



EDUCATION AND CULTURE

LEONARDO DA VINCI

Community Vocational Training Action Programme

Second phase : 2000-2006

APPLICATION FORM for

Pilot projects (including Thematic actions), Language competences, Transnational networks, Reference material

Revised version 2001-2006

Reserved for the European Commission or the National Agencies

<i>Country</i>	<i>Year</i>	<i>Selection procedure</i>	<i>Pre-proposal or full proposal (P / F)</i>	<i>Project number</i>
				PP- TH- LA- NT- RF-

EUROPEAN COMMISSION

Receipt Acknowledgement

This page will be returned to you when we have received your application form. Please therefore complete the information below clearly:

Title of proposal: Best Practice - Best Language Teaching Method

Name of promoting organisation	ODENSE TEKNISKE SKOLE
Name of contact person	Mr. Ole Bech Kristensen
Street Number Street	Allegade 79
Country code - Post code - Town/City	Denmark DK 5100 Odense.

Date you sent in your proposal / /
--------------------------------	-----------------------

Reserved for National Agencies and European Commission:

We acknowledge receipt of your application concerning your proposal:

<i>Country</i>	<i>Year</i>	<i>Selection procedure</i>	<i>Pre-proposal or full proposal (P / F)</i>	<i>Project number</i>
				PP- TH- LA- NT- RF-

Please use this number in all communication with your National Agency and/or the European Commission.

Yours sincerely,

Date:

LEONARDO DA VINCI PROGRAMME

Application form
PP - TH - LA - NT - RF



NB: Please consult the General Guide for promoters, the specific Guide for the measure under which you intend to submit your proposal, and the Administrative and Financial Handbook before completing the application form

LEONARDO DA VINCI PROGRAMME

Application form
PP - TH - LA - NT - RF



A. PROMOTING ORGANISATION

The proposal must be submitted by a private, public or semi-public organisation

Name of the organisation in national language <i>(full and abbreviated if applicable)</i>	ODENSE TEKNISKE SKOLE
Name of the organisation in EN, FR or DE <i>(if available)</i>	ODENSE TECHNICAL COLLEGE
Type of organisation ¹	OF

Head Office

Street	Allegade
Number	79
Post code	DK 5100
Town/city	Odense C
Country	Denmark

Contact person²

Name	MrX Ms <input type="checkbox"/>	Mr. Ole Bech Kristensen
Position	Head of Department	
Street	Allegade	
Number	79	
Post code	DK 5100	
Town/city	Odense C	
Country	Denmark	
Telephone	+45 6312 6510	
Fax	+45 6312 6599	
E-mail	o-bech@inet.uni2.dk	
Website	http://www.int.ots.dk	

Authorised signatory

Name	MrX Ms <input type="checkbox"/>	Mr. Niels Henning Olsen
Position	Direktør	

The undersigned certifies that all information given in this form is accurate.

Date

Signature

Stamp

--

¹ Please use type codes as in annex 4

² See definition in the General guide



CO-ORDINATING ORGANISATION

To be completed only if co-ordination of the project is entrusted to an organisation other than the promoter

Name of the organisation in national language <i>(full and abbreviated if applicable)</i>	
Name of the organisation in EN, FR or DE <i>(if available)</i>	
Type of organisation ³	

Head Office

Street	
Number	
Post code	
Town/city	
Country	

Contact Person⁴

Name	Mr <input type="checkbox"/> Ms <input type="checkbox"/>	
Position		
Street		
Number		
Post code		
Town/city		
Country		
Telephone	++	/
Fax	++	/
E-mail		
Website	http://	

³ Please use type codes as in annex 4

⁴ See definition in the General guide



B. PROJECT OUTLINE

B.1 GENERAL INFORMATION

Measure: <i>(Please tick one box only)</i>	<table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">Pilot projects (PP)</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">Transnational Networks (NT)</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Reference Material (RF)</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="padding: 2px;">Language competences (LA)</td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>	Pilot projects (PP)	<input type="checkbox"/>	Transnational Networks (NT)	<input type="checkbox"/>	Reference Material (RF)	<input type="checkbox"/>	Language competences (LA)	<input checked="" type="checkbox"/>																											
Pilot projects (PP)	<input type="checkbox"/>	Transnational Networks (NT)	<input type="checkbox"/>																																	
Reference Material (RF)	<input type="checkbox"/>	Language competences (LA)	<input checked="" type="checkbox"/>																																	
	If your Pilot project is a Thematic action (TH), to be submitted in the framework of procedure C, please tick also here <input type="checkbox"/>																																			
Community call for proposals:	2000-2002 <input checked="" type="checkbox"/> 2003-2004 <input type="checkbox"/> 2005-2006 <input type="checkbox"/>																																			
Title (max. 200 characters, including spaces)	Best Practice - Best Language Teaching Method																																			
Acronym/short title (max. 25 characters)	BPBLTM																																			
Which objective(s) of the Programme does your project address? <i>(Please refer to the General Guide)</i>	X a « to improve the skills and competences of people, ... » <input type="checkbox"/> b « to improve the quality of, and access to, continuing vocational training ... » <input type="checkbox"/> c « to promote and reinforce the contribution of vocational training to the process of innovation ... »																																			
Which priority in the current Call does your proposal address? <i>(Please indicate one and only one priority by providing the relevant number as in the Call for proposals)</i>	1.																																			
If your project targets directly one or more of the following issues, please tick the relevant box(es):	<input type="checkbox"/> the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people <input type="checkbox"/> equal opportunities for women and men, with a view to combating discrimination in training provision <input type="checkbox"/> the promotion of social dialogue in vocational training																																			
Total number of partners per country, including promoter and co-ordinator <i>(Please indicate numbers in relevant spaces)</i>	<table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">_1_ B</td> <td style="padding: 2px;">_ F</td> <td style="padding: 2px;">_ A</td> <td style="padding: 2px;">_ ISL</td> <td style="padding: 2px;">_ BG</td> <td style="padding: 2px;">_ LT</td> <td style="padding: 2px;">_ SI</td> </tr> <tr> <td style="padding: 2px;">_1_ DK</td> <td style="padding: 2px;">_ IRL</td> <td style="padding: 2px;">_ P</td> <td style="padding: 2px;">_ FL</td> <td style="padding: 2px;">_ CZ</td> <td style="padding: 2px;">_ HU</td> <td style="padding: 2px;">_ SK</td> </tr> <tr> <td style="padding: 2px;">_1_ D</td> <td style="padding: 2px;">_ I</td> <td style="padding: 2px;">_ FIN</td> <td style="padding: 2px;">_ N</td> <td style="padding: 2px;">_ CY</td> <td style="padding: 2px;">_ MT</td> <td style="padding: 2px;">_ TR</td> </tr> <tr> <td style="padding: 2px;">_ EL</td> <td style="padding: 2px;">_ L</td> <td style="padding: 2px;">_ S</td> <td></td> <td style="padding: 2px;">_ EE</td> <td style="padding: 2px;">_ PL</td> <td></td> </tr> <tr> <td style="padding: 2px;">_2_ E</td> <td style="padding: 2px;">_1_ NL</td> <td style="padding: 2px;">_1_ UK</td> <td></td> <td style="padding: 2px;">_ LV</td> <td style="padding: 2px;">_1_ RO</td> <td></td> </tr> </table>	_1_ B	_ F	_ A	_ ISL	_ BG	_ LT	_ SI	_1_ DK	_ IRL	_ P	_ FL	_ CZ	_ HU	_ SK	_1_ D	_ I	_ FIN	_ N	_ CY	_ MT	_ TR	_ EL	_ L	_ S		_ EE	_ PL		_2_ E	_1_ NL	_1_ UK		_ LV	_1_ RO	
1 B	_ F	_ A	_ ISL	_ BG	_ LT	_ SI																														
1 DK	_ IRL	_ P	_ FL	_ CZ	_ HU	_ SK																														
1 D	_ I	_ FIN	_ N	_ CY	_ MT	_ TR																														
_ EL	_ L	_ S		_ EE	_ PL																															
2 E	_1_ NL	_1_ UK		_ LV	_1_ RO																															
Total number of partners, including promoter and co-ordinator	8																																			
Total number of countries	7																																			
Duration of project	<input type="checkbox"/> 12 <input type="checkbox"/> 18 <input checked="" type="checkbox"/> 24 <input type="checkbox"/> 30 <input type="checkbox"/> 36 months																																			
Total budget	Euro 400.000																																			
Grant requested from the Leonardo da Vinci programme	Euro 300.000																																			
% of total budget	75%																																			



Target sector(s) (i.e.: sectors which will benefit from the outcomes of the project)	Codes: D28 M80 F45 (max three - please use NACE codes as in annex 7)
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If this is a "Language competence" project:

Which languages are targeted ?	DA NL RO OT OT. (please use language codes as in annex 8)
At which levels of proficiency ?	beginner <input checked="" type="checkbox"/> intermediate <input checked="" type="checkbox"/> advanced <input type="checkbox"/>

B.2 COMBINED PROPOSALS SUBMITTED IN THE CURRENT SELECTION YEAR

Is your proposal combined with one or more Leonardo da Vinci proposals in the current selection year ⁵ ?	<input type="checkbox"/> YES (please give details in table below) <input checked="" type="checkbox"/> NO
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Measure	Country of submission	Promoting organisation	Title of the proposal

B.3 PROPOSALS BASED ON RESULTS OF PREVIOUS PROJECTS

If your proposal is based on the results of one or more previous projects under the Leonardo da Vinci or Socrates programmes, other Community programmes/initiatives (including Phare) or local/regional/national initiatives, please indicate below whether you project is a "dissemination" project, a "valorisation" project, or a project continuing or further developing work previously done without any special focus on dissemination or valorisation⁵.

Please provide also detailed reference to the previous project(s) in the table below.

If you are submitting a full proposal, please enclose a copy of any products produced or in course of production within the previous project(s).

- dissemination project
- valorisation project
- project continuing or further developing work previously done

Year	Programme or Initiative	Identification number	Contracting organisation	Title of the project	Body to which the proposal was submitted and country

⁵ See definitions in the General guide



B.4 OTHER PROJECTS DIRECTLY RELATED TO THIS PROPOSAL

Have you, or any of your partners, already obtained financial support for a project directly related to this proposal within the Leonardo da Vinci programmes (1 st or 2 nd phase) or under other Community programmes/initiatives in the last five years?	<input type="checkbox"/> YES <i>(please fill the table below)</i> <input type="checkbox"/> NO
--	--

Year	Programme or Initiative	Identification number	Contracting organisation	Title of the project	Body to which the proposal was submitted and country

Please add extra sheet if necessary



B.5 SUMMARY

Please provide a short description of your proposal (max 1 page/ 30 lines, if possible), explaining **what** you are going to do and **why**. For Reference material, include a brief summary of the proposed research methodology. You are kindly requested to provide this summary in English, French or German. *(Parts of this summary may be used in directories of selected projects)*

Difficulty with foreign languages is by far the most feared problem when young Europeans contemplate working or studying abroad. Language is a key instrument for a common understanding between citizens of Europe and for exploiting the rich cultural heritage of Europe.

In 2000 a survey among teachers in the EU countries "The European Language Learning Materials Survey" showed that teachers of less taught languages have little pedagogical and methodological training and the course materials for these languages were rarely communicative in nature. The survey emphasised the need for improvement in this area.

The main project target group is teachers of the less taught languages in technical colleges. Often these teachers are not educated as language teachers thus not making use of effective communicative language teaching methods. Apprentices from the iron and metal crafts and Building and construction will also benefit from a better language teaching before they go to other European countries as part of their college training or work placement periods. Even very basic language skills can provide a way for understanding culture and for personal relations.

The project wants to transfer the best practice of language teaching methods to the teaching of less taught languages like Basque, Danish, Dutch, Gaelic and Romanian. The project team will, based on its experiences with language teaching methods, select and adapt the best methods for teaching communicative skills in the less taught languages in technical colleges. Among the methods used by the partners are: Task Based Teaching, Learner autonomy, simulations, web quests, the Rassias Method, tandem learning and use of communication systems (First Class) prior to an exchange of students to let classes communicate with classes in other countries.

For each method the project team will develop sets of materials and instructions for exemplary lessons. The materials will be ready for use in Basque, Danish, Dutch, Gaelic, Romanian and they will also be translated into English, German and Spanish to facilitate later use in other languages.

To help the training of the less experienced teachers the use of the methods and materials will be demonstrated through instructional video recordings of exemplary lessons.

The final products will be:

1. A video library (DVD and VHS) with commented recordings of the methods used in classes.
2. A manual with method descriptions, instructions and ready to copy and use materials
3. A website with
 - a. the materials, manual (in .html and .pdf format) and videos (in streaming format)
 - b. discussion areas where teachers can comment and share advice on the different methods
 - c. notice board where teachers can share materials and propose new methods and ideas
 - d. e-mail lists through which teachers can discuss, follow the debate and know when new materials have been added

The project results will be disseminated on a wide scale from the very beginning and continuing after the project period. This is done through the European Forum of Technical and Vocational Education and Training (EfVET) website (www.efvet.org), workshops at EfVET conferences, EfVET newsletters, the project website www.languages.dk and submissions of presentations and articles to EuroCall, Calico and other relevant educational organisations.



C. PROJECT AIM

In filling in this section please use half page/15 lines max per question

C.1. JUSTIFICATION OF THE PROPOSAL

1. What needs does your project address? How did you identify them?

2. What are the primary target groups concerned (audiences, organisations, sectors, territorial levels)?

1. According to a Eurobarometer survey carried out in 1997, Difficulty with foreign languages is by far the most feared problem when young Europeans contemplate working or studying abroad. Enlargement of the European Union in the future will make proficiency in modern languages even more important. Language proficiency is a key instrument for a common understanding between citizens of Europe and for exploiting the rich cultural heritage of Europe (European Report On Quality Of School Education, May 2000). This need for communicative skills in foreign languages is the main target of the project.

Teachers in technical colleges teaching the less taught languages are often not educated as language teachers. This means that research and improvements in language teaching methods have not been applied to the less taught languages. This is based on our own experiences as well as the Eurydice Studies "Foreign Language Teaching in Schools in Europe" 2001) and as stated in "The European Language Learning Materials Survey" (December 2000) "Many felt that lower level course materials for less widely used and taught languages (LWUTL) were rarely communicative in nature (which they attributed to the fact that teachers of LWUTL have little pedagogical and methodological training), and emphasised the need for improvement in this area. In the same vein, the lack of a "learning to learn" approach in LWUTL materials was mentioned «.

The project will develop, select and test methods and materials to be used for teaching the less taught languages The urgent need for such is well documented in "The European Language Learning Materials Survey" (December 2000)

2. The primary target group is teachers in technical colleges teaching the less taught languages. But because of better teaching methods and communicative materials the increasing numbers of apprentices from Iron Metal and Building & Construction who need language skills in the less taught languages will also benefit from the project results.

3. What are the specific aims of the project?

4. How does the project address the programme objectives and the call priority which you indicated above?

3. The project aims at:

- Preparing the students for work placement and school stays in other European countries through teaching the languages of these countries.
- Improving the teaching of the less taught languages by gathering, testing and describing the methods most suitable for teaching apprentices communication skills.
- Developing and testing exemplary lessons using the chosen methods complete with materials
- Training the teachers of the less taught languages through texts and video recordings of exemplary use of methods in language lessons
- Ensuring a continuous exchange of experiences, language teaching methods and materials for use in technical colleges through an interactive web and conference platform

4. The project addresses the programme objectives and call priority one by ensuring better results of the language teaching and of the apprentices work placements and school periods in other European countries. This also provides for a better understanding of the countries cultures and working conditions, which has a significant impact on priority one: Employability. Apprentices who successfully have completed a work placement or school period in another country will find it easier to achieve employment in other European countries. This mobility will also influence their chances of employment in their own countries.



5. Please explain in what way your proposal makes an original contribution to existing European and national vocational training systems and practices (*You may wish to refer here to existing work and information at national and European level*)
6. What innovation (innovative methods, products, practices, etc.) does your proposal offer? If this is a « Reference material » proposal, please specify also the innovative aspects as regards the existing field of knowledge and the methods and tools for observation and analysis..

5. Helping to improve teaching of less taught languages at technical colleges makes an original contribution to existing practices. The project displays a selection of language teaching methods suitable for teaching apprentices in technical colleges communicative skills and culture. The methods and results will be based on the partners' experiences and adapted to the less taught languages.

The methods will be demonstrated through commented video recordings of exemplary lessons complete with ready to use materials, this will enable the less experienced teacher to understand how to apply the method in his/her own teaching.

6. The project will help change the ways in which the less taught languages are taught in technical colleges. For the apprentices this will lead to a higher quality of their school stays and work placements in other countries.

One of the project products is a website with materials and an online video library from which the videos can be seen as streaming video. This product will continue to be developed even after the project period as the teachers can comment on the different methods and also exchange ideas and materials.

To ensure use of the project results in areas with different technical facilities the resulting texts will be available as a booklet/manual. The videos will be produced as DVDs making use of the language and subtitle facilities but they will also be available as VHS recordings from the DVD.

-
7. **If your proposal is combined with other Leonardo da Vinci proposals presented in this selection year (see section B.2), please explain the interdependence with the other proposals and the expected added value.**

-
8. **If your proposal is based on results of previous projects (see section B.3):**
 - **For proposals focusing on dissemination:** please explain how you will adapt and transfer the results of the previous project/s to other sectors/target group/geographical areas.
 - **For proposals focusing on valorisation:** please explain how you will carry out the thematic analysis, and what are the strategies envisaged to transfer the results to policy makers at different levels
 - **For other proposals:** please explain how your project builds on the work previously done.

-
9. **If your proposal is directly related to other previously funded projects (see section B.4), please explain this relationship and the expected added value.**
-



C.2. RESULTS AND IMPACT

1. What specific results are expected in the course of the project and on its completion? Please provide a detailed description of the expected results and specify in what form (methods, medium and language), when and for what target group they will be available.
2. If you have indicated in B.1 that your project targets **directly** the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people, and/or equal opportunities for women and men, with a view to combating discrimination in training provision, and/or the promotion of social dialogue in vocational training, please explain how this will be achieved.

1. The project will result in a presentation of the most suitable language teaching methods to be used with apprentices learning the less taught languages. The presentation will comprise a field handbook, a printed guide, a video library and a website:

A field handbook (which can also be downloaded from the website) with descriptions, examples and materials for testing the selected methods. The field handbook will be available for free from the website and in print at a nominal cost. To ensure a wide usage of the results the field handbook will be in English, German, Romanian, and Spanish.

A printed guide on how to assist apprentices preparing for going to other European countries. The first edition of the guide will be in place on the website at the end of the first project year. The guide will be available for free from the website and in print at a nominal cost. To ensure a wide usage of the results the guide will be in English, German, Romanian, and Spanish.

A DVD and VHS video library with recordings showing step by step the use of the selected methods. The videos will be recorded in the languages taught with an English commentary, but with subtitles in English, German, Romanian, and Spanish. The videos will be available for free from the website and after the project period in hard copies at a nominal cost.

A website www.languages.dk/methods which is accessible at all levels without any fees. The site will be available from the project start with:

- The video library. The first video will be available after six months, and the full video library will be available at the end of the project.
- Comments and instructions on how to use the demonstrated methods that can be seen on the videos. These will be in place at the same time as the videos. The texts will be in English.
- Teaching materials and student handouts for testing the lessons. These will be available at different intervals in the project, but the first examples are ready for use at the end of the first six months project period. The materials will be available in the target languages. The "OT" languages are Basque and Gaelic.
- A discussion area where teachers can comment on the methods and materials. This will be in place from the first day of the project. The project working language is English, but in the discussion areas all languages are welcome
- A notice board where teachers can upload and share materials and ideas with other language teachers. This will be in place from the first day of the project. The materials will be in the target languages with English instructions on use.
- A guide on how to prepare apprentices for going to other European countries. The first edition of the guide will be in place on the website at the end of the first project year. To ensure a wide usage of the results the guide will be in English, German, Romanian, and Spanish.

3. What is the expected impact of the project, in the short and in the long term, as regards both the primary target group and other groups to which the project's results might be transferred?

4. What dissemination strategies and activities are planned to ensure that the project results have the desired impact?



The project will from the very start have an impact on the use of communicative language teaching methods in the teaching of the less taught languages. This is ensured by the ongoing dissemination strategy.

The results of the project will be placed in the project website www.languages.dk/methods as they are completed during the project. This means that teachers of the less taught languages already from the first project year can download and use the developed materials, method guides and descriptions.

The final target group, the apprentices from Iron Metal and Building Construction, will achieve a higher level of communicative skills in the less taught languages as the proposed teaching methods are applied. This will prepare them for their work placement and school periods in other European countries, which will eventually make them more mobile.

By the completion of the project the results will mean an improvement in the teaching of the less taught languages as the language teachers work with the resulting materials. The demonstrated methods will supply the less experienced language teacher as well as the more experienced teachers with a suite of tools for teaching foreign languages, which will also have an impact on language teaching in the more commonly taught languages.

4. The project dissemination strategy is based on a number of channels and methods:

- October 2002 (before the project is approved) Presentation of the project ideas at the EfVET annual conference. This is guaranteed by EfVET as a partner www.efvet.org)
- On the first day of the project period the project website is created under www.languages.dk which ensures more than 20,000 visitors a year. Already from the start the project website will have a content that will give language teachers reason to return to the site. From the project pages a discussion area will be established with a list server where visiting teachers can register and be informed of new materials or debate entries. The list server and the debate areas will be part of the EfVET website thus becoming the focus of technical and commercial colleges all over Europe.
- The web pages with videos, materials, and debate fora with attached list servers will ensure a continuous use of the developed materials after the completion of the project. It will also mean a continuous exchange of methods, materials and ideas among language teachers.
- May 2003 the intermediate results, plans and methods of the project will be presented at the WorldCall conference www.worldcall.org
- October 2003 The ongoing project will be presented at a workshop at the annual EfVET conference. This is guaranteed by EfVET as a partner.
- 2004 The almost finished project will be presented at the EUROCALL 2004 conference www.eurocall.org, at the CALICO symposium 2004 www.calico.org and at the annual EfVET conference.
- 2005 the finished project will be presented at the annual EfVET conference as well as on the EfVET website
- The project manual and video library will be public domain and available for free from the website, and after the project period in hard copies at a nominal cost. The advertisement will be through brochures and use of available media and newsletters

The project will in the process from start to finish be presented on a regular basis in the EfVET newsletter, the INFODOK The Information and Documentation Centre for Foreign Language Pedagogics (<http://www.dpb.dpu.dk/infodok/>) , The CALICO Journal, the RECALL (the Journal of Eurocall) and in a variety of newsletters in the countries represented by the project team, e.g the magazine “Actualidad Docente”



D PARTNERS

Please provide information on all partners (including promoter and co-ordinator) in alphabetical order of country code using the table below.

D.1.- OVERVIEW OF PARTNERS

N°	Country code ⁶	Name of organisation/institution in national language ⁷	Org. type code ⁶	Region code ⁶	Sector code ⁶	Size code ⁶	Contact person		Street and No Town/City Post code Country	Telephone Fax E-mail	Budget	
							Name	M/F			Total	Requested from Leonardo
P1	DK	ODENSE TEKNISKE SKOLE	OF	DK008	M80	S5	Ole Bech Kristensen	M	Allegade 79, DK5100 Odense C, Denmark	+45 6312 6510 +45 6312 6599 o-bech@inet.uni2.dk	96000	72000
P2	BE	EFVET EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING	EUR	BE1	O91	S4	Frans Schneider	M	EfVET Central Office, Rue de la Concorde 60, Brussels B-1050	+32 2 511 0740 +32 2 511 0756	8000	6000
P3	DE	BBS TECHNIK I LUDWIGSHAFEN	OF	DEB3	M80	S3	Wolfgang Stutzmann	M	Franz-Zang-Str. 3-7 Ludwigshafen DE-67059	+49 621 5044123 +49 621 5043789 Wolfgang.Stutzmann@t-online.de	49350	37000
P4	ES	CEBANC-CDEA	OF	ES21	M80	S3	Paloma Enriquez	F	Berio 50 San Sebastian ESP-20018	+3443316900 +3443316482 penriquez@cebanc.com	49350	37000

⁶ Please use codes as in lists annexed (annex 3 through 7)

⁷ Please provide this information also in EN, FR or DE, if available



P5	ES	ITE - CECE INSTITUTIO DE TÉCNICAS EDUCATIVAS DE LA CECE	OF	ES3	M80	S6	Marian de Villanueva	F	Marqués de Mondéjar 29-31 Madrid ESP-28028	++34 91 725 79 09 ++34 91 726 11 17	49350	37000
P6	NL	HORIZON COLLEGE	OF	NL32	M80	S5	Frans W van Schaik	M	Maelsonstraat 24 Hoorn 1624 NP The Netherlands	+31 229 249300 +31 229 219918 schaf000@horizoncolle ge.nl	49350	37000
P7	RO	COLEGIUL UNIVERSITAR DE INSTITUTORI PITESTI	U	RO03	M80	S4	Mihai Braslasu	M	Str. Eroilor 3 Pitesti 0300 Romania	+4048211404 braslasu@go.ro	49350	37000
P8	UK	SMO - SABHAL MÒR OSTAIG	U	UKM4	M80	S4	Seàn O Miadhachàin	M	Arainn Ostaig Teanga, Sleat, Isle of Skye, Scotland UK IV448RQ	+44 1471 888 342 +44 1471 888 001 sean@smo.uhi.ac.uk	49350	37000
Total											400000	300000

N.B. Attach the partners' letters of intent (see Annex 1)

Please add extra sheets if necessary



D.2. CHARACTERISTICS OF THE PARTNERSHIP

Please describe each partner organisation (including promoter and co-ordinator) and their role in the project. Illustrate also the skills, knowledge, expertise and experience of each partner in relation to its role in the project.

If this is a « Reference material » proposal, please name the scientific co-ordinator and attach a copy of his/her CV. If appropriate, attach a list of the partners' relevant published works in the last three years.

(Please follow the partner order used in D.1 and the same numbering; use maximum 15 lines per partner)

P1	<p>Odense Tekniske Skole is the third largest technical college in Denmark and has been involved in EU and government funded projects through the last decades.</p> <hr/> <p>The college produces educational multimedia; video, software, web pages, distance learning systems, CD-ROMs and DVDs</p> <hr/> <p>The project coordinator, Kent Andersen has produced and authored language-teaching materials on CD-ROMs and DVD for teaching English to deaf students, English for Latvian and Lithuanian teachers. He runs a language teaching website www.languages.dk. He has participated in different EU funded projects as a consultant and media producer, e.g. Interactive Multilingual Tutorials on CD-ROM: Procedures and Practices in European Construction- UK/PP/LP99/III.1.a (Leonardo da Vinci 1995-1997), AYTEM - Accompanying a Young Teacher into Educational Market by Distance Course Module - LT/98/2/06130/PI/II.1.1, Centre de Formation Muntenia TEMPUS-JEP 14448 (Tempus 2000-2001) In 1999 he was awarded "The European Label for Innovative Projects in Language Teaching and Learning".</p> <hr/> <p>During the project OTS will call on its sparring partners Odense Steel Shipyard Group (member of the A. P. Moller Group - Maersk) and Elevbyg (Building and Construction - Bricklayers) to ensure a maximum impact on the final target group; the apprentices.</p> <hr/> <p>In the project OTS has the following tasks : Project coordination and quality control, video recordings of the teaching methods, video editing, production of DVD with subtitles, streaming video, the project websites, development of sample teaching materials to be used in the different methods, description of a selected language teaching method, arranging a teaching situation to be videotaped, sparring partner to one of the other partners describing a selected language teaching method, during the project and after the completion of the project write and submit articles on the project to selected national and international papers, participate in the discussions in the project website, and translating teaching materials.</p>
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P2

Efvet is a unique European-wide professional association, which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. Its mission is to champion and enrich technical and vocational education and training through transnational co-operation by building a pan-European network of institutions and practitioners which will

- Promote quality and innovation in Technical and Vocational Education and Training throughout Europe
- Develop collaboration, mutual co-operation and sharing of good practice
- Give colleges a platform of influence in European TVET policy
- Developed with the support of the European Commission and the European Institute of Education and Social Policy, EFVET is the only transnational organisation of this type for TVET. Its policy is determined by its member colleges and schools. It collaborates with, but is independent of all government and funding bodies. Its income is derived from membership subscription, grants and sponsorship.

EFVET offers its meeting facilities in Brussels to be used in the project, and provides the project with the use of its website and discussion list facilities. In the dissemination process EFVET guarantees the project team the right to give workshops at EFVET conferences and to submit articles to the EfVET newsletter.

P3

BBS T1 has been teaching languages for a number of years in different classes of further education and 5 years ago started to implement it in vocational training. Two members of staff are responsible for the education of language teachers in our region. The languages are German, English, Spanish and French.

Staff members of BBS T1 participated in several language curriculum development groups. BBS Technik I is an active member of EFVET and has a lot of experience in EU projects : LEONARDO-Project "Active self-directed learner" D/97/1/12003/PI/I.1.1.a/FPI, LINGUA-E-Projekt " Multimedia dictionary" LE-RP - FI-11/98-00179, COMENIUS "World of Perfume" K-RP-3/98-00222-1, LEONARDO-Pilotproject VICET (Videoconferencing in Education and training), LEONARDO "European Middle Management Training", and CULTURE-Project "EPCD-Net"

In the project BBS T1 has the following tasks: Development of sample teaching materials to be used in the different methods, description of a selected language teaching method, sparring partner to one of the other partners describing a selected language teaching method, during the project and after the completion of the project write and submit articles on the project to selected national and international papers, participate in the discussions in the project website, translating subtitles for video recordings, translating manual with language teaching method, translating the guide for preparing students for a school period or work placement in another country and translating teaching materials.



P4	<p>Cebanc-Cdea is a group of two companies with 25 years of experience in Educational an Vocational Training in the areas of: Administration and Management, Trading and Marketing, Cathering and Hospitality, Computing and Information technology, Media and Desing (Area of Multimedia) and Travel and Tourism. They have more than 800 young students(from 16th to 23 rd years old) and more than 2000 students in adult education within the four schools. The partner has experience in LINGUA and COMENIUS PROGRAMES, and is active within the areas if student exchange. Cebanc-Cdea is the coordinator in IBS project of Leonardo programme.</p> <hr/> <p>In the project Cebanc-Cdea has the following tasks: Development of sample teaching materials to be used in the different methods, description of a selected language teaching method, arranging a teaching situation to be videotaped, sparring partner to one of the other partners describing a selected language teaching method, during the project and after the completion of the project write and submit articles on the project to selected national and international papers, and participate in the discussions in the project website</p>
P5	<p>ITE-CECE: (Confederación Española de Centros de Enseñanza - Spanish Confederation of Educational Centres) is a Trade Union Association founded in 1977, that gathers a high part of the Spanish private educational sector of non university level enterprises (certified and non certified by the Ministry of Education, part funded by the government and totally private), and also some private Universities. The CECE has as objectives in its Constitution those that make possible to its members the advantages of belonging to an Association of Enterprises: To co-ordinate and fight together in common problems; to create and maintain its own services of common interest; to support and promote individual initiatives; to carry out the precise activities to facilitate training for heads, staff and teachers and to promote innovation in all the fields; to maintain the level of the market for the private educational centres.</p> <hr/> <p>In-service training for teachers and headmasters, through the Institute of Techniques of Education (ITE). This Institute was created by an agreement in co-operation with the Ministry of Education to provide training for all the staff implicated in the Educational sector. It provides: Courses, seminars, journeys, lectures, conferences, etc. The Institute, that access supplier to Internet for the schools, also carries out activities and projects in relation with specific needs and services that are offered to the enterprises.</p> <hr/> <p>In the project ITE-CECE has the following tasks: Development of sample teaching materials to be used in the different methods, description of a selected language teaching method, sparring partner to one of the other partners describing a selected language teaching method, during the project and after the completion of the project write and submit articles on the project to selected national and international papers, participate in the discussions in the project website, translating subtitles for video recordings, translating manual with language teaching method, translating the guide for preparing students for a school period or work placement in another country, and translating teaching materials.</p>



P6

Horizon College has extensive experience of managing projects supported by national funds and Leonardo funds. Through the latter funds an ambitious and highly acclaimed internationally interactive CD-ROM called Training the Trainer was produced, a spearhead in the training of mentors at (international work placement programmes).

Horizon College delivers education to some 23,000 students in the Sectors of Business, Trade, Engineering, care and Adult Education. We have a comprehensive Language Core which consists of representatives of the departments of (foreign) language across the college and whose policies, as described in the policy plan, are directives for all (foreign) language teachers in the college. The main policy is aimed at providing simulated or real environments in which languages can be functionally applied; in which students can show their degree of competency in a foreign language.

Horizon College prides itself upon being one of the first colleges in Holland where the so-called language portfolio and application of the levels as described in the European Framework of Common References are actively applied and embedded in language programmes. Particularly its Dutch for Foreigners programme and its strategies is of an exceptional quality. Currently the college is building a new learning centre in which modern media for the benefit of language learning have taken a firm place. We have wide experience in multi-media teaching, the production of videos and tailor-made learning material.

In the project Horizon College has the following tasks: Development of sample teaching materials to be used in the different methods, description of a selected language teaching method, arranging a teaching situation to be videotaped, sparring partner to one of the other partners describing a selected language teaching method, author a guide for preparing students for a school period or work placement in another country, during the project and after the completion of the project write and submit articles on the project to selected national and international papers, and to participate in the discussions in the project website.

P7

Colegiul Universitar de Institutatori (The University College for Institutators) is a department of The University of Pitesti. The college trains primary school teachers and lower secondary school teachers of Foreign languages (English and French), Physical Education, Music and Arts. The staffs includes experienced teachers of foreign languages, English and French and teachers of Romanian having a long and rich experience and expertise in teaching Romanian as a foreign language. Our young teachers are currently teaching English and French to students of The University Technical College and studied Romanian as the first or second specialty. The theme is also to be included in the research activity of the college. We are co-ordinators of a Socrates Gruntwig programme in Adult Education.

In the project Colegiul Universitar de Institutatori has the following tasks : development of sample teaching materials to be used in the different methods, description of a selected language teaching method, arranging a teaching situation to be videotaped, sparring partner to one of the other partners describing a selected language teaching method, during the project and after the completion of the project write and submit articles on the project to selected national and international papers, participate in the discussions in the project website, translating subtitles for video recordings, translating manual with language teaching method, translating the guide for preparing students for a school period or work placement in another country, and translating teaching materials.



P8

SMO is a constituent campus of the UHI, an HEI integrating 13 major campuses across the Scottish Highlands and Islands bound with a high speed wide area network. SMO is located on the Isle of Skye, and delivers Further and Higher Education courses to students both from within Scotland and from a wide range of international countries. All education provision is through the medium of Scottish Gaelic, with immersion opportunities for incoming students who do not have a sufficiently robust mastery of the language; these courses allow the students to raise their standards of spoken and written Gaelic to that required by the courses. SMO currently offers a number of courses, including a Gaelic language and literature degree at Bachelor s level. Through the UHI network, SMO has students using traditional and open and distance learning at various levels. SMO has also been a pioneer in utilising web technologies for language learning, being the first UK FE institution to utilise the www and email for provision, starting in 1992.

In the project SMO has the following tasks : Development of sample teaching materials to be used in the different methods, description of a selected language teaching method, arranging a teaching situation to be videotaped, sparring partner to one of the other partners describing a selected language teaching method, during the project and after the completion of the project write and submit articles on the project to selected national and international papers, participate in the discussions in the project website, editing subtitles for video recordings, editing the manual with language teaching methods, editing the guide for preparing students for a school period or work placement in another country, editing and translating teaching materials.

Please add extra sheets if necessary

End of the pre-proposal



E. ORGANISATION AND MANAGEMENT OF THE PROJECT

E.1. WORK PROGRAMME

Please describe your work programme by sub-dividing it into **work-packages**. For each work-package please describe :

- the aims,
- the start and finish dates and overall duration,
- the total number of staff days (broken down by categories - see table E.2.2),
- the role and the tasks of each partner involved,
- the working methods and techniques,
- the expected outcomes/results of the work package,
- (for « Reference material » proposals only): the field of analysis, methods (including samples, size and its composition) techniques and tools to be used in particular for international comparison.

The work programme must provide details on the **dissemination plan** (including commercialisation, if foreseen, and arrangements foreseen for copyright and intellectual property) and the **quality management plan** (procedures and criteria for evaluation and quality assurance).

For the sake of clarity you may wish to add diagrams and tables as appropriate.

The project has been divided into four Work Packages, for details see the Work Plan Table.

WP1 gets the project started with clearly stated responsibilities, work schedule, tasks, administration plan, quality management, and dissemination plan. During WP1 the first products will be developed, i.e. one unit of the field handbook, teaching materials, and first visualization of a language method on DVD and streaming video. The website and e-communication system will be fully operational at the start of WP1, the website will contain all developed materials, schedules, quality checkpoints, and discussion areas where visitors can participate in the development by suggesting and commenting the materials.

WP1 starts on November 1st 2002 and finishes last item on June 15th 2003

WP1 comprises 284½ work days: Management 10½, teachers 165, technical 75, administrative 34.

WP2 continues, based on the experiences from WP1, the product development with unit two of the field handbook, teaching materials, a guide for preparing students to go to another country, and visualization of language method two on DVD and streaming video.

WP2 starts on May 22nd 2003 and finishes on October 31st 2003

WP2 comprises 284 workdays: Management 8, teachers 160, technical 86, and administrative 30.

WP3 is in reality three parallel "sub packages" that based on routines from WP1 and WP2 will develop units 3, 4, and 5 of the field handbook, teaching materials, and visualization of language methods 3, 4, and 5 on DVDs and streaming videos.

WP3 starts on November 1st 2003 and finishes on August 15th 2004

WP3 comprises 594 workdays: Management 8, teachers 436, technical 120, administrative 30.

WP4 comprises the final evaluation and "fine-tuning" of the DVD library, the five units in the field handbook, the guide for students, and the language teaching materials followed by production and dissemination. WP4 ends



with a conference at OTS with international participation from EUROCALL.

WP4 starts on August 15th 2004 and finishes last item on October 17th 2004

WP4 comprises 109 workdays: Management 13, teachers 53, technical 10, administrative 33.

Quality Management

Odense Tekniske Skole will manage the quality control using the EFQM Excellence Model, which has been used by the college for 5 years. This is based on controllable milestones / project outputs as can be seen in the Work Plan Table. The minutes from project meetings must include the status of the milestones.

The project will use a sparring partners system, which through feedback and discussion is responsible for the quality of the partners.

“Web visibility” will demand content quality. Materials and milestones are published on the web www.languages.dk/methods.

Dissemination:

Pre-Dissemination with the purpose to raise interest for the project in language teaching communities has started by distributing handouts, leaflets and brochures at the following conferences; TESOL April 2002 in USA (500 brochures handed out), EuroCall August 2002 in Finland (250 brochures will be offered), and EFVET October 2002 in Spain (500 brochures will be offered).

Newsletters to registered project web visitors will be sent, as new materials are ready.

The project will submit articles for:

The ETV newsletter (CEDEFOP) First article appeared as an editorial in February 2002.

“Sprogforum” published by INFODOK - The Information and Documentation Centre for Foreign Language Pedagogics at the National Library of Education in cooperation with the Association of Applied Linguistics in Denmark (ADLA)

Language organisation newsletters (EUROCALL, CALICO, CILT etc.)

The project will be disseminated throughout the project period through the quarterly EFVET newsletter sent to all EFVET members and national authorities in the EFVET member countries.

The DVD videos as well as all other materials developed will be presented and when available handed out at the EFVET annual conferences.

The project website will be submitted and indexed by the major “search machines” e.g. Lycos, Yahoo, Altavista, Google, Excite, Jubii etc.

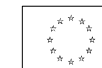
The project web will be linked to directly from www.languages.dk (approximately 25.000 unique visitors per year) and from www.efvet.org (approximately 20.000 hits per year).

All developed materials can be downloaded for free from the project web, the DVD and printed versions of the materials will after the project period be sold at production costs by the partners. The partners place all the materials in the “public domain” hoping that this will lead to production of more needed materials.

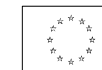


Work Plan Table

Project: BPBLMT		DK/02/B/LA/111.201			
<i>Work Packages (WP)</i>	<i>Outputs: Disseminated from project web and used for EFQM quality control</i>	<i>Activities leading to this output</i>	<i>Activity to be Started by this date and Completed by this date</i>	<i>Partners involved</i>	<i>Work days used</i>
WP 1.1 Project web	Website established with main structure, sample content, texts and video, registration page for e-mail lists, and discussion areas	Launching the project web www.languages.dk/methods Opening discussion webs Opening registration page Placing first materials in web ready to use by visitors	S: November 1 st 2002 C: November 15 th 2002	P1	14
WP 1.2 Project infrastructure	Electronic communication platform ready for use by project partners during the project	Setting up O'Reilly Webboard area on EFVET server	S: November 10 th 2002 C: November 15 th 2002	P1 and P2	1½
WP 1.3 Kick-off meeting and selection of language teaching methods	Minutes from 1 st meeting showing partners' tasks, schedule, responsibilities for content, quality control, and dissemination. List of five communicative language-teaching methods – one for each target language. Administrative procedures	Kick-off meeting followed by workshops where the partners demonstrate their proposed language teaching methods. Based on demonstrations and debates selection of five communicative methods. Demonstration of pre-prototype (DVD + description + material) Meeting on project administration	S: November 15 th 2002 C: November 18 th 2002	All partners	42
WP 1.4 Language teaching method A description and tutorial	Manual describing method A with guidelines on how to use the method	Local tests and debates followed by electronic meetings with sparring partner. The writing process will take place through online-shared documents	S: November 19 th 2002 C: January 31 st 2003	P1 responsible, P8 sparring partner P3, P4, P5, P6, and P7 Co-producers and take part in online debate P2 dissemination	46



WP 1.5 Language teaching materials to be used with method A	Sets of materials suitable for method A, ready for print and use in classes	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials are tested in classes before "final" layout and DTP process. Electronic discussions and debate with other teams.	S: February 1 st 2003 C: March 31 st 2003	P1 + P7 responsible, P8 sparring partner P3, P4, P5, P6 Co-producers and testing P2 dissemination	30
WP 1.6 Adaptation and Translation of manual and teaching materials	Manuals in English, German, Romanian, and Spanish Adapted teaching materials in Basque, Danish, Dutch, Gaelic, German, Romanian, and Spanish The manuals represent the first of five units of the final field handbook	The translation process will take place through online-shared documents. Adaptations take place after the materials are tested in classes.	S: March 31 st 2003 C: April 30 th 2003	P1, P3, P4, P5, P6, P7, P8 P2 dissemination	50
WP 1.7 Video production	Video in streaming format showing how to teach a lesser taught language using Method A DVD video prototype with English subtitles	Making of shooting script and storyboard based on materials and description of method A. Video recordings showing method and materials used in class plus interview of teacher about preparation and evaluation.	S: March 31 st 2003 C: May 15 th 2003	P1 responsible P2 dissemination P8 editing script and English subtitles P3, P4, P5, P6, P7, P8 feedback and suggestions	50
WP 1.8 Project workshop and meeting	Minutes from 2 nd meeting with quality checklist Comments on developed materials during WP 1 List of subtitles to translate for first DVD Updated list with schedule and responsibilities regarding WP 2 Texts for brochures, handouts, newsletters, and news releases Travel reports from all partners	Workshops with demonstrations of DVD and method for creating subtitles. Evaluation and demonstration of developed materials. Final adjustment of plan for work package 2 based on the evaluation of WP 1 Writing of disseminating materials	S: May 19 th 2003 C: May 22 nd 2003	All partners	42
WP 1.9 DVD Video post production	DVD video with subtitles in English, German, Romanian, and Spanish The DVD will be demonstrated at the EfVET conference	Translation of subtitles for first DVD, the process will take place through online-shared documents.	S: May 22 nd 2003 C: June 15 th 2003	P1 data & production P3, P5, and P7 translations	9



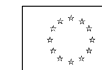
WP 2.1 Student "Travel" Guide	A guide on how to assist apprentices preparing for going to another European country	P6 prepares a draft guide which will then be worked on and edited through the project communication system	S: May 23 rd 2003 C: August 1 st 2003	P6 responsible P1, P3, P4, P6, P7, P8 debate and co-editing P8 English proof reading	30
WP 2.2. Student "Travel" Guide translations	Student "Travel" Guide in English, German, Romanian, and Spanish. The printed version will be presented at the EFVET conference	The adaptation and translation process will take place through online-shared documents.	S: August 1 st 2003 C: September 15 th 2003	P1 data & production P3, P5, and P7 translations	30
WP 2.3 Language teaching method B description and tutorial	Manual describing method B with guidelines on how to use the method	Local tests and debates followed by electronic meetings with sparring partner. The writing process will take place through online-shared documents	S: May 22 nd 2003 C: August 1 st 2003	P4 responsible, P3 sparring partner P1, P5, P6, P7, and P7 Co-producers and take part in online debate P2 dissemination	46
WP 2.4 Language teaching materials to be used with method B	Sets of materials suitable for method B, ready for print and use in classes	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials are tested in classes before "final" layout and DTP process. Electronic discussions and debate with other teams.	S: August 1 st 2003 C: September 1 st 2003	P4 + P7 responsible, P3 sparring partner P1, P5, P6, P8 Co-producers and testing P2 dissemination	30
WP 2.5 Adaptation and Translation of manual and teaching materials	Manuals in English, German, Romanian, and Spanish Adapted teaching materials in Basque, Danish, Dutch, Gaelic, German, Romanian, and Spanish The manuals represent the second of five units of the final field handbook	The translation process will take place through online-shared documents. Adaptations take place after the materials are tested in classes.	S: September 1 st 2003 C: October 1 st 2003	P1, P3, P4, P5, P6, P7, P8 P2 dissemination	50
WP 2.6 Video production	Video in streaming format showing how to teach a lesser taught language using Method B DVD video prototype with English subtitles	Making of shooting script and storyboard based on materials and description of method B. Video recordings showing method and materials used in class plus interview of teacher about preparation and evaluation.	S: October 1 st 2003 C: October 15 th 2003	P1 + P4 responsible P2 dissemination P8 editing script and English subtitles P3, P4, P6, P7, P8 feedback and suggestions	50



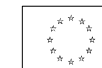
WP 2.7 Project workshop and meeting	Minutes from 3 rd meeting with quality checklist Comments on developed materials List of subtitles to translate for 2 nd DVD Updated list with schedule and responsibilities regarding WP 3 Texts for brochures, handouts, newsletters, and news releases Travel reports from all partners Interim report	Workshops with evaluation and demonstration of developed materials. Writing of disseminating materials Compiling interim report. Final adjustment of plan for work package 3 based on the evaluation of WP 1 and 2.	S: October 17 th 2003 C: October 20 th 2003	All partners	39
WP 2.8 DVD Video post production	DVD video with subtitles in English, German, Romanian, and Spanish	Translation of subtitles for DVD, the process will take place through online-shared documents.	S: October 20 th 2003 C: October 31 st 2003	P1 data & production P3, P5, and P7 translations P8 English proof reading	9
WP 3.01 Language teaching method C description and tutorial	Manual describing method C with guidelines on how to use the method	Local tests and debates followed by electronic meetings with sparring partner. The writing process will take place through online-shared documents	S: November 1 st 2003 C: January 15 th 2004	P6 responsible, P5 sparring partner P1, P5, P6, P7, and P7 Co-producers and take part in online debate P2 dissemination	46
WP 3.02 Language teaching method D description and tutorial	Manual describing method D with guidelines on how to use the method	Local tests and debates followed by electronic meetings with sparring partner. The writing process will take place through online-shared documents	S: November 1 st 2003 C: January 15 th 2004	P7 responsible, P3 sparring partner P1, P4, P5, P6, and P8 Co-producers and take part in online debate P2 dissemination	46
WP 3.03 Language teaching method E description and tutorial	Manual describing method E with guidelines on how to use the method	Local tests and debates followed by electronic meetings with sparring partner. The writing process will take place through online-shared documents	S: November 1 st 2003 C: January 15 th 2004	P8 responsible, P4 sparring partner P1, P3, P5, P6, and P7 Co-producers and take part in online debate P2 dissemination	46
WP 3.04 Language teaching materials to be used with method C	Sets of materials suitable for method C, ready for print and use in classes	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials are tested in classes before "final" layout and DTP process. Electronic discussions and debate with other teams.	S: January 15 th 2004 C: February 29 th 2004	P6 + P3 responsible, P5 sparring partner P1, P4, P7, P8 Co-producers and testing P2 dissemination	30



WP 3.05 Language teaching materials to be used with method D	Sets of materials suitable for method D, ready for print and use in classes	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials are tested in classes before "final" layout and DtP process. Electronic discussions and debate with other teams.	S: January 15 th 2004 C: February 29 th 2004	P7 + P1 responsible, P3 sparring partner P4, P5, P6, P8 Co-producers and testing P2 dissemination	30
WP 3.06 Language teaching materials to be used with method E	Sets of materials suitable for method E, ready for print and use in classes	Debate among teachers in the work method teams with a starting point in the materials and ideas from the method description team. Prototypes of materials are tested in classes before "final" layout and DtP process. Electronic discussions and debate with other teams.	S: January 15 th 2004 C: February 29 th 2004	P8 responsible, P4 sparring partner P1, P3, P5, P7 Co-producers and testing P2 dissemination	30
WP 3.07 Adaptation and Translation of manual and teaching materials	Manuals in English, German, Romanian, and Spanish Adapted teaching materials in Basque, Danish, Dutch, Gaelic, German, Romanian, and Spanish The manuals represent the third , fourth and fifth of five units of the final field handbook	The translation process will take place through online-shared documents. Adaptations take place after the materials are tested in classes.	S: March 1 st 2004 C: March 31 st 2004	P1, P3, P4, P5, P6, P7, P8 P2 dissemination	150
WP 3.08 Video production	Videos in streaming format showing how to teach a lesser taught language using Method C, D, and E. DVD video prototype with English subtitles	Making of shooting scripts and storyboards based on materials and description of methods C, D, and E. Video recordings showing methods and materials used in classes plus interviews of teachers about preparations and evaluations.	S: April 1 st 2004 C: June 10 th 2004	P1 + P6 + P7 + P8 responsible P2 dissemination P3, P4, P5 feedback and suggestions P8 editing scripts and English subtitles	150



WP 3.09 Project workshop and meeting	<p>Minutes from 4th meeting with quality checklist</p> <p>List of subtitles to translate for 3rd, 4th and 5th DVD</p> <p>Comments on developed materials with suggestions for final changes to be made during WP4.</p> <p>Updated list with schedule and responsibilities regarding WP 4</p> <p>Texts for brochures, handouts, newsletters, and news releases</p> <p>Travel reports from all partners</p>	<p>Workshops with evaluation and demonstration of developed materials. Based on experiences review of developed materials in workshops</p> <p>Writing of disseminating materials</p> <p>Final adjustment of plan for work package 4.</p>	<p>S: June 11th 2004</p> <p>C: June 14th 2004</p>	All partners	39
WP 3.10 DVD Video post production	<p>DVD videos 3, 4, and 5 with subtitles in English, German, Romanian, and Spanish</p>	<p>Translation of subtitles for DVDs, the process will take place through online-shared documents.</p>	<p>S: June 15th 2004</p> <p>C: August 15th 2004</p>	<p>P1 data & production</p> <p>P3, P5, and P7 translations</p> <p>P8 English proof reading</p>	27
WP 4.1 Field handbook, teaching materials, and students' guide	<p>Field handbook and students' guide in English, German, Romanian, and Spanish</p> <p>Collection of teaching materials for use in teaching Basque, Danish, Dutch, Gaelic, and Romanian. The materials are also available in English, German, and Spanish</p>	<p>Last editing and changes followed by final Dtp process. The work will take into account the inputs from visitors from the project web. The editing takes place through electronic discussions and shared files.</p> <p>Printing of field handbooks</p>	<p>S: August 15th 2004</p> <p>C: October 1st 2004</p>	All partners	32
WP 4.2 DVD Video library	<p>Five DVD videos with subtitles in English, German, Romanian, and Spanish</p> <p>All videos in streaming format on the project web</p>	<p>Last editing of videos and subtitles. The work will take into account the inputs from visitors from the project web. The editing of subtitles takes place through electronic discussions and shared files.</p> <p>Production of DVDs</p>	<p>S: August 15th 2004</p> <p>C: October 1st 2004</p>	<p>P1 data & production</p> <p>All partners</p>	32
WP 4.3 Project meeting & Language teaching conference	<p>Minutes from 5th meeting with quality checklist</p> <p>Comments on developed materials</p> <p>Texts for brochures, handouts, newsletters, and news releases</p> <p>Travel reports from all partners</p> <p>Dissemination plan for final products</p> <p>Conference at OTS</p> <p>Final report</p>	<p>Workshops preparing demonstration of the developed materials.</p> <p>Writing of disseminating materials</p> <p>Finalising dissemination plan for final products.</p> <p>At the conference the partners demonstrate the developed materials in workshops on teaching Basque, Danish, Dutch, Gaelic, and Romanian.</p>	<p>S: October 15th 2004</p> <p>C: October 17th 2004</p>	All partners	45





E.2. FINANCIAL PLAN

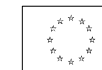
For filling out section E2 please refer to the **Administrative and Financial Handbook concerning Pilot projects (including Thematic actions), Language competences, Transnational networks and Reference material.**

NB: You must use the four tables below in the given format.

E.2.1 ESTIMATED EXPENDITURES BY WORK-PACKAGE AND TYPE OF COSTS

All figures in Euro

Work Package	Staff	Operational	Subcontracting	Total
I	44.365	40.000	0	84.365
II	44.024	40.000	0	84.024
III	95.511	60.000	0	155.511
IV	16.100	60.000	0	76.100
Total	200.000	200.000		400.000

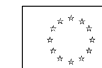


E.2.2 ESTIMATED STAFF NEED AND COST BY PARTNER

After completing this table, please copy total staff costs onto first row of table E.2.3 below

All costs in Euro	Total			P1			P2			P3			P4		
	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)
Staff by category :															
1. Managers (ISCO 1)	39,5	260,58	9511	10	350	3500	1,5	340	510	3	325	975	4	200	800
2. Researchers (ISCO 210, 220, 240)	0	0	0			0			0	0	0	0	0	0	0
3. Teachers/trainers (ISCO 230)	814	169,35	137854	159	250	39750			0	70	250	17500	124	130	16120
4. Technical (ISCO 3)	291	139,59	40620	34	225	7650	21	190	3990	20	200	4000	46	110	5060
5. Administrative (ISCO 4)	127	94,61	12015	28	125	3500	20	125	2500	5	125	625	16	70	1120
Total	1271,5		200000	231		54400	42,5		7000	98		23100	190		23100

⁸ Indicate the average cost per day.



All costs in Euro

Staff by category :	Total			P5			P6			P7			P8		
	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)
6. Managers (ISCO 1)	39,5	260,58	9511	4	200	800	4	220	880	8	191,5	956	5	218	1090
7. Researchers (ISCO 210, 220, 240)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Teachers/trainers (ISCO 230)	814	169,35	137854	124	130	16120	89	180	16020	157	104	16328	91	176	16016
9. Technical (ISCO 3)	291	139,59	40620	46	110	5060	33	160	5280	60	77	4620	31	160	4960
10. Administrative (ISCO 4)	127	94,61	12015	16	70	1120	8	115	920	23	52	1196	11	94	1034
Total	1271,5		200000	190		23100	134		23100	245		23100	138		23100

⁹ Indicate the average cost per day.



E.2.3 ESTIMATED EXPENDITURES BY TYPE OF COSTS AND PARTNER

Please attach detailed explanations for all operational costs and any subcontracting cost in a separate sheet.

All figures in Euro	Total	%	P1	P2	P3	P4	P5	P6
A. Total staff cost (copy from E.2.2)	200.000		54.400	7.000	23.100	23.100	23.100	23.100
Operations :								
1. Travelling	82.500		16.500		11.000	11.000	11.000	11.000
2. ICT	60.000		12.000		8.000	8.000	8.000	8.000
3. Production	25.500		7.500		3.000	3.000	3.000	3.000
4. Overheads	28.000		5.000	500	3.750	3.750	3.750	3.750
5. Other: (please, specify)	4.000		500	500	500	500	500	500
B. Total operational costs	200.000		41.500	1.000	26.250	26.250	26.250	26.250
Subcontracting :								
1.								
2.								
.....								
C. Total Subcontracting costs -								
Total cost of the project = A + B + C	400.000	100	95.900	8.000	49.350	49.350	49.350	49.350



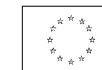
P7	P8
23.100	23.100
11.000	11.000
8.000	8.000
3.000	3.000
3.750	3.750
500	500
26.250	26.250
49.350	49.350



Detailed explanation of the direct costs in the project

Travelling costs

Period	Purpose	Location	Number of return journeys	Average price per journey	Subsistence cost	Total
November 15th to 18th 2002	Kick-off meeting and workshops	Brussels, BE	14	408 (5712)	8400	14112
May 19th to 22nd 2003	Project workshop and meeting	Piteste, RO	11	640 (7040)	8140	15180
October 1 st to 7 th 2003	Video recording	Piteste, RO	2	482,5 (965)	2590	3555
October 17th to 20th 2003	Project workshop and meeting	Teanga, Sleat, Isle of Skye, Scotland	11	442 (4862)	8756	13618
April 1 st to 7 th 2004	Video recording	San Sebastian, ES	2	810 (1620)	1974	3594
May 1 st to May 7 th 2004	Video recording	Teanga, Sleat, Isle of Skye, Scotland	2	455 (890)	2786	3676
May 20 th May 27 th 2004	Video recording	Hoorn, NL	2	385 (770)	2072	2842
June 11 th to 14 th 2004	Project workshop and meeting	San Sebastian, ES	11	765 (8415)	6204	14619
October 15 th to 17 th 2004	Project meeting & language teaching conference	Odense, DK	12	405 (4860)	6444	11304
Total						82500



The conference workshops where one to two participants from each partners (depending on responsibilities) take part are needed to develop and try out the materials and ideas in the project. The main bulk of the project work is carried out through the electronic communication platform, but during the workshops the participants try out the materials in the different languages that are the target of the project.

The final conference (following the last project meeting) in Odense is open to language teachers from Europe and beyond (through EUROCALL and EFVET) but the project only covers the developers travelling and subsistence costs.



ICT and Video Equipment

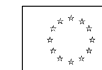
Description	Number of items	Cost of purchase / rent	Usage rate	Deprecation rate	Total
Computer w. DVD +RW	14	2855	100%	66%	26383
Portable Beamer	1	3000	75%	66%	1485
Digital Camera XL1S	1	5350	75%	66%	2645
Portable video editing system	1	4300	75%	66%	2128
Software	14	400	100%	66%	3695
Printer	7	1000	100%	66%	4620
ISDN / ADSL Internet network / ISP	12 times 24 months	1125	100%	100%	13500
Monitor	14	600	100%	66%	5544
Total					60000

The equipment needed for the project work is based on:

The P4 computers (or similar graphic workstation computers) with monitors will be used for communication, writing, DTP, sound tracks, and video titling (DVD production).

The Portable beamer will be used at the workshops, conferences, and during the production of the videos.

The Digital camera (Canon XL1S) will be for recording the videos (in reality there are of course two cameras, light and sound equipment, but only one camera is budgeted in this project).



The portable video editing system will be used for on-site raw editing to ensure that the resulting videos have the needed content and quality before going to Denmark where the final editing takes place.

The software comprises a number of items to ensure interchangeable files for translations etc. For the production of teaching materials the project has planned to use Adobe InDesign, Adobe PhotoShop, Adobe Premiere or Avid, Minerva Impression, Corel Draw, Adobe Acrobat, and the Microsoft Office Suite.

The printers must be capable of on-site colour production of the developed printable materials during the project.

The ADSL / ISDN Internet Network and ISP are needed because of the extensive amount of communication between the partners with graphic and even video files.

1. PRODUCTION

Item	Number of items	Price per item		Total
VHS	150	15		2.250
DVD	400	25	0	10.000
CD	500	3,3		1.650
Teaching materials	500	5		2.500
Students Guide	500	5	0	2.500
Field Handbook	500	10	0	5.000
Brochures	1500	0,4		600
Conference materials	8	125		1.000
Total				25.500



The production does not comprise items that will be commercialised at any time during or after the project. All developed items will be placed in the public domain as is with free copying and use provided the users state the origins of the materials.

The VHS tapes and DVDs will be used during the production for distribution among the partners and for letting outside partners test the developed materials and methods. The remaining videos will be given to participants at the final conference.

The CDs will be used for video-CDs that can be given away to interested part during the project period for testing parts of the project.

The teaching materials, students guide, and field handbooks developed and printed during the project will be disseminated to pedagogical libraries etc. and distributed at the conferences where the project partners disseminate the project during the project period.

The brochures will be distributed at a number of conferences during the project period.

The conference materials include posters and decorations that will be used at conference workshop where the partners will disseminate the project.

2. OVERHEADS

The overheads are the general costs during the project covering a number of not yet foreseen costs like photocopying, telephone, fax, expenses related to the conferences like rent of facilities.

3. OTHER COSTS

The 500 Euro per partner are to cover in-service translations. Though this is a project where the working language has been chosen to be English we work with 5 of the lesser taught languages as the target of the project, we therefore foresee some cross-translations in order to ensure the content in the developed teaching materials.



E.2.4 ESTIMATED FINANCING BY TYPE OF FUNDS AND PARTNER

All figures in Euro

	Total	% breakdown	P1	P2	P3	P4	P5	P6
Amount requested from LEONARDO DA VINCI	300.000		72.000	6.000	37.000	37.000	37.000	37.000
National support								
Regional support								
Other sources (please specify)								
Partners' own funds	100.000		23.900	2.000	12.350	12.350	12.350	12.350
Other Community programmes ¹⁰								
Total financing = Total cost of project (from table E.2.3)	400.000		95.900	8.000	49.350	49.350	49.350	49.350

P7	P8
37.000	37.000
12.350	12.350
49.350	49.350

¹⁰ Only applicable to pre-accession countries.



