribution technique de TECFA ne portera ni sur le WP 8.1.1. ni sur le WP 8.4.

## STATE OF THE ART

The use of this technical approach is innovative in the way that it makes it possible to develop a distributed, object oriented environment that is not depending on the hardware platform, brand of software or where it resides in a I\*net infrastructure.

The use of open standards will facilitate the possibility for 3<sup>rd</sup> party developers to add their own functionality by developing new software modules according to the VWE specification and API. In this way it will be possible to create an environment which has a good chance to follow the rapid pace of the development in the ICT area. The use of CORBA and JavaBeans will make it possible for different modules to interact with each other in various ways. There will be no need to download and install any additional client software besides the WWW browser.

There are a couple of existing projects which goal is to develop a workspace environment containing collaborative tools, but most of the projects still suffers from the problems stated above.

The pedagogical approach used in the VWE concept is innovative in it self. Although parts of it already exist in some of the existing projects, it's not possible to implement the concept fully without using the technical approach described in this document.

## LINKS TO OTHER PROJECTS

During the course of this WP, the consortium intends to identify synergies with other European initiatives and fully exploit the experience and the results of these projects. Example of such R&D projects funded by the European Commission is:

- LEARNETT (SOCRATES): TECFA is already involved in this project. LERNETT is "training and teaching teachers oriented" and it aims to organise co operative work at the distance through a virtual campus.
- The project is also linked with the project of Swiss Virtual Campus, and researches led by TECFA in this context.

## DEPENDENCIES

When designing the VWE, considerations will be taken to the result from task 6.1 (user requirements) and from task 13.2. The work in WP13 will also be used in the implementation and validation phase of WP08. As VWE will be a part of the total EUN technical platform, the VWE

in the WP06 description). WP09 should be used as a reference forum to collect input and feedback regarding requirements. Finally, WP12 (Virtual Library) will be linked with the tools developed in the frame of WP08.

## Décomposition du WP 08

<b>Task No:</b>	8.1
<b>Title:</b>	System design and specification phase I

### TASK DESCRIPTION

The main objective of this task is to generate a detailed functional and technical specification for the administrative framework and general structure of the VWE. The work in this task will be based on previous experience in development of collaborative environments for education. Contact with WP09 and WP13 will be established at this stage.

During the specification and design process, a user-centred design methodology will be adopted, partly by using co-operative design methodology.

The technical specifications and APIs will be based on design principles for Java/JavaBeans, CORBA and distributed objects in such way that it fulfils the objectives stated for WP08. "*The EUN technical platform - strategy and guidelines*" will also be considered.

A first WP meeting will be held during task 8.1.

<b>Task No:</b>	8.2
<b>Title:</b>	Development phase I - Administrative tools

### TASK DESCRIPTION

The objective of this task is to develop the administrative framework and the administrative needed for the VWE. This part will be the core of the Virtual Workspace Environment; the administrative framework may be seen as the "glue" which holds the VWE together.

The development of the administrative modules is not an isolated activity and will be directly linked to other activities during the whole development phase.

*Note that some of the modules mentioned below are examples of functionality that's planned to be developed within WP08 and which can be suitable for use in a workspace environment. The examples are based on experience from other, similar projects and on long experience from working with ICT in education and virtual collaboration. This task might be slightly changed and modified depending on the outcome from task 8.1.1 or on required revisions of deliverable D8.1.*

<b>Task No:</b>	8.3
<b>Title:</b>	Design and development phase II - the tool modules

### TASK DESCRIPTION

The objective of task 8.3 is to design, develop and implement a set of basic collaborative tools.

Most of the tools developed within this task are existing tools, but they are usually implemented as integrated tools in other collaborative environments or they exist as single- functionality tools and which are very hard to integrate with other tools or workspaces due to the technical approach with which they were developed. This is one of the problems that WP08 intend to present a solution to by using the described approach.

The collaborative tools will be developed using Java, JavaBeans and CORBA. The tools will be connected to the VWE via the administrative framework according to the specification developed during the design and specification process in task 8.1. (Deliverable D8.1).

The design process for each of the tools will be similar to the design process in task 8.1 and will be carried out separate for each tool.

The selection of collaborative tools made for task 8.3 is based on experience from other similar projects and on long experience of ICT and the use of collaborative environments in education. Please note that this selection shall be regarded as a basic tool-set and that the tool-set can be extended with new modules at any time. Some of the tools will require a client server approach. This will be solved by providing a distributed Java/CORBA client and a Java/CORBA based server by using server sided Java. For example in form of a Java Servlet.

*Note that the modules mentioned below are examples of functionality that's planned to be developed within WP08 and which would be suitable for use in a workspace environment. This task might be slightly changed and modified during the span of the EUN project. This task might also require some revision of deliverable D8.1.*

If existing tool-modules can be found and if those tools are developed using the Java/CORBA concept and map on to the VWE specification, those tools will be used instead of developing new tools. A small inventory of existing Java/CORBA tools will be carried out in sub- task 8.3.1.

<b>Task No:</b>	8.4
<b>Title:</b>	Technical testing and integration with the EUN platform

## TASK DESCRIPTION

The objective of this task is to integrate the Virtual Workspace Environment with the EUN platform and test the technical functionality.

### 8.4.1

The integration will be carried out in collaboration with UNI-C. Integration will be done according to the guidelines stated in D6.1, 'The EUN technical platform - strategy and guidelines'.

The technical testing will be done from two standpoints:

1. The technical functionality from a single tool point of view. For examples tracing bugs and inconsistency. This will be tested for the administrative framework as well as for the collaborative tools.
2. The technical functionality from a workspace point of view. This will imply the tracing of bugs inconsistency after the tools have been implemented to the VWE and after the VWE been implemented to the EUN platform.

Factors regarding both administrators and users will be considered in those tests. Task 8.4.1 is primary designed to detect technical weaknesses such as software bugs. The system will NOT be tested on users at this point.

### 8.4.2

Technical revision an justification. Task 8.4.1 is set out to fix bugs and inconsistencies found in sub task 8.4.2. Possible problems in integration with the EUN platform will also be considered at this stage.

<b>Task No:</b>	8.5
<b>Title:</b>	Usability testing

## **TASK DESCRIPTION**

The main objective of this task is to carry out usability testing and verification after the integration with the EUN platform.

The usability testing will be done by testing how selected teachers/schools develop and carry out actual projects or courses using the VWE. This sub task will be carried out in collaboration with ENIS (WP13), WP5, WP17 and by using the usability evaluation model provided by WP17. Selecting an appropriate project for the usability testing. The projects will be chosen among EUN projects and will be decided later in the project. The chosen projects must fulfil a couple of criteria's:

- The must involve at least three European schools
- The project must be of a collaborative art
- The schools must be at approximately the same technical level, which should be a fairly advanced level.

### **III. Budget de la participation suisse demandé à l'OFES**

#### **1. Ressources humaines sous contrat** (les sommes s'entendent en franc suisse avec charges comprises)

- Participation aux activités des sous-work-packages 8.1, 8.2, 8.3 et 8.5. selon les descriptions ci-dessus  
17 hommes/mois (100%) sur la base d'un salaire d'un Assistant cl. 8 (0)  
Fr. 89'100

#### **2. Frais de fonctionnement (sur 2 années)**

- déplacements & coordination générale (1 à 2 personnes) Fr. 10'000.-
- fonctionnement et petit matériel Fr. 4'000.-

**Sous-total :** Fr. 14'000.-

**TOTAL pour 24 mois:** Fr. 103'100.-

**D. Peraya**

MER

Genève le 28 octobre 1998

**PARTICIPATION SUISSE (CTIE)  
AU CONSORTIUM ET AU PROJET EUN-Schoolnet  
(WORKPACKAGES 1 ET 4.3)**

**I. Données administratives**

WP1, WP4.3 :	EUN-Schoolnet
Programme Européen :	Multimedia Taskforce
Durée du projet complet :	30 mois
Durée de la participation suisse pour la période 1998/2000 :	24 mois (1.10.98 au 30.09.2000)
Début prévu du projet suisse :	01.10.98

Responsable :

**Christian LANGENEGGER**

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## **II. Plan de travail des deux années**

### **PROJECT MANAGEMENT**

#### **Resource Management for Workpackages**

Francis Moret (SFIB)

#### **Steering Committee:**

Marino Ostini (BBW)

#### **Editorial Board:**

Christian Langenegger (SFIB)

#### **Technical Network**

Christian Langenegger (SFIB)

#### **Communication Group**

Daniel Peraya (TECFA)

#### **Netdays:**

Francis Moret (SFIB)

### **PARTNERS**

#### **WP1:**

Ministry of Education, Denmark

Ministry of Education, Netherlands

Ministry of Education, Spain

Biblioteca di Documentazione, Italy

IDEKE, Greece

Schulen ans Netz, Germany

Ministry of Church, Education and Research, Norway

The task leader is the Committee on European Schoolnet with a number of Ministries of Education and other EUN participants acting in an advisory capacity.

#### **WP4.3:**

Voralberger Telekommunikations GmbH, Austria (0.5 MM)

Haut Ecole de Bruxelles, Belgium (0.5 MM)

Ministry of Education of the Flemish Community, Belgium (0.5 MM)

Schulen ans Netz, Germany (0.5 MM)

Ministry of Education, Denmark (0.5 MM)

Ministry of Education, Spain (0.5 MM)

National Board of Education, Finland (0.5 MM)

Ministry of Education, France (0.5 MM)

Department of Education, Ireland (0.5 MM)

Institute Diarkous Katarsis kai Ekpedefsis, Greece (0.5 MM)

Telecom Italia, Italy (0.5 MM)

RESTENA, Luxembourg (0.5 MM)

Ministry of Education, Netherlands (0.5 MM)

Ministry of Education, Portugal (0.5 MM)

Svenska Kommunförbundet, Sweden (0.5 MM)

British Educational Communications and Technology Agency, United Kingdom (0.5 MM)

Using own resources:

Icelandic Educational Network, Iceland

National Centre for Educational Resources, Norway

Federal Bureau for Education and Science, Switzerland

## MAIN OBJECTIVES

The European Schoolnet (EUN) Initiative is a Member States initiative designed to contribute to the implementation of the Action Plan "Learning in the Information Society", in particular as regards the deployment of electronic networks for schools in Europe. In addition to the Member States of the European Union, Iceland, Norway and Switzerland of the EFTA countries participate in the Initiative. In the course of the project, opportunities for countries of Central and Eastern Europe and the Baltic States to join the initiative will be explored, and relationships with similar activities in the USA, Japan and the rest of the world will also be pursued.

The Initiative aims to establish:

- a **network of networks** for the delivery via the Internet of tools and pedagogical information services with a European added value to schools in Europe;
- a platform for the common development and exchange of information as regards appropriate technology and best practice related to the use of ICT in schools;
- a European school information network - the European Schoolnet – as a multimedia and communications *platform* as well as a *framework* for collaboration between schools in Europe;
- high-quality information services with a pedagogical content and European added value;
- co-operation at a European level among national education authorities, universities and industry to develop ICT in schools with regard to content, pedagogical approaches and technology;
- professional development of teachers, in particular concerning the use of ICT in teaching and learning;

## SWISS PARTICIPATION

Through its representation in the EUN Consortium (Steering Committee) and the Editorial Board, Technical Network and Communication Group, Switzerland has a voice in the bodies defining the structure, direction and content of the EUN European Schoolnet.

The access to EUN European Schoolnet with its high-quality information services guarantees added value to schools of all levels in Switzerland.

In 1997 the SFIB/CTIE launched its ICT-offensive «Learning without frontiers» with the aim to enable all students in Switzerland to be schooled in the use of the Internet. Several projects as e.g. the organization of Net4@me are embedded within the frame of «Learning without frontiers».



Statements:

- Internet influences learning contents.
- Internet changes teaching methods
- All Swiss schools must have access to Internet
- Decision makers and people must be informed

## **THE ROLE OF SFIB/CTIE**

The Swiss Agency for ICT in Education SFIB/CTIE is servicing K-12 schools as well as vocational and special education schools as the national co-ordination center. The agency is mandated by the Bundesamt für Berufsbildung und Technologie (Federal Office for Vocational Training and Technology) BBT, the Swiss Conference of Cantonal Ministers of Education EDK and the Swiss Institute for Special Education SZH.

The SFIB/CTIE:

- informs, documents and supports the circles of education.
- co-ordinates the task of committees on the national level and leads projects.
- maintains the necessary international contacts.
- organizes seminars in the field of ICT
- concludes contracts to enable affordable software-prizes for schools
- edits INTERFACE, a magazine about ICT in schools
- maintains several Internet sites
- organizes the participation of Switzerland in the Netd@ys.

According to its mandate the SFIB/CTIE co-ordinates the Swiss participation in the project, namely the work done for the different Working Packages by SFIB/CTIE itself, CPTIC, TECFA and the OFES (Federal Office of Science and Education).

Responsibilities:

- Designation of the functions
- Project management
- Presiding the working-group of the Swiss partners in EUN-Schoolnet.
- Co-ordination of tasks between the Swiss partners
- Organization of Netdays for Switzerland

The SFIB/CTIE provides the co-ordination between the EUN website and the corresponding Swiss website [www.educa.ch](http://www.educa.ch)

### III. Budget de la participation suisse demandé à l'OFES

1. Contributions au Consortium EUN	CHF	50'000.-
2. WP 1: <i>Traductions</i>	CHF.	35'000.-
<i>Steering Committee</i> Participation aux activités du comité déplacements & coordination générale	CHF	15'000.-
<i>Editorial Board</i> Participation aux activités du bord déplacements & coordination générale	CHF	15'000.-
3. WP 4.3 <i>Technical Network</i> Participation aux activités du groupe déplacements & coordination générale	CHF	15'000.-
4. Netdays Participation de la Suisse aux Netdays européens 1999 - 2000	CHF	40'000
<b>total pour 24 mois:</b>	<b>CHF</b>	<b><u>170'000.-</u></b>

C. Langenegger  
Collaborateur au CTIE  
le 26 octobre 1998

# EUROPEAN SCHOOLNET (EUN)

## INTRODUCTION

Le projet EUROPEAN SCHOOLNET (EUN) vise à créer un réseau des réseaux éducatifs en Europe et à offrir aux écoles des services multimédias éducatifs en ligne de haute qualité. Ceci sera réalisé par l'interconnexion et une coopération étroite des réseaux de chacun des 15 Etats membres ainsi que de l'Islande, de la Norvège et de la Suisse, puis des pays de l'Europe centrale et orientale qui rejoindront progressivement cette initiative.

## HISTORIQUE

En mars 1995, la Commission créa à l'initiative de Mme Cresson et de M. Bangemann, une Task Force "multimédia éducatif" car la situation devenait préoccupante: l'Europe accumulait un retard très significatif par rapport aux Etats-Unis dans le domaine de l'utilisation des nouvelles technologies dans l'éducation. Sur proposition de la Commission, le Conseil adopta en mai 1996 une Résolution définissant le cadre général d'une politique européenne dans ce domaine. Dans la foulée, la Commission lança en octobre 1996 un Plan d'Action afin de mieux "Apprendre dans la Société de l'Information". Deux ans plus tard, ces efforts ont porté leurs fruits: tous les Etats membres ont lancé de vastes initiatives visant à fournir aux enseignants et aux élèves les formations, les outils et les services nécessaires, et au niveau européen la Commission a affecté à la Task Force un budget de 49 MECU (environ FRS 80'000'000.-) pour le lancement de 46 projets, dont celui de création du réseau EUN.

Mais EUN n'est pas seulement un projet européen de plus: il s'agit d'une initiative stratégique de dix-huit Ministères de l'éducation en Europe en coopération avec la Commission. La proposition du Ministre suédois, Mme Johansson, de développer la première maquette du réseau des réseaux a bénéficié du soutien de Mme Cresson, dès son annonce en décembre 1996. Elle a reçu une approbation unanime des Ministres de l'éducation lors de la réunion informelle du Conseil à Amsterdam en mars 1997. C'est la première fois en Europe que le développement de l'utilisation des nouvelles technologies dans l'éducation a reçu un soutien à un tel niveau et à une telle échelle, en partenariat avec des acteurs majeurs de l'industrie des technologies de l'information et de la communication.

## L'EMERGENCE D'UN ESPACE EDUCATIF EUROPEEN

EUN constitue un forum privilégié au sein duquel se développent des activités de coopération au niveau européen concernant l'utilisation des réseaux multimédias éducatifs dans les écoles. EUN favorisera les collaborations entre l'école et son environnement en permettant d'utiliser les services en ligne fournis par les médiathèques, les musées ou d'autres institutions éducatives et culturelles, au fur et à mesure de leur développement. La participation de fournisseurs de contenus multimédias éducatifs permettra de définir un modèle viable de création et de distribution de ressources multimédias éducatives de qualité pour les écoles. EUN jouera un rôle important pour permettre l'échange de pratiques pédagogiques innovantes entre les classes européennes.

Les premières expériences montrent les avantages pédagogiques à en attendre: des opportunités accrues d'ouverture, une plus grande facilité dans la recherche de ressources éducatives de qualité, le sens du travail collectif autour de thèmes d'intérêt commun et, ce faisant, la familiarisation avec les différences culturelles et linguistiques. Cette vision se concrétisera par étapes: sur les 2 ans qui viennent, 500 écoles bénéficieront d'un suivi

interculturelle et plurilinguistique entre des millions d'élèves et d'enseignants. Il contribuera ainsi à l'émergence d'un espace éducatif européen.

## **PARTICIPATION SUISSE**

La participation d'une Suisse plurilingue et pluriculturelle au projet EUROPEAN SCHOOLNET est particulièrement importante. Elle s'inscrit dans la logique d'une politique de l'éducation ouverte tant à d'autres cultures qu'aux technologies de l'information et de la communication.

Sur mandat de l'Office fédéral de l'éducation et de la science (OFES), c'est le Centre suisse des technologies de l'information dans l'enseignement (CTIE) qui assure en Suisse la coordination du projet EUROPEAN SCHOOLNET.

Actuellement, outre l'OFES, les organismes suivants participent activement au projet:

- |       |   |
|-------|---|
| CTIE  | Centre suisse des technologies de l'information dans l'enseignement, Berne          |
| CPTIC | Centre pédagogique des technologies de l'information et de la communication, Genève |
| TECFA | Technologies de formation et d'apprentissage, Université de Genève                  |

# PARTICIPATION SUISSE AU CONSORTIUM ET AU PROJET EUN SCHOOLNET

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## DESCRIPTIF DES INSTITUTIONS DES PARTENAIRES SUISSES

**The Swiss Agency for ICT in Education SFIB/CTIE** is servicing K-12 schools as well as vocational and special education schools as the national co-ordination center. The agency is mandated by the Bundesamt für Berufsbildung und Technologie (Federal Office for Vocational Training and Technology) BBT, the Swiss Conference of Cantonal Ministers of Education EDK and the Swiss Institute for Special Education SZH.

The SFIB/CTIE:

- informs, documents and supports the circles of education.
- co-ordinates the task of committees on the national level and leads projects.
- maintains the necessary international contacts.
- organizes seminars in the field of ICT
- concludes contracts to enable affordable software-prizes for schools
- edits INTERFACE, a magazine about ICT in schools
- maintains several Internet sites

organizes the participation of Switzerland in the Netd@ys.

**The Pedagogical Centre for ICT (CPTIC) of the Department for Public Education of Geneva (DIP)** is a non profit educational organisation which promotes the use of ICT (Information and Communication Technology) in Education. CPTIC offers a program designed for teachers and professors to develop and understand all aspects of new technologies in education in the context of increasing globalisation and cultural diversity.

**TECFA est une unité académique appartenant à la Faculté de Psychologie et des Sciences de l'Education de l'Université de Genève.** Cette unité est dirigée par le Professeur Patrick Mendelsohn et comprend une douzaine de collaborateurs. La recherche entreprise à TECFA couvre plusieurs domaines tels que les problématiques cognitives des technologies de l'apprentissage, les applications de l'intelligence artificielle à l'éducation, les effets cognitifs des logiciels éducatifs, les communications médiatisées par ordinateur et les systèmes d'information pour l'éducation, les cours multimédias ainsi que l'éducation à distance.

Depuis 1994, TECFA propose un diplôme d'études supérieures en Sciences et Technologies de l'Apprentissage et de la Formation (diplôme STAF).

**PARTICIPATION SUISSE (CPTIC)  
AU CONSORTIUM ET AU PROJET EUN-Schoolnet  
(Workpackage 15)**

**I. Données administratives**

WP15 :	THE VIRTUAL EDUCATIONAL MULTIMEDIA AUTHORING LABORATORY
Programme Européen :	Multimedia Taskforce
Durée du projet complet :	30 mois
Durée de la participation suisse pour la période 1998/2000 :	24 mois (1.10.98 au 30.09.2000)
Début prévu du projet suisse :	01.10.98

Responsable :

**Raymond MOREL**

grade universitaire : licence + CAES + FCS

nationalité : suisse (GE)

fonction : Directeur

adresse prof. : Centre Pédagogique des Technologies de l'Information et de la  
Communication (CPTIC)

Case postale 3144

2-4, rue Th.-de-Bèze

CH-1211 Genève 3

tél. : 022/318.05.30

fax : 022/318.05.35

**II. Plan de travail des deux années**

(cf «Summary of the proposals», August 1998, pp. 172 to 190)

**Work Package Title**

THE VIRTUAL EDUCATIONAL MULTIMEDIA AUTHORIZING LABORATORY

secondary education and school-based research in teaching and learning processes. CPTIC is the Task 15.2 Leader.

4. **Rectorat de l'Academie de Toulouse (RAT)** is a non-profit research institute under the supervision of the French Ministry of Education, with considerable expertise in the design of innovative school activities and in-service teacher education. RAT mainly contributes to Task 15.4.
5. **The Institute of Communication and Computer Systems (ICCS)** is a private sector body associated with the Department of Electrical and Computer Engineering (DECE) of the NATIONAL TECHNICAL UNIVERSITY OF ATHENS (NTUA). This group undertakes several activities in the fields of intelligent multimedia-based learning systems, as well as in computational intelligence based tools and applications. NTUA mainly contributes in Task 15.3.
6. **HAS, Skihandelsschule Schladming**, is one of the leading public schools in Austria and one of the first to introduce new technologies in primary and secondary education. HAS is the Task 15.5 Leader.
7. **The Pedagogical Centre for ICT (CPTIC) of the Department for Public Education of Geneva (DIP)** is a non profit educational organisation which promotes the use of ICT (Information and Communication Technology) in Education. CPTIC offers a program designed for teachers and professors to develop and understand all aspects of new technologies in education in the context of increasing globalisation and cultural diversity. CPTIC participates in WP15 without requesting EC funding.

## MAIN OBJECTIVES

The demand for innovative educational multimedia software has never been greater. European Schools require advanced multimedia authoring environments which allow both teachers and pupils (primary and secondary) to create a new generation of resources to enhance children's educational and play experiences. Currently, however, it is still the case that, when teachers first acquire multimedia authoring tools, they are uncertain of how best to exploit them in the classroom. They appreciate that these tools can offer a powerful way to explore diverse topics, but they are unsure where to begin with these tools. More often than not, the written support materials that accompany the majority of authoring tools include only simple 'How To' guides via menus and buttons, rather than pedagogical guidelines or a discussion of how this technology could be fully integrated into the learning environment.

1. **The Institute For Continuing Adult Education (IDEKE)** is a private sector, non-profit institution which was established in September 1995 under the supervision of the Greek Ministry of Education. Its major concerns are: the planning and the organisation of distance learning and educational systems; research; and special pilot programmes in the education sector. IDEKE is the WP Co-ordinator and the Task 15.1 and Task 15.4 Leader.
2. **Pliroforiki Technognosia Ltd (PLT)** is a Greek SME specialising in the design and development of educational multimedia software tools and environments for the European market. PLT is the Task 15.3 Leader.
3. **Lund University, Centre for Information Technology in University Education (CITU)**, is a non-profit research institute under the supervision of the Swedish Ministry of Education. It has a long established research involvement in activities and projects including IT in primary and secondary education, and research in teaching and learning processes. CITU is the

WP Lead: IDEKE

## **PARTNERS**

The *main scope* of this WP is to make available to the EUN a complete toolbox of state-of-the-art educational hypermedia and multimedia authoring environments, together with appropriate training materials and best practice examples. In this way, it will be possible for teachers and pupils to use the networked computers in their classroom both as an *interactive textbook* and an *expressive medium*, while, at the same time, they will have the ability to create and explore their own new learning paths. The key objectives of the WP are:

- to investigate *state-of-the-art educational hypermedia and multimedia authoring environments* (commercial or developed within the framework of collaborative European R&D projects), identify the requirements of teachers and learners (taking into consideration different learning paradigms and school curricula), and devise a number of criteria to evaluate their pedagogical value. A bi-monthly review of these environments will ensure that only state-of-the-art tools are selected.
- to design, implement and validate a Web Site for the *Virtual Educational Multimedia Authoring (VEMA) Laboratory*, where a number of hypermedia and multimedia authoring environments will be offered together with appropriate technical and pedagogical guidelines for their use and a set of best practice examples produced from real school life activities;
- to produce *teachers training material* for the use of each of the suggested educational authoring environments covering technical, methodological and pedagogical issues relating to their use for classroom activities. The production of the training material is an important factor for the effective exploitation of the multimedia authoring environments by the users, as it will not only explain their capabilities, but will also provide users with additional support (also valuable to other EUN members) in choosing the most suitable tools for their particular needs;
- to identify «*success stories*» from the use of these environments in real school life and provide a set of best practice examples produced by teachers and students of the EUN School Network. This is closely interrelated to the above objectives, as the examples will: serve as a point of reference for teachers and pupils in their attempts to create their own educational multimedia applications; stimulate innovation among users; and provide ideas and motivation for the utilisation of the tools.

## **CPTIC'S CONTRIBUTION TO EUN SCHOOLNET WP 15**

The CPTIC will integrate WP 15 (all subworkpackages 15.1 to 15.5 are functionally bound together) into its activities as they correspond well to the skills and know-how developed and available in this ICT resource centre for teachers. The knowledge accumulated by the CPTIC, ensuing from a 10-year long commitment in training and continuing education and personal development of teachers puts this Centre in an excellent situation to contribute significantly to these WP.

As examples, computer-based programmes and prototypes have been set up and are being tested by the CPTIC. Let's quote some of them:

- a work group on multimedia has launched a Project "Balade" (Stroll);
- the projects « Learning to communicate » (Apprendre à communiquer)
- the « Project Communication Infrastructures for Pedagogy » (Infrastructure de communication pour la pédagogie).

There are directly in line with the aims and rationale of WP 15.

## **STATE OF THE ART**

cf. «Summary of the proposals», August 1998, pp. 174 to 176

## **LINKS TO OTHER PROJECTS**

During the course of this WP, the consortium intends to identify synergies with other European initiatives and fully exploit the experience and the results of these projects. Examples of such R&D projects funded by the European Commission are:

- WFS - Web for Schools (ESPRIT EP 22563)
- ERMES - European Educational Multimedia Support Network (ESPRIT EP 24111)
- MATCH, A Multimedia Authoring Environment for Children (INCO-COPERNICUS No 960106)

## **DEPENDENCIES**

Links with other EUN WorkPackages are identified as follows:

- WP6 (EUN Technical Platform Development)
- WP13 (European Network of Innovative Schools)
- WP16 (EUN Professional Development of Teachers: Pedagogical Guidelines)
- WP10 (EUN Digital Video Library):

## Décomposition du WP 15

<b>Task No:</b>	15.1
<b>Title:</b>	WP Management and Exploitation

### Task description

The main objectives of this task are:

- the administration of WP resources and control of WP spending
- the effective technical co-ordination of the WP
- the efficient communication with other WPs
- the development of the WP exploitation plan

<b>Task No:</b>	15.2
<b>Title:</b>	Survey on State-of-the-art Educational Hypermedia and Multimedia Authoring Environments

### Task description

The main objectives of this task are:

- to investigate the state-of-the-art educational hypermedia and multimedia authoring environments (commercial or developed within the framework of collaborative European R&D Projects) - effort will be made to consider as many as possible (at least twenty) different environments.
- to identify the requirements of teachers and learners reflecting the experience of all Member States (taking into consideration different learning paradigms and school curricula);
- to devise a number of criteria (technical, functional, pedagogical) to evaluate the pedagogical value of selected authoring environments. Special consideration shall be given to the ergonomic and graphical aspects of these tools, as well as, the easy navigation and user-friendliness. These tools will provide full multimedia support, animation facilities, media synchronisation, links to external programs and special effects; input will be provided here from WP3 and WP6.
- to investigate how EUN will deal with including authoring packages in the VEMA Lab from commercial tools providers (licensed/ or sold at a discount prices).

<b>Task No:</b>	15.3
<b>Title:</b>	Design and Implementation of EUN VEMA Laboratory Web Site

### Task Description

The main objective of this task is to design, develop and validate the Web Site of the EUN Virtual Educational Multimedia Authoring Laboratory, where the hypermedia and multimedia authoring environments selected in Task 15.2 will be offered. Although there will be no original development of new authoring environments, the VEMA Web Site will be more than a simple repository of the selected authoring software. Essentially it will be a fully integrated, easy to navigate environment that will provide information about the set of selected authoring environments, their strengths and weaknesses, descriptions of user groups for which they are best suited and how teachers and learners can find ways to best exploit them. Main sections of the site will include:

- a review of authoring tools that are currently available in the market (updated bi-monthly), and an analysis of how the functionality of these compares with the packages offered by the site. These brief presentations will be accompanied with search facilities provided by the metadata indexing (as they

This task will produce online training material for educational multimedia authoring environments. These will cover not only technical issues, but will also explore key methodological and pedagogical issues relating to the use of the EUN VEMA Laboratory Tools in classroom activities. Since the training material should cover a set of at least five different tools (each one corresponding to a specific user group or a particular class of educational applications) it is expected that considerable original content shall be produced and significant effort will be required. All material shall be in English. Effort shall be made to use the authoring environments themselves as the training course development platform, whenever this is technically feasible. In general, it is anticipated that three person months shall be required on average for the development of each online course.

Working with the Partnerships and Marketing Manager in WP4, sponsorship for potential mass reproduction of the training material will be sought, possibly from companies whose commercial products are included in the VEMA Lab. Taking into consideration the available resources of this Task, the partners expect to develop also a master copy CD-ROM with the Teachers Training Material (gold CD-ROM) which can be used for the mass reproduction, provided that extra financial support is secured. Also, translation in other languages shall be considered provided that extra funding could be secured.

- training material for teachers (produced by Task 15.4) which will provide information on the usability of the tools and the related pedagogical implications.
- examples of best practice in the field of authoring educational multimedia applications, closely interrelated with the training material. Since this shall be the EUN user's gateway to the set of tools supporting interactive learning applications, special effort shall be made to ensure development platform independence, interfacing with the EUN multimedia databases, and examples of how to produce streamed video/audio content ready for delivery over the Web (a possible feature of WP10). Special care shall be taken in negotiating licenses or handling payments for all commercial products to be used the VEMA Lab.

<b>Task No:</b>	15.4
<b>Title:</b>	Production of Teacher Training Material

### **Task Description**

This task will produce online training material for teachers regarding the use of each of the suggested

<b>Task No:</b>	15.5
<b>Title:</b>	Best Practice Examples

### **Task description**

The main objective of this task are:

- to identify «success stories» from the use of these environments in real schools, and
- to provide a number of best practice examples produced by teachers and students of the EUN School Network (at least one from each selected hypermedia and multimedia educational multimedia environment)

### III. Budget de la participation suisse demandé à l'OFES

#### 1. Ressources humaines sous contrat (les sommes s'entendent en franc suisse avec charges comprises)

- Participation aux activités des sous-work-packages 15.1, 15.2, 15.3 15.4 et 15.5 selon descriptions ci-dessus

24 mois à 50% d'un CE cl. 20 (7)  
du 01.10.98 au 31.09.2000

CHF 125'000.-

#### 8. Frais de fonctionnement (sur 2 anns)

9.

- déplacements & coordination générale (1 à 2 personnes)

CHF 15'000.-

- traduction

CHF 6'000.-

- développement/adaptation de logiciel ad hoc

CHF 4'000.-

sous-total :

CHF 25'000.-

**total pour 24 mois:**

**CHF 150'000.-**

**R. Morel**  
Directeur du CPTIC  
le 26 octobre 1998

## CONSORTIUM AGREEMENT

This AGREEMENT is made on <1998-04-08>

BETWEEN:

1. *Ministry of Education and Science/ Committee on EUN, Sweden*
2. *Biblioteca di Documentazione Pedagogica*
3. *Ministry of Education, Denmark*
4. *UNI-C, The Danish Computing Centre for Research and Education*
5. *Schulen ans Netz*
6. *Institute Diarkous Katarsis kai Ekpedefsis*
7. *British Broadcasting Corporation, BBC*
8. *Ministry of Education and Culture, Spain*
9. *SEMA Group SaE*
10. *De Montfort University*
11. *Ministerie van Onderwijs, Cultuur en Wetenschappen*

This agreement will also include and give equal rights to the Associated partners involved and described in the Technical Annex to the Multimedia Contract MM 1010.

This agreement relates to the Project entitled,

**" THE EUROPEAN MULTIMEDIA SCHOOLNET "**

under the

**EDUCATIONAL MULTIMEDIA JOINT CALL**

WHEREAS:

(B) The Parties have entered into the Contract MM 1010

**" THE EUROPEAN MULTIMEDIA SCHOOLNET "**

to the Commission in the framework of the

**EDUCATIONAL MULTIMEDIA INITIATIVE**

NOW THEREFORE IT IS HEREBY AGREED AS FOLLOWS:

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## **Article 1**

### **Definitions**

#### 1.1 Contract MM 1010, Definitions

Words defined in the Contract MM 1010, or in its Annex II have the same meaning in this Agreement and appear in italics.

#### 1.2 Additional Definitions

"Agreement" means this agreement and any amendments thereof made in accordance with Article 19.

"Appendix A" means the appendix to this Agreement detailing for each Party its Project Share and the related share in funding.

"Contract MM 1010," means the Actual Cost Contract MM 1010 including its Annexes by and between the Commission and the Parties for the undertaking by the Parties of the Project.

"Defaulting Party" means a Party breaching its obligations pursuant to Article 8.6 of this Agreement.

"Project Office" means the EUN Multimedia Project Office set out to be established in accordance with Article 3B.

"Area Co-ordinator" or "Area Co-ordinators" means a party or the parties with a co-ordinating responsibility for two or more Work Packages within the Contract MM 1010.

"Project Management Group" means the Project Management Group established in accordance with Article 4.

"Project Share" means for each Party, that Party's share of the total cost of the Project as shown in the Contract MM 1010, which is further detailed in Appendix A

"Proposal" means the proposal for the Project submitted to the Commission.

"Software Results" means:

(a) software programs being sequences of instructions to carry out a process in, or convertible into, a form executable by a computer and fixed in any tangible medium of expression and in any code form;

(b) software information being technical information used or, useful in, or relating to the design, development, use or maintenance of any version of a software program; and/or

(c) software documentation being software information in documentary form.

## **Article 2**

### **Purpose and Duration**

#### 2.1 Purpose

This Agreement sets out in Articles 3 and 4 how the Project will be managed and sets out in Articles 5 to 19 the Parties' obligations, rights and liabilities complementing, but not conflicting with, those set out in the Contract MM 1010, MM 1010.

#### 2.2 Duration

This Agreement shall come into force as of the date of its signature but shall have retroactive effect as from < 1998-01-01> and shall continue in full force and effect until complete discharge of all obligations undertaken by the Parties under the Contract MM 1010, and under this Agreement.

## **Article 3**

### **Project Organisation**

#### 3.A Coordinator

The Coordinator shall coordinate and direct the Project by assuming overall responsibility for liaison between the Parties and the Commission concerning the Project, and for the administration of the implementation of the Contract MM 1010. To this effect, the Coordinator shall discharge on behalf of the Parties such functions as are defined by this Agreement, the Contract MM 1010, and, from time to time, by the Project Management Group.

Such functions shall be limited to:

- (a) relationship and correspondence with the Commission and third parties;
- (b) administration, preparation of minutes and provision of the chairman of the Project Management Group, and follow-up of its decisions.
- (c) establish, in the framework of Work Package number 1 of the Contract MM 1010 and in collaboration with Project Management Group, the Project Office in accordance with article 3B.

#### 3.B Project Office

3.B.1 A Project Office will be established within the framework of WP1 and resources defined in other Work Packages of the MM Contract 10101.

- (a) The Project Office will be established within sixty days (60) after the date of this Agreement.
- (b) The Project Office will be established as the management resource for the project. The establishment and the appointment of staff of the Project Office is the co-responsibility of the partners emanating from the EUN Consortium and who also participate in WP 1 in the Contract MM 1010.

### 3.B.2 The Project Office's responsibilities are:

- (a) to act as the main vehicle for the Management Group and the Project Coordinator to ensure the proper functioning and coordination of the project.
- (b) supervision of progress relative to the time schedules in the Contract MM 1010, or otherwise set up by agreement of the Parties;
- (c) subject as provided in Article 6.3, collection of the Parties' documents and cost and other statements and submitting them, after approval of the Project Management Group, to the Commission for approval. Such submitting may exclude any such statements not received by the Project Office from any of the Parties in accordance with the time scales laid down in Article 3 of the Contract MM 1010, in order not to delay the statements of, and subsequent payments to, the other Parties. Any such delayed statement will be submitted to the Commission as soon as possible; and
- (d) transmission of any documents connected with the Project between the Parties and from the Parties to the Commission and vice versa including without limitation the reports required by the Contract MM 1010, to be submitted to the Commission after their approval by the Project Management group, the minutes of the meetings of the Project Management Group for approval by the other Parties, and Commission communications.

## **Article 4**

### **Project Management Group**

4.A. A Management Group will be established within thirty days (30) after the date of this Agreement

4.B.1 The Management Group is composed of the Contractors appointed in the Contract MM 1010. Each representative shall have one vote. After having informed the others in writing, each Party shall have the right to replace its representative and/or to appoint a proxy. The Management Group shall be chaired by the Coordinator or his representative.

The Management Group shall meet at least quarterly in principle at the invitation of its chairman or at any other time when necessary at the request of one of the Parties. Meetings shall be convened by the chairman with at least fifteen (15) calendar days prior notice with an agenda.

Minutes of the meetings of the Management Group shall be transmitted to the representatives of the other Parties without delay. The minutes shall be considered as accepted by the other Parties if, within fifteen (15) calendar days from receipt, no Party has objected in writing to the Coordinator.

4.B.2 The Management Group shall be in charge of:

- (a) managing the Project. Decisions shall be taken by the majority of the votes of the Parties present, with the chairman holding the ruling vote, or represented by proxy except as provided under (b) to (e) below. The management group shall:
  - (i) be responsible for the day-to-day coordination of the project together with the project coordinator.
  - (ii) act as the board for the Project Office

Before taking major decisions regarding the development, direction or management of the project, the Management Group shall seek the advice of the European Schoolnet Steering Committee

(b) reviewing and/or amending the Project work programme, described in Annex II of the Contract MM 1010, together with the allocation between the Parties of the funding provided by the Commission under the Contract MM 1010,, and the reallocation between the Parties at the end of the Project of any such funding which then remains unused. Decisions shall require at least a 75% affirmative vote of the Parties present or represented by proxy, provided that any Party, the scope of whose work or the time for performance of it are thereby affected or whose costs or liabilities are thereby changed, may veto such decisions;

(c) making proposals to the Parties for the review and/or amendment of:

- (i) the terms of the Contract MM 1010,;
- (ii) the costs or time schedules under the Contract MM 1010,; or
- (iii) the termination date of the Contract MM 1010,;

(d) agreeing procedures for publications and press releases with regard to the Project; and

(e) making proposals to the Parties (other than a Defaulting Party):

(i) for the service of notices requiring remedy of breach and terminating this Agreement with respect to that Defaulting Party all in accordance with Article 8.6;

(ii) for assigning the tasks of the Defaulting Party as specified in the Contract MM 1010, to one or more companies and/or entities (chosen by the other Parties and acceptable to the Commission ) which agree to be bound by the terms of this Agreement, with preference being given to one or more of the remaining Parties;

In the case of (c) and (d) above, decisions shall be taken unanimously by all of the Parties.

In the case of (e) above, decisions shall be taken unanimously by all of the Parties with the exception of the Defaulting Party.

4.B.4 Any decision under Article 4.3 b), d) and e) requiring a vote at a Management Group meeting must be identified as such on the pre-meeting agenda, unless there is unanimous agreement to vote on a decision at that meeting, provided all Parties are present or represented.

## **Article 5**

### **Responsibilities of each Party**

#### **5.1 Towards the WP-leader, Coordinator and the Management Group**

Each Party hereby undertakes:

(a) promptly to supply to the Coordinator and the Management Group all such information or documents as the Coordinator and the Management Group may require in connection with the Contract MM 1010, to fulfil their obligations as provided for in this Agreement or as the Commission may properly request and to keep the Coordinator and the Management Group informed of all such requests from the Commission and responses thereto;

(b) promptly to communicate or provide any information or decision which has to be given by it to the Management Group for the purposes provided for in Article 4.3.

## 5.2 Towards each other

(a) Each Party undertakes to use reasonable endeavours:

(i) itself, or as the case may be, jointly with others, to participate actively and to perform on time the tasks and work packages assigned to it alone or with said others under the schedules shown in the Contract MM 1010, Annex I and to make available rights and information on time to other Parties under the terms and conditions defined in the Contract MM 1010, and in this Agreement;

(ii) promptly to notify the Coordinator and each of the other Parties of any delay in performance;

(iii) to prepare and present the reports to be submitted to the Commission under the Contract MM 1010, both in sufficient time to enable the Coordinator to submit them to the Commission in accordance with the Contract MM 1010, timescales, and in accordance with the formats required (including suitable disclaimers in respect of liability under the Contract MM 1010, Article 6.2).

(b) Each Party shall use reasonable endeavours to ensure the accuracy of any information or materials it supplies to any of the other Parties hereunder or under the Contract MM 1010, and promptly to correct any error therein of which it is notified. The recipient Party shall be entirely responsible for the use to which it puts such information and materials.

(c) In addition to the obligations specified in the Contract MM 1010, each Party agrees not to use knowingly, as part of a deliverable (including without limitation a software product) or in the design of such deliverable, any proprietary rights (such as intellectual property rights or Proprietary Information) of a third party for which such Party has not acquired the right to grant licences and user rights to the other Parties in accordance with the Contract MM 1010, unless all of the other Parties have accepted such use in writing, such acceptance not to be unreasonably withheld.

## Article 6

### Costs - Common Charges - Payment

6.1 Each Party shall bear its own costs in connection with the carrying out of the Project.

6.2 The expenses to be borne by the Coordinator shall be as stipulated in the Contract MM 1010, Any additional expenditures of the Coordinator will be reviewed on a case-by-case basis.

6.3 If the Contract MM 1010, provides for payments by the Commission to be made solely to the Party named in the Contract MM 1010, for that purpose ("the Coordinator"), the Coordinator shall ensure that, within fifteen (15) calendar days following receipt by it of:

(a) notification from the Coordinator bank or the Commission that any such payment has been forwarded to the Transferring Party's bank account specified to the Commission for the purpose of receiving such payment; or

(b) advice from the Commission as to the amounts included in such payment for each of the Parties;

if neither of (a) or (b) above is received later, a sum is transferred in ECUs to each of the other Parties in the relevant bank accounts notified timely in writing to the Coordinator equal to the amount notified by the Commission in such payment for transfer.

In circumstances not created by defaults of the Coordinator where it is not reasonably possible for the Coordinator to ensure transfer of payment within fifteen (15) calendar days because of problems in correctly identifying the sum to be transferred to a Party, the Coordinator undertakes to transfer appropriate sums within a minimum of delay.

The Coordinator will use reasonable endeavours to notify other Parties promptly of the date and amount transferred to all parties.

## **Article 7**

### **Confidentiality**

7.1 As respects all information (including Foreground Information and Background Information and whether oral, in writing or in computer form), whether of a technical nature or otherwise relating in any manner to the business or affairs of another Party, as is disclosed to a Party on a confidential basis by any other Party hereunder or otherwise in connection with the Project whether pending or after execution of the Contract MM 1010, each Party (in addition and without prejudice to any undertaking given by that Party under the Contract MM 1010, as to use or confidence) undertakes to each of the other Parties that:

(a) it will not during a period of five (5) years from the date of disclosure use any such information for any purpose other than in accordance with the terms of the Contract MM 1010, and of this Agreement; and

(b) it will during the period of five (5) years treat the same as (and use reasonable endeavours to procure that the same be kept) confidential and not disclose the same to any other person without the prior written consent of such other Party in each case;

provided always that:

(i) such undertaking shall not in any case be deemed to extend to any information which the receiving Party can show:

(A) was at the time of receipt published or otherwise generally available to the public,

(B) has after receipt by the receiving Party been published or become generally available to the public otherwise than through any act or omission on the part of the receiving Party,

(C) was already in the possession of the receiving Party at the time of receipt without any restrictions on disclosure,

(D) was rightfully acquired from others without any undertaking of confidentiality imposed by the disclosing Party,

(E) was developed independently of the work under the Contract MM 1010, by the receiving Party, or

(F) was necessarily divulged by marketing products or software in accordance with this Agreement;

(ii) nothing in this Article 7.1 shall prevent the communication of information to the Commission or (against similar undertakings of confidence as are contained in this Agreement) to any Affiliate or to any permitted third party insofar as necessary for the proper carrying out of the Contract MM 1010, and/or this Agreement and/or the exploitation of Foreground.

7.2 As respects any permitted communication of any of the information referred to in Article 7.1 by the recipient Party to any other person (including but not limited to its Affiliates) such Party will use reasonable endeavours to procure due observance and performance by such other person of the undertakings referred to in paragraph (ii) of Article 7.1 and all relevant undertakings in the Contract MM 1010,.

## **Article 8**

### **Liabilities**

#### **8.1 Liability towards each other**

In respect of information or materials supplied by one Party to another hereunder or under the Contract MM 1010,, the supplier Party shall be under no obligation or liability other than as stated in Article 5B.2(b) and no warranty condition or representation of any kind is made, given or to be implied as to the sufficiency, accuracy or fitness for purpose of such information or materials, or, subject to Article 5B.2(c), the absence of any infringement of any proprietary rights (such as intellectual property rights or Proprietary Information) of third parties by the use of such information and materials and the recipient Party shall in any case be entirely responsible for the use to which its puts such information and materials.

#### **8.2 Indemnification of each other**

Each Party shall indemnify each of the other Parties, within the limits set out in Articles 8.3 and 8.6, in respect of liability resulting from acts or omissions of itself, its employees or its agents provided always that such indemnity shall not extend to claims for indirect or consequential loss or damages such as but not limited to loss of profit, revenue, contracts or the like.

#### **8.3 Claims of the Commission**

If the Commission, in accordance with the provisions of the Contract MM 1010, (except in the case of the Contract MM 1010, Article 5.3(a) ), claims any reimbursement, indemnity or payment of damages from one or more Parties:

(a) each Party whose default has caused or contributed to the claim being made shall indemnify each of the other Parties against such claims provided always that the total limit of liability of that Party to all of the other Parties collectively in respect of any and all such claims shall not exceed twice that Party's Project Share. Any excess shall be apportioned between all the Parties pro rata to their Project Shares; and

(b) in the event that it is not possible to attribute default to any Party under (a) above, the amount claimed by the Commission shall be apportioned between all the Parties pro rata to their Project Shares.

#### **8.4 Liability towards Third Parties**

Subject always to such other undertakings and warranties as are provided for in this Agreement and the Contract MM 1010,, each Party shall be solely liable for any loss, damage or injury to third parties resulting from its carrying out its parts of the Project and from its use and its exploitation of Foreground and Background.

#### **8.5 Contract MM 1010,s with Third Parties**

Each Party shall be fully responsible for the performance of any part of its share of the Project in respect of which it enters into any contract with a third party, e.g. an Associated Contract MM 1010,

or a Subcontract.

## 8.6 Defaults and Remedies

In the event of a substantial breach, but not in case of force majeure, by a Party of its obligations under this Agreement or the Contract MM 1010, which is irremediable or which is not remedied within sixty (60) days of written notice from the other Parties requiring that it be remedied, or if Article 14.3 applies, or if the Commission terminates the Contract MM 1010, according to Article 9, the other Parties may jointly terminate this Agreement with respect to the Defaulting Party concerned by not less than one month's prior written notice.

Such termination shall take place with respect to such Defaulting Party as of the date of such notice, subject to the provisions in (a) to (b) below.

Notice of such termination shall be given to the Commission and the Commission shall be requested to terminate the Contract MM 1010, with respect to the Defaulting Party in accordance with the Contract MM 1010, Article 9, provided always that:

(a) without prejudice to any other rights of the other Parties, the rights and licences granted to the Defaulting Party by the other Parties pursuant to this Agreement or pursuant to the Contract MM 1010, shall cease immediately (except rights and licences granted pursuant to the Contract MM 1010, Article 14.1 in respect of any Foreground generated by any Party prior to the date of such termination) but the rights and licences so granted by the Defaulting Party to the other Parties and their Affiliates shall remain in full force and effect;

(b) the Defaulting Party shall:

(i) be responsible for and pay all reasonable direct cost increase (if any) resulting from the assignment referred to in Article 4.3(e)(ii) in comparison with the costs of the tasks of the Defaulting Party as specified in the Contract MM 1010, Annex I at the date of the termination; and

(ii) be liable for any so resulting additional direct cost incurred by the other Parties, up to a total amount which taken together with any liability to the Commission under Article 8.3 shall not exceed the total maximum limit of liability specified in that Article in respect of the Defaulting Party, and any excess amount shall be shared between the Parties (including the Defaulting Party) pro rata to their Project Shares at the date of termination.

If the Commission does not terminate the Contract MM 1010, IS97190 with respect to the Defaulting Party, such Party shall be deemed to have agreed to a termination pursuant to the Contract MM 1010, MM 1010, Article 9 with the provision that Article 8.6(a) applies and that the agreement which is deemed to have been given by the Defaulting Party as aforesaid shall be without prejudice to the rights of the Defaulting Party to appeal against the termination.

## 8.7 Entire liability

Article 8 sets out the entire liability of each Party arising from this Agreement.

## **Article 9**

### **Force Majeure**

The provisions of the Contract MM 1010, relating to force majeure shall apply to this Agreement.

**Article 10****Ownership, Exploitation and Dissemination of**

(Software) Results

**10.1 Software Results**

Where Foreground is or incorporates or is intended to be or to incorporate Software Results, the Parties agree to interpret and implement the provisions of this Agreement and of the Contract MM 1010, MM 1010, Article 7, as follows:

**10.1.1 Protective Rights****Dissemination of Foreground**

(a) Each Party shall take appropriate actions to protect Software Results developed by such Party under the Project by such rights as are available under such Party's national legal system including without limitation copyright or any other similar statutory right, and to protect such Software Results to the extent reasonably possible as Proprietary Information.

(b) Unless and save to the extent previously agreed in writing, the Parties will within one year from the starting date of the Project, or if not feasible within such time period at a later date to be determined by common agreement, determine unanimously the procedures and schedules for passing the Software Results of the Project amongst the Parties.

**10.1.2 Sublicensing Rights**

In addition to any provisions that are included in the Contract MM 1010, or in this Agreement, the Parties agree that the Access Rights shall be deemed to include:

(i) the right for each Party and its Affiliates to use (including without limitation the right to adapt, modify, convert, translate and copy) any Software Results of the Project; and

(ii) the right for each Party and its Affiliates in the normal course of its business to sublicense to any third party the rights described in Article 10.1.2(i) provided that:

(A) each such sublicense shall be made by an agreement in writing or in any other tangible legally equivalent method specifying the protective rights of the Party or Parties concerned, and protecting the confidential nature of the Proprietary Information made available to such third party; and

(B) each sublicensing Party and Affiliate shall obtain the previous written approval of the owner of the Software Results before sublicensing the rights described in Article 10.1.2(i) relating to the source code of any software program of said owner or any design data relating to such source code, to any third party, except that such approval is not required if and to the extent such Party and/or its Affiliate sublicense(s) the source code or the relating design data to any third party solely for the third party's own adaption, error correction, maintenance and/or support of said software program sublicensed to him or rightfully further sublicensed by him.

(C) any Party which is directly involved in the development of specific software results will have the same rights as the owner of the software results as described in 10.1.2.B., unless a written refusal to these rights is signed.

## 10.2 Access Rights for Exploitation

10.2.1 Notwithstanding the provisions of Article 7.1 each Party may enter into a technical cooperation or licensing arrangement with a third party in respect of any minor amounts of the Foreground Information of another Party (and any minor amounts of the Background Information of another Party which are associated with that Foreground Information) which have been unavoidably incorporated into or amalgamated with the first Party's own Foreground Information or Background Information. In such circumstances and upon request of the first Party, the other Party shall grant to it non-exclusive rights under its Foreground Information and minor amounts of Background Information against terms and conditions to be agreed, provided that no major business interest of such Party opposes the grant of such rights.

## 10.3 Access Rights for RTD and Exploitation

Subject to the provisions of Article 8.6 the royalty-free Access Rights in respect of any Foreground provided for in the Contract MM 1010, shall be deemed irrevocably granted as of the date of this Agreement.

## 10.4 Have Made Rights

Each of the Parties hereby agrees that, before any agreement concerning the application of the have-manufactured rights contained is reached with a third party by a Party which is not itself or whose Affiliates are not incorporated or established principally to undertake manufacturing activities and, due to its size or nature, is itself unable to commercialise the Foreground Information, the other Parties shall themselves have a prior right to agree to undertake such manufacturing on fair and reasonable terms and conditions.

## 10.5 Change of Control

Upon cessation of the control of an Affiliate any Access Rights granted to such Affiliate in respect of Foreground or Background shall lapse, provided however that Foreground Information which has been incorporated into the products, processes, software or services of such Affiliate or which has been amalgamated with such Affiliate's own information may continue to be used by such Affiliate. In such event, at the request of such Affiliate, the Parties shall grant to it non-exclusive licences under their Foreground Rights against terms and conditions to be agreed, provided that no major Business interests of such Parties oppose the grant of such licences. Upon such cessation of control, licences or user rights granted by such Affiliate to any Party under or in respect of Foreground or Background shall continue in full force and effect.

## 10.6 Joint Inventions

If, in the course of carrying out work on the Project, employees and/or Subcontractors and/or Associated Contract MM 1010, or of more than one Party jointly make an invention design or work, and if the features of such joint invention design or work are such that it is not possible to separate them for the purpose of applying for or obtaining the relevant patent protection or any other intellectual property rights, the Parties concerned may jointly apply for the relevant patent or any other intellectual property rights.

The arrangements for applying for and maintaining such patent or any other intellectual property rights shall be agreed between the Parties concerned on a case-by-case basis. So long as any such patent or any other intellectual property right is in force, the Parties concerned shall be entitled to use and to license such patent or any other intellectual property right without any financial compensation to or the consent of the other Parties concerned, but subject always to the terms of the Contract MM 1010,.

**Article 11****Standards**

11.1 A minor objectives of the Project is to contribute to the establishment of common European standards, the Parties hereby agree to make available to third parties when needs exists for doing so, licences relating to Foreground and Background to the same extent as members of ETSI are or will do in respect of their patents and other intellectual property rights, provided such common European standards are finally issued by ETSI.

**Article 12****No partnership or agency**

Nothing in this Agreement shall create a partnership or agency between the Parties or any of them, save that for the purposes of this Agreement and the Contract MM 1010, the Coordinator is entitled to act for the other Parties in accordance with the terms of the Contract MM 1010, and of Article 3.

**Article 13****Assignment**

No Party shall, without the prior written consent of the other Parties, assign or otherwise transfer partially or totally any of its rights and obligations under this Agreement.

This provision shall not apply when such assignment or transfer is in favour of an Affiliate of the Party making the assignment or transfer.

**Article 14****Termination**

14.1 No Party shall be entitled to withdraw from or to terminate this Agreement and/or its participation in the Project unless:

(a) that Party has obtained the prior written consent of the other Parties - such consent not to be unreasonably withheld - and also of the Commission to the withdrawal from, or termination of, the Contract MM 1010; or

(b) that Party's participation in the Contract MM 1010, is terminated by the Commission pursuant to the provisions of the Contract MM 1010, Article 9; or

(c) the Contract MM 1010, is terminated by the Commission for any reason whatsoever, provided always that a Party shall not by withdrawal or termination be relieved from

(i) any of its obligations under this Agreement which are intended to survive such event;

(ii) its responsibilities under this Agreement or the Contract MM 1010, in respect of that part of that Party's work on the Project which has been carried out (or which should have been carried out) up to the date of withdrawal or termination; or

(iii) any of its obligations or liabilities arising out of such withdrawal or termination.

14.2 If any Party's participation in the Contract MM 1010, is terminated by the Commission pursuant to the provisions of the Contract MM 1010, Article 9, then without prejudice to any other rights of the other Parties the provisions of Articles 4.B.3(e)(ii) and 8.6(a) and (b) shall apply correspondingly.

14.3 If any Party enters into bankruptcy or liquidation or any other arrangement for the benefit of its creditors the other Parties shall, subject to approval by the Commission, be entitled to take over the fulfilment of such Party's obligations and to receive subsequent payments under the Contract MM 1010, in respect thereof.

In such event all rights and obligations under the Contract MM 1010, and this Agreement shall in good faith be redistributed among the remaining Parties and the affected Party on the basis of the work performed by the affected Party prior to the occurrence of the above circumstance.

14.4 The provisions of Article 8 shall survive the expiration or termination of this Agreement (whether under Article 8.6 or otherwise) to the extent necessary to enable the Parties to pursue the remedies provided for in that Article.

14.5 The provisions of Articles 7 and 10 shall survive the termination or expiration of this Agreement.

14.6 Termination of the Agreement and/or cessation of licences granted to the Defaulting Party in accordance with Article 8.6 shall not terminate any sublicenses granted or agreed to be granted or offered by the Defaulting Party in accordance with Article 10.1.2 prior to the date on which such termination of the Agreement and/or cessation of licences becomes effective, provided that the Party or Parties which generated the Software Results so sublicensed shall have the right to have an assignment of the Defaulting Party's rights under such sublicenses.

## ***Article 15***

### **Settlement of Disputes**

15.1 Always, having regard to the Contract MM 1010, all disputes or differences arising in connection with this Agreement which cannot be settled amicably shall be subject to the jurisdiction of the appropriate national court of the Party who would be the prospective defendant in legal action on the issue.

## ***Article 16***

### **Language**

This Agreement is drawn up in English which language shall govern all documents, notices and meetings for its application and/or extension or in any other way relative thereto.

## ***Article 17***

### **Notices**

Any notice to be given under this Agreement shall be in writing to the following addresses and recipients. It shall be deemed to have been served when personally delivered, or, if transmitted by telefax, electronic or digital transmission when transmitted provided that such transmission is confirmed by receipt of a successful transmission report and confirmed by mail.

Ministry of Education and Science/  
Committee on European Schoolnet, Sweden  
**Ulf W Lundin**  
S-103 33 Stockholm  
Sweden  
Tel: +32 2 289 57 01  
Fax: + 32 2 289 56 99  
E-mail: ulf.lundin@mailbox.swipnet.se

Biblioteca di Documentazione Pedagogica  
Public Institution  
**Giovanni Biondi**  
Via Michelangelo Buonarroti, 10  
IT-50122 Florence  
Italy  
Tel: +39 55 238 0305  
Fax: +39 55 238 0330  
E-mail: gb@bdp.it

Ministry of Education, Denmark  
**Lilla Voss**  
Fredriksholms Kanal 25 G  
DK-1220 København K  
Denmark  
Tel: +45 33 92 5106  
Fax: +45 33 92 51 14  
E-mail: lilla.voss@uvm.dk

UNI-C, The Danish Computing Centre  
for Research and Education  
**Arne Sørensen**  
Olof Palmes Alle 38  
DK-8200 Aarhus N  
Denmark  
Tel: 5 89 37 66 66  
Fax: 45 89 37 66 77  
E-mail: Arne.Sorensen@uni-c.dk

Schulen ans Netz, Germany  
**Michael Drabe**  
Oberkasseler Str. 2  
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Germany  
Tel: +49 228 7004860  
Fax: +49 228 7004867  
E-mail: mdrabe@san-ev.de

Institute for Continuing Adult Education  
(IDEKE), Greece  
**Gerassimos Potamianos**  
Mitropoleos 60  
GR-105 63 Athens  
Greece  
Tel: +30 1 331 4931  
Fax: +30 1 331 4930  
E-mail: potamianos@ath.forthnet.gr

British Broadcasting Corporation (BBC)

**Jane Quinn**

Room 2136

BBC White City

201 Wood Lane

GB-W127TS London

United Kingdom

Tel: +181 752 5650

Fax: +181 752 4441

E-mail: jane.quinn@bbc.co.uk

Ministry of Education and Culture, Spain

Programa de Nuevas Tecnologías de la

Información y la Comunicación

**Agustín Quintana**

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Spain

Tel: +34 91 408 2000

Fax: +34 91 368 0709

E-mail: aquintana@pntic.mec.es

Sema Group, sae

Division de Ingeniería Software

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De Montfort University

European Union Office

**Michael Brown**

The Gateway

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United Kingdom

Tel: +44 116 250 6203

Fax: +44 116 250 6261

Ministry of Education, Culture and Science, The Netherlands

Department Process Management ICT

**Ferry J.M. de Rijcke**

Europaweg 4

P.O. Box 25000

NL-2700 LZ Zoetermeer

The Netherlands

Tel: +31 79 323 38 88

Fax: +31 79 323 41 12

E-mail: F.J.M.derijcke@minocw.nl

or to such other address and recipient as a Party may designate in respect of that Party by written notice to the others.

## ***Article 18***

### **Applicable Law**

This Agreement shall be construed according to and governed by the law provided in the Contract MM 1010, Article 12.

## ***Article 19***

### **Entire Agreement - Amendments**

This Agreement Contract MM 1010, and -when such exist(s)- Complementary Contract MM 1010,(s) constitute the entire agreement between the Parties in respect of the Project, and supersede all previous negotiations, commitments and writings concerning the Project.

Amendments or changes to this Agreement shall be valid only if made in writing and signed by an authorised signatory of each of the Parties.

AS WITNESS the Parties have caused this Agreement to be duly signed by the undersigned authorised representatives the day and year first above written.

Authorised to sign on behalf of

**Ministry of Education and Science/  
Committee on EUN, Sweden**

Signature

**Ulf W. Lundin**

**Institute Diarkous Katarsis kai  
Ekpedefsis**

Signature

**Gerassimos Potamianos**

**Biblioteca di Documentazione Pedagogica,  
BDP**

Signature

**Giovanni Biondi**

**British Broadcasting Corporation,  
BBC**

Signature

**Jane Quinn**

**Ministry of Education, Denmark**

Signature

**Lilla Voss**

**Ministry of Education and Culture,  
Spain**

Signature

**Eugenio Nasarre Goicoechea**

**UNI-C, The Danish Computing Centre for  
Research and Education**

Signature

**Arne Sørensen**

**SEMA Group SaE**

Signature

**José Luis Burgos**

**Schulen ans Netz**

Signature

**De Montfort University**

Signature

**Michael Drabe**

**Michael Brown**

**Ministerie van Onderwijs, Cultuur en  
Wetenschappen**

Signature

**Ferry J. M. De Rijcke**

## Appendix A

Details for each Party, its  
Project Share and the related  
share in funding.

C 1	441708	14,7%
A 1.1	56452	1,9%
A 1.2	90000	3,0%
A 1.3	3000	0,1%
A 1.4	3000	0,1%
A 1.5	3000	0,1%
A 1.6	3000	0,1%
A 1.7	3000	0,1%
A 1.8	3000	0,1%
A 1.9	3000	0,1%
A 1.12	3000	0,1%
C 2	124690	4,1%
A 2.1	30497	1,0%
C 3	91006	3,0%
A 3.1	28727	1,0%
A 3.2	28727	1,0%
A 3.3	28728	1,0%
A 3.4	49170	1,6%
A 3.5	19791	0,7%
C 4	313690	10,4%
A 4.1	149658	5,0%
A 4.2	136753	4,5%
A 4.3	144520	4,8%
A 4.4	66562	2,2%
A 4.5	91106	3,0%
A 4.6	77676	2,6%
A 4.7	83685	2,8%
C 5	40473	1,3%
A 5.1	45584	1,5%
A 5.2	24725	0,8%

C 6	44144	1,5%
A 6.1	15844	0,5%
A 6.2	39136	1,3%
A 6.3	16242	0,5%
A 6.4	6137	0,2%
C 7	115489	3,8%
A 7.1	44083	1,5%
A 7.2	44037	1,5%
C 8	54659	1,8%
C 9	130954	4,3%
A 9.1	27329	0,9%
A 9.2	9110	0,3%
A 9.3	8199	0,3%
A 9.4	9110	0,3%
A 9.5	70071	2,3%
C 10	39104	1,3%
A 10.1	28423	0,9%
A 10.2	22703	0,8%
A 10.3	47945	1,6%
A 10.4	20857	0,7%
A 10.5	20857	0,7%
A 10.6	4320	0,1%
A 10.7	4320	0,1%
C 11	3000	0,1%
Total	3014000	100,0%

Mr Klaus Draxler  
European Commission  
Directorate General XXII  
Education, Training & Youth  
B-7 5/55  
200 rue de la Loi  
B-1049 Bruxelles  
Belgium

31 March 1999

Dear Mr Draxler

**Project - LINGU@NET EUROPA**

**GRANT REQUEST**

On behalf of The Centre for Information on Language Teaching and Research (CiLT), I am writing to request financial support for the above project.

This is the second year of a project which involves the development of a networked Virtual Resource Centre on the teaching and learning of foreign languages which will be accessible to a multilingual, multicultural user population and linked to existing national information sources. The initial target groups are teachers and trainers, researchers, multipliers and policy makers. In the longer term, it will also target business organisations and adult learners. The concept of LINGU@NET EUROPA was developed following a feasibility study (including needs analysis) part-funded by the Lingua Programme. It also builds on national initiatives which have been developed in a number of member states, for example LINGU@NET-UK and LINGU@NET NEDERLAND. However, by developing a prototype which is accessible to and searchable by a multilingual population, the Virtual Resource Centre adds European value to such initiatives.

The detailed content of LINGU@NET EUROPA includes information on: accreditation, training and research; a materials showcase with downloadable sample materials; opportunities for interaction between users and providers. This is set out in more detail in the accompanying proposal, along with a description of the methodology to be adopted, the roles assigned to the partners in the consortium and the expected outcomes.

In the first year of the project, a prototype has been established which contains 800+ resources which are searchable in four access languages. These documents contain detailed classification and information in a user friendly format. By the end of the first year, this prototype will be widely accessible and user trials will have taken place in order to provide a basis for future refinement and development. An interim report for Year 1 and detailed outline of Year 2 activities and outcomes are also enclosed.

20 Bedfordbury  
London WC2N 4LB  
Director: Dr Lid King  
Tel: Information services - 0171 379 5110;  
Admin. - 0171 379 5101. Fax: 0171 379 5082  
E-mail: [firstname.lastname]@cilt.org.uk

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supported by Central Government funding

Mr Klaus Draxler/European Commission

31 March 1999

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CILT's role in the project is that of project co-ordinator. In addition, CILT will carry out the following tasks:

- co-ordination of management and Quality Assurance issues;
- contribution to development of access modes (indexing, classification, etc);
- provision of content for education and training;
- dissemination.

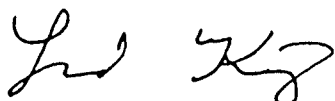
Key partners in France, Germany, Spain, Italy and the Netherlands have made significant contributions to the project in Year 1. Other partners - in Finland and Austria - have ensured the scalability of the prototype and in Year 2 agreement has been reached with additional partners in Belgium and Denmark who will strengthen the vocational and technical range of the project. A full list of partners is included in the proposal. In addition, Swiss and Canadian partners have participated in the project at their own expense and will continue to do so.

CILT was established in 1966 as an educational foundation charged with promoting capability in foreign language learning. It is the recognised UK Centre of expertise on foreign language learning, teaching and research and serves all sectors of education and training including the business world. It holds extensive resources and currently manages three WWW sites on language related issues. Within the UK, it is the centre of a resources and information network involving 19 centres in Scotland, Northern Ireland, Wales and the English regions.

We, and our partners, are extremely committed to the Lingu@net Europa project, which we believe meets some key objectives of the White Paper on education and training and the Green Paper on mobility. We believe that we have made an excellent beginning to a project which links and adds value to a range of developments on a European scale. We are therefore both confident and enthusiastic about developing this prototype into an interactive and scalable support tool for our target users.

We look forward to your response.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Lid King', written in a cursive style.

Dr Lid King  
DIRECTOR



EUROPEAN COMMISSION  
DIRECTORATE-GENERAL XXII  
EDUCATION, TRAINING AND YOUTH  
Directorate B

## LEONARDO DA VINCI

*Action programme for the implementation of a European Community  
Vocational training policy*

### GRANT REQUEST

---

To be returned to:

**Mr Klaus DRAXLER**  
**EUROPEAN COMMISSION**  
**Directorate General XXII**  
**Education, Training & Youth**  
**B-7 5/55**  
**200, rue de la Loi**  
**B – 1049 Bruxelles**

---

#### 1. Applicant

Name: Centre for Information on Language  
Teaching and Research  
Address: 20 Bedfordbury, Covent Garden  
Town: London  
Country: UK

Acronym (if applicable): *CILT*

Postal Code: WC2N 4LB  
Telephone: 1713795101  
Telefax: 1713795082

Name of the person in charge of the project: Dr Lid King  
e-mail: lid.king@cilt.org.uk

Telephone: 1713795101

Name of the person authorised to sign the agreement: Dr Lid King

Telephone: 1713795101

#### 2. Project title

Lingu@NET Europa

#### 3. Start and end date of project

July 1999 to June 2000 (Year 2)

#### 4. Location of the event

London, Paris, Utrecht, Florence, Madrid

5. **Type of action**
- ☐ Conference/Seminar (*supplementary form to be filled out – see point 13*)
  - ☐ Exhibition
  - ☐ Instruction material
  - ☐ Pilot project
  - ☐ Publication
  - ☐ Research action
  - ☐ Study visit
  - ☐ Technical assistance
  - ☐ Travel
  - ☒ Others (to be detailed)
6. **Target group of the project:**
- ☐ Adult unemployed people
  - ☒ Adults undergoing training
  - ☐ Children of migrant workers
  - ☐ Elderly people
  - ☐ Junior school pupils
  - ☐ Migrant workers
  - ☐ Secondary school pupils
  - ☐ Students (non-university higher education)
  - ☐ Students (university)
  - ☒ Teachers
  - ☐ Young people in transition
  - ☐ Young unemployed people
  - ☐ Young workers
  - ☐ Youth organisations
  - ☒ Others (to be detailed)
7. **Member State(s) participating in the project**  
UK, France, Germany, Spain, Finland, Netherlands, Italy, Austria, Belgium, Denmark
8. **Third-party State(s)**  
Switzerland, Canada (entirely self-funded)
9. **Multi-annual type of project**  
Agreement number of preceding phases:  
98-01-CLI-0223/98-21-TRA-0073-00
10. **Did you already take part in a LEONARDO DA VINCI project?**  
If yes, please state agreement reference number:  
Lingua Project No. 94-05-A5A-0077-00 (14/11/94) Feasibility Study plus the preceding phase of Lingu@NET Europa 98-01-CLI-0223/98-21-TRA-0073-00
11. **Detailed technical description of the project**  
To provide in enclosures:
- a) general description
  - b) objective
  - c) target people
  - d) expected results

12. **Budget** (Attention: all amounts to be given in Euro)

I. **EXPENSES**

1. <b>Personnel</b> (by category)			<b>PLANNED BUDGET</b>  (to be filled in when requesting grant)		<b>ACTUAL EXPENDITURE</b>  (to be filled in with final account)	
Category	Nr persons	Cost per man / days	Total nr men/ days	Total amount	Total nr men/days	Total amount
A Upper Management, Management	15	450	380	171 000		
B Technical Assistance	15	250	575	143 750		
C Secretariat	4	150	275	41 250		
Other (specify)						
<b>SUB-TOTAL</b>	<b>34</b>		<b>1 230</b>	<b>356 000</b>		

2. **General and administrative expenditure**

	<b>PLANNED BUDGET</b>  (to be filled in when requesting grant)	<b>ACTUAL EXPENDITURE</b>  (to be filled in with final account)
Office supplies	1 800	
Cost of using data-processing	3 300	
Telephone, fax, postage	6 950	
<b>SUB-TOTAL</b>	<b>12 050</b>	

For all individual amounts exceeding 1.500 EURO, please give a breakdown of costs (this does not apply to "Personnel" costs)

### 3. Specific costs

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>a) Travel and subsistence costs<sup>1</sup>:</b>  Travel: Subsistence:  N° of persons      4-21 N° of trips          6 Mode of transport   Air & Rail Average cost Subsistence /day    110 Total N° of days    208 Destinations (please give details on a separate sheet of object of visit, place visited, etc.)	13 410 22 880	
<b>SUB-TOTAL</b>	<b>36 290</b>	

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>b) Meeting costs:</b>  - Rent of room  - Interpretation  N° of languages: N° of days: Languages: Rate per diem:  - Equipment cost  - N° of participants:	2 500	
<b>SUB-TOTAL</b>	<b>2 500</b>	

<sup>1</sup>

subsistence rate includes hotel and meals

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>c) Publications / Documentation:</b>		
Type of publication (please specify) (brochure, conference material, publication of results of conference, books, periodicals, reports, etc.)	Brochure/Newsletter	
Preparation / production	2 500	
Translation	500	
N° of languages: 3		
N° of pages (+/-): 4		
Reproduction costs	2 000	
N° of copies: 4 000 + 2 500		
Distribution costs	1 000	
<b>d) Other dissemination expenses</b> (please specify)	5 500	
Seminar activity		
<b>SUB-TOTAL</b>	11 500	

**4. Others costs**  
(to be specified)

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>SUB-TOTAL</b>		
<b>TOTAL EXPENDITURE</b>		

## II. RECEIPTS/INCOME

	PLANNED RECEIPTS (to be filled in when requesting grant)	ACTUAL RECEIPTS (to be filled in with final account)
1. <b>European Commission</b>	200 000	
	(100 000 Leonardo	
	100 000 Socrates	
2. <b>Other</b> <i>(to be specified)</i> (from participants)	218 340	
<b>TOTAL RECEIPTS</b>	418 340	

**13. Conference/Seminar** *(to be filled in when the project is a conference/seminar)*

**I. Budget**

1)	<u>Preparation</u>		
	Personnel	:	
	Material	:	
	Travel	:	
	General Expenses	:	
			Sub-total :
			% of total :
2)	<u>Operation</u>		
	Travel	:	
	Rental of rooms	:	
	Rental of equipment	:	
	Accommodation	:	
	Meals	:	
			Sub-total :
			% of total :
3)	<u>External interventions</u>		
	Fees	:	
	Other costs	:	
			Sub-total :
			% of total :
4)	<u>Management/Secretariat</u>		
	Management	:	
	Reception	:	
	Documentation	:	
	Supplies	:	
	Typing	:	
	Others (telephone, etc.)	:	
			Sub-total :
			% of total :
5)	<u>Interpretation</u>		
	Interpreters	:	
	Rental of cabins	:	
	<i>Foreseen languages</i>	:	
			Sub-total :
			% of total :
6)	<u>Follow-up</u>		
	Publication of the proceedings	:	
	Others	:	
			Sub-total :
			% of total :
7)	<u>Others (specify)</u>	:	
		:	
		:	
		:	
			Sub-total :
			% of total :
	<b>TOTAL</b>		<b>(100%) :</b>

## II. Participants

*Specify number of participants and their status (civil servant, representative from private or public organisation...) and type and level of reimbursement envisaged.*

Category	Number of persons	Reimbursement travel costs (Yes/No)	Reimbursement daily expenses (Yes/No)
Commission		NO REIMBURSEMENT PERMITTED	NO REIMBURSEMENT PERMITTED
Other EU Institutions			
National Civil Servants			
Other (specify)			

### 14. Enclosures

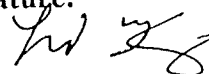
- Programme and list of participants (for a conference/seminar);
- Detailed technical description of the project (Point 11);
- Statutes (if you are requesting a grant for the first time;
- Breakdowns;;
- Travel and subsistence details.

### 15. Addressee

Please fill in the annexed sheet concerning the bank details  
Attention: Applicant (see point 1) and accountholder must be the same.

Date: 29/3/99

Signature:



N.B.:

- Total Expenditure must equal Total Receipts
- General and administrative expenditure must not exceed 10% of the total budget
- Salaries of officials working for ministries, local/regional authorities, or any governmental body cannot be covered by a Commission grant
- For further information concerning the form, please send a fax to the:

Leonardo da Vinci Budgetary Cell

+32 2 295 57 04

Mr Klaus Draxler  
European Commission  
Directorate General XXII  
Education, Training & Youth  
B-7 5/55  
200 rue de la Loi  
B-1049 Bruxelles  
Belgium

31 March 1999

Dear Mr Draxler

Project - LINGU@NET EUROPA

**GRANT REQUEST**

On behalf of The Centre for Information on Language Teaching and Research (CiLT), I am writing to request financial support for the above project.

This is the second year of a project which involves the development of a networked Virtual Resource Centre on the teaching and learning of foreign languages which will be accessible to a multilingual, multicultural user population and linked to existing national information sources. The initial target groups are teachers and trainers, researchers, multipliers and policy makers. In the longer term, it will also target business organisations and adult learners. The concept of LINGU@NET EUROPA was developed following a feasibility study (including needs analysis) part-funded by the Lingua Programme. It also builds on national initiatives which have been developed in a number of member states, for example LINGU@NET-UK and LINGU@NET NEDERLAND. However, by developing a prototype which is accessible to and searchable by a multilingual population, the Virtual Resource Centre adds European value to such initiatives.

The detailed content of LINGU@NET EUROPA includes information on: accreditation, training and research; a materials showcase with downloadable sample materials; opportunities for interaction between users and providers. This is set out in more detail in the accompanying proposal, along with a description of the methodology to be adopted, the roles assigned to the partners in the consortium and the expected outcomes.

In the first year of the project, a prototype has been established which contains 800+ resources which are searchable in four access languages. These documents contain detailed classification and information in a user friendly format. By the end of the first year, this prototype will be widely accessible and user trials will have taken place in order to provide a basis for future refinement and development. An interim report for Year 1 and detailed outline of Year 2 activities and outcomes are also enclosed.

20 Bedfordbury  
London WC2N 4LB  
Director: Dr Lid King  
Tel: Information services - 0171 379 5110;  
Admin. - 0171 379 5101. Fax: 0171 379 5082  
E-mail: [firstname.lastname]@cilt.org.uk  
A registered educational charity no 313938,  
supported by Central Government funding

Mr Klaus Draxler/European Commission

31 March 1999

Page 2

CILT's role in the project is that of project co-ordinator. In addition, CILT will carry out the following tasks:

- co-ordination of management and Quality Assurance issues;
- contribution to development of access modes (indexing, classification, etc);
- provision of content for education and training;
- dissemination.

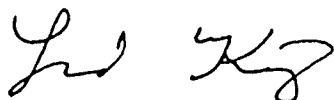
Key partners in France, Germany, Spain, Italy and the Netherlands have made significant contributions to the project in Year 1. Other partners - in Finland and Austria - have ensured the scalability of the prototype and in Year 2 agreement has been reached with additional partners in Belgium and Denmark who will strengthen the vocational and technical range of the project. A full list of partners is included in the proposal. In addition, Swiss and Canadian partners have participated in the project at their own expense and will continue to do so.

CILT was established in 1966 as an educational foundation charged with promoting capability in foreign language learning. It is the recognised UK Centre of expertise on foreign language learning, teaching and research and serves all sectors of education and training including the business world. It holds extensive resources and currently manages three WWW sites on language related issues. Within the UK, it is the centre of a resources and information network involving 19 centres in Scotland, Northern Ireland, Wales and the English regions.

We, and our partners, are extremely committed to the Lingu@net Europa project, which we believe meets some key objectives of the White Paper on education and training and the Green Paper on mobility. We believe that we have made an excellent beginning to a project which links and adds value to a range of developments on a European scale. We are therefore both confident and enthusiastic about developing this prototype into an interactive and scalable support tool for our target users.

We look forward to your response.

Yours sincerely

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Dr Lid King  
DIRECTOR



EUROPEAN COMMISSION  
DIRECTORATE-GENERAL XXII  
EDUCATION, TRAINING AND YOUTH  
Directorate B

## LEONARDO DA VINCI

*Action programme for the implementation of a European Community  
Vocational training policy*

### GRANT REQUEST

---

To be returned to:

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**EUROPEAN COMMISSION**  
**Directorate General XXII**  
**Education, Training & Youth**  
**B-7 5/55**  
**200, rue de la Loi**  
**B – 1049 Bruxelles**

---

#### 1. Applicant

Name: Centre for Information on Language  
Teaching and Research  
Address: 20 Bedfordbury, Covent Garden  
Town: London  
Country: UK

Acronym (if applicable): *CILT*

Postal Code: WC2N 4LB  
Telephone: 1713795101  
Telefax: 1713795082

Name of the person in charge of the project: Dr Lid King  
e-mail: lid.king@cilt.org.uk

Telephone: 1713795101

Name of the person authorised to sign the agreement: Dr Lid King

Telephone: 1713795101

#### 2. Project title

Lingu@NET Europa

#### 3. Start and end date of project

July 1999 to June 2000 (Year 2)

#### 4. Location of the event

London, Paris, Utrecht, Florence, Madrid

5. **Type of action**
- ☐ Conference/Seminar (*supplementary form to be filled out – see point 13*)
  - ☐ Exhibition
  - ☐ Instruction material
  - ☐ Pilot project
  - ☐ Publication
  - ☐ Research action
  - ☐ Study visit
  - ☐ Technical assistance
  - ☐ Travel
  - ☒ Others (to be detailed)
6. **Target group of the project:**
- ☐ Adult unemployed people
  - ☒ Adults undergoing training
  - ☐ Children of migrant workers
  - ☐ Elderly people
  - ☐ Junior school pupils
  - ☐ Migrant workers
  - ☐ Secondary school pupils
  - ☐ Students (non-university higher education)
  - ☐ Students (university)
  - ☒ Teachers
  - ☐ Young people in transition
  - ☐ Young unemployed people
  - ☐ Young workers
  - ☐ Youth organisations
  - ☒ Others (to be detailed)
7. **Member State(s) participating in the project**  
UK, France, Germany, Spain, Finland, Netherlands, Italy, Austria, Belgium, Denmark
8. **Third-party State(s)**  
Switzerland, Canada (entirely self-funded)
9. **Multi-annual type of project**  
Agreement number of preceding phases:  
98-01-CLI-0223/98-21-TRA-0073-00
10. **Did you already take part in a LEONARDO DA VINCI project?**  
If yes, please state agreement reference number:  
Lingua Project No. 94-05-A5A-0077-00 (14/11/94) Feasibility Study plus the preceding phase of Lingu@NET Europa 98-01-CLI-0223/98-21-TRA-0073-00
11. **Detailed technical description of the project**  
To provide in enclosures:
- a) general description
  - b) objective
  - c) target people
  - d) expected results

**12. Budget** (Attention: all amounts to be given in Euro)

**I. EXPENSES**

1. <u>Personnel</u> (by category)			PLANNED BUDGET  (to be filled in when requesting grant)		ACTUAL EXPENDITURE  (to be filled in with final account)	
Category	Nr persons	Cost per man / days	Total nr men/ days	Total amount	Total nr men/days	Total amount
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B Technical Assistance	15	250	575	143 750		
C Secretariat	4	150	275	41 250		
Other (specify)						
<b>SUB-TOTAL</b>	<b>34</b>		<b>1 230</b>	<b>356 000</b>		

**2. General and administrative expenditure**

	PLANNED BUDGET  (to be filled in when requesting grant)	ACTUAL EXPENDITURE  (to be filled in with final account)
Office supplies	1 800	
Cost of using data-processing	3 300	
Telephone, fax, postage	6 950	
<b>SUB-TOTAL</b>	<b>12 050</b>	

For all individual amounts exceeding 1.500 EURO, please give a breakdown of costs (this does not apply to "Personnel" costs)

### 3. Specific costs

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>a) Travel and subsistence costs<sup>1</sup>:</b>  Travel: Subsistence:  N° of persons      4-21 N° of trips          6 Mode of transport   Air & Rail Average cost Subsistence /day    110 Total N° of days    208 Destinations (please give details on a separate sheet of object of visit, place visited, etc.)	13 410 22 880	
<b>SUB-TOTAL</b>	<b>36 290</b>	

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>b) Meeting costs:</b>  - Rent of room  - Interpretation  N° of languages: N° of days: Languages: Rate per diem:  - Equipment cost  - N° of participants:	2 500	
<b>SUB-TOTAL</b>	<b>2 500</b>	

<sup>1</sup>

subsistence rate includes hotel and meals

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>c) Publications / Documentation:</b>		
Type of publication (please specify) (brochure, conference material, publication of results of conference, books, periodicals, reports, etc.)	Brochure/Newsletter	
Preparation / production	2 500	
Translation	500	
N° of languages: 3		
N° of pages (+/-): 4		
Reproduction costs	2 000	
N° of copies: 4 000 + 2 500		
Distribution costs	1 000	
<b>d) Other dissemination expenses</b> (please specify)	5 500	
Seminar activity		
<b>SUB-TOTAL</b>	11 500	

**4. Others costs**  
(to be specified)

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>SUB-TOTAL</b>		
<b>TOTAL EXPENDITURE</b>		

## II. RECEIPTS/INCOME

	PLANNED RECEIPTS (to be filled in when requesting grant)	ACTUAL RECEIPTS (to be filled in with final account)
1. <b>European Commission</b>	200 000 (100 000 Leonardo 100 000 Socrates)	
2. <b>Other</b> <i>(to be specified)</i> (from participants)	218 340	
<b>TOTAL RECEIPTS</b>	418 340	

**13. Conference/Seminar** *(to be filled in when the project is a conference/seminar)*

**I. Budget**

1) <u>Preparation</u>			
Personnel	:		
Material	:		
Travel	:		
General Expenses	:	Sub-total	:
		% of total	:
2) <u>Operation</u>			
Travel	:		
Rental of rooms	:		
Rental of equipment	:		
Accommodation	:		
Meals	:	Sub-total	:
		% of total	:
3) <u>External interventions</u>			
Fees	:		
Other costs	:	Sub-total	:
		% of total	:
4) <u>Management/Secretariat</u>			
Management	:		
Reception	:		
Documentation	:		
Supplies	:		
Typing	:		
Others (telephone, etc.)	:	Sub-total	:
		% of total	:
5) <u>Interpretation</u>			
Interpreters	:		
Rental of cabins	:		
Foreseen languages	:	Sub-total	:
		% of total	:
6) <u>Follow-up</u>			
Publication of the proceedings	:	Sub-total	:
Others	:	% of total	:
7) <u>Others (specify)</u>	:		
	:		
	:		
	:		
	:	Sub-total	:
		% of total	:
<b>TOTAL</b>		<b>(100%)</b>	<b>:</b>

## II. Participants

*Specify number of participants and their status (civil servant, representative from private or public organisation...) and type and level of reimbursement envisaged.*

Category	Number of persons	Reimbursement travel costs (Yes/No)	Reimbursement daily expenses (Yes/No)
Commission		NO REIMBURSEMENT PERMITTED	NO REIMBURSEMENT PERMITTED
Other EU Institutions			
National Civil Servants			
Other (specify)			

### 14. Enclosures

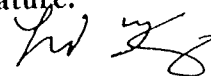
- Programme and list of participants (for a conference/seminar);
- Detailed technical description of the project (Point 11);
- Statutes (if you are requesting a grant for the first time;
- Breakdowns;;
- Travel and subsistence details.

### 15. Addressee

Please fill in the annexed sheet concerning the bank details  
Attention: Applicant (see point 1) and accountholder must be the same.

Date: 29/3/99

Signature:



N.B.:

- Total Expenditure must equal Total Receipts
- General and administrative expenditure must not exceed 10% of the total budget
- Salaries of officials working for ministries, local/regional authorities, or any governmental body cannot be covered by a Commission grant
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Leonardo da Vinci Budgetary Cell

+32 2 295 57 04



Genève, le  
2, rue Théodore-de-Bèze 26 août 1999

L'Net

Département de l'instruction publique

Centre Pédagogique des  
Technologies de l'Information  
et de la Communication  
CPTIC

Case postale 3144  
1211 GENÈVE 3

Note à :

Madame Christine CAPPI  
Office fédéral pour l'éducation et la  
science  
Hallwylstrasse 4  
3003 Berne

Concerne : poursuite de la participation suisse au projet SOCRATES / LINGUANET-  
EUROPA (LEO-SOC/98/05) - 2ème année

Cher Madame,

Suite à notre entretien téléphonique de ce jour, je suis en mesure de vous transmettre le dossier complet afin de finaliser la suite de la participation suisse (CPTIC/CTIE) au projet SOCRATES / LINGUANET-EUROPA (2<sup>ème</sup> année).

Je vous remets donc :

- copie du contrat qui doit être signé encore par la Commission à Bruxelles pour le seconde année avec le contractant principal - CILT (le descriptif de base est déjà en votre possession dans le dossier de la première année) ;
- un résumé synthétique en 7 points (1 à 7) ;
- le rapport scientifique intermédiaire, clôturant la première année ;
- un texte utile pour la prolongation de la deuxième année du contrat OFES (en 5 points de I à V) ;
- le tableau de CILT pour les ressources de la deuxième année.

En espérant vous avoir transmis tous les renseignements nécessaires, je reste à votre disposition pour toute information complémentaire.

Avec mes meilleures salutations.

R. Morel

Annexes : ment.

Copie à : M. Francis Moret, directeur du CTIE



Centre for Information  
on Language Teaching and Research

Mr Klaus Draxler  
European Commission  
Directorate General XXII  
Education, Training & Youth  
B-7 5/55  
200 rue de la Loi  
B-1049 Bruxelles  
Belgium

31 March 1999

Dear Mr Draxler

Project - LINGU@NET EUROPA

#### GRANT REQUEST

On behalf of The Centre for Information on Language Teaching and Research (CILT), I am writing to request financial support for the above project.

This is the second year of a project which involves the development of a networked Virtual Resource Centre on the teaching and learning of foreign languages which will be accessible to a multilingual, multicultural user population and linked to existing national information sources. The initial target groups are teachers and trainers, researchers, multipliers and policy makers. In the longer term, it will also target business organisations and adult learners. The concept of LINGU@NET EUROPA was developed following a feasibility study (including needs analysis) part-funded by the Lingua Programme. It also builds on national initiatives which have been developed in a number of member states, for example LINGU@NET-UK and LINGU@NET NEDERLAND. However, by developing a prototype which is accessible to and searchable by a multilingual population, the Virtual Resource Centre adds European value to such initiatives.

The detailed content of LINGU@NET EUROPA includes information on: accreditation, training and research; a materials showcase with downloadable sample materials; opportunities for interaction between users and providers. This is set out in more detail in the accompanying proposal, along with a description of the methodology to be adopted, the roles assigned to the partners in the consortium and the expected outcomes.

In the first year of the project, a prototype has been established which contains 800+ resources which are searchable in four access languages. These documents contain detailed classification and information in a user friendly format. By the end of the first year, this prototype will be widely accessible and user trials will have taken place in order to provide a basis for future refinement and development. An interim report for Year 1 and detailed outline of Year 2 activities and outcomes are also enclosed.

20 Bedfordbury

London WC2N 4LB

Director: Dr Lid King

Tel: Information services - 0171 379 5110;

Admin. - 0171 379 5101. Fax: 0171 379 5082

E-mail: [firstname.lastname@cilt.org.uk]

A registered educational charity no 313938,  
supported by Central Government funding

Mr Klaus Draxler/European Commission

31 March 1999

Page 2

CILT's role in the project is that of project co-ordinator. In addition, CILT will carry out the following tasks:

- co-ordination of management and Quality Assurance issues;
- contribution to development of access modes (indexing, classification, etc);
- provision of content for education and training;
- dissemination.

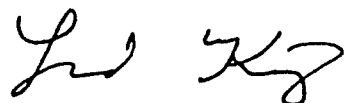
Key partners in France, Germany, Spain, Italy and the Netherlands have made significant contributions to the project in Year 1. Other partners - in Finland and Austria - have ensured the scalability of the prototype and in Year 2 agreement has been reached with additional partners in Belgium and Denmark who will strengthen the vocational and technical range of the project. A full list of partners is included in the proposal. In addition, Swiss and Canadian partners have participated in the project at their own expense and will continue to do so.

CILT was established in 1966 as an educational foundation charged with promoting capability in foreign language learning. It is the recognised UK Centre of expertise on foreign language learning, teaching and research and serves all sectors of education and training including the business world. It holds extensive resources and currently manages three WWW sites on language related issues. Within the UK, it is the centre of a resources and information network involving 19 centres in Scotland, Northern Ireland, Wales and the English regions.

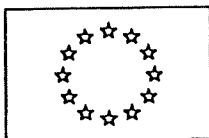
We, and our partners, are extremely committed to the Lingu@net Europa project, which we believe meets some key objectives of the White Paper on education and training and the Green Paper on mobility. We believe that we have made an excellent beginning to a project which links and adds value to a range of developments on a European scale. We are therefore both confident and enthusiastic about developing this prototype into an interactive and scalable support tool for our target users.

We look forward to your response.

Yours sincerely



Dr Lid King  
DIRECTOR



EUROPEAN COMMISSION  
DIRECTORATE-GENERAL XXII  
EDUCATION, TRAINING AND YOUTH  
Directorate B

## LEONARDO DA VINCI

*Action programme for the implementation of a European Community  
Vocational training policy*

### GRANT REQUEST

To be returned to:

**Mr Klaus DRAXLER**  
**EUROPEAN COMMISSION**  
**Directorate General XXII**  
**Education, Training & Youth**  
**B-7 5/55**  
**200, rue de la Loi**  
**B – 1049 Bruxelles**

#### 1. Applicant

Name: Centre for Information on Language  
Teaching and Research  
Address: 20 Bedfordbury, Covent Garden  
Town: London  
Country: UK

Acronym (if applicable): *CILT*

Postal Code: WC2N 4LB  
Telephone: 1713795101  
Telefax: 1713795082

Name of the person in charge of the project: Dr Lid King  
e-mail: lid.king@cilt.org.uk

Telephone: 1713795101

Name of the person authorised to sign the agreement: Dr Lid King

Telephone: 1713795101

#### 2. Project title

Lingu@NET Europa

#### 3. Start and end date of project

July 1999 to June 2000 (Year 2)

#### 4. Location of the event

London, Paris, Utrecht, Florence, Madrid

5. **Type of action**
- ☐ Conference/Seminar (*supplementary form to be filled out – see point 13*)
  - ☐ Exhibition
  - ☐ Instruction material
  - ☐ Pilot project
  - ☐ Publication
  - ☐ Research action
  - ☐ Study visit
  - ☐ Technical assistance
  - ☐ Travel
  - ☒ Others (to be detailed)
6. **Target group of the project:**
- ☐ Adult unemployed people
  - ☒ Adults undergoing training
  - ☐ Children of migrant workers
  - ☐ Elderly people
  - ☐ Junior school pupils
  - ☐ Migrant workers
  - ☐ Secondary school pupils
  - ☐ Students (non-university higher education)
  - ☐ Students (university)
  - ☒ Teachers
  - ☐ Young people in transition
  - ☐ Young unemployed people
  - ☐ Young workers
  - ☐ Youth organisations
  - ☒ Others (to be detailed)
7. **Member State(s) participating in the project**  
UK, France, Germany, Spain, Finland, Netherlands, Italy, Austria, Belgium, Denmark
8. **Third-party State(s)**  
Switzerland, Canada (entirely self-funded)
9. **Multi-annual type of project**  
Agreement number of preceding phases:  
98-01-CLI-0223/98-21-TRA-0073-00
10. **Did you already take part in a LEONARDO DA VINCI project?**  
If yes, please state agreement reference number:  
Lingua Project No. 94-05-A5A-0077-00 (14/11/94) Feasibility Study plus the preceding phase of Lingu@NET Europa 98-01-CLI-0223/98-21-TRA-0073-00
11. **Detailed technical description of the project**  
To provide in enclosures:
- a) general description
  - b) objective
  - c) target people
  - d) expected results

**12. Budget** (Attention: all amounts to be given in Euro)

**I. EXPENSES**

**1. Personnel**  
(by category)

			<b>PLANNED BUDGET</b>		<b>ACTUAL EXPENDITURE</b>	
			(to be filled in when requesting grant)		(to be filled in with final account)	
Category	Nr persons	Cost per man / days	Total nr men/ days	Total amount	Total nr men/days	Total amount
<b>A</b> Upper Management, Management	15	450	380	171 000		
<b>B</b> Technical Assistance	15	250	575	143 750		
<b>C</b> Secretariat	4	150	275	41 250		
Other (specify)						
<b>SUB-TOTAL</b>	<b>34</b>		<b>1 230</b>	<b>356 000</b>		

**2. General and administrative expenditure**

	<b>PLANNED BUDGET</b>	<b>ACTUAL EXPENDITURE</b>
	(to be filled in when requesting grant)	(to be filled in with final account)
Office supplies	1 800	
Cost of using data-processing	3 300	
Telephone, fax, postage	6 950	
<b>SUB-TOTAL</b>	<b>12 050</b>	

For all individual amounts exceeding 1.500 EURO, please give a breakdown of costs (this does not apply to "Personnel" costs)

### 3. Specific costs

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>a) Travel and subsistence costs<sup>1</sup>:</b>  Travel: Subsistence:  N° of persons 4-21 N° of trips 6 Mode of transport Air & Rail Average cost Subsistence /day 110 Total N° of days 208 Destinations (please give details on a separate sheet of object of visit, place visited, etc.)	13 410 22 880	
<b>SUB-TOTAL</b>	<b>36 290</b>	

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>b) Meeting costs:</b>  - Rent of room  - Interpretation  N° of languages: N° of days: Languages: Rate per diem:  - Equipment cost  - N° of participants:	2 500	
<b>SUB-TOTAL</b>	<b>2 500</b>	

<sup>1</sup>

subsistence rate includes hotel and meals

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>c) Publications / Documentation:</b>		
Type of publication (please specify) (brochure, conference material, publication of results of conference, books, periodicals, reports, etc.)	Brochure/Newsletter	
Preparation / production	2 500	
Translation	500	
N° of languages: 3		
N° of pages (+/-): 4		
Reproduction costs	2 000	
N° of copies: 4 000 + 2 500		
Distribution costs	1 000	
<b>d) Other dissemination expenses</b> (please specify)	5 500	
Seminar activity		
<b>SUB-TOTAL</b>	11 500	

**4. Others costs**  
(to be specified)

	PLANNED BUDGET (to be filled in when requesting grant)	ACTUAL EXPENDITURE (to be filled in with final account)
<b>SUB-TOTAL</b>		
<b>TOTAL EXPENDITURE</b>		

## II. RECEIPTS/INCOME

	PLANNED RECEIPTS (to be filled in when requesting grant)	ACTUAL RECEIPTS (to be filled in with final account)
1. <b>European Commission</b>	200 000 (100 000 Leonardo 100 000 Socrates)	
2. <b>Other</b> <i>(to be specified)</i> (from participants)	218 340	
<b>TOTAL RECEIPTS</b>	418 340	

**13. Conference/Seminar** *(to be filled in when the project is a conference/seminar)*

**I. Budget**

1) <u>Preparation</u>			
Personnel	:		
Material	:		
Travel	:		
General Expenses	:		
		<b>Sub-total</b>	:
		<b>% of total</b>	:
2) <u>Operation</u>			
Travel	:		
Rental of rooms	:		
Rental of equipment	:		
Accommodation	:		
Meals	:		
		<b>Sub-total</b>	:
		<b>% of total</b>	:
3) <u>External interventions</u>			
Fees	:		
Other costs	:		
		<b>Sub-total</b>	:
		<b>% of total</b>	:
4) <u>Management/Secretariat</u>			
Management	:		
Reception	:		
Documentation	:		
Supplies	:		
Typing	:		
Others (telephone, etc.)	:		
		<b>Sub-total</b>	:
		<b>% of total</b>	:
5) <u>Interpretation</u>			
Interpreters	:		
Rental of cabins	:		
<i>Foreseen languages</i>	:		
		<b>Sub-total</b>	:
		<b>% of total</b>	:
6) <u>Follow-up</u>			
Publication of the proceedings	:		
Others	:		
		<b>Sub-total</b>	:
		<b>% of total</b>	:
7) <u>Others (specify)</u>	:		
	:		
	:		
	:		
	:		
		<b>Sub-total</b>	:
		<b>% of total</b>	:
<b>TOTAL</b>		<b>(100%)</b>	:

## II. Participants

*Specify number of participants and their status (civil servant, representative from private or public organisation...) and type and level of reimbursement envisaged.*

Category	Number of persons	Reimbursement travel costs (Yes/No)	Reimbursement daily expenses (Yes/No)
Commission		NO REIMBURSEMENT PERMITTED	NO REIMBURSEMENT PERMITTED
Other EU Institutions			
National Civil Servants			
Other (specify)			

### 14. Enclosures

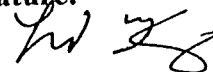
- Programme and list of participants (for a conference/seminar);
- Detailed technical description of the project (Point 11);
- Statutes (if you are requesting a grant for the first time;
- Breakdowns;;
- Travel and subsistence details.

### 15. Addressee

Please fill in the annexed sheet concerning the bank details  
Attention: Applicant (see point 1) and accountholder must be the same.

Date: 29/3/99

Signature:



N.B.:

- Total Expenditure must equal Total Receipts
- General and administrative expenditure must not exceed 10% of the total budget
- Salaries of officials working for ministries, local/regional authorities, or any governmental body cannot be covered by a Commission grant
- For further information concerning the form, please send a fax to the:

**Leonardo da Vinci Budgetary Cell**

**+32 2 295 57 04**

# Projet SOCRATES (Lingu@net-EUROPA)

## 1. Description du contexte

Le projet SOCRATES (Lingu@net-EUROPA) a été accepté, car il est centré sur des thèmes jugés fondamentaux à Bruxelles :

- **la promotion de la compréhension entre cultures;**
- **l'encouragement de la mobilité des citoyens Européens**
- **un accès démocratique à la société de l'information globalisée .**

Tous ces éléments supposent des compétences linguistiques importantes, une habileté fondamentale de la construction dans une Europe plus ouverte.

On constate malheureusement que la compréhension et la communication entre les peuples est rendue difficile à cause du fait qu'il n'y a pas de lieu de rencontre culturel naturel pour accéder aux outils et aux ressources nécessaires à l'apprentissage et à l'enseignement des langues au niveau général européen. Ceci entraîne que des données sont laissées en friche, que des synergies sont ignorées et que des projets sont dupliqués sans nécessité.

La réponse à ces problèmes réside en la construction d'un accès facile et compréhensible aux ressources clés dans le domaine de l'apprentissage et l'enseignement des langues. En se fondant sur un mélange dynamique d'outils technologiques et de compréhension entre les cultures, le projet se propose de construire un prototype de

**Centre de ressources virtuelles sur l'apprentissage et l'enseignement des langues: Lingu@net-EUROPA.**

Ces ressources seront offertes et rendues accessibles à une population multilingue et multiculturelle au travers de sources d'information et des services en lignes nationaux, fédérés au sein d'un serveur procurant des services au niveau européen, le serveur EUROPA.

## **2. Les objectifs du projet SOCRATES Lingu@net-EUROPA**

Le projet se propose de réaliser les points suivants:

### **2.1 Un accès à des contenus réellement utilisables**

Ces derniers doivent correspondre aux besoins réels des utilisateurs, avoir une application immédiate et naturelle et être conçus pour durer au delà de la période prévue pour le projet. Les procédures d'évaluation de la qualité des prestations et des services offerts doivent être faciles à comprendre et résister aux contraintes d'un usage intensif et efficace. De là découle que les contenus offerts toucheront les domaines suivants:

- information en relation avec l'enseignement et l'apprentissage de langues étrangères, y compris des ressources sur l'évaluation des connaissances, sur la formation continue et sur la recherche;
- une vitrine de matériel offrant des ressources téléchargeables cohérentes, avec des exemples d'utilisation, d'applications reconnues, doublées de possibilités de dialogue et réponses aux questions en ligne;
- des ouvertures et des contacts entre organisateurs, décideurs, politiques, experts, diffuseurs, fournisseurs de contenus et utilisateurs.

### **2.2 Un accès au travers d'une interface utilisateur simple**

Cela signifie:

- la mise sur pied d'interface d'utilisation et de formats communs, en phase avec un public multiculturel, multilingue;
- la création d'un serveur de ressources qui prenne en compte des valeurs et des priorités nationales et régionales tout en offrant de la valeur ajoutée européenne.

### **2.3 La stimulation de production de valeur ajoutée**

Lingu@net-EUROPA se propose d'initier, de soutenir et d'encourager un certain nombre de ressources-clé:

- encourager et soutenir l'utilisation de ressources existantes, en particulier de matériel multimédia en ligne dans tous les secteurs de l'apprentissage et de l'enseignement des langues (par ex. par la stimulation des marchés)
- partager les connaissances et les savoir-faire centrés sur l'utilisation de ces ressources (par la recherche sur les habitudes des apprenants/clients confrontés aux ressources en ligne, le développement des compétences des apprenant dans l'usage des TIC, la formation continue, etc.);
- appliquer les savoir acquis à d'autres domaines et par là donner accès à toute une série de produits européens sur une échelle globale dans le domaine spécifique de données multilingues accessibles en ligne.

### **3. Les partenaires du projet**

Le projet est réalisé dans le cadre d'un consortium regroupant des compétences et expertises couvrant tous les domaines du projet:

- des centres de ressources du secteur privé et public qui ont une pratique confirmée dans le domaine des TIC;
- des institutions de niveau national et des universités disposant de savoir-faire et de connaissance techniques;
- des multiplicateurs et des diffuseurs en contact avec des groupes d'utilisateurs provenant de tous les secteurs de l'éducation comme de la formation professionnelles.

Les partenaires-clé de ce projet sont les suivants et ils se sont engagés pour une période de trente mois:

CILT, Royaume Uni; le Goethe Institut (Allemagne); AGERCEL (France); l'Université de Helsinki, BDP (Finlande); l'Université polytechnique de Madrid; ECML, Conseil de l'Europe (Autriche). Deux partenaires sont extra-européens: le Canada et la Suisse qui apportent une contribution entièrement financée par leurs pays respectifs.

Un équilibre nécessaire sera assuré entre les secteurs publics et privés autant parmi les fournisseurs de contenu que dans le domaine de l'éducation.

### **4. Durée**

Conçu dans un cadre global de 5 ans, avec les deux premières années financées par l'Union européenne, le projet comporte trois phases distinctes:

- création d'un prototype de serveur (an 1);
- implémentation et généralisation du modèle (an 2 + 6 mois)
- autonomie du projet (deux dernières années et demi).

La première année est constituée des phases suivantes:

a) Développement du prototype (mois 1-6) sur trois ou quatre langues de départ (anglais, français, allemand et néerlandais). Cette période culmine par la mise en ligne et le test du prototype.

b) Développement de contenus et de services, selon les lignes suivantes: maintenance du serveur Lingu@net-EUROPA, recherche dans le domaine des moteurs de recherche multilingues, formation, évaluation, liens avec des sites existants et répondants aux critères de qualité de Lingu@net-EUROPA, test de moteurs de recherche spécifique, réponses/aide aux utilisateurs.

Notons que la première année est décalée dans le temps à cause des retards dans les processus de décision de l'UE (notification le 3 juillet 1998, projet signé fin juillet).

## 5. **Financement**

Le financement suisse pour la première année est assuré complètement par l'OFES (aucun subside de Bruxelles) et se monte à environ SFr. 61'200.- . Le CTIE assure la gestion du financement pour la cohérence avec la projet EUN Schoolnet.

## 6. **Résultats après la première année**

cf. rapport intermédiaire en annexe.

## 7. **Bénéfices d'une participation genevoise et suisse**

La problématique débattue est au coeur d'une réflexion entamée il y a près de 10 ans et elle comporte déjà plusieurs expériences concrètes réalisées par le CPTIC (ex-CIP), le CRPP et TECFA.

Les questions étudiées dans le cadre du projet SOCRATES (Lingu@net-EUROPA) s'inscrivent dans les préoccupations de la **CDIP-CH** d'une part (apprentissage des langues II) et de celles du **DIP à Genève** concrétisées dans le projet « Apprendre à communiquer » : les TIC au service de l'apprentissage de la langue seconde). **Cette convergence coïncide avec les initiatives identiques notamment de plusieurs pays européens** et la synergie envisagée alimentera à la fois les réflexions d'ordre théorique que des actions pratiques sur le terrain.



## PROGRAMMES DE RECHERCHE DE L'UE

# RAPPORT SCIENTIFIQUE

PROGRAMME *SOCRATES*

NO. OFES *LEO-SOC/98/05*

NO. CONTRAT-CE *98-01-CL1-0223/98-21* TRA-0073-cc

TITRE DU PROJET ET ACRONYME

*LINGUANET - EUROPA*

☒ **RAPPORT INTERMÉDIAIRE** (*1ère année*)

☐ **RAPPORT FINAL**

POUR LA PÉRIODE : DU *1.8.98* AU *31.7.99*

**BÉNÉFICIAIRE DU SUBSIDE FÉDÉRAL**

NOM *MOREL* PRÉNOM *RAYMOND*

SOCIÉTÉ / INSTITUT *CPTIC*

TÉL. *(022) 318 05 30* FAX *(022) 318 05 35*

ADRESSE *CP 3144*

*CH 1211 GENEVE 3*

- Ce rapport complet et signé doit être remis en deux exemplaires sur papier et par Courriel (europrogram@bbw.admin.ch) ou sur disquette à l'OFES.
- Les rapports annuels ainsi que le rapport final rédigés pour la Commission européenne sont à annexer à ce rapport, sauf s'ils ont déjà été envoyés à l'OFES.
- Ce formulaire, sous format Word, peut être téléchargé du site web de l'OFES : <http://www.admin.ch/bbw/f/forschint/rahmen/formular.html>

Lieu et date

*Genève, le 26.8.99*

Signature du bénéficiaire responsable

*R. Morel*

PROGRAMME:



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TITRE: *LINGUAXNET - EUROPA*

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BÉNÉFICIAIRE *R. MOREL & F. MORET*  
INSTITUT/ENTREPRISE *CPTIC à Genève et CTIE à Berne*  
DURÉE DU PROJET *3 ans (fin de la 1<sup>re</sup> année) [1.8.98 - 31.7.99]*  
MONTANT OFES *FRS. 61200.-*  
PARTENAIRES DU PROJET *CTIE en Suisse*

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KEYWORDS *cf. ci-après*

ABSTRACT *idem*

CET "ABSTRACT" SERA PUBLIÉ PAR L'OFES. IL EST DONC IMPORTANT QUE LE FORMAT CI-DESSOUS SOIT CONSERVÉ.



## MODIFICATIONS IMPORTANTES DU PLAN DE TRAVAIL

CE POINT EST DESTINÉ À L'INFORMATION DE L'OFES ET NE SERA PAS PUBLIÉ

*cf. document joint*

## DIFFICULTÉS RENCONTRÉES ET CORRECTIONS EFFECTUÉES

CE POINT EST DESTINÉ À L'INFORMATION DE L'OFES ET NE SERA PAS PUBLIÉ

*cf. document joint.*



OFFICE FÉDÉRAL DE L'ÉDUCATION ET DE LA SCIENCE

BUNDESAMT FÜR BILDUNG UND WISSENSCHAFT  
UFFICIO FEDERALE DELL'EDUCAZIONE E DELLA SCIENZA  
UFFIZI FEDERAL DA SCOLAZIUN E SCIENZA  
FEDERAL OFFICE FOR EDUCATION AND SCIENCES

Programmes internationaux de recherche  
Hallwylstrasse 4, 3003 Berne  
Tél.: 031 322 96 95 / Fax : 031 322 78 54  
Courriel: [europrogram@bbw.admin.ch](mailto:europrogram@bbw.admin.ch)

**Keywords:** learning, languages, WWW, resource, sites, teaching

**Abstract:**

Linguanet Europa proposes to research and develop a prototype networked **Virtual Resource Bank on the teaching and learning of foreign languages**.

This will provide access to

- information on the teaching and learning of modern foreign languages in different member states of the European Union
- a downloadable multimedia materials showcase with examples of exploitation, good practice and opportunities for feedback to developers
- on-line advice and interaction on language learning and teaching

The main user group will in the first instance be multipliers - teachers, trainers, researchers and policy makers. This group of users has a key role to play in making the tools of the Information Society widely accessible, in particular to a multilingual, multicultural population.

Key objectives of the project will therefore be the research and development of user-friendly, interactive environments, common access methods/interfaces and indexing, classification and search approaches which are culturally and linguistically sensitive. There are at present no satisfactory solutions to such requirements on a European or global scale. The project will also require research and prototyping of broadband communications networks and synchronous interactions.

The result of the project will be the validation and operation of an on-line, interactive resource bank in support of language learning and teaching throughout the EU and accessible in 7 Community languages. Scalability is built into the proposal and it will also be sustainable after the project phase (through on-line services, secure domains, public and private sector support) In addition it will stimulate the production of on-line and multimedia resources and thus the European multimedia market, the sharing of knowledge and expertise about the best use of these resources and parallel developments in other knowledge fields.

## **Modifications et particularités**

Le CPTIC comme partenaire invité du projet a plus particulièrement travaillé sur les WP en concordance avec ses propres points forts. Ceux-ci ont trouvé à s'illustrer plus particulièrement dans les domaines suivants:

a) sur le plan de la coordination, tout d'abord. Dès la mise en place des activités le CPTIC a plus particulièrement insisté sur la nécessité de terminer la première année par une version "Demo" du site expérimental qui puisse être présenté - comme un prototype - aux organismes intéressés de la Commission à Bruxelles. Cette dimension de dissémination des résultats pour clore la première période du projet a permis de dynamiser le travail de manière efficace et solide, et a aussi permis d'associer les DG commanditaires d'apporter leurs propres corrections et souhaits au centre de ressources. D'autre part, il faut souligner que la coordination globale du projet assurée par CILT s'est illustrée par son autorité et sa souplesse, une performance qu'il convient de saluer et qui laisse présager d'une excellente seconde année d'activités.

b) sur le plan de la mise en oeuvre du site, le CPTIC a pu apporter une dimension essentielle - qui a été saluée comme telle - car il a proposé une interface graphique d'utilisation original, claire et simple en fonction de visées du projet. Une charte graphique du site a été élaborée et appliquée. Un rôle particulièrement visible et apprécié par les partenaires et plus spécifiquement par CILT (Londres), responsable de la bonne marche du projet.

c) enfin, dans le domaine de l'apport de ressources à intégrer sur le site, le CPTIC a également pu faire la preuve d'une présence importante et efficace en particulier grâce aux ressources mise à disposition sur son propre site par des enseignants engagés de longue date dans l'exploitation du ouïe à fins pédagogiques.

d) Pour la seconde année, si les options générales du projet restent stables, notons que, sur les suggestions des responsables de la commission pour le volet Leonardo du projet, la collecte des ressources sera recentrée - au delà de l'éducation - sur l'offre (payante ou non) en formation professionnelle et technique, en formation des adultes et en formation continue.

## **Difficultés et corrections effectuées**

Si l'on peut mettre sous la rubrique des difficultés la présence et l'action réduite du CPTIC sur le plan de la définition des descripteurs de ressources et des thesaurus actuels dans les domaines de l'apprentissage et de l'enseignement des langues, il faut pourtant souligner l'avantage important revêtu par la position du CPTIC dans le partenariat européen qui lui donne accès à des données de première main sur la classifications de données et sur leur mise en oeuvre dans une base de données sur le WWW.

Ces dimensions nouvelles du travail des enseignants et des maîtres trouve par ailleurs une illustration et une application immédiate tant sur le plan local (le site a été présenté dans une séance d'étude du CPTIC) que sur le plan des échanges entre la Suisse et ses partenaires européens dans le cadre de l'EUN Schoolnet. Des problématiques parallèle s'y posent et les réponses apportées par Linguanet Europa dans l'heuristique que la

recherche et l'application en grandeur nature (R&D) sont appelées à jouer un rôle de premier plan dans ce dernier programme.

Ces processus de "cross-fertilisation" sont au coeur d'une collaboration réussie entre la Suisse et ses partenaires, malgré la position forcément timide de notre pays sur la plan international et européen.

**PROLONGATION DE LA PARTICIPATION SUISSE (CPTIC/CTIE)  
AU PROJET SOCRATES "LINGU@NET-EUROPA"  
2ème année**

**I. Données administratives**

Numéro du contrat OFES:	LEO-SOC/98/05
Nom du projet :	SOCRATES/LINGUANET-EUROPA
Programme Européen :	SOCRATES
Durée du projet complet :	2.5 années (cf. contrat 1ère année DG XXII accepté en juillet 98)
Accord pour la 2ème année	pour reconduction annuelle 1999-2000
Durée de la participation suisse pour l'année 1999-2000 :	12 mois (1.08.99 au 31.07.00)
Début prévu de la 2 <sup>ème</sup> année :	01.08.99
Coût total du projet CE :	418'340 ECUS (pour la deuxième année)

Requérants principaux :

**1) Raymond MOREL**

grade universitaire :	licence + CAES + FCS
nationalité :	suisse (GE)
fonction :	Directeur
adresse prof. :	Centre Pédagogique des Technologies de l'Information et de la Communication (CPTIC) Case postale 3144 2-4, rue Th.-de-Bèze CH-1211 Genève 3
tél. :	022/318.05.30
fax :	022/318.05.35

## 2) **Francis MORET**

grade universitaire : licence  
nationalité : suisse (FR)  
fonction : directeur

adresse prof. : Centre des Technologies de l'Information pour l'Education (CTIE)  
Erlachstrasse 21  
3000 Berne 9

tél. : 031/301.20.91  
fax : 031/301.01.04

Partenaire étranger pour  
la coordination : CILT

Coordination : voir contrat européen initial

## **II. Description de la participation suisse**

La contribution suisse pour la seconde année, via le CPTIC, au projet SOCRATES/LINGUANET-EUROPA suivra le descriptif du projet et sera identique à celle des autres partenaires (budget quasi constant de la première à la seconde année). A cet effet, on peut également se référer au résumé en 7 points à la fin du présent document, qui fait une synthèse du projet (contexte, descriptif, partenaires, durée, financement, résultats escomptés et bénéfice de la participation suisse).

## **III. Plan de travail et calendrier de la deuxième année**

Le calendrier du travail arrêté lors de la dernière réunion de l'ensemble des partenaires à Bruxelles fin mai, est :

Le projet Linguanet-Europa, organisé sous forme de Work Packages (WP) dont nous redétaillons les objectifs ci-après:

### **WP 1 Gestion et tests de qualité des contenus**

Travaux de coordination, mise en place des procédures techniques et administratives, mise en forme de procédures-type de test de qualité (le « label Lingu@net-EUROPA »), rapports intermédiaires sur les étapes du projet, description et coordination des groupes d'utilisateurs-type, réalisation de forum et électroniques en ligne intra- et extra-consortium; développement de stratégies d'implémentation et de diffusion et contacts en vue de financements et de soutiens à long terme.

### **WP 2 Accès**

Développement et implémentation de système d'indexation et de classification.  
Description et conception de l'interface-utilisateur.  
Recherche et développement dans le domaine des moteurs de recherche linguistiques.  
Analyses et rapport dans le domaine du multilinguisme.

### **WP 3 Implémentation techniques des services proposés**

Descriptif des fonctionnalités exigées par le système serveur.  
Réalisation technique de l'interface.  
Développement et validation technique du prototype.  
Etablissement de liens avec des projets existants.

### **WP 4 Apport de contenus**

Rapport sur les besoins des utilisateurs et identification des remèdes.  
Rapport sur les ressources existantes.  
Négociation et collaboration avec des fournisseurs de contenu établis.  
Saisie et mise à jour de données.  
Développement d'un service de questions et d'aide en ligne.

Développement d'un système de conférence électronique asynchrone.

**Remarque :** La participation suisse apportera une contribution partielle mais originale et appréciée à chacun des workpackages.

#### **IV. Budget de la participation suisse demandé à l'OFES (prolongation du contrat de 1998)**

**1. Ressources humaines sous contrat** (les sommes s'entendent en franc suisse avec charges comprises)

- Coordination sur Internet de toutes les informations nécessaires au projet (Webmaster), recherches et intégration des contributions genevoises (cf. V) et suisses  
3 mois à 100% d'un CE cl. 20 (6)  
à répartir sur les 12 mois du 01.08.99 au 31.07.2000  
en fonction des étapes décrites au paragraphe III ci-dessus Fr. 30'000.-

**2. Ressources humaines au cachet** (les sommes s'entendent en franc suisse avec charges comprises)

- Travaux de mise en forme électronique et saisie de l'information avec mandats ponctuels (à la tâche/vacataires) en fonction des workpackages (cf. III ci-dessus) Fr. 18'500.-
- traduction

**3. Frais de fonctionnement**

- déplacements : meeting n° 2 et 3 + WP  
+ coordination générale (1 à 2 personnes) Fr. 11'500.-
- développement/adaptation de logiciel ad hoc Fr. 1'200.-

sous-total : Fr. 10'200.-

**total :** Fr. 61'200.-

**V. Ressources locales (CPTIC) impliquées par le projet**  
(lors de la 2ème année)

Le CPTIC contribuera aux différents WP avec

- des enseignants (10 heures à 6'500.-) Fr. 65'000.-
- du personnel administratif et technique, estimation Fr. 24'000.-
- l'infrastructure globale du CPTIC (locaux, télécom, matériel, etc.) inestimable

**Table 4 Allocation of Staffing and Resources, Year 2**

year 2	WP1	WP2	WP3	WP4	WP5	Rate	Days	ECU	TOTAL	OWN	EC
CILT	50	15		30	5	450	100	45,000		1	
		24	5	60	10	250	99	24,750			
	40	20		90	25	150	175	26,250	96,000	55,680	40,320
BECTA			10			450	10	4,500			
						250	0	0			
						150	0	0	4,500	2,610	1,890
LNT0				5		450	5	2,250			
					15	250	15	3,750			
						150	0	0	6,000	3,480	2,520
AGERCEL	5			5		450	10	4,500			
		20		30	10	250	60	15,000			
				20		150	20	3,000	22,500	13,050	9,450
IUFM	5	10	5	5		450	25	11,250			
				20		250	20	5,000			
						150	0	0	16,250	9,425	6,825
CNDP	5					450	5	2,250			
		5		25		250	30	7,500			
				30		150	30	4,500	14,250	8,265	5,985
GOETHE	15	5		10		450	30	13,500			
Incl IW	15			50	20	250	85	21,250			
						150	0	0	34,750	20,155	14,595
UPM	10		35	20		450	65	29,250			
	6		75			250	81	20,250			
						150	0	0	49,500	28,710	20,790
Cervantes		10				450	10	4,500			
				20		250	20	5,000			
							0	0	9,500	5,510	3,990
SPT	10	10		20		450	40	18,000			
Incl BVEn	5	5		30	15	250	55	13,750			
				50		150	50	7,500	39,250	22,765	16,485
BDP	10	25				450	35	15,750			
		0		30	10	250	50	12,500			
						150	0	0	28,250	16,385	11,865
UH	5			5	5	450	15	6,750			
		0		5		250	15	3,750			
							0	0	10,500	6,090	4,410
ECML	5					450	5	2,250			
		5		25	5	250	35	8,750			
							0	0	11,000	6,380	4,620
VTI	5				10	450	15	6,750			
					10	250	10	2,500			
							0	0	9,250	5,365	3,885
UNI-C		0				450	10	4,500			
						250	0	0			
							0	0	4,500	2,610	1,890

**Table 4 Allocation of Staffing and Resources, Year 2**

Total Cat A	125	5	50	100	20	380	=	171,000			
Total Cat B	26	9	80	295	95	575	=	143,750			
Total Cat C	40	10	0	190	25	275	=	41,250			
	191	24	130	585	140	1,230	1,230	356,000			
TOTAL COST									356,000	206,480	149,520
Travel									36,290		36,290
Office									1,800	900	900
Conferences									5,500	3,575	1,925
Meetings									2,500	1,250	1,250
Post.fax									6,950	2,085	4,865
Equipment									3,300	1,650	1,650
Dissemination									6,000	2,400	3,600
TOTALS									418,340	218,340	200,000
Staff in ECJ	58,250	38,250	22,500	45,000	9,000						
	6,500	19,750	20,000	73,750	23,750						
	6,000	3,000	0	28,500	3,750						
	68,750	61,000	42,500	147,250	36,500						

### Table 3 Allocation of Costs, Year 2

[illegible]

## EUN

European Schoolnet  
<http://www.eun.org>

### Luxembourg

<http://www.restena.lu/eun-schoolnet/>

### Belgium

<http://www.scholen.vlaanderen.be/eun/>, <http://www.restode.cfwb.be/>

### Finland

<http://www.edu.fi/eun/>

### Italy

<http://www.bdp.it/eun/>

### France

<http://www.educnet.education.fr/>

### Greece

<http://www.ypepth.gr/>

### France

<http://www.educnet.education.fr/>

### Ireland

<http://www.ncte.ie/eun/>

### United Kingdom

<http://www.en.eun.org/countries/national/uk/>

### Germany

<http://www.san-ev.de/>

### Norway

<http://skolnettet.nls.no/eun/norway.html>

### Portugal

<http://www.en.eun.org/countries/national/pt/>

### Iceland

<http://www.ismennt.is/eun/>

### Sweden

<http://www.skolverket.se/skolnet/english/>

### Denmark

<http://mmm.uni-c.dk/eun/dk/denmark.html>

### Netherlands

<http://www.kennisnet.nl/>

## CPTIC

Centre pédagogique des TIC  
du canton de Genève  
<http://cptic.ge.ch/>

## TECFA

University of Geneva  
Faculty of Psychology and  
Educational Science  
<http://tecfa.unige.ch/tecfa/tecfa-overview.html>

## Educa

Swiss Agency for ICT in Education  
<http://www.educa.ch>

## OFES


Federal Office for Education  
and Science  
<http://www.admin.ch/bbw>

### Spain

<http://www.pntic.mec.es/proyectos/eun/eun.htm>


### Austria

<http://www.en.eun.org/countries/national/at/austria.html>



## Une Initiative stratégique des Ministères de l'Education


Le Consortium EUN est une initiative stratégique de dix-huit ministères de l'Education en Europe (en plus des pays membres de l'Union Européenne: l'Islande, la Norvège et la Suisse). Chaque pays membre se fait le relais des différents acteurs et partenaires nationaux entretenant leur propre réseaux de collaboration locaux, professionnels, disciplinaires, thématiques ou par niveau d'enseignement. La structure du réseau EUN est largement décentralisée. Cette plate-forme commune est à la disposition des écoles européennes et crée un cadre à l'intérieur duquel les autorités éducatives nationales et l'industrie peuvent travailler ensemble à l'introduction des TIC au niveau des contenus, de la pédagogie, des outils, des services et des ressources.



## Un projet européen : European Schoolnet

Le projet European Schoolnet a été lancé par EUN dans le cadre du plan d'action européen «Apprendre dans la société de l'information» à l'instigation du ministre suédois de l'Education. Le projet vise à :

- Développer des produits éducatifs avec des technologies appropriées
- Renforcer la recherche et le développement en technologie éducative
- Améliorer les standards de qualité
- Créer une culture commune de la formation aux nouvelles technologies
- Promouvoir le multiculturalisme et le multilinguisme dans la société de l'information



## ENIS - écoles novatrices

Les écoles ENIS (European Network of Innovative Schools) sont une vitrine importante du projet European Schoolnet. Ces écoles novatrices forment un réseau d'env. 500 écoles de tous les pays participants. Elles reflètent ainsi le multiculturalisme et le multilinguisme de l'Europe. Les écoles ENIS ont leurs propres pages sur le site EUN Schoolnet. Elles ont donc un accès direct les unes aux autres, peuvent partager leurs expériences, ont la possibilité de coordonner des projets, bref, de profiter de la valeur ajoutée. Grâce à des moyens de formation adaptés, les écoles intéressées peuvent également devenir partenaires du réseau ENIS.

**Projet EUN-Schoolnet**

Document de référence pour  
l'exécution du Workpackage 13

**PARTICIPATION SUISSE (CTIE)  
AU PROJET SOCRATES EUN-Schoolnet  
(Workpackage 13)**

**I. Données administratives**

Nom du workpackage : SOCRATES/EUN-Schoolnet, WP 13  
EUROPEAN NETWORK OF  
INNOVATIVE SCHOOLS

Programme Européen : SOCRATES

Durée du projet complet : 24 mois

Durée de la participation suisse  
pour la période 1998/2000 : 24 mois (1.10.98 au 30.09.2000)

Début prévu du projet suisse : 01.10.98

Responsable :

**Christian LANGENEGGER**

nationalité : suisse (BE)  
fonction : collaborateur pédagogique

adresse prof. : Centre suisse des technologies de l'information dans l'enseignement (CTIE)  
Postfach  
Erlachstrasse 21  
CH-3000 Berne 9

tél. : 031 301 20 91  
fax : 031 301 01 04

## II. Plan de travail des deux années

(cf "Revised project programme, July 1998, pp. 149 to 163)

### Work Package Title

EUROPEAN NETWORK OF INNOVATIVE SCHOOLS

WP Lead: ENIS

### PARTNERS

#### PARTICIPANTS

1. Contractor: Lilla Voss, Chief Adviser, Ministry of Education, Denmark

Associated Contractors:

2. WP co-ordinator: Karsten Juul-Olsen, Head of Department: Quality in Education and Training, **PLS Consult A/S**, Denmark.
3. Frank Bach Jensen, Project manager, **Orfeus**, Denmark
4. Andrew Ryan, **European Studies**, Ireland
5. Patrick Willems, **Flemish Ministry of Education**, Belgium
6. Isabel Oliviera, **Ministry of Education**, Portugal
7. Christian Langenegger, **SFIB/CTIE**, Switzerland  
(funding from national sources)

The team comprises a group of well-experienced representatives from ministries in Denmark, Ireland, Belgium, Portugal and Switzerland. They are all very familiar with the administration, management and monitoring processes related to development projects in the ICT area. Orfeus is well advanced in the management and development of ITC projects and curricula planning involving ICT. Through the participation of PLS Consult, experiences concerning development and implementation of ICT strategies in education institutes are brought into the work-package. Orfeus and PLS Consult also possess comprehensive knowledge and experience concerning organisational and educational improvement processes and quality in education and training. The role of the partner Ministries (DK, IE, BE, PT + CH) in this Work Package will mainly be to:

- Manage the application process/appointing the ENIS Schools
- Appoint NON-ENIS Schools
- Monitor and manage the development process in the Non-ENIS schools
- Plan and facilitate network building activities

PLS Consult and Orfeus will:

- Develop the ENIS Criteria and application forms
- Undertake the ENIS brand development
- Develop the Toolbox facilities
- Support the implementation of ENIS tools
- Support the network building activities

## MAIN OBJECTIVES

The main objectives of ENIS (European Network of Innovative Schools) is twofold:

1. To create a network of innovative schools (ENIS) which can be utilised for the full demonstration of pilot projects in the EUN initiative and beyond.
2. To help schools (NON-ENIS) who do not meet the ENIS criteria, to develop a process that will take them to the level of an innovative school and make them eligible to apply the ENIS brand.

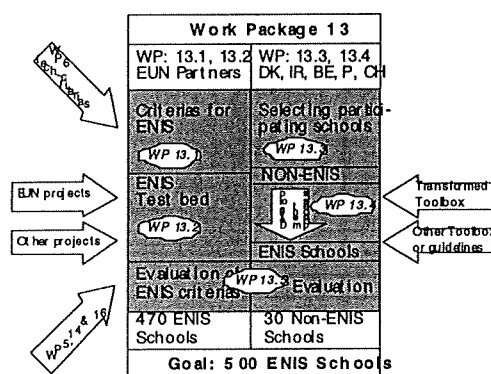
The complete network will, in the final stages of the project, consist of 500 schools with broad European representation, and will constitute a common integrated framework in terms of:

- connectivity and technical infrastructure (provided by WP6)
- pedagogical and organisational tools (from WPs 8, 14 and 16)
- pedagogical and organizational methodology (a.o. WP14 and 16)
- skills and knowledge (a.o. WP 14 and 16)

The network will comprise schools covering the 1st to 12th year of education, including vocational training institutes. From these groups, only schools with proper equipment and experience of using it can become members of the network.

Resources will however, also be dedicated to help less advanced schools not yet able to join the network. In these non-innovative schools, a development process will be initiated that will enable them to join the network in a later stage. In this way 30 NON-ENIS Schools during the project period will be raised to the ENIS level. The development process will be facilitated by a toolbox developed by PLS Consult within the Danish Poseidon project, initiated by the Danish Ministry of Education. The toolbox comprises a number of process support and development planning tools. The tools will be translated into English and customised by each of the WP13 partners for use in their national context (see subtask 13.4 for further details of the toolbox). The toolbox will also be available for the other EUN partners, providing useful tools for the ongoing dynamic development processes that should take place in the ENIS schools.

The figure below shows the outline of the ENIS work package:



As can be seen, the ENIS WP is divided into two parallel components:

- Definition of criteria for ENIS schools; providing a test bed for other work packages and projects; and establishing ENIS as a brand name to be used only by selected and qualified schools.
- Development of a set of guidelines and a toolbox to be used by Non-ENIS schools as they work towards becoming an innovative school and entitlement to use the ENIS brand.

The ENIS test bed will be used not only by other EUN work packages but also will be exploited by other EU projects and ICT companies needing a large test-bed of schools who are at the leading-edge of new learning developments. The branding exercise will seek to promote ENIS members as 'schools of the future' and, working with The Partnerships and Marketing Manager in WP4, strenuous efforts will be made to secure appropriate sponsorship and other forms of financial support from the EUN Industry Partner Group and other leading ICT companies.

## OUTCOMES

The direct outcome of WP13 will be:

- A set of dynamic criteria identifying innovative schools which will be validated and evaluated through the technology, pedagogical and content WPs
- A set of guidelines, a tool box and best practice for schools to be used in the process of becoming innovative schools
- A high-value brand name for European innovative schools

## DEPENDENCIES

The work package is partly dependent upon the successful implementation of the technical platform being developed by WP6, which will provide the required level of functionality needed by the most advanced ENIS schools and a scaleable infrastructure capable of supporting schools with lower levels of equipment and connectivity. WP 8 will develop a Virtual Work Environment within which ENIS teachers can have access to tools that support collaborative working and joint activities. ENIS schools will also make an important contribution to the definition of a model for a Virtual Teacher's College within the EUN. There will, of course, be direct links to the other work packages in the pedagogical WPs (14 and 16) and content WPs (WP 10, 12 and 15) who will need to involve ENIS schools in pilots, demonstrations and large-scale projects. In short, ENIS is a core WP which: defines users' needs; provides a pan-European technology and pedagogical test-bed: and, based on the practical experience of its members, defines a vision for how European schools of the future will operate.

## Décomposition du WP 13

### SUMMARY OF TASKS

Task	Success criteria
13.1 Identification of selection criteria and schools	5 innovative schools in each EUN-country within 1998 – a total of 95 schools.  500 Schools in EUN-countries by the end of the task.
13.2 Administration of the ENIS test-bed	A network of ENIS schools and an established ENIS brand.
13.3 Identification and selection of non-ENIS schools	6 Non-ENIS schools in each partner country in WP 13 – a total of 30 schools.
13.4 Assist non-ENIS schools in becoming ENIS schools	A set of guidelines and a toolbox to assist the development process.
13.5 Verification and validation	A revised set of criteria for identification of innovative schools.

<b>Task No:</b>	13.1
<b>Title:</b>	Identification of selection criteria and schools

#### Task Description

This task establishes the criteria on which the selection of schools for the network will be based and provides a specification for what constitutes an ENIS school, defining for example:

- the technological level of the schools' equipment (specifications from WP6)
- experiences with pedagogical development work
- structure and organisation concerning ICT
- communication strategies and resources
- content and curricula

<b>Task No:</b>	13.2
<b>Title:</b>	Administration of the ENIS test bed

#### Task description

Projects being undertaken within this network of Innovative Schools will need to be in line with the overall objectives and activities of the EUN project as a whole. Even where ideas for projects spring directly from ENIS partners themselves, they will have to be analysed and adapted within the context of the wider EUN initiative. As the ENIS brand name becomes established, there is also likely to be a heavy demand on ENIS schools (from both within the EUN and from outside). They will be invited to participate in: user needs analysis studies; the testing

of tools; pilots relating to content delivery; and, of course, trials of the EUN platform itself. WP13 will control and regulate access to ENIS schools to ensure that the test-bed does not become overloaded with requests. As part of this administration activity, this task will particularly try to foster links between the ENIS schools and will also attempt to promote contacts to clusters of institutions including neighbouring teacher training colleges or pedagogical research centres.

In practical terms, the establishment of these links within ENIS will rely heavily on communication facilities made available by the technical EUN WPs. Via the Internet-based EUN project facilities, ENIS members will be provided with: 'EUN training'; information on what they are expected to do; and suggestions on how they can contribute to the wider EUN project. Perhaps most importantly, the EUN technical platform, tools and fora will create an online environment where they can meet their ENIS partners, establish more personal relationships and discuss project ideas (WP6, 7, 8).

To support these network building activities, a selection of the application information submitted by the appointed ENIS schools will be registered in a database and made available to the ENIS network. In this way ENIS schools will be able to search for colleagues and schools engaged in similar or related areas of development. This way schools themselves will be able to initiate collaborative projects within the ENIS network. The database for this will be built by PLS Consult in Microsoft Access with an Internet front end and will be ready for use by the end of month MILESTONE review + 12.

Other network building initiatives (sponsored by industry or national funding) that could be used are: workshops and seminars; special interest groups; summer camps; virtual study tours. The resources currently allocated to WP13 do not cover the implementation and delivery of such initiatives. The costs for physical meetings will have to be paid by the participants or sought elsewhere and the Partnerships and Exploitation Manager in WP4 will play an important part in helping to secure sponsorship for these. If possible, it is the intention that these sort of activities should be exploited by other work packages (or external projects) in order to introduce their services to the network's schools. In the main, however, ENIS will primarily function as an electronic network, and administration will primarily focus on establishing an online community where different EUN WPs and projects can meet and present their proposals to the ENIS schools.

<b>Task No:</b>	13.3
<b>Title:</b>	Identification and selection of Non-ENIS schools

#### **Task description**

In order to support schools and help them to become a part of the ENIS network, 6 Non-ENIS schools in each partner country (BE, IR, P, DK, and CH) will be appointed. These will include primary (2) and secondary schools (2) and vocational training institutes (2), covering the 1st to 12th year of education.

When appointing the Non-ENIS schools, the WP13 partners will consider the ENIS criteria and select Non-ENIS schools that will have the opportunity to achieve the ENIS brand after a committed and concentrated effort. In each Non-ENIS school a contact person will be identified.

The second step in the process is the actual integration and preparation of the ENIS toolbox and guidelines. These should be ready for task 13.4 to be used in the seminars and workshops in the framework of the project. The combined toolbox and a set of guidelines will form an innovative way of supporting other activities in the project such as the multimedia content oriented work packages (WP10, 12 and 15).

<b>Task No:</b>	13.4
<b>Title:</b>	Assist Non-ENIS schools in becoming ENIS schools

#### **Task description**

Via workshops and seminars this task will provide practical support to the non-ENIS schools and initiate the process through which they are able to become ENIS schools.

#### **Workshops**

A national and an International workshop for the 30 non-ENIS Schools will take place during the autumn of 1998 and a second national workshop will be arranged in the spring of 1999. As a supplement to the guidelines and toolbox, ENIS schools will be involved as role models for the non-ENIS schools.

Each WP13 partner country will be responsible for the process within their schools. However PLS Consult and Orfeus will also assist in co-ordinating the effort and arranging seminars and workshops.

The non-ENIS schools will have access to guidelines and a toolbox prepared in task 13.3 and made technical available by WP6. The ENIS toolbox represents a collection of process support and development planning tools originally developed by PLS within the Danish Poseidon project, initiated by the Danish Ministry of Education. The tools will be further developed in this task 13.4, translated into English and customised by each of the WP13 partners for use in their national context. User guidelines for the tools will also be produced. The guidelines and toolbox will be used in a way that enables schools to present their own ideas and results. The toolbox will be available for downloading from the EUN Web site and represents the phases, considerations and decisions and that should be fulfilled in order to develop an ITC strategy that could lift the non-ENIS Schools to the ENIS level.

In the ENIS Toolbox (which could also be valuable for already appointed ENIS schools in their further development process) a number of different tools will be made available

<b>Task No:</b>	13.5
<b>Title:</b>	Verification and evaluation of ENIS

#### **Task description**

The validation and evaluation of the ENIS Network and of the non-ENIS development activities will be integrated within the processes that will be carried out in the network. Since the documentation of activities to a large degree will be open and available over the EUN Internet platform, it will be possible to follow the progress of validation throughout the project.

WP3, 14 and 17 will play an important part in the evaluation and validation activities of WP13. The validation activities will also be closely linked to the quality assurance activities in WP6.9.

An Interim evaluation report synthesising the development of ENIS will be produced by the end of month MILESTONE review + 12. This deliverable will be of importance to all WPs and will particularly identify issues which the EUN Technical Strategy Forum (WP4) may need to address and feed into plans for a revised EUN Business Model. A final report on the results and a set of revised ENIS criteria will be presented by the end of month MILESTONE review + 24.

When revising the ENIS criteria, information and feedback from already appointed ENIS schools will be closely examined. All developments within the EUN projects will be taken into account and the level of the revised criteria will be raised to a point where the ENIS brand can only be obtained by schools which make an ongoing commitment to ICT development and the introduction of new learning methods. The WP will ensure that schools demonstrate a sustained commitment to the ENIS criteria and that it is NOT the case that 'once an ENIS school always an ENIS school.' Each ENIS School must ensure constant development in order to remain a part the network. A formal 3-year review procedure will be planned for each ENIS participating school which will re-evaluate their ability to keep abreast of the evolving ENIS criteria.

In co-operation with the EUN Partnerships and Marketing Manager (WP4), a part of the final ENIS report (D13.5.2) will comprise a development and dissemination plan for the ENIS brand and for the network based on the level of sponsorship and support which ENIS schools have attracted during the funding period.

### III. Budget de la participation suisse demandé à l'OFES

#### 1. Ressources humaines sous contrat (les sommes s'entendent en franc suisse avec charges comprises)

- Participation aux activités des sous-work-packages 13.1, 13.2, 13.3 13.4 et 13.5 selon descriptions ci-dessus

24 mois à 50% d'un CE cl. 20 (7)  
du 01.10.98 au 31.09.2000

Fr. 125'000.-

#### 2. Frais de fonctionnement (sur 2 anns)

- déplacements & coordination générale (1 à 2 personnes)

Fr. 15'000.-

- traduction

Fr. 10'000.-

sous-total :

Fr. 25'000.-

#### 3. Frais de déplacement pour les écoles qui participent au sous-work-package 13.4 selon description ci-dessus

Fr. 25'000.-

total pour 24 mois:

Fr. 175'000.-

C. Langenegger  
Collaborateur au CTIE  
le 7 septembre 1998

**PARTICIPATION SUISSE (TEFCA)  
AU PROJET SOCRATES EUN-Schoolnet  
(Workpackage 8)**

**I. Données administratives**

Nom du workpackage : SOCRATES/EUN-Schoolnet, WP 8  
(VWE) for Virtual Workspace Environment  
innovative schools teacher development and

Programme Européen : SOCRATES

Durée du projet complet : 20 mois

Durée de la participation suisse  
pour la période 1998/2000 : 24 mois (1.10.98 au 30.09.2000)

Début prévu du projet suisse : 01.10.98

Responsable :

**Daniel PERAYA**

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## II. Plan de travail des deux années

(cf "Summary of the proposals", June 1998)

### Work Package Title

Virtual Workspace Environment (VWE) for teacher development and innovative schools

WP Lead: Umeå University, LITU

### PARTNERS

Umeå University, LITU (Teacher Education ICT Development Unit), Sweden, is the department for ICT research and development for Teacher Education at Umeå University. The unit participates in a wide range of projects, mainly focusing on ICT in education and distance education. LITU also offers its own university courses in the field of ICT and education. The staff at LITU includes experienced system developers, teachers, researchers, programmers and administrative personal.

UNI-C, the Danish Computing Centre for Research and Education, is a nation-wide government institution under the Danish Ministry of Education. UNI-C focuses on supporting research in two ways: by running the Danish Research Network and by running a range of supercomputers. UNI-C supports other parts of the Danish educational system and is responsible for running the national School net and providing: a wide range of technical services for the education sector.

SUN Micro Systems, Sweden (sponsoring partner) is a leading world-wide vendor of servers and network technology and is the main driver behind Java. SUN will provide WP8 with the latest developments in the field of Java and networked computing, plus software, hardware, technical expertise and support.

### MAIN OBJECTIVES

The overall objective of WP08 is to develop a general and adaptable virtual workspace environment (VWE) for use in conjunction with the EUN platform. The VWE will be based on open standards for platform- independent, object- oriented and distributed application development.

The VWE will be an integrated part of the EUN platform and will be open for use by all parts of the EUN. The VWE can be seen as an advanced extension of the EUN technical platform, but may also be used as an application, entirely separated from the EUN technical platform. The VWE will particularly enhance the activities of more advanced users by:

- Providing a Virtual Workspace Environment, containing tools for basic communication and collaboration, based on the technical and pedagogical approach described in this document.
- Develop the VWE in such fashion that the users (mostly teachers) are given control of their own tools and that the tools easily can be adapted for different needs and educational situations. The tools will be developed with education in mind and they will be implemented in such way that they can be combined in an optional way by users on a different technical knowledge level.

- Providing a framework and API for integration of new tools and software by 3<sup>rd</sup> party developers.
- Verify the usability of the VWE by validating the system in actual practice in some countries, to form the basis for a large-scale demonstration at a European level.

By providing this functionality, WP08 want to stimulate virtual collaboration in European education and create conditions for the use of new and innovative pedagogical approaches when using ICT in European education. The development within WP08 will aim towards a durable technical development with an environment that can evolve in phase with the rapid technical development in a way that supports the concept of open standards.

## STATE OF THE ART

The use of this technical approach is innovative in the way that it makes it possible to develop a distributed, object oriented environment that is not depending on the hardware platform, brand of software or where it resides in a I\*net infrastructure.

The use of open standards will facilitate the possibility for 3<sup>rd</sup> party developers to add their own functionality by developing new software modules according to the VWE specification and API. In this way it will be possible to create an environment which has a good chance to follow the rapid pace of the development in the ICT area. The use of CORBA and JavaBeans will make it possible for different modules to interact with each other in various ways. There will be no need to download and install any additional client software besides the WWW browser.

There are a couple of existing projects which goal is to develop a workspace environment containing collaborative tools, but most of the projects still suffers from the problems stated above.

The pedagogical approach used in the VWE concept is innovative in it self. Although parts of it already exist in some of the existing projects, it's not possible to implement the concept fully without using the technical approach described in this document.

## LINKS TO OTHER PROJECTS

During the course of this WP, the consortium intends to identify synergies with other European initiatives and fully exploit the experience and the results of these projects. Example of such R&D projects funded by the European Commission is:

- LEARNETT (SOCRATES, en cours de signature) auquel TECFA est associé. Le financement est en cours de négociation avec l'OFES.

The project is also linked with the project of Swiss Virtual Campus, and the main researches led by TECFA in this context.

## DEPENDENCIES

When designing the VWE, considerations will be taken to the result from task 6.1 (user requirements) and from task 13.2. The work in WP13 will also be used in the implementation and validation phase of WP08. As VWE will be a part of the total EUN technical platform, the VWE will be open for use to all the WPs: after the implementation. (See also the section on dependencies in the WP06 description). WP09 should be used as a reference forum to collect input and feedback regarding requirements. Finally, WP12 (Virtual Library) will be linked with the tools developed in the frame of WP08.

## Décomposition du WP 08

Task No:	8.1
Title:	System design and specification phase I

## TASK DESCRIPTION

The main objective of this task is to generate a detailed functional and technical specification for the administrative framework and general structure of the VWE. The work in this task will be based on previous experience in development of collaborative environments for education. Contact with WP09 and WP13 will be established at this stage.

During the specification and design process, a user-centred design methodology will be adopted, partly by using co-operative design methodology.

The technical specifications and APIs will be based on design principles for Java/JavaBeans, CORBA and distributed objects in such way that it fulfils the objectives stated for WP08. "The EUN technical platform - strategy and guidelines" will also be considered.

A first WP meeting will be held during task 8.1.

<b>Task No:</b>	8.2
<b>Title:</b>	Development phase I - Administrative tools

#### **TASK DESCRIPTION**

The objective of this task is to develop the administrative framework and the administrative needed for the VWE. This part will be the core of the Virtual Workspace Environment; the administrative framework may be seen as the "glue" which holds the VWE together.

The development of the administrative modules is not an isolated activity and will be directly linked to other activities during the whole development phase.

*Note that some of the modules mentioned below are examples of functionality that's planned to be developed within WP08 and which can be suitable for use in a workspace environment. The examples are based on experience from other, similar projects and on long experience from working with ICT in education and virtual collaboration. This task might be slightly changed and modified depending on the outcome from task 8.1.1 or on required revisions of deliverable D8.1.*

<b>Task No:</b>	8.3
<b>Title:</b>	Design and development phase II - the tool modules

#### **TASK DESCRIPTION**

The objective of task 8.3 is to design, develop and implement a set of basic collaborative tools.

Most of the tools developed within this task are existing tools, but they are usually implemented as integrated tools in other collaborative environments or they exists as single- functionality tools and which are very hard to integrate with other tools or workspaces due to the technical approach with which they where developed. This is one of the problems that WP08 intend to present a solution to by using the described approach.

The collaborative tools will be developed using Java, JavaBeans and CORBA. The tools will be connected to the VWE via the administrative framework according to the specification developed during the design and specification process in task 8.1. (Deliverable D8.1).

The design process for each of the tools will be similar to the design process in task 8.1 and will be carried out separate for each tool.

The selection of collaborative tools made for task 8.3 is based on experience from other similar projects and on long experience of ICT and the use of collaborative environments in education. Please note that this selection shall be regarded as a basic tool-set and that the tool-set can be extended with new modules at any time. Some of the tools will require a client server approach. This will be solved by providing a distributed Java/CORBA client and a Java/CORBA based server by using server sided Java. For example in form of a Java Servlet.

*Note that the modules mentioned below are examples of functionality that's planned to be developed within WP08 and which would be suitable for use in a workspace environment. This task might be slightly changed and modified during the span of the EUN project. This task might also require some revision of deliverable D8.1.*

If existing tool-modules can be found and if those tools are developed using the Java/CORBA concept and map on to the VWE specification, those tools will be used instead of developing new tools. A small inventory of existing Java/CORBA tools will be carried out in sub- task 8.3.1.

<b>Task No:</b>	8.4
<b>Title:</b>	Technical testing and integration with the EUN platform

## **TASK DESCRIPTION**

The objective of this task is to integrate the Virtual Workspace Environment with the EUN platform and test the technical functionality.

### **8.4.1**

The integration will be carried out in collaboration with UNI-C. Integration will be done according to the guidelines stated in D6.1, *'The EUN technical platform - strategy and guidelines'*.

The technical testing will be done from two standpoints:

1. The technical functionality from a single tool point of view. For examples tracing bugs and inconsistency. This will be tested for the administrative framework as well as for the collaborative tools.
2. The technical functionality from a workspace point of view. This will imply the tracing of bugs inconsistency after the tools have been implemented to the VWE and after the VWE been implemented to the EUN platform.

Factors regarding both administrators and users will be considered in those tests. Task 8.4.1 is primary designed to detect technical weaknesses such as software bugs. The system will NOT be tested on users at this point.

### **8.4.2**

Technical revision and justification. Task 8.4.1 is set out to fix bugs and inconsistencies found in sub task 8.4.2. Possible problems in integration with the EUN platform will also be considered at this stage.

<b>Task No:</b>	8.5
<b>Title:</b>	Usability testing

#### **TASK DESCRIPTION**

The main objective of this task is to carry out usability testing and verification after the integration with the EUN platform.

The usability testing will be done by testing how selected teachers/schools develop and carry out actual projects or courses using the VWE. This sub task will be carried out in collaboration with ENIS (WP13), WP5, WP17 and by using the usability evaluation model provided by WP17. Selecting an appropriate project for the usability testing. The projects will be chosen among EUN projects and will be decided later in the project. The chosen projects must fulfil a couple of criteria's:

- The must involve at least three European schools
- The project must be of a collaborative art
- The schools must be at approximately the same technical level, which should be a fairly advanced level.

### III. Budget de la participation suisse demandé à l'OFES

#### 1. Ressources humaines sous contrat (les sommes s'entendent en franc suisse avec charges comprises)

- Participation aux activités des sous-work-packages 08.1, 8.2, 8.3 8.4 et 8.5 selon descriptions ci-dessus

22 mois à 100% d'un Assistant cl. 8 (0)  
du 01.10.98 au 31.09.2000

Fr. 113'000

*NB : 2 mois à temps plein seront répartis à temps partiel afin de couvrir la totalité du projet suisse (24 mois)*

#### 2. Frais de fonctionnement (sur 2 années)

- déplacements & coordination générale (1 à 2 personnes) Fr. 15'000.-

- traduction Fr. 6'000.-

- petits matériels, logiciel ad hoc Fr. 4'000.-

sous-total : Fr. 25'000.-

**total pour 24 mois: Fr. 138'000.-**

**D. Peraya**

MER

Genève le 10 septembre 1998

**PARTICIPATION SUISSE (CPTIC)  
AU CONSORTIUM ET AU PROJET EUN-Schoolnet  
(Workpackage 15)**

**I. Données administratives**

WP15 : THE VIRTUAL EDUCATIONAL  
MULTIMEDIA AUTHORIZING  
LABORATORY

Programme Européen : Multimedia Taskforce

Durée du projet complet : 30 mois

Durée de la participation suisse  
pour la période 1998/2000 : 24 mois (1.10.98 au 30.09.2000)

Début prévu du projet suisse : 01.10.98

Responsable :

**Raymond MOREL**

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## II. Plan de travail des deux années

(cf «Summary of the proposals», August 1998, pp. 172 to 190)

### Work Package Title

THE VIRTUAL EDUCATIONAL MULTIMEDIA AUTHORIZING LABORATORY

WP Lead: IDEKE

### PARTNERS

1. **The Institute For Continuing Adult Education (IDEKE)** is a private sector, non-profit institution which was established in September 1995 under the supervision of the Greek Ministry of Education. Its major concerns are: the planning and the organisation of distance learning and educational systems; research; and special pilot programmes in the education sector. IDEKE is the WP Co-ordinator and the Task 15.1 and Task 15.4 Leader.
2. **Pliroforiki Technognosia Ltd (PLT)** is a Greek SME specialising in the design and development of educational multimedia software tools and environments for the European market. PLT is the Task 15.3 Leader.
3. **Lund University, Centre for Information Technology in University Education (CITU)**, is a non-profit research institute under the supervision of the Swedish Ministry of Education. It has a long established research involvement in activities and projects including IT in primary and secondary education and school-based research in teaching and learning processes. CITU is the Task 15.2 Leader.
4. **Rectorat de l'Academie de Toulouse (RAT)** is a non-profit research institute under the supervision of the French Ministry of Education, with considerable expertise in the design of innovative school activities and in-service teacher education. RAT mainly contributes to Task 15.4.
5. **The Institute of Communication and Computer Systems (ICCS)** is a private sector body associated with the Department of Electrical and Computer Engineering (DECE) of the NATIONAL TECHNICAL UNIVERSITY OF ATHENS (NTUA). This group undertakes several activities in the fields of intelligent multimedia-based learning systems, as well as in computational intelligence based tools and applications. NTUA mainly contributes in Task 15.3.
6. **HAS, Skihandelsschule Schladming**, is one of the leading public schools in Austria and one of the first to introduce new technologies in primary and secondary education. HAS is the Task 15.5 Leader.
7. **The Pedagogical Centre for ICT (CPTIC) of the Department for Public Education of Geneva (DIP)** is a non profit educational organisation which promotes the use of ICT (Information and Communication Technology) in Education. CPTIC offers a program designed for teachers and professors to develop and understand all aspects of new technologies in education in the context of increasing globalisation and cultural diversity. CPTIC participates in WP15 without requesting EC funding.

### MAIN OBJECTIVES

The demand for innovative educational multimedia software has never been greater. European Schools require advanced multimedia authoring environments which allow both teachers and pupils (primary and secondary) to create a new generation of resources to enhance children's educational and play experiences. Currently, however, it is still the case that, when teachers first acquire multimedia authoring tools, they are uncertain of how best to exploit them in the classroom. They appreciate that these tools can offer a powerful way to explore diverse topics, but they are unsure where to begin with these tools. More often than not, the written support materials that accompany the majority of authoring tools include only simple 'How To' guides via menus and

buttons, rather than pedagogical guidelines or a discussion of how this technology could be fully integrated into the learning environment.

The *main scope* of this WP is to make available to the EUN a complete toolbox of state-of-the-art educational hypermedia and multimedia authoring environments, together with appropriate training materials and best practice examples. In this way, it will be possible for teachers and pupils to use the networked computers in their classroom both as an *interactive textbook* and an *expressive medium*, while, at the same time, they will have the ability to create and explore their own new learning paths.

The key objectives of the WP are:

- to investigate *state-of-the-art educational hypermedia and multimedia authoring environments* (commercial or developed within the framework of collaborative European R&D projects), identify the requirements of teachers and learners (taking into consideration different learning paradigms and school curricula), and devise a number of criteria to evaluate their pedagogical value. A bi-monthly review of these environments will ensure that only state-of-the-art tools are selected.
- to design, implement and validate a Web Site for the *Virtual Educational Multimedia Authoring (VEMA) Laboratory*, where a number of hypermedia and multimedia authoring environments will be offered together with appropriate technical and pedagogical guidelines for their use and a set of best practice examples produced from real school life activities;
- to produce *teachers training material* for the use of each of the suggested educational authoring environments covering technical, methodological and pedagogical issues relating to their use for classroom activities. The production of the training material is an important factor for the effective exploitation of the multimedia authoring environments by the users, as it will not only explain their capabilities, but will also provide users with additional support (also valuable to other EUN members) in choosing the most suitable tools for their particular needs;
- to identify «*success stories*» from the use of these environments in real school life and provide a set of best practice examples produced by teachers and students of the EUN School Network. This is closely interrelated to the above objectives, as the examples will: serve as a point of reference for teachers and pupils in their attempts to create their own educational multimedia applications; stimulate innovation among users; and provide ideas and motivation for the utilisation of the tools.

## STATE OF THE ART

cf. «Summary of the proposals», August 1998, pp. 174 to 176

## LINKS TO OTHER PROJECTS

During the course of this WP, the consortium intends to identify synergies with other European initiatives and fully exploit the experience and the results of these projects. Examples of such R&D projects funded by the European Commission are:

- WfS - Web for Schools (ESPRIT EP 22563)
- ERMES - European Educational Multimedia Support Network (ESPRIT EP 24111)
- MATCH, A Multimedia Authoring Environment for Children (INCO-COPERNICUS No 960106)

## DEPENDENCIES

Links with other EUN WorkPackages are identified as follows:

- WP6 (EUN Technical Platform Development)
- WP13 (European Network of Innovative Schools)
- WP16 (EUN Professional Development of Teachers: Pedagogical Guidelines)
- WP10 (EUN Digital Video Library):

## CPTIC'S CONTRIBUTION TO EUN SCHOOLNET WP 15

The CPTIC will integrate WP 15 (all subworkpackages 15.1 to 15.5 are functionally bound together ) into its activities as they correspond well to the skills and know-how developed and available in this ICT resource centre for teachers. The knowledge accumulated by the CPTIC, ensuing from a 10-year long commitment in training and continuing education and personal development of teachers puts this Centre in an excellent situation to contribute significantly to these WP.

As examples, computer-based programmes and prototypes have been set up and are being tested by the CPTIC. Let's quote some of them:

- a work group on multimedia has launched a Project "Balade" (Stroll);
- the projects « Learning to communicate » (Apprendre à communiquer)
- the « Project Communication Infrastructures for Pedagogy » (Infrastructure de communication pour la pédagogie).

There are directly in line with the aims and rationale of WP 15.

(for more information see Annex 1 or please refer to <http://www.ge-dip.etat-ge.ch/cptic/welcome.html> or <http://cptic.ge.ch>)

## Décomposition du WP 15

<b>Task No:</b>	15.1
<b>Title:</b>	WP Management and Exploitation

### Task description

The main objectives of this task are:

- the administration of WP resources and control of WP spending
- the effective technical co-ordination of the WP
- the efficient communication with other WPs
- the development of the WP exploitation plan

<b>Task No:</b>	15.2
<b>Title:</b>	Survey on State-of-the-art Educational Hypermedia and Multimedia Authoring Environments

### Task description

The main objectives of this task are:

- to investigate the state-of-the-art educational hypermedia and multimedia authoring environments (commercial or developed within the framework of collaborative European R&D Projects) - effort will be made to consider as many as possible (at least twenty) different environments.
- to identify the requirements of teachers and learners reflecting the experience of all Member States (taking into consideration different learning paradigms and school curricula);
- to devise a number of criteria (technical, functional, pedagogical) to evaluate the pedagogical value of selected authoring environments. Special consideration shall be given to the ergonomic and graphical aspects of these tools, as well as, the easy navigation and user-friendliness. These tools will provide full multimedia support, animation facilities, media synchronisation, links to external programs and special effects; input will be provided here from WP3 and WP6.
- to investigate how EUN will deal with including authoring packages in the VEMA Lab from commercial tools providers (licensed/ or sold at a discount prices).

<b>Task No:</b>	15.3
<b>Title:</b>	Design and Implementation of EUN VEMA Laboratory Web Site

#### Task Description

The main objective of this task is to design, develop and validate the Web Site of the EUN Virtual Educational Multimedia Authoring Laboratory, where the hypermedia and multimedia authoring environments selected in Task 15.2 will be offered. Although there will be no original development of new authoring environments, the VEMA Web Site will be more than a simple repository of the selected authoring software. Essentially it will be a fully integrated, easy to navigate environment that will provide information about the set of selected authoring environments, their strengths and weaknesses, descriptions of user groups for which they are best suited and how teachers and learners can find ways to best exploit them. Main sections of the site will include:

- a review of authoring tools that are currently available in the market (updated bi-monthly), and an analysis of how the functionality of these compares with the packages offered by the site. These brief presentations will be accompanied with search facilities provided by the metadata indexing (as they are defined by WP7).
- training material for teachers (produced by Task 15.4) which will provide information on the usability of the tools and the related pedagogical implications.
- examples of best practice in the field of authoring educational multimedia applications, closely interrelated with the training material. Since this shall be the EUN user's gateway to the set of tools supporting interactive learning applications, special effort shall be made to ensure development platform independence, interfacing with the EUN multimedia databases, and examples of how to produce streamed video/audio content ready for delivery over the Web (a possible feature of WP10).

Special care shall be taken in negotiating licenses or handling payments for all commercial products to be used the VEMA Lab.

<b>Task No:</b>	15.4
<b>Title:</b>	Production of Teacher Training Material

#### Task Description

This task will produce online training material for teachers regarding the use of each of the suggested educational multimedia authoring environments. These will cover not only technical issues, but will also explore key methodological and pedagogical issues relating to the use of the EUN VEMA Laboratory Tools in classroom activities. Since the training material should cover a set of at least five different tools (each one corresponding to a specific user group or a particular class of educational applications) it is expected that considerable original content shall be produced and significant effort will be required. All material shall be in English. Effort shall be made to use the authoring environments themselves as the training course development platform, whenever this is technically feasible. In general, it is anticipated that three person months shall be required on average for the development of each online course.

Working with the Partnerships and Marketing Manager in WP4, sponsorship for potential mass re-production of the training material will be sought, possibly from companies whose commercial products are included in the VEMA Lab. Taking into consideration the available resources of this Task, the partners expect to develop also a master copy CD-ROM with the Teachers Training Material (gold CD-ROM) which can be used for the mass reproduction, provided that extra financial support is secured. Also, translation in other languages shall be considered provided that extra funding could be secured.

<b>Task No:</b>	15.5
<b>Title:</b>	Best Practice Examples

#### Task description

The main objective of this task are:

- to identify «success stories» from the use of these environments in real schools, and
- to provide a number of best practice examples produced by teachers and students of the EUN School Network (at least one from each selected hypermedia and multimedia educational multimedia environment)

### III. Budget de la participation suisse demandé à l'OFES

1. **Ressources humaines sous contrat** (les sommes s'entendent en franc suisse avec charges comprises)

- Participation aux activités des sous-work-packages 15.1, 15.2, 15.3 15.4 et 15.5 selon descriptions ci-dessus

24 mois à 50% d'un CE cl. 20 (7)  
du 01.10.98 au 31.09.2000

Fr. 125'000.-

2. **Frais de fonctionnement (sur 2 ans)**

3.

- déplacements & coordination générale (1 à 2 personnes) Fr. 15'000.-
- traduction Fr. 6'000.-
- développement/adaptation de logiciel ad hoc Fr. 4'000.-

sous-total : Fr. 25'000.-

**total pour 24 mois: Fr.150'000.-**

**R. Morel**

Directeur du CPTIC  
le 26 octobre 1998

## **Annex 1 to the WP15 description :**

### **The CPTIC (Geneva Pedagogical Centre for ICT, Department of Public Education, Geneva, Switzerland)**

Introduction to the Geneva **Pedagogical Centre for ICT** (please refer to <http://www.ge-dip.etat-ge.ch/cptic/welcome.html> or <http://cptic.ge.ch>)

The Pedagogical Centre for ICT (**CPTIC**) is a non profit educational organisation for the increase and diffusion of ICT (Information and Communication Technology) knowledge in Education ([http://www.ge-dip.etat-ge.ch/cptic/tic\\_dip/tic\\_dip\\_fr.html](http://www.ge-dip.etat-ge.ch/cptic/tic_dip/tic_dip_fr.html)).

A program designed for teachers and professors to develop and understand all aspects of new technologies in education in the context of increasing globalisation and cultural diversity.( <http://www.ge-dip.etat-ge.ch/cptic/formation.html>).

By focusing on an understanding of the total education system and how to relate procedures to the process of growth and globalisation, this program is an unique opportunity for teachers and professors in Geneva, Switzerland, to position themselves as the strategic partner in the global education transformation.

The Pedagogical Centre for ICT (CPTIC) of the Department for Public Education of Geneva (DIP) is operated by teachers professors and specialists :

- \* teams of teachers won over to pedagogical innovations;
- \* a specific centre for the development and implementation of new technology activities;
- \* a network of teachers for exchange, reflection and development of learning tools;
- \* applying new technology, electronic networks and professional specialities, learning materials put on a local and wide area network, available to resident and distant students (<http://www.ge-dip.etat-ge.ch/cptic/prospective.html>).

The main aim of the CPTIC : help you acquire a range of pedagogical skills updated on developments within and beyond your teaching subject, helps to make effective use of new technologies, methods and material, because... education will profit from advances in information technology and telecommunications. The range of services supports all actors of the DIP community.

The CPTIC provides :

- \* pedagogy
- \* learning methodology and infrastructures
- \* research and development
- \* vision for the future in open and distance learning
- \* dissemination of information
- \* multimedia technologies
- \* concepts and skills of telematic support systems
- \* skills workshop : coaching and practising techniques

The CPTIC offers information beyond pedagogy and technology :

- \* pedagogical or educational concepts of student centred learning
- \* learning technologies
- \* computing tools for teachers
- \* computers as pedagogical tools in teaching and learning
- \* influence of these tools on the content and method of teaching and learning
- \* computers and teacher education
- \* distance learning
- \* electronic networks
- \* telematic services
- \* telecommunications systems in schools communication via e-mail messages
- \* interactive teaching programs
- \* electronic tutoring
- \* electronic conferences
- \* learning technology development in the field of education

Regularly scheduled programs and activities sponsored by the Department for Public Education of Geneva, will introduce you to the service and its resources - and to new ways to enjoy them.

Interpretative programs include conferences, talks, workshops, briefings courses, seminars and demonstrations. Most seminars run from 2 to 3 days exploring such subjects as French or foreign languages teaching, chemistry, physical or biology sciences... with computers!

General information useful address and telephone number :

2-4, rue Th. de Bèze, p.o. box 3144 CH- 1211 GENEVE 3, fax : (++4122) 318.05.35

For general information, call (++4122) 318.05.30 (call also this number for interpretative, educational and scientific programs or seminar series).

Contact person for the EUN activities : Raymond Morel, director of the CPTIC

### **R. Morel's Curriculum Vitae**

After studies of mathematics, astronomy and mathematical statistics at the University of Geneva, Raymond Morel has taught during 25 years at the College of Geneva (College de Genève) after having obtained a Certificate of the Etudes pédagogiques of the Geneva DIP.

Director for the twelve last years of The CPTIC, a Service of the Geneva State Education Department (DIP), R. Morel has acted as an active member of the staff who set up a programme on the organisation and human resource management of the Department of public Education of Geneva Canton, in the quality of decision maker. Since 1969, he is an active promoter of information and communication technologies (ICT) applications and programmes in the whole schooling system of Geneva.

On the national level, he set up and chaired during 20 years the Swiss group of co-ordination for ICT, organising more than one hundred teacher training education courses for Swiss educational actors (teachers, researchers, administrative staff and decision makers) and more than one dozen of national symposia.

Acting as expert and Swiss representative in organisations such as the IFIP, OECD, UNESCO, etc., for more than 20 years, he is currently vice-chairman of the TC-3 (education and ICT) of the IFIP (International Federation for Information Processing) and has contributed since 1981 to the scientific organisation of many meetings and international conferences set up by this association.

In the research field, he has led, as Swiss partner, since 1989, several projects within the framework of the European R & D programs (Delta I and II, SOCRATES, etc.).

Raymond Morel received in 1994 the IFIP Outstanding Service Award for his collaboration and international endeavours and inspirational activities.

## **CPTIC's Participation to EUN Schoolnet WP 15**

The CPTIC will integrate WP 15 (all subworkpackages 15.1 to 15.5 are functionally bound together ) into its activities as they correspond well to the skills and know-how developed and available in this ICT resource centre for teachers. The knowledge accumulated by the CPTIC, ensuing from a 10-year long commitment in training and continuing education and personal development of teachers puts this Centre in an excellent situation to contribute significantly to these WP.

As examples, computer-based programmes and prototypes have been set up and are being tested by the CPTIC. Let's quote some of them:

- a work group on multimedia has launched a Project "Balade" (Stroll);
- the projects "Learning to communicate" (Apprendre à communiquer)
- the "Project Communication Infrastructures for Pedagogy" (Infrastructure de communication pour la pédagogie).

There are directly in line with the aims and rationale of WP 15.

### **Co-ordination of tasks among various Swiss Partners**

A Swiss Task Force will take up the co-ordination activities among various partners (OFES, CTIE, CPTIC, TECFA) in the perspective of different WP (WP 1, 4, 8, 9, 12, 13, 15).

Raymond Morel

Updated version November 98 (Original February 1998)



EUN Multimedia MM1010

Date: 7<sup>th</sup> of July 1999

**Deliverable:** Educational Hypermedia and multimedia Authoring Environments. State-of-the-art and selection criteria for VEMA.

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**Part I**

(Cover)

**Deliverable**

**Project Number:** MM1010

**Project Title:** EUN – European Multimedia Schoolnet

**Deliverable Number:** 15.1

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**Title of Deliverable:** Educational Hypermedia and multimedia Authoring Environments. State-of-the-art and selection criteria for VEMA

**Work-Package contributing to the Deliverable:** WP15.1

**Nature of the Deliverable:** (PR/RE/SP/TO/OT)\*\*

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**Author(s):** Eva Wigforss (CITU), Pierre Dunand (CPTIC), Raymond Morel (CPTIC), Dimitris Sampson (PLT, IDEKE) Vassilis Terzopoulos (PLT)

**Contact:**

**Abstract:** The survey has as its goal to identify the requirements of hypermedia/multimedia authoring tools for teachers and learners in primary and secondary schools, taking into consideration different learning paradigms and school curricula. The investigation was done partly through two empirically based studies on how teachers and pupils use authoring tools in a variety of settings and partly through an Internet investigation of authoring tool presentations. The users in the empirical studies were categorised by a four-stage evaluation model. No specific authoring tool was selected for the VEMA, since the results of the survey point at the importance of taking into consideration the variety of available tools in the multilingual and multicultural European school context. The outcome from this survey will be input to task force 15.4, which is intended to produce teacher training material for authoring tools in the EUN context.

**Keyword List:** authoring tools, hypermedia/multimedia, pedagogical evaluation models

\*Type: UP-public, LIE-limited, RP-restricted

\*\*Nature: PR-Prototype, RE-Report, SP-Specification, TO-Tool, OT-Other



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## **Part II**

### **(Executive Summary)**

*This is a one or two pages executive summary of the deliverable. It contains an adequate description of the conclusions or results of the work but does not divulge confidential details. Diagrams and pictures should be avoided unless fully described in words in this Part of the document.*

## **Educational Hypermedia and multimedia Authoring Environments. State-of-the-art and selection criteria for VEMA**

Some general conclusions on the educational hypermedia/multimedia environments are following:

- Multilinguality – primary and secondary education should be based on the mother language of the student. For younger pupils the authoring tools should always be offered in their native language so that the language development in the school years (vocabulary and grammar) will not be hampered
- The school must offer adequate training for teachers to use the authoring tool - the teacher should be more proficient than the pupil in the technical management of the tool
- The school must offer pupils and teachers an adequate number of computers that can be accessed without restrictions
- The school must offer the teachers and pupils storage for their multimedia productions - on servers or extra disks
- The school must have at least one computer specialist available during school hours
- The school should stimulate the shift from authoring tools to authoring communities through a variety of possible collaborations over Internet
- The role of the dedicated enthusiasts in developing educational multimedia should on one hand not be underestimated but on the other hand the school has also to stimulate the ordinary teacher to use multimedia
- The users (teachers and pupils) have to be pushed more to the C level, see text below. Otherwise there will be a risk that the B level would remain the sole aim for many teachers. Consequently, in the long run it could be questionable if the educational multimedia is an appropriate learning tool. Instead, the use of technical equipment (hardware and software) could ultimately complicate the learning process. It is far easier to pick up a book than to start a computer and run a programme. The added information value really has to be outstanding for the teacher/student to in the long run overcome these difficulties.
- Teachers can accept simple computer programs for root-learning (ex vocabulary or naming of towns etc) - but they would not accept similar exercises if they were presented in a book. This means that they tend to accept a simpler pedagogy just to be able to use educational multimedia - but they will not be satisfied with this in the long run.

In the empirical studies for the survey in 15.2 - two Swedish studies of 1350 teachers and 88 ICT-projects – the results from the studies of the requirements and use of multimedia/hypermedia authoring tools can be categorized according to a four-stage model (more thoroughly described in the deliverable):



- 
- Level A. On this level we will find basic use of computers and educational hypermedia/multimedia material. The pupils (and teachers!) are learning how to use a computer and some simple prefabricated computer programmes (CD-ROM).
- Level B. In this level we will today find most users. They use the computer as an intelligent typewriter for producing reports or presentations. Also programs for learning vocabulary in foreign language studies or multiplication root learning in math are examples of activities. The common feature of the level is to collect, collate and present information and the emphasis is on the product and not the process. Commonly used authoring tools are Hyperstudio, html-editors and modern word processing programmes.
- Level C. This level constitutes a paradigmatically shift from level B and will not be reached without new cognitive/pedagogical insights. Some authoring tools may produce this effect by forcing the teacher/student to look/present material or learning goals in a different way. This means that through the authoring process pupils will see things in a new light. The general setting was student's use of the computer to analyse, structure and simulate material in new ways with the new tools.
- Level D. On this highly innovative level we find specially designed project with emphasis on the students' own knowledge production – thus creating a different learning situation for the student. However, those projects are rare because they will probably need radical changes of the existing curricula and learning principles of the school. It means that the students will be given the opportunity to work more problem-oriented, less schedule -oriented and more in accordance with the new information society around us.

From the outcome of the survey and the empirical studies it is clear that authoring hypermedia/multimedia should be defined from at least two viewpoints:

- as a tool for authoring and mere digitalization of a variety of material (texts, pictures, music etc)
- as a pedagogical method for working with the learning task (pupils or teachers, even parents)

In our point of view both has to be considered as intermingled in the learning process, but the pedagogical methods and the learning task should always be the ruling part of the process. One of the most important features of educational multimedia is the interactivity (feedback) between material and user, and hence the stimulation to better learning. The fact that pupils can contribute in a new way to their own production of learning material will also create a new learning paradigm. The transition from passive consumers of educational material to active producers of educational material will improve learning and create a major paradigmatic shift in the school system, as teachers and pupils collaborate in producing learning material. This new way of working and learning might even affect the school's organization, i. e. schedules and subject areas, drastically.

To select some specific multimedia/hypermedia authoring tool is very difficult for the European setting, since the multilingual and multicultural situation demands a great variety of tools. To offer the variety had henceforth been the goal of the survey and the deliverable so far. However the



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results will be considered as the input for the task force 15.4 – to develop and evaluate teacher training material for authoring tools in general - in the Workpackage 15.



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### **Part III**

(Full description of deliverable content)

*This Part contains the body or substance of the deliverable and can be page should contain header information giving:*

The deliverable 15.1 is to be found on the following URL: <http://vema.eun.org/about/1501/>

The following information is required in order to access it (the password is all numbers):

Address (URL): <http://vema.eun.org/about/1501/>

Username: eun

Password: 576123

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## 1. Background and Main Objectives

The demand for innovative educational multimedia software has never been greater. European Schools require advanced multimedia authoring environments which allow both teachers and pupils (primary and secondary) to create a new generation of resources to enhance children's educational and play experiences. Currently, however, it is still the case that, when teachers first acquire multimedia authoring tools, they are uncertain of how best to exploit them in the classroom. They appreciate that these tools can offer a powerful way to explore diverse topics, but they are unsure where to begin with these tools. In many cases the written support materials that accompany the majority of authoring tools include only simple "How To" guides via menus and buttons, rather than pedagogical guidelines or a discussion of how this technology could be fully integrated into the learning environment.

*The main scope of the EUN-VEMA project is to make available to the European SchoolNet a complete toolbox of state-of-the-art educational hypermedia and multimedia authoring environments, together with appropriate training material and best practice examples taken from real school life. In this way, it will be possible for teachers and pupils to use the networked computers in their classroom both as an interactive textbook and an expressive medium, while, at the same time, they will have the ability to create and explore their own new learning paths.*

The key objectives of the project are:

- to **investigate state-of-the-art educational hypermedia and multimedia authoring environments** (commercial or developed within the framework of collaborative European R&D projects), identify the requirements of teachers and learners (taking into consideration different learning paradigms and school curricula), and devise a number of criteria to evaluate their pedagogical value.
- to **design, implement and validate a Web Site for the Virtual Educational Multimedia Authoring Laboratory**, where a number of hypermedia and multimedia authoring environments will be offered together with appropriate technical and pedagogical guidelines for their use and a set of best practice examples produced from real school life activities;
- to **produce teachers training material for the use of each of the suggested educational authoring environments covering technical, methodological and pedagogical issues relating to their use for classroom activities**. The production of the training material is an important factor for the effective exploitation of the multimedia authoring environments by the users, as it will not only explain their capabilities, but will also provide users with additional support in choosing the most suitable tools for their particular needs;
- to **identify "success stories" from the use of these environments in real school life and provide a set of best practice examples produced by teachers and students of the EUN School Network**. This is closely interrelated to the above objectives, as the examples will: serve as a point of reference for teachers and pupils in their attempts to create their own educational multimedia applications; stimulate innovation among users; and provide ideas and motivation for the utilisation of the tools.



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## 2. Survey of State-of-the-Art Educational Authoring Environments

*"The design of learning materials for any medium should always begin with the definition of objectives and analysis of students learning methods. Objectives will usually be given via some kind of curriculum design process that determines what students need to know or to be able to do for a particular subject area. The objectives are defined in terms of the topic.. .....In defining objectives for media-based materials, it will also be necessary to consider targeting areas of the curriculum that will clearly benefit from development."*

*(Laurillard 1993 p 182)*

This survey conducted by members in task 15.2 has as its aim to constitute the basis for the deliverable 15.1: "Educational Hypermedia and multimedia Authoring Environments. State-of-the-art and selection criteria for VEMA".

The survey has three identifiable parts:

the identification of the requirements of teachers and learners (p. 5) taking into consideration different learning paradigms and school curricula;

a general investigation of existing educational hypermedia (p.20) and multimedia authoring environments (commercial or developed within the framework of collaborative European R&D Projects);

a number of criteria (technical, functional, pedagogical) (p. 7) for evaluating the pedagogical value of selected authoring environments and an investigation on how EUN will deal with the inclusion in the VEMA Lab of multimedia and hypermedia authoring tools from commercial tools providers (licensed/ or sold at discount prices).

### 3. Requirements of Teachers and Learners

Educational multimedia should be defined from at least two viewpoints:

as a tool for authoring and mere digitalisation of a variety of material (texts, pictures, music etc)

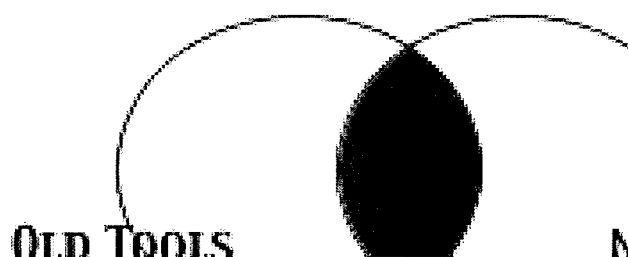
as a method for working with the learning task (pupils or teachers, even parents).

In our point of view both has to be considered as intermingled in the learning process, but the pedagogical methods and the learning task should always be the ruling part of the process.

One of the most important features of educational multimedia is the interactivity (feedback) between material and user, and hence the stimulation to better learning. The fact that pupils can contribute in a new way to their own production of learning material will also create a new learning paradigm. The transition from passive consumers of educational material to active producers of educational material will improve learning and create a major paradigmatic shift in the school system, as teachers and pupils collaborate in producing learning material. This new way of working and learning might even affect the school's organisation, i. e. schedules and subject areas, drastically.

To investigate the use of educational multimedia and hypermedia through mere evaluation of the product and its use in various settings is one way to attempt to understand the pedagogical value of multimedia in schools. Another method is to ask the producer (teacher, student/pupil; commercial organisations) about the supposed learning outcome of the product - that is, to identify the expected outcome and if pedagogical goals were actually achieved.

This means that we have to put emphasis on the expected outcome for using educational multimedia instead of other available means such as books, pencils, videos etc. We can illustrate this process of using old and new tools by following figure:



Old tools are school libraries, crayons, typewriter, photos, videoclips etc. New tools are Internet, digitalised material such as texts, jpeg and gif , authoring tools etc. The old authoring tools could lead to a variety of products i e essay compositions, playscripts, videofilms, newspapers, books etc. The new authoring tools using one medium (the computer) could collate the material with the same principles as before but the product will most often be exposed through the digital media.



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The product could henceforth be very similar but the process and learning that takes place different. For example the traditional essay could be accompanied by animated gifs or videoclips. In promoting educational multimedia this distinction has to be taken into account when looking at the process and the products in the learning situation.

In our empirical survey (page 9.) of the use of educational multimedia we have seen, e.g., that teachers can accept simple computer programmes for root-learning (ex vocabulary or naming of towns etc) - but they would not accept similar exercises if they were presented in a book. This means that they tend to accept a simpler pedagogy just to be able to use educational multimedia - but they will not be satisfied with this in the long run.

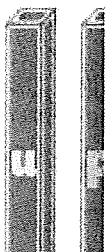
*To evaluate the role of educational multimedia in schools we will have to analyse a variety of existing empirical studies to discover the cognitive as well as the emotional impact on students, pupils and teachers in new learning environments.*

#### 4. The Four Stage Model Evaluation Method

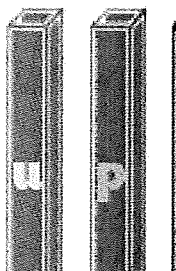
To evaluate the qualitatively stated goals of the project a four stage model was constructed by the "IT for quality" project leaders, Karl-Axel Nilsson and Bo Mller. This model has been included as pedagogical evaluation criteria for the VEMA educational multimedia authoring tools. The model has the following four levels:



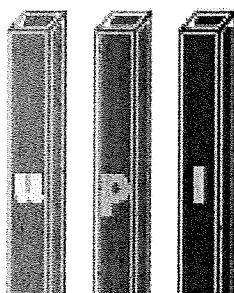
A Teachers and students know how to use a computer and multimedia material but there are no discernable pedagogical aims. This level is a baseline separating those that have not yet been in contact with a computer and digitised multimedia material from those that actually are able to operate computers and programmes.



B Teachers and students/pupils using computers (multimedia resources) in a pedagogical way where they just have to change media for information seeking/organisation or production i.e. reading or creating a book through HyperStudio, KidPix etc. The added value is the possibility for the educational multimedia (through its authoring tools) to combine various media in one place, i.e. listen to bird song, looking at the birds' colour and reading about it, all in the same page and with various degrees of interactivity.



C This level comprises all those projects where teachers/students are using computers/educational multimedia with the aim of learning new things that could not be taught or learned in other ways than by using multimedia. This level is a paradigmatical shift from level B and will not be reached without new cognitive/pedagogical insights. Some authoring tools may produce this effect by forcing the teacher/student to look/present material or learning goals in a different way. This means that through the authoring process pupils will see things in a new light.



D This level overlaps to some extent with C, but represents highly innovative uses of multimedia by pupils and teachers who are virtually 'artists' and whose use/production of educational multimedia is truly on a leading edge. This would, for example, be the equivalent of SimCity in an educational multimedia environment. Use of educational multimedia at this level is rare, but examples can currently be found in a variety of school settings.



## **5. A report of some of the empirical background to the survey : "IT for quality"**

The Swedish Foundation for Knowledge and Competence Development (in Swedish "Stiftelsen for Kunskaps- och Kompetens utveckling - KK) funded during 1996-1999 two types of project to stimulate the use of ICT in primary and secondary schools. The "municipality projects" were selected (after application) from each county in Sweden and should act as a lighthouse for the rest of the regional schools. The KK foundation (<http://www.kks.se/english/>) has also funded several smaller projects in a variety of areas to stimulate the use of ICT in various settings in society.

"IT for quality" is one of the municipality projects (in Lund) and the project has formulated following explicit goals (in Nilsson & Muller, 1996) (p.19):

*"The overall goal is that all pupils leaving the primary or secondary schools in Lund should have obtained such knowledge in IT as stated in the IT strategic plan after the project period (three years). This goal implies a comprehensive training of the personal in the schools.*

*The training programme has as its goal to use information technologies to carry out pedagogical ideas and is governed by the principle that participating teachers in the training phase should use the computer in their teaching. They also has to document their experience of this use of IT and their pedagogical conclusions. "*

The "IT for quality" project is now in the process of evaluation and several reports have already been published by the project management. Some of these results will be discussed here, but for the more specific purpose of this survey seven in- depth interviews were conducted to further elaborate on the subject area projects experience of using educational multimedia.

All in all 1517 teachers, 14516 pupils and 26 schooldistricts were involved in the project, (Nilsson & Muller 1997) (p.19). Three main activities were planned to obtain the project's goals:

individually based IT training sessions for teachers  
experience seminars including information through internet  
specially designed projects in seven specific subject areas

In a quantitative report Nilsson and Muller (1998) (p.19) states that at the end of 1997 about 78% of the teachers already use IT in their teaching and about 94% of the pupils had become acquainted with computers. Thus the project's goal was almost obtained in the second year of the project's three years.

The overall results from the two quantitative reports (Nilsson & Muller, 1997 and 1998) (p.19) showed that the most common use of IT was with word processing, CD-ROM and drawing programmes.

But the use of Internet had increased to about 40% of the users (teachers and pupils). All of the municipality schools now had their own websites, most of them managed by a teacher at the school, but in some cases pupils and teachers had collaborated in creating the school homepages.

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At several schools international cooperation between classes thus using communication systems had also increased during the project period.

### **For obtaining the qualitative goals of the project:**

"The teacher shall achieve such a level of IT competence and performance so that they can participate in a systematic development to strengthen the quality of their teaching through IT support."

several subject area projects (88 at the end of 1998) were initiated and funded. The nine selected subject areas were:

1. Development of reading and writing
2. Foreign language studies
3. Natural sciences and technology
4. Social subjects
5. Art, music and drama
6. Physical school planning
7. Parental involvement
8. Gender equality
9. Distance learning

The 88 projects represent all primary and secondary school levels. Each project's outcome has now (December 1998) been reported and disseminated through their own school's homepages (in Swedish). This information will thus serve as further stimulation for other schools and teachers to use IT in their teaching. For the specific purpose of the WP 15.2 task we have selected 7 of these projects to further elaborate on the issue of the use and experience of educational multimedia in the school setting.

To evaluate the qualitatively stated goals of the project a four stage model was constructed by the "IT for quality" project leaders, Karl-Axel Nilsson and Bo Muller. This model has been included as pedagogical evaluation criteria for the VEMA educational multimedia authoring tools. The model has the following four levels:

Teachers and students know how to use a computer and multimedia material but there are no discernable pedagogical aims. This level is a baseline separating those that have not yet been in contact with a computer and digitised multimedia material from those that actually are able to operate computers and programmes.

Teachers and students/pupils using computers (multimedia resources) in a pedagogical way where they just have to change media for information seeking/organisation or production i.e. reading or creating a book through HyperStudio, KidPix etc. The added value is the possibility for the educational multimedia (through its authoring tools) to combine various media in one place, i.e. listen to bird song, looking at the birds' colour and reading about it, all in the same page and with various degrees of interactivity.



This level comprises all those projects where teachers/students are using computers/educational multimedia with the aim of learning new things that could not be taught or learned in other ways than by using multimedia. This level is a paradigmatical shift from level B and will not be reached without new cognitive/pedagogical insights. Some authoring tools may produce this effect by forcing the teacher/student to look/present material or learning goals in a different way. This means that through the authoring process pupils will see things in a new light.

This level overlaps to some extent with C, but represents highly innovative uses of multimedia by pupils and teachers who are virtually 'artists' and whose use/production of educational multimedia is truly on a leading edge. This would, for example, be the equivalent of SimCity in an educational multimedia environment. Use of educational multimedia at this level is rare, but examples can currently be found in a variety of school settings

The overall results from the first two years qualitative use of IT gave the following data about the use of IT, reported in Nilsson & Muller 1997 and 1998 (page 19):

#### Level A

On this level we find the basic use of computers: pupils (and teachers) learn how to use a computer and some simple programmes.

#### Level B

In this level we find the most users categorised. They use the computer as an intelligent typewriter for producing reports or presentations. Also programs for learning vocabulary in foreign language studies or multiplication root learning in math are examples of activities. (The use of CD ROM productions are common in this level). The common feature of the level is to collect, collate and present information and the emphasis is on the product and not the process. The presenter could have used such authoring tools as Power-point or Hyperstudio or even some html-editor.

#### Level C

The general setting for this level was students use of the computer to analyse, structure and simulate material in new ways with the new tools, and the use of IT on this level could be illustrated through the following four examples:

In one primary school (level 1-5) pupils were using a programme to manipulate pictures and then discussing picture manipulation in propaganda, information and commercial advertising. This learning activity could not have been achieved in other ways.

Several pupils in primary schools were using the program LOGO to train logical thinking, and learning through the interactivity could not have been achieved in other ways.

In one secondary school students created a virtual enterprise and thus illustrated and created concepts that otherwise had to be studied theoretically through their textbooks in economy.



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The use of Internet for evaluating information and look at presentations in order to learn more about information dissemination also falls in this category.

#### Level D

On this highly innovative level we can see specially designed project with emphasis on the students' own knowledge production &ndash; thus creating a different learning situation for the student. However, those projects are rare because they will probably need radical changes of the existing curricula and learning principles of the school. It could mean that the students will work more problem-oriented, less schedule oriented and more in accordance with the new information society around us. In one primary school (level 6-9) a totally new learning situation was created in the Natural Science classroom. Students worked with traditional labs and Internet based labs. Each pupil was making their own multimedia teaching material - a personal book. The results showed that a new learning paradigm was accomplished which could not have been reached through the old media.

The conclusions we can draw from the last project year (1998) are that IT users (teachers and pupils) have to be pushed more to the C level. Otherwise there will be a risk that the B level would remain the sole aim for many teachers. Consequently, in the long run it could be questionable if the educational multimedia is an appropriate learning tool. Instead, the use of technical equipment (hardware and software) could ultimately complicate the learning process. It is far easier to pick up a book than to start a computer and run a programme. The added information value really has to be outstanding for the teacher/student to in the long run overcome these difficulties.

In order to illustrate the role of educational multimedia in specific subject area projects, a one-hour interview was conducted with seven selected teachers from the 88 subject area projects. Findings from this study is reported here (page 13) in the next section of the Swedish study.



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## 6. A report of some of the empirical background to the survey : "In - depth interviews"

In order to illustrate the role of educational multimedia in specific subject area projects, a one-hour interview was conducted with seven selected teachers from the 88 subject area projects.

We selected representative teachers to be interviewed on the basis of how they had used multimedia tools, the outcome and their experience with the tools. The interviews were conducted by a trained sociologist according to the interview plan in Appendix 1. All interviews were taped and then transcribed word by word. A qualitative analysis was made of the data and the results are presented below.

The following seven projects were chosen from the 88 subject area projects:

Type of school	Subject areas	Stated educational multimedia purpose
1. Secondary	art and music, social sciences and Swedish language studies	"A multimedia presentation project across four subject areas"
2. Secondary	social sciences	A CD ROM with material about the development of Eastern Europe after 1989
3. Secondary	social sciences	The pedagogical use of Internet and multimedia
4. Primary (grade 4-6)	natural science and music	Use of Internet and intranet in natural sciences studies
5. Primary (grade 1-5)	natural science	To build a virtual environment - the young research school
6. Primary (grade 1-3)	reading and writing	The use of IT and multimedia in special teaching-dyslexia
7. Primary (grade 1-2)	music and technology	To create multimedia presentations with music

From the seven interviews we can summarise the results (english translation of answers) concerning the implementation of educational multimedia. **Numbers below are relating to the specific project in the table above.**

### Pedagogical purpose

"We wanted to create and produce multimedia in a variety of situations involving presentations in the chosen subject areas - social science, swedish language, art and music. Especially art and music would be important multimedia support to the other subjects"

"We wanted to make a CD ROM with two of our classes on the development of Eastern Europe after the decline of Communism."

"To let the students collect and present relevant facts from the Internet about a certain topic in social sciences"

"To learn the children how to use the computers, programmes and the Internet as tools for their own learning and communication with other pupils."

5. "To use multimedia through the publications from the young reseachers school in natural sciences"

6. "To use IT and especially multimedia for pupils with reading and writing disabilities"

7. "To combine music and IT"

### **Selected multimedia tool**

"I got information on two programs from students - Director and PhotoShop. I think PowerPoint was too simple for our purpose. We also tested AuthorWare but in the end we selected Director as an authoring tool for its combination of functionality and creativity. We used Photoshop for art digitalisations. We also offered pupils courses in the use of multimedia."

"We chose a Danish program Mediator 4. The program is very good for animated pictures and the functionality was good enough for our purpose. The program was easy to handle for the pupils (secondary school). It was not too expensive to buy school licences. We also tested several other programmes such as Director, Astound, Hypercard, Multimedia Tool and PowerPoint. We used PhotoShop and PaintShop for digitalisation and manipulation of pictures."

"HTML-coding of text and pictures. Each student and teacher has a serverspace for webpresentations. We have looked at Hyperstudio and PowerPoint, but it takes too much time for the students to learn how to use them. Students are working with Pagemaker and Photoshop producing their school journal."

"We have not yet started to use multimedia authoring tools. But we use MicrosoftWorks as a tool for text and pictures. We take our material from existing CD-ROMs and from the Internet. We also use digital cameras and their own photos. We have now bought MultimediaLab and will start to use that next year."

"We use ClarisWorks since it free and comes initially with the computers. The program has a lot of multimedia functions, is easy to handle for younger pupils and instructions are in Swedish."

"We use KIDPIX and CreativeWriter and FineArtist. We also used a share ware programme Slides and Sounds for more simple presentations, the programme ressembles PowerPoint. We have

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recently started to use the Swedish programme MultimediaLab and the functionality seems to be very good. The advantage is also that the instructions are in Swedish."

"We used Q-base score, a music programme. And then we combine music, texts and pictures in ClarisWorks, this program has Swedish instructions for the young children and it has a lot of functionalities (diagrams, word processing, drawing, picture-viewer etc) and it is easy to handle for them. We looked at KIDPIX but chose ClarisWorks."

### **Expected and actual outcome of the project**

1. "We had expected a fruitful collaboration over the subject areas but failed in the cooperation because of the school administrators and lack of time and number of available computers. I myself produced an interactive CD-ROM on photographic film for a publishing company but we have not yet been able to use it in my classroom because of lack of computers."
2. "We did not achieved our expected goals. There was to little facts to be found on Internet and in books about the topic (Eastern Europe) and the students did not possess enough competence in the use of computers and programme. Few students had the talent for multimedia productions. Nevertheless we collated the material we found and made a CD ROM."
3. "Internet presentations were achieved but all material was published by the teachers in the project."
4. "We have created an international network for exchange of ideas and information between pupils. We have also created and publish an Internet newspaper together with some schools in Denmark in the so called "bridge project."
5. "We have succeeded in producing multimedia material within the framework of the young reaserchers school in natural sciences."
6. "We are very satisfied with the overall effects of the project. Our disadvantaged children love to use pictures and sounds in their presentations and they are also more willing to read and write in the school setting."
7. "The children have produced their own material."

### **Problems related to realisation of projects**

1. "No support from school management. No technical support for Mac computers. No server for storing the produced material."



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2. "Too little time for the students to work with the project. No support from colleagues and school management. Too time-consuming for the involved teachers."
  3. "Takes too much time for both teachers and students to make multimedia presentations. Too much time is consumed by unplanned surfing for facts on Internet ."
  4. "Too old computers."
  5. "Too much time for technical support. Too old computers for new software."
  6. "We need more computers and special training for the teachers. We also have too old computers, but as for many schools there is actually no budget for purchasing of new ones."
  7. "We have had both hardware and software problems, but in the end we have managed them by ourselves."

### **Some added remarks**

1. "As a teacher in social science I think the few ready-made multimedia productions in my subject are too difficult to use in my teaching. Most of them are in English for an English or American cultural background."
2. "I would like to have pedagogically designed websites where a teacher or student can directly find relevant project information."
3. "We have bought several so called pedagogical multimedia programmes for schools, but they have turned out to be useless in the school setting."
4. "We are quite proud that we can give children free access to the computers during school time."
5. "The advantage with multimedia is that the weaker pupils can do good presentations, and yet the good pupils can also take advantage of the media."

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## 7. Conclusions

From the interviews we can conclude some important findings concerning the implementation of educational multimedia in a school setting:

- Multilinguality - education is based on the mother language of the student. For younger pupils the authoring tools should always be offered in their native language so that the language development in the school years (vocabulary and grammar) will not be hampered
- The school must offer adequate training for teachers to use the authoring tool - the teacher should be more proficient than the pupil in the technical management of the tool
- The school must offer pupils and teachers an adequate number of computers that can be accessed without restrictions
- The school must offer the teachers and pupils storage for their multimedia productions - on servers or extra disks
- The school must have at least one computer specialist available during school hours
- The school should stimulate the shift from authoring tools to authoring communities through a variety of possible collaborations over Internet
- The role of the dedicated enthusiasts in developing educational multimedia should on one hand not be underestimated but on the other hand the school has also to stimulate the ordinary teacher to use multimedia

### Multilinguality, Multicultural issues and Imported culture

Multilinguality (<http://linguanet-europa.org/>) - education is based on the mother language of the student. For younger pupils the authoring tools should always be offered in their native language so that the language development in the school years (vocabulary and grammar) will not be hampered;

### Teachers Education Needs & Professional Development

The school must offer adequate training for teachers ([http://www.ge-dip.etat-ge.ch/cptic/fetich/usersneeds\\_en.html](http://www.ge-dip.etat-ge.ch/cptic/fetich/usersneeds_en.html)) to use the authoring tool - the teacher should be more proficient than the pupil in the technical management of the tool;

### Equity and Access Issues

The school must offer pupils and teachers an adequate number of computers (<http://www.en.eun.org/oldies/minister.htm>) that can be accessed without restrictions;



## **Communication Infrastructure for Pedagogy**

The school must offer the teachers and pupils storage for their multimedia productions (<http://www.en.eun.org/menu/resources/index.html>) - on servers or extra disks;

## **Local vs. Centralised Ressource person**

The school must have at least one (<http://www.en.eun.org/menu/resources/set-technicalcorn.html>) computer specialist available during school hours;

## **Communication processes (CMC) in School settings**

The school should stimulate the shift from authoring tools to authoring communities (<http://www.en.eun.org/menu/projects/index.html>) through a variety of possible collaborations over Internet;

## **Clear Political Support for ITC use**

The role of the dedicated enthusiasts in developing educational multimedia should on one hand not be underestimated but on the other hand the school has also to stimulate the ordinary teacher to use multimedia. ([http://www.ge-dip.etat-ge.ch/cptic/fetich/guidelines\\_en.html](http://www.ge-dip.etat-ge.ch/cptic/fetich/guidelines_en.html))

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## 8. Educational Hypermedia and Authoring Environments

*"What is the first question an authoring tool user should ask before using a tool to create a piece of educational software? Answer: Does the software or something like it already exist, and if so, who created it, and will they allow it to be reused?"*

*(Spohrer & Sumner & Buckingham-Shum, 1998 p. 3)*

The following section of the report is based on a survey of commercial multimedia and hypermedia authoring tools which have so far been exploited in the Lund university-CITU/Lund municipality projects. Of special interest are multilingual tools that have been developed, used and evaluated in Europe.

Some of the authoring tools are solely made for web publication others also for publication on e.g. CD-ROM. This is a section of the survey that should be further elaborated by the partners in the task force. Especially own or others experiences and evaluations will be of value for the final selection of suitable tools.. For each tool technical and functional specifications are best given by the vendor through their own websites. Of interest for our purpose is teachers evaluation of the tools.

- **From Adobe**

PageMill (<http://www.adobe.com/proindex/pagemill/main.html>)

PageMaker (<http://www.adobe.com/proindex/pagemaker/main.html>)

Illustrator (<http://www.adobe.com/proindex/illustrator/main.html>)

Premiere (<http://www.adobe.com/proindex/premiere/main.html>)

Photoshop (<http://www.adobe.com/proindex/photoshop/main.html>)

- **From Apple**

ClarisWorks for kids (<http://www.apple.com/products/claris/cw4k.htm>)

Hypercard (<http://www.apple.com/hypercard>)

Apple Media Tool (<http://www.apple.com/products>)

- **From Macromedia**

Director (<http://www.macromedia.com/director>)



Authorware (<http://www.macromedia.com/authorware>)  
DreamWeaver (<http://www.macromedia.com/dreamweaver>)  
Flash (<http://www.macromedia.com/>)  
FreeHand (<http://www.macromedia.com/>)

- **From Microsoft**

Frontpage (<http://www.microsoft.com/>)  
Power Point (<http://www.microsoft.com/>)

- **Others**

HyperStudio (<http://hyperstudio.com/>)  
KIDPIX (<http://www.broderbund.com/store>)  
MultimediaLab (<http://www.gdpc.com/>)  
MediatorPro (only for Windows and NT) (<http://www.mwin.com/>)  
MultimediaMaker (only for Windows) (<http://www.dareware.com/multimedia.html>)  
Astound (<http://www.astound.com/>)  
Stella (<http://www.hps-inc.com/services/workshops/stella/simulation.html>)  
HyperSlider ([http://www.kfunigraz.ac.at/imawww/thaller/wolfgang/prog\\_e.html](http://www.kfunigraz.ac.at/imawww/thaller/wolfgang/prog_e.html))  
Mathematica (<http://www.wolfram.com/products/mathematica/>)  
Toppics Multimedia (<http://www.fraefel.ch/toppics.htm>)  
Cloze Software (<http://194.205.1.2/creative/education/languages/martin/cloze.htm>)  
Learning Space (Lotus) (<http://www.lotus.com/home.nsf/welcome/learnspace>)

## **Discussion**

The very obvious trend today for educational purposes is to use multimedia and hypermedia authoring tools for web publications. However CD ROM publications are also a coming media especially since the hardware gets less and less expensive.

As was stated in the introduction the pedagogical problems to be solved or enlightened by educational multimedia will always be the main target for the teacher and pupil, and the choice of an actual tool will be an effect of the problem to be solved. However, we also argue that the choice of educational multimedia will affect the problem-solving and even the learning outcome. In line with this argument we would like to suggest **three archetypes of multimedia authoring tools**:

- a **strict linear type** like a film where start and end are obvious;
- a **linear type** like a book where the "pages" hold all information and a **start and end can be perceived**;



EUN Multimedia MM1010

Date: 7<sup>th</sup> of July 1999

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- a **associative type**, like websites, where it is difficult to see a start or an end page.

## **9. Links to sites with information about authoring tools**

The following URLs lead to links for more general information about the use of multimedia authoring tools:

Use criteria below as demo for this webpages Sue Spahn  
([http://www.nova.edu/~spahn/authoring\\_tools.htm](http://www.nova.edu/~spahn/authoring_tools.htm)):

If you like to provide us with more links to websites with descriptions etc of the use of multimedia/hypermedia authoring tools, please follow the criteria below when you evaluate the website :

- give an overview of the site
- give some keywords for the topics covered with the tool
- describe intended user and if possible necessary competence level
- describe the tools performance characteristics,
- give your own evaluation if you have used the tool (should be through an on-line questionnaire).

Email address for updating new links: VEMA Webmaster ([bt@multiland.gr](mailto:bt@multiland.gr))



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## **Part IV**

(Bibliography and references)

*This part should contain the list of documents and other key references relevant to the deliverable.*

The deliverable 15.1 references are to be found on the following URL:

<http://vema.eun.org/about/1501/reference.html>

The following information is required in order to access Del 15.1 (the password is all numbers):

Address (URL): <http://vema.eun.org/about/1501/>

Username: eun

Password: 576123

## **References**

Diane Laurillard (1993): **Rethinking University Teaching - a framework for the effective use of educational technology**. Routledge: London.

**Educational multimedia in the European Union and the main third countries**. European Commission - July 1996 (Annex to the task force report of July 1996).

Lindh, J\_rgen (1997); **Rapport-extern utv\_rdering av Lundaprojektet "IT f\_r kvalitet"**. Published on Internet address: <http://www.lund.se/utb/informat/>

Murray, T (1998): **Authoring knowledge based tutors: tools for content, instructional strategy, student model, and interface design**. In Journal of Learning Sciences, 7 (1) pp 5-64.

Nilsson, Karl-Axel & M\_ller Bo (1997): **Utv\_rderingsrapport f\_r 1996**. Published on Internet address: <http://www.lund.se/utb/informat/>

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**Report of the task force "Educational software and multimedia"**. European Commission - July 1996.

**Review of research and development in technologies for education and training: 1994-98**. European Commission, Directorate-General. Telecommunications, Information Market and Exploitation of Research. 1998.



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Spohrer, J & Sumner, T & Buckingham-Shum, S (1998): **Educational authoring tools and the educational object economy: introduction to this special issue from the east/west group.** In Journal of Interactive Media in Education no 10.



Bundesamt für Bildung und Wissenschaft  
Office fédéral de l'éducation et de la science  
Ufficio federale dell'educazione e della scienza  
Uffizi federal da scolaziun e scienza

3003 Berne, le 15 septembre 1999

Centre pédagogique des  
Technologies de l'Information  
et de la Communication  
Monsieur R. Morel  
CP 3144  
1211 Genève 3

**Projet SOCRATES/LINGUANET-EUROPA (LEO-SOC/98/05 2<sup>ème</sup> année)**

Cher Monsieur,

Nous avons bien reçu votre demande pour un financement du projet susmentionné pour la 2<sup>ème</sup> année.

Nous vous enverrons la prolongation du contrat dès que nous aurons reçu la confirmation que le projet est accepté par la Commission européenne.

Dans l'attente, veuillez recevoir, cher Monsieur, nos salutations les meilleures.

OFFICE FÉDÉRAL DE L'ÉDUCATION ET DE LA SCIENCE  
Education

Christine Cappi



Bundesamt für Bildung und Wissenschaft  
Office fédéral de l'éducation et de la science  
Ufficio federale dell'educazione e della scienza  
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3003 Berne, le 15 septembre 1999

Centre pédagogique des  
Technologies de l'Information  
et de la Communication  
Monsieur R. Morel  
CP 3144  
1211 Genève 3

**Projet SOCRATES/LINGUANET-EUROPA (LEO-SOC/98/05 2<sup>ème</sup> année)**

Cher Monsieur,

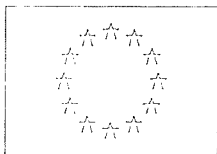
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OFFICE FÉDÉRAL DE L'ÉDUCATION ET DE LA SCIENCE  
Education

Christine Cappi



EUROPEAN COMMISSION  
DIRECTORATE-GENERAL XXII  
EDUCATION, TRAINING AND YOUTH

Budget, evaluation and audit

07 SEP. 1999

## GRANT AGREEMENT

N° 1999 - 0555 / 001 - 001  
SOC-335BLI

### Between

The European Community ("the Community"), represented by the Commission of the European Communities ("the Commission"), itself represented by Mr D. LENARDUZZI, Director-General a.i., Directorate-General XXII, Education, Training and Youth,

of the one part,

and

### CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH

with its registered office at :

20 BEDFORDBUR, COVENT GARDEN  
UK - WC2N 4LB LONDRES

("the Beneficiary"),

represented by :

M. DR. KING LID

of the other part,

have agreed as follows:

## Article 1 - Subject matter

- 1.1 The **Commission** has decided to award a grant on the terms set out in this Agreement and its annexes, which the **Beneficiary** hereby declares it has taken note of and accepts, for the **operation** entitled :

**Lingua@net Europa - A Virtual Languages Resource Centre in the teaching and learning of foreign languages**

("the operation").

- 1.2 The **Beneficiary** accepts the grant and undertakes to carry out the **operation** under its own responsibility.  
A detailed description of the **operation** is given in Annex I, which is an integral part of this Agreement.

- 1.3 The **operation** shall be carried out mainly at : UK - WC2N 4LB LONDRES

## Article 2 – Duration

- 2.1 The Agreement shall last for ca. 12 months from 01-07-1999 ["starting date"].

- 2.2 The Agreement shall end 30-06-2000 ("date of completion").

## Article 3 - Financing the operation

- 3.1 The total eligible cost of the **operation** is estimated at EUR 418.340,00 . The detailed budget of the operation is set out in Annex III, which is an integral part of this Agreement.

The total cost of the **operation** comprises only costs eligible for Community funding, as defined in Annex II. No more than 7% of the total amount of eligible direct costs shall count as eligible indirect costs. The terms are set out in Article 11.3 of Annex II.

The total cost of the **operation** does not include *possible* contributions in kind by the **Beneficiary**, which are specified separately in Annex III.

However, if applicable, as contributions in kind have been taken into account by the **Commission** when it set its contribution to the **operation**, the **Beneficiary** undertakes to supply these contributions on the terms laid down in this Agreement. Failure to honour this undertaking may entail termination of the Agreement as specified in Article 4 of Annex II.

- 3.2 The **Commission** shall provide a maximum amount of EUR 100.000,00, equivalent to 23,90 % of the estimated total cost specified in paragraph 1.
- 3.3 Should the real eligible costs on completion of the **operation** turn out to be lower than the estimated total cost specified in paragraph 1, the **Commission's** contribution will be limited to the amount calculated by applying the above percentage to real eligible costs. The **Beneficiary** undertakes to repay to the **Commission** any sums already paid in excess of this amount.
- 3.4 The **Beneficiary** agrees that the grant may in no circumstances give rise to profits and that it must be restricted to the amount required to balance revenue and expenditure for the **operation**.
- 3.5 The **Beneficiary** accepts that the grant does not constitute a claim on the **Commission** and may not therefore be assigned to another body or transferred to a third party without the **Commission's** prior written consent.

#### **Article 4 - Payment arrangements**

- 4.1 The **Commission** shall pay the grant to the **Beneficiary** as follows:
- 80% of the amount specified in Article 3.2 by way of an advance within 60 days of receipt by the Commission of the Agreement signed by both parties;
  - the balance within 60 days of receipt and approval of the final report and final financial accounts of the operation.
- 4.2 Payments due from the **Commission** shall be made to the following bank account of the **Beneficiary**:
- 56 00 14 06510191 CENTRE FOR INFORMATION ON LANG  
NATIONAL WESTMINSTER BANK PO BOX 2BA 69 BAKER STREET  
  
UK - W1A 2BA LONDON
- 4.3 The **Commission** shall make payments in euros. Real costs shall be converted into euros at the rate published in the C series of the Official Journal for the first working day of the month in which payment is effective.  
Exchange losses are not covered by this Agreement and shall be borne by the **Beneficiary**.

#### **Article 5 - Reports and other documents**

The final report and final financial accounts for the operation referred to in Article 4.1 shall be submitted by the Beneficiary to the Commission **at the latest two months after completion of the Agreement** in 3 copies in the English language :

- the final report shall in particular include the following :
  - an overall assessment of the results of the project as compared with the initial objectives;
  - complete information on the development, progress and achievements of the project including, where appropriate, information on interaction with other projects;
  - a summary in English or French, of the main results achieved (no more than 2 pages).
- the final financial account will be established **solely on the Annex IV** attached to this Agreement. **Any other support will be rejected.**

#### **Article 6 - General administrative provisions**

Any information supplied in connection with this Agreement shall be in writing and shall be sent to the following addresses:

For the **Commission** :

European Commission  
Directorate-General XXII  
"Education, Training and Youth"  
**Unit 1 – Budget, evaluation & audit**  
rue de la Loi, 200  
B - 1049 BRUSSELS

For the **Beneficiary** :

CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH  
20 BEDFORDBUR, COVENT GARDEN  
UK - WC2N 4LB LONDRES

## Article 7 - Final provisions

7.1 The following documents are annexed to this Agreement and are an integral part of it:

Annex I	:	Description of the <b>operation</b>
Annex II	:	General terms and conditions applicable to grant Agreements of the European Communities
Annex III	:	Budget for the <b>operation</b>
Annex IV	:	Final financial accounts for the <b>operation</b>

7.2 Should the provisions of the annexes and those of the Agreement differ, the provisions of the Agreement shall apply. Annex II prevails on the other Annexes.

## Article 8 - Specific terms and conditions applying to the operation

8.1 The signed **Agreement must be returned** to the Commission at the address mentioned in Article 6 **within 30 days of receipt**. If the Agreement is not returned within this time limit, the Commission reserves the right to consider that the Beneficiary renounces the grant and therefore will cancel the grant;

8.2 Changes to the bank references mentioned in Article 4 will only be accepted in highly exceptional circumstances and on the basis of a duly justified request. Should the change be accepted, payment of the grant will be effected within 90 days;

8.3 No reimbursement of travel expenses or subsistence allowances will be made either to Commission representatives or personnel from Technical Assistance Offices to the Commission with regard to this Agreement;

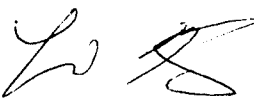
8.4 Any request for amendment, duly justified, must be received by the Commission at the latest **60 days before the date of completion of the Agreement**.

8.5 The following persons are empowered to supervise the performance of this Agreement :

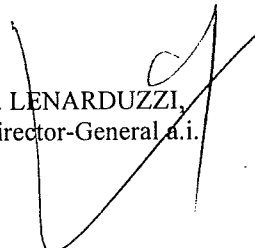
- for the Commission	:	M. VLAEMINCK Sylvia
- for the Beneficiary	:	M. DR. KING LID

Done in two copies, in the English language.

For the Beneficiary

  
DR. KING LID  
Position : *Director*.....

For the Commission

  
D. LENARDUZZI,  
Director-General a.i.

**AVENANT No 1**

=====

au contrat du 16 juillet 1998 (LEO-SOC/98/05)

entre

**LA CONFEDERATION SUISSE**

représentée par

L'OFFICE FEDERAL DE L'EDUCATION ET DE LA SCIENCE (OFES)

et les partenaires suivants du projet:

CENTRE PEDAGOGIQUE DES  
TECHNOLOGIES  
DE L'INFORMATION ET DE LA  
COMMUNICATION (CPTIC)  
2-4, rue Th.-de-Bèze  
1211 Genève 3

CENTRE SUISSE DES TECHNOLOGIES  
DE L'INFORMATION DANS  
L'ENSEIGNEMENT (CTIE)  
Erlachstrasse 21  
3000 Berne 9

représentés par

Raymond Morel  
Directeur

Francis Moret  
Directeur

---

Les parties sont convenues de coopérer dans le cadre du projet intitulé

**Lingu@net-EUROPA**

dans le cadre des programmes d'éducation et de formation professionnelle de l'UE

**Cet annexe modifie le contrat du 16 juillet 1998 de la manière suivante:**

**1) Durée du contrat**

Le contrat est prolongé à partir du 1.08.1999 jusqu'au 31.07.2000

**2) Modalités de rémunération**

La participation de l'OFES pour toute la période du contrat (1.08.1998 - 31.07.2000) se monte à un total de **Fr. 103'900.--**

Le subside fédéral doit être utilisé de la manière suivante:

Ressources humaines sous contrat (charges comprises)	Fr. 60'000.--
Ressources humaines au cachet (charges comprises)	Fr. 21'000.--
Hors ressources humaines sous contrat	
- Déplacements, meeting et coordination générale	Fr. 20'500.--
- Développement/adaptation de logiciel	Fr. 2'400.--
<b>Total</b>	<b><u>Fr. 103'900.--</u></b>

De la somme totale du subside fédéral de **Fr. 103'900.--**, une première tranche a déjà été versée, soit:

**Fr. 55'180.-- le 16.07.1998.**

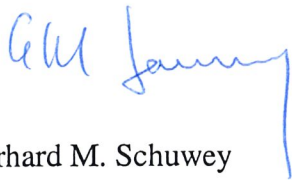
Le subside fédéral est versé par tranches. A la signature de la présente annexe du contrat, le requérant indique, sur un formulaire spécial, la répartition souhaitée du montant attribué ainsi que le montant de la nouvelle tranche de paiement.

Le requérant présente ensuite à l'OFES chaque demande de versement partiel sur le même formulaire.

**La dernière tranche représente 10% de la somme totale attribuée (soit Fr. 10'390 --).** Elle sera versée après l'approbation du rapport final détaillé des travaux réalisés et du décompte final.

Les autres points du contrat du 16 juillet 1998 restent inchangés.

OFFICE FEDERAL DE  
L'EDUCATION ET DE LA SCIENCE  
Le Directeur



Gerhard M. Schuwey

Berne, le

CENTRE PEDAGOGIQUE DES  
TECHNOLOGIES  
DE L'INFORMATION ET DE LA  
COMMUNICATION (CPTIC)  
Le Directeur



Raymond Morel

Genève, le 25.10.99

CENTRE SUISSE DES TECHNOLOGIES  
DE L'INFORMATION DANS  
L'ENSEIGNEMENT (CTIE)  
Le Directeur



Francis Moret

Berne, le 16. 11. 99

Geneva, 3 April 2000



Département de l'instruction publique

**Centre Pédagogique des  
Technologies de l'Information  
et de la Communication  
CPTIC**

Case postale 3144  
1211 GENÈVE 3

Téléphone (022) 318 05 30

Télécopieur (022) 318 05 35

<http://www.edu.ge.ch/cptic/>

CILT  
Mr Lid King  
20 Bedfordbury  
LONDON WC2n 43LB  
England

**Letter of Endorsement**

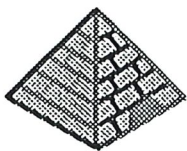
To whom it may concern

CPTIC fully endorses the proposal for Year three of the Lingu@net Europa project.

We have seen the work plan for Year three of this project and our role in this work plan and confirm by the present that we undertake to fulfill this role as specified.

Raymond Morel

Director CPTIC



**CPTIC**

Centre Pédagogique des  
Technologies de l'Information  
et de la Communication

2-4, rue Théodore-de-Bèze

Case postale 3144

1211 GENÈVE 3

<http://www.ge-dip.etat-ge.ch>

DESTINATION FAX :

PAGE :

1/ 2

DE : P. DUNARON FILLIOL

Fax (41-22) 318.05.35

A : REBECCA LOADER, CILT

CONCERNE : Linguaver letter of endorsement

DATE : 3 April 2000

Hello Rebecca,

Here's CPTIC's  
letter of endorsement for  
Your Year 3

Best,

Pierre

\*\*\*\*\*  
\*\*\*\*\* RAPPORT EMISSION \*\*\*\*\*  
\*\*\*\*\*

## EMISSION OK

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## I YEAR THREE PROJECT DESCRIPTION

*LINGU@NET-EUROPA was conceived as a three year project. The project description was updated at the end of year 1 to take account of achievements, new discoveries and inevitable adaptations during the Start Up Phase*

*As we approach the final phase of the project and look forward to the establishment of a fully functioning and sustainable service, the main rationale, objectives and purposes of Linguanet-Europa have been maintained in all essential points. Given the dynamic nature of the project, however, its specific outcomes and organisation has been developed in response to new challenges and opportunities. The details of the achievements of Phases 1 and 2 are set out systematically in the Annexes to the Project Description as too are the detailed goals of Phase 3.*

## 1 RATIONALE

*The rationale of Lingu@net Europa remains as follows -*

The promotion of greater linguistic competence is a major challenge in the construction of Europe. This is rightly seen as a crucial support for such objectives as

- < Intercultural understanding
- < Mobility for all European citizens
- < Democratic access to the global information society.

Yet the development of such competence and understanding is hampered by the very phenomena which it seeks to address. There is no transparent and culturally sensitive way of accessing information and resources about language teaching and learning on a European or global scale. As a result relevant data are left unused, efforts are duplicated, potential synergies are ignored.

The solution lies in the provision of comprehensible and accessible routes to key information sources. Through a dynamic combination of available technology, information science, and intercultural understanding it is therefore proposed to develop a prototype networked

**Virtual Resources Centre on the teaching and learning of foreign languages**

-

**LINGU@NET -EUROPA.**

This will be accessible to a multilingual, multicultural user population and linked to national information sources and on-line services as well as to the developing information services of the EU - eg EUROPA Server.:

## **2 OUTCOMES**

*The basic agreed outcomes of the project remain valid and have been maintained throughout the project. The experience of the first two phases has also resulted in some addition to the range of content and in addition greater emphasis will be given to the development of INTERACTIVE SERVICES in Year 3. The outcomes have therefore been expanded to read as follows -*

### **2 1 The provision of useful content**

This must be relevant to the users; it must have an immediate practical application; it must be sustainable after the end of the project. Key content areas will therefore be as follows -

- < Information relating to the teaching, and learning of foreign languages including information on accreditation , training and research;
- < a materials showcase with comprehensive, downloadable examples of exploitation, good practice and opportunities for feedback;
- < Information on services which support language capability

### **2 2 The development of interactive services**

- < interaction between end users of all kinds - teachers and trainers; policy makers, multipliers and content providers
- < access to expert advice and tailored information

### **2 3 The development of an accessible user Interface**

This implies -

- a common interface and format which is accessible to a multicultural multilingual user population;
- a networked solution which values regional and national priorities while providing the added value of the European dimension.

### **2 4 Quality assurance of materials and other information resources**

- < Lingu@net Europa will provide a manageable and scalable approach to quality assurance, which relies on national expertise and the systematic use of electronic communication links
- < It will provide opportunities for user feedback on resources which itself adds value to the quality assurance loop

*In addition we have identified a number of outcomes which are not central features of the service itself, but which provide added value through application in other spheres-*

### **2 5 Outcomes which add value to the project**

Lingu@net Europa is intended to stimulate a number of key developments -

increased production and use of multimedia and on-line resources in all sectors of languages education and training (market stimulation);  
the sharing of knowledge about the use of these resources (research into customer attitudes to on-line resources, development of learner competence, training);  
application to other areas and thus increased accessibility for a range of European products in the global marketplace (in particular through multi-lingual access to on-line information and resources).

### 3 TARGET GROUPS

*The core target groups remain the same for the final year of the project. There has, however, been an extension of targeted users to include also intermediaries of various kinds*

The end users of these products and services are potentially a large and heterogeneous group and for the project to remain manageable it will be necessary to prioritise. In the first stage the main target end-user group will be that of multipliers:

- < teachers and trainers;
- < researchers and policy makers.
- < advisers and managers

As the Lingu@net Europa service is developed a broader user group of learners will also be addressed, in particular:

- < adult learners;
- < learners in business.

Initial needs analysis has identified in general terms the needs of these end users for *comprehensive, accessible, quality assured sources of information, resources and expertise on Foreign Languages..*

Each stage of the project - technical milestones, user interface developments etc - will incorporate a feedback loop from real user groups in different language situations and different sectors of education and training. By bringing together content providers, information scientists, multipliers and user groups in both the education and training fields Lingu@net Europa will help to create a critical mass of users, products and services, and thus an ongoing interaction between end users and providers

## 4 EUROPEAN DIMENSION

*This has remained unchanged from the start of the project*

The essence of the project is to make national resource and information sources (both existing and potential) accessible on a European scale. It is thus by its nature a project which adds European value to developing national actions. Lingu@net Europa will underpin the main priorities of European policies on education and training as set out in the White Paper *Towards the Learning Society*, and in particular the following 3 objectives:

- encourage the acquisition of new knowledge
- combat exclusion
- develop proficiency in three Community languages

It also supports the main proposals of the Green Paper on Mobility and the conclusions of the Council of Europe Modern Languages Project, both of which underline the necessity of promoting Multilingualism in the creation and articulation of the new Europe.

More specifically Lingu@net Europa will use the tools of the Information Society to:

- make available on a European level a dispersed mass of information, expertise and materials;
- develop standards and prototypes relating to technical, quality and intercultural issues relevant for the European Union;
- support the teaching and learning of less widely used languages
- enhance an intercultural, multilingual approach to the presentation and reception of information - thus acting as a mirror of Europe's cultural diversity.

## **5 ORGANISATION**

### **5.1 Methodology**

*The project's outcomes are the responsibility of 5 "workpackages" (4 only in Phase 1). Since a main objective of Phase 3 is to establish the SUSTAINABILITY of Lingu@net Europa, this (along with such related issues as Funding and Property Rights) has been made an added responsibility of WP1 (Management). In addition -*

- < WP2 will take over responsibility for maintaining Quality Assurance procedures*
- < WP3 will have more focus on maintenance of the basic system and development of enhanced services.*
- < WP4 will take over responsibility for Interactive Services*
- < WP5 will have greater responsibility for Promotion*

*Progress to date is set out in detail in the "Report on Phase Two" and detailed outcomes (deliverables) for Year 3 are specified in "Priorities, tasks and outcomes for Phase 3". For Year 3 the general objectives of each Workpackage are as follows.*

#### **WP 1 Management and Sustainability**

- Co-ordination of all workpackages
- Establishment and management of technical and administrative procedures
- Development of approaches to Quality assurance issues
- Reports on keystages of the project
- Proposals and oversight of issues relating to intellectual property rights and copyright
- Responsibility for scalability; long term funding , income generation.
- Evaluation, including Identification and co-ordination of user groups

#### **WP2 Access and Quality assurance**

- Development and implementation of indexing and classification systems
- Description and design of user interfaces
- Investigation and Proposals for use of search engines
- Reports and proposals on multilingual/intercultural issues
- Maintenance of Quality assurance procedures

#### **WP3 Technical Services**

- Specification and design of functionality interoperability and user interfaces
- Development of prototype
- Technical validation of systems
- Maintenance and technical support of systems
- Development of enhanced services and proposals on advanced applications

#### **WP4 Content Provision**

- Reports on User Needs and existing provision
- Liaison with Content providers
- Content input and updating
- Development and management of enquiry service
- Integration of Off Line resources
- Management of conferencing provision

#### **WP5 Dissemination and Marketing**

- Development and organisation of dissemination strategy

Coordination of marketing and promotion .

## 5.2 Timescale

Lingu@net Europa has been developed as a 3 year project, with three phases as set out below (Section 6 – OPERATIONAL PLAN)

By the end of Phase 2 (the “operational” phase) it was envisaged that

- < The basic access and content systems would be in place.
- < Users would be able to use one of five access (navigation) languages
- < Users would be able to specify their preferred “content language” or “languages” (search engine)
- < The format and user interface would have been refined following user feedback
- < Content would have been expanded to a useful level
- < Work would have begun on interactive services.

**These key targets will be exceeded.** Already by the end of Phase 1 (05/99) users were able to use any one of **four** access languages (rather than three) and the prototype was fully searchable. Subsequently a major redesign of the site has been carried out and new content areas (including language services) have been introduced. By the end of Phase 2 users will be able to use 6 access languages.

Additional time is needed to develop

1. a critical mass of content which will convince content providers of the commercial benefits of Lingu@net Europa
2. services for users and providers which will underpin the long term sustainability of the site
3. robust interactive services for the range of users outlined above
4. links to related developments providing more advanced technical specifications to enhance the service
5. the necessary dissemination and marketing of the service, linking it where appropriate to synergetic developments, in particular EU NET

## 5.3 Costs

Costing for Year One was reduced from an original budget of 600 to 400 KECU (which represents some 1200 days labour as well as direct costs). Despite this shortfall key objectives were met (see report). A similar number of person days was allocated to Year 2, and was - in the event - maintained through additional partner contributions. The tasks for the final phase will require at least the same level of funding, although allocated in different proportions to reflect the new priorities of phase 3

*An outline budget for Phase 3 (amounts in KEuro) is as follows .Details are set out in the Financial Annexes*

	Staff	Admin	Travel	Conf	Info	TOTAL	from EC
WP1	77 (71;52)	7 (5; 5)	10 (10;15)			94 (86 72)	
WP2	43 (58;49)	1 (0;3)	5 ( 8; 10)			49 (66;62)	
WP3	36 (42 55)	2 (2.5; 2)	8 (8; 10)			46(52.5;67)	
WP4	130 (153 ;175)	1 (0 5)	8 ( 8; 10)			139 (161; 190)	

WP5	26 (35; 16)	1 (0; 0)	4 ( 5; 5)	7.5 (6; 0)	5 (5.5;8.5)	43.5 ( 51.5; 29.5)	
TOTAL	312 (359;347)	12 (7.5;15.5)	35 (39;40)	7.5 (6; 0)	5 (5.5;8.5)	371	180

(figures in brackets for Year 2 and Year 1)

## 5.4 Partners

The project is being carried out by a consortium with a range of relevant experience and expertise -

- < public and private sector resource and information centres with expertise in information management
- < university and other national institutions with appropriate technical and research expertise
- < multipliers with access to end-user groups from all sectors of education and training

Key partners over the whole project will be:

CILT (UK) (Overall management, Classification, Technical, Content, Links to Users)  
 Goethe Institut (DE) (Content and Classification)  
 AGERCEL (FR)(Content, Quality Assurance, Vocational Languages)  
 CNDP/IUFM (FR) (Access, Content)  
 SPT (NL) (Content, User Links, Access)  
 BVeNET(NL) (Content, Dissemination)  
 BDP (IT) (Classification and Information Management)  
 University of Helsinki (FI) (Technical, User Groups)  
 Polytechnic University of Madrid (ES) (Technical)  
 Instituto Cervantes (ES) (Content Access)  
 ECML (AT) (Language Expertise, Content)

Support (100% self-funded) has also been offered from CPTIC (CH) (Technical) and MPC (Can) (Content especially Vocational).

The contributions of the different partners are set out in Table 4.

Equal participation will be established between public and private sectors and between the education and training spheres. The active participation of private and public sector providers of multimedia and other resources will be assured.

*From Phase 2 there were two additional contributors to the project, bringing greater experience of vocational training - Languages National Training Organisation (UK); Brussels Chamber of Commerce and Industry Language School (Be)*

## 6 OPERATIONAL PLAN

### 6.1 Overview

The experience of consortium members meant that preparatory work was well advanced at the start date of the Project (July 1998) and so it was possible to move within a relatively short period to an operational system, based on a single server, but linked to existing national information sources. Within 12 months a fully operational prototype was established and evaluated. A series of activities (dissemination)

promoted its use throughout the European Union and provided the basis for further expansion (See Report on Phase 2 – 4. Dissemination) .

In a second (12 month) phase it was planned for there to be further development of

- < content sources
- < access languages
- < interactive services

In addition Year One user trials lead to refinement of the Lingu@net Europa system. There was also a dissemination programme in partner countries (see Annex to Phase 2 report)

The key task of the third phase will be to pilot and promote services to guarantee the long term sustainability of Lingu@net Europa.

## **6 2 Phasing**

Lingu@net Europa has thus been conceived as a three phase project with major tasks attached to each phase as follows -

### **PHASE 1 Developing the Prototype**

- < Agreement of procedures, quality assurance approaches, indexing and classification systems
- < Design and specification of user interfaces, search engines, functionality and interoperability
- < Reports on User Needs and existing provision
- < Establishment of user groups and feedback loops

**1st milestone** - Launch of prototype (limited content but accessible in three languages)

### **PHASE 2 Expansion and Interaction**

It is planned to develop basic services through

- < extensive revision of format and user interface following user group feedback (including clarification of the educational/vocational interface)
- < introduction of 2 more access languages
- < increased mass of content areas (1000 target)
- < introduction of new content areas - simple interactive services, language services

### **PHASE THREE Marketing and Scalability**

The key task of this phase will be ensuring the long term **SCALABILITY** of the project through the development and testing of income generating services - agreements with providers, added value services, sponsorship etc . This will also involve a concerted dissemination programme to key users and multipliers.

A second major objective will be the development of a range of **INTERACTIVE** Services, both real time and e-mail based, for the range of Lingu@net-Europa user groups.

The third main task will be the establishment of the project as a **LEGAL** entity and the resolution of related issues of ownership and copyright.

In addition the operational viability of the service will be maintained through -

- < Continued expansion of content
- < Evaluation
- < Promotion
- < Forward planning for expansion of access languages

*A more detailed report on Phases One and Two, together with an implementation plan for Years Three is set out in the attached documentation ( Report on phase one; Report on phase two; Phase three priorities and tasks)*

## 7 LONG TERM FUNDING

In its initial (development) stages **Lingu@net Europa** has been funded by a combination of European funding and national resources, including direct contributions from national governments and a significant participation (personnel costs) from public and private organisations. Since Lingu@net Europa supports developing national actions with European added-value it is anticipated that such national support will continue to be a feature of the developed service after European developmental funding has ended. The participation of major national information providers is in this respect a strong guarantee of future commitment.

In addition the project includes a number of applications intended to secure its long term financial viability.

Lingu@net-EUROPA will pilot secure transactions & subscription services for its target audience. A starting principle will be that there must be a basic service which is free to all end users. However by the final phase of the project it is intended to develop enhanced services (for example expert advice) for which users - individual or in some member states more probably institutional - would be prepared to pay a premium.

Since the virtual resources bank will provide a major market place for content providers, it is additionally intended to seek financial support from multimedia publishers and other providers. Finally there are a number of information and related services (statistical analysis; user feedback) for which the Linguanet -EU will be the major resource and which the consortium may wish to provide. These could potentially provide an important income stream for the maintenance of the network.

An outline Financial Plan (see table below) was drawn up at the beginning of the project which supposed that European funding would cease after 3 years and that a fully sustainable operation would be possible within 4/5 years with basic running costs of 360 Kecu, contributed 50% by national Governments and agencies and 50% from various income streams. This is broadly in line with earlier financial estimated (e.g. EDP project)

This plan has been further developed during Phase 2 and some revisions have been made to the detailed projections (Annex to Phase 2 report on Sustainability). It is a major objective of Phase 3 to take forward this issue.

## Outline Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>COSTS (Kecu)</b>					
Personnel					
Prof/expert	300	350	300	175	100
Admin	50	80	80	100	150
Travel etc	40	40	40	20	20
Equipment	10			20	20
Consumables	5	5	10	25	20
Marketing			50	30	30
Info/Training	5	5	20	30	20
<b>TOTALS</b>	<b>410</b>	<b>480</b>	<b>500</b>	<b>400</b>	<b>360</b>
<b>INCOME (Kecu)</b>					
EJ	200	200	200	-	-
Contractors	180	190	170	120	90
National	30	60	70	150	80
Other(sponsor)			10	20	15
Subscription				40	60
Providers		30	50	50	75
Direct sales etc				20	40
<b>TOTALS</b>	<b>410</b>	<b>480</b>	<b>500</b>	<b>400</b>	<b>360</b>

### Notes

1) For basic provision as described.

More advanced technological developments will require extra funding

2) The success of the project will enable income streams to rise so giving the opportunity for a) enhanced services b) reduction of public funding c) a combination of both.

## II REPORT ON PHASE ONE (March 1999)

### 1 Summary

At the end of month 9, Year 1 (Phase 1), Lingu@net Europa consists of 800+ documents describing & linking directly to 200+ on-line resources. The documents contain detailed cataloguing and classification and information in a user-friendly format. The document for each resource is available in each of the 4 access languages, the multilingual versions being produced automatically through the use of the specially developed **Lingu@net metadata core** (compatible with EUN metadata guidelines and the international standard for metadata: the Dublin Core).

The multilingual, controlled vocabulary used in the different elements of the metadata core (e.g. language of resource, language proficiency level, educational sector, 500+ descriptors, information about technical requirements & IPR) has been developed by the project taking as a starting point existing specialist multilingual Thesaurii (e.g. EUDISED/TEE, CEDEFOP, IFS, Unesco / IBE).

The document for each resource on L'net EU is dynamic (subject to the quality assurance checking procedures), i.e. it can be updated with users' comments about the resource or when a resource itself is updated through the editing tools developed by the project.

A password-protected inputting tool based on the L'net EU metadata core and hosted on the L'net EU working space server has been developed during Phase 1. Providing they following the quality assurance guidelines and procedures, this allows any partner to input resources to L'net EU (i.e. create a metadata document for the resource) remotely via the Internet. Detailed guidelines for inputting and on-line cues are provided to ensure consistency. Records of the quality assurance procedures having been carried out, IPR authority and all other administrative data relating to each resource are also centrally stored via the metadata but invisible to the end user.

### 2 References

The following documents, produced by the project in Year 1 are included as appendices:

- < Lingu@net Europa project handbook
- < Minutes of full consortium project meetings
- < Report on investigation of multilingual classification and indexing systems
- < Report on user needs
- < Report existing provision
- < Quality Assurance logogramme
- < L'net EU metadata core (compatible with Dublin Core & EUN metadata core)
- < List of multilingual descriptors for resources developed by L'net EU
- < Interface (print-off) from L'net EU on-line inputting tool for remote addition of resources by partners
- < L'net EU user interface: 'choose your language' splash page
- < 4 language versions of L'net EU home page
- < Guided Search prototype interface (English version - latest draft 3/99)

- ( 2 page project summary (handout for presentations on L'net EU, March 1999)

### 3 Achievements to date (March 1999)

The detailed objectives (deliverables ) for phase one are set out in the attached Project handbook. They are based on the general objectives set out in 5.1 of the Project description

<b>Completed</b> (code in square brackets = deliverable or WP) :	
Deliverable or WP code	Task / deliverable completed
D1.2	Project technical and administrative procedures established in project handbook
D4.1	Reports on user needs
D4.2	Reports existing provision
D2.1	Investigation of multilingual classification and indexing systems
WP2	Definition of L'net EU metadata core compatible with Dublin Core & EUnet
WP2	Descriptors and controlled terms developed in all 4 access languages
D1.3	Development of quality assurance procedures
WP3	Configuration of L'net EU server and working web space
WP2 / WP3	Design and implementation of on-line inputting and editing tools based on L'net EU metadata core
D1.9	Design of Lingu@net Europa logo
D2.3, D3.1, D3.2	Design of site structure & multilingual user interface
D2.4	Specification for search functionality (guided and free text)
D4.2, D4.3	Selection of initial resources (200+, multilingual)
D1.8	Development and implementation of dissemination strategy
D1.13	Identification & co-ordination of pilot user groups (mixture of educational & vocational teachers and trainers from throughout Europe and further afield)
D1.6	Phase 1 evaluation tools designed: to elicit qualitative data from small groups (workshops) and quantitative data via an on-line evaluation questionnaire
<b>On-going / forthcoming:</b>	
D4.4	Inputting resources
D2.4	Testing of search engines
D1.6, D1.13, D3.4	Co-ordination of Europe-wide user trials & evaluation
D1.6	Pilot interaction for small international group of teachers during the trials
D5.1	Proposals on IPR / scalability
WP1	Planning for Phase 2
D1.12	Seminar / presentation in Brussels

<b>III      REPORT ON PHASE 2 (March 2000)</b>
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## **1. Summary**

In Phase Two Linguanet Europa has built on the achievements of the first phase and by the end of month 9, year 2 (phase 2) Linguanet Europa consists of 2,400 documents in 6 languages describing and linking directly to 400 on-line resources. Using a revised version of the editing tools developed in Phase One, all of these documents, the majority of which were added to the database in Phase One, have been re-catalogued and re-classified according to a revised version of the Linguanet Europa metadata core. New resources are currently being added to the database and there should be approximately 1,000 resources (6,000 documents) in total by the end of Phase Two.

Based on user feedback and experience of the project partners from the first year, Phase Two has seen some considerable re-structuring of:

- < the user interface - a professional website designer has advised on and created a new design;
- < the lists of controlled terms and descriptors – to ensure the standardisation and quality of cataloguing and to ensure ease of access for users;
- < the search facilities
- < the browsing structure

In Phase One Linguanet Europa had four access languages, Dutch, English, French and German. In Phase Two this has been increased to six, with the addition of Italian and Spanish.

A major development in Phase Two has been the introduction of two “pathways” into the website. Users can now interrogate the database by selecting either an educational or a vocational pathway. They may also search the entire database by selecting both. A new (), Language Services, has been added to the (). This will enable users on both the educational and vocational pathways to identify services such as translation agencies, business language training services or *partner-finding agencies*. (?)\*

New user services are being trialled in Phase Two. Development has begun on interactive services, including an email discussion list to which users will be invited to send messages in any of the official EU languages and a chatroom. These will come on-line in Spring 2000.

## **2. References**

Documents included as appendices are:

- < Project handbook
- < Minutes of full consortium meetings
- < Revised L'net EU metadata core
- < Revised list of multi-lingual descriptors

- < L'net EU user interface: example – choose your pathway?
- < 6 language versions of “home page”

### 3. Achievements to date (March 2000)

<b>Completed</b>	
Task/ Deliverable/ WP code	Task/deliverable completed
D1.2	Project handbook (technical and administrative procedures)
D1.3	Analysis of evaluation data from Phase 1
D1.9	Revision of quality assurance procedures based on D1.3
D1.6	Review of key content areas
D2.1	Revisions to metadata core
D4.8	All existing resources reviewed and re-edited in light of D2.1
D2.2	Specification of revisions to functionality of search engines
D3.5	Statistics added to workspace area of the server
D3.2 (a) and (b)	Inputting tool now available in 6 languages
WP2	Descriptors and controlled terms available in 6 languages
D2.5	Specification for dynamic updating of descriptors
D1.12	Sustainability: proposals on commercial viability
WP3	Technical support to WP2 and WP4 on updating of descriptors and resources
D1.4(a)	First key stage report
D1.14	Development/adaptation of evaluation tools to suit phase two
T2.6 (and on-going)	Redesign of user interface
<b>On-going/forthcoming</b>	
D4.3	Implementation of the review of content areas. New areas will be on-line by May 2000
T4.4	Inputting resources
D4.6	Facility for user feedback on resources
D4.7	Facility for user suggestion of resources
D2.4 / D4.10	Level One interactive section: email discussion list
D4.11	Pilot integration of off-line resources
D4.12	Feasibility study for integration of off-line resources
D4.13	Feasibility study and preparation for inclusion of resources for learners in phase three
D3.4	Development of interactivity
D1.7	Work on international property rights
D5.3	Dissemination - publications
D5.2	Dissemination - events
T5.1	Liaison with other projects and programmes
D1.8	Development of further target groups and co-ordination of focused trials
D4.2	Contact with external providers

### 4 Dissemination in Phase 2 (until March 2000)

ECML

- < A brief summary of the aims of Linguanet has been presented at all central workshops (7 in total (approximately 250 participants) March-February 2000) held at the ECML during this period and publicity material made available.
- < In addition a more detailed presentation was provided at workshop 7/99 on the topic of "Information and Communication Technology and the Internet in the Process of Teaching and Learning, Reading and Writing in the Foreign Language Classroom" and the site was used extensively for searching

#### **SPT**

- < added the Linguanet-Europa brochure to the conference papers of all 60 participants from 20 European countries during the Linguatrain conference: "Strategies for the Promotion of Linguistic Diversity in Europe", Noordwijkerhout, 23-26 September 1999
- < At the LOKI project in Antwerp (from Poland, Czech Republic, Hungary, Romania, Denmark, Belgium) the 10 participants supplied with bookmark and brochure plus a short presentation
- < 100 participants of a study conference for English language teachers in Utrecht February 12 2000 supplied with bookmark and brochure.

#### **BVEnet**

- < Article on L'net in BVEnet Magazine Autumn 1999.
- < Presentation of L'net at a day conference of Vocational Education, November 18 1999

#### **CNDP**

- < Paper presented at "Summer University" in Aix-en-Provence (30/08/99) dedicated to ICT for teaching foreign languages and mentioning L'net.
- < Presentation at the Goethe Institut, Paris(13/11/99)

#### **CILT**

- < Article for CEDEFOP journal September 1999
- < Presentation at Conference on Access to Resources – Graz November 1999
- < Presentation to CILT UK meeting November 1999

## **IV PRIORITIES AND TASKS FOR PHASE 3**

### **3 1 Priorities**

The priorities for Phase 3 (July 2000-June 2001) build on the achievements of Phases One and Two as set out in the Project description Section 6. They were agreed as follows at the January 2000 meeting of the Linguanet Europa Management Group (WP1) -

- 1) Integration of off line materials and resources for learning (WP 4)
- 2) Development of e-mail Interactive Services (WP4) -
  - < On line mailbounce which will be evaluated and further developed into more targeted groups
  - < information and enquiry service
- 3) Pilot of real time communication (expert chat room) (WP4)
- 4) Introduction of 7th access language (WP2)
- 5) Piloting of income generating services
  - < agreements with providers
  - < targeted services for users (WP1)
- 6) Finalisation of legal status of Linguanet and agreement on rights (WP1)
- 7) Dissemination programme in partner countries and throughout EU (WP5)
- 8) Promotion of metadata methodology (WP2)
- 9) Evaluation of effectiveness of resource (WP1)

In addition work will continue on -

- < increasing content especially for vocational, and services for users
- < quality assurance

### **3 2 Tasks / deliverables for Phase 3 by Work Package**

These priorities are translated into specific tasks and deliverables as follows. At this stage the dates are provisional .

WP	Deliverable / task	Start Date	Completion
<b>WP1</b>	<b>MANAGEMENT and SUSTAINABILITY</b>		
	Updating of administrative and technical procedures		31/7/00
	Management of project meetings	Throughout	
	Co-ordination of Work packages	Throughout	
	Report of key stages of the project		31/1/2001 & 30/6/2001
	Integration into the project of : <ul style="list-style-type: none"> <li>&lt; new partners,</li> <li>&lt; new access languages</li> <li>&lt; commercial materials providers</li> </ul>	Throughout	
	In-depth analysis of evaluation data	31/07/00	30/09/00
	Development of evaluation tools for Phase 3	30/09/00	31/10/00
	Establishment of legal status of Linguanet-Europa	01/07/00	30/11/00

	Negotiation with related projects/initiatives	ongoing	
	Pilot of publishers showcase - funding negotiations with providers	01/09/00	31/01/01
	Co-ordination of targeted services for end users	01/11/00	31/03/01
	Report on Sustainability		30/04/01
	Launch of Service		31/05/00

<b>WP2</b>	<b>ACCESS</b>		
	Development of all necessary elements for addition of new access language	01/09/00	31/10/99
	Revision of Quality Assurance procedures based on feedback from Phase 2 evaluation	01/11/00	31/10/99
	Establishment of procedures for extension of access to new languages	31/10/99	31/02/01
	Specification of any revisions to functionality of search engines based on feedback from evaluation	01/11/00	31/10/99
	Refinement of user interface based on feedback from evaluation	01/11/00	31/10/99
	Organisation of seminar on multilingual metadata		28/02/01
	Updating of descriptors	Throughout	
	Translation co-ordination for all WP2 activities	Throughout	

<b>WP3</b>	<b>TECHNICAL</b>		
	Maintenance of Lingu@net Europa server: < project workspace (not accessible to public users) < project mailbounce < Lingu@net Europa	Throughout	
	Development of appropriate systems to guarantee fast access throughout EU	01/07/00	31/10/00
	Refinement of multilingual inputting tool:	01/11/00	30/11/00
	Maintenance of content administration & publishing tools	Throughout	
	Development and maintenance of interactive services: < e-mail < chat rooms	Throughout	
	Technical support for WP4 re. updating resources on Lingu@net Europa	Throughout	

<b>WP4</b>	<b>CONTENT</b>		
	Overall supervision of the content of L'net EU (site editor)	Throughout	
	Inputting new resources	Throughout	
	Updating & checking existing resources	Throughout	

	Maintenance and development of information and enquiry service	01/09/00	Throughout
	Report on e-mail conferencing services		01/09/00
	Development of more focused discussion groups	01/09/00	Throughout
	Pilot real time "chat" facility	30/09/00	15/12/00
	Pilot integration of off line materials	15/10/00	15/01/01
	Integration of resources for learning (teacher/trainer produced)	15/10/00	15/01/01
	Report on future integration of off line materials		31/01/01
	Report on sustainability re content issues		31/03/01

<b>WP5</b>	<b>DISSEMINATION</b>		
	Concertation / liaison with other projects & programmes	Throughout	
	Events (international / national / presentations)	Throughout	
	Publishing (Information / promotion / press)	Throughout	
	Maintenance of contacts database	Throughout	
	Translation co-ordination for all WP5 activities	Throughout	
	Organisation of Launch	01/02/01	01/05/01

## **Lingu@net Europa    A Virtual Languages Resource Centre**

### **I    YEAR 2 PROJECT DESCRIPTION**

*Lingu@net Europa is conceived as a three-year project. The project description has therefore been revised to take account of achievements, new discoveries and inevitable adaptations during the Start Up Phase. These achievements and developments are set out more systematically in the attached 'Report on Phase 1'.*

### **1    RATIONALE**

*There has been no change to the rationale which remains as follows:*

The promotion of greater linguistic competence is a major challenge in the construction of Europe. This is rightly seen as a crucial support for the objectives of:

- Intercultural understanding and international communication.
- Transnational mobility for all European citizens.
- Democratic access to the global information society.

Yet the development of such competence and understanding is hampered by the very phenomena which it seeks to address. There is no transparent and culturally sensitive way of accessing information and resources about language teaching and learning on a European or global scale. As a result, relevant data are left unused, efforts are duplicated, potential synergies are ignored.

The solution lies in the provision of comprehensible and accessible routes to key information sources. Through a dynamic combination of available technology, information science, and intercultural understanding, it is therefore proposed to develop a prototype networked

**Virtual Resources Centre on the teaching and learning of foreign languages -**

**Lingu@net Europa.**

This will be accessible to a multilingual, multicultural user population and linked to national information sources and on-line services as well as to the developing information services of the EU, eg Europa Server, CEDEFOP, Virtual Village.

## **2 OUTCOMES**

*The original stated outcomes of the project remain valid. They are:*

### **2.1 The provision of useful content**

This must be relevant to the users; it must have an immediate practical application; it must be sustainable after the end of the project. Key content areas will therefore be as follows:

- information relating to the teaching and learning of foreign languages including information on accreditation, training and research;
- a materials showcase with comprehensive, downloadable examples of exploitation, good practice and opportunities for feedback from users;
- opportunities for communication between policy makers, experts, multipliers, content suppliers and end users.

### **2.2 The development of an accessible user interface**

This implies:

- a common interface and format which is accessible to a multicultural, multilingual user population, since by creating a tool which is multilingual, considerable value added is created for a range of resources and applications (see appendix);
- a networked solution which values regional and national priorities while providing the added value of the European dimension.

### **2.3 Outcomes which add value to the project**

Lingu@net Europa is intended to stimulate a number of key developments:

- increased production and use of multimedia and on-line resources in all sectors of languages education and training (market stimulation);
- the sharing of knowledge about the use of these resources (research into customer attitudes to on-line resources, development of learner competence, training);
- application to other areas and thus increased accessibility for a range of European products in the global marketplace (in particular through multi-lingual access to on-line information and resources).

*An additional outcome has been more clearly articulated during the course of Year 1:*

### **2.4 Quality Assurance of materials and other information resources**

- *Lingu@net Europa will provide a manageable and scaleable approach to Quality Assurance, which relies on national expertise and the systematic use of electronic communication links (see Appendix - Quality Assurance Logogramme).*
- *It will provide opportunities for user feedback on resources which itself adds value to the Quality Assurance loop.*

### 3 TARGET GROUPS

#### *No change*

The end users of these products and services are potentially a large and heterogeneous group and for the project to remain manageable it will be necessary to prioritise. In the first stage, the main target end user group will be that of multipliers:

- teachers and trainers in education and vocational training;
- researchers and policy makers.

As the Lingu@net Europa service is developed, a broader user group of learners will also be addressed, in particular:

- adult learners;
- learners in the world of business, including those in SMEs.

Initial needs analysis has identified in general terms the needs of these end users for *comprehensive, accessible, quality assured sources of information, resources and expertise on Foreign Languages*.

Each stage of the project - technical milestones, user interface developments, etc - will incorporate a feedback loop from real user groups in different language situations and different sectors of education and training. By bringing together content providers, information scientists, multipliers and user groups in both the education and training fields, Lingu@net Europa will help to create a critical mass of users, products and services, and thus an ongoing interaction between end users and providers.

## 4 EUROPEAN DIMENSION

### *No change*

The essence of the project is to make national resource and information sources (both existing and potential) accessible on a European scale. It is thus by its nature a project which adds European value to developing national actions. Lingu@net Europa will underpin the main priorities of European policies on education and training as set out in the White Paper *Towards the Learning Society*, and in particular the following three objectives:

- encourage the acquisition of new knowledge;
- combat exclusion;
- develop proficiency in three Community languages.

It also supports the main proposals of the Green Paper on Mobility and the conclusions of the Council of Europe Modern Languages Project, both of which underline the necessity of promoting Multilingualism in the creation and articulation of the new Europe.

More specifically Lingu@net EU will use the tools of the Information Society to:

- make available on a European level a dispersed mass of information, expertise and materials;
- develop standards and prototypes relating to technical, quality and intercultural issues relevant for the teaching and learning of languages in the European Union;
- support the teaching and learning of less widely used languages;
- enhance an intercultural, multilingual approach to the presentation and reception of information - thus acting as a mirror of Europe's cultural diversity.

## **5 ORGANISATION**

### **5.1 Methodology**

*The original plan to organise the project in five Work Packages (WPs) was modified early in the project. Specifically WP5 (Dissemination and Marketing) was consolidated into WP1 and reduced in scope. The importance of marketing and dissemination in Years 2 and 3 of the project means that WP5 will be reinstated in Year 2.*

*The general objectives of each Work Package were also developed into more detailed deliverables (See Report on Phase 1).*

*For Year 2 the Work Packages and general objectives remain as follows. Progress to date is set out in detail in the 'Report on Phase 1' and outcomes (deliverables) for Year 2 are specified in listed in 'III Priorities and Tasks for Phase 2'.*

#### **WP1 Management and Quality Assurance**

Co-ordination of all Work Packages.  
Establishment and management of technical and administrative procedures.  
Development of agreed approaches to Quality Assurance issues.  
Reports on key stages of the project.  
Proposals on intellectual property rights; scalability; long-term funding, etc.  
Co-ordination of user groups.  
Co-ordination of on-line conferencing and enquiry service.

#### **WP2 Access**

Development and implementation of indexing and classification systems.  
Description and design of user interfaces.  
Investigation and proposals for use of search engines.  
Reports and proposals on multilingual/intercultural issues.

#### **WP3 Technical Services**

Specification of functionality and interoperability.  
Technical design of user interfaces.  
Development of prototype.  
Technical validation of systems.  
Proposals on advanced applications and links to related projects.

#### **WP4 Content Provision**

Report on User Needs.  
Report on existing provision.  
Negotiation and agreement with content providers.  
Content input and updating.  
Development and management of enquiry service.  
Management of conferencing provision.

## WP5 Dissemination and Marketing

Development and organisation of dissemination strategy.  
Development of self-funding activities and income streams.

### 5.2 Timescale

*Lingu@net Europa was originally conceived as a 2.5 year project, with a first year 'prototype phase'. Reduced funding means that this has been revised to three years. The main tasks of Years 2 and 3 have not changed.*

*By the prototype phase, it was envisaged that the basic access and content systems - using existing technology - would be in place. Users would be able to use one of three access (navigation) languages and to specify their preferred 'content language' or 'languages' (search engine) to access a limited range of materials and information resources.*

***This target will be more than met. By May 1999, users will be able to use any one of four (rather than three as planned) access languages and the prototype will be fully searchable.***

Additional time will be needed to develop:

1. a critical mass of content which will convince content providers of the commercial benefits of Lingu@net;
2. access in a fuller range of languages;
3. robust interactive services for the range of users outlined above;
4. links to related developments providing more advanced technical specifications to enhance the service (eg 'free searching'; synchronous interaction; 'virtual reality').

*In addition a major effort will be devoted to disseminating and marketing the service, linking it where appropriate to synergetic developments, in particular EU NET, the Virtual Village and national resource centres.*

### 5.3 Costs

*Costing for Year 1 was reduced from an original budget of 600 to 400 KEuro (which represents some 1200 days labour as well as direct costs). Despite this shortfall, key objectives have been met (see report). A similar number of person days will be required for Year 2, although not allocated in the same proportions as priorities change.*

*An outline budget for the Phase 2 (amounts in KEuro) is as below (Year 1 in brackets). Details are set out in the Financial Annexes.*

	Staff	Admin	Travel	Conf	Info	TOTAL	from EC
WP1	71 (52)	5 (5)	10 (15)			86 (72)	
WP2	58 (49)	0 (3)	8 (10)			66 (62)	
WP3	42 (55)	2.5 (2)	8 (10)			52.5 (67.5)	
WP4	153 (175)	0 (5)	8 (10)			161 (185)	
WP5	35 (16)	0 (0)	5 (5)	6 (0)	5.5 (8.5)	51.5 (24.5)	
TOTAL	359 (347)	7.5 (15.5)	39 (40)	10	10	417	200

## 5.4 Partners

The project is being carried out by a broad consortium with a range of relevant experience and expertise:

- public and private sector resource and information centres with expertise in information management and language learning and teaching;
- university and other national institutions with appropriate technical and research expertise;
- multipliers with access to end user groups from all sectors of education and training.

Key partners over the whole project will be:

CILT (UK) (Overall management, Classification, Technical, Content, Links to Users)  
Goethe Institut (DE) (Content and Classification)  
AGERCEL (FR)(Content, Quality Assurance, Vocational Languages)  
SPT (NL) (Content, User Links, Access)  
BDP (IT) (Classification and Information Management)  
University of Helsinki (FI) (Technical, User Groups)  
Polytechnic University of Madrid (ES) (Technical)  
ECML (AT) (Language Expertise, Content)

Support (100% self-funded) has also been offered from CPTIC (CH) (Technical) and MPC (Can) (Content esp Vocational).

The contributions of the different partners are set out in Table 4.

Equal participation will be established between public and private sectors and between the education and training spheres. The active participation of private and public sector providers of multimedia and other resources will be assured.

*For Phase 2, there will be three additional contributors to the project, bringing greater experience of vocational training - Languages National Training Organisation (UK); Brussels Chamber of Commerce and Industry Language School (Be); and additional information and technical expertise UNI-C (Dan).*

## **6 OPERATIONAL PLAN**

### **6.1 Overview**

The experience of consortium members means that preparatory work was well advanced at the start date of the Project (July 1998) and so it was possible to move within a relatively short period to an operational system, based on a single server, but linked to existing national information sources. Within 12 months, a fully operational prototype will have been established and evaluated. A series of activities (dissemination) will promote its use throughout the Union and provide the basis for further expansion.

In a second (12 month) phase, it is planned for there to be further development of:

- content sources;
- access languages;
- interactive services.

*In addition, Year 1 user trials will lead to refinement of the Lingu@net Europa system.*

*There will also be a dissemination programme in partner countries.*

The key task of the third phase will be to pilot and promote services to guarantee the long-term sustainability of Lingu@net.

### **6.2 Phasing**

Lingu@net Europa has thus been conceived as a three phase project with major tasks attached to each phase as follows:

#### **PHASE 1 Developing the Prototype**

- Agreement of procedures, Quality Assurance approaches, indexing and classification systems.
- Design and specification of user interfaces, search engines, functionality and interoperability.
- Reports on User Needs and existing provision.
- Input of illustrative content sources.
- Establishment of user groups and feedback loops.

**1st milestone** - Launch of prototype (limited content but accessible in three languages).

#### **PHASE 2 Expansion and Interaction**

The basic services to be developed through:

- Revision/refinement of format and user interface following user group feedback.
- Introduction of more access languages.
- Further development of main content areas (eg conferencing).

Subject to additional funding (a separate project), it is also intended to introduce more advanced services (free searching, synchronous interaction) in this period.

### **PHASE 3     Marketing and Scalability**

The key task of this phase will be the development and testing of income generating services - agreements with providers, added value services, sponsorship, etc. This will also involve a concerted dissemination programme to key users and multipliers.

Other tasks will be:

- Continued expansion of content, including resources for learning.
- Evaluation/Validation.
- Promotion.
- Forward planning for expansion of access languages.

*A more detailed implementation plan for Years 1 and 2 is set out in the attached documentation (Report on Phase 1; Priorities and Tasks for Phase 2).*

## **7 LONG-TERM FUNDING**

### *No significant changes*

In its initial (development) stages, **Lingu@net Europa** has been funded by a combination of European funding and national resources, including direct contributions from national governments and a significant participation (personnel costs) from public and private organisations. Since Lingu@net Europa supports developing national actions with European added value, it is anticipated that such national support will continue to be a feature of the developed service after European developmental funding has ended. The participation of major national information providers is in this respect a strong guarantee of future commitment.

In addition, the project includes a number of applications intended to secure its long-term financial viability.

Lingu@net Europa will pilot secure transactions and subscription services for its target audience. A starting principle will be that there must be a basic service which is free to all end users. However, by the final phase of the project, it is intended to develop enhanced services (for example expert advice) for which users - individual or in some member states more probably institutional - would be prepared to pay a premium.

Since the virtual resources bank will provide a major market place for content providers, it is additionally intended to seek financial support from multimedia publishers and other providers. Finally, there are a number of information and related services (statistical analysis; user feedback) for which the Lingu@net EU will be the major resource and which the consortium may wish to provide. These could potentially provide an important income stream for the maintenance of the network.

An outline Financial Plan has been drawn up which supposes that a fully sustainable operation will be possible within 4/5 years with basic running costs of 360 KEuro, contributed 50% by national Governments and agencies and 50% from various income streams. This is broadly in line with earlier financial estimates (eg EDP project).

## **Lingu@net Europa A Virtual Languages Resource Centre**

### **II REPORT ON PHASE 1 (March 1999)**

#### **1 Summary**

At the end of month 9, Year 1 (Phase 1), Lingu@net Europa consists of 800+ documents describing and linking directly to 200+ on-line resources. The documents contain detailed cataloguing and classification and information in a user-friendly format. The document for each resource is available in each of the four access languages, the multilingual versions being produced automatically through the use of the specially developed **Lingu@net metadata core** (compatible with EUN metadata guidelines and the international standard for metadata: the Dublin Core).

The multilingual, controlled vocabulary used in the different elements of the metadata core (eg language of resource, language proficiency level, educational sector, 500+ descriptors, information about technical requirements and IPR) has been developed by the project taking as a starting point existing specialist multilingual Thesaurii (eg EUDISED/TEE, CEDEFOP, IFS, UNESCO/IBE).

The document for each resource on L'net EU is dynamic (subject to the Quality Assurance checking procedures), ie it can be updated with users' comments about the resource or when a resource itself is updated through the editing tools developed by the project.

A password-protected inputting tool based on the L'net EU metadata core and hosted on the L'net EU working space server has been developed during Phase 1. Providing they follow the Quality Assurance guidelines and procedures, this allows any partner to input resources to L'net EU (ie create a metadata document for the resource) remotely via the Internet. Detailed guidelines for inputting and on-line cues are provided to ensure consistency. Records of the Quality Assurance procedures having been carried out, IPR authority and all other administrative data relating to each resource are also centrally stored via the metadata but invisible to the end user.

#### **2 References**

The following documents, produced by the project in Year 1 are included as appendices:

- Lingu@net Europa project handbook
- Minutes of full consortium project meetings
- Report on investigation of multilingual classification and indexing systems
- Report on user needs
- Report existing provision
- Quality Assurance logogramme
- L'net EU metadata core (compatible with Dublin Core & EUN metadata core)
- List of multilingual descriptors for resources developed by L'net EU
- Interface (print-off) from L'net EU on-line inputting tool for remote addition of resources by partners
- L'net EU user interface: 'choose your language' splash page
- 4 language versions of L'net EU home page

- Guided Search prototype interface (English version - latest draft 3/99)
- 2 page project summary (handout for presentations on L'net EU, March 1999)

### 3 Achievements to date (March 1999)

The detailed objectives (deliverables) for Phase 1 are set out in the attached Project handbook. They are based on the general objectives set out in 5.1 of the Project description.

<b>Completed</b> (code in square brackets = deliverable or WP):	
Deliverable or WP code	Task/Deliverable completed
D1.2	Project technical and administrative procedures established in project handbook
D4.1	Reports on user needs
D4.2	Reports existing provision
D2.1	Investigation of multilingual classification and indexing systems
WP2	Definition of L'net EU metadata core compatible with Dublin Core and EUnet
WP2	Descriptors and controlled terms developed in all four access languages
D1.3	Development of Quality Assurance procedures
WP3	Configuration of L'net EU server and working web space
WP2/WP3	Design and implementation of on-line inputting and editing tools based on L'net EU metadata core
D1.9	Design of Lingu@net Europa logo
D2.3, D3.1, D3.2	Design of site structure and multilingual user interface
D2.4	Specification for search functionality (guided and free text)
D4.2, D4.3	Selection of initial resources (200+, multilingual)
D1.8	Development and implementation of dissemination strategy
D1.13	Identification and co-ordination of pilot user groups (mixture of educational and vocational teachers and trainers from throughout Europe and further afield)
D1.6	Phase 1 evaluation tools designed: to elicit qualitative data from small groups (workshops) and quantitative data via an on-line evaluation questionnaire
<b>On-going/forthcoming:</b>	
D4.4	Inputting resources
D2.4	Testing of search engines
D1.6, D1.13, D3.4	Co-ordination of Europe-wide user trials and evaluation
D1.6	Pilot interaction for small international group of teachers/trainers during the trials
D5.1	Proposals on IPR/scalability
WP1	Planning for Phase 2
D1.12	Seminar/presentation in Brussels

<b>Lingu@net Europa    A Virtual Languages Resource Centre</b>
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<b>III    PRIORITIES AND TASKS FOR PHASE 2</b>
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### 3.1    Priorities

The priorities for Phase 2 (July 1999-June 2000) are a logical development of the achievements of Phase 1 and are compatible with the original objectives of Phase 2 as set out in the Project description Section 6. They were agreed as follows at the January 1999 meeting of the project partners:

- 1)    Review of User trials    Refinement of instruments (WP1, WP2, WP3).
- 2)    Build up critical mass of materials (WP 4).
- 3)    Development of Information and Enquiry Service (WP1 and WP4).
- 4)    Addition of two new access languages (WP2 WP4).
- 5)    Dissemination programme in partner countries (WP5).
- 6)    Initial report on external funding (WP1).
- 7)    Negotiations with content providers (WP1).

### 3.2    Tasks/deliverables for Phase 2 by Work Package

These priorities are translated into specific tasks and deliverables as follows. At this stage the dates are provisional.

WP	Deliverable/task	Date
<b>WP1</b>	<b>MANAGEMENT</b>	
	Updating of administrative and technical procedures	31/7/99
	Co-ordination of Work Packages	Throughout
	Report of key stages of the project	31/1/2000 & 30/6/2000
	Integration into the project of: <ul style="list-style-type: none"> <li>• new partners</li> <li>• new access languages</li> <li>• commercial materials providers</li> </ul>	Throughout
	In-depth analysis of evaluation data from Phase 1	30/9/99
	Revision of Quality Assurance procedures based on feedback from Phase 1 evaluation	31/10/99
	Further work on International Property Rights, including Pilot with commercial publishers	Throughout (report 4/00)
	Development of further target user groups and co-ordination of focused trials	30/9/99
	Co-ordination/management of on-line conferencing facilities	Throughout
	Development/adaptation of evaluation tools to suit Phase 2	30/11/99
	Management of project meetings	Throughout

<b>WP2</b>	<b>ACCESS</b>	
	Development of all necessary elements for addition of new access languages (Spanish and Italian)	Throughout
	Metadata core revision based on feedback from Phase 1 evaluation	31/10/99
	Revision of descriptors and controlled terms based on feedback from Phase 1 evaluation	31/10/99
	Specification of any revisions to functionality of search engines base on feedback from Phase 1 evaluation	31/10/99
	Revision of user interface based on feedback from Phase 1 evaluation	31/10/99
	Investigation, recommendations and specification for dynamic updating of descriptors	30/11/99
	Translation co-ordination for all WP2 activities	Throughout

<b>WP3</b>	<b>TECHNICAL</b>	
	Maintenance of Lingu@net Europa server: <ul style="list-style-type: none"> <li>• project workspace (not accessible to public users)</li> <li>• project mailbounce</li> <li>• Lingu@net Europa</li> </ul>	Throughout
	Development of multilingual inputting tool: <ul style="list-style-type: none"> <li>• 4 language</li> <li>• 6 language</li> </ul>	30/9/99 30/11/99
	Maintenance of content administration and publishing tools	Throughout
	Development of interactivity: <ul style="list-style-type: none"> <li>• proposals</li> <li>• specifications</li> <li>• prototype</li> <li>• pilot</li> </ul>	Throughout
	Technical support for WP4 re updating resources on Lingu@net Europa	Throughout

<b>WP4</b>	<b>CONTENT</b>	
	Overall supervision of the content of L'net EU (site editor)	Throughout
	Contact with external providers: <ul style="list-style-type: none"> <li>• public sector/teachers and trainers</li> <li>• commercial publishers</li> </ul>	Throughout Pilot end '99
	Inputting new resources	Throughout
	Updating and checking existing resources	Throughout
	Co-ordination of responses to enquiry service	from 15/10/99

	Interactivity (discussion group) administration and facilitation	from 15/10/99 onwards
	Pilot integration of off-line resources into L'net EU	30/11/99 & on-going
	Feasibility study and preparation for inclusion of teacher/trainer produced resource in Phase 3	30/3/00
	Feasibility study and preparation for inclusion of resources for learners in Phase 3	30/3/00

<b>WP5</b>	<b>DISSEMINATION</b>	
	Concertation/liaison with other projects and programmes	Throughout
	Events (international/national/presentations)	Throughout
	Publishing (information/promotion/press)	Throughout
	Maintenance of contacts database	Throughout
	Translation co-ordination for all WP5 activities	Throughout

**Table 1 Breakdown of Expenditure**  
(cross-referenced to numbering in Grant Request)

**1) Personnel**

See Table 4 for details

**356000euro**

**2) General and Administrative**

Item	Detail	
Office supplies	500 euro CILT (stationery, disks, etc) 1300 other partners	<b>1800euro</b>
Data processing	Dedicated computer terminals – London, Paris, Munich, Madrid, Utrecht – 5 @ 2000euro, capitalised over 1 year	<b>3300euro</b>
Telephone, fax, postage	E-mail links all partners, e-mail bounce Data exchange Promotion to third parties Costed at 1500 for Coordinator (CILT) and 1000 for main technical partner (UPM) and Goethe	<b>3500euro</b>
	200-800 for other partners	<b>4450euro</b>
	<b>TOTAL</b>	<b>6950euro</b>

**3) Specific Costs**

**a) Travel and Subsistence**    See Table 2    **36290euro**

**b) Meeting Costs**

Assume 1 meetings x 4 days  
2 meetings x 2 days  
4.5 meetings x 1 day (see Table 2),  
at minimal cost (200euro pd) = 12.5 x 200    **2500euro**

**c) Publication/Documentation**

**1) Basic Information Brochure –**  
2 colour, folded (as "Leverage" model enclosed)

Preparation	4 days @ 250	1000euro
Translation		200euro
Reproduction		1000euro
Distribution		500euro

2) Newsletter

4 page, one colour

Preparation	6 days @ 250	1500euro
Translation		300euro
Reproduction	(1500 + 1000)	1000euro
Distribution		500euro
Sub total		6000euro

d) Other Dissemination (seminars)

UK - London x 2 (Education Business)	1000euro
Scotland	500euro
Wales	500euro
France x 2 (Education, Business)	1000euro
Germany x 2 ( " " )	1000euro
Netherlands x 2 (Education Business)	1000euro
Brussels	500euro
	5500euro
<b>TOTAL (Publication/Dissemination)</b>	<b>11500euro</b>

**Table 2      Travel and Subsistence Costs**

**1) Proposed Meetings**

a) 3 x Project Coordination/Quality Assurance -	A1 FLORENCE A2 LONDON A3 MADRID
b) 1 x ACCESS experts meeting (Continuation of above to save fares)	B2 LONDON
c) 1 x Technical/Information Experts meeting (continuation of A3)	B3 MADRID
d) Additional meetings London and Madrid	C2, C3
e) Seminar and Project meeting	D1 BRUSSELS

Additional support by electronic conferencing...

**2)      BUDGET.**

<b>A1</b>	(Florence)*	17 Participants x 4 Days subsistence @110ecu	<b>7480</b>
		15 flights (200-500)	<b>4050</b>
		Local fares	<b>40</b>
<b>A2</b>	(London)	21 participants x 2 days subsistence	<b>4620</b>
		15 flights (200-300)	<b>3250</b>
		Local fares	<b>150</b>
<b>B2</b>	(London)	19 x 1 day subsistence (no additional transport costs)	<b>2090</b>
<b>A3</b>	(Madrid)	18 x 2 days subsistence	<b>3960</b>
		14 flights (200-500)	<b>3600</b>
		Local fares	<b>120</b>
<b>B3</b>	(Madrid)	11x 2 days; 1 x 1 day subsistence (no additional transport costs)	<b>2530</b>
<b>C2</b>	(London )	8 x 1 day subsistence	<b>880</b>
		5 flights	<b>500</b>
		Local	<b>100</b>
<b>C3</b>	(Madrid)	3 x 1 day subsistence	<b>330</b>
		2 flights	<b>400</b>
		Local	<b>30</b>
<b>D1</b>	(Brussels)	9 days	<b>990</b>
		9 journeys	<b>1170</b>
<b>TOTAL</b>			<b>36290</b>

### Table 3 Allocation of Costs, Year 2

	FLOR				LON				MAD				OTHER		TOTAL	Office	Meetings	Post etc	Equip	Pubs etc	Dissem	Totals
	Nos	Subs	Travel	Nos	Subs	Travel	Nos	Subs	Travel	Sub/Tr												
CILT	3	440	200	4	330	20	3	440	200	550												
		1,320	600		1,320	80		1,320	600	500					6,290	500	900	1,500	660	4,500	2,500	10,560
BECTA	0	220	200	1	220	50	1	220	200	110												
		0	0		220	50		220	200	50					850			200				200
LNT0				1	220	20																
					220	20									240							
AGERCEL	1	440	250	1	330	200	1	440	250	110												
		440	250		330	200		440	250	100					2,120	100		500			500	1,100
IUFM	2	440	250	2	330	200	1	440	250	220												
		880	500		660	400		440	250	300					3,650	100		500	660		500	1,760
CNDP	1	440	250	1	330	200	1	440	250													
		440	250		330	200		440	250	100					2,010	100		250		500		850
GOETHE	1	440	250	2	330	200	1	440	250	220												
(incl IW)		440	250		660	400		440	250	200					2,860	200		1,000	660		1,000	2,860
UPM	2	440	300	1	330	250	3	440	30	330												
		880	600		330	250		1,320	90	300					4,100	200	800	1,000	660			2,660
Cervantes	0	440	250	1	330	250	1	220	30													
		0	0		330	250		220	30						830							0
SPT	2	440	300	2	330	200	1	440	300	110												
inc BVeN		880	600		660	400		440	300	150					3,540	200		800	660	250	1,000	2,910
BDP	2	440	20	1	330	250	1	440	250	220												
		880	40		330	250		440	250	200					2,610	200	800	500		250		1,750
UH	1	440	500	1	330	300	1	220	500													
		440	500		330	300		220	500	100					2,290	100		250				350
ECML	1	440	250	1	330	200	1	220	250	110												
		440	250		330	200		220	250	200					2,000	100		250				350
VTI	1	440	250	1	330	200	1	220	250	110												
		440	250		330	200		220	250	100					1,900			200		500		700
UNI-C	0	440	250	1	330	200	1	220	250													
		0	0		330	200		220	250						1,000							0
TOTAL		7,480	4,090		6,710	3,400		6,600	3,720	4,290					36,290	1,800	2,500	6,950	3,300	6,000	5,500	26,050
															36,290	Office	Meetings	Post etc	Equip	Pubs etc	Dissem	26,050
Subsist																						
Travel																						
																	</					

**Table 4 Allocation of Staffing and Resources, Year 2**

year 2	WP1	WP2	WP3	WP4	WP5	Rate	Days	ECU	TOTAL	OWN	EC
CILT	50	15		30	5	450	100	45,000		1	
		24	5	60	10	250	99	24,750			
	40	20		90	25	150	175	26,250	96,000	55,680	40,320
BECTA			10			450	10	4,500			
						250	0	0			
						150	0	0	4,500	2,610	1,890
LNT0				5		450	5	2,250			
					15	250	15	3,750			
						150	0	0	6,000	3,480	2,520
AGERCEL	5			5		450	10	4,500			
		20		30	10	250	60	15,000			
				20		150	20	3,000	22,500	13,050	9,450
IUFM	5	10	5	5		450	25	11,250			
				20		250	20	5,000			
						150	0	0	16,250	9,425	6,825
CNDP	5					450	5	2,250			
		5		25		250	30	7,500			
				30		150	30	4,500	14,250	8,265	5,985
GOETHE	15	5		10		450	30	13,500			
incl IW	15			50	20	250	85	21,250			
						150	0	0	34,750	20,155	14,595
UPM	10		35	20		450	65	29,250			
	6		75			250	81	20,250			
						150	0	0	49,500	28,710	20,790
Cervantes		10				450	10	4,500			
				20		250	20	5,000			
							0	0	9,500	5,510	3,990
SPT	10	10		20		450	40	18,000			
incl BVEn	5	5		30	15	250	55	13,750			
				50		150	50	7,500	39,250	22,765	16,485
BDP	10	25				450	35	15,750			
		10		30	10	250	50	12,500			
						150	0	0	28,250	16,385	11,865
UH	5			5	5	450	15	6,750			
		10		5		250	15	3,750			
							0	0	10,500	6,090	4,410
ECML	5					450	5	2,250			
		5		25	5	250	35	8,750			
							0	0	11,000	6,380	4,620
VTI	5				10	450	15	6,750			
					10	250	10	2,500			
							0	0	9,250	5,365	3,885
UNI-C		10				450	10	4,500			
						250	0	0			
							0	0	4,500	2,610	1,890

**Table 4 Allocation of Staffing and Resources, Year 2**

<b>Total Cat A</b>	125	85	50	100	20	380	=	171,000			
<b>Total Cat B</b>	26	79	80	295	95	575	=	143,750			
<b>Total Cat C</b>	40	20	0	190	25	275	=	41,250			
	191	184	130	585	140	1,230	1,230	356,000			
<b>TOTAL COST</b>									<b>356,000</b>	<b>206,480</b>	<b>149,520</b>
<b>Travel</b>									36,290		36,290
<b>Office</b>									1,800	900	900
<b>Conferences</b>									5,500	3,575	1,925
<b>Meetings</b>									2,500	1,250	1,250
<b>Post.fax</b>									6,950	2,085	4,865
<b>Equipment</b>									3,300	1,650	1,650
<b>Dissemination</b>									6,000	2,400	3,600
<b>TOTALS</b>									<b>418,340</b>	<b>218,340</b>	<b>200,000</b>
<b>Staff in ECU</b>	56,250	38,250	22,500	45,000	9,000						
	6,500	19,750	20,000	73,750	23,750						
	6,000	3,000	0	28,500	3,750						
	68,750	61,000	42,500	147,250	36,500						

# PARTICIPATION SUISSE AU CONSORTIUM ET AU PROJET EUN SCHOOLNET

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