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Changer l'Université: le rôle d'accompagnement des Réseaux Thématiques Erasmus (trois années d'expérience)

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Changer l'Université :
le rôle d'accompagnement des Réseaux Thématiques Erasmus
(trois années d'expérience)

Changing the University :
the supporting role of the Erasmus Thematic Networks
(a three-year perspective)

Rapport pour la Commission Européenne
DG Éducation et Culture

Report to the European Commission
DG Education and Culture

par / by

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Les vues exprimées dans le présent document sont celles de l'auteur et ne reflètent pas nécessairement les positions officielles de la Commission Européenne, ni celles des coordonnateurs de Projets de Réseaux Thématiques.

The views expressed in the present document are those of the author and do not necessarily reflect the official positions of the European Commission, nor those of the Thematic Network Project co-ordinators.

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Résumé

L'expérience pilote des Réseaux Thématiques ERASMUS, lancée il y a trois ans, est arrivée au terme d'un premier cycle d'activités en août 1999 avec la fin des premiers projets financés sur la période 1996 – 1999. Suite à un premier rapport publié en 1998 sur la base d'une exploitation des rapports d'activité de la première année de fonctionnement, ce document met à jour cette première étude en s'intéressant plus particulièrement au contenu, à la portée réelle des résultats et des produits de la première génération de Réseaux.

Avec 43 projets en activité, les Réseaux Thématiques présentent incontestablement un potentiel original et intéressant de mobilisation collective des œuvres vives de l'université, pour soutenir une politique d'innovation et de transformation de l'enseignement supérieur qui tienne compte des nouveaux enjeux pour l'avenir. Ils sont, également, en mesure de contribuer à l'élaboration de recommandations à caractère politique.

Sur la base de l'expérience acquise, ils apparaissent finalement comme la combinaison d'un outil, d'une démarche et d'un cadre au service des universités.

En effet, c'est un outil d'analyse et de débats pour promouvoir à l'échelle européenne une réflexion disciplinaire prospective et stimuler l'innovation pédagogique. La démarche qu'ils proposent, privilégie la méthode comparative et une approche méso-institutionnelle qui implique les niveaux intermédiaires (facultés, départements, instituts) de l'institution universitaire, niveaux où s'expriment la réalité et l'unité du projet pédagogique. Elle repose également sur l'implication directe des acteurs de la formation.

Enfin, c'est un cadre qui assure une reconnaissance officielle (aux niveaux des établissements d'enseignement supérieur et des autorités communautaires) et procure des moyens financiers à des initiatives très diversifiées. Il encourage l'ouverture géographique et institutionnelle des universités vers les pays tiers et la société civile. Il favorise la cohésion du dispositif d'enseignement supérieur en rapprochant les établissements universitaires et non-universitaires, et permet de valoriser leur expérience et leurs relations antérieures en matière de coopération.

Les Réseaux Thématiques peuvent préfigurer une future représentation disciplinaire de l'enseignement supérieur au niveau européen. Ils travaillent à une échelle transnationale avec un souci de représentativité de la complexité et de la diversité des systèmes d'enseignement. Un certain nombre d'entre eux développent leurs activités au sein ou en partenariat avec des associations d'universités. Ils s'inscrivent dans une triple mission : être un outil au service des établissements d'enseignement ; être des partenaires de la Commission dans sa politique d'éducation ; favoriser l'articulation entre l'enseignement supérieur, la recherche, la société et le monde professionnel.

Caractéristiques structurelles :

Quatre tendances majeures témoignent du développement du dispositif et de sa reconnaissance progressive par le monde académique :

- élargissement de la couverture disciplinaire : les Réseaux couvrent désormais une grande variété de thématiques de formation et concernent la majorité des grands domaines d'études.
- expansion institutionnelle : ils impliquent plus de 5500 participations universitaires et comptent en moyenne, chacun, plus d'une centaine d'institutions même si leur dimension est très variable (de moins de 40 institutions à plus de 400).

- extension géographique : 29 pays européens sont actuellement éligibles et la tendance récente voit l'implication des nouveaux pays associés s'accroître pour atteindre 10 % de la participation totale. Les pays tiers représentent 5 % de la participation totale.
- stabilisation / rationalisation des structures : malgré la diversité de leurs objectifs, les Réseaux montrent une grande homogénéité de fonctionnement et d'organisation. Ils s'appuient en général sur une forte implication des individus et une décentralisation des activités. Progressivement, les structures se sont stabilisées et la Commission devrait être en mesure de repérer des exemples de bonnes pratiques à diffuser et à soumettre à la réflexion critique des coordonnateurs.

Un outil de réflexion prospective et d'analyse stratégique :

Après trois années d'activités, il est possible d'identifier les principaux axes d'activités des Réseaux et un recensement des principaux résultats et produits a été réalisé. Il montre la grande diversité en nature et en qualité des projets et témoigne, à la fois, des stratégies poursuivies et des obstacles rencontrés.

1 – analyse comparée des systèmes et des politiques d'éducation. C'est ainsi qu'ont été réalisés plus de 90 conférences ou colloques européens, plus d'une cinquantaine d'ouvrages généraux, plus d'une trentaine d'études portant sur des thèmes spécifiques, des monographies nationales, des notes de synthèse.

2 – analyse du contexte et des besoins du marché de l'emploi et de la société. Ces travaux concernent à la fois l'étude des conséquences des évolutions sociales, économiques, techniques contemporaines sur l'enseignement supérieur et les interrogations sur la contribution de l'enseignement supérieur aux mutations de la société européenne.

3 – production de matériel pédagogique. Il s'agit de la préparation, la révision, la traduction, la production, la diffusion de matériel pédagogique innovant sur le plan du contenu ou des outils et des méthodes.

4 – mise en place de nouveaux programmes de formation. Parallèlement aux activités relevant directement du Contrat Institutionnel Socrates, certains projets permettent de préparer le terrain pour des initiatives futures ou de tester certains concepts.

5 – développement d'outils pour stimuler la coopération universitaire. Ce sont des activités très diversifiées comme la construction de bases de données, la promotion d'ECTS, la tentative de définition d'un corpus minimum dans certaines disciplines, la réflexion autour d'outils pédagogiques.

6 – mise au point d'outils pour faciliter les échanges et la circulation de l'information. Ce sont des initiatives très variées allant de la publication de bulletins, journaux, périodiques, articles, à la création de centres de ressources virtuels.

7 – organisation de la coopération institutionnelle. L'établissement de contacts, la constitution de réseaux à l'échelle des individus ou des institutions est une activité à part entière des Réseaux. Elle s'inscrit dans une dynamique de long terme de structuration de l'enseignement supérieur en Europe.

Les conditions d'une poursuite et d'une consolidation de cette expérience :

Les Réseaux Thématiques sont en mesure de remplir une mission d'initiateur, de catalyseur, de multiplicateur et d'accompagnement de l'innovation. Toutefois, pour qu'ils s'imposent dans l'enseignement supérieur comme un outil reconnu et indispensable, il est nécessaire de réfléchir au cadre le plus approprié au maintien et à l'extension de leurs activités. Maintenant

que les résultats sont identifiés et connus et qu'ils peuvent être appréciés, les institutions universitaires doivent se prononcer sur le soutien qu'elles sont prêtes à leur accorder.

Dans le cadre de la mise en place de la deuxième phase de Socrates, il est nécessaire de s'interroger sur les conditions pour :

- améliorer la légitimité et la reconnaissance des Réseaux,
- accroître le bien fondé et la portée de leurs activités,
- conforter le financement des projets,
- pérenniser et consolider ces initiatives en aidant à la structuration institutionnelle des Réseaux,
- intensifier leur ouverture pour tenir compte des évolutions de la demande sociale et de l'élargissement de l'Union Européenne vers de nouveaux pays,
- simplifier et améliorer la gestion administrative du programme.

Les mutations actuelles de l'enseignement supérieur nécessitent la mise en place d'un dispositif d'accompagnement à l'échelle européenne pour fournir aux universités et aux décideurs politiques les éléments d'information et d'analyse indispensables à une gouvernance éclairée du système d'enseignement. Les Réseaux Thématiques peuvent participer à cette dynamique mais leur consolidation et leur développement passent par l'agrément et le soutien explicites des institutions, des autorités universitaires et des politiques.

Summary

The Thematic Network pilot experiment launched three years ago completed its first cycle of activities in August 1999, with the completion of the first projects that were funded over the 1996-1999 period. Following a report of 1998 based on the activity reports from the first year of functioning, this document is an update of the initial study and focusses on the contents, on the actual scope of the results of the first generation of Networks.

With 43 projects underway, the Thematic Networks undoubtedly represent an original and interesting potential of collective mobilisation of university forces, to support and sustain an innovating and transforming higher education policy that takes future stakes into account. They can also participate in the elaboration of policy recommendations.

With the benefit of hindsight, the Networks eventually came out as a combination of a tool, an approach and a framework at the service of universities.

They are indeed an effective analytical and debating tool to promote prospective, discipline-oriented reflection at the European level, as well as pedagogical innovation. The proposed approach favours the comparative method and a meso-institutional approach involving the intermediate levels of university institutions (faculties, departments, institutes), where the reality and unity of the pedagogical project is tangible. It is also based on direct involvement of the various actors of the educational scene.

Lastly, it is a framework which warrants official recognition (at the level of the higher education institutions and of the Community authorities) and provides financial means to highly diversified ventures. It encourages geographical and institutional opening of universities to non-EU states and to society. It promotes cohesion in higher education by uniting university and non-university institutions, thus helping them to make the most of their co-operation experience and previous relationships.

Thematic Networks may represent the whole discipline array of European higher education. They operate on a transnational scale with a concern for reflecting the complexity and diversity of education systems in Europe. A number of them have been developing their activities within or in partnership with associations of universities. They participate in a triple assignment : being a tool at the service of education institutions ; being partners of the Commission within its education policy ; favouring the links between higher education, research, society and the job market.

Structural characteristics:

Four major trends attest to the development of the system and of its gradual recognition by academics :

- wider disciplinary scope : the Networks now encompass a large variety of learning themes and address most of the main fields of study,
- institutional expansion : they involve more than 5,500 university participations, or an average of one hundred institutions each, although their individual size varies greatly (from under 40 to more than 400 institutions).
- geographical spreading : 29 European states are now eligible and the current trend is for new associate countries to join in and reach 10% of the overall participation. Non EU states constitute 5% of the overall contribution.
- structural stabilisation / rationalisation : despite the wide target diversity, Thematic Networks are highly homogeneous in their functioning and organisation. They rely on strong individual commitment and activity decentralisation. Structures have gradually become more stable and

the Commission should soon be in a position to identify examples of good practices for dissemination and submission to the critic assessment of co-ordinators.

A tool for prospective reflection and strategic analysis :

After three years of operation, the main activity axes of the Thematic Networks can now be identified and the main results and products have been assessed. They reflect the widely diversified nature and quality of projects, as well as the strategies applied and the obstacles encountered.

1 - comparative analysis of education systems and policies. More than 90 European conferences or meetings, more than fifty general interest books, more than thirty studies on specific themes, national monographs, synthetic notes have been produced.

2 - analysing the context and needs of society and the job market. This explored at the same time the impact of current societal, economic and technological changes on higher education and the questions raised regarding the contribution of higher education to the mutation of European society.

3 - producing teaching material. This refers to the preparation, revision, translation, production and circulation of innovating teaching material, either in its content or its methodology.

4 - implementing new training programmes. In parallel with activities directly pertaining to the Socrates institutional contract, certain projects have paved the way for future initiatives and tested certain concepts.

5 - developing tools to stimulate university co-operation. This implies highly diversified activities like database construction, ECTS promotion, tentative definition of a minimum common corpus in some disciplines, reflection on teaching tools...

6 - developing tools to facilitate information circulation and exchange. This includes publication of bulletins, journals, magazines, articles and the setting up of virtual resource centres.

7 - organising institutional co-operation. Establishing new contacts and networks at the individual or institutional levels is a Thematic Network activity per se. It participates in a long-term dynamics of higher education structuring in Europe.

The prerequisites to continuing and consolidating the experience:

Thematic Networks can undertake the mission to initiate, catalyse, multiply and accompany innovation. However, for them to be recognised by higher education as a necessary tool, reflection is needed on the most suitable framework for maintaining and developing their activities. Now that results have been identified and acknowledged and are assessable, university institutions must determine themselves on the support they are ready to grant them.

While implementing the second phase of Socrates, it is worth pondering on the conditions for :

- improving the legitimacy and recognition of the Networks,
- increasing the scope of their activities and asserting their relevancy,
- bolstering project funding,
- sustaining and supporting these initiatives by encouraging institutional structuring of the Networks,

- widening their opening to integrate the societal demand and the European Union enlargement to new countries,
- simplifying and improving administrative management.

Ongoing changes in higher education call for a supporting system on the European scale to provide universities and policy makers with elements of information and analysis necessary to enlightened governance of the education system. The Thematic Networks can contribute to that move but their consolidation and development necessitate explicit recognition and support by university officials and policy makers.

Première partie

**Changer l'Université :
le rôle d'accompagnement des
Réseaux Thématiques Erasmus**

(trois années d'expérience)

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INTRODUCTION : UN CONCEPT ORIGINAL ET INNOVANT¹

Au sein du chapitre Erasmus de Socrates consacré à l'enseignement supérieur, l'action 1D couramment appelée les projets de Réseaux Thématiques (ou «projets de coopération universitaire sur des sujets d'intérêts communs») a été lancée en 1996 pour une durée de trois ans, sur la base de contrats annuels renouvelables dans le cadre d'une procédure classique d'appels d'offres ouverts, d'évaluation des candidatures et des rapports d'activités. Les Réseaux Thématiques les plus anciens ont achevé en août 1999 leur cycle de trois ans et certains d'entre eux (16 projets) sont, actuellement (1999 / 2000), en phase de diffusion et de valorisation de leurs résultats. Les autres poursuivent leurs activités jusqu'au terme de leurs trois ans. Au total, cette action concerne, à ce jour, 43 projets en activité, correspondant à des contrats initiés, respectivement, en 1996/97 (24 contrats), 1997/98 (8), 1998/99 (9) et 1999/2000 (2).

Lors de leur lancement, l'objectif des Réseaux Thématiques était de proposer aux établissements d'enseignement supérieur la création de forums pour analyser et étudier l'état de développement des différents domaines de formation en Europe avec l'intention de stimuler la dimension européenne, d'améliorer la qualité de l'enseignement et de promouvoir l'innovation pédagogique.

Sur la base de l'expérience acquise, les Réseaux apparaissent finalement comme la combinaison d'un outil, d'une démarche et d'un cadre au service des universités (Ruffio, 1999).

En effet, c'est un outil d'analyse et de débats pour promouvoir à l'échelle européenne une réflexion disciplinaire prospective et stimuler l'innovation pédagogique. La démarche qu'ils proposent, privilégie la méthode comparative et une approche méso-institutionnelle qui implique les niveaux intermédiaires (facultés, départements, instituts) de l'institution universitaire, niveaux où s'expriment la réalité et l'unité du projet pédagogique. Elle repose également sur l'implication directe des acteurs de la formation.

Enfin, c'est un cadre qui assure une reconnaissance officielle (aux niveaux des établissements d'enseignement supérieur et des autorités communautaires) et procure des moyens financiers à des initiatives très diversifiées. Il encourage l'ouverture géographique et institutionnelle des universités vers les pays tiers et la société civile. Il favorise la cohésion du dispositif d'enseignement supérieur en rapprochant les établissements universitaires et non-universitaires, et permet de valoriser leur expérience et leurs relations antérieures en matière de coopération.

Les Réseaux Thématiques peuvent préfigurer une future représentation disciplinaire de l'enseignement supérieur au niveau européen. Ils travaillent à une échelle transnationale avec un souci de représentativité de la complexité et de la diversité des systèmes d'enseignement. Un certain nombre d'entre eux développent leurs activités au sein ou en partenariat avec des associations d'universités. Ils s'inscrivent dans une triple mission : être un outil au service des établissements d'enseignement ; être des partenaires de la Commission dans sa politique d'éducation ; favoriser l'articulation entre l'enseignement supérieur, la recherche, la société et le monde professionnel.

¹ Dans ce document, le terme « université » renvoie à tout type d'établissement d'enseignement supérieur, quel que soit son statut, universitaire ou autre.

Ils représentent, sans aucun doute, l'une des innovations principales du programme Socrates / Erasmus initié en 1996. Avec cette initiative, la Commission a reconnu le champ ou le domaine d'éducation comme un lieu potentiel de réflexion stratégique à l'interface entre les dimensions institutionnelle, scientifique et pédagogique. La discipline (ou le domaine d'études, plus largement), était l'élément structurant des Projets Interuniversitaires de Coopération (PIC) sous le programme Erasmus, mais ces premiers partenariats s'occupaient principalement de l'organisation pratique de la mobilité des étudiants et des enseignants ou de la mise en place de projets d'enseignement à caractère européen (programmes intensifs, développement de curricula, etc.). Par ailleurs, le Contrat Institutionnel et la déclaration de politique générale introduite à la même époque (Verli-Wallace, 1995) privilégiaient le niveau central de l'institution universitaire comme lieu de la réflexion stratégique.

Une première analyse détaillée de l'activité des Réseaux a été réalisée en 1998 sur la base des informations disponibles concernant la première année du programme et a donné lieu à la publication d'une étude (Ruffio, 1998). Ce premier rapport analysait en détail les projets des différents Réseaux et tentait de préciser le concept de Réseau Thématique. En s'appuyant principalement sur les rapports d'activités de l'année 1998/99 (dont les rapports concluant le cycle complet de trois ans, pour les plus anciens Réseaux), le document présent vise à mettre à jour cette étude en s'intéressant plus particulièrement au contenu, à la portée réelle des résultats et des produits de la première génération de Réseaux. Il envisage, également, les conditions du développement de cette action dans le cadre de la deuxième phase de Socrates où ce concept de Réseau Thématique est, d'ailleurs, étendu à d'autres chapitres du programme (Comenius, Grundtvig, Enseignement Ouvert et à Distance - EOD).

1 – LES CARACTERISTIQUES STRUCTURELLES DES RESEAUX

Le rapport de 1998 a étudié en détail les caractéristiques institutionnelles des Réseaux Thématiques pour lesquels un rapport d'activité était disponible à cette époque. Il a mis en évidence le rôle qu'ont joué les vingt « conférences d'évaluation Erasmus » organisées de 1994 à 1996 pour tester la validité et la faisabilité de ce concept (European Commission, 1997b). La moitié des Réseaux, environ, est issue de cette initiative qui s'est révélée un véritable succès en permettant le lancement d'une dynamique porteuse de projets originaux et innovants.

De même, l'expérience acquise dans la coordination et l'animation de PIC Erasmus de la génération des programmes antérieurs à Socrates a été valorisée. Environ la moitié des Réseaux correspond à des PIC qui avaient atteint une dimension, une représentativité et une qualité de fonctionnement telles qu'ils pouvaient envisager une nouvelle étape pour pérenniser et élargir leur base et accéder à un niveau de réflexion et d'action stratégiques et prospectives.

Au cours de ces trois années d'activité, quatre tendances majeures se sont manifestées qui témoignent du développement du dispositif et de sa reconnaissance progressive par le monde académique.

1.1 – Elargissement de la couverture disciplinaire

Les Réseaux couvrent une grande variété de thématiques de formation et la politique récente (1999) de pratiquer des appels d'offre restreints a permis d'améliorer la couverture disciplinaire (tableau 1). Ainsi, en 1998, les neufs nouveaux Réseaux acceptés ont élargi le spectre à des domaines académiques classiques (littérature, ingénierie civile, alimentation, pharmacologie), des spécialités pluridisciplinaires (études féminines, citoyenneté et identité des enfants, sciences de l'environnement, gérontechnologie) ou des problématiques horizontales (administration et gestion des universités). L'appel d'offre restreint proposé en 1999, qui identifiait précisément certains domaines manquant (histoire, éducation, architecture, pharmacie, économie, mathématiques, psychologie et sciences du comportement, sciences de la terre), a introduit un nouveau domaine et rétablit un Réseau existant.

Comme nous le soulignons déjà en 1998, cette diversité est potentiellement porteuse d'ambiguïtés, de contradictions et de rigidités pour l'avenir. Ce problème ne relève pas seulement d'un débat académique sur la nature des sciences et les frontières entre disciplines, mais résulte de la nécessité de gérer des exigences contradictoires entre le souhait de soutenir un nombre nécessairement limité de Réseaux, pour garantir une cohérence minimale au dispositif, assurer une bonne représentation des domaines, permettre des échanges féconds, éviter un cloisonnement et une dispersion des moyens et, par ailleurs, la volonté d'encourager et de reconnaître les initiatives nouvelles, notamment celles à caractère transdisciplinaire. C'est un équilibre délicat que les autorités communautaires, en coopération avec les coordonnateurs des Réseaux concernés, doivent établir en priorité, pour éviter d'hypothéquer la crédibilité et le potentiel du programme.

Tableau 1 : Les domaines et thèmes couverts par les Réseaux Thématiques

1 – Domaines académiques classiques :

- Sciences Economiques, Sociales et Humaines : l'archéologie, les arts, le droit, la formation des enseignants, la gestion, les langues, la littérature, la science politique (y compris, l'administration publique), les sciences de la communication, le sport.
- Sciences et Technologie : la biologie, les études dentaires, la chimie, les formations d'ingénieur, le génie civil, l'informatique, la médecine, la médecine vétérinaire, la physique, les sciences agricoles et alimentaires.

2 – Domaines de spécialité :

- Formations au développement humanitaire, aux études féminines, à la citoyenneté et à l'enfance, à l'informatique spécialisée en sciences humaines, aux sciences de la communication orale, aux professions sociales, au tiers secteur (économie sociale), au tourisme et loisirs, à la médecine rééducative.
- Formations aux biotechnologies (deux projets), au génie électrique et de l'information, à la gérontechnologie, à la gestion de l'eau et de l'environnement, aux sciences de l'environnement, à la pharmacologie, à la physique et à l'ingénierie médicales, à l'urbanisme, à «l'activité physique adaptée».

3 – Réseaux transversaux : philosophie et sciences humaines, éthique, enseignement ouvert et à distance, formation continue, administration et gestion des universités.

1.2 – Expansion institutionnelle

Les Réseaux Thématiques associent deux types de partenaires, les établissements d'enseignement supérieur (de statut universitaire ou non), d'une part, et un nombre important d'organisations diverses, d'autre part.

Les Réseaux ont largement diffusé dans le monde universitaire et le nombre total de participations² d'établissements d'enseignement supérieur aux Réseaux Thématiques dépasse désormais le nombre de 5500 avec un accroissement important en comparaison avec la situation 1998 (voir tableau en annexe). Les Réseaux comptent en moyenne 130 établissements d'enseignement supérieur chacun, avec une dimension qui varie d'une quarantaine à plus de 400 institutions.

Répartition des Réseaux par taille (nombre d'établissements d'enseignement supérieur)

| Moins de 75 | 75 à 150 | 150 à 225 | Plus de 225 | Total |
|-------------|----------|-----------|-------------|-------|
| 9 | 21 | 8 | 5 | 43 |

² Ce décompte enregistre le nombre de fois où chaque université participe à l'activité d'un réseau. Dans la mesure où un établissement peut participer à plusieurs réseaux, le nombre total de participations est supérieur au nombre d'institutions.

Ces chiffres doivent toutefois être interprétés avec précaution dans la mesure où les données disponibles ne sont pas strictement homogènes sur les deux années et ne permettent pas d'évaluer la participation réelle aux activités des Réseaux alors que l'on sait que le degré d'implication des institutions est très variable.

Indépendamment des établissements d'enseignement supérieur, les Réseaux rassemblent de nombreuses associations, organismes publics ou privés, à caractère européen, à vocation internationale et mondiale, ainsi que des entreprises. Le reste est principalement constitué d'organismes nationaux, régionaux ou locaux, comme des associations, des ministères ou des organismes publics, des centres de recherche et quelques établissements d'enseignement secondaire ou de formation professionnelle. Dans quelques cas limités, des associations d'étudiants participent également aux activités.

Même si le degré d'implication réelle de ces organismes mériterait d'être précisé, l'importance de ce nombre (plusieurs centaines) montre, toutefois, la capacité potentielle de mobilisation et de rassemblement des Réseaux Thématiques.

La présence de nombreuses associations à vocation nationale peut se révéler précieuse pour le fonctionnement des Réseaux en permettant l'établissement de liens avec la base et la circulation de l'information. Inversement, les Réseaux peuvent aussi leur apporter une valeur ajoutée et être une opportunité pour accéder à de nouvelles problématiques et resituer leur action dans un cadre géographique plus vaste.

1.3 – Extension géographique vers les nouveaux pays associés

Les Réseaux concernent désormais 29 pays européens éligibles et la répartition géographique a peu évolué depuis 1998 (voir tableau en annexe). Cinq pays assurent à eux seuls la moitié de la participation totale (Royaume-Uni, France, Allemagne, Italie et Espagne), sachant que ce chiffre traduit notamment la diversité de l'organisation universitaire des différents pays. On note, cependant, la présence croissante des nouveaux pays associés (BG, CY, CZ, EE, HU, LV, LT, PL, RO, SI, SK), qui atteignent désormais 10 % de la participation totale. C'est un signe d'ouverture encourageant et cela montre les efforts actuels des coordonnateurs pour étendre leurs activités vers de nouveaux partenaires et les faire profiter des acquis communautaires en matière de coopération. La Pologne, la Hongrie et la Roumanie totalisent la moitié de l'activité de ces pays.

Les pays tiers représentent cinq pour cent de la participation totale, en augmentation.

1.4 – Stabilisation / Rationalisation des structures

Alors que pendant la première année d'activités de nombreux Réseaux investissent beaucoup de temps et d'énergie pour établir leurs structures, définir leurs modes d'organisation et de fonctionnement, attribuer les responsabilités, cette étape est désormais achevée pour les plus anciens qui sont devenus véritablement opérationnels. On a assisté progressivement à un renforcement et un approfondissement des liens entre les participants. La mise en place systématique de dispositifs de circulation de l'information (sites Web, newsletters, forum internet, bases de données, who's who, etc.) est pratiquement achevée et permet aux Réseaux de prendre véritablement la mesure de leur étendue. Certains se sont également engagés dans des activités intenses de promotion et de communication auprès de partenaires extérieurs potentiels.

Sur un plan général et malgré la diversité de leurs objectifs, les Réseaux montrent une grande homogénéité d'organisation et de fonctionnement. Ils s'appuient sur une forte implication de la communauté académique, sur la base d'une organisation généralement

décentralisée des activités et des responsabilités fonctionnelles. La coordination est le plus souvent assurée par un comité qui est le cœur du dispositif et assure l'animation intellectuelle et scientifique, la gestion technique et financière du projet. Dans la majorité des Réseaux, le travail d'analyse, de réflexion et de comparaison repose sur la réalisation d'études, de monographies, à l'occasion de l'audition d'experts, d'enquêtes, de recherches bibliographiques, de visites sur sites, de la constitution de bases de données ou de centres de ressources. Les débats, les échanges et la confrontation des idées mobilisent des moyens de communication importants, des plus classiques (comme les réunions, les publications, les colloques internationaux) aux plus innovants, qui exploitent les technologies de l'information (vidéoconférences, forums sur Internet, etc.). La diffusion des résultats des activités est une préoccupation des coordonnateurs et la Commission a d'ailleurs lancé en 1998 une action spécifique dans ce sens, à l'attention des Réseaux ayant atteint le terme de leurs activités en août 1999 (trois ans).

Le suivi de l'activité des Réseaux organisé par la Commission, a montré les progrès réalisés et les difficultés de fonctionnement au cours des trois dernières années. La qualité du travail effectué sur le plan des procédures, du fonctionnement et de l'organisation, conduit actuellement la Commission à rechercher des exemples de bonnes pratiques à diffuser et à soumettre à la réflexion critique des coordonnateurs ou futurs coordonnateurs.

2 – UN OUTIL DE REFLEXION PROSPECTIVE ET D'ANALYSE STRATEGIQUE

Contrairement à d'autres actions financées par la Commission où la dimension opérationnelle est déterminante, l'activité des Réseaux s'inscrit principalement dans une perspective de réflexion à moyen et long termes sur les enjeux, les mutations de l'enseignement supérieur en Europe et vise l'élaboration de recommandations politiques. En conséquence, elle se traduit principalement par la production d'études et d'analyses, la mise en place d'outils et de méthodes ou le lancement de projets pilotes ayant un caractère expérimental et innovant important. A l'analyse, on constate que toutes ces actions s'inscrivent dans les priorités politiques définies par la Commission (*Memorandum on Higher Education* en 1991, *White Paper "on growth, competitiveness and employment"* en 1993, *White Paper "on European social policy"* en 1994, *White Paper "Teaching and Learning - Towards the learning society"* en 1995 - *Communication from the Commission « Towards a Europe of Knowledge »* et Agenda 2000, en 1997).

La grande diversité des activités engagées s'accompagne d'une hétérogénéité en matière de résultats dans la mesure où les rythmes d'avancement sont très variables eu égard aux modes de fonctionnement choisis et aux difficultés rencontrées. La plupart des Réseaux les plus anciens ont progressivement approfondis les activités, certains étant même en situation de publier ou de diffuser, avant l'échéance des trois ans, les résultats de leur travail, voire de lancer de nouvelles actions. D'autres, par contre, sont en retard par rapport à leur calendrier. Ces retards sont liés en général à une sous estimation des problèmes, à des limites budgétaires ou des difficultés de fonctionnement interne (choix inadapté des responsables, difficultés de motivation des partenaires, mauvaise organisation, objectifs mal définis, méthodes inappropriées...). D'une façon générale, l'expérience acquise a été souvent mise à profit pour redéfinir ou réorganiser le programme de travail dans le sens d'une extension des activités à de nouveaux domaines, de nouvelles problématiques ou de nouveaux partenaires.

Les initiatives visant à développer des activités conjointes entre les Réseaux, sur la base de démarches spontanées ou de projets proposés par la Commission (par exemple, le projet « *TNP Networking* » lancé en décembre 1998), contribuent également à améliorer la couverture disciplinaire et à conforter les activités en cours notamment sur le plan des outils et des méthodes.

Après trois ans d'expérience, pour les plus anciens Réseaux, la situation actuelle semble globalement inscrite sous le signe d'un **réalisme** qui tempère l'optimisme et l'enthousiasme initiaux caractéristiques de la ou des deux premières années. La passion et l'ardeur des participants n'en sont pas nécessairement affectés mais cette nouvelle situation attire l'attention sur la nécessité d'un suivi et d'un accompagnement étroit de l'activité des Réseaux.

Globalement, leur activité concerne les quatre dimensions stratégiques suivantes :

- le développement d'une problématique de formation tout au long de la vie,
- une préoccupation d'innovation pédagogique, qui tient compte tout particulièrement des perspectives offertes par les technologies de l'information,
- l'intégration européenne croissante, en rapport avec les questions relatives aux obstacles et aux outils de la coopération interuniversitaire,
- l'amélioration de la qualité de l'enseignement, en termes de démarches, d'outils, de contenu et d'organisation des cursus.

L'annexe 1 présentent une liste des principaux produits recensés à ce jour, sur la base d'un dépouillement des rapports d'activités. Cette liste n'est pas exhaustive et un certain tri a été réalisé mais elle permet de montrer l'étendue des activités et des résultats des Réseaux.

Sur un plan opérationnel, l'étendue de ces activités se décline en sept grands domaines qui sont présentés ici, selon une logique sensiblement différente de celle de l'annexe 1, afin de mettre en valeur quelques thèmes de réflexion prioritaire.

2.1 - Analyse comparée des systèmes et des politiques d'éducation

C'est incontestablement l'une des activités principales des Réseaux qui a pour but de construire un fonds commun d'informations et de références. Pour nombre d'entre eux, c'est la suite des travaux réalisés à l'occasion des Conférences d'Evaluation Erasmus organisées en 1995 et 1996 (European Commission, 1997b). Un travail considérable a été réalisé qui se traduit par la publication de :

- plus d'une cinquantaine d'ouvrages (qui peuvent atteindre plusieurs centaines de pages) ou de documents présentés sous Internet, qui analysent les systèmes éducatifs et leur évolution. Ils ont été préparés dans le cadre de travaux spécifiques mais représentent aussi, dans certains cas, les actes de conférences internationales organisées pour débattre de ces questions. Environ quatre vingt dix conférences ou colloques européens ou internationaux ont été recensés, organisés directement ou avec l'appui des Réseaux Thématiques.
- quelques monographies nationales, sur un thème donné, qui représentent souvent la première étape d'une synthèse européenne en cours d'élaboration.
- plus d'une trentaine d'études relatives à des questions pédagogiques particulières, visant à établir un état de l'art, à définir et à proposer des orientations pour l'avenir. Les thèmes abordés sont très divers et sont généralement en relation avec une discipline ou une thématique particulière.
- une dizaine de notes de synthèse, en générale assez courtes, qui traitent d'une question particulière ou résument un travail plus important. Elles sont plutôt destinées aux responsables politiques et universitaires et abordent des questions comme le multiculturalisme, l'enseignement des langues, les technologies de l'information, l'assurance qualité, etc.

Les universités et les autorités publiques peuvent trouver là un matériel sans doute hétérogène mais précieux et original, sur le fonctionnement et les évolutions de l'enseignement supérieur en Europe. L'intérêt de ces travaux est de fournir des éléments d'information pour susciter et entretenir la réflexion, identifier des expériences et des pratiques prometteuses. Ils concernent à la fois l'organisation des dispositifs d'enseignement, l'offre de formation, les systèmes de validation et de reconnaissance des diplômes, le contenu et les pratiques pédagogiques, le développement de nouveaux outils.

Dans le matériel actuellement disponible, quelques thèmes de réflexion paraissent les plus prometteurs :

- la formation continue, qui intéresse de nombreux Réseaux dont l'un d'eux est spécialisé sur ce problème.
- l'évaluation et la qualité, où les sciences de gestion, la médecine vétérinaire, les sciences dentaires, les formations d'ingénieur, par exemple, réfléchissent aux procédures ou ont mis en œuvre concrètement des démarches d'évaluation.
- l'enseignement des langues étrangères avec en particulier un Réseau qui s'est donné comme objectif d'encourager les universités et les départements de langue à répondre aux défis posés par une Europe multiculturelle et multilingue. Ce Réseau travaille, d'ailleurs, avec d'autres groupes qui partagent les mêmes préoccupations.
- les technologies de l'information, thème abordé par la grande majorité des Réseaux qui tentent d'évaluer les besoins, les risques et les opportunités que suscitent ces nouveaux outils. L'un d'eux s'est spécialisé sur ces questions, dans le domaine de l'ingénierie électrique et de l'information.
- l'enseignement à distance, sachant que l'un des Réseaux est également spécialisé sur ce thème.
- ou encore, la pluridisciplinarité, la professionnalisation des formations, etc.

2.2 - Analyse du contexte et des besoins du marché de l'emploi et de la société

Deux axes de réflexions dialectiques ont été explorés par certains Réseaux. Le premier vise à repérer et analyser les évolutions sociales, économiques et techniques pour déterminer les évolutions souhaitables de l'enseignement supérieur dans un domaine donné. Le second s'intéresse plutôt au rôle et à la participation de l'université aux mutations contemporaines de la société européenne.

En règle générale, ces travaux sont menés en collaboration avec des partenaires extérieurs représentant la demande sociale ou professionnelle. Ainsi, ont été déjà réalisées des enquêtes sur l'insertion professionnelle des diplômés, sur les tendances de la demande du marché du travail et sur les besoins de formation dans certaines branches, ou encore sur les conséquences des évolutions réglementaires ou sociétales (préoccupations en matière d'éthique professionnelle, par exemple). Le Réseau des Sciences du Sport est l'un de ceux qui a investi en priorité dans ce domaine, en créant un observatoire des professions du sport, en mettant en place un dispositif de suivi des diplômés, en participant à l'élaboration de nomenclatures des activités sportives.

2.3 - Production de matériel pédagogique

Ces activités visent la préparation, la révision, la traduction, la production ou la diffusion de matériel pédagogique à caractère innovant. Différentes initiatives ont été prises, qui recouvrent trois grands types d'approches.

On peut distinguer, tout d'abord, des projets qui investissent en priorité sur le caractère innovateur du contenu. C'est le cas, par exemple, de la production de manuels ou de documents de référence qui proposent une perspective européenne, multiculturelle sur des sujets d'intérêt général. Citons, à titre d'exemple, les textes rassemblés dans un numéro spécial de la Revue Européenne de Droit Public sur la protection juridique unifiée des citoyens ; le matériel collecté et mis en forme sur l'éthique professionnelle, la gestion des forêts ou le tourisme rural en Europe.

D'autres projets innoveraient plutôt sur le plan des outils et des méthodes, comme ceux qui concernent la production de matériel pédagogique exploitant les ressources des

technologies de l'information (par exemple, un réseau participe intensément à la production de modules de formation dans le domaine de l'ingénierie électrique et informatique).

D'autres, encore, innoveront sur les démarches d'apprentissage et la validation des connaissances. C'est, notamment, le cas des projets de l'objectif 1 («encourager l'acquisition des connaissances nouvelles») du Livre Blanc «Enseigner et apprendre, vers la société cognitive», dont la réalisation d'un certain nombre de modules expérimentaux ont été confiés, suite à un appel d'offre ouvert, à quelques Réseaux Thématiques (tableau 2). Dans ce cadre, une série de projets pilotes a été lancée sur le développement de tests automatisés des compétences et des connaissances, visant le développement de prototypes de validation. Ces projets s'inscrivent dans une perspective de reconnaissance des savoirs et des compétences acquises en dehors des systèmes éducatifs (outils d'auto-évaluation individuels, outils de gestion et d'appui à la formation dans les entreprises) et pourront déboucher ultérieurement sur le développement de matériel pédagogique adapté à ces besoins spécifiques. Ils concernent, à la fois, les étudiants désireux d'acquérir des connaissances supplémentaires, les jeunes qui n'ont pas eu l'opportunité de terminer leurs études, les adultes souhaitant améliorer ou élargir leurs connaissances à des fins personnelles ou pour se réinsérer sur le marché du travail, les salariés à la recherche d'un complément de formation ou d'une remise à niveau.

C'est un exemple intéressant, à plus d'un titre, qui confirme la capacité des universitaires à réfléchir à ces nouvelles voies de certification et de reconnaissance des compétences et des savoirs.

Tableau 2 - Liste des projets pilotes de l'objectif 1 du Livre Blanc confiés à des Réseaux Thématiques

Mise au point de tests d'évaluation des connaissances pour un public cible d'adultes ou de jeunes adolescents, dans les domaines suivants :

- statistiques pour ingénieurs
- chimie de base
- droit
- biologie
- sciences et gestion de l'eau
- langue
- sciences et hygiène de l'alimentation, sciences de l'environnement

2.4 - Mise en place de nouveaux programmes de formation

Ce n'est sans doute pas une activité prioritaire des Réseaux dans la mesure où elle est déjà prise en charge par d'autres actions, notamment dans le cadre du Contrat Institutionnel Erasmus. Toutefois, par leur travail, les Réseaux sont amenés à préparer le terrain pour des initiatives futures (en physique et en chimie, par exemple). Dans d'autres cas, ils participent concrètement et directement à la conception de nouveaux projets : organisation de sessions de formation courtes (une quarantaine d'initiatives, au moins, a été recensée) ; lancement d'un Master européen, comme celui en «droit de l'homme et démocratisation», en «santé internationale». De même, le Réseau en Biologie réfléchit au développement d'un PhD européen.

Les Réseaux peuvent, en particulier, être un outil approprié pour introduire de nouvelles formations, de nouvelles thématiques ou disciplines dans les cursus des pays d'Europe Centrale et Orientale. Le Réseau en médecine rééducative, par exemple, a pris un certain nombre d'initiatives dans ce sens.

2.5 - Développement d'outils pour stimuler la coopération interuniversitaire

Cela concerne des activités très diversifiées :

- la construction de bases de données, de répertoires, de who's who (sur des supports papiers ou informatique) qui concernent les institutions, l'offre de formation, les ressources humaines des universités et les thèmes de recherche.
- le développement des outils communautaires comme ECTS ou encore, la participation de quelques Réseaux Thématiques à la consultation organisée par la Commission pour la définition du cadre formel des «*diploma supplements*».
- des tentatives de définition d'un corpus minimum à l'échelle européenne, dans certaines disciplines (physique, chimie, études dentaires, tourisme).
- des réflexions sur les méthodes d'enseignement des langues étrangères, sur le multilinguisme ou le multiculturalisme.

2.6 - Mise au point d'outils pour faciliter les échanges d'information

Dans ce domaine, les initiatives sont multiples parce qu'elles ont d'abord contribué à organiser, à structurer et à faire fonctionner les Réseaux Thématiques. Elles concernent un éventail d'initiatives qui va du bulletin interne du Réseau (18 Réseaux éditent un bulletin sur papier et 7 sur Internet) à la création de centres de ressources virtuels, en passant par la mise en place de sites Web, de forums internet, la création de base de données ou la publication d'articles et de journaux scientifiques ou pédagogiques. A titre d'illustration, citons les centres de ressources dédiés aux formations médicales, à la gestion de l'eau et de l'environnement, à la formation des enseignants ; le lancement de *Ethical Perspective*, la revue scientifique du Réseau européen pour l'éthique, ou encore, du journal électronique de la *European Electrical Association*.

Une quarantaine d'articles a été publiée dans des supports scientifiques qui permettent de diffuser ou de discuter plus largement certains résultats. Ils assurent également une promotion de l'activité des Réseaux.

2.7 – Organisation de la coopération institutionnelle

L'établissement de contacts, la constitution de réseaux à l'échelle des individus ou des institutions est une activité à part entière des Réseaux. Elle s'inscrit dans une dynamique de long terme de structuration de l'enseignement supérieur en Europe.

Les groupes de travail mis en place à l'occasion des différentes activités représentent le premier niveau de ce maillage. Même s'ils ont un caractère temporaire lié à la nature de leurs activités, ce sont des lieux où s'établissent des liens privilégiés de travail et d'amitié qui dépassent le projet en cours de réalisation et pourront être mobilisés ultérieurement.

Dans une perspective de plus long terme, on assiste, à un deuxième niveau, à la création de réseaux permanents ayant des finalités précises sur le plan thématique ou fonctionnel, qui reposent principalement sur l'adhésion des individus. C'est le cas, par exemple, de la création d'un groupe pour les responsables des relations internationales des établissements d'enseignement agricole qui s'est doté de moyens et de règles de fonctionnement dans le cadre de l'association européenne des universités agricoles.

Enfin, la création (dans les domaines suivants : langue, tourisme et loisir, biologie, médecine, philosophie, développement humanitaire, etc.), la réorganisation (agriculture) ou le rapprochement d'associations existantes, à l'échelle des institutions, dessinent les contours d'une future représentation thématique ou disciplinaire des universités à l'échelle

européenne. Ce mouvement accompagne, conforte, rationalise une tendance de fonds manifeste depuis les années 80 et complète dans une perspective d'éducation, le dispositif déjà bien établi des sociétés savantes ou des associations scientifiques européennes regroupant des individus mais privilégiant, souvent, la dimension recherche. A cet égard, l'originalité des Réseaux Thématiques est, au moins en théorie, de s'appuyer sur les organisations institutionnelles et de favoriser les liens entre la recherche et l'enseignement.

En résumé, l'inventaire précédent montre la diversité des activités accessibles aux Réseaux Thématiques. Elles concernent à la fois les aspects pédagogiques, scientifiques, institutionnels mais aussi les relations avec l'environnement économique, social et technique de l'activité d'enseignement. La formation initiale est loin d'être la priorité de tous les Réseaux et on peut constater avec satisfaction que de nombreux Réseaux abordent également les questions relatives aux nouvelles formes d'enseignement pour tenir compte de la diversité croissante des besoins et des publics. C'est à juste titre, d'ailleurs, que l'on peut s'interroger sur la contribution possible des Réseaux Thématiques à la mise en œuvre du concept de formation tout au long de la vie (Ruffio, 2000).

L'analyse précédente montre que les Réseaux Thématiques sont en mesure de remplir une mission d'initiateur, de catalyseur, de multiplicateur et d'accompagnement de l'innovation. Ils jouent particulièrement bien ce rôle pour la diffusion des technologies de l'information. Toutefois, pour qu'ils s'imposent dans l'enseignement supérieur comme un outil reconnu et indispensable, il est nécessaire de réfléchir au cadre le plus approprié au maintien et à l'extension de leurs activités. Maintenant que les résultats sont identifiés et connus (annexe 1) et qu'ils peuvent être appréciés, les institutions universitaires doivent se prononcer sur le soutien qu'elles sont prêtes à leur accorder.

3 – LES CONDITIONS D'UNE POURSUITE ET D'UNE CONSOLIDATION DE CETTE EXPERIENCE

La période actuelle est déterminante pour l'avenir des Réseaux Thématiques dans la mesure où une première génération de projets est arrivée à son terme en août 1999 et que le nouveau cadre des programmes d'éducation pour la deuxième phase de Socrates vient d'être approuvé (Conseil des Ministres du 16 – 17 décembre 1999). Le bilan de ces trois années d'activité montre toutefois le potentiel qu'ils recèlent et permet de repérer les pistes de travail et les conditions pour améliorer le dispositif et assurer son succès et sa pérennité future, si les pouvoirs publics et la Commission souhaitent vraiment le développer.

En effet, il apparaît essentiel, pour les responsables nationaux et communautaires, de réfléchir dès à présent aux évolutions du cadre du programme alors que des structures se mettent en place dans une perspective de moyen et long termes (création, fusion, rapprochement d'associations, par exemple) et que sur le plan politique, des déclarations récentes laissent penser que le concept véhiculé par les Réseaux Thématiques pourrait être reconnu et encouragé à l'avenir. C'est ainsi que le rapport sur « l'évolution des structures de l'enseignement supérieur » (Haug et al., 1999) présenté lors de la Conférence des Ministres de l'Education en juin dernier suggère de développer des approches par domaine en valorisant le travail réalisé dans des réseaux européens disciplinaires existants ou à créer et mentionne explicitement, comme exemple, les Réseaux Thématiques Erasmus. Il propose, d'ailleurs, des axes de travail correspondant tout à fait aux ambitions actuelles de nombreux projets qui se mettent en place.

De même, dans le cadre des discussions bilatérales avec les USA et le Canada, les Réseaux Thématiques ont été récemment mentionnés comme une opportunité de coopération future.

Dans ce débat, les institutions universitaires, en particulier, sont directement interpellées dans la mesure où elles joueront un rôle déterminant dans le maintien et le développement de ces Réseaux par l'intermédiaire du Contrat Institutionnel Erasmus, qui est désormais la voie d'accès aux financements communautaires.

Le rapport de 1998 (Ruffio, 1998) avait déjà souligné l'existence de certains obstacles et les conclusions restent encore largement valables³. A la lumière des remarques formulées par les coordonnateurs et en tenant compte des réalités exprimées dans les rapports d'activités, quelques axes se dégagent qui peuvent alimenter les réflexions futures des décideurs.

3.1 – Légitimité et reconnaissance

Le développement des Réseaux Thématiques dépend de la légitimité qu'ils vont acquérir dans le paysage de l'enseignement supérieur européen et des conditions dans lesquels ils

³ Le rapport soulignait : le manque de lisibilité des Réseaux ; la difficulté de garantir la mobilisation des acteurs ; les obstacles culturels et linguistiques à la communication ; les difficultés liées à la diversité des systèmes de formation et des politiques d'éducation ; l'absence des sciences de l'éducation dans cette dynamique ; les difficultés de gestion liées à l'étendue des Réseaux, à la modicité des moyens financiers, à l'implication insuffisante des établissements ; les interrogations sur la pérennité et l'impact des Réseaux.

pourront s'imposer comme un outil d'accompagnement des mutations de l'université. A l'heure actuelle, ils souffrent d'un déficit de reconnaissance parce qu'ils sont encore insuffisamment identifiés et leurs résultats méconnus. Le présent rapport, ainsi que celui de 1998, devraient cependant permettre de combler ce déficit. Leurs liens avec les structures institutionnelles ne sont pas encore suffisamment établis et leurs activités relèvent encore trop souvent d'initiatives individuelles difficilement reliées à des stratégies institutionnelles.

Des progrès sont à attendre puisque la Commission a débloqué des moyens spécifiques pour intensifier les activités de dissémination et a introduit les Réseaux Thématiques dans le Contrat Institutionnel, au même titre que les autres activités de coopération européenne. Toutefois, il ne faudrait pas que ces pratiques ne soient que formelles et il pourrait être intéressant d'envisager un renforcement des liens entre les Réseaux et les autres activités couvertes par le Contrat Institutionnel, en termes de valorisation et de diffusion de certaines expériences locales. Il faut viser une reconnaissance dans les faits, c'est à dire à travers l'impact réel de l'activité des Réseaux dans les universités, que ce soit sous la forme de la mise en œuvre des résultats et des recommandations à l'échelle locale, de leur utilisation comme référence et point de départ d'une nouvelle réflexion, ou tout simplement via la participation active de l'institution à l'activité de ces Réseaux. Les responsables universitaires ont, sans aucun doute, un rôle déterminant à jouer à ce niveau.

Les autorités universitaires (mais sans doute aussi les ministères) doivent se prononcer sans ambiguïté sur le soutien qu'ils sont prêts à accorder aux Réseaux Thématiques et définir les conditions d'une mise en synergie avec l'organisation universitaire (les facultés, les départements, mais aussi les structures internes de gestion comme les différents conseils). En particulier, il faut trouver les conditions pour encourager la participation du personnel enseignant à ce type d'activités porteur d'avenir mais particulièrement exigeant sur le plan des individus (en termes de temps passé et de reconnaissance dans la carrière professionnelle, notamment).

3.2 – Portée des activités

Le succès des Réseaux et leur légitimité ne reposent pas seulement sur la qualité et la diversité des résultats et des produits de leur activité. Ils ne peuvent pas se contenter de formuler ou de suggérer des recommandations, d'identifier de nouveaux défis, de déterminer de nouvelles stratégies, de proposer de nouveaux outils. L'avenir des Réseaux se situe au niveau de l'impact réel qu'ils généreront dans les universités et de la façon dont leurs propositions seront mises en œuvre ou intégrées dans les institutions.

La mesure de l'impact des Réseaux est une question délicate qui ne peut pas se limiter simplement à l'inventaire des produits et des réalisations puisque les effets indirects sont nombreux et souvent informels : circulation d'informations, évolution des mentalités, diffusion d'un savoir-faire, etc. Par ailleurs, les Réseaux permettent aussi d'accéder à d'autres sources de financement et d'initier des activités dans d'autres cadres que le programme Socrates. Cette dimension pourra être mieux appréhendée à l'avenir, maintenant que les Réseaux entrent en phase de dissémination de leurs résultats.

Plus généralement, la question de l'impact concerne le type de relations institutionnelles à organiser entre les Réseaux et les universités (voir ci-dessus) mais plus particulièrement la crédibilité, le bien fondé et la qualité des résultats, la pertinence des problèmes étudiés, les stratégies opérationnelles poursuivies par les Réseaux. Elle pose fondamentalement le problème de l'organisation et du fonctionnement de ces derniers en termes de représentativité et de représentation institutionnelle ou disciplinaire, la question du choix des activités, des thèmes à traiter et de la diffusion des résultats. Il est évident, toutefois, que l'impact final dépend, en dernier lieu, de la capacité et de la volonté des universités à intégrer le changement et à exploiter les acquis des Réseaux.

3.3 – Financement

Le maintien et l'extension des Réseaux posent la question des conditions financières dans lesquelles ils sont amenés à travailler, qu'il s'agisse du financement des structures d'accompagnement (qui assurent la coordination centrale) ou des projets entrepris. Eu égard au nombre d'institutions membres (plus d'une centaine en moyenne), le financement communautaire actuellement disponible (une moyenne de 75 000 Euros par Réseau et par an, soit en moyenne 600 Euros par institution) est insuffisant et de nombreux coordonnateurs sont conduits à limiter la participation réelle aux projets ou à réviser leurs ambitions à la baisse. Les difficultés induites pour assurer les tâches de coordination (même en ayant recouru à une forte décentralisation et à l'usage des technologies de la communication pour réduire les coûts) peuvent provoquer également des dysfonctionnements en matière de circulation de l'information et d'organisation du travail.

Les solutions sont, sans doute, à explorer à différents niveaux et ne doivent pas concerner uniquement la Commission dont les marges de manœuvre en la matière sont limitées, même si elle encourage les Réseaux à participer à d'autres actions (pas uniquement dans le cadre des programmes de la DG Education et Culture, d'ailleurs) ou à jouer la complémentarité entre elles. Les «projets pilotes» répondant à l'objectif 1 du Livre Blanc sur l'éducation, déjà mentionnés ci-dessus, sont de ce point de vue un bon exemple pour les Réseaux qui ont répondu positivement à l'appel d'offre.

En fait, les principaux bénéficiaires que sont les universités doivent également assumer leur part de responsabilités, quels que soient les niveaux concernés (facultés, départements, etc.). Les rapports financiers annuels montrent que le co-financement de la part des universités peut atteindre des proportions importantes, mais il se présente essentiellement sous la forme d'avantages en nature (mise à disposition de moyens logistiques, de salles ; il inclut également le temps consacré par le personnel enseignant, souvent à titre bénévole, d'ailleurs). Certains coordonnateurs peuvent bénéficier d'une aide directe de la part de leur institution mais c'est loin d'être la règle.

Les réseaux, eux mêmes, peuvent trouver sur le plan organisationnel des solutions que certains ont déjà largement explorées. Ainsi, la création d'une association ou le rapprochement avec des structures existantes peut donner une légitimité, faciliter la construction d'un partenariat, favoriser l'accès à d'autres sources de financement ou permettre plus simplement de lever des cotisations et de bénéficier d'un support logistique. Enfin, les autorités nationales, à leur niveau, peuvent aussi être intéressées par le financement de projets correspondants à des besoins particuliers en études et en analyses.

3.4 – Structuration et consolidation

Dès lors que l'objectif est d'assurer la pérennité des Réseaux, il est nécessaire d'envisager les moyens de leur structuration et de leur consolidation.

La nouveauté du concept et les difficultés pour le rendre opérationnel inscrivent la constitution des Réseaux dans une dynamique de long et moyen termes. Il est donc indispensable de s'interroger sur la stratégie, la méthode et les moyens accordés pour assurer un véritable suivi et pilotage de ce processus au niveau communautaire ou des États Membres. Ce suivi concerne à la fois les aspects organisationnels et fonctionnels, la définition des politiques poursuivies et les programmes d'activité. La consolidation des Réseaux peut passer par l'identification et la diffusion de bonnes pratiques de fonctionnement pour permettre un échange d'expériences. Il est nécessaire d'accompagner et de guider (par exemple, lors de réunions périodiques de synthèse) les efforts des coordonnateurs pour les aider à résoudre leurs problèmes (notamment d'ordre

organisationnel), à affiner leurs stratégies (par exemple, lors de la préparation des appels d'offre), à partager et à confronter leurs expériences.

L'évaluation des Réseaux devient également une priorité et ils sont actuellement incités à mettre en place des méthodes internes d'assurance qualité. L'expérience montre, toutefois, que la démarche reste embryonnaire et doit être renforcée.

Sur le plan de l'organisation, il semble que la voie la plus couramment explorée pour assurer la pérennité du Réseau soit celle de structures de type associatif qui présentent certains avantages. En effet, le recours à des statuts formels et à des règles de fonctionnement précises peut permettre de résoudre les questions relatives à la transparence et au contrôle des activités des Réseaux, à leur fonctionnement démocratique, à la reconnaissance et à la participation institutionnelles des universités, au financement et aux partenariats avec des organismes extérieurs.

Avec la publication, en 1999, d'une première version d'un répertoire sur les associations européennes dans le domaine de l'éducation, la Commission a montré et reconnu l'intérêt qu'elle portait à ce type d'initiatives (European Commission, 1999b).

3.5 - Ouverture

L'activité des Réseaux se situe également dans une perspective d'ouverture de l'enseignement supérieur pour tenir compte de l'évolution de la demande sociale et du marché de l'emploi. Ils participent également à l'intégration rapide des nouveaux pays associés, où ils contribuent à la diffusion des acquis communautaires.

De nombreux Réseaux ont tenté d'associer à leur démarche des partenaires extérieurs (associations, entreprises, ONG, etc.) mais l'exercice reste difficile tant que les problèmes évoqués ci-dessus ne sont pas réglés. La mobilisation de ces partenaires rencontre également des obstacles de nature financière difficile à régler dans un contexte où les moyens sont limités.

Le développement de synergies entre les Réseaux doit permettre aussi leur contribution à d'autres dimensions de la politique communautaire. Au-delà des aspects disciplinaires, ils peuvent participer efficacement aux actions en faveur de la dimension culturelle ou sociale, de la citoyenneté européenne, aux initiatives sur l'égalité des chances ou le racisme, etc.

Enfin, le développement de l'activité des Réseaux peut poser également, à terme, la question de la coordination ou de la complémentarité avec des organismes nationaux ou locaux qui ont des objectifs similaires (centres de recherche en éducation, bureaux d'études, agences ou organismes publics). Il est donc utile de clarifier leur fonction et leur position. Les Réseaux peuvent légitimement entamer, dorénavant et déjà, cette réflexion pour se mettre en situation de formuler des propositions.

3.6 - Gestion administrative du programme

A la lecture des rapports d'activité, il apparaît que les procédures administratives et contractuelles sont très lourdes pour les coordonnateurs qui ne disposent pas en général des moyens logistiques pour les assurer efficacement. L'année contractuelle est rythmée par la succession rapprochée de rapports intermédiaires, de rapports finaux et de dossiers de candidatures consommateurs de temps et d'énergie et redondants par certains aspects. Les délais de paiement et les retards de versements des soldes des contrats occasionnent des ruptures préjudiciables à la continuité des activités. Une réflexion visant à simplifier et à accélérer ces procédures permettrait incontestablement une amélioration du système. Des réflexions sont en cours en vue d'introduire des procédures simplifiées dans le cadre de la deuxième phase du programme Socrates.

CONCLUSION

La mise en œuvre de nouvelles stratégies d'éducation et de formation, le développement de nouveaux outils pédagogiques, la réorganisation ou l'aménagement des dispositifs institutionnels, l'intensification de la coopération européenne, suscitent de nouvelles interrogations et créent de nouveaux besoins : besoins d'informations et de références sur d'autres pratiques, d'autres réalités, d'autres expériences ; besoins d'analyses, de confrontation, de comparaisons critiques ; besoins de méthodes et d'outils pour aborder des problèmes nouveaux et envisager des solutions alternatives ; besoins d'expérimentation pour tester, sélectionner de nouvelles combinaisons, de nouveaux matériaux et outils pédagogiques ; besoins de canaux de diffusion pour disséminer, partager et confronter des expériences et des bonnes pratiques ; besoins de fédérer, d'animer, d'échanger, de coordonner pour des raisons d'efficacité et de coûts, etc.

Dans un environnement où se dessine un espace ouvert d'éducation et de formation, où les moyens publics sont limités et comptés, où la concurrence s'accroît, le cadre national n'apparaît plus adapté pour relever ces défis et mobiliser les moyens indispensables. L'idée d'une stratégie européenne s'impose progressivement auprès des dirigeants et des acteurs. Ce constat n'est pas nouveau puisqu'il a déjà suscité, dans le passé, des initiatives aussi diverses que la création de structures associatives chargées de promouvoir cette coopération (Association Européenne des Universités, Confédération Européenne des Conférences de Recteurs, par exemple) ou, à une autre échelle, les programmes d'éducation de la Commission Européenne, depuis plus d'une dizaine d'années.

Ces mutations nécessitent d'envisager la mise en place d'un dispositif d'accompagnement à l'échelle européenne pour fournir aux universités et aux décideurs politiques les éléments d'information et d'analyse indispensables à une gouvernance éclairée de nos structures. Pour être efficace, un tel dispositif d'interface doit répondre à trois conditions, au moins : permettre l'implication et la participation, à la fois, des acteurs de la formation (enseignants, étudiants) et des institutions ; assurer une relative indépendance et autonomie de réflexion et d'action ; privilégier une orientation portée non seulement sur les aspects institutionnels, mais surtout sur le contenu disciplinaire ou thématique de la formation, puisque cette dimension touche la partie essentielle de l'acte de formation. Les problèmes organisationnels sont, en général, perçus comme stratégiques par les responsables universitaires et les politiques. Par contre, le contenu de la formation demeure souvent le parent pauvre de la réflexion qui reste l'apanage exclusif des enseignants et des chercheurs, d'ailleurs très jaloux de conserver leur liberté et leur autonomie en la matière.

L'initiative de constitution des Réseaux Thématiques dans le cadre du programme Socrates, prise il y a quatre ans par la Commission Européenne, constitue un premier pas dans ce sens et une première expérience pouvant guider des choix futurs. Après trois ans de fonctionnement, ces Réseaux présentent incontestablement un potentiel original et intéressant de mobilisation collective des œuvres vives de l'université, pour soutenir une politique d'innovation et de transformation de l'enseignement supérieur qui tienne compte des nouveaux enjeux pour l'avenir. Ils sont, également, en mesure de contribuer à l'élaboration de recommandations à caractère politique.

La consolidation et le développement de ce dispositif passent néanmoins par l'agrément et le soutien explicites des institutions, des autorités universitaires et des politiques à cette initiative. Ils doivent, en particulier, contribuer à trouver les solutions aux problèmes organisationnels et fonctionnels qui freinent actuellement le développement des Réseaux Thématiques. Les réflexions en cours pour définir le futur cadre d'action communautaire pour la deuxième phase de Socrates et les déclarations récentes des Ministres de l'Education réunis à Bologne, fournissent une occasion unique pour le faire.

Part two

**Changing the University:
the supporting role of the
Erasmus Thematic Networks**

(a three-year perspective)

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INTRODUCTION: AN ORIGINAL AND INNOVATING CONCEPT¹

In the Erasmus chapter on higher education, action 1D, commonly called Thematic Network project (or "University Co-operation projects on subjects of common interest") was initiated in 1996 for a set duration of three years, on the basis of contracts to be renewed according to standard open bid procedure, candidacy assessment and activity reports. The oldest Thematic Networks completed their three-year cycle in August 1999 and some of those (16 projects) are currently (1999/2000) in the dissemination and result exploitation process. Others will be continuing their activities until the end of their own three-year term. In total, this action to date involves 43 activity projects corresponding to contracts initiated in 1996/97 (24 contracts), 1997/98 (8), 1998/99 (9) and 1999/2000 (2).

When the Thematic Networks were launched, their purpose was to encourage higher education institutions to create forums for analysing and studying the development stages of the various areas of education in Europe, with a view to stimulate the European dimension, to improve teaching quality and to promote pedagogical innovation.

With the benefit of hindsight, the Networks eventually came out as a combination of a tool, an approach and a framework at the service of universities (Ruffio, 1999).

They are indeed an effective analytical and debating tool to promote prospective, discipline-oriented reflection at the European level, as well as pedagogical innovation. The proposed approach favours the comparative method and a meso-institutional approach involving the intermediate levels of university institutions (faculties, departments, institutes), where the reality and unity of the pedagogical project is tangible. It is also based on direct involvement of the various actors of the educational scene.

Lastly, it is a framework which warrants official recognition (at the level of the higher education institutions and of the Community authorities) and provides financial means to highly diversified ventures. It encourages geographical and institutional opening of universities to non-EU states and to society. It promotes cohesion in higher education by uniting university and non-university institutions, thus helping them to make the most of their co-operation experience and previous relationships.

Thematic Networks may represent the whole discipline array of European higher education. They operate on a transnational scale with a concern for reflecting the complexity and diversity of education systems in Europe. A number of them have been developing their activities within or in partnership with associations of universities. They participate in a triple assignment : being a tool at the service of education institutions ; being partners of the Commission within its education policy ; favouring the links between higher education, research, society and the job market.

They undoubtedly are one of the main innovations of the Socrates / Erasmus programme launched in 1996. By that initiative, the Commission acknowledged the scope or domains of education as potential places for strategic thinking, by integration of the institutional, scientific and pedagogical dimensions. Disciplines (or more widely the fields of study) were the backbone of Interuniversity Co-operation Projects (ICPs) under the Erasmus programme, but

¹ The term "university" in this paper refers to any type of higher education institution, regardless of its status.

these early partnerships were mainly involved in the practicality of student and teacher mobility, or in the setting up of specific European teaching programmes (intensive courses, curriculum development, etc.). In another respect, the Institutional Contract and the general policy statement introduced at the same time (Verli-Wallace, 1995) gave priority to the central university level as the place for strategic reflection.

The first in-depth analysis of Network activities, based on the data and information available on the first year of the programme, was conducted and publicised in 1998 (Ruffio, 1998). That initial report scrutinised the projects of the various Networks and provided a tentative definition of the Thematic Network concept. Mainly based on the 1998/99 activity reports (including those completing the full three-year cycle), this document is an update of that initial study ; it focusses more on the contents, on the actual scope of the results and products of the first generation Networks. It also considers the prerequisites to extending that action to the second phase of Socrates, where the Thematic Network concept has been applied to other chapters of the programme (Comenius, Grundtvig, Open and Distance Learning - ODL).

1 – THE STRUCTURAL CHARACTERISTICS OF THE NETWORKS

The 1998 report scrutinised the institutional characteristics of the Thematic Networks for which activity reports were available at the time. It highlighted the impact of the twenty "Erasmus evaluation conferences" held between 1994 and 1996 to test the validity and feasibility of the concept (European Commission, 1997b). About half of all Networks derive from that initiative, which proved an outstanding success in that it introduced a dynamic carrier for original and innovating projects.

Likewise, the experience acquired in co-ordinating and leading the Erasmus ICPs of the pre-Socrates programmes was used. About half of all Networks correspond to ICPs whose size, representativeness and functioning quality permitted taking a new step to sustain and widen their scopes to a level of prospective and strategic reflection and action.

Over the last three years, four main tendencies have emerged, which attest to the development of the system and its gradual recognition by academics.

1.1 – Widening the discipline scope

The Networks encompass a wide variety of learning themes and the recently introduced policy (1999) of restricted bids has improved the discipline range (table 1). In 1998 for instance, the nine newly approved Networks widened their spectrum to classical academic areas (literature, civil engineering, nutrition, pharmacology), pluridisciplinary specialisation courses (women's studies, child identity and citizenship, environmental science, gerontechnology) or horizontal approaches (university management and administration). The 1999 restricted bid system, which specifically identified certain missing areas (history, education, architecture, pharmacy, economics, mathematics, psychology and behavioural science, earth science) introduced one new area and restored an existing Network.

As already underlined in 1998, such a diversification can be potentially ambiguous, contradictory and inflexible. This issue is not just an academic debate on the nature of science or the borders between disciplines, but it comes out from the need to manage such conflicting requirements as limiting the number of Networks to be supported, ensuring proper presentation of the various domains, enabling fruitful exchanges, avoiding partitioning and dispersion of resources, and from the determination to encourage and acknowledge fresh initiatives, those with transdisciplinary implications in particular. This is a delicate balance that community authorities, in co-operation with the co-ordinators of the relevant Networks, will have to achieve by priority, in order not to jeopardise the credibility and potentiality of the programme.

Table 1 : Areas and themes covered by the Thematic Networks

1 – Classical academic themes:

- Economic, Social and Human Sciences : archaeology, arts, law, teachers training, management, languages, literature, political science (incl. public administration, communication science, sports).
- Sciences and Technology : biology, dentistry, chemistry, engineering, civil engineering, computer science, medicine, veterinary medicine, physics, agriculture and food sciences.

2 – Specialisation fields:

- Training to humanitarian development, women's studies, citizenship and childhood, speech communication science, social professions, tertiary sector (social economics), tourism and leisure, occupational therapy.
- Training to biotechnologies (two projects), electrical and information engineering, gerontechnology, water and environment management, environmental science, pharmacology, medical physics and engineering, urban planning, adapted physical activity

3 – Transversal Networks: philosophy and human science, ethics, open and distance learning, continuing education, university management and administration.

1.2 – Institutional expansion

The Thematic Networks associate two types of partners : higher education institutions (either universities or not) as well as a large number of varied organisations.

The Networks have been widely spreading within the universities and the total number of higher education institutions participations² in the Thematic Networks now exceeds 5,500, in marked increase on the 1998 figures (see appended table). On average, each Network involves 130 higher education institutions, ranging from forty to more than 400.

**Network distribution according to size
(number of higher education institutions)**

| Less than 75 | 75 - 150 | 150 - 225 | More than 225 | Total |
|--------------|----------|-----------|---------------|-------|
| 9 | 21 | 8 | 5 | 43 |

These figures however should be interpreted with caution, because the data available were not entirely homogeneous over the two years. They cannot reflect the actual participation of higher education institutions in the Networks, as their implication is known to be highly variable.

Beside higher education institutions, the Networks gather a number of associations, public or private organisations, either European or international with world-wide scopes, as well as companies. The rest mainly comprises national, regional or local organisations like

² This count records the number of times each university contributes to a network activity. As an institution can contribute to several networks, the total number of participations exceeds the number of institutions.

associations, public sector or ministerial organisations, research centres and a few secondary or professional schools. In a few cases, student associations are also taking part in activities.

Even if the real involvement level of these organisations would need to be specified, their number (several hundreds) nevertheless demonstrates the potential mobilisation and gathering capacity of the Thematic Networks.

The presence of a large number of nation-wide associations would be invaluable to the Networks because it would facilitate links with base participants and promote information dissemination. Conversely, the Networks can also generate added value and create opportunities to tackle new problems and restore their action within a wider geographic scope.

1.3 – Geographic extension to newly associated countries

The Networks now involve 29 eligible European states and the geographical distribution has not changed much since 1998 (see appended table). Half of the overall participation is provided by only 5 countries (the United Kingdom, France, Germany, Italy and Spain). Such a situation also reflects the diversity of the university organisation in the different states. However, the number of newly associated states is increasing (BG, CY, CZ, EE, HU, LV, LT, PL, RO, SI, SK) and now constitutes 10% of the overall participation. This encouraging opening-up trend attests to the ongoing effort of co-ordinators to extend their action to new partners and let them benefit from community co-operation acquisitions. Poland, Hungary and Romania contribute half of these countries' participation.

Non-EU countries represent 5% of the overall participation and their share is increasing.

1.4 – Structural stabilisation / rationalisation

The first working year is used by a number of Networks to setup their structures, organisation and functioning, to assign responsibilities, etc. The first Networks have completed that phase and are now fully operational. Links between participants have gradually been deepened and strengthened. Systematic information dissemination (websites, newsletters, internet forums, databases, who's who, etc.), is now almost complete, enabling the Networks to take stock of their scope. Some have engaged in intense promotional and communication activity with prospective outside partners.

Overall, and despite the diversity of their objectives, the Networks are organisationally and functionally homogeneous. They rely on the deep implication of the academic community, with decentralised functions and activities. A steering committee - the core of the system - usually co-ordinates operations, provides intellectual and scientific guidance and handles the financial and technical management of projects. In most Networks, analysis, reflection and comparisons derive from studies, articles, site visits, databases, expert interviews, surveys, literature reviews, etc. Debate, concept exchange or confrontation require significant communication means, from the most classical (meetings, publications, international conferences) to the most innovating, using information technology (video-conferences, Internet forums, etc.). The dissemination of results is one of the co-ordinators' concerns and the Commission in 1998 launched a specific action targetting the Networks whose term ended in August 1999 (three years).

Network activity follow-up by the Commission has revealed the progress made and the functioning difficulties experienced over the last three years. The quality achieved with regard to procedures, functioning and organisation has led the Commission to seek examples of good practices, to be circulated and subjected to the critical reflection of current or future co-ordinators.

2 – A TOOL FOR PROSPECTIVE REFLECTION AND STRATEGIC ANALYSIS

Unlike other Commission-funded actions, where the operational dimension prevails, Networks are predominantly oriented to mid- and long-term reflection on the stakes and mutations of higher education in Europe and they are aimed at preparing political recommendations. Consequently, they mainly produce studies and analyses, tools and methods or pilot projects with a marked experimental and innovating specificity. All these actions are in fact consistent with the policy priorities set by the Commission (Memorandum on Higher Education in 1991, White Paper "on growth, competitiveness and employment" in 1993, White Paper "on European social policy" in 1994, White Paper "Teaching and Learning - Towards the learning society" in 1995 - Communication from the Commission " Towards a Europe of Knowledge " and Agenda 2000, in 1997).

The wide diversity of activities is matched by result heterogeneity because progression rates differ widely between Networks, due to different operating modes and to the problems encountered. Most earlier Networks have gradually gone deeper into their activities, and some already are in a position to publish or communicate their results, or even to initiate new projects, ahead of the three-year deadline. Others, on the contrary, are lagging behind, in most cases because of problem underestimation, budgetary limitations or internal functioning problems (wrongly appointed executives, hard-to-motivate partners, poor organisation, ill-defined targets, inadequate methods...). In most cases, experience was used to redefine or reorganise working plans in order to tackle new fields of activity, new problems or new partners.

Initiatives to develop joint ventures between Networks, either spontaneous or proposed by the Commission (e.g., the "TNP Networking project" launched in December 1998) also contribute to improving discipline coverage and to confronting ongoing projects, as regards tools and methods in particular.

With a three-year perspective on the earliest Networks, the current perception appears globally realistic, as opposed to the initial optimism and enthusiasm of early years. Participants' dedication is not necessarily affected but the need for monitoring and close support for Network activities is now evident.

Globally, their activities involve the four following strategies :

- developing the concept of life-long learning,
- a pedagogic innovation target with specific consideration for new information technology and related prospects,
- growing European integration, in consideration of the obstacles and interuniversity co-operation tools,
- improving teaching quality in terms of approaches, tools, contents and curriculum organisation.

Appendix 1 lists the main products registered to date, based on activity reports. That list is not exhaustive and has been weeded out, but it nevertheless reflects the extent of Network activities and results.

Operationally, the scope of activities can be divided into seven main areas, which are described here in a manner slightly different from that of Appendix 1, in order to highlight some priority areas for future reflection.

2.1 - Comparative analysis of education systems and policies

This is indisputably one of the major activities of the Networks, aimed at elaborating a common information and reference database. To a number of Networks, it is merely the continuance of the work done during the Erasmus Evaluation Conferences held in 1995 and 1996 (European Commission, 1997b). Considerable work has been done, as reflected by the following publications :

- more than fifty books (some featuring several hundreds of pages) or documents available on the Internet, analysing education systems and their evolution. They were prepared as a part of some specific studies but in some cases they reflect the views expressed at international conferences held to debate on such questions. Approximately ninety European or international conferences or forums have been organised, either directly or with the support of the Thematic Networks.
- a few national monographs on a given theme, often the first step into European synthesis, are currently under way.
- more than thirty studies on specific pedagogical issues, with a view to establish a state-of-the-art and propose future orientations. Subject matters are highly diversified and generally relate to a specific discipline or theme.
- about ten synthetic, generally short notes dealing with a particular issue or summarising more important work. These are more specifically destined for politicians or university policy makers and tackle issues like multiculturalism, language teaching, information technologies, quality assurance, etc.

Policy makers and university heads can find there valuable and original material, albeit heterogeneous, on the functioning and evolution of higher education in Europe. The point is to provide elements of information that will trigger and fuel reflection and help identify the most promising experiences and practices. Subject matters will include teaching organisation, education offer, diploma recognition and validation procedures, pedagogical contents and practices and the development of new tools.

Among the material currently available, the most promising themes would appear to be :

- continuing education, which interests many Networks, one of which specialises in that area.
- quality assessment, where management science, veterinary medicine, dentistry, engineering, for example, have been reflecting on procedures or have concretely implemented assessment methods.
- foreign language teaching, with one of the Networks dedicated to encouraging universities and language departments to take up the challenges raised by a multicultural and multilingual Europe. That Network co-operates with other working groups that share the same concerns.
- information technologies, a theme tackled by most Networks, in an attempt to assess the needs, the risks and the opportunities raised by these new tools. One Network specialises in these issues in relation with electrical and information engineering.

- distance learning, one of the Networks also specialising in that field,
- or yet again, pluridisciplinarity, professionalisation of syllabi, etc.

2.2 - Analysing the context and needs of society and the job market

Two lines of dialectic reflection were explored by some Networks. The first one aims at identifying and analysing social, economic and technological changes, to determine the changes to be encouraged in higher education in a given area. The other line focusses on the role and contribution of university to the ongoing mutations of European society.

As a rule, these studies are conducted with outside partners representing the social or professional demand. Surveys have thus been carried out on the professional integration of graduates, on the job market trends and demand and on the training needs of certain sectors, or yet again on the consequences of societal or legislative changes (e.g., professional ethics). The Sports Science Network was among those which prioritised that aspect by creating the sports profession observatory, setting up a diploma holder follow-up system and taking part in the elaboration of sports activity nomenclatures.

2.3 - Production of teaching material

These activities involve preparing, reviewing, translating, producing or circulating innovating teaching material. Various initiatives have been taken, through three main types of approaches.

First, there are projects which prioritise the innovativeness of contents, such as for instance books or reference documents with a European, multicultural approach to general interest topics. An example of that would be a collection of texts gathered in a special issue of the European Journal of Public Law on unified citizen's protection ; or material collected and edited, dealing with professional ethics, forest management or rural tourism in Europe.

Other projects are more innovative in their tools and methodological aspects, like those involving the production of teaching material based on information technology (e.g., one Network is currently deeply involved in producing teaching modules in the field of electrical and information engineering).

Others still innovate in their very approach to learning and knowledge validation. Such is the case of the Objective 1 projects "encouraging new knowledge acquisition" of the White Paper "Teaching and learning, towards the learning society", of which a number of experimental modules were granted, after an open bid, to a few Thematic Networks (Table 2). A set of pilot projects on the development of automated tests for skills and knowledge were initiated, with a view to developing validation prototypes. These projects are part of a wider-scope design to recognise knowledge and skills acquired outside of educational systems (self-assessment tools, corporate training support and management tools) and may lead to developing pedagogical material better suited for such specific needs. They address students who want to acquire additional knowledge, young people who were deprived of the possibility to improve or widen their knowledge for their personal benefit or to enter the job market, and employees seeking additional training or updating.

This interesting example tested and confirmed the openness of university scholars to novel methods of skill and knowledge recognition and validation.

Table 2 - List of White Paper Objective 1 pilot projects granted to Thematic Networks

Development of skills assessment tests for a targeted public of adults or young people in the following fields :

- statistics for engineers
- core chemistry
- law
- biology
- water science and resource management
- languages
- food science and hygiene, environmental science

2.4 - Implementation of new learning programmes

Although it was not their priority because it was already included in other actions, like the Erasmus Institutional Contract, Networks have paved the way for future initiatives, in physics and chemistry for example. They also participate directly and practically in the development of new projects : organisation of short training sessions (at least forty initiatives so far) ; introduction of a European Master in "Human Rights and Democratisation" or in "International Health". Likewise, the Biology Network is working on the development of a European PhD.

In particular, the Networks can be used as a suitable tool to introduce new courses, new themes or disciplines in eastern and central European countries. For example, the occupational therapy network took a number of such initiatives.

2.5 - Developing tools to stimulate inter-university co-operation

This involves a wide range of activities :

- construction of databases, directories, who's who (hard copy or software) on institutions, training offer, university human resources and research themes.
- development of Community tools like ECTS or the participation of a few Thematic Networks in the consultation launched by the Commission to define the formal framework of the "diploma supplement".
- tentative definition of a minimum common European curriculum in certain disciplines (physics, chemistry, dentistry, tourism).
- reflection on foreign language teaching methods, on multilingualism or multiculturalism.

2.6 - Developing tools to promote information exchanges

Initiatives abound in that area because they contributed to the organisation, structuring and operation of the Thematic Networks. They range from Network internal bulletin (18 Networks publish a printed bulletin and 7 on the Internet) to the creation of a virtual resource centre, via website design and set-up, Internet forums, database creation or publication of scientific or pedagogical articles and journals. A good illustration of that could be the resource centres for medical training, water and environment management, teacher training ; introduction of Ethical Perspective, the scientific journal of the European Ethics Network, or the electronics journal of the European Electrical Association.

Around forty articles have been published in scientific media that permit wider circulation or discussion of results. They also serve to promote Network activities.

2.7 – Institutional co-operation and organisation

Establishing contacts and setting up Networks between individuals or institutions constitutes a Network activity *per se*. It participates in a long-term dynamics of higher education structuring in Europe.

The working groups set up in the various activities form the first level of the grid. Despite their temporariness linked to the type of activity, Networks catalyse preferential links of work and friendship that go beyond current projects and will later be put to use.

In the longer-term, a second level of permanent Networks with definite thematic or functional purposes will emerge, mainly based on individual adhesion. This is the case of the newly created group of international relation officers of agricultural teaching institutions, which have instated their own functioning means and rules within the European association of agricultural universities.

Lastly, creating (in languages, tourism and leisure, biology, medicine, philosophy, humanitarian development, etc.), reorganising (agriculture) or merging of existing associations on the institutional scale provide a representation of the university thematic or disciplinary array on the European scale. This movement supports, bolsters and rationalises the underlying trend of the '80s and adds a teaching dimension to the already well-established system of European scientific societies and associations where the research dimension often prevails. The originality of the Thematic Networks in that respect is that they rely, at least theoretically, on institutional organisations and strengthen links between research and teaching.

To summarise, the above inventory reveals the diversity of activities accessible to the Thematic Networks. They involve at the same time the pedagogical, scientific and institutional aspects of education and their relationship with its economic, social and technical environments. Initial education is far from being the priority of most Networks and a number of them also tackle issues related to new teaching forms, so as to take the increasing diversity of public needs into account. A legitimate interrogation would be that of the possible contribution of the Thematic Networks to the implementation of the life-long learning concept (Ruffio, 2000).

The above analysis shows that the Thematic Networks can initiate, catalyse, multiply and accompany innovation. They are particularly effective in spreading information technologies. However, to be recognised as an necessary tool by higher education, further reflection is needed on the most suitable framework for their maintenance and for the extension of their activities. Now that results have been identified and known (appendix 1) and thus can be assessed, university institutions have to state their position on the support they are ready to grant the Networks.

3 – THE PREREQUISITES TO CONTINUING AND CONSOLIDATING THE EXPERIENCE

The future of Thematic Networks has now to be determined because the first generation of projects reached its term in August 1999 and the new education programmes for the second phase of Socrates have just been approved (Council of Ministers of 16-17 December 1999). These three years of activity have revealed their potentialities and identified working lines and conditions for improvement and continued success, subject to the determination of public authorities and the Commission to developing the Networks.

National and European policy makers should now think of programme framework evolution, while structures are being established with a mid- and long-term perspective (creation, mergers and alliances of associations) and recent political statements have led to believing that the Thematic Network concept has a chance to be recognised and promoted in future. The report "Trends in learning structures in Higher Education" (Haug et al., 1999) presented at the Conference of Education Ministers of June 1999 recommended developing thematic approaches by making use of the work achieved in existing European networks, or some to be created, and explicitly mentioned the Erasmus Thematic Networks as an example. It also suggested certain working lines in perfect match with the targets of many projects currently being implemented.

Likewise, bilateral talks with the USA and Canada have recently referred to the Thematic Networks as an opportunity for future co-operation.

In that debate, universities are in direct focus because their role in the maintenance and development of these Networks will be crucial, through the Erasmus Institutional Contract, the only pathway to European funding.

The 1998 report (Ruffio, 1998) had already highlighted certain obstacles and its findings are still broadly valid³. From the comments expressed by co-ordinators and the facts described in activity reports, a few lines are emerging, which should fuel the thinking of policy makers in future.

3.1 – Legitimacy and recognition

Thematic Networks will only develop proportionally to the legitimacy they will get from European higher education bodies and to the extent of their recognition as a tool to accompany university mutations. At present, they lack recognition because their identification and results are little known. This report and that of 1998 should fill that gap. Their institutional links remain to be established further and their activities are still too individual and cannot be easily connected to institutional strategies.

³ The report underlined: the poor legibility of the Networks ; the difficulty to guarantee actors' sustained mobilisation ; cultural and linguistic problems ; problems linked to the diversity of education systems and policies ; the lack of commitment of the educational science ; managerial problems linked to Network spreading, limited funding and insufficient involvement of institutions ; uncertainty of the sustainability and impact of the Networks.

Progress is to be expected because the Commission released specific means to promote activity dissemination and introduced Thematic Networks in the Institutional Contract, as other European co-operation activities. But these practices must not remain merely formal and it might be worth strengthening the links between the Networks and other activities included in the Institutional Contract, with a view to exploit and publicise certain local experiences. Recognition has to be factual, i.e., from the actual impact of the Networks in universities, either as the materialisation of results and recommendations locally, of their use as terms of reference for further reflection or simply by active involvement of institutions in Network activities. University authorities will undoubtedly play a decisive role in that respect.

Universities (and probably ministries also) will have to clarify and state their position on the support they will be ready to grant Thematic Networks and to define the prerequisites to implementing a synergy with the university organisation (faculties, departments and also internal managerial structures and various committees). In particular, conditions will have to be identified, to the encouragement of teachers to participate in this type of activities, which are promising but particularly demanding on individuals (in terms of time spent and recognition within the professional career).

3.2 – Scope of activities

The success and legitimacy of the Networks are not only dependent on the quality and diversity of their results and products. They cannot just suggest or express recommendations, identify new challenges and determine new strategies or propose new tools. Their future lies with the actual impact they will have on universities and with the manner in which their proposals will be implemented or integrated by institutions.

Measuring the impact of Networks is a delicate issue that goes beyond inventorying products and achievements, because of the numerous and often informal spin-off effects: spreading of information and know-how, changing mentalities, etc. Also, Networks give access to other funding sources and permit initiating activities in contexts other than the Socrates programme. That dimension will be better understood, now that Networks are entering their result dissemination phase.

More generally, this issue addresses the institutional relations to be organised between Networks and universities (see above) and especially the credibility, consistence and quality of results, the pertinence of the problems studied, the operational strategies followed by the Networks. It fundamentally poses the problem of Network organisation and functioning in terms of representativeness, either disciplinary or institutional, the choice of activities, the themes to be dealt with and the dissemination of results. But obviously the final impact will ultimately depend on the will and capability of universities to integrate change and make use of Network acquisitions.

3.3 – Funding

Maintaining and developing the Networks raises obvious financial issues linked to the funding of either support structures (for central co-ordination) or project undertakings. Due to the number of member institutions, the EU funds currently available of 75,000 Euros on average per project per annum is insufficient (600 Euros per institution per year) and a number of co-ordinators have no choice but to limit their actual participation in projects or to reduce their ambition. The resultant co-ordination difficulties, even after decentralisation and the use of communication technology, may induce dysfunctions in information spreading and work organisation.

Solutions are probably there to find, at various levels, and should not only involve the Commission, whose lee way is restricted, even if it encourages the Networks to take part in

other actions (not necessarily within DG Education and Culture) or to make the best of their mutual complementarity. "Pilot projects" of Objective 1 of the White Paper on education, already cited above, are a good example to the Networks who responded positively to the invitation to tender.

In fact, Universities are the main beneficiaries and should also assume their share of the responsibilities regardless of level (faculty, departments, etc). Annual financial statements show that contributions by universities can reach significant proportions, although they are essentially made in kind (provision of logistic means, of premises ; it also includes teachers' working time, generally on a voluntary basis). Some co-ordinators may receive direct aid from their institutions but that is definitely not the rule.

Networks themselves can find operational solutions that some have already widely explored. Creating an association or merging with existing structures can provide legitimacy and facilitate partnership, favour access to other funding sources or more simply levy subscription fees and benefit from logistic support.

Lastly, national authorities at their level can also be interested by funding projects because of their specific needs in studies and analyses.

3.4 – Structuring and consolidation

Because the aim is to ensure Network sustainability, the means necessary for their structuring and consolidation have to be considered.

The novelty of the concept and the related implementation difficulties make Network constitution a long-term and mid-term undertaking. It is therefore necessary to question the strategy, the method and means granted to steer and follow-up the process at the Community level or in member states. Follow-up involves organisation and functioning, policy making and activity programming. Network consolidation may include identification and circulation of good operating practices, for experience swapping. Co-ordinators' efforts must be supported and guided (e.g., during synoptic meetings) to help them sort out their difficulties (organisational in particular), to sharpen their strategies (e.g., preparation of invitations to bid) and to share and compare their respective experiences.

Evaluating the Networks has also become priority and they are being encouraged to instate internal quality assurance procedures. But it appears, from experience, that the move is at the embryonic stage and should be boosted.

Organisationwise, the most common approach to sustainability appears to be associative structures, which carry a number of advantages. Resorting to formal bye-laws and functioning rules will indeed fulfil all requirements of transparency and Network activity monitoring, democratic operation, recognition and institutional contribution of universities, funding and partnership with outside organisations.

By publishing in 1999 the first version of a directory of European associations in the education area, the Commission showed and acknowledged its interest for that type of initiative (European Commission, 1999b).

3.5 - Opening

Network activities also participate in opening-up higher education to take societal demand and job market demand into consideration. They also participate in the rapid integration of new partner states, where they contribute to the dissemination of community acquisitions.

Many Networks have tried to associate outside partners to their work (associations, companies, NGOs, etc.), but that will remain a difficult exercise for as long as the above

described difficulties have not been settled. Mobilising these partners is also hampered by financial problems that are not easily solved in a context of restricted means. Inter-Network synergies will also help contributing to other dimensions of community policy. Beyond disciplines, they can effectively contribute to the societal or cultural dimensions, such as European citizenship, equal opportunities, racism, etc.

Lastly, developing Network activities will eventually raise the issue of co-ordination or complementarity with national or local organisations sharing similar objectives (education research centres, consultant firms, public organisations or agencies). Their functions and standings therefore deserve to be clarified. The Networks can now legitimately start reflecting on these issues, so as to be in a position to formulate proposals.

3.6 - Administrative management of the programme

Activity reports indicate that administrative and contractual procedures are cumbersome to co-ordinators, who are rarely equipped with the necessary logistic means. The contractual year is paced by a close succession of interim reports, final reports and candidacy applications, all time- and energy-consuming and sometimes redundant. Payment schedules and belated balance payment of contract funds induce damaging breaks in activities. A reflection on procedure simplification and speeding up would indisputably improve the system considerably. The second phase of the Socrates programme will include the implementation of simplified procedures which are currently being prepared.

CONCLUSION

Implementing new educational and training strategies, developing new pedagogical tools, reorganising and adapting institutions, intensifying European co-operation, all raise new problems and create new needs: the need for information and references to other practices, other realities, other experiences; the need for analyses, confrontations and critical comparisons; the need for tools and methods to tackle new problems and envisage alternative solutions; the needs for experiments to test and select new combinations and new material and pedagogical tools; the need for channels of communication to spread, try and compare experiences and good practices; the need to bring together, to animate and exchange, and to co-ordinate in order to achieve greater cost effectiveness, etc.

In a context where an open space for education and training is being outlined, where public funding is restricted, where competition is increasing, a national framework is no longer adapted to meet the challenges and find the necessary means. The concept of a European strategy is obvious and is gradually imposing itself on policy makers and operators. There is nothing new in that observation. In the past it has triggered a variety of initiatives such as the creation of non-profit organisations in charge of promoting the idea of co-operation (e.g. Association of European Universities and the Confederation of European Union Rectors' Conferences); on a different scale, the education programmes of European Commission have also evolved..

These changes require a European support system to provide universities and politicians with the information and analytical facts they need to ensure enlightened governance of the education system. To be effective, such an interface at the European level should at least meet three prerequisites : the involvement and participation of both the enactors (teachers, students) and the educational institutions ; relative independence to warrant reflection and operative autonomy ; orientation not restricted only to institutional issues but covering also and above all the discipline and thematic contents of curricula because the essential part of education is dependent on that dimension. Organisational problems are usually perceived as strategic by university officials and politicians, whereas the contents of training are often neglected in reflections, as they often are the exclusive prerogative of teachers and scientists, who are otherwise very anxious to preserve their freedom and independence in that respect.

The European Commission's initiative to create the Thematic Networks, four years ago, within the Socrates programme, was the first step in the right direction and resulted in a first experience that may guide future options. After three years' functioning, the originality and interest of the Thematic Networks for collective mobilisation of university forces are evident, in support of a policy of innovation and changes in higher education, in consideration of new stakes for the future.

Nevertheless, consolidating and developing the system requires the explicit approval and support of institutions, university officials and politicians. In particular, they must help in solving the organisational and functional problems that are currently hampering the development of Thematic Networks. Ongoing reflections on the future framework of community action in the second phase of Socrates and the recent statements by the Education Ministers gathered in Bologna have provided a unique opportunity to do so.

Part three

Appendix

TABLE

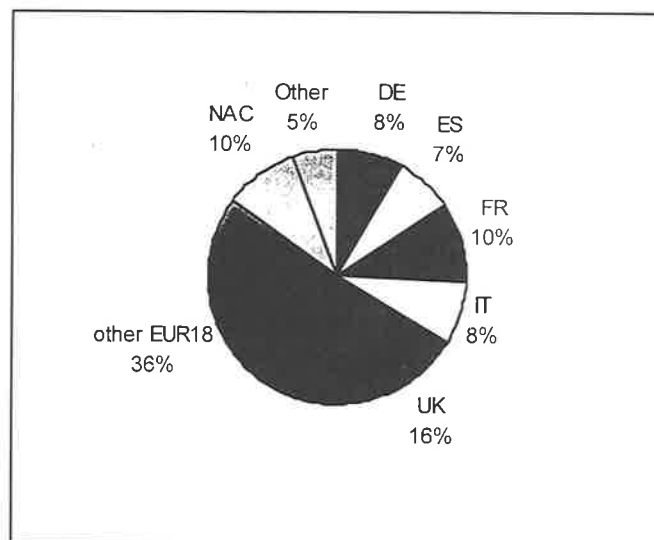
PARTICIPATION OF HIGHER EDUCATION INSTITUTIONS TO THE THEMATIC NETWORKS

| | AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | Total elig. countries | Other countr. | TOTAL |
|------|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----------------------|---------------|-------|
| | 1999 | 125 | 297 | 464 | 180 | 396 | 229 | 575 | 138 | 166 | 449 | 16 | 273 | 189 | 215 | 838 | 30 | 4 | 122 | 34 | 7 | 68 | 23 | 75 | 22 | 26 | 150 | 67 | 30 | 44 | 5252 | 303 |
| % | 2,3 | 5,3 | 8,4 | 3,2 | 7,1 | 4,1 | 10,4 | 2,5 | 3,0 | 8,1 | 0,3 | 4,9 | 3,4 | 3,9 | 15,1 | 0,5 | 0,1 | 2,2 | 0,6 | 0,1 | 1,2 | 0,4 | 1,4 | 0,4 | 0,5 | 2,7 | 1,2 | 0,5 | 0,8 | 94,5 | 5,5 | 100 |
| 1998 | 106 | 213 | 361 | 132 | 308 | 162 | 411 | 99 | 120 | 306 | 8 | 202 | 143 | 165 | 645 | 18 | 1 | 91 | 18 | 3 | 36 | 13 | 45 | 9 | 10 | 109 | 35 | 16 | 24 | 3809 | 162 | 3971 |
| % | 2,7 | 5,4 | 9,1 | 3,3 | 7,8 | 4,1 | 10,0 | 2,5 | 3,0 | 7,7 | 0,2 | 5,1 | 3,6 | 4,2 | 16,0 | 0,5 | 0,0 | 2,3 | 0,5 | 0,1 | 0,9 | 0,3 | 1,1 | 0,2 | 0,3 | 2,7 | 0,9 | 0,4 | 0,6 | 95,9 | 4,1 | 100 |

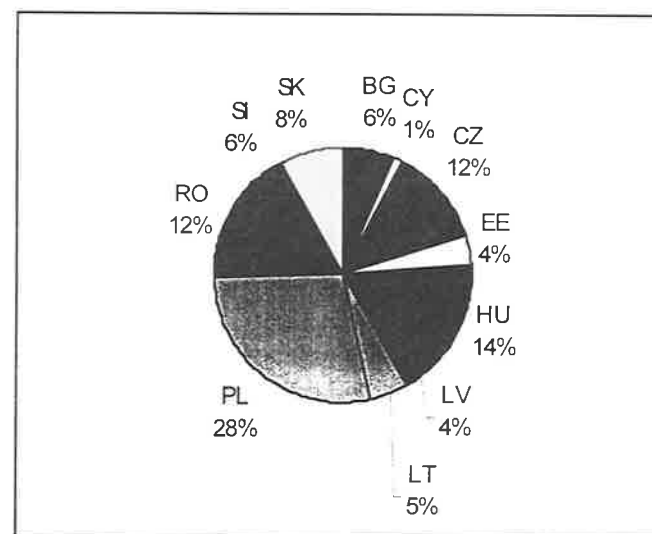
Sources:

- Situation in October 1999 (for some few exceptions figures relate to year 98)
- Situation in June 1998: Ruffio (1998) (TNP co-ordinators declarations)

BREAKDOWN OF TOTAL PARTICIPATION



BREAKDOWN OF NAC PARTICIPATION (NAC = 100)



NAC : new associated countries ; Other : other countries (European and non European)

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Appendix 1

List of products and outcomes
by the end of year 1999

List of products and outcomes by the end of year 1999 (Period 1996 / 1999)

1 - Higher education in Europe: surveys and analysis

1.1 - Comparison and analysis at European level: organisation and main trends in educational systems

Remark: some documents listed here may also represent the proceedings of international conferences mentioned under part 3.

| TNP number | Title | Year | Nr. pages | Language |
|------------|---|------|-----------|----------------|
| 25409 | The landscape of future education in Speech Communication Sciences - 1, Analysis of European Education in Phonetics, Spoken Language Engineering, Speech and Language Therapy | 1997 | 148 p. | EN |
| | The landscape of future education in Speech Communication Sciences – 3, Proposals | 1998 | 131 p. | EN |
| | The landscape of future education in Speech Communication Sciences – 3, Recommendations | 1999 | 125 p. | EN |
| | Method and tool innovations for speech science education | 1999 | 149 p. | EN |
| 25607 | European dimensions in training and practice of social professions | 1999 | 352 p. | EN or DE or FR |
| 25709 | Etude comparée des formations du métier de guide de haute montagne | 1997 | 26 p. | FR, EN |
| | European structure for the 5 levels of coaches' training | 1999 | 10 p. | EN, FR |
| 25820 | Proceedings of the First Mednet conference "Medical education in Europe" | 1997 | 111 p. | EN |
| | Proceedings of the Second Mednet conference "Medical education in Europe" | 1998 | Web | EN |
| | Medical education in Europe | 1999 | Web | EN |
| | Postgraduate medical education in Europe | 1999 | Web | EN |
| | State of the art on professionalisation of teachers at European faculties | 1999 | Web | EN |
| 25855 | Thematic Study – Working with Young People: Training of Artists and Teachers | 1997 | 57 p. | EN |
| | The New Academy | 1997 | 123 p. | EN |
| | Europe's "Caprices" – A study of Violin Curricula in European Musical Institutions of Higher Learning | 1997 | 93 p. | EN, FR, DE |
| | Employability skills for Arts graduates (a pilot study) in the disciplines dance, drama, fine arts and design (Belgium, France, Ireland, The Netherlands and the UK) | 1999 | 38 p. | EN |
| 25871 | ATLAS Course Handbook, 1996/1997 | 1997 | 93 p. | EN |
| 25899 | A guide to the needs of education and training in the water sector, towards a compendium for water related competencies | 1999 | 64 p. | EN |
| 25905 | Philosophical studies, cultural studies, historical studies: Curricula and Disciplines in the Humanities | 1999 | 214 p. | IT or EN or FR |
| 25917 | National reports on language teacher training and bilingual education | 1999 | 240 p. | EN or FR |
| | Strengthening international collaboration in postgraduate language studies (report and proposals for action) | 1999 | 66 p. | EN or FR |
| | Translation and interpreting, national reports on the training of translators and interpreters | 1999 | 104 p. | EN |

| | | | | |
|-------|--|-------------|--------------|--|
| 25918 | Teacher Education in Europe – Evaluation and perspectives – 2 nd revised and expended edition | 1996 | 439 p. | EN |
| | Teacher Education in Europe : Evaluation and perspectives - Synthesis of the SIGMA Pilot project | 1997 – 1998 | Web | EN, SP, IT, DE, FR |
| | Vocational education and training in Germany and Sweden, Strategies of control and movements of resistance and opposition | 1998 | 125 p. + Web | EN |
| | New flexibilities in Teacher Education ? | 1998 | 80 p. + Web | EN |
| | Teacher Education in Europe and its evaluation – Reports from 15 countries | 1999 | Web | EN |
| | Teacher Education in Europe ; Behind the Rhetoric, the Realities of Teacher Education, Proceedings of the Lisbon Conference: - Culture and politics in professional formation of teachers - Development of innovative strategies of co-operation between teacher education institutions, schools and educational services - Teacher education as a powerful learning environment - Subject didactics as the science of a teaching profession - Developing a reflective practice of teacher work and teacher education - Intercultural education in teacher education - Gender and teacher education - Portuguese teacher education | 1999 | Web | EN or FR or DE or DK or ES or IT or PO or CZ or NL |
| | A green paper on teacher education in Europe and its future | 1999 | 80 p. | EN |
| 25925 | New requirements for University education in Forestry | 1998 | 394 p. | EN |
| | Higher Education in Aquaculture and related sciences: guide to courses within Europe | 1997 | 207 p. | EN |
| 25929 | Inquiries into European Higher Education in Physics, European Physics Education network series, vol. 1 | 1997 | 224 p. | EN |
| | Inquiries into European Higher Education in Physics, European Physics Education network series, vol. 2 | 1998 | 269 p. | EN |
| | Inquiries into European Higher Education in Physics, European Physics Education network series, vol. 3 | 1999 | 296 p. | EN |
| | Inquiries into European Higher Education in Physics, European Physics Education network series, vol. 4 | 1999 | 182 p. | EN |
| 25931 | Humanitarian development studies in Europe: assessment of universities training and NGOs needs | 1999 | 276 p. | EN |
| 26029 | A survey of the educational schemes available in Europe for a Medical Physicist | 1997 | 43 p. | EN |
| 26030 | Computing in humanities education: a European perspective | 1999 | 242 p. | EN |
| 26033 | Teaching Methods in Veterinary Education, Proceedings of the 1997 EAEVE Veterinary Symposium | 1997 | 81 p. | EN |
| | Curriculum planning for the 21st century in veterinary education, Proceedings of the 1999 International education symposium | 1999 | 52 p. | EN |
| 26203 | University continuing education in Europe | 1997 | 393 p. | EN or FR |
| | Pedagogics and practice in lifelong learning, Proceedings of 1999 European Conference | 1998 | 127 p. | EN |
| 39501 | Convergence towards higher standards in Dental Education – Competencies and Core Knowledge | | | |
| | Proceedings of the International Dental Educator's conference, Supplement of the European Journal of Dental Education | 1999 | 116 p. | EN |
| 39503 | Occupational Therapy in Central and Eastern European region, Report of ENOTHE meeting | 1999 | 104 p. | EN |
| 39561 | Evaluation of Biology in the European Union. Revision of the academic | 1999 | 110 p. | EN |
| 55792 | Food studies in Europe (Bachelor degree, Higher education degree, Master degree) | 1999 | 46 p. | EN |

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|-------|---|------|--------|----|
| 55797 | Catalogue of pharmacology curricula across Europe | 1999 | Web | |
| 55806 | The management and administration of Higher Education in Europe | 1999 | 24 p. | EN |
| 55837 | Higher environmental education and environmental labour market | 1999 | 500 p. | EN |
| 55845 | Les lettres européennes : sur l'introduction de la dimension européenne dans l'enseignement de la littérature | 1999 | 76 p. | FR |
| | Les lettres européennes : les examens de fin d'études secondaires dans les pays de la Communauté Européenne | 1999 | 49 p. | FR |
| 55847 | Children's and Young people's social, political and economic learning and understanding within the European context, First CICE Conference papers | 1999 | 181 p. | EN |

1.2 - Monographs

| TNP number | Title | Year | Nr. pages | Language |
|------------|---|------|------------------|----------|
| 26036 | Biotechnology in Greece, teaching and research activities | 1998 | 102 p. | EN |
| | Biotechnology in Italy | 1998 | 76 p. | EN |
| | Biotechnology in Norway | 1998 | 72 p. | EN |
| | Biotechnology in Denmark | 1998 | 105 p. | EN |
| | Biotechnology in Finland | 1998 | 34 p. | EN |
| | Biotechnology in Spain | 1998 | 18 p. | EN |
| | Biotechnology in Belgium | 1998 | 16 p. | EN |
| 39504 | Biotechnology in Poland | 1999 | 5 p. | EN |
| | Public administration education in Europe: academic programmes and their degree of europeanisation: Austria, Belgium, Denmark, Estonia, France, Finland, Germany, Greece, Italy, The Netherlands, Norway, Spain, Portugal, Sweden | 1998 | Up to 70 p. each | EN or FR |

1.3 – Pedagogical issues, news pedagogical tools: surveys and analysis

| TNP number | Title | Year | Nr. pages | Language |
|------------|--|------|-----------|----------|
| 25820 | A primer on major innovations in medical education in Europe | 1999 | Web | EN |
| 25846 | Chemistry and the environment, educational programmes and courses offered on environmental sciences and environmental chemistry - Report | 1999 | 119 p. | EN |
| | Report on Communication and Management Skills in Chemistry | 1997 | 14 p. | EN |
| 25855 | Machines and migratory bodies, report of the residential performance and new technology body workshop | 1998 | CD | EN |
| | The art and science of nurturing dancemakers ; New pedagogical approaches in Dance Education | 1999 | 306 p. | EN |
| 25858 | Motivation for higher education engineering education | 1999 | 79 p. | EN |
| | New information technology and higher engineering education in Europe | 1998 | 93 p. | EN |
| | Lifelong learning in Engineering education, a call to action, SEFI document n°20 | 1998 | 23 p. | EN |
| | Project based learning (Project led education and group learning) | 1999 | 38 p. | EN |
| | Student's responsibility – Educating yourself | 1999 | 50 p. | EN |
| | Learning styles in University Engineering Education, Development towards Lifelong Learning capabilities | 1999 | 8 p. | EN |
| 25871 | The little black book, assessing cross-cultural service competence in travel and tourism work placements | 1999 | 30 p. | EN |
| 25899 | Paradigms in water management | 1999 | 96 p. | EN |

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|-------|--|------|--------------|----|
| 25917 | Dictionaries in Language learning | 1999 | 133 p. + Web | EN |
| | ICT and language learning: linking policy, research and practice | 1999 | 47 p. | EN |
| 25918 | Didaktik / Fachdidaktik as Science(-s) of the Teaching Profession | 1999 | 251 p. + Web | EN |
| 25925 | Information and Communication Technologies in Agriculture and Related sciences, Proceedings of the Demeter European Higher Education Conference on virtual mobility | 1997 | 121 p. | EN |
| | Language teaching at Agricultural Universities (interim report 96 - 98) | 1998 | 71 p. | EN |
| | Language resources for Agronomy students | 1999 | Web | EN |
| | Integrating concepts of sustainability into education for agriculture and rural development | 1999 | 269 p. | EN |
| 25930 | Towards a transdisciplinary approach to professional ethics, proceedings of the second annual meeting of the European ethics network | 1997 | 82 p. | EN |
| | The future of the Humanities in the digital age, problems and perspectives for humanities education and research | 1998 | 160 p. | EN |
| | Survey on Computer Learning Education | 1999 | Web. | EN |
| 26173 | Enhancement of Education in electrical and information engineering through industry co-operation and research | 1998 | 298 p. | EN |
| | Educational innovations in electrical and information engineering, proceedings of the European association for education in electrical and information engineering annual conference | 1999 | 318 p. | EN |
| 26197 | Report on research and experiences with telematics in Higher Education | 1997 | 71 p. | EN |
| 26203 | University continuing education, report of EUCEN working group activities | 1999 | 197 p. | EN |
| | European University continuing education: the managers' handbook | 1999 | 166 p. | EN |
| | Innovation in the use of communication and information technology and multimedia in university continuing education | 1999 | CD | EN |
| 39583 | Integrating technology into the computing curriculum, proceedings of the annual conference on the teaching of computing | 1997 | 285 p. | EN |
| | CTC Link'97 – European Linkages in teaching computing at primary and secondary level | 1997 | 285 p. | EN |
| | 6 th Annual conference on the teaching of computing – Changing the delivery of computer science education | 1998 | 315 p. | EN |
| | Third European Conference on Integrating ICT in the Curriculum | 1998 | 666 p. | EN |
| 55792 | Personal development skills in food studies | 1999 | 57 p. | EN |

1.4 - Policy notes

| TNP number | Title | Year | Nr. pages | Language |
|------------|--|------|-----------|----------|
| 25855 | The New Academy, Uniting visual intelligence with Ethics and Research on new approaches in arts and design education | 1998 | 37 p. | EN |
| 25858 | Quality and quality assurance in engineering education | 1998 | 12 p. | EN |
| | The real outcome ; A call for the alignment of universities with learning | 1999 | 50 p. | EN |
| 25917 | Translation and interpreting: courses profiles and recommendations | 1999 | 14 p. | EN |
| | Intercultural communication, general recommendations | 1999 | 20 p. | EN |
| | Recommendations on language studies for students of other disciplines | 1999 | 4 p. | EN |
| 25925 | Education and training in Aquaculture for the next millennium, White Paper | 1999 | 67 p. | EN |

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|-------|--|----------------|------------------|----|
| 26029 | Requirements and competencies in medical physics and biomedical engineering | 1998 1999 | 14 p. + 12 p. | EN |
| | Tempere recommendations on Education, Training and Accreditation in Medical Physics and Biomedical Engineering | 1998 / 1999 | 52 p. | EN |

1.5 - Scientific articles (excluding Network presentations)

| TNP number | Reference |
|------------|---|
| 25409 | Hazan V., Van Domelen W. (1998) – <i>International strategies in phonetics education</i> , Abstract International Conference “The future of the Humanities in the Digital Age”, Bergen (N), pp. 92 – 93. |
| | Huckvale M. et al. (1998) – <i>Catalysing web-based teaching with tutorial components</i> , Abstract International Conference “The future of the Humanities in the Digital Age”, Bergen (N), pp. 70 – 72. |
| | Mc Tear M.F., Kouroupetroglou G. (1998) – <i>Emerging multidisciplinary educational issues in the area of spoken dialogue communication</i> , Abstract International Conference “The future of the Humanities in the Digital Age”, Bergen (N), pp. 55 - 58. |
| | Bloothoof G. (1998) – <i>Beyond European co-operation in speech communication education</i> , Abstract International Conference “The future of the Humanities in the Digital Age”, Bergen (N), pp. 99 – 101. |
| | Bowerman C. et al. (1999) – <i>Tutorial design for Web-based teaching and learning</i> , Proceedings ESCA/Socrates Workshop Matisse, London, pp. 145 - 148. |
| | Bowerman C. et al. (1999) – <i>Criteria for evaluating Internet tutorials in Speech Communication Sciences</i> , Proceedings Eurospeech'99, Budapest, p. 2455 – 2458. |
| | Coll. (1999) – <i>Internationalisation of Education in Phonetics</i> , proceedings International Conference Phonetic Sciences, San Francisco, pp. 1129 – 1133. |
| | Mc Tear M. (1999) – <i>Curricula and courseware in spoken language engineering in Europe, a critical appraisal</i> , Proceedings Eurospeech'99, Budapest, pp. 635 – 638. |
| 25855 | Beardon C., Tuomola M. (1998) – <i>Multimedia Learning for the Theatre</i> , <i>Interalia, ELIA Journal</i> , vol. 3, Winter. |
| | Mundy S. (1998) – <i>The artist as communicator in the third Millenium</i> , <i>European Journal of Arts Education</i> , vol. 2, November. |
| 25858 | Augusti G. (1999) - <i>European Engineering formation, the problem of transnational recognition</i> , <i>European Journal of Engineering Education</i> , vol. 24, 1, pp. 7 – 14. |
| 25899 | Cabrera E., Izquierdo J., Van der Beken A. (1998) – <i>On the convenience of creating a European network of CDP promoters within the water field</i> , Proceedings of the International Conference H2Obiettivo 2000: The European Water policy, Venice, 7-8 May, pp. 185 – 191. |
| 25918 | Zay D. et al. (1999) – Special issue: Conceptualising reflective practice through partnerships: European Perspectives, <i>Curriculum Studies</i> , Vol. 7, 2, whole issue. |
| 25925 | Ruffio Ph. (1999) – <i>The structuring effect of the Thematic Networks initiative of the European Commission in Agricultural and Related Sciences Higher Education: an attempt at a first evaluation</i> , <i>The Journal of Agricultural Education and Extension</i> , vol. 6, 1, June, pp. 1-16. |
| 26173 | Benlloch J.V., Saborit J.V. - <i>Design and implementation of Courseware on computer systems</i> , Proceedings 9 th EAEEIE Conference, Lisboa (P), pp. 53 - 58. |
| | Esteves J., Palma J. - <i>Development of a internet based self training course on permanent magnet</i> , Proceedings 9 th EAEEIE Conference, Lisboa (P), pp. 145 - 150. |
| | Thiriet J.M., Robert M. - <i>Development of virtual educational tools for teaching and through teaching</i> , Proceedings 9 th EAEEIE Conference, Lisboa (P), pp. 161 - 166. |
| | Thiriet J.M., Robert M. - <i>The SOCRATES INEIT-MUCON Thematic Network: a curricula in EIE via Internet</i> , proceedings IFAC INCOM'98, 9 th SYMPOSIUM on INformation CONtrol in Manufacturing systems, Advances in Industrial Engineering, Nancy-Metz (F), pp. 223 - 228. |
| | Benlloch J.V., Buendía F., Lliso V. - <i>Ineit-Mucon: un proyecto europeo para el desarrollo de material docente en Electrónica / Informática utilizando multimedia y redes de computadores</i> , proceedings TAAE'98, III Congreso de Tecnologías Aplicadas a la Enseñanza de la Electrónica, Madrid (E), pp. 119 - 124. |
| | Benlloch J.V., Burguillo J.C., Buendía F., Anido L., Quesada M., Agra D. - <i>Interconnecting Courseware Modules Via WWW</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 1 - 4. |
| | Robert M., Conrard B., Gend P. - <i>Teaching of electrical and information engineering with the help of internet: the INEIT-MUCON SOCRATES project</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 5 - 8. |

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| 26173 | Esteves J., Martins M.J., Palma J. - <i>The Portuguese Internet site of the INEIT MUCON thematic network</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 10 - 12. |
| | Diprose M.F., Woods R.C. - <i>A software package for wave mechanics</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 13 - 16. |
| | Garcia A.J., Melendez M. - <i>Interactive tutorial on basics in angle modulation</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 17 - 20. |
| | Lappalainen P., Gianordoli R., Manninen T. - <i>Dynamic phenomena in improving the quality of computer engineering education</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 25 - 27. |
| | Thiriet J.M., Hoffmann M., Garnier H., Prutscher M. - <i>Evaluation of internet-based tools to help students in understanding concepts of digital signal processing</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 28 - 31. |
| | Fernandez E., Suarez A., Garcia J.L. - <i>Two learning tools for RF oscillators: oscillation start-up and spectral noise density</i> , Proceedings 10 th EAEEIE Conference, Capri (I), pp. 36 - 39. |
| | Michau F., Gentil S; Munteanu D. - <i>Environnements de formation sur le web : notes de cours en ligne ou interactivité ?</i> , Proceedings NTICF'98, Rouen (F), CD-ROM. |
| | Thiriet J.M., Robert M. - <i>Utilisation du web comme outil de formation dans un contexte européen</i> , Proceedings NTICF'98, Rouen (F), CD-ROM. |
| De Smedt K. (1998) – <i>Advanced Computing in the humanities: a network approach</i> , Proceedings of the BITE Conference "bridging Information Technology to Education", Maastricht, March 25-27, 1998, pp. 134 – 140 | |
| 26030 | De Smedt K. (1998) – <i>Teaching and Learning Computational Linguistics in an international setting</i> , Proceedings of Nodalida'98, Copenhaguen, January 28-29, pp. 186 – 189. |
| 26197 | Van den Branden J., Lambert J. (1999) – Cultural issues related to transnational open and distance learning in universities: a European problem ?, <i>British Journal of Educational Technology</i> , Vol. 30, 3, pp. 215 – 260. |
| | Van den Branden J., Lambert J. (1999) – <i>Cultural and Linguistic diversity, Threat or Challenge for virtual instruction</i> , in : Feyten C.M. and Nutta J.W. – Virtual instruction, Issues and insights from an international perspective, Libraries Unlimited, INC., Englewood, Colorado, pp. 173 – 206. |
| 39501 | Shanley D.B., Barna S., Gannon P., Teljeur C., Munck C., Ray K. (1997) – Undergraduate training in the European Union. Convergence or Divergence, <i>European Journal of Dental Education</i> , Vol. 1.1, pp. 35 – 43. |
| | Scott J. (1999) – Convergence in Dental Education : The Dental project (Editorial), <i>European Journal of Dental Education</i> , Vol. 3.1, pp. 1 – 2. |

2 - Socio-economic context analysis and surveys

| TNP number | Title | Year | Nr. pages | Language |
|------------|--|------|-----------|------------|
| 25709 | Observatoire de l'emploi sportif : guide méthodologique | 1998 | 56 p. | FR |
| | Profession of the exercise and fitness instructor in Europe | 1997 | 16 p. | EN |
| | L'emploi dans le secteur du sport en France et au Royaume-Uni (1980-1996) | 1997 | 41 p. | FR |
| | European classification of sport and sport related economic activities (NEARS) | 1997 | 44 p. | EN, FR |
| | European classification of sport occupations and sport related occupations (NEORS) | 1997 | 58 p. | EN, FR |
| | The physical education teacher for secondary schools in the E.U. | 1997 | 48 p. | FR, EN, DE |
| | Tennis Coach | 1997 | 72 p. | EN |
| | Sport management occupations in Europe (report from 7 countries) | 1997 | 93 p. | EN |
| 26036 | Research, diagnostic and therapy biotechnological: a study of training requirements in the industrial sector | 1998 | 133 p. | EN |

3 – International or European Conferences (excluding regular TNP project workshops)

| TNP number | Title | City | Date |
|---|---|--|--------------|
| 25409 | Method and tool innovations for speech science education | London (UK) | April 99 |
| 25607 | European dimensions in training and practice of social professions | Ostrava (CZ) | August 98 |
| | The Role of the Social professions in fighting exclusion | Bellaria (I) | March 97 |
| | Social professions in changing socio-political contexts in Europe | | April 97 |
| | European Dimensions in the curriculum development of the Social Professions | | May 97 |
| 25709 | Euro FORUM | London (UK) | Sept. 97 |
| | Sport policy for the future, Education and employment, Fifth Biennial Forum | Jyväskylä (SF) | August 99 |
| 25820 | First Mednet conference "Medical education in Europe" | Rotterdam (NL) | May 97 |
| | Second Mednet Conference "Encounters in Medical Education" | Lille (F) | May 98 |
| | Third Mednet Conference "European physicians, implications for medical education" | Maastricht (NL) | April 99 |
| 25846 | First European Chemistry Thematic Network Conference | Lyon (F) | June 97 |
| | Second European Chemistry Thematic Network Conference | Rhodos (GR) | May 98 |
| | Third European Chemistry Thematic Network Conference | Grenoble (F) | May 99 |
| | Multimedia et informatique pour l'enseignement de la chimie | Bruxelles (B) | May 99 |
| 25855 | Panorama workshop in the visual arts in Europe | Athens (GR) | October 97 |
| | The new academy | Barcelona (E) | October 97 |
| | Where are we going ? - The artist as communicator in the third millenium | Helsinki (SF) | Nov. 98 |
| | The Greenhouse effect: the art and science of nurturing dancemakers | Leeds (UK) | Sept. 98 |
| | Residential performance and new technology workshop | Chichester (UK) | July 98 |
| | The artist in the Community | London (UK) | |
| | Political economics of the arts, structures and changing systems of Higher Arts Education, Employability skills, Urban/Social Regeneration and the Engagement of the artist | Montpellier (F) | Oct. 99 |
| | Seminar on continuing education for musicians | Zwolle (NL) | June 99 |
| | Seminar on research and music education | Luzern (CH) | Sept. 99 |
| | 25858 | Higher engineering education for Europe, H3E General congress 98 | Gent (B) |
| Higher engineering education for Europe, International BEST symposium | | Helsinki (FI) | February 98 |
| First European workshop on accreditation of engineering programmes | | The Hague (NL) | December 98 |
| Total Quality Engineer, International BEST Symposium | | Gent (B) | February 99 |
| 25871 | Tourism, Leisure and Community development | Viana do Castelo (P) | September 97 |
| | Innovatory approaches to culture and tourism | Rethymnon (GR) | October 98 |
| 25899 | The learning society and the water environment | Paris (F) | June 99 |
| 25905 | Il pensiero audiovisivo: cinema, video e nuove tecnologie come strumenti di conoscenza e critici | Pesaro (I) | September 96 |
| | Kultur, Region, Staat | Osnabrück (D) | Nov. 96 |
| | Leonardo intellettuale europeo | Urbino (I) | Nov. 96 |
| | Sartre et les arts | Roma (I) | February 97 |
| | Immaginare l'Europa: una nuova cittadinanza | Roma (I) | May 97 |
| | Il pensiero audiovisivo: l'educational | Pesaro (I) | Nov. 97 |
| | L'unità del mosaico | Firenze (I) | March 98 |
| | Philosophical studies, cultural studies, historical studies : Curricula and Disciplines in the Humanities | Warwick (UK) | April 99 |
| 25917 | Language education in Europe: Evaluation Conference | Lille (F) | July 97 |

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|-------|---|---------------------------------|----------------|
| 25917 | The multilingual challenge | Brussels (B) | May 99 |
| | Language teaching and learning: new directions for Higher education in Europe | Jyvaskyla (FI) | July 99 |
| 25918 | The first International TNTEE Conference | Lisbon (P) | May 99 |
| 25925 | First European Seminar for International Relation Officers at agricultural and related sciences institutions | Vienna (AT) | June 97 |
| | Information and communication technologies in Agriculture and Related Sciences (video conference) | Gent – Copenhagen – Montpellier | June 97 |
| | New requirements for University education in Forestry | Wageningen (NL) | Jul. – Aug. 97 |
| | Second European Seminar for International Relation Officers at agricultural and related sciences institutions | Joensuu (SF) | June 98 |
| | Third European Seminar for International Relation Officers at agricultural and related sciences institutions | Heraklion (Gr) | March 99 |
| 25929 | Higher education in Physics, First European Network conference | Brugge (B) | August 97 |
| | Higher education in Physics, Second European Network conference | Dublin (Irl) | August 98 |
| | Higher education in Physics, Third European Network conference | London (UK) | Sept. 99 |
| 25930 | Rethinking Professional Ethics | Leuven (B) | Sept. 96 |
| | Towards a transdisciplinary approach to professional ethics | Leuven (B) | Sept. 97 |
| | Education in Professional Ethics – The gap between teaching and acting | Barcelona (E) | September 98 |
| 25931 | Linking Humanitarian Assistance with Development | Bilbao (E) | Sept. 97 |
| | Security and Humanitarian Space | Bochum (D) | Sept. 97 |
| | Cultural Identities and Ethnic Minorities | Bilbao (E) | March 98 |
| | Human Rights | Venice (I) | July 97 |
| | University Commitment in humanitarian issues; education and training, research, policies and professional profiles | Bilbao (E) | March 99 |
| 26029 | First TEMPERE Symposium – satellite to the "VI th International Conference in Medical Physics" | Patras (GR) | August 98 |
| | Second TEMPERE Symposium – European Medical & Biological Engineering Conference (EMBEC'99) | Vienna (AT) | November 99 |
| 26030 | The future of the Humanities in the digital age, problems and perspectives for humanities education and research | Bergen (N) | September 98 |
| 26033 | Teaching Methods in Veterinary Education | Budapest (H) | May 97 |
| | Postgraduate Clinical and Research Training in Veterinary medicine | Napoli (I) | May 98 |
| | Curriculum planning for the 21st century in veterinary education | Lisboa (P) | May 99 |
| 26173 | Enhancement of Education in electrical and information engineering through industry co-operation and research, European association for education in electrical and information engineering annual conference | Lisboa (P) | 1998 |
| | Educational innovations in electrical and information engineering, European association for education in electrical and information engineering annual conference | Capri (I) | 1999 |
| 26197 | Euro Study Centres 98 Conference, European association of distance teaching universities | Hagen (D) | November 98 |
| | Milton Keynes Conference : Academic co-operation in Europe, Strengthening academic networks within EADTU | (UK) | November 99 |
| 26203 | First European Forum of Thematic Network projects | Dublin (Irl) | October 97 |
| | Pedagogics and practice in lifelong learning | Uppsala (S) | May 98 |
| | Plenary meeting of Network partners | Warsaw (PL) | Oct. 98 |
| | Strategic Management of university continuing education, bi-annual conference of European universities continuing education network | Bordeaux (F) | May 99 |
| | Thence European thematic network forum | Reykjavik (IS) | June 99 |
| 39501 | International Dental Educator's conference | Dublin (Irl) | Sept. 98 |
| 39503 | Third European Network for Occupational Therapy in HE | Essen (D) | October 97 |
| | Fourth European Network for Occupational Therapy in HE | York (UK) | October 98 |
| 39504 | First annual plenary meeting of the Network in Political Science and Public Administration | Paris (F) | June 98 |

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|-------|--|-----------------------|-------------|
| 39540 | The European and comparative dimension of law teaching in Europe | Sani, Chalkidiki (Gr) | May 99 |
| 39561 | Third Congress of the TNP Biology and EURO BIO on training in Biology at the turn of the Millenium | Budapest (H) | June 99 |
| 39570 | Improving planning education in Europe | Bergen (N) | July 99 |
| | Community based planning and development, XIII AESOP Congress | Bergen (N) | July 99 |
| 39583 | Annual conference on the teaching of computing, Integrating technology into the computing curriculum | Dublin (Irl) | August 97 |
| | CTC Link'97 – European Linkages in teaching computing at primary and secondary level | | August 97 |
| | First European workshop on Industry / University co-operation in the field of computing | Dublin (Irl) | March 98 |
| | 6 th Annual conference on the teaching of computing – Changing the delivery of computer science education | Dublin (Irl) | August 98 |
| | Third European Conference on Integrating ICT in the Curriculum | | August 98 |
| 55839 | Building a gerontechnology curriculum, satellite symposium at the 3 rd International Gerontechnology Congress | Munich (D) | Oct. 99 |
| 55845 | Voyages in literature, The oriental gateways (voyages and poetry) | Venezia (I) | November 99 |
| 55847 | Children's and Young people's social, political and economic learning and understanding within the European context | London (UK) | May 99 |

4 – Teaching material and packages

4.1 - Teaching material (printed material)

| TNP number | Title | Year | Nr. pages | Language |
|------------|---|------|--------------------|----------------|
| 25871 | European rural tourism module | 1999 | 101 p. | EN |
| 25905 | Various essays related to history, European citizenship, the learning society | | | |
| | Majores nostri, Figures de la pensée européenne d'un siècle à l'autre, Immaginare l'Europa | 1999 | 129 p. | IT or DE or FR |
| | Paragone delle arti, comunicazione dei linguaggi, Immaginare l'Europa | 1999 | 148 p. | IT or EN |
| | Immaginari di Sartre | 1999 | 159 p. | IT |
| 25925 | Forestry in changing societies in Europe (Information for teaching module) Part 1 and 2 | 1999 | 82 p. / 480 p. | EN |
| 25930 | Core material for the development in professional ethics: general textbook, business ethics, biomedical ethics, Engineering ethics, Media ethics, environmental ethics. | 1999 | 300 to 400 p. each | EN |
| 25931 | Gestion de la ayuda humanitaria (textos basicos), Universidad de Deusto | 1998 | 173 p. | ES |
| | Geografia y ayuda humanitaria (textos basicos), 3, Universidad de Deusto | 1998 | 84 p. | ES |
| | Cultural identities and ethnic minorities in Europe | 1999 | 101 p. | EN |
| | Sample of bibliography on gender and social concepts, on law concepts, on psycho-social concepts, on management concepts on Humanitarian assistance | 1997 | 109 p. | EN |
| 39540 | Towards a unified judicial protection of citizens of Europe, European Review of Public Law, vol. 9, 3. | 1997 | 981 p. | EN or FR or IT |
| | Towards a unified judicial protection of citizens of Europe (national situations : Austria, Belgian, Denmark, Finland, France, Germany, Greece, Ireland, Italy, The Netherlands, Portugal, Spain, Sweden, United Kingdom) | 1999 | Approx. 800 p. | EN or FR |

4.2 - Teaching packages (using information technologies)

| TNP number | Product |
|------------|--|
| 25409 | Software and courseware demonstrations interactive teaching - CD |
| 25855 | Machines & Migrating bodies, CD Rom exploring the interfaces between art and science and in particular between digital arts and interdisciplinary arts practice, 1998 |
| | Collection of 3 CD Roms on the role of the artist in Public Art/Urban Regeneration ("Repensar el rio", Spain 1999; "Cardiff Bay Public Art", UK, 1999; "Kop van Zuid" Workshop, The Netherlands, 1999) |
| 25925 | Case studies: - Planning for Agenda 2000, barley hill farm - Planning for Agenda 2000, Garfagnana spelt |
| 26029 | CD : Measurements of Non-Electrical Parameters of the Human body |
| 26033 | CDs : - Canine Pyoderma, Diagnosis and Treatment (EN, F, D) - Otitis in Dogs and Cats (EN, F) |
| | Teaching packages on Internet : Mathematics - Differential and integral calculus and linear algebra |
| 26173 | Teaching packages on Internet : Computers - Memory manager simulator, FTP program simulator and interactive tutorial - DMA transfer of a computer - Simulation of computers, contents of the memory |
| | Teaching packages on Internet : Control - Hypertext of associative Documentation for control instruction - Laboratory: pilot thermal process |
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| 26173 | Teaching packages on Internet : Communication - Fundamental of digital transmission - Lecture in HTML - Modulation - Digital signal processing |
| | Teaching packages on Internet : Electronics - Digital systems electronic - Applets on oscillator noise, Van der Pol and synchronisation - Virtual clean room in microelectronics - Waves |
| | Teaching packages on Internet : Power systems: - Learning on induction motor drive |
| | Teaching packages on Internet : Sensors: - Metrology - types of sensors - Sensor power - Signal processing |
| 39583 | Java literacy programme for second level students ; 25 modules web based training programme |

4.3 – Acquisition of new knowledge (objective 1 pilot projects of the White Paper on education)

| TNP number | Subject / discipline |
|------------|--|
| 25846 | Core chemistry |
| 25858 | Statistics for engineers |
| 25899 | Water science and management |
| 25917 | Diagnostic language testing - DIALANG |
| 25925 | Food sciences and hygiene and environmental sciences |
| 39540 | Law - ISOCRATES |
| 39561 | Biology - EBLA |

5 – Courses design and organisation

5.1 - Courses

| TNP number | Title | Launching year | Partners |
|------------|--|----------------|-------------------|
| 25820 | European Master's degree in "international health" | 1998 | 23 univ. partners |
| 25931 | European Master's degree in "human rights and democratisation" | 1998 | 10 univ. partners |

5.2 - Short courses / modules

| TNP number | Title | Date | Place |
|---|--|---------------|---|
| 25401 | Biotechnology Ethics and Public Perceptions of biotechnology | Sept. Oct. 97 | Oxford (UK) |
| 25846 | Development of management and communication skills | July 99 | Patras (GR) |
| 25855 | Panorama Athens, interdisciplinary workshop | Oct. 97 | Athens (Gr) |
| 25871 | Regional Tourism development and management Quality and innovation strategies in tourism Assessing Service competence in work placement Rural tourism Spa and health tourism | Aug. 99 | |
| 25899 | Practical application in the use of WWW as a platform for collaborative engineering | Sept. 98 | Cottbus (D) |
| | Disposal of effluents in aquatic environment | Sept. 98 | Porto (P) |
| | Shallow lake eco-hydrodynamics | Sept. 98 | Budapest (H) |
| | River flood hydraulics and sediment transport | Sept. 98 | Glasgow (UK) |
| | Sediment transport theory and Engineering applications | Oct. 98 | Neubiberg (D) |
| | Risk analysis for water resources engineering | Sept. 98 | Stuttgart (D) |
| | River and waterways engineering for inland navigation | Oct. 98 | Hannover (D) |
| | Phase Doppler anemometry | Oct. 98 | Nurnberg (D) |
| | Regional watersystems management, waterconservation, watersupply and system integration | Nov. 98 | Valencia (E) |
| | Ocean Wave Energy | Nov. 98 | Goteborg (S) |
| | River hydrology | Jan. 99 | Oxon (UK) Visual Modflow (Sheffield) |
| | Subsurface microbial processes | March 99 | Braunschweig (D) |
| | Coastal Engineering and management | March 99 | Oxon (UK) |
| | Sediment Transport theory and practice | May 99 | Oxon (UK) |
| | Environmental fluid mechanisms | June 99 | Karlsruhe (D) |
| | Visual mudflows: the proven standard for 3D groundwater flow and contaminant | June 99 | Sheffield (UK) |
| | Hydro power engineering | July 99 | Athens (Gr) |
| Fluvial hydraulics: environmental aspects | July 99 | Lausanne (CH) | |
| 25905 | Words and Images | July 98 | Bomba (I) |
| | Leonardo da Vinci: images and words | Sept. 99 | Urbino (I) |
| | Der naturalismus in den Kognitionswissenschaften und in der Philosophie des Geistes | Feb. 99 | Bremen (D) |
| | Naturalismo e antinaturalismo nella filosofia della mente | March 99 | Siena (I) |

| | | | |
|-------|---|--------------------------|---|
| 25925 | Professional development course for language teachers Teaching modules in aquaculture: - Biology of Fish larvae production - Applied fish nutrition - Design and operation of recirculation systems - Fish diseases control - Molecular biology and ecology in aquaculture - Fish reproduction - Pathology, Physiology and Biotechnology in Aquaculture | Feb. 99 Year 2000 | Vienna (Au) |
| 26036 | Biotechnology summer school | July 98 | Gdansk (PL) |
| 26197 | ODL modules: - European Environmental Science: towards sustainability - Food in Europe - Genetic Engineering | Sept. 1997 and Feb. 1998 | De Monfort University, Open university of the Netherlands |
| 39501 | Problem based learning (for Dental educators) | Sept. 98 | Dublin (Irl) |
| | Use of Multi-Media and Information Technology in Dental Education | Sept. 99 | Dublin (Irl) |
| 39547 | Contesting cultural identities in Europe (PhD students seminar) | July 99 | London (UK) |
| 39570 | Planning education in doctoral courses | July 99 | Finse (NO) |
| 55845 | - Filologie e nazionalismi: percorsi e discorsi - Cultural politics: women's studies readings of comparative and multicultural literary studies Europe | 98/99 | Bologna (I) |
| | Situated knowledge and cultural migrations: methodological issues in teaching women studies in | Year 2000 | Bologna (I) and Utrecht (NL) |
| | From the new gate calendar to the Saga of Sherlock Holmes | Year 2000 | Bologna and Napoli (I) |
| | - The role of myths in cultural conflicts: Israel, Bosnia, Kosowo - The genesis of German Idealism: Hegel, Hölderlin and Schelling | 1998 / 1999 | Tuebingen (D) |

6 – Tools for educational purposes

6.1 - Co-operation material

| TNP number | Product | Year | Nr. pages | Language |
|------------|---|------------------|-----------|----------|
| 25709 | Eurodoc 1.0 package - The directory of Doctoral students of sport sciences in Europe – 3 diskettes | 1997 | diskette | EN |
| 25846 | National Reports on core: - Physical and Organic Chemistry - Analytical and Inorganic Chemistry | 1999 | 262 p. | EN |
| | Core chemistry in European universities, list of topics and learning objectives | 1999 | 19 p. | EN |
| | Core chemistry, mathematics and physics, national reports | 1999 | 27 p. | EN |
| | Core practical skills in Chemistry | 1999 | 14 p. | EN |
| | Post university course providers in Chemistry - database | 1999 | Web | EN |
| 25855 | Database on Arts Education Institutes in Europe | | Web | EN |
| 25858 | Guide to Educational Terminology | | 20 p. | EN |
| 25871 | Towards a European body of knowledge for Tourism | 1998 | 83 p. | EN |
| 25878 | European Association of Distance Teaching Universities, Mini – Directory 97/98, sixth edition | 1997 | 61 p. | EN |
| 25899 | Guide to Educational Terminology for the purpose of ETNET | 1997 | 28 p. | EN |
| 25925 | Good practice for international relations offices | 1999 | 27 p. | EN |
| 25930 | Vademecum 96 – 97, 97 – 98, 98 – 99, 99 - 00 of the European ethics Network (individual members, partner universities...) | 1997, 1998, 1999 | 99 p. | EN |
| 25931 | ECTS guide: European Credit Transfer System for Humanitarian development studies | 1998 | 163 p. | EN |
| | ECTS : Information catalogue for Humanitarian development studies | 1999 | 188 p. | EN |
| 39503 | Directory of Occupational Therapists Programmes | 1998 | | EN |
| | Directory of Occupational Therapy books published in Europe | 1999 | 20 p. | EN |
| | Directory of Occupational educational institutes in Europe | 1999 | 39 p. | EN |
| 39504 | Directory of National Political Science Associations in Western Europe | 1998 | | EN |
| 55797 | A compendium of innovation and good practise in teaching pharmacology | 1999 | Web | EN |
| 55847 | Catalogue of CICE members (Children's identity & Citizenship in Europe) | 1999 | 120 p. | EN |

6.2 - Quality assessment and recognition procedures

| TNP number | Product / activity | |
|------------|--|-----------------------------|
| 25858 | Quality and Recognition in Engineering education, state of art report | Report 1999, 34 p. |
| 25930 | A European quality standard for Ethics Education | |
| 26033 | Quality evaluation of veterinary teaching establishments – organisation of site visits | Analysis of 55 institutions |
| | Evaluation of Veterinary training in Europe : standard operating procedures | Report 1999, 81 p. |
| 25396 | A comparative framework of the accreditation standards applied by the members of the European Quality Link (Equal) | Report, 1998, 22 p. |
| | The European Quality Improvement System – EQUIS - peer review guide | Report, 1998, 49 p. |
| 25858 | Recognition and accreditation in Higher Engineering Education | 1998 |

| | | |
|-------|--|---|
| 39501 | <ul style="list-style-type: none"> - A self assessment document relating to the process of education, professional training, assessment methods and means of continuous quality improvement. - 11 sites visit reports for Dental education: <ul style="list-style-type: none"> - University of Brescia - Trinity college Dublin - Università Cattolica del Sacro Cuore, Roma - University of Auvergne, Clermont-Ferrand - University of Helsinki - Malmö University - University of Freiburg - University of Witten / Herdecke - University of Athens - University of Olomouc | <p>Reports 1999</p> <ul style="list-style-type: none"> 51 p. 145 p. 151 p. 130 p. 93 p. 115 p. 92 p. 62 p. 40 p. 123 p. |
|-------|--|---|

6.3 – Creation of associations, networks

| TNP number | Title | Place | Date of creation |
|------------|--|-----------------------|------------------|
| 25709 | European Observatoire on sports occupations | London (UK) | Sept. 98 |
| 25820 | Medical Education and didactics network – MEDNET | Maastricht (NL) | April 99 |
| 25871 | European association for Tourism and Leisure education | Tilburg (NL) | Sept. 97 |
| 25905 | Immaginare l'Europa : the association study centre (for stucturation and support for the TNP activities in the fields of co-operation, research and cultural production) | Urbino University (I) | Feb. 99 |
| 25917 | Conseil Européen pour les langues - European Language Council | Lille (F) | June 97 |
| 25925 | IROICA, association of the International Relation Officers at Agricultural universities | Leuven (B) | Sept. 98 |
| 25931 | Network for humanitarian and development studies – HUMANITARIANNET | Brussels (B) | Sept. 98 |
| 39561 | EUROBIO, European Association of University departments / faculties of Biology in Europe | | |

7 - Communication tools

Remark : All the networks have established their own Web site. The addresses are mentioned in the summary description of each network (appendix 2).

7.1 - Resources centres on internet (excluding TNP websites as such)

| TNP number | Product |
|------------|--|
| 25871 | Database on European tourism statistics |
| 25820 | Sections of the TNP website provide surveys and links to : medical education and institutions in Europe, European associations and organisations, ECTS information packages, reports, articles, reviews, case studies, proceedings of conferences, newsletters, etc. |
| 25899 | Website dedicated to all water-environment issues in the learning society |
| 25918 | Multilingual Forum / Clearinghouse for presentation and exchange of information and material on Teacher Education in Europe |
| 26173 | A library of pedagogical materials in Electrical and Information Engineering in Europe |
| 25931 | Humanitarian Net Web (data base for courses) + complementary database on CD |

7.2 - Newsletter / Information bulletin

25820, 25855, 25858, 25871, 25878, 25905, 25917, 25929, 25930, 26029, 26036, 26197, 39501, 39547, 55792, 55797, 55843, 55847

7.3 - Internet news

25820, 25899, 25918, 25925, 25929, 26036, 39501

7.4 - Journals

| | |
|-------|--|
| 25930 | Launching of Ethical perspectives, the scientific journal of the European Ethics network |
|-------|--|

Appendix 2

Thematic Networks summary description

A directory of Thematic Network Projects may be found at the European Commission's Web site :

<http://europa.eu.int/en/comm/dg22/socrates/tnp/index.html>

| | | | | | | | | | | | | | | | |
|---|----------------------------|-------------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|---------------|-----------|-----------|
| 1 | TNP number 25396 | Selection year 1996 | Study area(s)/theme(s) Management | | | | | | | | | | | | |
| TNP title: EQUAL - European QUALity Link | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: European Foundation for Management Development | | | | | | | | | | | | | | | |
| Address: Rue Gachard 88 B - 1050 Bruxelles | | | | | | | | | | | | | | | |
| Tel: 32/2 629.08.10 Fax: 32/2 629.08.11 E-Mail: info@efmd.be | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Mrs. Nicola Hijlkema | | | | | | | | | | | | | | | |
| Address: European Foundation for Management Development Rue Gachard 88 B - 1050 Bruxelles | | | | | | | | | | | | | | | |
| Tel: 32/2 629.08.10 Fax: 32/2 629.08.11 E-Mail: hijlkema@efmd.be | | | | | | | | | | | | | | | |
| TNP website(s): http://www.efmd.be | | | | | | | | | | | | | | | |
| Main partner associations or organisations: ABS (Association of Business Schools), UK ; AEDE (Asociación Española de Representantes de Escuelas de Dirección de Empresas), E ; ASFOR (Associazione per la Formazione alla Direzione Aziendale), I ; CEEMAN (Central and East European Management Development Association), SI ; Chapitre des Ecoles de Management, F ; Civiloekonomarna, SE ; Danske Civiloekonomerne (FdC), DK ; efmd (European Foundation for Management Development), BE ; ESMU (European Centre for Strategic Management of Universities), BE ; FIBAA (Foundation for International Business Administration Accreditation), DE ; FORUM (Association of Management Education), PL ; HMA (Hellenic Management Association), GR ; VSNU (Vereniging van Samenwerkende Nederlandse Univesiteiten), NL | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 246 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 4 | 4 | 7 | 4 | 21 | 10 | 47 | 2 | 6 | 8 | | 12 | 4 | 3 | 32 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 2 | | 2 | 3 | 1 | 3 | 1 | | 9 | 2 | 3 | | 56 | | |
| General objectives of the network projects: The EQUAL Thematic Network Project was set up with the objective of contributing to the continuous improvement of management education in Europe. The acceleration of the process of internationalisation had provided dramatic proof of the need for such activities, within which the European QUALity Link set up frameworks to provide the optimum conditions for transnational activities in curriculum and teaching staff development. Among the EQUAL project's aims was the creation of a comparative study of existing quality assessment systems, thus distilling a model which could be used in the many and varied educational systems existing in Europe. Building on this first step, an accreditation and quality improvement system would be set up to provide transparency and clarity in the area of business and management education. Another major objective was the encouragement of existing national quality agencies or the creation of such agencies in countries where these did not exist. Finally, the project would produce recommendations to the Higher Education authorities in the Member States. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | |
| Publications | | | | | | | | | | | | | | | |
| - Management Education in Europe (September 1997) ; A Comparative Framework of the Accreditation Standards applied by the Members of the European QUALity Link (EQUAL) (January 1998) ; EQUIS Peer Review Guide – publication (June 1998) ; EQUIS Executive Education Criteria – publication (March 1998) ; MBA Guidelines – publication (August 1998) ; Introduction to EQUIS – publication (1997) ; -EQUIS Quality Standards – publication (1998) ; Guidance Notes on EQUIS Quality Criteria – publication (1997) ; EQUIS Guide to Self-Assessment – publication (1997) ; EQUIS Accreditation Procedures – publication (1998) ; European Quality Improvement Programme (EQUIP) – publication (1999) | | | | | | | | | | | | | | | |
| Events | | | | | | | | | | | | | | | |
| - Press Briefing, 29 March 1999 ; Preparation for EQUIS Symposium – symposium held on 1 st October 1999 ; Paper on business school rankings – published December 1999. | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | |
| - Survey on innovation in Higher Education across Europe – questionnaire sent out in September 1999 | | | | | | | | | | | | | | | |
| - Collection of European statistics on Higher Education – (to be completed in spring 2000) | | | | | | | | | | | | | | | |
| - Draft recommendations to Ministers of Education in European member states – completion summer 2000 | | | | | | | | | | | | | | | |
| - Working group on Research in Management Education – report to be completed in spring 2000 | | | | | | | | | | | | | | | |
| - Working Group on Benchmarking in Management Education – report to be completed by summer 2000 | | | | | | | | | | | | | | | |
| - Report on Distance Learning – to be completed by spring 2000 | | | | | | | | | | | | | | | |
| - Preparation of dissemination conference – planned for December 2000 ; Creation of dedicated Website | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|----|----|----|----|----|----|--------------------------------------|----|----|--------|----|----|
| 4 | TNP number 25607 | Selection year 1996 | Study area(s)/theme(s) Social Sciences | | | | | | | | | | | | |
| TNP title: <p style="text-align: center;">Social Professions for a Social Europe</p> | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: European Consortium of Social Professions with Educational and Social Studies | | | | | | | | | | | | | | | |
| Address: c/o Prof. F.W. Seibel, Fachhochschule Koblenz Finkenherd 4 D - 56075 Koblenz | | | | | | | | | | | | | | | |
| Tel: 49/261 95.28.234 Fax: 49/261 56.953 E-Mail: ecspress@fh-koblenz.de | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Walter Lorenz | | | | | | | | | | | | | | | |
| Address: European Consortium of Social Professions with Educational and Social Studies c/o Prof. F.W. Seibel, Fachhochschule Koblenz Finkenherd 4 D - 56075 Koblenz | | | | | | | | | | | | | | | |
| Tel: 49/261 95.28.234 Fax: 49/261 56.953 E-Mail: ecspress@fh-koblenz.de | | | | | | | | | | | | | | | |
| TNP website(s): | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - - - - - | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| | | | | | | | | | | | | | | | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | | | | | | | | | | | | | | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: - - - - - - - • Ongoing activities: - - - - - - | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|--|-----------|------------------------------|-----------|-----------|-----------|-----------|--|-----------|-----------|---------------|-----------|-----------|--|
| 5 | TNP number 25709 | Selection year 1996 | Study area(s)/theme(s) : Sciences du sport | | | | | | | | | | | | | |
| TNP title: | | | | | | | | | | | | | | | | |
| Observatoire Européen de l'Emploi Sportif (OEES) du Réseau Européen des Instituts de Sciences du Sport (REISS) | | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: | | | | | | | | | | | | | | | | |
| Address | | | | | | | | | | | | | | | | |
| Réseau Européen des Instituts de Sciences du Sport University of Southern Denmark Institute of Sports Science and Clinical Biomechanics Faculty of Health Sciences Main Campus: Odense University Campusvej 55 DK - 5230 Odense M | | | | | | | | | | | | | | | | |
| Tel: 45/6550 34 57 | | | | | Fax: 45/6615 86 12 | | | | | Email: froberg@sportmed.sdu.dk | | | | | | |
| Name of the co-ordinator: Drs. Leo Clijsen | | | | | | | | | | | | | | | | |
| Address: | | | | | | | | | | | | | | | | |
| Secretary-General of ENSSHE Vic. V. Alphenstraat 321 NL - 5482 HL Schijndel (Postbus 311- NL5480 AH Schijndel) | | | | | | | | | | | | | | | | |
| Tel: 39/0931 49 29 56 | | | | | Fax: 39/0931 75 94 66 | | | | | Email: clijsen@srob.nl | | | | | | |
| TNP website(s): http://www.kuleuven.ac.be/ensshe/ | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: /// | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 251 | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 6 | 8 | 29 | 5 | 14 | 9 | 45 | 3 | 6 | 10 | 1 | 17 | 15 | 8 | 58 | 1 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| | 1 | 1 | | 2 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 2 | | | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | | |
| Le Réseau Européen des Instituts de Sciences du Sport (REISS), initiateur du projet d'Observatoire Européen de l'Emploi Sportif (OEES), rassemble 200 instituts membres dans l'Union Européenne. Le REISS a pour objet de développer la coopération européenne en matière de recherche, de formation, et de professionnalisation au service des besoins économiques et sociaux du secteur sport. La mise en place de l'OEES correspond à la préoccupation partagée par les instituts de formation et par les organisations professionnelles de mieux adapter les formations aux besoins évolutifs du marché. L'essentiel de l'activité de l'Observatoire consiste en la promotion, la coordination et la mise en convergence des efforts entrepris dans le 15 pays ou dans les régions qui les composent pour mieux connaître l'évolution quantitative et qualitative des besoins de formation. | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | | |
| - "Nomenclature Européenne des activités et des professions du sport et en relation avec le sport" (NEARS et NEORS) perfectionnée avec l'aide d'EUROSTAT au cours de l'année 1998. | | | | | | | | | | | | | | | | |
| - Evaluation du nombre des effectifs de personnes dans les 15 pays de l'U.E. (une première étude comparative France / Royaume Uni a servi de base méthodologique à la réalisation de ce travail): "L'Emploi dans la Branche et la Filière sport en Europe". | | | | | | | | | | | | | | | | |
| - Etudes qualitatives comparatives des métiers. Produit: Rapports Qualitatifs (Fitness instructors; Mountain Guides; Physical Education Teacher; Basket-ball Coach; Life Guards /Saving). | | | | | | | | | | | | | | | | |
| - Un modèle d'analyse prospective (1998) a abouti à la réalisation de scénarios alternatifs discutés comme prévu lors de notre Forum final (Jyväskylä, Finlande 3-6 septembre 1999). Produit: "Scénarios pour l'emploi dans le secteur sport en Europe". | | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | | |
| - Réalisation d'une base de données des Instituts de Sciences du Sport (EUNET) | | | | | | | | | | | | | | | | |
| - Réalisation d'une base de données des étudiants doctorants en Sciences du Sport (EURODOC) | | | | | | | | | | | | | | | | |
| - Une Newsletter éditée 4 fois par an est envoyée aux membres du Réseau. Ils disposent d'un site WEB. | | | | | | | | | | | | | | | | |

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|---|------------------------------------|------------------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|---------------|-----------|-----------|
| 6 | TNP number 25820 - 00015 | Selection year 1996/1999 | Study area(s)/theme(s) Medicine | | | | | | | | | | | | |
| TNP title: MED-NET: Medical Education and Didactics NETwork | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Erasmus University Rotterdam Faculty of Medicine and Health Sciences | | | | | | | | | | | | | | | |
| Address: Dr. Molewaterplein 50 - P.O. Box 1738 NL - 3000 DR Rotterdam | | | | | | | | | | | | | | | |
| Tel: 31/10 408.75.15 Fax: 31/10 408.94.77 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Dr. Sjoert C. Willemstein | | | | | | | | | | | | | | | |
| Address: Faculty of Medicine and Health Sciences Ff 02-27 Erasmus University Rotterdam P.O. Box 1738 NL - 3000 DR Rotterdam | | | | | | | | | | | | | | | |
| Tel: 31/10 408.75.23/7512 Fax: 31/10 408.94.98 Email: willemstein@facb.fgg.eur.nl | | | | | | | | | | | | | | | |
| TNP website(s): http://www.med-net.nl/ | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - TROPEDEUROP: European Network for International Health Education - MedEd 21 Forum: Network of faculties providing Student-centred Education (Network of Community-Oriented Educational Institutions for Health Sciences) - AMSE: Association of Medical Schools in Europe - EMA: European Medical Association - IFMSA: International Federation of Medical Students Association - EMSA: European Medical Students Association | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 191 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 3 | 7 | 21 | 6 | 23 | 4 | 15 | 4 | 1 | 21 | | 9 | 5 | 5 | 17 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 4 | 3 | | 2 | 1 | 5 | | 2 | 7 | 5 | | 3 | 18 | | |
| General objectives of the network projects: The aim of MED-NET is to improve academic medical education in Europe at (pre)-graduate level, at post-graduate level, and as continuous (i.e. life-long) learning activity. The specific objectives of MED-NET are: - To inventory and analyse available data, databases and data/information resources concerning Medical Education in Europe; - To integrate and structure information and providing user-friendly access to a broad target audience; - To provide publications, and programs at meetings; - To promote co-operation projects and exchange of information; - To promote and harmonise the ECTS in medical education, leading to full mutual recognition of curricula; - To provide support to the MED-NET member institutions concerning improvement and innovation in medical education; - To establish and maintain liaisons with organisations concerned with Medical Education. | | | | | | | | | | | | | | | |
| Main outcomes and products: <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Medical Education in Europe (overview): section of Website - ECTS: Information Packages of the Faculties/Universities of Medicine in Europe: section of Website - Complete survey of Medical Postgraduate Education/Specialisation in Europe: section of Website - Links to all Faculties/Universities of Medicine in Europe: section of Website - Links to European Medical or Medicine-related websites of Associations in Europe: section of Website - A primer on major innovations in Medical Education in Europe: section of Website - State of art on Professionalization of Teachers at European Faculties of Medicine: section of Website - Reports, articles and case studies on Education Survey, Curriculum Innovation, Professionalization of Teachers, Student Exchange with ECTS, Postgraduate Medical Education, International Health, New interdisciplinary topics arising in Medical Education(Website) - First MED-NET Conference: NL-Rotterdam, May 2-3 1997 (proceedings: hardcopy and on Website) - Second MED-NET Conference: FR-Lille, May 15-16, 1998 (proceedings: on Website) - Report on MED-NET in Education for Health Vol. 11 No. 1 - Third MED-NET Conference: NL-Maastricht, April 22-24, 1999 (abstracts and Posters on Website) • Ongoing activities: <ul style="list-style-type: none"> - Activities of the Reference Groups: Education Survey, Curriculum Innovation, Professionalization of Teachers, Student Exchange with ECTS, Postgraduate Education, International Health, New interdisciplinary Topics arising in Medical Education; - Promoting the use of the Website as a platform for discussion and communication - Preparing issues derived from the Joint Declaration of the European Ministers of Education (June 1999). | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|---|-----------------------------|-----------|-----------|-----------|----------------------------|-----------|---|-----------|-----------|---------------|-----------|-----------|
| 7 | TNP number 25846 | Selection year 1996 | Study area(s)/theme(s): Chemistry | | | | | | | | | | | | |
| TNP title: ECTN – European Chemistry Thematic Network | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: Ecole Supérieure de Chimie Physique Electronique de Lyon | | | | | | | | | | | | | | | |
| Address: 43, Boulevard du 11 novembre 1918, B.P. 2077 F - 69616 Villeurbanne Cedex | | | | | | | | | | | | | | | |
| Tel: 33/472 43.17.00 | | | | Fax: 33/472 43.17.29 | | | | Email: jcc@cpe.fr | | | | | | | |
| Name of the co-ordinator: Prof. Anthony Smith | | | | | | | | | | | | | | | |
| Address: Relations Internationales Ecole Supérieure de Chimie Physique Electronique de Lyon 43, Boulevard du 11 novembre 1918, B.P. 2077 F - 69616 Villeurbanne Cedex | | | | | | | | | | | | | | | |
| Tel: 33/472 43.17.30 | | | | Fax: 33/472 43.17.29 | | | | Email: smith@cpe.fr | | | | | | | |
| TNP website(s): http://www.cpe.fr/ectn/ http://www.fci.unibo.it/dcor/corechem/ | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Royal Society of Chemistry, London, United Kingdom | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 86 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 4 | 7 | 3 | 7 | 3 | 10 | 3 | 4 | 10 | 1 | 6 | 2 | 3 | 14 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 3 | | 1 | | | | | | 2 | 1 | | | | | |
| General objectives of the network projects: A principal aim of the network is to make recommendations concerning the content of core or specialist chemistry teaching programmes, and to assess and disseminate information concerning innovative teaching methods. A number of reports have been produced relating to core chemistry (national reports on core chemistry, core chemistry topics and learning objectives, communication skills for chemists, core practical skills). The ECTN has also carried out a project on the evaluation of core chemistry. It has produced a series of tests on a CD-ROM in 12 languages for the evaluation of competence in chemistry. These tests will enable any individual to assess their competence in chemistry at various levels from the end of compulsory education (age 16) up to the end of core chemistry at university (approximately two years of university education). The network has also considered teaching programmes in catalysis, in chemistry and the environment, and in safety. Proposals for programmes of study in safety and in chemistry and the environment have been made. The network also aims to improve the image of chemistry and has a number of on-going activities in this area. A Europe-wide database of providers of courses for industrial chemists has been established on the Internet. An electronic form for the submission of data is available. The network aims to take a leading role in discussions about the future content of core chemistry, and on the development of teaching and assessment methods in chemistry. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - National Reports on Core Chemistry, printed and web versions (1999) - List of Topics and Learning Objectives in Core Chemistry, printed and web versions (1999) - Report on Communication and Management Skills for Chemists, on ECTN web site (1998) - Report on the teaching of Chemistry and the Environment, on ECTN web site (1999) - Database of Course Providers for Post-University Chemists in Industry (1999) - Report on Core Practical Skills for Chemists, on ECTN web site (1999) - CD-ROM based Tests for the Evaluation of Core Chemistry (1999) - National Reports on the Teaching of Catalysis (1998) - Programme for the Teaching of Safety in Chemistry at University (1999) • Ongoing activities: <ul style="list-style-type: none"> - Report on the Image of Chemistry and development of activities to further improve this image. - Further development of Tests for the Evaluation of Core Chemistry. - A study of the future developments required in the content, and teaching and assessment methods, of core chemistry. | | | | | | | | | | | | | | | |

Music education

- **Finalised outcomes:**

- Publications: TNP newsletters in 3 languages (1998), "Caprice d'Europe" (a study of the violin curricula in European institutions for higher learning, 1997), 2 TNP magazines (1998 and 1999), Reports on "continuing education in music" and "pre-college education".
- 3 European conferences dealing with TNP subjects (Brussels 1997, Helsinki 1998, Bucarest 1999) and TNP dissemination seminars (Paris in May 1998, Zwolle in June 1999)
- Information video on pre-college education: in production

- **Ongoing activities:**

- Further publications on "continuing education in music" and "pre-college education"
- TNP dissemination seminars in various European countries during the spring 2000
- Final TNP European dissemination conference in Italy, November 2000

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|--|----------------------------|-------------------------------|---|----------------------------|-----------|-----------|-----------|---|-----------|--|-----------|-----------|---------------|-----------|-----------|
| 9 | TNP number 25858 | Selection year 1996 | Study area(s)/theme(s): Engineering education | | | | | | | | | | | | |
| TNP title: | | | | | | | | | | | | | | | |
| DEDHEE Development of a European Dimension in Higher Engineering Education | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: H3E (Higher Engineering Education for Europe) | | | | | | | | | | | | | | | |
| Address: c/o CESAER Secretariat Arenbergkasteel B - 3001 Leuven | | | | | | | | | | | | | | | |
| Tel: 32/16 32.17.48 | | | | Fax: 32/16 32.19.83 | | | | Email: georges.lespinard@hmg.inpg.fr | | | | | | | |
| Name of the co-ordinator: Dr. Brian Mulhall | | | | | | | | | | | | | | | |
| Address: School of Electronic Engineering, Information Technology & Mathematics University of Surrey Guildford UK - Surrey GU2 5XH | | | | | | | | | | | | | | | |
| Tel: 44/1483879146 | | | | Fax: 44/1483534139 | | | | Email: b.mulhall@eim.surrey.ac.uk | | | | | | | |
| TNP website(s): http://www.heee.eu.org or http://www.hut.fi/Misc/H3E/ | | | | | | | | | | | | | | | |
| Main partner associations or organisations: | | | | | | | | | | | | | | | |
| - Board of European Students of Technology (BEST), Grenoble, France | | | | | | | | | | | | | | | |
| - Conference of European Schools of Advanced Engineering Education & Research (CESAER), Leuven, Belgium | | | | | | | | | | | | | | | |
| - European Society for Engineering Education (SEFI), Brussels, Belgium | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 343 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 4 | 21 | 27 | 8 | 25 | 20 | 67 | 10 | 12 | 22 | 0 | 15 | 9 | 14 | 33 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 6 | 1 | | 3 | 2 | 9 | | 2 | 20 | 5 | 3 | 5 | | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| The network aimed at increasing the compatibility (but not the uniformity) of higher engineering education throughout Europe, in order to facilitate the free movement of professional engineers in the European employment market. The "vertical", or generic, sub-themes are (1) motivation for engineering studies, (2) qualifications and quality assessment and assurance, (3) internationalisation and (4) continuing education and life-long learning. Supporting these are "horizontal" themes, namely (5) JEEP teams - studying how to run multi-disciplinary and multi-national student projects, (6) PiE, developing teaching methods and curriculum material for the special area of Engineering Plastics and (7) PROTECT, developing teaching material, much of it aimed at postgraduate/continuing education, in the special area of Technical Textiles. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | |
| - A "Call for Action" on Lifelong Learning and Continuing Education, Report, 1998 | | | | | | | | | | | | | | | |
| - "Quality & Recognition in Engineering Education - State of the Art Report", Report, 1998, revised 1999 | | | | | | | | | | | | | | | |
| - "Student Responsibility - Educating Yourself", Report, 1999 | | | | | | | | | | | | | | | |
| - "Project and Group Learning", Booklet, 1999 | | | | | | | | | | | | | | | |
| - "New Information Technology & Higher Engineering Education for Europe", Report, 1998 | | | | | | | | | | | | | | | |
| - Learning Packages for Textiles on CD ROM, 1999 | | | | | | | | | | | | | | | |
| - "European Institutions Teaching Plastics", Directory on CD ROM, 1999 | | | | | | | | | | | | | | | |
| - "Technical Textiles in Europe", Directory, CD ROM, 1999 | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | |
| - "Recognition & Accreditation of Higher Engineering Education in Europe", Position Paper, 1999 | | | | | | | | | | | | | | | |
| - "Quality & Quality Assurance", Position Paper, 1999 | | | | | | | | | | | | | | | |
| - "Motivation for Higher Engineering Education", Report, 1999 | | | | | | | | | | | | | | | |
| - "Co-operation, Convergence, Competition, Internationalisation..", Essay, 1999 | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|---------------|-----------|-----------|--|
| 10 | TNP number 25871 | Selection year 1996 | Study area(s)/theme(s) Tourism and Leisure | | | | | | | | | | | | | |
| TNP title: ATLAS Thematic Network in Tourism and Leisure | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Tilburg University | | | | | | | | | | | | | | | | |
| Address: PO Box 90153 NL - 5000 LE Tilburg | | | | | | | | | | | | | | | | |
| Tel: 31/13 466.23.13 Fax: 31/13 466.30.02 | | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Dr. Greg Richards | | | | | | | | | | | | | | | | |
| Address: PO Box 90153 NL - 5000 LE Tilburg | | | | | | | | | | | | | | | | |
| Tel: 31/13 466.23.13 Fax: 31/13 466.30.02 Email: info@atlas-euro.org | | | | | | | | | | | | | | | | |
| TNP website(s): www.atlas-euro.org | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Leisure Studies Association - International Society of Travel and Tourism Educators | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 220 | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 4 | 5 | 3 | 2 | 9 | 6 | 7 | 7 | 4 | 7 | | 16 | 6 | 4 | 32 | | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| | 3 | 3 | | 3 | | 3 | | | 4 | 1 | 2 | 2 | 87 | | | |
| General objectives of the network projects: The general purpose of the Thematic Network Project in tourism and leisure is to facilitate the Europeanisation of the curriculum through strengthening co-operation between higher education institutions, enterprises and professional bodies across the European Union. The basic aims of the project are: 1) To define the scope and content of the study area at European level, by developing a "body of knowledge" for tourism courses 2) To provide a basis for Europeanising the curriculum by developing European teaching and learning resources on the basis of transnational research information in tourism and leisure 3) To develop European modules which can deliver transnational perspectives on tourism and leisure in a variety of contexts. | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | | |
| - Towards a Body of Knowledge for Tourism Book (1998) | | | | | | | | | | | | | | | | |
| - Developments in the European Tourism Curriculum (1998) | | | | | | | | | | | | | | | | |
| - Tourism in Eastern and Central Europe: Educating for Quality (1996) | | | | | | | | | | | | | | | | |
| - Teaching modules : | | | | | | | | | | | | | | | | |
| - Rural Tourism (1999) | | | | | | | | | | | | | | | | |
| - Assessing Service Competence in Work Placements (1999) | | | | | | | | | | | | | | | | |
| - Heritage, culture and community (Four international case studies - 1998) | | | | | | | | | | | | | | | | |
| - Regional Tourism Development and Management (1999) | | | | | | | | | | | | | | | | |
| - Spa and Health Tourism | | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | | |
| - Winter University Intensive Programme | | | | | | | | | | | | | | | | |
| - European Masters in Conference Management | | | | | | | | | | | | | | | | |
| - Tourism and Leisure Database | | | | | | | | | | | | | | | | |
| - ATLAS News | | | | | | | | | | | | | | | | |
| - ATLAS Email discussion group | | | | | | | | | | | | | | | | |
| - ATLAS Cultural Tourism Project | | | | | | | | | | | | | | | | |

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| 11 | TNP number 25899 | Selection year 1996 | Study area(s)/theme(s) : Water Resources Engineering/Water Management/ Hydrology/ Environment | | | | | | | | | | | | | |
| TNP title: ETNET - European Thematic Network of Education and Training for Environment Water | | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: Vrije Universiteit Brussel Address: Pleinlaan 2 B - 1050 Brussel Tel: 32/2 629.21.11 Fax: 32/2 629.22.82 Email: gwijns@vub.ac.be | | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. André Van der Beken Chair of Hydrology and Hydraulic Engineering Address: Vrije Universiteit Brussel Pleinlaan 2 B - 1050 Brussel Tel: 32/2 629.30.21 Fax: 32/2 629.30.22 Email: avdbeken@vub.ac.be | | | | | | | | | | | | | | | | |
| TNP website(s): http://etnet.vub.ac.be | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - TECHnology for Water RESources (TECHWARE), Brussels, Belgium - UNESCO, Division of Water Sciences, Paris, France - International Association for Hydraulic Engineering and Research (IAHR), Delft, The Netherlands - International Association for Hydrological Sciences (IAHS), Waterloo, Canada - Federgasacqua, Roma, Italia | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 107 | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 1 | 9 | 11 | 2 | 7 | 1 | 16 | 5 | 2 | 16 | | 5 | 3 | 4 | 15 | | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| | 1 | | | | | 1 | | | 2 | 1 | | 1 | 4 | | | |
| General objectives of the network projects: ETNET.ENVIRONMENT-WATER is a unique and generic opportunity to develop for the first time a broad forum among all participants and end-users for enhancing good practice in existing education and training activities and for developing new approaches, in the broad multidisciplinary field of environment-water and to broaden the knowledge of the water problems in Europe. ETNET has developed five specific projects: - European Postgraduate Degree for Hydrology and Water Management - Research training through the IAHR European Graduate School of Hydraulics (renamed environment-water) - Forum for Open and Distance Learning (ODL) for Water - Continuing Professional Development programmes for water - The European paradigm of "integrated water management" Each of these specific projects has developed through surveys or workshops and has established databases. Moreover, generic projects on terminology and on a compendium of water related competencies were finalised. | | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - General Report for the first year of activity 1996-1997 (1998-publication) - General Report for the second year of activity 1997-98 (1999-publication) - International Symposium - The Learning Society and Water Environment, 2-4 June 1999, at Unesco's headquarters, Paris - KeyWATER, dynamic website launched on World Water Day, 22 March 1999 - Educational Terminology for the purpose of ETNET.ENVIRONMENT-WATER (1997-publication) - A Guide to the needs of Education and Training in the Water Sector, Towards a Compendium for Water Related Competencies (1999-publication) - Paradigms in Water Management, Proceedings of a Workshop held on 5 March 1999 (1999-publication) • Ongoing activities: - European Engineering Graduate School Environment-Water (EGW-IAHR) - Sub network of providers of Continuing Professional Development (CPD) programmes for water (with support of ADAPT programme) - European Team for New methods of Education and Training (ETNET) for Urban Water Resources Management (UWREM) (with support of SOCRATES-ODL programme) | | | | | | | | | | | | | | | | |

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| 12 | TNP number 25905 | Selection year 1996 1997 1998 1999 | Study area(s)/theme(s) : Philosophy, historical and social sciences, arts and literature | | | | | | | | | | | | |
| TNP title: Immaginare l'Europa - Interdisciplinarity in Philosophy and the Humanities | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Università degli Studi di Urbino Address: Via Saffi, 2 I - 61029 Urbino (PS) Tel.: 39/07 22.47.62 Fax: 39/07 22.47.62 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Giorgio Baratta Address: Viale di Trastevere, 26 I - 00153 Roma Tel: 39/06 588.40.08 Fax: 39/06 588.40.08 Email: sole@imageuro.net | | | | | | | | | | | | | | | |
| TNP website(s): www.imageuro.net | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Società filosofica italiana, Roma - Union rationaliste, Paris - Observatoire international d'architecture, Paris - Gesellschaft für interdisziplinäre wissenschaftliche Kriminologie, Hamburg - Cercle d'Estudis Històrics i Socials, Tarragona | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 45 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 1 | 7 | 1 | 3 | 3 | 1 | 1 | | 8 | | 2 | 2 | 2 | 4 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | | | | | 1 | | | 1 | 1 | 1 | | 4 | | |
| General Objectives of the Network Project From the time of its founding, Immaginare l'Europa (Imagining Europe) has had two main and interconnected objectives: - to contribute to the definition of interdisciplinary roles in humanistic studies, identifying philosophy as an area of study that is structurally open to other disciplines and intimately characterised by the transversal nature of its concepts and methodology of knowledge; - to promote comparative and exchange initiatives that will promote the "European dimension" of university teaching, linking education, training, and research as well as deepening the relationships between the academic world, cultural institutions, and civil society. These objectives are pursued by means of a website, an Association/Study centre, research activities, publications, teaching activities, events at international level. | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - Immaginare l'Europa: Association/Study Centre (for structuring and permanent support of the TNP activities), 1999 - "Imagining Europe: a new citizenship", International Conference, Rom-Campidoglio, May 1997 - "Majores nostri: figures de la pensée européenne d'un siècle à l'autre" (1996-1999), notebook, 161 p. - "Philosophical studies, cultural studies, historical studies: curricula and disciplines in the Humanities" (1999), notebook, 212 p. - "Paragone delle arti, comunicazione dei linguaggi" (1996-1999), notebook, 161 p. • Ongoing activities: - Revue&immaginarel'europa: international electronic review (number 1: march- 2000) - Immaginare l'Europa: newsletters (1999-2000: 5 numbers foreseen) - Studium Generale Europaeum: multinational interdisciplinary short courses/modules (Bremen, Siena, Bucuresti) - "Imago Europae", (Firenze 1998): teaching and research material, - "L'Europe difficile", thematic itinerary 1997-2000 (Paris, Napoli, Tarragona, Thessaloniki) - "The philosophy in Europe", international meeting in Lisboa | | | | | | | | | | | | | | | |

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| 13 | TNP number 25917 | Selection year 1996 | Study area(s)/theme(s) Languages | | | | | | | | | | | | |
| TNP title: Thematic Network Project in the area of Languages | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Freie Universität Berlin | | | | | | | | | | | | | | | |
| Address: Kaiserswerther Str. 16 – 18 D - 14195 Berlin | | | | | | | | | | | | | | | |
| Tel: 49/30 838 73110 | | | Fax: 49/30 838 73117 | | | | | | | | | | | | |
| Name of the co-ordinator: Dr. Wolfgang Mackiewicz | | | | | | | | | | | | | | | |
| Address: Freie Universität Berlin ZE Sprachlabor Habelschwerdter Allee 45 D - 14195 Berlin | | | | | | | | | | | | | | | |
| Tel: 49/30 838 4501 / 3718 | | | Fax: 49/30 838 3717 | | Email: erasmspr@zedat.fu-berlin.de elc@zedat.fu-berlin.de | | | | | | | | | | |
| TNP website(s): http://www.fu-berlin.de/elc/tnplang.htm | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Conseil Européen pour les Langues / European Language Council (CEL / ELC), Berlin, Deutschland | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | | | | | |
| Total number of HEI partners: 108 | | | | | | | | | | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 2 | 9 | 16 | 8 | 9 | 5 | 8 | 4 | 4 | 10 | 1 | 6 | 3 | 3 | 12 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 2 | | | 1 | | 1 | | | | 3 | | | | | |
| General objectives of the network projects: The TNP's principal aim was to bring about, across Europe, reorientation in the area of languages in higher education and - indirectly - in other sectors of education. The TNP wanted to urge universities in general and faculties, departments and other units specialising in languages in particular, to respond, on a wide front, to the challenges posed by a multicultural and multilingual Europe and by an increased dialogue between the EU and other parts of the world. The aims pursued in nine sub-projects (SPs) dedicated to specific 'key issues' were defined as follows: - to identify the linguistic demands of the social, economic and professional environments in Europe (SP 8); - to identify strengths and weaknesses in current policies, programmes, and modes of delivery at institutional, regional/national and European level (SPs 1, 2, 3, 4, 6, 7, 8, and 9); - to identify pertinent research findings and research programmes (SPs 2, 3, and 8); - to identify opportunities offered by new technologies (SPs 3, 7, 8, 9, and 10); - to prepare reports (national reports, synthesis reports, issue-specific reports, evaluation of surveys conducted) and sets of recommendations, including the description of examples of good practice (all SPs); - to prepare blueprints, outlines and feasibility studies for European materials and curriculum development projects and/or to prepare the launch of such projects (SPs 4, 6, 7, 8, 9, and 10); - to foster the development of strategies for large-scale implementation of project results (all SPs); - to reflect on the Council of Europe's Common European Framework of reference in relation to issues addressed by the TNP (SPs 1, 2, 3, and 10). | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - General recommendations on Intercultural Communication (1999) - ICT for Language Teachers – Development of a course in ICT for language teachers (LINGUA A) (1998) - ICT and language learning: Linking Policy, Research and Practice (1999) - Profile of a University Programme at Advanced Level in Applied Language Studies (1998) - National Reports on Language Teacher Training and Bilingual Education (1998) - Report on <i>The Multilingual Challenge</i> Conference (1999) - Final Recommendations on Translation and Interpreting (1999) - Course Profile Recommendations for Translation and Interpreting (1999) - General Recommendations on Language Provision for Students of Other Disciplines (1999) - Proposal for the development of exit tests for language graduates, particularly for teacher trainees (1999) • Ongoing activities: The application for a project for the exploitation and dissemination of the results emerging from the Thematic Network Project in the area of Languages was successful. | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|---------------|-----------|-----------|
| 14 | TNP number 25918 | Selection year 1996 | Study area(s)/theme(s) Teacher Education | | | | | | | | | | | | |
| TNP title: TNTEE- Thematic network of Teacher Education in Europe | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: Umeå University | | | | | | | | | | | | | | | |
| Address: Pedagogiska institutionen SE - 901 87 Umeå | | | | | | | | | | | | | | | |
| Tel: 46/90 786.67.65 Fax: 46/90 786.66.93 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Daniel Kallós | | | | | | | | | | | | | | | |
| Address: Pedagogiska institutionen, Umeå universitet SE - 901 87 Umeå | | | | | | | | | | | | | | | |
| Tel: 46/90 786.67.65 Fax: 46/90 786.66.93 Email: daniel.kallos@educ.umu.se | | | | | | | | | | | | | | | |
| TNP website(s): http://tntee.umu.se | | | | | | | | | | | | | | | |
| Main partner associations or organisations: | | | | | | | | | | | | | | | |
| - European Teacher Education Network - ETEN. Kristiansand/Copenhagen. Norway/Denmark | | | | | | | | | | | | | | | |
| - British Educational Research Association, Nottinghamshire, United Kingdom | | | | | | | | | | | | | | | |
| - Universities Council for Education of Teachers, London, United Kingdom | | | | | | | | | | | | | | | |
| - Nordisk Förening för Pedagogisk Forskning, Odense, Denmark | | | | | | | | | | | | | | | |
| - Deutsche Gesellschaft für Erziehungswissenschaften, Abt. Lehrerbildung, Bonn, Germany | | | | | | | | | | | | | | | |
| - Association Nationale des Conseillers Pédagogiques – ANCP, Charleville Mézières, France | | | | | | | | | | | | | | | |
| - European Educational Research Association, Edinburgh, United Kingdom | | | | | | | | | | | | | | | |
| - Associazione Italiana Maestri Cattolici, Roma, Italy | | | | | | | | | | | | | | | |
| - ATEE, Brussels/Limerick, Belgium/Ireland | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 270 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 16 | 14 | 22 | 10 | 20 | 6 | 11 | 5 | 4 | 14 | 1 | 10 | 14 | 20 | 55 | 3 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 12 | 2 | 1 | 1 | 1 | 5 | 2 | | 4 | | | 5 | 12 | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| The main objective is to establish a flexible multilingual trans-national forum for the development of Teacher Education in Europe. For that purpose it has been important for TNTEE to develop and use information and communication technology and to implement a multilingual and flexible interactive web site. | | | | | | | | | | | | | | | |
| TNTEE aims to establish a clearing-house for Teacher Education in Europe. It has successfully tried to keep open and strong contacts with various teacher education organisations, networks, associations etc. | | | | | | | | | | | | | | | |
| Other objectives: | | | | | | | | | | | | | | | |
| - to strengthen the relation between Teacher Education and research. | | | | | | | | | | | | | | | |
| - to study, evaluate, analyse and discuss identified important areas of Teacher Education joint efforts. The following thematic areas are covered by sub networks: Culture and Politics of Professional Formation, Development of Innovative Strategies of Co-operation between Teacher Education Institutions, Schools and other Education Services, Teacher Education as a Powerful Learning Environment, Subject Didactics as the Science of a Teaching Profession, Developing a Reflective Practice of Teacher Education and Teacher Work, Intercultural Education in Teacher Education, Gender and Teacher Education. | | | | | | | | | | | | | | | |
| - to provide a basis for application of Projects within Teacher Education. | | | | | | | | | | | | | | | |
| - to organise conferences and meetings and to produce and disseminate high quality material. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | |
| - The construction and development of the web site of TNTEE [1998-1999] | | | | | | | | | | | | | | | |
| - The TNTEE International Conference on Teacher Education in Lisbon May 28-31, 1999. | | | | | | | | | | | | | | | |
| - Papers presented at the TNTEE International Conference on Teacher Education in Lisbon May 28-31, 1999. Web site publication of policy statements, reports, surveys, analyses, and studies. Web site Publication. [1999] | | | | | | | | | | | | | | | |
| - Teacher Education in Europe. Evaluation and Perspectives. Book 8[1996/97] | | | | | | | | | | | | | | | |
| - Teacher Education in Europe and its Evaluation. An update of the Sigma Report on Teacher Education in Europe. Web site publication [1999] | | | | | | | | | | | | | | | |
| - Didaktik/Fachdidaktik as Science (-s) of the Teaching Profession. Publication [1999] | | | | | | | | | | | | | | | |
| - New Flexibilities in Teacher Education? Papers presented at the ECER in Frankfurt, 1997. Publication [1999]. | | | | | | | | | | | | | | | |
| - Vocational Education and Training in Germany and Sweden. Strategies of control and movements of resistance and opposition. Report from a symposium. Publication [1998] | | | | | | | | | | | | | | | |
| - Participation of TNTEE through the organisation of a number of symposia at the European Conference on Research in Education (ECER) arranged by the European Education Research Association (EERA) September 1999 in Lahti, Finland. | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | |
| - Finalisation and printing of a Green Paper on Teacher Education, 1999. | | | | | | | | | | | | | | | |
| - Printing of The Journal of the Thematic Network of Teacher Education Journal, December 1999. | | | | | | | | | | | | | | | |
| - Printing of accepted refereed papers in various scientific journals from sub networks of TNTEE. | | | | | | | | | | | | | | | |
| - Preparation of the Second International Conference of TNTEE in 2000. | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|------------------------------|-----------|-----------|-----------|--------------------------------------|-----------|-----------|--|-----------|---------------|-----------|-----------|
| 15 | TNP number 25925 | Selection year 1996 | Study area(s)/theme(s) : Agriculture, animal sciences, aquaculture, environmental sciences, forestry | | | | | | | | | | | | |
| TNP title: AFANet - Thematic Network for Agriculture, Forestry, Aquaculture and the Environment | | | | | | | | | | | | | | | |
| Name of the co ordinating institution/organisation: Interuniversity Conference for Agriculture and Related Sciences in Europe (ICA) | | | | | | | | | | | | | | | |
| Address: Secretary General Faculty of Agriculture and Applied Biological Sciences University of Gent Coupure Links 653 B - 9000 Gent | | | | | | | | | | | | | | | |
| Tel: 32/9 264.59.54 | | | | Fax: 32/9 264 62.43 | | | | Email: roland.verhe@rug.ac.be | | | | | | | |
| Name of the co-ordinator: Dr. Simon B. Heath - Director | | | | | | | | | | | | | | | |
| Address: Centre for CBL in Land Use and Environmental Sciences (CLUES) MacRobert Building Aberdeen University UK - Aberdeen AB24 5UA | | | | | | | | | | | | | | | |
| Tel: 44/1224 27.37.55 | | | | Fax: 44/1224 27.37.52 | | | | Email: clues@aberdeen.ac.uk | | | | | | | |
| TNP website(s): http://www.clues.abdn.ac.uk:8080/demeter | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - AQUATT Ltd. - European Network for Training, Education and Technology Transfer for Aquaculture, Dublin, Eire - Network of European Agricultural (Tropically and Subtropically oriented) Universities and Scientific complexes related to agricultural development (NATURA), Louvain la Neuve, Belgium | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | Total number of HEI partners: 112 | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 2 | 9 | 9 | 2 | 6 | 4 | 16 | 7 | 2 | 9 | | 4 | 5 | 1 | 14 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 2 | | | 2 | 1 | 5 | 1 | | 6 | 1 | 1 | 2 | | | |
| General objectives of the network projects: The aim of the network is being achieved by addressing both structural and discipline-based issues: - Analysis of current issues in agriculture, forestry, aquaculture and the environment with the objective of influencing curriculum innovation in AFANet partner institutions, - Support for the shared development of curricula with the objective of developing a European dimension to curricula in AFANet partner institutions, - Support of internationalization in teaching and learning within the partner institutions, and - Identification and dissemination of good practice in collaboration between institutions of higher education in the shared delivery of courses and degree programmes. In the first three years AFANet has addressed these aims by: - Strengthening communication within our Network of European universities by developing the network of international relation offices in our subject area, - developing approaches to enhance the preparation of our students' competence in a second language in the context of their subject area so as they are better prepared for participation in courses delivered on a European wide basis. - assessing how communications technology can assist in the delivery of such courses across Europe. - considering the future educational needs of the agriculture, aquaculture and forestry industries, - assessing the impact of issues such as sustainability in the development of curricula, and - developing courses which focus on providing students with a European perspective to their studies. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Book : Forestry in changing societies in Europe - part I and II (1999) - AQUA-TNET (1999). 8 Methodological Courses in Aquaculture - Book (in press): Integrating concepts of sustainability into education for agriculture and rural development - Book (in press): Good practice for international relation offices - EVAOnline, an online Newsletter published quarterly at http://evaonline.euro.org/ - Proceedings: New Requirements for University Education in Forestry (1998) - Proceedings (in press): European higher education conference on virtual mobility – information and communication technology in agriculture, forestry, aquaculture and related sciences - Book: Higher education in aquaculture and related sciences: guide to courses within Europe (1998) - Teaching material: planning for AGENDA 2000: Barley Hill Farm (1999) - Report: Language Resources for Agronomy Students (1999) - Report on Trends in the Aquaculture Industry during the 1990's (1999) - Report: Aquaculture course accreditation in European higher education (1999) - An exploratory survey on the Concept of Sustainability in European Agricultural Curricula (1999) • Ongoing activities: <ul style="list-style-type: none"> - Education and Training in Aquaculture for the New Millennium - White Paper | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|---|-----------|----------------------------|-----------|-----------|-----------|-----------|--|-----------|-----------|----------------------------|-----------|-----------|--|
| 16 | TNP number 25929 | Selection year 1996 | Study area(s)/theme(s): Physics | | | | | | | | | | | | | |
| TNP title: EUPEN – European Physics Education Network | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Universiteit Gent | | | | | | | | | | | | | | | | |
| Address: St.-Pietersnieuwstraat 25 B – 9000 Gent | | | | | | | | | | | | | | | | |
| Tel: 32/9 264 30.01 | | | | | Fax: 32/9 264.35.97 | | | | | Email: rector@rug.ac.be | | | | | | |
| Name of the co-ordinator: Prof. Dr Ir. Hendrik Ferdinande | | | | | | | | | | | | | | | | |
| Address: Subatomaire & Stralingsfysica Proeftuinstraat 86 B – 9000 Gent | | | | | | | | | | | | | | | | |
| Tel: 32/9 264.65.39 | | | | | Fax: 32/9 264.66.99 | | | | | Email: hendrik.ferdinande@rug.ac.be | | | | | | |
| TNP website(s): http://allserv.rug.ac.be/~hferdin/eupen/ | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - European Physical Society, EPS, Mulhouse, France - Institute of Physics, IoP, London, United Kingdom - Associazione per l'insegnamento della fisica, AIF, Cagliari, Italia - Polskie Towarzystwo Fizyczne, PTF, Warszawa, Polska - International Association of Physics Students, IAPS, Budapest, Magyarorszag | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 119 | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 3 | 6 | 11 | 3 | 4 | 4 | 12 | 2 | 1 | 20 | | 4 | 4 | 6 | 7 | | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS : 5 | | | |
| | 1 | 1 | | 1 | | 3 | 1 | 2 | 9 | 6 | 1 | 2 | CH(2) HR (1) MK (1) RU (1) | | | |
| General objectives of the network projects: The 'European Physics Education Network' (EUPEN) continued in 1996 the comparability survey on European physics higher education, started by the Thematic Evaluation Conference 'Physics Studies for Tomorrow's Europe' held in Gent (BE) in 1995. Five working groups, each headed by a core of five persons, investigated 'the student experience', 'the curricula structure and development', 'the organisation of the physics studies', 'the physics career aspects' and 'the research in physics teaching', both at the university and at the school level. By a set of several inquiries to the more than 100 HEI partners in more than 20 European countries a wealth of updated information on physics courses was compiled. In the first and second working year the first-degree course in physics got a chance, while during the third working year the doctoral studies and the aspects of skills and ICT stood in focus. Every year the analysis of the returns to the questionnaires (with an almost 80 % response) were presented, discussed and cleared from misunderstandings during the two-days EUPEN General Fora (EGF) held in Brugge (BE, 1997), Dublin (IE, 1998) and London (GB, 1999). Delegates from a large proportion of the HEI partners gathered at those Fora of which the Proceedings have been published or are in print. During the next year the results of the first three-year's period will be disseminated among the larger physics community and towards authorities. By a process of quality evaluation, quality assurance and accreditation the consortium would eventually award quality labels in the future. | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Book: 'Inquiries into European Higher Education in Physics', Vol. 1. Proceedings EGF97 (1997) - Book: 'Inquiries into European Higher Education in Physics', Vol. 2. Proceedings EGF98 (1998) - E-magazine : EUPEN On-Line (EOL), electronic magazine (1996/1999) (about every six weeks) - Web site of EUPEN (home page, partner information, documents) - Complete information package and related documents for EGF97 (1997) - Complete information package and related documents for EGF98 (1998) - Complete information package and related documents for EGF99 (1999) • Ongoing activities: <ul style="list-style-type: none"> - Book: 'Inquiries into European Higher Education in Physics', Vol. 3. Proceedings EGF99 (part 1) - Book: 'Inquiries into European Higher Education in Physics', Vol. 4. Proceedings EGF99 (part 2) - E-magazine : continuation of EUPEN On-Line (EOL), electronic magazine | | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|---|-------------------------------|-----------|-----------|-----------|--|-----------|--|-----------|-----------|---------------|-----------|-----------|
| 17 | TNP number 25930 | Selection year 1996 | Study area(s)/theme(s): Professional Ethics | | | | | | | | | | | | |
| TNP title: E.E.N - European Ethics Network | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: K.U.Leuven | | | | | | | | | | | | | | | |
| Address: Naamsestraat 22 B - 3000 Leuven | | | | | | | | | | | | | | | |
| Tel: 32/(0)16.32.37.79 | | | | Fax: 32/(0)16.32.40.22 | | | | Email: Piet.Henderikx@dir.kuleuven.ac.be | | | | | | | |
| Name of the co-ordinator: Prof. Dr. Johan Verstraeten | | | | | | | | | | | | | | | |
| Address: European Centre for Ethics Deberiotstraat 26 B - 3000 Leuven | | | | | | | | | | | | | | | |
| Tel: 32/(0)16.32.37.95 | | | | Fax: 32/(0)16.32.37.88 | | | | Email: Johan.Verstraeten@oce.kuleuven.ac.be | | | | | | | |
| TNP website(s): http://www.kuleuven.ac.be/oce/network.html | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Societas Ethica (Aarhus, DK) - European Business Ethics Network - Eben (Breukelen, NL) - European Association of Centre for Biomedical Ethics - Eacme (Maastricht, NL) | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 134 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 19 | 31 | 1 | 8 | 2 | 8 | 2 | 1 | 2 | | 9 | 11 | 6 | 29 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | | | | | | | | 2 | | | | | | 1 |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| 1. Creating the basic conditions for improved communication between European ethicists and ethics education centres. | | | | | | | | | | | | | | | |
| The primary aim of the network is the realisation of integrated co-operation between university centres for ethics with a view to improving the quality of education in ethics at graduate and post-graduate level. In terms of education and training in professional ethics and the didactic means necessary therefore, Europe has still to overcome its competitive disadvantage with respect to American universities in which ethical formation is frequently a well developed part the curriculum. | | | | | | | | | | | | | | | |
| 2. Establishing quality criteria for ethics education. | | | | | | | | | | | | | | | |
| University programmes and courses in professional ethics are quite divergent and of unequal quality. A high level of formation and training in professional ethics according to European quality criteria will provide the students with a fundamental framework of interpretation together with models of ethical argumentation towards the solution of the unavoidable value-conflicts. | | | | | | | | | | | | | | | |
| 3. Core materials project: six textbooks on professional ethics. Target group : teachers of ethics courses | | | | | | | | | | | | | | | |
| The production and publication of jointly developed European core material for courses in professional ethics to be developed and adapted later on to the national environments. | | | | | | | | | | | | | | | |
| 4. Developing a European Master's Degree in Applied Ethics | | | | | | | | | | | | | | | |
| The creation of a top-level European inter-university programme which will offer future lecturers and professors of ethics adequate formation in which scientific research and the development of pedagogical skills will go hand in hand and in which the partners of the network will play a important role | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: (ascending order of importance) <ul style="list-style-type: none"> - Creation of the European Ethics Network and integration of existing networks (Eben, Eacme, Societas Ethica) - Publication of a yearly European Directory of Ethics (Vademecum) and a quarterly journal (Ethical Perspectives) - Annual general meetings (the next one will take place on 25-27 May 2000). - Three textbooks will be published shortly : (1) General textbook Professional Ethics (2) Business Ethics (3) Engineering Ethics • Ongoing activities: <ul style="list-style-type: none"> - Project for a European Master's Degree in Applied Ethics - Three textbooks of the core materials project are in progress : (1) Biomedical Ethics (2) Environmental Ethics (3) Media Ethics - Fourth Annual Conference of the European Ethics Network will take place on 25-27 May 2000 (Theme : Media Ethics) | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|---|-----------|-----------------------------|-----------|-----------|-----------|-----------|---|---|-----------|---------------|-----------|-----------|--|
| 18 | TNP number 25931 | Selection year 1999 | Study area(s)/theme(s) : Migration, Multiculturality and Ethnic Conflict, Poverty and Development, Human Rights, Peace Studies, Humanitarian Assistance | | | | | | | | | | | | | |
| TNP title: HUMANITARIANNET – Thematic Network On Humanitarian Development Studies | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: University of Deusto | | | | | | | | | | | | | | | | |
| Address: Avenida de las Universidades, 24 ES - Bilbao 48007 | | | | | | | | | | | | | | | | |
| Tel: 34/94 413.90.00 | | | | | Fax: 34/94 413.90.69 | | | | | Email: relint@relint.deusto.es | | | | | | |
| Name of the co-ordinator: Dr. Julia Gonzalez | | | | | | | | | | | | | | | | |
| Address: Avenida de las Universidades, 24 ES - Bilbao 48007 | | | | | | | | | | | | | | | | |
| Tel: 34/94 413.90.68 | | | | | Fax: 34/94 413.90.69 | | | | | Email: jmgonzal@relint.deusto.es | | | | | | |
| TNP website(s): www.humanitariannet.deusto.es | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: /// | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | Total number of HEI partners: 68 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 1 | 7 | 5 | 1 | 10 | 3 | 4 | 2 | 3 | 5 | | 4 | 1 | 2 | 16 | 1 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| | 2 | | | 1 | | | | | | | | | | | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | | |
| - Creation of new structures of co-operation between the academics and the practitioners on the themes covered by Humanitarian Development Studies. | | | | | | | | | | | | | | | | |
| - Development of European Map of Knowledge on the themes covered by Humanitarian Develop. Studies. | | | | | | | | | | | | | | | | |
| - Analysis of Skills and Professional requirements in a newly emerging area of work. | | | | | | | | | | | | | | | | |
| - Development of a source of information and exchange (Creation of database on Humanitarian Development Studies and ECTS Catalogue). | | | | | | | | | | | | | | | | |
| - Creation of greater awareness and co-operation in areas with great impacts on vulnerable populations and where formation is of capital importance (Migration, Poverty and Development, Peace Studies and Conflict, Human Rights). | | | | | | | | | | | | | | | | |
| - Reflexion and dissemination of knowledge in relation to Humanitarian Assistance in new geographic areas where there is no tradition of this new development. | | | | | | | | | | | | | | | | |
| - Further diffusion carried out where major key players will be directly involved | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | | |
| 1. European Master in Human Rights and Democratisation , 1998. (Course) | | | | | | | | | | | | | | | | |
| 2. Book on Humanitarian Development Studies in Europe, 1999. (Survey) | | | | | | | | | | | | | | | | |
| 3. ECTS, Information Catalogue on Humanitarian Development Studies and CD-Rom in HDS , 1999. (Catalogue) | | | | | | | | | | | | | | | | |
| 4. Book on Cultural Identities and Ethnic Minorities in Europe, 1999. (Publication) | | | | | | | | | | | | | | | | |
| 5. Statutes of University Network in International Co-operation Studies,1999. (Network) | | | | | | | | | | | | | | | | |
| 6. HumanitarianNet Web Database, 1999. (www database) | | | | | | | | | | | | | | | | |
| 7. Education for Research in HDS: Doctorate in Migration, Diversity and Identities, working papers. (Guidelines) | | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | | |
| 1. Updating of Web database. Preparation of leaflets and dissemination material and TNP products | | | | | | | | | | | | | | | | |
| 2. A major Conference in Jyväskylä: Capacity Building in Humanitarian Work. The Northern Dimension. | | | | | | | | | | | | | | | | |
| 3. A workshop at Sarajevo for the Universities of Bosnia and Herzegovina - training session with PECO and Phare countries. | | | | | | | | | | | | | | | | |
| 4. Systematic participation of 2 TNP representatives in one of the dissemination activities of the PECO and Phare Countries | | | | | | | | | | | | | | | | |
| 5. Sectorial meetings with policy makers to discuss results and ways of co-operation (ECHO, DG I, DG VIII, DG XII, etc.) | | | | | | | | | | | | | | | | |
| 6. Organised workshop at Oxford for exploitation and updating findings of TNP in relation to forced migration | | | | | | | | | | | | | | | | |
| 7. Participation of two persons from the Network in the meetings schedule in South Africa_ Development of a new Master in Human Rights for the region of South Saharan Africa. | | | | | | | | | | | | | | | | |
| 8. Participation of 2 members of the TNP in a meeting of AUSJAL Network of Universities (19) of Latin America in Mexico for dissemination and development of a new programme Master for Latin America on Human Rights. | | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|--|-----------|----------------------------|-----------|-----------|-----------|-----------|---|-----------|-----------|---------------|-----------|-----------|--|
| 19 | TNP number 26029 | Selection year 1996 | Study area(s)/theme(s) : Medical Sciences, Physics, Technology / Medical Engineering, Medical Physics, Biomedical Technology | | | | | | | | | | | | | |
| TNP title: | | | | | | | | | | | | | | | | |
| TEMPERE Training and Education for Medical Physics and Engineering Reformation in Europe | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: | | | | | | | | | | | | | | | | |
| Panepistimio Patron - University of Patras | | | | | | | | | | | | | | | | |
| Address: GR - 26500 Patras | | | | | | | | | | | | | | | | |
| Tel: 30/61 99.18.22/99.10.40 | | | | | Fax: 30/61 99.17.11 | | | | | Email: Rectorate@upatras.gr | | | | | | |
| Name of the co-ordinator: Emeritus Prof. Basil S. Proimos | | | | | | | | | | | | | | | | |
| Address: Dept. of Medical Physics School of Medicine, University of Patras GR - 26500 Patras | | | | | | | | | | | | | | | | |
| Tel: 30/61.99.61.16 | | | | | Fax: 30/61 99.24.96 | | | | | Email: proimos@med.upatras.gr | | | | | | |
| TNP website(s): http://www.inbit.gr/fine-tempere (user name : SOCRATES, password :12345) | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: | | | | | | | | | | | | | | | | |
| - International Federation of Medical and Biological Engineering (IFMBE), Amsterdam, The Netherlands | | | | | | | | | | | | | | | | |
| - Clinical Engineering Division of IFMBE, Patras, Greece | | | | | | | | | | | | | | | | |
| - Nordic Association of Medical Physicists, Stockholm, Sweden | | | | | | | | | | | | | | | | |
| - National Association of Medical Physicists, Athens, Greece | | | | | | | | | | | | | | | | |
| - Siemens Medical Engineering Group, Erlangen, Germany | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 37 | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 2 | 4 | 2 | 3 | 1 | 2 | 3 | 4 | 1 | 4 | | 1 | 2 | 1 | 5 | 1 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
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| General objectives of the network projects: | | | | | | | | | | | | | | | | |
| TEMPERE involves a European network of professionals and professional bodies in the fields of Medical Physics (MP) and Biomedical Engineering (BME). The project aims to : | | | | | | | | | | | | | | | | |
| - map existing needs in MP and BME in Europe; | | | | | | | | | | | | | | | | |
| - identify, as completely as possible, existing contributions to harmonisation and standardisation activities that are currently available, as well as other relevant on going initiatives; | | | | | | | | | | | | | | | | |
| - process available information and focus on elements of commonality among the national approaches; | | | | | | | | | | | | | | | | |
| - identify examples of widely accepted good practice and make recommendations on how such practice may be locally implemented; | | | | | | | | | | | | | | | | |
| - make recommendations on how the driving needs for mutual professional recognition and student mobility may be satisfied; | | | | | | | | | | | | | | | | |
| - apply these recommendations as a pilot application in the European Course on MP and BME at the University of Patras. | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | | |
| - TEMPERE Recommendations (publication August 1999): Quality and Quality Assurance; Competencies in Medical Physics and Biomedical Engineering ; Education in Medical Physics and Biomedical Engineering; Training in Medical Physics and Biomedical Engineering; Accreditation and Licensing in Medical Physics and Biomedical Engineering | | | | | | | | | | | | | | | | |
| - CDA Syllabus for Medical Physics Education (publication June 1999) | | | | | | | | | | | | | | | | |
| - CDA Syllabus for Biomedical Engineering Education (publication June 1999) | | | | | | | | | | | | | | | | |
| - TEMPERE Communication software tools (October 1998) – document database and electronic forum. | | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | | |
| - Dissemination of the TEMPERE Recommendations. | | | | | | | | | | | | | | | | |
| - Extension of the actual network by taking contact with Higher Education Institutions and professional associations from whole Europe, including also the ones from the Central and Eastern Europe. | | | | | | | | | | | | | | | | |
| - Open discussion and feedback on the current recommendations. | | | | | | | | | | | | | | | | |

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| 20 | TNP number 26030 | Selection year 1996 | Study area(s)/theme(s): Humanities Computing | | | | | | | | | | | | | |
| TNP title: ACOHUM - Advanced Computing in the Humanities | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: | | | | | | | | | | | | | | | | |
| Address: Universitetet I Bergen UiB, HIT-senteret Allégt. 27 NO - 5007 Bergen | | | | | | | | | | | | | | | | |
| Tel: 47/55 58.29.70 Fax: 47/55 58.94.70 | | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Koenraad de Smedt | | | | | | | | | | | | | | | | |
| Address: UiB, Seksjon for lingvistiske fag Sydnesplassen 7 NO - 5007 Bergen | | | | | | | | | | | | | | | | |
| Tel: 47/55 58.20.52 Fax: 47/55 58.93.54 Email: acohum@uib.no | | | | | | | | | | | | | | | | |
| TNP website(s): http://www.uib.no/achum | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Association for linguistic and literary computing (ALLC), London, Great Britain | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 110 | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 3 | 5 | 13 | 5 | 15 | 5 | 6 | 1 | 2 | 8 | 1 | 6 | 4 | 6 | 23 | 1 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| | 5 | | | | | | | | | | | | | | | 1 |
| General objectives of the network projects: - to analyse the ways in which humanities scholars can exploit advanced computing methods - to research how humanities students can be better prepared for the professional ICT world - to research how institutions are addressing the teaching of new ICT skills in humanities curricula - to facilitate the further development of advanced computing content in Humanities programmes - to identify learning modules for humanities computing - to facilitate mobility for humanities students whose studies depend on advanced computing - to increase the number of teachers competent in advanced computing in the humanities - to increase the accessibility of computational resources for humanities scholarship - to collaborate with Open and Distance Learning (ODL) projects in humanities computing | | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - Conference: The Future of the Humanities in the Digital Age, Bergen, Sep. 25-28, 1998. - Book: Computing in Humanities Education: A European perspective. - Website: http://www.uib.no/achum • Ongoing activities: - Dissemination and exploitation project | | | | | | | | | | | | | | | | |

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| 21 | TNP number 26033 | Selection year 1996 | Study area(s)/theme(s) Veterinary Education | | | | | | | | | | | | | |
| TNP title: ICEVE - Interaction and Collaboration in European Veterinary Education | | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: EAEVE - European Association of Establishments for Veterinary Education | | | | | | | | | | | | | | | | |
| Address: Rue Leys, 34 B - 1000 Bruxelles | | | | | | | | | | | | | | | | |
| Tel: 32/2 736.80.29 Fax: 32/2 733.78.62 | | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Tito Horacio Fernandes | | | | | | | | | | | | | | | | |
| Address: EAEVE - European Association of Establishments for Veterinary Education Faculty of Veterinary Medicine Polo Universitario da Ajuda Rua Prof. Cid dos Santos P - 1300 - 477 Lisboa | | | | | | | | | | | | | | | | |
| Tel: 351/21 324 28 41 Fax: 351/21 365 28 89 E-Mail: titofernandes@fmv.utl.pt | | | | | | | | | | | | | | | | |
| TNP website(s): /// | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: /// | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | Total number of HEI partners: 68 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 1 | 2 | 3 | 1 | 9 | 1 | 3 | 1 | | 13 | | 1 | 4 | 1 | 6 | | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| 1 | 1 | 2 | | 2 | 1 | 1 | 1 | 1 | 4 | 4 | 1 | 1 | | | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> - Development of minimum standards and requirements in veterinary degrees. - Validation and approval of the degree conferred by each partner Institution, leading to the recognition of the veterinary degree by all the EAEVE members. - Identification of new teaching and evaluation procedures, developed by the EAEVE members. - Development of new guidelines for the evaluation system to be applied in all EAEVE members. | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Individual reports: <ul style="list-style-type: none"> - Reports of evaluation from 50 Veterinary Faculties - Symposia reports: <ul style="list-style-type: none"> - Utrecht (1996) "World Wide Trends in Veterinary Education" - Budapest (1997) "Teaching Methods in Veterinary Education" - Napoli (1998) "Postgraduate Research and Clinical Training" - Lisboa (1999) "Curriculum Planning for the XXI Century". - Publications: <ul style="list-style-type: none"> - Standard Operating Procedures (2000) • Ongoing activities: <ul style="list-style-type: none"> - Pin-pointing the main educational modules adopted by EAEVE members that represent a major educational innovation, and summarising them in order to be transferable. Nine Institutions will be co-ordinating actions that will be carried out in specific regional European areas, gathering information on positive, strong educational issues already identified in other areas - Nine "Regional Seminars" will be conducted, in order to successfully disseminate the educational strategies that could represent a benefit for achieving high standards and might constitute a "code of good practices" in Veterinary Education. Harmonisation and co-operation among Institutions will be encouraged. - A final Symposium will be held at the University of Veterinary Medicine of Vienna, Austria, under the broad theme "Transferable Teaching Modules for Higher Education in Veterinary Medicine", also aiming at developing a framework for teaching and learning, sharing methodology and curricular trends, which will enhance mobility and optimisation of resources, resulting in an ever closer co-operation. | | | | | | | | | | | | | | | | |

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| 22 | TNP number 26036 | Selection year 1996 | Study area(s)/theme(s): Biotechnology | | | | | | | | | | | | | |
| TNP title Biotech - Biotechnology Network | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Università degli Studi di Perugia Address: Piazza dell'Università, n. 1 I - 06123 Perugia Tel: 39/075 572.21.94 Fax: 39/075 572.68.03 | | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Mariapia Viola Magni Address: Istituto di Patologia Generale Policlinico Monteluce P.O.Box 58 (succ. 3) I - 06100 Perugia Tel: 39/075 572.21.94 Fax: 39/075 572.68.03 E-mail: isptagen@unipg.it | | | | | | | | | | | | | | | | |
| TNP website(s): http://www.krenet.it/biotech | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Fondazione per le Biotecnologie- Italy - Consejo Superior Investigaciones Cientificas-Spain - UETP-TATIANA-Spain | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 88 | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 2 | 5 | 6 | 2 | 6 | 3 | 6 | 5 | 3 | 16 | | 2 | 3 | 2 | 8 | 1 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| | 3 | 2 | | | 1 | 1 | | 2 | 7 | 1 | | | 1 | | | |
| General objectives of the network projects: Biotechnology is a developing field, which interests many areas such as Biology, Agriculture, Medicine, Veterinary Medicine, Chemistry and has many applicative aspects which interest enterprises. The aim of the project is to co-ordinate the development of this area not only at level of European universities but also with enterprises by establishing the industrial needs. The objective is to create a forum between European partners of different sectors and Enterprises in order to: 1. establish the limits and academic objects, 2. define the contents, 3. favour the applicative use, 4. define precisely the professional profile by taking in consideration the future technological development. The expected results are: 1. a better didactic European co-ordination with an equilibrated development in the different areas, 2. a clear definition of professional profiles in relation to the industrial needs, 3. development of networks between different disciplines, Enterprises and Associations. In order to achieve the results we intend to proceed as follows: analysis of existing curricula in Europe, creation of common curricula, analysis of industrial needs and definition of the professional profile and skills, diffusion of the results and analysis of the positive effect on didactic and industrial development. The first year was devoted to the analysis of didactic organisation and industrial needs, the second year to the creation of new curricula, the third year to the realisation of proposals and to the definition of new professional profiles. | | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - a web site dedicated to the Biotechnology TNP - around 20 booklets regarding the state of art of Biotechnology in the different countries of the Europe - a bimonthly newsletter dedicated to the Biotechnology • Ongoing activities: - preparation of booklets - publication of the newsletters - preparation of a web site of all TNPs in Europe | | | | | | | | | | | | | | | | |

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| 23 | TNP number 26173 | Selection year 1996 | Study area(s)/theme(s): Electrical and Information Engineering - Electronics - Power systems - Communication - Computers - Instrumentation - Automatic Control - Signal processing | | | | | | | | | | | | |
| TNP title: INEIT-MUCON - Innovations for Education in Information Technology Through Multimedia and Communication Networks | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Université Henri Poincaré Nancy 1 | | | | | | | | | | | | | | | |
| Address: 24-30, rue Lionnois - B.P.3069 F - 54013 Nancy | | | | | | | | | | | | | | | |
| Tel: 33/3/83.85.48.38 Fax: 33/3/83.85.48.48 Email: claude.burlet@uhp-nancy.fr | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Pr. Michel Robert & Jean-Marc Thiriet | | | | | | | | | | | | | | | |
| Address: ESSTIN 2, rue Jean Lamour F - 54 500 Vandoeuvre | | | | | | | | | | | | | | | |
| Tel: 33/3/83 50 16 11 Fax: 33/3/83 54 16 32 Email: robert@cran.esstin.u-nancy.fr | | | | | | | | | | | | | | | |
| TNP website(s): http://lara0.esstin.u-nancy.fr/ineit-mucon | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - EAEEIE (European Association for Education in Electrical and Information Engineering - EU) | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 46 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 1 | 3 | 2 | 6 | 2 | 8 | 3 | 1 | 7 | 1 | 1 | 3 | 1 | 4 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | | | 1 | | | | | | | | | | | |
| General objectives of the network projects: Our global aim is to design, to develop and to disseminate INEIT MUCON TN packages, for teaching (Electrical and Information Engineering) EIE in Higher Education. The main idea consists in developing some part of courses around "the minimum acceptable for an engineer" in EIE and disseminating them via Internet. According to our initial proposal, our activities are devoted to: - Design and product INEIT-MUCON TN packages (continuing activity), mainly in six themes (electronics, computer, control, power systems, communication, instrumentation) - Evaluation and validation of INEIT MUCON TN packages by other partners within the TN, then by students. - Development and use of common tools such as a server for examination, - Development of pedagogical resources by students within the frame of laboratory works, - Begin the dissemination of the packages, there are now available freely. expected benefits - Courses materials reachable via Internet in 6 mains topics (aims of the TN) - Improvement of teaching in EIE in Europe with the help of a common curriculum - Improvement of co-operation between Higher Education institutions - Collaborations between academic staff and setting up of relationships between students - Cross-evaluation of study level in Europe | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Database on pedagogical resources on Electrical and Information Engineering (1998) (survey) - Pedagogical resources on Communication (1999); on Computer (1998); on Communication (1999); on Power systems and Electro-Magnetic Compatibility (1999); on Automatic Control (1998); on Instrumentation (1998) - Several papers presented in various conferences (99) (papers) - 10th EAEEIE Conference Capri 99, May 17 - 20, 1999, Capri Italia, "Innovations for Education in Electrical and Information Engineering": dedicated session on thematic network (publications) • Ongoing activities: <ul style="list-style-type: none"> - Validation of pedagogical resources by colleagues and by students - Use of tools for developing questionnaires to propose a library of self-evaluation in EIE - Proposition of distant laboratories via the internet. - Dissemination of pedagogical resources | | | | | | | | | | | | | | | |

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| 24 | TNP number 26197 | Selection year 1999 | Study area(s)/theme(s) Educational technology | | | | | | | | | | | | |
| TNP title: THETA-DUNE Telematics in Higher Education, a Transeuropean Action - Distance Education Network of Europe | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: EuroPACE 2000 | | | | | | | | | | | | | | | |
| Address: Celestijnenlaan 200A B- 3001 Heverlee | | | | | | | | | | | | | | | |
| Tel: 32/16 32.75.73 Fax: 32/16 32 79 95 Email: info@Europace.be | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Mr. Jef Van den Branden | | | | | | | | | | | | | | | |
| Address: Celestijnenlaan 200A B - 3001 Heverlee | | | | | | | | | | | | | | | |
| Tel: 32/16 32.75.73 Fax: 32/16 32.79.95 Email: jef.vandenbranden@europace.be | | | | | | | | | | | | | | | |
| TNP website(s): http://projects.europace.be/theta/index.html http://www.eadtu.nl/activities/projects/DUNE/default.htm | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - EuroPACE 2000, Heverlee Belgium - EADTU - European Association of Distance Teaching Universities, Heerlen, The Netherlands - Coimbra Group, Brussels, Belgium | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | Total number of HEI partners: 85 | | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | I | LU | NL | PT | SE | UK | IS |
| 1 | 10 | 6 | 3 | 9 | 6 | 6 | 1 | 3 | 1 | | 3 | 5 | 6 | 13 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | | | | | 2 | | | 1 | 3 | 1 | 1 | 3 | | |
| General objectives of the network projects: The project brought together two representative trans-European networks of universities: EuroPACE 2000 (regular universities) and EADTU (distance teaching universities) into one thematic network on the effective use of telematics and multimedia in higher education and lifelong learning. Objectives of the THETA (EuroPACE 2000) part: - to create an open "European Forum" for innovation in higher education - to develop in practice and demonstrate the pedagogical and organisational models that exploit most effectively the educational potential of telematics and multimedia. This will be done through a "European Concerted Action", in which the pilot experiments and implementation actions of the participating institutions are concerted, co-ordinated and consolidated - to specify the functions and assess the functioning of a trans-European support network for the implementation of transnational telematics-based courses and learning services Objectives of the DUNE (EADTU) part: - to make an inventory of issues that: hinder Europe-wide delivery of courses and curricula; connect the different strands of issues; gather solutions designed and practised in different situations; disseminate issues and solutions throughout Europe - to stimulate developments in European co-operation in distance teaching as a result of these activities. | | | | | | | | | | | | | | | |
| Main outcomes and products: ● Finalised outcomes: THETA - Final Report (1999): CD-rom, containing a.o. the 1997-1998 publications - Report on research and experiences with telematics in Higher Education (1997): Survey - Effective user models for a Virtual University of Europe (1998): publication - Blueprint for a Virtual University of Europe (1998): publication - Cultural issues related to transnational open and distance learning in universities: a European problem (1999): scientific publication - Cultural and linguistic diversity, Threat or Challenge for virtual instruction (1999): scientific publication DUNE - Mini-directory of distance education (1997): survey - Description of a transnational course (1997): guidelines - Inventory of Obstacles in International Course Delivery (1998): internal report - Computer Conferencing in Distance Education (1998): internal report | | | | | | | | | | | | | | | |

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| 25 | TNP number 26203 | Selection year 1996 | Study area(s)/theme(s) University Continuing Education | | | | | | | | | | | | | |
| TNP title: THENUCE – Thematic Network in University Continuing Education | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: EUCEN – European Universities Continuing Education Network | | | | | | | | | | | | | | | | |
| Address: 6, Quai Banning B - 4000 Liège | | | | | | | | | | | | | | | | |
| Tel: 32 4 366.92.88 Fax: 32 4 253 40.97 | | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Victor de Kosinsky | | | | | | | | | | | | | | | | |
| Address: Université de Liège 6, Quai Banning B - 4000 Liège | | | | | | | | | | | | | | | | |
| Tel: 32 4 366.92.88 Fax: 32 4 253.40.97 Email: V.deKosinsky@ulg.ac.be | | | | | | | | | | | | | | | | |
| TNP website(s): http://www.fe.up.pt/nuce/ | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: | | | | | | | | | | | | | | | | |
| - AUE Arbeitskreis Universitäre Erwachsenenbildung, Regensburg (DE) | | | | | | | | | | | | | | | | |
| - Finnish Council of Directors of Centres for Continuing Higher Education, Tampere (FI) | | | | | | | | | | | | | | | | |
| - Universities Association for Continuing Education (UACE), Cambridge (UK) | | | | | | | | | | | | | | | | |
| - Conférence des Directeurs de Service Universitaire de Formation Continue, Lille (FR) | | | | | | | | | | | | | | | | |
| - EDEN European Distance Education Network, Budapest (HU) | | | | | | | | | | | | | | | | |
| - ICDE International Council for Open and Distance Education, Oslo (NO) | | | | | | | | | | | | | | | | |
| - CRE Association des Universités Européennes, Genève (CH) | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | Total number of HEI partners: 106 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 2 | 8 | 2 | 2 | 7 | 12 | 12 | 5 | 2 | 9 | | 4 | 2 | 4 | 27 | 1 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| 1 | 1 | | | | | | | | 3 | | | | 2 | | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | | |
| 1 enable the exchange of experience and information; | | | | | | | | | | | | | | | | |
| 2. provide contacts with continuing education policy makers and practitioners in a range of universities throughout Europe. Amongst other things this will | | | | | | | | | | | | | | | | |
| a. assist university continuing education policy makers in selecting the most appropriate and effective policies for their own institutions, | | | | | | | | | | | | | | | | |
| b. provide a forum in which ideas about university continuing education, including those on effective strategies and techniques and on innovative ways to develop continuing education throughout Europe, can be discussed. The concept of the network is to provide for a global forum and a standing conference with a multiplier effect, | | | | | | | | | | | | | | | | |
| c. provide an accurate and rapid source of information on university continuing education in European countries, | | | | | | | | | | | | | | | | |
| d. help to strengthen greatly contacts with employers and the professions in European countries, | | | | | | | | | | | | | | | | |
| e. encourage the exchange of information between universities and employers to identify their changing continuing education needs, | | | | | | | | | | | | | | | | |
| f. provide academic and administrative support to expand their continuing education in European countries, | | | | | | | | | | | | | | | | |
| g. provide opportunities for continuing education staff development through staff exchange. | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | | |
| In the 1st year a European Scientific Committee produced a survey of the current state of UCE in 19 countries. | | | | | | | | | | | | | | | | |
| In the 2nd year 14 European Working Groups carried out their work among a list of horizontal activities: Role of Academics in UCE; Training of University Managers; Research on the UCE Learning Process; Database of Case Studies; Cost Benefit Analysis of UCE; Networking in UCE; Influence of ICT on UCE; UCE and the Role of Universities; Information Organisation of UCE; Accreditation and Quality of UCE; Handbook of Management of UCE; UCE and Interface with Society; Co-ordination with other Projects; UCE around the World. | | | | | | | | | | | | | | | | |
| The definitions of actions for the third year were chosen according to criteria of feasibility, importance and efficiency. Around these actions 6 Task Forces were created according to interests, logistics and capacity of partners, working by management of objectives: Handbook of University Continuing Education Management; European UCE Observatory (THENUCE Observatory Project - TOP); Seminars and Training; Dissemination of THENUCE results; UCE and Information and Communication Technologies; THENUCE European Thematic Network Forum. | | | | | | | | | | | | | | | | |

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| 26 | TNP number 39501 | Selection year 1998 | Study area(s)/theme(s) : Dental Education | | | | | | | | | | | | |
| TNP title: DENTED - Thematic Network for Dental Education | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Dublin Dental Hospital and School of Dental Science | | | | | | | | | | | | | | | |
| Address: Lincoln Place IE - Dublin 2 | | | | | | | | | | | | | | | |
| Tel: 353/1 608.17.88 Fax: 353/1 671.12.55 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. D.B. Shanley | | | | | | | | | | | | | | | |
| Address: Dublin Dental Hospital and School of Dental Science Lincoln Place IE - Dublin 2 | | | | | | | | | | | | | | | |
| Tel: 353/1 608.17.88 Fax: 353/1 671.12.55 Email: dshanley@dental.tcd.ie | | | | | | | | | | | | | | | |
| TNP website(s): www.dented.org | | | | | | | | | | | | | | | |
| Main partner associations or organisations: | | | | | | | | | | | | | | | |
| - Association of Dental Educators in Europe | | | | | | | | | | | | | | | |
| - European Association of Dental Students | | | | | | | | | | | | | | | |
| - Danish Dental Association | | | | | | | | | | | | | | | |
| - Dutch Dental Association | | | | | | | | | | | | | | | |
| - Irish Dental Association | | | | | | | | | | | | | | | |
| - Italian Dental Association | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 96 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 3 | 8 | 3 | 5 | 2 | 10 | 2 | 4 | 10 | | 3 | 2 | 5 | 11 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| 1 | 1 | 1 | | 4 | 1 | 3 | 1 | 1 | 4 | 1 | 2 | 2 | 4 | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| - To promote convergence towards higher standards in Dental Education and Patient services | | | | | | | | | | | | | | | |
| - To identify and share innovation and best practices | | | | | | | | | | | | | | | |
| - To establish and spread the network | | | | | | | | | | | | | | | |
| - To better understand each others curricula | | | | | | | | | | | | | | | |
| - To establish and expand a web site for communication | | | | | | | | | | | | | | | |
| - To promote self assessment and peer analysis | | | | | | | | | | | | | | | |
| - To facilitate international peer visits and discussion | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | |
| - 11 Completed visits reports (100-150 pages) | | | | | | | | | | | | | | | |
| - Publication of special issue of European Journal of Dental Education | | | | | | | | | | | | | | | |
| - Three reports on DENTED in EJDE | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | |
| - Preparation for Plenary sessions in Dublin and Stockholm | | | | | | | | | | | | | | | |
| - Preparation for 24 team analysis of reports | | | | | | | | | | | | | | | |
| - Preparation of consensus document | | | | | | | | | | | | | | | |
| - Preparation for 30 site visits and schedule | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|
| 27 | TNP number 39503 | Selection year 1997 | Study area(s)/theme(s): Occupational Therapy | | | | | | | | | | | | |
| TNP title: ENOTHE European Network of Occupational Therapy in Higher education | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Hogeschool van Amsterdam Address: Postbus 2557 NL - 1000 CN Amsterdam Tel: 31/20 652.12.24 Fax: 31/20 652.13.99 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Ms. Hanneke van Bruggen Address: Postbus 2557 NL - 1000 CN Amsterdam Tel: 31/20 652.12.24 Fax: 31/20 652.13.99 Email: j.e.van.bruggen@osb.hva.nl | | | | | | | | | | | | | | | |
| TNP website(s): www.enothe.hva.nl | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - COTEC (Committee of Occupational Therapists for the European Communities) | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: Total number of HEI partners: 85 | | | | | | | | | | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 2 | 9 | 12 | 7 | 2 | 5 | 3 | 1 | 1 | | | 3 | 1 | 6 | 17 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 2 | | | 2 | 1 | | 1 | 1 | 1 | 1 | 1 | | 5 | | |
| General objectives of the network projects: - To unite the European Occupational Therapy Educational programmes and proposed programmes in order to advance the education and the body of knowledge of occupational therapy - To work with the European Committee of Occupational therapists(COTEC) to promote occupational therapy education in Europe - To stimulate and develop European standards of occupational therapy education in higher education - To introduce and promote ECTS (European Credit Transfer System) in occupational therapy - To encourage the development of lifelong education in occupational therapy including the development of joint education/European programmes - To provide assistance to Institutions who wish to start occupational therapy education programmes(e.g. Central and Eastern European Regions)and to advise on potential resources | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - A data base of all educational institutes in Occupational therapy throughout Europe and health trusts, which are funding Occupational Therapy education - Two annual conference reports - One report on the state of the art of OT education in Central and Eastern Europe - ENOTHE brochure - Directory of European Occupational Therapy Books • Ongoing activities: - A description of the state of the art of Occupational Therapy Education throughout Europe - A common approved curriculum framework - A European module :Health care and Occupational Therapy in Europe - A protocol for shared final projects - Teaching materials, like a case study review booklet | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|---------------|-----------|-----------|
| 28 | TNP number 39504 | Selection year 1997 | Study area(s)/theme(s) : Political Science – Public Administration | | | | | | | | | | | | |
| TNP title : | | | | | | | | | | | | | | | |
| European Thematic Network in Political Science Europeanisation of Public Administration Teaching Programmes | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Fondation Nationale Des Sciences Politiques | | | | | | | | | | | | | | | |
| Address: 27, rue Saint-Guillaume F - 75007 Paris | | | | | | | | | | | | | | | |
| Tel: 33/1.45.49.50.50 Fax: 33/1.42.22.31.26. Email: richard.descoings@sciences-po.fr | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Gérard Grunberg | | | | | | | | | | | | | | | |
| Address: Réseau Thématique / FNSP 5, place Saint-Thomas d'Aquin F - 75007 Paris | | | | | | | | | | | | | | | |
| Tel: 33/1.44.39.25.90. Fax: 33/1.44.39.74.91. Email: gerard.grunberg@sciences-po.fr | | | | | | | | | | | | | | | |
| TNP website(s): http://www.thema.sciences-po.fr (PS) and http://www.ul.ie/~govsoc/thematic/coord.html (PA) | | | | | | | | | | | | | | | |
| Main partner associations or organisations: | | | | | | | | | | | | | | | |
| - Political Science Associations of the following countries : AT, BE, BG, CZ, DK, FR, FI, DE, GR, HU, IT, IE, LT, NL, NO, PT, ES, SE, UK | | | | | | | | | | | | | | | |
| - European Consortium for Political Research (ECPR), based at the University of Essex, UK | | | | | | | | | | | | | | | |
| - NISPACEE – Public Administration Network Central & Eastern Europe | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 172 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 4 | 10 | 14 | 5 | 19 | 6 | 14 | 4 | 6 | 13 | | 6 | 4 | 4 | 24 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 4 | 2 | 1 | 2 | 3 | 5 | 2 | 2 | 11 | 3 | 1 | 2 | | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| Political Science : | | | | | | | | | | | | | | | |
| - promote inter-institutional collaboration in teaching Political Science; - enhance the visibility of the discipline and the profession ; - strengthen the links between the academic community and the labour market ; - facilitate the dialogue among national associations of political science ; - provide partners with information on the profession ; - stimulate exchange and mobility of students and faculty in political science ; - emphasise the European dimension in political sciences. | | | | | | | | | | | | | | | |
| Public Administration : | | | | | | | | | | | | | | | |
| Make a thorough analysis of existing programmes in Public Administration and Public Management in the EU and associated states, on both undergraduate and postgraduate level; devise a strategy for Europeanisation of these programmes; investigate how the different forms of co-operation promoted through the SOCRATES programme can be used most efficiently; devise an action plan for the implementation of the above mentioned strategy which will be made available to all European universities | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | |
| Political Science : | | | | | | | | | | | | | | | |
| - European Directory of Political Science Teaching and Research Institutions (available on-line) | | | | | | | | | | | | | | | |
| - Report on the situation of Political Science PhD students in Europe | | | | | | | | | | | | | | | |
| - Report on the state of the discipline in Western Europe, Cyprus, Czech Republic, Hungary, Poland, Romania & Slovakia | | | | | | | | | | | | | | | |
| Public Administration : | | | | | | | | | | | | | | | |
| - Report on Higher Education Programmes in Public Administration | | | | | | | | | | | | | | | |
| - Strategy for the Europeanisation of Higher Education Programmes in Public Administration | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | |
| Political Science : | | | | | | | | | | | | | | | |
| - European Directory of Political Scientists | | | | | | | | | | | | | | | |
| - Report on the state of the discipline in the Baltic States, Bulgaria and Slovenia | | | | | | | | | | | | | | | |
| - Development of a core curriculum in European integration studies | | | | | | | | | | | | | | | |
| - Analysis of the job market for Political Scientists in Europe | | | | | | | | | | | | | | | |
| - Dissemination of « best practices » in teaching Introduction to Political Science and European Comparative Politics | | | | | | | | | | | | | | | |
| Public Administration : Pilot project initiatives on : | | | | | | | | | | | | | | | |
| - New teaching materials & textbooks | | | | | | | | | | | | | | | |
| - Database of courses offered in European higher education institutions | | | | | | | | | | | | | | | |
| - ICT - website - CDRom | | | | | | | | | | | | | | | |
| - Teaching the young teachers | | | | | | | | | | | | | | | |
| - European transnational recruitment directory (internships, exchanges, employment) | | | | | | | | | | | | | | | |

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| 29 | TNP number 39540 | Selection year 1996 | Study area(s)/theme(s) : Law | | | | | | | | | | | | |
| TNP title: CICERO - Legal Education and Training in the European Learning Society LYSIAS - Towards a Unified Judicial Protection of Citizens in Europe | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: E.L.F.A.- European Law Faculties Association Address: Tiensestraat 41 B - 3000 Leuven Tel: 32/16 32.52.97 Fax: 32/16 32.54.83 Email: elfa@law.kuleuven.ac.be | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Valerio Grementieri Address: Cicero Co-ordination Unit c/o UETP-Toscana Via Cavour 82 I - 50129 Firenze Tel: 39/055 265.76.83 Fax: 39/055 238.14.85 Email: uetp@dada.it | | | | | | | | | | | | | | | |
| TNP website(s): Lysias : www.eplc.gr Cicero : http://elfa.bham.ac.uk/cicero/ | | | | | | | | | | | | | | | |
| Main partner associations or organisations: /// | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 111 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 3 | 7 | 14 | 3 | 21 | 3 | 9 | 4 | 3 | 12 | | 6 | 2 | 3 | 17 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS : 1 | | |
| | 2 | | | | | | | | | | | | | | CH |
| General objectives of the network projects: CICERO (1997): The network intends to develop an understanding of the existing methods of education and training for the legal professions in order to assess and explore potential new methods of education and training. This will contribute to the definition of the role of law faculties and professionals in legal education and training in the European Learning Society. In this context, CICERO aims the following objectives: 1. to analyse the existing curricula in order: to define a common legal curriculum; to identify and develop new skills in legal education; to develop new modules, PhD-studies and/or masters courses; 2. to identify and develop suitable learning and teaching methods; 3. to identify funding issues for legal education; 4. to enhance collaboration between European universities and various associations; 5. to provide a forum for discussion and implementation of strategies. LYSIAS (1996): The general objectives of the network are the following: First, the establishment of an expert forum of academics coming from distinguished higher institutions from all the member states of the European Union in a field of prime importance for the European Integration and for the everyday lives of individuals, namely the unified protection of citizens in Europe. Apart from this forum which is working in plenary, national working teams are established in each of the participating countries responsible to draft national reports. Second, the production of national reports and didactic material in the field of protection of citizens after a two-fold evaluation at a national level through the production of national reports and at a comparative evaluative level through the production of a synthesis report that will embrace all the basic elements of the domestic legal orders in the light of the European Union law and the law relating to the protection of Human Rights. | | | | | | | | | | | | | | | |
| Main outcomes and products: CICERO (1997) • Finalised outcomes: - The CICERO Webpages providing the basic information about the project • Ongoing activities: - Publication of two volumes of about 250 pages each one on "Legal Education" and the other one on "Legal Professions" collecting the national and thematic reports LYSIAS (1996) • Finalised outcomes: - 14 national reports on judicial protection of citizens in the member states of the European Union - Synthesis report on the possibility of a Unified Judicial protection of citizens in Europe - Didactic material on the theme 'Towards a Unified Judicial Protection of Citizens in Europe' • Ongoing activities: - Co-ordination of the LYSIAS Network participants for the possibility of dissemination of the results of the project and the establishment of a new TNP - Preparation for publication of the material on Unified Judicial Protection of Citizens in Europe | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|-----------|-----------|
| 30 | TNP number 39547 | Selection year 1997 | Study area(s)/theme(s) Communication Science | | | | | | | | | | | | |
| TNP title: European Network for Communications Education | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Middlesex University. Address: White Hart Lane Tottenham UK-London N17 8HR Tel: 44/(0)208 362.63.37 Fax: 44/(0)208 362.63.37 Email: f.walsh@mdx.ac.uk | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Mr. Michael Dawney Middlesex University. Address: White Hart Lane Tottenham UK-London N17 8HR Tel: 44/(0)208 362.59.73 Fax: 44/(0)208 362.59.73 Email: m.dawney@mdx.ac.uk | | | | | | | | | | | | | | | |
| TNP web-site(s): http://www.imv.aau.dk/ecn/ and http://www.ence.net/conference | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - ECCR - European Consortium for Communications Research - EJC - European Journalism Centre - EJTA - European Journalism Training Association | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: Total number of HEI partners: 152 | | | | | | | | | | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 5 | 10 | 14 | 7 | 12 | 4 | 17 | 2 | 4 | 14 | 1 | 11 | 8 | 7 | 20 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS: 4 | | |
| | 4 | | 1 | 1 | | 2 | | | 1 | 1 | | 1 | CH | | |
| General objectives of the network projects: The European Communication Sciences Network (ECN) is a Europe-wide organisational network for communication and exchange of information and experience among academic, scientific and practical experts working in the fields of media, journalism and communication. It also aims: - To reflect on the process of increased commercialisation and globalisation of mediated communication and the effects on public and social discourses - To bring to academic attention non-institutional communication among groups without formal power - To establish the value of interdisciplinarity in education, training and research in communication science The Network's objectives are to: - construct a European network of students, teachers and researchers - establish on-line discussion fora to facilitate the exchange of ideas and information - develop a trans-European approach through convergence of concepts, theories, methods and experiences - foster international co-operation in teaching and research through curriculum discussion and development - enhance the European dimension in teaching and research programmes - enter into dialogue with socio/economic/industrial partners to establish principles of co-operation between the education and employment sectors | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - Ph.D. Summer Schools, Aarhus, July 1998, London, July 1999 - ECN web-site contacts with many relevant institutions, projects, organisations and groups) - Conference (2000) web-site for Malaga Conference - Review Of Journalism Training in Europe, published by European Journalism Training Association - Electronic discussion fora (News in Communications Education, Media Culture, Organisational Communication and Public Relations, Journalism, Contesting Cultural Identities in Europe, ECN news) including Learning Support, Research Student Support Groups and a Public Relations on-line Learning package • Ongoing activities: - Conference in Malaga, Spain, May 3-5 2000. "Innovation and change in Communications Education". - On-line database of learning materials for teachers and students under development - Comparative Review of Learning and Assessment across Europe (Report due July 2000) - Research Student Summer School, to take place in July 2000. - Comparative study of curriculum models and development of new teaching methods in Journalism Training - Further development of the web-site as a Portal for Education in Communications Sciences. | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|---------------|-----------|-----------|
| 31 | TNP number 39561 | Selection year 1997 | Study area(s)/theme(s) : Biology | | | | | | | | | | | | |
| TNP title: Thematic Network in Biology | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Vrije Universiteit Brussel | | | | | | | | | | | | | | | |
| Address: Pleinlaan 2 B - 1050 Brussel | | | | | | | | | | | | | | | |
| Tel: 32/2 629.34.08 Fax: 32/2 629.34.08 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Charles Susanne | | | | | | | | | | | | | | | |
| Address: Vrije Universiteit Brussel Pleinlaan 2 B - 1050 Brussel | | | | | | | | | | | | | | | |
| Tel: 32/2 629.34.08 Fax: 32/2 629.34.08 Email: scharles@vub.ac.be | | | | | | | | | | | | | | | |
| TNP website(s): http://www.vub.ac.be/gst/eurobio | | | | | | | | | | | | | | | |
| Main partner associations or organisations: /// | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 205 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 7 | 8 | 25 | 5 | 23 | 6 | 28 | 6 | 3 | 29 | | 5 | 4 | 8 | 23 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 3 | 2 | | 2 | 1 | 3 | 1 | 1 | 6 | 3 | 1 | 2 | | | |
| General objectives of the network projects: Reinforcing the European dimension in university studies of Biology means also to improve academic recognition among universities and to use quality assessment as a tool for promoting co-operation. - Quality assessment: to improve the quality and to aim at quality assurance of biology in higher education. - European Ph.D. in biology: to reach a consensus on the most appropriate ways to develop the European dimension of Ph.D. studies, to harmonise the mechanisms for the formal recognition of this European dimension, to create an European Ph.D. in biology answering to academic but also industrial wishes. - Continuous education: to answer to the continuous technological evolution and to the scientific progress as well as to avoid a gap with the society and the appearance of scientific misunderstandings. - Secondary school teaching: to adapt secondary school teachers to the scientific progress and to the new multicultural environment. - Academic recognition among European Universities: to survey the university studies in biology. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | |
| - Quality assessment : survey about the present state of quality evaluation in biology | | | | | | | | | | | | | | | |
| - European Ph.D. in Biology: formulation of the guidelines for the recognition of the European dimension and the crediting of the title Ph.D. | | | | | | | | | | | | | | | |
| - Modular course in Bioethics : survey of reference material useful for a wide public | | | | | | | | | | | | | | | |
| - Academic recognition : survey of the present state university studies | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | |
| - Quality assessment : publication of a suitable procedure and a test cases | | | | | | | | | | | | | | | |
| - European Ph.D. in Biology : running of a network of participating universities | | | | | | | | | | | | | | | |
| - Modular course in Bioethics : database of information and reference material | | | | | | | | | | | | | | | |
| - Continuous education : list of biological topics of interest for basic education of the European citizen and thus also for secondary schools | | | | | | | | | | | | | | | |
| - Academic recognition : publication of a book on evaluation of Biology | | | | | | | | | | | | | | | |

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| 32 | TNP number 39570 | Selection year 1997 | Study area(s)/theme(s) : Planning Practice Theory Education Teaching | | | | | | | | | | | | | |
| TNP title: Improving Planning Education in Europe | | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Politecnico di Torino | | | | | | | | | | | | | | | | |
| Address: Facolta' di Architettura Dipartimento Interateneo Territorio Viale Mattioli 39 I - 10125 Torino | | | | | | | | | | | | | | | | |
| Tel: 39/011 564.74.63 Fax: 39/011 564.74.99 | | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Alex Fubini | | | | | | | | | | | | | | | | |
| Address: Politecnico di Torino Facolta' di Architettura Dipartimento Interateneo Territorio Viale Mattioli 39 I - 10125 Torino | | | | | | | | | | | | | | | | |
| Tel: 39/011 817.01.87 Fax: 39/011 817.01.87 Email: alex@araxp.polito.it | | | | | | | | | | | | | | | | |
| TNP website(s): http://www.liv.ac.uk/~jooon/Socrates/Home.htm (provisory address) | | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - AESOP (Association of European Schools of Planning) | | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | Total number of HEI partners: 117 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS | |
| 2 | 3 | 12 | 2 | 3 | 2 | 14 | 1 | 1 | 11 | | 6 | 4 | 5 | 27 | | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | | |
| | 6 | 1 | | 2 | | | 1 | 1 | 10 | | | 3 | | | | |
| General objectives of the network projects: In the field of teaching planning, a new stream is becoming more urgent, that of teaching planning practices, mainly as a result of the increasing European integration. Our TNP, having confirmed such tendency, is working to identify solutions to improve the current ways of teaching planning in European Universities. The TNP activities have been structured into three sub-projects, each conducted by a Working Groups, and devoted to face a specific aspect of teaching planning. In particular, the groups are devoted to: explore the status of urban and territorial research in European universities and the potentials for joint research in view of the European integration; explore the status of doctoral studies research programmes and improve initiatives for the exchange of students and joint research programmes, and finally to explore how, and through which channels, academic spatial planning education may improve and better meet the needs of the professional planning practice. The TNP is now addressing its developments to 1) facilitating the doctoral students exchange among partner Universities based on 2) the research of relevant aspects of research – theoretical and methodological- that can be significant to practice, and of practices that need to be taught in doctoral studies. | | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | | |
| - Survey of Doctoral Studies in Planning in AESOP member Schools in Europe (1996). | | | | | | | | | | | | | | | | |
| - The First year Activity Report (1998). An analysis of national systems of planning research in Europe. Survey. How does Spatial Planning Education Serve the Needs of Professional Practice in Europe? Survey. The Organisation of Doctoral Courses on Planning in Europe. Survey. | | | | | | | | | | | | | | | | |
| - The XIII AESOP Congress in Bergen (1999). Publication. Programme; abstracts collection; Ph.D. Research First Relevant Collection. | | | | | | | | | | | | | | | | |
| - AESOP Papers in Planning Prize (1999). Publication. | | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | | |
| - The Socrates TNP Directory. Database. | | | | | | | | | | | | | | | | |
| - The Second Year Activity Report, Survey. | | | | | | | | | | | | | | | | |
| - Evaluative criteria to compare teaching planning, research and doctoral courses, publication. | | | | | | | | | | | | | | | | |
| - Recommendations on new ways to teach planning practice in European Schools, publication. | | | | | | | | | | | | | | | | |

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| 33 | TNP number 39583 | Selection year 1997 | Study area(s)/theme(s) Computing | | | | | | | | | | | | |
| TNP title: <p style="text-align: center;">University/Industry Co-operation in Europe in Computing</p> | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: Tipperary Rural and Business Development Institute | | | | | | | | | | | | | | | |
| Address: Administrative Offices 3, Slievenamon Road Thurles IRL - Co. Tipperary | | | | | | | | | | | | | | | |
| Tel: 353/504 28.000 | | | | Fax: 353/504 24.671 | | | | E-Mail: moh@trbdi.ie | | | | | | | |
| Name of the co-ordinator: Dr. Mícheál Ó Héigeartaigh | | | | | | | | | | | | | | | |
| Address: Tipperary Rural and Business Development Institute Administrative Offices 3, Slievenamon Road Thurles IRL - Co. Tipperary | | | | | | | | | | | | | | | |
| Tel: 353/504 28.000 | | | | Fax: 353/504 24.671 | | | | E-Mail: moh@trbdi.ie | | | | | | | |
| TNP website(s): | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - - - | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
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| General objectives of the network projects: | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: - - - - - - - • Ongoing activities: - - - - - - | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|------------------------------|-----------|-----------|-----------|---------------------------------|-----------|-----------|---|-----------|---------------|-----------|-----------|
| 34 | TNP number 55779 | Selection year 1998 | Study area(s)/theme(s) : Civil Engineering | | | | | | | | | | | | |
| TNP title: EUCEET - European Civil Engineering Education and Training | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Ecole Nationale des Ponts et Chaussées | | | | | | | | | | | | | | | |
| Address: 6/8 avenue Blaise Pascal Cité Descartes – Champs sur Marne F - 77455 Marne la Vallée Cedex 02 | | | | | | | | | | | | | | | |
| Tel: 33/1.64.15.30.00 | | | | Fax: 33/1.64.15.34.99 | | | | Email: www.enpc.fr | | | | | | | |
| Name of the co-ordinator: Prof. Marie-Ange Cammarota | | | | | | | | | | | | | | | |
| Address: Département de la formation internationale 6/8 avenue Blaise Pascal Cité Descartes – Champs sur Marne F - 77455 Marne la Vallée Cedex 02 | | | | | | | | | | | | | | | |
| Tel: 33/1.64.15.34.90 | | | | Fax: 33/1.64.15.34.99 | | | | Email: cammarota@enpc.fr | | | | | | | |
| TNP website(s): http://www.euceet.utch.ro | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - AECEF (Association of European Civil Engineering Faculties), Prague, Czech Republic | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | | | | | |
| | | | | | | | | | | | Total number of HEI partners: 52 | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 3 | 4 | 2 | 3 | 1 | 3 | 2 | 1 | 2 | | 2 | 4 | 1 | 4 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| 1 | 1 | | | 3 | 1 | 1 | 1 | 1 | 2 | 4 | 2 | 2 | | | |
| General objectives of the network projects: The main objective of the Thematic Network project EUCEET is to enhance the co-operation between universities, faculties and departments of civil engineering in Europe, with the involvement of academic and professional associations, in order to contribute to the development of civil engineering education and to the increase of his quality and effectiveness. During its 3 years duration (1 st September 1998 – 31 st August 2001), the project plans to cover a wide spectrum of topics and issues relevant for the development of a European dimension within the field of civil engineering education, such as : European modules, Intensive Courses and other curricular activities to be included in the Institutional Contracts of consortium partners; quality assessment, mutual recognition, credits accumulation and transfer in civil engineering education; role of universities in the implementation of structural EUROCODES; co-operation between universities and research centres in the construction sector of Europe; demands of the economic and professional environments in Europe in respect to civil engineering education. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| • Finalised outcomes: | | | | | | | | | | | | | | | |
| - Working paper on « Quality management in civil engineering education » (June 1999) | | | | | | | | | | | | | | | |
| - Web site presenting : general data on EUCEET ; list of partners ; Steering Committee ; Working Groups ; Questionnaires (August 1999) | | | | | | | | | | | | | | | |
| - Paper on EUCEET in the proceedings of the CELTic Conference, (September 1999) | | | | | | | | | | | | | | | |
| - Presentation of EUCEET in the N° 2/1998 and N° 1/1999 issues of the AECEF Newsletter (The Association of the European Civil Engineering Faculties) and in the autumn/winter 1998 and spring/summer 1999 issues of the ECCE Newsletter (European Council of Civil Engineers). | | | | | | | | | | | | | | | |
| • Ongoing activities: | | | | | | | | | | | | | | | |
| - Survey on curricula for various types of civil engineering programmes | | | | | | | | | | | | | | | |
| - Study on the organisation of civil engineering studies | | | | | | | | | | | | | | | |
| - Survey on synergies between universities, research, industry and public authorities in the construction sector of Europe | | | | | | | | | | | | | | | |
| - Preparation of documents on Quality Management and Accreditation for the Mutual recognition of Academic and Professional civil engineering qualifications in Europe | | | | | | | | | | | | | | | |

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| 35 | TNP number 55792 | Selection year 1998 | Study area(s)/theme(s) : Food Science, food engineering, food management | | | | | | | | | | | | |
| TNP title: FOODNET - Thematic Network in Food Studies | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Ecole Nationale Supérieure des Industries Agricoles et Alimentaires - ENSIA | | | | | | | | | | | | | | | |
| Address: 1 avenue des Olympiades F - 91744 Massy Cedex | | | | | | | | | | | | | | | |
| Tel: 33/16 993.50.50 | | Fax: 33/16 993.51.85 | | Email: demarne@ensia.inra.fr | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Elisabeth Dumoulin | | | | | | | | | | | | | | | |
| Address: ENSIA 1 avenue des Olympiades F - 91744 Massy Cedex | | | | | | | | | | | | | | | |
| Tel: 33/16 993.50.15 | | Fax: 33/16 993.51.85 | | Email: dumoulin@ensia.inra.fr | | | | | | | | | | | |
| TNP website(s): www.ensia.inra.fr/foodnet | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - SPI, Sociedade Portuguesa de Inovação, Porto, Portugal - ACIA, Association des Chimistes, Ingénieurs et Cadres des Industries Agricoles et Alimentaires, Massy, France | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | | | | | |
| Total number of HEI partners: 52 | | | | | | | | | | | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 5 | 3 | 1 | 2 | 1 | 4 | 4 | 2 | 6 | | 1 | 2 | 2 | 5 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| General objectives of the network projects: The general objective is to provide an excellent technical and scientific formation to prepare staff for food industry, for research and teaching. Also it is to develop qualities for a future food engineer in an international context: open mind, curiosity, knowledge of other cultures, management of teams. This can be achieved by new teaching methods, by improvement of courses content. To achieve such objectives it is necessary: - to re-examine existing curricula in Food Science, Food Technology, Food Engineering and Management, and to update and introduce new coursework where required. This is made at the level of undergraduate, graduate and PhD. - to promote debate concerning teaching methods and their improvement (e.g. personal skills development, language training, assessment) - to investigate new methods of transferring new knowledge to society, including industry and the consumer (e.g. continuing education, distance learning.) - to promote these initiatives in food education within Europe, but also beyond Europe. The partners in Foodnet include universities, research centres, professional associations and food companies. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Survey on Curriculum, on Language training, on Assessment of studies (1999) - Survey on PhD programmes, Continuing Education, Personal skills development (1999) - Newsletter N°1, leaflet of presentation (1999) • Ongoing activities: <ul style="list-style-type: none"> - Data base on Curriculum in the universities partners - Data base on courses offered in Continuing Education by universities partners - Organisation of European Seminar for PhD students in Food Studies (Science, Engineering, management) - Organisation of a European Conference on Teaching Methods - Production of specific tools for language courses during Food Studies - Oral presentation of the project at ICEF (International Congress on Engineering and Food), April 2000 | | | | | | | | | | | | | | | |

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| 36 | TNP number 55797 | Selection year 1998 | Study area(s)/theme(s): Pharmacology; pharmacology in medicine, pharmacy, dentistry and veterinary courses | | | | | | | | | | | | |
| TNP title: EpharNet - The European Pharmacology Network | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: University of Leeds Address: Woodhouse Lane UK - Leeds LS2 9JT Tel: 44/113 233.43.13 Fax: 44/113 233.42.28 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Dr. Ian Hughes Address: School of Biomedical Sciences University of Leeds UK - Leeds LS2 9JT Tel: 44/113 233.43.13 Fax: 44/113 233.42.28 Email: i.e.hughes@leeds.ac.uk | | | | | | | | | | | | | | | |
| TNP website(s): www.bphs.org.uk | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - BPS - British Pharmacological Society, London, United Kingdom - International Union of Pharmacology (IUPHAR), London, United Kingdom - Federation of European Pharmacology Societies (Ephar), Milan, Italy | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 135 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 2 | 2 | 17 | 2 | 3 | 3 | 28 | 5 | 2 | 17 | 1 | 6 | 3 | 8 | 19 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 2 | 1 | | 3 | | 2 | 1 | | 2 | 1 | 1 | | 3 | | |
| General objectives of the network projects: The objectives of the project are: - to facilitate communication between European higher education institutions at the level of the pharmacology discipline teachers who have common problems and interests in pharmacology teaching and research; - to increase the awareness and encourage the use of innovative developments in the teaching of pharmacology to science, pharmacy, medical, dental, veterinary, nursing and other students; - to prevent duplication of effort in developing, validating and establishing such methods and to share existing innovations across Europe to maximalise the benefit from the significant resource cost involved in making such innovations; - to disseminate good practice in the teaching and examining of pharmacology; - to identify and agree teaching materials which can be developed for use in pharmacology teaching across Europe; - to encourage and enable discussion and comparison of the objectives, content and delivery of pharmacology courses across Europe; - to promote convergence and quality in pharmacology teaching across Europe. | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - Workshop on "Problems in the teaching of Pharmacology" - Budapest, 1999 • Ongoing activities: - develop software for use in pharmacology teaching across Europe - establish and maintain email communication network between discipline teachers - establish and maintain website on which to share and disseminate information - develop and share a Compendium of Good Practice and Innovation in Pharmacology Teaching - develop an Interests Register to promote identification of pharmacologists with similar interests - share PowerPoint slides used to illustrate lectures in pharmacology - develop a curriculum catalogue detailing contents of curricula used across Europe | | | | | | | | | | | | | | | |

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| 37 | TNP number 55806 | Selection year 1998 | Study area(s)/theme(s) University Management and Administration | | | | | | | | | | | | |
| TNP title: HUMANE Heads of University Management and Administration Network in Europe | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: University of Aberdeen | | | | | | | | | | | | | | | |
| Address: Kings College Regent Walk UK - Aberdeen AB24 3FX | | | | | | | | | | | | | | | |
| Tel: 44/1224 27.21.34 | | | | Fax: 44/1224 48.86.05 | | | | Email: a.e.black@abdn.ac.uk | | | | | | | |
| Name of the co-ordinator: Dr Trevor Field | | | | | | | | | | | | | | | |
| Address: University Secretariat University of Aberdeen Kings College Regent Walk UK - Aberdeen AB24 3FX | | | | | | | | | | | | | | | |
| Tel: 44/1224 27.20.77 | | | | Fax: 44/1224 27.20.82 | | | | Email: t.j.field@abdn.ac.uk | | | | | | | |
| TNP website(s): http://www.abdn.ac.uk/humane | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Association of European Universities (CRE) | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | Total number of HEI partners: 188 | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 9 | 9 | 13 | 5 | 12 | 11 | 12 | 5 | 6 | 17 | | 10 | 8 | 7 | 47 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 2 | | | 3 | | 2 | | | 5 | 1 | | | 3 | | |
| General objectives of the network projects: The HUMANE network aims to increase the professional development of its members by means of practical illustrations and personal, mutual advice on the problems which occur in the administration of Higher Education in Europe. It seeks the greater professionalisation of university management and builds on the contacts provided by existing national associations. It uses case studies and confidential but frank exchanges of views to examine not only best practice but also to show <u>bad</u> practice or errors to avoid. This is achieved by seminars and a discussion list. HUMANE is aimed specifically at those senior managers who are responsible for the administration of an HEI, and deals with themes from that perspective, not from a technical or specialist viewpoint. However, in order to disseminate findings and to provide more detailed information, one seminar each year is open to the heads of specialist sections. HUMANE also aims to be regarded as a body with significant expertise and knowledge on Higher Education. It will produce reports which will start as overviews but will become progressively more detailed (eg, environmental issues with more detailed views on energy-saving or transport; financial issues with more detailed views on outsourcing or alternative income). | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Seminars (6 in 1999) each of which has an abstract and summary of discussions available on the Web - A report entitled "Managing to Learn" (1999) - Web pages (compiled in 1999, but regularly updated and therefore to be seen as ongoing) • Ongoing activities: <ul style="list-style-type: none"> - Database of interests of members - Directory of contact numbers and addresses for all heads of administration in Europe | | | | | | | | | | | | | | | |

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| 38 | TNP number 55837 | Selection year 1998 | Study area(s)/theme(s) Environmental Sciences | | | | | | | | | | | | |
| TNP title: ESSENCE - Environmental Sciences in Europe | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Association of Universities in the Netherlands (VSNU) | | | | | | | | | | | | | | | |
| Address: P.O. Box 19270 NL-3501 DG Utrecht | | | | | | | | | | | | | | | |
| Tel: 31/30.2363888 | | | | Fax: 31/30.2 333 540 | | | | Email: brans@vsnu.nl | | | | | | | |
| Name of the co-ordinator: Dr. Peter A. Maarleveld | | | | | | | | | | | | | | | |
| Address: P.O. Box 19270 NL-3501 DG Utrecht | | | | | | | | | | | | | | | |
| Tel: 31/30.2363 888 | | | | Fax: 31/30.2 333 540 | | | | Email: essence@vsnu.nl | | | | | | | |
| TNP website(s): http://www.vsnu.nl/essence | | | | | | | | | | | | | | | |
| Main partner associations or organisations: /// | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 118 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 2 | 4 | 15 | 3 | 6 | 3 | 5 | 3 | 3 | 13 | 2 | 11 | 4 | 7 | 14 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | 1 | | 1 | | 2 | 1 | | 3 | 3 | | 1 | 10 | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> - Finding core elements in environmental sciences education in the different European countries, which can form an agreed European framework. This will be based upon information about the environmental labour market and societal needs, useful didactical approaches, state of the art in environmental sciences and students interest. - Finding the best practical method of teaching environmental sciences through exchange of information. - Organising regular feed back on a European level from professionals from public and private sector about environmental courses and programmes. - A source of information on higher education methods and labour market perspectives in the field of environmental issues. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Higher Education Environmental Programmes and the Environmental Labour Market in Sweden, Germany, UK, France, Belgium, Poland, Italy, Finland, Switzerland, Denmark (publication, 1998) • Ongoing activities: <ul style="list-style-type: none"> - the writing of a European Assessment Report on the basis of the 20 national reports, a questionnaire to be answered by all partners and by an in depth analysis in working groups - the preparation of the final international conference for all network partners and stakeholders | | | | | | | | | | | | | | | |

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| 39 | TNP number 55839 | Selection year 1998 | Study area(s)/theme(s) : Gerontechnology; Engineering; Ageing; Design; Psychology; Ergonomics | | | | | | | | | | | | |
| TNP title: GENIE Gerontechnology Education Network In Europe | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: Technische Universiteit Delft Faculty Design Engineering and Production Department Industrial Design Address: Mekelweg2 NL - 2628 CD Delft Tel: 31/15 278.60.43 Fax: 31/15 278.56.02 Email: w.l.dalmijn@wbmt.tudelft.nl | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Dr.Ir. J.F.M. Molenbroek Address: Jaffalaan 9 NL - 2628 BX Delft Tel: 31/15 278.30.86 Fax: 31/15 278.71.79 Email: j.f.m.molenbroek@io.tudelft.nl | | | | | | | | | | | | | | | |
| TNP website(s): www.tue.nl/gerontechnologie/edu/genie | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - International Society for Gerontechnology (ISG), Helsinki, Finland | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 40 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 2 | 4 | 3 | 1 | 4 | 2 | 1 | 2 | 3 | | 6 | | 1 | 7 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | | | 1 | | | | | | 1 | | | | | |
| General objectives of the network projects: The aims of GENIE can be summarised under five headings: - The acceptance of gerontechnology as part of regular university and higher vocational programs and as an element of continuous education. - The creation of the prerequisites for further improvement of the quality of gerontechnology education. - The development of a European dimension in gerontechnology education. - The promotion of inter-university co-operation towards the development and dissemination of new teaching techniques and development of curricula and increasing teachers and students mobility and the quality assessment in order to maximise the impact of these exchanges. - The facilitation of the use of open and distance learning methods (ODL). | | | | | | | | | | | | | | | |
| Main outcomes and products: • Finalised outcomes: - Student workshop Creating-Futures - Newsletter and website - Teaching staff mobility • Ongoing activities: - Database on gerontechnology education - Teaching Packs - Student mobility - Report on gerontechnology curriculum building | | | | | | | | | | | | | | | |

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| 40 | TNP number 55843 | Selection year 1998 | Study area(s)/theme(s): Women's Studies | | | | | | | | | | | | |
| TNP title: ATHENA - Advanced Thematic Network in Activities in Women's Studies in Europe | | | | | | | | | | | | | | | |
| Name of the co-ordinating institution/organisation: AOIFE, International Office Women's Studies | | | | | | | | | | | | | | | |
| Address: Utrecht University Trans 10 NL - 3512 JK Utrecht | | | | | | | | | | | | | | | |
| Tel: 31/30 253.60.13 Fax: 31/30 253.66.95 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Rosi Braidotti | | | | | | | | | | | | | | | |
| Address: International Office Women's Studies Utrecht University Trans 10 NL - 3512 JK Utrecht | | | | | | | | | | | | | | | |
| Tel: 31/30 253.60.13 Fax: 31/30 253.66.95 Email: athena@let.uu.nl | | | | | | | | | | | | | | | |
| TNP website(s): http://www.let.uu.nl/womens_studies/athena.htm | | | | | | | | | | | | | | | |
| Main partner associations or organisations: | | | | | | | | | | | | | | | |
| - WITEC, European Women in Technology Network, Sheffield, United Kingdom | | | | | | | | | | | | | | | |
| - International Women's Association in Communication Mediterranean Media, Rende, Italy | | | | | | | | | | | | | | | |
| - Centro di Documentazione delle Donne, Bologna, Italy | | | | | | | | | | | | | | | |
| - IIAV, International Information Centre and Archives for the Women's Movement, Amsterdam, Netherlands | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 70 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 2 | 3 | 2 | 4 | 3 | 5 | 2 | 1 | 3 | 12 | | 3 | 1 | 5 | 11 | |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS : 5 | | |
| | 3 | | | | | 1 | 1 | 1 | 1 | | 1 | | (CH: 4; OT: 1) | | |
| General objectives of the network projects: | | | | | | | | | | | | | | | |
| <p>Women's Studies developed across Europe by reflecting the variety of academic, social and cultural traditions in the different countries. Therefore, the main reason for creating a Thematic Network Project is the need for cross-cultural and multicultural analysis and comparison in the area of Women's Studies in Higher Education in Europe. Implementing the recommendations of the 1994/95 European Subject Area Evaluation in Women's Studies, ATHENA aims to assess and develop the interdisciplinary field in the framework of European integration, to implement European perspectives in Women's Studies education and research, and to study the current situation in the field of Women's Studies in Higher Education in Europe, identifying differences, strengths, weaknesses and areas of good practice. ATHENA focuses, in two main working groups, on two theme's in Higher Education: 'European Curriculum Development in Women's Studies', aiming at developing joint courses and new European teaching materials in the field of Women's Studies, and the 'Use of New Information and Communication Technologies in Women's Studies Teaching', aiming at developing the virtual mobility of Women's Studies and to facilitate and improve the integration of new information and communication technologies in Women's Studies education. Secondly, it studies the use of ICT tools such as internet, CD-Rom etc. and the development of ICT teaching materials focused on Women's Studies. In the course of three years five Thematic Panels of Experts develop products linked to those main themes.</p> | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - Expert meeting on 'The use of ICT in Women's Studies Teaching' organised by ATHENA experts in co-operation with external experts in the field. - Workshop 'The use of ICT in Women's Studies Teaching' presented at 'Women's Worlds 99, 7th International Interdisciplinary Congress on Women'. - Reports of the five Thematic Panels on the surveys and pilot projects undertaken in the first project year. • Ongoing activities: <ul style="list-style-type: none"> - Publication 'Towards a gender-conscious curriculum. Women's Studies in a European perspective - A working report of the Thematic Network Project ATHENA'. Overview of the state of the art and developments in European Women's Studies. - Publication 'Women's/Gender/Feminist Studies - to innovate the curricula and create new job qualifications'. A cross-European, comparative study of degrees, qualifications and professional outlets of Women's/Gender/Feminist Studies. - Publication Evaluation report on European Women's Studies teaching books published in the last ten years. - Publication Advanced European Women's Studies teaching book: A cross-cultural intra-European comparison of terminology and key-terms in feminist theory and women's studies theories. - GCiTe: Gender Courses using Information Technologies. On-line course archive containing information on Women's Studies courses in Europe. (pilot version accessible for ATHENA partners). - A manual on the use of information and communication technologies in Women's Studies education. | | | | | | | | | | | | | | | |

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|---|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|-----------|---------------|-----------|-----------|
| 41 | TNP number 55845 | Selection year 1998 | Study area(s)/theme(s) Comparative Literature - Cultural studies | | | | | | | | | | | | |
| TNP title: COTEPRA - The Study of Teaching of Literature from a European Comparative Perspective | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: Università degli Studi di Bologna | | | | | | | | | | | | | | | |
| Address: Facoltà di Lingue e Letterature Straniere Via Cartoleria 5 I - 40124 Bologna | | | | | | | | | | | | | | | |
| Tel: 39/051 21.71.95 Fax: 39/051 26.47.22 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Vita Fortunati | | | | | | | | | | | | | | | |
| Address: Università degli Studi di Bologna Facoltà di Lingue e Letterature Straniere Via Cartoleria 5 I - 40124 Bologna | | | | | | | | | | | | | | | |
| Tel: 39/051 21.71.95 Fax: 39/051 26.47.22 E-Mail: fortunat@hapax.lingue.unibo.it | | | | | | | | | | | | | | | |
| TNP website(s): /// | | | | | | | | | | | | | | | |
| Main partner associations or organisations: /// | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | | Total number of HEI partners: 115 | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 2 | 9 | 16 | 5 | 13 | 4 | 16 | 1 | 2 | 20 | | 4 | 6 | 1 | 10 | 2 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 4 | | | | | | | | | | | | | | |
| General objectives of the network projects: COTEPRA intends to work on inter-cultural and inter-textual literary traditions that are fundamental in the construction of a common European consciousness. The scopes of this projects are: a) to map the status of University curricula in Comparative Literary Studies and the teaching of Comparatism in high schools; b) to study the various literary and cultural tradition on a large, international and comparative basis, with a special attention to the confrontation between literary and linguistic traditions and to the specific contribution of the so-called "minor" literatures and cultures which are instead very important for a European cultural identity. The study includes the interdisciplinary connection between other research fields such as postcolonial studies, gender and women's studies, cultural studies; c) to develop theories and methodologies of comparative literature capable to give new strength and support to the programs of literary education that will be implemented; d) to contribute actively to the creation of a European (and also extra-European) program of literary education, in an effort to substitute the narrow nation-centred programs now in use (as well as textbooks, syllabi, canons, etc.) with new, larger and more internationally oriented programs; e) To assess pedagogical practices and to elaborate new ones on the basis of the new 'concept' of Europe, which should comprehend multicultural perspective. COTEPRA includes the following sub-projects: 1) Theory, praxis, methodology of research in comparative literature. Undergraduate, graduate and post-graduate programs of comparative literature in the European university; 2) Literary education in multicultural Europe; 3) National and European identities: comparative literary traditions and the idea of a European literature; 4) Th extra-European space: colonial and post-colonial studies; 5) Literature, fine arts, collective imaginary. Function and reception of myth in the European culture; 6) A Comparison between National Cultural Identities and Literary Utopia: a Challenging Perspective; 7) Theory and praxis of literary translation; 8) Identities and confrontations: the experience of travel in Europe. | | | | | | | | | | | | | | | |
| Main outcomes and products: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Finalised outcomes: <ul style="list-style-type: none"> - creation of a Coteptra WEB site page (1999) - mapping of Curricula of secondary schools - video cassette on Euroliterature • Ongoing activities: <ul style="list-style-type: none"> - mapping of University Curricula in Comparative Literary Studies - elaboration of various teaching modules to be experimented simultaneously on different European Countries - ODL on Comparative Literature and Issues - elaboration of new syllabi in Comparative Literature - production of new teaching material (books, CD-ROM, WEB-sites) - links with Euroliterature Thematic Network - links with Athena Thematic Network - organisation of a Summer School for Comparative Studies - establishing of connections with external educational agencies | | | | | | | | | | | | | | | |

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|--|----------------------------|-------------------------------|--|-----------|-----------|-----------|-----------|-----------|-----------|---|-----------|-----------|---------------|-----------|-----------|
| 43 | TNP number 00025 | Selection year 1999 | Study area(s)/theme(s) Special Education | | | | | | | | | | | | |
| TNP title: Educational and Social Integration of Persons with a Handicap through Adapted Physical Activity | | | | | | | | | | | | | | | |
| Name of the coordinating institution/organisation: Katholieke Universiteit Leuven Address: Department of Rehabilitation Sciences Naamsestraat 22 B - 3000 Leuven Tel: 32/16 32 91 26 Fax: 32/16 32 91 28 | | | | | | | | | | | | | | | |
| Name of the co-ordinator: Prof. Herman Van Coppenolle Address: Katholieke Universiteit Leuven Department of Rehabilitation Sciences Tervuursevest 101 B - 3001 Leuven Tel: 32/16 32 91 26 Fax: 32/16 32 91 28 E-Mail: Herman.Vancoppenolle@flok.kuleuven.ac.be | | | | | | | | | | | | | | | |
| TNP website(s): /// | | | | | | | | | | | | | | | |
| Main partner associations or organisations: - Albanian Association of Physiotherapists for Rehabilitation, Tirana, Albania - European Association for Research into Adapted Physical Activity, Brussel, Belgium - Finnish Association of Sports for the Disabled, Helsinki, Finland - Taskforce on People with a Disability in Sport, Dublin, Ireland - Network Sport in Rehabilitation, Verona, Italy - Latvian Disabled Children's and Youth Sport Federation, Latvia - Slovak Union of Education, Sport and Recreation, Bratislava, Slovak Republic | | | | | | | | | | | | | | | |
| Origin of HEI partners per country: | | | | | | | | | | Total number of HEI partners: 46 | | | | | |
| AT | BE | DE | DK | ES | FI | FR | GR | IE | IT | LU | NL | PT | SE | UK | IS |
| 1 | 3 | 2 | 2 | 1 | 3 | 9 | 1 | 1 | 3 | | 2 | 1 | 1 | 1 | 1 |
| LI | NO | BG | CY | CZ | EE | HU | LV | LT | PL | RO | SI | SK | OTHERS | | |
| | 1 | 1 | | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | | |
| General objectives of the network projects: Children and adults with a handicap are often excluded from participation in regular physical education and/or activities, due to the fact that they are not fully integrated in the regular school system and/or society. The aim of this thematic network is to bridge this gap through involvement of persons with a handicap in adapted physical activity, with the help of someone or a group of persons who are specialised in this matter in different settings : school, work, leisure. The network will identify good practices in order to avoid any segregation due to physical, mental or physiological impairment. The network has two major bearing pillars or corner stones, namely formation of adapted physical activity teachers at different levels (1 to 5++) throughout Europe, and integration through adapted physical education and activity, through the creation of "National Implementation and Integration Groups (NIIG)". The outcome of the Thematic Network can be seen in: - the creation of updated and adequate educational programs in APA throughout Europe thanks to the co-operation with all partners; - the creation of national groups for implementation strategies; - the organisation of a national forum on educational and social integration through APA; - the publication of results, guidelines with regard to formation as well as integration towards both the ministries of education and the sports federations and rehabilitation centres (both theoretical and practical); - the publication of "good practices" in methods for educational and social integration by APA. | | | | | | | | | | | | | | | |