



## 50 success stories

Leonardo da Vinci innovation  
projects contributing to  
the Copenhagen process

Linking policy to practice





## How does the Leonardo da Vinci programme help to make European vocational training a world-beater?



In 2000, in Lisbon, the EU Member States agreed on the ambitious policy goal for the decade of making the EU into the world's most dynamic, knowledge-based economy. This has become known as the 'Lisbon strategy'. They also called for European education and training to become a 'world quality reference' by 2010. To achieve this, the EU's education ministers formulated the education and training 2010 work programme in 2001, which set the policy framework in education and training for the EU for the decade.

One of the first major steps in this new framework was in the area of vocational education and training (VET). The so-called 'Copenhagen process' was launched in 2002, in Denmark's capital city, to identify key priorities for multinational cooperation to make European vocational training a world reference by 2010. In Maastricht in 2004, this process was developed further when additional, complementary priorities were identified to create a true European labour market by introducing a European

qualifications framework (EQF) and a European credit transfer system for VET (ECVET). Member States will reconvene in Helsinki in December 2006 to examine their progress.

These important developments in the EU's policy work in VET are complemented by the more hands-on Leonardo da Vinci (LdV) programme, which helps to transform our training systems by co-funding transnational, innovative projects. The funding priorities that were set in the LdV programme in the light of the Copenhagen process have led to many tangible benefits. To investigate these further, the European Commission carried out a survey of Leonardo da Vinci projects and their contributions to the Copenhagen and Maastricht goals. The survey identified 157 LdV projects that had been put forward as shining examples of best practice by the Leonardo da Vinci national agencies in summer 2006. At their best, these LdV 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 and Maastricht.

I am very pleased that the 50 projects that were selected as examples of best practice are presented in this compendium. They highlight the contribution of the Leonardo da Vinci programme to the Copenhagen process and the Lisbon strategy. They will serve as an example and an inspiration to others. 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 in charge of Education, Training, Culture and Multilingualism*

# Transparency, including the European qualifications framework (EQF)

## Working towards improving road safety in Europe

*The focus on road safety is significant and acute in everyday life in every European country. The 'Instructor for driving' (IFD) project is aimed at the harmonisation of training, examinations and student selection in the field of driving instruction, with a view to improving road safety in Europe.*

Operating in nine countries, the project produced publications, reports and CD-ROMs and videotapes, and provided an analysis of the state of driving instruction and the conditions of student preselection, qualifying examinations and refresher training opportunities in the participating countries. The products will help in the preparation of new training materials and training structures in different countries.

The primary target group of the project is driving instructors. The secondary target groups are trainers in road safety, and managers, trainers and teachers of driving instructors.

The project promotes the theme of transparency through comparison of the partner countries' education systems, including certification systems, content of education and study programmes, as well as legislation. The theme is also promoted through the development of common European education, common curricula and training material. The developed products of the project are concrete and focused on increasing transparency and unity in the training of driving instructors in Europe.

The outcomes of the project affect harmonisation of the driving instructors' training curriculum and training content in all participating countries. The material, which is currently in use in partner countries, will promote common focus on road safety immediately, and will also have favourable and valuable spin-off effects. In some countries, the results provide a good starting point when preparing new legislation proposals related to the target group.



**Project No**  
SK/02/B/F/PP-142 272

**Project title**  
**Instructor for driving (IFD)**

**Project promoter (name of organisation)**  
Združenie autoškôl Slovenskej republiky

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**Partnership**  
The partnership included 12 organisations from nine European countries: Bulgaria, Czech Republic, Finland, France, Germany, Greece, Italy, Slovakia, Spain.

**Project duration**  
Start date: 1.11.2002 / End date: 31.7.2005



## Working towards safer transportation of dangerous goods on European roads

*Training of drivers and their instructors in transporting dangerous goods and handling them efficiently in case of an accident is of utmost importance in a Europe that is more and more dependent on the transportation and logistics sector.*

The pilot project Informed aims at the targets set by the European Commission with regard to road safety during the transportation of dangerous goods. Targets are achieved through the development of a new training curriculum and innovative multimedia tools to support the training of drivers and their instructors. The project also has the potential of promoting transparency and recognition of skills and qualifications of drivers of dangerous goods. Consequently, it contributes to enhanced cooperation in VET at national and European levels, with focus on the strong sectoral activities.

Target groups of the project are personnel of dangerous goods haulage companies, vocational training bodies, transport safety bodies, training organisations and institutes, as well as accreditation institutes.

Products of the project are training modules in a multimedia training package with access to relevant databases of multimedia files and a learning centre accessible via the Internet. The ICT tools offer work-linked, easy access to lifelong learning, including elements of self- and distance learning. The integration of the EU policy recommendations and application guidelines guarantee the durability of the quality of VET on a European level. All training applications are modular and easy to adapt to different national VET systems.

From the point of view of the Copenhagen theme, the project is strengthening the European dimension in vocational education training, and is building closer association in order to promote mobility and interinstitutional cooperation.



### Project No

EL/02/B/F/PP-142 010

### Project title

**Integrated system for an advanced and lifelong training methodology of dangerous goods drivers and trainers (Informed)**

### Project promoter (name of organisation)

Centre for Research and Technology Hellas/Hellenic Institute of Transport (CERTH/HIT)

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### Partnership

The partnership consists of seven organisations from five countries: Belgium, Denmark, France, Greece, Netherlands.

### Project duration

Start date: 30.12.2002 / End date: 30.12.2005



## Agritourism via e-learning

*With consideration for the trend of growing demand for agritourism, this project offers access to vocational training that can connect young people from disadvantaged regions, and their trainers, more closely to working life.*

The project aims at providing young people of 15 to 20 years of age, originating from rural areas or planning to live in these areas, with an up-to-date initial vocational training in agritourism. The development of a new, flexible and transnational training model based on e-learning can directly address the need for a recognised formal certificate for initial vocational training in agritourism.

The results and the main product of the project are methodologies for initial e-training and for the e-learning model for the teachers' and tutors' training. The development of a modular curriculum is accompanied by didactic material, in-service training for teachers and trainers, student work experiences and a training period in partner countries.

Primary targets of the project are initial training systems in rural regions, young people in initial vocational training and especially those with disadvantages in the labour market, as well as trainers, policymakers and managers of training programmes. Secondary targets of the project include local agritourism firms, associations and communities in the rural areas.

The project contributes to the development of distant rural areas and to the protection of traditional environments, by offering flexible and distant-learning VET models. The impact will be a better approach of the target groups to VET through the e-learning method and the improvement of occupational facilities for trainers/teachers and students in rural areas. The project will improve the quality of vocational education and increase its attractiveness. The promotion of transparency and recognition of competencies and qualifications by common training will be enhanced.



**Project No**  
EL/02/B/F/PP-114 021

**Project title**  
**Initial training in viable agritourism: development of a transnational and flexible training model (Viagrotour)**

**Project promoter (name of organisation)**  
Pedagogical Institute of Greece

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**Partnership**  
The partnership consists of seven organisations of five countries: Greece, Italy, Portugal, Spain, United Kingdom.

**Project duration**  
Start date: 10.12.2002 / End date: 20.12.2005



## Promoting European dimension and transparency in the area of technology education

*International cooperation in the field of technology education and training is insufficient and no common international curricula exist. Serious improvement in technology education is important for ensuring competitiveness of the European Union in the international market. This project's effort to elaborate training curricula based on a common approach and common materials and methods where applicable is a good contribution to enhancing transparency of qualifications in technology education.*

Transparency is one of the Copenhagen and Maastricht priorities, and is set up as a goal for development in vocational education. More transparent qualifications will facilitate credit transfer in educational institutions and labour mobility in the industry. The project results can contribute towards implementation of principles of transparency in vocational education and, finally, into creating the European qualifications framework.

The project will produce a new curriculum in a modularised form for technology education, new professional training material, model training tools, a contact database of the national bodies for technology education, country reports on training needs, guidance for the in-service training of technology education, and printed handbooks. The technology curricula and training materials will be firstly elaborated in English, which makes it easier to adopt them in any interested country.

The new improved curricula, which will be a primary result of this project, will be based on the common research results, and will follow the same principles. This makes it possible to achieve some transparency in the field of technology education. It is also important to increase the popularity of technological specialities. Young, well-trained specialists in this field are crucial for raising competitiveness of many industries in the EU.



### Project No

TR/05/B/F/PP-178 009

### Project title

**New approaches in technology training: development and integration of European modules in technology education**

### Project promoter (name of organisation)

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### Partnership

The partnership consists of eight organisations of seven countries: Bulgaria, Czech Republic, Germany, Greece, Italy, Spain, Turkey.

### Project duration

Start date: 1.11.2005 / End date: 1.11.2007

## Framework for assessing the intercultural skills in the engineering sector

*Mobility is a pan-European issue in the field of studies or when looking for work opportunities in other than your home countries. Therefore the idea of creating a tool of measuring one's intercultural skills, and elaborating according occupational standards in languages is important. The project results are important for developing the policy of achieving transparency of qualifications in Europe, and for developing a European qualification framework and implementing these principles into practice.*

The common European framework for the teaching and learning of languages is an international calibration framework used as a benchmark to support the development of teaching and learning programmes, assessment systems and transparent qualifications. The Council of Europe acknowledged that there was a need for a similar framework to underpin intercultural competence.

The INCA project developed a framework, against which intercultural competence training programmes and training materials can be evaluated, and a diagnostic tool to assess young engineers' skills in intercultural competence (producing results that

would be of use in recruitment and benchmarking, and in evaluating the effectiveness of a training course). In addition a portfolio-style individual record of intercultural competence and guidelines for the use of all these products were produced.

The project focused on the engineering sector, as young trainee engineers need to develop intercultural competence in order to be employable and work effectively in an international industry, and to give their employer a competitive advantage. Engineering companies need engineers and managers capable of working in international teams, capable of being aware of, appreciating and working productively with cultural assumptions, environments and attitudes different from their own. Until the INCA project, there was no form of transparent calibration mechanism for quality assurance in the field. The products contribute to the process of making language learning and achieved skills more transparent and objective throughout Europe. The products from the project can serve a wider audience than just the engineering sector.



**Project No**  
UK/01/B/F/LA-129 315

**Project title**  
**INCA — a framework, diagnostic tool and record for assessment of intercultural competence**

**Project promoter (name of organisation)**  
Languages national training organisation (now CILT, the National Centre for Languages)

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**Partnership**  
Thirteen partners represent four different European countries: Austria, Czech Republic, Germany, United Kingdom.

**Project duration**  
Start date: 1.11.2001 / End date: 31.10.2004





# Guidance and counselling

## Building bridges between the cultures of deaf and hearing people

*The VOGS project contributes to two main European policy objectives: the implementation of initiatives which focus on the needs of citizens and users' organisations, and the strengthening of practices that support information, guidance and counselling in the Member States.*

The project provided the identified target group (deaf people) with a target-oriented and innovative methodology to be applied in guidance and counselling processes in order to increase their access to vocational training and, as a consequence, to the labour market.

The idea behind this VOGS method is that deaf people live in a world where hearing people outnumber deaf people. The VOGS model can be seen as a basic 'philosophy' of how counselling for deaf people should be (criteria, aims, tandem method), organising a personal process of interaction between counsellors and client until their goal is reached. This interaction is based upon the tandem method, whereby a deaf and a hearing counsellor work together with the deaf client. It includes tools such as interview forms and

psychological tests to give a structure. The model uses a holistic approach: methodological variety and inclusion of the person throughout the whole guidance and counselling process.

The task of the deaf counsellor is to communicate between the deaf and hearing person to build a cultural understanding. The aim of this method is to help avoid misunderstandings caused by linguistic and cultural differences.

The results of this project can be used in every field of vocational guidance and, with the support of this model, deaf people can be integrated into vocational training and furthermore into the labour market. The model is oriented in a positive manner and focuses on the skills of the clients, rather than their 'deficits'. The abilities and strengths of the clients can be used and demonstrated to other people, in particular possible training institutions or employers. The most innovative element of the project seems to be the concept of the 'tandem method' whereby a deaf and hearing counsellor work together with the deaf client. This concept (peer-counsellor) could be further developed and applied to other disadvantaged groups.



### Project No

A/03/B/F/PP-158 019

### Project title

Vocational guidance standard model for deaf people in Europe (VOGS)

### Project promoter (name of organisation)

**Steirischer Landesverband der Gehörlosenvereine im Österreichischen Gehörlosenbund**

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### Partnership

Eight partners represent seven different European countries: Austria, Czech Republic, Finland, Germany, Slovenia, Spain, United Kingdom.

### Project website

<http://www.vogs.at>

### Project duration

Start date: 1.11.2003 / End date: 31.12.2005



## ICT skills for guidance counsellors

*The main objective of the ICT skills project is to research modernisation and improvement for the continuous training of guidance counsellors and training experts with a particular focus towards integration guidance with ICT skills. This research project concentrates upon the identification and mapping of those specific skills that guidance practitioners should have in delivering guidance services through web-based tools and also gives an overview of ICT in guidance in the partners' countries.*

Activities have included: an analysis of existing literature at national and European levels; identification of ICT training needs for the sector (through the use of questionnaires to a strategic sample of practising guidance counsellors); interviews with ICT and guidance specialists; development of a framework outlining the required ICT skills and development of a training pathway for the introduction of these newly identified skills. The framework or model for the introduction of ICT skills to the sector concentrated on four primary areas: identification of micro-categories of

traditional guidance activities (advice, counselling, job-matching); identification of individual activities undertaken within the selected micro-categories; identification of appropriate ICT tools for use in supporting the identified activities; and identification of new ICT competencies (considering each of the previous three factors).

The final outcomes of the project are the map of ICT skills for guidance delivered through web-based and other ICT tools, the model training pathway based on this map, and the evaluation of the impact that such skills have on guidance practice. These products can serve as a tool to the main target groups to identify the key training aspects that need to be improved and to create on that basis a training course adequate to those requirements. The map/curriculum can be directly applied for that purpose and for a flexible platform to be adapted to individual needs.

The framework is easily transferable to other countries; it was produced initially in English and will also be translated into other languages of the partners.



**Project No**  
I/02/C/F/RF-81 507

**Project title**  
**ICT skills for guidance counsellors**

**Project promoter (name of organisation)**  
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**Partnership**  
The partnership represents five countries: Italy, Germany, Spain, Romania, United Kingdom.

**Website**  
<http://www.ictskills.org>

**Project duration**  
Start date: 1.12.2002 / End date: 30.11.2005



## Agreements on agricultural apprentices mobility in Europe

*With the aim of reducing administrative and legal complexity in mobility actions, the project aimed to develop a tool to be used by mobility promoters for the preparation of common agreements in order to increase both the number and the quality of mobility actions in the agricultural sector. Project results have a high potential to impact on mobility practices (at least in the chosen sector) and to be transferred to other economic sectors as well. The partnership shows the involvement of relevant bodies involved in agricultural or VET policies.*

The partners defined a common strategy for drafting the necessary mobility agreements, and have agreed to deal with the four situations in a country-specific way: apprentice mobility from a company to another EU country; apprentice mobility from a training centre to another EU country; receiving an EU apprentice into a company; receiving an EU apprentice into a training centre. The partners also developed a computerised tool, the ‘customiser’,

which allows users to access information about agreements online and then generate a summary document ‘sending country agreements/receiving country agreements’. It will also identify the aspects that these regulations have in common and the ways in which they differ. The ‘customiser’ encourages collaboration between the administrative and educational departments of the countries involved in apprentice mobility projects.

This project is part of a wider attempt to assist and support employee mobility by providing employees with the administrative documents they need so that they can fully concentrate on and prioritise the educational aspect of their mobility. Those taking part in a mobility project are given guidance and are advised in the procedures they need to follow: mobility project goals, duration, working conditions, labour and accidental risk coverage, third-party professional liability and administrative and regulatory channels. The project results could be quite easily adopted into other professional sectors as well (crafts, industry, etc.).



### Project No

F/03/B/P/PP-151 020

### Project title

**Conventions pour la mobilité des apprentis agricoles en Europe**

### Project promoter (name of organisation)

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### Partnership

Austria, Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Luxembourg, Netherlands, Portugal, United Kingdom.

### Website

<http://www.rouffach.educagri.fr/mobility-eu>

### Project duration

Start date: 1.10.2003 / End date: 30.9.2005

## European training pathways and mobility for future employees and managers of craft-based enterprises

*The Euronaver project provides mobility organisers with a tool enabling them to share know-how and expertise in order to strengthen quality in mobility actions. The act of establishing a structured network of mobility organisers at the European level and providing them with mobility project results, approaches, quality standards, etc. is one of the most innovative elements of the Euronaver project. The development of 'European' training pathways and the integration of mobility as one innovative tool in the process of lifelong learning are essential for the training of the future employees and managers of tomorrow's enterprises.*

The project aims to structure a European network by connecting existing local, regional, national initiatives and project results dealing with mobility, European training pathways and exchanges on a European level. The main idea is to facilitate the organisation of and strengthen the quality of European training pathways by providing a specific European quality system, integrating the specific needs in the field of the apprenticeship training system within craft-based enterprises and SMEs.

In order to ensure that these networks become permanent, the project aimed to establish a platform for pooling expertise and exchanging know-how. This will be used to develop and disseminate an approach to mobility based on joint quality criteria, to provide decision-makers and those active on the ground with useful information on developments, trends, innovations and good practice in the field of transnational mobility. In addition, it will provide operational support for the creation and implementation of mobility projects.

The dedicated website offers access to a European platform of expertise and exchange of good practice about mobility, integrating the specific needs in the field of apprenticeship and initial professional training within skilled crafts and SMEs. It also provides examples of tools accompanying mobility pathways, specific project results, a handbook about quality processes, and useful links on European and national levels.

The project results are of good quality, they can be easily updated and adapted to other economic sectors and/or target groups and they already showed a high potential for sustainability, thus increasing their potential impact on quality of mobility actions.



**Project No**  
FR/03/B/P/PP-151 302

**Project title**  
**Euronaver**

**Project promoter (name of organisation)**  
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#### Partnership

Nine partner organisations from seven different countries: Denmark, France, Germany, Hungary, Italy, Switzerland, United Kingdom.

**Website**  
<http://www.euronaver.net>

**Project duration**  
Start date: 1.2.2004 / End date: 31.3.2006



## Euro-chantier — bringing a European dimension into vocational training programmes

*The innovative element of the project is the integration of technical and European citizenship training targeted at young people and the provision to training bodies of a methodology to maximise the transnational cooperation effect. Final project results are transversal as they can be applied to any kind of initial training and they have a high potential to be used by vocational training bodies throughout European countries in order to support and maximise the effect of transnational placements. The provision of a certificate at the end of the Euro-chantier experience should contribute to reinforce the validation and accreditation of competence and skills as well.*

The EUROPE CHANTIER project aims at developing a training engineering project designed to create and promote within European training organisations a methodology and incentive for creating transnational projects open to young people (16 to 25 years of age) including those having problems

with socio-professional integration. These projects will last two or three weeks and will take the form of modules designed to be incorporated into the initial training programmes of the organisations hosting the target group concerned. They will constitute a specific phase in these training programmes, which will focus on establishing contacts, raising awareness and learning.

A framework of advice and assistance was established during the engineering phase of the Europe chantier pilot project through the Europe chantier centres. These centres will provide assistance to European training organisations to design and either implement or take part in 'Euro-chantiers'. The project also produced methodological guidebooks to support this work.

Project results are already in use in several partner countries and initiatives linked to the concept are in their implementation (France) or planning (Germany and Italy) phases, even elsewhere than in the participating countries.



**Project No**  
2003-F/03/B/P/PP-151 009

**Project title**  
**Europe chantier**

**Project promoter (name of organisation)**  
Communauté d'Agglomération de Saint-Quentin-en-Yvelines

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**Partnership**  
There are 11 partners from four different countries: Czech Republic, France, Germany, Spain.

**Website**  
<http://europe-chantier.crysalis.fr>

**Project duration**  
Start date: 1.10.2003 / End date: 30.9.2006



## New target group for vocational guidance — low-paid workers

*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.



### Project No

2003/ISL/03/B/F/PP-164 001

### Project title

**Vocational guidance for low-paid workers**

### Project promoter (name of organisation)

Starfsafl Educational Fund

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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

Start date: 13.10.2003 / End date: 31.3.2006



## Language as a catalyst in guidance processes

*The project Against Abandon aimed generally at fostering an open and efficient dialogue among the different services appointed to supply guidance to young people who live in hard circumstances or are at risk of marginalisation. The project produced relevant tools and methods for promoting the integration of young people into education and training, improving competence and widening the points of view of people involved in training, counselling and guidance of young people. The target group was involved in production of the products, which increases their value and usefulness.*

The project assumed the hypothesis that in order to catch and to re-motivate young people who hardly interact with the mainstream services or do not rely on their support, the service-providers have to use and share a more effective language while offering their guidance support. Direct target groups of the

project were experts, tutors and intermediaries of guidance, teachers and trainers who work in schools, universities and vocational training centres, and employment centre personnel. An indirect target group was young 'dropout' people between the ages of 14 and 16.

The concrete outcomes of all the activities achieved have been included on a DVD entitled Collection of products, tools and accounts, available in Italian and English. The three macro-sections together represent a multilingual handbook aimed at operators who act as intermediaries between the system and young people who have abandoned compulsory education and training pathways.

By adopting the interpretation prism of language and communication, the project attempts to increase the target group's possibility to access the offered services of guidance and counselling and match supply with demand.



### Project No

I/03/B/F/PP-154 178

### Project title

**Against-st Abandon, contrastare il fenomeno degli abbandoni, ripensare i linguaggi della consulenza**

### Project promoter (name of organisation)

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### Partnership

France, Italy, Latvia, Spain, United Kingdom.

### Website

<http://www.againstabandon.net>

### Project duration

Start date: 1.10.2003 / End date: 15.12.2005



## YOUNG — Integrated actions against early school leaving and minors' employment

*The YOUNG project concentrated on the development of guidance and counselling practices to support the integration and training of young people. The tools were designed to prevent early school leaving and to promote young people's integration in education. The target group and authorities were involved relevantly in the project activities. The exchange and collection of best practices and the transnational and national dissemination of information and tools produced in the project makes up the core value of the work.*

The main beneficiaries of the project are school leaders, personnel involved in integrated social projects for young people, companies, vocational training and guidance operators, and personnel involved in the production system and in offering specialised and general information. The final beneficiaries are young people, aged 15 to 17, at risk or already involved in projects for rehabilitation and integration.

The main objective of the 'YOUNG — Integrated actions against early-school leaving and minors' employment' research report was to analyse the relationship between early school leaving and

child labour. The output also contains a section dedicated to the description of ongoing best practices, selected by each partner country, to fight against early school leaving and child labour. An action of experimentation, meant to monitor and assess the success of such initiatives, has been realised on the basis of best practices identified. A multimedia CD-ROM, in English and Italian, includes all the documents produced in the project, detailed information sheets of best practices involved in the experimentation, a tool manual, a model of practices which reveal consolidated methods and successful activities in all partner countries to combat early school leaving, training failure and child labour. The multimedia document introduces the outcomes of the experimentation activities.

The tool manual was fully adopted by the partnership organisations and the target group of the project in partner countries. The need for the tools is obvious and the products of the project were evidently very useful directly adoptable concrete examples for combating the problems. Thus, the impact can be sustainable and as wide as the dissemination activities reached.



**Project No**  
I/02/B/F/PP-120 089

**Project title**  
**Azioni integrate contro la dispersione scolastica ed il lavoro minorile (YOUNG)**

**Project promoter (name of organisation)**  
Fondazione IDIS — Città della Scienza

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#### Partnership

Nine partners representing five different European countries: Austria, France, Italy, Romania, United Kingdom.

**Website**  
<http://www.progettoyoung.org>

**Project duration**  
Start date: 20.12.2002 / End date: 19.12.2005





## Supporting SMEs in joining the open labour market in Europe

*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.



### Project No

NL/01/B/F/PP-123 135

### Project title

**Placement support**

### Project promoter (name of organisation)

ROC Midden Nederland

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### Partnership

Nine partners from seven different countries: Denmark, Estonia, Finland, Iceland, Italy, Netherlands, Spain.

### Website

<http://www.placementsupport.com>

### Project duration

Start date: 1.11.2001 / End date: 31.10.2004

## Innovation of vocational education and training of career counsellors, from a European viewpoint

*The Modile-Eurocarco project answers the need of establishing a system of career counselling in Slovakia and the need of the quality of career counselling abroad. The project developed a modular lifelong training package for career counsellors, based on a Europe-wide study of career counsellor training curricula. The training material and training course help improve the quality of career counselling in participating countries. The establishment of a European network of organisations cooperating in the sphere of career counselling facilitates the distribution of the products, which enables increased use of them.*

The main objective of the educational programme is the innovation of vocational education and training of career counsellors, from a European viewpoint, to support mobility in education and in the labour market. Another objective is to improve the quality and accessibility of further vocational education and the lifelong gaining of skills and competence for the target groups, i.e. career counsellors.

The educational programme may be implemented in the form of university education, non-university

education or in the form of an educational programme for employers and employees. The duration, scope and substance of the study and the completion thereof will vary depending on the selected form of study. The primary target group are workers in the sphere of career counselling from the education sector (primary and secondary schools and universities), the academic environment, the labour market (labour offices), non-state and non-profit organisations and representatives of social partners (e.g. associations of employers).

The main product of the project is the 'Modular distance learning for European mobility career counsellors (Modile-Eurocarco)' educational programme for career counsellors, accredited by the Ministry of Education of the Slovak Republic. One of the major results of the project is that a new profession, career counsellors, was introduced in the Slovak labour market.

The products are cross-sectoral by nature and easily transferable to other countries. The partnership developed each module of the training programme from the perspective of EU mobility of the workforce. The training modules will greatly improve the state of career counselling in the participating countries by focusing particularly on its European dimension.



**Project No**  
SK/01/B/P/PP-142 220

**Project title**  
**Modular distance learning for European mobility career counsellors (Modile-Eurocarco)**

**Project promoter (name of organisation)**  
Štátny inštitút odborného vzdelávania  
(State Vocational Education Institute)

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#### Partnership

There are six countries in the partnership: Czech Republic, Ireland, Germany, Netherlands, Slovakia, Spain.

#### Website

<http://www.eeduser.com> (information about the project)

#### Project duration

Start date: 1.11.2001 / End date: 30.4.2004



## The ICTE method — the integration of counselling, training and employment provision

*Unemployment is an issue which can only be solved through a very complex approach. The partners in this project have succeeded in creating a counselling methodology, which is broad, flexible and person-centred. Many people require more than just basic job-searching skills and labour market-related information in order to re-enter and be active in the labour market.*

The ICTE method is based on the integration of counselling, training and employment provision. It offers a flexible approach and consideration of the participants' needs and was attained by the combination of group work and individual treatment. The group provides support, the possibility of re-establishing the social network, and the opportunity for achievement for each participant. Intensive individual counselling and support for all beneficiaries is assured at all stages of the ICTEM programme. The beneficiaries of the project are young unemployed people aged between 18 and 25, without vocational education and facing complex obstacles.

The developed ICTEM programme has been implemented and tested in separate groups by all project partners in four countries: Ireland, Italy, Slovenia and the United Kingdom. The programme lasted six months with a three-month follow-up period. Besides the obligatory weekly group meetings, various additional activities were organised on a voluntary basis in agreement between the beneficiaries and the trainer according to the beneficiaries' needs and their individual action plans.

This project has an impact in various ways; a small impact is seen on the pilot groups in the partner countries, and broader impact will be revealed on official employment policies and in the institutions dealing with the problem area. The results of the project have proved to be sustainable in at least three participating countries, and most widely in the promoter's country.



**Project No**  
SI/03/B/F/PP-143 012

**Project title**  
**Integrated counselling, training and employment method (ICTEM)**

**Project promoter (name of organisation)**  
Kadis Kadrovsko izobraževalni inženiring d.o.o.

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**Partnership**  
Ireland, Italy, Slovenia, United Kingdom

**Website**  
<http://sl.kadis.si/ponudba/mednarodni-projekti/ictem/>  
(project homepage in the Slovenian language)  
<http://www.ftt.ie/ICTEMLeaflet.htm> (other material)

**Project duration**  
Start date: 1.1.2003 / End date: 31.10.2004

## Developing a vocational training programme in organic farming – fostering employability and regional development in deprived rural areas

*In 2000, organic farming in 2000 was a rising issue in agriculture, but not enough knowledge was available on how to start, and which rules to follow. Initial guidance in rural areas was urgently needed. The project's results were helping to implement Copenhagen and Maastricht concepts from different viewpoints: materials were developed for providing better guidance and counselling in a relatively new area of activity and made available in the participating countries. The training needs of trainers were also satisfied, as a new handbook on organic farming matters became available.*

The 'Iris' project aimed to foster employability and regional development in deprived rural areas by developing a vocational training programme in organic farming, a sector with an increasing need for qualified workers. This project was aimed at young and long-term unemployed people with low qualifications, and other disadvantaged groups coming from deprived rural areas.

The objectives of the project are to allow communities that have failed in the established education system and individuals lacking a basic education and work experience to gain access to vocational training and knowledge that will allow them to adapt to the labour market. One of the positive impacts of the project lies in the fact that the participants are already thinking of organic farming as a way to enter into the labour market.

The project partners created an initial vocational training curriculum and teaching materials to provide participants with knowledge and skills that qualify them to enter the organic farming workforce. The creation of a transnational network (EURCA) was one of the results. This network constitutes an innovative product and it aims to join organisations related to organic farming, so that the goals and objectives of the project may be reached.



**Project No**  
E/00/B/F/PP-115 125

**Project title**  
**IRIS: Organic farming, an innovative labour market**

**Project promoter (name of organisation)**  
Instituto de Restauración y Medio Ambiente (IRMA S.L.)

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**Partnership**  
France, Greece, Italy, Netherlands, Portugal, Spain.

**Website**  
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**Project duration**  
Start date: 1.1.2000 / End date: 31.12.2003

# Recognition of skills and qualifications, including ECVET

## Towards a 'European workspace'

*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.



[www.VocationalQualification.net](http://www.VocationalQualification.net)

#### Project No

A/03/B/F/PP-158 034

#### Project title

**Vocational qualification transfer system (VQTS)**

#### Project promoter (name of organisation)

3S Research Laboratory – Forschungsverein

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#### Partnership

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

#### Websites

<http://www.vocationalqualification.net>  
[http://www.vocationalqualification.net/vq/VQTS\\_model](http://www.vocationalqualification.net/vq/VQTS_model)

#### Project duration

Start date: 1.10.2003 / End date: 30.9.2006

## Promotion, certification and mutual recognition of managerial skills in the construction industry

The main goal of the project was to develop a system of mutual recognition of managerial skills in construction, and a comparison and certification of managerial qualifications in the European construction industry. The system was necessary in order to provide equal opportunities in the labour market in pre-accession and central and east European countries for construction engineers from the European Union, as well as in the European Union for engineers from those countries.

The main results of the project were the recognition of the need for managerial qualifications of construction personnel, recognition of applied systems of education, certification of the personnel and accreditation of studies in the European Union, formulation of complex structure of managerial knowledge in construction, assumptions of creating a set of textbooks for a 'construction manager library', as well as development of a curricula of studies in Poland.

The model of comparison of managerial qualifications was tested and used in practice by relevant stakeholders, including SMEs and associations.

Project products were:

- a certification system of construction managers in partner countries, which was based on a developed manual of the description of managerial skills necessary for proper functioning in construction;
- an accreditation system of courses and studies for construction engineers in the field of management in partner countries;
- the module course to even out the level of managerial skills in construction as well as an MBA course for improving these skills;
- modern methods of distance-learning education and continuous professional training for prepared courses and studies.



**Project No**  
PL/02/PP/02/18/029

**Project title**  
**Model of professional qualifications structure and new methods of promotion, certification and mutual recognition of managerial skills in the construction industry according to the requirements of European union (MODEL)**

**Project promoter (name of organisation)**  
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**Partnership**  
Poland, Portugal, United Kingdom.

**Website**  
<http://www.il.pw.edu.pl>

**Project duration**  
Start date: 1.11.2002 / End date: 30.4.2004



## Support for self-employment and setting up a business for disabled or chronically ill people

The themes of social inclusion, employability and access to learning have been on the European agenda for quite a long time. This project aims to help the most disadvantaged people organise their lives and become socially active. The project aims not only at giving those people proper knowledge, but also at certifying their knowledge. The training materials, which will be elaborated or adapted, will have a practical orientation and will help in preparing real time business documentation.

CEO targets a sample of disabled or chronically ill people, in each partner country, who wish to become self-employed or set up a business as a means of finding employment. Carers of disabled people, who often are not able to access the main labour market due to their responsibilities, form the second target group.

CEO is developing a vocational training programme that reflects its international partnership, promotes social inclusion and makes self-employment a genuine possibility for disabled people and carers,

whilst providing them with a qualification, which improves their employability. In the pilot phase, a cohort of disabled individuals and carers from each partner country are accessing the enterprise education programme through electronic delivery with support from disability-aware business mentors.

The CEO programme will contain 48 enterprise education-learning modules, which are adapted for disabled or ill people. The core programme, content and learning objectives have been set up with the aim of getting them accredited. The training results will find formal recognition in the form of different level certificates, up to 'Full certificate in small business management'.

In a more long-term perspective it is anticipated that the training programme of enterprise learning will be incorporated into the mainstream training programmes of the partner organisations, and finally the creation of similar collaborative models in other EU regions should follow.



**Project No**  
UK/05/B/F/PP-162 360

**Project title**  
**Consortium for enterprise outreach**

**Project promoter (name of organisation)**  
Business Boffins

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**Partnership**  
There are partners in three countries: Italy, Latvia, United Kingdom.

**Website**  
<http://www.businessboffins.com>

**Project duration**  
Start date: 1.10.2005 / End date: 31.3.2007



## European reference framework in the chemical industry

*The need for transparency of qualifications in the chemical industry globally and more specifically in Europe has been obvious for some time. The competence framework developed in the project addresses the similarity of processes in the industry and creates a uniform competence profile for the general operator.*

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The project contributes to enhancing mobility and safety of equipment and workers in the chemical industry.

The aim of the project is to develop a European reference framework for the initial and ongoing training of a general operator in the chemical industry, as a first step towards wide acceptance of a common European training standard for all operators in chemical process plants. A further aim is the building up of a network of organisations actively involved in VET of the target groups. The reference framework will consist of a job description for the general operator, a job competence profile, linking to identification of training modules available in the partner countries, a methodology for assessing the

relevance of the modules to national qualifications, and the allocation of credits to training modules, in consultation with the EU workgroup on ECVET.

This project is a good example of a need in a globally acting industry and their human resource development challenge. They need staff with international accredited skills and qualifications. This is a common situation for many other sectors and the open and flexible reference framework developed in the project could be adapted to other sectors of internationally acting companies.

The project results could be further exploited on an extended European level, including countries beyond the partnership. Furthermore, transfer to other sectors as well as to other levels of the operators will be easily achieved by adapting of the model of the European reference framework for the initial and ongoing training.

**Project No**  
D/03/B/F/PP-146 006

**Project title**  
**ECTS certification of online and being-present training in first and further education of chemistry workers**  
**A contribution to enhance both mobility and working/ equipment safety in the chemical industry**

**Project promoter (name of organisation)**  
Fachinformationszentrum Chemie GmbH

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**Project coordinator (name of organisation)**  
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#### Partnership

There are partners from nine different European countries: Austria, Czech Republic, Finland, Germany, Italy, Netherlands, Poland, Sweden, United Kingdom.

**Website**  
[www.ects-chemie.de](http://www.ects-chemie.de)

**Project duration**  
Start date: 1.10.2003 / End date: 30.9.2006





## Introduction of a European credit transfer system

*Vocational education and training of staff in small and medium-sized enterprises often happens through on-the-job training, offering no accreditation and certification facilities. Consequently, the mobility and the proof of acquired skills are often difficult for personnel in SMEs.*

The project offers a European certificate for the management of skills in small and medium-sized companies, acquired by professional further education and/or professional experiences. The aim is the practical introduction of a European credit transfer system for skills of various professional areas in SMEs, regardless of input, i.e. how the skills have been acquired. Results will be three European management certificates and eight professional certificates, describing skills and necessary requirements in nine languages, presented on the project's Internet portal. A computer-aided self-assessment tool and a tool for exams will also be published on the Internet platform, acting as information pool and certification support.

Data collection and the development of the European certification standards will ensure the recognition of skills and qualifications and offer transparency for SMEs' human resource development and the mobility of those in practical work.

Target groups are SMEs with their professional staff, leading personnel and managers, within all sectors and branches. They will highly benefit from the accreditation and certification facilities for their VET mainly gained in an on-the-job procedure.

By identification, assessment and accreditation of professional skills, the project presents a contribution towards recognition of professional skills and qualifications, with special focus on the recognition and validation of non-formal and informal learning. Certification areas have been defined and certification procedures been stipulated. The project offers the possibility to develop and implement standardised European competence, until now not existing in a European SME context.



**Project No**  
D/04/B/F/PP-146 207

**Project title**  
**European certificate for management skills in small and medium-sized companies, acquired by professional further education and/or professional experience (CEMES)**

**Project promoter (name of organisation)**  
Institut für berufliche Bildung und EDV-Schulung

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#### Partnership

There are partners from 11 different countries: Austria, Belgium, Cyprus, Czech Republic, Finland, Germany, Greece, Italy, Poland, Portugal, United Kingdom.

#### Website

<http://www.eso-csa.com>

#### Project duration

Start date: 1.10.2004 / End date: 31.3.2007

## Validation system of maintenance technicians

*The IT-based validation tool with 1,000 questions and 4,000 answers for the maintenance sector will make it possible to measure knowledge and proficiency. The tool will validate the individuals' competence, theoretical knowledge and practical skills and at the same time increase their knowledge through training. A common validation tool in certain sectors will not only make recognition of qualifications easier, but also enhance transparency of qualifications and – via individual learning plans – promote lifelong learning.*

Nowadays it is essentially important to have professional maintenance technicians for maintaining the reliable functionality of advanced technical systems, but a possible deficiency of these workers can be foreseen due to retirement processes in the sector. This project deals with the definition of training and development plans for preparing new labour cohorts in this field. The system will also give unique possibilities to compare standards of knowledge and proficiency of maintenance

technicians throughout Europe. The project is a software-oriented program for theoretical test but it also includes instructions and specifications of a practical test.

The system will result in quality-assurance certificates for the individuals who meet European standard requirements in the maintenance area or, alternatively, in personal training and development plans for those who fail. Individuals will receive a formal document proving their level of knowledge and skills achieved during on-the-job training in the shape of formal, informal or non-formal learning. The validation system will also contribute toward the modernisation and updating of training courses in Europe.

The target group includes both primary beneficiaries, such as maintenance technicians and training organisations, and more indirect beneficiaries, such as enterprises, employment offices, national maintenance societies and the European Federation of National Maintenance Societies.



**Project No**  
SE/05/B/F/PP-161 003

**Project title**  
**IT-based validation and certification system for practical working maintenance technicians**

**Project promoter (name of organisation)**  
UTEK AB

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#### Partnership

There are partners from six different countries: Belgium, Denmark, Ireland, Slovakia, Slovenia, Sweden.

**Website**  
<http://www.edulab.se/Candidate%20Demo.html>

**Project duration**  
Start date: 1.10.2005 / End date: 30.9.2007



## Common European certificate for crowd and crisis management

*The project has, for the first time ever, been able to develop a common European course concept for one of the mandatory training courses required by IMO under the STCW convention, dealing with training and certification of seafarers. The project has thus also shown a possible way to continue with harmonisation of similar types of certificates.*

The project aimed to increase understanding and readiness for crisis management by providing the participating European higher educational institutions with the competence and support to offer qualified and equal training in crisis management. The content of courses within this area, mandatory for certain staff onboard passenger vessels, also needed to be harmonised, to enable authorities from different member states to recognise each other's certificates.

The primary target groups are officers and crew onboard passenger vessel and passenger ferries. Secondary target groups are all other seafarers in decision-making positions as well as other groups of professionals having to deal with people in difficult and stressful situations, such as acute ward nurses, ambulance personnel, fire brigades, etc.

The project has developed three course concepts for crisis management training: one for seafarers, based on the international requirements; another for shore-based personnel with shipping companies' emergency teams, and third for other professionals. The project is a remarkable contribution to turning the idea of mutual recognition of educational certificates into reality. The course has also been introduced as a part of a Master's programme for nurses in two Scandinavian countries and will be used as one of the modules in a future common Nordic Master's programme intended to be offered to seagoing officers and staff..

The project has brought together critical areas of competence in crisis management from healthcare and marine officer training in Europe. With a CCM certificate issued by a participating institution in one of the member countries that has accepted the course, a seafarer will be able to take up positions, requiring such a certificate, onboard a vessel belonging to any of the national fleets of a country that has accepted the course. This will inevitably give the seafarer access to a much larger labour market and the possibility of taking up positions onboard vessels not earlier accessible to him or her.



**Project No**  
S/02/B/F/PP-127 010

**Project title**  
**Securitas mare**

**Project promoter (name of organisation)**  
Kalmar Maritime Academy

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#### Partnership

Thirteen partners representing nine different European countries: Estonia, Finland, Germany, Ireland, Netherlands, Norway, Spain, Sweden, United Kingdom.

#### Website

<http://securitasmare.sjofartshogskolan.nu>

#### Project duration

Start date: 1.1.2003 / End date: 30.6.2005



## Sectoral cooperation

### A new tool to ensure a qualified labour force for enterprises in the sector for metal production and machinery

*The results of this project are closely related to the main priorities of the Copenhagen declaration, mainly with regard to the task of harmonisation of the competence profile with the needs of the labour market in the sector of metal production and machinery. The project is relevant for the increase of the responsiveness of education to the business demands and transparency in training.*

New manufacturing strategies bring about changes in the need for a qualified labour force and new types of skills and knowledge. The most dominant problem in the metal production, machinery and apparatus sector is related to the shortage of skilled labour and insufficient cooperation between private enterprises and training institutions.

The main goal of the Innomet project was to introduce a new tool to ensure a qualified labour force for enterprises in the sector in terms of local and European needs, to increase the responsiveness of educational institutions to business demands and

to facilitate the access of graduates of vocational and higher education institutions into the labour market. The core innovative aspect is the creation of a cooperation network supported by a database that, on one side, collects the training needs from the companies and, on the other, presents the educational content of the training organisation.

There are two categories of results: firstly, a web-based system built around the competence database that allows the mapping of the labour force demand to the demanded qualification and, secondly, the marketing report containing the existing curricula in partner institutions and educational needs in partner countries. The products were valorised by means of testing by the partners and the experts and by means of two follow up projects. There is a notable potential to transfer the database model to other sectors as well as to expand the current network in other countries.



**Project No**  
EE/02/B/F/PP-135 000

**Project title**  
**Development of the innovative database model for adding innovation capacity of labour force and entrepreneurs of the metal engineering, machinery and apparatus sector (Innomet)**

**Project promoter (name of organisation)**  
Tallinn City Enterprise Board

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#### Partnership

There are partners from five countries: Estonia, Finland, Hungary, Italy, Sweden.

**Website**  
<http://innomet.ttu.ee/newstart/eng>

**Project duration**  
Start date: 1.1.2003 / End date: 30.9.2004

## 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.



### Project No

EUR/02/C/F/PP-84701

### Project title

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

### Project promoter (name of organisation)

European Aluminium Association

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### Partnership

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

### Website

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

### Project duration

Start date: 1.12.2002 / End date: 30.11.2005

## Transnational network of professionals involved in integrated coastal zone management (ICZM) and training

*The project contributes to the development of lifelong learning ICT-based modules that complement the existing study programmes with the purpose of holistic training in the integrated coastal zone management field. The project also contributes to the development of new models for the validation of non-formal and informal learning. There are several innovative aspects in this project: web based open access multilingual training modules, a unique professional network dedicated to ICZM, and an integrated way of thinking for ICZM (biodiversity conservation, tourism, economy of coastal zones).*

The aim of the project is to develop a trans-national network of professionals involved in integrated coastal zone management (ICZM) and training. The virtual training material was particularly developed with the main target audience in mind: coastal authorities and civil society representatives in EU accession and new member countries that need stimulation in integrated thinking and problem solving.

The partnership involved its own national networks into the process of developing, testing and applying previously developed and new Internet- and CD-based modules for vocational distance training on ICZM. Wide dissemination was ensured by developing high-quality translation into national languages of all CoastLearn products, based on the insight that language is a barrier to the application of training courses offered in English language only. The virtual training material was developed in such a way as to ensure stimulation in integrated thinking and problem solving. The partnership was extended on a national level and then all national networks were connected with the help of a CoastLearn newsletter on ICZM policy and training issues.

A broad range of products are available from this project: web-based training modules reused from a previous project and translated in the language of the partners, the 'Sustainable tourism module' available in hard copy and online, the CoastLearn simulation game, newsletters, and CD version of the web training modules.



### Project No

NL/02/B/F/NT-123 202

### Project title

**CoastLearn: development of transnational networks**

### Project promoter (name of organisation)

EUCC — The Coastal Union

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### Partnership

12 partners from 10 countries: Estonia, Greece, Latvia, Lithuania, Netherlands, Poland, Romania, Slovenia, Sweden, United Kingdom.

### Website

<http://www.coastlearn.org>

### Project duration

Start date: 1.11.2002 / End date: 31.12.2005

## A step forward in the European honey business

*The honey sector currently stands at a crossroads in Europe. It is a growing sector with good prospects, but the majority of the producers do not have specific training and are more than 45 years old. New systems of learning that are able to meet the rapidly changing requirements of the labour market are necessary.*

The 'Bee.In — Euro training for honey industries' project intends to create the first integrated training programme in the honey sector, including the areas of apiculture and industrial production and management. The traditional qualifications are no longer sufficient. Honey production is an expanding sector with good potential for creating new jobs for young people. Nowadays, European honey production satisfies only 48% of the EU's internal demand.

Currently there is no European structure for training reference in the honey sector. The professionals need up-to-date and permanent training, new methods of work, free and fast access to European legislation, and access to implementation of

standard procedures in areas such as quality control, stock management, commercialisation, facilities, hygiene and security.

The Bee.In project will develop products that aim towards modernisation of the honey sector, strengthening security and quality, diversification and new products, and systems for the management of quality and control of information and technological infrastructures. The common training content is also a step towards recognition of skills. Furthermore, the project will create the first structured European wide e-learning system in the honey sector, using new technologies and an open platform.

The project covers all central aspects of sectoral cooperation: development of sectoral qualifications and skills, and close cooperation between educational institutions and working life. The project aims at transnational cooperation in the development of skills and qualifications in the honey sector by implementing a training programme in the honey sector. A core innovation of the project will be establishing a common European training and resource centre in the apiculture sector.



### Project No

PT/05/B/F/PP-159 140

### Project title

**Bee.In — Euro training for honey industries**

### Project promoter (name of organisation)

Instituto de Desenvolvimento Social

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### Partnership

The partnership includes six organisations from five European countries: France, Greece, Italy, Portugal, Spain.

### Website

[http:// www.ids.pt](http://www.ids.pt)

### Project duration

Start date: 1.11.2005 / End date: 31.10.2007

## Establishing a framework for vocational education for the European explosives sector

*The EU-Excert project is the first attempt to harmonise training in the sector of explosives. The sector itself is highly regulated, but common standards for skills of the workers are absent. The only training given to the workers in the sector is workplace training, and the programmes and methods in different countries are not comparable. The rapid integration of the different Member States in the EU, often caused by transnational mergers both in the defence and civilian sectors, not only creates a need for competent people but also for the standardisation of these skills for workers in the sector.*

EU-Excert aims to establish a stable basis and framework for the vocational education of people in the European explosives sector. Training and education institutions, as well as the social partners, will have a tool for competence and career planning. New standards and training methods for the sector will be developed. The overall aim is to reduce the number of accidents in the explosives business.

The target groups of the project are quite diverse, involving health and safety boards and advisors on one side, and government agencies, and army, air force and navy, police and fire brigades on the other. But the groups targeted also include manufacturing companies for defence and commercial explosives, demolition and construction industries, offshore oil industries, mining and quarrying, and those dealing with the disposal of explosives.

The project emphasises sustainability opportunities of the products, as the training package and standards will be elaborated in accordance with the requirements of the industry. The partners have elaborated a follow-up project application taking off from the results of this project. They are going to widen the partnership to Portugal, Estonia and Germany. It has been emphasised that the results of this project could be used for elaborating a European Standard and a framework for European vocational qualifications in the sector concerned.



**Project No**  
SE/03/B/F/PP-161 014

**Project title**  
**EU-Excert**

**Project promoter (name of organisation)**  
KCEM

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#### Partnership

There are nine partners from six different countries: Finland, France, Italy, Norway, Sweden, United Kingdom.

#### Websites

<http://www.kcem.se>  
<http://www.euexcert.org>

#### Project duration

Start date: 15.10.2003 / End date: 14.10.2006



## Sectoral cooperation and transparency of qualifications in the theatre technical field

*The aims of this project are to increase mobility of the workforce within a sector dependent on the exchange of ideas and innovation, promoting transparency of qualifications of theatre technical professionals and theatre technical vocational training through developing an industry-based competence analysis tool.*

The TTT EU project is a research and development project focusing on developing the theatre technical field. It is based on a national and transnational partnership of unions and associations working closely with their member theatres and theatre technical staff and training institutions providing continuing education and competence-based qualification possibilities for the professionals.

Primary target groups are theatre technical staff members, such as sound and light engineers, stage technicians and managers, riggers and pyrotechnicians. Additional users of the project will be vocational education training organisations of the sector, the theatre employers, trade unions and employers' associations.

The activities of the project will help the target groups locate their professional profile at EU level, help vocational training organisations evaluate their courses in comparison with others in Europe, support continuous education especially for those theatre technical professionals whose skills are learned on-the-job, and help unions to get real-time information about the skills required in the theatre technical area.

The partnership and its networks will guarantee full implementation of the results even beyond the partners' countries. The main benefit of this project from the viewpoint of the Copenhagen theme is the transnational sectoral cooperation and the increased transparency, improving the mobility of those in the sector and in VET.



**Project No**  
FI/04/B/F/PP-160 600

**Project title**  
**Theatre technical training in the EU (TTT EU)**

**Project promoter (name of organisation)**  
Helsinki Polytechnic Stadia, Faculty of Culture and Services

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**Website**  
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**Partnership**  
The partnership consists of 15 organisations from seven countries: Belgium, Estonia, Finland, France, Spain, Sweden, United Kingdom.

**Project duration**  
Start date: 1.10.2005 / End date: 30.9.2007

## Transferable automation technician skills through web-based training

*With the use of web-based learning objects it is becoming increasingly important to take into account their transferability from country to country and from sector to sector. One solution is the joint creation of training materials, which also supports the reform and development of the qualification requirements in the involved sectors and recognition across borders.*

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Automation technicians play an important role in the day-to-day operation and maintenance of automation equipment and control systems in all process and manufacturing industries. Automation technicians gain basic understanding and knowledge about automation and control systems from the initial vocational training in automation provided by an educational institution. In spite of this, there is a documented need for specialised, continuous training and practising beyond the basic education.

The main goal of the AutoTech project is to develop a set of new, motivating and innovative internet-based vocational training packages for automation

technicians. As a result of the AutoTech project, automation Technicians gain knowledge and practical experience in the design, tuning and trouble-shooting of industrial automation and control systems. This is an area where there is a documented significant potential for improvements in most industrial sectors. Badly or non-optimally tuned control loops are the origin of many operational problems like reduced product quality, increased production costs and environmental problems.

The project provides a set of industrial relevant learning resources available in a web-based repository. There are three ways in which the resources are used: stand alone, integrated in a web-based course and blended learning. The greatest potential of transferability is towards the secondary schools for training automation technicians. The potential impact of the produced learning materials for training automation technicians is evident: industrial simulations, learning games, etc.; in other words, products that ensure a deep understanding of the automatic control phenomena.



**Project No**  
NO/04/B/F/PP-165 011

**Project title**  
**Automation technicians' vocational training repository (AutoTech)**

**Project promoter (name of organisation)**  
Norwegian University of Science and Technology (NTNU)  
(Coordinator: Cyberlab.Org AS)

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#### Partnership

Eight partners representing four different European countries: Germany, Norway, Romania, Spain; one silent partner from Switzerland.

**Website**  
<http://www.pidstop.com/autotech>

**Project duration**  
Start date: 12.2004 / End date: 10.2006



## Promoting linguistic and intercultural competence of European peacekeepers

*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.



**Project No**  
BG/03/B/F/LA-166 009

**Project title**  
**Linguapeace Europe: developing language training and reference materials for peacekeepers**

**Project promoter (name of organisation)**  
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**  
<http://www.linguapeace-europe.net>

**Project duration**  
Start date: 1.10.2003 / End date: 1.10.2006



## Creating training and certification of European tree technicians

*The project has contributed to the transparency and sectoral cooperation in vocational education of arborist technicians by developing common principles in training and certification at European level. The main innovative aspect is the creation of training modules and associated certification procedures for the whole range of skills from worker to manager in the arboriculture sector. The developed qualification is certified at European level by the European Arborist Council.*

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One of the specific fields of environmental conservation in urban areas is arboriculture: knowledge and skills for the care of trees, shrubs and other plants. Arborists — people employed in this field — perform tree surgery, planting, pruning, assessment and removal of dangerous trees, and work on wind thrown trees in public areas. The project aimed to create European standards and training for this vocational profile by building a higher qualification level of ‘European tree technician’ (ETT) based on the existing ‘European tree worker’ qualification. Target groups of the project are adults and young people, who are employed or educated in the forestry, gardening, vegetable and nursery sectors.

The project has contributed to the development of European standards of a new occupational profile, which helps to increase the quality of life in urban areas, and has strengthened the European dimension in training arborist technicians, with the aim of developing interinstitutional cooperation and facilitating mobility for employees.

The results bring specific added value for each country in the project: creation of a completely new profession, more attention to environmental aspects, training on a higher level, definition of national standards for arboriculture, and an increase the employment.



**Project No**  
LV/02/B/F/PP-138 007

**Project title**  
**Design and implementation of skilled pan-Europe arborist programme**

**Project promoter (name of organisation)**  
Ērgļu Arodvidusskola

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#### Partnership

Eight partners representing six European countries: Denmark, Latvia, France, Germany, Sweden, United Kingdom.

**Website**  
<http://www.eac-arboriculture.com>

**Project duration**  
Start date: 2.12.2002 / End date: 2.7.2005



## Virtual laboratory in mechatronics: access to remote and virtual e-learning

*A main aspect is the use of real worlds in virtual learning environments in order to support work-process-oriented and distributed cooperative learning with real-life systems. Telematics and remote and mixed reality techniques are used cooperatively within a network of colleges, industry partners and other institutions.*

The background of the project was that increased dissemination of mechatronics in combination with remote techniques created new demands to the skilled workers, technicians and engineers. The aim of Marvel is to implement and evaluate e-learning environments for mechatronics in vocational and professional training that allow students ubiquitous online access to physical workshops and laboratory facilities from remote places.

The project has an organisational development goal, which is the transnational coordination of distributed physical and virtual learning resources. As a result, Marvel will produce evaluated working examples of remotely accessible practical environments together with supporting e-learning and student assessment material for the following application

fields: robotics, modular production systems and process control. This includes the creation of actual demonstration models in partner institutions and industry for evaluation purposes.

In addition to e-learning, the project also focuses on mobile cooperative work, in that the planned learning environments support the spatial distribution and networking of different learning places. Students can log into the learning environment from home, from their workplace or from their school, work on their current project and coordinate their activities with other team members. In this way, they learn how to collaborate with others in virtual teams, and are thus prepared for the realities of later working life.

Main target groups of Marvel are stakeholders in initial vocational training. Other potential target groups are organisations offering further training courses for skilled workers, technicians and engineers. The results of Marvel have been successfully disseminated and are actively used today and spin-off projects have been developed for further dissemination of the concept.



### Project No

D/02/B/F/PP-112 615

### Project title

**Virtual laboratory in mechatronics: access to remote and virtual e-learning (Marvel)**

### Project promoter (name of organisation)

Universität Bremen, Forschungszentrum artec

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### Partnership

There are partners from five different European countries and one silent partner: Cyprus, Germany, Greece, Portugal, Switzerland, United Kingdom.

### Website

[www.marvel.uni-bremen.de](http://www.marvel.uni-bremen.de)

### Project duration

Start date: 1.11.2002 / End date: 31.7.2005



## A vocational training model to be carried out in the workplace by company trainers

*The core innovation of this project is bringing the training from educational institutes to companies and to their employees. For both groups, this involved important changes in their way of thinking and in understanding the benefits of lifelong learning.*

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The House of Education was a valorisation project based on a model developed in the Netherlands by ROC Midden-Brabant in cooperation with trade and industry. The content of the project is linked with sectoral cooperation by offering solutions to replace traditional retail training with job training according to the individual demands of the workers and to the changing role of vocational trainers, since the trainers have the possibility of working in the company while, at the same time, company tutors are trained in educational institutes.

There are four notable products: (a) a guidebook with the necessary steps to set up the partnership between companies, students and educational institutions; (b) company-specific modules containing the practical performance criteria; (c) a company tutor handbook; (d) guidelines to create the training helpdesk. The pilot tests showed an impact on the employees (improvement in their personal skills), on the companies (improvement in the professional quality of their employees) and on the dropout percentage (with this method less than 5%).

Blik op de Toekomst



Het Opleidingshuis

**Project No**  
NL/02/B/F/PP-123 230

**Project title**  
**Het Opleidingshuis (House of Education)**

**Project promoter (name of organisation)**  
ROC Midden-Brabant

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**Partnership**  
Germany, Italy, Spain, United Kingdom.

**Website**  
<http://www.thehouseofeducation.com>

**Project duration**  
Start date: 1.11.2002 / End date: 30.11.2005



## Educational innovations for lifelong learning in the health sector

*Vigorous promotion of innovation in vocational training is essential throughout the EU. The roles of the Internet and, with it, the growth of open and distance learning (ODL), especially the field known as 'e-learning', are increasingly obvious in any future development. In the health sector, there is a particularly urgent need for progress in this direction.*

The system of Peditop is an excellent model for Internet-based education, and is accessible for individuals in the lifelong learning process as well as educational institutions in the accredited continuing education for nurses and medical doctors. The products/results can be quickly updated and modified, so the lifespan of the results will surely exceed the project duration

Peditop developed a complex learning management system (LMS) as a model for online education for the target group of paediatrics. The partnership has achieved teaching materials and interactive video-animation picture-illustrated online courses for

lifelong learning, self assessment, and exam. The target groups can access the teaching materials in their workplace and at their home via Internet and DVD and can judge their performance and their knowledge.

By concentrating on online delivery and interactivity, there is full potential for continuous update. Moreover, a successful Peditop could serve as a model for transfer to the health sector as a whole. A model syllabus of five basic subject modules (headache, allergies, airway infections, malignant diseases) and communications in paediatric teams have been developed. The system is multilingual and includes communication training.

The ultimate beneficiary is the patient, but the Peditop education and training system itself is intended for use by doctors, nursing staff and related paediatric professionals. Approval and accreditation will also be sought from the appropriate national bodies, such as the Swedish Academy for Distance Education, as well as medical authorities.



### Project No

HU/02/B/F/PP-136 007

### Project title

**Promotion of advanced educational innovation for training of paediatrics (Peditop)**

### Project promoter (name of organisation)

Innovamed Medical and Educational Development Ltd

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### Partnership

There are partners from four different European countries: Hungary, Greece, Sweden, United Kingdom.

### Website

[www.peditop.com](http://www.peditop.com)

### Project duration

Start date: 1.1.2003 / End date: 30.1.2006



## Urban planning by role playing and networking

*The process of European unification demands new common skills in the field of planning and urban real-estate, above all in the countries moving towards an almost total privatisation system for real estate.*

The Urbax 2 project is aimed at developing a systematic comparison among the various European systems of urban planning and a pedagogical tool for the quality improvement of vocational training of people working within the urban planning field, by building on experiences from a previous Leonardo da Vinci project. The main groups benefiting from the project were students and teachers, practitioners of town planning in the public and private sector, and representatives of the local communities.

The systematic comparison was carried out by examining the planning system and urban real estate market within 10 European countries: six former socialist countries from central and eastern Europe; four west European countries with a long, though different, tradition in the urban market. This enhanced both the exchange of knowledge and the analysis and comparison of national systems.

The objective was also to develop a pedagogic tool, called Urbax, which was to represent the relationships between urban markets and public policies within the town planning sector in an operational way, with particular care of soil use regulations. This favoured the training of experts (teachers, researchers and technicians of public administrations in municipalities and regions).

The pedagogical tool allows simulation of the context dynamics within a role game in which the players act as if they were actually a part of the urban market. Every learner has a role (mayor, entrepreneurs, manufacturers, etc.) within a typical city that has all the problems of modern cities (a degraded historical centre, economic activities in decline, an industrial zone, a popular quarter, etc).

The pedagogical tool not only works at university level, but has been successfully used also within training sessions for enterprises or public administration at municipal and regional levels (e.g. with the experts of the general land office).



### Project No

I/02/B/F/NT-120 197

### Project title

**Sistemi di pianificazione urbana in Europa (Urbax 2)**

### Project promoter (name of organisation)

Politecnico di Torino

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### Partnership

15 partners representing nine different European countries: Czech Republic, Denmark, Estonia, Finland, France, Hungary, Italy, Slovakia, Slovenia (Poland joined the project later).

### Website

<http://www2.polito.it/ricerca/urbax2/>

### Project duration

Start date: 12.2002 / End date: 12.2004





# Validation of non-formal and informal learning

## Validation of work experience gained on a voluntary basis

*Allowing the assessment and the valorisation of skills gained during voluntary work experience is a key to capitalising on the skills gained outside of the official job markets. The validation of non-formal and informal learning is high on the European agenda.*

The aim of the VAEB project was to identify, assess and evaluate non-formal and informal learning and the skills acquired while doing voluntary work. People working as volunteers develop both specific and transferable skills which, assessed and evaluated, could be certified and made suitable for a professional curriculum when they return to or enter into the labour market. Furthermore, the evaluation of skills and competence could be the starting point for a lifelong learning path of individuals. The project developed and experimented with new approaches to the validation of the acquired skills and competence and initiated a recognition process.

The project developed a tool and method aimed at enabling voluntary workers, voluntary organisations, public authorities and managers of human resources

to validate work experience gained on a voluntary basis. The project's final results were national reports providing an overview of the situation, the needs and the practices in the field of voluntary work in each participating country, a portfolio and a guide for trainers. These tools allow the assessment and the valorisation of competence gained during voluntary work experience. Both of them were experimented among associations and professionals in human resources. The portfolio can also be integrated with the Europass and the European curriculum vitae. The final stage of the project was the creation of a network of VAEB experts. The results of the project have been and will be disseminated largely via voluntary organisations. Relevant stakeholders were involved in project activities since the beginning of the project's implementation



**Project No**  
F/03/B/P/PP-151 002

**Project title**  
**Valorisation des acquis de l'expérience bénévole (VAEB)**

**Project promoter (name of organisation)**  
**Institut de recherche et d'information sur le volontariat (IRIV)**

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**Partnership**  
Austria, France, Germany, Hungary, Italy, Poland, United Kingdom.

**Website**  
<http://www.eEuropeassociations.net>

**Project duration**  
Start date: 1.10.2003 / End date: 31.3.2006



## Mobile learning — taking e-learning to a new level

*The mobile use of learning equipment promotes the linking of theory with practice in the workplace (working process, in-service learning). By being close to the work process, the teaching/learning arrangements create an environment which increases the motivation for permanently continuing education and training (lifelong learning).*

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The objective of Transmobile was to design and disseminate learner-focused teaching/learning arrangements for mobile terminal units taking the individual needs of the learners in formal, non-formal and informal learning environments into account. Parallel to this, a certification process was developed to identify, evaluate and recognise the skills acquired formally, non-formally and informally in retail business.

Mobile learning (m-learning) can be understood as a continuation of e-learning. The main difference lies initially in the fact that online access (e.g. to the Internet) does not take place via stationary equipment but by means of state-of-the-art mobile equipment (mobile phone, PDA and mobile

computers) using radio technology. The important thing in this regard is the fact that the learner is mobile. During his or her mobility, he or she is supported by the mobile computer.

In the project, a teaching/learning architecture was developed, consisting of presence/classroom learning phases and of mobile learning phases with the didactic/methodical teaching/learning arrangements for m-learning being integrated into them. The teaching/learning situation development teams 'Food' and 'Lifestyle' form the two core contents of the project work. A certification concept for the identification and evaluation of the skills acquired makes sure that the transparency and the certification of qualifications is guaranteed throughout Europe.

The mobile learning project is focused on the needs of SMEs operating at retail level. A learning concept is developed facilitating the access of trainees, job returnees and employees to learning and consequently contributing to increased mobility and to the reduction of qualification deficits regarding specialised knowledge, business and HR management.



**Project No**  
D/03/B/F/PP-146 060

**Project title**  
**Transnational pilot project for the integration of mobile learning into vocational education and continuing training in the retail trade (TransmobileE)**

**Project promoter (name of organisation)**  
Carl-Severing-Berufskolleg für Wirtschaft und Verwaltung

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#### Partnership

There are partners from eight different European countries: Austria, Czech Republic, Finland, Italy, Netherlands, Poland, Sweden, United Kingdom.

#### Website

<http://www.transmobile.info>

#### Project duration

Start date: 1.10.2003 / End date: 30.9.2006

## Public authorities and social partners recognising non-formal and informal learning

*The project focuses upon the potential for cooperation between public authorities and social partners in promoting innovation within lifelong learning. The project promotes identification, assessment and recognition of non-formal and informal learning. This is in accordance with the general policy aim of establishing a European area of lifelong learning.*

The primary target group of the project are policy- and decision-makers in the field of vocational training, as well as social partners, managers and designers of vocational training. A catalogue of good practices was established where the social partners and decision-makers have a role in developing education and training policies, with a focus on valuing non-formal learning. A further objective is to foster social dialogue, intended as an additional and necessary tool for increasing social investment in human resources and fighting risks of social exclusion in order to settle a society of knowledge.

The results promote the possibilities and circumstances for informal learning recognition. They are transferable from one country to another

and will give a good contribution to participating countries' national development work around the theme.

The products of the project include:

- a multilingual glossary on anticipating training needs;
- a series of national reports on patterns of cooperation and effectiveness in anticipating these needs;
- a catalogue of support tools and training practices focusing particularly upon outcomes and evaluation methods.



### Project No

I/03/B/F/PP-154 142

### Project title

**Il ruolo delle parti sociali e delle autorità pubbliche nella gestione del sistema formativo (GO.C.E.T.)**

### Project promoter (name of organisation)

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### Partnership

France, Germany, Hungary, Italy, United Kingdom (Switzerland).

### Website

<http://www.provincia.tn.it>

### Project duration

Start date: 1.10.2003 / End date: 30.9.2005

## Recognition of non-formal and informal learning in the forestry sector

Recognition of non-formal and informal skills is important for forestry workers, as it allows them to exploit the experience they have acquired, and also for jobseekers, as it helps to motivate them and integrate them into the sector.

The 'Learn for work' project addressed the problem of the recognition of non-formal learning in the forestry sector, for example learning by doing and on-the-job training. The lack of transparency concerning training and the non-recognition of certificates were also challenges met in this project. Target groups of the project were workers in the forestry and nature management sectors and in particular the vocational training centres in the sector.

The project developed a number of new processes and products to be used for the measurement and the recognition of acquired skills, a common framework for the forestry sector and, finally, a European professional profile for forestry workers in six European countries. Based on the profile, a set of tests was developed and empirically validated in several countries involved in the project. The last phase of the project was used to develop a certification and accreditation system to establish,

maintain and guarantee an evaluation system to be used in order to assess the European standard of forestry workers.

The final results of the project are used to form a method for the evaluation and accreditation of the skills of forestry workers, a European professional profile containing a description of the European standard of forestry work and tests to be used during the certification and/or accreditation process to measure competence. This approach also provides bridges and access to individual learning paths.

The project is in line with European priorities in the field of qualification recognition and certification since its primary aim was to develop an accreditation system in the forestry sector.



### Project No

B/03/B/F/PP-110 335

### Project title

**Valuing formal, non-formal and informal forms of learning by workers in the forestry sector (Learn for work)**

### Project promoter (name of organisation)

Inverde VZW

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### Partnership

The partnership consists of seven organisations from seven countries: Austria, Belgium, Czech Republic, Finland, France, Germany, Netherlands.

### Website

<http://www.inverde.be>

### Project duration

Start date: 1.12.2003 / End date: 1.12.2006

## Documentation and recognition of skills on a Europe-wide basis

*With business relations increasingly internationalising and the transnational mobility of employees growing, the need for informative instruments enabling the documentation and recognition of skills on a Europe-wide basis has also been growing. As the number of people with skills acquired outside formal structures keeps rising, it has become essential to ensure the transparency of non-formal and informal learning processes.*

The project's aim is the promotion of non-formal and informal learning processes in SMEs and the provision of tools that give SMEs and their employees information on skills acquired in this way. The partnership involves vocational training experts from public and private research institutes, representatives of trade unions and employers, training providers and the end users themselves – the SMEs. The results of these processes were the basis for the development of the Exemplo toolkit, providing a set of different tools for SMEs with a flexible set of instruments they could select for specific demands.

The flexibility of the instruments allows a better overview of human resources for SMEs, offers the possibility of qualified documentation of knowledge and skills for the individual, and tailored training measures for both of them. The special training situation of SMEs and their experienced employees is observed and met by the flexible methods and instruments. Self-assessment tools and certification of skills create transparency for enterprises and staff in a work practice surrounding.

The flexibility of the instruments and the open structure of this project in relation to the different enterprise sectors and vocational training systems is a concrete example for the validation of learning processes and could be realised also for other target groups, sectors and countries. The easy-to-handle and transnationally valid instrument for the documentation of knowledge and skills gained in non-formal or informal education can meet an urgent need for the support of on-the-job learning processes. The results show capacity for transfer to other countries or industry environments.



### Project No

D/03/B/F/PP-146 043

### Project title

**Assessment of non-formally and informally acquired skills of experienced employees in SMEs (Exemplo)**

### Project promoter (name of organisation)

Bfz Bildungsforschung (training and development centres of Bavarian industry)

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### Partnership

There are partners from seven different European countries: Finland, France, Germany, Norway, Poland, Spain, United Kingdom.

### Website

<http://www.exemplo.de>

### Project duration

Start date: 1.10.2003 / End date: 30.6.2006

## Non-formal learning in the hotel sector

*The need to promote a learning culture amongst employees of small, independent enterprises has often been difficult because of the lack of human development resources. This can be addressed by integrating acknowledgement of formal and non-formal knowledge as well as life experience in the competence development process at the work place*

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The project aims to develop the competence, especially the soft competence, of workers and managers of small and medium-sized hotels, in order to improve their quality of service and, consequently, to consolidate their competitiveness in the European tourism market.

The specific objectives of this project are to conduct a comparative analysis of the target groups' profile, in all the involved partner countries, and the existing opportunities which address their needs; develop a learning concept with a modular structure aiming to bring the participants to a continuous self-reflection process turning performance in a respective job into a learning situation; test the methodology and instruments developed within the target groups; develop the necessary means which can help

SM managers to establish networking with other similarly sized hotels.

This project also gives lowly qualified workers and women returnees the opportunity to create their own learning pathways adapted to their needs and capabilities through the creation of self-learning modules which are individualised, self-organised and self-managed according to each individual's needs.

The most important aspect of the project is developing a set of common principles for the validation of non-formal learning realised in the working conditions and in the context of small hotel management. Furthermore, the project strengthens the practices for self-learning at the working place via self-reflection and self-organisation and also supports the creation of business networks starting from the learning cooperation.

The deliverables of this project, if successful, have a high potential of influencing the national systems through the participation of institutional bodies having policymaking responsibilities as partners in this project.



**Project No**  
MT/04/B/F/PP-173 000

**Project title**  
**Self-organised learning at the workplace for SME hotels (Hotsme)**

**Project promoter (name of organisation)**  
Malta Hotels and Restaurants Association

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#### Partnership

Eight partners representing six different European countries: Denmark, Germany, Lithuania, Malta, Portugal, Spain.

**Website**  
<http://www.hotsmeleonardo.com>

**Project duration**  
Start date: 3.2005 / End date: 8.2007



## Promoting language skills of the deaf people in Europe

*Promotion of the equality of deaf people to participate in European cooperation is an important aim for this language project. Deaf people, with sign language as their first language, face problems of adaptation especially when English is used as the main communication language.*

The objective of the project is the promotion of the English language as a second language for people with hearing impairments having sign language as their first language. The project uses a pedagogic methodology of distant linguistic training and tests innovative instructive material adapted to the target group.

The impact on the target groups will be the improvement of their private and professional life, social equality and facilitation of their entrepreneurial activities and competence. The chance of private and professional inclusion of the target group will be improved by the access to English language learning, which is vital for any activities in the private or business life of deaf people in the EU and at an international level. The high barriers for language learning will be minimised by the special

methodology of the project. Both e-learning and linguistic training for the special target group will be promoted.

The project shows excellent quality from the point-of-view of the Copenhagen theme chosen: skills acquired by non-formal and informal learning will be more transparent by the European dimension of linguistic training of this project; the quality of vocational education and lifelong learning for the special target groups is substantially improved. Access to education for all and equality in society are facilitated by the special approach in methodology and content of the results.

Results of the project will be the creation of content for language e-learning in the fields of the education of the English language for beginners in the Greek, English, Swedish and Dutch sign languages, introductory seminars for the use of new technologies and e-learning virtual courses.

### Ded@los

#### Project No

EL/03/B/F/PP-148 104

#### Project title

**Teaching English as a second language to deaf people, whose first language is sign language, via e-learning tools (Dedalos)**

#### Project promoter (name of organisation)

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#### Partnership

Nine partners representing four different European countries: Greece, Netherlands, Sweden, United Kingdom.

#### Website

<http://imm.demokritos.gr/dedalos>

#### Project duration

Start date: 1.10.2003 / End date: 30.9.2006



# Quality assurance

## Knowmakers — Knowledge management for SMEs

So far, knowledge management has mostly been the playground of big enterprises. They have been able to improve the quality of their human resources, and afterwards the quality of production and overall competitiveness. As knowledge management is a powerful tool when entering into knowledge society, it is important to spread awareness of knowledge management systems in smaller enterprises too, and to give their managers the opportunity to learn how to introduce these systems in their enterprises.

The main result of this project is a complete training system including procedures, modules and materials about knowledge management systems that meet the needs of SME managers in Europe. The Knowmakers training plan consists of a set of comprehensive training modules which can be taken either as 'pick and mix' or 'à la carte', i.e. participants can just select some modules or take the whole training programme.

Of vital importance was a thorough training needs analysis in the sector in the participating countries. Common barriers and training needs were identified and used as a basis for the development of the project's products. This showed that SMEs need

tools and methodology that would allow them to generate, systemise, modify, transfer and recover the 'know-how' and the implicit and explicit knowledge that they have, to assure the correct development of their current and future projects, and to establish a permanent update of policies that promote the efficient use of human and other resources.

Quality assurance is an important issue in the Copenhagen and Maastricht declarations. This kind of project helps to improve quality of training, and finally the quality of human resources in the sector concerned. Therefore it is a direct contribution towards the implementation of political decisions in vocational education.

Following the original idea, the project was directed toward one sector — services — but the results and products have shown good potential for being transferred into other areas/sectors. The problem of knowledge management has a European dimension spatially and sectorally, and the results have been successfully transferred to the mechanics sector in Spain and Holland.



**Project No**  
E/02/F/PP-115 743

**Project title**  
**Knowmakers**

**Project promoter (name of organisation)**  
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#### Partnership

There are partners from five different European countries: Czech Republic, Greece, Netherlands, Spain, United Kingdom.

**Website**  
<http://www.knowmakers.net>

**Project duration**  
Start date: 1.11.2002 / End date: 1.12.2005





# The changing role of vocational teachers and trainers

## Promoting the further training of teachers by improving ICT skills

*This project promotes the further training of teachers by improving relevant ICT skills. By participating in the project, teachers and trainers are assisted in meeting the challenges presented by rapidly changing technologies and implementing their use in teaching. The training courses will improve teachers' work by enabling enrichment of and facilitating access to the gigantic mass of data and information available on the Internet, in order to construct knowledge and skills and to meet the challenges of the contemporary world.*

The project aims to facilitate the expansion of ICT skills training for teachers and trainers through the development of a comprehensive training system using innovative didactic training methods and tools, adaptable to national requirements.

The quality of the training content promotes the quality of learning: a strong work-bound content of the training will guarantee the relevancy of the training content. The three training courses produced are teacher-oriented and the content of the training is tailored to the practical needs of

this occupational group. All practical exercises are embedded in teachers' daily work and have direct relevance to the specifics of the teaching profession. The solution proposed here enables gradual and systematic achievement of results, from complete ignorance or basic knowledge to advanced skills of using IT and multimedia.

The project group regards as a great asset of this project its valorisation carried out with the support of Microsoft Corporation, as under the framework of the 'Partners in learning' programme the project's products will reach thousands of teachers. Partners expect to continue operating the programme beyond the project period and will aim towards the transfer and mainstreaming of the developed system. The methodology has been specifically designed to serve the needs of Polish teachers, although it is generic, and through localisation has high potential for transferability to other countries.



**Project No**  
PL/03/B/F/PP-174 056

**Project title**  
**Innovative methods of the use of information technology in vocational development of teachers and trainers (Teach-IT.net)**

**Project promoter (name of organisation)**  
Kana Gliwice

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**Partnership**  
There are three partners from the following countries: Finland, Germany, Poland.

**Website**  
<http://www.kana.gliwice.pl>

**Project duration**  
Start date: 1.10.2003 / End date: 30.9.2006



## The changing role of vocational teachers and trainers

*In modern vocational education and training organisations, a category like competence management, along with innovation management, quality management and knowledge management, is indispensable for the dynamics of the organisation.*

Competence thinking is becoming an increasingly dominant factor in professional life and in professional organisations, in management as well as 'on the floor'. It is quickly replacing diploma thinking and assumes that everybody is learning during his or her entire lifespan. Concepts such as acknowledgement of acquired skills, portfolio, career support and competence measurement are becoming generally accepted.

This also goes for the so-called intermediaries: teachers, trainers, coaches and other 'learning facilitators'. Next to that, the job profile of these professionals has widened considerably due to job-coaching concepts, career-planning practices, blended learning, empowerment, etc. Consequently, a competence management system would be important for these intermediaries.

In order to contribute to the harmonisation of quality standards in vocational education and training (VET) and further taking into account the

diversification of trainer roles and tasks, the project identified competency 'units' and designed, piloted and implemented a competency-based modular system for the training for trainers and learning facilitators in continuing vocational education. The project also outlined methodologies to fit the developed standards into staff development cycles in the context of quality assured human resources management. Project outputs include a report identifying common elements in trainers' professional profiles, a set of competency units, an outline curriculum for the competency-based module design, a set of modules for pilot testing by partners (in their native languages), a common language framework and a concept, criteria and action plan for the integration of a competency-based management system into the HR cycle.

The project has the potential to impact on the different targets in different ways. Thanks to the use of the competency profiles CVET organisations should be able to organise the 'train-the-trainer' activities in a more structured way and implement a competency-based HR management; training curricula designers can use the format to structure their module design and to take into account competence; adult trainers can make the point on their competence and plan their own training programme in line with their line managers and HR managers.



**Project No**  
B/03/B/F/PP-144 340

**Project title**  
**Competent-sys-trainer**  
**Development and implementation of a competency-based management system for trainers in continuing vocational education and training, to be integrated into existing human resources systems**

**Project promoter (name of organisation)**  
Vlaamse Dienst voor Arbeidsbemiddeling en Broeipsopleiding (VDAB)

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**Partnership**  
There are partners from seven different European countries: Belgium, Finland, Germany, Italy, Poland, Portugal, Ireland.

**Website**  
[http:// www.cstrainer.net](http://www.cstrainer.net)

**Project duration**  
Start date: 1.12.2003 / End date: 30.11.2006

## Competence profiles for teachers and trainers applying practice firm approach in teaching

*The practice firm is a place for training: it functions as a real company whose production is simulated as well as the money available for the commercial business. The environment of a real company is recreated for pedagogical aims. The project aims at developing the skills of the trainers who are pursuing their professional activity in the practice firm.*

In a PF almost every activity causes visible consequences. This is the main advantage and main difference compared to ordinary teaching. Thus the trainer has a suitable tool which he can use to bring a trainee into a situation where the task is a challenge in terms of problem solving: In this way the trainee can be guided from one 'near development zone' to the next 'near development zone'.

The whole project has been designed and specifically addressed to the development of trainers' and teachers' competence, according to their changing role in VET system, as described in the Copenhagen process documents. With a combination of methods and adequate technology, teachers/ trainers will have the possibility to develop their skills in the pedagogical field (PF is a pedagogical tool) and the management field (PF is a virtual firm and

must follow the routines of a real firm as closely as possible).

The project developed an electronic platform and a series of electronic support tools in addition to a 'knowledge management strategy' for the identification of the training and information needs of learning enterprises. Additional activities included the development of new professional profiles relating to information and knowledge management and support to the creation of local networks. The results comprise a web-based platform available in five languages (Spanish, Danish, Dutch, Portuguese and LT) containing all developed training materials, a support manual for users of the platform, a series of ODL training modules, a new professional profile, namely 'knowledge worker', and a newly defined training methodology based on the blended learning concept.

The platform is a meeting point for PF trainers and integrates a set of functionalities which promote the contact, the training, the development of knowledge, the exchanging of experiences among the PF trainers/ teachers. The benchmark responds to one of the priorities of the Copenhagen process, since it reflects a clear investment in quality and development of an assessment system for PFs trainers.



**Project No**  
P/03/B/F/PP-159 005

**Project title**  
**Ergon – know why – know how – know where – know who**

**Project promoter (name of organisation)**  
Prodeso\_ ensino profissional Ida

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#### Partnership

There are seven partner organisations from five countries: Denmark, Lithuania, Netherlands, Portugal, Spain.

#### Website

<http://www.ergon-project.org>

#### Project duration

Start date: 1.11.2003 / End date: 30.3.2006

## Learning through animation

*Responding to and reflecting on the reality of youngsters and students is crucial to today's classroom education and training. Changing the role of the teachers by the production and use of enriched animated lessons is one way to achieve that objective.*

During the last decade, computer-assisted animation has developed totally new ways of expression and communication, especially in the fields of movies, cartoons, advertising and homepages. Youngsters spend hours with computer-generated pictures. They gather information, find amusement and build their identity up around the new media. The schools in Europe should reflect this reality.

The project intends to contribute to making the use of computer-assisted animation in teaching occupy a much more frequent and well-disseminated position in the learning methodology and curricula in the future elementary school system in Europe. As a learning tool, the computer-assisted animation resources contain extremely generative, creative and inclusive didactic potentials that are still remarkably unexploited in the elementary schools. Based on

experiences, the new techniques are extremely suitable as a learning instrument for children and youngsters.

The project will develop, test and produce a training manual for teachers in elementary school and for students in teacher training colleges. The main result (currently under development) will be a self-training programme and a manual on the technical potentials in teaching with animations. Several animated lessons, achieved by video recordings during the project workshops, will be tested and evaluated with trainers and pupils in the pilot schools.

The main impact is on the optimisation, increase of effectiveness and a challenging of the traditional training methods applied in schools. Such impact has a multidimensional benefit on teachers training pupils with learning difficulties, social cohesion of the pupils, increasing acceptance of computer-based technology as a didactic tool, and the integration of this method in the curricula of teacher training.



**Project No**  
DK/05/B/F/PP-145 513

**Project title**  
**Teaching with animation — Development and implementation of a self-training computer-assisted animated programme as an innovative didactic tool for teachers in the elementary school system**

**Project promoter (name of organisation)**  
Centre for Science Education Development, CVU Midt-Vest

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**Partnership**  
Seven partners representing six different European countries: Denmark, Estonia, Germany, Portugal, Spain, United Kingdom.

**Website**  
<http://www.cvumidtvest.dk> (promoter — website not yet functional)

**Project duration**  
Start date: 10.2005 / End date: 9.2007

## Transnational standards for training trainers and teachers working in supported employment

*The themes of social inclusion, employability and access to learning have been in the agenda of European documents for quite a long time. This project is trying to approach the problem via concentrating its efforts on a catalysing agent in this process i.e. trainers. It is important to think over the role of teachers and trainers who are dealing with disabled people. The trainers and teachers in this area have to adopt the basic philosophy of supported employment and to rethink their position in relation of their clients. They do not have only to teach them some knowledge but they have to be able to support them in the pursuit of getting and staying employed.*

The project will develop an online EU Standard diploma and certificates for trainers and teachers working in supported employment and seeking to support people with learning disabilities, mental and physical disabilities or other significant barriers to economic and social inclusion through employment. Supported employment is an approach to enable individuals with disabilities or significant barriers to employment, to enter the world of work. The aim is to develop a Europe-wide standard for training trainers with the option of accessing the learning through an ICT e-learning model. As a part

of the programme the trainers and support workers will also be trained in developing their activities and support services delivered to clients in the form of learning outcomes, which can be accredited and recognised.

The primary target groups are teachers, trainers and support workers in the partners' countries, who are working with individuals with significant disabilities or disadvantages and seeking employment.

The philosophy, principles and tools of effective supported employment services are well established in the USA and some EU countries. This project enables this experience to be spread to the countries where these ideas and technologies are not well spread.

Supported employment for individuals with significant disabilities or disadvantages is a new emerging profession across Europe. The Czech Republic, Estonia, Hungary and Poland and those candidates who have participated in this project are simultaneously developing supported employment services in their respective countries. This project has provided invaluable learning and support materials and good-practice guides in an area where very little formal staff training and development is available.



**Project No**  
UK/04/B/F/PP-162 137

**Project title**  
**Supporting employment for those disadvantaged in the labour market (Settle)**

**Project promoter (name of organisation)**  
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#### Partnership

Seven partners from five countries: Czech Republic, Estonia, Hungary, Poland, United Kingdom.

#### Website

<http://www.supportedemployment.eu.com>

#### Project duration

Start date: 1.10.2004 / End date: 30.9.2006

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