



Number

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# **SOCRATES PROGRAMME**

## **Application Form for Full Proposals**

**ERASMUS 3** (Thematic Networks)

**ERASMUS 3** (Dissemination of Results)

110774 - CP -2-2004-1- DE - ERASMUS – TN

**CLOSING DATE FOR SUBMISSION: 1 MARCH 2004**  
**(as per postmark)**

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

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

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

# I. IDENTIFICATION

## 1. Project title

Thematic Network Project in the Area of Languages III (TNP3)

## 2. Summary of the project

The **overarching objective** of the Thematic Network Project in the Area of Languages III (TNP3), which covers the full range of higher education programmes and offerings that are concerned with the **transmission of linguistic and cultural skills, competences and knowledge and with language mediation**, is to bring about a clear understanding on the part of all stakeholders of the generic and specific competences required of a variety of graduates at the different levels, thereby offering universities reference points for defining learning outcomes and content and for deciding on the quantity of provision.

The **target audience** is comprised of higher education institutions, students plus the whole range of educational and non-educational stakeholders.

**Activities** include a Tuning compatible Europe-wide consultation of graduates and stakeholders, the organisation of workshops and conferences, the synthesising, drafting and dissemination of reports, and the development of recommendations and proposals of various types.

Among the **expected outputs** are a sustainable international network to facilitate consultation between higher education institutions and other stakeholders, process and overarching recommendations and a multi-annual action plan.

TNP3 will closely co-operate with the **Tuning Project**, actively participate in the **Humanistic Archipelago**, and carry out activities under the **Pilot Experience** to be undertaken by a number of TNs.

## II. DESCRIPTION

### 1. Typology

Please tick the appropriate boxes.

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

#### Target groups (select one or several items)

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

#### Specific content(select one or several items)

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

#### Information and Communication Technologies

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

## 2. Rationale, Objectives, Target Groups

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

#### **Background**

The area of languages, which is comprised of a variety of programmes, portions of programmes, and provision – ranging from modern languages degree programmes to language studies for all students –, has, in the past nine years, been the subject of a pilot project, two full-fledged Thematic Network projects and a dissemination project.<sup>1</sup> This application is for Years Two and Three of the third full-fledged TNP in the area of languages (TNP3), which began on 1 October 2003. All these projects have been driven by the conviction that the promotion of multilingual and intercultural competence and of linguistic and cultural diversity is of crucial importance to European integration and European society and to the European citizen and that higher education has a crucial role in promoting societal linguistic diversity and individual multilingualism. This is why the focus of all aforementioned co-operation projects has been on **the transmission of linguistic and cultural knowledge, skills, and competences and on language mediation.**

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

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

As in so many disciplines and fields, there is still considerable disconnection of programmes and offerings in the area of languages from changing needs in the social, professional, and economic environments, which in view of the overarching importance of the question of languages for the future of the Union is particularly regrettable.

Over the past four years, the issues of **language learning** and of **linguistic diversity** have assumed an ever more important position on the Union's educational agenda. In the wake of the Lisbon and Barcelona Summits of 2000 and 2002 respectively, **proficiency in foreign languages** has come to be seen as **one of the new basic skills** relevant to the overarching aims of economic progress and social cohesion. The learning of, and proficiency in foreign languages are closely linked to the Union's concern with increasing **mobility** on the European labour market and with the aim of creating a **European lifelong learning area**. In September 2003, language learning and linguistic diversity were, at long last, included in the Bologna Process (cf. the Berlin Communiqué of 19 September 2003).

Whereas in the nineties, the issue of languages was almost exclusively linked to European integration, recent political developments would seem to indicate the need also to view it in the context of the Union's opening to third countries and to give greater attention to major **non-Community languages**. This is particularly true for the higher education sector.

Languages apart, the Bologna Process implies fundamental changes in the higher education paradigm, notably a shift in emphasis from teaching to learning and from input to output. Hence the new concern with learning outcomes and with generic and subject-specific competences relevant to employability, citizenship and personal development and to the European labour market – a concern that is at the core of the **Tuning Project** and which any discussion about and reflection on innovation and improvements in higher education programmes and offerings has to take on board.

#### **Why is there a need for further action?**

There is ample evidence that considerable improvements and innovations in programmes, provision and modes of delivery have been introduced in a large number of institutions as a result of the recommendations developed, the examples of good practice identified and disseminated and the projects launched by or from within the co-operation projects mentioned above. However, it is equally clear that large-scale reorientation has been hampered by a number of constraints. In addition, new developments, such as the **Tuning Project**, call for methodological

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

reorientation in European co-operation in the area of languages itself.

The following points would seem to be particularly relevant:

- (i) The notion that higher education should respond to changing linguistic needs in the non-academic environments, that it should seek to equip students with linguistic skills and competences relevant to the labour market is by no means universally accepted by higher education policy-makers and decision-makers, including student representatives. Many people in higher education still do not regard it as part of the universities' remit to transmit skills and competences in the first place.
- (ii) The notion that the creation of an integrated Europe requires the maintenance of linguistic diversity in European society and that European integration and the opening up of the Union to third countries call for the promotion of multilingualism among European citizens is by no means shared by a majority of decision-makers in higher education and in the non-academic environments. *English is enough* is becoming an ever more commonly held view. Even worse, both the graduates and the employers consulted in the Tuning Project Phase 1 ranked the following generic competences rather low: "understanding of cultures and customs of other countries", "knowledge of a second language" (i.e. one foreign language), "appreciation of diversity and multiculturalism", and "ability to work in an international context".
- (iii) Many stakeholders are not fully aware or are even completely unaware of the language-related implications of processes and developments initiated at a European level or resulting from European integration and globalisation – be it developments in the field of education, such as the Bologna Process, the Objectives Process or the creation of a European lifelong learning area, be it more general developments linked to the Lisbon Strategy and increasing international co-operation.
- (iv) Many universities have failed or are unwilling to re-define their role in accordance with the lifelong learning paradigm. This is particularly regrettable in regard to language learning.
- (v) With the Tuning methodology in mind, the previous TNP (TNP2, 2000-2003) succeeded in reaching a clearer understanding of the different types and categories of language learning outcomes in terms of generic, language-specific and profession-specific competences. However, experts felt unable to relate these categories to the learning outcomes to be reached in the different programmes and components at different levels that make up the area of languages.
- (vi) In the words of the Draft Major Document prepared within TNP2, "identifying and defining common language-learning outcomes which are relevant and meaningful in social and economic terms requires concerted action with employers and other stakeholders at both national and European levels".
- (vii) Few exceptions apart, there are no structured and systematic links in the area of languages between higher education institutions and other stakeholders, notably employers. It has to be admitted that a lot of reflection undertaken in the previous TNPs on current and future linguistic and language-related needs in the social, professional and economic environments was based on enlightened speculation.
- (viii) English apart, in North and West Europe and parts of South Europe, modern languages are in steep decline. At the same time, there is an increasing demand for language specialists in international organisations and in the language industry in general, which – employers claim - cannot be readily satisfied.

In sum, what is needed is consultation between higher education institutions and other stakeholders with a view to getting a clearer understanding of current and future needs.

Further action is called for in view of the following considerations:

- There is far too little research aimed at facilitating the acquisition of multilingualism and at specifying current and future needs in specific professional and economic sectors.
- Far too little is known about provision of non-Community languages in higher education institutions in Europe.
- There is a general lack of awareness of the role of languages in the creation, application and transmission of new knowledge.
- In line with the Bologna agenda, it is necessary to enable students to participate in TNP activities to a larger extent than has been the case to date.

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

### **Aims**

The Thematic Network is to achieve the following aims.

- a heightened awareness and a clear understanding on the part of all stakeholders – including students - of the importance of social and individual multilingualism for European integration and for life and work in the Union;
- a heightened awareness on the part of all stakeholders – including students - of the linguistic implications of worldwide co-operation and of pertinent provision across Europe;
- a clear understanding on the part of all stakeholders – including students - of the linguistic and language-related needs arising from European integration and global co-operation both in higher education itself and in the non-academic environments;
- a common understanding of the skills and competences and of the job profiles to be developed through the various language and language-related programmes and offerings;
- to encourage universities to make languages part of their overall strategy and to take concerted action at institutional level;
- to bring about close and systematic consultation and co-operation between the universities – both experts and members of the directorate – and key stakeholders in other sectors of education and in the social, economic and professional environments;
- to encourage and enable universities to develop, implement and regularly review their own comprehensive language policies, strategies and offerings in co-operation with other stakeholders;
- to promote research designed to underpin the general aims of the TNP;
- to promote reflection among representatives of a variety of subject areas on the role of languages in the production, application and transmission of knowledge.

### **Objectives**

The TN will seek to create, under the auspices of the Conseil Européen pour les Langues / European Language Council (CEL/ELC), a sustainable international network comprised of educational and non-educational stakeholders with a view to facilitating an ongoing dialogue between universities and non-university stakeholders. The TN will endeavour to map out multi-annual action plans in regard to specific targeted types of programmes and provision in the area of languages, including recommendations and pilot projects. It will also develop process recommendations – targeted at different levels – for co-operation between universities and other sectors of education, universities and the language industry (communicators, mediators etc.) and universities and the economic environment as well as for co-operation between education and research.

### **Ways in which the needs set out in 2.1 will be addressed by the project**

The project is going to address the general needs stated above in the following ways.

#### *Theme-specific sub-projects and working groups*

The TN has three sub-projects devoted to the following sub-themes:

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

Each sub-project has its own working group comprised of higher education and other stakeholder representatives. In addition, external stakeholder representatives will be brought in as consultants.

#### *Sub-project One*

On the basis of a synthesis of the national reports prepared in Year One, the group will identify generic, language-specific, and job-specific competences relevant to various sectors of the language industry. It will relate these to the learning outcomes of the various relevant programmes and courses at different levels. In addition it will make proposals for consultation and co-operation. It will conduct a written consultation among employers and graduates and discuss its proposals and the findings of the consultation with a variety of stakeholders. **Where appropriate, it will apply the Tuning methodology.**

### *Sub-project Two*

On the basis of a synthesis of the national reports prepared in Year One, the group will identify generic, language-specific and job-specific competences relevant to employability on the European labour market. It will relate these to the learning outcomes of language degree programmes (both bachelor and master) and of offerings for non-language students. In addition, it will make proposals for consultation between higher education institutions and other stakeholders, including career services. It will conduct a written consultation among employers and graduates and discuss its proposals and the findings of the consultation with a variety of stakeholders. **Where appropriate, it will apply the Tuning methodology.**

### *Sub-project Three*

On the basis of a synthesis of the national reports prepared in Year One, the group will develop proposals for consultation and co-operation between higher education and other sectors of education and providers with a view to facilitating lifelong language learning. It will conduct a written consultation among higher education institutions and other stakeholders and discuss its proposals and findings with a variety of stakeholders

### *Working Group on Research and Education*

The group will evaluate the research sections of the national reports prepared by the other three working groups. It will follow the work of the sub-projects and develop research agendas and scenarios designed to promote the aims of the TN. It will seek to involve European and national funding organisations in its deliberations.

### **Co-operation with the Tuning Project**

Co-operation with Tuning goes back to Phase 1, when Languages was one of the synergy groups. The terminology and methodology developed and used in the Tuning project had a substantive influence on the work carried out in TNP2. A Tuning counsellor participated in the Start-up Conference of TNP3 and contributed to the discussion and revision of the activity plan of sub-project two.

In view of the fact that

- the area of languages is not a traditional discipline, but made up of a variety of (portions of) programmes and in many respects is transversal in character;
- the principal aim of the current TN is to create structures for consultation and co-operation between higher education institutions and other stakeholders;
- some of the concerns of Tuning, such as the issue of quality enhancement, were addressed in TNP2,

it has been decided, in consultation with the Tuning counsellor, to seek co-operation and advice in regard to the definition of generic, language-specific, and job-specific skills and competences and to the preparation and evaluation of the consultation to be conducted in Year Two. Moreover, it is expected that the Tuning counsellor will participate in all major meetings envisaged and check the documents to be produced in the TN to the extent that Tuning is of direct relevance to them.

### **The new pilot experience**

TNP3 has been invited to participate in the new pilot experience. It proposes to do so in three different ways.

### *Student mobility of short duration*

Fifteen students to be identified by European student organisations and selected universities are to participate in the conferences to be held in Years Two and Three. It is expected that the students will be able to bring a different perspective to bear on the discussions, and that they will disseminate information about the aims and activities of the project among their peers, thus enabling them to participate in curriculum planning in their respective institutions.

### *Teacher training*

Whereas language teacher training was one of the core issues addressed in TNPs 1 and 2, it was decided not to include the sub-theme in TNP3 as a project was going to be launched under the Action Plan (2004-2006) for Promoting Language Learning and Linguistic Diversity to develop a Common Profile for Language Teacher Education in Europe. However, in addressing the issue of co-operation and consultation between different language providers, sub-project three will, among other things, focus on links between language learning/teaching in secondary and tertiary education. It is in this context that TNP3 intends to conduct two workshops bringing together experts from partner organisations and secondary school teachers drawn from across Europe. The idea is that the workshops will be devoted to issues that are regarded as being of specific importance for bridging the

currently existing gap between secondary and higher education:

- exit-entry qualifications and the Common European Framework of Reference / European Language Portfolio
- preparing learners for lifelong language learning

*Arabic language and culture – rare knowledge?*

Rather than focusing on ancient or small regional languages, TNP3 proposes to concern itself with Arabic. Arabic is the largest language spoken in regions bordering Europe. Traditionally, Arabic was the concern of a few universities specialising in non-European languages. Due to immigration into Europe and to recent political developments, modern Arabic is now taught more widely. However, provision is uneven both in terms of quality and geographical spread. It is proposed to map current provision and to develop recommendations that tie in with those prepared by sub-projects one and two.

### **European Archipelago of Humanistic Thematic Networks**

TNP3 intends to participate in the activities of the Humanistic Archipelago which is in the process of being created. In doing so, it will seek to be instrumental in the launching of a TN in literature and to contribute to the reflection envisaged on the role of the soft sciences at the beginning of the 21<sup>st</sup> century. It also hopes to stimulate debate about the transversal role of languages both in education and research, notably in the production, application and transmission of knowledge.

## 3. Envisaged outputs

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

### **YEAR TWO (01/10/04-30/09/05)**

#### **Output One: three synthesis reports on the themes of the sub-projects**

**nature:** based on the national reports prepared in Year One and anchored in agreed reference points, to provide the basis for the written consultation to be conducted in Year Two as well as input into the conference to be held at the end of Year Two

**volume:** between 20 and 30 pages each

**structure:** following the format of the national reports

**content:** synthesis of national reports culminating in initial recommendations regarding the learning outcomes/skill/competences and academic/career profiles as well as consultation between higher education institutions and other stakeholders

**language:** EN

#### **Output Two: synthesis report on research needs and proposals**

**nature:** based on the research sections of the national reports produced by the three sub-project working groups in Year One, to form the basis of all further activities

**volume:** 10 pages (max.)

**structure:** to be decided by the Working Group in consultation with the Co-ordinating Committee

**content:** initial recommendations regarding research relevant to the aims of the TN

**language:** EN or FR

#### **Output Three: the results of a consultation conducted among graduates and non-university stakeholders**

**nature:** report of the outcomes of a written consultation conducted by means of a questionnaire

**volume:** 20 pages

**structure:** impossible to say at this stage; due to reflect the main points of the synthesis reports

**content:** reporting the outcomes of the consultation in regard to both consultation/co-operation and learning outcomes etc.

**language:** EN

**Output Four: TNP3 Conference, featuring four workshops organised by the four working groups (incl. workshop reports)**

**nature:** presentation for discussion of the principal points of the synthesis reports and of the results of the survey

**volume:** approx. 100 participants; reports: approx. 7-10 pages each.

**structure:** two plenary sessions and four workshops conducted by one of the TNP3 working groups each

**content:**

*plenary sessions:* general information about project aims/objectives, activities and outcomes; presentations by stakeholder representatives; summaries of workshop outcomes.

*four workshops:* discussions leading to revised recommendations and to continuous involvement of non-university stakeholders in project activities and beyond

**languages:** EN, FR, DE

**YEAR THREE (01/10/05-30/09/06)**

**Output Five: sets of overarching recommendations regarding specific targeted areas and programmes/offerings**

**nature:** recommendations developed on the basis of the synthesis reports and the outcomes of the consultation and of the workshops

**volume:** approx. 15 pages

**structure:** to be decided

**content:** recommendations for a variety of (portions of) programmes and offerings – both first and second cycle – described as learning outcomes in terms of generic, language-specific and job-related skills, competences and knowledge, supplemented by a few case studies

**language:** EN

**Output Six: process recommendations**

**nature:** recommendations developed on the basis of the synthesis reports and the outcomes of the consultation and of the workshops

**volume:** approx. 20 pages

**structure:** following the specific remits of the three sub-projects

**content:** process recommendations regarding co-operation between universities and key non-university stakeholders, including the definition of success conditions for co-operation at the different levels, designed to encourage higher education institutions to regularly review and adjust their programmes and provision to changing and to anticipated future needs

**language:** EN

**Output Seven: (pilot) project proposals**

**nature:** proposals for development and research

**volume:** 20 pages

**structure:** proposals to come from each of the four working groups; proposals linked to EU / multinational funding programmes

**content:** proposals to result from the overarching and process recommendations; proposals to include briefs descriptions of needs, aims/objectives, activities and outcomes envisaged

**language:** EN

**Output Eight: TNP3 Closing Conference**

**nature:** dissemination event leading to product-oriented co-operation beyond the end of the eligibility period

**volume:** approx. 150 participants

**structure:** plenary sessions and sessions of the new working groups to be formed under the auspices of the CEL/ELC

**content:** (i) presentation of project outcomes, including a multi-annual action plan; (ii) launch of a sustainable international structure comprised of three or four fora devoted to co-operation between higher education institutions and other stakeholders; (iii) initiation of a small number of projects

**language:** EN (and possibly FR and DE)

**Output Nine: International structure devoted to co-operation between higher education institutions and other stakeholders**

**nature:** an international network under the auspices of the CEL/ELC

**volume:** impossible to predict

**structure:** comprised of four fora devoted to the themes of the four working groups

**content:** sustainable structure made up of higher education language specialists and non-university stakeholders

**language:** EN (and possibly FR and DE)

**Output Ten: a final document**

**nature:** summary of overall project outcomes and of the principal outcomes of the Closing Conference

**volume:** 25 pages

**structure / content:**

- brief presentation of aims/objectives and activities of project
- summary of project outcomes
- action plan

**language:** EN, FR and DE

**Outputs of the *Pilot Experience***

*LINE ONE: SHORT-TERM STUDENT MOBILITY*

**Output One: brief report on the pilot experience line 1: short-term student mobility**

**nature:** description of the measure

**volume:** 4 pages

**structure / content:** assessment of the effectiveness of the measure, i.e. of how the measure contributed to the overall outcome of the TN; assessment of the relevance of this type of student participation to TNs in general

**language:** EN

*LINE TWO: TEACHER TRAINING*

**Output Two: workshop on “Exit-entry qualifications”**

**nature:** workshop

**volume:** 20 participants

**structure/content:** short presentations, group work on concrete issues, plenary discussions

**language:** EN (and possibly FR and DE)

**Output Three: Report of Workshop on “Exit-entry qualifications”**

**nature:** report of presentations made and of discussions held plus overall assessment

**volume:** impossible to predict

**structure/content:** reports and summary of outcomes;

**language:** EN

**Output Four: workshop on “Preparing learners for lifelong language learning”**

**nature:** workshop

**volume:** 20 participants

**structure/content:** short presentations, group work on concrete issues, plenary discussions

**language:** EN (and possibly FR and DE)

**Output Five: Report of Workshop on “Preparing learners for lifelong language learning” and report of pilot experience line 2**

**nature:** report of presentations made and of discussions held

**volume:** impossible to predict

**structure/content:** reports and summary of outcomes; assessment of line 2 of the Pilot Experience in regard to TNP3 and to TNs in general

**language:** EN

**Output Six: Report on higher education programmes / offerings in Arabic language and culture**

**nature:** presentation of outcome of mapping undertaken in participating countries

**volume:** impossible to predict  
**structure:** to be decided  
**content:** description of provision broken down by participating state and by criteria to be decided  
**language:** EN

*LINE THREE*

**Output Seven: workshop on programmes / offerings in Arabic language and culture**

**nature:** colloquium attended by leading higher education experts and non-university stakeholders

**volume:** 20 participants

**structure:** presentations and discussions

**content:** (i) report of conclusions to be drawn from the mapping; (ii) general assessment of the role of Arabic in the early 21<sup>st</sup> century; (iii) recommendations regarding quantity and quality of provision (using the categories developed in TNP3)

**language:** EN

**Output Eight: final report of the pilot experience line 3**

**nature:** description of status quo and proposal of new measures

**volume:** 15 pages

**structure / content:** description and assessment of the pilot experience line 3; (ii) summary of workshop presentations and discussions; (iii) proposal of new measures, if possible linked to the overall aims and objectives of TNP3

**language:** EN

## 4. Planning of activities

### 4.1 Indicate the working methods envisaged in order to produce each of the outputs listed in question 3.1

outputs	working methods envisaged
1) three synthesis reports on the themes of the sub-projects	<ul style="list-style-type: none"> <li>• discussions and agreement at committee/working group meetings</li> <li>• observation of Tuning methodology</li> <li>• synthesising and drafting by committee against the background of agreed reference points and structures</li> <li>• consultation of project partnership</li> </ul>
2) synthesis report on research needs and proposals	<ul style="list-style-type: none"> <li>• discussion and agreement at committee/working group meeting</li> <li>• synthesising and drafting by working group against the background of agreed reference points and structure</li> <li>• consultation of project partnership</li> </ul>
3) results of a consultation conducted among graduates and non-univer-sity stakeholders	<ul style="list-style-type: none"> <li>• written consultation by (Tuning compatible) questionnaires agreed at committee/working group meetings</li> <li>• central statistical analysis and evaluation of responses</li> <li>• preparation of reports by small-size groups</li> <li>• dissemination of results website and at conference</li> <li>• oral consultation of Conference participants</li> </ul>
4) four Conference workshops	<ul style="list-style-type: none"> <li>• identification and invitation of external stakeholders by project partners</li> <li>• meeting of all project partners</li> <li>• presentation for discussion of outcomes of syntheses produced and consultation conducted</li> <li>• dialogue with external stakeholders</li> <li>• preparation of Conference report by small groups</li> </ul>
5) sets of overarching recommendations	<ul style="list-style-type: none"> <li>• discussions conducted by Co-ordinating Committee and external stakeholder representatives</li> <li>• productions of consecutive drafts by special transversal task force</li> <li>• involvement of project partnership through requested feedback</li> </ul>
6) process recommendations	<ul style="list-style-type: none"> <li>• discussions conducted by Co-ordinating Committee and external stakeholder representatives</li> <li>• productions of consecutive drafts by special transversal task force</li> <li>• involvement of project partnership through requested feedback</li> </ul>
7) pilot project proposals	<ul style="list-style-type: none"> <li>• discussions conducted by Co-ordinating Committee and external stakeholder representatives</li> <li>• productions of consecutive drafts by special transversal task force</li> <li>• involvement of project partnership through requested feedback</li> </ul>
8) Closing Conference	<ul style="list-style-type: none"> <li>• dissemination of and discussion about project outcomes with wide range of stakeholders</li> <li>• presentation and launch of multi-annual action plan</li> </ul>
9) creation of an international structure	<ul style="list-style-type: none"> <li>• committee work</li> <li>• consultation of project partners and stakeholder representatives</li> <li>• public launch</li> </ul>
10) document summarising the results and outcomes of TNP3	<ul style="list-style-type: none"> <li>• consultation of project partners and stakeholder representatives</li> <li>• productions of consecutive drafts by special transversal task force</li> <li>• public launch</li> </ul>

<b>Pilot Experience</b>	
<b>1) report of short-term student mobility – line 1</b>	<ul style="list-style-type: none"> <li>• preparation by participating students of reports against background of common reference points</li> <li>• preparation of evaluation report by mixed drafting committee</li> </ul>
<b>2) workshop on “Exit-entry qualifications” – line 2</b>	<ul style="list-style-type: none"> <li>• presentations</li> <li>• group work</li> <li>• plenary discussion</li> </ul>
<b>3) report of workshop on “Exit-entry qualifications”</b>	<ul style="list-style-type: none"> <li>• report writing by small-size expert group</li> </ul>
<b>4) workshop on “Preparing learners for lifelong language learning” – line 2</b>	<ul style="list-style-type: none"> <li>• presentations</li> <li>• group work</li> <li>• plenary discussion</li> </ul>
<b>5) report of workshop on “Preparing learners for lifelong language learning” and report of pilot experience line 2</b>	<ul style="list-style-type: none"> <li>• report writing by small-size expert group</li> <li>• evaluation of project activities and outcomes</li> </ul>
<b>6) report on HE programmes / offerings in Arabic</b>	<ul style="list-style-type: none"> <li>• desk research</li> <li>• mapping by standard forms</li> <li>• report writing</li> <li>• dissemination via TNP3 website</li> </ul>
<b>7) workshop on programmes / offerings in Arabic</b>	<ul style="list-style-type: none"> <li>• policy-driven presentations and discussions leading to recommendations</li> </ul>
<b>8) final report of pilot experience line 3</b>	<ul style="list-style-type: none"> <li>• description and evaluation of project activities and outcomes</li> </ul>

4.2 On the basis of the above, provide an overall work plan using the table format given below.

Detailed work plan for Year Two and Year Three of the project (1 October 2004 – 30 September 2006)	
Abbreviations used in following table: PC = project Co-ordinator DPC = deputy project Co-ordinator PM = project manager CC = member of the Coordinating Committee C = chair of sub-project Working Group	DC = deputy chair of sub-project Working Group WG = member of sub-project Working Group WGR = Member of working group on Education and Research CoWG = corresponding member(s) of sub-project Working Groups CCU = central coordination unit (at the Freie Universität Berlin, the coordinating institution)

### TNP3 Year Two

<i>Outputs</i>	<i>Activities leading to this output</i>	<i>Dates</i>	<i>Partners / Persons involved</i>
<b>Stage 1: Synthesis reports on the themes of the sub-projects and on research needs and proposals</b>			
<b>Output One: three synthesis reports on the themes of the sub-project</b>	<b>Meeting of the Co-ordinating Committee and the Drafting Committees</b> <ul style="list-style-type: none"> <li>• discussion of reference points for the synthesis reports</li> <li>• adoption of structures and allocation of responsibilities</li> </ul>	mid-Oct 2004	Drafting Committees for the synthesis reports, TUNING Counsellor
	preparation of first drafts of synthesis reports	mid-Nov 2004	Drafting Committees
	feedback on draft synthesis reports	late Nov 2004	CC, WG, TUNING Counsellor
	preparation of final versions of synthesis reports	late Dec 2004	Drafting Committees

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
<b>Output Two: synthesis report on research needs and proposals</b>	<b>Meeting of the Co-ordinating Committee and of the WG on research and education</b> <ul style="list-style-type: none"> <li>• discussion of structures of the report</li> <li>• allocation of responsibilities</li> </ul>	mid-Oct 2004	WG research
	evaluation of research sections of national reports	Dec 2004	WG research
	preparation of first draft of synthesis report on research	mid-March 2005	WG research
	feedback on draft synthesis report on research	late March 2005	CC, WG
	preparation of final version of synthesis report on research	March – May 2005	WG research
<b>Stage 2: consultation, based on the synthesis reports</b>			
<b>Output Three: the results of a consultation conducted among graduates and non-university stakeholders</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>• decision on steps for action for the consultation</li> <li>• planning of activities to be carried out</li> </ul>	mid-Oct 2004	CC, TUNING Counsellor
	completion of final versions of synthesis reports on which the consultation is to be based	late Dec 2004	Drafting Committees
	preparation of draft questionnaires and distribution of drafts for comments	30 January 2005	PC, DPC, PM, WG, CC, TUNING Counsellor
	discussion and revision of the different sections of the questionnaires	late Feb 2005	WG

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
	<b>Meeting of the Co-ordinating Committee and of the four Working Groups</b> <ul style="list-style-type: none"> <li>agreement on final version of questionnaires</li> </ul>	mid-March 2005	CC, WG, TUNING Counsellor
	translation of questionnaires into all official languages of the participating countries	30 March 2005	selected members of WG
	printing and mailing of questionnaires to all TNP3 partners, graduates, and targeted external stakeholders	15 April 2005	CCU, selected project partners (i.e. universities)
	deadline for questionnaires to be returned to project office and selected universities	15 May 2005	CCU, selected project partners
	statistical evaluation of questionnaires	mid-July 2005	CCU, external experts, TUNING Counsellor
	preparation of a report on the results of the consultation	30 July 2005	chairs/deputy chairs of the WG, selected members of WG
	<b>TNP3 Conference</b> presentation for discussion of the principal results of the consultation in the four workshops	mid-September 2005	chairs / deputy chairs of WG
<b>Stage 3: TNP3 workshops</b>			
<b>Output Four: four workshops on the themes of the three sub-projects and on research-related needs</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>discussion about and provisional agreement on the format of the four workshops</li> </ul>	mid-Oct 2004	CC, TUNING Counsellor
	Identification of external stakeholders with a view to involve them in project activities	May 2005	Members of the four WG

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
	<b>Meeting of the Co-ordinating Committee and of the four Working Groups</b> <ul style="list-style-type: none"> <li>• Decision on presentations to be made at the four workshops</li> <li>• decision on workshop programmes</li> </ul>	mid-March 2005	CC, WG, WG research
	announcement of Workshops on TNP3 website; mailing of invitations to Workshops to all organisations/ individuals involved in the project and to external stakeholders identified	May 2005	PM, CCU
	preparation of summaries of presentations to be made at the four workshops, to be published on the TNP3 website	May- June 2005	Selected members of WG, WG research, PM, CCU
	<b>TNP3 Conference</b> <b>four workshops on the themes of the three sub-projects and on research-related needs:</b> <ul style="list-style-type: none"> <li>• Presentation for discussion of the principal points of the synthesis reports and of the results of the consultation</li> <li>• Discussion with external stakeholders on the results of the survey and of the synthesis reports with a view to involve them in project activities</li> </ul>	September 2005	CC, WG, WG research, external stakeholders, students, TUNING Counsellor
	preparation of four reports highlighting additional insights gained in workshop discussion	October 2005	chairs and selected members of the four WG

## TNP3 Year Three

<i>Outputs</i>	<i>Activities leading to this output</i>	<i>Dates</i>	<i>Partners / Persons involved</i>
<b>Stage 4: Preparation of overarching recommendations, process recommendations, and project proposals</b>			
<b>Output Five: Sets of overarching recommendations regarding specific targeted areas and programmes/offerings, developed on the basis of the synthesis reports, the outcomes of the survey, and the outcomes of the four workshops</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>• formation of task force with members drawn from all four working groups and from stakeholder organisations</li> <li>• decision on areas to be targeted in overarching recommendations</li> <li>• agreement on common format for presentation of recommendations</li> </ul>	late Oct 2005	CC, WG, stakeholder organisations, TF1
	preparation of first draft of overarching recommendations	late January 2006	TF1
	evaluation of and comments on first draft of overarching recommendations	late Feb 2006	CC, Working Groups
	preparation of final version of overarching recommendations, incl. case studies	March – May 2006	TF1
	presentation for discussion of key elements of overarching recommendations at Closing Conference	late May 2006	CC, TF1, selected members of WG
	preparation of a summary report on the outcomes of discussions at Closing Conference	June 2006	TF1

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
<b>Output Six: process recommendations regarding co-operation between universities and key non-university stakeholders</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>• formation of a task force with members drawn from all four working groups and from stakeholder organisations</li> <li>• decision on areas to be targeted in overarching recommendations</li> <li>• agreement on common format for presentation of recommendations and of examples of good practice</li> </ul>	late Oct 2005	CC, WG, stakeholder organisations, TF2
	preparation of first draft of process recommendations	late January 2006	TF2
	evaluation of first draft of process recommendations	late Feb 2006	CC, WG
	preparation of final version of process recommendations, incl. examples of good practice	March – May 2006	TF2
	presentation for discussion of key elements of process recommendations at Closing Conference	late May 2006	TF2, selected members of WG
	preparation of summary of outcomes of discussions at Conference	June 2006	TF2
<b>Output Seven: pilot project proposals</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>• formation of a task force with members drawn from all four working groups and from stakeholder organisations</li> <li>• decision on areas to be targeted in project proposals</li> </ul>	late Oct 2005	CC, TF3
	preparation of first drafts of project proposals	late January 2005	TF3
	evaluation of first drafts of project proposals	late Feb 2006	CC, WG

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
	preparation of final drafts of project proposals	March – May 2006	TF3
	presentation for discussion of project proposals at Closing Conference	late May 2006	CC, TF3, selected members of WG
	preparation of summary report on the outcomes of discussions at Closing Conference	June 2006	TF3
<b>Stage 5: TNP3 results and outcomes</b>			
<b>Output Eight: TNP3 Closing Conference</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>preparation of draft Conference programme (format/sessions, speakers, participants)</li> </ul>	late Oct 2005	CC
	public announcement of Closing Conference	November 2005	CCU, project secretariat
	<b>Meeting of the Co-ordinating Committee and the four Working Groups</b> <ul style="list-style-type: none"> <li>assessment of draft overarching and process recommendations and project proposals with a view to deciding on input to be provided at Closing Conference</li> </ul>	late Feb 2006	WG, CC
	<b>Preparations for Conference:</b> <ul style="list-style-type: none"> <li>assessment and revision of presentations to be made from within TNP3</li> <li>preparation of summaries of presentations etc.</li> <li>preparation for presentation of action plan</li> </ul>	March – May 2006	Members of the WG, CC

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
	<b>Closing Conference</b> <ul style="list-style-type: none"> <li>• presentation for discussion of key elements of overarching and process recommendations and of project proposals</li> <li>• presentation of multi-annual action plan</li> <li>• official launch of the new international structure</li> </ul>	late May 2006	WG, CC
	preparation of short summaries of results and outcomes of the Closing Conference	June 2006	Members of WG
<b>Output Nine: creation of an international structure designed to maintain the momentum generated by TNP3, notably to facilitate continuous consultation between the universities and non-university stakeholders, and to initiate projects designed to implement recommendations developed within TNP3</b>	identification of and establishing contact with key additional stakeholder representatives, including research funding organisations	May 2005	Members of WG, CC
	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>• discussion and agreement on strategies for the formation of a new international structure</li> </ul>	late Oct 2005	CC
	<b>Consultation Process</b> <ul style="list-style-type: none"> <li>• agreement on the aims and objectives in establishing a permanent structure</li> <li>• talks between TNP3 representatives, stakeholder representatives and the CEL/ELC Board about the creation of the new structure envisaged under the umbrella of the CEL/ELC</li> <li>• talks with project partners with a view to ensuring the sustainability of the structure</li> </ul>	Oct 2005 – Dec 2005	Members of the WG, CC, external stakeholders

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
	<b>Meeting of the Co-ordinating Committee and the four Working Groups</b> <ul style="list-style-type: none"> <li>discussion of the aims / objectives, internal structure, legal framework, and types of activity of the new structure</li> </ul>	Late Feb 2006	Members of the WG, CC, external stakeholders
	preparations for launch of structure / identification of acting functionaries for the entire structure	March – April 2006	Members of the WG, CC, task force, external stakeholders
	Official launch of the new structure at the Closing Conference under the umbrella of the CEL/ELC	June 2006	Members of the WG, CC, task force, external stakeholders
<b>Output Ten: a document summarising the results and outcomes of TNP3 and presenting a multi-annual action plan</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>creation of a task force charged with preparing the multi-annual action plan</li> <li>initial discussions about the format of the document</li> </ul>	late Oct 2005	CC, TF4
	<b>Meeting of the Co-ordinating Committee and the four Working Groups</b> <ul style="list-style-type: none"> <li>decision on format and content of document</li> </ul>	late Feb 2006	CC, WG, TF4
	preparation of draft final document summarising the overall results and outcomes of TNP3 and presenting an action plan for the following years	June – end of August 2006	TF4, CC
	evaluation of document	Early September 2006	CC
	preparation of final version of document and publication of TNP3 Website	September 2006	TF4, project secretariat
	<b>Stage 6: Pilot Experience</b>		

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
<b>Line 1: short term student mobility</b>			
<b>Output One: Brief report on the pilot experience line 1: short term student mobility</b>	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>• identification of students to be invited for the TNP3 workshops</li> <li>• consultation with ESIB and Erasmus Student Network</li> <li>• agreement on specific aims of students' involvement in TNP3 activities</li> </ul>	late Feb 2005	CC, ESIB, Erasmus Student Network, WG
	Invitations to students to participate in the workshops on the themes of the three TNP3 sub-projects	April 2005	CCU
	<b>TNP3 Conference</b> <ul style="list-style-type: none"> <li>• three workshops on the themes of the three sub-projects</li> <li>• discussion of the principal points of the synthesis reports, and of the results of the survey</li> </ul>	September 2005	Students, CC, WG, WG research, external stakeholders, , TUNING Counsellor
	Preparation of workshop reports	October 2005	Students
	<b>Meeting of the Co-ordinating Committee</b> <ul style="list-style-type: none"> <li>• identification of students to be invited for the TNP3 workshops</li> <li>• consultation with ESIB and Erasmus Student Network</li> </ul>	late Feb 2006	CC, ESIB, Erasmus Student Network, WG
	Invitations to students to participate in the TNP3 Closing Conference	March 2006	CCU

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
	<b>TNP3 Closing Conference</b> <ul style="list-style-type: none"> <li>• results and outcomes of TNP3</li> <li>• presentation for discussion of key elements of overarching and process recommendations and of project proposals</li> </ul>	late May 2006	Students, WG; CC, external stakeholders, TUNING Counsellor
	Preparation of reports on the results and outcomes of the Closing Conference	June 2006	Students
<b>Line 2: Teacher Training</b>			
<b>Output Two: Workshop I on “Exit-entry Qualifications”</b>	<b>Meeting of the Working Group of sub-project three</b> <ul style="list-style-type: none"> <li>• discussion about and agreement on format of Workshop I</li> <li>• decision on presentations to be made at Workshop I</li> <li>• decision on Workshop programme</li> </ul>	Mid-March 2005	University of Southampton, members of SP3 WG
	Announcement of Workshop on TNP3 website: mailing of invitations to language teachers and organisation of workshop	April 2005	PM, CCU
	Preparation of presentations to be made at the Workshop	May 2005	University of Southampton, members of SP3 WG
	<b>Workshop I: Exit-entry Qualifications</b>	Mid-June 2005	University of Southampton, members of SP3 WG, secondary language teachers
	Preparation of a workshop report highlighting insights gained in Workshop discussion	July 2005	University of Southampton, members of SP3 WG
<b>Output Three: Report of Workshop I on “Exit-entry Qualifications”</b>			

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
<b>Output Four: Workshop II on “Preparing learners for lifelong learning”</b>	<b>Meeting of the Working Group of sub-project three</b> <ul style="list-style-type: none"> <li>• discussion about and agreement on format of Workshop I</li> <li>• decision on presentations to be made at Workshop I</li> <li>• decision on Workshop programme</li> </ul>	Late Feb 2006	University of Southampton, members of SP3 WG
	Announcement of Workshop on TNP3 website: mailing of invitations to teachers and organisation of workshop	March 2006	PM, CCU
	Preparation of presentations to be made at the Workshop	March 2006	University of Southampton, members of SP3 WG
	<b>Workshop II: Preparing learners for lifelong learning</b>	May 2006	University of Southampton, members of SP3 WG, language teachers
	Preparation of a workshop report highlighting insight gained in Workshop discussion and preparation of report on pilot experience line 2	July 2006	University of Southampton, members of SP3 WG
<b>Line 3: Arabic language and culture – rare knowledge</b>			
<b>Output Six: report on higher education programmes / offerings in Arabic language and culture</b>	Mapping of higher education programmes / offerings in Arabic language and culture in participating countries <ul style="list-style-type: none"> <li>• desk research</li> <li>• questionnaires to be circulated among TNP3 members</li> </ul>	October 2004 – February 2005	Freie Universität Berlin, Members of SP1 and SP2, External expert
	Preparation of report on higher education programmes / offerings in Arabic language and culture	March 2005 – June 2005	Freie Universität Berlin, Members of SP1 and SP2, External expert
	Preparation of a web page with a map of programmes/ offerings in Arabic language and culture in Europe	July 2005	Freie Universität Berlin, Members of SP1 and SP2, External expert

<b>Outputs</b>	<b>Activities leading to this output</b>	<b>Dates</b>	<b>Partners / Persons involved</b>
	<b>TNP3 Conference</b> Presentation of report on higher education programmes / offerings in Arabic language and culture at SP2 Workshop	September 2005	Freie Universität Berlin, Members of SP1 and SP2, External expert
<b>Output Seven: Workshop on programmes / offerings in Arabic language and culture</b>	Preparation of workshop programme Preparation of presentations to be made at the workshop	Oct 2005 – Jan 2006	Freie Universität Berlin, Members of SP1 and SP2, External expert
	Announcement of Workshop on Web site: mailing of invitations to higher education experts and non-university stakeholders	February 2006	Freie Universität Berlin
	<b>Workshop on programmes / offerings in Arabic language and culture</b> <ul style="list-style-type: none"> <li>• report of conclusions to be drawn from the mapping</li> <li>• general assessment of the role of Arabic in the early 21st century</li> <li>• recommendations regarding quantity and quality of provision</li> </ul>	April 2006	Freie Universität Berlin, Members of SP1 and SP2, External expert, Higher education experts and non-university stakeholders
<b>Output Eight: final report of pilot experience line 3</b>	<b>Preparation of final report</b> <ul style="list-style-type: none"> <li>• Description and assessment of the pilot experience line 3</li> <li>• Summary of workshop presentations and discussion</li> <li>• Proposals of new measures</li> </ul>	May 2006	Freie Universität Berlin
	<b>TNP3 Closing Conference</b> Presentation of final report	June 2006	Freie Universität Berlin, Members of SP1 and SP2