

eWATCH

eUROPEAN eLECTRONIC eDUPLICATION WATCH

**Support Action Project:
Observation and Analysis
of European Educational Systems
Involving ICT & ODL**

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B. Objectives, Project Description, Workplan and Outcomes

B.1 Objectives

The **eWATCH** project is an observation framework to support the understanding of innovation and change in education across Europe brought on by the widespread use of Information and Communication Technologies (ICT) and the emergence of the Information Society. **eWATCH** will provide support to the SOCRATES/MINERVA Action and other interested parties in the analysis of change affecting education, training and lifelong learning. The **eWATCH** project identifies the following activity areas of interest:

- **Monitoring public policies at national, regional and local level across Europe as regards the use of ICT including information on school markets and indicators**
- **Harvesting Field and Innovation Intelligence in the area of ICT-based learning**
- **Cataloguing innovative practices in schools and higher education establishments**
- **Promoting the dissemination and sharing of gathered knowledge, including policy and project results .**

The aim of the **eWATCH** observatory is to provide an integrated perspective and a clearer support profile to observation activities related to ICT in education. The application is introduced by the **MENON Network EEIG**, a European Economic Interest Group and Multimedia Support Network of five research organisations which have been co-ordinating European observation activities on the market of technology for education and training since 1992 within – at the time – DG XIII and DGXXII Programmes (BEACON Market Observatory in DELTA, 1992-1995; MESO Study 1996-1998, SUSTAIN ODL Observation project, 1998-2000) the **European Schoolnet (EUN)** and the **European Experts' Network for Educational Technology (EENet)**.

The project will offer critical analysis, enhancing previous work in the domain supporting the implementation of the recent White Paper '*Designing Tomorrow's Education - Promoting Innovation with new Technologies*'. The concept of 'observatory' is introduced in the application in order to make explicit the need for a regularly updated and systematic observation function supported by sophisticated knowledge modeling and assessment. . **eWATCH** will therefore enhance and systematise established successful approaches by carrying out the following activities:

- **Harvest and review** prospective studies, research on future scenarios, regional, national and trans-European educational policies and socio-economic and psychological studies relating the development of ICT/ODL learning systems and practices.
- Propose a **methodological framework** for the identification of present and forecasted changes related to ICT introduction
- Synthesise the results of ODL projects to produce a coherent and comprehensive picture of the state-of-the-art of ODL activities in Europe
- Define, classify, monitor and review examples of innovative practice
- Consolidate connections and collaborations with all existing related projects and networks to optimise the exchange of knowledge.

eWATCH therefore serves to facilitate the SOCRATES/MINERVA intentions of providing improved **understanding of innovation** by harvesting high-quality knowledge on trends and developments in European programs, policies and practices, while **providing access and**

supporting dissemination through the distribution of knowledge across all key platforms, networks and channels.

B.2 Project Description

B.2.1 Educational Concept and Learning Environment

The concept of the **eWATCH** Observatory is embedded in the fact that educational practice has never been systematically recorded, described, documented and made available using sophisticated knowledge management tools. Very often educational institutions work as closed 'systems' or communities, which are not asked to describe and report their activities and processes to a wider educational community or the public. However, the idea of 'interactive professionalism' and 'professional networking' has appeared in many initiatives during the last years, giving educational institutions, teams and educators the opportunity to disseminate and share their practices.

In this context, the **eWATCH** Observatory will function as a channel for bridging research, practice and policy, ensuring a continuous flow of knowledge and information tools between researchers, policy-makers and practitioners in the field of ICT/ODL learning. Central to the work will be the development of a set of reflective monitoring tools and sophisticated query-building tools sensitive to the contexts and processes of recorded change in the target educational environments. Semi-automatic monitoring tools would be developed and made available to content providers in order to collect and update information with a state-of-the-art knowledge management system.

B.2.2 European Dimension

Since research in the field of the educational market, policies and practices has up to now been conducted in a fragmented and unsystematic way in Europe, the **eWATCH** project aims at critically reviewing existing work and integrating it into a new, broader and more systematic study providing quantitative and qualitative reliable data as well as meaningful 'field and innovation intelligence'. The **eWATCH** added value consists in mapping a European dimension common to different national approaches by analysing a complex dynamic body of information. Comparative analyses contribute to an evaluation of the respective progress made and draw common educational quality indicators. Based on this knowledge pool, more reliable forecasting of educational development within Europe becomes possible.

Crucial points of reference for the design of the **eWATCH** knowledge system include the *White Paper on 'Designing Tomorrow's Education'* (Nov. 1999) and the 'European educational area' highlighted in the *Sorbonne* (1998) and *Bologna declarations* (1999). The observatory paves the way for unprecedented cross-cultural and cross-disciplinary knowledge sharing all over Europe. At a more general level, **eWATCH** aims to cultivate the Information Society's educational dimension and contribute to the over-riding new vision of '*eEurope, an Information Society for all*'.

B.2.3 Methodology of the Project

B.2.3a General Methods and Methodological Principles

The **eWATCH** observatory will exploit the following methodology:

- **Systematic desk research** on the relevant actual literature with the aim to draw future scenarios on learning systems.
- **Action-research** on innovative practice in real advanced learning environments.

- **Harvesting** information relating to and including public policies according to three main categories (supply side policies, demand side policies, infrastructure and service policies) and the specific nature of measures undertaken (call for tenders, legislation, tariff policies, R&D etc.). Once policy areas have been defined and measures have been classified, an evaluation method will be developed, with the aim to lead a systematic policy review.
- **Theoretical and conceptual** work involving the database of observation and forecasting will develop an 'intelligence tool' for accessing automatic and advanced queries. This would include: the development and testing of indicators of change, that can be reliably used to describe and 'code' the processes of change in education and ICT/ODL; the development of external monitoring and evaluation tools to be used in certain institutional, organisational and learning contexts; the selection of 'units' or cases to be monitored and studied in terms of qualitative or quantitative changes; and the design, coding and implementation of 'information agents' or 'brokers' to help with the observation, monitoring and reporting.

B.2.3b Existing Knowledge and Research Schemes

In essence, **eWATCH** aims at validating, refining and integrating existing methodologies, in order to present a consistent set of methods and tools, based on complementary research and reporting practices. Methodologies already developed or under development (such as the MENON system of indicators for school surveys, the MESO Study, the synthesis of SOCRATES ODL project results produced by the SUSTAIN project, the EENet Observatory, and the work developed by the European Schoolnet (in particular the research and development being carried out within the European Network of Innovative Schools ENIS) will be properly integrated. The objective is to develop an articulated set of methodologies, in collaboration with other actors in the field – like EUROSTAT and EURYDICE as well as with the European Education Partnership, an 'industry'-led forum to promote the use of ICT in Education.

SUSTAIN - Beacon project to support the sustainability of SOCRATES ODL outputs through dissemination

The SUSTAIN project has developed an analysis and synthesis of SOCRATES ODL results which will also have methodological relevance to **eWATCH**. Accordingly, SUSTAIN has produced a 'Qualitative Analysis Report', in an attempt to raise awareness of stakeholders - ranging from project promoters to the European Commission to other actors interested in the field - on the results produced by all SOCRATES ODL projects approved in the frame of the Programme since 1995. The themes covered:

- Socially disadvantaged targets and lifelong learning
- European networks, observatories, databases, bibliography and 'system' projects to support large communities of people involved in ODL
- Joint content development
- Collaborative learning and other innovative pedagogic approaches
- Modeling of virtual classroom
- Cross-culturalisation and virtual mobility
- ODL integration (in university teaching, school teaching, work based learning)
- Resources and training for teachers and trainers

MENON – Multimedia Educational Support Network Survey Methodology

The survey methodology developed by the MENON Project will also be taken as a basis for further elaboration.

The MENON indicators developed as part of the MENON survey methodology, underlie the analysis carried out of the following scheme:

- demographic data on schools at European and national level
- current hard- / software and IT equipment at schools
- availability of Internet facilities
- location of computers and access possibilities of pupils
- annual budget of schools for IT
- forecasts of hard and software extensions and statistical estimation of growth rates
- importance of sponsoring and the role of Public-Private-Partnerships (PPP)
- information about suppliers (i.e. where is the software bought or borrowed)
- used license agreements
- use of IT and educational software
- teacher training on IT

The Effects of time

The MENON methodology in assessing the 'effects of time' consisted in calculating yearly percentage changes of all descriptive statistics indicators as well as depicting the time development of the co-relations and differences between different specific subsets (at national level). Thus, the MENON methodology can address important needs such as evaluating progress toward goals, determining whether the system of education is responding as expected, and the regular distribution of the educational resources.

MESO – Multimedia Educational Software Observatory

The MESO Study also developed a re-usable methodological approach for both observing the state of the art of educational multimedia development in EU and selected non-EU countries and estimating future market trends and suggesting feasible policy options. The MESO study covered five objectives:

- Market size evaluation for each of the EU and non-EU countries
- Identification and analysis of the suppliers' and distributors' strategies
- Creation of an inventory of the best available and most promising multimedia and audio-visual technologies,
- Analysis of past and current public policies and private initiatives aimed at supporting the diffusion of multimedia services for educational purposes
- Analysis of the role of regulatory, legal and financial processes in promoting the production and diffusion of multimedia and audio-visual educational products and services.

EENet Observatory & EUN Initiative

EENet members are monitoring the developments in ICT in education in each country on a common methodological structure. The Observatory is the platform for an ongoing evaluation and future reports of EENet. In the current stage, access to the Observatory is restricted to members only. The on-line Observatory is providing for a large number of European countries (i.e. Austria, Denmark, Finland, France, Germany, Great Britain, Greece, Italy, Norway, Spain, Sweden and Switzerland) information on:

- General educational facts and figures
- Policies and policy making bodies
- ICT Initiatives and Programmes / Projects
- Expenditures on education and ICT funding
- Statistics on ICT
- Teacher education and training
- Co-operation with private sector
- Content development
- Evaluation and research
- School practice models and projects
- Reflection paper
- Summary

Apart from the data classified according to country, there is a section including 'transnational reflections', drawing on the analysis, comparison and critical synthesis of the classified data.

European Schoolnet (EUN)

European Schoolnet (EUN, for the purposes of this proposal, is administered by the *Swedish Ministry of Education's* Committee for the European Schoolnet pending legal status) has also turned to countries participating in the EUN project in order to gather information on the application and integration of ICT in education using a shared methodological strategy. Information is gathered on an ongoing basis and contributed to an intranet database-driven knowledge base. The categories of information harvested and analysed by EUN consist of the following: Summary facts and figures relating to the size of the school systems and the scale of their development activities, including basic data about resources and budgets, the development of research and implementation into new technologies and innovative learning environment applications, General ICT policy at regional, national and trans-European level, including a knowledge base of EU policy development, and approaches to teacher training and development programmes. EUN has also built a unique resource of educational content and resource profiles which show the development of educational online since October 1998. Central to EUN's knowledge harvesting is the monitoring of national evaluation programmes to track the strengths and weaknesses of large-scale implementation programmes in educational ICT/ODL.

B.2.4 Work Programme

The Project consists of activities that are aiming at the following:

- The establishment of a management and evaluation scheme to support the methodological development, surveying, analysis and assessment tasks, including provisions and implementation guidelines for internal project communication and quality assurance (WP1 and WP2).
- The design, development testing and implementation of an advanced knowledge management system for parsing and interpreting submitted content and generating the results of

- sophisticated comparative queries. This system will be central for surveying and information processing and harvesting information on research & development trends (WP2, WP3, WP4).
- The monitoring of innovative practice in education, training and other learning set-ups, identifying and communicating research and development results (including SOCRATES/MINERVA projects) and the systematic and in-depth analysis of this collected information (from desk and field surveys across the educational communities - the learners - and across the market – suppliers – and from the research & development area) utilised to support the assessment and forecasting of the evolution of educational systems across Europe (WP2, WP3, WP4, WP5).
 - This sharing of information and knowledge networking for policy improvement, benefiting experts, the European Commission as well as all stakeholders and interested parties (see WP2 and WP6).

The project duration will be 24 months, starting with the elaboration and consolidation of the methodological, surveying and analysis tools, continuing with the establishment of the **eWATCH** observatory and the validation of the methodological framework and closing with the final results and a feasibility plan for the extension of the Observatory work.

B.2.5 Quality of Partnership and Responsibilities

The tasks to be implemented have been grouped in Work Packages (WPs), which are assigned to the various partner Networks. The assignments have been done on the basis of existing experience of the partners in the field, in closely related projects as well as of their potential to ensure in-time and satisfactory delivery of the foreseen results. More about the organization of the work is being presented in following part B.4, nevertheless certain things of relevance, regarding the sufficiency of the MENON-EUN-EENet partnership are underlined below.

B.2.5a Work Package Leadership and Responsibilities

The **MENON Network EEIG**, a well-established operational network of expert organizations in the field of learning technologies, etc., with an Office and fulltime personnel in Brussels, has developed expertise in the field of educational multimedia (on- and off-line) market observation. The MENON Network and its founding members have developed and validated the methodologies and research schemes presented in B.2.3. Thus, MENON is taking over:

- Coordination of the project, (WP1), appointing as Project Co-ordinator one of its Board Members, Mr Claudio Dondi, President of SCIENTER, with extensive experience in the field
- Participation in the collection of information and the development of the **eWATCH** observatory knowledge management system, (WP2) – with the specific responsibility of development of the ‘market’ watch (WP4)
- The overall responsibility of the Assessment and Forecast activities (WP5)

The **European Schoolnet (EUN)**, a Network representing the Ministries and national educational authorities in 19 European countries, with its EUN Office and fulltime personnel in Brussels, has already established an extended group of school networks, communicating across the countries and is a very strong operational and communication platform to address both school communities and public education authorities/bodies. EUN is responsible for:

- Shared management of the project (WP1)

- Implementation of the knowledge management system methodology and tools (WP2) and platform development..
- Co-ordination of the “Learning Environment Watch” (WP3) including research conducted through the European Network of Innovative Schools (ENIS)
- EUN will be responsible for the reporting and dissemination activities relating to sharing and networking of knowledge to foster the research and other pilot project results, prepared in the various SOCRATES/MINERVA projects.

The **European Experts Network for Educational Technology** (EENet), will share responsibility for the conceptual design of the knowledge management system’s methodology and tools (WP2).

B.2.5b The ‘User Group’

The **eWATCH** project will provide an operational platform for the monitoring and documentation of ICT related changes in Education systems, across Europe. Through its synergy, the proposing partnership provides well established communication channels with potential information-collectors, users and beneficiaries of the **eWATCH** Observatory.

EUN is in close communication with the school communities and educational authorities across Europe through two levels of key networks (three groups of senior ministry officials responsible for respectively ICT policy, technical matters and operation; 20 national school networks and the European Network of 500 Innovative Schools). EENet links together policy makers and researchers in the various national environments. At the same time, the MENON Network and its members have a long-standing experience in developing user oriented and useful services for the educational actors. Thus, the **eWATCH** observatory provides a de-facto group to provide advice and reflections at the design and development, data gathering, analysis and dissemination phases.

B.2.5c Other Institutions to be contacted in the course of the project

European Distance Education Network (EDEN)

EDEN aims to foster developments in distance education through the provision of a platform for co-operation and collaboration between a wide range of institutions, networks and individuals concerned with distance education in Europe. EDEN has initiated and is administrating the European ODL Liaison Committee, an initiative gathering representatives of all the established European and international associations in the field of ODL, like ICDE-Europe, EDEN, EuroPACE 2000, EADTU, AECS, Coimbra Group and others (www.odl-liaison.org). The European ODL Liaison Committee has the aim of creating a forum for the exchange of views in the field of open and distance learning and expressing common opinions and goals of the European ODL organisations.

EURYDICE - Information Network on Education in Europe

The role of EURYDICE is to promote the exchange and the production of reliable and comparable information on education systems and on national policies in the field of education in Europe and to contribute to increasing co-operation between the 15 Member States of the EU. EURYDICE produces a great variety of basic documents and comparative analyses of topics of interest to cooperation in education as well as a unique database on education systems.

The collaboration of **eWATCH** with EURYDICE will consist in collecting the necessary information about the education systems and, more important, estimate with them the difficulties of sustaining an up-dated information environment, relying on data that are collected in a decentralized way, by the national education authorities in the different countries across Europe. Thus, an effective system could be set up that could ensure transparencies with 'ICT and Innovation in Education' documentation and analysis system which will be built by the **eWATCH** consortium.

EEP - European Education Partnership

The aim of the European Education Partnership (EEP) is to accelerate the implementation of the information society in Europe, by the means of developing programmes and projects and forging Public-Private-Partnerships (PPP) in order to establish sustainable partnerships between industry and educational communities to promote ICT in learning.

EEP is drawing on the expertise of its members coming from all sectors of industry and education to produce a major report on PPPs and the key risk factors inhibiting a stable and therefore successful relationship.

The collaboration with EEP will focus on the establishment of a permanent consultation (and 'strategies monitoring') unit which will support the 'Market Intelligence' activities and the 'Assessment and Forecast' regular reports.

EUROSTAT - Statistical Information on the EU and the EURO zone

EUROSTAT publishes the latest, detailed and comparable statistical data at EU level. The collaboration with EUROSTAT will ensure compatibility with their documentation and statistical processing system, in order to provide to the Commission and the EU Member States authorities a consistent and well justified methodology and system, covering the whole cycle of information flow - from the phase of the data collection to the information processing and analysis phase - a system that will be a well validated, transparent framework for reference, analysis and policy-making (decision-making) activities (both at national as well as European level).

EITO - European Information Technology Observatory

The **eWATCH** partners will establish a permanent contact with EITO - through the formation of a joint task force (4-5 persons) -, in order to develop a common understanding of key figures and their relevance to societal and, more particular, knowledge/education aspects. Our collaboration will focus on the establishment of a well-functioning communication channel, for an ease and seamless transfer of relevant information and data as well as on the formation of compatible electronic documentation systems for raw data. Furthermore, the elaboration of indicators of relevance for education would be an additional contribution to the socio-related information systems' standardization and transparency in the EU institutional framework.

OECD - Organisation for Economic Co-operation and Development

The CERI group of OECD will facilitate the better justification of the methodologies adopted by the **eWATCH** observatory initiative and ensure their sufficiency for comparative analysis, implemented at international level, as well as their transferability to other transnational groupings around the world.

Institute for Prospective Technological Studies (IPTS)

Established in Seville, Spain, the IPTS is one of the eight institutes making up the Joint Research Centre (JCR) of the European Commission. Its task is to monitor Science and Technology related to developments and their cross-sectoral impact in Europe and the world, to analyse their impact and

transmit it in distilled form to European decision makers. The project partners will co-operate with the IPTS for the development of its forecasting activities.

ODL projects within the SOCRATES programme

The project partners will establish necessary connections with any other organisation related to the SOCRATES/MINERVA programme pursuing similar objectives at sectoral or general level, in order to maximise integration of efforts and to avoid overlapping.

B.3 Innovation and Sustainability

The project is addressing innovation in education and lifelong learning as its main field of observation and analysis. It adopts a multidisciplinary approach that encompasses pedagogical, organisational, economic and institutional aspects of innovation as well as the technological dimension. It focuses on long term policy, practice and business development in its forecasting activities, and utilises the most recent European reports and workplans¹ to build the hypotheses for future developments.

The **eWATCH** project intends to build a knowledge management platform for the observatory function identified as one of the required developments in the 'Designing Tomorrow's Education' report of the European Commission, it offers a co-operation ground for European and national actors interested and potentially involved in this task, and embeds a study on the long-term sustainability of the observatory exercise, not excluding but not relying only on long term support from the European Commission.

General and specific reports produced by **eWATCH** should be widely accessible, but some form of income generated from their distribution is explicitly foreseen. The two main keys to sustainability of the project are therefore:

- embedding the 'observatory' developments foreseen by the action plan of the European Commission in agreement with the Member States;
- professional and systematic dissemination of results, that will be organised with the co-operation of all the relevant and Europe-wide networks involved as partners.

B.4 Work Programme

The **eWATCH** project will consist of six (6) Work Packages, running from project month 1 to project month 24.

1

- MESO Multimedia Educational Software Observatory
Collection of National Synthesis Reports, Bologna, 1998
- MESO Multimedia Educational Software Observatory
Final Report – Volume I – European Overview, Bologna, 1998
- Knowledge and Learning – Towards a Learning Europe - Futures Report Services, Sevilla, 1999
- e-Europe – An information Society for All, Communication on a Commission Initiative for the Special European Council, Lisboa, 2000
- Designing Tomorrow's Education, White Paper of the European Commission, Luxembourg, 1999

The description of the work, in terms of objectives, tasks and deliverables are presented in the following B.4.1. Nevertheless, it would be very useful to give an executive summary of the project's implementation overview, in this part.

B.4.1 Main Project Outcomes

The needs addressed in a number of recent research actions and expert reports originating from European and national initiatives justify the establishment of an easily-accessible, well-designed and sustainable framework of knowledge and analysis related to the impact of ICT and ICT-enabled solutions learning. Thus, the **eWATCH** project aims at delivering:

- **A comprehensive information, data collection and documentation system**, integrating existing methodologies and system knowledge tools developed as part of WP2, to be launched from month 1, validated through the project and delivered, in its final form, at the end of the project (with the final Project Report).
- **An integrated framework of analysis and assessment to support the understanding of the Information Society's impact on Education ('innovation' and 'change')** and the trends of the education ICT market at the European level – as a result of WP2, WP3, WP4 and WP5, to be first delivered in project month 7, validated through the 2nd project year and delivered, in its final form, at the end of the project (also with the final Project Report).
- **Two Annual Publications, entitled 'eWATCH Monitoring and Analysis Report'**, published in print and on the web (see below), corresponding to two deliverables of WP6, D6.1 and D6.2, to be delivered in project month 13 and at the end of the project, respectively and regular electronic newsletters based on newly-gathered content in the knowledge management system.
- **Public Web-based information environment**, available via www.eun.org launched in project month 7 and continuously updated until the end of the project.

B.4.2 Project Milestones

The completion and submission of the following deliverables are considered milestones for the successful implementation of the project (see also Table B.4.5).

- The '**Observatory Development Plan**' (see D1.1), which will guarantee a well functioning partnership and collaboration environment between the project participants as well as third parties interested in the field. The 'Plan' will provide a detailed project implementation analysis and draw attention on the critical factors of the collaboration. It will also address the establishment of a partners' communication environment and their code of collaboration and progress documentation.
- Of relevance to the above-mentioned 'Development Plan', the '**Evaluation Framework**' (in D1.3i), will provide the necessary basis for the project's formative and summative evaluation. It will reflect a common understanding of priorities between the partners as well as between them and the third parties involved or interested (see also the contribution of the 'User Group').
- The development of a consistent set of methodologies, as an **integrated analysis framework** for the 'observation' of ICT related changes in Education, through the work in WP2, D2.2i, is considered a critical step for the project. The achievement of such a scope is a top priority and a major yardstick for the project's success.
- Finally, the publication of the first edition of the '**ICT & Education: Innovation and Change**' as well as the reflections from the User Group and other stakeholders across Europe, during the first Event (Workshop/Seminar) organised in project month 13, will provide evidence of concreteness and sustainability of the exercise.

B.4.3 Work Packages, Related Information & Project Deliverables

The project is composed of six Work Packages. For most of the WPs the work has been split into Tasks, corresponding to specific processes (e.g. Management and Evaluation) or targeting at different sectors and fields of interest (Schools, Market, etc.). Co-ordination of the work in WPs and Tasks has been assigned to partner organisations, which will ensure the delivery of the foreseen deliverables. A structured description of the WPs is presented in the following table and in B.4.4 Detailed Description of Work Packages.

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Content List (Part A only)

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

Four partners constitute the **eWatch** consortium:

1. MENON Network EEIG
2. EUN, European SchoolNet
3. EENet, European Experts' Network for Educational Technology

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Att. Ms Susanne Panduro

A.1.1 MENON Network EEIG

The MENON Network is a European Economic Interest Group providing services in the field of European educational multimedia. Services are given on the one part to educational communities in order to enhance the better use of multimedia and the Internet and on the other part to the multimedia industry in order to develop multimedia-based learning material of better quality. Through the MENON Network EEIG, the involvement and actual participation of five European organisations active in the field of education is ensured:

1 Lambrakis Research Foundation - Greece

Lambrakis Research Foundation is a non-profit organisation involved in research and development activities within the area of ICT and education.

2 Scienter – Centro di Ricerche e Servizi Avanzati per la Formazione – Italy

Scienter is an independent research organisation working closely with the educational authorities of the region Emilia-Romagna.

3 FIM-Psychologie – Germany

FIM is a department of the Friedrich Alexander University of Erlangen-Nürnberg with a specialized mission for 'Development and Evaluation of Advanced Multimedia Open Learning and Qualification Systems'.

4 Orfeus – Denmark

Orfeus is the Danish national organisation for the promotion of the use of ICT in education. Orfeus' activities evolve around three axes: knowledge centre activities, the production of digital educational media and in-service teacher training.

5 SOLU – Staffordshire Open Learning Unit (United Kingdom)

SOLU operate within Quality Learning Services, which is the inspection, consultancy and training unit of Staffordshire County Council Education Department. SOLU is an experienced manager of and participant in EU projects.

The MENON Network EEIG holds an office with one full-time employee in Brussels. The MENON Network has 6 full timers (the Network Officer included), 5 part-timers and 5 members of the Board, which contribute effort that corresponds to 20% of their time (equalling 1 full timer). All of them are working in the field of ODL and ICT.

Effective and results-oriented management and collaboration is achieved not only because of the adoption of the one-partner scheme, but also because of the fact that the MENON EEIG Members, which will be involved as subcontractors, have been working together in various projects for several years.

A.1.2 Board of the MENON Network EEIG

CV Nikitas Kastis, (President of Menon) Lambrakis Research Foundation

Dr Nikitas Kastis has a First Honours Degree in Engineering and a Ph.D. in Financial Management and Project Evaluation from the National Technical University of Athens (NTUA). He was Research Associate in NTUA, Lecturer for "Production Management and Control" in the Greek Air Force Academy, and Visiting Assistant Professor for "Natural Resources Economics" and "Investment Decision Making", in the Technical University of Crete. He joined the Lambrakis Research Foundation (LRF) in early 1992, being in charge of a number of innovative activities for the development and use of ICT-based materials and processes in Culture and Education.

Presently Mr Kastis is Chief Operations Officer of LRF, in charge of all its research and development activities, most of which deal with innovations in Education and Culture, using the new Information and Communication Technologies (ICT). He has been member of the "Advisory Committee for the introduction of IT in Schools", acting on behalf of the Greek Ministry of Education and he has recently been appointed Chair of the "Open Classroom" Working Group of the "European Distance Education Network" (EDEN).

Dr Nikitas Kastis has been appointed President of the Board of Directory of the MENON Network EEIG.

CV Claudio Dondi, Scienter

Claudio Dondi was born in Modena in 1958. He took a Degree in Political Science at the University of Bologna in 1982. After a six year experience as researcher and responsible for training policies at province level, in 1988 he created SCIENTER together with a group of education and training professionals. He is President of the Board of Directors and is responsible for different lines of activity: co-ordination of projects in the frame of National and European Programmes, policy assessment, programme evaluation, dissemination of results. He co-ordinated a study on "Policy Delphi on Priority Needs for Research, Study and Experimentation in European Education & Training" supported by DGXXII. He is Secretary General of CAMPO (Italian Open Learning Association), member of the Editorial Board of the British Journal of Educational Technology and of EURODL (European Journal of Open Distance Learning), and visiting professor of Human Resource Development at the College of Europe (Bruges, Belgium).

CV Walter F. Kugemann, FIM-Psychology

Date of birth: 1944 in Karlsbad (now CZ).

Qualification: Psychologist, University of Erlangen-Nürnberg 1968, Dr. Phil. 1974

Posts held: Research Assistant University Erlangen 1968-1969, Assistant Professor Experimental Psychology and Methodology 1969-1974

Head of FIM-Psychology - Development and Evaluation of Advanced Multimedia Open Learning Systems at University Erlangen-Nürnberg - since 1975, Lecturing at Erlangen University

Further activities: Contractor within projects for DELTA, COMETT II, ADAPT, EMPLOYMENT, SOKRATES, LEONARDO, ESPRIT, COPERNICUS, TAP, etc.

CV Leo Højsholt-Poulsen, Orfeus

- Qualification: Cand. scient., Physics/Mathematics, University of Aarhus, Denmark 1977.
- Posts held: Laboratory of Radiation Physics at Aarhus Kommunehospital (since 1976); Lecturer at Silkeborg Community college (since 1978); Visiting professor, Educational Technology Center, UCI, USA (1984); Director of the Aarhus County Informatics Centre (since 1985); Managing Director of Orfeus (since 1988)
- Experience: Trainer of educational software authors (1988); Danish coordinator of the software exchange programme under the auspices of the Nordic Council of Ministers (1988); Contractor of the EU-projects TEMPUS, COBES -Lithuania, EPES, Impact, SME Software Support and Production Workshop of Learning Materials for Mathematics using Educational Software.

CV Christopher Hilditch, SOLU

- Employment: Project Manager and Technical Specialist, SOLU (Quality Learning Services), Staffordshire County Council Education Department (1990 to Present).
- Responsibilities: Project Management and Co-ordination of research and technical support teams of RTD programmes; Consultant and Technical Specialist to R&D, feasibility and implementation projects for open and distance learning, integration of ICT into learning and lifelong learning.
- Experience: Partner in European RTD projects MENON - Multimedia Education Innovation Network, TEN – Tele Education Network, DOMITEL – Education via cable services, LISTED and LISTED CEE – Integration of OL into Libraries.

CV Beate Trück, MENON Network coordinator

- Date of birth: 1970 in Karlsruhe
- Qualification: Maîtrise Franco-Allemande at the Sorbonne Nouvelle (1997); Staatsexamen auf Lehramt (M.A. equivalent) in French and German at the University of Tübingen (1998); Master of European Studies (Department of Human Resources) at the College of Europe, Bruges (1999)
- Posts held: Network Officer of the MENON Network EEIG in Brussels (since July 1999)
- Experience: Press and Public Relations for various film and theatre festivals; Cultural Management at "Casa de los tres mundos", Granada, Nicaragua; Assistant for French Civilization at the University of Tübingen; Free lance radio reporter for Radio Antenne RT4 and Radio France, Paris. Project evaluation of Leonardo programme strand III.2.a (Research into vocational training.) in the framework of Master Thesis of the College of Europe; Training Evaluator for British Petroleum for intercultural training for managers.

A.1.3 MENON Network EEIG member institutions

Lambrakis Research Foundation (LRF)

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URL: <http://www.lrf.gr>

Number of employees: 25, special ODL: 10

The Lambrakis Research Foundation (LRF) is a not-for-profit organisation, private institution of public interest, which was founded in Athens, Greece, in 1991, after an initiative from Mr Christos Lambrakis, owner of the Lambrakis Press SA (media organisation). LRF is concerned with the necessary changes in our societies and, more particularly, in the mostly public educational systems, in Greece and in Europe, and is undertaking research and development pilot projects as well as awareness and dissemination initiatives, supporting the various stakeholders (educational and cultural authorities and organisations, teachers, schools and universities and the families as well) to face the challenges of the "Information Society".

The research and development as well as the social awareness activities of LRF are taking place in collaboration with other Greek and European organisations, universities, research centres, education agencies, cultural organisations, private companies and the media, in such a way to ensure:

Concrete results, on a short-term basis, in order to provide visibility and raise interest of the main stakeholders (public opinion, public authorities, industry, etc.)

Understanding the critical 'state-of-the-art' issues in the various sectors (Information Technologies, communications, electronic publishing, education research, industrial and social research), in order to be helpful for the Greek environment and the Greek educational community at large.

Availability of expertise in the field of the Information and Communication Technologies' (ICTs) applications in the cultural sector, in order to support the policy-makers and the cultural content providers to make the best use of the Greek and European Cultural Heritage (in the publishing sector, education, entertainment, etc.).

European added value, by addressing the needs of the European cultural sector, the European societies and our educational communities.

In the early '90s, LRF invested a lot in the production and pilot use of new learning materials, video-programmes especially designed for the Greek secondary schools, multimedia titles, etc., in close collaboration with both the Ministries of Education and Culture. There is a lot of experience there, which is now being used in the framework of the current innovative cultural and education programmes, in Greece and in Europe.

Reference to the most important national and European activities of the Foundation should include the production of 20 video programmes (as an integrated learning "package") and 2 CD-ROMs for the Greek secondary schools and their pilot use in almost 30% of the public schools in the country

(this project was run in close co-operation with the "Open University Production Unit", in UK, Greek software companies and Greek universities) and the participation in and/or co-ordination of European projects, to address:

- the in-service training of teachers (use of ICT, school networks etc.),
- the development and effective use of multimedia learning materials in the school environments,
- the integration of ICTs in Open and Distance Learning (ODL) schemes – in universities, schools and training agencies -,
- the analysis of the European educational multimedia market and the prevailing trends,
- the study of the new learning paradigms, evolved with the introduction of the ICTs,
- the establishment of European Networks to facilitate the upgrade of the new learning and working paradigms in both the Education and the cultural sector (in the form of Multimedia Support Networks),
- the research and technological development of multimedia, network-based solutions to be deployed by the cultural and archive organisations in Europe, to make best use of their content and resources.

The above-mentioned activities were undertaken either as a service to third parties (national public authorities and/or the European Commission) or in the framework of projects of the 4th RTD Framework and of the SOCRATES Programme.

Furthermore LRF is engaged in activities, carried out in the national environment, exploiting the expertise and relevant know-how from the European co-operation for the public interest in Greece. Relevant projects include:

- an in-depth survey and analysis of the impact of the ICTs in the Greek cultural sector and the preparation of an Operational Plan for Concerted Measures and Actions by the Ministry of Culture ("PROMETHEUS" Study),
- consulting provided to the Pedagogical Institute (Ministry of Education) in its planning and implementation of innovative actions in the public schools sector,
- supporting the Greek universities and training agencies to adopt the emerging flexible/open and distance learning (ODL) methodologies in their mainstream work,
- running two pilot projects – in co-operation with five universities, six cultural organisations and 4 industrial partners – for the establishment and validation of ODL models in primary school networks, making use of web-based cultural content.

The Foundation is being directed by a Board of Directors (13 members) and a Director General. It has a staff of 23 employees, with a core group of researchers, who co-ordinate project work, participate in research activities and plan innovations, working together with a Communication Unit and with the necessary support of a Financial Unit.

LRF is member of the 'European Distance Education Network' (EDEN), it is founding member of the 'European Experts Network for Educational Technology' (EENet, with one organisation representing each one of the EU Member States).

Selection of prior participation in Community programmes (partner or co-ordinator) in the past three years

- CALIBER-NET – Quality in European Open and Distance Learning; Socrates, 09.96 - 08.98
- D-FILM – Digital FILM Support Network.
- EUN – European SchoolNet Initiative; Joint call Educational Multimedia, 03.98 - 02.00
- LAMBDA- Local Applications of Multimedia Broad band Development.
- THE IMPACT OF ICT ON THE ROLE OF THE LEARNER – Tender DG XXII No. 23/97
- M.CUBE - A Multimedia Support Network for providing services to the cultural communities, to incorporate the use of multimedia materials in the cultural process.
- MESO and SYNERGY - aiming at recording the way in which the multimedia and audio-visual media are utilised in Education and Training in Europe and world-wide.; Tender DG XXII, 12.96 - 07.98 and 05.97 - 10.98
- STORIES – Intelligent Information Interfaces. It develops an approach to learning for young children that is aimed at the development of social communicative and emotional skills in the context of the everyday activities of children.
- SUSTAIN – A SOCRATES ODL project, aiming at supporting sustainability and dissemination of ODL projects' outcomes; Socrates
- TRENDS – Training Educators through Networks & Distributed Systems; TAP, 01.96 - 06.98
- VENIVA - Aiming to develop a 'virtual archive' in order to support archivists, researchers and historians by services provided on the network by the public and private archives in Europe.
- VES – Virtual European School.
- VICTOR – Visual Cultural Training Oriented Resources.

CV George Neofotistos

George Neofotistos got his Ph.D. in Physics from Temple University (Philadelphia PA, USA) in 1989. After his graduation, he joined the Electrical Engineering Dept. of Purdue University (West Lafayette, IN, USA; where he did his post-doctoral research study), the Physics Dept. of Temple University (as a visiting Assistant Professor), and the Physics and Space Sciences Dept. of the Florida Institute of Technology (Melbourne, FL, USA; as an Assistant Professor).

In 1993, he returned to Greece to join the Army (mandatory service) where he served as a sergeant and researcher at the Army's R&D Center. Afterwards, he worked at the Physics Dept. of the University of Crete, before coming to Athens to join the Lambrakis Research Foundation (where he manages the Greek Multimedia Support Center as well as a number of EC-funded ESPRIT projects

such as MENON and STORIES). In the field of education, his research focuses on the application of new technologies in various educational settings, evaluation methodologies and development of on-line learning programs and surveys.

CV Vasiliki Kollia

Vassiliki Kollia graduated from the National Kapodistrian University of Athens, Department of Philology, Faculty of Philosophy (option Linguistics) in 1995. In 1997 she was awarded the Master of Education (MEd) in *Information Technology, Multimedia and Education* from the University of Leeds, UK. Her thesis was in "Developments of Computer Based Interactive Techniques to support Second Language Learning". During 1996 she worked as a teacher of Language Arts. Since 1997 she has been working in projects dealing with teacher training and school networks and ICT. Since July 1998, she has been working as a researcher in *Lambrakis Research Foundation* (Educational Technology Unit) in RTD and pilot application projects for the integration of information technologies into traditional school settings. She speaks English, French, and German.

CV Chryssa Koutra

Chryssa Koutra graduated from the National Kapodistrian University of Athens, Faculty of Philosophy, Department of Philology in 1990. She then studied at the University of Bath, UK (1992-1993), where she was awarded the *Master of Education (MEd)*, specialising in Educational Technology. Her MEd thesis was: "An investigation into the factors and problems that affect selection of instructional media in Greek Secondary Schools: The language arts teachers' perspective". She worked as a teacher in GCE colleges (1993-1997). Since April 1997 she has been working as a researcher in the Education Technology Unit, Lambrakis Research Foundation, in projects for teacher training, educational networks, as well as the design and evaluation of educational software. She has also participated in several studies on behalf of the Ministry of Education and the European Commission. Her publications include articles on new technologies in education and individual differences in learning. Since 1998, she has been a part-time research student of King's College, London, focusing on 'networking for teachers' professional development'.

Experience of international/EU cooperation

- TRENDS (TRaining Educators through Networks and Distributed Systems): LRF has coordinated (1996-1998) the TELEMATICS APPLICATIONS PROGRAMME (TAP) project TRENDS. TRENDS was aimed at (a) the development and validation of an in-service, school-based, distance-training model for school teachers, (b) the establishment of a European Teachers Training Network (ETTN) based on the application of mature network technologies and telematics, (c) distance training of teachers in the use of ICT in teaching and learning. The European Teachers Training Network consisted of six Training Centres located in Greece, Italy, France, Spain, Portugal and the UK. Public education authorities, as well as the Ministries from six EU Member States have participated in TRENDS to establish a network of at least 120 public schools and 2,400 teachers, as a test bed for further developments in the multimedia, added-value services in educational networks. <http://www.lrf.gr/TRENDS>
- Netd@ys Europe: LRF has participated in collaboration with European and Greek education organisations, schools and private companies in the Netd@ys Europe initiative. LRF has coordinated the "Greek Netdays '97" project (LRF, IDEKE, Pliroforiki Technognosia), which was targeted to promote the application of digital networks and communication services in school education. The "School Islands in the Information Sea" project (12 Net, LRF),

Netd@ys Europe '98, was aimed at establishing a school network in remote islands with the use of wireless communication technology (wireless access to Internet through mobile telephony infrastructure). The "Agroweb" project, Netd@ys Europe '99, (LRF, Ellinogermaniki Agogi) developed a network of schools in agricultural areas in Greece, Austria, Germany and Finland. Pupils and teachers worked together on interdisciplinary subjects (agriculture) and promoted local products by means of experimental e-commerce applications (<http://www.netdays98.lrf.gr> or <http://www.agroweb.ellinogermaniki.gr>)

- MENON: An important project in the Educational Technology field, especially as regards the educational multimedia, for the establishment of a Multimedia Support Network for Education in Europe, with the participation of other 6 organizations from Italy, Germany, France, United Kingdom and Denmark, co-ordinated by LRF. MENON has created a "European Support Network for the production and use of multimedia for education" and established a European Agency to "facilitate" the production of multimedia software of high educational quality.
- VENIVA: an ESPRIT project, aiming to develop a "virtual archive" in order to support archivists, researchers and historians with information services provided through the network by the public and private archives in Europe. Within the framework of VENIVA, LRF developed an Internet-based image archive, while also produced a CD-ROM based on historical material concerning Venice.
- M.CUBE: an ESPRIT project (a Multimedia Support Network) funded by the European Commission's DGIII in order to provide services to the cultural communities, to incorporate the use of multimedia materials in the cultural process. M.CUBE objectives emphasize on the promotion of the cultural heritage, especially that of the Mediterranean countries, through the use of multimedia products and services.
- MESO and SYNERGY: They are two separate studies contracted by the European commission to research organisations consortia, with the participation of LRF. The studies aim to record the way in which the multimedia and audiovisual media are utilised in Education and Training in Europe and the rest of the world and the ways to broaden the possibilities of using the Information Technologies in schools.
- LRF has also conducted a study on Teachers In-service Training Using Distance Education in EU Member States on behalf of Lithuanian Distance Education Centre (LDEC) in August 1997.

National collaboration in RTD activities and school networking

- ISTOS: LRF in cooperation with the Pedagogical Departments of three Greek Universities (Athens, Thessaly, Crete) has initiated the ISTOS project, a large scale project to implement solutions and test a system of distance access to and utilization of cultural materials in Primary Education curriculum. The ISTOS project has been undertaken in cooperation with the National Gallery, the Greek Film Archives, the Byzantine Museum and the Music Library. The project, which has been currently under development, is co-ordinated by LRF.
- FAIAKES project, currently under development, has promoted the integration of ICT in the primary classroom across all subjects of the curriculum. More specifically it has involved teachers and upper primary pupils of 14 schools and included several activities ranging for the

selection of the participating schools, hardware installation and evaluation of existing or development of new software, to teacher training and evaluation of the innovation. It can also be considered as a feasibility study for the use of ICT in teaching and learning in primary schools all over Greece.

Lambrakis Research Foundation has so far undertaken research in current policies and practices for the use of ICT in education. More precisely, significant work has been carried out in the context of the following projects and research studies:

- SUSTAIN - Open and Distance Learning: Observation project (SOCRATES programme, 1998-2000) - supporting the sustainability of the outcomes of previous and current SOCRATES ODL projects, creating a collaborative approach among operators in the field of ODL, facilitating the circulation of information and stimulating the creation of synergy among projects presenting similar characteristics and dissemination purposes.
- MESO and SYNERGY (Tender DG XXII, 12.96 - 07.98 and 05.97 - 10.98) - aiming at recording the way in which the multimedia and audio-visual media are utilised in Education and Training in Europe and world-wide.
- "Models of Introduction and Evaluation of Educational Technology in Primary and Secondary Education" (Greek Ministry of Education, 1998-2000) - identifying critical factors for a balanced planning and development of educational technology in school education, by exploring the international experience in the field, in order to present the 'lessons learnt' and strategies/practices transferable to the Greek environment.

FIM-PSYCHOLOGIE (Friedrich Alexander-Universität Erlangen-Nürnberg)

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FIM-Psychologie is a research and development unit at the Friedrich-Alexander-University Erlangen-Nürnberg with a specialised mission for 'Development and Evaluation of Advanced Multimedia Open Learning and Qualification Systems'. It started 1975 as part of a large scale national experimental development of multimedia study systems on university level. Since then the world-wide biggest homogeneous modular study system on basic psychology has been developed here, used by about sixty universities and other institutions in German speaking countries.

Since 1986 FIM is a regular unit with a special aim to promote qualification systems targeted to support coping with technology change (e.g. IT-Training) and to consult policy makers on regional as well as state level.

It co-ordinates for Germany the G 7/G 8 project 'Information Society' (on 'Transcultural Education and Training') as co-lead together with France (all G7 countries + EU + Aus.).

Since 1993 FIM developed and set up the first nation-wide Multimedia learning network for home and office learners, using ISDN and the Internet, being complemented since 1995 by the project 'TELCOM' under 'Employment / NOW' to qualify for teleworking using advanced telelearning.

Since November '93 FIM operates the first community-computing network ('Bürgernetz') in Central and Western Europe, at the moment with 14.000 registered users. Under the regional initiative 'Bayern Online' this model was expanded to Bavaria as a whole.

FIM as a relatively "lean" institution with around 50 employees (both from social and computer sciences) is equipped with data processing facilities on all levels (In-house mixed UNIX-PC network, network access via 2x10 Mb fibre optics, Internet database hosts, WWW servers, 270xB ISDN access).

Socio-economic research, technology impact assessment and evaluation are the methodological and organisational tasks, with run through most of our activities, either as a integrated part of our own work at different phases of their life-cycle (quality management of processes and results), or as basic data for external services and consultancy.

FIM has profound experience on moderating regional consensus actions to cope with technology change, especially in Bavaria, e.g. the initiative 'BAVARIA ONLINE' in Telematics for Rural Areas 'TOP11', healthcare and actually as coordinator to set up the 'Bavarian Virtual University' as a cooperative action of all Bavarian Universities and Polytechnics.

FIM in Germany is in close and continuous work contract to major IT actors as: policy makers on federal as well as state level in Germany, in Bavaria and other Länder, also in France, Greece, Austria, Switzerland, Catalonia; Members of State, Federal and European Parliaments); ICDE, OECD-CERI, German Conference of Rectors, German Science Council; public bodies like BIBB, Bundesanstalt für Arbeit, IAB-Institute for labour market research, CEDEFOP; Associations like DIHT (Association of German chambers of commerce), IDW (Institute of German Industry), VDMA, VDI, trade union's qualification specialists (e.g. IG Metall), IT training providers (e.g. SIEMENS-SQT), in-house training departments regional training bodies; school institutions, software houses; research bodies, universities including IT-teacher training and continuing education.

Selection of prior participation in Community programmes (partner or coordinator) in the past three years

- AGORA - Teleservices for Small and Medium Sized Organisations; TAP, 01.96 – 12.98
- BASE - European DataBase of Multimedia Software Producers and Products; Socrates, 12.96 - 09.98
- BayQuaNet - Bavarian Qualification Network for SMEs; ADAPT, 06.96 - 06.98
- CAAM - Multiplier Project for Computer Assisted AssessMent; Leonardo, 01.99 – 12.00
- CALIBER-NET - European Standards for the Quality Control of ODL Products and Services; Socrates, 09.96 - 08.98
- CODE - Computer-based Open Distance Learning Network;
- HORIZON, 01.98 - 12.99
- COMPAS - Copyright Management and Multimedia Rights Clearance Best Practices for Educational Multimedia; INFO 2000, 01.99 – 12.00
- DOSY - Developing Organisational Skills for Young Workers; Leonardo, 01.97 – 12.99
- IMPTEL - IMPLementation of TELe-Working Structures in SMEs; ADAPT, 01.98 – 10.00

- INTERFOC - Training by Internet for Enterprises' Occasional Trainers; Leonardo, 12.97 – 12.00
- IT-EDUCTRA - Information Technologies EDUCation & TRaining for Health Care Professional; TAP, 01.96 – 03.99
- MAPS - MApping and Profile of Skills; Leonardo, 12.96 - 12.99
- MENON - Multimedia Educational InNOvation Network; ESPRIT, 04.97 - 09.99
- MESO - Multimedia Educational Software Observatory Tender DG XXII, 12.96 - 07.98
- MM-EDU- MultiMedia EDUcation: An Experiment in Delivering CBL Material; Copernicus, 01.98 - 12.00
- MULTIPALIO - Development and upgrading of a European Qualification System for Teachers and Trainers in the field of Open and Distance Learning; Leonardo, 01.98 - 12.00
- ÖKO-NETZ-BY - Individualisierte problemorientierte Qualifizierung zu Umweltmanagement und Öko-Audit nahe am Arbeitsplatz durch ein telematikgestütztes Multimedien-Lernnetz für KMUs; ADAPT, 01.98 – 06.00
- ODL Policy Seminar - Open and Distance Learning -Observatory Projects and European Partnership Projects; Socrates, 12.96 - 08.97
- OLPASS - Development of a European Clearing House to facilitate cross-country exchange of Open and Distance learning; Leonardo, 12.95 – 04.99
- REFERENCE - Multimedia in Further Education; Leonardo, 12.96 – 05.99
- SYNERGY - European Observatory on good practice in the use of ICT in Education and Training; Tender DG XXII, 05.97 - 10.98
- SUSTAIN - A project aiming at supporting sustainability and dissemination of ODL projects' outcomes; Socrates
- TELCOM - Vermittlung von TELeematik-COMpetenz für Frauen; NOW, 09.95 - 06.98
- TQM - Total Quality Management/Qualitätssicherung: Telematikgestütztes Qualifizierungssystem für Klein- und Mittelunternehmen; ADAPT; 01.98 - 12.00

CV Thomas Fischer

Date of birth: 1967 in Erlangen

Qualification: Study of Psychology at the University of Erlangen-Nürnberg;
Diploma in Psychology 1997

Posts held: Since 1999 Senior Researcher at FIM-Psychology, Lecturer at the University of Erlangen-Nürnberg

Experience: Project manager under ESPRIT, INCO Copernicus, ADAPT, LEONARDO, HORIZON and in national projects - Author of Open Learning Material - Research on User Needs, Statistical Analyses and Evaluations

SCIENTER

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SCIENTER is a an independent research organisation, active in the field of education and training. Created by the initiative of a group of professionals, SCIENTER was established in January 1988, as non-profit organisation, of which the University of Bologna is one of the shareholders, and is represented in the Board of Directors. Recently also Granada University has become a shareholder, also represented in the Board. SCIENTER is an active member of several European associations in the field of education and training (E.C.L.O., EUDAT, EDEN).

SCIENTER is interested in innovation of training systems, with main reference to the field of open and distance learning, organisational learning, use of information and communication technology in school, university and vocational training.

It develops research projects at regional, national, and European level in the following areas:

- training needs analysis methodology and dynamics of labour market;
- design and development of open and flexible learning systems;
- economics of ODL; organisational learning design and implementation; training of trainers for the use of new methodologies and new technologies;
- research and selection of learning materials;
- market analysis in education and training, particularly concerning the use of new technologies and ODL;
- dissemination of research results;
- dissemination of innovation in education and training;
- policy assessment;
- project evaluation.

SCIENTER employs 30 people and its turnover in 1999 was about 1,5 MEuros. It has provided technical assistance, policy advice and evaluation to the Italian Ministry of University and Research, the National Institute for Training, Regional Administrations of Italy and Spain, the European Commission (DG XIII, DGXXII), the European Training Foundation (Guide for Dissemination of TEMPUS outputs), the International Labour Office (support in the UN Staff College project).

SCIENTER has specific experience in reviewing sets of projects (evaluation, role performed in Telematics Applications and Target Socio-Economic Research by the proposed project Co-

ordination, review of COMETT and TEMPUS sets of projects, review of SOCRATES ODL projects in the SUSTAIN projects, etc.).

It has co-ordinated several European projects in the last twelve years (among which BEACON in DELTA, PALIO in COMETT, PANNONIA in TEMPUS, DOSY and ARCHIMEDE in LEONARDO da VINCI, SUSTAIN and ODL Policy Seminars in SOCRATES ODL, MESO for DG XXII) and has played core functions in other relevant European projects (TRIBUNE in DELTA, HUMANITIES in the joint action on ODL, BANKSKILL in FORCE, TRENDS in TELEMATICS Applications, MULTIPALIO in LEONARDO da VINCI, J100-REGIONES and REGIONES BIS in ADAPT).

In the frame of the J100-REGIONES and REGIONES BIS projects SCIENTER has assumed roles of both Technical Assistance and Transnational Secretariat for the strategic innovation (according to the primary objectives for the regional economic and social development) of the regional training systems in 12 European regions.

With the support of DGXXII, SCIENTER has realised the study "Policy Delphi on Priority Needs for Research, Study and Experimentation in European Education & Training" finalised at highlighting the priorities in terms of research, study and validation of Community Programmes and Initiatives in the field of education and training. The study has involved a group of experts and has addressed mainly organisational issues related to the field of education and training; these issues have hardly been addressed in earlier studies which focussed their attention rather on pedagogic, institutional and economic issues.

In the HUMANITIES project, the role of SCIENTER has been the coordination of research activities and the methodological support to the participating universities. More specifically, in the HUMANITIES II Part II project SCIENTER has co-ordinated a "DELPHI policy" survey to collect individual suggestions from University management staff and make them converge towards a limited number of strategic orientations for the sustainability of ODL integration within a conventional university environment.

Selection of prior participation in Community programmes (partner or co-ordinator) in the past three years

- CALIBER-NET - European Standards for the Quality Control of ODL Products and Services; Socrates, 09.96 - 08.98
- MESO - Multimedia Educational Software Observatory, a European market observatory on educational Multimedia products and services; DG XXII, 12.96 – 06.98
- PoLLlis – Analysis of Lifelong Learning Policies at City level in Europe; Leonardo, 12.96 – 11.98
- SYNERGY - European Observatory on good practice in the use of ICT in education and training; Leonardo, 01.97 – 04.98
- TEN – Trans-European Tele-Education Network, Europe wide ODL using satellite communications; TAP: 01.96 – 12.99
- TRENDS - Supporting telematic-based school-teachers training in 6 European countries (Greece, France, Italy, Portugal, Spain, United Kingdom); TAP, 01.96 – 06.98

- VES - Virtual European School, supporting the use of multimedia educational software in schools of three European Countries (Austria, Greece, Italy); Joint call Educational Multimedia, 03.98 – 02.00
- VIRTUE - VIRTUAl European University, supporting university networks in establishing effective use of ICT in learning and teaching; TEN-TELECOM, 04.96 – 03.98

CV Michela Moretti

Michela Moretti was born in Alfonsine (RAVENNA) in 1965. She took the Degree in Educational Science (Pedagogy) in 1988. From 1984 to 1990 she worked as part-time primary school teacher. Since March 1990 she has been working for SCIENTER carrying out different activities: pedagogical design and production of open learning materials for training projects in the frame of FORCE, TEMPUS, COMETT Programmes, development of monitoring and assessment systems (VES, DOSY TRENDS projects), research of materials for training of trainers on new educational technologies and open distance learning models, co-ordination of the Emilia-Romagna Regional Commission for the Certification of open and distance learning materials (CERFAD), analysis of Vocational qualifications, tutoring of trainers and teachers, organisation of conventions and exhibitions.

CV Stefania Aceto

Stefania Aceto was born in Bologna in 1970. She took a degree in Political Sciences at the University of Bologna in 1994. She has been collaborating with SCIENTER as a researcher since 1998. She has been working, either as Project manager or as a researcher, in the following projects: MESO Study for DG XXII, MENON under the ESPRIT Programme of DG III, LABS (Learning Agent in the Banking Sector) - LEONARDO Programme, ACHILLE – ADAPT Programme, CONFIDENCE Project - ADAPT Programme, SYNERGY (European Observatory on good practice in the use of ICT in education and training) - LEONARDO and in the project "The role of corporate HRD in creating opportunities for lifelong learning - TSER Programme.

ORFEUS

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URL: <http://www.orfeus.dk>

Orfeus, a private foundation, employs 20 people, 17 special ODL. Annual turnover 2 MEuro.

Orfeus is the Danish national organisation for the promotion of educational software and Information Technology (IT) for schools. Its aim is to supply the market with new and better digital

educational materials and to establish IT as a natural part of education in schools; not only as an individual subject, but integrated in education as a whole.

Orfeus was established in 1988 as an independent institution by The National Association of Local Authorities in Denmark, The Association of County Councils in Denmark, the municipalities of Copenhagen and Frederiksberg, and Kommunedata. Orfeus employs 20 people (and several others working on a free-lance basis) who all work on ODL related projects, developing multimedia software with accompanying tutorial courseware. Orfeus also initiates a wide range of activities to encourage the use of educational software.

The core activity of Orfeus is the production of digital educational media. The target groups are wide-ranging: from primary and secondary schools to grammar schools and schools for vocational and adult education. Today Orfeus supplies the Danish market with more than 100 different titles.

Prior participation in Community programmes, as partner or coordinator in the past three years

- COMPAS - Copyright Management and Multimedia Rights Clearance Best Practices for Educational Multimedia, a project investigating and describing Educational Multimedia intellectual property rights; INFO 2000, 01.99 – 12.00
- EUN – European SchoolNet. The overall objective of the EUN is to establish a European school information network as a multimedia and communications platform as well as a framework for collaboration between schools in Europe. ORFEUS acts as partner under the Danish ‘Ministry of Education’ with special tasks in the ENIS network of ‘European Network of Innovative Schools’; Joint call Educational Multimedia, 03.98 - 02.00
- IDUN - the Danish partner in the educational software exchange programme within the IDUN project under ‘The Nordic Council of Ministers’.
- MESO - Multimedia Educational Software Observatory partner, a market watch on the current status of the European Multimedia market; Tender DG XXII, 12.96 - 07.98
- SME Software Support - Small and Medium Sized Enterprise Software Support System establishing partnerships among SME software developers in Western Europe, Bulgaria and Lithuania; Copernicus
- Production Workshop on Teaching Materials for Mathematics using Educational Software - with participants from all members of the European Economic Area; Socrates
- THE IMPACT OF ICT ON THE ROLE OF THE LEARNER - a study on the status of research results and studies of ICT’s influence on the role of the learner; Tender DG XXII No. 23/97
- Representation of R&D projectS - a project about students’ representations of ICT; Joint call Educational Multimedia.

CV Ulla Gjørling

- Qualification: Master's Degree in English and Economics from the Universities of Århus, Copenhagen, Oxford and London.
- Posts held: Upper secondary teacher at Risskov Amtsgymnasium, 1990-91; Project manager at Orfeus for EU projects and the production of multimedia educational (since 1993); Senior project manager at Orfeus (since 1997)
- Experience: Project management in the production of multimedia educational resources primarily for upper secondary level; Management of European RTD projects; Member of the steering committee for the general ICT teacher re-training; ICT integration and ODL courses for teachers; Consultant on the Learn-IT project of the Danish Ministry of Education.

CV Marianne Frederiksen

- Qualification: Bachelor in Sociology at the University of Copenhagen, 1975; Teacher Training in Danish and French and Special Needs from Teacher's Training College, 1979; Pedagogical Candidate in French (cand.ped.) from The Royal Danish School of Educational Studies, 1998.
- Posts held: Primary and lower secondary teacher at Skt. Hans Gade Sshool, 1979-85 and at Skt. Annæ Gymnasium 1985-94; Project manager at Orfeus for national, Nordic and EU projects and the production of multimedia educational (since 1994).
- Experience: Project management in the production of multimedia educational resources primarily for primary and lower secondary level; ICT integration and ODL courses for teachers; Consultant on the Learn-IT project of the Danish Ministry of Education; Consultant on the NordRom project of the Nordic Council of Ministers; Project management in an evaluation project of Orfeus and Denmark's national information centre for technology-supported learning.

SOLU (QLS)

Staffordshire County Council (Education)

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UNITED KINGDOM

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E-Mail: c.hilditch@staffordshire.gov.uk, m.wilkinson@staffordshire.gov.uk

URL: <http://www.solu.com>

Staffordshire Open Learning Unit (SOLU) was established in 1985 to act as a focal point and centre of expertise for the development of all forms of Open and Flexible Learning. It operates within the Staffordshire County Council Education Department Quality Learning Services (QLS) and acts as a facilitator for the use of Open and Flexible Learning as a means of improving access to learning and accreditation with many of its activities ranging across the UK and beyond.

It provides consultancy and research services, executes innovative pilot projects and helps to facilitate the introduction of all forms of Open and Flexible Learning often involving a learning technology component.

SOLU has engaged in a number of National government and European projects. It has well developed links and partnerships with employers, public authorities, colleges and universities. SOLU has also been heavily involved in the development of Open Learning facilities in public libraries and its various activities bring it in regular contact with key user groups. These include corporate users, small to medium sized enterprises (SME's) Training and Enterprise Councils and other intermediaries, Further and Higher Education, and individual learners.

SOLU has been active in exploring the potential of new technologies for learning and is currently a partner in two projects under the EU IVth Framework R & D programme Telematics Applications for Education and Training (DOMITEL, TEN, Europe wide ODL using satellite communications)

SOLU's involvement in other European and National projects include MENON, LISTED, ODL resources database on the Internet, ADVANCE, DEMAINE, DOSY, TIME and OPEN for Learning.

SOLU is a member of the British Association for Open Learning (BAOL), the British Interactive Multimedia Association (BIMA), National Association of Advisers for Computers in Education (NAACE) and the Information and Communication Technology Support Network.

Selection of prior participation in Community programmes (partner or coordinator) in the past three years

- ADVANCE – Ufi Web based education and training services; ADAPT 01.98 – 12.99
- DEMAINE – Digital TV/Web information services for community regeneration programmes; ADAPT 01.97 – 12.99
- DOMITEL – DOMestic Interactive Telematic Education and Learning, building interactive TV applications over cable; TAP: 01.96 – 12.99 MENON - Multimedia Educational Innovation Network; ESPRIT: 04.97 - 09.99
- LISTED – Library Integrated System for Telematics-Based Education, building a ODL resources database on the Internet; TAP: 04.96 – 06.99
- OPEN for Learning - helping to set up more than 100 Learning Resource Centres in libraries;
- DOSY - Developing Organisational Skills for Young Workers; Leonardo: 01.97 – 12.99
- TEN – Trans-European Tele-Education Network, Europe wide ODL using satellite communications; TAP: 01.96 – 12.99
- TIME - a ODL support system for SMEs; Leonardo

CV Michael Wilkinson

- Qualification: M.Sc. in Information Technology (University of Warwick); London University Certificate in Education.
- Employment: Multimedia Consultant in SOLU (Quality Learning Services), Staffordshire County Council Education Department.
- Responsibilities: Co-ordination and delivery of training programmes; responsibility for coordination and execution of particular work packages within R&D projects related to education including a research; authoring and editing role in relation to project deliverables, assistance with project management.
- Experiences. Partner in European RTD projects MENON - Multimedia Education Innovation Network, TEN – Tele Education Network and DOMITEL – Education via cable services.

CV Ian Bloor BA, MIPD

- Prim. Function: ODL Consultant and Project Manager
- Spec. Interest: Open, Flexible and Distance Learning, Multimedia, ICT and Telematics
- Sectors: Education (all levels), training, enterprise support, management development
- Experience: Local: Project Manager and Specialist Consultant for ODL projects, feasibility studies and implementation projects
- International: Consultant for TEN (TAP), DEMAIN!, SUPERSTELLA (ADAPT), DOSY, CATALYST, ARCHIMDE, TIME (LEONARDO)

A.1.3 European SchoolNet (EUN)

European Schoolnet (EUN) is a joint venture between 20 Ministries of Education of the European Union, the European Free Trade Area and the countries of Central and Eastern Europe. It was established in March 1997 when the Ministers of Education of the European Union and the European Commission agreed to a proposal from Sweden. In its resolution on education and multimedia in June 1997, the European Parliament welcomed this agreement. European SchoolNet was officially launched in September 1998 after the adoption of a formal EUN Agreement in Lisbon in June 1998.

The decision-making body of European Schoolnet is its Steering Committee, which is composed of one representative from each of the participating ministries. The management of European Schoolnet is the responsibility of the EUN Office in Brussels with a truly European staff currently numbering twelve.

Basic funding of European Schoolnet is provided by the Ministries of Education. In addition, the European Commission generously supports the European Schoolnet through a number of projects within the framework of the education and R&D programmes of the European Union. Most important among these are the EUN Multimedia, the European Treasury Browser, the European

Universal Classroom and the European Knowledge Centre. These projects together involve over 200 persons across Europe.

Taking into account the priorities of the European Commission as presented in the Action Plan "Learning in the Information Society" (1996), the Ministries of Education have given European Schoolnet two key tasks:

- The setting up of a virtual multilingual European campus for learning and collaboration designed as a gateway to national and regional school network sites and resource centres.
- The establishment of a European network for innovation and the exchange of information on ICT in education.

Completing these two tasks will allow European Schoolnet to achieve its key objectives:

- To facilitate collaboration between teachers and pupils in Europe
- To foster the European dimension in education
- To encourage the use of ICT by schools in Europe

By developing its European campus (<http://www.eun.org>), European Schoolnet provides easy access both to the wealth of high-quality teaching and learning resources available through its partner networks and resource centres and to unique tools and services hosted by the EUN itself. Currently, there are four main facilities on the EUN campus:

- The Collaboration Area designed as a meeting-place for teachers who wish to work together within the framework of European projects. It is a one-stop location, which provides a comprehensive set of tools and information to facilitate the setting-up of collaborative projects between schools and disseminates the results on the Internet. The Area will also support and act as a gateway to projects established under the Comenius programme and will serve as a link to schools and projects in other parts of the world.
- The Resources Area is an on-line library and more, with a Virtual School set up by teachers for teachers in order to provide links to high-quality teacher resources and to build virtual learning environments. It also provides a multimedia Virtual Library offering schools the opportunity to upload their material for the benefit of other schools. A particular focus of the Resources Area is European awareness and citizenship. It also hosts the EUN Search Engine, which makes the resources on the EUN Web Site and those of the partner networks and resource centres easily available to schools. In addition, it will soon offer teachers and educational institutions the opportunity to buy and sell courses, lessons and tools using e-commerce facilities provided by partner networks.
- The Innovation Area functions as an information centre to help teachers, researchers, decision-makers and actors in the field to keep up-to-date on educational developments, and as a dedicated network for innovative schools. It will provide teachers with access to discussion forums and online conferences and will enable them to find information on research and

development projects regarding ICT and education. This focus will include the Observatory-related activities.

- The Teacher Training Area is an open college for professional development, which will offer training courses, conferences and discussion forums.

In addition to these four areas, the European SchoolNet has also established a number of multilingual news channels to provide teachers and schools with information on developments in schools, national networks and other European projects. Among them are the news pages of the EUN Web Site, the EUN Newsletter and - foremost - the EUN Teacher Newsletter - distributed in eight languages to teachers all over Europe every second week.

European network: Dissemination, Monitoring, Evaluation

The European SchoolNet has established a number of networks, which bring together officials of ministries and those responsible for national school networks, sites or technical infrastructures as well as researchers, teacher trainers and teachers themselves.

Its Steering Committee is the foremost European forum for senior policy-making officials of the Ministries of Education to exchange information and to discuss policy approaches. The Editorial Board and the Technical Network bring together key personnel from the EUN partner networks for regular discussion on themes of common interest and for presentation by companies and research institutions on front-end developments.

The newly established European Knowledge Centre is a framework allowing teacher training institutions and pedagogical research centres to work closely with teachers in order to develop the way ICT is used by schools. It supplements the European Network of Innovative Schools - 500 schools pioneering the use of ICT in education.

The EUN Strategy Forum is a small group composed of former Ministers of Education, researchers and corporate advisers designated to be a reflection forum on ICT in education and to provide a yearly general evaluation of the EUN.

European Network of Innovative Schools

The European Network of Innovative Schools (ENIS) is a European framework for schools, which are pioneering the use of new technologies in the classroom to improve teaching and learning. The schools are selected by the Ministries of Education according to a set of criteria focusing on innovative practice in the use of ICT in education.

The ENIS network has its own website (<http://enis.eun.org>) which will support its key objectives:

Discussion and dissemination of best practice in the use of ICT in teaching and learning. A database has been set up to provide extensive information about the ENIS schools. In addition, one of the main purposes of the ENIS web site will be to present news from the ENIS schools and the practices they have adopted.

Opportunities for advanced collaboration between schools in the vanguard of ICT development. The ENIS web site offers the schools a number of tools to facilitate the setting up of European projects among themselves.

Testing and validation of ICT-based products and services for education. The EUN will encourage companies to test new products with ENIS schools and to make front-end services and products available to them free of charge.

Taking innovation and change even further by making the ENIS schools partners in European development projects, by providing discussion forums where the role of ICT in education in a

modern Europe can be debated, and by making them partners in regular exclusive on-line conferences featuring key figures in the development of ICT and education. There will also be activities and projects, which build on the experiences of the pre-ENIS project involving 30 schools from Belgium, Ireland and Portugal.

CV Ulf Lundin

Qualifications: Master of Political Science, Uppsala University 1972

Posts held: Director of Policy Development, Parliamentary Office, Liberal Party 1970-1978
State Secretary for Education and Cultural Affairs 1978-1982
Cultural Counsellor, Embassy of Sweden to the U.S. 1983-1986
Assistant Under-Secretary for Cultural Affairs, Ministry of Education and Science 1986-1988
Education Counsellor, Delegation of Sweden to the OECD 1988-1995
Education Counsellor, Delegation/Permanent Representation of Sweden to the European Union 1989-1994/1996-2000
Assistant Under-Secretary for European Affairs, Ministry of Education and Science, 1995-1999
Member Education Committee of the OECD 1988-1992
Chairman Education Committee of the Council of Europe 1994
Chairman EFTA Education Expert Group 1991-1993
Member ERASMUS Committee, 1991-1994
Member of SOCRATES Committee 1995-1998
Chairman European Schoolnet 1997-2000

Experience: Policy development in the field of education and culture
European project development and management

CV Roger Blamire

Date of birth: 1949, Wolverhampton, UK

Qualification: Degrees in French and German, teaching qualification

Posts held: Since 2000 Networks Manager at European SchoolNet, developing the European Network of Innovative Schools and ValNet; supporting the EUN Editorial and Technical networks; developing proposals for new collaborative projects

Experience: Senior manager at NCET / BECTa 1988-2000; leading various national projects in UK ICT project, eg Portables for Teachers, National Grid for Learning; Head of International Developments, UK representative for Netdays Europe and EUN; author of various publications, most recently Connecting Schools Networking People 2000 and an international research study of the impact of ICT.

A.1.3 European Experts' Network for Educational Technology (EENet)

Address:

The Danish National Centre for Technology-Supported Learning (CTU)

Tordenskjoldsgade 27, 1

DK-1055 Copenhagen K

Denmark

The association's mission is to spread knowledge about ICTs in education so as to promote individual growth, foster European co-operation and develop quality and competitiveness. The association's aim is to establish EENet as a pan-European network for ICTs in education by supplying quality, information and strategic services.

The association's objectives are:

- to collect and share information regarding ICT developments and pilot projects and implementing results beyond the core of the network
- to advise educational establishments and policy makers at local and national government including the European Commission on implementing ICTs in education systems.

The functions of the association are:

- to analyse and distil information and inform partners on important national developments
- to be a focus of expertise in European ICT in education
- to act as a partnership for EU bids
- to act as a brokerage for projects/partnerships
- to have close links to other European activities or partnerships in this area
- to undertake activities supporting for example publication, conferences, web-sites, databases, etc.

Full membership of the association is open to legal entities (not individuals) which have an interest in the association's aims and fulfil the following criteria. Organisations should be recognised as being a central or national focal point of ICTs in education, and be:

- managing significant projects
- experienced in disseminating information and advice to schools, colleges, users generally

- close to their education ministries, though not necessarily part of them

Membership will normally be restricted to one organisation per country. The activities of EENet are managed by an Executive Board elected by the members and consisting of 2 persons. EENet phase 2 will operate initially from 1 January 1999 to 31 December 2000 and thereafter if funding can be secure.

List of EENet members

- Ministry of Education and Cultural Affairs, Minoritenplatz 5, A-1014 Vienna Austria, Mr. Helmut Stemmer, Phone: +43 1531203526, Fax: +43 1531203535, helmut.stemmer@bmuk.gv.at, <http://www.bmuk.gr.at>
- Danish National Centre for Technology-Supported Learning (CTU), Tordenskjoldsgade 27,1, DK-1055 Copenhagen K, Denmark, Ms. Susanne Panduro, Phone: +45 33360555, Fax: +45 33329228, spa@ctu.dk, <http://www.ctu.dk>
- National Board of Education, P.O. Box 380, FIN-00531 Helsinki, Finland, Ms. Liisa Lind, Phone: +358 977477476, Fax: +358 977477826, Liisa.Lind@oph.fi, <http://www.oph.fi>, <http://www.edu.fi>
- MENRT, Direction de la technologie Sous-direction des technologies éducatives, des technologies de l'information et de la communication, 1 rue Descartes, 75005 Paris, France, Ms. Michele Baron, Phone: +33 1 55558755, Fax: +33 1 55559634, michele.baron@education.gouv.fr, <http://www.education.gouv.fr/rechtech>
- ECMC, European Centre For Media Competence, Bergstraße 8, 45770 Marl, Germany, Mr. Harald Gapski, Phone: +49 2365940436, Fax: +49 2365940429, gapski@ecmc.de, <http://www.ecmc.de>
- BECTA, British Educational Communications and Technology Agency, Milburn Hill Road, Science Park, Coventry CV47JJ, Great Britain, Phone: +44 (0)1203416994, Fax: +44 (0)1203411418, <http://www.becta.org.uk>
- Lambrakis Research Foundation, 3 Paparigopoulou Str, GR-10562 Athens, Greece, Mr. Nikitas Kastis, Phone: +301 3311850, Fax: +301 3230668, kastis@lrf.gr, <http://www.lrf.gr>
- Istituto Tecnologie Didattiche (CNR), Via De Marini 6, IT-16149 Genova Italy, Mr. Vittorio Midoro, Phone: +39 0106475314, Fax: +39 0106475300, MIDORO@ITD.GE.CNR.IT, <http://www.itd.ge.cnr.it>
- Ministerie van Onderwijs, Cultuur en Wetenschappen, O. Box 25000, 2700 LZ Zoetermeer The Netherlands, Mr. Pieter Hogenbirk, Phone: +31 793233888, Fax: +31 793234112, P.Hogenbirk@minocw.nl, <http://www.minocw.nl>
- National Centre for Educational Research, P.B.8194-DEP, N-0034 Oslo, Norway, Mr. Sigmund Lieberg, Phone: +47 22476501, Fax: +47 22476552, Sigmund.Lieberg@nls.no, <http://www.nls.no>
- Programa de Nuevas Tecnologías, Torrelaguna 58, E-28027 Madrid, Spain, Mr. Agustin Quintana, Phone: +34 914082008, Fax: +34 913680709, aquintan@pntie.mec.es

- Distansutbildningsmyndigheten Swedish Agency for Distance Education (DISTUM), Box 194, S-871 24 Härnösand, Sweden, Sweden, Mr. Carl Holmberg, Phone: +46 611349500, Fax: +46 611349505, carl.holmberg@distum.se, <http://www.skolverket.se>
- Centre Pédagogique des Technologies de l'Information et de la Communication (CPTIC), P.O. Box 3144, CH 1211 Geneva 3, Switzerland, Mr. Raymond Morel, Phone: +41 2231805350, Fax: +41 223180535, MOREL@UNI2A.UNIGE.CH, <http://www.wedu.ge.ch/cptic>, <http://www.educa.ch>

EENet secretarial office: The Danish National Centre for Technology-Supported Learning (CTU), Denmark

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 (ICT). 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, the Sektor Net, LiveBoards with interactive bulletin boards, multimedia, Video Conferences, etc.
- The CTU has an Adaptation Fund of some DKK 100 million at its disposal. The Adaptation Fund is 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.

The Danish National Centre for Technology-Supported Learning is an organisation has 20_ full-time employees. Acting Director Mr Allan J. Christensen, eight consultants, one part time consultant, five administrative employees and five 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 Technology-Supported Learning.

Experience in international co-operation

Presently, the CTU is a partner in the project "European Schoolnet Knowledge Centre for Teachers and Researchers", the EKC project, supported by the Socrates Programme, ODL: Observation projects. September 1999 - August 2000

Functioning as Secretariat for EENet in 1999 and 2000, CTU is also managing the project "EENet Observe - The EENet Observatory, a basis for synergy and transparency between initiatives at national and international level in the area of ICT in education" under the Socrates Programme, Complementary Measures. Duration: 13 months, starting 20-10-99.

The CTU is involved in the following international associations and networks:

- 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
- IITE Network - A network established in connection with the "UNESCO Institute for Information Technologies in Education" in Moscow
- The CTU was also a member of the resource group "Futures" under the EU-Commission.

CV Dr Carl Holmberg, (Chair of EENet), Senior Adviser

Qualification: Studies mainly in Uppsala and Stockholm. Professionally a psychologist. PhD in Education 1975.

Posts (last): From Aug 16, 1999 working at DISTUM. My main tasks concern the development and implementation of an agenda for research into Distance Education.

Aug 1998 – July 1999 at the Foundation for Knowledge and Competence development (KK-Foundation). Theme: Dissemination of knowledge.

Aug. 1995 – July 1998 the Minister of Education appointed me as an expert to take part in a Governmental Committee on Distance Education. The task for the Committee was to set an agenda for Swedish Distance Education in the future.

Aug. 1999 Senior Lecturer at Department of Education and Psychology, Linköping University (from Feb. 1996 on leave).

Experiences: During 1994 I initiated a network (DUNET) of researchers in the field of Distance Education. I've been on the steering committee since then.

1994-1997 I co-ordinated a Symposium on Distance Education within the Nordic Association for Pedagogical Research.

Member of the Board of Swedish Association for Distance Education.

1996-1997 Swedish representative in the ODL Policy Seminar arranged by Scienet, Bologna. (EU: Socrates)

From Jan 1997 Swedish representative in European Experts' network for Educational Technology (EENet). From Jan. 2000 Chair of the network.

CV Susanne Panduro

Date of Birth: 1956 in Copenhagen

Qualification: MA (English language and literature, American Studies) at the University of Aarhus (1987)

Credit courses in Political Science, American History, American Literature, Sociology at the State University of New York at Binghamton, USA (1984),
Credit courses in German language and literature at University of the Aarhus (1977-80)

Posts held: Senior Consultant at the Danish National Centre for Technology-Supported Learning (since October 1995)

Consultant at the Danish Technological Institute, Centre for Competence Development and Media Integration (March 1990- October 1995)

Consultant, Aarhus Technical College, Department for Distance Education (7/89-3/90)

Assistant professor, University of Aarhus, Department of English (8/88 – 7/89)

WPs / Tasks	Objectives	Leader	Participants	Start project month	Duration (months)	Deliverables
WP1 – Project Management & Evaluation	Establishment of Management procedures, evaluation framework, project mngmt & evaluation	MENON	MENON, EUN	1	24	D1.1, D1.2(i,...iv), D1.3(i,ii)
WP2 – Knowledge Management System	Elaboration of Methodologies and Documentation systems	EUN	E E N e t , all partners	1	12	D2.1, D2.2
T2.1 – Systems	Develop and design systems Establish the "Innovative Practice" definition and assessment and observation and documentation procedures.	EENet		7	18	
T2.2 – Web site	Set up web site and integrate into Internet environment running horizontally across WPs	EUN				
WP3 – School watch	<p>Synoptic view of the compulsory education system, inc. overview, innovation, key projects, policy developments</p> <p>Collection and initial analysis of data – using national eWatchers</p> <p>Data collection and documentation of "innovations" at the school level</p> <p>Monitoring the ICT use in school and other educational environment Data collection from desk research, field surveys and third party collaboration, as well as documentation, covering the "demand" side (schools, other educational establishments, educational authorities, etc.)</p> <p>Sampling and collecting data, data input and information processing, interviews with policy/decision makers, statistical facts and figures, regarding schools, other education establishments (learning resource centres), and</p>	EUN	All Partners	7	18	<p>D3.1</p> <p>D3.2(i,ii)</p> <p>D4.1(i)</p> <p>D6.1, D6.2(i,ii)</p>

	professional development organizations Monitoring Innovative Practice and projects (including European pilot projects).					
WP4 – Education ICT Market watch (the supply of products, services, solutions, actors and alliances)	Data collection and documentation of the "supply" side (education market developments, including IT vendors, integrators, publishers, service providers, etc.) Collection of relevant information (interviews, focus groups, desk research, etc.) regarding the education materials and service providers and the market as a whole (relevant categorization to be consolidated in WP2)	MENON				D3.3(i,ii)
WP5 – Assessment & Forecast	Analysis of relevant information and assessments	MENON		7	18	
T5.1 – Public Policy developments	Assessment and projections concerning public policies	EUN	All Partners			D5.1(i,ii)
T5.2 – Evolution of Learning Systems	Expectations about the changes in learning in various areas from the school to the adults learning	MENON	All Partners			D5.2(i,ii)
WP6 – Reporting & Dissemination	Preparation of Monitoring and Analysis Reports, establishment of dissemination procedures, communication of observations and assessment.	EUN	All Partners	1	24	D7.1, D7.2, D7.3, D7.4(i,ii)

B.4.4 Detailed Description of Work Packages

Workpackage number :	1 – Project Management & Evaluation
WP Leader:	MENON Network
Start date or starting event:	Project Month 1
Duration:	24 Month

Objectives

- Establishment of Management procedures
- Development of the evaluation framework
- Actual Project Management & Project Evaluation

Description of work

The work will be co-ordinated by the MENON Network and the EUN Office, for the preparation of the detailed deployment plan, called 'Observatory Development Plan'. The development of the project evaluation framework will be carried out through a series of partnership consultation meetings and meetings with third parties. The management of the project will be conducted by the Project Co-ordinator and the Associate Project Co-ordinator (see more in part B4.3). Other partners will be supported in their administration needs through the **eWATCH** office, which will be hosted by MENON and EUN in Brussels.

Deliverables

- D1.1 – 'Observatory Development Plan'
- D1.2(i,...,iv) – (4) Focused Project Progress Reports to support formative evaluation and monitoring of project development (Final Progress Report in project month 24, accompanied by final, consolidated version of the "Observatory" – the methodology – as well as by the analysis framework, to support assessment and forecast)
- D1.3(i,ii) – 'Evaluation Framework' & Final 'Project Evaluation Report'

Tasks:

- T1.1: The 'Observatory Development Plan'
- T1.2: Management of the Project
- T1.3: Project Evaluation

B.4.4 Detailed Description of Work Packages

Workpackage number :	1 – Project Management & Evaluation
WP Leader:	MENON Network
Start date or starting event:	Project Month 1
Duration:	24 Month

Objectives

- Establishment of Management procedures
- Development of the evaluation framework
- Actual Project Management & Project Evaluation

Description of work

The work will be co-ordinated by the MENON Network and the EUN Office, for the preparation of the detailed deployment plan, called 'Observatory Development Plan'. The development of the project evaluation framework will be carried out through a series of partnership consultation meetings and meetings with third parties. The management of the project will be conducted by the Project Co-ordinator and the Associate Project Co-ordinator (see more in part B4.3). Other partners will be supported in their administration needs through the eWATCH office, which will be hosted by MENON and EUN in Brussels.

Deliverables

- D1.1 – 'Observatory Development Plan'
- D1.2(i,...,iv) – (4) Focused Project Progress Reports to support formative evaluation and monitoring of project development (Final Progress Report in project month 24, accompanied by final, consolidated version of the "Observatory" – the methodology – as well as by the analysis framework, to support assessment and forecast)
- D1.3(i,ii) – 'Evaluation Framework' & Final 'Project Evaluation Report'

Tasks:

- T1.1: The 'Observatory Development Plan'
- T1.2: Management of the Project
- T1.3: Project Evaluation

Workpackage number :	2 – Knowledge Management System
WP Leader:	EUN
Start date or starting event:	Project Month 1
Duration:	12 Month

Objectives

- Preparation of a soft-system design for a ‘state-of-the-art’ knowledge management system based on a report on existing methodologies and documentation systems related to the use of ICT in school and other education environments (EENet)
- Implementation of a modular, database-driven dynamic application platform to support content harvesting from the observation, documentation collection and analysis workpackages, incorporating a set of online methodological analysis tools, intelligent search and query-builders, and including indicators-based surveys, innovative practices monitoring information, policy documentation, Learning Environment and Market Watch information.

Description of work

The ‘soft system design’ work in this WP will be targeted in the mapping of the relevant know-how and available methodologies related to the monitoring of the use of ICT, the monitoring of innovations and changes in relation to their impact on the learning process, the elaboration of existing (through the **eWATCH** partners) methodologies and expertise and, finally, the preparation of a ‘state-of-the-art’ document as the basis for the building of the ‘observatory framework’ of **eWATCH**.

Based on this work, European Schoolnet will then lead the implementation (physical design, coding, testing, publishing) of the **eWATCH** Observatory system, to be developed as a knowledge management documentation and information system. Information will be structured and organised via a *mySQL* database linked to the internet via a *Cold Fusion Application Server* utilising *Apache* with *UNIX Solaris*. This allows for organisation, control and access to large amounts of dynamic information (certain areas may be password-protected), making it possible to build sophisticated queries and search results. The **eWATCH** environment will be embedded in the European Schoolnet integrated platform.

Deliverables

- D2.1 – Design specification for a ‘state-of-the-art’ knowledge management system based on a report on existing methodologies and documentation systems related to the use of ICT in school and other education environments (EENet)
- D2.2(i,ii) – ‘Methodology & Technical Guide to Implementation’ for the **eWATCH** Observatory (1st and 2nd version).
- D2.3 – “eWATCH” Knowledge Management System and Server

Tasks

- T2.1: Consolidation of existing methodologies and research schemes
- T2.2: Implementation of a knowledge management platform system and server incorporating methodological tools, information, documentation and analysis systems (Task Leader: EUN)

Workpackage number :	3 – Learning Environment Watch
WP Leader:	European Schoolnet
Start date or starting event:	Project Month 7
Duration:	18 Month

Objectives

- The development of the information system(s) to support the methodology and the ‘observation framework’
- Data collection towards a synoptic view of the compulsory education system based on desk research, field surveys and third parties collaboration and data input and related documentation, in order to monitor the ‘demand side’ (schools, other educational establishments, educational authorities, etc.) as regards the use of ICT in educational settings.
- Deploying representatives from the European Network of Innovative Schools (ENIS) to provide regular input to surveys, meetings and content gathering processes.

Description of work

The WP3 includes the core activities of surveying, research, data collection and processing and reports preparation. It will be carried out through the co-ordination of European Schoolnet and the extensive involvement of the European Network of Innovative Schools (ENIS). Further background and contextual research will be carried out into European educational web sites, sector news publications and newsletters, conventional press and media, consultations with experts from the EUN national networks, experts from educational organizations – both national and commercial – information gathered from European ICT research projects educational/technology events and conferences. Research will incorporated from European policy development, national policy developments and technology and school market developments gathered from WP4.

Deliverables

- D3.1 – eWATCH Knowledge Management System content input
- D3.2(i,ii) – [preliminary and final] Report on the process of data collection and analysis and presentation of results, concerning the use of ICT in education systems

Tasks

- T3.1: Monitoring the use of ICT in educational environments
- T3.2: Coordination with European Network of Innovative Schools (ENIS)

Workpackage number :	4 – Market Watch
WP Leader:	MENON
Start date or starting event:	Project Month 7
Duration:	18 Month

Objectives

- The development of the information system(s) to support the methodology and the ‘observation framework’
- Data collection towards a synoptic view of the compulsory education system based on desk research, field surveys and third parties collaboration and data input as well as documentation, in order to monitor the ‘demand side’ (schools, other educational establishments, educational authorities, etc.) as regards the use of ICT in educational settings and, finally
- Exploiting the MENON/MESO methodology, elaborated with consultation meetings with industrial actors (like the European Education Partnership” [EEP]) and authorities in order to run a market ‘watch of the supply’ function (education market developments, including IT vendors, integrators, publishers, service providers, etc.)

Description of work

The WP3 includes the core activities of surveying, research, data collection and processing and reports preparation. It is the most effort-intensive part of the project and will be carried out through the co-ordination of MENON and the extensive involvement of EUN, by allocating most of the secretarial staff contribution in the continuous updating of the system. Field surveys in sampled national environments, desk research, interviews and focus groups discussions with the relevant actors (both education authorities, education organisations and the industry) will be the main source of information. The relevant Reports will shed light on the critical success factors of the whole process and foster the long-term sustainability parameters of the ‘Observatory’.

Deliverables

- D4.1 – eWATCH Information System
- D4.2(i,ii) – [preliminary and final] Report on the process of data collection and analysis and presentation of results, concerning the use of ICT in education systems (restricted circulation for the Commission and members of the User Group, documents to support EC ‘Action Plan’ for the Education in ‘eEurope’)
- D4.3(i,ii) - [preliminary and final] Report on the process of data collection and analysis and presentation of results, concerning the educational multimedia (products/services) market developments (restricted circulation for the Commission and members of the User Group, documents to support EC ‘Action Plan’ for the Education in ‘eEurope’)

Tasks

- T4.1: Monitoring the use of ICT in educational environments
- T4.2: Education ICT Market Watch

Workpackage number :	5 – Analysis, Forecasting and Assessment
WP Leader:	MENON Network
Start date or starting event:	Project Month 7
Duration:	18 Month

Objectives

- (a) Assessment and projections concerning public policies across Europe concerning the sustainable and fruitful use of ICT in Education – by using the analysis framework developed in WP2 -, (b) Methodology and action plan to communicate innovative results from European pilot projects to mainstream educational environments and (c) Analysis, trends and expectations as regards the changes in learning in various areas from the school to the life-long learning (home-linked) environments.

Description of work

The work in WP5 consists of a forecasting and analysis exercise, to provide well-documented evidence in order to base (a) sound estimates of policies and their impact on the changing process education is being through and (b) projections concerning the evolution of learning systems both in terms of means, organization and deployment in various education settings, especially for young people.

The results of WP5 work will feed in the planning of public actors at European and regional level, to the extent that will provide a solid basis for understanding the trends. At the same time, a “Qualitative Analysis Scheme” will be adopted (see experience from the SUSTAIN project) in order to identify critical and promising elements and results of the SOCRATES/MINERVA funded projects, fostering their validation parameters and supporting their relevance to mainstream education and education planning activities.

Deliverables

- D5.1(i,ii) – (2) Reports ‘Public Policies for the Education in the Information Society – Education in eEurope’ (first and updated edition)
- D5.2(i,ii) – (2) Reports ‘Learning Systems in the Information Society – Education in eEurope’ (first and updated edition)

Tasks

- ◆ T5.1: Public Policy Developments (Task Leader: EUN)
- ◆ T5.2: Evolution of Learning Systems (Task Leader: MENON Network)

Workpackage number :	6- Reporting & Dissemination
WP Leader:	European Schoolnet
Start date or starting event:	Project Month 1
Duration:	24 Month

Objectives

- Preparation of **eWATCH** Monitoring and Analysis Reports
- Establishment of communication policy and dissemination mechanisms
- Communication of selected results and observations in various formats

Description of work

The members of the project networks are key actors in their respective countries, a broad dissemination of the results of the project can be guaranteed. Moreover, through the fact that European Schoolnet and EENet are networks of networks, the most effective dissemination can be ensured. In order to facilitate collaboration between teachers and pupils in Europe, foster the European dimension in education and encourage the use of ICT by schools in Europe, the European Schoolnet has established a number of networks which bring together officials of ministries and those responsible for national school networks, sites or technical infrastructures as well as researchers, teacher trainers and teachers themselves.

Reporting and dissemination will be defined by a communications plan that will outline the target audience and the preferred modes of communication as well as any requirements in terms of feedback and input to the knowledge management system.

The communications plan will specify dissemination objectives and outcomes and will include a description of the mechanisms for communication and systems of feedback for gauging the dissemination effects. Requirements for the monitoring and analysis reports will be described, outlined, commented on, written and distributed. Basic dissemination mechanisms will include a public website spawned by the knowledge management system and containing selected articles and information. The existing websites of EENet, MENON, and EUN will be interlinked in this respect. A database driven system allows for a degree of flexibility in personalization, information lookup and searching. The website will include forums for interested participants. A regular (monthly) electronic newsletter will be emailed to registered subscribers outside the project partnership. Two workshops with Stakeholders will be arranged and reported on in details.

Deliverables

- D6.1 Communications Strategy Report, month 3
- D6.2 (i,ii,iii) **eWATCH** Monitoring and Analysis Reports 1-3, bi-annual from month 6.
- D6.3 Public website and monthly newsletter profiling selected findings, from month 4
- D6.4(i,ii) Proceedings of Workshops with Stakeholders

B.4.5 Deliverables List












ID	Deliverable No	Deliverable title	Delivery date	WP	Milestone	Dissemination level
1	1.1	Observatory Development Plan	Month 6	WP1	⌚	Restricted
2-5	1.2(i,...,iv)	(Focused) Progress Reports	Month 7, 13, 19, 24	WP1		Restricted
6,7	1.3(i,ii)	Evaluation Framework & Evaluation Report	Month 7, 24	WP1	⌚	Restricted
8	2.1	Design Specifications of the Knowledge Mngmt System	Month 7	WP2	⌚	Restricted
9,10	2.2(i,ii)	Methodology & Technical Guide to Implementation (2 versions)	Month 13, 24	WP2		Public
11	2.3	"eWATCH" Information System & Server	Month 10	WP2		Restricted
12	3.1	Knowledge Mngmt System – Content (ICT in Learning Environments)	Month 10	WP3		Public
13,14	3.2(i,ii)	Reports on Data Collection and Analysis (Users/Demand)	Month 13, 24	WP3		Restricted
15,16	4.1	Knowledge Mngmt System – Content (Education ICT Market)	Month 10	WP4		Public
17,18	4.2(i,ii)	Reports on Data Collection and Analysis (Market/Supply)	Month 13, 24	WP4	⌚ (1 st report)	Restricted
19,20	5.1(i,ii)	Reports "Public Policies for the Education in the Information Society – Education in eEurope"	Month 13, 24	WP5		Public
21,22	5.2(i,ii)	Reports "Learning Systems in the Information Society – Education in eEurope"	Month 13, 24	WP5	⌚ (1 st report)	Public
23	6.1	Communication Strategy Report	Month 4	WP6		Restricted
24-26	6.2(i,ii,iii)	eWATCH Monitoring & Analysis Reports	Month 13, 19, 24	WP6		Public
27	6.3	"eWATCH" public Web Site	Month 4	WP6		Public
28,29	6.4(i,ii)	Proceedings of Workshops with Stakeholders	Month 13, 24	WP6	⌚ (1 st event)	Public






B4.6 – Time Plan of the Project (Gantt chart)

Month	3	6	9	12	15	18	21	24
Workpackage								
WP1 - Project Management & Evaluation								
T1.1 – “Observatory Development Plan”		☘ D1.1						
T1.2 – Management of the Project			☘ D1.2i		☘ D1.2ii		☘ D1.2iii	☘ D1.2iv
T1.3 – Project Evaluation			☘ D1.3i					☘ D1.3ii
WP2 – Knowledge Management System								
T2.1 – Consolidation of existing methodologies and research schemes			☘ D2.1					
T2.2 – Implementation of an integrated knowledge management platform incorporating methodological tools, information, documentation and analysis systems				☘ D2.3	☘☘ D2.2i			☘☘ D2.2ii
WP3 – Learning Environments WATCH				☘ D3.1	☘ D3.2i			☘☘ D3.2ii
WP4 – Education ICT Market WATCH				☘ D4.1	☘ D4.2i			☘ D4.2ii

NOTE: ☘ [Deliverable] Document, ☘ [Deliverable] Methodology, ☘ [Deliverable] Information & Database System, ☘ [Deliverable] Web Site, ☘ [Deliverable] Event (Proceedings)

Time Plan of the Project (Gantt chart) [cont.]

Month	3	6	9	12	15	18	21	24
Workpackage								
WP5 – Assessment & Forecast								
T5.1 – Public Policy Developments					 D5.1i			 D5.1ii
T5.2 – Evolution of Learning Systems					 D5.2i			 D5.2ii
WP6 – Reporting & Dissemination								
T6.1 – Reports Preparation					 D6.2i		 D6.2ii	 D6.2iii
T6.2 – Project Communication and Dissemination of results		 D6.1  D6.3			 D6.4i			 D6.4ii

NOTE:  [Deliverable] Document,  [Deliverable] Methodology,  [Deliverable] Information & Database System,  [Deliverable] Web Site,  [Deliverable] Event (Proceedings)

B.4.7 Project Resources and Budget

TABLE 4.7.a - Effort allocation (for the two personnel categories) per Partner and WP/Task [Total Project]

<i>PARTNERS</i>	MENON	EUN	EENet	Total Effort (p-ms)	Effort in person-days
Workpackages					
WP1 - Project Mngmt & Evaluation	10	10		20	360
Researcher/Manager	5	5		10	180
Technical/Secretarial	5	5		10	180
WP2 - Knowledge Management System					
T2.1 Systems and Methodologies	6	4	6	16	288
Researcher/Manager	3	2	3	8	144
Technical/Secretarial	3	2	3	8	144
T2.2 "eWATCH" Information System & Server	2	12	2	16	288
Researcher/Manager	1	6	1	8	144
Technical/Secretarial	1	6	1	8	144
WP3 - Learning Environments WATCH		40	8	52	936
Researcher/Manager	2	20	4	26	468
Technical/Secretarial	2	20	4	26	468
WP4 - Education ICT Market WATCH	16			16	288
Researcher/Manager	8			8	144
Technical/Secretarial	8			8	144

WP5 - Analysis, Forecasting & Assessment					
T5.1 - Public Policy developments	8	4		12	216
Researcher/Manager	4	2		6	108
Technical/Secretarial	4	2		6	108
T5.2 - Evolution of Learning Systems	16	2	4	22	396
Researcher/Manager	8	1	2	11	198
Technical/Secretarial	8	1	2	11	198
WP6 - Reporting & Dissemination	12	12	2	26	468
Researcher/Manager	6	6	1	13	234
Technical/Secretarial	6	6	1	13	234
Total Effort (p-ms)	74	84	22	180	3240

TABLE 4.7.b - Effort allocation (for the two personnel categories) per Partner and WP/Task [Year 1]

PARTNERS	MENON	EUN	EENet	Total Effort (p-ms)	Effort in person-days
Workpackages					
WP1 - Project Mngmt & Evaluation	5	5		10	180
Researcher/Manager	2.5	2.5		5	90
Technical/Secretarial	2.5	2.5		5	90
WP2 - Knowledge Management System					
T2.1 Systems and Methodologies	6	4	6	16	288
Researcher/Manager	3	2	3	8	144
Technical/Secretarial	3	2	3	8	144
T2.2 "eWATCH" Information System & Server	2	12	2	16	288
Researcher/Manager	1	6	1	8	144
Technical/Secretarial	1	6	1	8	144
WP3 - Learning Environments WATCH	2	20	4	26	468
Researcher/Manager	1	10	2	13	234
Technical/Secretarial	1	10	2	13	234
WP4 - Education ICT Market WATCH	8			8	144
Researcher/Manager	4			4	72
Technical/Secretarial	4			4	72
WP5 - Analysis, Forecasting & Assessment					
T5.1 - Public Policy developments	4	2		6	108

Researcher/Manager	2	1		3	54
Technical/Secretarial	2	1		3	54
T5.2 - Evolution of Learning Systems	8	1	2	11	198
Researcher/Manager	4	0.5	1	5.5	99
Technical/Secretarial	4	0.5	1	5.5	99
WP6 - Reporting & Dissemination	6	6	1	13	234
Researcher/Manager	3	3	0.5	6.5	117
Technical/Secretarial	3	3	0.5	6.5	117
Total Effort (p-ms)	41	50	15	106	1908

TABLE 4.7.c - Effort allocation (for the two personnel categories) per Partner and WP/Task [Year 2]

PARTNERS	MENON	EUN	EENet	Total Effort (p-ms)	Effort in person-days
Workpackages					
WP1 - Project Mngmt & Evaluation	5	5		10	180
Researcher/Manager	2.5	2.5		5	90
Technical/Secretarial	2.5	2.5		5	90
WP2 - Knowledge Management System					
T2.1 Systems and Methodologies					
Researcher/Manager					
Technical/Secretarial					
T2.2 "eWATCH" Information System & Server					
Researcher/Manager					
Technical/Secretarial					
WP3 - Learning Environments WATCH	2	20	4	26	468
Researcher/Manager	1	10	2	13	234
Technical/Secretarial	1	10	2	13	234
WP4 - Education ICT Market WATCH	8			8	144
Researcher/Manager	4			4	72
Technical/Secretarial	4			4	72
WP5 - Analysis, Forecasting & Assessment					
T5.1 - Public Policy developments	4	2		6	108

Researcher/Manager	2	1		3	54
Technical/Secretarial	2	1		3	54
T5.2 - Evolution of Learning Systems	8	1	2	11	198
Researcher/Manager	4	0.5	1	5.5	99
Technical/Secretarial	4	0.5	1	5.5	99
WP6 - Reporting & Dissemination	6	6	1	13	234
Researcher/Manager	3	3	0.5	6.5	117
Technical/Secretarial	3	3	0.5	6.5	117
Total Effort (p-ms)	33	34	7	74	1332

TABLE 4.7.d - Personnel Cost

Personnel Category	Main Tasks	No of days per person	No of persons	Cost per day (Euros)	Total Cost (Euros)
Researcher/Manager	All Workpackages	162	10	266	430920
Technical/Secretarial Staff	All Workpackages	270	6	122.5	198450
Total		432	16	388.5	629370

Table 4.7.e - Budget & Project Funding

	MENON	EUN	EENet	Total
<i>Personnel Cost</i>	258741	293706	76923	629370
<i>Travel & Accommodation</i>	30000	30000	18000	78000
<i>Other cost (publication, communication)</i>	10000	10000	2000	22000
Total Cost	298741	333706	96923	729370
Requested Funding (70%)	209118.7	233594.2	67846.1	510559

Table 4.7.f - Budget & Project Funding [Year 1]

	MENON	EUN	EENet	Total
<i>Personnel Cost</i>	143356.5	174825	52447.5	370629
<i>Travel & Accommodation</i>	20000	20000	10000	50000
<i>Other cost (publication, communication)</i>	5000	5000		10000
Total Cost	168356.5	199825	62447.5	430629
Requested Funding (70%)	117849.55	139877.5	43713.25	301440.3

Table 4.7.g - Budget & Project Funding [Year 2]

	MENON	EUN	EENet	Total
<i>Personnel Cost</i>	115384.5	118881	24475.5	258741
<i>Travel & Accommodation</i>	10000	10000	8000	28000
<i>Other cost (publication, communication)</i>	5000	5000	2000	12000
Total Cost	130384.5	133881	34475.5	298741
Requested Funding (70%)	91269.15	93716.7	24132.85	209118.7

B.4.8 Project Management & Dissemination

Project Management

The partners have a long (more than 15 yrs) experience in European projects and this will certainly be reflected in the everyday management and coordination of the project.

The MENON Network is appointing the *Project Co-ordinator (PC)*, Mr Claudio Dondi, Member of the Board of MENON EEIG and President of Scienter Srl (Italy), one of the founding member organizations (see attached CV).

The PC will be closely working and supported in his coordination tasks by the *Associate Project Co-ordinator (APC)*, Mr Roger Blamire, appointed by EUN (see attached CV as well).

Each of the partners, the participating networks, will appoint two representatives, to form the *Management Committee (MC)*, which will meet every three months, in Brussels, to closely follow the work of the project and provide relevant guidance and recommendations for critical activities and future plans. Seven (7) MC meetings are foreseen, apart from the project kick-off meeting, in months 3, 6, 9, 12, 15, 18 and 24.

The *Administration Unit (AU)* of the **eWATCH** Observatory will be hosted by the MENON and the EUN Office, in Brussels. The AU will provide consistent support to the MC and the PC and APC, being in close contact with the European Commission.

MC will convene five (5) times during the project period, months 1, 6, 12, 18 and 24 being joined by the members of the **eWATCH** working team, from all the participating entities of the networks (MENON members, EENet members, members of the staff of the EUN Office). These Project Meetings, starting with the kick-off, will be devoted to in-depth analysis and planning of the project and the relevant activities, in-depth review of the progress and support the formative project evaluation.

Finally, three (3) times in the project, month 3, 12 and 24, the MC will meet the "User Group", consisted of members from the contacted European organizations and educational authorities, in order to (a) ensure transparency of the methodologies and effectiveness of data collection and processing and (b) validate the long-term sustainability of the "Observatory".

Dissemination Policy

Since the members of the project networks are key actors in their respective countries, a broad dissemination of the results of the project can be guaranteed. Moreover, through the fact that European Schoolnet and EENet are networks of networks of users, the most effective dissemination can be ensured.

The **eWATCH** Observatory will not only be published in printed version, but also be accessible on various web sites such as the **eWATCH** web site, the EENet web site and the site www.odl.org. In order to maximise results, specific and embedded actions will be combined. An 'embedded strategy' for dissemination would mean to utilise existing publications, events, innovation networks to diffuse relevant parts for synthesis of the **eWATCH** observatory in order to enhance its impact on strategic orientation, policy making and innovative practice. The Communication Strategy, delivered in project month 3, will include a set of actions to proceed in the right direction.

In this sense, the **eWATCH** consortium will attend Concertation meetings of SOCRATES/MINERVA, major conferences and events in the field of ICT and education. The annual EDEN Open Classroom Conference will be an important forum to discuss and spread observation results. Articles will be published in important educational magazines and journals, publishing syntheses of the results. At the same time, the various Newsletters from the partners (the EUN newsletter reaches about 30 000 teachers all over Europe) will be used in order to spread the results of the observatory. The 'European Journal for Open and Distance Learning', published by EDEN will be an other important organ for dissemination (also online available under www.nks.no/eurodl).

In order to achieve a policy up-link, the project partners will organise special policy-oriented meetings at European and national level (see WP6 description). Particular attention will be paid to the issue of scalability of high quality, of turning small scale experience into wide spread experience education system practice. In addition, quality analysis of outputs of projects and dissemination of thematic reviews will be disseminated to other SOCRATES/MINERVA projects as well as to the policy-makers.

B.5 Competence and experience of the Co-ordinator and Partners

The collaboration of the key 'actors' in the field of learning-oriented technologies will ensure a comprehensive and multi-perspective picture of ICT in education and a widespread dissemination of the results. Each of the partners has developed substantial observation, evaluation and dissemination device.

B.5.1 Multimedia Educational Innovation Network (MENON)

The MENON Network is a European Economic Interest Group, being established by 5 European organisations, with long experience in the field of learning systems and ICT/ODL related innovations as well as in the area of education market surveys and consultancy - namely the Lambrakis Research Foundation, FIM-Psychologie, SCIENTER, ORFEUS and SOLU (QLS) (<http://www.menon.org>). The MENON Network has developed a set of methodologies for surveys on the use of ICT in education environments as well as on the evaluation of ICT-based learning materials.

Most of the members of the MENON Network have been part in the BEACON project and in the MESO (Multimedia Education Software Observatory, 1996-1998) project and have developed a suitable methodology and a deep knowledge about the European educational market. The successfully finished study has contributed to experiences in the following areas:

- collecting information on multimedia/audio-visual technologies and suppliers in order to evaluate the market size of the home, education and training sectors, and estimate about market trends;
- identifying and analysing the strategies of the suppliers and distributors and their respective competitive position on the European educational multimedia and audio-visual markets
- establishing an inventory of the best available and most promising multimedia and audio-visual technologies, products and services in the field of educational and training
- reviewing and analysing the past and current policy initiatives for promoting the diffusion of multimedia and audio-visual, and evaluate their impact on the strategies of suppliers, distributors and users
- reviewing the legal and financial processes concerning universal service provision, copyright and access to the financial market in a future perspective, to foresee about the consequences of the production and the diffusion of multimedia and audio-visual for educational purposes.

Furthermore, the Sustain project SUSTAIN - Open and Distance learning: Observation project EU SOCRATES programme (1998 - 2000) has provided the participating partners with a system of observing and reviewing SOCRATES ODL projects (<http://www.odl.org>), mainly in the following fields:

- supporting the sustainability of the outcomes of previous and current SOCRATES ODL projects by supporting both top-down dissemination actions implemented on the initiative of the EC (programme level) and direct actions by project promoters (project level)
- creating a collaborative approach among operators in the field of ODL facilitating the circulation of information and developing a specialised network allowing operators to share working tools and services

- continuing to stimulate the creation of synergy among projects presenting similar characteristics and dissemination purposes.

Through its evaluation services for educational multimedia, the MENON Network has acquired substantial experience in establishing criteria and validating good practice.

B.5.2 European Schoolnet (EUN)

The European Schoolnet (EUN), a framework organisation for collaboration between European Ministries of Education, bringing together national and other education networks, provides 'a model platform' offering teachers and pupils access to high quality information and services of European interest. Within its European Network of Innovative Schools (ENIS), innovative practices in schools are constantly tested and disseminated in more than 500 schools all over Europe (<http://www.eun.org>).

In order to facilitate collaboration between teachers and pupils in Europe, foster the European dimension in education and encourage the use of ICT by schools in Europe, the European Schoolnet has established a number of networks which bring together officials of ministries and those responsible for national school networks, sites or technical infrastructures as well as researchers, teacher trainers and teachers themselves.

The EUN Steering Committee in particular is the foremost European forum for senior officials of the Ministries of Education to exchange information and to discuss policy approaches. The Editorial Board and the Technical Network bring together key personnel from the EUN partner networks for regular discussion on themes of common interest and for presentation by companies and research institutions on front-end developments. The EUN Strategy Forum is a small group composed of former Ministers of Education, researchers and corporate advisers designated to be a reflection forum on ICT in education and to provide a yearly general evaluation of the EUN. The European Network of Innovative Schools (ENIS) is a European framework for schools, which are pioneering the use of new technologies in the classroom to improve teaching and learning. The schools are selected by the Ministries of Education according to a set of criteria focusing on innovative practice in the use of ICT in education. These close-knit networks form unique sources of information across the domain.

A central focus of the EUN and its website is the Innovation area which functions as an information centre to help teachers, researchers, decision-makers and actors in the field to keep up-to-date on educational developments, and as a dedicated network for innovative schools. It will provide teachers with access to discussion forums and online conferences and will enable them to find information on research and development projects regarding ICT and education. This focus will include the Observatory-related activities.

B.5.3 European Experts Network for Educational Technology (EENet)

EENet represents 13 European national environments, through the participation of one education policy making and consulting organisation from these countries. In most cases the organisations are part of or close to the ministries of education in each country. The experts and policy makers taking part in the network are involved to initiate dialogue on educational policies and the implementation of such policies. Further the intelligence of the network is used to analyse trends in the ongoing

change processes related to ICT (<http://www.eenet.org>). EENet has conducted two important observatory activities in the field of ICT and ODL in Europe:

- **EENet Report** - The first EENet report 'How learning is changing: information and communications technology across Europe - ICT in education policy' was published in 1998. The foundations for this report lie in individual country reports, all written to a common structure by members of EENet.
- **EENet Observatory** - EENet members are monitoring the developments on ICT in education in each country on a common structure. An advanced methodology has been developed to cater for that. This observatory is the platform for an ongoing evaluation and future reports of EENet. Structured as a matrix, the online Observatory contains latest available data on statistics, policy issues, financing, teacher training in each country. Access to the Observatory is presently restricted to members only, but it will be opened during the spring 2000. A report presenting the methodology of the EENet observatory will be published during March 2000.

B.6 Specification of the user groups and the people/bodies targeted in the dissemination of the project

The direct users of the *eWATCH* outputs will be:

- SOCRATES/MINERVA projects, and other European projects in the same field, which will be able to benefit from a permanent observation capacity on European practices and policies, and therefore to orient their strategic and operational developments with an improved awareness of the international context, its present trends and its estimated future developments.
- Policy makers at European, national, regional and local level, who will be able to rely on state-of-the art data, analyses and prospective studies on the practice of ICT in education and lifelong learning. A constant perception of innovative developments in practice will allow orienting public policies in a coherent and realistic way, building synergy also with spontaneous practice developments rather than 'imposing' innovation paths over bottom-up developments.
- Industrial actors of major and smaller size, who will access relevant information to define their strategies and service/products in function of the development of innovative practice and will find relevant information to 'internationalise' their scale of operation and to find partners in other countries.