

Call for proposals (Directorate-General for Education and Culture) under the second phase of the Leonardo da Vinci Programme - (EAC/11/04)

(2004/C 113/05)

Part 1 – Policy context, Priorities, Timetable

I. Introduction

The Leonardo da Vinci programme contributes to the implementation of a vocational training policy for the Community, which supports and supplements the actions of the Member States (Article 150 of the Treaty establishing the European Community). The Council has adopted a second phase of the programme for the period 2000 to 2006 by Decision 1999/382/EC. Its aim is to promote new practical approaches in vocational training policies.

According to the provisions of the aforementioned Council Decision, this third and final call for proposals is valid for two years (2005 and 2006).

This call for proposals concerns the following Community measures: mobility; pilot projects (PP) including thematic actions (TH); language competences (LA); transnational networks (NT), and reference material (RF).

Statistical projects, as for the past two years, will be subject to specific calls for tender to be published in the course of the validity of the present call, after the updating of the rolling biennial statistical programme.

The measure on Joint Actions will be the subject of separate calls.

II. The context

The Leonardo da Vinci programme aims to implement a European Community vocational training policy by contributing '... to the promotion of a Europe of knowledge by developing a European area of cooperation in the field of education and vocational training ...' and by supporting '... Member States' policies on lifelong learning and the building up of the knowledge and skills and competences likely to foster active citizenship and employability.' (Article 1(3) of the Council decision establishing the Leonardo da Vinci programme).

A number of significant policy developments relevant to the Leonardo da Vinci programme have taken place since its inception.

In March 2000 the heads of State and Government at the Lisbon European Council set the European Union the strategic goal of becoming the most competitive and dynamic knowledge-based economy in the world. Key elements of this strategy

are the adaptation of education and training systems to lifelong learning; the promotion of employability and social inclusion through investment in knowledge and competences; the creation of an information society for all and fostering mobility. This strategy was confirmed by the Barcelona summit in March 2002, where it was stated that European education and training systems should become a world reference by 2010 and that closer cooperation should be promoted in the area of vocational education and training (VET).

The adoption of the 'Copenhagen Declaration⁽¹⁾' by 31 Ministers of Education, the European social partners and the Commission in November 2002 is a direct and concrete follow up of the broad objectives agreed in Lisbon and Barcelona. The Copenhagen Declaration is a significant step forward as it identifies a set of specific issues and challenges where increased European cooperation in VET is required and welcomed.

The Copenhagen Declaration, as an integral part of the overall strategy defined in Lisbon and Barcelona, is closely linked to the follow up of 'Common objectives for European education and training systems' agreed by the Council in 2001. Its purpose is to improve the quality and attractiveness of VET (including the status of the vocational route through general education). This can be done by developing tools at European level aimed at improving the transparency and recognition of qualifications and competences, and by providing a framework for the reform of VET systems at national level, promoting their transformation and adaptation to the needs of the knowledge society, in order to become flexible, personalised and learner-centred systems.

All actions taken forward in the context of the Copenhagen process have to be based on a voluntary approach, have to be inclusive on the basis of consensus between the 31 countries and the European Social Partners and have to be based on the perspective of lifelong learning.

The main elements of the follow-up to the Copenhagen declaration are:

1. to develop a 'Europass' single framework for transparency;
2. to develop a European common quality assurance framework for VET as well as a cooperation framework;
3. to develop a European credit transfer system for VET, as well as common reference levels for VET and common principles for certification;

⁽¹⁾ More information concerning the Copenhagen process, including the full text of the Copenhagen Declaration can be found at the following web address: http://europa.eu.int/comm/education/copenhagen/index_en.html

4. to develop common principles for the validation of non-formal and informal learning;
5. to strengthen policies, systems and practices for lifelong guidance;
6. to increase support for the development of qualifications and competences at sectoral level;
7. to increase attention to the learning needs of teachers and trainers in VET;
8. to strengthen the European dimension of VET.

The majority of these priorities address specific themes and issues where European cooperation and common solutions are necessary. In most cases these relate to challenges which cannot be solved exclusively at national level. This is well illustrated by objectives focusing on 'valuing learning' (transparency, recognition, validation) but also by objectives focusing on guidance and quality.

Priority 6, together with the overall aim of strengthening the European dimension of VET, differs from the 'thematic objectives' by addressing the need to activate new levels of cooperation, particularly within sectors.

The European dimension of VET must be strengthened by developing new ways of working together, for example by promoting closer institutional cooperation and peer review.

In order to meet these objectives intensive work has taken place since the adoption of the declaration. In February 2003, a 'Copenhagen Coordination Group' was established and in the course of the year three technical working groups (on transparency, on quality in VET and on credit transfer in VET) as well as two Commission expert groups (on validation of non-formal learning and on lifelong guidance) were set up and have met several times.

In line with its ambition of being the primary instrument for the implementation of a European vocational training policy, the aim of the Leonardo da Vinci programme must be to support the new policy framework set by the Copenhagen declaration of November 2002. This means that the programme with its experimental and innovative character has to function as a laboratory supporting a rich diversity of approaches and solutions to contribute to the general objectives outlined by the Lisbon and Barcelona Councils and to the specific priorities set by Copenhagen.

This call for proposals valid for 2005 and 2006 is therefore focused on a limited number of priorities and thematic actions in support of the ongoing work within the follow-up to the Copenhagen Declaration. It remains in line with the objectives of the programme and with the efforts of simplification and clarification of procedures which began with the call 2003 to 2004, as well as with the result of the evaluation of the first

phase of the programme and the first interim evaluation of the second phase.

Last but not least, this call integrates the importance of 'valorisation' (i.e. dissemination and exploitation of innovative project results). Promoters are required to address it in their proposals and throughout the life of their projects.

This is the background for the priorities and actions set out in the following sections.

III. The sectoral approach

The sectoral approach emphasises the role of sectors as a 'testing ground' for the development of international qualifications and competences. The sectoral level is of particular importance as players at this level are close to problems and challenges associated with globalisation and the development of new technologies and, are in a good position to suggest and develop solutions. This is illustrated by the fact that important initiatives aiming at European and international training standards and modules have been adopted at this level in recent years.

A substantial proportion of projects supported by Leonardo da Vinci in the period 1995 to 2004, have operated at sector level. This dimension has not been systematically exploited and this call addresses this weakness. The sector level is important to the Leonardo da Vinci programme for the following reasons:

- players operating at sector level are well placed to identify skills, needs and challenges and, consequently, the answers,
- players operating at sector level are increasingly looking for European and international education and training solutions,
- the sector level is crucial in order to strengthen European cooperation in vocational education and training.

The objectives set by the Copenhagen declaration, aiming at transparency, recognition and quality, can not be realised without active and systematic involvement of players at this level. Sectors are therefore invited to present their education and training needs and challenges and indicate how the Leonardo da Vinci programme might be used to support experiment and development. The following requirements should be taken into account:

- projects must be based on a proper analysis of the main education and training needs in the particular sector and how these relate to the objectives set by the Copenhagen Declaration,
- implementation of project results must be anticipated from the very start. This implies a consideration of the nature of these results, on the partners to be involved to achieve them and how the project may achieve permanent impact,

- key players must be involved from the very start. Social partners should, as a general rule, be involved in these projects. A main concern is to keep projects open to key players so as to secure, from the very start, involvement and credibility.

The cross-cutting element of qualifications and competence development must be taken into account when developing projects at sector level. This dimension must live side by side with a targeted sectoral focus and should be clearly addressed by the project promoters.

IV. Strategic priorities

The essence of the Lisbon Strategy and of the follow-up to the Copenhagen Declaration revolves around two main priorities.

1. The development of the European labour market (... Europe to become the most competitive knowledge based economy ...) and
3. The transformation, modernisation and adaptation of the European Education and Training systems (... for them to become a world reference ...).

It is therefore in line with the EU strategic goals that during the last two years of its implementation the Leonardo da Vinci programme be focused on these two priorities, so as to contribute decisively to achieving these objectives.

These two strategic priorities can be made operational by identifying specific themes contributing to their goals and capable of triggering ideas for implementation in project proposals.

So the following themes have been identified:

- 'Promoting transparency of qualifications' which directly contribute to the first strategic priority (... labour market),
- 'Developing the quality of VET systems and practices'; 'Developing relevant and innovative e-learning content' and 'Continuous training of teachers and trainers' which contribute to the achievement of the second strategic priority (... systems),
- 'Credit transfer in VET' and 'Validation of non-formal and informal learning' which while contributing to the transformation and adaptation of the systems also support the establishment of a European labour market.

V. Mobility (Procedure A)

The mobility measure is at the core of the policy development since it provides a unique opportunity for the target groups to train and complete their vocational education and training in another country within the enlarged Europe. It contributes to the development of the European labour market, to the free

movement of workers and citizens and to a better knowledge and transparency of competences across borders.

The mobility measure takes up more than 40 % of the Leonardo da Vinci programme annual budget. Experience has shown that there is a need to propose specific actions in order to improve the overall quality of the mobility activities financed under the programme.

For the purpose of this call for proposals preference will be given to projects specifying the following elements:

- linguistic and cultural preparation,
- objectives, content, and duration of the placement,
- pedagogical organisation, tutoring and mentoring,
- validation of the competencies acquired in the training placement.

In addition, all individuals undergoing a period of mobility within the programme shall be awarded, on request and where applicable, a 'MobiliPass' ⁽²⁾. In the framework of the programme such a 'MobiliPass' will be issued by the relevant implementation bodies, following the principles and criteria set out in the single instrument proposal.

It should be noted that the mobility measure under the Leonardo da Vinci programme is a decentralised measure, managed by the national agencies responsible for the implementation of the programme at national level. Further to the deadlines set out in this call for proposals, it is possible for participating countries to launch additional national calls which may include other priorities of national interest.

Promoters are invited to contact the relevant national agency of their country for more information. Addresses of all national agencies can be found at the following Leonardo da Vinci web site:

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2_en.html.

VI. Specific priorities for all measures covered by Procedures B and C ⁽³⁾ (with the exception of Thematic actions)

Priority 1: Promoting transparency of qualifications

Transparency is crucial to enable transfer of qualifications and competences among countries, regions and sectors. With the diversity of education and training provisions in Europe today it should be possible to present, compare and value skills according to their content, not according to preconceptions. This need is underlined by the increased involvement of sectors in developing education and training.

⁽²⁾ The adaptation of the present 'Europass training' within the single instrument of transparency adopted by the Commission on 17 December 2003 (COM(2003) 796).

⁽³⁾ For procedure B: pilot projects, language competence and transnational networks. For Procedure C : reference material.

Pilot projects under this priority should focus particularly on:

- development of new measures and instruments to present, promote and compare qualifications and competences at European, national and sectoral level,
- solutions need to address formal qualifications as well as the outcomes of learning taking place outside education and training institutions,
- development of vocational training opportunities specifically taking into account the transparency and the transferability of the outcomes to formal education. Examples could be the development of modules, standards and certificates to be developed jointly and applied on a voluntary basis.

Specific for reference material (RF) projects:

- definition and development of quality standards of diplomas and certificates, particularly at sector level, and contributing to transparency,
- develop transparency instruments and services, particularly at sector level, consistent with the overall European framework for transparency of qualifications and competences (Europass) being established from 2005 (*),
- investigate how guidance and counselling have supported and contributed or may support and contribute to transparency of qualifications and competences at European, national and sector level.

Specific for Transnational networks (NT) projects:

- development of sectoral networks, centres of excellence, structures that facilitate the exchanges of experiences and good practices.

Priority 2: Developing the Quality of VET systems and practices

'Quality' was, in the call 2003 to 2004, the subject of thematic actions. In view of the progress made in the related technical working group, the need arises to expand the scope of actions within the programme and open the theme to the contribution of a wider range of potential promoters.

Under this priority, particular emphasis should be given to quality assurance and development in VET, in order to help Member States to progressively increase the transparency, the effectiveness and the consistency of their actions in this field.

In this perspective, transnational cooperation, and thus project development under different measures, should focus on the implementation and fine-tuning of the common quality assurance framework agreed by the Technical Working Group on Quality in VET (Copenhagen Process).

The exchange of good practices and models, which is the basic principle underpinning transnational networking and coopera-

tion in this field, should use the commonly agreed reference principles, criteria and indicators referred to in the Common Quality Assurance Framework, and focus on:

- models and practices for quality assurance,
- quality indicators,
- self-evaluation approaches.

Pilot Projects under this priority should focus particularly on:

- developing and testing quality assurance procedures in initial training and in advanced vocational education,
- developing quality indicators for the assessment of vocational training opportunities,
- developing relationships between the labour market and VET, including work process direction and guidance.

Specific for reference material (RF) projects:

- Comparing different quality assurance systems in different settings (i.e. private or public, initial or continuing training, sectoral or intersectoral), against the common quality assurance framework, including reference quality indicators in VET assessment,
- peer-Reviews of self-assessment practices at system and provider levels throughout Europe,
- comparing strengths and weaknesses of output standards set by Member States at individual and system levels,
- comparing the use of models for evaluating and accrediting VET providers (ISO, EFQM...).

Specific for transnational networks (NT) projects:

- develop thematic networks aiming at collecting, analysing and disseminating good practices and experiences in the field of quality assurance.

Priority 3: Developing relevant and innovative e-learning content

Following the recent launch of the new 'e-learning' programme after the successful implementation of the e-learning action plan, it is more and more accepted that ICT represent an essential feature for the modernisation and adaptation of training systems to the requirements of the knowledge society and economy.

While the use of ICT is generally encouraged in the Council decision as an horizontal feature covering all the measures, the need to develop innovative e-learning material has to be encouraged and supported at all levels. It is therefore targeted by a specific priority setting out some concrete features that have to be addressed.

(*) COM(2003) 796 of 17 December 2003.

Projects under this priority should focus particularly on:

- ICT-supported learning, combining ICT based learning with other modes of learning such as learning groups, family learning or tutoring and transnational virtual study circles,
- appropriate training/learning materials, including for less qualified workers, to improve skills,
- developing e-learning training tools for quality management in VET.

Priority 4: Continuous training of teachers and trainers

New teaching and learning methods challenge the traditional roles and responsibilities of teachers, trainers and other learning facilitators. There is, therefore, a strong need to develop their training to ensure that they are ready and motivated to face the new challenges. The exchange of experience between schools, voluntary organisations, universities and companies should provide insight into learning needs in this area.

Pilot projects under this priority should focus particularly on:

- identifying common quality criteria for the qualification of teachers and trainers in different learning environments with particular reference to tutors in the apprenticeship systems,
- defining common core criteria and methods used for the identification of the learning needs of teachers /trainers in VET,
- identifying and/or developing at provider level specific measures, practices or tools which could assist the continuous adaptation of education and training curricula for teachers and trainers, in view of the new roles and job requirements in companies and/or VET schools,
- identifying new skills and competencies for VET teachers, trainers and other learning facilitators essential in a lifelong learning context (i.e. guidance and counselling and work-based learning methodologies),
- developing innovative training opportunities for teachers and trainers taking into account their specific and methodological needs.

Specific for reference material (RF) projects:

- development of a common framework of reference for the competences and qualifications of teachers and trainers,
- definition of specific criteria and methodologies for the identification of the training needs of trainers and teachers in VET,

- survey on new skills and competence requirements for teachers and trainers.

Specific for transnational networks (NT) projects:

- develop thematic networks aiming at collecting, analysing and disseminating innovative learning and best practices, new learning tools,
- exchange and dissemination of established methods that improve access, readiness and willingness of teachers and trainers to engage in further training.

VII. Thematic actions (TH) - (procedure C only)

The Council decision makes provision for the financing of a limited number of projects on themes of particular interest at Community level. The advances made in the specific technical working groups on 'credit transfer in VET' and on 'validation of non-formal and informal learning' make these two themes particularly suitable to become thematic actions and allow a call for a small number of projects of specific interest.

TH-1: Credit Transfer in VET

The development of a European credit transfer system for VET (ECVET) is aimed at promoting transparency, comparability, transferability and recognition of competences and/or qualifications, between different countries and at different levels.

The purpose of ECVET is to combine units and/or training modules acquired within different national and/or sectoral contexts.

The development of a credit transfer system in VET has to be based not only on mutual trust between partner countries but also, and mostly, on the definition of common frameworks for competences. In fact, the recognition of qualifications should not be based on the transfer of training credit units, but on competences well identified in common frameworks and forming the basis for certification.

The validation of non-formal and informal learning, as well as the relationships between modules, units, credits and certification/qualification, is a key issue in this respect.

ECVET will, in an initial experimental phase, assist students, adults and teachers or trainers to increase cooperation and exchanges in initial vocational education and adult training at ISCED (international standards for classification of education) levels 3 and 4, where a particular demand for mobility and/or credit transfer is identified.

The further development of credit transfer in VET at European level should however take into account the need for transfer of competences and qualifications at all levels, supporting the development of a European labour market and a European area of lifelong learning. ECVET should therefore be comparable with the European credit transfer system in higher education.

Projects under this TH should focus particularly on:

- the application of credit transfer systems and the development of new approaches to credit transfer in VET,
- the development and application of common reference levels, and common objectives for certification for VET, in view of the medium term ambition to develop, by 2010, a coherent European credits and qualifications 'meta-framework', specified according to a 'typology' of knowledge, skills/tasks and competences.

TH-2: Validation of non-formal and informal learning

Learning takes place in a wide variety of settings and contexts, ranging from formal education and training to learning at work, in voluntary work and at home. Given the efforts to promote lifelong learning, developing approaches for the identification, assessment and recognition of non-formal and informal learning has become an important priority throughout Europe.

Projects under this TH should focus particularly on:

- exchange of experiences and good practice in the field of identification, assessment and recognition of informal and non-formal learning. Particular attention should be given to the development of integrated European solutions, for example in the context of sectors,
- development of high quality, cost efficient validation methodologies to be used at European, national and sector level. Existing experiences should be used to develop solutions that can be widely shared and disseminated,
- development and improvement of standards for validation of non-formal and informal learning. Priority will be given to the improvement of the quality and credibility of qualification and competence standards,
- improvement of guidance and counselling in relation to validation of non-formal and informal learning,
- analysis of research outcomes and experiments on innovative pedagogy, supporting learning outside formal education and training institutions, in particular at the workplace, in multifunctional learning centres etc. The role of competence assessment and 'measurement' could be addressed in this context.

VIII. Specific issues concerning 'Language competences' projects

The European Union is built around the free movement of its citizens, capital and services. The citizen with good intercultural and language skills is better placed to take advantage of the freedom to work in another Member State and to be more effective in the global market place.

The European Council meeting in Barcelona in March 2002 set a clear strategic goal: to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age. A European Parliament Resolution of 13 December 2001 called for measures to promote language learning and linguistic diversity. On 14 February 2002 the Education Council invited Member States to take concrete steps to promote linguistic diversity and language learning, and invited the European Commission to draw up proposals in these fields.

In response to this invitation the Commission adopted on 24 July 2003 the Action Plan 2004 to 2006 with a view to boosting language learning and linguistic diversity⁽⁹⁾. The Action Plan undertakes to make better use of existing education and training programmes to underpin a range of key objectives. Three broad areas for action have been identified: extending the benefits of lifelong language learning to all citizens, improving language teaching and creating a more language-friendly environment.

Promoting linguistic diversity means actively encouraging the teaching and learning of the widest possible range of languages in our schools, training institutions and enterprises. The imminent enlargement of the European Union will bring with it a wealth of languages from several language families. It requires a special effort to ensure that the languages of the new Member States become more widely learned in other countries. Projects including the less-used European languages including regional and minority languages and migrant languages are strongly encouraged.

This chapter presents some specific issues that should be developed within the general priorities and themes presented above in the context of 'Language competences' projects.

(a) Language training prior to mobility

Persons receiving a mobility grant for placements under the Leonardo da Vinci programme are entitled to receive funding for training in the language of the host country before they travel. Experience has shown that this possibility is not being fully exploited. Projects should focus on developing reliable methods to be applied in language and inter-cultural training prior to mobility, with a view to improving quality and take-up, particularly in cases where the beneficiary has no knowledge at all of the language of the host country.

⁽⁹⁾ COM (2003) 449 final of 24 July 2003.

(b) *Innovative approaches such as Content and Language Integrated Learning (CLIL)*

Proposals should focus on the development and dissemination of new, specific methodologies and materials and on actions to raise awareness for training through foreign languages, including the lesser-used languages or on other innovative methods.

The CLIL approach, whereby students learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. By integrating the study of a subject with a language, CLIL leads learners to discover different vocabulary as well as aspects of the language in their area of specialisation. It can provide effective opportunities for learners to put their new language skills to immediate use, opening doors on languages for a broader range of learners, particularly those who have not responded well to formal language instruction in general education. It provides exposure to the language, which can be important in vocational settings. The CLIL approach is facilitated by a cross-departmental team of language trainers and specialist subject trainers.

(c) *Training for Teachers and trainers*

There is a role for the Leonardo de Vinci programme to complement the actions of the Member States in the areas of initial and in-service training of teachers and trainers of a foreign language. Projects should focus on the development of a basic 'toolkit' of practical skills, personal resources and techniques (including e-learning and distance learning) required for the teaching of languages in the vocational training context. The establishment of networks of teachers and trainers is encouraged.

(d) *Transparency*

A great diversity of language tests and certificates of language skills exists in Europe. These differences make it difficult to compare the language skills between individuals. It is not easy for employers or training institutions to know what practical language skills the holder of any language certificate really possesses. European networks of relevant professionals could help share good practice in this field. Projects should focus on the development of tools and methodologies for the assessment and recognition of language skills acquired in the workplace (in particular partial skills), taking into account the Common European Framework of reference and the European Language Portfolio.

(e) *Language-friendly companies*

Proposals should focus on:

- awareness raising activities addressing the importance of languages in companies,

development of common guidelines and job profiles for language and communication auditors (LCA),

- development of common modules of training for LCA in general and in specific sectors.

IX. 'Valorisation' (for procedure B and C proposals)

(a) *'Transfer of innovation' and 'Transnational networks' proposals involving pre-2005 projects*

Promoters of former (pre-2005) successful Leonardo da Vinci projects that did not cover the valorisation aspects, should be aware of the fact that dissemination and exploitation of results activities may also be submitted either as 'Transfer of innovation' proposals both in 2005 and 2006 ⁽⁶⁾ or as 'Transnational networks' proposals.

The Transnational networks measure, according to the annexe to the Decision establishing the second phase of the programme, provides for analysing, disseminating, and exchanging of good practice and methods. The development of networks on a territorial, sectoral or thematic basis should be encouraged as they can serve as relays for the transversal exploitation of micro projects and work in depth on the development of vocational training systems.

(b) *Proposals 2005 to 2006*

In order to be more relevant than ever, care has to be taken that the results of the new projects to be selected in 2005 and 2006 be properly disseminated and implemented during and after project's life. It is therefore requested that for a proposal to be accepted within all the priorities and actions proposed, a 'valorisation' plan (i.e. plan for the dissemination and exploitation of innovative project results) be made explicit with appropriate and adequate resources.

This plan should:

- identify the needs of interested sectors, domains and end-users,
- define clearly the end users of the project's results,
- ensure that these end users will be consulted during the life of the project,
- explain how during and after the end of the project, the results will be disseminated and exploited; how they will reach these objectives both during and after the development of the project, and which outside players and bodies will be involved,

On completion of their projects promoters should make the results of their projects available to the public by setting up a web site as a show case for their work.

⁽⁶⁾ These proposals will be submitted according to the procedure/measure of the original project.

X. Thematic Monitoring (for procedure B and C proposals)

Project promoters should expect, if selected, to participate in thematic monitoring activities, i.e. anticipate the cost of participating once a year in a working meeting with promoters of projects covering the same domain with a view to exchange experience on both the content of their projects and their valorisation activities.

In addition, once in the life time of their projects, they should also expect to participate in a 'valorisation' conference bringing together project promoters and potential end-users.

XI. Complementarity

The Council Decision on the Leonardo da Vinci programme specifies that complementarity should be strengthened between Leonardo da Vinci and other relevant policies, instruments, and Community actions which contribute to the realisation of a Europe of knowledge; in particular in the fields of education, vocational training, youth, research and technological development, and innovation as well as with the European Social Fund.

Projects linked with the guidelines for employment must contribute to the development of the transnational dimension in their achievement (taking account of the national employment policy) and encourage awareness of good practice.

Double financing is not allowed. Promoters cannot receive financial support for the same proposal under the Leonardo da Vinci programme and under other Community programmes or initiatives, except under particular conditions established for the specific Community Joint Actions.

XII. Duration of projects

As stated in the Council Decision establishing the programme, projects under the mobility measure may have a maximum duration of two years. Taking into account the approaching end of the current programme projects referring to the other measures: Pilot projects, including thematic actions, language competences, transnational networks and reference materials will also be limited to a maximum duration of two years.

XIII. Timetable

Year 2005

Procedure A - Concerning the mobility measure

Promoters shall send their proposals (original and two copies) under the mobility measure to the relevant national agency (NA) responsible for the implementation of the Leonardo da Vinci programme postmarked 11 February 2005 at the latest. The NA shall inform the promoters and the Commission of the results of the projects selection, and send contracts, by May

2005. Consequently the starting date of projects will be 1 June 2005.

Other deadlines may be indicated by the participating countries in the framework of their specific calls concerning mobility and according to national needs.

Procedure B - Concerning the following measures: Pilot projects (except thematic actions), language competences and transnational networks

The selection of proposals under these measures shall be carried out in two stages:

1. promoters shall send a pre-proposal (original and two copies) to the relevant national agency postmarked 1 October 2004 at the latest;
2. promoters who are informed by the national agency of the selection of their pre-proposal shall send a full proposal (original and two copies) to the National Agency, as well as three copies to the European Commission, postmarked 11 February 2005 at the latest.

The European Commission shall complete the selection of projects during May 2005.

The national agencies shall inform the promoters of the results of the selection process during June 2005 and send contracts during July/August 2005. Consequently the starting date of projects will be 1 October 2005.

Procedure C - Concerning the reference materials measure, the thematic actions proposals and proposals submitted by European organisations under all measures (except mobility)

The selection of these proposals will be carried out in two stages:

1. promoters shall send a pre-proposal (original and three copies) to the European Commission with a copy to the relevant national agency postmarked 1 October 2004 at the latest;
2. promoters who are informed by the European Commission of the selection of their pre-proposal shall send a full proposal (original and three copies) to the European Commission, as well as two copies to the relevant national agency, postmarked 11 February 2005 at the latest.

The European Commission shall complete the selection of projects during May 2005 and shall inform the promoters of the result of the selection process by end of June 2005. Contracts will be sent to promoters during July/August 2005; consequently the starting date of projects will be 1 October 2005.

Year 2006

Procedure A - Concerning the mobility measure

Promoters shall send their proposals (original and two copies) under the Mobility Measure to the relevant National Agency (NA) responsible for the implementation of the Leonardo da Vinci programme postmarked 10 February 2006 at the latest. The NA shall inform the promoters and the Commission of the results of the projects selection, and send contracts, by May 2006. Consequently the starting date of projects will be 1 June 2006.

Other deadlines may be indicated by the Participating countries in the framework of their specific calls concerning mobility and according to national needs.

Procedure B - Concerning the following measures: Pilot Projects (except thematic actions), language competences and Transnational networks

The selection of proposals under these measures shall be carried out in two stages:

1. promoters shall send a pre-proposal (original and two copies) to the relevant National Agency postmarked 30 September 2005 at the latest.
2. promoters who are informed by the national agency of the selection of their pre-proposal shall send a full proposal (original and two copies) to the national agency, as well as three copies to the European Commission, postmarked 10 February 2006 at the latest.

The European Commission shall complete the selection of projects during May 2006.

The national agencies shall inform the promoters of the results of the selection process during June 2006 and send contracts during July/August 2006. Consequently the starting date of projects will be 1 October 2006.

Procedure C - Concerning the reference materials measure, the thematic actions proposals and proposals submitted by European organisations under all measures (except mobility)

The selection of these proposals will be carried out in two stages:

1. promoters shall send a pre-proposal (original and three copies) to the European Commission with a copy to the relevant National Agency postmarked 30 September 2005 at the latest;
2. promoters who are informed by the European Commission of the selection of their pre-proposal shall send a full

proposal (original and three copies) to the European Commission, as well as two copies to the relevant National Agency, postmarked 10 February 2006 at the latest.

The European Commission shall complete the selection of projects during May 2006 and shall inform the promoters of the result of the selection process by end of June 2006. Contracts will be sent to promoters during July/August 2006; consequently the starting date of projects will be 1 October 2006.

XIV. Contracting Services

— For projects referring to procedure C:

The European Commission,
Directorate-General for Education and Culture
B-1049 Brussels

— For projects referring to Procedures A and B:

The national agencies
The addresses of the national agencies of all participating countries are available by consulting the Leonardo da Vinci Internet site at:
http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2_en.html

Part 2 - Administrative and Financial provisions

NOTE 1: The following chapters have to be read in conjunction with the Financial Regulation applicable to the general budget of the European Communities (further referred to as FR) and its Implementing rules further referred to as IR) ⁽⁷⁾, the General Guidelines for promoters, the Guides specific to each measure and the Administrative and Financial handbook (see last chapter for a summary of all references).

NOTE 2: In the following chapters the term 'promoter' refers to the organisation that submits the pre-proposal or proposal, the term 'partners' refers to the organisations that participate in the pre-proposal or proposal, the term 'partnership' refers to the combination of 'promoter' and 'partners'.

All proposals evaluated and selected under this call for proposals, and any national calls for proposals in accordance with procedure A, are subject to the general provisions of the FR and its IR. In accordance with these provisions, proposals are evaluated and selected in compliance with the following principles:

— proposals must meet a number of eligibility and exclusion criteria before further evaluation is possible,

⁽⁷⁾ Council Regulation (EC) No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Communities and Commission Regulation (EC) No 2342/2002 of 23 December 2002 on the Implementation rules. They can be consulted at the following web address: <http://europa.eu.int/eur-lex>

- mobility proposals and full proposals submitted under procedures B and C must meet a number of selection criteria before further evaluation is possible. These criteria allow to assess the promoter's financial and operational capacity to carry out the work programme and to make sure that the promoter has sufficient and stable financial sources to continue the activities throughout the project and assure its co-financing,
- all proposals must meet a number of award criteria. These criteria allow to assess the quality of proposals.

I. Eligibility criteria

I.1. Participation in the programme

This programme is to be implemented in the Member States of the European Community (25 countries as from 1 May 2004). It is also open to the participation of the States of EFTA/EEA (Iceland, Liechtenstein, Norway), of the associated countries Bulgaria and Romania and of Turkey.

Organisations wishing to submit a proposal under the Leonardo da Vinci programme are invited to cooperate with organisations from these countries according to the eligibility rules specified in the General Guide for promoters.

The participation of organisations from Turkey is subject to the condition that the appropriate decisions allowing this country participation in the programme have been taken before the end of the project selection procedure.

In accordance with Article 4 of the Council Decision establishing the second phase of the Leonardo da Vinci programme⁽⁸⁾, 'access to this programme shall be open to all public and/or private bodies and institutions involved in vocational training, and in particular:

- (a) vocational training establishments, centres and bodies at all levels, including universities;
- (b) research centres and bodies;
- (c) undertakings⁽⁹⁾, particularly SMEs and the craft industry, or public or private sector establishments, including those involved in vocational training;

⁽⁸⁾ Council Decision 1999/382/EC of 26 April 1999 establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci', OJ L 146 of 11.6.1999, p. 33.

⁽⁹⁾ This means 'all undertakings in the public or private sector whatever their size, legal status or the economic sector in which they operate, and all types of economic activities, including the social economy' (see Annex III to Council Decision of 26 April 1999 establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci').

- (d) trade organisations, including chambers of commerce, etc.;
- (e) social partners;
- (f) local and regional bodies and organisations;
- (g) non profit making organisations, voluntary bodies and NGOs.'

These bodies and institutions must be established in one of the countries participating in the Leonardo da Vinci programme. Before awarding a grant to promoters whose proposals have been selected, the national agency or the Commission⁽¹⁰⁾ will require confirmation of the promoter's legal status.

I.2. Formal eligibility criteria

To be eligible, proposals must meet a number of formal conditions, which are described briefly below. Only proposals, which meet all the formal eligibility conditions, go forward for quality evaluation. The eligibility conditions are the following:

- compliance with the deadlines set out in the calls for proposals

Proposals submitted must comply with the annual deadlines set in the Community calls for proposals (chapter XIII above), and the additional national Calls, if any, in the case of mobility projects,

- compliance with the rule of country of residence of the promoter and the partners, as explained above under part 2, Chapter I.1 'Participation in the programme',
- compliance with the transnational dimension and with the minimum size of the partnership

Proposals must be submitted by a promoter on behalf of a transnational partnership comprising partners (including the promoter) from at least three participating countries, one of which must be from a Member State of the European Union, with the exception of the 'mobility' and 'language competences' measures. In both the latter cases, the partnership must comprise partners (including the promoter) from at least two participating countries, one of which must be from a Member State of the European Union,

- the promoter must certify that he is not in one of the situation listed in Article 93 and 94 of the FR;

⁽¹⁰⁾ For procedure C only.

- compliance with the following administrative rules:
 - (a) all proposals (i.e. pre-proposals and full proposals) must:
 - be submitted by a private, public or semi-public promoting organisation (promoter) on behalf of the co-signatory partners,
 - be submitted using the official Leonardo da Vinci application form corresponding to the appropriate selection year ⁽¹¹⁾,
 - be drawn up in one of the official languages of the European Union. Promoters are nevertheless advised to submit proposals in the language used in the partnership for the preparation of the proposal and which will be used for the implementation of the work programme,
 - bear the original signature of the legal representative of the promoting organisation,
 - be sent to the exact address as specified in section VIII of this call for proposals.
 - (b) every pre-proposal ⁽¹²⁾ must indicate the global cost estimate of the project;
 - (c) every full proposal and every Mobility proposal must include:
 - a detailed budget, presented in the specific tables provided for in the application forms,
 - letters of intent from partner organisations, corresponding at least to the obligatory minimum number of partners.

II. Exclusion criteria

Promoters will be excluded from participating in this call for proposals if they are in one of the following situations:

- (a) they are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure for in national legislation or regulations;
- (b) they have been convicted of an offence concerning their professional conduct;
- (c) they have been guilty of grave professional misconduct proven by any means which the authorising officer can justify;

⁽¹¹⁾ As an example, a proposal submitted with a view to participation in selection year 'n' should be drafted using the 'n' version application form.

⁽¹²⁾ Only concerns procedures B and C.

- (d) they have not fulfilled 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 they are established or with those of the country of the authorising officer or those of the country where the contract is to be performed;
- (e) they have been the subject of a judgment for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interest;
- (f) they have been declared to be in serious breach of contract for failure to comply with their contractual obligations, following another procurement procedure or grant award procedure financed by the Community budget.

Promoters will be excluded from receiving the grant if, at the time of the grant award procedure, they are in one of the following situations:

- (a) are subject to a conflict of interest;
- (b) are guilty of misrepresentation in supplying the information required by the authorising officer as a condition of participation in the call procedure or fail to supply this information.

According to Articles 93 to 96 of the FR, administrative and financial penalties may be applied to promoters who have been guilty of making false declarations or have been found to have seriously failed to meet their contractual obligations in an earlier procurement or grant award procedure.

III. Selection criteria

To be selected for further evaluation, proposals must meet a number of formal criteria, which are described briefly below. Only proposals, which meet all the formal selection criteria, go forward for further evaluation. The selection criteria are the following:

Application forms for mobility proposals and for full-proposals subject to procedures B and C, must be accompanied by the following documents:

- a copy of the profit and loss and the balance sheet of the promoter for the last 3 financial years for which the accounts have been closed. These documents must be provided in one of the official EU languages. This requirement is waived for public bodies,

- a copy of the legally registered statutes or articles of association as well as a copy of the official registration certificate of the promoter. These documents must be provided in one of the official EU languages. This requirement is waived for public or semi-public bodies,
- declaration on their honour from applicants, completed and signed, certifying that they exist as a legal person and have the financial and operational capacity to complete the proposed actions,
- curriculum vitae of the key persons in the partnership, giving details of relevant professional experience,
- the bank details form completed by the promoter and certified by the bank (original signatures as required). This account or sub-account must make it possible to identify funds paid by the Commission. This account must be held in one of the countries participating in the programme,
- for proposals for which the requested grant amount exceeds EUR 300,000, the application form should be accompanied by an external audit produced by a certified auditor. This report shall certify the accounts for the last available financial year and give an assessment of the financial viability of the promoter. This requirement is waived for public bodies, secondary and higher education establishments and international organisations (as referred to in art. 43 of the FR).

IV. Award criteria

The Commission will award the grants after having taken into consideration a number of quality criteria referring to the content and the organisational and budgetary aspects of the proposals. These award criteria are set out in detail in Article VI.3 of the General guide for promoters and in the specific guides devoted to the different measures covered by this call.

Promoters should also take into consideration the specific points mentioned in the preceding chapter of this call and referring specifically to the various priorities and measures.

NOTE 3: The rules and principles mentioned in the following chapters are, in general, specified in detail in the contract (grant agreement) concluded between the national agency (procedure A and B) or the Commission (procedure C) and the promoter (contractor). Additional details can be found as well in the Administrative and financial handbook, *inter alia*, with regard to the use of lump sums, co-financing in kind, conditions and ceilings on specific budget items with regard to Community contribution,

subcontracting, etc. (see last chapter for a summary of all references to model contracts).

V. Financial conditions

(a) Payment arrangements

Payments will be made in principle according to the following schedule:

- for procedure A
 - for projects of up to 18 months duration: a pre-financing payment of maximum 80 % of the granted amount within 45 days after signature of the contract by the two parties concerned; the balance within 45 days after formal approval by the National Agency of the final report,
 - for projects of more than 18 months duration: a first pre-financing payment of maximum 60 % of the granted amount within 45 days after signature of the contract by the two parties concerned; a second pre-financing payment of maximum 20 % of the granted amount within 45 days after approval by the National Agency of an interim report; the balance within 45 days after formal approval by the National Agency of the final report;
- for procedures B and C
 - for projects of up to 18 months duration: a pre-financing payment of maximum 70 % of the granted amount within 45 days after signature of the contract by the two parties concerned; the balance within 45 days after formal approval by the national agency (procedure B) or the Commission (procedure C) of the final report,
 - for projects of more than 18 months duration: a first pre-financing payment of maximum 40 % of the granted amount within 45 days after signature of the contract by the two parties concerned; a second pre-financing payment of maximum 30 % of the granted amount within 45 days after approval by the relevant national agencies of an interim report; the balance within 45 days after formal approval by the national agency (procedure B) or the Commission (procedure C) of the final report;
- for all procedures
 - an external audit is required if:
 - the pre-financing exceeds the EUR 750 000 limit
 - the final payment exceeds the EUR 150 000 limit

- for projects of more than 18 months duration, the promoter (contractor) must submit an intermediate report, focusing essentially on the progress of the project and its financial aspects,
- the second pre-financing is subject to additional conditions, in particular on the use of the funds made available by the first pre-financing and on the presentation of the intermediate report,
- the promoter (contractor) must submit a final report on completion of the project. This report, which should provide a succinct but complete description of the results of the activities outlined in the proposal, should also be accompanied by any publications produced (brochures, teaching material, videos, multimedia, press clippings, etc.) and/or by any other results and products resulting from the project,
- the final financial statement, annexed to the final report, should show real costs and revenues. The promoter (contractor) must set up an accounting system for the co-financed action and keep all original supporting documents for a period of five years as from the date of completion of the agreement, for auditing purposes.

(b) *Financial guarantee*

The national agency (procedure A and B) or the Commission (procedure C) may require the promoter (contractor) to lodge a guarantee in advance in order to limit the financial risks connected with the payment of pre-financing. The guarantee shall be valid for a period sufficiently long to allow it to be activated. The guarantee shall be provided by an approved bank or financial institution established in one of the Member States.

It shall have the effect of making the bank or financial institution stand as irrevocable collateral security, or first-call guarantor of the promoter's (contractor's) obligations.

The guarantee shall be released as the pre-financing is cleared against payment of the balance to the promoter (contractor) in accordance with the conditions laid down in the contract (grant agreement).

(c) *Eligible costs*

Only the following costs will be deemed as eligible, in so far as they are properly calculated and valued according to market conditions and that they can be identified and verified. They are direct costs incurred in the implementation of the project:

- personnel costs for working on the implementation of the actions described in the proposal,
- travel, accommodation and subsistence per diem costs related to the carrying out of the action,

- costs linked to the specific organisation (room hire, interpretation, etc.), to be detailed;
- publication and dissemination costs;
- other direct costs (please specify);
- general expenditure (overheads) up to a maximum of 7 % of total eligible costs for the action, unless the promoter (contractor) receives an operating grant financed on the Community budget, in which case this type of expenditure is not eligible.

(d) *Ineligible costs*

The following costs/expenditures will be excluded from the co-financing budget request:

- costs incurred by a third party and not reimbursed by the beneficiary organisation;
- contributions in kind which do not involve a financial transaction;
- expenditures related to infrastructure acquisition;
- expenditures not related to the specific activities of the project (notably, running costs and/or expenditures related to statutory obligations);
- expenditures which are clearly unnecessary or excessive;
- capital investment costs;
- general provision (for losses, possible future liabilities, etc); contingency reserve; debts owed; charges for financial service; exchange losses, unless specifically provided for in exceptional cases.

(d) *Funding*

The grant may not have the purpose or effect of producing a profit for the promoter (contractor). Profit shall be defined as a surplus of revenue over the costs of the action in question when the request is made for payment of the balance of the grant.

The budget for the action, which is attached to the application, must have revenue and expenditure in balance and show clearly the costs which are eligible for financing from the Community budget.

The promoter shall indicate the sources and amounts of any other funding received or applied for in the same financial year for the same action. He shall also indicate other Community funding for any other action and for routine activities.

One action may give rise to the award of only one grant from the Community budget.

Members of a partnership may not apply more than once during a selection year for Leonardo da Vinci funding for a specific project, regardless of the procedure and the body ⁽¹³⁾ to which the proposal is submitted.

A specific project cannot be financed more than once by the Leonardo da Vinci programme.

A proposal that has been rejected once may be reintroduced (in principle after modification) in another selection year.

VI. Subcontracting and award of procurements contracts

Where implementation of the project/action requires the award of procurement contracts, promoters (contractors) shall respect principles of transparency and equal treatment for potential contractors, care being taken to avoid any conflict of interests.

VII. Expost publicity

All grants awarded in the course of a financial year, except scholarships paid to natural persons, shall be published on the Internet site of the Community institutions during the first half of the year following the closure of the budget year in respect of which they were awarded.

In cases where management is delegated to the National Agencies, reference shall be made at least to the address of the web site where this information can be found if it is not published directly on the Internet site of the Community institutions.

The information may also be published by any other appropriate medium, including the *Official Journal of the European Union*.

The following shall be published with the agreement of the promoter (contractor):

- (a) the name and address of the beneficiaries;
- (b) the subject of the grant;
- (c) the amount of the grant and the rate of co-financing.

VIII. Submission of proposals

NOTE 4: The rules concerning the submission of proposals may change in the (near) future following the availability of additional computer tools. Promoters are required to consult the Leonardo website on any update in this matter and to act accordingly.

— Promoters must submit their proposals on paper, duly signed by their legal representative. Only the paper version will be taken into account when evaluating the eligibility of the proposals.

— The application forms to be used for sending proposals are available at:

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/forms_en.html.

— Promoters are also strongly advised to submit their proposal using specific computer tools so that the National Agencies and/or the Commission can more easily process supplied data and information in later stages of the selection process. Proposals must be submitted on-line via the following website:

<http://leonardo.cec.eu.int>.

— Where the promoter has not submitted his proposal online, the promoter is requested to send, by e-mail, an electronic version of his proposal (i.e. a text file, a scanned document ...) to the national agency and/or the Commission. This submission should be done in full compliance with the timetable given in part 1 – Chapter XIII. This electronic version of the proposal sent by e-mail must be accompanied by a declaration, which attests to the fact that the electronic version is identical to the paper version sent by regular mail.

Depending on the measures concerned, proposals (on paper or in electronic form) should be sent to the appropriate national agency and/or the European Commission, in accordance with the information presented in the following table:

Procedure	Type of proposal	Send to:
Procedure A	All proposals	National Agency (original & 2 copies)
Procedure B	Pre-proposals	National Agency (original & 2 copies)
	Full proposals	National Agency (original and 2 copies) and European Commission (3 copies)
Procedure C	Pre-proposals	European Commission (original & 3 copies)
	Full proposals	European Commission (original and 3 copies) and National Agency (2 copies)

⁽¹³⁾ Commission and/or national agencies.

Proposals should be sent to the following addresses:

— National Agencies

Both postal and e-mail addresses can be found at:

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2_fr.html.

— European Commission

Only the following postal address is valid:

Technical Assistance Office — Socrates, Leonardo & Youth
Leonardo Department
2005-2006 call for proposals
Procedure C or Procedure B, as appropriate
59-61 Rue de Trèves
B-1040 Brussels.

Only the following e-mail address is valid:

leonardo-helpdesk@socleoyouth.be.

For any questions on the electronic submission of proposals, please contact:

leonardo-helpdesk@cec.eu.int or leonardo-helpdesk@socleoyouth.be

NOTE 5: For all procedures, pre-proposals and/or full proposals which are sent to the wrong address will automatically be considered ineligible and will not be evaluated.

IX. Further information

— Organisations wishing to submit a proposal will find useful to consult:

Council Regulation No 1605/2002 of 25 June 2002 on the Financial Regulation applicable to the general budget of the European Communities, and

— Commission Regulation No 2342/2002 of 23 December 2002 on the Implementation rules.

— They can be consulted at the following web address: <http://europa.eu.int/eur-lex>,

— Promoters can also find information on the eligibility criteria (including the participation of Turkey in the

programme) and the duration and the amount of support from the Community subsidy, in the General guide for promoters and the guides specific to each measure, available at the web address:

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/guides_en.html,

— Information on financial and budgetary matters are available in the 'Administrative and Financial handbook', available at the address:

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/handbook_en.html,

— The application forms to be used for sending proposals are available at:

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/forms_en.html,

The bank details form to attach to the proposal is available at:

http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/forms_en.html.

All the abovementioned documents can also be obtained from:

— The National Agencies:

The addresses of the national agencies of all participating countries are available by consulting the Leonardo da Vinci Internet site at:

http://europa.eu.int/comm/education/leonardo/leonardo2_en.html,

— The Technical Assistance Office:

Technical Assistance Office Socrates, Leonardo & Youth
Leonardo Department
59-61 Rue de Trèves
B-1040 Brussels
Fax: (+ 32 2) 233.01.50
e-mail: leonardo@socleoyouth.be,

— The European Commission:

Fax: (+ 32 2) 295.57.04
e-mail: leonardo-helpdesk@cec.eu.int.

ANNEX

OVERVIEW OF PRIORITIES FOR PROCEDURES B AND C

PRIORITY 1: PROMOTING TRANSPARENCY OF QUALIFICATIONS

- Development of new measures and instruments to present, promote and compare qualifications and competences at European, national and sectoral level.
Solutions need to address formal qualifications as well as the outcomes of learning taking place outside education and training institutions.
- Development of vocational training opportunities specifically taking into account the transparency and the transferability of the outcomes to formal education.
Examples could be the development of modules, standards and certificates to be developed jointly and applied on a voluntary basis.

Specific for reference material (RF) projects

- Definition and development of quality standards of diplomas and certificates, particularly at sector level, and contributing to transparency.
- Develop transparency instruments and services – particularly at sector level – consistent with the overall European framework for transparency of qualifications and competences (Europass) being established from 2005⁽¹⁾.
- Investigate how guidance and counselling have supported and contributed or may support and contribute to transparency of qualifications and competences at European, national and sector level.

Specific for transnational networks (NT) projects:

- Development of sectoral networks, centres of excellence, structures that facilitate the exchanges of experiences and good practices.

PRIORITY 2: DEVELOPING THE QUALITY OF VET SYSTEMS AND PRACTICES

- Developing and testing quality assurance procedures in initial training and in advanced vocational education.
- Developing quality indicators for the assessment of vocational training opportunities.
- Developing relationships between the labour market and VET, including work process direction and guidance.

Specific for reference material (RF) projects

- Comparing different quality assurance systems in different settings (i.e. private or public, initial or continuing training, sectoral or intersectoral), against the common quality assurance framework, including reference quality indicators in VET assessment.
- peer-reviews of self-assessment practices at system and provider levels throughout Europe,
- comparing strengths and weakness of output standards set by Member States at individual and system levels,
- Comparing the use of models for evaluating and accrediting VET providers (ISO, EFQM...).

Specific for transnational networks (NT) projects

- Develop thematic networks aiming at collecting, analysing and disseminating good practices and experiences in the field of quality assurance.

PRIORITY 3: DEVELOPING RELEVANT AND INNOVATIVE E-LEARNING CONTENT

- ICT-supported learning, combining ICT based learning with other modes of learning such as learning groups, family learning or tutoring and transnational virtual study circles;
- Appropriate training/learning materials, including for less qualified workers, to improve skills.
- Developing e-learning training tools for Quality Management in VET.

(1) COM(2003) 796 of 17 December 2003

PRIORITY 4: CONTINUOUS TRAINING OF TEACHERS AND TRAINERS

- Identifying common quality criteria for the qualification of teachers and trainers in different learning environments with particular reference to tutors in the apprenticeship systems.
- Defining common core criteria and methods used for the identification of the learning needs of teachers /trainers in VET.
- Identifying and/or developing at provider level specific measures, practices or tools which could assist the continuous adaptation of education and training curricula for trainers, in view of the new roles and job requirements in companies and/or VET schools.
- Identifying new skills and competencies for VET teachers, trainers and other learning facilitators essential in a lifelong learning context (i.e.: guidance and counselling and work-based learning methodologies).
- Developing innovative training opportunities for trainers and teachers taking into account their specific and methodological needs.

Specific for Reference material (RF) projects

- Development of a common framework of reference for the competences and qualifications of teachers and trainers.
- Definition of specific criteria and methodologies for the identification of the training needs of trainers and teachers in VET.
- Survey on new skills and competence requirements for teachers and trainers.

Specific for Transnational networks (NT) projects

- Develop thematic networks aiming at collecting, analysing and disseminating innovative learning and best practices, new learning tools.
- Exchange and dissemination of established methods that improve access, readiness and willingness of teachers and trainers to engage in further training.

THEMATIC ACTIONS (TH) - (PROCEDURE C ONLY)

TH-1: Credit Transfer in VET

- The application of Credit Transfer systems and the development of new approaches to credit transfer in VET.
- The development and application of common reference levels, and common objectives for certification for VET, in view of the medium term ambition to develop, by 2010, a coherent European credits and qualifications 'meta-framework', specified according to a 'typology' of knowledge, skills/tasks and competences.

TH-2: Validation of non-formal and informal learning

- Exchange of experiences and good practice in the field of identification, assessment and recognition of informal and non-formal learning. Particular attention should be given to the development of integrated European solutions, for example in the context of sectors.
 - Development of high quality, cost efficient validation methodologies to be used at European, national and sector level. Existing experiences should be used to develop solutions that can be widely shared and disseminated.
 - Development and improvement of standards for validation of non-formal and informal learning. Priority will be given to the improvement of the quality and credibility of qualification and competence standards.
 - Improvement of guidance and counselling in relation to validation of non-formal and informal learning.
 - Analysis of research outcomes and experiments on innovative pedagogy, supporting learning outside formal education and training institutions, in particular at the workplace, in multifunctional learning centres etc. The role of competence assessment and 'measurement' could be addressed in this context.
-