

Reference number <i>To be completed by the Agency</i>	
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APPLICATION FORM FOR CALL EAC/41/09

ERASMUS NETWORKS

IMPORTANT: Before completing this form, applicants MUST read the INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM (word version) AND THE FINANCIAL TABLES sent along with this document.

Programme	LIFELONG LEARNING PROGRAMME
Sub- programme	ERASMUS
Call for Proposals	DG EAC/41/09
Action	ERASMUS NETWORKS
Sub-Action	<input checked="" type="checkbox"/> ERASMUS ACADEMIC NETWORKS <input type="checkbox"/> ERASMUS STRUCTURAL NETWORKS
Deadline for submission	26/02/2010
Project title	Network for Spatial Sciences in higher education
Project Acronym	HERODOT 3
Language used to complete the form	EN

This application includes a specific proposal and budget for third country partner(s)



IMPORTANT: Parts A, B, C, D must be completed separately for each organisation participating in the project except third country and associated partners (add tables as necessary)

PART A. Identification of the Applicant and other organisations participating in the project.

Parts A and B must be completed separately by each organisation participating in the project.

P 1

A.1 ORGANISATION

Role in the application		AAP	
Is the Applicant Organisation the same as the Coordinating Organisation?		✓ Yes	
Full name of the organisation:		Paris Lodron Universität Salzburg	
Full name of the organisation in latin characters (where appropriate)			
Acronym:		PLUS	
Erasmus University Charter number:		29320	
Department, if applicable:		Centre for Geoinformatics (Z_GIS)	
Registered address:		Schillerstr. 30, 5020 Salzburg	
Post code:	5020	Town:	Salzburg
		Country:	Austria
Internet address:	http://www.uni-salzburg.at/zgis/		
Telephone 1:	++43-662-8044-5210	Telephone 2:	
		Fax:	+43-662-8044-5260

A.2 Person authorised to represent the organisation in legally binding agreements (Legal representative)

Title	Dr.	Family Name:	Schmidinger	First Name:	Heinrich
Role in the organisation:		Rector			
E-mail address:		Heinrich.schmidinger@sbg.ac.at			
Address :		Kapitelgasse 4-6			
Post code:	5020	Town:	Salzburg		
		Country:	Austria		

A.3 PERSON RESPONSIBLE FOR THE MANAGEMENT OF THE APPLICATION (CONTACT PERSON) (to be completed only if different from the Legal Representative)					
Title	Prof. Dr.	Family Name:	Strobl	First Name:	Josef
Role in the organisation:			Director – Centre for Geoinformatics (Z_GIS)		
E-mail address:			Josef.strobl@sbg.ac.at		
Address : (If different from the address provided in the section A.1)			Hellbrunnerstr. 34		
Post code:		5020	Country:	AT	
Telephone 1:	+43 (0) 662 8044 5203		Telephone 2:	+43 (0) 664 1051706	Fax: +43 (0) 662 6389 5260

A.4 List of partner organisations

P number	Role	Name of Organisation	City	Country
1	applicant	Paris-Lodron Universität Salzburg	Salzburg	AT
2	partner	eoVision	Salzburg	AT
3	partner	Austrian Academy of Sciences	Salzburg	AT
4	partner	Pädagogische Hochschule der Diözese Linz	Linz	AT
5	partner	Institut für Geographie und Regionalforschung der Universität Wien	Vienna	AT
6	partner	University College Arteveldehogeschool	Gent	BE
7	partner	Ghent University	Gent	BE
8	partner	Katholieke Hogeschool Zuid-West-Vlaanderen	Kortrijk	BE
9	partner	Vereniging Leraren Aardrijkskunde	Bruges	BE
10	partner	European University Cyprus	Nicosia	CY
11	partner	Technická univerzita v Liberci	Liberec	CZ
12	partner	Masaryk University	Brno	CZ
13	partner	Institute of Geonics, Academy of Sciences of Czech Republic	Ostrava	CZ
14	partner	University of Prague	Prague	CZ
15	partner	Palacky University, Olomouc	Olomouc	CZ
16	partner	Universität Flensburg	Flensburg	DE
17	partner	Karlsruhe University of Education	Karlsruhe	DE
18	partner	Hochschulverband für Geographie und ihre Didaktik	Eichstätt	DE
19	partner	Friedrich-Alexander-Universität Erlangen-Nürnberg,	Nurnberg	DE
20	partner	Roskilde university	Roskilde	DK
21	partner	University of Tartu	Tartu	EE
22	partner	University of Santiago de Compostella	Santiago de C.	ES
23	partner	UNIVERSITAT AUTONOMA DE BARCELONA	Bellaterra	ES
24	partner	Universidad del País Vasco	Vitoria-Gasteiz	ES
25	partner	Universidad de León	Leon	ES
26	partner	Sofiiski Univesitet "Sv. Kliment Ohridski"	Sofia	BG
27	partner	Universidad Complutense	Madrid	ES
28	partner	Asociación de Geógrafos Españoles (AGE)	Madrid	ES
29	partner	Instituto de Enseñanza Secundaria Quinto Centenario	Seville	ES
30	partner	Universidad de Málaga	Malaga	ES
31	partner	University of Helsinki	Helsinki	FI
32	partner	ESRI France	Paris	FR
33	partner	National Institute for Educational Research	Lyon	FR

34	partner	University of the Aegean	Lesbos	GR
35	partner	Hellenic Geographical Society	Athens	GR
36	partner	National Technical University of Athens	Athens	GR
37	partner	Aristotle University of Thessaloniki	Thessaloniki	GR
38	partner	Eötvös Loránd University	Budapest	HU
39	partner	University of Szeged	Szeged	HU
40	partner	St. Patrick's College	Dublin	IE
41	partner	University of Iceland	Reykjavik	IS
42	partner	Università di Bologna	Bologna	IT
43	partner	Home of Geography	Rome	IT
44	partner	ISMAR—CNR	Bologna	IT
45	partner	University of Padova	Padova	IT
46	partner	University of Trento	Trento	IT
47	partner	Institute of Geology and Geography	Vilnius	LT
48	partner	Vilnius University	Vilnius	LT
49	partner	Vilnius Pedagogical University	Vilnius	LT
50	partner	University of Malta	Msida	MT
51	partner	Alice O education in a global perspective	Amsterdam	NL
52	partner	EGEA European Geography Association for Students	Utrecht	NL
53	partner	ESRI Global Inc	Rotterdam	NL
54	partner	EUROCLIO	Amsterdam	NL
55	partner	Hogeschool van Arnhem en Nijmegen, Instituut voor leraar en school	Nijmegen	NL
56	partner	KNAG	Amsterdam	NL
57	partner	Universiteit Utrecht	Utrecht	NL
58	partner	Vrije Universiteit Amsterdam	Amsterdam	NL
59	partner	Norwegian University of Science and Technolog	Trondheim	NO
60	partner	Høgskulen i Sogn og Fjordane	Sogndal	NO
61	partner	Universitetet i Bergen	Bergen	NO
62	partner	Association of Polish Adult Educators	Torun	PL
63	partner	Uniwersytet Pedagogiczny im. KEN w Krakowie	Krakow	PL
64	partner	University of Lodz	Lodz	PL
65	partner	Polish Academy of Sciences	Warsaw	PL
66	partner	Nicolaus Copernicus University	Torun	PL
67	partner	Lisbon University	Lisbon	PT
68	partner	University of Bucharest	Bucharest	RO
69	partner	Linköpings Universitet	Linkoping	SE
70	partner	University of Primorska, Koper	Koper	SI
71	partner	University of Ljubljana	Ljubljana	SI
72	partner	University of Maribo	Maribor	SI
73	partner	The Slovak University of Agriculture in Nitra	Nitra	SK
74	partner	Konya Selçuk University	Konya	TR
75	partner	Balikesir University	Balikesir	TR
76	partner	Canakkale Onsekiz Mart University	Canakkale	TR
77	partner	Dicle Üniversitesi	Diyarbakır	TR
78	partner	Erciyes Üniversitesi	Kayseri	TR
79	partner	Eskisehir Osmangazi University	Eskişehir	TR
80	partner	Fatih University	Istanbul	TR
81	partner	Gazi University	Ankara	TR
82	partner	Inonu University	Malatya	TR
83	partner	Istanbul Technical University	Istanbul	TR
84	partner	Karadeniz Technical University	Trabzon	TR
85	partner	Ministry of National Education	Ankara	TR

86	partner	Suleyman Demirel University	Isparta	TR
87	partner	Bishop Grosseteste University College	Lincoln	UK
88	partner	EUROGEO	Liverpool	UK
89	partner	Geographical Association	Sheffield	UK
90	partner	University of Wales, Newport	Newport	UK
91	partner	IOE Publications	London	UK
92	partner	Bulgarian Academy of Sciences	Sofia	BG
93	partner	WebBased Ltd	Plymouth	UK
94	partner	Mendel University of Agriculture and Forestry Brno	Brno	CZ
95	partner	University of Education Heidelberg	Heidelberg	DE
96	partner	University of Latvia	Riga	LV
97	partner	Professional Association of the Geographers from Romania	Bucharest	RO
98	partner	Interdisciplinary Center of Advanced Research on Territorial Dynamics	Slobozia	RO
99	partner	University of the West of England	Bristol	UK
100	partner	Foundation for Tourism and Ecology of the Lower Danube	Bucharest	RO
101	partner	Journal of Geography in Higher Education	Abingdon	UK
102	partner	Oxford Brookes University	Oxford	UK
103	partner	St Mary's University College	Belfast	UK
104	partner	University of Graz	Graz	AT
105	partner	Alpen-Adria Universität Klagenfurt	Klagenfurt	AT
106	partner	University College of Teacher Education, Vienna/Krems	Vienna	AT
107	partner	Universität Koblenz-Landau	Landau	DE
108	partner	Real Sociedad Geographica	Madrid	ES
109	partner	University of Turku	Turku	FI
110	partner	WYŻSZA SZKOŁA HUMANISTYCZNO-EKONOMICZNA W SIERADZU	Sieradz	PL
111	partner	University of Plymouth	Plymouth	UK
112	partner	University of Oulu	Oulu	FI
113	partner	National University of Ireland, Maynooth	Maynooth	IE
114	partner	Nigde University	Nigde	TR
115	partner	Fontys Pabo Eindhoven	Eindhoven	NL

Part B partner details

PART C. Description of the project

C.1.1 Summary of the project

For successful applications, this section will be published, as presented below, in compendia etc. You should therefore ensure that it gives a concrete overview of the work your consortium plans to undertake including:

- The reason for your project / network
- Concise description of the outputs, results and / or products (including where relevant key pedagogical strategies, media used, language versions etc)
- The impact envisaged

Spatial Sciences is the academic study of the ways that society operates and the locational relationships with its environment. Spatiality was considered by Soja (1985) to be a critical cross-disciplinary issue with conceptual links between societal, cultural and environmental spaces at a range of scales, Spatial Sciences relate closely to international understanding and multi-cultural concerns, to Heritage Studies, Ecology, Earth Sciences, Geography and Planning.

A membership needs survey has identified three HERODOT III (H3) goals:

- 1. Chart the status of cross-disciplinary dimensions in the Spatial Sciences, in terms of:**
 - European issues, Spatial competences, Quality, Postgraduate
- 2. Support developments under Bologna and Lisbon Agenda**
 - Share learning, teaching and curriculum ideas for world-class Spatial Sciences
 - Examine and introduce a quality dimension for the Spatial Sciences
- 3. Create a European Centre of Excellence for learning and teaching in the Spatial Sciences (real and virtual)**

To meet these aims H3 establishes four interest groups (Thematic Pillars – TPs):

TP 1: European Issues and Identities

Social, Cultural, Global, Sustainable, Environmental, Technological

TP 2: Spatial Citizenship

spatial literacy, skills and competences for society

TP 3: Quality Aspects

Quality enhancement and quality assurance, standards, indicators, processes and guidance.

TP 4: Postgraduate education

Cross-disciplinary courses, CPD, employability, platform for young researchers, enterprise-business
H3 influences a wide variety of academics, courses, curricula, systems and structures in Europe and beyond to provide the voice of Spatial Sciences collaborating with other international bodies and the EC debate on the future of higher education in Europe.

H3 will:

- create a European Centre for Learning and Teaching Spatial Sciences
- arrange international events of a global, world-class nature
- provide academic knowledge, expertise, professional links and services
- forge links with other sectors and with organisations within and beyond Europe

C.1.2 Why does the consortium wish to undertake this project?

Explain the rationale of and background to the project / network by defining the needs or constraints that it seeks to address (current situation in the countries involved, previous or preparatory work in the domain, the results of any needs analysis undertaken, methodologies selected, target languages etc.). Outline the main (published) indicators that illustrate these needs. Include references to any declared national or international political priority in this area.

Spatial Sciences study the ways that society operates and locational relationships with its environment. It offers conceptual links between society, culture and environment at a range of scales. Soja (1985) considers spatiality to be a critical cross-disciplinary issue. It plays a unique role in developing international understanding and multicultural concerns, promoting a European Dimension as contemporary social, economic and political policy issues facing Europe.

Creative approaches can make Spatial Sciences relevant for all. Upgrading academic staff can be achieved via a network structure. H3 works with universities and teacher-trainers to enhance Spatial Sciences and its related professions.

The network is well positioned to:

- create a European Centre of Excellence for Learning and Teaching in Spatial Sciences in Higher Education
- arrange joint international events of a global, world-class nature
- participate in collaborative activities, forging links with other sectors and with organisations within and beyond Europe
- provide academic knowledge and expertise together with professional links and services

H3 takes advantage of existing infrastructure and global connections to meet the needs of members, the goals of the EHEA and Lisbon Agenda. A European Thematic Network for Spatial Sciences is needed to do comparative research, provide a body of supporting evidence and allow the position of European higher education to be further enhanced. Opportunities to identify, collect, evaluate, share and disseminate innovative pedagogical approaches, including new technologies, focus network activities. In the EHEA, professional development of academic staff is a high priority. Research indicates that H3 provides opportunities that do not exist across Europe in most national or institutional contexts.

H3 provides the voice of Spatial Sciences in Europe influencing the work of other international bodies and in the EC debate on the future of higher education in Europe.

C.1.3 Aims and objectives

Define the concrete aims and objectives of the project / network and describe the ways in which the situation set out under the previous point will be changed and the specific needs will be addressed by the project / network.

A membership needs survey has identified the three main goals of the HERODOT III (H3) proposal as to:

1. Chart the status of cross-disciplinary dimensions in the Spatial Sciences, in terms of:

- European issues
- Spatial competences
- Quality aspects
- Postgraduate developments

2. Support developments under Bologna and Lisbon Agenda

- Share learning, teaching and curriculum ideas for world-class Spatial Sciences
- Examine and introduce a quality dimension for the Spatial Sciences

3. Create a European Centre of Excellence (real and virtual) for learning and teaching in the Spatial Sciences

In order to meet these aims H3 establishes four special interest groups (Thematic Pillars – TPs):

TP 1: European Issues and Identities

- Social, Cultural, Global, Sustainable, Environmental, Technological

TP 2: Spatial Citizenship

- spatial literacy, skills and competences for society

TP 3: Quality Aspects

- Quality enhancement and quality assurance in cross-disciplinary spatial studies, establishing standards and quality indicators. Quality processes and curriculum guidance.

TP 4: Postgraduate education

- Review cross-disciplinary Masters and PhD courses and competences, relationship to professional development and employability, build a platform for young researchers, university-enterprise-business links

H3 will use the outcomes and findings from research to further influence a wide variety of different higher education academics, courses, curricula, systems and structures in Europe and beyond. H3 advances its own actions and activities into new cross-disciplinary areas, such that its knowledge and expertise becomes enhanced improving the quality of higher education studies.

C.1.4 Impact and Sustainability:

(a) Who will use these outputs / products / results and how will the consortium reach them?

Please describe the intended users who will benefit from the project during the lifetime of the project, and after the project has finished. Explain how these users will be reached.

Short term target-groups: Describe the target group(s) that will be reached during the life of the project

1. In the first instance the main target group will be members of the network. It is important to build the communication and connections of the special interest groups (TPs).
2. The network will also expand the community and campaign in search of new members. This growth brings new ideas and interests which will continue to drive the network forward. A further target group are European organisations, promotion in the different subject communities will be undertaken email and through academic community Web sites.
3. Engaging members and making links with other organisations during the first phases of the project will be important to extend influence and increase impact.

4. Teacher educators are an important network target group. They have specific needs and have been well integrated into earlier phases of HERODOT.
5. Students, employers and careers organisations are a key target group for TP4 (postgraduate activities). Understanding the links and connections already developed by members will be a first phase, then pursuing links to employers organisations and careers organisations will be necessary.
6. Policy makers will be an important target group.

How will this group / these groups be reached and involved during the lifetime of the project?

1. The Membership pack will engage partners and provide them with tools to use with their own national dissemination channels to present findings and products of the project to a wide audience. An active membership will be achieved by well coordinated communications and a series of organised meetings which are highly relevant to their needs. The online Community will be used to encourage discussion and the completion of certain tasks.
2. The networks of the project partners are very extensive and diverse, in their own national professional societies, where they exist and in international networks like the IGU, INLT and AGIT. Widespread international dissemination will take place. The Web site and online community continue to be vital information and communication sources. Regular communications will be via e-newsletter and magazine. Connections to European teacher educators will be activated through teacher education organisations and via national portals.
3. Annual conferences and meetings of working groups reinforce connections between partners and provide opportunities for new members to become integrated into the work of the groups. Links will be reactivated and opportunities for linking events will be exploited to generate multipliers. Launching the European Centre of Excellence will be an opportunity to raise the profile of the network and to lobby for the importance of the network actions.
4. Partners like INRP, PH Linz, Tartu, VU Amsterdam and VKSO can reach all teacher educators nationally via their teacher training networks and portals. Salzburg will activate those attending the major conferences it organises and through the Ministry of Education. DFC will establish cooperation with public libraries. EUROGEO will contact its individual members and national associations across Europe.
5. Working with EGEA – postgraduateness will be explored and further work with the student organisation developed.
6. Through European organisations with status in the Council of Europe and European Parliament (EUROGEO and EUROCLIO) lobbying of decision makers and politicians of the importance of Spatial Sciences will be undertaken.

Long term target groups: Describe the target group(s) that will be reached after the project is finished

1. Improving the visibility of quality European higher education on a global scale is an important long-term mission for the network.
2. It is important to address the competitive nature of higher education under the EHEA. Significant long-term target groups are Heads of Department and Deans. These are decision makers in institutional contexts. A database of connections was established under phase 2 of the network. This will be added to and newsletters and magazines will be sent at the end of the project to inform them of the work that has been undertaken and why it is important to them and how to obtain further information.
3. Postgraduate students are a key long-term target group. It is important to create courses of high quality that are relevant to them and enhance their employability prospects. Improving learning and teaching and the connections to research will be necessary.
4. Persuading decision makers of the importance of quality learning and teaching is of fundamental importance if Bologna and EHEA targets are to be met.

How will this group / these groups be reached?

1. A European Centre for Learning and Teaching Excellence gives very positive international perceptions. This is a highly innovative approach with the goals of increasing visibility, improving quality and reaching out to important target audiences.
2. The outcomes of the postgraduate TP will encourage competition and help university departments to address enterprise, and connections with business and the workplace.
3. The student-oriented research publication is a forward-looking venture. Working with the European Student Association H3 will establish a student-led publication which will target postgraduate students who will be encouraged to peer-review and publish their research.
4. Through the Centre of Excellence, European research will be used to engage decision makers and parliamentarians to embrace the importance of learning and teaching in Europe.

The consortium will be encouraged to inform their national media about the work and achievements of the network and project activities. They will present their experiences in national seminars and conferences. H3 will make use of the dissemination possibilities of EACEA and National Agencies.

(b) How will the impact of this project be sustained beyond its lifetime?

Improving the visibility of quality European higher education on a global scale is an important mission for the network. Building expertise takes time. One main legacy of the network will be the European Centre for Learning and Teaching. This offers status and respectability and will be maintained by the coordinating institution following the completion of the project.

Salzburg have guaranteed that the Web site and Community will be sustained for at least 2 years beyond the lifetime of the project.

The European Association (EUROGEO), formed under phase 2 of the project, will continue to recruit

members and involve network participants beyond the lifetime of the project.

Publications (including books and papers) will continue to be on the lists of the publishing houses and journal sources.

The credit-bearing course on Spatial Citizenship (D3.8) will be available through participating institutions.

C.2 List of deliverables						
N°	Title	Language version (s)	Target Language(s)	Delivery Date	Nature	Dissemination level
1.1	Steering Group meetings	EN	EN	36	O	pp
1.2	Network membership pack	EN, FR, DE, ES	EN, FR, DE, ES	3	S	pp
1.3	Bi-monthly e-newsletter	EN	EN	36	S	PU
1.4	Interim Report	EN	EN	13	R	CO
1.5	Final Report	EN	EN	36	R	CO
1.6	Partner find tool	EN	EN	4	S	PP
1.7	Network magazines (1-2 per year)	EN	EN	36	S	PU
1.8	e-journal: European Spatial Sciences	EN	EN	15	S	PU
1.9	Annual conferences	EN	EN	36	E	PU
2.1	Guidelines on Identity perspectives	EN	EN	25	S	PU
2.2	Intercultural map of Europe - pilot	EN	EN	24	D	PU
2.3	Intercultural map of Europe - final	EN	EN	33	D	PU
2.4	Publication: Education for sustainability	EN	EN	24	R	PU
2.5	e-Pack on identity	EN	EN	30	S	PU
2.6	Book: Identities in Europe	EN	EN	36	R	PU
3.1	Publication: spatial-literacy, curriculum and key competences	EN	EN	16	R	PU
3.2	Review of spatial-literacy	EN	EN	27	R	PU
3.3	Guidance for curriculum development	EN	EN	30	S	PU
3.4	Training course on Geo-literacy	EN	EN	33	E	PU
3.5	Role of ICT in developing spatial citizenship	EN	EN	12	R	PU
3.6	ICT and spatial citizenship - review of state of art	EN	EN	15	R	PU
3.7	A guide to spatial citizenship for enhancing the curriculum	EN	EN	25	S	PU
3.8	Spatial Citizenship course	EN	EN	30	D	PU
3.9	Workshop / training on Spatial Citizenship using ICT	EN	EN	33	E	PU
4.1	State of Spatial Sciences in Europe	EN	EN	18	R	PU
4.2	Spatial Sciences Curriculum in Europe – matching benchmarks	EN	EN	20	R	PU
4.3	Draft benchmark for Spatial Sciences in Europe	EN	EN	30	O	PU
4.4	Final benchmark statement	EN	EN	36	O	PU
4.5	Publication: Quality in Europe	EN	EN	36	R	PU
5.1	State of Postgraduate Spatial Sciences courses in Europe	EN	EN	15	R	PU
5.2	Guidance on postgraduateness	EN	EN	18	S	PU
5.3	Public-private partnerships, industry enterprise links in Spatial Sciences	EN	EN	9	R	PU
5.4	Enterprise and Industry links	EN	EN	15	S	PU

5.5	Guiding Student Research	EN	EN	12	S	PU
6.1	Needs analysis survey and report	EN	EN	3	R	PP
6.2	Evaluation plan	EN	EN	6	O	CO
6.3	Formative evaluation report	EN	EN	12	R	CO
6.4	End evaluation report	EN	EN	36	R	CO
7.1	Dissemination Plan	EN	EN	3	O	CO
7.2	Web site	EN	EN	2	S	PU
7.3	Network Community	EN	EN	4	S	PP
7.4	European Centre	EN	EN	30	S	PU
7.5	Network Promotional Toolkit	EN	EN	10	S	PU
7.6	Dissemination events	EN	EN	36	E	CO
7.7	Networking	EN	EN	36	O	CO
7.8	Academic departments database	EN	EN	35	S	PU
7.9	Guidelines publication	EN	EN	36	S	PU

C.3 Lifelong Learning Programme Objectives and Priorities addressed

Please identify in the box below, which of the **Objectives of the Lifelong Learning Programme** this application addresses

CODE	Description
LLP Obj-a	contribute to the development of quality lifelong learning, and to promote high performance, innovation and the European dimension in systems and practices;
Describe briefly how your project addresses this Objective	
<p>HERODOT 3 improves the quality of Spatial Sciences in higher education by examining quality enhancement methods and quality assurance processes, establishing a subject benchmark, promoting good practice, offering guidance and training and through creating a European Centre of Excellence. The idea of a CoE results because the network is already recognised internationally for its activities and the quality of its partnership and outputs. HERODOT links to and other continental-scale organisations and thus promotes Europe and European Spatial Sciences around the world.</p>	
CODE	Description
LLP Obj-b	support the realisation of a European area of lifelong learning;
Describe briefly how your project addresses this Objective	
<p>Promoting geo-competences is fundamental in our increasingly mobile and digital world. The project links those working in different sectors of Spatial Sciences, from teacher training to professional postgraduate courses. The network will examine spatial literacy in the context of key competences and digital spatial skills in learning and teaching.</p>	
CODE	Description
LLP Obj-c	help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning;
Describe briefly how your project addresses this Objective	
<p>HERODOT 3 addresses lifelong learning as Spatial Sciences provides key skills, such as spatial awareness, spatial citizenship and the concept of place. Spatial literacy is a matter of paramount importance for young people in Europe as political boundaries disappear and European social and economic identity is fashioned. How these are delivered in cross-disciplinary contexts will be of particular interest.</p>	
CODE	Description
LLP Obj-e	help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;
Describe briefly how your project addresses this Objective	
<p>The network increases competitiveness in Europe through enhancing quality cooperation between key actors in higher</p>	

education. H3 builds confidence among individuals and institutions. The network examines employability through exploring links with the public and private sector and via postgraduate developments. It promotes network actions worldwide, increases international cooperation and promotes its research.

CODE	Description
LLP Obj-h	support the development of ICT-based resources

Describe briefly how your project addresses this Objective

HERODOT has a continuing focus on the innovative and relevant uses of ICT in higher education. One Thematic Pillar (TP2) focuses on spatial citizenship and the use of digital spatial information tools to improve access to and deliver quality higher education. The HERODOT Web site and professional online community have remained very active and visible as standards for other networks to aspire to. A number of specific products are envisaged as deliverables, including an (online) intercultural map of Europe and e-training course materials.

CODE	Description
LLP Obj-i	reinforce their role in creating a sense of European citizenship based on respect for European values and tolerance and respect for other peoples and cultures;

Describe briefly how your project addresses this Objective

The work of HERODOT relates very closely to key issues facing Europe in the 21st century. Through its workpackage on Identity the relationships between people and locations at local, national or international scales are explored and ways of using geographical knowledge and understanding to help us to be better citizens. The workpackage on spatial citizenship explores the importance of space and place in developing active, responsible citizens.

CODE	Description
LLP Obj-j	promote co-operation in quality assurance in all sectors of education and training;

Describe briefly how your project addresses this Objective

Quality is a central theme of the H3 proposal. As a respected academic network, members of HERODOT recognise that they are in a unique position to establish quality measures that will enhance the quality of courses in Europe. The four thematic pillars thus all have activities which seek to improve the quality of learning and teaching in the Spatial Sciences.

CODE	Description
LLP Obj-k	to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

Describe briefly how your project addresses this Objective

HERODOT 3 is a creative response to the key issues and needs that have been identified through earlier TUNING surveys and an analysis of members needs. The network products of benchmarks guidance, training and a European Centre of Excellence are highly innovative methods to exploit the work and outcomes of earlier network activities and encourage the exchange of good practice.

Please identify in the box below, which of **the Specific Objectives** of the Action this application addresses

CODE	Description
ERA-SpObja	To support the realisation of a European Higher Education Area

Describe briefly how your project addresses this Objective

HERODOT networks Spatial scientists from most European countries and thus is a component of the EHEA. It has a track record of expansion into a very large network. It thus has significant influence in many departments and institutions. Through its research for example on postgraduate programmes, HERODOT will promote transparency in qualifications. Creating a

Centre of Excellence provides a focus for excellence within the EHEA..	
CODE	Description
ERA-SpObjb	To reinforce the contribution of higher education and advanced vocational education to the process of innovation.
Describe briefly how your project addresses this Objective	
Under H3 clusters of European experts and those from third countries will collaborate to generate innovative responses to improving the quality of higher education in the Spatial Sciences in higher education	
Please identify in the box below, which of the Operational Objectives of the Action this application addresses	
CODE	Description
ERA-OpObj-1	To improve the quality and to increase the volume of students and teaching staff mobility throughout Europe, so as to contribute to the achievement by 2012 of at least 3 million individual participants in student mobility under the Erasmus and its predecessor programmes
Describe briefly how your project addresses this Objective	
Network research has indicated that many bilateral actions involving staff and student mobility have been initiated through HERODOT. The network is thus a major meeting place for cooperation and collaboration and supports mobility goals. A searchable database will be a tool to support members and non-members seeking partnerships.	
CODE	Description
ERA-OpObj-2	To improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe
Describe briefly how your project addresses this Objective	
Research has shown that networking within HERODOT has launched at least 20 multilateral projects in the past 5 years, for example in Geographical Information Systems (iGuess Project) and Geo-Science teaching (E_PLIPPS Project). The database tool will further encourage co-operation between partners.	
CODE	Description
ERA-OpObj-4	To improve the quality and to increase the volume of cooperation between higher education institutions and enterprises
Describe briefly how your project addresses this Objective	
This is a specific focus for H3. TUNING research showed that there is a need to understand postgraduate developments and employability. Network research identified the significance of connecting to the professions. So H3 will examine what exists in Europe in order to offer guidance and support to increase the volume of cooperation. It will also seek and promote best practice cases.	
CODE	Description
ERA-OpObj-5	To facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others
Describe briefly how your project addresses this Objective	
Academic trends in Spatial Sciences are increasingly towards interdisciplinarity, geo-technologies and cultural components. Most of this is highly theoretical. HERODOT 3 seeks to enable innovative practices in these areas to be explored, demonstrated and shared through workshops, publications and more widespread dissemination. HERODOT 3 is an ideal venue to enable international connections and collaboration to take place.	
CODE	Description
ERA-OpObj-6	To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
Describe briefly how your project addresses this Objective	
H3 will produce guidance, training and materials for the use of geospatial technologies in the Spatial Sciences. This will involve	

developing, implementing and disseminating ICT-based content. Spatial mapping for example will help create the intercultural map of Europe, Open source and Web 2.0 tools are widely used within the network community and the Web site (www.herodot.net) is known for the vast range of presentations, research and publications materials which are available there.

Please identify in the box below, which of **the Priorities** this application addresses

ERA-Net-AN-13	Cross-disciplinary topics
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Describe briefly how your project addresses this Objective

The HERODOT 3 application meets the priority of Networks that connect topics which are cross-disciplinary in dealing with Spatial Sciences. These academic areas cross the boundaries of many science and social science areas and In humanities. The range of partners from different disciplines attracted to this proposal is very great. HERODOT is also the only recent network which has successfully connected academics and researchers with teacher educators.

Please identify in the box below, which of **LLP Horizontal policies** this application addresses

Div	promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia;
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Please explain how this proposal addresses the policy selected

Workpackages in H3 address the European issues of identity, citizenship and spatial literacy. The network promotes European higher education studies that deal with diversity, tolerance and respect. The use of geo-technological tools to build an intercultural map of Europe will provide a focus to promote greater awareness in dealing with these issues.

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

ET2010	Education and Training 2010
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Please explain how this proposal addresses this area of complementarity

HERODOT 3 contributes strongly to the formation of a European Higher Education Area. This is symbolised by its proposed work on excellence, employability and increasing competitiveness. The mission is to make European Spatial Sciences outstanding for the rest of the world to look up to.

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

STATS	ICT and stats
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Please explain how this proposal addresses this area of complementarity

ICT permeates most actions of HERODOT 3, through its Web site, professional Community and various e-products. Specifically the work of the Identity group (TP1), where online mapping tools will be used to create relevant products, spatial citizenship (TP3) which focuses on e-learning and the use of Geographical Information Systems imply and the integrated use of ICT and statistics in the curriculum and spatial literacy (TP2).

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

LLOth	Other policies - Third countries
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Please explain how this proposal addresses this area of complementarity

HERODOT has been unique among Thematic Networks by its wide engagement with third countries. By the end of phase two, 26 third countries had members and thus global outreach has been very high on the network agenda. The network is very well integrated into other important international networks. HERODOT has been instrumental in helping form connections between academics at a global scale.

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

RTD-FP	Research – Framework programme
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Please explain how this proposal addresses this area of complementarity

HERODOT 3 connects with several research institutes across Europe. It is the aim to establish through them closer connections in order to develop further Framework programme participation from the consortium. The lead institution has a strong track record in these areas. The involvement of several research institutes and science academies will strengthen these connections.

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

EMPL	Employment
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Please explain how this proposal addresses this area of complementarity

HERODOT has already produced an employability profile for graduates and has begun working with employers and the student association (EGEA). The use of this previous work will be enhanced through the activities of the Postgraduate group (TP 4) in order to promote the qualities of Spatial Sciences graduates to employers and with the support of EGEA. Good practice in enterprise and links with business and industry will be showcased.

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

RQ	Recognition of qualification
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Please explain how this proposal addresses this area of complementarity

H3 aims to develop a benchmark for degree programmes in Europe. This will assist programme developers in producing relevant and useful courses. It will also allow common points of reference to be produced in order to assist quality enhancement and quality assurance and thereby the recognition of qualification in Europe.

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

ENTR	Enterprise
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Please explain how this proposal addresses this area of complementarity

Links with industry and enterprise will be explored through the activities of the Postgraduate Thematic Pillar (TP 4), to ensure that the skills and abilities of Spatial Science graduates are more widely understood in the workplace. Best practices in entrepreneurial activities will be sought and promoted.

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

ENV	Environment
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Please explain how this proposal addresses this area of complementarity

Environment aspects are commonly dealt with in Spatial Sciences and in teacher education. Spatial Sciences allows humanistic issues to be explored together with a deeper understanding of the scientific impacts of people on the environment. For this purpose H3 will produce through the work of the Thematic Pillar on Identity (TP2), a publication on Education for sustainability in order to follow up the 2008 IGU Charter of the same name, produced by the International Geographic Union in collaboration with HERODOT members..

Please identify in the box below, how this application demonstrates **Complementarity with other policies**

KA1	KA1: Policy
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Please explain how this proposal addresses this area of complementarity

HERODOT seeks to impinge its activities on European policy by addressing quality enhancement and quality assurance. The formation of a European Centre of Excellence to be a focus for review, debate and good practice will assist in the formulation of European policy and benchmarking of Spatial Sciences and its related subjects. H3 through its ongoing work with EUROGEO will be able to lobby at European level.

Please identify in the box below, how this application demonstrates Complementarity with other policies	
KA3	KA3: ICT
Please explain how this proposal addresses this area of complementarity	
<p>The need for geo-spatial awareness and competences forms the focus of the spatial citizenship working group (TP2) activities. It is anticipated that collaborative work examining spatial literacy will provide new insights into European ICT needs as geo-technologies become 'high-value' tools for decision makers.</p>	
Please identify in the box below, how this application demonstrates Complementarity with other policies	
LISBON	Lisbon – growth and jobs
Please explain how this proposal addresses this area of complementarity	
<p>HERODOT 3 seeks to enhance the teaching and learning of Spatial Sciences in higher education by recognising excellence, training those involved and providing standards. Through its work in previous phases, employability has been examined and an agreed European, employment profile created. H3 will seek to use this earlier work to examine the needs of the profession and employers and the links with postgraduate courses (TP4).</p>	
Please identify in the box below, how this application demonstrates Complementarity with other policies	
COM	Comenius
Please explain how this proposal addresses this area of complementarity	
<p>HERODOT has so far been the only Thematic Network to successfully integrate teacher educators and academics. It thus has close connections to Comenius goals and activities. Membership of H3 includes partners from several Comenius Projects and current projects (GISAS, E-PLIPPS, iGuess) as well as a number of 2010 Comenius project applications.</p>	
Please identify in the box below, how this application demonstrates Complementarity with other policies	
ERA	Erasmus and teacher training
Please explain how this proposal addresses this area of complementarity	
<p>HERODOT 3 is a higher education network and therefore has as its mission to meet the goals of the Erasmus programme and in particular to increase opportunities for mobility of staff and students. It connects teacher training organisations, universities and colleges of higher education.</p>	

C.4 Dates and languages	
C.4.1 Please indicate the total duration of the project	
➤ Start date:	1 / 10 / 2010 End date: 30 / 09 / 2013 Duration (maximum 3 years):
C.4.2. Language for Grant Agreement and communication with the Agency	
<input type="checkbox"/>	DE
<input checked="" type="checkbox"/>	EN
<input type="checkbox"/>	FR

C.5 Summary budget

Expenditure		
Direct Costs		<i>No decimals</i>
Staff	443085	
Travel and subsistence	250617	
Equipment	4,935	<i>Cannot exceed 10% of direct costs</i>
Subcontracting	15000	<i>Cannot exceed 30% of direct costs</i>
Other	41900	
Sub-Total Direct Costs	755537	
Sub-total: Indirect costs	52879	<i>Cannot exceed 7% of Total Direct Costs</i>
Total Cost	808416	
Revenue		
Community Grant Requested	600000	
(Maximum Community grant for Erasmus Network projects is 200.000€ per year)		
% of total cost	74.20%	<i>Cannot exceed 75% of Total Cost</i>
Own funding of the members of the consortium	208416	
Other sources of financing	0	
Total Co-financing	208416	
Total revenue	808416	<i>Must equal Total Cost above</i>

IMPORTANT: The following table is only to be completed if this application includes a specific proposal and budget for partners from third countries partners.

	Expenditure		Total project budget (with third country participation)
	Third country budget		
Direct Costs		<i>No decimals</i>	
Staff	12900		455985
Travel and subsistence	19764		270381
Equipment	0	<i>Not eligible</i>	4935
Subcontracting	0	<i>Not eligible</i>	15000
Other	2285		44185
Sub-Total Direct Costs	32664		788201
Sub-total: Indirect costs	2285	<i>Cannot exceed 7% of Total Direct Costs</i>	55164
Total Cost	34949		843365
Revenue			
Community Grant Requested	25000	<i>Cannot exceed €25000</i>	625000
% of total cost	71.2%	<i>Cannot exceed 75% of Total Cost</i>	74.1%
Own funding of the members of the consortium	9949		218365
Other sources of financing	0		0
Total Co-financing	9949		218365
Total revenue	34949	<i>Must equal Total Cost above</i>	843365

C.6 Profile of the consortium						
Countries involved in the proposal						
	All partners from eligible countries (except third countries and associated partners) See Table 15					OTHER participants (associated partners involved in the proposal)
	MS	ACC	AC	OCT	TOTAL	
N° participants	97	4	14	0	115	41
N° countries	26	2	1	0	29	23
For Academic Networks only: In order to be considered eligible, an application for Academic Networks must include a minimum number of 31 partner institutions from the 31 LLP eligible countries. If the consortium does not include at least one partner from each of the 31 LLP eligible countries, please provide a justification below.						
<p>The network has attracted partners from 29 of the 31 countries, which is representative of the situation in European higher education. Only Luxembourg and Liechtenstein have no members. Spatial Scientists in Luxembourg tend to work in neighbouring countries and are accessed through membership of the European Associations (EUROGEO and EUROCLIO). In Liechtenstein, the only unit is the Architecture department who were contacted but as they have already been involved in another Thematic Network, they decided not to participate at this moment in time.</p>						

Organisation Types							
Associations	Counselling	Education	Enterprise	Not for profit	Public Bodies	Other types	TOTAL
11	0	87	5	3	1	8	115

C.7 Summary of work packages					
Work package N°	Type of work package	Title of work package	Start	End	Total staff days
1	MAN	Project Management	1	36	430
2	DEV	Thematic Pillar 1: Identities	2	36	280
3	DEV	Thematic Pillar 2: Spatial citizenship	2	36	290
4	DEV	Thematic Pillar 3: Quality and enhancement	2	36	280
5	DEV	Thematic Pillar 4: Postgraduate studies	2	36	280
6	QA	Evaluation	1	36	85
7	DISS, EXP	Dissemination and valorisation	1	36	50

C.8 Associated projects			
If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this/ these project(s) / network(s) in the table below.			
Identification number	230402 - CP - 1- 2006 - 1 - UK - ERASMUS- TN -		
Project / network dates (year started and completed)	2005-2009	Programme or Initiative	<i>Socrates Thematic Network</i>
Title of the project / network	HERODOT II		
Coordinating organisation	Liverpool Hope University		
Website	http:// www.herodot.net		
Password / login if required for website	Hero2 / socrates		
Summarise the project / network outcomes and describe (a) how the new proposal seeks to build on them and (b) how ownership / copywrite issues are to be dealt with			
<p>HERODOT phase II built a very large community of active geographers in higher education. It made contacts and connections to many national and international organisations and successfully organised many joint and collaborative events and activities. The network built a strong reputation for the quality of its events and the products. HERODOT II also established a newly formed European Association. HERODOT II also completed phases 1, 2 and 3 of TUNING Geography and made recommendations (benchamrks) on a number of important aspects of geographical education. Finally, the network has begun to address promoting the meaning of Geography to society through a GeoCube toolkit.</p> <p>This proposal seeks to build on the very high level of activity and focus, widening its remot to the Spatial Sciences and on member needs under Bologna and the Lisbon agenda. Namely the European dimension, the use of ICT, postgraduate studies, spatial competences and quality assurance. Using its growing reputation, the establishment of a European Centre of Excellence would be a natural development to set standards and encourage competitiveness. HERODOT 3 will take advantage of branding and marketing through the use of the GeoCube. .</p> <p>Liverpool Hope University decided not to apply for a third phase, as a result other partners have developed this proposal. Colleagues from Hope University are expected to join the project if approved.</p>			

C.9 Linkages with other Actions in the LLP	
The content of this application is linked to the following areas of the LLP. <i>Tick all boxes relevant to this proposal: multiple choice possible</i>	
Transversal policies	<input type="checkbox"/> Language learning / teaching <input checked="" type="checkbox"/> Exploiting ICT in learning <input checked="" type="checkbox"/> Dissemination and exploitation of results
Sub-programme areas	<input checked="" type="checkbox"/> School education <input checked="" type="checkbox"/> Higher education <input type="checkbox"/> Adult education <input type="checkbox"/> Vocational training

Part D – technical information about partners

PART E. Project implementation / Award criteria

This section provides applicants with an opportunity to provide experts with statements in support of their application, as described in the other sections of this form, according to the award criteria against which they will be judged. More details on these criteria can be found in the Call for Proposals and in the *INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM (word version) AND THE FINANCIAL TABLES*.

E.1 Relevance

The reasons for this proposal are to:

- demonstrate unique perspectives offered by Spatial Sciences and its relevance to lifelong education
- support higher education, developing suitable curricula that deal with European issues
- increase exchange of ideas, expertise, and insights across borders
- have a strong European perspective internationally

Spatial Sciences are very important, they relate to issues faced in Europe, including environmental quality, resource base, identity, economic development, heritage and the dynamics of demographic change. In higher education activities in these areas are under-represented in Europe, North American perspectives and pedagogies dominate.

To combat this, research from Bologna and Lisbon perspectives is necessary.

Network research has shown four main issues that H3 needs to respond to:

- Becoming competitive in the global marketplace – at postgraduate level
- Educating about European issues to meet technological, social and economic needs
- Employability, in working with industry and enterprise
- Curriculum development and Quality issues

H3 allows “poles of quality” to be identified and a European Centre of Excellence created. It examines the growth of postgraduate qualifications and relationships forged with industry and enterprise.

TUNING showed no standard model for Bachelors courses. Graduates take modules from many related disciplines, like Sociology, Business, Planning, Environment, Geography, Meteorology, Chemistry, Biology, Botany, Computing, GIS and Geology. The common element was that they can be classified under the umbrella of “Spatial Sciences”.

Degrees were diverse, interdisciplinary and flexible. A subject benchmark for Spatial Sciences in Europe would benefit all areas concerned, especially if it became a framework for quality enhancement, interdisciplinary curriculum development and suitable learning and teaching strategies. Spatial Science graduates should be highly employable in many settings. However according to TUNING, this was not the case in many parts of Europe.

E.2. Quality of the Work Programme

HERODOT retains most aspects of its structure. A small Steering Group manages network activities. The group meets face-to-face and online to plan, organise and report on activities. A collaborative virtual working space exists, which is actively used with more than 150 registered participants.

Some work, such as data gathering, publications and conferences are whole network activities organized by the Steering Group, but most activities take place through 4 Thematic Pillars (TPs) established to focus for members. Members contribute to their research and outcomes. This approach is successful; it ensures high participation from large numbers of partners. Collective activities were favourably remarked on at the last EC review as instrumental in establishing cross-network collaboration between TPs for certain goals. Member institutions participate in those areas they consider to be of interest and relevant to their own needs and circumstances. A small group manages each TP. They are responsible for organising and completing the activities, achieving outcomes, ensuring monitoring and evaluation. The autonomy of TPs to undertake their workplan is encouraged. TPs are open to all partners in the network. Calls for participation are distributed and the response rate has always been good.

TP activities and outcomes are explored at their seminars and workshops and further disseminated at network annual conferences and external events. A sustainable range of tools and services for members and support for TP leaders exists via the Web site and Community. Research and recommendations are discussed online, finalised and promoted in a series of dissemination events and valorisation activities.

The flexibility of HERODOT allows the network to set up micro-level forms of organisation so that a group of geographically dispersed partners can be brought together to accomplish specific tasks, such as major events, like the annual conference; publications and other significant activities.

E.3 Innovative Character

H3:

- a. creates a European Centre of Excellence, the first in learning and teaching, which offers leadership for the implementation of large-scale changes under the EHEA
- b. is an innovative attempt to integrate those working in diverse areas. After the introductory review of interdisciplinarity under H2, H3 extends activities to focus on issues of multi-disciplinarity in the Spatial Sciences
- c. deals with learning and teaching about major European issues
- d. works on core competences, European identity, spatial literacy and spatial citizenship
- e. relates to member needs identified from TUNING and other research
- f. crosses sectors, connecting higher education, teacher education and vocational aspects
- g. establishes a QA benchmark with measures of assessment in the Spatial Sciences

H3 has innovative characteristics, goals and structures. It

- a) offers a mission, focus and values for members to share
- b) provides leadership and potential for change
- c) encourages innovation in the scholarship of teaching
- d) supports professional development of academic, scientific, technical staff
- e) disseminates examples of good learning and teaching practice
- f) acts to promote quality in European higher education

H3 redraws the map of Spatial Sciences in higher education by collaborative links made with other organisations in Europe and beyond, such as joint actions with EUROGEO and EUROCLIO (European Associations), EGEA (Student Association), IGU (International Geographic Union), INLT (International Network for Learning and Teaching), ESRI Global Inc. (International GIS network), EUGEO (Research Network), AGIT (German-speaking Geo-Information Network), EUGISES (GIS), ERIC and digitalearth (Comenius Networks), ETEN (Teacher Education) and GIF (Planning). H3 connects with research academies in 6 countries.

H3 extends European influence and actions beyond Europe. It exploits channels of international cooperation established under earlier phases. H3 strongly promotes the interests of Europe at an international/global level.

E.4 Quality of the Consortium

During previous phases, HERODOT became one of the largest and most diverse of Thematic Networks. It had 245 partners from 55 countries, representing 18 'related' disciplinary areas. It built a reputation as a credible academic European organisation. The current consortium represents new partnerships forged with organisations involved in areas as widespread as Geology, Economics, Human Rights, Architecture, Urban and Rural Planning and Fine Art and the highly active original membership, which remains strong and diverse. Facilitative leadership allows members to work together in different collaborative activities within and beyond the network. Several of the world's major associations (IGU, AAG, SEAGA, ESRI) have subscribed as associate members to the H3 proposal.

Partners are predominantly higher education institutions offering undergraduate and postgraduate degree courses in Spatial Sciences and related subjects like Environment, Forestry and Planning. The consortium needs balance and dynamism, not to be dominated by one particular group. H3 boasts participants from a very diverse range of other organisations including associations, NGOs, professional societies and companies dealing with education. HERODOT also has about 40% of its membership who are active in teacher education (Science, Economics, History and Geography). They provide valuable pedagogical input. Breadth remains a major strength.

Experience shows that a partnership culture is essential. Network membership involves leading European professors, researchers, 'new' academics and students. HERODOT has expanded its influence to include partners from most countries in Europe. In the cases of Liechtenstein and Luxembourg there are no suitable departments. HERODOT has involved many third countries, including active members from Switzerland and Tempus locations. Many members from third country partners have already contributed to the network and disseminated its outcomes.

E.5 European Added Value

Spatial scientists work in many domains, such as Economics, Politics, Law, Health, Planning, Environment, Marketing, Journalism and new technologies. They operate in interdisciplinary and multidisciplinary contexts. Spatial Science graduates are valuable commodities to Europe. To maximise their impact and meet professional needs, sound postgraduate developments are necessary, connecting with business and enterprise (TP4).

H3 builds Europe by stimulating innovative effects on curricula concerned with European spaces. Lifelong learning skills like spatial awareness, spatial literacy and spatial citizenship are examined (TP2). This contributes to a more precise definition of a European dimension. Working with teacher trainers, it plays a unique role in promoting Europe and citizenship in schools (TP1).

HERODOT is accepted internationally, a brand for higher education in Europe. This proposal develops interactions with several related scientific disciplines. As a European hub of activity, it networks with national, European and international organisations, in 2008/9 more than twenty national professional associations participated in network events.

The network provides added value by looking out to third countries. The network has excellent global links to disseminate European Spatial Sciences. Externally, HERODOT promotes European Spatial Sciences as being of world-class standard. External interest is great, our international membership brings added-value to European members and to Europe. Following participation, other continents have created similar academic communities and activities, so Europe is viewed with a world-leading reputation.

H3 is active in the debate about the future of higher education in Europe. It contributes on behalf of European organisations to international policies and practices. It is involved in revising the IGU Charter for Geography (2011), the UNESCO Global Education Charter (2012), the Council of Europe statement on Education for a Global Society and proposed International Year for Cultures and Civilisation (2015).

E.6 The Cost-Benefit Ratio

HERODOT has been one of the largest, best connected TNPs, offering economies of scale. It has an effective infrastructure, ensures high activity levels and value for money efficiency. The coordinator, Steering Group and evaluators have experience in strategic planning and budgeting of Thematic Networks.

H3 uses flexible micro-organisational forms to maximise quality and minimise costs. Some outputs, like major events, publications and other large activities have operational teams. This ensures shared workload. Members with specific expertise are used to maximise efficiency, eg publishing in Poland and via print on demand in Germany, where quality has been high and costs lower.

Central community services including e-communications provide a support infrastructure and minimise the need for travel to meetings. Discussion groups and online meetings are organised for the purpose of administration and organisation. Electronic information services maintain communications and minimise costs. Recognising the needs of members is essential for maximising benefits. A 2008 member survey identified the preferred communication means as e-newsletter, Web site and magazine, the H3 response will meet these needs, while minimising costs.

The network uses its external connections with other international organisations and institutions to improve connectivity and enhance awareness of the work being undertaken at little or no extra cost. This is the advantage of being globally well connected.

HERODOT enables meta-level European research providing a vehicle for analysis and synthesis. It undertakes large international data gathering as in the TUNING and Bologna surveys. There is no alternative for guaranteed, cost-effective information gathering. This permits the comparative analysis of strengths and weaknesses of national and institutional circumstances. Members believe that benchmarking should be managed via a European Centre of Excellence, making quality judgments against identified subject-orientated criteria.

E.7 Impact

H3 deals with academic and technological aspects in the Spatial Sciences such as European issues, identity and geo-technologies. It relates powerfully to the citizen through examining issues like empowerment, governance, democracy and decision making in an integrated, multi-disciplinary way through work on 'spatial citizenship' (TP 1+2).

One key to improving the attractiveness of European degrees is in creating quality enhancement in curriculum approaches, teaching, learning and assessment. Quality issues can only be addressed once curriculum developments have reference points on which they can be based. This would normally be expressed as statements of what learners are expected to know, understand and be able to do. Such a European statement will be produced, piloted and promoted across Europe and beyond. This will have huge impact on courses in improving their transparency and quality (TP3).

TUNING research by the network indicated that courses should prepare graduates for a productive working career. HERODOT 3 takes a step towards this by examining links with the public and private sector, as well as "postgraduateness" and Masters level course developments and important issues relating to doctoral qualification in the Spatial Sciences (TP4).

HERODOT has become widely known a quality higher education brand in Europe. Through its TPs, HERODOT positions Europe firmly at the centre of international education initiatives. Building a European Centre of Excellence is the next strategic step to influence and impact on the world of higher education and teacher education in the Spatial Sciences. This will emphasise and further strengthen the global focus of the European network.

E.8 Quality of the Valorisation Plan (Dissemination and Exploitation of Results)

The second phase of HERODOT produced a successful brand and marketing toolkit which has already been widely used. The Geo-Cube (www.geo-cube.eu) has been evaluated as a successful trademark. External sponsorship for the Geo-cube brand has been obtained. H3 will use it in dealing with the Spatial Sciences. H3 will seek to further exploit the sustainability of the brand by using the quality mark in the promotion and dissemination of the range of new products and outcomes that will be developed from the H3 workpackages.

Creating a European Centre of Learning and Teaching Excellence promotes quality to higher education under Bologna. Research under H2 showed that this initiative will help lobbying for the integration of realistic quality measures in higher education courses. The impact of HERODOT online was assessed in 2009 by EACEA as offering excellent networking and promotion of the project outcomes.

HERODOT is unique among thematic networks, in that it has already engaged and disseminated its actions to organisations from more than 50 countries. The network now extends its boundaries further into Spatial Sciences and uses its products and activities to increase its influence and impact to new agencies and organisations. The network has a number of participants who have been recognised by the coordinator as boundary spanners (they cross organisational boundaries). Exploiting the talents of these participants will be one key to successful dissemination and valorisation. A further unique aspect of the network is that it has for the past 7 years, been successful in integrating university academics with teacher training. Further developments are planned in this sphere especially under the themes of Spatial Citizenship and European Issues. Multi-disciplinary developments will be examined in teacher education, training and university contexts.

Additional information to be completed for Erasmus Networks:

Please demonstrate the extent to which the activities proposed are networking activities

Research of H2 impact in 2008 showed that members capitalised on decentralised structures which promoted active networking and high levels of connectivity. This is achieved through agreed goals which encourage team building, diversity and personal development. It illustrated that the network is more than just a group of people; it is a social, professional and academic community. As a result most of the activities can be deemed as networking for members.

HERODOT networks a diverse range of subject areas, for example European Studies, Geomatics, Geology, Geomorphology, Forestry, Tourism, Meteorology, Urban/Rural Planning, Ecology, Cartography, Cultural Heritage, Environmental Sciences, Development Studies, Land Management, Planning, GIS, Geodesy, Human Rights, History, Demography, Sociology, Political Science, Architecture, Mediterranean Studies, Water Management, Education Sciences and Teacher Training.

HERODOT is unique as it has crossed boundaries, embraced many nations and types of European organisation. It contributes in many major European events and activities. It is closely connected to future international developments organised by the IGU (UN International Year), ESRI (European User events) and EUROGEO (professional and research developments). H3 crosses sectoral boundaries building a strong base in teacher education and schools, as well as with geo-technologies and the workplace.

HERODOT contributes strongly to wider European debates and initiatives. Strong links have been built with the European Student Association (EGEA) by joint attendance at conferences and recently by collaborative research and workshop activities.

HERODOT is an extremely active professionally. It is perceived as a leader in higher education, so external interest is very great. Further developments in Spatial Sciences are anticipated. Other parts of the world (South East Asia, South America) have experienced continental-scale developments following their HERODOT participation. Members in many associate countries find ways to actively contribute to the work of the network, both remotely via the Community and face-to-face. A strong and very diverse 'third country' partnership has been formed.

Please describe how your proposal will contribute either to the advancement of knowledge or to the definition of new approaches in a specific area

H3 is a collaborative network which increases competitiveness in Europe. It enhances quality by international cooperation; HERODOT focuses on a number of original and unique areas of knowledge and encourages members to take improve the nexus between research and teaching. H3 encourages spatial scientists to focus on enterprise and creativity, spatial literacy and geo-technologies, in the following areas:

- European Identities and complex issues (TP1)
- spatial competences and spatial citizenship (TP2)
- Postgraduate areas of study (TP4)

H3 promotes European actions worldwide by its research and publications. It builds links with curriculum, programme development and quality throughout.

One of the most important outputs of this project will be to create a European focus for the discipline through a Centre of Excellence for learning and teaching Spatial Sciences in higher education. This allows professionalism to be enhanced and expertise acknowledged. Forming a European Centre for Learning and Teaching Excellence will promote quality to higher education institutions and establish the right sort of learning and teaching culture under Bologna. Research under H2 showed that this initiative could be significant in lobbying for the integration of realistic quality measures in higher education courses.

HERODOT for the first time will focus on aspects of quality, to create standards. Another new area will examine the proliferation of courses at Masters and Doctoral level and the links to enterprise and industry. Reports will lead to professional training opportunities and guidance.

For existing consortia, please describe the added value of the new proposal

To meet Lisbon and Bologna goals, European higher education needs to transmit itself as outstanding across Europe and to third countries. This is best applied by well respected organisations like HERODOT who can use existing approaches supplemented by creating the first European Centre of Excellence for Learning and Teaching. This capitalises on the high reputation of the network developed over the two earlier phases of HERODOT.

A European Centre for Learning and Teaching Excellence gives very positive perceptions internationally. This is a highly innovative approach with the goals of increasing visibility, improving quality and reaching out to important target audiences.

Under H3, the network takes advantage of existing technological and practical infrastructures which have been highly successful in previous phases. Some technological upgrading of the Web site and online Community will be needed. The goal will be to further enhance the visibility of the network by exploiting prosumer concepts, further integrating web 2.0 tools.

Through its infrastructure, HERODOT organises conferences, seminars, workshops, meetings and 'expert' think-tanks. The network links these to quality publications, proceedings and journal articles. The Web site and online community will be developed further. H3 will provide regular information to its partners and spatial scientists around the world, promoting European activities and excellence worldwide. HERODOT products have traditionally been in English and localised by members into their own languages where required.

H3 is in a unique position to both promote Spatial Sciences and have great impact in institutions across Europe and beyond. The network has placed a global focus on Europe by providing opportunities to display and disseminate innovation. Member departments improved their profile and some are now established as world standard. Dealing with quality matters and establishing a European Centre of Excellence will help the network influence the discipline by working closely with other continental-scale networks and specifically the European Association formed under HERODOT 2.

Please indicate how the applicant/coordinating institution will pool the expertise of/manage the institutions involved

Once the previous contractor decided not to apply for a phase 3 project, a Call was announced to HERODOT membership for a new contracting institution. The HERODOT Steering group evaluated the five proposals made and for the 2009 Call , they decided that Salzburg would become the new coordinating institution.

Salzburg is recognised as a world-leading institute for the Spatial Sciences. It has a major research institution Z-GIS, a high quality teaching department and significant international connectivity. The university also hosts the Austrian Centre of Excellence (digitalearth.at) and has experience and expertise in project management and network building.

The Project coordinator remains the same as in previous phases and more than half of the Steering group from phase 2 is still in place. They have experience and expertise in managing and leading a complex network.

Salzburg University has extensive expertise in administrative and financial large scale project management.

PART F. Workplan in workpackages

IMPORTANT: This part must be completed separately for each workpackages

Workpackage Number	1	Workpackage Type	MAN		
Workpackage title:	Project Management				
Start Month number	1	End Month number	36	Duration in number of months	36
Description of workpackage					
<p>This provides central coordination of the network through its Steering Group and external evaluators. It includes official progress reporting and the development of central services.</p>					

F.2 Deliverables – outputs / products / results

Deliverable number	1.1
Title	Steering Group meetings
Type of outcome / product / results	Agenda-minutes-action plans
Description:	
<p>A set of administrative records and documentation of the planning, task management, organisation and project development</p>	

Deliverable number	1.2
Title	Network membership pack
Type of outcome / product / results	Digital pack for new members
Description:	
<p>This is an e-pack for new and existing members about the network, the goals, its role, the members Community and external links. The e-Pack provides key links to resources developed during earlier phases of the network, to improve their widespread use, promoting further dissemination and valorisation. The pack will include a press release to encourage active promotion of the network in their institution and beyond, promotion literature developed under deliverable 7.5 and network magazine, deliverable 1.7.</p>	

Deliverable number	1.3
Title	Bi-monthly e-newsletter
Type of outcome / product / results	16 electronic newsletters
Description:	
<p>A bi-monthly electronic newsletter sent to members via email and posted on the Web site. This provides information on Spatial Science news, resources, events and activities from the network and around the world. A template design is created and used.</p>	

Deliverable number	1.4
Title	Interim Report
Type of outcome / product / results	Report
Description:	
Interim Report for the European Commission, reporting progress.	

Deliverable number	1.5
Title	Final Report
Type of outcome / product / results	Report
Description:	
Final Report for the European Commission	

Deliverable number	1.6
Title	Partner-find tool
Type of outcome / product / results	Networking e-tool
Description:	
A partner finding tool to help members search for mobility, exchanges, new collaborative multilateral projects, resources and Calls for events and collaborative research.	

Deliverable number	1.7
Title	Network magazines (1-2 per year)
Type of outcome / product / results	Printed magazine and e-version
Description:	
A print product requested by members. The deliverable consists of 5 issues of a network magazine containing network news and developments promoting the activities and outcomes of the network and the Centre of Excellence. This will be used to spread information about the network and to recruit new members. An e-version will be created so that it can be customised and localised (translated and printed) by network members for dissemination.	

Deliverable number	1.8
Title	Scientific e-journal: European Spatial Sciences
Type of outcome / product / results	e-journal research publication
Description:	
A searchable peer-reviewed international e-journal, with subscription functions. This will contain published articles and invited papers. More than 150 previously published, paper-based articles will be digitised and made available through the e-journal. This development provides global access to and coverage of the work of European academics in the network. It will further raise the network profile. This will be developed to encourage postgraduate students to publish their research.	

Deliverable number	1.9
Title	Annual conferences
Type of outcome / product / results	Meeting of network consortium
Description:	
<p>An annual scientific conference to allow the work of network members to be disseminated to others in the network. The events enable external non-funded participants to participate in network activities before joining it. Conferences are used to share current research and to gather data for European-wide Thematic Pillar and network research. A conference publication is produced and materials for the Web site. External agencies like publishing houses, research organisations and companies are encouraged to attend and display their products.</p>	

Tasks that will be subcontracted

None

Explanation of workpackage expenditures

Please explain and justify budget items included in the detailed budget that relate to this workpackage, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other".

Three meetings of the Steering Group are envisaged to focus on operational aspects of the project, setting out and agreeing the aims of each of the pillars and their work programmes, reporting on progress and preparation for annual conferences and reporting. To save costs, these will, where possible, mainly take place before the annual conference and/or workshop activities.

At least one external evaluator will normally attend these meetings.

One Steering Group meeting will be mainly dedicated to the evaluation of the network outcomes.

This workpackage also includes the costs of three annual conferences and their associated publications. The travel budget figures have been based on data from the second phase of the network, using mean costs of travel, accommodation and subsistence from 'similar' localities.

The network magazine (D1.7) will be a new initiative and 5 issues are envisaged as a promotional vehicle for the project and its activities and achievements.

The scientific journal (D1.8) will be established online using Open Source software. Its costs will be in staff time to set up, customise, develop and run.

Workpackage Number	2	Workpackage Type	DEV		
Workpackage title:	Thematic Pillar 1: Identities				
Start Month number	3	End Month number	36	Duration in number of months	33
Description of workpackage					
<p><i>This workpackage examines identity and identities from a spatial science context. Root identities are multidimensional and multi-scaled, and may only become an issue for individuals or groups when challenged. While such issues can be cultural, environmental or technological, these will be interpreted within the wider political-economic framework by members so that they can be connected with sustainable progress. This Thematic Pillar aims to develop these ideas and to promote latest thinking on these subjects, in a European context. It will also create resources and guidelines for wider use in teaching about an "integrated" Europe.</i></p>					

F.2 Deliverables – outputs / products / results

Deliverable number	2.1
Title	Guidelines on Identity perspectives
Type of outcome / product / results	Set of papers available digitally: reviewed and guidelines produced
Description:	
<p>Support materials for teaching and learning about geographical identities, for example European, economic, political, social, cultural and environmental identities. The results will be a series of guidelines which may include a series of papers, a collection of examples, example curricula, course and lesson plans etc. Guidelines will also be reviewed as those presented by top-level educational organisations (such as UN/UNESCO, EU-DG, National Curricula, Ministry of Education – levels) & scaled for local use. This will be compared with reality on the ground and adjusted with respect to a post-Lisbon Agreement and Post Crash/Recession environment.</p>	

Deliverable number	2.2
Title	An intercultural map of Europe: pilot version
Type of outcome / product / results	Online map with spatial information, further constructed by users
Description:	
<p>To build and make widely available a tool to support teaching about intercultural aspects in Europe. It will use Web-based mapping technologies and involve the creation of an online intercultural map of Europe possibly connected with existing technologies like Google Earth or Arc Explorer (dependent on technological developments that happen during the course of the project). The intercultural map will allow users to zoom in on specific aspects of culture and identity with depth, along with enabling understandings of democracies, sustainable peace and conflict, environments etc. It will be piloted by members as part of a HERODOT event.</p>	

Deliverable number	2.3
Title	An intercultural map of Europe: final version
Type of outcome / product / results	Online map with spatial information, further constructed by users
Description:	
<p>The final version of a spatial tool to support teaching about intercultural aspects in Europe.</p>	

Deliverable number	2.4
Title	Publication: Education for sustainability
Type of outcome / product / results	Publication: proceedings or book
Description:	
<p>This publication will be connected to a HERODOT event, it will be a collection of papers on the learning and teaching about education for sustainability and be a follow up and extension to the IGU Charter on Education for sustainability, which was published by the International Geographic Union in collaboration with HERODOT in late 2008.</p>	

Deliverable number	2.5
Title	An e-Pack on identity
Type of outcome / product / results	An electronic resource: Web pages – e-publication
Description:	
<p>A HERODOT-labelled electronic resource on identities as a core curriculum development resource for lecturers, teacher trainers working in European higher education. This will bring together latest knowledge and understanding, resource links into a usable resource to update university academics. The e-Pack will be created such that it can be locally customised (contextualised and translated)</p>	

Deliverable number	2.6
Title	Book: Spatial identities in Europe
Type of outcome / product / results	Published Book
Description:	
<p>A book examining spatial identities in Europe. This will be a collection of chapters on different aspects of identity. It is hoped that this will be externally reviewed and published.</p>	

Tasks that will be subcontracted

None

Explanation of workpackage expenditures

Please explain and justify budget items included in the detailed budget that relate to this workpackage, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other".

Two meetings of the pillar are envisaged. Staffing and travel costs have been allocated. A workshop will be undertaken during the final network conference.

Mean travel rates have been used from the second phase of HERODOT.

The budget has been based on mean travel rates have been used from the second phase of HERODOT.

Average attendance rates from existing pillars have been used to calculate the budget.

Publications will be electronic in nature with a relatively small 'print-on-demand' print run. It is planned that the book will be widely available to the academic community through external publishers.

Workpackage Number	3	Workpackage Type	DEV
Workpackage title:		Thematic Pillar 2: Spatial Citizenship	
Start Month number	3	End Month number	36
		Duration in number of months	33
Description of workpackage			
<p>This workpackage examines the growing need for spatial competences in European society. It will relate them to core competences, defined as a priority in the LLL program. It will review work being undertaken in the area, prepare guidance and training on the theme.</p> <p>Spatial Citizenship includes the use of geo-technologies and geoinformation. This workpackage therefore also deals with the role and importance of new technologies in learning and teaching in the Spatial Sciences.</p>			

F.2 Deliverables – outputs / products / results

Deliverable number	3.1
Title	Review of spatial literacy
Type of outcome / product / results	Published Report
Description:	
<p>A report based on the meanings and expressions of spatial literacy, connecting key competences with geo-literacy. It will be available digitally, but hard copies will be produced for dissemination.</p>	

Deliverable number	3.2
Title	Publication: Geo-literacy, curriculum and key competences
Type of outcome / product / results	Meeting papers
Description:	
<p>This publication will be the result of the review and research on spatial literacy and be linked to a HERODOT Thematic Pillar meeting/event. This publication contributes to the work developed by HERODOT members through the IGU Charters, internationally accepted documents, translated in more than 120 languages.</p> <p>The publication will examine comparative approaches to spatial literacy in curricula. It will be used to examine the range of approaches used and their relationship with the European dimension. The report will review curriculum developments during project working sessions and be presented at H3 events. It will be available digitally, but hard copies will also be produced for wider dissemination.</p>	

Deliverable number	3.3
Title	Guidance for curriculum development
Type of outcome / product / results	Electronic guidance pack, summary printed
Description:	
<p>A guidance pack of support materials dealing with the issue of spatial literacy, targeted to help curriculum and course developers in teacher education and higher education. This electronic resource will be developed from deliverables 3.1 and 3.2 to use in training colleagues and for support. It will form part of the collated set of guidelines for dissemination (deliverable 7.8) and the training course (deliverable 3.4).</p>	

Deliverable number	3.4
Title	Training course on Spatial-literacy
Type of outcome / product / results	Course materials and workshop.
Description:	
<p>A three-day workshop by HERODOT members, which will be used also as an opportunity for peer-review and evaluation of the products created by this thematic pillar and related to the development of European standards.</p>	

Deliverable number	3.5
Title	Role of ICT in developing spatial citizenship
Type of outcome / product / results	Set of research papers as a TP publication
Description:	
<p>This study will be connected to a HERODOT conference/event on aspects of e-Learning and GIS in the area of spatial citizenship in higher education and teacher education. This will be available digitally, but some hard copies will also be produced for wider dissemination.</p>	

Deliverable number	3.6
Title	Review/research: GIS and e-learning - review of state of art
Type of outcome / product / results	State of the art report
Description:	
<p>Research report on the use of GIS and elearning in developing spatial citizenship in higher education in different European universities, based on the GIS benchmark and further network research. This follows from deliverable 3.5.</p> <p>This review will consider issues related to initial teacher education and curriculum development</p> <p>The report will be available digitally, but some hard copies will also be produced for wider ad specific dissemination.</p>	

Deliverable number	3.7
Title	A guide to spatial citizenship for enhancing the curriculum
Type of outcome / product / results	Publication
Description:	
<p>This publication will show the results of the study and review, followed by a guide for curriculum and course developers on the issues associated with spatial citizenship by using new technologies in learning and teaching Spatial Sciences. This will take the form of an online course and be piloted and evaluated at HERODOT conferences and workshops. A summary will form part of the European Guidelines produced from deliverables 3.5 and 3.6 for wider dissemination in deliverable 7.8.</p>	

Deliverable number	3.8
Title	Spatial Citizenship course
Type of outcome / product / results	e-learning Course
Description:	
<p>A 5 ECTS online postgraduate course addressing spatial citizenship. This will be the first such activity in the network and hopefully could lead to the development of a joint postgraduate qualification possibly developed under Erasmus Mundus for Masters and PhD students and comenius for teacher education..</p>	

Deliverable number	3.9
Title	Workshop / training on Spatial Citizenship using e-Learning and GIS
Type of outcome / product / results	Workshop / training events
Description:	
<p>Hands-on workshops by HERODOT TP 3 members, which will be used also to peer-review the guide, 5 ECTS elearning course and other products created by this thematic pillar. Parts of this workshop will be repeated at dissemination events and at network conferences.</p>	

Tasks that will be subcontracted

None

Explanation of workpackage expenditures

Please explain and justify budget items included in the detailed budget that relate to this workpackage, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other".

Two meetings of the pillar are envisaged. Staffing and travel costs have been allocated. Pillar activities will take place at annual conferences. The training course will be organised by the leader of the pillar at the final annual conference, which will be used as a formative evaluation of the products.

The budget has been based on mean travel rates used from the second phase of HERODOT.

Average attendance rates from existing pillars have been used to calculate the budget.

Publications and reports will be electronic in nature with a relatively small 'print-on-demand' print run.

Workpackage Number	4	Workpackage Type	DEV		
Workpackage title:	Thematic Pillar 3: Quality and enhancement				
Start Month number	3	End Month number	36	Duration in number of months	33
Description of workpackage					
This workpackage addresses quality enhancement and assurance issues in higher education Spatial Sciences, through review, research and the formulation of a benchmark statement for the discipline. It connects with the development of a European Centre of Excellence in Learning and Teaching.					

F.2 Deliverables – outputs / products / results

Deliverable number	4.1
Title	State of Spatial Sciences in Europe
Type of outcome / product / results	Research Report
Description:	
<p>A review of the 2003/4 data gathering exercise is undertaken followed by a new survey of network members. This research work will be extended to include the state of Quality Assurance and Quality Enhancement in Europe.. This report will present the results and identify the state of quality enhancement and quality assurance processes in operation in departments across Europe and make recommendations for benchmarking. It will mainly be available digitally, but hard copies will also be produced for wider and targeted dissemination.</p>	

Deliverable number	4.2
Title	Spatial Science Curriculum in Europe – matching benchmarks
Type of outcome / product / results	Report
Description:	
<p>This report will be a formative review of current curriculum developments in departments/Faculties addressing Spatial Sciences and how they relate to standards and benchmarks, for example those that already exist in the Netherlands, Spain and the UK. It will be a series of papers on the state of play and be derived as the proceedings of a network conference or seminar. It will lead to discussion and debate as part of the process of formation of a subject benchmark. It will examine how Spatial Sciences deal with areas such as interdisciplinarity. Recommendations will be made relating to the establishment of a Centre of Excellence, promoting quality aspects. It will be available digitally, but some hard copies will also be produced for specific dissemination.</p>	

Deliverable number	4.3
Title	Draft benchmark for Spatial Science courses in Europe
Type of outcome / product / results	Digital and paper publication
Description:	
<p>This outcome will be the formulation of a benchmark statement for Spatial Sciences. It will thus include a specific vocabulary and statements representing standards for curriculum development, which could then be used for quality assessment.</p> <p>As it is a document created by a group of experts which will be proposed for mutual agreement it will exist in as a working document, with the aim of publishing it, if it can be widely agreed, at the completion of the project. This includes a drafting process towards establishing standards for European higher education Spatial Sciences.</p>	

Deliverable number	4.4
Title	Final benchmark for Spatial Science courses in Europe
Type of outcome / product / results	Digital and paper publication
Description:	
<p>This benchmark, established by a working group of experts will then follow external and internal peer review and will represent an agreed benchmark statement for Spatial Sciences.</p>	

Deliverable number	4.5
Title	Quality in European Spatial Sciences
Type of outcome / product / results	Publication
Description:	
A publication examining quality developments in Europe. This will be a collection of case studies on different aspects of quality. It is expected that this will be externally reviewed and published.	

Tasks that will be subcontracted

None

Explanation of workpackage expenditures

Please explain and justify budget items included in the detailed budget that relate to this workpackage, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other".

Two specific meetings of the pillar are envisaged. Staffing and travel costs have been allocated.

In addition, pillar activities will take place at annual conferences.

The budget has been based on mean travel rates have been used from the second phase of HERODOT.

Average attendance rates from existing pillars have been used to calculate the budget.

Publications will be electronic in nature with a relatively small 'print-on-demand' print run. It is planned that the book will be available to the academic community through external publishers.

Workpackage Number	5	Workpackage Type	DEV		
Workpackage title:	Thematic Pillar 4: Postgraduate studies				
Start Month number	3	End Month number	36	Duration in number of months	33
Description of workpackage					
This thematic pillar examines the proliferation of postgraduate courses in Spatial Sciences. This builds on the employability profile created in 2008. It relates academic to professional worlds, including student research and professional development. It connects employability, business and the world of work. Activity consists of research and resulting guidance and publications for course and curriculum developers, to assist them in improving the quality of their programmes so that courses become more suitable to applicants from the professions and attractive to third countries. Professional connections further increase links between universities and public and private enterprises.					

F.2 Deliverables – outputs / products / results

Deliverable number	5.1
Title	State of Postgraduate Spatial Science courses in Europe
Type of outcome / product / results	Report and presentation
Description:	
A report and presentation based on research about the types of postgraduate development in Spatial Sciences in European higher education and the issues concerned. This will include a review of TUNING research and postgraduate competences. This report will be available digitally, but hard copies will also be produced for wider dissemination specifically to curriculum developers and heads of departments. The presentation will be available via the Web site.	

Deliverable number	5.2
Title	Guidance on postgraduateness
Type of outcome / product / results	Leaflet and electronic version
Description:	
<p>Curriculum and competence guidance for postgraduate course creators and programme developers on the skills and competences reflected in postgraduate degrees. This is related to the outcomes of previous research undertaken through TUNING. This leaflet will be available digitally, but hard copies will also be produced for wider dissemination specifically to student organisations, careers departments and partners in third countries, promoting postgraduateness in European Spatial Sciences. The digital version can be localised and used accordingly.</p>	

Deliverable number	5.3
Title	Public-private partnerships, industry enterprise links in Spatial Sciences
Type of outcome / product / results	Publication
Description:	
<p>This publication will be a formative review of best practise partnerships between higher education, state institutions and private organisations. It will assess the roles in such partnerships and how they influence the curriculum and other developments in departments. It will be a series of papers on the state of play derived as part of a network event. It will provide an insight into the links between university and enterprise and lead to discussion, debate and guidance on establishing professional partnerships and postgraduate requirements. This report will be available digitally, but hard copies will also be produced for wider dissemination specifically to curriculum developers and heads of department, public and private enterprise. It is anticipated that it will be localised by members, to suit their needs.</p>	

Deliverable number	5.4
Title	Enterprise and Industry links
Type of outcome / product / results	Guidance leaflet and electronic version
Description:	
<p>Guidance for departments developed on the links between universities and public / private organisations. This will be based on a seminar of interested members, where examples of existing practise will be presented and good practice identified. There will be a small print run of the leaflet as well as electronic dissemination. The e-leaflet can be localised by contextualisation and translation for greater use. The leaflet will form part of the collated guidance planned for publication as a leaflet/booklet in deliverable 7.8.</p>	

Deliverable number	5.5
Title	Guiding Student Research
Type of outcome / product / results	Publication leaflet and digital version
Description:	
<p>One feature of postgraduate studies is undertaking independent research, whether at Masters or PhD level. TUNING demonstrated some of the key competences needed for this, which will be built on to produce guidance for supporting and supervising student research, together with examples of good practice. This will be available digitally, but some hard copies will also be produced for wider dissemination specifically to those who make decisions about courses and curriculum developers, as well as student organisations. Guidance will also be disseminated via deliverable 7.8.</p>	

Tasks that will be subcontracted

None

Explanation of workpackage expenditures

Please explain and justify budget items included in the detailed budget that relate to this workpackage, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other".

Two meetings of the pillar are envisaged. Staffing and travel costs have been allocated.

Pillar activities will also take place at annual conferences.

One further meeting will be a training course organised by the leader of the pillar used as a formative evaluation of the products, possibly as part of the third (last) annual conference.

The budget has been based on mean travel rates have been used from the second phase of HERODOT. Mean attendance rates from existing pillars have been used to calculate the budget.

All publications will be electronic in nature with a relatively small 'print-on-demand' print run.

Workpackage Number	6	Workpackage Type	QA
Workpackage title:	Evaluation		
Start Month number	2	End Month number	36
		Duration in number of months	35
Description of workpackage			
<p>This workpackage reviews, monitors and evaluates the operation, outcomes and achievements of the network. By understanding the key needs of network members and the requirements of European higher education in general, the situation, status and inter-connectivity of the network can be assessed. Measures such as membership, activity, outcomes and impacts will be reviewed. If and where needed, remedial measures can be implemented. This is based on internal review and external evaluation.</p>			

F.2 Deliverables – outputs / products / results

Deliverable number	6.1
Title	Needs analysis survey and report
Type of outcome / product / results	Survey results and report
Description:	
<p>A review of the results of the needs of network members, to confirm that there have been no major changes to the needs of academics in European higher education since the research undertaken as part of the preparation of this proposal. This report will be used to provide evidence for the different thematic pillars and the data will be used to establish milestones against which evaluation can take place. In exceptional circumstances a contract modification may be sought. The survey results and report will be available to members via the network Community in digital form only.</p>	

Deliverable number	6.2
Title	Evaluation plan
Type of outcome / product / results	Internal Report
Description:	
<p>Following a review of the needs analysis by the Steering Group and in conjunction with the external evaluators, the lead institution will draw up an evaluation plan for the network. The plan will be based on the evaluation criteria discussed and agreed with between the Steering Group and External Evaluators by the end of the first Steering Group meeting. A series of key milestones will be indicated for the completion of the project. This report will be available to members via the network Community in digital form only.</p>	

Deliverable number	6.3
Title	Formative evaluation report
Type of outcome / product / results	Internal Report
Description:	
<p>An interim evaluation review of the progress of the network towards the key milestones set. This will be undertaken by the external evaluators in consultation with network members and presented to the network Steering Group and project leader. It will include recommendations and areas for action. This will be available to members via the Community in digital form.</p>	

Deliverable number	6.4
Title	End evaluation report
Type of outcome / product / results	Internal report
Description:	
<p>This is a summative review of the outcomes of the project, the achievements of the network, containing both qualitative and quantitative information. This will be undertaken by the external evaluators in consultation with network members and presented to the network Steering Group and network coordinator. This will be available via the Community to members only.</p>	

Tasks that will be subcontracted

Partner responsible for Sub-contract	Country	short name	N° days (where appropriate)	Brief description of task
1	AT	PLUS	30	External evaluation of the project – evaluator 1 with expertise in Geography in higher education. Evaluator attends meetings, where possible, and participates in programme. Production of reports.
1	AT	PLUS	30	External evaluation of the project – evaluator 2 with expertise in teacher education and in Spatial Sciences in higher education. Evaluator attends meetings, where possible, and participates in programme. Production of reports.

Explanation of workpackage expenditures

Please explain and justify budget items included in the detailed budget that relate to this workpackage, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other".

Evaluation will form part of all Steering Group meetings where criteria will be established. Evaluation meetings and activities will also take place at annual conferences, pillar meetings, workshops and seminars.

No specific meetings of this group are envisaged, so they will act in an advisory capacity. One main Steering Group meeting will have an evaluation focus, reviewing the state of the project and making recommendations for completion of the work. This has been the system in operation for the past two phases of the network, enabling extensive monitoring and feedback to take place.

All publications will be electronic in nature and will be made available via the e-Community for internal purposes.

Workpackage Number	7	Workpackage Type	DIS		
Workpackage title:	Dissemination and Valorisation				
Start Month number	1	End Month number	36	Duration in number of months	36
Description of workpackage					
<p>This workpackage aims to get the products and outputs from the network to their target audiences. It can be highly complex, intricate and even unpredictable in its nature. The Geo-Cube brand, developed under HERODOT phase 2 will be used for the promotion and exploitation of products. It will be used to disseminate and exploit the range of new materials and outcomes developed from the work packages. The HERODOT Web site and Community will be upgraded. The establishment of a European Centre, proposed in this application will be addressed here, branded and marketed as a European Centre of Excellence for Learning and Teaching and global focal point for Spatial Sciences.</p>					

F.2 Deliverables – outputs / products / results

Deliverable number	7.1
Title	Dissemination Plan
Type of outcome / product / results	Internal document: Plan
Description:	
<p>Following discussion and confirmation with thematic pillar leaders and coordinating institution, the lead partner (Salzburg) will draw up a dissemination and valorisation plan to maximise the impact of the proposed products and outcomes of HERODOT 3. This will be reviewed in conjunction with the external evaluators. It will, in part, focus on how to establish and gain recognition for a European Centre of Excellence, in real and virtual terms, online and face-to-face, promoting positive images of European higher education, to third countries. It will address issues of visibility and sustainability of the Centre. This plan is an internal document available to members of the Steering Group via the network Community.</p>	

Deliverable number	7.2
Title	Web site
Type of outcome / product / results	Web and digital content
Description:	
<p><i>This involves ongoing developments to the now very considerable HERODOT Web site (www.herodot.net). It consists of an overhaul of the information and materials already available on the Web site and updates based on the network work programme and further thematic pillar activities. It includes a search engine to valorise the considerable number of research publications and presentations already available following the first 7 years of activity. This will greatly enhance the visibility and usefulness of all new publications.</i></p>	

Deliverable number	7.3
Title	Network Community
Type of outcome / product / results	E-community for members
Description:	
<p><i>This consists of ongoing developments of and improvements to the HERODOT Moodle community (http://www.herodot.net/community)</i></p> <p><i>An upgrade to the version of the Moodle community is proposed as a greater range of Web 2.0 tools have become available, which offer prosumer support. It also includes upgrading software as well as client-side needs and hosting issues.</i></p> <p><i>The community has been and will be the life blood of the network where member services are offered and information is available.</i></p>	

Deliverable number	7.4
Title	European Centre
Type of outcome / product / results	Centre of Excellence
Description:	
<p><i>This deliverable involves the formation, branding and imaging of the European Centre of Excellence for the Learning and Teaching in the Spatial Sciences. This Centre of Excellence will be set up in its terms of its mission and goals, a Web site will be created and network products will be kite marked by the Centre. Close relationships with the European Association of Geographers and the associated partners, the American and South East Asian Associations establish the perceived image of European activities in higher education as being 'excellent' and of world class, thus progressing towards the objectives of the European Higher Education Area.</i></p>	

Deliverable number	7.5
Title	Network Dissemination Toolkit
Type of outcome / product / results	Printed and digital promotional products
Description:	
<p>The production of a series of promotional products used by the network in the dissemination of key project outputs. It will consist of a series of printed and digital promotion tools. These tools will include a promotional leaflet, an animated flash video (for YouTube), a presentation for marketing, printed bookmarks, a publications list. Dissemination will also be undertaken via academic and professional networking sites, such as LinkedIn and Academia.edu.</p> <p>This workpackage includes their design, development and production. The Geo-Cube brand developed under HERODOT phase 2 will be further exploited for example in developing these products and the series of guidelines (WP2-5). These will in turn also be connected to developing a branded European Centre of Excellence and increased valorisation (deliverable 7.4). This deliverable is also connected to the network membership pack (deliverable 1.2).</p>	

Deliverable number	7.6
Title	Dissemination events
Type of outcome / product / results	Participation at events
Description:	
<p>This deliverable ensures that the work of the network is actively disseminated. For example, dissemination of HERODOT 3 and its outcomes will be undertaken by attendance at a range of national, pan-European and international meetings, conferences and other significant dissemination events. It allows the network to cross organisational boundaries and actively promote its work. This makes use of the promotional products developed (7.5). It allows engagement with cross-sectoral groups and those working in related subject areas to be engaged with.</p>	

Deliverable number	7.7
Title	Networking
Type of outcome / product / results	Networking
Description:	
<p>This deliverable involves extending the boundaries of the network as well as increasing membership. It concerns actively spanning the boundaries of other agencies, organisations and networks who can improve dissemination and valorisation of network actions, products and outcomes. For example, certain outcomes can be valorised by mailing specific target groups or in establishing communication and other significant networking actions with important organisations. Such activity can be used for the promotion of specific products like materials, guidance, e-products, publications and training, but also vital documents like the subject benchmark and of course membership.</p>	

Deliverable number	7.8
Title	European academic departments
Type of outcome / product / results	Database
Description:	
<p><i>A database of relevant academic departments – including non-member institutions in Europe and beyond. This database will be used to distribute final project outcomes (such as the Guidelines publication (deliverable 7.8) and promotional products.</i></p>	

Deliverable number	7.9
Title	Guidelines publication
Type of outcome / product / results	Publication: collection of guidelines developed by TPs
Description:	
<p><i>This deliverable is a publication which draws together, for dissemination purposes, guidelines produced by the different thematic pillars. It will specifically be targeted at European departments where Spatial Sciences are taught in higher education who are <u>not</u> members of HERODOT 3. It thus add-value to the products produced and increase the visibility of the network.</i></p>	

Tasks that will be subcontracted

None

Explanation of workpackage expenditures

Please explain and justify budget items included in the detailed budget that relate to this workpackage, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other".

Travel to disseminate the project is envisaged, particularly to major international events. Each Thematic Pillar has been allocated opportunities to disseminate their activity and outcomes in this way. The network will use its association members and companies to promote its work at their events and annual conferences.

The budget for travel has been based on mean travel rates have been used from the second phase of HERODOT. All publications will be electronic in nature with a relatively small 'print-on-demand' print run.