RÉPUBLIQUE ET CANTON DE GENÈVE

Département de l'instruction publique

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

Case postale 3144
1211 GENÈVE 3

Genève, le   13 janvier 2000
2, rue Théodore-de-Bèze

<u>Note à</u> :

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

<u>Concerne</u> :   participation suisse au projet SOCRATES / KCTR
(European Schoolnet – Knowledge Center for Teachers and Reserchers)

Chère Madame,

Suite à notre entretien téléphonique du début de cette semaine, je suis en mesure de vous transmettre le dossier complet afin de finaliser la participation suisse (CPTIC/CTIE) au projet SOCRATES / KCTR.

Je vous remets donc :

- copie de l'agrément signé par la Commission à Bruxelles (j'ai reçu ce document aujourd'hui et il donne un départ du projet au 1.09.99. Comme toujours, les faits précèdent (!) le dossier financier – il y a eu déjà 2 réunions préparatoires le 15.09.99 et le 3.12.99) ;

- un résumé synthétique en 7 points (1 à 7) ;

- un texte utile pour la rédaction du contrat OFES (5 points de I à V) ;

- le descriptif complet du projet ;

- la proposition de base initiale du Ministère suédois.

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

Avec mes meilleures salutations.

R. Morel

<u>Annexes</u> : ment.
<u>Copie à</u> : M. Francis Moret, directeur du CTIE

PARTICIPATION SUISSE (CPTIC/CTIE)
AU PROJET SOCRATES-KCTR
(European Schoolnet Knowledge Center for Teachers and Reserchers)

I. Données administratives

Nom du projet :	KCTR
Programme Européen :	SOCRATES
Durée du projet complet : Accord pour la 1ère année	2 années (le contrat de la DG EAC doit démarrer pour la première année le 1.09.99).
Durée de la participation suisse pour l'année 2000 :	12 mois
Début prévu du projet suisse :	01.01.2000
Coût total du projet CE :	261'777 ECUS (pour la première 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 : Ministère de l'éducation en Suède

Coordination : voir agrément initial et proposition de base
 en annexe

II. Description de la participation suisse

La contribution suisse via le CPTIC au projet SOCRATES-KCTR suivra le descriptif du projet (cf. annexe) et sera identique à celle des autres partenaires.
À 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 première année

Le calendrier du travail arrêté lors des deux premières réunions préparatoires avec l'ensemble des partenaires à Bruxelles le 15.09.99 et à Londres le 3 décembre 1999 est organisé sous forme de 13 Work Packages (WP) dont nous détaillons les objectifs ci-après :

WP 1 Project Management

C'est la coordination du projet avec l'ensemble des partenaires qui participent aux réunions.

WP 2 Construction du Website

Contrairement à ce que l'on pourrait imaginer, ce WP fera intervenir régulièrement les partenaires, même si les ressources ont été centralisées. Il est question de sous-traiter aux partenaires certaines tâches de validation, de certification, voire d'animation.

WP 3 Dissémination et séminaire virtuel

C'est la tâche du main contractor en collaboration avec tous les partenaires (idem les ressources financières sont centralisées)

WP 4 à 10 et WP 13 Séminaires nationaux

Chaque partenaire s'engage à organiser deux séminaires sur le plan national. Les résultats sont partagés via les WP 2 et WP 11.

WP 11 International Round Table

Cette manifestation aura lieu en juillet 2001 et soulignera l'ensemble des stratégies développées par les autres WP ainsi que par les 16 séminaires nationaux, leurs activités colatérales et les forums télématiques.

WP 12 Evaluation

Une évaluation continue est à la charge du « main contractor » pour assurer la réussite du projet en liaison avec tous les partenaires.

Remarque :   La participation suisse apportera une contribution aux workpackages WP1, WP2, WP3, WP11, WP12, WP13 .

IV.   Budget de la participation suisse demandé à l'OFES
(pour les 12 mois de la première année)

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 (WP1, WP2, WP3, WP11 et WP13), recherches et intégration
  des contributions genevoises (cf. V) et suisses
  2 mois à 100% d'un CE cl. 20 (6)
  à répartir sur les 12 mois du 01.01.2000 au 31.12.2000
  en fonction des étapes décrites au paragraphe III ci-dessus   Fr.   20'000.-

2. Organisation de 2 séminaires nationaux (WP 13)

- Chaque séminaire est estimé à Frs 15'000.-
  qui comprennent :
    - les réunions préparatoires du comité du programme
    - les frais des conférenciers
    - l'élaboration de la documentation
    - le suivi de la manifestation (préparation des Actes et introduction/feed-back pour les WP2 et WP3)

Dans la mesure du possible, on s'efforcera d' autofinancer la participation
aux séminaires.

Total :	Fr.	30'000.-

3. Frais de fonctionnement

• déplacements : réunions de coordination avec des partenaires + coordination générale (1 à 2 personnes)	Fr.	9'000.-
• développement/adaptation de logiciel ad hoc (p.ex. visioconférence)	Fr.	1'200.-
sous-total :	Fr.	10'200.-
total :	Fr.	**60'200.-**

V. Ressources locales (CPTIC) impliquées par le projet
(lors de la 1ère 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.	18'000.-
• l'infrastructure globale du CPTIC (locaux, télécom, matériel, etc.)		inestimable

Projet SOCRATES-KCTR – Résumé synthétique
(Knowledge Center for Teachers and Reserchers)

1. Description du contexte

Le projet SOCRATES –KCTR a été accepté, car il est centré sur des thèmes jugés fondamentaux à Bruxelles :

- **la nécessité de développer une plate-forme d'innovation ;**
- **l'utilité de favoriser la rencontre d'enseignants actifs et de chercheurs ;**
- **le dynamisme à insufler à des thèmes-clés comme virtual teacher college of education, on-line resources, etc.**

2. Les objectifs du projet SOCRATES-KCTR

Le projet se propose de réaliser les points suivants :

Tous les principaux objectifs sont explicités dans la section B2 de la proposition de base (voir également B5).

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 centre 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.

Les partenaires-clé de ce projet sont fixés et se sont engagés pour une période de deux ans (cf. pages i à vii de la proposition de base).

4. Durée et organisation

Conçu dans un cadre global de 2 ans, avec la première année concentrée sur les séminaires nationaux, le projet comporte différentes phases qui sont décrites dans les sections C1 et E1 de la proposition de base.

5. Financement

Le financement suisse pour la première année est assuré complètement par l'OFES (aucun subside de Bruxelles) et se monte à SFr. 60'200.- . Le CTIE assure la gestion du financement dans la perspective des interactions prévisibles avec le projet EUN-Schoolnet.

6. Résultats escomptés

Les résultats attendus du projet s'articulent autour de productions et d'interactions successives orchestrées par chacun des partenaires nationaux (16 séminaires). Un reflet systématique au travers du Web ainsi qu'un forum électronique doivent déboucher sur la préparation de la « Table Ronde Internationale » qui aura lieu en juillet 2001.
(Pour plus de détails, se référer aux sections C et D de la proposition de base)

7. Bénéfices d'une participation genevoise et suisse

La problématique débattue est au cœur 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, TECFA et plus récemment le CTIE.

Les questions étudiées dans le cadre du projet SOCRATES (KCTR) s'inscrivent dans les préoccupations de la **CDIP-CH** d'une part et de celles du **DIP à Genève** concrétisées dans le projet « Apprendre à communiquer » : les TIC au service de l'apprentissage. La problématique induite par ce projet est également au cœur d'une prise de conscience des problèmes immenses de la formation du corps enseignant dans le domaine des TIC. **Cette convergence coïncide avec des initiatives identiques dans plusieurs pays européens** et la synergie envisagée alimentera à la fois des réflexions d'ordre théorique que des actions pratiques sur le terrain.

REGERINGSKANSLIET

Fax

12 January 2000

To:

**Ministry of Education and Science
Stockholm, Sweden**

*From:
Committee on the European Schoolnet
Josefine Wintzer
Telephone +46 8 405 1876
Fax +46 8 246562
E-mail: josefine.wintzer@education.ministry.se*

Pages inclusive: 3

Dear Mr Raymond Morel,

On behalf of Mr Jan Hylén, I send you hereby a copy of the Financial Agreement for at Transnational Cooperation Project.

Best regards,

Josefine Wintzer

Deputy Secretary

SOCRATES

& JEUNESSE

Technical Assistance Office
Bureau d'Assistance Technique

SOCRATES

& YOUTH

For related questions, please contact:
Pascale Balcon
E-Mail: p.balcon@socrates-youth.be

Mr HYLEN Jan
MINISTRY OF EDUCATION AND SCIENCE
Drottninggatan 16
10333 STOCKHOLM
SWEDEN

Brussels, 10/12/1999

Subject: **SOCRATES PROGRAMME**
Project n°:   **71151-CP-1-1999-1-SE-ODL-ODL**

Dear Sir or Madam,

Please find enclosed the original copy of your above-mentioned Financial Agreement for a Transnational Cooperation Project. We are pleased to inform you that the Socrates & Youth Technical Assistance Office has already made the payment linked to your project, according to Article 6 in Annex 1 of your Financial Agreement.
For any additional information, please do not hesitate to contact the TCP department which remains at your disposal.
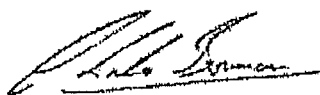
Yours faithfully,

Madame, Monsieur,

Veuillez trouver ci-joint votre copie originale de la Convention Financière référencée ci-dessus pour un Projet de Coopération Transnationale. Nous avons le plaisir de vous faire savoir que le Bureau d'Assistance Technique Socrates & Jeunesse a procédé au paiement relatif à votre projet, selon les stipulations de l'article 6 de l'Annexe 1 de votre Convention Financière.
Pour toute information complémentaire, le département TCP se tient à votre entière disposition.

Nous vous prions d'agréer, Madame, Monsieur, l'expression de notre considération distinguée.

Sehr geehrte Damen und Herren,

Bitte entnehmen Sie der Anlage Ihre finanzielle Vereinbarung mit der angeführten Vereinbarungsnummer für ein Projekt zur länderübergreifenden Zusammenarbeit. Das Büro zur technischen Unterstützung SOKRATES & Jugend hat gemäß Artikel 6 (Anhang 1) der Vereinbarung den Ihnen zugewiesenen Zuschuß überwiesen.
Falls Sie Fragen bezüglich dieses Schreibens haben, können Sie sich gerne an unsere Abteilung TCP wenden.

Mit freundlichen Grüßen,

Charles Bowman
Head of Socrates & Youth T.A.O

COMMISSION OF THE EUROPEAN COMMUNITIES
DIRECTORATE-GENERAL XXII - EDUCATION, TRAINING AND YOUTH

SOCRATES PROGRAMME
TRANSNATIONAL COOPERATION PROJECTS
FINANCIAL AGREEMENT

ALL CORRESPONDENCE RELATING TO THE PRESENT AGREEMENT SHOULD BE SENT TO THE FOLLOWING ADDRESS, WHERE IT WILL BE PROCESSED :

SOCRATES & YOUTH Technical Assistance Office

70, rue Montoyer   Tel : (+32) (2) 233.01.11

B-1000 Brussels   Fax : (+32) (2) 233.01.50

Financial agreement identification data :

Name of the action concerned : Open and Distance Learning - Observatory Projects and European Partnership Projects

A.1. Reference no. of the financial agreement : 71151-CP-1-1999-1-SE-ODL-ODL

A.2. Beneficiary's name and address :
MINISTRY OF EDUCATION AND SCIENCE
Drottninggatan 16
10333 STOCKHOLM
Sweden

Beneficiary's legal representative : Mr Ulf LUNDIN
(Signatory of the agreement)

A.3. Not applicable to this agreement.

A.4. Maximum amount of the grant : 130.000 EUR

A.5. Percentage financing : 49,66 %

A.6. Total project cost : 261.777 EUR

A.7. Not applicable to this agreement.

A.8. Period covered by the agreement : 01/09/1999 to 31/08/2000

A.9. Other special conditions :
The Beneficiary must submit by the 22nd October, 1999, a revised budget summary and financial plan to the Technical Assistance Office for the approval by DG XXII.
The budget must include only the costs relating to countries which are currently eligible in the framework of the SOCRATES Programme, excluding Switzerland.
If the Beneficiary fails to submit the revised financial plan by the above date, then the Commission shall have the right to terminate this agreement without notice and claim the reimbursement of any grant paid.

We, the undersigned, declare that we have read and accepted the terms and conditions of the present financial agreement as described below, including the annexes.

Signatures

For the Commission :

Name : J. FROMA

Function : Head of unit,
Directorate-General XXII -
Education, Training and Youth.

Brussels,

For the Beneficiary :

Name : Ulf LUNDIN

Function : Counsellor Education and Research

Place and Date : Brussel 21/10 1999

Two copies of this Financial Agreement, duly signed by the legal representative of the Beneficiary, should be returned to the address given above, within 30 days of the date of posting indicated in the letter accompanying the Agreement.

European Schoolnet

Currency: Euro

	Country	Nat. Travel	Night	Seminar	Travel* 24 Pers.	Night** 16 Pers.	Seminar*** 40 Pers.	Management**** /Seminar	Total/Country Year 1
P 1	AT Austria	68	90	80	1,632	1,440	3,200	7,236	19,780
P 2	DK Denmark	102	153	93	2,448	2,448	3,720	7,236	24,468
P 3	GR Greece	70	72	81	1,680	1,152	3,240	7,236	19,380
P 4	NO Norway	150	225	115	3,600	3,600	4,600	7,236	30,836
P 5	PT Portugal	74	104	71	1,776	1,656	2,840	7,236	19,780
P 6	SE Sweden	107	161	80	2,568	2,568	3,200	7,236	23,908
P 7	UK United Kingdom	95	143	87	2,280	2,280	3,480	7,236	23,316
	Total				15,984	15,144	24,280	50,652	161,468

Travel*: 60% (24 pers.) of the attendant will travel by train, bus or car
Night **: 40% (16 pers.) of the attendant will use national long distant facilities (Flight, Hotel)
Seminar***: per attendant cost for seminar facilities (Room, Overhead projector, Data projector, Computer renting, catering)
Management ****: overall cost for coordination of the project and management of the organisation of the seminar (Personnel, general admin., documentation costs. Detailed below)

				Consortium		European Commission	
		Year 1	Tot Year 1	Year 1	Cons. %	Year 1	EC %
Personnel costs	Workshop Managm	26,592	26,592	13,387	50.3%	13,206	49.7%
Personnel costs	Secretary	11,397	11,397	5,737	50.3%	5,660	49.7%
Travel & accom. costs	Attendance costs	62,256	62,256	31,340	50.3%	30,916	49.7%
General Admin. Costs	Seminars Coord.	3,799	3,799	1,912	50.3%	1,887	49.7%
Documentation costs	Advert., translation	8,864	8,864	4,462	50.3%	4,402	49.7%
Others costs	Seminar facilities	48,560	48,560	24,445	50.3%	24,115	49.7%
	Total	161,468	161,468	81,283		80,185	

General Admin. Costs: communications, photocopies of the seminar printed support materials
Documentation costs: Placement of advertissement in the education press, translation in the local language of all the seminar printed support materials
Average travel cost per attendant: 111.2 Euro (14 seminars days for 40 people)
Average seminar cost per attendant: 86.7 Euro (14 seminars days for 40 people)

European Schoolnet

2/ Management (WP 1)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Project Manager	24,000	24,000	12,082	50.3%	11,918	49.7%
Personnel costs	Manager Assistant	5,000	5,000	2,517	50.3%	2,483	49.7%
Travel & accom. costs	Coord. Meeting	19,200	19,200	9,665	50.3%	9,535	49.7%
Technology & Equip. costs	Computer	151	151	76	50.3%	75	49.7%
General Admin. costs	Tel., fax., mail	2,000	2,000	1,007	50.3%	993	49.7%
Documentation costs	Translation	800	800	403	50.3%	397	49.7%
	Total	51,151	51,151	25,749		25,402	

Travel & accomodation costs: 2 daily coordination meetings with 12 persons for an average cost per day of 800 Euro
Technology & Equipement costs: computer 3,000 Euro, Use 15%, depreciation factor 33.33%
Documentation costs: translation of the 14 national reports in English

2/ Website (WP 2)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Wed Editor	25,000	25,000	12,585	50.3%	12,415	49.7%
Technology & Equip.	Computer	630	630	317	50.3%	313	49.7%
	Total	25,630	25,630	12,902		12,728	

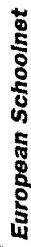Technology & Equipement costs: computer 3,000 Euro, Use 63%, depreciation factor 33.33%

3/ Dissimination (WP 3)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Dissimination Coord.	10,000	10,000	5,034	50.3%	4,966	49.7%
Technology & Equip. costs	Computer	220	220	111	50.3%	109	49.7%
Documentation costs	Translation, printing	10,000	10,000	5,034	50.3%	4,966	49.7%
	Total	20,220	20,220	10,179		10,041	

Technology & Equipement costs: computer 3,000 Euro, Use 22%, depreciation factor 33.33%
Documentation costs: translation of the report in English

European Schoolnet

4/ Evaluation (WP 12)
Currency: Euro

	Year 1	Tot. Year 1	Consortium		European Commission	
			Year 1	Cons. %	Year 1+2	EC %
Personnel costs Secretary	1,200	1,200	604	50.3%	596	49.7%
Consultancy cost Reviewers	2,000	2,000	1,007	50.3%	993	49.7%
Documentation costs Translation, printing	0	0	0	50.3%	0	49.7%
Total	3,200	3,200	1,611		1,589	

	Year 1	Tot. Year 1	Consortium		European Commission	
			Year 1	Cons. %	Year 1	EC %
Total	261,669	261,669	131,698	50.3%	129,971	49.7%

average per country 18,814

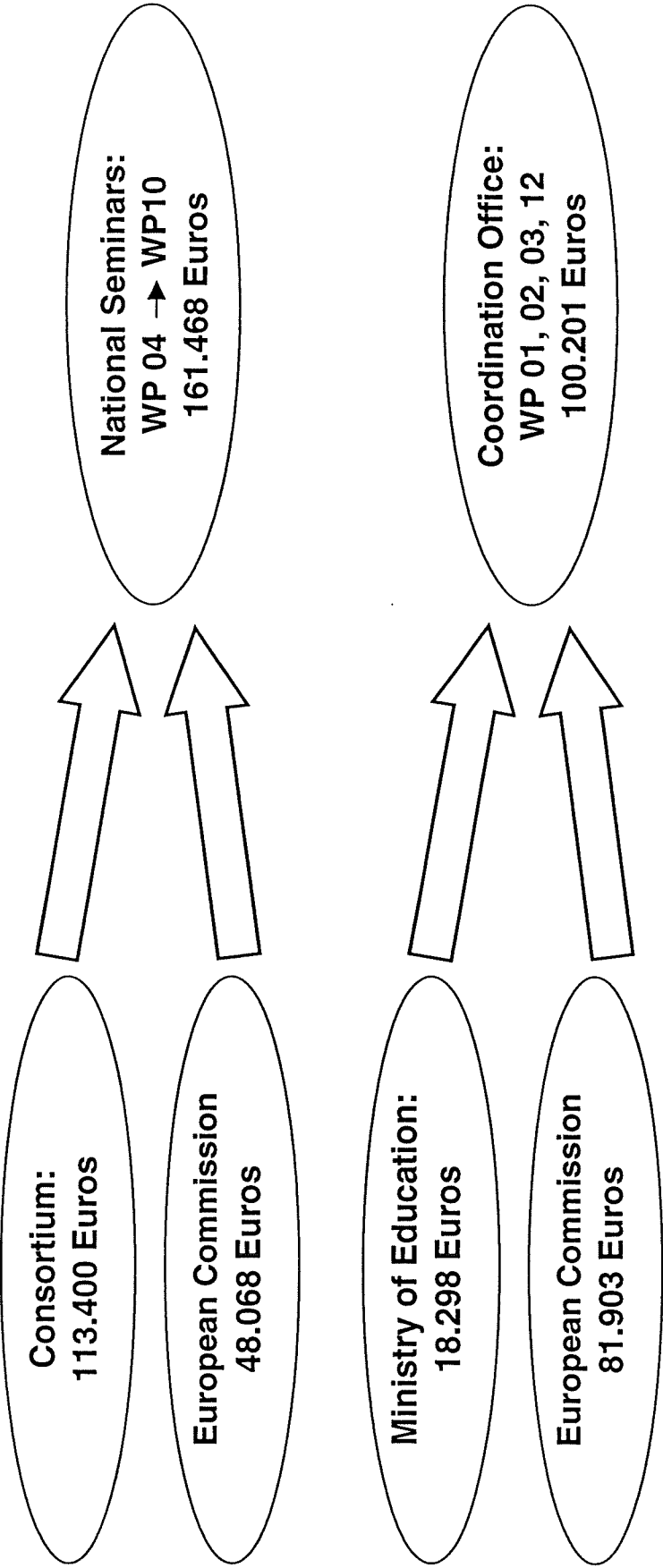| Contribution per country from the	FUNDING			COST
	Consortium	EC	Total	Total
AT Austria	13,892	5,888	19,780	19,780
DK Denmark	17,184	7,284	24,468	24,468
GR Greece	13,611	5,769	19,380	19,380
NO Norway	21,656	9,180	30,836	30,836
PT Portugal	13,892	5,888	19,780	19,780
SE Kalmar	16,791	7,117	23,908	23,908
UK United Kingdom	16,375	6,941	23,316	23,316
	113,400	48,068	161,468	161,468
Ministry of Education, Sweden	18,298	81,903	100,201	100,201
	131,698	129,971	261,669	261,669

European Schoolnet

Year 1 (currency: Euro)

		Personnel Cost	Travel, accommodation, subsistence	Technology & equipment	General administration costs	Counsultancy costs	Documentation costs	Other costs (Seminar facilities)
WP 1	SE Sweden	29,000	19,200	151	2,000	0	800	0
WP 2	SE Sweden	25,000	0	630	0	0	0	0
WP 3	SE Sweden	10,000	0	220	0	0	10,000	0
WP 4	AT Austria	5,427	6,144	0	543	0	0	6,400
WP 5	DK Denmark	5,427	9,792	0	543	0	1,266	7,440
WP 6	GR Greece	5,427	5,664	0	543	0	1,266	6,480
WP 7	NO Norway	5,427	14,400	0	543	0	1,266	9,200
WP 8	PT Portugal	5,427	6,864	0	543	0	1,266	5,680
WP 9	SE Sweden	5,427	10,272	0	543	0	1,266	6,400
WP 10	UK United Kingdom	5,427	9,120	0	543	0	1,266	6,960
WP 12	SE Sweden	1,200	0	0	0	2000	0	0
Total		103,189	81,456	1,001	5,799	2,000	19,664	48,560

9B.Budget details (currency: Euro)

1. Personnel

Category	Main tasks	Number of days per person	Number of persons	Cost per day	Total cost
Project Manager	Coordination of the project	75	1	320	24,000
Coordination Manager	Coordinate the seminars + relation with WP 1	15	7	260	26,592
Teaching staff		0	0	0	0
Assitant	Support the Project Manager in the coordination	24	1	210	5,000
Computer team	Design the Knowledge Centre web area	119	1	210	25,000
Secretarial staff	Support the Coord. Manager & Project Leader	10	8	160	12,597
Dissimination Coordinator	Coordinate all the dissimination works	38	1	260	10,000
Total		281	19	1420	103,189

National Seminars:
WP 04 → WP10
161.468 Euros

Coordination Office:
WP 01, 02, 03, 12
100.201 Euros

Consortium:
113.400 Euros

European Commission
48.068 Euros

Ministry of Education:
18.298 Euros

European Commission
81.903 Euros

	Cost		Consortium		Commission
AT Austria	19,780	12%	13,892	12%	5,888
DK Denmark	24,468	15%	17,184	15%	7,284
GR Greece	19,380	12%	13,611	12%	5,769
NO Norway	30,836	19%	21,656	19%	9,180
PT Portugal	19,780	12%	13,892	12%	5,888
SE Kalmar	23,908	15%	16,791	15%	7,117
UK United Kingdom	23,316	14%	16,375	14%	6,941
Total	161,468	100%	113,400	100%	48,068

European Schoolnet Knowledge Centre for Teachers and Researchers

---

A.1 Type of organisation (legal status, main areas and type of activity)
A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL
A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

A. Background Information on the Co-ordinator and Project Partners

> **Co-ordinator:**
> **The Committee of European Schoolnet, Ministry of Education and Science, Sweden**
>
> **Partners:**
> **1. Paedagogische Akademie des Bundes in Linz, Austria**
> **2. The Cultural and Educational Technology Institute, Greece**
> **3. National Centre for Educational Resources, Norway**
> **4. Universidade de Lisboa, Portugal**
> **5. Kalmar University, Sweden**
> **6. De Montfort University, United Kingdom**
> **7. National Centre for Technology Supported Learning, Denmark**
> **8. The Pedagogical Centre for ICT, Geneva, Switzerland**

Co-ordinator
The Committee of European Schoolnet, Sweden

A.1 Type of organisation (legal status, main areas and type of activity)

> **The Committee of European Schoolnet** is a national public authority serving under the Swedish Ministry of Education and Science.
>
> The Committee is given the task to promote and develop the services and activities of the European Schoolnet in Sweden and Europe as a whole. The Committee act as co-ordinator in three European projects.
>
> The Committee is also acting as the legal body for the European Schoolnet Consortium. Education Counsellor Mr Ulf Lundin, is the chairman of the Committee. Dr Jan Hylén is Executive Secretary in the Committee and responsible for the daily activities. Dr Hylén have a background as head of the Research Department of the National Agency for Education in Sweden. During 1995-1998 he served as special advisor to the Minister of Schools and Adult Education.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL
> Total number of personnel is 7, where of 4 are directly involved in ODL in full-time equivalents.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes
> The Committee is the co-ordinator of the Multimedia Project MM 1010, the ESPRIT project 29436 FIRST, and the ISPO project 97190 European Universal Classroom. The chairman of the Committee, Mr Ulf Lundin, is also chairman of the European Schoolnet Consortium.

Project partners

1. Paedagogische Akademie des Bundes in Linz, Austria

A.1 Type of organisation (legal status, main areas and type of activity)

Paedagogische Akademie des Bundes, **PADB,** has broad experience in telematics-based learning, desktop video-conferencing DVC, application sharing, telematics supported seminars and lectures, production of education software, and implementing effective learning environments.

Additionally PADB has close contacts with more than 200 schools in the entire county of Upper Austria (primary, secondary). For running this project PADB has formed a task force headed by Prof. Friedrich Buchberger and DI M.Sc. E.Winklehner supported by a team of 4 assistants and 4 tutors.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The PADB is one of the leading institutions in Austrian teacher education. The number of staff directly involved in ODL at PADB is 14.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

PADB has rich experience in running and participating in European projects in Erasmus, Comenius and Lingua.

2. The Cultural and Educational Technology Institute, Greece

A.1 Type of organisation (legal status, main areas and type of activity)

CETI was founded in 1998 as a non-profit organisation under the auspices of the General Secretarial of Research and Technology of Greece, with its head office located in Xanthi, Thace. It is a financially and administratively independent research institute, currently supervised by the Greek Ministry of Research and Technology.

CETI operates under the Private Sector Legislation and it is administered by a Board of Directors. It is closely affiliated to academia and in particular to the Department of Electrical and Computer Engineering and the Department of Pedagogical Studies of the Demokritus University of Thrace.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

CETI is a fully developed institution, having its own organisational structure and infrastructure and employing experienced and specialised scientific personnel. Its development is funded by the Greek Government with an initial budget of 2,35 Million ECU for the period 1998-2000.

It constitutes an integrated research environment with continuous interaction with the academic community, the national and European educational technology industry, the international scientific community and the public sector.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

CETI's Educational Technology Research Unit focuses on Distance Learning and Education-on-Demand. This unit is involved to a number of national and European initiatives related with

Distance Education via Internet. The person responsible for these activities is Dr Demetrios Sampson.

Since 1990, Dr Sampson have been involved in a number of R&D projects in UK and Greece, funded by the European Commission (DG-III, DG-X, DG-XIII, DG-XXII), the British Telecom, the Greek Ministry of Education and the Greek Ministry of Research and Technology. His main research interests are: Web-based Distance Learning Systems Distributed Multimedia Communications, Transmission of Multimedia Data over Internet. His involvement with those research areas has led to the co-authoring of over thirty articles and chapters in books, journal and international conference proceedings.

Dr Sampson has been involved in the design, the management and the implementation of the following (relevant to this proposal) projects: "TELE-ISTOR : a Web-based Distance Learning System for Greek Secondary Education" 1997-99 Financial support (65,750,000 GRD) : Greek General Secretariat of Research and Technology, (PEPER) "DEMAND: Design, implementation and management of telematics based distance education" 1998-99 Financial support (129.950 ECU) European Commission, (PHARE) "NETLogo: The European Interactive Educational Site", 1998-99 Financial support (525.000 ECU): European Commission, DG XIII (EDUCATIONAL MULTIMEDIA TASK FORCE) "EUN: The European Multimedia School Network", 1998-99 Financial support (3.250.000 ECU): European Commission, DG XIII (EDUCATIONAL MULTIMEDIA) and "ESIS: The European Support and Information Space" 1998-99 Financial support (250.000 ECU) European Commission, Directorate General III, (ESPRIT).

Dr Sampson has also been involved in "APONTE : An Approach to the DePloyment of New Technologies in Education" 1998-99 Financial support (500.000 ECU) European Commission, Directorate General III, (ESPRIT) "WfS :Web for Schools", 1996-98 Financial support (3.496.000 ECU) European Commission, Directorate General III, (ESPRIT) "YPERION :A Virtual Reality Environment for Secondary Education", 1997-99 Financial support (40.500.000 GRD) Greek General Secretariat of Research and Technology, (PABE) " MATCH - Multimedia Authoring Environment for Children ", 1997-99 Financial support (573.900 ECU) : European Commission, DG III (INCO-COPERNICUS) " PREPARE-WfS : Promotion and Publications of Web for Schools ", 1997-98 Financial support (525.000 ECU) : European Commission, DG III (ESPRIT) "INFOLANG : Computer Assisted Training of Inmates in Information Technology and Languages" 1996-97 Financial support (224.000.000 GRD), Greek Ministry of Employment, (EMPLOYMENT-HORIZON) "ERMES - European Multimedia Educational Software Network", 1997-99 Financial support (4.640.000 ECU) : European Commission, DG III (ESPRIT).

3. National Centre for Educational Resources, (NLS) Norway

A.1 Type of organisation (legal status, main areas and type of activity)
NLS is a national authority affiliated with the Norwegian Ministry of Education, Research and Church Affairs.The NLS offers services and advice within the educational resource area. Administering and organising research, development work schemes and competence building in areas related to the production, use and assessment of textbooks and other educational resources. Hosting and administering the Norwegian Schoolnet and projects related to this.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL
The NLS employs 60 persons in total. 3 persons working on ODL related activities.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes
Current projects: Several projects connected to the European Schoolnet.
Work package 4 – Business plan
Editorial Board.
Communication group.
Technical network.
European Network of Innovative Schools WP13

The Centre is involved in the project European Expert Network.

iii

Prior project experience: MAILBOX (Socrates)

4. Faculdade de Ciências da Universidade de Lisboa, (CCN) Portugal

A.1 Type of organisation (legal status, main areas and type of activity)

CCN is an unit of the Faculty of Sciences of the University of Lisbon that aims at supporting schools, teachers and students, implementing ICT in their practices. Presently, the CCN is supporting projects of 34 schools (elementary, middle and secondary ones) funded by the Ministry of Education. Such a support involves the use of different types of ICT namely ODL. In order to develop its activities the CCN has the collaboration of professors and researchers of the Faculty of Sciences, in particular those specialized in Computer Science.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The Faculty of Sciences is organised in 9 departments which conduct teaching and research in different fields including Information Science. It has 5,586 undergraduate students, 164 graduate students and over 494 qualified teachers. It has international co-operation agreements with over 100 universities from 30 countries. Under the Socrates programme is involved in different projects, and student and teaching mobility.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

The CCN is presently involved in the following European projects: H&S ODL Education in European Teacher Training, Virtual Association of European Science Teachers, Education Multimedia Joint Call MM 1010: European Schoolnet, Wp16.

5. Kalmar University, Sweden

A.1 Type of organisation (legal status, main areas and type of activity)

Kalmar University offers about 25 different programmes of study and around 150 courses. About 50% of the current 6500 students are to be found in the priority areas of science, mathematics and technology. The university offers a number of education programmes in areas like for instance Media Technology, Journalism, Information Engineering, Teacher Education. Research is carried out by about 100 employees at the University.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

Open and Distance Learning (ODL) with various methods and techniques is regularly used. Two University service units are specialised on ODL. *University on-line,* where 17 of the staff directly involved and EDIT - a Central Unit for Distance Learning Services, where 4 of the staff are directly involved.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

Kalmar University is involved in the Erasmus, Lingua and Comenius programmes and its Teacher Education has ongoing partnership with a number of European TT Units. Kalmar University is also involved in 4th framework research projects and UNESCO projects in for instance Marine Biology and Science.

6. De Montfort University, UK

A.1 Type of organisation (legal status, main areas and type of activity)

De Montfort University provides undergraduate and postgraduate programmes across a wide range of subject areas and has a number of specialist research centres. De Montfort University is a distributed university consisting of six faculties and their support services spread over ten campuses at the Leicester, Milton Keynes, Bedford and Lincoln centres. There are also many centres of research both within and outside of the schools of study. Schools include: Agriculture & Horticulture, Applied Arts & Design, Applied Sciences (leading to the Departments of Biology, Chemistry & Physics and Pharmaceutical Sciences), School of Business, School of Computing Sciences (including Departments of Computer Science, Information Systems, Mathematical Sciences and Medical Statistics), Design & Manufacture (including Departments of Industrial & Graphic Design, Design Management and Textile Design & Production), Education , School of Engineering & Manufacture (including Departments of Electrical & Electronic Engineering and Mechanical & Manufacturing Engineering), School of Fine Art, School of Health & Community Studies (including Departments of Health & ontinuing Professional Studies, Human Communication, Nursing & Midwifery, Social & Community Studies and Health & Community Studies and the Centre for Occupational & Environmental Health), Humanities & Social Sciences, Law, Physical Education, Sport & Leisure (including Departments of Sport Studies, Human Geography, Leisure Studies, Environmental Studies and Physical Education)

De Montfort University's Division of Learning Development provides Media and Information Communication Technology services to all schools and supports schools in developing projects using ICT to support open and distance learning. The university invests significant funds in Virtual Campus developments.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

With over 30,000 students and more than 4,200 staff De Montfort University is one of the largest Universities in the UK. It is difficult to indicate how many staff are directly involved in ODL. Many
programmes incorporate elements of ODL with others being entirely delivered by distance learning. Within the School of Education, a number of practising teachers are enrolled on ODL courses or courses with elements of ODL.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

De Montfort University is involved in international collaboration in Europe, Asia, Africa and Russia, USA and Australia involving shared research and course delivery projects. Because of the size of the university, only a selection of European projects within the field of education is included here:

a) Education Multimedia Joint Call MM1010: European School Net
MM1042 PEARL: Pan European competency Assessment in Rural and Land based Industries.
b) Socrates Institutional Contract
28041-IC-1-96-1-GB-ERASMUS-EPSI for 1996, 1997 (with amended no.) .
c) Socrates ODL
25234-CP-1 96- NO-ODL DSSI Developing distance learning and techniques for the training of special educators in the field of innovation.
d) Socrates Thematic Networks
We are members of the Thematic network in teacher education co-ordinated by Umea University (Sweden).
DMU is a partner/co-ordinator of significant numbers of Framework IV research programmes which are in the IT domains including{
e) Telematics Appliations (Telematics for Libraries)
45495 WIRE: European Tertiary Education Network (ISDN) co-ordinated by EADTU.
f) ICT based projects undertaken by the Division of Learning Development underpin developments in all schools. A sample of those undertaken and funded through various agencies include:
PILOT - Jobs and Training in Superhighway Technology

STILE - Students' and Teachers' Integrated Learning Environment
FLORIST - DTI Multimedia Demonstrator Programme
HERITAGE - DTI Multimedia Demonstrator Programme
International Institute for Electronic Library Research
ELISE - Electronic Library Image Server for Europe
ELVIL - The European Legislative Virtual Library
ERCOMS - Electronic Reserve Copyright Management System
HELIX - Higher Education Library Image Exchange
TOLIMAC - Total Library Management Concept
DLIB - The Digital Library Project
Details of various projects can be found on
http://www.dmu.ac.uk/Research/groups.html

The School of Education is involved in other national and international initiatives related to ICT and education. Further details can be provided on request.

7. National Centre for Technology Supported Learning, Denmark

A.1 Type of organisation (legal status, main areas and type of activity)

The **CTU** was established under the Ministry of Education as a knowledge centre for the collection and dissemination of information about Technology-Supported Learning. The CTU's job is to develop the education of the future with the aid of information and communication technology. The aim is adequate education and more competent students and teachers. CTU's status as a national knowledge centre places it under an obligation to collate and disseminate all the information needed to create the basis for the introduction of information and communication technology in teaching. The CTU does this through a number of activities:

Strategic advice and information exchange:
CTU provides local and national authorities, administrative bodies, institutions, professional groups and associations with strategic advice. It also keeps them up-to-date with other peoples' experiences with technology-based learning.

Local and national initiatives:
CTU sets up, supports and co-ordinates both local and national initiatives. Our aim is to develop decentralised expertise in parallel with the activities of the knowledge centre. CTU promotes the use of new media, materials and technologies in teaching, by communicating its expertise and experience, by instigating debate and by publishing documentation. CTU always keeps up-to-date with developments on the Internet, Sektor Net, LiveBoards with interactive bulletin boards, multimedia, Group Systems, Video Conferences, etc.

The CTU has an Adaptation Fund of some DKK 100 million at its disposal. Over the next five years, the Adaptation Fund will be used to subsidise projects designed to improve the quality of education; either by adapting to new technologies and materials (institutionally, organisationally, professionally, didactically or pedagogically), or by developing new forms of co-operation between institutions or between different areas within the education sector.

Network of experts
CTU also co-operates with a network of external experts who help assess applications and function as process consultants on projects subsidised by the Adaptation Fund. CTU has developed a special method of assessing applications with the help of electronic documents.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The Danish National Centre for Technology Supported Learning is an organisation has 15 full-time employee. Director Ms Mette Ringsted, seven consultants, four administrative employees and four university students working part time. The CTU was established by the Danish Ministry of Education as a knowledge centre for the collection and dissemination of information about

vi

Technology-Supported Learning.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

The CTU, is involved in the following international associations:

EDEN - European Distance Education Network
IFIP - International Federation for Information Processing
ICDE - International Council of Distance Education
EENET - European Expert's Network for Educational Technology
EEP - European Education Partnership
ELLI - European Lifelong Learning Initiative

The CTU is also a member of the resource group "Futures" under the EU-Commission.

8. The Pedagogical Centre for ICT, Geneva, Switzerland

A.1 Type of organisation (legal status, main areas and type of activity)

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. A program designed for teachers and professors to develop and understand all aspects of new technologies in education in the context of increasing globalization and cultural diversity. By focusing on an understanding of the total education system and how to relate procedures to the process of growth and globalization, this program is provides for teachers and professors in Geneva, Switzerland, to position themselves as the strategic partner in the global education transformation.

The CPTIC provides pedagogy, learning methodology and infrastructures, research and development, dissemination of information, multimedia technologies, concepts and knowledge's of telematic support systems, skills workshop : coaching and practising techniques, 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 and learning technology development in the field of education.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The main aim of the CPTIC is to help teachers acquire a range of pedagogical skills updated on developments within and beyond the teaching subject, helping to make effective use of new technologies, methods and material.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

CPTIC has been involved in numerous European and International projects, including FETICHE, TEL*LINGUA, SOCRATES MAILBOX, TC-3 under the IFIP, UNESCO / IFIP, SOCRATES / LINGU@NET-EUROPA, EUN-Schoolnet, Young Reporters for the Environment, and 'TRaining Educators through Networks and Distributed Systems'.

B. Project Description, Purpose and Objectives (2 pages max.)

The European Schoolnet Knowledge Centre for Teachers and Researchers brings teachers and educators together with researchers in ICT-supported education and ODL through seminars, workshops and an On-line Service which provides resources, collaboration facilities, electronic fora and reviews. The purpose is to enable a meeting point for teachers and researchers in order to improve the understanding of issues surrounding the role of the teacher in pedagogic research in education and ODL. The project is to be located alongside the European Schoolnet's website, helping to draw the widest possible audience while building on and exploiting existing dissemination networks and enhancing the overall visibility of research in education and teaching.

B.1 How the Project Responds to the SOCRATES Objective of Promoting ODL

The project promotes the closer integration of ODL and ICT in conventional education by bringing researchers in the field into an active dialogue with teachers. The project strengthens co-operation between the education and research institutions, organisations and involved. Participating teacher training and research networks benefit from closer integration and strengthened, refreshed links. The project highlights the opportunities for teachers to develop their reflective skills in their work and to integrate new technology and media into the educational process. The project also facilitates the deeper application of research themes in ICT into conventional education, while the dissemination of good practice and know-how is served through seminars and workshops which complement an on-line service, newsletters, and a published brochure and compendium of findings.

The project aims to enhance the skills, understanding and knowledge of teachers, teacher trainers, school heads, education managers and researchers by promoting face-to-face dialogue on key issues and questions facing teachers trying to incorporate ICT and ODL into the teaching. These seminars are complemented by an on-line information resource, a permanent virtual workspace and electronic fora. These systems for the exchange of information about key issues, strategies, advantages and hurdles for ICT research in teaching provide a broad response to the aims of the SOCRATES objectives with ODL.

B.2 Specific Objectives

The specific objectives of the project are to promote a sustained dialogue between practising teachers and the research community through the organisation of seminars and workshops, focusing specifically on the effective use of ICT to support learning. This includes:

- Bringing teachers and researchers together to share experiences through seminars and workshops

- Drawing out the key issues which affect teachers' attitudes to the uptake of ODL research

- Creating an interactive workspace including an ongoing virtual forum as a learning environment to support the dissemination of information about good practice and the sharing of experience between teachers and researchers.

- Establishing collaborative activities encouraging teachers and researchers to collaborate within and across different European states.

- Disseminating the findings of existing and continuing European teaching research projects.

- Refreshing existing teacher training and researcher networks through collaboration and the sharing of findings, approaches, issues and strategies.

- Encouraging teachers to become involved as "action-researchers"

- Developing an integrated overview of shared issues, strategies and themes through a European approach to the relationship between research theory and teaching practise development

B. 3 User Groups
The core user groups involved are teachers, researchers in education and ICT and ODL, teacher educators, head teachers, education decision-makers, research publishers. A wider general audience of those interested in research into education and ODL is also provided for through the On-line Service.

B. 4 Sectors of Education which will benefit
Primary schools, secondary schools, higher education, teaching community, education research community and education decision makers

B. 5 The Scope of the Project, Educational Approach, Philosophy and Hypothesis; the Pedagogical, Organisational, Social, Economic and Technical Dimensions which the Project Seeks to Address
The project's scope focuses on bridging the gap between the practice of teaching in the classroom and theoretical research into ODL and ICT in education. The aim is to facilitate a meeting point for theory and practice from which strategies which are beneficial to all can be identified and disseminated. The project will be part of the European Schoolnet's on-line initiative, which will help to draw the widest possible audience while building on and exploiting existing teacher and dissemination networks and enhancing the visibility of research in ODL education and teaching in Europe.
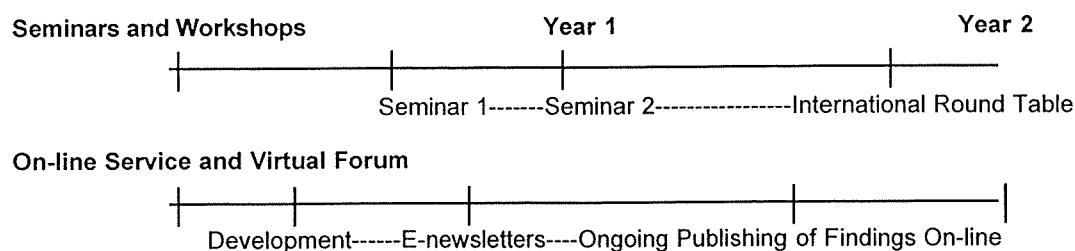
The philosophy involves encouraging a better integration of research and researchers into education and real-life classroom teaching while informing teachers about what researchers have to offer. The concerns of teachers will be focused on, defined and discussed. How can teachers benefit from research into education and technology? Why is such research important in teaching? What are the best ways to share and incorporate research? Where can the most relevant resources and information be found? Overall, national-level issues can then be compared and assessed and used to contribute towards a broader European overview. The hypothesis is based on the perceived lack of integration of research and practice and the gaps between teachers and researchers at the local, national and European levels.

This project builds on moves over the last decade in a number of countries to encourage teachers to draw on evidence from research when they are making pedagogic decisions. There is growing interest across teacher-educators in Europe in the 'action-research' paradigm which supports the development of teachers skills both as users of research and as researchers in their own classroom. The Knowledge Centre provides a place supporting these developments.

The approach uses two sets of seminars, including workshops on specific themes, and a third international round table meeting of key participants to build comparative overviews of the different issues, approaches and implementation strategies in ICT and education. The seminars will include representatives from socially-deprived schools and schools catering for special needs education. Pedagogical, practical teaching and organisational issues will be the central focus of the seminars, but social issues such as the role of women teachers and technology and the relationship of ODL to socially and economically-deprived or peripheralised schools will help to set the context for the different roles of research in teaching during the dialogue.

x

C. Project Outcomes, Products and Dissemination (2 pages max.)

The main outcomes of the project are increased know-how, understanding, communication and collaboration between researchers and teachers. Teachers are encouraged to be more involved in action-research, while the profile of researchers and their work in real-world teaching will be enhanced. The products of the project include two sets of seminars with workshops, an international round-table meeting of key seminar participants, an electronic newsletter, a comprehensive on-line resource and a brochure and compendium publication.

C. 1 Intended project outcomes and their contribution to promoting the profile of ODL and broadening the basis of co-operation between those involved

The project draws from the pedagogical, organisational, strategic and practical issues raised in two rounds of seminars to build an integrated point-of-contact for teachers, researchers and education decision-makers through the on-line service.

Seminars and Workshops   **Year 1**   **Year 2**

Seminar 1-------Seminar 2----------------International Round Table

On-line Service and Virtual Forum

Development------E-newsletters----Ongoing Publishing of Findings On-line

Seminars and Workshops

Two sets of seminars for teachers and researchers are planned, each including special topic workshops. A discussion paper will be prepared before each seminar to guide the participants and to provide background information and context to the seminars. The first set of seminars focuses on the concept of awareness-raising and on approaches and strategies to enhance the understanding and participation of researchers and teachers in ODL. A rapporteur will produce a review paper that will be circulated to participants and made available to the On-line Service for discussion, evaluation, dissemination and compilation into the compendium.

The second set of seminars builds on how to implement the strategies explored, working on how to co-operate more closely with researchers, how to become involved in action research, how to draw from and utilise research reports and how to take part of implementation activities. Each national seminar will allow participants to exchange experiences and develop further collaboration on specific issues through smaller, more focused workshops. A rapporteur will produce a second summary review paper that will be circulated to participants and made available through the On-line Service for discussion, evaluation, dissemination and compilation into the compendium.

A third international round table meeting of selected key participants towards the end of the project will focus on overall strategies and attempt to build a common platform for approaches to action research in the participating countries. Here the emphasis is on trans-national issues and the exchange of value-adding European experience. Participants will be invited to the seminars through advertisements placed in the appropriate national teaching and researcher press publications.

On-line Service

The on-line service provides a wide range of information and resources for teachers and researchers while also acting as a permanent virtual seminar supporting the preparations, work-in-progress and findings of the national seminars.

The On-line service will include sections on accessing innovation, development, research and links to key databases in different countries. A News section will gather, compile and disseminate information on innovation, research, best practice and development activities in the area of ICT and learning. A

xi

Conferences section will give details on human and electronic conferences, for both researchers and teachers in the field. A section about Centres of Excellence and Projects in Europe will allow users of the site to access key organisations and programmes in the field, including case studies, special needs issues, the role of peripheralised schools, showcases and examples of best practice. A Funding Resource section will include an infopoint and notice board for research financing where researchers can look for financial support. This will also link to the European Schoolnet's 'Schools Collaboration' Guide.

Virtual Forum
The On-line Service will support a multilingual virtual forum on issues and topics in the field of education and ODL research. Participants will be able to follow and contribute to threaded conversations and respond to the review papers and discussion documents produced by the seminars as well as the other available resources. Participants will also be able to use the Open University's Knowledge Media Institute's Digital Document Discourse system (D3E), which supports feedback, annotation, editing and contribution to electronic research documents.

Electronic Newsletter
Every two months an electronic newsletter will be distributed to participants and subscribers via a listserv, offering news and information about teaching and research and updating readers about the main developments in the seminars and the On-line Service.

Brochure and Compendium
A brochure and a compendium of project findings will be distributed to all participants and to the partner networks for further distribution. This will incorporate the evaluations carried out and the feedback gained during the project. This information will be available through the On-line Service but a paper-based version will act as a valuable reference and dissemination aid at conferences for example.

C. 2 How end user groups will be involved in the work of the project and the advantages they will derive from its outcomes
Teachers will be made more aware of their own practice in their every day teaching and made more aware of the value and applications of research. The seminars focus on promoting teachers as "action researchers" in the use of ICT in the classroom. The main questions and issues of concern to teachers will be defined and discussed in context. Educators in socio-economically peripheralised schools and from Special Needs schools will provide added real-world context and shared experience with 'mainstream' teachers and researchers.

For researchers, their involvement would allow them to better relate their theories to practice and to have a closer dialogue with experienced practitioners. Overall, researchers will be able to know better how to disseminate and implement their results. The advantages for all participants include increased know-how, understanding, communication and collaboration. The Knowledge Centre project is to be located alongside the European Schoolnet's website, helping to draw the widest possible audience while building on and exploiting existing dissemination networks and enhancing the overall visibility of research in education and teaching. Thus, end users not directly involved include visitors from around Europe and beyond to the On-line Service, who will be able to access a wide range of information and resources about the role of teachers and researchers in education and ODL. In the longer term, pupils and students at all levels of education will benefit from the shared experience and enhanced understanding of research and practice in ODL.

D. Dissemination

How and to what extend results will be disseminated, who will be responsible and their expertise

On-line Service
The project seminars and the International Round Table meeting act to complement the On-line Service by providing a wide range of information and resources which will be disseminated to a much wider audience. The On-line Service will provide extensive information for teachers and researchers in ODL and will be designed for practical ease of use by teachers. Web promotion tools will increase the service's hit-rate. Because the project is to be located alongside the European Schoolnet's website, hundreds of thousands of visitors to the On-line Service could be expected, from teachers and researchers with specific intentions, to the more general audience. A website editor and Dissemination Co-ordinator with specific experience in education will be responsible for the development and maintenance of the On-line Service, drawing information and resources from a variety of European networks. The On-line Service will be managed by a Web Editor who will be responsible for the design, structuring, updating and technical maintenance of the resource. Information and content will be provided by the Dissemination Co-ordinator (see below).

Electronic Newsletter
An electronic newsletter about research into ICT in education will be distributed to an e-mail listserv of subscribers and project participants every two months. The European Schoolnet will utilise its existing listservs, consisting of thousands of readers (teachers, researchers, educators, decision-makers around Europe), to develop this aspect of the dissemination. Contributors will include the work package leaders, the seminar rapporteurs and a variety of invited expert authors.

Published Materials
A "Best of the Knowledge Centre" **brochure** and a **compendium** of project findings will be distributed to the 500 European Network of Innovative Schools (ENIS), the COMENIUS national network offices, European wide organisations such as the Association for Teacher Education in Europe (ATEE), to TNTEE: Thematic Network in Teacher Education and to all participants and to the partner networks for further distribution. Both publications will be in the English language and both will be published in 5,000 copies.

The Compendium will also be available for request via the On-line Service. The editor of the compendium will be the author of the *"Review of Telematics for Education and Training: 1994-1998"*, an overview of the research carried out into education and training during the EU's fourth framework RTD initiative. Robert Whelan worked for the TETRISS project – Telematics for Education and Training intermediate Support Structure - under the Fourth Framework RTD programme between 1996 and late 1998. The project was responsible for disseminating the results and findings of 86 education technology projects funded by DG XIII-C-3 in the area of ODL and the inter-DG Educational Multimedia Task Force. He is a technical writer and editor with broad experience in communications, information collection and dissemination through conventional print as well as over the web.

Attractively-designed brochures giving a summary overview of the initiative will be distributed through the same networks and also made available at the numerous conferences attended by the European Schoolnet.

Dissemination Co-ordination
The European Schoolnet Knowledge Centre will focus its dissemination effort through a dedicated Dissemination Co-ordinator. The role involves the information, content and knowledge management and multilingual organisation behind the collection, publishing and distribution of the project's reviews, papers and key findings. This role also involves preparing information for the On-line Service, moderating the Virtual Forum, compiling the project Compendium, preparing the Electronic Newsletter and the Brochure. The Dissemination Co-ordinator, Robert Whelan, was involved with the *TETRISS* project – Telematics for Education and Training intermediate Support Structure - under the Fourth Framework RTD programme between 1996 and late 1998. He is a researcher in the field of education technology, a science journalist, technical writer and editor with broad experience in communications, information collection and

xiii

dissemination through conventional print as well as over the Web. The *TETRISS* project was responsible for monitoring, collating and disseminating the results and findings of 86 education technology projects funded by DG XIII-C-3 in the area of ODL and the inter-DG *Educational Multimedia Task Force*. He designed and authored much of this Website:
http://www2.echo.lu/telematics/education/en/

E. project organisation

E.1 Overall workplan

The project will be divided in 13 work packages. The first will deal with management and the co-ordination of the project. The second concerns the construction of the website. There will be three deliverables from work package 2, 1.1 were the structure of the On-line service will be developed including a model for the Virtual Seminar, 1.2 were the content of the website is discussed and 1.3 the final report on how the on-line service on the website should be constructed. Work package 3 deals with dissemination of the results from the national seminars and the International Round Table. The deliverable of this work package (Deliverable 10) will be the compendium available both in electronic and printed format.

Work package 4-10,13 includes a set of 2 national seminars within each of the participating countries. Each seminar will be preceded by a discussion paper and followed by a report. These two documents for each of the seminars constitutes the deliverable of respective work package. This means that the deliverable of work package 4 will consist of one discussion paper to the first conference held in Austria and the report from that conference (Deliverable 2.1), plus the discussion paper and the report from the second seminar in Austria (Deliverable 2.2).

Work package 3 on dissemination includes the on-going Virtual Seminar. This seminar will highlight the discussions and concludings from the different national seminars. It will promote comparisons between the different national approaches, encourage discussions among teachers and researchers centred round relevant themes, invite to chats etc. The results of the Virtual Seminar will constitute an important input to the final International Round Table and they will also be reflected in the final report.

Work package 11 is the International Round Table. The Round Table meeting of selected key participants will focus on overall strategies and attempt to build a common platform for approaches to action research in the participating countries. The emphasis will be on trans-national issues and the exchange of value-adding European experience. The deliverable from the meeting will be the final report or compendium.

Work package	Respons. Partner	Task	Deliverable	Month
1	Min. of Educ. SWE	Project Management		1-24
2	Min. of Educ. SWE	Constr. of website	1.1, 1.2, 1.3	1-6
3	Min. of Educ. SWE	Dissemination and Virtual Seminar	10	2-24
4	PADB, AT	National Seminars	2.1, 2.2	2-5, 7-10
5	CTU, DK	National Seminars	3.1, 3.2	2-5, 7-10
6	CETI, GR	National Seminars	4.1, 4.2	2-5, 7-10
7	NLS, NO	National Seminars	5.1, 5.2	2-5, 7-10
8	Univ. Lisboa, PT	National Seminars	6.1, 6.2	2-5, 7-10
9	Univ. Kalmar, SWE	National Seminars	7.1, 7.2	2-5, 7-10
10	DeMontfort, UK	National Seminars	8.1, 8.2	2-5, 7-10

11	Min. of Educ. SWE	Round Table Meeting	10	21
12	Min. of Educ. SWE	Evaluation	10	4-24
13	CPTIC, CH	National Seminars	9.1, 9.2	2-5, 7-10

E. 2 Working Languages

The working languages within the national seminars (work package 4-10, 13) will be the language of the country. The discussion papers written to these seminars will be in the same language.

Working language in work package 1-3, 11-12 will be English. All deliverables will be written in English. The reports from the national seminars (Deliverable 2-9) will include a summary of the discussion papers in English. The final report or compendium will also be written and published in English.

E. 3 Main roles and responsibilities of the co-ordinator and each of the partners and indicate how each will contribute to its implementation.

The co-ordinating partner will appoint a Project Manager. The Project Manager will be responsible for the achievement of the project goals. He will co-ordinate, supervise and manage the activities of the work package leaders and the project secretariat, including the arrangement of the final International Round Table. The Project Manager will also be responsible for work package 1-3, 11-12 as well as the organisation of the project reviews.

The project partners 1-8 will be responsible for arranging a set of 2 national seminars. They are also responsible for the writing and distribution of a discussion paper to all participants, initiating the theme of the seminar. Each partner shall submit a report of the seminar, the themes discussed and the conclusions drawn within one month after the seminar to the Project Manager. The report shall include a summary in English of the discussion paper.

E.4 Demonstrate that the co-ordinator and each of the partners have the competence and experience required to fulfil their role in the project, including in the areas of dissemination and evaluation.

Co-ordinator:
Dr Jan Hylén will act as Project Manager from the **Swedish Ministry of Education and Science**. Dr Hylén is Executive Secretary for the Committee on European Schoolnet within the Ministry. He received his Bachelor of Arts from University of Stockholm 1984 in Political Science, Philosophy and Economics and his Ph.D. from University of Stockholm in 1991 in Political Science. In 1986-87 Jan Hylén acted as secretary to the Nordic UNESCO Commissions in their evaluation of Minespol – UNESCO research policy conferences. Dr Hylén was the head of the Research Department of the National Agency for Education in Sweden until 1995. The National Agency for Education is responsible for supervising and evaluating the Swedish school system. During 1995-1998 he served as special advisor to the Minister of Schools and Adult Education.

Partner 1:
Paedagogische Akademie des Bundes (PADB) in Linz will be represented in the project by Prof.Dr. Friedrich Buchberger. Dr Buchberger is head of the Institute of Comparative Education. DI M.Sc. Elisabeth Winklehner, who is head of the Institute of New Technology and Pedagogy in PABD, will also be involved in the project.

PADB has recently developed an electronically based teacher support system mainly for internal use. More than 800 student teachers, 200 mentors (co-operating teachers) and 150 teacher educators are co-operating in a virtual workspace on themes like lesson planning, new teaching and learning material or support in professional development. Additionally, PADB is involved in (internal) projects exploring the potential of netbased learning environments. Both as co-ordinator of the Thematic Network on Teacher Education in Europe (TNTEE)/ Subnetwork D (Teacher Education as a Powerful Learning Environment)

and as co-ordinator of the Socrates/Erasmus CDI "ALERT" PADB has developed all European networks for the topic under discussion.

As co-ordinator of COMENIUS 3 projects as well as LINGUA projects PADB has rich experience in running all-European in-service programs for teachers.

Partner 2:
CETI's Educational Technology Research Unit focuses on Distance Learning and Education-on-Demand. This unit is involved to a number of national and European initiatives related with Distance Education via Internet. The person responsible for these activities is Dr Demetrios Sampson.

He received the Diploma in Electrical Engineering from Demokritus University of Thrace in 1989 and the Postgraduate Diploma in Telecommunication and Information Systems and the Ph.D. in Multimedia Communications from University of Essex, England in 1990 and 1995, respectively.

Since 1990, he have been involved in a number of R&D projects in UK and Greece, funded by the European Commission (DG-III, DG-X, DG-XIII, DG-XXII), the British Telecom, the Greek Ministry of Education and the Greek Ministry of Research and Technology. His main research interests are: Web-based Distance Learning Systems Distributed Multimedia Communications, Transmission of Multimedia Data over Internet. His involvement with those research areas has led to the co-authoring of over thirty articles and chapters in books, journal and international conference proceedings.

Partner 3:
National Centre for Educational Resources will be represented by Guri Brochmann Skoklefald currently employed as Senior Executive Officer at the Department of Information, Communication and Technology. She is responsible for co-ordination of trans-national and national ICT-related projects. Mrs Skoklefald is a former teacher of French and English at upper secondary school level with a Cand.philol. Master of French (Maîtrise) and an BA degree in English as academic merits. She has a broad experience from several international courses in the use of ICT in teaching.

Partner 4:
Centro Competência Nónio da Faculdade de Ciências da Universidade de Lisboa (CCN), in Lisbon, will be represented in the project by Prof. Dr. Isabel Chagas. Dr. Chagas is co-ordinator of the CCN and a full professor at the Faculty of Sciences. She received her doctoral degree in Science Education from Boston University, Boston, EUA in 1993. The theme of her dissertation was: Teachers as innovators: A case study of implementing the interactive videodisc in a middle school science program. In Portugal she has been involved in several initiatives concerning ICT in education organised by the Ministry of education, the Ministry of Science and Technology, the National Council for Education and different universities. Since 1994 she has participated in several European projects and published several articles and chapters in books and participated in international conference meetings.

Partner 5:
Kalmar University, Sweden, will be represented by Stellan Ranebo, Director of the Teacher Education Centre at Kalmar University. Stellan Ranebo is B.Sc in Mathematics, Physics and Computer Science and candidate for doctorate in Education at the University of Gothenburg.
Experience profile
1997-98: Executive Secretary (full time), Committee on European Schoolnet, Ministry of Education
1995-97: Head of Division for Education and Research, Nordic Council of Ministers.
1997-99: Secretary for the IT-policy Group for the Nordic Ministers for Education and Research
1990-94: Senior Advisor for Nordic Schools Co-operation at the Nordic Council of Ministers.
1991-96: Initiator and Project Manger for The Nordic School Data Network - ODIN.
1983-89: Head of Department for Teacher Training at the Kalmar University, Sweden.
1984-89: System Manager for the Times Network System/Campus 2000 in Sweden.
1986-87: Consultant for the national CBT Inservice Training Project for Swedish Telecom.

Partner 6:
De Montfort University, Bedford, UK will be represented by Dr Marilyn Leask, Principal Lecturer, School of Education, Information and Communication Technologies in Ed.(ICTE) Research Group. Dr Leask is a member of Faculty of Humanities and Social Sciences and currently director of *The Learning School*

pedagogical and management research project within the European School Net project and Principal Lecturer in Education and with responsibility for two strands within the MA Educational Management – the accelerated management programme for subject leaders with the Technology Colleges Trust and the MA Educational Management for the Headmasters Conference Schools. She has been a Research Fellow: School Development Plans Project (DES funded) working under the directorship of Professor David Hargreaves and Professor David Hopkins, and seconded from Enfield LEA. Dr Leask is currently chairing the TeacherNetUK and was a founder member of this organisation which is focused on the use of the Internet for professional development of teachers.

Partner 7:
The Danish National Centre for Technology Supported Learning will be represented by Suzanne Panduro. Ms Panduro has been a consultant at the Centre for Competence Development & Media Integration, developing course materials for Text, video, database uses. She was a course developer and teacher in 'Training of Trainers' courses, developed in the Pilot Project 'COSTEL - Course System for Telecommunicated Training and Innovation Management' funded by the COMETT Programme (Community Action Programme in Education and Training for New Technology) under the Task Force for Human Resources. She was a project leader and co-ordinator of DTI participation in 'LOGOS - Transnational Adaptation of Open and Distance Courseware for Demonstration Actions aimed at Small Enterprises', a project funded by DG XII, DG XIII and the Task Force for Human Resources; project leader and co-ordinator of DTI participation in 'LINGUAMED - European Communications in the Medical, Bio-medical and Pharma Profession'. She was also a project secretary for the EC projects 'DIDOS - Distributed Documenting Services' funded by the RACE Programme (Research and Development in Advanced Communications Technologies in Europe) and 'COSTEL - Course System for Telecommunicated Training and Innovation Management' funded by the COMETT Programme.

Partner 8:
The Pedagogical Centre for ICT (CPTIC) will be represented by Raymond Morel, Director of the Centre since 12 years. He achieved the cursus " organisation and human resource management " as decision maker of the State de Geneva. Mr Morel have introduced information and communication technologies (ICT) into the schools since 1969.

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 of teacher training education courses for the Swiss teachers and more than one dozen of national symposia. Mr Morel is acting as expert and Swiss representative in the 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.

In the research field, Mr Morel 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 the whole of his collaborations and international work.

E.5 Describe the measures planned for monitoring and evaluating the project, in particular as regards its impact.

The evaluation approach is an ongoing process of providing information and support and linking to needs assessment, monitoring and usability evaluation. Evaluation methodology will aim to assist the project co-ordinator and partners to collaborate in their tasks and to accumulate evaluation evidence through peer review, quality assurance and feedback. In addition, the evaluation will summarise evidence as to the pedagogical effectiveness, usability and cost-effectiveness of the on-line service, reports and seminars.

The evaluation should also be seen as a structure to support healthy growth of the EUN Knowledge Centre for Teachers and Researchers and related work. The evaluation will report on the successes and failures of the project with a holistic view of the technology, content and pedagogical development, where possible. It will make recommendations for further action.

The evaluation strategy is the responsibility of WP12, and will be managed by this work package drawing on the other work packages as appropriate. Evaluation and monitoring processes take part on a number of levels and are designed to take account of the timing and nature of deliverables as well as the audience for each deliverable.

The project has the following key components each of which is evaluated:
Seminars and workshops
On-line service
Virtual Forum
Electronic Newsletter
Brochure and Compendium

There are several parts to the evaluation process:
a) Evaluative feedback from users:
· those accessing the site, participating in the Virtual Forum and receiving the electronic newsletter will be periodically asked (electronically) for their feedback about the site structure and content. Participants will be able to follow and contribute to threaded conversations and respond to the review papers and discussion documents produced by the seminars
· In addition, an electronic questionnaire will be administered to the ENIS schools (European Network of Innovative Schools) as well as to those participating in the seminars. Those participating in the seminars will be asked to send the questionnaire to the members of their organisations where this is appropriate. This will also have the effect of increasing the dissemination of information about the goals and achievements of the project.
· use of different parts of the site and the responses to virtual forums and seminars will be monitored electronically
b) Evaluative feedback from those attending the seminars:
As well as the role described in a) above, those attending the seminars will be asked to evaluate the structure and content of the first seminar in order to inform the second and the third seminars. They will also be asked (electronically) to give feedback when specific developments are made to the site.
c) Peer Review:
The compendium and brochure and the other deliverables as appropriate will be peer reviewed following the process established within the European Schoolnet.

The evaluation will focus on certain quality criteria. The key components for evaluation are clarity, coherence, relevance, accessibility and the contribution and over all value to the domain. In the case of the Virtual Forum involvement and participation will be another criteria for evaluation.

The goal of *Peer Reviewing process* is to provide a quality assurance by providing an internal check of the work done, before it is released for wider use and formal validation procedures. The assurance is given by the reviewer's verification of the work deliver in accordance with the original specifications. In the mean while, the intermediate stages of the evaluation will promote synergy between the work packages and partners to better fulfil the vision of an EUN, and increase the horizontal communication among them. In order to achieve this goal the Peer Reviewing process consists of:

1.   All deliverables are to be submitted to Peer Review.

2.   Deliverables require 3 peer reviewing:
* one by a member of the EUN steering committee,
* one by an EUN partner,
* and one by an external reviewer.

3.   These reviewers are selected following:
* the preferences expressed on the invitation
* the profile and skills expressed in the CV
* from a different country of origin to that of WP leadership.

    This is done in order to take advantage of the expertise of the Peer Reviewer and avoid any conflict of   interest in the Peer Reviewing process.

4.   Arrangements with internal reviewers should be made at least 3 weeks in advance of review.

xix

SOCRATES ODL Proposal
European Schoolnet Knowledge Centre for Teachers and Researchers
January 1999

5.   Arrangements with external reviewers should be made at least 6 weeks in advance of review.

6.   Deliverables should be made available on EUN Intranet (Special areas are created fro monitoring this process) to the internal peer reviewer at least 9 weeks prior to the deliverable delivery date. Redrafting   should then be undertaken, as required.

7.   Deliverables should be made available on EUN Intranet (special areas are created for monitoring this process) to the external and Steering Committee peer reviewers at least 6 weeks prior to the deliverable delivery date. Redrafting should then be undertaken, as required.

8.   Reviews should take no more than two working days and should be delivered within two weeks. Some   reviews may only require one day. The work package leader in conjunction with the evaluation team   will determine this on a issue by issue basis.

9.   External reviewers will be paid a sum of 300ECU per review. The work package leader and project manager using the proforma letter of offer supplied by the project office will negotiate this.

10. Peer reviews must follow the template available on the EUN Intranet, which will ensure that all reviews meet Commission requirements.

WP leaders should follow this strategy and adhere to the procedure.

F. Other Issues

F.1 Specify, where applicable, how and to what extend the needs of disadvantaged people have been taken into account. State the nature of the disadvantage.

The relationship of ODL to socially and economically-deprived or peripheralised schools will help to set the context for the different roles of research in teaching during the dialogue. The two sets of seminars will include at least 2 teacher-educator representatives from socio-economically deprived schools and schools catering for special needs education. At least one researcher in technologies for special needs education will participate. The seminars will include discussion about how peripheralised schools can use research, if at all. The topic will be outlined in the discussion paper and the findings presented in the review papers. Contrasts and comparisons between different teachers' expectations will provide an insightful perspective. For teaching issues relating to special needs education and the use of ICT and ODL, the seminars will draw from research which shows the value and role of technology compared to its place in conventional schools. The international round table meeting will include this topic for discussion. The growing interest amongst teacher-educators in the 'action-research' paradigm will be explored more deeply in these contexts.

The issues, themes, strategies and experiences will be shared and disseminated through a dedicated area of the On-line Service.

F.2 How and to what extent the project addresses the issue of equal opportunities between men and women.

The two sets of seminars will include exchanges about the role of women teachers and learners with technology. The international round table meeting will include this topic for discussion. The disparities, differences, similarities and contrasts within the roles of gender in the uptake of technology in education will be explored from the perspective of teachers and researchers and learner's needs. The topic will be outlined in the discussion paper and the findings presented in the review papers. The focus is on gender equality in the access and implementation of ODL-supporting technologies in education. The objective is to develop these themes further within the virtual discussions and the research papers posted in a dedicated area of the On-line Service.

Projet SOCRATES-KCTR – Résumé synthétique
(Knowledge Center for Teachers and Reserchers)

1. Description du contexte

Le projet SOCRATES –KCTR a été accepté, car il est centré sur des thèmes jugés fondamentaux à Bruxelles :

- **la nécessité de développer une plate-forme d'innovation ;**
- **l'utilité de favoriser la rencontre d'enseignants actifs et de chercheurs ;**
- **le dynamisme à insufler à des thèmes-clés comme virtual teacher college of education, on-line resources, etc.**

2. Les objectifs du projet SOCRATES-KCTR

Le projet se propose de réaliser les points suivants :

Tous les principaux objectifs sont explicités dans la section B2 de la proposition de base (voir également B5).

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 centre 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.

Les partenaires-clé de ce projet sont fixés et se sont engagés pour une période de deux ans (cf. pages i à vii de la proposition de base).

4. Durée et organisation

Conçu dans un cadre global de 2 ans, avec la première année concentrée sur les séminaires nationaux, le projet comporte différentes phases qui sont décrites dans les sections C1 et E1 de la proposition de base.

5.   Financement

Le financement suisse pour la première année est assuré complètement par l'OFES (aucun subside de Bruxelles) et se monte à SFr. 60'200.- . Le CTIE assure la gestion du financement dans la perspective des interactions prévisibles avec le projet EUN-Schoolnet.

6.   Résultats escomptés

Les résultats attendus du projet s'articulent autour de productions et d'interactions successives orchestrées par chacun des partenaires nationaux (16 séminaires). Un reflet systématique au travers du Web ainsi qu'un forum électronique doivent déboucher sur la préparation de la « Table Ronde Internationale » qui aura lieu en juillet 2001.
(Pour plus de détails, se référer aux sections C et D de la proposition de base)

7.   Bénéfices d'une participation genevoise et suisse

La problématique débattue est au cœur 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, TECFA et plus récemment le CTIE.

Les questions étudiées dans le cadre du projet SOCRATES (KCTR) s'inscrivent dans les préoccupations de la **CDIP-CH** d'une part et de celles du **DIP à Genève** concrétisées dans le projet « Apprendre à communiquer » : les TIC au service de l'apprentissage. La problématique induite par ce projet est également au cœur d'une prise de conscience des problèmes immenses de la formation du corps enseignant dans le domaine des TIC. **Cette convergence coïncide avec des initiatives identiques dans plusieurs pays européens** et la synergie envisagée alimentera à la fois des réflexions d'ordre théorique que des actions pratiques sur le terrain.

REGERINGSKANSLIET

Fax

12 January 2000

Ministry of Education and Science
Stockholm, Sweden

To:

From:
Committee on the European Schoolnet
Josefine Wintzer
Telephone +46 8 405 1876
Fax +46 8 246562
E-mail: josefine.wintzer@education.ministry.se

Pages inclusive: 3

Dear Mr Raymond Morel,

On behalf of Mr Jan Hylén, I send you hereby a copy of the Financial Agreement for at Transnational Cooperation Project.

Best regards,

Josefine Wintzer

Deputy Secretary

SOCRATES
& JEUNESSE

Technical Assistance Office
Bureau d'Assistance Technique

SOCRATES
& YOUTH

For related questions, please contact:
Pascale Balcon
E-Mail: p.balcon@socrates-youth.be

⌐

Mr HYLEN Jan
MINISTRY OF EDUCATION AND SCIENCE
Drottninggatan 16
10333 STOCKHOLM
SWEDEN

⌐

⌐

⌐

Brussels, 10/12/1999

Subject: **SOCRATES PROGRAMME**
Project n°: **71151-CP-1-1999-1-SE-ODL-ODL**

Dear Sir or Madam,

Please find enclosed the original copy of your above-mentioned Financial Agreement for a Transnational Cooperation Project. We are pleased to inform you that the Socrates & Youth Technical Assistance Office has already made the payment linked to your project, according to Article 6 in Annex 1 of your Financial Agreement.
For any additional information, please do not hesitate to contact the TCP department which remains at your disposal.

Yours faithfully,

Madame, Monsieur,

Veuillez trouver ci-joint votre copie originale de la Convention Financière référencée ci-dessus pour un Projet de Coopération Transnationale. Nous avons le plaisir de vous faire savoir que le Bureau d'Assistance Technique Socrates & Jeunesse a procédé au paiement relatif à votre projet, selon les stipulations de l'article 6 de l'Annexe 1 de votre Convention Financière.
Pour toute information complémentaire, le département TCP se tient à votre entière disposition.

Nous vous prions d'agréer, Madame, Monsieur, l'expression de notre considération distinguée.

Sehr geehrte Damen und Herren,

Bitte entnehmen Sie der Anlage Ihre finanzielle Vereinbarung mit der angeführten Vereinbarungsnummer für ein Projekt zur länderübergreifenden Zusammenarbeit. Das Büro zur technischen Unterstützung SOKRATES & Jugend hat gemäß Artikel 6 (Anhang 1) der Vereinbarung den Ihnen zugewiesenen Zuschuß überwiesen.
Falls Sie Fragen bezüglich dieses Schreibens haben, können Sie sich gerne an unsere Abteilung TCP wenden.

Mit freundlichen Grüßen,

Charles Bowman
Head of Socrates & Youth T.A.O

COMMISSION OF THE EUROPEAN COMMUNITIES
DIRECTORATE-GENERAL XXII - EDUCATION, TRAINING AND YOUTH

SOCRATES PROGRAMME
TRANSNATIONAL COOPERATION PROJECTS
FINANCIAL AGREEMENT

ALL CORRESPONDENCE RELATING TO THE PRESENT AGREEMENT SHOULD BE SENT TO THE FOLLOWING ADDRESS, WHERE IT WILL BE PROCESSED :

SOCRATES & YOUTH Technical Assistance Office

70, rue Montoyer	Tel : (+32) (2) 233.01.11
B-1000 Brussels	Fax : (+32) (2) 233.01.50

Financial agreement identification data :

Name of the action concerned : Open and Distance Learning - Observatory Projects and European Partnership Projects

A.1. Reference no. of the financial agreement : 71151-CP-1-1999-1-SE-ODL-ODL

A.2. Beneficiary's name and address :
MINISTRY OF EDUCATION AND SCIENCE
Drottninggatan 16
10333 STOCKHOLM
Sweden

Beneficiary's legal representative : Mr Ulf LUNDIN
(Signatory of the agreement)

A.3. Not applicable to this agreement.
A.4. Maximum amount of the grant : 130.000 EUR
A.5. Percentage financing : 49,66 %
A.6. Total project cost : 261.777 EUR
A.7. Not applicable to this agreement.
A.8. Period covered by the agreement : 01/09/1999 to 31/08/2000
A.9. Other special conditions :
The Beneficiary must submit by the 22nd October, 1999, a revised budget summary and financial plan to the Technical Assistance Office for the approval by DG XXII.
The budget must include only the costs relating to countries which are currently eligible in the framework of the SOCRATES Programme, excluding Switzerland.
If the Beneficiary fails to submit the revised financial plan by the above date, then the Commission shall have the right to terminate this agreement without notice and claim the reimbursement of any grant paid.

We, the undersigned, declare that we have read and accepted the terms and conditions of the present financial agreement as described below, including the annexes.

Signatures

For the Commission :

Name : J. FROMA

Function : Head of unit, Directorate-General XXII - Education, Training and Youth.

Brussels,

For the Beneficiary :

Name : Ulf LUNDIN

Function : Counsellor Education and Research

Place and Date : Brussels 21/10 1999

Two copies of this Financial Agreement, duly signed by the legal representative of the Beneficiary, should be returned to the address given above, within 30 days of the date of posting indicated in the letter accompanying the Agreement.

European Schoolnet

Currency: Euro

Country	Nat. Travel	Night	Seminar	Travel* 24 Pers.	Night** 16 Pers	Seminar*** 40 Pers.	Management**** /Seminar	Total/Country Year 1
P 1	AT Austria	68	90	80	1,632	1,440	3,200	7,236	19,780
P 2	DK Denmark	102	153	93	2,448	2,448	3,720	7,236	24,468
P 3	GR Greece	70	72	81	1,680	1,152	3,240	7,236	19,380
P 4	NO Norway	150	225	115	3,600	3,600	4,600	7,236	30,836
P 5	PT Portugal	74	104	71	1,776	1,656	2,840	7,236	19,780
P 6	SE Sweden	107	161	80	2,568	2,568	3,200	7,236	23,908
P 7	UK United Kingdom	95	143	87	2,280	2,280	3,480	7,236	23,316
	Total				15,984	15,144	24,280	50,652	161,468

Travel*: 60% (24 pers.) of the attendant will travel by train, bus or car
Night **: 40% (16 pers.) of the attendant will use national long distant facilities (Flight, Hotel)
Seminar***: per attendant cost for seminar facilities (Room, Overhead projector, Data projector, Computer renting, catering)
Management ****: overall cost for coordination of the project and management of the organisation of the seminar (Personnel, general admin., documentation costs. Detailed below)

		Year 1	Tot Year 1	Consortium Year 1	Cons. %	European Commission Year 1	EC %
Personnel costs	Workshop Managm	26,592	26,592	13,387	50.3%	13,206	49.7%
Personnel costs	Secretary	11,397	11,397	5,737	50.3%	5,660	49.7%
Travel & accom. costs	Attendance costs	62,256	62,256	31,340	50.3%	30,916	49.7%
General Admin. Costs	Seminars Coord.	3,799	3,799	1,912	50.3%	1,887	49.7%
Documentation costs	Advert., translation	8,864	8,864	4,462	50.3%	4,402	49.7%
Others costs	Seminar facilities	48,560	48,560	24,445	50.3%	24,115	49.7%
	Total	161,468	161,468	81,283		80,185	

General Admin. Costs: communications, photocopies of the seminar printed support materials
Documentation costs: Placement of advertissement in the education press, translation in the local language of all the seminar printed support materials
Average travel cost per attendant: 111.2 Euro (14 seminars days for 40 people)
Average seminar cost per attendant: 86.7 Euro (14 seminars days for 40 people)

European Schoolnet Knowledge Centre for Teachers and Researchers

European Schoolnet

2/ Management (WP 1)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Project Manager	24,000	24,000	12,082	50.3%	11,918	49.7%
Personnel costs	Manager Assistant	5,000	5,000	2,517	50.3%	2,483	49.7%
Travel & accom. costs	Coord. Meeting	19,200	19,200	9,665	50.3%	9,535	49.7%
Technology & Equip. costs	Computer	151	151	76	50.3%	75	49.7%
General Admin. costs	Tel., fax., mail	2,000	2,000	1,007	50.3%	993	49.7%
Documentation costs	Translation	800	800	403	50.3%	397	49.7%
	Total	51,151	51,151	25,749		25,402	

Travel & accomodation costs: 2 daily coordination meetings with 12 persons for an average cost per day of 800 Euro
Technology & Equipement costs: computer 3,000 Euro, Use 15%, depreciation factor 33.33%
Documentation costs: translation of the 14 national reports in English

2/ Website (WP 2)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Wed Editor	25,000	25,000	12,585	50.3%	12,415	49.7%
Technology & Equip.	Computer	630	630	317	50.3%	313	49.7%
	Total	25,630	25,630	12,902		12,728	

Technology & Equipement costs: computer 3,000 Euro, Use 63%, depreciation factor 33.33%

3/ Dissimination (WP 3)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Dissimination Coord.	10,000	10,000	5,034	50.3%	4,966	49.7%
Technology & Equip. costs	Computer	220	220	111	50.3%	109	49.7%
Documentation costs	Translation, printing	10,000	10,000	5,034	50.3%	4,966	49.7%
	Total	20,220	20,220	10,179		10,041	

Technology & Equipement costs: computer 3,000 Euro, Use 22%, depreciation factor 33.33%
Documentation costs: translation of the report in English

European Schoolnet

4/ Evaluation (WP 12)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1+2	EC %
Personnel costs	Secretary	1,200	1,200	604	50.3%	596	49.7%
Consultancy cost	Reviewers	2,000	2,000	1,007	50.3%	993	49.7%
Documentation costs	Translation, printing	0	0	0	50.3%	0	49.7%
	Total	3,200	3,200	1,611		1,589	

	Year 1	Tot. Year 1	Consortium		European Commission	
			Year 1	Cons. %	Year 1	EC %
Total	261,669	261,669	131,698	50.3%	129,971	49.7%

average per country   18,814

Contribution per country from the	Consortium	FUNDING		COST
		EC	Total	Total
AT Austria	13,892	5,888	19,780	19,780
DK Denmark	17,184	7,284	24,468	24,468
GR Greece	13,611	5,769	19,380	19,380
NO Norway	21,656	9,180	30,836	30,836
PT Portugal	13,892	5,888	19,780	19,780
SE Kalmar	16,791	7,117	23,908	23,908
UK United Kingdom	16,375	6,941	23,316	23,316
	113,400	48,068	161,468	161,468
Ministry of Education, Sweden	18,298	81,903	100,201	100,201
	131,698	129,971	261,669	261,669

European Schoolnet Knowledge Centre for Teachers and Researchers
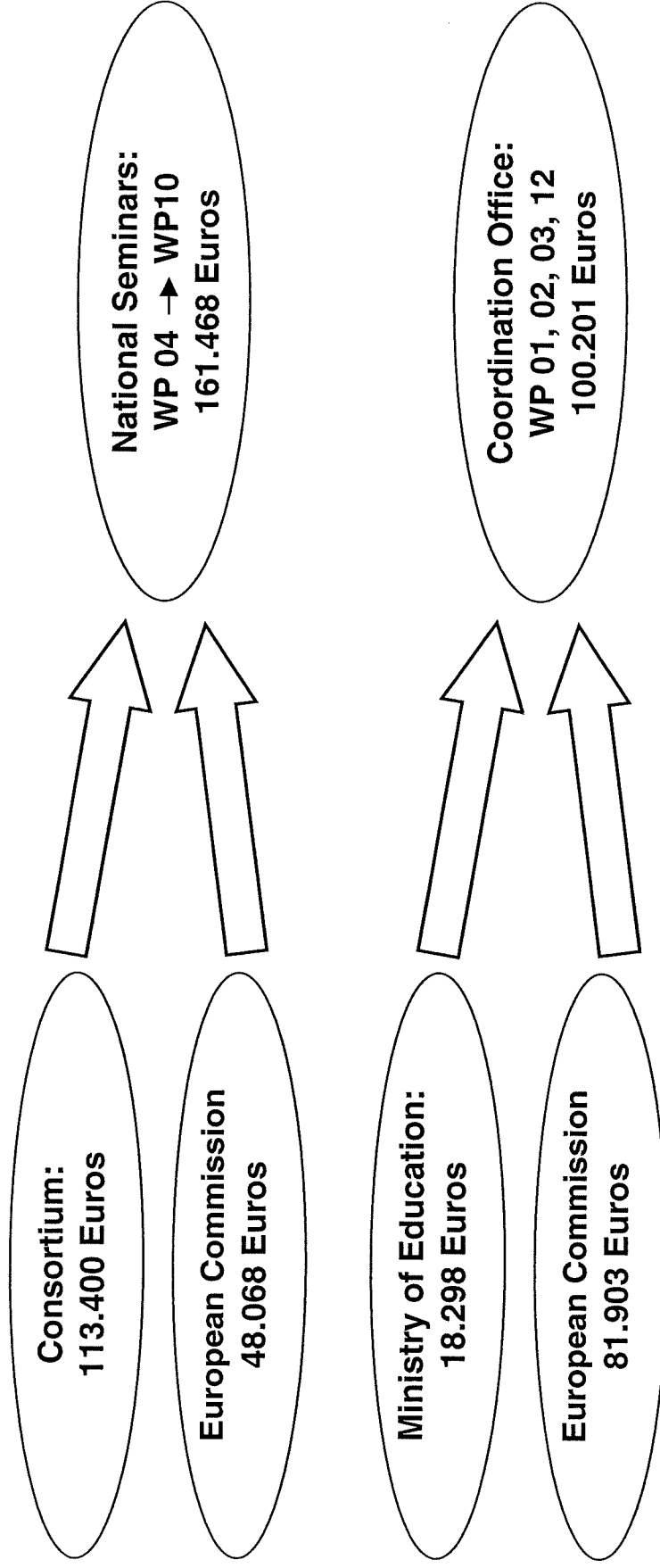
European Schoolnet

Year 1 (currency: Euro)

		Personnel Cost	Travel, accommodation, subsistence	Technology & equipment	General administration costs	Counsultancy costs	Documentation costs	Other costs (Seminar facilities)
WP 1	SE Sweden	29,000	19,200	151	2,000	0	0	0
WP 2	SE Sweden	25,000	0	630	0	0	0	0
WP 3	SE Sweden	10,000	0	220	0	0	10,000	0
WP 4	AT Austria	5,427	6,144	0	543	0	1,266	6,400
WP 5	DK Denmark	5,427	9,792	0	543	0	1,266	7,440
WP 6	GR Greece	5,427	5,664	0	543	0	1,266	6,480
WP 7	NO Norway	5,427	14,400	0	543	0	1,266	9,200
WP 8	PT Portugal	5,427	6,864	0	543	0	1,266	5,680
WP 9	SE Sweden	5,427	10,272	0	543	0	1,266	6,400
WP 10	UK United Kingdom	5,427	9,120	0	543	0	1,266	6,960
WP 12	SE Sweden	1,200	0	0	0	2000	0	0
Total		103,189	81,456	1,001	5,799	2,000	19,664	48,560

9B.Budget details (currency: Euro)

1. Personnel

Category	Main tasks	Number of days per person	Number of persons	Cost per day	Total cost
Project Manager	Coordination of the project	75	1	320	24,000
Coordination Manager	Coordinate the seminars + relation with WP 1	15	7	260	26,592
Teaching staff		0	0	0	0
Assitant	Support the Project Manager in the coordination	24	1	210	5,000
Computer team	Design the Knowledge Centre web area	119	1	210	25,000
Secretarial staff	Support the Coord. Manager & Project Leader	10	8	160	12,597
Dissimination Coordinator	Coordinate all the dissimination works	38	1	260	10,000
Total		281	19	1420	103,189

National Seminars:
WP 04 → WP10
161.468 Euros

Coordination Office:
WP 01, 02, 03, 12
100.201 Euros

Consortium:
113.400 Euros

European Commission
48.068 Euros

Ministry of Education:
18.298 Euros

European Commission
81.903 Euros

	Cost		Consortium		Commission
AT Austria	19,780	12%	13,892	12%	5,888
DK Denmark	24,468	15%	17,184	15%	7,284
GR Greece	19,380	12%	13,611	12%	5,769
NO Norway	30,836	19%	21,656	19%	9,180
PT Portugal	19,780	12%	13,892	12%	5,888
SE Kalmar	23,908	15%	16,791	15%	7,117
UK United Kingdom	23,316	14%	16,375	14%	6,941
Total	161,468	100%	113,400	100%	48,068

European Schoolnet Knowledge Centre for Teachers and Researchers

Département de l'instruction publique

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

Case postale 3144
1211 GENÈVE 3

Genève, le   13 janvier 2000
2, rue Théodore-de-Bèze

Note à :

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

Concerne :   participation suisse au projet SOCRATES / KCTR
(European Schoolnet – Knowledge Center for Teachers and Reserchers)

Chère Madame,

Suite à notre entretien téléphonique du début de cette semaine, je suis en mesure de vous transmettre le dossier complet afin de finaliser la participation suisse (CPTIC/CTIE) au projet SOCRATES / KCTR.

Je vous remets donc :

- copie de l'agrément signé par la Commission à Bruxelles (j'ai reçu ce document aujourd'hui et il donne un départ du projet au 1.09.99. Comme toujours, les faits précèdent (!) le dossier financier – il y a eu déjà 2 réunions préparatoires le 15.09.99 et le 3.12.99) ;

- un résumé synthétique en 7 points (1 à 7) ;

- un texte utile pour la rédaction du contrat OFES (5 points de I à V) ;

- le descriptif complet du projet ;

- la proposition de base initiale du Ministère suédois.

En espérant vous avoir transmis tous les renseignements nécessaires pour préparer les bases du contrat, 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

PARTICIPATION SUISSE (CPTIC/CTIE)
AU PROJET SOCRATES-KCTR
(European Schoolnet Knowledge Center for Teachers and Reserchers)

I.   Données administratives

Nom du projet :   KCTR

Programme Européen :   SOCRATES

Durée du projet complet :   2 années (le contrat de la DG EAC
Accord pour la 1ère année   doit démarrer pour la première année
                                            le 1.09.99).

Durée de la participation suisse
pour l'année 2000 :   12 mois

Début prévu du projet suisse :   01.01.2000

Coût total du projet CE :   261'777 ECUS (pour la première 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 :   Ministère de l'éducation en Suède

Coordination :   voir agrément initial et proposition de base
    en annexe

II.   Description de la participation suisse

La contribution suisse via le CPTIC au projet SOCRATES-KCTR suivra le descriptif du projet (cf. annexe) et sera identique à celle des autres partenaires.
À 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 première année

Le calendrier du travail arrêté lors des deux premières réunions préparatoires avec l'ensemble des partenaires à Bruxelles le 15.09.99 et à Londres le 3 décembre 1999 est organisé sous forme de 13 Work Packages (WP) dont nous détaillons les objectifs ci-après :

WP 1 Project Management

C'est la coordination du projet avec l'ensemble des partenaires qui participent aux réunions.

WP 2 Construction du Website

Contrairement à ce que l'on pourrait imaginer, ce WP fera intervenir régulièrement les partenaires, même si les ressources ont été centralisées. Il est question de sous-traiter aux partenaires certaines tâches de validation, de certification, voire d'animation.

WP 3 Dissémination et séminaire virtuel

C'est la tâche du main contractor en collaboration avec tous les partenaires (idem les ressources financières sont centralisées)

WP 4 à 10 et WP 13 Séminaires nationaux

Chaque partenaire s'engage à organiser deux séminaires sur le plan national. Les résultats sont partagés via les WP 2 et WP 11.

WP 11 International Round Table

Cette manifestation aura lieu en juillet 2001 et soulignera l'ensemble des stratégies développées par les autres WP ainsi que par les 16 séminaires nationaux, leurs activités colatérales et les forums télématiques.

WP 12 Evaluation

Une évaluation continue est à la charge du « main contractor » pour assurer la réussite du projet en liaison avec tous les partenaires.

Remarque :   La participation suisse apportera une contribution aux workpackages WP1, WP2, WP3, WP11, WP12, WP13 .

IV.   Budget de la participation suisse demandé à l'OFES
(pour les 12 mois de la première année)

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 (WP1, WP2, WP3, WP11 et WP13), recherches et intégration
des contributions genevoises (cf. V) et suisses
2 mois à 100% d'un CE cl. 20 (6)
à répartir sur les 12 mois du 01.01.2000 au 31.12.2000
en fonction des étapes décrites au paragraphe III ci-dessus   Fr.   20'000.-

2. Organisation de 2 séminaires nationaux (WP 13)

- Chaque séminaire est estimé à Frs 15'000.-
  qui comprennent :
  - les réunions préparatoires du comité du programme
  - les frais des conférenciers
  - l'élaboration de la documentation
  - le suivi de la manifestation (préparation des Actes et introduction/feed-back pour les WP2 et WP3)

Dans la mesure du possible, on s'efforcera d' autofinancer la participation
aux séminaires.

Total :	Fr.	30'000.-

3. Frais de fonctionnement

- déplacements : réunions de coordination avec des
  partenaires + coordination générale (1 à 2 personnes)   Fr.   9'000.-

- développement/adaptation de logiciel ad hoc
  (p.ex. visioconférence)   Fr.   1'200.-

  sous-total :   Fr.   10'200.-

  total :   <u>Fr.   **60'200.-**</u>

V.   Ressources locales (CPTIC) impliquées par le projet
(lors de la 1ère 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.   18'000.-

- l'infrastructure globale du CPTIC (locaux, télécom,
  matériel, etc.)   inestimable

Projet SOCRATES-KCTR – Résumé synthétique
(Knowledge Center for Teachers and Reserchers)

1. Description du contexte

Le projet SOCRATES –KCTR a été accepté, car il est centré sur des thèmes jugés fondamentaux à Bruxelles :

- **la nécessité de développer une plate-forme d'innovation ;**
- **l'utilité de favoriser la rencontre d'enseignants actifs et de chercheurs ;**
- **le dynamisme à insufler à des thèmes-clés comme virtual teacher college of education, on-line resources, etc.**

2. Les objectifs du projet SOCRATES-KCTR

Le projet se propose de réaliser les points suivants :

Tous les principaux objectifs sont explicités dans la section B2 de la proposition de base (voir également B5).

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 centre 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.

Les partenaires-clé de ce projet sont fixés et se sont engagés pour une période de deux ans (cf. pages i à vii de la proposition de base).

4. Durée et organisation

Conçu dans un cadre global de 2 ans, avec la première année concentrée sur les séminaires nationaux, le projet comporte différentes phases qui sont décrites dans les sections C1 et E1 de la proposition de base.

5. Financement

Le financement suisse pour la première année est assuré complètement par l'OFES (aucun subside de Bruxelles) et se monte à SFr. 60'200.- . Le CTIE assure la gestion du financement dans la perspective des interactions prévisibles avec le projet EUN-Schoolnet.

6. Résultats escomptés

Les résultats attendus du projet s'articulent autour de productions et d'interactions successives orchestrées par chacun des partenaires nationaux (16 séminaires). Un reflet systématique au travers du Web ainsi qu'un forum électronique doivent déboucher sur la préparation de la « Table Ronde Internationale » qui aura lieu en juillet 2001.
(Pour plus de détails, se référer aux sections C et D de la proposition de base)

7. Bénéfices d'une participation genevoise et suisse

La problématique débattue est au cœur 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, TECFA et plus récemment le CTIE.

Les questions étudiées dans le cadre du projet SOCRATES (KCTR) s'inscrivent dans les préoccupations de la **CDIP-CH** d'une part et de celles du **DIP à Genève** concrétisées dans le projet « Apprendre à communiquer » : les TIC au service de l'apprentissage. La problématique induite par ce projet est également au cœur d'une prise de conscience des problèmes immenses de la formation du corps enseignant dans le domaine des TIC. **Cette convergence coïncide avec des initiatives identiques dans plusieurs pays européens** et la synergie envisagée alimentera à la fois des réflexions d'ordre théorique que des actions pratiques sur le terrain.

REGERINGSKANSLIET

Fax

**Ministry of Education and Science
Stockholm, Sweden**

12 January 2000

To:

*From:
Committee on the European Schoolnet
Josefine Wintzer
Telephone +46 8 405 1876
Fax +46 8 246562
E-mail: josefine.wintzer@education.ministry.se*

Pages inclusive: 3

Dear Mr Raymond Morel,

On behalf of Mr Jan Hylén, I send you hereby a copy of the Financial Agreement for at Transnational Cooperation Project.

Best regards,

Josefine Wintzer

Deputy Secretary

SOCRATES
& JEUNESSE

Technical Assistance Office
Bureau d'Assistance Technique

SOCRATES
& YOUTH

For related questions, please contact:
Pascale Balcon
E-Mail: p.balcon@socrates-youth.be

Mr HYLEN Jan
MINISTRY OF EDUCATION AND SCIENCE
Drottninggatan 16
10333 STOCKHOLM
SWEDEN

Brussels, 10/12/1999

Subject: **SOCRATES PROGRAMME**
Project n°:   **71151-CP-1-1999-1-SE-ODL-ODL**

Dear Sir or Madam,

Please find enclosed the original copy of your above-mentioned Financial Agreement for a Transnational Cooperation Project. We are pleased to inform you that the Socrates & Youth Technical Assistance Office has already made the payment linked to your project, according to Article 6 in Annex 1 of your Financial Agreement.
For any additional information, please do not hesitate to contact the TCP department which remains at your disposal.
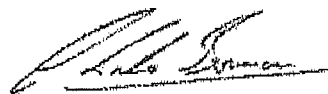
Yours faithfully,

Madame, Monsieur,

Veuillez trouver ci-joint votre copie originale de la Convention Financière référencée ci-dessus pour un Projet de Coopération Transnationale. Nous avons le plaisir de vous faire savoir que le Bureau d'Assistance Technique Socrates & Jeunesse a procédé au paiement relatif à votre projet, selon les stipulations de l'article 6 de l'Annexe 1 de votre Convention Financière.
Pour toute information complémentaire, le département TCP se tient à votre entière disposition.

Nous vous prions d'agréer, Madame, Monsieur, l'expression de notre considération distinguée.

Sehr geehrte Damen und Herren,

Bitte entnehmen Sie der Anlage Ihre finanzielle Vereinbarung mit der angeführten Vereinbarungsnummer für ein Projekt zur länderübergreifenden Zusammenarbeit. Das Büro zur technischen Unterstützung SOKRATES & Jugend hat gemäß Artikel 6 (Anhang 1) der Vereinbarung den Ihnen zugewiesenen Zuschuß überwiesen.
Falls Sie Fragen bezüglich dieses Schreibens haben, können Sie sich gerne an unsere Abteilung TCP wenden.

Mit freundlichen Grüßen,

Charles Bowman
Head of Socrates & Youth T.A.O

70, rue Montoyer/Montoyerstraat 70   http://www.tao.socrates-youth.be   **Tél:(+32)(2)233.01.11**
B-1000 Bruxelles/Brussel   **Fax:(+32)(2)233.01.50**
The Socrates & Youth Technical Assistance Office is part of the ETAPE Consortium which assists the European Commission in the technical management of the Socrates and Youth for Europe programmes.
Le Bureau d'Assistance Technique Socrates & Jeunesse fait partie du consortium ETAPE qui assiste la Commission européenne dans la gestion technique des programmes Socrates et Jeunesse pour l'Europe.

COMMISSION OF THE EUROPEAN COMMUNITIES
DIRECTORATE-GENERAL XXII - EDUCATION, TRAINING AND YOUTH

SOCRATES PROGRAMME
TRANSNATIONAL COOPERATION PROJECTS
FINANCIAL AGREEMENT

ALL CORRESPONDENCE RELATING TO THE PRESENT AGREEMENT SHOULD BE SENT TO THE FOLLOWING ADDRESS, WHERE IT WILL BE PROCESSED :

SOCRATES & YOUTH Technical Assistance Office

70, rue Montoyer	Tel : (+32) (2) 233.01.11
B-1000 Brussels	Fax : (+32) (2) 233.01.50

Financial agreement identification data :

Name of the action concerned : Open and Distance Learning – Observatory Projects and European Partnership Projects

A.1. Reference no. of the financial agreement : 71151-CP-1-1999-1-SE-ODL-ODL

A.2. Beneficiary's name and address :
MINISTRY OF EDUCATION AND SCIENCE
Drottninggatan 16
10333 STOCKHOLM
Sweden

Beneficiary's legal representative : Mr Ulf LUNDIN
(Signatory of the agreement)

A.3. Not applicable to this agreement.
A.4. Maximum amount of the grant : 130.000 EUR
A.5. Percentage financing : 49,66 %
A.6. Total project cost : 261.777 EUR
A.7. Not applicable to this agreement.
A.8. Period covered by the agreement : 01/09/1999 to 31/08/2000
A.9. Other special conditions :
The Beneficiary must submit by the 22nd October, 1999, a revised budget summary and financial plan to the Technical Assistance Office for the approval by DG XXII.
The budget must include only the costs relating to countries which are currently eligible in the framework of the SOCRATES Programme, excluding Switzerland.
If the Beneficiary fails to submit the revised financial plan by the above date, then the Commission shall have the right to terminate this agreement without notice and claim the reimbursement of any grant paid.

We, the undersigned, declare that we have read and accepted the terms and conditions of the present financial agreement as described below, including the annexes.

Signatures

For the Commission :

Name : J. FRONIA
Function : Head of unit, Directorate-General XXII - Education, Training and Youth.

Brussels,

For the Beneficiary :

Name : Ulf LUNDIN
Function : Counsellor Education and Research

Place and Date : Brussels 21/10 1999

Two copies of this Financial Agreement, duly signed by the legal representative of the Beneficiary, should be returned to the address given above, within 30 days of the date of posting indicated in the letter accompanying the Agreement.

SOCRATES PROGRAMME
TRANSNATIONAL COOPERATION PROJECTS
FINANCIAL AGREEMENT

ALL CORRESPONDENCE RELATING TO THE PRESENT AGREEMENT SHOULD BE SENT TO THE FOLLOWING ADDRESS, WHERE IT WILL BE PROCESSED :

SOCRATES & YOUTH Technical Assistance Office

70, rue Montoyer   Tel : (+32) (2) 233.01.11

B-1000 Brussels   Fax : (+32) (2) 233.01.50

Financial agreement identification data :

Name of the action concerned : Open and Distance Learning - Observatory Projects and European Partnership Projects

A.1. Reference no. of the financial agreement : 71151-CP-1-1999-1-SE-ODL-ODL

A.2. Beneficiary's name and address :
MINISTRY OF EDUCATION AND SCIENCE
Drottninggatan 16
10333 STOCKHOLM
Sweden

Beneficiary's legal representative : Mr Ulf LUNDIN
(Signatory of the agreement)

A.3. Not applicable to this agreement.

A.4. Maximum amount of the grant : 130.000 EUR

A.5. Percentage financing : 49,66 %

A.6. Total project cost : 261.777 EUR

A.7. Not applicable to this agreement.

A.8. Period covered by the agreement : 01/09/1999 to 31/08/2000

A.9. Other special conditions :
The Beneficiary must submit by the 22nd October, 1999, a revised budget summary and financial plan to the Technical Assistance Office for the approval by DG XXII.
The budget must include only the costs relating to countries which are currently eligible in the framework of the SOCRATES Programme, excluding Switzerland.
If the Beneficiary fails to submit the revised financial plan by the above date, then the Commission shall have the right to terminate this agreement without notice and claim the reimbursement of any grant paid.

We, the undersigned, declare that we have read and accepted the terms and conditions of the present financial agreement as described below, including the annexes.

Signatures

For the Commission :

    Name : J. FRONIA
    Function : Head of unit,
      Directorate-General XXII -
      Education, Training and Youth.

    Brussels,

For the Beneficiary :

    Name : Ulf LUNDIN
    Function : Counsellor Education and Research

    Place and Date :

Two copies of this Financial Agreement, duly signed by the legal representative of the Beneficiary, should be returned to the address given above, within 30 days of the date of posting indicated in the letter accompanying the Agreement.

European Schoolnet

Currency: Euro

Country	Nat. Travel	Night	Seminar	Travel* 24 Pers.	Night** 16 Pers	Seminar*** 40 Pers.	Management**** /Seminar	Total/Country Year 1
P 1	AT Austria	68	90	80	1,632	1,440	3,200	7,236	19,780
P 2	DK Denmark	102	153	93	2,448	2,448	3,720	7,236	24,468
P 3	GR Greece	70	72	81	1,680	1,152	3,240	7,236	19,380
P 4	NO Norway	150	225	115	3,600	3,600	4,600	7,236	30,836
P 5	PT Portugal	74	104	71	1,776	1,656	2,840	7,236	19,780
P 6	SE Sweden	107	161	80	2,568	2,568	3,200	7,236	23,908
P 7	UK United Kingdom	95	143	87	2,280	2,280	3,480	7,236	23,316
	Total				15,984	15,144	24,280	50,652	161,468

Travel*: 60% (24 pers.) of the attendant will travel by train, bus or car
Night **: 40% (16 pers.) of the attendant will use national long distant facilities (Flight, Hotel)
Seminar***: per attendant cost for seminar facilities (Room, Overhead projector, Data projector, Computer renting, catering)
Management ****: overall cost for coordination of the project and management of the organisation of the seminar (Personnel, general admin., documentation costs. Detailed below)

		Year 1	Tot Year 1	Consortium Year 1	Cons. %	European Commission Year 1	EC %
Personnel costs	Workshop Managm	26,592	26,592	13,387	50.3%	13,206	49.7%
Personnel costs	Secretary	11,397	11,397	5,737	50.3%	5,660	49.7%
Travel & accom. costs	Attendance costs	62,256	62,256	31,340	50.3%	30,916	49.7%
General Admin. Costs	Seminars Coord.	3,799	3,799	1,912	50.3%	1,887	49.7%
Documentation costs	Advert., translation	8,864	8,864	4,462	50.3%	4,402	49.7%
Others costs	Seminar facilities	48,560	48,560	24,445	50.3%	24,115	49.7%
	Total	161,468	161,468	81,283		80,185	

General Admin. Costs: communications, photocopies of the seminar printed support materials
Documentation costs: Placement of advertissement in the education press, translation in the local language of all the seminar printed support materials
Average travel cost per attendant: 111.2 Euro (14 seminars days for 40 people)
Average seminar cost per attendant: 86.7 Euro (14 seminars days for 40 people)

European Schoolnet

2/ Management (WP 1)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Project Manager	24,000	24,000	12,082	50.3%	11,918	49.7%
Personnel costs	Manager Assistant	5,000	5,000	2,517	50.3%	2,483	49.7%
Travel & accom. costs	Coord. Meeting	19,200	19,200	9,665	50.3%	9,535	49.7%
Technology & Equip. costs	Computer	151	151	76	50.3%	75	49.7%
General Admin. costs	Tel., fax., mail	2,000	2,000	1,007	50.3%	993	49.7%
Documentation costs	Translation	800	800	403	50.3%	397	49.7%
	Total	51,151	51,151	25,749		25,402	

Travel & accomodation costs: 2 daily coordination meetings with 12 persons for an average cost per day of 800 Euro
Technology & Equipement costs: computer 3,000 Euro, Use 15%, depreciation factor 33.33%
Documentation costs: translation of the 14 national reports in English

2/ Website (WP 2)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Wed Editor	25,000	25,000	12,585	50.3%	12,415	49.7%
Technology & Equip.	Computer	630	630	317	50.3%	313	49.7%
	Total	25,630	25,630	12,902		12,728	

Technology & Equipement costs: computer 3,000 Euro, Use 63%, depreciation factor 33.33%

3/ Dissimination (WP 3)
Currency: Euro

		Year 1	Tot. Year 1	Consortium		European Commission	
				Year 1	Cons. %	Year 1	EC %
Personnel costs	Dissimination Coord.	10,000	10,000	5,034	50.3%	4,966	49.7%
Technology & Equip. costs	Computer	220	220	111	50.3%	109	49.7%
Documentation costs	Translation, printing	10,000	10,000	5,034	50.3%	4,966	49.7%
	Total	20,220	20,220	10,179		10,041	

Technology & Equipement costs: computer 3,000 Euro, Use 22%, depreciation factor 33.33%
Documentation costs: translation of the report in English

European Schoolnet

4/ Evaluation (WP 12)

Currency: Euro

	Year 1	Tot. Year 1	Consortium		European Commission	
			Year 1	Cons. %	Year 1+2	EC %
Personnel costs Secretary	1,200	1,200	604	50.3%	596	49.7%
Consultancy cost Reviewers	2,000	2,000	1,007	50.3%	993	49.7%
Documentation costs Translation, printing	0	0	0	50.3%	0	49.7%
Total	3,200	3,200	1,611		1,589	

	Year 1	Tot. Year 1	Consortium		European Commission	
			Year 1	Cons. %	Year 1	EC %
Total	261,669	261,669	131,698	50.3%	129,971	49.7%

average per country   18,814

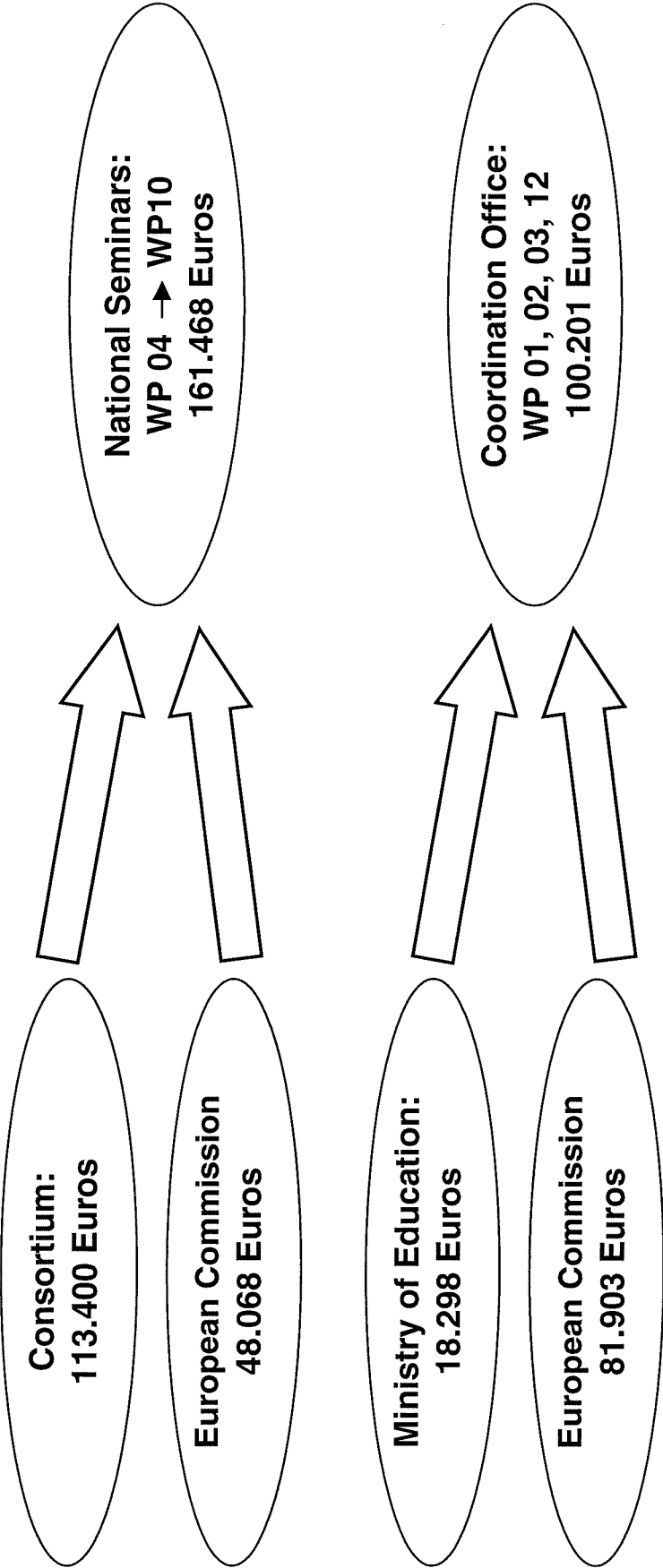| Contribution per country from the	FUNDING			COST
	Consortium	EC	Total	Total
AT Austria	13,892	5,888	19,780	19,780
DK Denmark	17,184	7,284	24,468	24,468
GR Greece	13,611	5,769	19,380	19,380
NO Norway	21,656	9,180	30,836	30,836
PT Portugal	13,892	5,888	19,780	19,780
SE Kalmar	16,791	7,117	23,908	23,908
UK United Kingdom	16,375	6,941	23,316	23,316
	113,400	48,068	161,468	161,468
Ministry of Education, Sweden	18,298	81,903	100,201	100,201
	131,698	129,971	261,669	261,669

European Schoolnet

Year 1 (currency: Euro)

WP			Personnel Cost	Travel, accommodation, subsistence	Technology & equipment	General administration costs	Counsultancy costs	Documentation costs	Other costs (Seminar facilities)
WP 1	SE	Sweden	29,000	19,200	151	2,000	0	800	0
WP 2	SE	Sweden	25,000	0	630	0	0	0	0
WP 3	SE	Sweden	10,000	0	220	0	0	10,000	0
WP 4	AT	Austria	5,427	6,144	0	543	0	1,266	6,400
WP 5	DK	Denmark	5,427	9,792	0	543	0	1,266	7,440
WP 6	GR	Greece	5,427	5,664	0	543	0	1,266	6,480
WP 7	NO	Norway	5,427	14,400	0	543	0	1,266	9,200
WP 8	PT	Portugal	5,427	6,864	0	543	0	1,266	5,680
WP 9	SE	Sweden	5,427	10,272	0	543	0	1,266	6,400
WP 10	UK	United Kingdom	5,427	9,120	0	543	0	1,266	6,960
WP 12	SE	Sweden	1,200	0	0	0	2000	0	0
Total			103,189	81,456	1,001	5,799	2,000	19,664	48,560

9B.Budget details (currency: Euro)

1. Personnel

Category	Main tasks	Number of days per person	Number of persons	Cost per day	Total cost
Project Manager	Coordination of the project	75	1	320	24,000
Coordination Manager	Coordinate the seminars + relation with WP 1	15	7	260	26,592
Teaching staff		0	0	0	0
Assitant	Support the Project Manager in the coordination	24	1	210	5,000
Computer team	Design the Knowledge Centre web area	119	1	210	25,000
Secretarial staff	Support the Coord. Manager & Project Leader	10	8	160	12,597
Dissimination Coordinator	Coordinate all the dissimination works	38	1	260	10,000
Total		281	19	1420	103,189

National Seminars:
WP 04 → WP10
161.468 Euros

Coordination Office:
WP 01, 02, 03, 12
100.201 Euros

Consortium:
113.400 Euros

European Commission
48.068 Euros

Ministry of Education:
18.298 Euros

European Commission
81.903 Euros

	Cost		Consortium		Commission
AT Austria	19,780	12%	13,892	12%	5,888
DK Denmark	24,468	15%	17,184	15%	7,284
GR Greece	19,380	12%	13,611	12%	5,769
NO Norway	30,836	19%	21,656	19%	9,180
PT Portugal	19,780	12%	13,892	12%	5,888
SE Kalmar	23,908	15%	16,791	15%	7,117
UK United Kingdom	23,316	14%	16,375	14%	6,941
Total	161,468	100%	113,400	100%	48,068

European Schoolnet Knowledge Centre for Teachers and Researchers

European Schoolnet Knowledge Centre for Teachers and Researchers

---

A.1 Type of organisation (legal status, main areas and type of activity)
A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL
A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

A. Background Information on the Co-ordinator and Project Partners

Co-ordinator:
The Committee of European Schoolnet, Ministry of Education and Science, Sweden

Partners:
1. Paedagogische Akademie des Bundes in Linz, Austria
2. The Cultural and Educational Technology Institute, Greece
3. National Centre for Educational Resources, Norway
4. Universidade de Lisboa, Portugal
5. Kalmar University, Sweden
6. De Montfort University, United Kingdom
7. National Centre for Technology Supported Learning, Denmark
8. The Pedagogical Centre for ICT, Geneva, Switzerland

Co-ordinator
The Committee of European Schoolnet, Sweden

A.1 Type of organisation (legal status, main areas and type of activity)

The Committee of European Schoolnet is a national public authority serving under the Swedish Ministry of Education and Science.

The Committee is given the task to promote and develop the services and activities of the European Schoolnet in Sweden and Europe as a whole. The Committee act as co-ordinator in three European projects.

The Committee is also acting as the legal body for the European Schoolnet Consortium. Education Counsellor Mr Ulf Lundin, is the chairman of the Committee. Dr Jan Hylén is Executive Secretary in the Committee and responsible for the daily activities. Dr Hylén have a background as head of the Research Department of the National Agency for Education in Sweden. During 1995-1998 he served as special advisor to the Minister of Schools and Adult Education.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL
Total number of personnel is 7, where of 4 are directly involved in ODL in full-time equivalents.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes
The Committee is the co-ordinator of the Multimedia Project MM 1010, the ESPRIT project 29436 FIRST, and the ISPO project 97190 European Universal Classroom. The chairman of the Committee, Mr Ulf Lundin, is also chairman of the European Schoolnet Consortium.

Project partners

1. Paedagogische Akademie des Bundes in Linz, Austria

A.1 Type of organisation (legal status, main areas and type of activity)

Paedagogische Akademie des Bundes, PADB, has broad experience in telematics-based learning, desktop video-conferencing DVC, application sharing, telematics supported seminars and lectures, production of education software, and implementing effective learning environments.

Additionally PADB has close contacts with more than 200 schools in the entire county of Upper Austria (primary, secondary). For running this project PADB has formed a task force headed by Prof. Friedrich Buchberger and DI M.Sc. E.Winklehner supported by a team of 4 assistants and 4 tutors.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The PADB is one of the leading institutions in Austrian teacher education. The number of staff directly involved in ODL at PADB is 14.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

PADB has rich experience in running and participating in European projects in Erasmus, Comenius and Lingua.

2. The Cultural and Educational Technology Institute, Greece

A.1 Type of organisation (legal status, main areas and type of activity)

CETI was founded in 1998 as a non-profit organisation under the auspices of the General Secretarial of Research and Technology of Greece, with its head office located in Xanthi, Thace. It is a financially and administratively independent research institute, currently supervised by the Greek Ministry of Research and Technology.

CETI operates under the Private Sector Legislation and it is administered by a Board of Directors. It is closely affiliated to academia and in particular to the Department of Electrical and Computer Engineering and the Department of Pedagogical Studies of the Demokritus University of Thrace.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

CETI is a fully developed institution, having its own organisational structure and infrastructure and employing experienced and specialised scientific personnel. Its development is funded by the Greek Government with an initial budget of 2,35 Million ECU for the period 1998-2000.

It constitutes an integrated research environment with continuous interaction with the academic community, the national and European educational technology industry, the international scientific community and the public sector.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

CETI's Educational Technology Research Unit focuses on Distance Learning and Education-on-Demand. This unit is involved to a number of national and European initiatives related with

Distance Education via Internet. The person responsible for these activities is Dr Demetrios Sampson.

Since 1990, Dr Sampson have been involved in a number of R&D projects in UK and Greece, funded by the European Commission (DG-III, DG-X, DG-XIII, DG-XXII), the British Telecom, the Greek Ministry of Education and the Greek Ministry of Research and Technology. His main research interests are: Web-based Distance Learning Systems Distributed Multimedia Communications, Transmission of Multimedia Data over Internet. His involvement with those research areas has led to the co-authoring of over thirty articles and chapters in books, journal and international conference proceedings.

Dr Sampson has been involved in the design, the management and the implementation of the following (relevant to this proposal) projects: "TELE-ISTOR : a Web-based Distance Learning System for Greek Secondary Education" 1997-99 Financial support (65,750,000 GRD) : Greek General Secretariat of Research and Technology, (PEPER) "DEMAND: Design, implementation and management of telematics based distance education" 1998-99 Financial support (129.950 ECU) European Commission, (PHARE) "NETLogo: The European Interactive Educational Site", 1998-99 Financial support (525.000 ECU): European Commission, DG XIII (EDUCATIONAL MULTIMEDIA TASK FORCE) "EUN: The European Multimedia School Network", 1998-99 Financial support (3.250.000 ECU): European Commission, DG XIII (EDUCATIONAL MULTIMEDIA) and "ESIS: The European Support and Information Space" 1998-99 Financial support (250.000 ECU) European Commission, Directorate General III, (ESPRIT).

Dr Sampson has also been involved in "APONTE : An Approach to the DePloyment of New Technologies in Education" 1998-99 Financial support (500.000 ECU) European Commission, Directorate General III, (ESPRIT) "WfS :Web for Schools", 1996-98 Financial support (3.496.000 ECU) European Commission, Directorate General III, (ESPRIT) "YPERION :A Virtual Reality Environment for Secondary Education", 1997-99 Financial support (40.500.000 GRD) Greek General Secretariat of Research and Technology, (PABE) " MATCH - Multimedia Authoring Environment for Children ", 1997-99 Financial support (573.900 ECU) : European Commission, DG III (INCO-COPERNICUS) " PREPARE-WfS : Promotion and Publications of Web for Schools ", 1997-98 Financial support (525.000 ECU) : European Commission, DG III (ESPRIT) "INFOLANG : Computer Assisted Training of Inmates in Information Technology and Languages" 1996-97 Financial support (224.000.000 GRD), Greek Ministry of Employment, (EMPLOYMENT-HORIZON) "ERMES - European Multimedia Educational Software Network", 1997-99 Financial support (4.640.000 ECU) : European Commission, DG III (ESPRIT).

3. National Centre for Educational Resources, (NLS) Norway

A.1 Type of organisation (legal status, main areas and type of activity)
NLS is a national authority affiliated with the Norwegian Ministry of Education, Research and Church Affairs.The NLS offers services and advice within the educational resource area. Administering and organising research, development work schemes and competence building in areas related to the production, use and assessment of textbooks and other educational resources. Hosting and administering the Norwegian Schoolnet and projects related to this.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL
The NLS employs 60 persons in total. 3 persons working on ODL related activities.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes
Current projects: Several projects connected to the European Schoolnet.
Work package 4 – Business plan
Editorial Board.
Communication group.
Technical network.
European Network of Innovative Schools WP13

The Centre is involved in the project European Expert Network.

iii

Prior project experience: MAILBOX (Socrates)

4. Faculdade de Ciências da Universidade de Lisboa, (CCN) Portugal

A.1 Type of organisation (legal status, main areas and type of activity)

CCN is an unit of the Faculty of Sciences of the University of Lisbon that aims at supporting schools, teachers and students, implementing ICT in their practices. Presently, the CCN is supporting projects of 34 schools (elementary, middle and secondary ones) funded by the Ministry of Education. Such a support involves the use of different types of ICT namely ODL. In order to develop its activities the CCN has the collaboration of professors and researchers of the Faculty of Sciences, in particular those specialized in Computer Science.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The Faculty of Sciences is organised in 9 departments which conduct teaching and research in different fields including Information Science. It has 5,586 undergraduate students, 164 graduate students and over 494 qualified teachers. It has international co-operation agreements with over 100 universities from 30 countries. Under the Socrates programme is involved in different projects, and student and teaching mobility.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

The CCN is presently involved in the following European projects: H&S ODL Education in European Teacher Training, Virtual Association of European Science Teachers, Education Multimedia Joint Call MM 1010: European Schoolnet, Wp16.

5. Kalmar University, Sweden

A.1 Type of organisation (legal status, main areas and type of activity)

Kalmar University offers about 25 different programmes of study and around 150 courses. About 50% of the current 6500 students are to be found in the priority areas of science, mathematics and technology. The university offers a number of education programmes in areas like for instance Media Technology, Journalism, Information Engineering, Teacher Education. Research is carried out by about 100 employees at the University.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

Open and Distance Learning (ODL) with various methods and techniques is regularly used. Two University service units are specialised on ODL. *University on-line,* where 17 of the staff directly involved and EDIT - a Central Unit for Distance Learning Services, where 4 of the staff are directly involved.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

Kalmar University is involved in the Erasmus, Lingua and Comenius programmes and its Teacher Education has ongoing partnership with a number of European TT Units. Kalmar University is also involved in 4th framework research projects and UNESCO projects in for instance Marine Biology and Science.

6. De Montfort University, UK

A.1 Type of organisation (legal status, main areas and type of activity)

De Montfort University provides undergraduate and postgraduate programmes across a wide range of subject areas and has a number of specialist research centres. De Montfort University is a distributed university consisting of six faculties and their support services spread over ten campuses at the Leicester, Milton Keynes, Bedford and Lincoln centres. There are also many centres of research both within and outside of the schools of study. Schools include: Agriculture & Horticulture, Applied Arts & Design, Applied Sciences (leading to the Departments of Biology, Chemistry & Physics and Pharmaceutical Sciences), School of Business, School of Computing Sciences (including Departments of Computer Science, Information Systems, Mathematical Sciences and Medical Statistics), Design & Manufacture (including Departments of Industrial & Graphic Design, Design Management and Textile Design & Production), Education , School of Engineering & Manufacture (including Departments of Electrical & Electronic Engineering and Mechanical & Manufacturing Engineering), School of Fine Art, School of Health & Community Studies (including Departments of Health & ontinuing Professional Studies, Human Communication, Nursing & Midwifery, Social & Community Studies and Health & Community Studies and the Centre for Occupational & Environmental Health), Humanities & Social Sciences, Law, Physical Education, Sport & Leisure (including Departments of Sport Studies, Human Geography, Leisure Studies, Environmental Studies and Physical Education)

De Montfort University's Division of Learning Development provides Media and Information Communication Technology services to all schools and supports schools in developing projects using ICT to support open and distance learning. The university invests significant funds in Virtual Campus developments.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

With over 30,000 students and more than 4,200 staff De Montfort University is one of the largest Universities in the UK. It is difficult to indicate how many staff are directly involved in ODL. Many
programmes incorporate elements of ODL with others being entirely delivered by distance learning. Within the School of Education, a number of practising teachers are enrolled on ODL courses or courses with elements of ODL.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

De Montfort University is involved in international collaboration in Europe, Asia, Africa and Russia, USA and Australia involving shared research and course delivery projects. Because of the size of the university, only a selection of European projects within the field of education is included here:

a) Education Multimedia Joint Call MM1010: European School Net
MM1042 PEARL: Pan European competency Assessment in Rural and Land based Industries.
b) Socrates Institutional Contract
28041-IC-1-96-1-GB-ERASMUS-EPSI for 1996, 1997 (with amended no.) .
c) Socrates ODL
25234-CP-1 96- NO-ODL DSSI Developing distance learning and techniques for the training of special educators in the field of innovation.
d) Socrates Thematic Networks
We are members of the Thematic network in teacher education co-ordinated by Umea University (Sweden).
DMU is a partner/co-ordinator of significant numbers of Framework IV research programmes which are in the IT domains including{
e) Telematics Appliations (Telematics for Libraries)
45495 WIRE: European Tertiary Education Network (ISDN) co-ordinated by EADTU.
f) ICT based projects undertaken by the Division of Learning Development underpin developments in all schools. A sample of those undertaken and funded through various agencies include:
PILOT - Jobs and Training in Superhighway Technology

STILE - Students' and Teachers' Integrated Learning Environment
FLORIST - DTI Multimedia Demonstrator Programme
HERITAGE - DTI Multimedia Demonstrator Programme
International Institute for Electronic Library Research
ELISE - Electronic Library Image Server for Europe
ELVIL - The European Legislative Virtual Library
ERCOMS - Electronic Reserve Copyright Management System
HELIX - Higher Education Library Image Exchange
TOLIMAC - Total Library Management Concept
DLIB - The Digital Library Project
Details of various projects can be found on
http://www.dmu.ac.uk/Research/groups.html

The School of Education is involved in other national and international initiatives related to ICT and education. Further details can be provided on request.

7. National Centre for Technology Supported Learning, Denmark

A.1 Type of organisation (legal status, main areas and type of activity)
The **CTU** was established under the Ministry of Education as a knowledge centre for the collection and dissemination of information about Technology-Supported Learning. The CTU's job is to develop the education of the future with the aid of information and communication technology. The aim is adequate education and more competent students and teachers. CTU's status as a national knowledge centre places it under an obligation to collate and disseminate all the information needed to create the basis for the introduction of information and communication technology in teaching. The CTU does this through a number of activities:

Strategic advice and information exchange:
CTU provides local and national authorities, administrative bodies, institutions, professional groups and associations with strategic advice. It also keeps them up-to-date with other peoples' experiences with technology-based learning.

Local and national initiatives:
CTU sets up, supports and co-ordinates both local and national initiatives. Our aim is to develop decentralised expertise in parallel with the activities of the knowledge centre. CTU promotes the use of new media, materials and technologies in teaching, by communicating its expertise and experience, by instigating debate and by publishing documentation. CTU always keeps up-to-date with developments on the Internet, Sektor Net, LiveBoards with interactive bulletin boards, multimedia, Group Systems, Video Conferences, etc.

The CTU has an Adaptation Fund of some DKK 100 million at its disposal. Over the next five years, the Adaptation Fund will be used to subsidise projects designed to improve the quality of education; either by adapting to new technologies and materials (institutionally, organisationally, professionally, didactically or pedagogically), or by developing new forms of co-operation between institutions or between different areas within the education sector.

Network of experts
CTU also co-operates with a network of external experts who help assess applications and function as process consultants on projects subsidised by the Adaptation Fund. CTU has developed a special method of assessing applications with the help of electronic documents.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The Danish National Centre for Technology Supported Learning is an organisation has 15 full-time employee. Director Ms Mette Ringsted, seven consultants, four administrative employees and four university students working part time. The CTU was established by the Danish Ministry of Education as a knowledge centre for the collection and dissemination of information about

vi

Technology-Supported Learning.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

The CTU, is involved in the following international associations:

EDEN - European Distance Education Network
IFIP - International Federation for Information Processing
ICDE - International Council of Distance Education
EENET - European Expert's Network for Educational Technology
EEP - European Education Partnership
ELLI - European Lifelong Learning Initiative

The CTU is also a member of the resource group "Futures" under the EU-Commission.

8. The Pedagogical Centre for ICT, Geneva, Switzerland

A.1 Type of organisation (legal status, main areas and type of activity)
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. A program designed for teachers and professors to develop and understand all aspects of new technologies in education in the context of increasing globalization and cultural diversity. By focusing on an understanding of the total education system and how to relate procedures to the process of growth and globalization, this program is provides for teachers and professors in Geneva, Switzerland, to position themselves as the strategic partner in the global education transformation.

The CPTIC provides pedagogy, learning methodology and infrastructures, research and development, dissemination of information, multimedia technologies, concepts and knowledge's of telematic support systems, skills workshop : coaching and practising techniques, 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 and learning technology development in the field of education.

A.2 Type of organisation, number of personnel, number of personnel directly involved in ODL

The main aim of the CPTIC is to help teachers acquire a range of pedagogical skills updated on developments within and beyond the teaching subject, helping to make effective use of new technologies, methods and material.

A.3 Experience in international co-operation, making particular reference to current or prior involvement in other SOCRATES activities or EU programmes

CPTIC has been involved in numerous European and International projects, including FETICHE, TEL*LINGUA, SOCRATES MAILBOX, TC-3 under the IFIP, UNESCO / IFIP, SOCRATES / LINGU@NET-EUROPA, EUN-Schoolnet, Young Reporters for the Environment, and 'TRaining Educators through Networks and Distributed Systems'.

B. Project Description, Purpose and Objectives (2 pages max.)

The European Schoolnet Knowledge Centre for Teachers and Researchers brings teachers and educators together with researchers in ICT-supported education and ODL through seminars, workshops and an On-line Service which provides resources, collaboration facilities, electronic fora and reviews. The purpose is to enable a meeting point for teachers and researchers in order to improve the understanding of issues surrounding the role of the teacher in pedagogic research in education and ODL. The project is to be located alongside the European Schoolnet's website, helping to draw the widest possible audience while building on and exploiting existing dissemination networks and enhancing the overall visibility of research in education and teaching.

B.1 How the Project Responds to the SOCRATES Objective of Promoting ODL
The project promotes the closer integration of ODL and ICT in conventional education by bringing researchers in the field into an active dialogue with teachers. The project strengthens co-operation between the education and research institutions, organisations and involved. Participating teacher training and research networks benefit from closer integration and strengthened, refreshed links. The project highlights the opportunities for teachers to develop their reflective skills in their work and to integrate new technology and media into the educational process. The project also facilitates the deeper application of research themes in ICT into conventional education, while the dissemination of good practice and know-how is served through seminars and workshops which complement an on-line service, newsletters, and a published brochure and compendium of findings.

The project aims to enhance the skills, understanding and knowledge of teachers, teacher trainers, school heads, education managers and researchers by promoting face-to-face dialogue on key issues and questions facing teachers trying to incorporate ICT and ODL into the teaching. These seminars are complemented by an on-line information resource, a permanent virtual workspace and electronic fora. These systems for the exchange of information about key issues, strategies, advantages and hurdles for ICT research in teaching provide a broad response to the aims of the SOCRATES objectives with ODL.

B.2 Specific Objectives
The specific objectives of the project are to promote a sustained dialogue between practising teachers and the research community through the organisation of seminars and workshops, focusing specifically on the effective use of ICT to support learning. This includes:

- Bringing teachers and researchers together to share experiences through seminars and workshops

- Drawing out the key issues which affect teachers' attitudes to the uptake of ODL research

- Creating an interactive workspace including an ongoing virtual forum as a learning environment to support the dissemination of information about good practice and the sharing of experience between teachers and researchers.

- Establishing collaborative activities encouraging teachers and researchers to collaborate within and across different European states.

- Disseminating the findings of existing and continuing European teaching research projects.

- Refreshing existing teacher training and researcher networks through collaboration and the sharing of findings, approaches, issues and strategies.

- Encouraging teachers to become involved as "action-researchers"

ix

- Developing an integrated overview of shared issues, strategies and themes through a European approach to the relationship between research theory and teaching practise development

B. 3 User Groups
The core user groups involved are teachers, researchers in education and ICT and ODL, teacher educators, head teachers, education decision-makers, research publishers. A wider general audience of those interested in research into education and ODL is also provided for through the On-line Service.

B. 4 Sectors of Education which will benefit
Primary schools, secondary schools, higher education, teaching community, education research community and education decision makers

B. 5 The Scope of the Project, Educational Approach, Philosophy and Hypothesis; the Pedagogical, Organisational, Social, Economic and Technical Dimensions which the Project Seeks to Address
The project's scope focuses on bridging the gap between the practice of teaching in the classroom and theoretical research into ODL and ICT in education. The aim is to facilitate a meeting point for theory and practice from which strategies which are beneficial to all can be identified and disseminated. The project will be part of the European Schoolnet's on-line initiative, which will help to draw the widest possible audience while building on and exploiting existing teacher and dissemination networks and enhancing the visibility of research in ODL education and teaching in Europe.

The philosophy involves encouraging a better integration of research and researchers into education and real-life classroom teaching while informing teachers about what researchers have to offer. The concerns of teachers will be focused on, defined and discussed. How can teachers benefit from research into education and technology? Why is such research important in teaching? What are the best ways to share and incorporate research? Where can the most relevant resources and information be found? Overall, national-level issues can then be compared and assessed and used to contribute towards a broader European overview. The hypothesis is based on the perceived lack of integration of research and practice and the gaps between teachers and researchers at the local, national and European levels.

This project builds on moves over the last decade in a number of countries to encourage teachers to draw on evidence from research when they are making pedagogic decisions. There is growing interest across teacher-educators in Europe in the 'action-research' paradigm which supports the development of teachers skills both as users of research and as researchers in their own classroom. The Knowledge Centre provides a place supporting these developments.
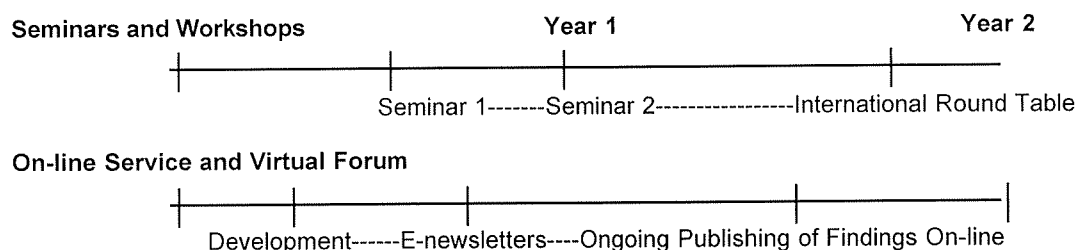
The approach uses two sets of seminars, including workshops on specific themes, and a third international round table meeting of key participants to build comparative overviews of the different issues, approaches and implementation strategies in ICT and education. The seminars will include representatives from socially-deprived schools and schools catering for special needs education. Pedagogical, practical teaching and organisational issues will be the central focus of the seminars, but social issues such as the role of women teachers and technology and the relationship of ODL to socially and economically-deprived or peripheralised schools will help to set the context for the different roles of research in teaching during the dialogue.

x

C. Project Outcomes, Products and Dissemination (2 pages max.)

The main outcomes of the project are increased know-how, understanding, communication and collaboration between researchers and teachers. Teachers are encouraged to be more involved in action-research, while the profile of researchers and their work in real-world teaching will be enhanced. The products of the project include two sets of seminars with workshops, an international round-table meeting of key seminar participants, an electronic newsletter, a comprehensive on-line resource and a brochure and compendium publication.

C. 1 Intended project outcomes and their contribution to promoting the profile of ODL and broadening the basis of co-operation between those involved

The project draws from the pedagogical, organisational, strategic and practical issues raised in two rounds of seminars to build an integrated point-of-contact for teachers, researchers and education decision-makers through the on-line service.

Seminars and Workshops   **Year 1**   **Year 2**

```
+-----------------+--------------+-----------------------------+--------
|                 |              |                             |
        Seminar 1-------Seminar 2----------------International Round Table
```

On-line Service and Virtual Forum

```
+-----------------+-------------------+-----------------------------+------------|
|                 |                   |                             |
        Development------E-newsletters----Ongoing Publishing of Findings On-line
```

Seminars and Workshops

Two sets of seminars for teachers and researchers are planned, each including special topic workshops. A discussion paper will be prepared before each seminar to guide the participants and to provide background information and context to the seminars. The first set of seminars focuses on the concept of awareness-raising and on approaches and strategies to enhance the understanding and participation of researchers and teachers in ODL. A rapporteur will produce a review paper that will be circulated to participants and made available to the On-line Service for discussion, evaluation, dissemination and compilation into the compendium.

The second set of seminars builds on how to implement the strategies explored, working on how to co-operate more closely with researchers, how to become involved in action research, how to draw from and utilise research reports and how to take part of implementation activities. Each national seminar will allow participants to exchange experiences and develop further collaboration on specific issues through smaller, more focused workshops. A rapporteur will produce a second summary review paper that will be circulated to participants and made available through the On-line Service for discussion, evaluation, dissemination and compilation into the compendium.

A third international round table meeting of selected key participants towards the end of the project will focus on overall strategies and attempt to build a common platform for approaches to action research in the participating countries. Here the emphasis is on trans-national issues and the exchange of value-adding European experience. Participants will be invited to the seminars through advertisements placed in the appropriate national teaching and researcher press publications.

On-line Service

The on-line service provides a wide range of information and resources for teachers and researchers while also acting as a permanent virtual seminar supporting the preparations, work-in-progress and findings of the national seminars.

The On-line service will include sections on accessing innovation, development, research and links to key databases in different countries. A News section will gather, compile and disseminate information on innovation, research, best practice and development activities in the area of ICT and learning. A

Conferences section will give details on human and electronic conferences, for both researchers and teachers in the field. A section about Centres of Excellence and Projects in Europe will allow users of the site to access key organisations and programmes in the field, including case studies, special needs issues, the role of peripheralised schools, showcases and examples of best practice. A Funding Resource section will include an infopoint and notice board for research financing where researchers can look for financial support. This will also link to the European Schoolnet's 'Schools Collaboration' Guide.

Virtual Forum
The On-line Service will support a multilingual virtual forum on issues and topics in the field of education and ODL research. Participants will be able to follow and contribute to threaded conversations and respond to the review papers and discussion documents produced by the seminars as well as the other available resources. Participants will also be able to use the Open University's Knowledge Media Institute's Digital Document Discourse system (D3E), which supports feedback, annotation, editing and contribution to electronic research documents.

Electronic Newsletter
Every two months an electronic newsletter will be distributed to participants and subscribers via a listserv, offering news and information about teaching and research and updating readers about the main developments in the seminars and the On-line Service.

Brochure and Compendium
A brochure and a compendium of project findings will be distributed to all participants and to the partner networks for further distribution. This will incorporate the evaluations carried out and the feedback gained during the project. This information will be available through the On-line Service but a paper-based version will act as a valuable reference and dissemination aid at conferences for example.

C. 2 How end user groups will be involved in the work of the project and the advantages they will derive from its outcomes
Teachers will be made more aware of their own practice in their every day teaching and made more aware of the value and applications of research. The seminars focus on promoting teachers as "action researchers" in the use of ICT in the classroom. The main questions and issues of concern to teachers will be defined and discussed in context. Educators in socio-economically peripheralised schools and from Special Needs schools will provide added real-world context and shared experience with 'mainstream' teachers and researchers.

For researchers, their involvement would allow them to better relate their theories to practice and to have a closer dialogue with experienced practitioners. Overall, researchers will be able to know better how to disseminate and implement their results. The advantages for all participants include increased know-how, understanding, communication and collaboration. The Knowledge Centre project is to be located alongside the European Schoolnet's website, helping to draw the widest possible audience while building on and exploiting existing dissemination networks and enhancing the overall visibility of research in education and teaching. Thus, end users not directly involved include visitors from around Europe and beyond to the On-line Service, who will be able to access a wide range of information and resources about the role of teachers and researchers in education and ODL. In the longer term, pupils and students at all levels of education will benefit from the shared experience and enhanced understanding of research and practice in ODL.

D. Dissemination

How and to what extend results will be disseminated, who will be responsible and their expertise

On-line Service
The project seminars and the International Round Table meeting act to complement the On-line Service by providing a wide range of information and resources which will be disseminated to a much wider audience. The On-line Service will provide extensive information for teachers and researchers in ODL and will be designed for practical ease of use by teachers. Web promotion tools will increase the service's hit-rate. Because the project is to be located alongside the European Schoolnet's website, hundreds of thousands of visitors to the On-line Service could be expected, from teachers and researchers with specific intentions, to the more general audience. A website editor and Dissemination Co-ordinator with specific experience in education will be responsible for the development and maintenance of the On-line Service, drawing information and resources from a variety of European networks. The On-line Service will be managed by a Web Editor who will be responsible for the design, structuring, updating and technical maintenance of the resource. Information and content will be provided by the Dissemination Co-ordinator (see below).

Electronic Newsletter
An electronic newsletter about research into ICT in education will be distributed to an e-mail listserv of subscribers and project participants every two months. The European Schoolnet will utilise its existing listservs, consisting of thousands of readers (teachers, researchers, educators, decision-makers around Europe), to develop this aspect of the dissemination. Contributors will include the work package leaders, the seminar rapporteurs and a variety of invited expert authors.

Published Materials
A "Best of the Knowledge Centre" **brochure** and a **compendium** of project findings will be distributed to the 500 European Network of Innovative Schools (ENIS), the COMENIUS national network offices, European wide organisations such as the Association for Teacher Education in Europe (ATEE), to TNTEE: Thematic Network in Teacher Education and to all participants and to the partner networks for further distribution. Both publications will be in the English language and both will be published in 5,000 copies.

The Compendium will also be available for request via the On-line Service. The editor of the compendium will be the author of the *"Review of Telematics for Education and Training: 1994-1998"*, an overview of the research carried out into education and training during the EU's fourth framework RTD initiative. Robert Whelan worked for the TETRISS project – Telematics for Education and Training intermediate Support Structure - under the Fourth Framework RTD programme between 1996 and late 1998. The project was responsible for disseminating the results and findings of 86 education technology projects funded by DG XIII-C-3 in the area of ODL and the inter-DG Educational Multimedia Task Force. He is a technical writer and editor with broad experience in communications, information collection and dissemination through conventional print as well as over the web.

Attractively-designed brochures giving a summary overview of the initiative will be distributed through the same networks and also made available at the numerous conferences attended by the European Schoolnet.

Dissemination Co-ordination
The European Schoolnet Knowledge Centre will focus its dissemination effort through a dedicated Dissemination Co-ordinator. The role involves the information, content and knowledge management and multilingual organisation behind the collection, publishing and distribution of the project's reviews, papers and key findings. This role also involves preparing information for the On-line Service, moderating the Virtual Forum, compiling the project Compendium, preparing the Electronic Newsletter and the Brochure. The Dissemination Co-ordinator, Robert Whelan, was involved with the *TETRISS* project – Telematics for Education and Training intermediate Support Structure - under the Fourth Framework RTD programme between 1996 and late 1998. He is a researcher in the field of education technology, a science journalist, technical writer and editor with broad experience in communications, information collection and

xiii

dissemination through conventional print as well as over the Web. The *TETRISS* project was responsible for monitoring, collating and disseminating the results and findings of 86 education technology projects funded by DG XIII-C-3 in the area of ODL and the inter-DG *Educational Multimedia Task Force*. He designed and authored much of this Website:
http://www2.echo.lu/telematics/education/en/

E. project organisation

E.1 Overall workplan

The project will be divided in 13 work packages. The first will deal with management and the co-ordination of the project. The second concerns the construction of the website. There will be three deliverables from work package 2, 1.1 were the structure of the On-line service will be developed including a model for the Virtual Seminar, 1.2 were the content of the website is discussed and 1.3 the final report on how the on-line service on the website should be constructed. Work package 3 deals with dissemination of the results from the national seminars and the International Round Table. The deliverable of this work package (Deliverable 10) will be the compendium available both in electronic and printed format.

Work package 4-10,13 includes a set of 2 national seminars within each of the participating countries. Each seminar will be preceded by a discussion paper and followed by a report. These two documents for each of the seminars constitutes the deliverable of respective work package. This means that the deliverable of work package 4 will consist of one discussion paper to the first conference held in Austria and the report from that conference (Deliverable 2.1), plus the discussion paper and the report from the second seminar in Austria (Deliverable 2.2).

Work package 3 on dissemination includes the on-going Virtual Seminar. This seminar will highlight the discussions and concludings from the different national seminars. It will promote comparisons between the different national approaches, encourage discussions among teachers and researchers centred round relevant themes, invite to chats etc. The results of the Virtual Seminar will constitute an important input to the final International Round Table and they will also be reflected in the final report.

Work package 11 is the International Round Table. The Round Table meeting of selected key participants will focus on overall strategies and attempt to build a common platform for approaches to action research in the participating countries. The emphasis will be on trans-national issues and the exchange of value-adding European experience. The deliverable from the meeting will be the final report or compendium.

Work package	Respons. Partner	Task	Deliverable	Month
1	Min. of Educ. SWE	Project Management		1-24
2	Min. of Educ. SWE	Constr. of website	1.1, 1.2, 1.3	1-6
3	Min. of Educ. SWE	Dissemination and Virtual Seminar	10	2-24
4	PADB, AT	National Seminars	2.1, 2.2	2-5, 7-10
5	CTU, DK	National Seminars	3.1, 3.2	2-5, 7-10
6	CETI, GR	National Seminars	4.1, 4.2	2-5, 7-10
7	NLS, NO	National Seminars	5.1, 5.2	2-5, 7-10
8	Univ. Lisboa, PT	National Seminars	6.1, 6.2	2-5, 7-10
9	Univ. Kalmar, SWE	National Seminars	7.1, 7.2	2-5, 7-10
10	DeMontfort, UK	National Seminars	8.1, 8.2	2-5, 7-10

11	Min. of Educ. SWE	Round Table Meeting	10	21
12	Min. of Educ. SWE	Evaluation	10	4-24
13	CPTIC, CH	National Seminars	9.1, 9.2	2-5, 7-10

E. 2 Working Languages

The working languages within the national seminars (work package 4-10, 13) will be the language of the country. The discussion papers written to these seminars will be in the same language.

Working language in work package 1-3, 11-12 will be English. All deliverables will be written in English. The reports from the national seminars (Deliverable 2-9) will include a summary of the discussion papers in English. The final report or compendium will also be written and published in English.

E. 3 Main roles and responsibilities of the co-ordinator and each of the partners and indicate how each will contribute to its implementation.

The co-ordinating partner will appoint a Project Manager. The Project Manager will be responsible for the achievement of the project goals. He will co-ordinate, supervise and manage the activities of the work package leaders and the project secretariat, including the arrangement of the final International Round Table. The Project Manager will also be responsible for work package 1-3, 11-12 as well as the organisation of the project reviews.

The project partners 1-8 will be responsible for arranging a set of 2 national seminars. They are also responsible for the writing and distribution of a discussion paper to all participants, initiating the theme of the seminar. Each partner shall submit a report of the seminar, the themes discussed and the conclusions drawn within one month after the seminar to the Project Manager. The report shall include a summary in English of the discussion paper.

E.4 Demonstrate that the co-ordinator and each of the partners have the competence and experience required to fulfil their role in the project, including in the areas of dissemination and evaluation.

Co-ordinator:
Dr Jan Hylén will act as Project Manager from the **Swedish Ministry of Education and Science**. Dr Hylén is Executive Secretary for the Committee on European Schoolnet within the Ministry. He received his Bachelor of Arts from University of Stockholm 1984 in Political Science, Philosophy and Economics and his Ph.D. from University of Stockholm in 1991 in Political Science. In 1986-87 Jan Hylén acted as secretary to the Nordic UNESCO Commissions in their evaluation of Minespol – UNESCO research policy conferences. Dr Hylén was the head of the Research Department of the National Agency for Education in Sweden until 1995. The National Agency for Education is responsible for supervising and evaluating the Swedish school system. During 1995-1998 he served as special advisor to the Minister of Schools and Adult Education.

Partner 1:
Paedagogische Akademie des Bundes (PADB) in Linz will be represented in the project by Prof.Dr. Friedrich Buchberger. Dr Buchberger is head of the Institute of Comparative Education. DI M.Sc. Elisabeth Winklehner, who is head of the Institute of New Technology and Pedagogy in PABD, will also be involved in the project.

PADB has recently developed an electronically based teacher support system mainly for internal use. More than 800 student teachers, 200 mentors (co-operating teachers) and 150 teacher educators are co-operating in a virtual workspace on themes like lesson planning, new teaching and learning material or support in professional development. Additionally, PADB is involved in (internal) projects exploring the potential of netbased learning environments. Both as co-ordinator of the Thematic Network on Teacher Education in Europe (TNTEE)/ Subnetwork D (Teacher Education as a Powerful Learning Environment)

and as co-ordinator of the Socrates/Erasmus CDI "ALERT" PADB has developed all European networks for the topic under discussion.

As co-ordinator of COMENIUS 3 projects as well as LINGUA projects PADB has rich experience in running all-European in-service programs for teachers.

Partner 2:
CETI's Educational Technology Research Unit focuses on Distance Learning and Education-on-Demand. This unit is involved to a number of national and European initiatives related with Distance Education via Internet. The person responsible for these activities is Dr Demetrios Sampson.

He received the Diploma in Electrical Engineering from Demokritus University of Thrace in 1989 and the Postgraduate Diploma in Telecommunication and Information Systems and the Ph.D. in Multimedia Communications from University of Essex, England in 1990 and 1995, respectively.

Since 1990, he have been involved in a number of R&D projects in UK and Greece, funded by the European Commission (DG-III, DG-X, DG-XIII, DG-XXII), the British Telecom, the Greek Ministry of Education and the Greek Ministry of Research and Technology. His main research interests are: Web-based Distance Learning Systems Distributed Multimedia Communications, Transmission of Multimedia Data over Internet. His involvement with those research areas has led to the co-authoring of over thirty articles and chapters in books, journal and international conference proceedings.

Partner 3:
National Centre for Educational Resources will be represented by Guri Brochmann Skoklefald currently employed as Senior Executive Officer at the Department of Information, Communication and Technology. She is responsible for co-ordination of trans-national and national ICT-related projects. Mrs Skoklefald is a former teacher of French and English at upper secondary school level with a Cand.philol. Master of French (Maîtrise) and an BA degree in English as academic merits. She has a broad experience from several international courses in the use of ICT in teaching.

Partner 4:
Centro Competência Nónio da Faculdade de Ciências da Universidade de Lisboa (CCN), in Lisbon, will be represented in the project by Prof. Dr. Isabel Chagas. Dr. Chagas is co-ordinator of the CCN and a full professor at the Faculty of Sciences. She received her doctoral degree in Science Education from Boston University, Boston, EUA in 1993. The theme of her dissertation was: Teachers as innovators: A case study of implementing the interactive videodisc in a middle school science program. In Portugal she has been involved in several initiatives concerning ICT in education organised by the Ministry of education, the Ministry of Science and Technology, the National Council for Education and different universities. Since 1994 she has participated in several European projects and published several articles and chapters in books and participated in international conference meetings.

Partner 5:
Kalmar University, Sweden, will be represented by Stellan Ranebo, Director of the Teacher Education Centre at Kalmar University. Stellan Ranebo is B.Sc in Mathematics, Physics and Computer Science and candidate for doctorate in Education at the University of Gothenburg.
Experience profile
1997-98: Executive Secretary (full time), Committee on European Schoolnet, Ministry of Education
1995-97: Head of Division for Education and Research, Nordic Council of Ministers.
1997-99: Secretary for the IT-policy Group for the Nordic Ministers for Education and Research
1990-94: Senior Advisor for Nordic Schools Co-operation at the Nordic Council of Ministers.
1991-96: Initiator and Project Manger for The Nordic School Data Network - ODIN.
1983-89: Head of Department for Teacher Training at the Kalmar University, Sweden.
1984-89: System Manager for the Times Network System/Campus 2000 in Sweden.
1986-87: Consultant for the national CBT Inservice Training Project for Swedish Telecom.

Partner 6:
De Montfort University, Bedford, UK will be represented by Dr Marilyn Leask, Principal Lecturer, School of Education, Information and Communication Technologies in Ed.(ICTE) Research Group. Dr Leask is a member of Faculty of Humanities and Social Sciences and currently director of *The Learning School*

_____xvii

pedagogical and management research project within the European School Net project and Principal Lecturer in Education and with responsibility for two strands within the MA Educational Management – the accelerated management programme for subject leaders with the Technology Colleges Trust and the MA Educational Management for the Headmasters Conference Schools. She has been a Research Fellow: School Development Plans Project (DES funded) working under the directorship of Professor David Hargreaves and Professor David Hopkins, and seconded from Enfield LEA. Dr Leask is currently chairing the TeacherNetUK and was a founder member of this organisation which is focused on the use of the Internet for professional development of teachers.

Partner 7:
The Danish National Centre for Technology Supported Learning will be represented by Suzanne Panduro. Ms Panduro has been a consultant at the Centre for Competence Development & Media Integration, developing course materials for Text, video, database uses. She was a course developer and teacher in 'Training of Trainers' courses, developed in the Pilot Project 'COSTEL - Course System for Telecommunicated Training and Innovation Management' funded by the COMETT Programme (Community Action Programme in Education and Training for New Technology) under the Task Force for Human Resources. She was a project leader and co-ordinator of DTI participation in 'LOGOS - Transnational Adaptation of Open and Distance Courseware for Demonstration Actions aimed at Small Enterprises', a project funded by DG XII, DG XIII and the Task Force for Human Resources; project leader and co-ordinator of DTI participation in 'LINGUAMED - European Communications in the Medical, Bio-medical and Pharma Profession'. She was also a project secretary for the EC projects 'DIDOS - Distributed Documenting Services' funded by the RACE Programme (Research and Development in Advanced Communications Technologies in Europe) and 'COSTEL - Course System for Telecommunicated Training and Innovation Management' funded by the COMETT Programme.

Partner 8:
The Pedagogical Centre for ICT (CPTIC) will be represented by Raymond Morel, Director of the Centre since 12 years. He achieved the cursus " organisation and human resource management " as decision maker of the State de Geneva. Mr Morel have introduced information and communication technologies (ICT) into the schools since 1969.

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 of teacher training education courses for the Swiss teachers and more than one dozen of national symposia. Mr Morel is acting as expert and Swiss representative in the 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.

In the research field, Mr Morel 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 the whole of his collaborations and international work.

E.5 Describe the measures planned for monitoring and evaluating the project, in particular as regards its impact.

The evaluation approach is an ongoing process of providing information and support and linking to needs assessment, monitoring and usability evaluation. Evaluation methodology will aim to assist the project co-ordinator and partners to collaborate in their tasks and to accumulate evaluation evidence through peer review, quality assurance and feedback. In addition, the evaluation will summarise evidence as to the pedagogical effectiveness, usability and cost-effectiveness of the on-line service, reports and seminars.

The evaluation should also be seen as a structure to support healthy growth of the EUN Knowledge Centre for Teachers and Researchers and related work. The evaluation will report on the successes and failures of the project with a holistic view of the technology, content and pedagogical development, where possible. It will make recommendations for further action.

The evaluation strategy is the responsibility of WP12, and will be managed by this work package drawing on the other work packages as appropriate. Evaluation and monitoring processes take part on a number of levels and are designed to take account of the timing and nature of deliverables as well as the audience for each deliverable.

The project has the following key components each of which is evaluated:
Seminars and workshops
On-line service
Virtual Forum
Electronic Newsletter
Brochure and Compendium

There are several parts to the evaluation process:
a) Evaluative feedback from users:
· those accessing the site, participating in the Virtual Forum and receiving the electronic newsletter will be periodically asked (electronically) for their feedback about the site structure and content. Participants will be able to follow and contribute to threaded conversations and respond to the review papers and discussion documents produced by the seminars
· In addition, an electronic questionnaire will be administered to the ENIS schools (European Network of Innovative Schools) as well as to those participating in the seminars. Those participating in the seminars will be asked to send the questionnaire to the members of their organisations where this is appropriate. This will also have the effect of increasing the dissemination of information about the goals and achievements of the project.
· use of different parts of the site and the responses to virtual forums and seminars will be monitored electronically
b) Evaluative feedback from those attending the seminars:
As well as the role described in a) above, those attending the seminars will be asked to evaluate the structure and content of the first seminar in order to inform the second and the third seminars. They will also be asked (electronically) to give feedback when specific developments are made to the site.
c) Peer Review:
The compendium and brochure and the other deliverables as appropriate will be peer reviewed following the process established within the European Schoolnet.

The evaluation will focus on certain quality criteria. The key components for evaluation are clarity, coherence, relevance, accessibility and the contribution and over all value to the domain. In the case of the Virtual Forum involvement and participation will be another criteria for evaluation.

The goal of *Peer Reviewing process* is to provide a quality assurance by providing an internal check of the work done, before it is released for wider use and formal validation procedures. The assurance is given by the reviewer's verification of the work deliver in accordance with the original specifications. In the mean while, the intermediate stages of the evaluation will promote synergy between the work packages and partners to better fulfil the vision of an EUN, and increase the horizontal communication among them. In order to achieve this goal the Peer Reviewing process consists of:

1. All deliverables are to be submitted to Peer Review.

2. Deliverables require 3 peer reviewing:
- one by a member of the EUN steering committee,
- one by an EUN partner,
- and one by an external reviewer.

3. These reviewers are selected following:
- the preferences expressed on the invitation
- the profile and skills expressed in the CV
- from a different country of origin to that of WP leadership.

    This is done in order to take advantage of the expertise of the Peer Reviewer and avoid any conflict of   interest in the Peer Reviewing process.

4. Arrangements with internal reviewers should be made at least 3 weeks in advance of review.

5.   Arrangements with external reviewers should be made at least 6 weeks in advance of review.

6.   Deliverables should be made available on EUN Intranet (Special areas are created fro monitoring this process) to the internal peer reviewer at least 9 weeks prior to the deliverable delivery date. Redrafting   should then be undertaken, as required.

7.   Deliverables should be made available on EUN Intranet (special areas are created for monitoring this process) to the external and Steering Committee peer reviewers at least 6 weeks prior to the deliverable delivery date. Redrafting should then be undertaken, as required.

8.   Reviews should take no more than two working days and should be delivered within two weeks. Some   reviews may only require one day. The work package leader in conjunction with the evaluation team   will determine this on a issue by issue basis.

9.   External reviewers will be paid a sum of 300ECU per review. The work package leader and project manager using the proforma letter of offer supplied by the project office will negotiate this.

10. Peer reviews must follow the template available on the EUN Intranet, which will ensure that all reviews meet Commission requirements.

WP leaders should follow this strategy and adhere to the procedure.

F. Other Issues

F.1 Specify, where applicable, how and to what extend the needs of disadvantaged people have been taken into account. State the nature of the disadvantage.

The relationship of ODL to socially and economically-deprived or peripheralised schools will help to set the context for the different roles of research in teaching during the dialogue. The two sets of seminars will include at least 2 teacher-educator representatives from socio-economically deprived schools and schools catering for special needs education. At least one researcher in technologies for special needs education will participate. The seminars will include discussion about how peripheralised schools can use research, if at all. The topic will be outlined in the discussion paper and the findings presented in the review papers. Contrasts and comparisons between different teachers' expectations will provide an insightful perspective. For teaching issues relating to special needs education and the use of ICT and ODL, the seminars will draw from research which shows the value and role of technology compared to its place in conventional schools. The international round table meeting will include this topic for discussion. The growing interest amongst teacher-educators in the 'action-research' paradigm will be explored more deeply in these contexts.

The issues, themes, strategies and experiences will be shared and disseminated through a dedicated area of the On-line Service.

F.2 How and to what extent the project addresses the issue of equal opportunities between men and women.

The two sets of seminars will include exchanges about the role of women teachers and learners with technology. The international round table meeting will include this topic for discussion. The disparities, differences, similarities and contrasts within the roles of gender in the uptake of technology in education will be explored from the perspective of teachers and researchers and learner's needs. The topic will be outlined in the discussion paper and the findings presented in the review papers. The focus is on gender equality in the access and implementation of ODL-supporting technologies in education. The objective is to develop these themes further within the virtual discussions and the research papers posted in a dedicated area of the On-line Service.

13 janvier 2000

Note à :

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

Concerne :   participation suisse au projet SOCRATES / KCTR
               (European Schoolnet – Knowledge Center for Teachers and Reserchers)

Chère Madame,

Suite à notre entretien téléphonique du début de cette semaine, je suis en mesure de vous transmettre le dossier complet afin de finaliser la participation suisse (CPTIC/CTIE) au projet SOCRATES / KCTR.

Je vous remets donc :

- copie de l'agrément signé par la Commission à Bruxelles (j'ai reçu ce document aujourd'hui et il donne un départ du projet au 1.09.99. Comme toujours, les faits précèdent (!) le dossier financier – il y a eu déjà 2 réunions préparatoires le 15.09.99 et le 3.12.99) ;

- un résumé synthétique en 7 points (1 à 7) ;

- un texte utile pour la rédaction du contrat OFES (5 points de I à V) ;

- le descriptif complet du projet ;

- la proposition de base initiale du Ministère suédois.

En espérant vous avoir transmis tous les renseignements nécessaires pour préparer les bases du contrat, 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

RÉPUBLIQUE ET CANTON DE GENÈVE

Genève, le
2, rue Théodore-de-Bèze

Département de l'instruction publique

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

Case postale 3144
1211 GENÈVE 3

13 janvier 2000

Note à :

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

<u>Concerne</u> :   participation suisse au projet SOCRATES / KCTR
(European Schoolnet – Knowledge Center for Teachers and Reserchers)

Chère Madame,

Suite à notre entretien téléphonique du début de cette semaine, je suis en mesure de vous transmettre le dossier complet afin de finaliser la participation suisse (CPTIC/CTIE) au projet SOCRATES / KCTR.

Je vous remets donc :

- copie de l'agrément signé par la Commission à Bruxelles (j'ai reçu ce document aujourd'hui et il donne un départ du projet au 1.09.99. Comme toujours, les faits précèdent (!) le dossier financier – il y a eu déjà 2 réunions préparatoires le 15.09.99 et le 3.12.99) ;

- un résumé synthétique en 7 points (1 à 7) ;

- un texte utile pour la rédaction du contrat OFES (5 points de I à V) ;

- le descriptif complet du projet ;

- la proposition de base initiale du Ministère suédois.

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

Avec mes meilleures salutations.

Département de l'instruction publique
R. Morel
Centre Pédagogique des
Technologies de l'Information
et de la Communication
CPTIC
Case postale 3144
1211 GENÈVE 3

<u>Annexes</u> : ment.
<u>Copie à</u> : M. Francis Moret, directeur du CTIE
2, rue Théodore-de-Bèze
Genève, le

RÉPUBLIQUE ET CANTON DE GENÈVE