



In this booklet we present HUMAN PLUS, the European Archipelago of Humanistic Thematic Networks.

Each Erasmus Thematic Network is a rich and complex world of itself.

In the following pages the partners in HUMAN PLUS give brief presentations of their activities and objectives, and provide contact details for those who wish to receive further information, to collaborate or to join one of the member Thematic Networks.

Our Archipelago represents around two thousand University Departments in more than thirty countries.

An archipelago is a group of islands in the same part of a sea. Each of our member Networks recognises itself as a part of a vast area of Humanistic Arts and Sciences. All though we are not cut off from other sciences and technologies, we have a very important trait in common. Our role is to transmit, to extend and to utilise knowledge in domains directly regarding human beings.

The role of the Humanistic area must be recognised adequately -- culturally, politically, economically. The Humanistic Arts and Sciences give knowledge to society and meaning to the lives of citizens.

Working together as an Archipelago, our Networks hope to enhance our own understanding and increase public awareness of our vital role.



THE ARCHIPELAGO

The Archipelago of the Humanistic Thematic Networks is formed of 20 Erasmus-Socrates Thematic Networks which deal with different areas and aspects of the Humanistic Arts and Sciences. Thematic Networks are organisms created and run by active, motivated people primarily from Higher Education institutions, but also from associations and other bodies, from all European countries eligible for Socrates programmes. The Networks are supported by the European Commission through the Socrates programme of its Directorate General for Education and Culture. Their primary purpose is to address, on a pan-European level, the development of teaching, learning and research - on a special theme, in a specific discipline or in multi-disciplinary area.



Each Humanistic Thematic Network has its own vast area of endeavour. In the Humanistic Archipelago such different but related subjects as Language, Cultural Memory, History, Geography, Pediatrics and Women's Studies are represented. Architecture, Arts, Music, Humanitarian Rights, Consumer Citizenship and Children's Citizenship are present. The Thematic Networks for Landscape Architecture, Occupational Therapy, Informatics in the Legal Professions and in the Humanities, are lively components of our Archipelago.

Networks for Tertiary Educators, Social Work, Teaching of Religion and Health and Social Welfare Policy are members.

Together we recognise the importance of collaboration among ourselves and of reaching out to



other broad disciplinary areas in order to contribute in the best way possible to developing the European 'knowledge area', and beyond that, the conditions for full participation of the citizens



of Europe in building a peaceful, tolerant society based on multiplicity, collaboration and diversity.

In our view the Humanistic Arts and Sciences have a central role to play in building our future. Together our Thematic Networks can work to their full potential.



In our first year of activities we held a joint Conference in Brussels, entitled "Human Plus 2004 - The Role of the Humanistic Arts and Sciences in European Society, Education and Research". There teams from the partner Networks worked together, building a cross-disciplinary forum for the Human and Social

Sciences. In the second phase of our activities, we held a second joint Conference, this time in Pisa on a common theme: "Im/Emigration and Mobility in European Culture, Society and Citizenship". In 2007 our topic will be "Images of Europe".



Our objective is to bring our many viewpoints to bear on the most important issues facing Europe today. We believe that the Humanistic Thematic Networks, working together, can make a fundamental contribution to understanding major issues and to formulating action plans to deal with them.

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ACUME

The ACUME Network investigates 'Cultural Memory' in various European nations. It groups more than 80 partner Universities and about 15 associated partners in Europe and outside Europe. By 'Cultural Memory' we mean the heritage that each nation has created in order to mould its own identity. 'Cultural Memory' is, in our view, built upon two different, yet complementary aspects: remembrance (memory) and oblivion (amnesia).

ACUME is characterised by a comparative approach and methodology. The areas of research and teaching are: history of ideas; philosophy; literature and translation studies; anthropology (folklore and ethnographic studies) and social sciences; cultural studies (cinema, media, pop-cult) and gender studies; visual arts. ACUME is interdisciplinary; it aims at introducing the study of 'cultural memory' as a new and complex theme of teaching and research in the European university curricula. ACUME brings together scholars and experts belonging to various European countries, including Associated and EEA Countries.

In addition to its academic partners ACUME includes associated partners such as non-European Universities, Museums and Cultural Centres. The simultaneous development of the European institutions and governmental joint-ventures have induced European scholars



and researchers to investigate the controversial issue of cultural memory as a crucial topic in the process leading to the definition of a new European identity. On these issues, ACUME hosts conferences and seminars, designs new teaching modules (both traditional and in blended e-learning mode) and publishes books.

Its new and innovative methodology has forced all partners to reconsider not only disciplinary borders, but also the 'state of art' of the various disciplines themselves. This approach encourages transversal co-operation among European scholars of different disciplines. Partners now question the idea of disciplinary boundaries and

promote a more complex European educational perspective.

Cultural Memory also improves the dialogue with scholars from the social and 'hard' sciences: it overlaps with areas of neurology, biotechnology and biopsychology, and immunology. The goal is to collaborate with scholars from other major disciplinary areas on research and teaching activities, therefore helping to develop a new methodology of investigation. Scholars in various fields come to acknowledge the positive role played by the Humanities in dealing with such interdisciplinary themes as 'Cultural Memory'.



The project includes five fields of research: Cultural Amnesia; Bearing Witness; Places and Memory; Oral and Written History; Foundation Texts and Mythology. Each area groups several partner universities working under the supervision of a team of co-ordinators from different European countries. The co-ordinators co-operate, together with the Steering Committee and the Scientific Board, in pursuing the following goals: to address education trans-nationally; to encourage the active involvement of students; to encourage the active involvement of local professional/ educational/ vocational agencies and institutions; to assess curricula innovation and develop new educational strategies at a European level; to promote the production of new teaching/ study material on the theme of 'Cultural memory' (i.e.: web-pages; teaching modules both 'traditional' and ODL; newsgroup / permanent e-forums; bibliographical indexes; readers; manuals; multimedia archives; etc.).

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ATHENA

ATHENA is the Advanced Thematic Network in European Women's Studies, which brings together 120 institutes from 27 countries in the interdisciplinary field of Women's Studies and gender research. It was established in 1996 following the European Subject Area Evaluation of Women's Studies (SIGMA) in 1995. ATHENA was selected as a Thematic Network in 1998. In October 2003 it started a new cycle of three years full of activities and meetings, called ATHENA2. ATHENA2 aims to consolidate and expand the European dimension in women's and gender studies in teaching, learning and research. At the moment we are preparing the start of a new three year cycle, ATHENA3.

The Athena coordination is in the hands of Utrecht University.

The main areas of activities of ATHENA are:

- Strengthening the European dimension in Women's Studies teaching and learning and strengthening the links between education and research in Women's Studies through development of joint modules and courses.
- Research on education in the field of Women's and Gender Studies: developing tools for quality assessment and evaluation, monitoring the impact of the Bologna-process on Women's Studies education; and the assessment, development and application of ICT in this field.
- Strengthening cooperation between academic experts in the field of Women's Studies and Gender Research and social and/or civil organizations addressing the position of women and gender differences in Europe at local, national and transnational levels.

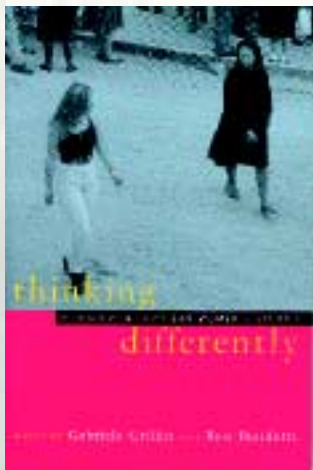


ATHENA hosts an active European network of students in Women's Studies and feminism. This network concentrates on themes related to Women's Studies today

from both students' and graduates' perspectives. It is called



AthenaStudentForum@NEXTGENDERation.



ATHENA publishes a series of volumes on teaching and research in Women's Studies in Europe: 'The making of European Women's Studies'. Until now 6 Volumes have been published. Athena published several reports and teaching manuals and innovative teaching materials for teaching European Women's Studies. Among these is the innovative reader in European Women's Studies, 'Thinking Differently'.

In this innovative collection of original work the European dimension of Women's Studies is elaborated

for use in classrooms and in continuous education. There one will find articles about 'Women's Human Rights', 'Feminist perspectives on the European Welfare State', 'Culture and Signification', 'Race and Ethnicity', 'European perspectives on Violence against Women' and the history of European women's movements.

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CCN

The Consumer Citizenship Network (CCN) is an interdisciplinary network of educators, researchers and civil-society organisations, (including UNESCO, UNEP and Consumers International) who recognize the pressing need for constructive action by individuals in order to achieve sustainable consumption and global solidarity.



The Consumer Citizenship Network has, since 2003, developed interdisciplinary approaches to central issues dealing with the balance between material and non-material well-being and with how one can translate ethical values into everyday practice through conscientious participation in the market. CCN also brings together expertise in the fields of citizenship, environmental and consumer education to further develop research and good practice for teaching and accessing consumer citizenship education. The Network consists of 113 institutions in 30 countries.

The project targets lecturers, researchers and teacher trainers in higher education; students, professionals working with children and young people, public authorities, and associations dealing with citizenship training, sustainable development and consumer issues.

The main outputs are: the further development of dialogue and



debate; research; competency analysis; teaching and learning guidelines; annual conferences; research publications; reports; database of relevant literature; newsletters; web-site; courses; and dissemination of the results to a wide audience.

The CCN deals with the following issues:

- How can the consumer citizen deal with the ethical challenges of prosperity?
- How can the media and information and communication technology be constructive tools for the consumer citizen?
- What are the individual citizen's rights and responsibilities as regards food, transport, housing, energy use and personal finances?
- What contributions can the European consumer citizen make towards the eradication of poverty in the world?
- How can awareness and social involvement be stimulated in the consumer citizen?
- How can sustainable consumption best be taught?

By focusing on social responsibility, the CCN addresses the growing international concern for implementation of norms and behaviour which support sustainable development and cooperation.

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CICE

Europe continues to change, and how Europeans understand their own identity and citizenship changes with this. Many Europeans now identify with their region and with Europe, as well as with their country and background. Those of us who are in countries that are members of the Community are formally citizens of both these countries and of the European Community.

These changes are particularly important for the children and young people of Europe. From a very early age they learn about their society and culture. It is important that they have the abilities to accommodate and understand the changes that will take place, and know what this means for their identity as citizens of Europe.

This is the heart of our thematic network.

We focus on the cross-disciplinary theme of citizenship education and the development of identity of young people, from birth to twenty. We specifically link those in Universities and Colleges who educate the professionals who will work with children and young people on these issues, through citizenship education programmes, social and economic education, and preparation for contemporary European society. This includes teachers, youth workers, early childhood workers, social pedagogues and social psychologists. We have a strong emphasis on citizenship for social inclusion and social justice, and on countering racism and xenophobia.



Our work enhances the dialogue on the practice of citizenship and social learning in the European context, and on the skills, attitudes and knowledge needed by teachers and other professionals in these areas.

We began our activities in 1998, and are now planning activities to 2008, and to create an Association that will last beyond this.

Our annual conferences bring together academics, research students and professionals from across Europe. We publish annual conference proceedings (7 to date), and in addition over 400 conference



papers are available on our website.

We establish working parties to provide guidance and advice for colleagues in higher education. We have completed three series of these reports on different levels of higher education courses (4), on courses that focus on the education needed for different ages of children and young people (3), and a more general series of guidelines (9). Further working groups are producing new series of guidelines. All are available on our website.

We have sponsored the development of an e-learning Joint European Masters degree in Citizenship Education.

We are expanding our activities with new programmes that will:

- enhance and support the Tuning Process;
- develop Citizenship competences in a wider range of Higher Education courses;
- support research in the area, through conferences/schools for doctoral students, publications and workshops;
- disseminate research intelligence in the area;
- build links with other organisations with an interest in citizenship education, in individual countries and across Europe;
- address global issues in citizenship education, and world students in European higher education.

We welcome enquiries from potential members and others who would like to participate in our activities, or simply use our resources.

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CLIOHNET

CLIOHnet, the European Thematic Network for History, promotes innovative approaches to History in a critical, comparative European framework. History forms a very basic part of the world view of individuals and societies. So-called national identities are largely built on ideas about the national, local or regional past. Far from being 'factual' knowledge of little interest, history and ideas about it constitute a powerful force in shaping social and political relations: between countries and communities, within countries and communities, and with respect to language, religion, gender, citizenship and most other facets of human existence.

CLIOHnet's objectives are to establish and consolidate new approaches and reference points for history teaching and learning at all levels. This goal is closely connected with the challenges and the opportunities created by the



enlargement of the European Union and its necessarily ever greater role in world events. The partners believe that a critically founded supranational view of history - the ways in which it is conceptualised, learned and studied - constitutes one of the most important arms against racism, xenophobia and civil conflict. History is one of the key fields in which international understanding can be ensured - or negated - and cohesive citizenship can be guaranteed - or destroyed.



CLIOHnet's immediate target groups are students, teachers and others involved in higher education in the member and candidate EU countries. Its ultimate target is the European citizenry and particularly young

people. The Network looks to other continents as well, through its associate partners in South Eastern Europe, North and South America, Africa and Asia.



CLIOHnet:

- has an associated Student Network (CSN);
- maintains a website;
- holds plenary meetings and national meetings in all partner countries;
- promotes the formation of national workgroups and websites;
- has Task Forces devoted to particularly significant aspects of its general concerns and designates ad hoc commissions for emerging tasks;

concerns and designates ad hoc commissions for emerging tasks;

- promotes on-line and on-paper publication of books and other materials suitable for disseminating its results;
- makes available teaching and learning materials;
- encourages multi-cultural and multi-lingual learning, teaching and research capabilities;
- collaborates with, promotes and organises other Networks and projects, among which EHLEE (History e-learning), Tuning, Tuning Latin America and the Archipelago of Humanistic Thematic Networks.



CLIOHnet has a sister research Network of Excellence, CLIOHRES.net (www.cliohres.net), supported by EU Commission through its Sixth Framework Programme. Nine 'ClioH's Workshop' volumes are available for free download (<http://www.stm.unipi.it/ClioH/tabs/core.htm>).

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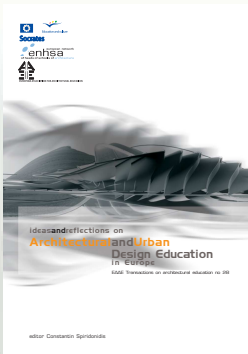
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Find the CLIOHnet coordinators in your country on www.clioh.net



ENHSA

Four years ago the basis for the creation of European Network of Heads of Schools of Architecture (ENHSA TN) was the need of the European Schools of Architecture to organise a supporting framework which would enable them to form the European Higher Architectural Education Area and integrate themselves creatively in it. At the time, eighty schools of Architecture through their Heads and Academic Program Coordinators, animated by the European Association for Architectural Education (EAAE), undertook the coordination of a series of academic activities allocated by the appropriate members of the academic community aiming at creating a working environment of dialogue and information, data and exchange of ideas. To elaborate, develop, promote and realize the future of architectural education in Europe



(and our future as teachers of architecture) collectively was the general objective of this Thematic Network.

In this period ENHSA TN faced the challenge of creating a new European Architectural Education environment from different approaches, actions and strategies. The keywords for this period of ENHSA TN were surveying, recording and analyzing. Partners from all European countries brought into the network the spirit of their geographic areas, their cultural particularities and the characteristics of the identities of their schools and animated a large number of actions (3 conferences, 2 meetings, 6 workshops, 7 pan-European inquiries, 9 publications, 15 debates, 16 experts' lectures, position papers, 3 exhibitions, 25 case presentations). In the four years of the implementation of the project approximately 400 persons worked every year, among whom Heads of Schools, academic program coordinators and teachers of different domains of architectural knowledge. Together they offered a broad spectrum of information, data and knowledge related to archi-



tectural education in Europe.

The network recorded the points of convergence and divergence, the tendencies and dynamics, the particularities and differences. Its thorough inquiries in European schools of architecture yielded valid qualitative results which could describe the structure of their systems and content of studies, the evaluation processes they implement, the exchange and mobility policies they follow, the form of collaboration with the professional practice they have established, the nature of the research activities they develop and the priorities that staff members of the schools and graduate professionals of their surroundings attribute to the different competences the alumni must obtain (see first phase of Tuning). At the same time, the network mapped educational approaches and teaching methods in architectural design, urban design, restoration and construction education. With the work of the Network, European Schools of Architecture are in a position to know each other better, and by knowing the others better to know themselves better, a necessary precondition for being able to envisage their future development in the new social political and cultural European framework.

The continuation of efforts to shape the European Higher Architectural Area is considered by the ENHSA TN partners as a crucial, valuable and demanding task, a project on which a second three-year cycle is necessary. The key words of the new three years cycle are: mapping, synthesising and acting. What is expected after the new three year period of the project is the existence of an organised framework of information tools, experiences, exchanges, collaborations and dialogue in the new academic environment of the European Higher Architectural Education Area.

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ENOTHE

WHAT IS ENOTHE?

The European Network of Occupational Therapy in Higher Education was founded in 1995 within the framework of the European Union on the initiative of COTEC (Council of Occupational Therapists for the European Countries) with financial support from ERASMUS.

ENOTHE is a thematic network funded by the European Commission since 1997. It includes over 170 member institutions from 41 countries.

Description of the profession and education

Occupational therapy is a profession whose primary goal is to make it possible for people to participate in the occupations of everyday life. An occupation is 'a group of activities that has personal meaning, is named within a culture and supports participation in society. Occupations can be categorised as self-care, productivity and/or leisure'. Participation in occupations promotes people's identity, health and well-being. People may be restricted from participating in occupations due to impairment of body structure or function caused by physical and mental health conditions and/ or due to restrictions created by the physical, social, attitudinal, or legislative environments. Occupational therapists understand and use the therapeutic potential of participation in occupations and meaningful activities, through which the individual or groups of people may enhance their abilities and skills to participate in the occupations of their choice. Additionally or alternatively the occupational therapist works towards changing aspects of the environment in order to support participation. Occupational therapists may work in health, education and social settings and with people of all ages.

Occupational therapy education is based on a broad understanding of occupation, and the unique integration of positivistic and phenomenological knowledge from the social, human, natural, biological and technological sciences. Occupational Therapy contributes to the development of the emerging discipline of occupational science. Occupational science is the systematic study of the human as an occupational being including the need for and capacity to engage in and orchestrate daily occupations in the environment throughout the life span.

GENERAL AIMS OF ENOTHE

- To enable European Occupational Therapy Educational Institutes, professional Associations and other stakeholders to liaise on Occupational Therapy in order to develop, harmonise and improve standards of professional practice and education as well as advance the body of knowledge of Occupational Therapy and Occupational Science throughout Europe.
- To facilitate participation of persons with disabilities in an enlarged Europe through the development of high quality occupational therapy education and practice.

OBJECTIVES

- To stimulate European standards of occupational therapy education in higher education using the TUNING methodology, WFOT (World Federation of Occupational Therapists) standards and methods of quality assurance in order to reach mutual recognition.
- To introduce and promote ECTS (European Credit Transfer System) in occupational therapy education.
- To encourage the development of lifelong education and research in occupational therapy including the development of joint education/ European programmes.
- To provide assistance to institutions who wish to start occupational therapy education programmes (e.g. Central and Eastern European Regions) and to advise on potential resources.

PUBLICATIONS

ENOTHE has published books, CDs and DVDs. These are available from the ENOTHE office.

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EURESIS NET

The many religions involved in European society and politics, their interaction with political and economic institutions, recent population movements and the reality of European multicultural society, the search for paths of dialogue, the growth of fundamentalist movements and the experience of conflicts with a religious background are some basic factors that impose the inter-disciplinary study of the relations between Religion and State -- not only in the past but also in the present and in the future. This wide theological, juridical, social and cultural thematic area is covered scientifically and educationally not only by universities with their different faculties, but also by



research centres, associations, non-governmental organizations, governmental institutions and religious communities.

In this thematic area, scholars have different scientific backgrounds and the subject may belong to several courses or the programmes. Faculties of Theology, Religious Studies, Law, Political and Social Sciences, Humanities, Near Eastern Studies, offer courses like Canon Law, Ecclesiastical Law, Church and State Relations, Religious Freedom, Religion and Human Rights, Sociology of Religion, Religion and Public Education.

“European Studies on Religion and State Interaction” is the first Thematic Network to bring all of these together. In a “compatible and competitive European Higher Education Area”, the Network deals with the methodological, educational, pedagogical, and scientific aspects of its theme. It is inter- and multi-disciplinary, interreligious, inter-confessional. It looks at the particular institutional relations created by the interaction between various local religious communities and political institutions in Europe. It is open to new members and aims to be representative academically, geographically and culturally. More specifically, the project approaches law and religion as interaction between all aspects of law (e.g. international law, labour law, family law, bio-law) and all aspects of religion (e.g. religious institutions, morals, western and eastern religions, new and tradi-



tional religions, ecumenism). It focuses on various religious legal systems (e.g. Islamic law, Jewish law, Canon law) as well as on the legal treatment of religious issues in a secular environment (e.g. religious freedom, legal status of religious groups, new religious movements, Islam in western countries, women's rights). International law and public and private law. Theological, social and political sciences are also taken into account. Some countries (e.g. France, Germany, Spain, Italy, U.K., Denmark etc.) already run programmes on this thematic area. We have invited them to participate EuReSIS.

EuReSIS NET works for to a European educational system that prepares young people to respect religious diversity, reject prejudices and accept the necessity of a peaceful social cohabitation in the European religious mosaic. A main targets of EuReSIS is encourage young people to be tolerant and prepare them to handle delicate situations (as leaders, victims or observers of interreligious conflicts or conflicts between religions and State, teachers in multicultural institutions) without fanaticism and using reason. Thus young Europeans will be ready to claim, for themselves and for others, the right that States guarantee religious freedom in all its expressions. EuReSIS aims to educate University students from all member countries and furnish knowledge to a larger number of people from all over the world via e-learning. Through a multi-disciplinary, interreligious, inter-confessional educational approach it tries to improve the quality of Religion and State Studies in Europe by mapping, analyzing the current situation and developing new methods of studying, understanding and teaching. The harmonization of courses, the adoption of Tuning methodology, ECTS, the facilitation of student and staff mobility, the cooperation between universities and society are specific objectives.

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EUROPET

The **main objectives** of European Pediatrics Thematic Network (EUROPET) address educational, professional and regional issues in European pediatric education aiming to harmonize educational schemes using Tuning principles for provision of a uniformly high level European pediatric service. EUROPET supports European ini-



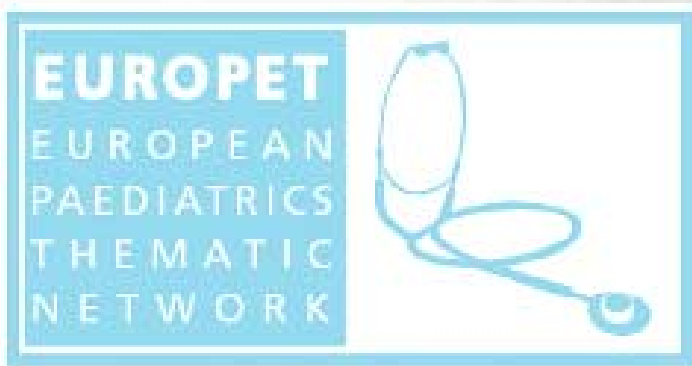
tiatives based on Bologna Declaration. Members of the network include representative higher education institutions from EU and associated countries.



Target groups are: graduate medical students, teachers in medical education, other thematic networks in the health care area, future patients, healthcare providers, professional bodies and organizations, the general public, biomedical companies, European health/politics decision makers, Europe as a whole in terms of reduced barriers to mobility of medical man-

power, future countries of the EU and beyond.





Activities are divided into five Task Forces:



- To analyze and make an inventory of **Pediatric competencies** (graduate, postgraduate, and CME)
- To contribute to the harmonization of **European Pediatric practice**

- To generate an effective **ICT, ODL and Database management system** for target groups to cooperate, share information and educational schemes

- To develop **Regional** (central, southern, eastern/CEE and northern/Baltic Europe), **European and International cooperation between the Target groups**



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- To perform the above mentioned activities also in **Pediatric subspecialties and special services**

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EUSW

EUSW's primary aim is to develop a robust knowledge base on social work, service users, policy, practice and education across Europe. The network includes more than ninety social work organisations and hopes to draw in many more as it progresses. The members of the network learn from each other's experience so as to generate new responses to problems of social exclusion and hardship. Their findings constitute a collective resource of pan-European knowledge of social problems and responses and will also be available to politicians, policy makers and other interested parties across Europe.

The commitment of the European Union to social inclusion and human rights is unequivocal, as demonstrated by the 'Strategy of the European Committee for Social Inclusion, 2004'. The Network's overall ambition is to be able to offer a flexible up-to-date and meaningful response to the ever changing agendas and needs of European and international welfare as recognised in the strategy for social inclusion. Currently in Europe there has been little focus on understanding social problems, and social work responses to them, from region to region.

Across Europe the questions of what social work is, what it does, who it includes and how it is organised and how people are educated for it, are being constantly redefined. EUSW provides a forum for emerging debates, thus making it possible to propose answers and to transform viable general and specific ideas into action.

Social work education cannot exist in the academy alone, keeping its distance from the 'real' world of policy, politics and practice in welfare. EUSW includes NGOs, locally based research departments, community organisations, public services and professional organisations. It attempts to overcome the artificial boundaries between education, policy, practice and research .

Project Outputs

Training courses will address social work teachers and professionals in order to develop social work education in all European countries. Professional development courses aim to help social workers achieve the necessary core competences.

To enhance the European idea of social work, 100 students from all European countries annually will have access to an international

common social work curriculum. Representatives from social work across the world will be invited to participate.

EUSW will present new proposals to different action programmes, such as Leonardo da Vinci, Minerva, Erasmus Mundus, Tempus, ALFA, EU/Canada, EU/US as well as applications for research. EUSW intends to make visible and known the social work tradition in Europe to social workers in other continents and to learn from practices outside Europe.

EUSW intends to publish monographs and/or articles on social problems and social policy/social work in Europe. These works will examine the actual status of social problems/social needs and interventions on different kind of levels across all Europe.

Comparative research forms an important part of EUSW's work. Drawing on the skills within the network and forming new partnerships with European and world research facilities, it will produce books, monographs and reports, making them available in electronic and in traditional forms.

Three new social work textbooks will be produced during the project period, drawing on contributors and aimed at readers throughout the European Union and across the world.

A Working Group will apply Tuning methodology to the Social Work area.



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HERODOT

HERODOT is the Thematic Network for Geography in higher education. It encompasses institutions in Human and Social Sciences, Ecology, Forestry and Environmental Sciences and in Earth and Atmospheric Sciences. It thus bridges Human and Physical Sciences, being concerned with the ways that people interact with their surroundings. HERODOT is an extremely active network, including more than 150 partner institutions, and organising numerous events.



HERODOT II builds focuses on developing Geography and related disciplines in the framework of European integration and the Bologna process. HERODOT leads European inter-university co-operation in Geography. Delegates from more than 30 countries attend its conferences. HERODOT has established many connections within Europe, and beyond. It is currently growing at an average of over 40 new partners a year.

Geography provides a conceptual link between local, cultural and environmental spaces, the surrounding region and the world beyond. Geographical study relates very closely to key issues facing our enlarging Europe, such as environmental quality, disasters, the European resource base, identity, culture, economic development, landscape, heritage and the dynamics of social, environmental and demographic change. HERODOT seeks to ensure that a European presence is strongly represented in international higher education in Geography.

HERODOT is an important actor in the debate about the future of European higher education. It deals with multi-disciplinary and multicultural phenomena and operates in social, environmental and scientific spheres. This is why Geography requires specific curricula innovation and renovation of its teaching methods. Geographers increasingly work in many different domains, including those of Global Science, Technology and Innovation Studies. Their work includes aspects of Economics, Politics, Law, Society, Culture, Education, Philosophy, Health, Pollution, Hazards and Landscape. The training of Geography teachers plays a unique role in promoting





HERODOT

Network of Geography
1 9 4 4 3 6 3 1

Europe and European Citizenship. Valuable, specific skills for lifelong learning are provided through Geography, such as spatial awareness and the concept of place.

The aims of the network are to:

- report on the impact of developments in Geography curriculum across Europe to produce guidelines from TUNING and other research and work actively with student and careers organisations to promote the role of Geography and the employability of geography graduates
- promote excellence in teaching (and learning) of Geography, training of geography academics and teachers
- recognise the key role to be played by Europe in support of the UN Decade of Education for Sustainable Development and other



international initiatives

- develop a framework for professional development of Geographers, through benchmarks and analysis of competences
- build a valued and respected organisation a vehicle for this development would be the for-

formation of an European association for professional geographers, or a 'European Geography Society'.

HERODOT provides the missing professional link between geographers in higher education and society. It influences courses, curricula, systems and structures including quality assurance in Europe. HERODOT provides the voice of Europe influencing the work of other international bodies and in the EC debate on the future of higher education in Europe.

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HUMANITARIANNET

HumanitarianNet has been envisaged to advance the work of universities in the field of Humanitarian Development, in all their activities and projects, including teaching, research, fieldwork, discussion, and dissemination.

Humanitarian Development is a relatively new academic field which brings together a range of interrelated disciplines, interweaving sciences and humanities, to analyse the underlying causes of humanitarian crises and formulate strategies for rehabilitation and development. The transversal lines of action which this thematic network encompasses are:

- Humanitarian Action
- Human Rights
- Migration, diversity and identities
- Peace and Conflict
- Poverty and Development
- European Identity and External Relations

The essence of HumanitarianNet is hence to advance in the understanding of forces at work; and the interaction among the first five sub-groups evolves around the central theme of humanitarian development. A new group, 'European Identity and External Relations', will now be added in order to give a new perspective to the network as well as to make explicit Europe's role in the world.



The network counts on a wide and diverse institutional profile, including 87 universities, 6 research centres and no less than 9 international organisations, which form the mobilisation and gathering capacity of the network. This year marks the beginning of HumanitarianNet IV which proposes to expand to more higher education institutions in other regions of the world.

HumanitarianNet IV will strive to achieve the following objectives and lines of action:





HumanitarianNet

Red de Estudios Humanitarios
Humanitarian Studies Network

- To incorporate the advances in education and research in European institutions of higher learning in the achievement of the Millennium Development Goals established by the international community.
- To contribute to the realisation of the European Higher Education Area, aligning the activities of the network to achieve greater compatibility and comparability of the systems of higher education and enhancing the attractiveness and competitiveness of our institutions in higher learning.
- To participate in and implement activities and make sustainable structures for programmes designed to increase student and staff mobility, including the improvement of the quality of these programmes and the promotion of European cooperation.
- To undertake a needs analysis study in the formation of education professionals, including courses and programmes for secondary education in this field of knowledge.



- To enhance links between academia and society and policy makers.
- To cooperate, integrate and or create activities of the thematic network and the sub-groups within other networks engaged in Humanitarian Development Studies and other regions of the world.

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INTER}ARTES

Inter}artes, Socrates Thematic Network for the Higher Arts Education Sector in Europe, brings together 65 Higher Arts Institutions from all EU countries, co-ordinated by the Aleksander Zelwerowicz State Theatre Academy Warsaw. Through the partnership with the European League of Institutes of the Arts (ELIA) inter}artes connects with 350 Higher Arts Education Institutes.

Inter}artes:

- Promotes a strong identity for the creative disciplines in Europe and cultural diversity in arts education and in society
- Identifies innovative approaches inspired by cultural, artistic and educational traditions
- Contributes to comprehensive curricula, balancing arts-specific competencies and general competences
- Builds up the capacity of the sector in quality assurance, the three-cycle structure, student-centred learning and research
- Forms the Tuning reference for the Higher Arts Education Sector
- Connects with professional practice and explores the portfolio careers of arts graduates



Thematic Strands:

(1) Quality assurance/enhancement

Awareness and capacity building in quality assurance and self-evaluation

Selected Panel of Experts in quality assurance and enhancement carries out four institutional peer visits to arts institutions in Rumania, Bulgaria, Lithuania and Spain. The tested *Guidelines for Quality Assurance and Enhancement in Higher Arts Education Institutions* can be downloaded at www.inter-artes.org

(2) Qualifications Frameworks

Is about a road map connecting Higher Arts Education with qualifications frameworks

Please ask for a free login name and password to consult our online up-to-date Bologna Dossier with relevant documents at www.inter-artes.org

Regional Capacity Building Workshops in collaboration with Strand 1

Tuning Documents for the disciplines Dance, Design, Fine Art and Theatre have been drafted and are available in the download section at www.inter-artes.org



The working group aims at a European Roadmap connecting Higher Arts Education with national and European qualifications frameworks

(3) Tradition of the New

Artistic traditions, cultural diversity and innovation in learning and teaching

Eight Regional Case Studies from across Europe in global design, dance, fine art, film, opera, theatre and interdisciplinary subjects have been carried out. Please find the reports at in the strand 3 section of www.inter-artes.org. A Video Compilation of the Case Studies is available

Brochure on Innovation and the Professional Field in Arts and in Higher Arts Education will be published.

(4) Professional Practice

Is about connecting Professional Practice with the curriculum and competences in Higher Arts Education



Online Register of Professional Practice, Experts and Representatives from the professional field

Tool for Graduate Tracking can be downloaded at www.inter-artes.org in the

strand 4 section. Schools interested in participating can contact at lars@inter-artes.org

Development of e*maPPa *European Master of Advanced Professional Practice in the Arts* is being developed at present. Please find a project outline at www.inter-artes.org and get in contact if your institution wants to participate

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LE:NOTRE

The LE:NOTRE Thematic Network in Landscape Architecture has aimed to improve the quality and effectiveness of landscape architecture education in Europe by identifying, analysing and building



on current best practice to define new standards and identify future needs for professional education at undergraduate, postgraduate and continuing education levels, as well as for research methods teaching.

While aiming towards greater harmonisation of course structure and content in order to facilitate student, teacher and researcher mobility, the project has tried to respect and exploit the existing diversity of Europe's landscape schools, recognising the benefits of cooperation within both arts- and science-based approaches.

Involvement in the Tuning Project characterised LE:NOTRE from the second year onwards and work on the definition of subject specific competences within the many subject areas of the discipline is still continuing, as is the development of degree profiles.

In addition to annual meetings of the Network, its activities have increasingly focussed around the establishment of a highly interactive web site which will provide the long term basis for the intensive exchange of information and experience and the development of shared and complementary concepts, methods and teaching materials which address future professional, industrial and social needs.

Beneficiaries of the project have included university teachers and researchers in landscape architecture, their students at graduate and postgraduate level, professional offices and public bodies working in the field, and all those involved in conserving and enhancing the landscape of Europe, the central importance of which has recently been recognised in the European Landscape Convention.

The LE:NOTRE+PLUS Dissemination Project aimed to build on and secure the many benefits for European landscape architecture education and scholarship which the LE:NOTRE Project has brought to the discipline. The project will extend the reach of the Network to universities outside Europe, as well as transfer the experience gained to European municipal authorities in the form of a new joint network, which will aim to support the implementation of the European Land-

scape Convention in urban areas.

A second major dissemination initiative, which also reinforces the links between education and research, involves the establishment of a new refereed landscape architecture journal, to be launched in spring 2006 as the "Journal of Landscape Architecture".

LE:NOTRE TWO will consolidate and make more sustainable the outcomes of the first Thematic Network in Landscape Architecture while deepening and broadening involvement by opening up to a wide range of stakeholder organisations, as well as strengthening links between teaching and research. Since the coming into force of the European Landscape Convention in 2004, which calls for signatory states to educate and exchange specialists in the field, LE:NOTRE has played a growing part in the activities surrounding its implementation.



LE:NOTRE TWO will seek to reinforce this role. Five distinct objectives have been identified: 1. Transforming 'Tuning' into an ongoing process; 2. Integrating individual members of stakeholder organisations into the project; 3. Strengthening links between teaching and research; 4. Reaching out to the context of landscape architecture education; and 5. Broadening its basis within society as a whole. The further development of the project web site (www.le-notre.org) will integrate these objectives, while supporting the sustainability of the project, as it evolves into a flexible and interactive collaborative tool with which to realise the European Higher Education Area within the discipline of landscape architecture.

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LEFIS

LEFIS - “Legal Framework for the Information Society” -- aims to introduce, starting from the elaboration of normative proposals, Information and Communication Technologies (ICT) in the Faculties and Schools of Law, Business and Management Faculties and Schools, and to promote the study of regulations and practice codes in Polytechnic Centers. LEFIS also elaborates innovative teaching and learning solutions utilising the possibilities offered by the use of the web and “on line” resources.

LEFIS aims to elaborate policies on Law and new technologies on the basis of discussions originating in the different countries of the European Union and other regions as well. LEFIS is a Thematic Network and includes 69 partners from all eligible European countries.

LEFIS developed from the experience of 10 Universities that pioneered teaching and learning in the field of legal informatics, starting in 1999. In order to bring their activities to the public and to strengthen their co-operation framework, they invited further universities and other institutions, firms and associations to join in forming a Thematic Network.

Objectives

The LEFIS Thematic Network wishes to develop, implement and consolidate a cross-national teaching and research infrastructure which adequately responds to the needs and problems emerging from the information and knowledge society. This overall goal may be split into three interwoven objectives, namely:

- The design and development of coherent, common training and study programmes, providing for a teaching offer in Information Society (IS) Law and Governance (covering Law, ICT Law and related issues) which effectively matches social needs and expectations according with the EU high education initiatives and the Tuning methodology.
- The development of a certification and implementation system which assures the quality, consolidation, exploitation and dissemination of those programmes.
- The consolidation of a research and policy-making infrastructure capable of carrying out legal, economic and social studies and regulative proposals on ICT, ICT Law and the governance of the information and knowledge society.



The project prepares for future societal needs. It lays the bases for a theoretical framework for e-governance, for increased human capacity in terms of lawyers with strong skills in the ICT legal issues and for better prepared civil servants and technicians.

Furthermore:

- The LEFIS Network facilitates the integration of the different legal cultures and contributes to foster an European **IS governance culture**.
- **LEFIS** creates interdisciplinary approaches to legal training, and also works to implement this training in centres and schools of administration, social sciences business and engineering.
- It develops and makes available **Information Technology (IT)-based materials** and e-learning modules.
- It spreads knowledge of the basic principles of the European legal culture and defends them in the global forum, achieving **worldwide impact**.
- It serves as **teaching and research platform** to bring together and coordinate the wide range of projects and initiatives carried out by its many members.

Finally:

- LEFIS aims at developing innovative teaching and training programmes: these are designed with reference to Tuning methodology; they use an **interdisciplinary approach**, bridging the gaps between legal subjects and related social economic and technical topics; they use **ICT-oriented teaching and e-learning**.

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NETTLE

NETTLE, Network of European Tertiary Level Educators, is a thematic network funded by the EU Socrate Erasmus program, co-ordinated by the Centre for Learning and Teaching (CLT) at the University of Southampton, UK. The main aim of the network is to develop European-wide academic frameworks within which to equip educators in higher education with the competencies and skills necessary to provide effective and validated support for learners.

These frameworks are likely to include:

- guiding principles - e.g. reflective practice, action learning, research led teaching, European perspective, lifelong learning;
- content and learning outcomes - e.g. general and subject specific competencies relating to theories of student learning and motivation, small group teaching, approaches to assessment, facilitating skill development and level descriptors e.g. for Cycles 1 to 3 educators;
- learning resources - technical and human;
- delivery methods - e.g. workshops, videoconferencing, mentorship, peer observation, cross-national projects, open and distance learning, e-learning;
- quality assurance processes - e.g. external review, internal audit.

NETTLE is a three year project, and its membership includes over 35 partners from most countries in Europe. Partners come from a mixture of institutions, including commercial training and educational. Subject based Departments are represented, alongside those directly concerned with educational development.

The network application grew from conversations with European colleagues and students. These suggested there was enormous diversity in the range of skills development programmes and courses available to new and existing staff with teaching responsibilities. This was confirmed by limited journal and web-based research, which also revealed the growing influence of European level initiatives. Of these the Bologna Declaration of 1999 laid down the framework for collaboration which continues to guide the development towards a European Area for Higher Education (Action Line 9), to be established by 2010.

NETTLE

Network of European Tertiary Level Educators



University
of Southampton

NETTLE

Bologna touches most aspects of HE, and other Bologna Action Lines directly relevant to NETTLE are:

- Promotion of mobility
- Promotion of European co-operation in QA
- Promotion of the European Dimension in HE
- Lifelong Learning

We see a mutual understanding of learning and teaching processes and practices within HE, across Europe, as fundamental to evolving more consistent quality in the education which students receive, and in facilitating greater mobility of staff.



NETTLE aims to establish links with national and international bodies associated with the initial entry training and CPD accreditation, and has begun to do so through its membership and external advisors. In the later half of the project we will explore the interest in establishing a European wide Association, which could provide points of reference for obtaining international accreditation of educator skills. This may be a too ambitious objective but we hope it will become the next natural development, and would ensure the work of NETTLE continues into the future.

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PHOENIX

PhoenixTN is a Thematic Network on Health and Social Welfare Policy, approved in 2001. Having arisen from the relative lack of knowledge that Europe has of itself about the different ways in which each of its countries has tried to solve the problems related to the wellbeing and people's health, and from the presupposition that the world is going through a civilizational metamorphosis that forces us to rethink health and public welfare policies, PhoenixTN proposes to contribute to a deeper knowledge about Health and Social Welfare Policies, by developing different actions in order to achieve this objective. Namely:

- To broaden and deepen the academic curricula through programmed cooperation with other universities, in conjunction with research, aiming for the accreditation of the European educational programmes.
- The joint development of European modules to enhance the European dimension of the curriculum and to provide students with a European perspective in special subject areas.
- To increase student and staff exchanges with European Universities.
- To promote a greater participation in European networks and consortia that promotes the internationalization of research and education.
- To support and facilitate an international research focus, through policies and practices such as study leave, conference travel, staff exchange, collaborative agreements, and international research contracts.

In addition to a number of conferences, workshops and seminars that we have been developing, three main working issues must be underlined:

- Publication of books: *European Social Protection Systems in Perspective*, Lucie Paquy, 2003; *European Health and Social Welfare Policies Seminar*, Laurinda Abreu (ed.), 2004; *Health and Social Change*, Jan Sundin et al., 2004; *Proceedings of the Health and Health-Care between Self-Help, Intermediary Organisations and Formal Poor Relief Seminar*, Braga, 2004, forthcoming; *Proceedings of the Monitoring health status and vulnerable groups in Europe: past and present Seminar*, Pécs, 2004; *The Price of Life: Welfare Systems, Social Nets and Economic Growth*, Laurinda Abreu, Patrice Bour-



phoenix tn

European Thematic Network on Health and Social Welfare Policy



delais (eds.), Catania, 2005.

- Promotion of Educational Programmes (IP – Health and Social Changes; ALFA A - Graph, Graduate Programme on the Social Dynamics of Health ; European Master - Dynamics of Health and Welfare).
- Reinforcement of the collaboration with partners of Eastern European Countries, establishing practice of integration of research from and about the European Countries in a common European publications system.

For the next three years we have established as main priorities:

- To open new dimensions within this field and to integrate new subjects and bring them together.
- To support and to address the specific challenges of Health and Welfare in the transition of the newly integrated European countries.
- To bridge the gap between Academia and Decision Makers.

The work will be developed in the framework of five different Working Groups:

- Welfare, Health and Social Change.
- Scientific expertise and Policy making.
- Welfare reforms and Vulnerable Population.
- Welfare, health and non governmental organizations.
- Governing populations, producing subjects.

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POLIFONIA

‘Polifonia’: The ERASMUS Thematic Network for Music

‘Polifonia’ addresses the field of music: an essential part of the rich and diverse European cultural heritage. It is the largest European project on professional music training in higher education today, including more than 60 organisations in professional music training and the music profession from 32 European countries. ‘Polifonia’ sees the participation of music teachers, professional experts, students and management staff in European organisations for music training and the music profession.

‘Polifonia’ aims

- To develop the European dimension in professional music training by addressing issues arising from the Bologna Process, such as the introduction of the 3-cycle structure, the use of learning outcomes and credits in curricular design and internal quality assurance.
- To collect information on music education at levels other than higher education, and on the latest trends in the music profession.

‘Polifonia’ working methods

Five multinational working groups study a range of issues relevant to music training and the music profession. These working groups include students.

The project makes extensive use of questionnaires distributed throughout the partnership, to relevant outside experts and stakeholders and to the wider AEC membership.

Site visits to organisations in music education and the music profession in various European countries are conducted to identify examples of good practice.

‘Polifonia’ Working Groups

The objective of the ‘Tuning’ Working Group is to take the existing AEC Descriptions of Learning Outcomes for the 1st and 2nd Cycles to a next level of development, through study of the relation between competences and learning outcomes, the use of credit points, (competence-based) teaching and learning, assessment procedures, curriculum design, modular systems, credit-based structures and internal and external quality assurance mechanisms. The group also monitors various current developments, such the Dublin Descriptors, Tuning

methodology and the European Qualification Framework (EQF). The objective of the Pre-College Working Group is to collect information about lower levels of music education and about the preparation for and admission of music students to higher education.

The main objective of the Third Cycle Working Group is to provide an overview of trends, types of courses and developments in relation to 3rd cycle music education in Europe.

The objectives of the Working Group on the Profession are to search for, and reflect on, information relating to trends in the music profession, as well as to determine whether the current list of learning outcomes defined by the 'Tuning' Working Group corresponds with these trends.

The aim of the Working Group for International Relations Coordinators is to develop a 'Handbook for International Relations Coordinators in the Field of Music'.

Dissemination of project information

Project products and information are published on the 'Polifonia' website (www.polifonia-tn.org), where updated information, a calendar of activities and a large number of downloadable documents can be found. In addition, 'Polifonia' organises seminars on specific subjects prepared by its working groups, as well as holding information and feedback sessions at the Annual Congress of the European Association of Conservatoires (AEC) and meetings of other European organisations.

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TNP3

TNP3

TNP3 is anchored in a ten-year tradition of European co-operation and development projects, all driven by the conviction that the promotion of multilingual communicative competence and the maintenance of linguistic diversity are of fundamental importance to European integration, to life and work in the Union and to European co-operation with third countries, and that higher education has crucial responsibilities in this respect. In other words, TNP3 is not discipline driven, but policy driven. This is why the area of languages in higher education is regarded as being comprised of all programmes and provision that are concerned with the transmission of linguistic knowledge, skills and competences and with language mediation, including:

- modern language degree programmes, area studies programmes and programmes combining language study with the study of other areas;
- teacher education;
- the training of language specialists such as translators and interpreters and the training of trainers;
- applied linguistics;
- the delivery of courses or of portions of courses in one or more than one other language;
- language provision for students of all disciplines, including linguistic preparation and support for student mobility;
- provision for independent language learning.

The aims and activities of TNP3

The past seven years have seen dramatic changes in educational policies and practices and in the non-academic environments, including the language industry and language professions as well as in language use - changes that would seem to call for re-orientation in higher education language studies. TNP3 addresses this issue in three sub-projects:

- Languages for language-related industries and professions.
- Languages for enhanced opportunities on the European labour market.
- Languages as an interface between the different sectors of education.

TNP₃

Thematic Network Project
in the Area of Languages III

TNP3 specifically seeks to design and create structures for systematic consultation and co-operation between universities and other stakeholders (employers, graduates, etc.), that will enable universities regularly to update their programmes and offerings so as to equip students with linguistic and language-related skills and competences required in the language industry and on the labour market in general, both of which are subject to increasingly rapid changes. In addition, TNP3 seeks to place HE language teaching/learning in the lifelong learning paradigm by encouraging consultation and co-operation between universities and other sectors of education.

Whereas previous thematic networks drew on existing research findings in their endeavour to improve university programmes and teaching/learning methods, TNP3 goes a step further by identifying new research requirements and designing new research scenarios relevant to HE language studies.

In a separate development, TNP3 is mapping current provision in Arabic language and culture with a view to developing recommendations for university programmes for both specialists and non-specialists.

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TRES

What is TRES?

TRES is a trans-national cooperation project in the form of a thematic network funded by the Socrates Programme which started in the autumn of 2005.

TRES has over fifty partner institutions spread across almost every European country.

The acronym TRES stands for “Teaching Religion in a European multicultural Society”.

The main language of communication of the network is English.

Rationale of the Project

The teaching of religion has always been of great importance in European society, and religion is still a compulsory and important subject in many education systems. Although the society is now assumed to be heavily secularized, we can observe a “return” of religion to the social and political stage during recent years, which has become a major challenge for a European conception of society. Simultaneously the impact of extremism in society is currently a challenge for religions across Europe. This is the starting point for this thematic network.

1. The study of religions might be considered a discipline overlooked by some decision-makers, who see its proper place under the umbrella of intercultural studies or even in the churches, the mosques and the synagogues. However theology and religion are not only a private matter for the individual or historical phenomena but also present political and social powers that have to be studied very carefully.

2. Different (national) educational systems provide different models of relations between religions and scholarship. Furthermore the variety of Christian denominations as well as religions (Islam and Judaism in particular) creates barriers, which sometimes remain inalterable and become a potential danger to the cohesiveness of the European Union (EU). In other examples religions promote a sense of belonging together across geographical distance.

3. Moreover, if religious life is not an integrated part of the academic and scholarly work that is carried out on national as well as European level, there is a risk that the representation of our religious heritage on the European stage will be left in the hands of various types of “fundamentalism”. Religious studies in the broader sense should, for example, consider the power and the responsibility of religious herit-



Network on Teaching Religion in a multicultural European Society

ages in terms of conflict and identity as well as the new models of relation between religion and social welfare structures in our European societies.

4. Given this new situation, with the return of religion on a societal level, there is a need for a common strategy to strengthen the professional profile among scholars in the field of Theology and Religious Studies and also a need for the development of common educational standards on how to teach religion in a multicultural European society. A thematic network will in this context be of strategic importance.

The TRES thematic network consciously operates with both the concept of Theological Studies and of Religious Studies. The use of these concepts is clearly contextual, however, it is clear to the network that they refer to common experiences of, for example, religion as an actor in the society.

Envisaged Outputs

The envisaged outputs are the following:

- Reports
- Articles/book
- Articles published in journals
- Manuals that can be used to develop modules and courses in university teaching
- Web modules

Pedagogical Approach

The tuning approach will be used as an analytical tool to identify areas of importance that needs to be developed. If possible the students may also get involved and contribute to the collection of material in the envisaged virtual resource centre. The general approach is to create an open-minded and innovative approach to the study of religion by using student activation and problem-based learning.

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TUNING



<http://tuning.unideusto.org/tuningeu/>

Tuning Educational Structures and the Archipelago of Humanistic Thematic Networks

The project Tuning Educational Structures in Europe is at the heart of the Bologna - Prague - Berlin - Bergen process. It is one of the few projects in Europe that actually links the political objectives set in the Bologna Declaration of 1999 to the higher education sector. Tuning is a project developed by and meant for higher education institutions.



The Tuning project focuses not on educational systems, but on educational structures and content of studies. For Higher Education institutions Bologna reforms mean the actual starting point for another discussion: the comparability of curricula in terms of structures, programmes and actual teaching.

Erasmus Thematic Networks have been asked to carry out a Tuning process for their disciplinary or thematic area. HUMAN PLUS as the Network of Humanistic Networks shares knowledge and experience across the Humanistic sector.



<http://tuning.unideusto.org/tuningal/>



The ALFA Tuning Latin America Project seeks to 'fine tune' the educational structures that exist in Latin America, improving co-operation between higher education institutions, so as to develop excellence, effectiveness and transparency.

It is an independent project, promoted and co-ordinated by universities in many different countries, both Latin American and European.

Several Humanistic Networks are involved in Tuning Latin America.

Further Tuning Activities are under way in other countries and continents, including the Russian Federation and the Kyrgyz Republic.

