



Leonardo da Vinci
PARTNERSHIPS



LIFELONG LEARNING PROGRAMME

Leonardo da Vinci

Application form 2008 for PARTNERSHIPS

PLEASE NOTE THAT THE TABLES REFERRED TO IN CERTAIN FIELDS OF THIS FORM CAN BE FOUND IN THE ANNEX.

1. SUBMISSION DATA

1.1 TO BE FILLED BY THE COORDINATOR:

LLP Sub-Programme	Leonardo da Vinci	Action Type	Partnerships
Call	2008		
Working language of the partnership	English		
Title of the Partnership	Towards intercultural vocational education and training		
Acronym (if applicable)	TO IC-VET		

1.2 TO BE FILLED BY THE APPLICANT INSTITUTION IN THE COPY THAT IT SENDS TO ITS OWN NATIONAL AGENCY:

Name of applicant institution	Lycée des Métiers Jules Verne Saverne
The applicant institution is	A partner



GENERAL INFORMATION

Before completing this form, please read the relevant sections in the *Lifelong Learning Programme Guide for Applicants* and the 2008 Call for Proposals published by the European Commission and by your National Agency, which contain additional information on closing dates, National Agency addresses to which the application must be sent, and specific priorities for that year. Links to these documents and further information such as Frequently Asked Questions can be found on the Lifelong Learning Programme website:

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

This form should be completed by the **coordinator** of the proposed Partnership, in cooperation with the partners, giving full details of the Partnership including the details of all partners and all planned mobilities and grant requests for every partner. The coordinator must send a copy of the completed form to each partner. The coordinator and the partners complete and sign the declaration (in section 4) and fill the information in part 1.2 on the cover page of their individual copies and submit the form to their National Agencies by **15 February 2008 (date as postmark)**. The partners must not change any of the information contained in the form completed by the coordinator; all copies must be identical except for the Declaration and the fields under 1.2 which should be filled separately by all applicant institutions on their copies of the form. Please note that the form should be completed well in advance before the dead-line so that each participating institution is able to post its copy of the application on time.

Please note that each National Agency may request applicants to submit additional information in support of a Partnership application. Each applicant should check on the website of its National Agency before submitting the form.

CHECK-LIST

Before submitting the application, please make sure that it fulfils the requirements listed below.

- In addition to the signed paper version of your application, you have also submitted the application in electronic form per e-mail to the address leonardo@cimo.fi (only the Finnish applicants). **Please note however that the signed paper version is the official application!**
- The application fulfils the application procedures and has been submitted respecting the closing dates set out in the Call for Proposals.
- The form is not hand written (except for the Declaration and part 1.2).
- The form has been completed **jointly** by the whole Partnership and all partners have received a copy.
- The form has been completed in full.
- The Work programme (section 6.1) contains planned mobility activities of each institution in the Partnership and the Finances table (section 7) contains grant requests for each partner.
- The form has been completed using the communication language of the Partnership (this must be one of the official languages of the EU).
- The partnership consists of institutions located in at least three of the countries participating in the Lifelong Learning programme. The eligible countries are the 27 Member States of the European Union, Norway, Liechtenstein, Iceland and Turkey.
- At least one participating institution is located in a Member State of the European Union at the starting date of the Partnership.
- Each participating institution has checked with the National Agency in its country that it is eligible to participate in a Leonardo da Vinci Partnership.
- The copy submitted to each National Agency has **been signed** by the person authorised to enter into legally binding commitments on behalf of the applicant institution concerned (or a person duly authorised by the legal representative).
- Each participating institution has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned.
- Each participating institution has checked with its National Agency whether there are any national eligibility criteria in addition to the European ones and whether the National Agency requires any additional information to be submitted in support of the application.



2. COORDINATOR

Sections 2 and 3 contain the details of each institution/organisation participating in the Partnership.

2.1 ORGANISATION

Full Legal Name	Tampereen ammattiopisto			
Type of Organisation	EDU-VET			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of staff)	500
			Size (nr of trainees)	7600
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
Address	Sairaalkatu 6			
Postcode	33100	City	Tampere	Region West-Finland
Country	Finland		Scope	regional
Organisation's national ID (if applicable)			National Agency of the Coordinator	FINLAND
Organisation's website	http://www.tao.tampere.fi		Organisation's e-mail	first name. surname@tampere.fi

2.2 CONTACT PERSON

Title	Mrs	First name	Merja
Family name	Helin		
Department	Intercultural Education		
Position	Senior teacher		
Work Address	Street - Number (if different from above)		
Postcode		City	
Country			
Telephone 1	+358 40 726 8032		Telephone 2 +358 3 5656 7114
Mobile	+358 40 726 8032		Fax + 358 3 5656 7108
E-mail address	merja.helin@tampere.fi		
Website			

2.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr	First name	Teppo
Family name	Tapani		
Organisation	Tampere College		
Department			
Position	Executive principal vt.		
Work address	Street - Number Sairaalkatu 6		
Postcode	33100	City	Tampere
Country	Finland		
Telephone	+358 3 56567100		Fax + 358 3 5656 7108
E-mail address	teppo.tapani@tampere.fi		



2.4 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input checked="" type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number No grant – on the own expense, from France to Finland, Tampere on 14th till 18th January 2008 preparatory visit
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2.5 ARE ASSOCIATED PARTNERS PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership and will be involved in mobility activities.

Full legal name			
Legal address	Street – number		
Postcode		City	
Nature of the organisation and its involvement in the Partnership			

If there is more than one associated partner, please make additional copies of the box above.



3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

PARTNER NR 1

3.1 ORGANISATION

Full Legal Name	Lycée des Métiers Jules Verne			
Type of Organisation	EDU-VET			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of staff)	150
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	Size (nr of trainees)	1000
Address	31 rue Saint-Nicolas			
Postcode	67703	City	Saverne	
Country	France		Scope	regional
Organisation's national ID (if applicable)	0670058Z		National Agency of the Partner	France
Organisation's website	www.lycee-verne.fr		Organisation's e-mail	Ce0670058Z@ac-strasbourg.fr

3.2 CONTACT PERSON

Title	Mr	First name	Laurent	
Family name	Feisthauer			
Department	Vocational teaching			
Position	Teacher : French and history			
Work Address	Street - Number (if different from above)			
Postcode		City		
Country				
Telephone 1	+33388912422		Telephone 2	
Mobile			Fax	+33388911150
E-mail address	laurent.feisthauer@ac-strasbourg.fr			

The institution/organisation volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order they appear in this form).



3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr	First name	Pascal	
Family name	Freund			
Organisation	Lycée des Métiers Jules Verne			
Department				
Position	Proviseur : head master			
Work address	31 rue Saint-Nicolas			
Postcode	67703	City	Saverne	
Country	France			
Telephone	+33388912422	Fax	+33388911150	
E-mail address	Pascal.freund@ac-strasbourg.fr			

Add rows to the table if necessary

3.4 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

	Grant agreement number
<input checked="" type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Preparatory visit made from France to Finland on 14th till 18th January 2008; no grant

3.5 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED IN MOBILITY ACTIVITIES? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership and will be involved in mobility activities.

Full legal name			
Legal address	Street - number		
Postcode		Country	
Nature of the organisation and its involvement in the Partnership			

If there is more than one associated partner, please make additional copies of the box above.



PARTNER NR 3

3.1 ORGANISATION

Full Legal Name	KAUFMÄNNISCHE SCHULE GÖPPINGEN			
	[In Latin characters - where originals are not in Latin characters]			
Type of Organisation	EDU-VET			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of staff)	120
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	Size (nr of trainees)	2000
Address	Chrsititan-Grüninger-Straße 12			
Postcode	D-73035	City	Göppingen	
Country	Germany		Scope	regional
Organisation's national ID (if applicable)			National Agency of the Partner	Germany
Organisation's website	www.ks-goeppingen.de		Organisation's e-mail	Info@ks-goeppingen.de

3.2 CONTACT PERSON

Title	Mr	First name	Rudolf	
Family name	Mayländer			
Department				
Position	Vice Principal			
Work Address	Street - Number (if different from above)			
Postcode		City		
Country				
Telephone 1	00497161 613150		Telephone 2	
Mobile			Fax	00497161613169
E-mail address	Info@ks-goeppingen.de			

X The institution/organisation volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order they appear in this form).

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Director	First name	Werner	
Family name	Stepanek			
Organisation				
Department				
Position	Principal			
Work address	Christian-Grüninger-straße 12			
Postcode	D-73035	City	Göppingen	
Country	Germany			
Telephone	+497161 613150		Fax	+497161613169
E-mail address	Info@ks-goeppingen.de			



3.4 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input checked="" type="checkbox"/> None of the above	Grant agreement number
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3.5 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED IN MOBILITY ACTIVITIES? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership and will be involved in mobility activities.

Full legal name			
Legal address	Street - number		
Postcode		City	
Nature of the organisation and its involvement in the Partnership			

If there is more than one associated partner, please make additional copies of the box above.

PARTNER NR 3

3.1 ORGANISATION

Full Legal Name	HOGERE BEROEPSOPLEIDING VOOR VERPLEEGKUNDE SINT-JAN – SINT-JOZEF [In Latin characters - where originals are not in Latin characters]			
Type of Organisation	EDU-VET			
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of staff)	70
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	Size (nr of trainees)	400
Address	Koning Albert I-laan 6			
Postcode	8200	City	Sint-Michiels - Brugge	
Country	Belgium		Scope	Regional
Organisation's national ID (if applicable)	104141 311 2 31008 1		National Agency of the Partner	Belgium Dutch-speaking community
Organisation's website	www.hbov.be		Organisation's e-mail	info@hbov.be



3.2 CONTACT PERSON

Title	Mr.	First name	Lieven	
Family name	Maes			
Department	VET-Nursing			
Position	Teacher			
Work Address	Koning Albert I-laan 6			
Postcode	8200	City	Sint-Michiels - Brugge	
Country	Belgium			
Telephone 1	+32 50 30 18 95		Telephone 2	+32 50 39 21 03 (private)
Mobile			Fax	+32 50 30 18 97
E-mail address	lieven.maes@hbov.be			

The institution/organisation volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure (replacement coordinators will, if needed, be taken in the order they appear in this form).

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr.	First name	Herman	
Family name	Cosyns			
Organisation	EDU-VET			
Department	VET-Nursing			
Position	Principal			
Work address	Koning Albert I-laan 6			
Postcode	8200	City	Sint-Michiels - Brugge	
Country	Belgium			
Telephone	+32 50 30 18 95		Fax	+32 50 30 18 97
E-mail address	herman.cosyns@hbov.be			

3.4 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input checked="" type="checkbox"/> None of the above	Grant agreement number
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3.5 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED IN MOBILITY ACTIVITIES? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership and will be involved in mobility activities.

Full legal name	Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding
Legal address	Keizerlaan 11



Postcode	1000 Brussel	Country	Belgium
Nature of the organisation and its involvement in the Partnership	Public authority providing vocational training and guidance (amongst other) of the target group involved in the project. VDAB will contribute with its expertise to the project and expects to learn also a lot of the partners. VDAB has a lot of experience in teaching Dutch to immigrant people (NT2) in preparation to further vocational training and preparation to the labour market. We want to share this experience with our partners in the project. Otherwise are we very interested in the experiences of the other partners in the other aspects of vocational education for the immigrant backgroup target group, such as, guidance of immigrants to the labour market, intercultural dialogue, transition from school to the labour market, improving the quality of the teachers, etc... VDAB wants to fully participate in the project, the preparation of the mobilities, meetings, dissemination and so on.		

If there is more than one associated partner, please make additional copies of the box above.

4. DECLARATION

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant institution. This Declaration must be separately completed and signed by each applicant institution in its copy of the application.

I, the undersigned,

Request from my National Agency a grant for my organisation as set out in section 6 of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely: It provides learning opportunities and

- it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that:

The organisation I represent:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not



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- the subject of proceedings concerning those matters, nor is it in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
 - has not been guilty of grave professional misconduct proven by any means which the National Agency can justify ;
 - has fulfilled its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established or with those of Belgium or those of the country where the grant agreement is to be performed;
 - has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
 - following another procurement procedure or grant award procedure financed by the Community budget, has not been declared to be in serious breach of contract for failure to comply with its contractual obligations.

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the grant award procedure);
- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the National Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.



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I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

PROTECTION OF PERSONAL DATA

The grant application will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Information provided by the applicants necessary in order to assess their grant application will be processed solely for that purpose by the department responsible for the programme concerned. On the applicant's request, personal data may be sent to the applicant to be corrected or completed. Any question relating to these data, should be addressed to the appropriate National Agency to which the form must be submitted. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at any time. (http://www.edps.europa.eu/00_home.htm).

Signature: _____ Date: _____

Name of signatory: _____

Position within the organisation: _____

Name of the applicant organisation: _____

Stamp of the organisation (if required by your National Agency):



5. DESCRIPTION OF PROPOSED PARTNERSHIP

Please note that this section must be completed **jointly** by all organisations participating in the Partnership and must be identical in each copy submitted to each National Agency.

5.1 SUMMARY

Summary of the planned Partnership. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise and do not exceed 200 words.

The objectives of the "To IC-VET" Partnership; between Tampere College, Finland; Kaufmännische Schule Göppingen, Germany; Lycée Jules Verne, Saverne, France and Hogere Berepsleiding voor verpleegkunde Sint-Jan-Sint Jozef, Brugge, Belgium; is to benchmark good practices and exchange information and knowledge in the prevocational and vocational training in promoting the integration to vocational education and training (VET) of immigrants. Immigration is a challenge for whole European Union, on the other hand it is also an opportunity to create a multicultural Europe. The challenge area in immigration is to create and implement services and training for the immigrants in order to avoid and relieve the common problem at present; immigrants' high drop out rates in vocational trainings, high unemployment rate and risk of social exclusion. There is a need to develop training and counselling procedures for the integration to VET, to ensure that the key skills and competences for working life are gained during vocational studies and finally, to promote intercultural dialogue and cultural understanding in educational organisations as well as multicultural skills of teachers and trainers in this field.

The main themes of the planned Partnership are the following:

- to benchmark, compare and share knowledge and good practise in the pre- and vocational training for immigrants in the participating organisations and countries;
- to study and compare service practices and methods to improve access to VET of immigrant background students –this will be in focus at the project meeting in Brugge, Belgium;
- to study by peer / shadow learning activities, and later on develop in co-operation, the innovative training methods, pedagogy in all participating countries; and especially in the project meeting in Göppingen, Germany
- to study and compare methods supporting immigrant background youth's life management skills and the organisation of student counselling services to decrease drop-out rates – in focus at the project meeting in Tampere, Finland
- to study and compare methods supporting the transition from school to working life in order to improve the employability of immigrants – in focus at the project meeting in Göppingen, Germany
- to study and compare methods use in creating a multicultural learning environment and improving intercultural dialogue in the participating organisations and in wider local context (e.g. working life) – in focus at the project meeting in Saverne, France.

Besides the project meetings and peer / shadow learning visits, a learning package is collected on the basis of the "learned lesson" introducing the immigration situation in VET, procedures and good practices in teaching and learning arrangements, innovative teaching and counselling methods in each of the countries. This material can later on be used by teachers, trainers and career counsellors in the issue of immigrant training in VET.



5.2 CONTEXT AND MOTIVATION

a) What is the general context of **each institution/organisation** involved in the proposed Partnership? Is there a specific context as for example: Are the participants in disadvantaged areas? Do they have specific needs for trainees, staff or other groups, e.g. trainees at risk of social exclusion, trainees with special needs, migrants, refugees? If so, please explain.

b) Why do the participating organisations want to take part in European cooperation activities such as this Partnership? What do they expect to gain from European Cooperation?

1) Tampereen ammattiopisto (TAO), Tampere College is one of the biggest VET providers in Finland. We have obtained a special task to educate immigrant background students (migrants and refugees). Therefore we have preparatory education for vocational education and training for recently immigrated young people as well as adult education for immigrants. In addition, in all the study fields of VET provided in TAO, the immigrant background students are entitled to have; instead of studying Finnish as a mother tongue; teaching of Finnish as a foreign language, and instead of the obligatory Swedish, teaching of their own mother tongue. These are meant to provide special support for students so that they would manage through vocational education and help them in gaining skills and competences needed both in vocational studies and later on in working life. However, the admission to certain vocational study fields is still quite difficult for immigrant background students.

In this partnership, we wish to benchmark good practise in the other participating organisations and improve especially the aspect of flexible entry to VET. In Tampere College, we are in the middle of organisational changes which bring new tasks to Intercultural Education department. Most of the ongoing things remain the same, but for starting with the new things it is very important to study and analyze how the things are done in the other countries. Therefore the time is favourable for us for adapting new approaches while reforming the system, too. The partnership project also serves as a tool for increasing co-operation between prevocational (= preparatory education) and vocational education within our own organisation and it gives our staff members a possibility to improve their competences in teaching as well as in cultural understanding.

2) The Lycée Jules Verne is an important vocational training centre located in an area which is mainly industrial. Its prior education is based on the training of students meant to work in the service sector and the local crafts. An important Turkish community is settled in Saverne as well as many immigrants who stem from countries all over the world. All these students attend courses in our school. Only few of them have immigrated to France recently; the majority was either born in France or come from parents belonging to the first generation of immigrants. Welcoming these children and developing the cultural exchanges between the different communities represent our school's main educational target. Consequently, thanks to the « Théâtre Forum » and perhaps other means still to be defined we hope to fight against discrimination and promote a better integration into the world of work.

3) Kaufmännische Schule Göppingen is a big vocational school with a profile in business in the region. The region of Göppingen is a traditional industrial zone in which the part of the population with an immigrant background is very high. The main group with problems on the labour market are recently immigrated students out of the area of the former Soviet Union and the children of so called former "guest workers" (especially Turkish people) who are living here in Germany in the third generation. Their mother tongue is not German, but Turkish. Therefore we have eight different types of schools in which immigrant background students play a very interest role. These immigrant background students are involved especially in the Berufseinstiegsjahr, the Berufsfachschule and as apprentices as retail salesman in the German so called dual system. Here an intensified training of the German language and other social competences are very important. Although the chances to get a job for this students are lesser as for other students. Therefore in this partnership, we wish to benchmark good practise in the other participating organisations and improve especially that aspect. The project also serves as a tool for increasing co-operation between preparatory education and vocational education within our own organisation and it gives our staff members a possibility to improve their competences in teaching as well as in cultural understanding.



4) For years, the HBOV, the Belgian partner, has experience with preparatory education and training leading to a vocational training within the social profit sector; ADL-assistant, bachelor in nursing, graduates in nursing. Besides we are working close together with VDAB, our associated partner in this project.

For the last years there has been an increase of immigrant people interested in such kind of trainings. So a few years ago we started a preparatory training (33 weeks) social profit for immigrants. As an educational VET institution we are specialized in nursing. Our nursing studies are built up in modules of 18 weeks. Next year we want to start a new VET-system in which the start of nursing studies, module 1 (normally 18 weeks) shall be spread out over 36 weeks with the integration of the contents of the preparatory training. Yield a profit of time (36 weeks against 33 + 18 weeks), money, energy (student and teacher) and quality of education by adjusting the needs of immigrant-students on the needs of the nursing labour market.

To take part in a Partnerships project we hope to be a surplus value. In all probability we can learn a lot of the experiences of the other partners in their specific professional knowledge.

We have surely one question in common: "How to bring immigrant people to VET and hold them there till the end?", indeed from other specialisations and backgrounds. But that makes it just so interesting. By benchmarking we can learn a lot and come to implementation of the new obtained opinions, methods, didactics etc.

5.3 OBJECTIVES OF THE PARTNERSHIP

- What are the concrete objectives of the partnership?
- Explain what subjects or problems you intend to address.
- What approach will you take to achieve your objectives?

The concrete objectives of the partnership is benchmarking and getting to know other ways of teaching and learning arrangements regarding international or immigrant background students. We have shared the topics into as many themes as there are partners. Each partner will introduce their best practise in the field of supporting international or immigrant education while having a project meeting in their organisation. In addition, each participating partner organisation, within their local teams, will prepare a presentation about the theme of the meeting; how things are done at the moment, what challenges there are etc. These presentations will be shared with others in advance, by using common communication platform (Moodle). All the partners will have time to get to know the situation in other countries and have possibilities for comments and further questions beforehand. In the meeting the hosting organisation will show their best practise, there will be group work about the good result gained and challenges arisen in all countries. In the end of each project meeting we will analyse the possibilities for adapting the system or parts of it to other organisations. The conclusions will be gathered in the communication platform and in the end of



the project, it will form the final product; a learning material. Each partner is then responsible for one chapter of it: the theme of their best practise. This serves the level of whole organisation.

Themes are:

- Guidance and counselling and support of life management of immigrant background youth in VET (best practise in Tampere, Finland)
- Intercultural dialogue- improving of the qualification of teachers and trainers; an example: forum theatre – fight against discrimination (best practise in Saverne, France)
- Transition from school to working life – special types of schools (Berufseinstiegsjahr und Berufsfachschule) in Göppingen; Erlebnispädagogik - (a real live experience training) a method to improve the school achievement of immigrant background students (Best practise in Göppingen, Germany)
- Integration in to the vocational education and training; flexible pathways for migrant students (Best practise in Brugge, Belgium); describe the evolution of the last years within VET for immigrants. Advantages, disadvantages, pitfalls, and describe the need to develop a new flexible pathway where the specific cultural, social, linguistic education of immigrant students better meet the needs of the nursing profession.

Second level of concrete objectives serves then more on individual level by making it possible for teachers or other personnel to visit other participating organisations and work with his/her colleague (peer learning, shadow learning). The beneficiary can name a topic he/she would like to focus on and choose the receiving organisation according to what kind of best practises they offer. The teachers peer/shadow learning period will increase teachers or other personnel's knowledge of cultures and improve their qualification in teaching and learning arrangements. The aim is to create long lasting peers that will support each other and if possible create common ICT-based contents together or apply various teaching methods learned from the other. The peers communicate actively via Moodle, emails or phone calls. However, the all-embracing aim to support the immigrant background students in obtaining the key skills and competences more effectively. The cultural sensitivity and diversity in teaching and learning arrangements will also improve.

Last but not least, the third level focuses on improving the cooperation within the local level in order to ease the immigrant background students' admission the vocational education, guiding them through vocational education, especially eye on guidance and counselling, to avoid drop outs, by finding flexible and personal solutions. The aim is also make the transition from school to working life easier and to provide students with adequate competences to apply for a job. The associated partners are there for supporting the transition. The work in local level will be done by increasing the cooperation within the team of student or career counsellors and those who are in charge of selecting the new students as well as with associated partners, representatives of working life etc., as much as possible. For young students, the continuous cycle of lifelong learning is of great importance; they should not have any breaks of learning. The topics in the third level can vary according to the needs of the organisation. However, it happens within the frames of the main topic: increasing intercultural dialogue and understanding cultures, and improving the ways of support the international students in VET.

5.4 PARTNERSHIP AND DISTRIBUTION OF TASKS

Please explain the distribution of tasks between participating institutions/organisations and the competences required from each of them. Also explain how you will ensure the active involvement of all partners in common partnership activities.

The roles and tasks of the partners are linked with project meetings' themes / topics as explained above. In addition, Finland/ Tampere College will be the coordinating organisation and the Kaufmännische Schule Göppingen/Germany will be in charge of the internet platform Moodle. The whole communication during the project can take place on this platform on different ways via e-mail, chats, and the exchange of files.



Each partner is responsible for arranging a meeting and making preparations for the topic as well as leading the group work in the meetings. Before the meeting each partner makes a presentation of the current situation in their own organisations related to the topic. In the closing session of each project meeting, there will be analyzing session of what has been learnt and about the possibilities to improve the situation in each organisation. The conclusion of the project meetings will be placed on common internet platform and later on edited to a learning material (end product). Each partner organisation is responsible of one topic and in the one topic forms one chapter. In this way it is ensured that all partners are equally involved in the preparation of the end product and guaranteed that the learning material will be a result of the active contribution of all partners.

5.5 COOPERATION AND COMMUNICATION

Please explain how effective cooperation and communication between participating institutions/organisations will be organised.

Main means of communication are email, chats, the exchange of files, and phone calls and mostly these will be done by using the Moodle internet platform. Also, there are possibilities to arrange video conference if needed. The communication and exchange of files starts before the first meeting and is going to be regular according to the plan.

The files are put to the internet platform before each meeting, stating the current situation, followed with comments and further questions via chat and/ or emails. These presentations are discussed in the project meetings and the new innovative ideas from hosting or participating organisations are analysed carefully during the meetings in the workshops. After each meeting, the analyzing part by each partner organisation and conclusions by the hosting organisation will be put to the platform, too. In the end of the Partnership project each topic and its materials for the learning package are put together by the organisation that was in charge of the project meeting with the same topic. Also the teachers, who attend the peer/shadow learning activities will draw conclusion of the results in co-operation (between the peers for example) for the learning material package. Then the coordinating organisation will draw them all together and edit the learning material package.

5.6 EUROPEAN ADDED VALUE

What impact and benefits of European cooperation do you expect Partnership activities to have on persons (trainees and staff) and on the participating institutions?

By benchmarking the best practise in each partner organisation we are finding innovative solutions for the challenges. It includes the necessity to also analyse the ways of adapting them or parts of them into one's own organisation. Benchmarking can be on the level of organisations and systems and on the level of class room activities, more related to teaching and learning arrangements, teaching methods etc.

Learning from each other is a great opportunity for the personnel of each partner organisation. We get new ideas and can avoid making the same mistakes, too. The shadow learning and peer learning is also planned to build up a long lasting friendships, peers for teachers. The communication between the teachers will start before the visit to the partner organisation abroad, and continue afterwards. In accordance with the possibilities of each partner, the partnership gives us possibilities to start planning students' cooperation via internet (e-Twinning programme) or student mobility or to start develop common ICT-based contents and other innovative teaching



arrangements. It improves language knowledge, understanding of cultures, respecting others, accepting difference of all participants.

5.7 RELEVANCE FOR THE OBJECTIVES OF THE PROGRAMME

Please tick in the table below, the objectives of the Leonardo da Vinci programme that your Partnership will address, in addition to the already predefined objective (leave blank if none):

	To improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80 000 per year by the end of the Lifelong Learning Programme;
X	To improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe;
X	To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others;
	To improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning;
	To encourage the learning of modern foreign languages;
X	To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

5.8 CONTRIBUTION TO EUROPEAN PRIORITIES SET OUT IN THE CALL FOR PROPOSALS

Please tick in the table below the set out in the 2008 Call for Proposals that your Partnership will address (if any):

X	cooperation between VET institutions, enterprises and/or social partners on issues of common interest linked to VET;
	cooperation between VET stakeholders at national, regional, local and sectoral levels to ensure their active involvement in the implementation of the Copenhagen process, as foreseen in the Helsinki Communiqué.

If you have ticked an objective (5.7.) and/or priority (5.8) above, please explain in detail the concrete measures or activities you intend to take to address it/them:

The partnership gives us a possibility to learn from one another and therefore peer learning and/or shadow learning is giving us an opportunity to facilitate the development of teaching methods or other innovative pedagogies used in some other organisation / in an other country. The focus may not be in developing ICT based contents only, but as a larger view to all kinds of innovative teaching methods. Depending on teachers' interests and possibilities, however, developing the use of ICT is one of the most important parts to be developed in the partnership. Teachers or other staff members who are visiting other partner organisations abroad have a key role in putting the learned lesson in action back at the home organisation. The partnership gives us support especially in case of making the transfer of the innovative practice possible. This can be done by having a peer / tutor in the other country to help and guide with the questions also after the visit, by using Moodle, chat and emails or phone calls, or creating common ICT-based contents for the teaching and guiding the immigrant background students.



The local teams play very active role besides the international European partnership. It is necessary to have an active local partnership with social and working life partners to provide students with wholesome support for their life management and to reduce the amount of drop outs. The continuous lifelong learning and intensive counselling improves the results in their studies, too. In the beginning, the immigrant background student might lack value-based knowledge and deep understanding of different professions in the new culture and therefore the decision about the career choices is based on assumptions of what the profession is, rather than on value-based and culture specific knowledge. This increases drop outs. Furthermore, in the end of the vocational studies, international students might need more guidance and counselling in transition from school to working life as they might have less contact persons in employing activities. Also tolerance and intercultural understanding plays an important role in employment.

5.9 EVALUATION

How will you evaluate whether the aims of the partnership have been met and the expected impact has been achieved?

There will be self-evaluation and process evaluation in the end of each project meeting (verbal). Formulated questionnaires for the evaluation will be filled in after each meeting at the Moodle internet platform.
The peer learning/ shadow learning activities will also be evaluated by participants in the reports made after the period.
In each organisation, a different types of objective evaluation methods are used by the executive group or quality management team.
In the end of the Partnership project, the final evaluation is made by all the partners in final meeting.

5.10 ACTIVE INVOLVEMENT

If your partnership focuses mainly on trainee involvement, please explain to what extent they will be involved in the planning, implementation and evaluation of project activities.

And/or

If your partnership consists in cooperation on a specific subject (for example training or education content) or cooperates within a specific VET field or economic sector, please explain how all relevant staff will be actively involved in the planning, implementation, development and evaluation of the activities.

In the partnership, in addition to the international Partnership, we will form local teams (or local partnerships) that are actively involved in planning and implementation of the partnership. In the local teams each member will have a certain role. The role includes the responsibility to plan the peer/shadow learning period in co-operation with the future peer or other contact teacher and implement the period according to the plan. After the period it is meant to develop one's own teaching methods, learning arrangements etc. according to what has been the learned lesson. In the end of the Partnership project, the peer teachers evaluate the co-operation and disseminate the chosen aspect of the topic, by making a report to the final product. In this way it is ensured that all the participants take part in dissemination and development of teaching and learning arrangements in his/hers own organisation.



5.11 INTEGRATION INTO LEARNING AND/OR OTHER ONGOING ACTIVITIES

If the project focuses on trainee involvement, please explain how the project will be integrated into the curriculum / learning activities of the participating trainees in each of the participating organisations.

And/or

If your partnership consists in cooperation on a specific subject or cooperates within a specific VET field or economic sector, please explain how the project will be integrated into the ongoing activities of the participating organisations.

The initial need for the partnership is the fact that in all European countries we have tackled with similar problems with the immigrant background students. The number of drop outs from VET is big, the difficult situation in employment of immigrants due to weak or inadequate language skills, due to the cultural misunderstandings or even discrimination, are everyday challenges in Finland, Germany, Belgium and France. In each country we have developed different systems to tackle these problems. Now we would put the best practise we have on the table and try to learn from each other. At the same time development work is done in each institution. In order to avoid making of the same mistakes made already elsewhere, we now have an opportunity to benchmark good practise from others. In Tampere College, for instance, due to the organisational changes, the intercultural education department will get new tasks to take care of. Therefore it is of great importance that we now could get new ideas and approaches and then put these into the ongoing and starting activities. The timing is right for this.

The concrete ways how the learned lesson will be integrated into ongoing activities lays on the responsibility of every single participant. All have a role and a task well enough defined, and furthermore responsibility to participate to all actions: planning, participating, evaluating, analyzing, put to a test in practise, and finally to disseminate. The learned issue will be carefully analyzed in the end of the project meeting and if possible, also put in action shortly after the benchmarking visit and analyzed again. In the end, we will have both theoretical as well as practical knowledge on the things that might work or doesn't work in one's own organisation.

5.12 DISSEMINATION AND USE OF RESULTS

How will you disseminate and use the results, experiences and, where applicable, products of the Partnership?

- in the participating organisations?
- in the local communities?
- in the wider lifelong learning community?

The expected results are gaining multilevel knowledge of the immigration situation, training and other educational services as well as improving the methods and training innovations within education for the immigrants. The results will be published as a form of a learning material; including the materials covering the above mentioned issues and it will serve for wider lifelong learning community.

The dissemination seminars will be held after each study visit and the final seminar will be summary of the "lessons learned". The dissemination seminars are regional and will be open to all interested in the issue, but especially for the trainers, teachers and service providers within integration and training services for the immigrants.



In addition, in the participating organisations, there are on-going publications on the homepage of schools, reports on the information system of the school, reports on the internet platform Moodle, reports on periodical meetings, such as meetings of the chamber of commerce, chamber of handicrafts, chamber of tax advisors, the employers at school and meetings of the education authorities. Also press conferences are arranged or reports given for the regional press during or after the project meetings.

5.13 TOPICS

Please select the main thematic areas (maximum 3) of your Partnership or complete under "other" if it is missing from the list

Nr.	Topic (<i>maximum 3</i>) [Table E - Topics]
Tpc-43	IMPROVEMENT OF INTERCULTURAL DIALOGUE IN VET
Tpc-07	Guidance and counselling
Tpc-52	Qualification of teachers and trainers in VET

5.14 VET FIELDS

Please select the main VET fields in which project activities will be implemented

Nr.	Field (<i>maximum 3</i>) [Table F - VET fields]
1	3 Social sciences, Business and Law
2	5 Engineering, manufacturing and construction
3	7 Health and welfare



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6. PROPOSED ACTIVITY DATA

6.1 WORK PROGRAMME: PLANNED ACTIVITIES, INCLUDING MOBILITY ACTIVITIES (OF EACH PARTICIPATING ORGANISATION)

VET ACTIVITIES

Please summarise in the table below the planned Partnership activities and mobilities for all institutions in the Partnership. Please present the activities for the whole duration of the Partnership, in a chronological order. The eligibility period of activities starts on 1 August 2008 and ends on 31 July 2010.

Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership (including associated partners), or to events organised by Lifelong Learning (or predecessor) Programme projects or networks. Mobility can be undertaken by staff and trainees of the participating institutions, representatives of associated partners and - in the case of mobility involving persons with special needs - accompanying persons. What is counted as "a mobility" is one trip abroad by one person. Only transnational mobility¹ (i.e. travel abroad) counts for the calculation of the minimum mobility numbers.

Approx. starting date	Activity/Mobility description	Destination country (for mobility only)	Which partners involved
08/09 2008	The partnership project starts; local teams start working as soon as the school year begins in each participating country Planning the meeting in France	-	FI, DE, FR, BE; local level + Beginning with a Chat on Moodle
09/ 2008	Description of the current state / activities to improve intercultural dialogue or fighting discrimination in each participating organisation	-	FI, DE, FR, BE files to Moodle by 19.9.2008
30.9.- 3.10. 2008	The 1 st project meeting in Saverne, France Theme: Improving Intercultural dialogue by means of theatre	FR	FI, DE, BE

¹ "In-country" mobility to or from Overseas Countries and Territories and ultra-peripheral regions of the EU will also be considered as transnational mobility, e.g. mobility by a beneficiary from mainland France to a partner in Martinique.



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11/2008	2 teachers / staff member peer / shadow learning	FR	FI
Oct. 2008 – Jan 2009	Analyses of learned lesson; How to develop intercultural dialogue and tolerance Activities on the local level: improving intercultural dialogue in practise	-	FI, DE, FR, BE the files to Moodle in the end of Jan 2009
March 2009	Chat on Moodle – Planning the meeting in Germany	-	FI, DE, FR, BE
Apr 27 th 2009	Transition from school to working life: current teaching and learning arrangements in each partner organisation - files put to the Moodle, description of special pedagogies, if used in teaching of immigrant background students - also to Moodle	-	FI, DE, FR, BE
2/2009	2 staff members/ teachers peer / shadow learning	BE	FR
3/2009	2 staff members / teachers peer/shadow learning	FI	BE
4/2009	2 staff members/ teachers peer / shadow learning	DE	FI
4.- 7.5.2009	3 rd Project meeting in Göppingen, Germany. Theme Erlebnispädagogik - (a real life experience training) a method to improve the school achievement of immigrant background students and transition from school to working life – special types of school (Berufseinstiegsjahr und Berufsfachschule)	DE	FI, BE, FR
06/2009	Analyses of learn lesson; How to improve the transition from school to working life + result on possible experiments on teaching methods such as Erlebnispädagogik -> reports to Moodle	-	FI, DE, FR, BE
09/2009	Chat on Moodle: Planning the meeting in Belgium, Reports about current situation of integration to VET to Moodle (at least a week before the meeting)	-	FI, DE, FR, BE
29.9.- 2.10. 2009	4 th project meeting in Brugge, Belgium. Theme: Integration in to the vocational education and training; flexible pathways for migrant students; first conclusions.	BE	FI, FR, DE
11/2009	Analyses of lesson learned: “How to develop admission to vocational studies and flexible pathways for immigrant background students?” to Moodle	-	FI, DE, FR, BE
10/2009	2 staff members/ teachers peer / shadow learning	DE	FR
11/2009	2 staff members / teachers peer / shadow learning	BE	FI



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12/2009	1 staff member/ teacher peer / shadow learning	FR	BE
1-3/2010	Preparing the learning material package, development work	-	FI, DE, FR, BE
2/2010	2 staff members/ teachers peer / shadow learning	FI	FR
3/2010	1 staff member/ teacher peer/shadow learning	DE	BE
4/ 2010	Report on the current situation of "Guidance and Counselling and support of life management skills of immigrant background students" to Moodle	-	FI, DE, FR, BE
4.- 7.5.2010	5 th Project meeting in Tampere, Finland. Theme: Guidance and Counselling of immigrant background student in VET, support for life management skills	FI	FR, BE, DE
end of May 2010	Analyses of learned lesson about Guidance and Counselling and support of life management skills to Moodle	-	FI, DE, FR, BE
6-7 /2010	Final report and learning package	-	FI , DE, FR, BE

Add rows if necessary

6.2 NUMBER OF TRAINEES AND STAFF INVOLVED IN THE PARTNERSHIP IN EACH OF THE PARTICIPATING ORGANISATIONS

(=persons taking part in Partnership activities, both local activities and/or mobility)

Name of participating organisation	Country	Total nr of trainees involved	Total nr of staff involved
Tampereen ammattioppilaitos	FI	150	12-20
Kaufmännische Schule Göppingen	DE	300	10-15
Lycée Jules Verne	FR	200	11-18
HBOV Sint-Jan – Sint-Jozef/ VDAB	BE	20	8-12

Add rows if necessary



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6.3 EXPECTED RESULTS, INCLUDING PRODUCTS IF RELEVANT

Nr	Approx. date	Description
1	11/08	Innovative plan how to improve intercultural dialogue within the school organisation or wider (by each partner; conclusion by Lycée Jules Verne, Saverne, France)
3	6/09	Plan for making the transition from school to working life easier (by each partner, conclusion by Kaufmännische Schule Göppingen, Germany)
4	11/09	Plan for promoting the flexible possibilities to enter VET (by each partner, conclusion by HBOV, Brugge)
5	1/09-4/10	Results and experiences of peer / shadow learning periods; methods to improve the school achievement of immigrant background students (by all participants/ peers in co-operation, conclusions by coordinator)
5	05/10	Development plan for improving guidance and counselling in each school organisation (by each partner organisation; conclusion by Tampere College, Finland)
6	06/10	Final report and learning material package, dissemination

Add rows if necessary



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7. FINANCES

Funding requested and estimated number of persons participating in mobility (per participating organisation)

For each of the participating organisations, please select the "Partnership type" that best corresponds to your Partnership work plan for the whole 2 year duration. Please note that each type is linked to a minimum number of mobilities to be carried out during the grant agreement period – these minimum numbers have to be respected when entering the numbers of planned trainee and staff mobility into the table. The grant amounts for each Partnership type are defined at national level and they can vary from one country to another. Please make sure that, for each of the participating institutions, you have selected the grant amounts applicable in the country and for the programme in question.

Participating organisation	Country	Partnership type [Table G – Mobility action types]	Nr of planned outgoing mobilities (trainees)	Nr of planned outgoing mobilities (staff ²)	Total nr of planned outgoing mobilities	Grant amount requested (€) [Table H – National lump sum amounts]
Tampereen ammattiopisto	FI	LEO-12M	-	12-20	12-20	14.000
Kaufmännische Schule Göppingen	DE	LEO-8M	-	8-12	8-12	13.500
Lycée Jules Verne	FR	LEO-12M	-	12-20	12-20	16.000
HBOV Sint-Jan-Sint Jozef	BE	LEO-12M	-	12-20	12-20	15.000

Add rows if necessary

²Including representatives of associated partners and accompanying persons



Annex to 2008 Leonardo da Vinci Partnership Application Form - LLP Reference Tables

The tables below should be used when filling the 2008 Leonardo da Vinci Partnership application form. Whenever a field in the application form refers to a table, the options available for filling the field can be found in the tables below. If a code is provided, please type in both the code and the description in order to avoid later misunderstanding.

A. National Agencies

Belgium German-speaking community
Belgium French-speaking community
Belgium Dutch-speaking community
Bulgaria
Czech Republic
Denmark
Germany
Ireland
Estonia
Greece
Spain
France
Italy
Cyprus
Latvia
Lithuania
Luxembourg
Hungary
Malta
Netherlands
Austria
Poland
Portugal
Romania
Slovenia
Slovakia
Finland
Sweden
United Kingdom
Iceland
Liechtenstein
Norway
Turkey



B. Languages

Bulgarian
Czech
Danish
German
English
Estonian
Finnish
French
Icelandic
Irish
Greek
Hungarian
Italian
Latvian
Lithuanian
Maltese
Norwegian
Dutch
Polish
Portuguese
Romanian
Slovak
Slovenian
Spanish; Castilian
Swedish
Turkish
Other

C. Type of organisation

ASC-PAR	Parents' Association
ASC-TCH	Teachers' Association
ASC-VET	VET providers Associations
CONS-GUID	Centre for vocational guidance and counselling
CONS-INF	Body providing guidance and information on Lifelong Learning
EDU-COMP	Company training department
EDU-HE	Non-university higher education (<i>is this not covered by EDU-UNIV?</i>)
EDU-HEIVoc	Vocational training institute tertiary level
EDU-SCHNur	Pre-primary school
EDU-SCHVoc	Vocational secondary school
EDU-SpNeed	Establishment for learners/pupils with special needs
EDU-UNIV	University or higher education institution (tertiary level)
EDU-VET	Vocational training centre or organisation
ENT-CHCom	Chamber of Commerce
ENT-CHCrft	Chamber of crafts
ENT-CHInd	Chambers of Industry



ENT-LARGE	Enterprise large (> 500 employees)
ENT-PROFS	Professional Associations
ENT-SME	SME
ENT-TRD	Trade organisations
ENT-UNION	Social partners (trade unions, etc)
NFP-ASC	Non-profit Association
NFP-NGO	Non-governmental organisation ("NGO")
NFP-VOL	Voluntary body
OTH	Other
PUB-HSP	Hospital
PUB-LOC	Public authority (local)
PUB-NAT	Public authority (national)
PUB-REG	Public authority (regional)
RES-PRV	Private Research Centres
RES-PUB	Public Research Centres (not HE)
ASC-RESEUI	Association of professors and researchers specialising in European integration

D. Geographical Scope

local
regional
national
European
international

E. Topic

Tpc-02	Addressing target groups with special needs
Tpc-04	Assessment, certification, valuing learning
Tpc-07	Career guidance & counselling
Tpc-11	Cooperation in the area of transparency instruments in VET (ECVET, EQF, Europass)
Tpc-13	Development of common training contents or concepts
Tpc-14	Development of training courses
Tpc-31	Integration of skills needs of the labour market into VET
Tpc-43	Other
Tpc-52	Qualification of teachers and trainers in VET
Tpc-54	Quality assurance strategies / indicators and benchmarking
Tpc-56	Recognition of non-formal and informal learning
Tpc-58	Reinforcing links between education and working life
Tpc-67	Testing and applying common European approaches to VET
Tpc-70	Vocationally oriented language learning (VOLL)

F. VET fields

0	General Programmes
1010	Basic programmes
08	Literacy and numeracy
09	Personal skills ERA-16.0



1	Education ERA-05.0
14	Teacher training and education science
142	Education science
143	Training for pre-school teachers
146	Training for teachers of vocational subjects
2	Humanities and Arts
210	Arts (broad programmes)
211	Fine arts
212	Music and performing arts
213	Audio-visual techniques and media production
214	Design (Graphic Design, Industrial Design, Fashion, Textile)
215	Craft skills
22	Humanities
221	Religion
222	Languages and Philological Sciences
227	Theology ERA-08.2
3	Social sciences, Business and Law
31	Social and behavioural science
321	Journalism and reporting
322	Library, information, archive
34	Business and administration
341	Wholesale and retail sales
342	Marketing and Sales Management
343	Finance, banking, insurance
344	Accounting and taxation
345	Management and administration
3452	Tourism, Catering, Hotel Management
346	Secretarial and office work
347	Working life
38	Law
4	Science, Mathematics and Computing
42	Life science
44	Physical science
46	Mathematics and statistics
48	Computing
482	Computer use
5	Engineering, Manufacturing and Construction
521	Mechanics and metal work
522	Electricity and energy
523	Electronics and automation
524	Chemical and process
525	Motor vehicles, ships and aircraft
540	Manufacturing and processing (broad programmes)
541	Food processing
542	Textiles, clothes, footwear, leather
543	Materials (wood, paper, plastic, glass)
544	Mining and extraction
581	Architecture and town planning
582	Building and civil engineering
6	Agriculture and Veterinary



621	Crop and livestock production
622	Horticulture
623	Forestry
624	Fisheries
64	Veterinary
7	Health and Welfare
72	Health
721	Medicine
722	Medical services
723	Nursing, Midwifery, Physiotherapy
724	Dental studies
726	Therapy and rehabilitation
76	Social services
761	Child care and youth services
762	Social work and counselling
8	Services
811	Hotel, restaurant and catering
812	Travel, tourism and leisure
813	Sports
814	Domestic services
815	Hair and beauty services
84	Transport services
85	Environmental protection
860	Security services (broad programmes)
861	Protection of persons and property
862	Occupational health and safety
863	Military and defence

G. Mobility action types

LEO -4M	Small (minimum 4 mobilities)
LEO -8M	Low-Medium (minimum 8 mobilities)
LEO -12M	High-Medium (minimum 12 mobilities)
LEO -24M	High (minimum 24 mobilities)



H. National lump sum amounts

Leonardo da Vinci Partnerships 2008					
		LEO-4M	LEO-8M	LEO-12M	LEO-24M
BE(fr)	Belgique	10.000	15.000	20.000	25.000
BE(nl)	België	7.000	11.000	15.000	20.000
BE(de)	Belgien	10.000	15.000	20.000	25.000
BG	Bulgarija	5.000	8.000	11.000	20.000
CZ	Ceská republika	9.600	14.400	19.200	24.800
DK	Danemark	7.000	11.000	15.000	25.000
DE	Deutschland	10.000	13.500	17.000	20.000
GR	Ellas	6.000	9.000	13.000	21.000
EE	Eesti	7.000	11.000	15.000	25.000
ES	España	8.000	10.000	12.000	18.000
FR	France	7.000	12.000	16.000	20.000
IE	Eire / Ireland	10.000	14.000	18.000	24.000
IT	Italia	6.000	12.000	18.000	24.000
CY	Kypros	6.000	11.000	14.000	19.000
LV	Latvija	10.000	15.000	20.000	20.000
LT	Lietuva	6.000	9.000	12.000	20.000
LU	Luxembourg	8.000	12.000	16.000	22.500
HU	Magyarország	7.000	11.000	14.000	18.000
MT	Malta	9.000	14.000	18.500	23.000
NL	Nederland	10.000	14.000	17.000	25.000
AT	Österreich	8.000	11.000	14.000	24.000
PL	Polska	10.000	15.000	20.000	25.000
PT	Portugal	8.000	13.000	18.000	23.000
RO	Romania	8.000	14.000	20.000	25.000
SI	Slovenia	9.500	13.000	16.500	25.000
SK	Slovenská republika	10.000	14.000	18.000	25.000
FI	Suomi / Finland	6.000	10.000	14.000	16.000
SE	Sverige	6.000	10.000	14.000	22.000
UK	United Kingdom	10.000	15.000	18.000	23.000
IS	Island	9.400	14.000	18.200	25.000
LI	Liechtenstein	10.000	15.000	20.000	25.000
NO	Norge	5.500	9.000	12.000	18.000
TR	Türkiye	8.500	14.000	18.000	24.000