Education and Culture

Socrates

Number	Date of Postmark

SOCRATES PROGRAMME

Application Form for Full Proposals

ERASMUS 3 (Thematic Networks) ☒
ERASMUS 3 (Dissemination of Results) ☐

110774 - CP -1-2003-1- DE - ERASMUS - TNPP

CLOSING DATE FOR SUBMISSION: 1 MARCH 2003
(as per postmark)

Applications bearing a postmark after this date will not be considered.
Applications must be sent by post.
Applications sent by fax or e-mail will not be accepted.

The original application and 4 copies thereof are to be sent to:

Socrates, Leonardo and Youth Technical Assistance Office
Rue de Trèves / Trierstraat 59-61
B-1040 Brussels

SECTION 1 - IDENTIFICATION

1. Project title

Please use a maximum of 12 words; start with an acronym or abbreviation, if applicable.

Thematic Network Project in the Area of Languages III (TNP 3)

2. Summary of the project

Please identify clearly, in a maximum of 200 words, the following aspects of your project: Objectives, Target groups, Main activities and Expected outputs.

If your application is successful, this summary will be used as the description of your project and will therefore be part of your contract.

It may also be used in an official SOCRATES compendium and for other information purposes. You are therefore kindly requested to formulate it very carefully and to provide this summary in English, French or German.

Please enclose a floppy disk with this summary in Word 97 for Windows or RTF format.

The overarching **objective** of TNP3 is to bring about a clear understanding on the part of all stakeholders of the linguistic and language-related needs arising from European integration and global co-operation both in higher education itself and in the non-academic environments as well as a willingness on the part of universities to gear the content, learning outcomes, and quantity of provision to the needs identified. To this end, a permanent and sustainable network will be created, designed to facilitate an ongoing dialogue between universities and the various other stakeholders. It is hoped that in this way universities across Europe will be encouraged to develop, implement and regularly review their own comprehensive language policies, strategies and offerings in co-operation with other stakeholders.

In line with this objective, the **target audience** is comprised of the full range of academic and non-academic stakeholders.

TNP3 **activities** will include a description and analysis of the status quo, the preparation of recommendations regarding specific targeted areas and programmes/offerings, process recommendations and project proposals.

Final outputs will include an action plan for a ten-year period, to be presented at an international conference and in a document.

3. Duration and languages

Please indicate the total duration for which you are applying for a grant. The contractual period is likely to start on 1/10/2003.

Duration
☐ 12 months ☐ 24 months ☒ 36 months
Language in which you would like the grant contract to be issued

1st preference	2nd preference (language in which you would like a translation of the contractual package)
☐ DE ☒ EN ☐ FR	☐ DA ☒ DE ☐ EL ☐ EN ☐ ES ☐ FI ☐ FR ☐ IT ☐ NL ☐ PO ☐ SE
Language in which you would like correspondence with the Commission to be conducted *(to facilitate cooperation with your partners, you are advised to enter the language most commonly used for communication within the partnership)*	
1st preference	2nd preference
☐ DE ☒ EN ☐ FR	☐ DA ☒ DE ☐ EL ☐ EN ☐ ES ☐ FI ☐ FR ☐ IT ☐ NL ☐ PO ☐ SE

4. Financial support from the European Community

Has the proposal, or any aspect thereof or any larger project to which it may belong, already been supported in the past by the European Community?

☒ No

☐ Yes. *Please specify the programme, date, type of activity (e.g. preparatory visit) and, if possible, contract number(s):*

Is this proposal, or any aspect thereof or any larger project to which it may belong, currently being supported under the SOCRATES Programme or some other European Community programme?

☒ No

☐ Yes. *Please specify the programme, date, type of activity (e.g. preparatory visit) and, if possible, contract number(s):*

Is this proposal, or any aspect thereof or any larger project to which it may belong, currently the subject of any other application for support from the European Community?

☒ No

☐ Yes. *Please specify the programme(s) and provide details under Section 2 Table 2.*

SECTION 2 - BUDGET

Table 1 A: Overview of expenditure

Type of costs		Costs (€)
1. Staff costs		319080
2. Direct costs		
2.1 - Travel and subsistence	151200	
2.2 - Equipment and materials	0	
2.3 - Sub-contracting, consultancy and other external services	11600	
2.4 – Other costs	2400	
Subtotal for Direct costs		165200
3. General costs		6230
TOTAL (identical to the total in Table 2)		**490510**

Table 1 B: Breakdown of grant requested

Type of costs	Amounts (€)
1. Staff Costs	47700
2. Direct Costs	
2.1 Travel and subsistence	151200
2.2 Equipment & materials	0
2.3 Sub-contracting, consultancy & other external services	11600
2.4 Other costs	2400
Total grant requested (same as amount in table 2 item 1)	**212900**

Table 2 : Overview of income

Sources	Amounts (€)
1) Grant requested from the **SOCRATES programme**	212900
2) Contribution from the regular budget of the participating institutions	277610
3) Support expected from other European Community programmes provided specifically for this project	0
4) Support from public (national, regional, etc) sources, provided specifically for this project	0
5) Support from the private sector or foundations, provided specifically for this project	0
6) Other sources	0
TOTAL (identical to the total in Table 1)	**490510**

1. Typology

Please tick the appropriate boxes.

☒ Disciplinary Network
☐ Disciplinary Project
☐ Multi-/Cross- disciplinary Network
☐ Multi-/Cross- disciplinary Project
☐ Theme

Target groups (select one or several items)

☒ universities
☒ university academic staff
☒ university managers/administrators
☐ other university staff. Please specify:
☒ academic associations
☒ professional associations
☒ multipliers (teachers/trainers)
☒ public sector third parties
☒ private sector third parties
☒ students and students associations
☐ other. Please specify:

Specific content(select one or several items)

☒ needs analysis
☒ comparative analysis
☒ curricular development matters
☒ teaching and learning methodologies
☒ teaching and learning materials
☒ convergence of higher education structures
☒ policy recommendations and formulation
☒ dissemination and exploitation of results
☐ other (please specify) : .

Transversal Priorities:

☐ Equality between women and men
☐ Integration of disabled people
☒ Fight against racism and xenophobia
☒ Promotion of economic and social cohesion
☒ ICT in education – the *e*Learning Action Plan
☒ Language teaching and learning
☒ Preparing the enlargement of the Union
☒ Sustainable development
☐ Stability and security
☒ The future challenges to education and training systems
☒ Lifelong learning

Information and Communication Technologies

☒ significant use of ICT/ODL (delete, if not applicable)
☒ use for :
☒ pedagogy
☒ institutions
☒ student materials

2.   Rationale, Objectives, Target Groups

2.1   Explain the rationale of and background to the project (current situation, previous or preparatory work, the results of any needs analysis undertaken etc.).

Background

The area of languages, which is comprised of a variety of programmes, portions of programmes, and provision – ranging from modern languages degree programmes to language studies for all students -, has, in the past eight years, been the subject of a pilot project, two full-fledged Thematic Network projects – including a current three-year TN (TNP2) – and a dissemination project.[1] All these projects have been driven by the conviction that the promotion of multilingual and intercultural competence and of linguistic and cultural diversity is of crucial importance to European integration and European society and to the European citizen and that higher education has a crucial role in promoting societal linguistic diversity and individual multilingualism. This is why the focus of all four co-operation projects has been on **the transmission of linguistic and cultural knowledge and skills and on language mediation.**

The crucial role that higher education has in regard to the area of languages is evidenced by the following considerations:

- Languages are important for all students and all disciplines – not just for language students and language departments. They are relevant to higher education as a whole.
- Higher education institutions are responsible for producing the language specialists – teachers, translators and interpreters, and people in language-related industries – needed for the functioning of a multilingual Union and for international co-operation in general.

Like in so many disciplines and fields, there is still considerable disconnection of programmes and offerings in the area of languages from changing needs in the social, professional, and economic environments, which in view of the overarching importance of the question of languages for the future of the Union is particularly regrettable. Mainly for historical reasons, re-orientation in the area of languages is particularly difficult to achieve.

By the end of the current TN (TNP2), there will be concrete recommendations – underpinned by examples of good practice and including proposals for European projects - for curriculum innovation, the exploitation of new learning environments for the teaching and learning of languages, and the enhancement of the quality of Language Studies. These proposals will be related to current more general developments such as the Bologna-Prague-Berlin Process, the Objectives Process, the move towards the creation of a European lifelong learning area, and the Commission's Action plan for skills and mobility. The results and outcomes of TNP2 will be widely disseminated.

Why is there a need for further action?

While there is ample evidence that the recommendations developed and disseminated by the co-operation projects referred to above have led to considerable improvements and innovations in a large number of institutions inside and outside the projects, it is equally clear that large-scale reorientation has been hampered by a number of constraints.

(i)   The notion that higher education should respond to changing linguistic needs in the non-academic environments, that it should seek to equip students with linguistic skills and competences relevant to the labour market is by no means universally accepted by higher education policy-makers and decision-makers, including student representatives. Many people in higher education do not regard it as part of the universities' remit to transmit skills and competences in the first place.

(ii)   The notion that the creation of an integrated Europe requires the maintenance of linguistic diversity in European society and that European integration and the opening up of the Union to third countries call for the promotion of multilingualism among European citizens is by no means shared by a majority of decision-makers in higher education and in the non-academic environments.

(iii)   Many stakeholders are not fully aware or are even completely unaware of the language-related implications of processes and developments initiated at a European level or resulting from European integration and globalisation – be it developments in the field of education, such as the Bologna Process, the Objectives Process or the creation of a European lifelong learning area, be it more general developments linked to the Lisbon Strategy and increasing international co-operation.

(iv)   Many universities have failed or are unwilling to re-define their role in accordance with the lifelong learning

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[1] SIGMA Scientific Committee on Languages, 12/1994-10/1995; Thematic Network Project in the Area of Languages, 10/1996-09/1999; Project for the exploitation and dissemination of the results and outcomes of the Thematic Network Project in the Area of Languages, 10/1999-10/2000; Thematic Network Project in the Area of Languages II (TNP2), 09/2000-09/2003). The projects listed have given rise to a substantial number of curriculum and materials development projects.

paradigm.
- (v) The constraints listed mainly derive from the fact that the various stakeholders rarely speak to each other, let alone co-operate with each other. A few exceptions apart, there are no structured and systematic links between higher education institutions and other stakeholders, notably employers.
- (vi) In addition, there is far too little research aimed at facilitating the acquisition of multilingualism and at assessing current and future needs in the professional and economic environments.

In addition, it has to be said that even in the Thematic Networks on Languages experts often only had and have a less than clear understanding of concrete current and future linguistic needs in the social, professional and economic environments and of the implications of the creation of a European lifelong learning area for the area of languages. The universities' reluctance to change has now led in western and northern Europe to a sharp decline in the number of students doing languages, which will aggravate the already existing shortage of language specialists.

2.2   Define the concrete aims and objectives of the project and describe the ways in which the situation set out under 2.1 above will be changed and the needs set out in 2.1 addressed by the project.

Aims

The Thematic Network is to achieve the following aims.
- a heightened awareness and a clear understanding on the part of all stakeholders of the importance of social and individual multilingualism for European integration and for life and work in the Union;
- a heightened awareness on the part of all stakeholders of the linguistic implications of worldwide co-operation;
- a clear understanding on the part of all stakeholders of the linguistic and language-related needs arising from European integration and global co-operation both in higher education itself and in the non-academic environments;
- a willingness on the part of higher education institutions to gear the learning outcomes, content and quantity of provision to the needs identified;
- to encourage universities to make languages part of their overall strategy and to take concerted action at institutional level;
- to bring about close and systematic consultation and co-operation between the universities – both experts and members of the directorate – and key stakeholders in other sectors of education and in the social, economic and professional environments;
- to encourage and enable universities to develop, implement and regularly review their own comprehensive language policies, strategies and offerings in co-operation with other stakeholders.

Objectives

The overarching objective of the TN is the formation of a European structure which encourages and helps universities to develop and adapt their strategies in the area of languages. The new TN will seek to create, under the auspices of the Conseil Européen pour les Langues/ European Language Council (CEL/ELC), a permanent and sustainable network comprised of the full range of educational and non-educational stakeholders with a view to facilitating an ongoing dialogue between universities and the various stakeholders. The TN will endeavour to map out action plans for the coming ten years in regard to specific targeted types of programmes and provision in the area of languages, including recommendations and pilot projects. It will also develop process recommendations – targeted at different levels – for co-operation between universities and other sectors of education, universities and the language industry (communicators, mediators etc.) and universities and the economic environment as well as for co-operation between education and research.

2.3   Explain what you consider to be innovative about the project, namely in relation to defining or building a European dimension.

This is the first comprehensive attempt in the area of languages to address head on the issue of systematic and structured co-operation between higher education institutions and other key stakeholders at a European level with a view to jointly reaching a clearer understanding of current and future needs in the professional and economic environments and to regularly adjusting higher education programmes and offerings to these needs. In addition, it constitutes the first attempt at a European level to develop a policy-driven research agenda aimed at facilitating the acquisition of multilingualism and at assessing current and future needs in the professional and economic environments.

Apart from the fact that the question of languages is at the very heart of European integration and of international co-operation, the overarching and process recommendations as well as the action plan will set our core elements which are relevant to the whole of Europe and lend themselves to being adjusted to specific national, regional, and local requirements.

2.4   Indicate, if applicable, the main pedagogical and didactical approaches and concepts which will be promoted by means of the project.

Following the approach adopted by the TUNING Project, the new TN will put the learner at the centre of higher education programmes and provision. The TN will promote the following approach: identification of needs in co-operation with non-university stakeholders leading to the definition of learning outcomes and content in terms of languages, levels, knowledge, skills and competences, including general skills and competences.

The Project is going to address the issue through three sub-projects and a transversal working group. The three sub-projects are devoted to the following sub-themes:

(I)   Languages for language-related industries and professions
(II) Languages for enhanced opportunities on the European labour market
(III) Languages as an interface between the different sectors of education

Each sub-project is to have its own working group made up some 30 representatives of higher education institutions (both experts and university leaders) and of other key stakeholder groups. Each working group will be representative of the full range of participating countries. Whereas in Year One the number of higher education representatives will outweigh that of non-university stakeholder representatives, this is to change as of Year Two, when the proportion of non-university members will be increased.

From Year Two on, there will also be a working group on the relation between education and research, which will concern itself with the issues addressed by the three sub-projects. This group, too, will be comprised of experts from higher education and other stakeholders, including research funding organisations.

2.5   Specify the direct beneficiaries of the results or those that will implement the outputs from the project, both among and beyond the participating institutions.

The direct beneficiaries

- higher education institutions participating in TNP3 in general and faculties, departments and other units specialising in languages in particular (including institutions in countries not participating in the Socrates Programme, such as Switzerland, the USA, Argentina, and Japan)
- other higher education institutions in the participating countries
- other institutions of education, such as secondary schools and adult education institutions
- the language industry (providers of the whole range of language services)
- multinational companies and SMEs

3.   Envisaged outputs

3.1   Describe precisely the envisaged outputs of the project. Specify in each case the nature, volume, structure, content and language envisaged (where applicable).

Year One

Output One: three grids for the national reports envisaged

nature: structures designed to ensure clear focus, transparency and comparability of national reports envisaged

volume: 3 structures of 3 pages each
structure: the grids are to be divided into the following sections: (i) introduction; (ii) description and analysis of status quo; (iii) recommendations

content:
- *grid 1:* co-operation between higher education institutions and the specialist language industry and professional organisations
- *grid 2:* co-operation between universities and the economic environment and social partners
- *grid 3:* co-operation between universities and other education and training institutions as well as authorities for (the various sectors of) education and training

language: EN

Output Two: a major international Start-up Conference

nature: presentation for information and discussion of the aims/objectives and activities of TNP3 and of the issues underlying the Project with the aim of obtaining feedback and ensuring a high level of acceptability
volume: approx. 150 participants from within and outside the TN
structure: plenary session; five workshops; wrapping up plenary session
content:
plenary session: presentation of background and rationale, aims and objectives and of activities; presentation of Tuning
five workshops: devoted to (i) the three sub-project themes; (ii) co-operation and research; (iii) Tuning
wrapping up plenary: recommendations from the workshops regarding the overall design of the Project as well as the focus and structure of the national reports
languages: EN, FR, DE

Output Three: collection of pertinent documents
nature: a reference document designed to ensure that all people participating in the TN are fully aware of the background of the Project and have a common understanding of the issues at stake
volume: appr. 75 pages; 200 copies
structure: (excerpts from) documents will be arranged under specific headings, such as the Bologna Process, the Lisbon strategy/Objectives Process, lifelong learning and Tuning as well as headings directly related to the sub-themes of the TN
content: (excerpts from) policy documents identified and selected by the Co-ordinating Committee
languages: EN (and possibly FR and DE)

Output Four: three sets of national reports
nature: three sets of national reports focusing on the three sub-themes of the TN, to provide a basis for the synthesis reports to be produced in Year Two and for the other activities to be undertaken in that year
volume: sub-project 1: 23 reports; sub-project 2: 22 reports; sub-project 3: 22 reports; each report approx. 15 pages
structure: reports to be based on the three grids specified above
content: reports to be devoted to the sub-themes specified as well as to co-operation between education and research in the field in question and incorporating the Tuning approach
languages: EN (and possibly FR and DE)

Output Five: an expanded European network of university and non-university stakeholders
nature: key stakeholder representatives identified and contacted in the first few months of Year One with a view to bringing them into the TN as full-fledged partners as of Year Two and/or to laying the foundations of the permanent and sustainable structure, which is to be one of the principal outcomes of the TN
volume: approx. 50 (possibly more)
structure: stakeholder representatives to come from the following target groups – non-partner universities from the participating countries as well as from other Bologna countries, the USA, Australia and Japan; other institutions of education; cultural institutes; national, regional and local authorities responsible for education, training and employment; European and national academic and professional organisations; student associations, European networks; national and European higher education institutions; research funding bodies; the language industry; multinational companies and SMEs; the social partners
structure: the stakeholder representatives will be directed to the three sub-project working groups and/or to the working group on education and research to be created in Year Two
content: NA
language: NA

General overview of outputs envisaged for Years Two and Three

Year Two

- four synthesis reports based on the national reports prepared in Year One – focusing on the three key areas of co-operation mentioned above and on research – description, analysis, and recommendations as above
- a survey, based on the synthesis reports, conducted among the members of the enlarged network and other key stakeholders to assess degree of acceptability of recommendations and obtain indicators for areas to be targeted in Year Three
- four workshops on the themes of the three sub-projects and on co-operation between education and research

Year Three

- sets of overarching recommendations regarding specific targeted areas of programmes/offerings, developed on the basis of the synthesis reports, the outcomes of the survey and of the workshops
- process recommendations regarding co-operation between universities and key non-university stakeholders, including the definition of success conditions for co-operation at the different levels, designed to encourage higher education institutions to regularly review and adjust their programmes and provision to changing and to anticipated future needs
- pilot project proposals resulting from the above recommendations
- a new permanent and sustainable international structure comprised of four fora devoted to co-operation between higher education institutions

3.2 Indicate for each output the ultimate target groups addressed and the teaching / learning / other professional environment / context in which the output will be used.

Preliminary note: Most of the outputs are ultimately targeted at the whole range of stakeholders that comprise the TN's target audience. However, especially in the early stages of the Project, the outputs primarily have a more limited function – they represent early stages in a development designed to lead to the achievement of the overall objectives identified.

In a similar way, the outputs will ultimately be used in a variety of teaching/learning/other professional environments and contexts, notably in higher education institutions in general and in language and language-related programmes and offerings in particular, but also in the language industry, in multinational companies etc.

Because of this, the information requested is provided in the following manner:
(i) full list of target groups
(ii) full list of higher education programmes and offerings
(iii) tables providing information about more direct target groups and specific environments

The whole range of target groups addressed by the TN

- higher education institutions participating in TNP3 in general and faculties, departments and other units specialising in languages in particular (including institutions in countries not participating in the Socrates Programme, such as Switzerland, the USA, Argentina, and Japan) – both policy-makers and decision-makers and language specialists
- ditto other higher education institutions in the participating countries
- other institutions of education, such as secondary schools and adult education institutions
- cultural institutes
- national, regional, and local authorities responsible for education, training, and employment
- European and national academic and professional organisations
- student associations
- European networks (Comenius, Grundtvig, Erasmus)
- national and European higher education associations
- research funding bodies, such as academies, foundations, national research councils, and the European Commission
- the language industry (providers of the whole range of language services)
- multinational companies and SMEs

- the social partners
- the European Institutions
- the Council of Europe

The whole range of higher education teaching/learning environments

- traditional and alternative modern languages degree programmes
- (language) teacher education
- training of translators and interpreters
- language provision for students of all specialisms (both general and subject specific), including preparation and support for mobility
- language provision for students of all specialisms (both general and subject specific), including preparation and support for mobility
- delivery of programmes or portions of programmes in other languages
- provision for independent and co-operative learning
- provision for non-student target groups from both inside and outside higher education.

Year One

output	target groups	environments
1) three grids	ultimately: the whole range of stakeholders more specifically: (i) the experts participating in the TN (ii) the participants in the Conference	ultimately: the academic and non-academic environments indicated by the two lists above
2) Start-up Conference	ultimately: the whole range of stakeholders more specifically: the Conference participants listed above	ultimately: the academic and non-academic environments indicated by the two lists above
3) a collection of documents	ultimately: all organisations and individuals participating in TN activities	ultimately: the academic and non-academic environments indicated by the two lists above
4) three sets of national reports	ultimately: the whole range of stakeholders more specifically: the Conference participants listed above more specifically: Year Two drafting committees charged with preparing synthesis reports	ultimately: the academic and non-academic environments indicated by the two lists above more specifically: NRs produced in sub-project 1: • modern language programmes, teacher education, training of translators, interpreters and other language specialists - language industry - other sectors of education NRs produced in sub-project 2: • language provision for students of all specialisms, programmes taught in other languages, independent and co-operative learning, provision for non-student target groups - international corporations - SMEs
5) an expanded European network	ultimately: the whole range of stakeholders more specifically: the Conference participants listed above	ultimately: the academic and non-academic environments indicated by the two lists above

The outputs envisaged for Years Two and Three are likewise targeted at the whole range of stakeholders and programmes.

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3.3 Make specific reference to any outputs relating to information and communication technologies, as a pedagogical or management tool, or as a competence to be acquired by learners or other groups as a result of the project (where applicable).

Maximum use of ICT will be made for the preparation and dissemination of the outputs. It is also expected that the recommendations and project proposals will highlight ICT as a teaching and learning tool. The latter issue figures prominently in one of the sub-projects of the current TN ("New learning environments – the European learning space"), and outcomes from this sub-project will be incorporated in TNP3.

3.4 Indicate how and to what extent the organisations directly participating in the project would themselves implement each of the outputs of the project.

The **issue of implementation** is at the very heart of the TN. This is why the TN will seek to develop two powerful enabling instruments, both designed to involve, in addition to various types of language specialists, a wide range of policy-makers and decision-makers from within the universities and from non-university stakeholders: **process recommendations** regarding co-operation between universities and key non-university stakeholders and **a permanent and sustainable international structure** devoted to co-operation between universities and three key-groups of stakeholders and to research. The idea is to create these enabling instruments through involving, from an early stage on, members of university directorates and of non-university stakeholder representatives. It is expected that in this way conditions will be created that will encourage partner universities to participate in pilot projects (including the piloting of the process recommendations), to develop and implement their own comprehensive language policies, and to implement recommendations regarding specific targeted areas and programmes. Experience has shown that implementation will differ from institution to institution, depending on a given institution's priorities, environments and international links. Experience ha also shown that implementation on a comprehensive scale takes time – hence the idea of ten-year action plans for a number of targeted areas and programmes/offerings.

At this stage, however, it is impossible to provide detailed information about which organisations are expected to implement specific outputs, as the outputs in question – overarching recommendations, process recommendations and pilot projects – have yet to be concretised.

3.5 Indicate any additional benefits and spin-offs expected from the project.

It is too early to predict additional benefits and spin-offs. However, if the activities envisaged are carried out according to plan, the participating universities can be expected to adopt a multilingual ethos, which goes beyond the aims and objectives of this Project. In addition, it is hoped that teachers and students in selected universities in Australia, Japan and the United States will gain a clearer understanding of why multilingualism is of fundamental importance to European integration and to international co-operation in general.

4. Evaluation and dissemination

4.1 Describe how the progress and functioning of the project will be monitored.

Continuous monitoring of progress in Project activities will be done by the co-ordinator / deputy co-ordinator, the manager, the Co-ordinating Committee, and the chairs / deputy chairs of the working groups. The members of the Co-ordinating Committee will be sent all (draft) documents prepared, including minutes of meetings, as a matter of course. In addition, three members of the Co-ordinating Committee will, in Year One, each be specifically monitoring the activities of one of the sub-project working groups:
- SP1: Professor Karen M Lauridsen (Handelshøjskolen i Århus, DK)
- SP2: Professor Anne-Claude Berthoud (Université de Lausanne, CH)
- SP2: Professor Mike Kelly (Subject Centre for Languages and Linguistics and Area Studies, University of Southampton, UK)

4.2 Describe how the project will be evaluated (indicate the means envisaged for both internal and external evaluation), particularly with regard to any impact evaluation envisaged.

Internal evaluation: Just like monitoring, internal evaluation will be undertaken by the Co-ordinating Committee.

External evaluation: External evaluation will be in the hand of a special evaluation board made up of three experts of international standing.

- Professor emeritus Kari Sajavaara (Jyväskylän yliopisto, FI), who has long-standing experience – at national, European and international level – in project management and project evaluation and is, among other things, an expert in language education policy.
- Professor Claude Truchot (Université Marc Bloch Strasbourg, FR), who is one of today's leading socio-linguists, with a special interest in language needs and language use in non-academic environments; Professor Truchot has for many years now been special advisor to the Council of Europe and has been *rapporteur général* at a number of major European conferences.
- Ms Lesley Wilson, Secretary General of the European University Association, who is in a position to evaluate outcomes from the point of view of European integration in the higher education sector.

The evaluation board will assess the outputs etc. at six-month intervals.

Impact evaluation: The following indicators would seem to be relevant.

- The percentage of positive responses received from key stakeholders approached in the first few months of the Project with a view to involving them in the Project.
- The amount of additional funding obtained from third parties.
- The level of interest aroused by the Start-up Conference.
- The response rate achieved in the survey to be conducted in Year Two.
- The level of interest generated by the workshops envisaged for Year Two.
- The extent to which participating bodies implement the recommendations developed, participate in pilot projects or make the recommendations part of their own policy.
- The extent to which TN partners and others are willing to join and to contribute to the costs of the new permanent structure to be created under the auspices of the CEL/ELC.
- The level of interest generated by the Closing Conference
- The number of visits paid to the TNP3 website to be operational from the beginning of the Project.
- The number of invitations received by experts engaged in the project to speak at national, European and international events.
- Media coverage.
- The level of interest generated at a national level, for example through contacts made by experts preparing their national reports.
- In general: the extent to which the Project team will succeed in involving non-university stakeholders in TN activities on a continuous basis.

4.3 Give your assessment of the potential for the outputs from the project to be widely disseminated, beyond the participating organisations and countries.

(1) The TN will seek to disseminate its outputs to institutions in non-participating countries. In its present form, the network already involves partners in Argentina and Switzerland. Talks are currently underway aimed at bringing universities in Australia, Japan, and the United States of America into the Project. In addition, the project co-ordinator is about to contact the EU Centres in the US in order to encourage them to disseminate information about the TN as well as key outcomes of the TN when these become available.
(2) Following successful co-operation between the CEL/ELC and the Holtzbrinck publishing group during the European Year of Languages 2001, TNP3 is to seek to enter into a continuous working relationship with this publishing group with a view to having key events and outputs covered in major European newspapers.
(3) The TNP3 website to be created apart, dissemination outlets will include the CEL/ELC Bulletin, the newsletters and websites of project partners, and national media of various kinds.
(4) In a separate development, the CEL/ELC is seeking to attract funding for the creation of a LANGUAGES PORTAL

The dissemination potential of the various outputs can be described as follows:

Product	Dissemination potential
grids for the national reports	will be published on the TNP3 Website; will sharpen awareness of importance and potential of co-operation throughout the network and possibly beyond
Start-up Conference	will make TNP3 known to participants not involved in the TNP; lends itself to reporting in national and international media and in newsletters of partner organisations
collection of pertinent documents	the document will be made available both in print and electronically; it is expected to become a widely-used reference work on languages, co-operation, and lifelong language learning
national reports	to be published on the TNP3 Website; can be expected to be accessed by national stakeholders and by people interested in examples of good practice in other countries; through information gathering at national level, a large number of non-participating stakeholder organisations will become acquainted with the aims of the Project
an expanded European network	will increase the number of stakeholder organisations involved in the TNP
synthesis reports	will be published on the TNP3 Website
a survey	will bring recommendations to the attention of all TNP3 partners and external stakeholders
four workshops	participants to include representatives of stakeholders outside the network; will lend themselves to reporting in national and international media and in newsletters of partner organisations, especially since conducted as part of a major European Conference
overarching and process recommendations	will be published on the TNP3 Website
pilot project proposals	the pilot projects envisaged will also involve partners from outside the TNP3 partnership
Closing Conference	is expected to attract a large number of participants from outside the Project, among them stakeholder representatives of the types listed under 3.2 and people from outside the countries represented in the TNP
a permanent and sustainable structure	the launch of the new structure can be expected to receive Europe-wide media coverage and to be reported on in a variety of newsletters and magazines
document summarising TNP3 results and outcomes and presenting action plan	will be published on the TNP3 Website; will be available in DE, EN, and FR; will be sent to all key stakeholders in the participating countries, the European institutions, major European networks, the OECD etc.

5.   Partnership composition and contribution

5.1   Specify how effective cooperation and communication will be ensured between the partner institutions, and the main working language(s) to be used.

The main means to be used to ensure effective cooperation will be email. The project Co-ordinator and the project manager will inform the partner representatives on a regular basis about relevant developments. The members of the various working groups will have access to email distribution lists. The chairs and deputy chairs of the working groups will also use email to keep the members of their respective working groups informed. Any relevant information, including agendas, minutes, reports, conference programmes et cetera will also be published on the TN website.

5.2   In addition to the formal partner institutions, list any other institutions which will participate actively in the project without receiving support from the Socrates grant (name, address, type of institution, contact person).

The partnership includes five institutions of higher education from Switzerland, and four institutions of higher education from Argentina which will participate actively in the project without receiving support from the Socrates grant .

6.   Planning of activities

6.1   Describe and justify the *overall working methods* the partnership intends to use when carrying out the project (management procedures, research and pedagogical methods, data gathering, joint design, types of meetings, teleconferencing etc.).

The TN will have to perform a balancing act between ensuring joint designs and common approaches on the one hand and involving a variety of stakeholders holding divergent views on the other. The make-up of working groups, tasks forces etc. will at each stage of the Project have to reflect the tasks to be performed.

Management procedures: The following organisational layers are envisaged.
- Central Co-ordination Unit based at the Freie Universität Berlin (DE): TNP co-ordinator, TNP manager, young graduates, ancillary personnel; in addition, there will be a TNP deputy co-ordinator based at the Université Rennes 2.
- Co-ordinating Committee comprised of the TNP co-ordinator and deputy co-ordinator, the chairs and deputy chairs of the working groups, three experienced TN veterans with special responsibility for the three sub-project working groups (Year One), and one representative each of the language industry, the economic environment, of a European association devoted to adult education and of a European student organisation.
- inner circle of partners: (i) members of the three sub-project working groups drawn from as many of the participating countries as possible who will write national reports in Year One; (ii) members of the transversal working group on research (as of Year Two).
- outer circle: corresponding members of the three sub-project working groups who are invited to comment on the national reports in Year One and to participate in the workshops and conferences. There will eventually be four outer circles, one each for the four sub-themes in Year Two (with possible overlap). The chairs and deputy chairs will seek to maintain regular contact with people in the outer circle.

It is foreseen that the constitution of the sub-project working groups will change as of Year Two, with a number of academic experts being replaced by representatives of non-academic stakeholder organisations.
- In addition to the abovementioned working groups, small-size groups will be convened and charged with specific tasks, such as the drafting of synthesis reports, workshop reports, sets of recommendations and of a document to pave the way for the formation of the permanent and sustainable structure.

Working methods
- production of sets of national reports by academic experts, following agreed structures and based on information gathered through a variety of channels; describing and analysing the status quo and putting forward initial recommendations
- synthesising reports and recommendations
- conducting a survey to assess degree of acceptability
- holding conferences and conducting workshops in order to involve a wider audience in development of tangible outputs

Type of meetings
A proper balance will be observed between large-scale meetings (conferences, workshops) and meetings of committees, working groups and other groups on the one hand and the preparation of drafts etc. with the help of email correspondence. However, it is deemed to be important that people coming from diverse backgrounds should have the opportunity to build an atmosphere of mutual trust and develop a sense of common purpose in face-to-face meetings.

6.2   Indicate how and to what extent *information and communication technologies* and /or open and distance learning will be used within the project or in the dissemination of its results.

Almost all internal and external correspondence will be by email. All written outputs will be published on the Project Website, as will general information about the TN and regular progress reports.

6.3   Indicate the working *methods* envisaged in order to produce *each of the outputs* listed in question 3.1.

Year One outputs	overall working methods envisaged
1) three grids	production of initial drafts by TNP co-ordinator/deputy co-ordinator and chairs/deputy chairs of sub-project working groups; revision of drafts by Co-ordinating Committee; discussion of revised drafts at Start-up Conference; final revision by sub-project working groups
2) Start-up Conference	initial preparations by TNP co-ordinator/deputy co-ordinator and chairs/deputy chairs of sub-project working groups and Tuning representative; finalisation of programme by Co-ordinating Committee; practical arrangements made by Central Co-ordination Unit
3) collection of document	identification and selection of (portions of) pertinent documents by TNP co-ordinator/deputy co-ordinator and chairs/deputy chairs of sub-project working groups; final decision by Co-ordinating Committee; preparation of printed and electronic version under supervision of Central Co-ordination Unit
4) three sets of national reports	adoption of grids by sub-project working groups; gathering of information and preparation of first draft by members of sub-project working groups; discussion of first drafts by sub-project working groups; preparation of second drafts, to be reviewed by Co-ordinating Committee; production of final drafts by respective working group members
5) an enlarged European network	identification of additional key stakeholder representatives by TN partners; contacts with representatives identified through TN co-ordinator; establishment of an enlarged network by Co-ordinating Committee following the Start-up Conference

6.4   Justify in overall terms the *duration* of the Socrates support (one, two or three years), in relation to the nature and number of the outputs envisaged.

The TN is designed as a three-year project because
- the creation of an enlarged network is a project-type activity requiring a substantial amount of time
- the co-operation envisaged of a wide range of academic and non-academic stakeholders at a European level is a completely new venture
- past experience has shown that the preparation of national reports on relatively unfamiliar themes is   more time-consuming than one tends to assume
- the focus on research is totally new
- the creation of a new permanent structure and the development of ten-year action plans require substantial preparation

On the whole, the following progress is envisaged: (i) development of instruments facilitating a description and analysis of the status quo and of an enlarged network ; (ii) development, testing and revision of recommendations; (iii) revision and dissemination of outputs and creation of a permanent and sustainable structure.

6.5   Describe any plans or intentions you may have for establishing *links with other projects* and / or networks, within Socrates or beyond.

The TN co-ordinator is going to contact all existing TNs with a view to finding out if and to what extent they have addressed or are intending to address the language issue and if they are addressing the issue of co-operation between higher education and other stakeholders in a comprehensive and systematic manner. He will continue to seek to identify networks in other sectors of education that have a special interest in the language issue and in co-operation with other sectors of education. The idea in all this is to find a basis for co-operation with other networks.

6.6   Indicate how, if at all, you intend to extend the project partnership / network during and beyond the period of support from Erasmus (development strategy).

> - for the project period see sections 3.1 and 4.3 above
> - the permanent and sustainable structure to be created is designed to attract additional members after the end of the project period with a view to having them continue to engage in discussions of the type held during the lifetime of the TN

6.7   Set out any strategy you may have for seeking to ensure that the activities conducted by the network can be continued when the financial support from Erasmus is reduced or phased out completely (sustainability strategy).

> The TN is to create two instruments designed to ensure that activities will not stop at the end of the contractual period: (i) process recommendations for co-operation between the various stakeholders at different levels: (ii) a permanent and sustainable structure to be created under the auspices of the CEL/ELC, which itself is a permanent and independent European association of universities and associations specialising in languages. The idea is that the members of the new structure will appreciate the added value of the various types of co-operation envisaged and will be willing to contribute to the activities of the new structure.

6.8   On the basis of the above, provide an overall *work plan* using the table format given below. To this end, please:

- Divide the project into the relevant stages which you envisage in order to produce the project outputs identified;
- Show within each stage, what activities the partnership will undertake, which partner(s) will be responsible for each stage, how many persons (person / days or person / months) each activity will require and by when each activity will have been completed.

Note: Given the nature of the activities to be undertaken and the outputs to be achieved in Year One, it does not make sense to divide Year One into different stages. Rather, as indicated in section 6.4 above, the entire three-year Project should be seen as being divided into three stages, each stage corresponding to a one-year period.

Detailed work plan for Stage One of the project (1 October 2003 - 30 September 2004)				
Abbreviations used in following tables: PC = project Co-ordinator, DPC = deputy project Co-ordinator, PM = project manager, CC = member(s) of the Coordinating Committee, C = chair of sub-project Working Group, DC = deputy chairs of sub-project Working Group, WG = member(s) of sub-project Working Group, CoWG = corresponding member(s) of sub-project Working Group, CCU = central coordination unit (at the Freie Universität Berlin, the coordinating institution)				
Outputs	*Activities leading to this output*	*Dates*	*Partners / Persons involved*	*Time input (persons / days)*
Product One: three grids for the national reports in the three sub-projects	development of first drafts of the three grids	1 Oct – early Nov 2003	PC, DPC, C, DC	5 days
	Meeting of the Coordinating Committee Further discussion and **final agreement on the three grids**	Nov 2003	CC, external stakeholders	0, 5 day
Product Two: a major international TNP 3 Start-up Conference	first preparations for the Start-up Conference	1 Oct – early Nov 2003	PC, DPC, PM, C, DC	2 days
	Meeting of the Coordinating Committee Discussion about and agreement on the format - programme and participants – of the Start-up Conference	Nov 2003	CC, external stakeholders	0,5 days
	announcement of Conference on TNP3 website; mailing of invitations to Conference to all organisations / individuals involved in the project and to external stakeholders	Nov 2003	PM, CCU	3 days
	TNP 3 Start-up Conference - presentation for information and discussion of the objectives and activities of TNP3 and the issues underlying the Project - TUNING workshop	late Jan 2004	PC, DPC, PM, CC, WG, CoWG, external stakeholders	1 day
Product Three: collection of pertinent documents / TNP 3 reader	identification of potential items to be included in the collection	1 Oct – early Nov 2003	PC, DPC, PM, C, DC	3 days
	Meeting of the Coordinating Committee discussion about and agreement on content of collection of documents	Nov 2003	CC	0,5 day

	preparation of collection of pertinent policy documents	late Nov 2003-Jan 2004	PM, CCU	5 days
	Start-up Conference distribution of collection to participants in Start-up Conference	late Jan 2004	CCU	
Product Four: three sets of national reports	*Meetings of the three Working Groups* adoption of grids for national reports by the three sub-project working groups	late Jan 2004	WG, CoWG	0,5 day
	collection of information for the national reports	Feb – March 2004	WG	4,5 days
	Meetings of the three Working Groups discussion of the individual chapters of the national reports	late March 2004	WG, CoWG	1 day
	preparation of first drafts of national reports	April- May 2004	WG	4 days
	Meeting of the Coordinating Committee review of the draft national reports	mid-June 2004	CC	1 day
	preparation of final versions of national reports	July- mid-Sep 2004	WG	4 days
Product Five: an expanded European network of university and non-university stakeholders	identification of and establishing contact with key additional stakeholder representatives, including research funding organisations, with a view to bringing them into the Project	Oct 2003-Jan 2004	PC, DC, PM	5 days
	Start-up Conference review of new stakeholder representatives that have expressed interest in participating in TNP3	Late Jan 2004	PC, DC, PM, CC	0,5 day
	establishment of an enlarged network to become fully operational in Year Two	March – Sep 2004	PC, DC, PM, CC	7 days

Work Plans for Year Two and Three

Note: At this stage, it is impossible to provide the same kind of detailed information for work to be undertaken in Years Two and Three. However, to demonstrate that the work plans for Years Two and Three have been developed in considerable detail, the relevant sections from the pre-proposal submitted on 1 November 2002 are appended

Year Two

Product One: four synthesis reports

Dates	Activities
mid-June 2004	formation of four drafting committees by Co-ordinating Committee
early Oct 2004	discussion of structures of the four synthesis reports by Co-ordinating Committee
mid-Oct.	agreement on structures of the four synthesis reports by the three restructured sub-project working groups and by a newly formed working group on research
mid-Oct	adoption of structures by the four drafting committees and allocation of responsibilities
Nov 2004-early Feb 2005	preparation of first drafts of synthesis reports by drafting committees assisted by project assistant
mid-February-March 2005	individual evaluation of the four synthesis reports by members of the Co-ordinating Committee, of the three sub-project working groups, and by the working group on research
late March 2005	collective evaluation of the draft synthesis reports by the four working groups and the Co-ordinating Committee
April-May 2005	preparation of **final versions of synthesis reports** by the four drafting committees assisted by project assistant

Product Two: a survey, based on the synthesis reports

Dates	Activities
mid-Oct 2004	decision on steps for action for the conducting of the survey (by Co-ordinating Committee)
mid-Oct 2004	planning of activities to be carried out by the four working groups (i.e. drafting of individual sections of survey; identification of TNP3 external key stakeholders to be targeted)
Nov 2004-March 2005	Identification, by members of working groups and Project office, of external key stakeholders to be targeted
early February 2005	*completion of first drafts of synthesis reports on which the survey is to be based*
mid-February-mid-March 2005	preparation of draft survey questionnaire and distribution of draft to members of the Co-ordinating Committee and the four working groups (actors: co-ordinator, project assistant, chairs of the four drafting committees and chairs/deputy chairs of the four working groups)
late March 2005	discussion and revision of the different sections of the survey by the four working groups
late March 2005	agreement on final version of survey questionnaire by Co-ordinating Committee
first half of April 2005	Translation of questionnaire into all official languages of the participating countries, done by selected TNP3 experts / partners
second half of April 2005	printing, and mailing of questionnaire to all TNP3 partners and targeted external stakeholders and creation of an electronic version of the questionnaire (in DE, EN, and FR), by selected project partners (i.e. national centres) and project office
31 May 2005	deadline for questionnaires to be returned to national centres / project office
June 2005	evaluation of survey by project assistant and members of the four working groups

	to be identified
July 2005	**preparation of survey report by project assistant**
September 2005	presentation for discussion of the principal results of the survey in the four workshops (to be conducted under the auspices of the 5th CEL/ELC Conference)
late Oct 2005	*decision on areas to be targeted in recommendations and project proposals to be developed in Year Three (Co-ordinating Committee)*

Product Three: four workshops on the themes of the three sub-projects and on co-operation between education and research

Dates	Activities
mid-June 2004	*revision of constitution of the three sub-project working groups and constitution of a transversal working group on research to take effect at the beginning of Year Two*
mid-Oct 2004	discussion about and provisional agreement on the format of the four workshops (programme, speakers, participants) (by restructured sub-project working groups and by working group on research); provisional programmes *to be included in the flyer announcing the 5th CEL/ELC Conference to be distributed across Europe*
late March 2005	review of presentations to be made at the four workshops– both by people engaged in TNP3 activities and by external stakeholders; decision on workshop programmes (by the four working groups and by the Co-ordinating Committee)
appr. April 2005	*workshop programmes to be included in the comprehensive programme of the 5th CEL/ELC Conference*
May 2005-August 2005	preparation of summaries of presentations to be made at the four workshops, to be published on the TNP3 Website and to be included in the materials to be handed to participants in the 5th CEL/ELC Conference
September 2005	**four workshops on the themes of the three sub-projects and on research to be conducted under the auspices of the 5th CEL/ELC Conference: presentation for discussion of the principal points of the four synthesis reports and of the results of the survey; official announcement of the plan to create a new international structure comprised of four permanent and sustainable fora**
Oct 2005	*preparation of four short workshops reports highlighting additional insights gained in workshop discussions, to be included in the recommendations and project proposals to be developed in Year Three (chairs and selected members of the four working groups)*

Year Three

Product One: sets of overarching recommendations regarding specific targeted areas and programmes/offerings, developed on the basis of the synthesis reports, the outcomes of the survey, and the outcomes of the four workshops

Dates	Activities
late Oct 2005	decision by Co-ordinating Committee on areas to be targeted in overarching recommendations
late Oct 2005	• formation of drafting committee with members drawn from all four working groups • agreement on common format for presentation of recommendations and of examples of good practice
Nov 2005-Jan 2006	preparation of first draft of overarching recommendations
first half of Feb 2006	individual assessment of overarching recommendations by members of working

	groups and of Co-ordinating Committee
late Feb 2006	collective evaluation of first draft of overarching recommendations by working groups and by Co-ordinating Committee
March-May 2006	preparation of **final version of overarching recommendations**, incl. examples of good practice (drafting committee in co-operation with Co-ordinating Committee)
late May 2006	**presentation for discussion of key elements of overarching recommendations at Closing Conference**
June 2006	preparation of summary of outcomes of discussions at Conference (by expert to be identified)

Product Two: process recommendations regarding co-operation between universities and key non-university stakeholders

Dates	Activities
late Oct 2005	decision by Co-ordinating Committee on areas to be targeted in process recommendations
late Oct 2005	- formation of drafting committee with members drawn from all four working groups - agreement on common format for presentation of recommendations and of examples of good practice
Nov 2005-Jan 2006	preparation of first draft of process recommendations by drafting committee
first half of Feb 2006	individual assessment of process recommendations by members of working groups and of Co-ordinating Committee
late Feb 2006	collective evaluation of first draft of process recommendations by working groups and by Co-ordinating Committee
March-May 2006	preparation of **final version of process recommendations**, incl. examples of good practice (drafting committee in co-operation with Co-ordinating Committee)
late May 2006	**presentation for discussion of key elements of process recommendations at Closing Conference**
June 2006	preparation of summary of outcomes of discussions at Conference (by expert to be identified)

Product *Three*: pilot project proposals developed on the basis of the Year Two outcomes and of the Overarching and Process Recommendations

Dates	Activities
late Oct 2005	decision by Co-ordinating Committee on areas to be targeted in project proposals
late Oct 2005	formation of expert groups charged with developing project proposals
Nov 2005-Feb 2006	preparation of first drafts of project proposals by expert groups
late Feb 2006	collective evaluation of first drafts of project proposals by working groups and by Co-ordinating Committee
March-May 2006	preparation of **final drafts of project proposals** (by expert groups, in co-operation with Co-ordinating Committee)
late May 2006	**presentation for discussion of project proposals at Closing Conference**
June 2006	preparation of summary of outcomes of discussions at Conference (by expert to be identified)

Product Four: Closing Conference

Dates	Activities
late Oct 2005	preparation of draft Conference programme (format/sessions, speakers, participants) by Co-ordinating Committee
Nov 2005	public announcement of Closing Conference
late Feb 2006	assessment of draft overarching and process recommendations and project proposals with a view to deciding on input to be provided at Closing Conference (by four working groups and Co-ordinating Committee)
March-May 2006	Preparations for Conference cont.: assessment and revision of presentations to be made from within TNP3; preparation of summaries of presentations etc.; plus preparation for presentation of action plan and launch of new international structure (cf. Products Five and Six) – co-ordinator, manager, project assistant, members of the various groupings
late May 2006	**Closing Conference** • **presentation for discussion of key elements of overarching and process recommendations and of project proposals** • **unveiling of ten-year action plan** • **official launch of the new international structure comprised of four permanent fora**
June 2006	preparation of short summaries of results and outcomes of the Closing Conference (by experts to be identified)

Product Five: a new permanent and sustainable international structure

Dates	Activities
Oct 2003-Jan 2004	identification of and establishing contact with key additional stakeholder representatives, including research funding organisations, with a view to bringing them into the Project (actors: partners, co-ordinator, manager)
late January 2004	establishment of an enlarged network (Co-ordinating Committee)
mid-June 2004	revision of constitution of the three sub-project working parties and constitution of a transversal working party on research
mid-Oct 2004	discussion and agreement on strategies for the formation of the four fora (actors: restructured sub-project working groups and newly convened working on research)
Nov 2004-	talks between TNP3 representatives and the CEL/ELC Executive Committee about the creation of the new structure envisaged under the umbrella of the CEL/ELC
Nov 2004-	talks with Project partners with a view to ensuring the sustainability of the structure
Nov 2004-June 2005	initial preparations for the creation of the four fora (co-ordinator, project assistant, chairs and deputy chairs of working groups)
September 2005	public announcement of the plan for the creation of a new international structure comprised of four fora at the 5th CEL/ELC Conference
late Oct 2005	decision on aims/objectives, action plans, and on strategies designed to ensure the sustainability of the four fora (four working groups)
late Oct 2005	creation of a task force charged with preparing a document setting out the aims/objectives, internal structure, legal framework, and types of activity of the new structure
Nov 2005-February 2006	preparation of document
late February 2006	discussion of document by Co-ordinating Committee and working groups and preparation of a final version to be published on the TNP3 Website
March-April 2006	preparations for launch of structure/fora (co-ordinator, selected members of working parties); identification of acting functionaries for the entire structure and

	the four fora
late May 2006	**official launch of the new structure at the Closing Conference under the umbrella of the CEL/ELC**

Product Six: a document summarising the results and outcomes of TNP3 and presenting a ten-year action plan

Dates	*Activities*
late Oct 2005	initial discussions about the format of the document (Co-ordinating Committee; working groups)
late Feb 2006	decision on format and content of document
June-end of Aug 2006	**preparation of draft final document summarising the overall results and outcomes of TNP3 and presenting an action plan for the following ten years** (to be prepared by co-ordinator, project assistant, and individuals to be identified)
early Sept 2006	evaluation of document by Co-ordinating Committee
September 2006	**preparation of final version of document and publication of TNP3 Website**
October 2006	*translation of document into DE and FR*
November 2006	*printing of 800 copies of the document; mailing of the document to key stakeholders (in three languages); publication of translations on TNP3 Website*

7.   **Other aspects**

Please state any other aspects of the proposed project which you feel the Commission should take into account when assessing your proposal.

- The network proposed will build on the forerunner co-operation projects and on the EYL2001 Conference project, i.e. it will capitalise on valuable work undertaken over a period of nearly eight years, with Community support, by well over 150 higher education institutions and other stakeholder organisations or, put differently, by some 250 experts from these institutions and organisations. However, it will not so much continue work done previously, but will link the results and outcomes of this work to issues that are now high up on the educational agenda in Europe in general.
- The question of languages plays a major role in all the new EU initiatives linked to the Lisbon Process. TNP3 will seek to do for higher education institutions – which are autonomous – what the European Institutions are currently doing for languages in education in general: to map out a plan that will encourage higher education institutions to take action in this field.
- The network will build on two initiatives started by the Conseil Européen pour les Langues / European Language Council: the university language policy initiative and the research initiative. The language policy initiative has shown that university leaders across Europe are beginning to realise that higher education has to change in response to developments in the non-academic environments. In this respect, it is encouraging that a large number of university leaders wish to become involved in TNP3. This gives rise to the hope that higher education institutions are getting ready to move from reflection to action.
- In the coming weeks and months, the co-ordinator will continue to contact key stakeholders with a view to involving them in the network. A project summary circulated across Europe has aroused an unprecedented level of interest, and there is every intention of further exploiting the momentum generated.
- TNP3 is designed to carry the European agenda to other parts of the world, notably to Latin and North America, Australia and Japan. In doing so, it will also seek to capitalise on experience and expertise available at universities in those parts of the world.