

Leonardo da Vinci Programme: New skills for better jobs

Today Europe is undergoing a major transformation to become a world-leading knowledge-based society based upon the framework of the Lisbon strategy. This means that knowledge, and the innovation it sparks, are the European Union's most valuable assets. The underlying aim of the Leonardo da Vinci Programme is to strengthen and reinforce the European labour market by supporting people in the acquisition and use of skills, knowledge and qualifications. The upgrading of skills in labour markets and enterprises is essential in order to fuel the transformation process.

The "Copenhagen process" was launched in 2002 to identify key priorities for European cooperation to make European vocational training a world reference by 2010. These important developments in the EU's policy work in Vocational Education and Training are complemented by the *Leonardo da Vinci* Programme. The funding priorities that were set in the Leonardo da Vinci Programme in the light of the Copenhagen process have steered the Programme effectively. At their best, these projects have developed tools and models that have directly benefited the policy work of the Member States. The Leonardo da Vinci Programme has thus proven itself to be a powerful tool in the effort to achieve the goals set in Copenhagen.

The support of the Leonardo da Vinci programme for the exchange of experiences between teachers, trainers and human resource managers increases the transparency of the different vocational training systems in Europe and fosters their modernisation through learning from each other. From 2000 to 2006 around 42.000 professionals in Vocational Education and Training have enjoyed a transnational mobility. In the same period, the Programme offered 245.000 trainees the unique chance to gain training and work experience in a foreign country.

I am very pleased to present this brochure of twenty best practice projects. The projects will serve as an example and an inspiration to others. They have been singled out for the transferability of their products and results and their potential interest and usefulness to other new users. I particularly urge the various stakeholders and interested parties in the area of vocational education and training to learn from these results and apply them under the new Lifelong Learning Programme 2007 – 2013.



Ján Figel'

Member of the European Commission responsible for Education, Training, Culture and Youth

A handwritten signature in black ink that reads "Jan Figel'". The signature is written in a cursive, flowing style.



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Europe for Lifelong Learning- a lasting commitment to education and training

- 4 | Until recently, people generally associated learning with the education they received at school and university. Today, Europe is undergoing a major transformation to become a world-leading knowledge-based society. This means that knowledge, and the innovation it sparks, are the EU's most valuable assets, particularly as global competition becomes more intense in the more traditional sectors.
- This implies that high-quality basic primary, secondary and tertiary education are as important as ever, but so too is ongoing vocational training and learning to constantly renew the skills base of EU citizens to handle the challenges and ever-evolving technologies of today.
- It has already created a vibrant single market and introduced a world-leading international currency, the euro. An integrated European labour market would complement these two pillars. To achieve this requires convergence in the European education and training landscape.
- Integrated series of education and training programmes**
- The European Commission's Education and Culture Directorate-General has integrated its various educational and training initiatives under a single umbrella, the **Lifelong Learning** programme. With a significant budget of nearly 7 billion EUR 2007 – 2013, the new programme replaces the existing education, vocational training and eLearning programmes, which ended in 2006.
- The new Lifelong Learning programme enables individuals in schools, universities and companies across Europe, at all stages of their lives, to pursue stimulating learning opportunities.
- Lifelong Learning consists of four sub-programmes each of which covers a particular educational sector: **Comenius** (schools), **Erasmus** (higher education), **Leonardo da Vinci** (vocational training) and **Grundtvig** (adult education).
- Horizontal measures** complement the four sectors in order to ensure that they obtain the best results. These focus on policy co-operation, languages, information and communication technologies. They also promote the effective dissemination and exploitation of project results. The new Jean Monnet programme is designed to strengthen European identity and to boost knowledge and awareness of European integration. The **Jean Monnet** Programme stimulates teaching, reflection and debate on the European integration process at higher education institutions world-wide.

10 years of the Leonardo da Vinci Programme (1996 - 2006)

- The **Leonardo Da Vinci** (LdV) programme was launched in 1995 based on an initiative from the social partners and the economic sectors in Europe. The **Leonardo Da Vinci** programme focuses on the teaching and learning needs of those involved in **vocational education and training**. It aims to bolster the competitiveness of the European labour market by helping European citizens to acquire new skills, knowledge and qualifications. It also supports innovations and improvements in Vocational Education and Training systems, as well as efforts to make them more attractive to potential users.
- The programme is open to the entire spectrum of subjects covered by vocational education and training. It supports the transfer of knowledge, innovation and expertise between various Vocational Education and Training actors through transnational, sectoral and interdisciplinary learning.
- With greater emphasis on **national management** the new generation of this programme allows better focus on national strategies. Leonardo Da Vinci funds a wide-range of actions, including mobility projects, development and transfer of innovation projects and networks. It addresses trainees in initial vocational training, persons available on the labour market and professionals in vocational education and training, as well as any organisation active in this field. At least 60% of the programme's total funding should go towards mobility activities.

Achievements in 2000-2006 and outlook for 2007-2013

Mobility activities reinforced

Through its support for mobility, the Leonardo da Vinci Programme will continue to offer trainees (persons in initial vocational training or already available for employment) a unique chance to gain training and work experience in a foreign country. It allows them to acquire new competencies and professional skills and in addition develops their capacities to adapt to a new environment. Leonardo da Vinci is contributing to fostering labor market mobility in Europe and

to help build a true and competitive European labor market. From 2000 to 2006, 245 000 citizens, mainly young people, will have benefited from such an opportunity.

The support of Leonardo da Vinci to the exchange of experiences between Professionals in VET (such as teachers, trainers, and human resource managers, guidance specialists etc.) increases the transparency of the different vocational training systems in Europe and fosters their modernization through learning from each other.

From 2000 to 2006 around 42.000 professionals will have enjoyed such a transnational mobility.

The application procedure has been simplified to accommodate the participation of the enterprise sector and especially the smaller companies. Upon completion of their LdV-training placement all individuals will be awarded a Europass Mobility on request. This is an important ingredient and a module in the building of a system for European credit transfer for Vocational Education and Training (ECVET).

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New focus on Innovation transfer

The Leonardo da Vinci Programme actively supports transnational cooperation among all relevant stakeholders in vocational education and training. One of its key missions is to contribute to transforming our training systems by co-funding transnational projects. In the past, LdV focused on Innovation projects which aim to improve the quality of training systems through the development of innovative policies, contents, methods and procedures within Vocational Education and Training.

The funding priorities that were set in the light of the Copenhagen process have led to many tangible benefits. The priorities have been chosen to create a true European labour market by introducing a European qualifications framework (EQF) and a European

transfer system for VET (ECVET). At their best the Leonardo da Vinci innovation projects have developed tools and models that have directly benefited the policy work of the member states.

With an average of 250 projects per year, the Leonardo da Vinci programme has during its 10 years of existence developed and built up a stock of innovative practices and procedures for Vocational Education and Training in Europe. The aim of the **new Transfer of Innovation Projects** is to capitalise on good practices from the previous programme period or from other experiences that will be taken up, adapted and transferred to new geographical regions or new economic sectors. The national selection and management of these projects will help to secure the strengthening of national Vocational Education and Training (VET) systems in Europe.

A reduced number of **Development of Innovation Projects** will continue to concentrate on developing innovative new solutions for common European challenges and priorities.

Leonardo da Vinci has from the start enjoyed a close relationship to the business sector through its cooperation with the social partners. With its actions it contributes to the political strategies in vocational education and training as laid down in the Declarations of Copenhagen, Maastricht and Helsinki – **it links policy to practice**. This is an important contribution to the over-arching strategy of the European Union, set out in its Lisbon Agenda, to become the most competitive economy in the world.

Year	2000	2001	2002	2003	2004	2005	2006	Total
Mobility (M€)	69,1	71,8	76,9	83,6	107,9	127,8	155,2	692,3
Number of mobility traineeships	36.600	37.500	41.500	45.700	58.380	67.000	81.500	368.180
Innovative projects (M€)	80,9	82,3	89,7	91,7	109,2	86,4	99,8	640,0
Number of innovative projects	235	255	279	278	345	297	318	2.007

Industrial-technical trainees are trained in Danish companies

6 | The training enterprise has developed a higher level professional qualification framework for especially gifted trainees, "the international service Engineer" as a supplement to several existing industrial-technical pathways of training. The mobility project has the following ingredients: Culture, languages, customer orientation and presentation technique, and is tailor-made to the enterprise needs for further education in this area.

Twenty industrial-technical trainees in their 3rd and 4th year of training, are spending 3 weeks in sister companies in Denmark. The training has the following objectives: the trainees should become acquainted with the sister company's processes and production flows, to extend their English language knowledge, to gain some insight and competence in international customer management in the care of customers and licensees and last but not least to improve relations and contacts between the workers in the companies in Germany and Denmark.

The training enterprise directs its strategy for the future particularly towards After-Sales-Services. Within this

framework they have developed a concept for long-term professional development for the gifted trainees. The participants receive in service additional courses and trainings at home and abroad during a four year development program imbedding their ongoing initial vocational training. This will qualify them to take part in a further education programme that, upon completion, allows the participants to use the title "international service Engineer". The present project is based upon earlier projects carried out in this area and shows constant improvement and development of the concept for long-term professional development for the gifted trainees. Approximately 160 trainees in the company have so far benefitted from the training.

The project makes an important contribution to the adaptation of European vocational training in light of the changing requirements and modernization of the labour market. It motivates trainees towards life-long learning by interconnecting training during their initial vocational training with in-service training closely with further education. By increasing the quality of the training the VET strand becomes more attractive towards workers with degrees from the university sector.



Industrial-technical trainees are trained in Danish companies



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PARTNERSHIP
DK

WEBSITE
www.man-ausbildung.de

PROJECT DURATION
2005 - 2007

Promoting linguistic and intercultural skills of French jobseekers and extending their professional scope by reinforcing their professional abilities

The project contributes to develop and validate professional and linguistic skills of French jobseekers (with at least a "Baccalauréat" to a "bac +2") thanks to placements in European firms. For the sending organisation, its goals are : on the one hand, to develop and strengthen the European dimension of the policy and content of initial and/or continued vocational training and on the other hand, to improve co-operation and encourage the transfer of skills between industry and education in order to develop qualified labour.

Contributing to the development of European mobility gives the opportunity to guarantee European citizenship and employability.

Better professional opportunities are given to this targeted group thanks to the validation and the increasing professional and linguistic skills acquired in an intercultural environment.



The "Formation Transnationale Europe" training course is divided in three steps:

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- firstly, 8 weeks of general course in our school (36 hours per week) with professional, linguistic and cultural modules;
- secondly, from 3 to 6 weeks of an intensive linguistic course within the frame of the "Chéquier-Langues" funded by the "Région Ile-de France" (60 to 120 hours);
- finally an internship from 20 to 24 weeks in an European company.

Many European partnerships since 1988 have been developed which helps to give a good supervision of the trainees.

There are different forms of validation and certification:

- a final report in the host company language must be written by the trainee, submitted to the sending organisation, which leads to an evaluation;
- a linguistic test;
- a Training Certificate from the host company and a Europass mobility.

Formation Transnationale Europe

PROJECT PROMOTER

CHAMBRE DE COMMERCE ET
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PARTNERSHIP

Eighteen partners representing four different European countries
UK, IE, ML, ES

PROJECT DURATION

2004 - 2006



Improving Employability of Unskilled Young Jobseekers in the Cottonera Area

8 | ETC through this Leonardo da Vinci Mobility Project sent ten unskilled young job seekers from the Cottonera area to develop skills in television work and gain practical exposure with a well-established broadcasting organisation – BBC Training and Development centre in the UK.

The aim of this project was designed for youths between the ages of 16 to 24 years from the Cottonera Region (an inner harbour region in Malta) who do not have any academic qualifications to provide them with awareness among themselves on self-esteem, exposure to various tasks and skills that allow them to be employed in the Television and Film Industry. The audiovisual industry (film production and television) was selected due to its dynamic economic importance as well as for sociological and cultural implications.

The Cottonera Region was chosen because statistics show that this inner harbour region, registers a substantial concentration of individuals seeking employment, with the majority looking for employment within the audi-

ovisual sector. In fact, due to this project’s successful implementation, ETC has decided to increase its training provisions in the audiovisual sector for unemployed persons. Indeed, ETC records show that most of these individuals worked as extras in well-known films such as Gladiator and U-571. So although they are unskilled, they still have practical experience which is not backed by qualifications and certificates. The major part of the three week placement was on-the-job training and exposure to the audiovisual environment.

Thanks to this project, the cooperation between various stakeholders in the audio visual production was strengthened. Moreover thanks to this project, out of the ten participants, two of them were later employed: one with a local TV station and another with a local audiovisual company. Another beneficiary was employed by an audiovisual company based in the UK. The majority of the remaining beneficiaries managed to find employment in other sectors. Another positive impact was the exposure the media gave to this project after its completion due to its innovative approach.



Improving Employability of Unskilled Young Jobseekers in the Cottonera Area



PROJECT PROMOTER
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PROJECT DURATION
2005 - 2006

Enhancing individuals' skills and competences through mobility actions, in particular young workers and recent graduates

The project makes an outstanding contribution to the development of the European labour market and the transformation, modernisation and adaptation of European education and training. It fully complies with the Leonardo da Vinci Programme actions because it improves the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competencies, with a view to increasing and developing adaptability, particularly in order to consolidate technological and organisational change. Contributing to the development of European mobility gives the opportunity to guarantee European citizenship and employability.

The Euromobility TGLAV project responds to the call for mobility measures addressed to young workers and recent graduates living in a particular area of Italy, who wish to enhance their language and professional competences and skills, through the participation in a mobility action organised in one of the Member states.

Each mobility action, which lasts 16 weeks, includes a language course in the beginning, accompanied by interviews with the person responsible for the host organisation, in order to analyse in depth the professional expectations of each beneficiary; and then with potential companies, who have previously received the candidates' CVs. After the first four weeks, beneficiaries start their work placement, which is multi professional and which involves companies from different sectors, both private and public, but, in particular, SMEs.

The aim of the project is to provide language and technical skills, along with the basic and transversal competences that a citizen would need to succeed in a knowledge-based community and to compete in a globalised labour market. In order to facilitate this, the experience is certified through the Europass Mobility certification and with reference letters which are usually provided by each host company.

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EUROMOBILITY TGLAV 2004/2005

PROJECT PROMOTER

CEP – Consorzio Europeo
Per la formazione
(now En.A.I.P. Piemonte)

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PARTNERSHIP

Ten partners representing six
different European countries
(IT, IE, HU, FR, UK, ES).

WEBSITE

<http://www.enaip.piemonte.it>

PROJECT DURATION

2004 - 2006

Developing the model of a vocational orientation and guidance system considering labour-market demands

10 | The project aimed to develop the model of a vocational guidance system considering labour-market demand. As a result of the project a complex, Internet-based career guidance system was developed on county level together with the Irish and Hungarian partners, which has become a national system.

The aim of the project is to create the model of a career orientation and guidance system considering labour-market demands in which vocational training adjusts to labour-market demands better. The adults and youngsters can then make more concrete career decisions.

To make the job of career advisors and decision-makers working at the county labour centres and the organisations co-operating in the project more efficient, it was necessary to further train them to get to know a system with the help of which they can choose a career, which does not only suit their skills and interests, but also one which is sought on the labour-market facilitating eventual employment.

The labour centre carried out the project with 8 county organisations and 11 Irish host institutions.

The 18 beneficiaries – working as counsellors and decision-makers in the field of career guidance or vocational training – followed a language, professional and cultural preparation and took part in a two-week study visit in Ireland. They were studying how the career guidance system was working there, what labour-market information helped that activity and how the employers' demands were transferred toward the job-seekers and how the databases were operating. Based on the knowledge and experiences of the study tour, the labour centre together with the partner institutions worked out a complex career guidance model on county level, which served as the basis for the regional career guidance network available at www.epalya.hu. The Ministry of Employment and Labour considered the established network so successful that it has been operating the system nationally from April 2005. The national career guidance system also available at the www.epalya.hu at present is the guarantee that the results of the mobility project are used and become known in the long run.

This project is a good example of how an operating county system – developed within a Leonardo mobility project – can be developed into a regional, then a national system. The project won the European Quality in Mobility Award in 2005.



Developing a Model for Vocational Orientation and Vocational Guidance Considering Labour Market Demands

PROJECT PROMOTER

Békés County Labour Centre

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PARTNERSHIP

9 Hungarian partners (HU)
1 Irish partner (IRL)

WEBSITE

<http://www.bekesmmk.hu>

PROJECT DURATION

2002 - 2003

Improvement of vocational training through studying industrial quality management

11

The teachers and trainers project has produced a DVD and training instructions on quality management in the industrial production process as the output of the project. The DVD is the product of the cooperation between the organizations involved in the project and will be used as an integral part of an instruction module for the technical instruction. As a bi-product of the project the participants improved their English knowledge and their social competences.

The main topic of the mobility project was quality management in training. During the work with the project the close connection between the quality management necessary in the industrial manufacture and the planned educational process became clear to the participants. An improvement of the co-operation between the teacher colleagues and the establishment of collective working techniques for the team were the aims of the project. Participants in the project were 9 teachers and trainers in technologically oriented subjects, who also participated (without financial support) in the language project BILVOC, this has enabled the teachers to considerably improve their instruction in English.

It has all the time been a close connection to the trainee mobility project BILVOC, which is a co-operation in the form of trainee projects of 10 educational institutions in 3 countries. The teachers and trainers project represents a concrete strategic extension of this project. The dissemination of results is carried out from within the partnership. The 5 DVDs developed during the project are translated into 4 languages, and the quality of the prototypes are being tested before being applied during the lessons.

The project serves a dual purpose as it both contributes through the topic "quality management" to the improvement of the training in the enterprises and in addition the participating teachers are fulfilling their learning needs and thereby improving their teaching abilities.



Improvement of vocational training through studying industrial quality management

PROJECT PROMOTER

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PARTNERSHIP

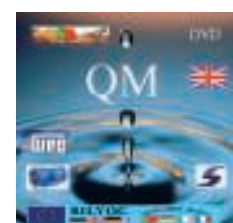
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WEBSITE

<http://sbsz-jena.de>

PROJECT DURATION

2005 - 2005



European placement for trainers in the building sector who are trained at the university

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In the framework of the "Training trades" professional Master degree, managed by Lille 1 University, on request of the CCCA-BTP, a one-week European training period has been organised. 18 persons (2 groups of 6 trainers-students and 3 trainers) have been to

Ireland and Sweden ; one of the originalities of the project is the mix of participants.

Discovering other training systems, vocational and evaluation methods, improving language competences are the main objectives of this training period to:

- improve the professional competences of trainers,
- promote and facilitate afterwards the European mobility of apprentices.

The training is evaluated and taken into account in obtaining the Master degree, in the same way as the other training units. It is integrated in a general European part of the Master degree. This involves a pedagogical, linguistic and cultural preparation, as well as another unit called "Europe of trainings".

Ireland and Sweden have been chosen for having a quality-commitment of companies in the training process. Irish and Swedish partners have been selected for the contacts they have with establishments, institutions, training organisations in the construction sector as well as professional federations.

Including mobility in the beneficiaries' university career had a direct impact: trainers become more sensitive to organise training programmes suiting individual needs, a better positioning of trainers own pedagogical methods regarding the other European methods and a different view on the role of companies in the training process.

The project got a Workers' Mobility Trophy awarded by the French National Agency in December 2006. The results of the action have also widely disseminated and promoted through communication material and public relations activities.

New actions at the European level are planned in the future. They will allow the continuation of the partnership.

European placement for trainers in the building sector who are trained at the university



PROJECT PROMOTER

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- Swede:n regional office of BYN

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PROJECT DURATION

2004 - 2006

Insight into food marketing in Heindenheim

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The project responded to the need of promoting mobility and placements as an opportunity of experiencing real training in a foreign environment. It also focused on the idea of involving public bodies and private companies in supporting initiatives that could open new paths for international relationships in Castilla León.

The aim of this project was to put into practice marketing plans designed by students undergoing an International Commerce and Marketing vocational training course at the IES Zorrilla (Valladolid). To do so, they contacted the Spanish Institute for Foreign Commerce to find out about food and wine companies that intended to open new markets in Germany. As a result, a consortium of five companies in Soria (north-central Spain) worked with the students in the development of their project and other institutions in Castilla León lent their support.

The hosting partner for the 3-week placement was the Kaufmännische Schule of Heindenheim. The beneficiaries were 17 trainees, who dealt with the project applying the skills acquired through the subjects that shaped their curriculum: International Marketing, Business English, Computer Applications, and Administrative Management and International Negotiation. In consequence, a new international commercial network was developed by means of various activities carried out by the students:

500 "tasting" surveys in several supermarkets and specialised shops in Germany, a meeting with German importers at the Chamber of Commerce and the record and analysis of facts through the computer programme "TESI".

It was a creative and innovative project that aimed at obtaining common benefits for all the parties involved: students being trained in a real professional scenario, Spanish and German trainers widening their knowledge of respective VET systems, businessmen exporting their products for the first time and vocational training schools becoming pioneers of European mobility in their region.

It has had a direct impact on VET students by helping them improve their linguistic and social skills. Special attention has to be paid to the employability factor, as a high number of beneficiaries got integrated in the labour market after having taken part in the project. As a result, more schools in the region are now encouraged to participate in Leonardo mobility projects.



Insight into food marketing in Heindenheim

PROJECT PROMOTER

IES ZORRILLA FROM VALLADOLID

PARTNERSHIP

2 partners: ES and DE

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PROJECT DURATION

2004 - 2005

Towards a 'European workspace'

14 | In 2002, the European Commission launched a technical working group in order to develop a proposal for a European credit transfer system in VET (ECVET). The VQTS project is strongly linked to this process and aims to increase the recognition of skills and qualifications in the mechanical engineering sector on a European level. The most innovative element of the project is the attempt to create a common and systematic procedure for the international transfer of acquired qualifications, taking into account all the specifics of the systems currently in use in the participating countries.

The main target group for the project's results are students and apprentices in initial vocational training who wish to undertake learning and training periods abroad. The field of mechanical engineering was selected as a model for developing and testing this procedure. Further potential users of the project's results are institutions providing VET, and companies and policymakers.

The main result of the VQTS project is a systematic procedure of international transfer of acquired qualifications. This procedure will benefit students and apprentices in VET who wish to gain training experience abroad, and will be used by educational institutes as well as by companies for the recognition of training and learning periods spent in foreign countries. On completion of the project, a manual will be produced which contains, for example, the documentation of the developed procedure of international transfer of acquired qualifications, instructions for the realisation of the procedure, guidelines and instructions for the implementation of the procedure and consideration of the transferability of the model into other economic sectors or fields of VET. The dissemination and sustainability of project results have been ensured due to the involvement of significant political decision-makers and relevant stakeholders in all partner countries.

Competence Profile Certificate (CPC)

Training Provider: _____
 Duration of the training: _____
 Responsible person for issuing the CPC: _____
 Person in training: _____
 Date: _____

Competence area	Steps of competence development				Credit Points	Credit Points
	1	2	3	4		
1.	6	6	6	6	24	8
2.	12	12	12	12	48	16
3.	18	18	18	18	72	24
4.	24	24	24	24	96	32
5.	30	30	30	30	120	40
6.	36	36	36	36	144	48
7.	42	42	42	42	168	56
8.	48	48	48	48	192	64
9.	54	54	54	54	216	72
Credit points for the vocational profile					81	27
Additional competences (or subject areas) completed within the framework of the educational programme, but which are not part of the vocational profile						
					300	100

Vocational qualification transfer system (VQTS)



PROJECT PROMOTER
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 Forschungsverein

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PARTNERSHIP
 There are 37 partners from eight different countries: Austria, Czech Republic, Denmark, Germany, Hungary, Italy, Netherlands, United Kingdom

WEBSITE
www.vocationalqualification.net
www.vocationalqualification.net/vq/VQTS_model

PROJECT DURATION
 2003 - 2006

Promoting linguistic and intercultural competence of European peacekeepers

15

The project contributes to sectoral cooperation and has a direct impact on the chosen target group (actual and prospective peacekeepers) by enhancing and validating their linguistic skills and competence. In particular, special attention will be paid to establishing and maintaining close cooperation with extraterritorial organisations such as UNDPKO, NATO, KSFOR, SFOR and OCSE.

The 'Linguapeace Europe' project responds to the call for higher language proficiency amongst European peacekeepers involved in military, police or humanitarian intervention. For effective joint operations and activities to take place, peacekeepers need to be not only communicatively competent, but often they need to possess a high degree of fluency and accuracy. For these reasons, there is a manifest need for new transnational training programmes, materials and tools for English for peacekeeping purposes which provide both linguistic and intercultural competence to further both communication and understanding.

Building upon the previous Linguapeace project (also funded under the Leonardo da Vinci programme), the project developed, tested and disseminated a number of language training and reference materials at intermediate and advanced level, complemented by a tailored version of the European Language Portfolio.

Partners also created an EU-wide certification matching the NATO Stanag 6001 examination standards within the common European framework and obtained recognition of the new course by national qualification bodies (i.e. academic validation by University of Westminster, who accredit the language examinations of the United Kingdom Ministry of Defence).

The project contributes to policy implementation, demonstrating how policy objectives can be incorporated in usable project results and can guide the implementation and the development of new training materials and approaches.



Linguapeace Europe: developing language training and reference materials for peacekeepers

PROJECT PROMOTER

European Centre for Education and Training (ECET)

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PARTNERSHIP

14 partners representing 11 different European countries: Bulgaria, Estonia, France, Germany, Hungary, Latvia, Lithuania, Poland, Romania, Spain, United Kingdom

WEBSITE

www.linguapeace-europe.net

PROJECT DURATION

2003 - 2006



New target group for vocational guidance – low-paid workers

16 | The WG2 project was focused on extending guidance and counselling practices to low-paid workers. The project developed, therefore, a number of educational materials and a training course targeted at vocational guidance counsellors, trade union activists and employers, in order to update their skills/competence in relation to the identified target group (low-paid workers) and to enhance access of low-paid workers to lifelong learning. These overall aims respond to several objectives of the Copenhagen process and the Maastricht communiqué: to increase the skills and competence of low-qualified workers and enhance their motivation to enter in a lifelong learning process; to provide workers with lifelong learning guidance; to increase the attractiveness of vocational education.



The ultimate aim of the project was to assist lower-paid workers into lifelong learning through the provision of vocational guidance that is easy for them to access, i.e. at the workplace. Hence the project highlighted good practice and gave 100 hours training to vocational guidance counsellors, human resource workers and trade union activists in order to highlight the value of, and assist with, the provision of guidance to lower-paid workers.

The fact that the lower-paid workers can receive guidance and counselling on-hand at the workplace will increase their learning opportunities and enhance their motivation to enhance their competence through acquiring new skills. Enhancing the skills of lower-paid workers in Europe is urgently needed to meet both new technological innovations and competition from other countries and continents.

The project delivered an online course on workplace guidance that included a wide range of materials on the website through which it was delivered. The project website contains all the education materials in 11 languages, as well as the online course. The main beneficiaries of the project are vocational guidance counsellors, human resource workers and trade union activists who work with or are interested in working to help lower-paid workers get into lifelong learning and to enhance their competence and skills.

Vocational guidance for low-paid workers



PROJECT PROMOTER

Starfsafl Educational Fund

CONTACT DETAIL

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PARTNERSHIP

The partnership included partners from 10 European countries: Czech Republic, Denmark, Finland, Iceland, Italy, Luxembourg, Norway, Spain, Sweden, United Kingdom

WEBSITE

<http://www.gla.ac.uk/wg>

PROJECT DURATION

2003 - 2006

Virtual interactive programme

17

The project intends to fill in the gap within current training provision for theatre and live performances sectors, where transmission of knowledge is mainly non-formal and takes place basically through a personal relationship between the master and the apprentice.

To face these challenges, the project has analysed the way in which ICT has changed the working processes underlying the realisation of a live performance. Focussing on the consequences for three professional profiles: directors, set and costume designers and lighting designers. The initiative has also updated curricula and related training pathways for the targeted profiles (including basic and professional skills) and has improved teaching and learning practices used within initial and continuous training.

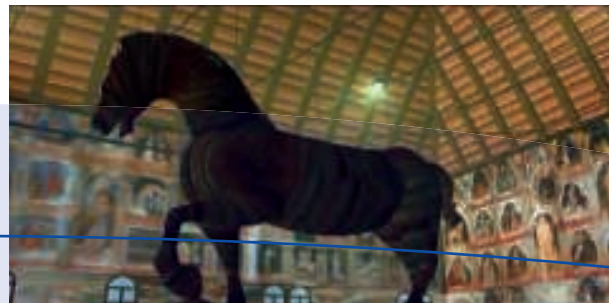
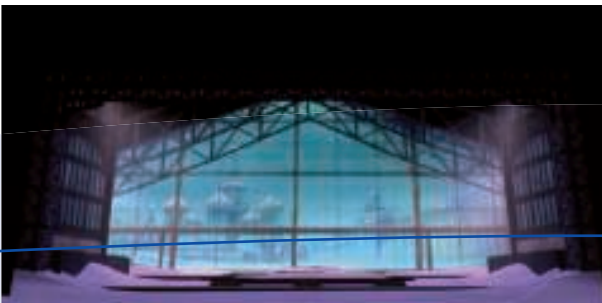
The main product realised by the project is a CD-Rom which includes:

- the results of a research entitled "Director, Set and Costume Designer, Lighting Designer in live entertainment... between ancient knowledge and new media", presented in a user-friendly format,

- a multimedia gallery of relevant video contributions from significant artists and theatre institutions which have participated to the research,
- the analysis of competences and the elaboration of the training models, by making the autobiography and direct experiences of those privileged witnesses available for the reflections carried out by the partnership.

The project's final beneficiaries are young people who wish to become directors, art directors and *lighting designer* and professionals who wish to complete and to improve their training. Potential users of the results are teachers and trainers who might be interested to apply the methodology and use the content in their didactic activities.

The project contributes both to sectoral strategies in the field of culture (and theatre in particular) and to general education and training policies. In the first area, it is of course a concrete response to the challenge of digitalisation and wider application of new technologies. In the second area, it contributes to innovate methodologies and contents of training provision in the field, by formalising learning pathways which were traditionally acquired on the job.



Virtual interactive programme

PROJECT PROMOTER

Fondazione Accademia D'Arti e Mestieri dello Spettacolo
Teatro alla Scala

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PARTNERSHIP

14 partners representing five different European countries (IT, ES, FR, HU, UK)

WEBSITE

<http://www.accademiascala.org>

PROJECT DURATION

2003 - 2005



Distance learning material for early childhood care professionals

18 | The project showed how improved skills in ICT and use of distance learning can provide access to higher level qualification for people disadvantaged in the labour market and those who face discrimination in accessing training due to disability, geographical location or family commitments.

The project has developed distance learning material for early childhood care professionals in Europe. To support the coordination of the project the partnership created a European Network Association for Childcare, this has also helped to ensure the continuation of the results of the project after its completion. The project has provided a route for the attainment of a degree level qualification for carers and managers within the childcare sector. In its continuation as an accredited programme, it represents a vehicle to prepare Early Years staff to meet the demands of future employment.

The use of computer technology and communication systems enhanced the learning experience and the employability factors, as the knowledge is directly transferable to the work environment.

One of the major outcomes from the project has been the piloting and completion of 9 learning modules with production of CD ROMs and online learning materials based on an assessment of current management training and development opportunities in the early year's sector. The target group for the project has been involved in devising, piloting and finalising the products and the majority of the learning modules were validated as a Certificate in European Early Years Management at degree level study in the UK and Bulgaria. The Certificate at Liverpool Hope University was piloted with participants from Finland, Bulgaria, England and Northern Ireland during the life of the project and has recruited another cohort for 2006/7. Value has been added through the innovative aspect of developing online learning materials for the early years/childcare sector. These online learning materials have greatly enhanced training provision for the early years sector, as the web based nature of the training is more flexible and accessible.

Participants in the piloting of modules had the opportunity to network with other early years professionals from across Europe. In evaluations all participants rated this networking opportunity highly and stated that it enhanced their management practice and provision of services for children and families.

The provision of an accredited route for early years/childcare managers has enhanced status of the early year's profession and the employability of those participants piloting the EEEYMS materials.



European Enhancement of Early Years Management Skills



PROJECT PROMOTER

Liverpool Hope University

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PARTNERSHIP

7 partners representing
 4 different European countries
 (BG, UK, NL,FI)

WEBSITE

<http://www.eeeyms.org>

PROJECT DURATION

2003 - 2006

Supporting SMEs in joining the open labour market in Europe

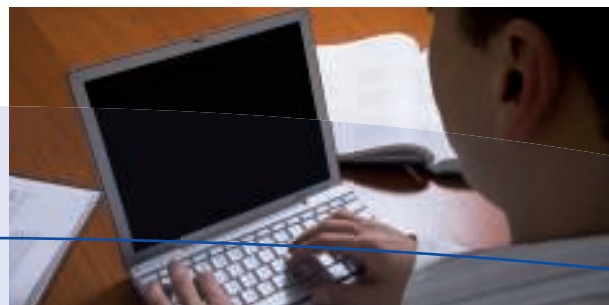
19

The content of the project is relevant for enabling and stimulating workforce mobility in Europe by matching the needs of the foreign workers with the company needs via specific ICT tools. In addition, the project is relevant from the point of view of technological development. The innovative approach consists of promoting mobility not from the point of view of the employees, but from the needs and requirements of the companies.

The aim of this project was to develop support materials for companies so that they can integrate staff/trainees/students quickly, even when there is a very different language environment. Through this project, barriers in mobility can be overcome so that new employment possibilities develop and SMEs do not lose competitiveness compared with larger companies. SMEs, chambers of commerce and sectoral organisations were part of the overall partnership and in this way the target group participated in the product development and testing of all the materials.

There are three major categories of results, all integrated in a web-based platform: (a) the European induction assistant (EIA), to help the employers and the employees find out about matching their business needs and the support required to carry out the envisaged tasks; (b) the personal development plan, to assist the employer and the worker to look at progress and needs during the induction process; (c) support materials, to help the worker learn about the workplace, in order to quickly integrate into the company, and the required skills in the job, key vocabulary for the first weeks, and intercultural differences. The products have been tested online and they are considered to be of high quality, functional and useful for the new context of work mobility in Europe.

The expected impact is particularly on the SMEs, helping them to optimise the human resources management. The associated web-based tools are valuable instruments in quickly controlling the required needs.



Placement support

PROJECT PROMOTER
ROC Midden Nederland

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PARTNERSHIP
9 partners from seven different countries: Denmark, Estonia, Finland, Iceland, Italy, Netherlands, Spain

WEBSITE
www.placementsupport.com

PROJECT DURATION
2001 - 2004



Interactive Simulation Exercise for Emergencies (I SEE)

20 | The overall goal of I SEE is to ensure that the current and future European healthcare workforce is prepared for mass casualty situations through implementation of the end products of the I SEE project. I SEE is a national and international training program in disaster medicine.

Training in the medical aspects of disaster management does not exist or is insufficiently developed in the traditional medical and paramedical education programs in most European countries. Several studies on medical disaster preparedness and lessons learned from recent disasters indicate a lack of training of the health professionals in the medical management of disasters.

The I SEE project aims to develop a training instrument to train a number of medical disaster management competencies linked to training objectives and to events embedded in a simulated training scenario.

The target population to be trained consists of all health professionals involved in the medical disaster management, each at his/her level of competence and responsibility: physicians, nursing personnel, dispatch centre personnel, emergency medical technicians (ambulance personnel), rescue personnel and volunteers.

The target audience consists of all institutions involved in the training of the medical aspects of disaster management:

The I SEE project is a competency-based training tool that improves on existing training programs, since it can be embedded in the educational program on disaster medicine at the different levels of initial vocational training of health professions. The I SEE training tool can be used in training sessions in the working environment or even at home, through intranet or internet.



Interactive Simulation Exercise for Emergencies (I SEE)



PROJECT PROMOTER

Research Group on Disaster
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PARTNERSHIP

7 partners representing
6 different European countries
(BE, ES, IT, NL, RO, SE)

WEBSITE

<http://www.iseeproject.org>

PROJECT DURATION

2004 - 2007

INtegrated system FOR an Advanced and Life-Long Training Methodology of Dangerous Goods Drivers and Trainers-INFORMED

INFORMED was a Pilot project aimed at the development of a new and common Pan-European training curriculum and innovative multimedia tools, to support the training of drivers and their instructors in transporting dangerous goods, in compliance with the targets set by the European Commission with regard to road safety during the transportation of dangerous goods.

The most efficient training modules have been selected through a state of the art survey that resulted in the following visually attractive products:

The INFORMED Multimedia Tool

- for ADR training and
- for the advanced driving of vehicles carrying dangerous goods

The INFORMED

- Trainers' training tool
- Training Curriculum for Drivers
- Training Curriculum for Trainers

INFORMED achieves significant improvement of the skills of drivers involved in dangerous goods transportation, thus enhancing road safety. IVT of improved quality and a lifelong acquisition of skills, wisely tailored to the dynamic needs of the dangerous goods haulage sector, are the projects' two key results.

The INFORMED training schemes were tested in BE, DK, FR, EL and the NL, to ensure easiness-to-access and to-use and efficiency of the training package, as well as the adequacy of drivers' and trainers' knowledge on special cargos, new practices, etc.. Pilot assessment of the INFORMED products proved that it meets different national needs, employing VET policies and practices already applied. The INFORMED product resulted in a common framework for VET, supported by application guidelines and policy recommendations.

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INtegrated system FOR an Advanced and Life-Long Training Methodology of Dangerous Goods Drivers and Trainers

PROJECT PROMOTER

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PARTNERSHIP

7 partners representing
5 different European countries
(BE, DK, FR, GR, NL)

WEBSITE

<http://www.imet.gr/informed/>

PROJECT DURATION

2002 - 2005

Vocational language learning for the deaf

22 | Through its model curricula and learning materials the Deafvoc-project contributes to the possibilities of life long learning, employability, social inclusion and active citizenship of the deaf. The project improves the quality of language teaching in vocational training of the deaf, and makes it easier for the deaf who have insufficient sign language and written language skills to get a possibility for life-long learning.

The main objective of the Deafvoc-project is to develop language teaching for sign language as a mother tongue and teaching of written language for deaf students in vocational education and training in order to promote equal educational opportunities for deaf people.

The lack of competence in both sign language and a written language is one of the major obstacles for many deaf people aiming at further education and training. It is important to have a deaf-specific bilingual education at all levels in order to integrate deaf people adequately and advance the linguistic rights of the deaf people in Europe. A bilingual approach was adopted to promote better education and self-esteem among deaf people who do not only need good command of sign language, but also need to be able to communicate in the written language of their country in order to access education and employment.

The material produced in the project are: a standard model curricula for "Sign language as a mother tongue" and "Written language as a second language for the deaf", web-based demo teaching material, transnational training course and teacher's guide for the curriculum. The materials are available in Czech, English, Finnish, German and Greek on the project website.

The created curricula could support the work of teachers in all European countries in such a way that the needs of the deaf to receive bilingual education can be better taken into consideration. The work done in the project made it clear that there are shortcomings in most countries: deaf people often lack a sufficient competence in writing and reading, despite having a good level of sign language. They are not only cut off from acoustically offered information, but often also from written information. Many sign language users need help with their written language, which the model curricula can address.

Target groups of the project are teachers and deaf students in basic, further and continuing vocational education as well as authorities responsible of curricula and the deaf organisations advocating deaf issues in Europe.



Sign Languages and European Written Languages in Virtual Vocational Education for the Deaf (Deafvoc)



PROJECT PROMOTER

The Finnish Association of the Deaf (FAD)

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PARTNERSHIP

7 partners representing
4 different European countries
(FI, AT, EL, CZ)

WEBSITE

<http://www.deafvoc.fi>

PROJECT DURATION

2003 - 2006

Electronic work simulators (EWS)

23

The project addresses the needs of physically disabled persons who have difficulties in gaining professional experience in the open labor market. The aim of the project was to elaborate the electronic, transnational, multilingual software for the disabled people enabling them simulation of working experience in CRM sector in the environment imitating to maximal extent certain elements of genuine working environment.

The final results of the project was the following:

1. EWS SDK - program suite for authoring, delivering, tracking and reporting, which is SCORM and IMS conformant (LOM 1.0, IMS Content Package, IMS QTI, IMS Simple Sequencing, IMS Result Reporting and other),
2. 12 electronic training courses intended to prepare users for work as, among others, a telemarketer, self-employed manager, receptionist, translator/editor etc.



EWS applications included options such as the posing of questions and multiple choice answers (in text, voice and/or graphical mode), additional helpful questions or prompts, repeating the same question, generating the next question depending on respondent's correct or incorrect response, measuring answer/test time or setting the pace of testing or training. It was able to establish grading system, to assign grades to answers and will have many others features enabling simulation of genuine oral/written examination or work environment elements (phone ringing or interference, angry/faint client voice etc).

Until today those courses are distributed among others institutions by the Polish Partner involved in this project. Technology EWS SDK is still developed by the Promoter and is used in the following activities:

- Technology TeleEdu was implemented for the needs of the Polish enterprises and public administration (financed by Ministry of Finance, Ministry of Treasure, Polish Agency for Development of Entrepreneurship);
- Technology TeleEdu is still used within the project "RENOWATOR" financed under EQUAL Programme (European Social Funds);
- Technology Tele Edu is implemented within the following initiatives: "Mazovian Centre for Knowledge Management in Innovative Technologies".

EWS - software intended to develop and conduct training activities and tests to prepare the physically disabled for telework in Customer Relationship Management (CRM)

PROJECT PROMOTER
INSTITUTE OF MATHEMATICAL
MACHINES (INSTYTUT MASZYN
MATEMATYCZNYCH), POLAND

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PARTNERSHIP
CZECH REPUBLIC, ITALY, Poland

WEBSITE
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PROJECT DURATION
2001 - 2003

Development of Web Based Skill Tools in the Wood Technology Branch

24 |



The project has developed a database established on the project web site. It contains relevant educations in the wood-working and furniture industry at the vocational level. Each individual education will be described in a way that it presents the competencies acquired in the field.

The furniture industry in EU has recently lost international competitiveness and market shares. Improvement of design, innovation and training factor can develop the competitiveness, strengthen the flexibility and increase the cooperation among companies in the industry.

The Database makes it possible to record competencies and level of education so that the employees and young people can make use of their acquired competencies, i.e. exchange and education abroad. The recorded competencies make it possible to continue their education and training exactly from the level that is to be found in the

database. The tool can furthermore contribute to a transversal benchmarking of the level of education and training in the countries in Europe.

The tool can be used across educational institutions, enterprises, unions, employers associations and employment services. It is possible for enterprises and the social partners to record the informal competencies of the staff members and clients and from there create a desired competence profile to the individual employee. Subsequently it is possible to select the education and training that fill the gap between the profiles the employee actually has and the desired one. All courses that are registered in the database in the EU member states form the basis for this search. Also the individual employee can execute this search based on the gap between ones competencies and the competencies that are needed in the actual job.

Education and training institutions are able to put up all the courses that they offer, they can write a title of the course and amend the competencies that the students attain if they complete the course or module in question. Enterprises and social partners have immediately the ability to find that very persons profile. At the moment it is to be found in Italian, English, German, Finnish and Danish. It is possible to enlarge the database with further languages. Thus the database is dynamic and can contain all countries that want to participate in DEWEBAS.

Development of Web Based Skill Tools in the Wood Technology Branch, DEWEBAS



PROJECT PROMOTER
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PARTNERSHIP
18 partners representing
6 different European countries
(BE, CZ, DE, DK, FI, IT)

WEBSITE
<http://www.dewebas.org>

PROJECT DURATION
2004 - 2006

Modular interactive e learning course on aluminium fabrication technology

There is a growing use of aluminium material and products in various sectors and this trend should continue if we take into account its sustainable characteristics (e.g. recyclables, lightness, corrosion resistance). The project AluMatter answers to the need for modern comprehensive training materials to train technicians, engineers and designers with good skills and knowledge in aluminium fabrication technology. With the support of the aluminium industry and the academic world, an easily accessible e learning course has been developed and will contribute to help promote the use of aluminium in various sectors.

The project was aimed at developing e learning materials designed especially for technicians, engineers and designers in the aluminium technology sector and students at technical universities, in order for them to fully understand the different aluminium technology applications.

The project has developed six 'AluMatter' e learning modules. The titles of the modules are: Joining technology, Forming technology, Mechanical properties, Corrosion, Machining, Physical properties and surface

properties. They are available at: <http://www.aluminium.matter.org.uk> in four languages (English, Dutch, French and German). Access and registration to the modules is free, thus ensuring easy access to a very large audience.

The six modules are designed with a similar structure, with, for most of them, specific learning outcomes, theory, graphics (in some cases simulations) and recommended readings. It is possible to switch from one language to another at any stage. Navigation is user friendly and the screens are well conceived, with a good balance between text, images and exercises.

The project brought together several large companies from the aluminium industry as well as national aluminium associations and was promoted by the European Aluminium Association, representing European primary aluminium producers and national associations in 17 European countries. The project and its results were validated by participants, industrial and academic, in the European aluminium industry. In 2006, the AluMatter programme is due to become the educational arm of the European aluminium technology platform, an initiative from the Research DG.

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Modular interactive e learning course on aluminium fabrication technology (AluMatter)

PROJECT PROMOTER

European Aluminium Association

CONTACT DETAIL

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PARTNERSHIP

21 partners from 7 countries:
Belgium, Denmark, France,
Germany, Netherlands, Norway,
United Kingdom

WEBSITE

www.eaa.net (organisation website)
<http://aluminium.matter.org.uk>
(project website)

PROJECT DURATION

2002 - 2005



Award winners Leonardo da Vinci 2004 – 2006

26 | Helsinki – December 2006 : Innovative Projects

Slovakia - Instructor for Driving

Harmonization of training, examinations and student selection in the field of driving instruction.

PROMOTER

Združenie autoškôl Slovenskej republiky

PARTNER COUNTRIES

Bulgaria, Czech Republic, Finland, France, Germany, Greece, Italy, Slovakia, Spain

www.ifd.szm.com

Bulgaria - LINGUAPEACE EUROPE

Language training materials for military and police servicemen and women.

PROMOTER

European Centre for Education and Training /ECET/

PARTNER COUNTRIES

Bulgaria, Estonia, France, Germany, Hungary, Latvia, Lithuania, Poland, Romania, Spain, UK

www.linguapeace-europe.net

Belgium - COMPETENT-SYS-TRAINER

Competency-based management system for trainers in continuing vocational education and training

PROMOTER

VDAB (Vlaamse Dienst voor Arbeidsbemiddeling en Broepsopleiding)

PARTNER COUNTRIES

Belgium, Finland, Germany, Italy, Poland, Portugal

www.cstrainer.net

Iceland - Vocational Guidance for low-paid workers

To assist lower-paid workers into lifelong learning through the provision of vocational guidance at the workplace

PROMOTER

Starfsafl Educational fund

PARTNER COUNTRIES

Czech Republic, Denmark, Finland, Iceland, Luxembourg, Norway, Spain, Sweden, UK

www.workplaceguidance.eu

Pan- European project - AluMATTER

Modular interactive e-learning course on aluminium fabrication technology

PROMOTER

European Aluminium Association

PARTNER COUNTRIES

Belgium, Denmark, France, Germany, Netherlands, Norway, UK

www.alumatter.info

Netherlands - Placement support

Support materials for companies so that they can integrate staff/trainees/students quickly, even when there is a very different language environment

PROMOTER

ROC Midden Nederland

PARTNER COUNTRIES

Denmark, Estonia, Finland, Iceland, Italy, Netherlands, Spain

www.placementsupport.com

Austria - Vocational Qualification Transfer System (VQTS)

Develop a systematic procedure to ensure international transfer of vocational qualifications (in terms of competencies and skills) at secondary level in order to increase mobility in VET

PROMOTER

3S Research Laboratory – Forschungsverein

PARTNER COUNTRIES

Austria, Czech Republic, Denmark, Germany, Hungary, Italy, Netherlands, UK

www.vocationalqualification.net

Hungary - PEDITOP

Promotion of Advanced Educational Innovations for Training of Paediatrics

PROMOTER

Innovamed Medical and Educational Development Ltd.

PARTNER COUNTRIES

Hungary, Greece, Sweden, UK

www.peditop.com

France - VAEB

Validation of work experience gained on a voluntary basis

PROMOTER

IRIV – Institut de Recherche et D'information sur le Volontariat

PARTNER COUNTRIES

Austria, France, Germany, Italy; Poland, UK

www.eEuropeassociations.net

Germany - CEMES

Introduction of a European credit transfer system

PROMOTER

Institut für berufliche Bildung und EDV-Schulung

PARTNER COUNTRIES

Austria, Belgium, Cyprus, Czech Republic, Finland, Germany, Greece, Italy, Poland, Portugal, UK

www.eso-csa.com

Graz – May 2006 : Mobility Projects

Belgium - PICTURE II

European Placement project for Information and Communication Technology University students acquiring Relevant work Experience II

PROMOTER

Hogeschool West-Vlaanderen, dept. PIH

Czech Republic - Clinical skills in transcultural nursing

PROMOTER

The Higher Medical School for Nurses and Midwives

PARTNER COUNTRIES

Germany and UK

Hungary – Improving professional skills of young workers

PROMOTER

Hospital of Bács-Kiskun Country's Local Government

PARTNER COUNTRIES

Denmark and Germany

Estonia – APPRENTICE BECOMES A MASTER (BOAT)

Apprentices in the boat-building sector

PROMOTER

Kuressaare Vocational School

PARTNER COUNTRIES

The Netherlands

Hungary – Adopting a modern system of fertilization and animal husbandry in Hungary that is compatible with the requirements and regulations of the European Union

SME sent a graduate veterinary medicine to work on Animal Fertilization and Husbandry

PROMOTER

Pergamo Deposit Company

PARTNER COUNTRIES

Belgium

Maastricht – December 2004 Innovative Projects

Pan-European project – Leonardo Power Quality Initiative (LPQI)

Powerful learning creates professional energy

PROMOTER

European Copper Institute

PARTNER COUNTRIES

Belgium, Germany, Italy, Poland, Spain, UK

Norway – Accumulated Knowledge and Skills

Giving credit for accumulated knowledge and skills benefits everyone

PROMOTER

ELBUS – Norwegian Electro-technical Research and Development Centre

PARTNER COUNTRIES

Denmark, Greece, Norway, Sweden, UK

United Kingdom – European Medical Imaging Technology Training

E-learning develops medical imaging skills

PROMOTER

EMIT Consortium

PARTNER COUNTRIES

France, Italy, Sweden, UK



Leonardo da Vinci Programme in brief

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The Leonardo da Vinci programme is part of the European Commission's new Lifelong Learning Programme and is designed to build a skilled workforce through European partnerships. Leonardo funds transnational work placements and the development of training materials with the objective of improving the provision of Vocational Education and Training (VET) across Europe.

Leonardo focuses on raising the quality and relevance of VET, and provides an opportunity for organizations involved in VET to build European partnerships, exchange best practice, increase the expertise of their staff and develop the skills of learners.

How to Apply

Any public, semi-public or private organization can apply for Leonardo funding - individuals do not apply directly. All applications must be supported by a partnership of European organizations. The application process (and the minimum number of partners required) varies according to the type of project. For detailed information on applying, please look at our web-pages: http://ec.europa.eu/education/programmes/llp/index_en.html

Leonardo da Vinci Programme has the following project types:

Training Placements for learners and trainees

You can send trainees in the initial vocational training (IVT) and people in the labour market (including graduates) to another European country for a practical training placement to enable them to gain real experience and skills in employment.

Mobility for VET professionals

Staff can take part in short stays abroad to learn from European colleagues. This exchange of experiences will contribute not only to their personal development, the learning of new skills and ways of working to bring back to their job, but also to enhance necessary changes in their VET system in view of increased quality.

Project-Partnerships for the transfer of innovation in VET

You can build on the best practice in VET from all over Europe or from a different sector by participating in European partnerships to transfer best practice between countries or sectors. Projects will focus on customizing training materials for the needs of learners and businesses in the partner countries.

Project-Partnerships for the development of innovation in VET

You can participate in European partnerships to produce innovative training materials. Projects will focus on developing new approaches and training packages for the partner countries. You will be able to develop the training that businesses and employees need.

Thematic Networks

Organizations from across Europe can join together to form specialist networks on a particular area or sector of interest.

How to join the Leonardo da Vinci programme ?

LdV is open to all organizations involved in Vocational Education and Training (VET).

Please find more information on this under:

http://ec.europa.eu/education/programmes/llp/index_en.html