



Education and Culture

**Leonardo da Vinci**

*Valorisation project The changing role  
of VET teachers and trainers*



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**Leonardo da Vinci projects supporting  
the changing role of VET teachers and trainers**



# LEONARDO DA VINCI PROJECTS SUPPORTING THE CHANGING ROLE OF VET TEACHERS AND TRAINERS

VALORISATION PROJECT THE CHANGING ROLE OF VET TEACHERS AND TRAINERS

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2006

ISBN 951-805-105-4 (publication)

ISBN 951-805-106-2 (pdf)

Publisher:

Centre for International Mobility CIMO, Finnish Leonardo National Agency

Cover design:

Petteri Kivekäs, Edita Press Oy

Printing:

Edita Prima Oy

## EXECUTIVE SUMMARY

Recent changes in the learning environment and in societies have put VET teachers and trainers under pressure to update their core skills and competencies. The development trends are global. Today and in the near future VET teachers and trainers should be able to, for example, act as tutors and mentors, guide and counsel students of different ages and cultural backgrounds, take care of administrative work, design curricula, and cooperate actively with other colleagues and with working life. Further education for teachers must better take into consideration these new demands and challenges. The Common European Principles for Teacher Competences and Qualification adopted jointly by the European Council and the European Commission during the year 2004 suggest that teaching is a graduate profession, a profession placed within the context of lifelong learning, a mobile profession and a profession based on partnership.

In relation to the current development trends, in autumn 2005 a request for information, in the form of a survey, on projects and exchanges dealing with VET teachers' competences and further training was made through the Leonardo da Vinci National Agencies to all the European countries participating in the programme. Altogether, 17 countries out of 32 responded to the survey:

- the nine partner countries Finland, Sweden, Denmark, Estonia, Hungary, Czech Republic, Iceland, Ireland and Austria
- additionally Poland, Norway, Lithuania, United Kingdom, France, Turkey, Germany and Greece

Altogether 70 projects were presented to the researchers. 18 projects were selected for in-depth interviews.

The findings of the study are presented in the following order:

- general findings, based on all 70 projects
- findings from the pilot and mobility projects, based on the 18 interviewed projects from Czech Republic, Finland, Hungary and Ireland
- nine cases of good practise, identified during the interviews
- conclusions and recommendations, based on all the research material (70 projects and interviews)

The representatives of national agencies also provided the research group with information about VET teachers' and trainers' further development needs in each partner country. This information was used to put the projects in the correct national context and to analyse how well the projects address the national and European needs. It should be noted here, that further teacher training was the theme of this research, not the original priority set when launching the calls of the Leonardo da Vinci programme.

The interviews were semi-structured and rather open. The analysis themes were the relevance, sustainability, feasibility, extra value, potential for policy development and success in reaching various stakeholders.

The projects under study are targeting the relevant development needs of VET teachers and trainers but their emphasis is more on VET teachers and much less on the trainers. All the projects have an implicit effect on internationalisation processes and enhance European communication and the usage of ICT at least in basic communication between the partners.

There are also urgent development needs, which are not covered very well, such as teachers' own lifelong learning skills, skills for independent pedagogical development work and site-based management, general work life skills, guidance and counselling skills, and awareness of sectoral development, quality work, environmental or entrepreneurial education. The issue of VET teachers' and trainers' motivation was left almost untouched. It seems necessary to launch projects that also highlight, for example, the quality of training in and sustain the trainers' interest in work-based learning. There is also a need to find new innovative approaches and pedagogical methods for the teachers' and trainers' competence development.

The projects should find a balance between VET teachers' often very concrete needs and everyday problems and the rather abstract targets of the development projects.

The results from interviews are presented according to the themes that the analysis of interview data covered and the cases selected because of the learning possibilities they might provide to readers. The different contexts in each country affected both the content and, partially, the criteria for the success of these projects.

It seems evident that there is a need to launch new projects with explicit targets at the further education of VET teachers, workplace tutors and trainers in the near future. The administration procedures should stay as flexible as possible and mechanisms for flexible amendments to plans while running the projects are needed. The promoting organizations should allocate time and support for the project coordinators and teachers or trainers making an exchange during the planning period and also after the project has finished. This is how they could maximize the quality, sustainability and efficiency of the project. There were several, highly relevant needs; some of the most urgent being VET teachers and trainers motivation, attraction into the profession and developing flexible models for the further training of VET teachers. Close cooperation and tight networking of vocational institutions and enterprises is an effective way to guarantee the relevance of development projects. Projects targeted at the principals and educational leaders' professional development are encouraged. It is necessary to plan beforehand how to commercialise the products and how to update them after the project's end.

The feasibility of the projects is connected to the variety of the European VET contexts and the willingness to maintain many of the national features. Also, the multiplicity of European languages and cultures makes it necessary to see feasibility as a relational criterion. It is necessary to develop time-efficient ways to engage workplace tutors and trainers from small enterprises in VET development.

The transfer of project ideas and products is often possible but only after a careful examination and cultural translation. It is necessary to learn from the development work already going on, which is also why valorization of projects is highly recommended.

The importance of Leonardo da Vinci Programme is very high in developing VET teachers and trainers, not only as a source of new ideas and a signal for the VET authorities in each nation but also in absolute terms bearing in mind the limited national resources in many cases.

By providing their experiences and opinions, the projects under study have the potential to affect the future policy for project work within the Leonardo da Vinci -programme. The networking processes and mutual exchange of ideas between practicing teachers and trainers, policy makers, teacher education institutions, researchers, teachers and trainers unions should be further enhanced.

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## FOREWORD

The theme of teachers and trainers has gained an increasing importance within the Leonardo da Vinci – programme in recent years. Teachers and trainers have been provided with an opportunity to enhance their skills with the help of Leonardo expert exchange projects throughout the years, and since 2005 teachers' and trainers' skills have also been a priority for the pilot projects. The Copenhagen-process has also increased the attention on the theme.

This study by researchers from the University of Tampere, Research Centre for Vocational Education was implemented as part of a one-year valorisation project "The changing role of VET teachers and trainers in Europe – TTVET". The project runs from September 2005 to September 2006, and is coordinated by the Finnish Leonardo da Vinci National Agency, CIMO. The partnership includes Leonardo da Vinci National Agencies from eight other countries: Sweden, Denmark, Estonia, Hungary, Czech Republic, Iceland, Ireland and Austria.

The aim of the TTVET-project is to build on the results of existing Leonardo da Vinci –projects and to outline future needs within the field. Building on the results of existing projects is also sometimes referred to as valorisation. Valorisation is the process of disseminating and exploiting project outcomes to meet user needs, with the ultimate aim of integrating and using them in training systems and practices at local, regional, national and European levels.

The history of valorisation activities in Europe goes back to the end of the first phase of the Leonardo da Vinci programme, in 1999, when the Commission launched its first valorisation activities. The approach then focused on surveying and disseminating results of Leonardo-projects through seminars and reports. In Finland four studies and seminars were carried out in 1999 on the themes pedagogical and technological innovations, cooperation between education and working life, internationalisation of VET and mobility. The topics differed within Europe from country to country.

One year earlier, in 1998, the Finnish Leonardo da Vinci National Agency also arranged a series of workshops on the theme of dissemination with Leonardo project coordinators. Dissemination was understood in these workshops very much as an impact- and outcome-oriented approach. The workshops dealt with the topics of project final outcomes, impact and the long-term up-take and integration of project results within organisations normal activities. The workshops gave rise to a series of tools and a guidebook produced in cooperation with Ms Riitta Suurla and Mr Markku Markkula – Methods and Tools for Effective Dissemination.

Throughout the years and throughout Europe, much work has been on both dissemination and valorisation of project results, including activities funded by the Commission in recent years, such as the TTVET-project. The present day understanding of what valorisation is combines, in an interesting way, the thinking from e.g. the Finnish dissemination guides and tools, of impact, integration and up-take of results, with the research-oriented approach of the first valorisation activities by the Commission, analysing outcomes and effects from a meta-level. This combination of analysis and impact as well as integration of results is what makes today's approach to valorisation most valuable to whole of the Leonardo programme.

The one year valorisation project - TTVET - encompasses 1) a survey in autumn 2005 of Leonardo da Vinci-projects working on the theme, 2) this study based on the material of the survey and performed by an external research team, 3) the TTVET-conference in Helsinki, Finland in April 2006.

Furthermore, the project also includes post-seminar valorisation activities in the partner countries, including national workshops in spring 2006. This is a new approach, with the aim of bringing back the results of the international seminar to the national level to a greater number of end-users. We see it as an effective way of enhancing further the Leonardo da Vinci approach to valorisation.

Kind regards,

*Ms Paula Rouhiainen, Coordinator of TTVET-project*  
*Mr Mika Saarinen, Head of Unit*  
*Finnish Leonardo National Agency*  
*Centre for International Mobility CIMO*

## THE NEEDS FOR THE FURTHER TRAINING OF VET TEACHERS AND TRAINERS

The VET teacher profession is facing many challenges and demands expressed constantly by the general public, representatives from the world of work and several public authorities and political decision makers. Scientific refereed research on the teacher profession and, in particular, current development needs and professional development methods is, however, scarce and only a few refereed journal articles on this issue in the European context can be retrieved from electronic data bases such as ERIC or ECSCO.

During the last few years, one of the most important frames of reference for the future development of teachers in general has been The Common European Principles for Teacher Competences and Qualification which have been devised in response to the challenges laid down in the Joint Interim Report by the Education Council and the European Commission during 2004 (European Commission 2004).

According to this framework, a teacher is a person who is acknowledged as having the status of a teacher (or equivalent) according to the legislation and the regulations of a given country. Teachers are said to be the key players in how education systems evolve in developing the competence and employment of people. The common European principles are suggested to ensure the attractiveness and sta-

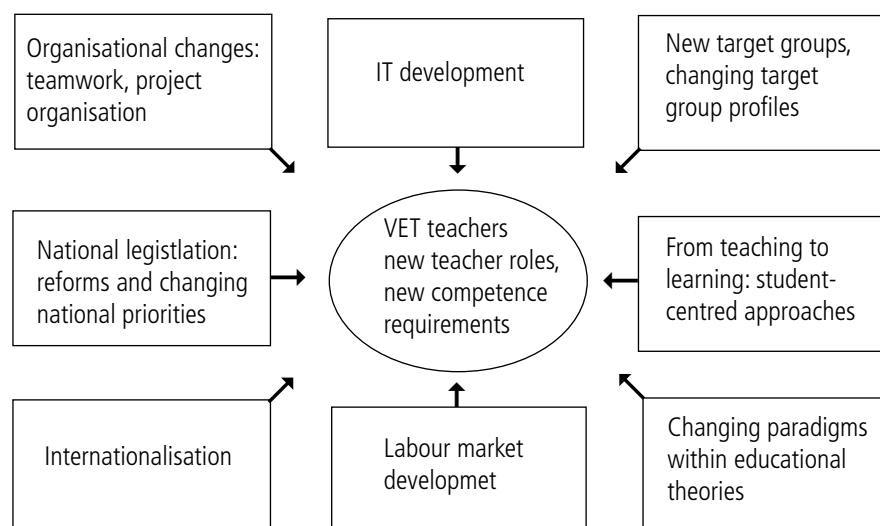
tus of the teaching profession. They define teaching as:

- a graduate profession; all teachers should be graduates from higher education institutions
- a profession placed within the context of life-long learning; teachers own development should continue throughout their careers and should be supported
- a mobile profession; mobility in different countries, between different levels of education and towards different professions
- a profession based on partnership; partnership ensuring the engagement with the development in practice and research.

Several recommendations are also set for future policy and development concerning, for example, teacher mobility and development.

Based on earlier work done within the TTnet and especially at the TTnet workshop in Helsinki in 2001, a pre-understanding of and agreement on the professionalisation processes of VET teachers for the future could be drawn. This is presented in Figure 1 and later used as one of the reference points for the results gathered in this research on VET teachers and trainers further development needs and on how Leonardo da Vinci projects address these needs.

**Figure 1. Professionalisation of VET teachers for the future**  
Cort, Härkönen & Volmari (2004)



The development trends facing VET teachers and trainers are global, although in this report the frame of reference is mainly European. Today and in the near future VET teachers and trainers should be able to, for example, act as tutors and mentors, guide and council students of different ages and cultural backgrounds, take care of administrative work, design curricula, and cooperate actively with other colleagues and with working life. Further education for teachers must better take into consideration these new demands and challenges.

In the TTVET-conference in Helsinki, Finland in April 2006, Peter Baur (2006) from DG Education and Culture, European Commission, highlighted the VET teachers' and trainers' role in reaching the targets of the Lisbon goals and pointed out that we are far from reaching all of them in the time limit set, especially regarding the percentage of early school leavers, low achieving 15 year olds and participation of adults in life long learning.

Mara Brugia (2006) from CEDEFOP presented results from CEDEFOP's comparative study on training VET teachers and trainers in 15 member states, Iceland and Norway. The results show that typically, the entry requirements into a vocational subject teacher position typically include vocational qualification, work experience and a teaching qualification while into a general subject teacher

position, a university degree with a teaching qualification is normally the case. Initial vocational education trainers have, in general, no formal qualification requirements except for Austria, Germany and Iceland. The entry requirements into a continuous vocational education trainer position are even more varied and the field is totally unregulated.

Thus it can be even asked, whether a VET teacher and trainer profession exists in all European countries in the same meaning of the word: A rough division can be made that teachers mainly deal with the theoretical part of the teaching content while trainers deal with the practical content of the teaching content. Continuous training of VET teachers and trainers is, according to the study, rather heterogeneous. Continuous professional development of the VET teachers in vocational institutions is generally encouraged by the employers and the government who often subsidises it. At the same time, the workplace tutors and trainers have often difficulties in finding relevant courses and possibilities to attend them. The trends for teachers' and trainers' development when it comes to the contents of training include many of the same issues highlighted already by (Cort et al 2004) and generally increasingly complex roles. There are still big differences between countries regarding, for example, decentralisation or centralisation of educational systems.

## METHODOLOGY

### PROJECT SELECTION CRITERIA, CLASSIFICATION OF THE PROJECTS AND IMPLEMENTING THE INTERVIEWS

In autumn 2005, a request for information was made using a standard form (see annex 1), and sent to the countries participating in the Leonardo da Vinci –programme. A decision was made to include mobility projects (exchange projects) in the scope of the survey, as they are central to the informal further training of teachers. Also Grundtvig-projects from the Socrates-programme were included in the scope of the survey.

Altogether, 17 countries out of 32 responded to the survey and 70 projects (see annex 3), dealing with the topic of VET teachers' competences and further training, were received by the Finnish

Leonardo National Agency, CIMO and presented to the researchers.

The TTVET-project partners (Finland, Sweden, Estonia, Iceland, Austria, Hungary, Czech Republic, Ireland, Denmark) presented a total of 53 projects. Of these, 19 were pilot projects, 4 exchange projects, 2 transnational networks, 4 language competencies projects and 4 Grundtvig projects.

In addition to these projects, the researchers were also presented with projects from outside the partner countries, namely Poland, Norway, Lithuania, United Kingdom, France, Turkey, Germany and Greece. In total 12 pilot projects and 5 mobility projects. Unfortunately, the material from France

was only available in French, and thus, due to practical reasons, those seven pilot projects were left outside the study.

The representatives of national agencies also provided the research group with information about VET teachers' and trainers' further development needs in each partner country (see annex 2). This information was used to put the projects in the correct national context and to analyse how well the projects address national needs.

The task of the three members of the research group was to analyse the project descriptions and select a suitable number of them for further study and thematic interviews.

The researchers studied the project descriptions independently and graded them in the order of observed quality and interest from the point of view of the theme of the study. Finally, the research group selected, with the assistance of the Finnish Leonardo National Agency, four countries to be visited (Hungary, Ireland, Czech Republic and Finland) and 18 projects for further study through interviews.

The interviews with representatives from the five projects in Hungary, one pilot project and four exchange projects were conducted in December 2005. The pilot project was "Development of Content and Methodology of a Post-Secondary Training Programme" (HU/00/B/F/PP-136037). The exchange projects were "Training to teach English in technical subjects" (HU/04/EX/502), "Training to manage competence-based learning" (HU/04/EX/410), "Skills updating for carpentry and joinery teachers" (HU/04/EX/405), "Preparation of instructors, taking part in aircraft maintenance training, for the application of Part 147" (HU/04/EX/415).

The interviews with representatives from the five chosen projects in Ireland, two pilot projects and three exchange projects were conducted in January 2006. The pilot projects were "MOFIT" (IRL/00/B/P/PP-119.221) and "STAMP" (IRL/00/B/F/PP-119.217). The exchange projects were "A Comparative Study of Support and Validation procedures at Further Education Level" (IRL/04/A/F/EX-153.026), "European Dimension in Training Cosmetic Technicians – Beauty Therapists" (IRL/02/A/F/EX-119.029) and "Living and Learning through Mobility" (IRL/04/A/F/EX-153.028).

The interviews with representatives from the two chosen projects in Czech Republic, one exchange and one language competencies project, were conducted in January 2006. The projects were "Agricultural education system in Scandinavia" (CZ/05/A/EX/134189) and "Interactive ICT-based Programme to Train and Learn English Language Competences for Instructors of Technical Subjects at Initial Vocational Training Schools" (CZ/02/B/F/LA-134015).

The interviews with representatives from the six Finnish projects, three pilot projects, two exchange projects and one language competencies project, were conducted on several dates in January and February of 2006. The pilot projects were "ISEeTT – Implementing Standards for European eTutor Training" (FI-04-B-F-PP-160525), "AITO – Improving Immigrants' Access to Language and Society" (FI-01-B-F-PP-126631) and "Opifex – Development of the Qualification and Diploma for On-the-Job Training Master in the Field of Metal Industry" (FI-01-B-F-PP-126627). The exchange projects were "Talent" (FI-04-A-D-EX-70-d) and "TOK" (FI-04-A-D-EX-84-d). The language competencies project was "Clilcom – Vocational & Professional Education CLIL Self-Development Appraisal System" (FI-04-B-F-LA-160520).

The interviews were conducted between the researchers and the interviewees in private surroundings. The interviewees were asked for their permission before the minidisk recorder (or another type of recorder) was turned on. The interviews were thematic, meaning that they were not strictly structured and the direction of the discussion was entirely dependent on the natural flow of the situation. The researcher merely ensured that the major themes were covered in the interview and let the interviewees speak freely about their projects, achievements, products and difficulties.

The interview recordings were analysed according to the main themes and analytical summaries were made. The analytical summaries were then entered into the NVivo analysis program, alongside the project descriptions that had been written of the projects on the basis of the material provided by each project and national agencies.

The interview and project memos formed the basis for the analysis of the practices and products of the projects. This analysis is presented in the following chapters and includes results on:

- the relevance, sustainability, feasibility and transferability of the projects
- their products and project ideas
- their success in reaching their various stakeholders
- the project coordinators' ideas and opinions on the possible policy development of EU programmes in general and Leonardo da Vinci programme specifically

These themes and their relationship with valorisation are discussed in the following chapters.

This valorisation research was guided by the criteria for judging the quality and credibility of qualitative research presented by Patton (2002, 544-545). Relevantly important were the utility and feasibility of the report for the different stakeholders. The researchers performed their shared duties as systematically as possible and the sharing of practices and information was constant. The background of the research team represented different kinds of competence and knowledge, including VET, project-based development, adult education and e-learning. The contents of the individual projects under study varied a lot and it was valuable to share responsibilities among the research team. All the decisions on project selection were done individually by each research team member and then cross-checked. Most of the interviews were conducted by one person, but the interpretations were always verified by the other.

All the interviewed persons were provided with the ethical principles of the research combined with the interview question sheet and these were also followed in practice. The preliminary report and the interpretations were sent to individual project representatives and they could make corrections if necessary. This was done in three cases.

The research and interview processes centred on the benefits of the projects, not on the problems. The selection process was based solely on the recognition of the achievements of the projects. Participation was always voluntary, but in practice everyone asked was willing to attend if it was possible for practical reasons. Participation was seen as an honour, as only a small percentage of the promoters were asked to participate in the interviews. At any point any interviewee could withdraw from the process or say as much or as little as desired, without any fear of reprisal or unwelcome consequences.

Interviewees were taped and in some cases a video was also made. The initial purpose was to transcribe verbatim all the interviews but because of the challenges of the timetable this was not done. Instead, analytical memos were written according to the analysis themes by one researcher and then another listened to the tapes to verify the conclusions. No individual names are used in the report, and no comment is attributed to any person.

## RESEARCH THEMES OF VALORISATION

In the Leonardo da Vinci programme, valorisation "is the process of disseminating and exploiting project outcomes to meet user needs, with the ultimate aim of integrating and using them in training systems and practices at local, regional, national and European level." ([http://europa.eu.int/comm/education/programmes/leonardo/new/valorisation/index\\_en.html](http://europa.eu.int/comm/education/programmes/leonardo/new/valorisation/index_en.html)). A more detailed definition suggests that project outcomes include, for example, training products and processes, methodology and course materials. Margaret Molloy (2006) highlighted the importance of valorisation for different reasons. It enhances the sustainability of project results and enhances the impact of programmes and projects. It also prevents us from reinventing the wheel. Quite an important issue in the European context is also feeding the political processes from the grass-root level.

In the present study, the researchers studied the term in more detail, as it concerns the valorisation of the VET teachers and trainers Leonardo projects' outcomes, and defined seven themes that translate into valorisation. These themes are relevance, sustainability, feasibility, transferability, extra value, potential for policy development and success at reaching various stakeholders. The following sub-chapters describe these themes and their connection to valorisation.

### *Relevance*

The researchers studied the relevance of the projects to the topic of further education of VET teachers, trainers and workplace tutors and how it was enhanced, expanded, and/or implemented. Since most Leonardo projects during the studied period did not explicitly focus on VET teachers and trainers, it was necessary to find those that were most relevant to the topic under study.

This term also referred to the relevance of the project in the context in which it was carried out – whether there existed a clear need for it in the field or not.

### *Sustainability*

Another aspect of a project that tells about its potential with regards to possible implementation in the training field in general or in other fields is how the project or its results are used after the project period has ended. Training materials and systems that are used or developed further after the initial launch and testing, indicate that the projects are worth a closer look and may contain aspects that could be used in other similar projects. This also tells whether the products can live without significant further investments.

### *Feasibility*

Feasibility is a theme that focuses on the ways in which a certain project or its products are realistic for these times. Unrealistic projects end up changing their objectives soon after launch (for example when the coordinators realise the real situation in the field and the extent of the differences between the European education systems). Truly feasible projects, i.e. projects that have realistic goals and are well-planned both fiscally and programmatically, may serve many other projects by their example.

### *Transferability*

In order to pick out the projects that may have the most to offer to other countries and projects, the researchers also studied the transferability of the projects. This was partially based on the researcher's own understanding of the situation, as well as

on the project coordinators' comments and ideas about how the project idea could be used in other contexts and cultures.

### *Extra value*

Several projects showed that they had, in addition to their stated project objectives, succeeded in other areas, not necessarily seen as very important to the project itself, but as potentially valuable in the future. These included, for example, forming important networks, finding new ways of supporting the activities after the project is over and the development of innovative products not seen before.

### *Potential for policy development*

The projects also have a potential to affect the future development policy of the Leonardo da Vinci Programme, and this is seen as an important aspect of the projects, worthy of valorisation. The data on this theme will affect the suggestions and recommendations that are made in the study.

### *Success in reaching various stakeholders*

The extent to which a project reached its intended clientele groups, influenced the organization in positive ways, served the purposes of the partnership country associations and, ultimately, improved VET further education is also an important theme of valorisation. Successful projects not only produce what they promise to produce, but also profess methods that ensure good results when it comes to influencing the contexts in which they work. There may be good projects that affect one country very deeply and other countries not as much or not at all, and there can be projects that benefit all partners that take part in it.

## GENERAL FINDINGS

The general findings presented in this chapter are based on the entire research material (70 project descriptions). Briefly stated it can be said that the projects under study *are targeting the relevant development needs of VET teachers and trainers but their emphasis is more on VET teachers and much less on the trainers.*

Because of the transnational nature of the Leonardo da Vinci programme, *all the projects have an im-*

*plicit effect on internationalisation processes and enhance European communication.* This includes an inherent developing element towards a more effective use of information and communication technology. There are also many, highly relevant projects targeting the development of common qualification structures and the transparency of vocational education. The need for learning new languages among the VET teachers and trainers is growing rapidly because, for example, of the fast immigra-

tion of labour force from new member states. Still, the number of the projects compared to the need remains limited.

*There are also urgent development needs, which are not covered very well. These include the teachers' own lifelong learning skills, skills for independent pedagogical development work and site-based management in general. The need for good guidance and counselling skills is growing but there are only a few projects targeting them. Teachers need to be aware of many kinds of quality work in education and take part in self-evaluation processes, but there were only a few projects involved in these issues. Different competence testing methods are being developed and comparison of experiences should be made. Only a few of the projects studied targeted VET teachers' skills to provide the students with environmental or entrepreneurial education. The issue of enhancing VET teachers and trainers motivation was left almost untouched. Although the work-based learning tradition is much stronger in some European countries than in others, there were signs of diminishing motivation and lack of interest in vocational education among trainers and workplace tutors.*

It seems necessary to launch projects that also highlight, for example, the quality of training in these countries and to provide the trainers with development possibilities to sustain their interest.

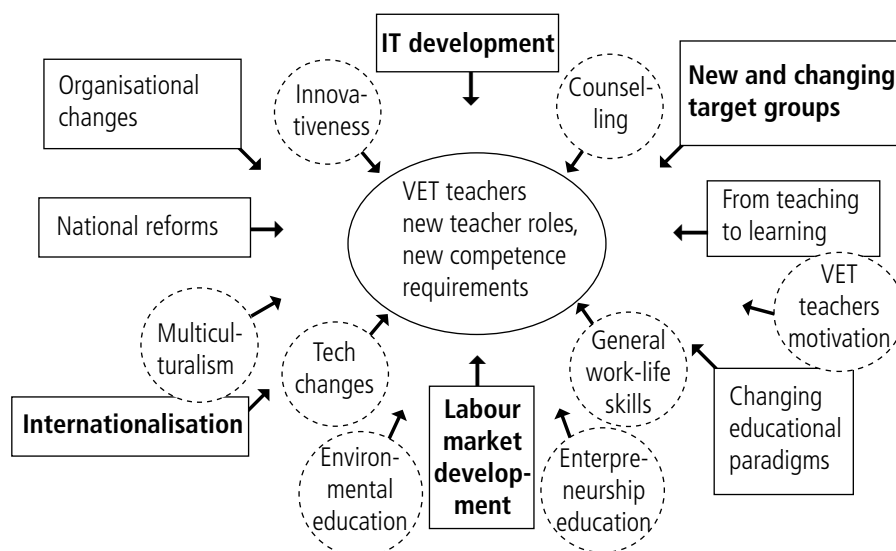
The need for teachers to develop general work life skills is not well met by the current projects. The teachers need these skills, for example, in their daily work and in the cooperation with their work life partners. There are a few projects targeting the development of VET teachers' knowledge of sectoral development (changing technology and work processes)

but because of the rapid technical development, the needs are much greater.

It is not only important to look after the content of VET teachers' and trainers' further education and development, but also to find new innovative approaches and pedagogical methods for their competence development. This is also found very important by Halasz (2005). The projects should find a balance between VET teachers' often very concrete needs and everyday problems and the rather abstract targets of the development projects. The projects should help teachers solve their practical problems with the help of development work, courses, products, benchmarking and teacher networks and see them as a useful support, not as something extra and unnecessary. All too often, teachers' and trainers' message is that they do not need any development projects, because they bear no relevance to their daily routines. The projects under study included some promising new methods, such as benchmarking and work shadowing, but new, cost and time efficient development work methods would also be welcome.

The needs for the VET teachers' further education have grown in the last few years, but they are in many respects the same that Cort et al (2004) were suggesting. Based on this survey it can be concluded that many of the further training needs are not too well met in current Leonardo da Vinci projects. The situation is illustrated in the Figure 2. Needs represented by a circle are new needs that emerged in the present survey. The needs represented by a square are based on Cort et al. (2004). The needs written with bold letters are better met than the rest.

**Figure 2. National needs analysis versus the targets of Leonardo da Vinci -projects under study**



Adopted from Cort, Härkönen & Volmari (2004)

## FINDINGS ON INTERVIEWED LANGUAGE AND PILOT PROJECTS

This chapter presents the research group's findings on the language and pilot projects that were interviewed in relation to the valorisation study.

It should be noted that although the projects presented in this report are amongst the most exemplary projects found in the Leonardo da Vinci programme by the researchers, these are by no means all of them. Budgetary restrictions, scheduling difficulties and, to some extent the language barriers, eliminated some projects that would have deserved a place among the projects chosen for the interviews.

In total, representatives from six pilot projects were interviewed in the valorisation study. Three of these projects were from Finland, two from Ireland and one from Hungary. The different contexts in each of these countries affected both the content and, partially, the criteria for the success of these projects. Thus, although the purpose of this chapter is to present the general findings, some of them may not be applicable or transferable to all European countries or contexts.

The results are presented according to the themes that the analysis of interview data covered. These included relevance, sustainability, feasibility, transferability, extra value and success in reaching stakeholders.

### *Relevance*

In general, all the pilot projects interviewed for this study were highly relevant to the development of VET teachers, trainers and workplace tutors. However, it is necessary to observe that *the relevance of pilot projects is sometimes restricted to the regions and contexts in which the projects were active*. For example, the Hungarian pilot project, Development of Content and Methodology of a Post-Secondary Training Programme (DCMPSTP), developed their accredited post-secondary training system with the help of the partner countries. Thus, this project was very relevant for Hungary and the VET teachers taking part in the training, but the results have little relevance outside the country.

The Irish projects, STAMP and MOFIT, both aimed to develop training models in specific fields of industry. STAMP aimed to advance the quality of training for human factors practitioners in the

aviation mechanics industry. One method for this was the certification and accreditation of specialised training for human factors trainers and managers, including a curriculum, training methodology and course concepts. The products of the project would benefit not only aviation mechanics industry but also other similar fields, but, thus far, there has not been funding available for putting the developed curriculum into practice. The MOFIT project developed the training of 12 trainers in continuous process manufacturing environments by providing them with a modern training model utilising OFDL and ICT and the training to use the model. This flexible new method allows the trainers to train workers in a virtual environment to which the workers have access to from their worksites. *The relevance of the projects seems high from the viewpoint of a researcher, but lower from the intended end-users, who are sometimes even against a new teaching approach.*

Two of the Finnish projects aimed to create materials and courses for trainers. The ISEeTT has not yet been finished and the results are unknown, but they will potentially include courses and material database for the training of e-tutors in all the partner countries. The end-users will be vocational teachers and trainers in further education, although in United Kingdom, the materials will be included in basic and further training programmes. The AI-TO project produced learning materials for teachers responsible for teaching language skills to immigrants. The third project, Opifex, aimed to develop training for on-the-job training masters (managers of on-the-job training at workplaces) for use in all the partner countries. *This project was highly relevant to Finland in the concurrent changes in the education system, but some other countries already had solid systems, resistant to newly introduced elements.*

### *Sustainability*

The investigation of the sustainability of the projects refers to the extent to which they were continued after the project funding ended. The intention of all projects is to produce staying effects and new practices, but sometimes they may encounter problems that make this only partial or even impossible. All of the interviewed projects, however, produced, or were producing, working methods or products that will continue to be used in future.

In the Hungarian DCMPTP project, the project developed the local education system and the products were thus integrated into current practices. The Irish MOFIT project has already continued in MOFIT2, the pedagogical ideas have been disseminated, and there are more projects planned for the future. The coordinators of the STAMP project are looking for businesses to fund the further development of their STAMP framework into a full-fledged master's program. The Finnish AITO project was an important part of the development of immigrant language training and later developments in the field in each partner organisation have benefited from the products and work of the project. The ISEeTT project coordinator hopes to produce an online material database that would be further developed and enhanced in the future. The Opifex project has led to several other projects on other fields, including business education and food industry. The manual is still used in Finland.

### *Feasibility*

Feasibility refers to how realistic the objectives of the projects are for the present day, and for many European regions in fiscal, programmatic, and professional ways. In some of the projects, the project coordinators noted that *the education and training systems were more varied than expected from country to country. While it is beneficial to become aware of these differences, they can also make it necessary to change original project designs to accommodate the real situation in the field.*

In the Hungarian DCMPTP project, the project idea was and is still feasible. All education systems require constant development and improvement. There is a quite well-developed system in Hungary funding the regular further education of teachers, through courses, conferences, etc. accredited by official committees according to strict rules. Each teacher has to collect 120 "points" (which usually means the same number of 45 minutes lessons of further education) in each 7 years period of their teaching. However, the EU dimensions of this further education and self-development are mostly supported by programmes financed by the European Union.

Both the Irish projects developed training systems in specific areas of industry. While it is not feasible to repeat the projects as such, it would be advisable to look for similar projects in other fields of indus-

try, or to further develop these existing projects to answer to broader needs.

Also in the Finnish AITO project, the project idea is still feasible and similar projects are certainly needed in order to help the integration of an increasing number of immigrants into the day-to-day life of the parent country. In the ISEeTT project, the project coordinators and partner countries have had to wrestle with *the differences of the systems in different countries and while the project idea of a shared quality criteria for e-tutors in all European countries is an attractive proposition, the variety of education cultures and, more to the point, fields, where e-learning is used, may make the project idea unfeasible in the form in which it was initially proposed.* In the Opifex project, there is still a need to develop proper training for the management of on-the-job training at least in Finland and thus the project idea is feasible, but only in countries that do not yet have a solid system in place.

### *Transferability*

The transferability of the means and ends of a project into other projects across cultures was another of the themes of the study. This specifically refers to the ways in which the projects developed VET teachers' and trainers' training and their goals.

In the Hungarian DCMPTP, the goal was to develop the national education system by introducing a two-year post-secondary study program for programmers and multimedia designers. The transferability of the project idea is limited to countries that do not already have similar accredited training programs. *The work method of collecting ideas and materials from countries that already have certain training programmes is transferable, if similar development needs exist.*

The Irish projects are both highly transferable. The pedagogical idea in MOFIT is highly adaptable to other fields and there is an IT course that already uses it. This project is a good example of how ICT can and will be used in training in the future and what kind of training workplace tutors, trainers and teachers will need in such contexts. It also shows what kinds of changes traditional education systems, restricted by permanent timetables and semesters, may need to make in order to adapt to current needs. The idea behind the STAMP project

is also highly adaptable and similar human factors training would benefit several other fields in addition to aviation mechanics, such as pilot training, cabin crew training, air traffic controller training, as well as the training systems in oil and chemical industry and medicine.

The idea behind the AITO project is very general; creating language-learning materials for the teaching of immigrants, focussing on practical everyday situations. The specific learner target groups were different in all the partner countries (different starting levels etc.), so the materials were developed relatively separately in different countries. This makes both the project idea and the products highly transferable, as long as *cultural differences are accounted for and the materials are translated and contextualised accordingly*. The idea and goals of the ISEeTT project are not necessarily transferable as such to other projects. More to the point, it would be advisable to follow the progress of this project and, if necessary and viable, continue it with other similar, perhaps broader, projects in order to increase both the transparency of the European education systems in general and the uniformity and quality of the requirements of e-tutors in various fields specifically. The on-the-job training masters' education developed in the Opifex project is highly transferable, as *the quality of on-the-job training needs to be updated and developed continuously*. However, there is a need to take into account the very different training systems in Europe and adapt the project idea accordingly.

### *Extra Value*

The theme of extra value concentrated on achievements that fall within the parameters of the Leonardo da Vinci –programmes aims and purpose but provide exemplary evidence of achievement, i.e., forming important networks, finding new ways of supporting the activities after the project is over and development of innovative products not seen before.

The extra value in the Hungarian DCMPSTP project was that *the teachers became more internationally oriented and met people working in the professional circles*. In the Irish STAMP project, the extra benefit is the clarification of the role of human factor trainers, which will create mobility between companies. In MOFIT, the extra benefits included the follow-up projects that all aim to develop

the way teachers and trainers can work with the industry. The AITO project introduced the formation of a new immigrant team in the region of the project coordinator, in which various trainers and education providers network and collaborate in order to answer immigrants' different training needs. The ISEeTT project increased the transparency of the systems between participating countries and prompted discussion on the possibilities of the unification of the education systems. The Opifex project affected the Finnish on-the-job training system, introducing modules and training programmes that did not exist before. The project also developed the understanding of shared goals and differences between the education and business worlds.

### *Success in reaching stakeholders*

This theme studies the extent to which the projects reached their intended target groups, influenced the organization in positive ways, served the purposes of the partnership country associations and, ultimately, improved VET teachers and trainers further education. All the projects encountered some difficulties in reaching their target groups, but the interviewed projects seemed to have succeeded relatively well.

The Hungarian project, DCMPSTP, trained teachers in using modern technology for the purposes of delivering the training programme to their students. The main language of the IT business is English, which the teachers also had to learn. The only problem in reaching the teachers was the fact that sometimes even *the benefits of knowing English* (international conferences, ability to take part in project work) *were not enough to motivate them*. The Irish MOFIT project successfully trained 12 teachers in the use of the training model and the project coordinator is currently spreading the model to other fields. The STAMP project developed new training material and programme and implementation plans for it, but the project funding did not cover the implementation itself. Thus, the project coordinator is currently looking for other sources of funding for this.

The AITO project produced material for the language training of immigrants and developed the immigrant-training network in the region of the project coordination. The data suggests that the project had a central part in the development of immigrant training. The ISEeTT project, which is

still running, is currently piloting their training program in several countries. Potentially, this project will clarify the skills and knowledge that are needed from e-tutors in various fields and start a long-term process of unifying some parts of the European education system. The Opifex project produced valuable new training material for on-the-job training masters and had a real impact on the Finnish system. The partner countries, however, seem to have got less from the project, although they all

ran the pilots of the training program developed in the project. Still, the project started, or contributed to, long-term processes in some partner countries, such as Austria and Germany, where there is a need *to market the importance of so-called soft skills (pedagogical skills) of on-the-job training masters* to the guilds in, for example, the metal industry in Italy and Belgium, where there is, according to the project representatives, *a need for an attitude change towards on-the-job training and staff training.*

## FINDINGS ON INTERVIEWED MOBILITY PROJECTS

This chapter presents the research group's findings on the mobility projects that were interviewed in relation to the valorisation study. It should be noted once again, that the projects presented in this report are chosen examples and there are also good examples to be found in the other partner countries.

In total, nine mobility projects were interviewed in the valorisation study. All of these were exchange projects. Three of them were from Hungary, three from Ireland, two from Finland, and one from the Czech Republic. While reading through the following findings, the reader should remember the very different contexts in each of these countries, which affect both the content and, partially, the criteria for success of these projects. Thus, although the purpose of this chapter is to present the general findings, some of them may not be applicable or transferable to all European countries or contexts.

The results are presented according to the analysis themes. These included relevance, sustainability, feasibility, transferability, extra value and success in reaching stakeholders.

### *Relevance*

The relevance theme of the interviews handled the topic of how the further education of VET teachers, trainers and workplace tutors was enhanced, expanded, and/or implemented in the projects.

The Czech project, Agricultural education system in Scandinavia (AESS), aimed to develop agricultural education through an exchange project in which the teachers and management of an agricultural school could visit similar schools in Scandinavia. The project allowed the visitors to devel-

op their knowledge of both agricultural education and the management of agricultural schools in other countries.

The Finnish Talent project developed the vocational and language skills of the participating staff through an exchange period during which the teachers worked in various workplaces in the partner countries. Another Finnish project, TOK, developed the competence testing system by sending teachers and on-the-job trainers to partner countries so that they could compile information of the possible workplaces where their students might later perform their competence tests.

The Hungarian "Skills updating for carpentry and joinery teachers" (NFBC) project trained trainers in modern building technologies, in areas that had thus far only been covered with short courses. The project coordinator aims *to start a real training programme in Hungary* as well and had introduced other specialized courses in trades that had been forgotten in the country. Another Hungarian project "Preparation of instructors, taking part in aircraft maintenance training, for the application of Part 147" (Air147) developed *the aircraft maintenance training in Hungary to meet EU regulations*. This included work between maintenance trainers and English language teachers who had to collaborate to develop the mechanics training. The two last projects from Hungary, "Training to teach English in technical subjects" and "Training to manage competence-based learning" were both projects of the same vocational school and aimed to improve the knowledge and language skills of vocational teachers through an exchange with a Scottish school, and to establish competence-based training courses in Hungary.

The Irish exchange project “A Comparative Study of Support and Validation procedures at Further Education Level” afforded the NCVA Support Service a trans-national comparison, which contributed to the dissemination of the NFQ (National Framework of Qualifications), which was developed by the NQAI (National Qualifications Authority of Ireland). The “European Dimension in Training Cosmetic Technicians – Beauty Therapists” project compared the best practices of beautician education in order to promote innovation and entrepreneurship in the learners. The “Living and Learning through Mobility” concentrated on sharing methodologies in motivating and supporting second chance youths (disadvantaged, socially excluded) between partner countries.

This was achieved through teacher exchanges, where small groups of teachers visited second chance classes in partner countries. This target is highly relevant in all European countries.

### *Sustainability*

The investigation of the sustainability of the projects refers to the extent to which they continued after the project funding ended.

The Czech AESS project lasted for the duration of the funding, but it had an added effect on the overall innovative and open learning culture of the VET teacher and leader community. There are still unofficial contacts between the teachers of the agricultural schools. The Finnish Talent project succeeded in creating lasting networks between the school and the workplaces in the other partner countries for student exchanges and there is a continuation project that has just begun that aims to further develop connections with foreign workplaces. The TOK project is looking for funding to continue their work and it seems that some national companies are trying to find funds in their own budgets. The prerequisites of sustainability include also deep commitment from the leaders and long-lasting partnership between VET institutions and enterprises.

The Hungarian NFBC project is continuing in similar projects that the coordinator is organising and the plan is to offer exchanges to on-the-job trainers and tutors in one of the future projects. The Air147 project is not continuing, but the effects of the project continue. The two projects, “Training to teach English in technical subjects” and “Training to manage competence-based learning” are planned to have a continuation project as the coordinator is planning to make another application for funding, this time concentrating on competence-

based learning, and another project idea involves an exchange project only for the school principals, in order to develop their skills at school management and organisational publicity.

The Irish project, “A Comparative Study of Support and Validation procedures at Further Education Level”, contributed towards the project promoters support of and dissemination of the National Framework of Qualifications (NFQ), which was developed by the National Qualifications Authority of Ireland (NQAI).

The “European Dimension in Training Cosmetic Technicians – Beauty Therapists” project has already ended but the school is active in furthering international networking and teacher exchange. The “Living and Learning through Mobility” project has also finished, but the networks that were created are still working and the second chance teachers are keeping in contact with their peers.

### *Feasibility*

Feasibility refers to how realistic the objectives of the projects are for the present day and for many European regions in fiscal, programmatic, and professional ways.

The Czech AESS provided participants with valuable new knowledge about agricultural education in other European countries. In spite of the small size of the projects, the effects were rather deep and the innovative ideas have also been disseminated locally to farmers. It is probable that similar projects are still needed, especially in many Eastern European countries where the education systems are undergoing major change. The Finnish Talent project was excellently planned and the teachers had clear instructions and ready workplaces waiting for them in the exchange countries. The only downside was that the teachers were often so busy at their workplaces that they sometimes did not have much time to work on the forms that the project was also aiming to test. The TOK project had a good idea in their hands, but the project would have needed more funding time to get the new methods into practical everyday processes. They also found that the planned durations of exchange (two weeks) were very difficult to arrange because of busy work schedules, and thus the visits were cut down to one week.

The Hungarian NFBC project had very realistic goals and the work needs to continue. Still, the schools have to get substitutes for the teachers who go away on an exchange and it is very costly, which causes its own problems. The Air147 project was

also very realistic and succeeded in its aims of developing the aircraft mechanics training. It is certain that similar projects are still needed for many other fields. Similarly, the two projects, “Training to teach English in technical subjects” and “Training to manage competence-based learning” are examples of projects that develop the Hungarian education system and respond to a real need.

The Irish project, “A Comparative Study of Support and Validation procedures at Further Education Level”, successfully used a work-shadowing method to compare the qualifications system of Ireland with the Scottish model and this method is clearly something that would benefit many similar projects. The “European Dimension in Training Cosmetic Technicians – Beauty Therapists” project demonstrated the possibility to add new elements and modules to the school curriculum, but a small project could not change the common qualification structure of the sector. The “Living and Learning through Mobility” is a great example of a project which responds to a clear need, developing both the second chance teachers’ self-esteem as well as their professional skills at their work. They also sent small groups of teachers to each exchange location, thus improving the chances of the teachers’ learning.

### *Transferability*

The transferability of the means and ends of a project to other projects and cultures was another theme of the analysis. This refers specifically to the ways in which the projects developed VET teachers and trainers further education.

The Czech AESS project developed the skills and understanding of agricultural VET teachers through an exchange project to their partner countries. The exchanges also *included the management of the school, which ensures that the benefits of the exchange can also be supported in future school policy.*

The Finnish Talent project used a model that is highly transferable, and, in fact, the coordinator had already transferred the original idea from another education provider. The TOK project has attracted interest from other European countries, even from outside the Leonardo partner countries, which is a clear proof that there is a need for this kind of project in many countries.

The Hungarian NFBC project should be very transferable to other Eastern European countries with similar development needs to Hungary. Similarly, the other Hungarian projects, the Air147 project

and “Training to teach English in technical subjects” as well as “Training to manage competence-based learning” are typical projects for education providers who recognise the development needs in their organisation or field and know where to look for assistance and help in the development.

As was mentioned earlier, the Irish project, “A Comparative Study of Support and Validation procedures at Further Education Level”, used a method called work-shadowing, which is highly transferable to other projects. Similarly the framework of qualifications may prove to be transferable to other contexts. The “Living and Learning through Mobility” project was specifically aimed for second chance educators. The transferability of the results is probably very difficult because of the personal nature of the learning, but the model could be used in all European countries where second chance educators face similar problems of professional loneliness and a need for new sources of energy and enthusiasm.

### *Extra Value*

The theme of extra value concentrated on meritorious achievements that fall within the parameters of the Leonardo mission and purposes but provide exemplary evidence of achievement, i.e., forming important networks, finding new ways of supporting the activities after the project is over and development of innovative products not seen before.

The Czech AESS built the beginnings of a network with the Swedish school that they visited, but future cooperation is required to take advantage of it. The coordinators of the Finnish Talent project are continuing their work and are cooperating in student exchanges with many of the companies that the teachers visited. They have lowered the threshold for the students to go abroad for an exchange and increased knowledge about cultural differences. The TOK project increased the internal cooperation between projects in-house and the partners have agreed on student exchange between the countries. Additionally, Norway and Baltic countries have been interested in the model that the project produced.

The Hungarian NFBC project produced new training programs that had not previously existed in Hungary, created new contacts with Austrian schools and teachers travel frequently. Additionally, the project’s successes have been able to change the general attitude of the government towards the development of education. The Air147 project increased the transparency of aircraft me-

chanics training and language education, and it also inspired the teachers who had seen the schools in other countries to improve their own work. The two projects, “Training to teach English in technical subjects” and “Training to manage competence-based learning” improved the coordinating organisation’s understanding of the areas they still need to develop as they visited Fife College.

The Irish project, “A Comparative Study of Support and Validation procedures at Further Education Level” increased the coordinator’s idea of the value of networks. Development work without networks would be much harder. The “European Dimension in Training Cosmetic Technicians – Beauty Therapists” project added new subject knowledge and skills to the organisation. The “Living and Learning through Mobility” project *increased the teachers’ motivation in ways that could not have been foreseen* and created networks between teachers and their schools in Europe, so that there is support from outside one’s own organisation for the teachers.

#### *Success in reaching stakeholders*

This theme studies the extent to which the projects reached their intended target groups, influenced the organization in positive ways, served the pur-

poses of the partnership country associations and, ultimately, improved VET further education. In the exchange projects, the stakeholders were most often the teachers who took part in the exchanges and the possible organisational development took place through their effect on their own organisation after the exchange. The following descriptions show a few examples where the benefits went beyond this and the possible reasons why.

In the Czech AESS project, the exchange also concerned the vice principal of the organisation, which allowed for the effects of the project to reach the policy level of the school in question. In exchanges that only involve teachers, this kind of an organisational development is harder to achieve. The TOK project *managed to draw the companies to the project especially* and the companies analysed carefully the added benefits of the project, which the schools thought of only after the project began. The TOK project thus seems to have answered to a need that the companies already saw in their own operation.

The Hungarian NFBC project impacted the local training system and numerous new training programs have been started. Additionally, the project received fame in Hungary and its successes, amongst other similar projects, have affected the general thinking in the country towards education.

## CASE EXAMPLES AND GOOD PRACTICES

It is the goal of this chapter to present some of the 18 projects that were interviewed.

Although all interviewed projects would deserve to be described in detail here, the constraints of space forced us to make decisions. Thus, the descriptions include those projects that the research group decided would best serve future projects by providing ideas and examples of good, possibly reproducible, practices. Towards this end, we present projects that have already finished, rather than projects that are still on-going and the final results and products are still unknown.

Overall, in many projects, the project coordinator or a very small project team often designs the project and thus the project ends up being the most relevant for their own country. Often the develop-

ment needs are analysed and filtered by some few professionals and thus we have to rely on their intuition and professional expertise, because it is the only way to bring out truly new innovations. Often this means, that the project is mainly testing and developing the original idea in a cross-European context. This is true even with the best Leonardo da Vinci projects, but it should not be seen only as a downside. Each of these projects work with organisations from other countries and this will inevitably lead to better mutual understanding and knowledge of the general situation of VET teachers and trainers in Europe. The resulting transparency of the different systems will lessen the biases that people in different systems might have of the systems in the other countries and also let them see things that their own systems lack. Thus, even if the project itself will not immediately have a Eu-

rope-wide impact, the long-term results will nevertheless be positive. It also seems necessary to reserve enough resources for the project coordinator to compensate for the administrative burden of being in charge for the development of the original idea as well as the transnational coordination of the work. This means also that it is worth the trouble to analyse the cases thoroughly.

## PILOT PROJECTS

### *Finland*

Opifex – Development of the Qualification and Diploma for On-the-Job Training Master in the Field of Metal Industry (FI-01-B-F-PP-126627)

The Opifex project started in January 2002 and lasted until February 2004. The main aims of the project were to construct a training instruction manual for on-the-job masters in all the partner countries, develop a curriculum and qualification criteria for on-the-job training masters and to study on-the-job training practices in the partner countries. The specific field of the project was metal industry and the partner countries were Austria, Belgium, Italy, Greece and Germany.

In the beginning, the project started with highly optimistic expectations of the possibility to compare and contrast European on-the-job training practices and education systems, so that it would be possible to create shared criteria for on-the-job training masters. However, the project coordinators quickly realised how different the systems are in different European countries. In Finland, on-the-job training had just resurfaced in the education reform, which made the project very attractive. In Italy, companies saw training mainly as a waste of time and the companies and the education providers had little cooperation. In Belgium, companies may train their workers, but it is not based on any planned and explicit pedagogical methods. In Austria, companies were interested, but training was seen more as an expense and less as an investment. In Germany, the master-apprentice system is already highly developed, but there was a need to increase the pedagogical understanding of the trainers. It was thus quickly realised that the systems and working cultures in each country were very different and it was not even possible to develop a shared criteria. Still, all the countries worked on the problems and found a shared minimum at which they could develop a curriculum that fitted each country.

The effects of the project were very different in each country. In Austria, there is an effort to market the importance of pedagogical skills (so-called soft skills) to the guilds in the metal industry. In Italy, it is still a problem to get the companies interested in the education that is being offered to them and the trainers have little time to attend the courses. In Belgium, the training of the on-the-job training masters is now based on a self-education package, as the companies generally do not want to let their employees out of the workplace. In Germany, the project succeeded in developing the pedagogical understanding and skills of the workplace trainers.

However, the reason why this project is presented here is that *although the project coordinators soon realised the impossibility of some of their original goals, they managed to restructure the project and carry it through with good results*. All the partners learned more about each other's education systems and the differences between the relationships between businesses and education providers. Especially the results in Finland were very valuable to the national education system in general. The training module developed in the Opifex project was included as an optional module in the Finnish national training of on-the-job training masters. Additionally, the project coordinator, the largest adult education centre in Finland, has created several follow-up projects in other fields where on-the-job training is used. For example, the Specialist Qualification for Shop Managers and the Specialist Qualification for Foods Manager have, since 2005 included a module in on-the-job training, based mainly on the Opifex project.

### *Hungary*

Development of Content and Methodology of a Post-Secondary Training Programme (HU/00/B/F/PP-136037)

The project started on December 1 2000 and lasted until November 2003. The main objective of the project was to revise and develop the accredited post-secondary training programme "Information Statistician and Designer in Economics". The partner countries were Belgium, France and United Kingdom.

In Hungary, parents want to their children to attend universities and thus any lesser education, in secondary schools, is not respected. This attitude is also shared by the students themselves and many of their teachers. This context required the project

coordinator to also take into account the attitudes of the teachers and students in order to make the training programme attractive. The already existing professional education on the field was made more practice-oriented and the programme also stressed the students' personality development. The main products of the project included a training programme and teaching materials not only for the students, but also for the teachers training them, so that *they could achieve the project goals based on modern technology*. The teachers now meet the EU demands, have updated skills in their field, and have created closer ties with the labour market. The language of the IT field is English, so the learning materials are both in Hungarian and English. The partner countries were mainly the source of information and expertise in the project, although they benefited by learning about foreign educational systems.

Overall, the project was very successful in its aims, creating a new training programme and updating the skills and knowledge of the teachers involved. Accredited post-secondary training is a relatively new area in Hungary (development started in the mid-1990s), so this project played a central role in its development.

The same project coordinator later started another Leonardo project, "New methods of evaluating student's performance in the vocational training system", which is partly based on this original project.

### *Ireland*

MOFIT – Model for Flexible Industrial Training  
(IRL/00/B/P/PP-119.221)

The project started in January 2000 and ended in December 2003. The project's goal was to develop and test a training model utilizing OFDL and ICT for use by technicians working in a continuous process manufacturing environment. Twelve trainers were trained in the use of the model and they trained 100 technicians in the partner countries. The partner countries were United Kingdom, Austria and Netherlands.

There is a real need for cross-skilled mechanics in the manufacturing industry and this project aimed to train workers in pneumatics, electrical and electronic control systems, programmable logic controllers and mechanical services. The training was designed to be flexible, so that the learners could study independent of university terms, holidays and work hours. The project used an online learning en-

vironment where the coaches and trainers could communicate. Despite slight difficulties with some of the partners, the project successfully reached its goals and produced a product that continues to be used and developed. The coaches and trainers had to learn new flexibility and new approach to pedagogy (constructivist).

MOFIT2 is a continuation of the project. The aim is to develop the model from MOFIT1 further and to mainstream it in different organisations. New challenges to get people motivated to develop and mainstream an already existing model. It also aims to bring forth a new Mechatronics Technician occupation. The model, or the pedagogical shift, is clearly very transferable to other contexts. The project workers are actively spreading information about the projects and the model developed in them.

## MOBILITY PROJECTS

### *Czech Republic*

Agricultural education system in Scandinavia  
(CZ/05/A/EX/134189)

The goal of this project was to develop the agricultural education system in the Czech Republic through an exchange programme that allowed teachers and the school directors of an agricultural school to visit Scandinavian countries. The partner countries were Sweden and Denmark.

The Secondary Agricultural School and Secondary Vocational School Podebrady had earlier had a teacher from Sweden, doing her practicum, and this inspired the school, teachers and management to plan a return trip to the Swedish school. The visit concerned not only the teachers, but also the management, of the school (13 teachers, 1 vice director and 1 from school management) and this allowed the visitors to learn both the state of agricultural education in Scandinavia as well as the management of such schools in other countries. The visit to Sweden was made easier by the fact that the contact person in Sweden was a Czech immigrant. The project increased interest towards international projects and mobility. The teachers have since been in informal contact with some of the Swedish hosts.

The project succeeded in its goals in developing the knowledge of the teachers, but also the management of the school, since the school vice director took part in the visit. It has also produced some

exchange programmes for students. This enthusiasm of all the school personnel ensured that the experiences and new ideas were spread throughout the organisation. Since a large portion of the staff took part in the exchange, the effects to the school were extensive.

### **Finland**

Talent (FI-04-A-D-EX-70-d)

The Talent project was active between the summer 2004 and autumn 2005. The main goals of the exchange were to develop the vocational and language skills of the staff taking part in the exchanges and to motivate them for internationalisation. Another aim was to test on-the-job reporting forms, created in an earlier project, from the point of view of foreign employers. These reporting forms handled issues, such as the general guidelines to the employer, familiarisation with the workplace and feedback to the employer. The exchange partner countries were Italy, France, Denmark, Czech, Sweden, United Kingdom, Spain and Netherlands.

The project and the exchanges were well planned and organised. The teachers and trainers taking part in the exchange *knew what they were supposed to do when they left for their exchange*. The project coordinator had also helped the participants to find sources that would help them train their language skills before the exchange. The teachers worked at real businesses and enterprises at the exchange locations (for example, a car repair shop, an immigration office, a restaurant and a stud-farm), which made the visits more useful, since they were more than study, or on-site, visits. The teachers' vocational skills were updated, their language and social skills developed and they are now better prepared to take part in other international projects and guide their students towards international on-the-job learning exchanges. *The teacher exchanges also created close connections and prepared the foreign companies for later student exchanges*.

The teachers also shared their experiences at their workplace and the follow-up project, Talent2, attracted a lot of interest from the teachers in general. The Talent2 project also analyses the exchange companies and workplaces (what can be learned, what practical skills can be trained) in preparation for later student exchanges. Overall, this project idea is very transferable to other organisations.

Exchanges to actual workplaces in the partner countries serve multiple purposes that should not

be underestimated in the VET teacher and trainer development.

TOK Mobility 2004 (FI-04-A-D-EX-84-d)

The TOK project was active between summer 2004 and December 2005. The main goals were to develop the long-term development of international on-the-job learning, based on earlier development and mobility projects. The participants were on-the-job trainers from various companies and training staff from various education providers. The partner countries were Greece, Norway, Germany and Austria.

The aim of the project, the long-term development of international on-the-job learning, was developed through the exchanges of teachers/trainers and workplace instructors to the partner countries. The central goal was to develop the competence tests and to create the models and manuals of the information that should be gathered before a student is sent to another country for on-the-job learning and competence testing. This also involved familiarising the other countries with the concept of on-the-job learning and competence testing as they are used in Finland. The initial plan was to have two-way visits with the partner countries, but, in the end, only two of the partners applied for similar funding in their own countries.

The main product of the project is *the model through which the exchanges are organised – both teachers and workplace instructors taking part in the exchanges*. Developing the competence testing is a long-term project and thus the results show up slowly. Thus, one project term is not enough for definitive results. After the project, the coordinator has received contacts from Norway and Estonia, who are interested in developing their on-the-job learning in a similar manner. The project-coordinating organisation is now searching for alternate funding to continue their development work.

### **Hungary**

Skills updating for carpentry and joinery teachers (HU/04/EX/405)

This project aimed to update the skills and knowledge of trainers of carpentry and joinery through an exchange project with partner countries. The partner countries were Germany and France.

The project coordinator sent people to study how

training on specialised building technology is done in Germany and France in order to start similar training programmes in Hungary. The exchanges included both a practical and a theoretical part. During the practical part, *the trainers worked in the workshops in the partner countries and thus got acquainted with new technologies*. By doing this they also learned new didactic and evaluation tools. The trainers also got to know the organisations in France to whom they may later send their apprentices to train as well. The trainers became more internationally oriented and have created new contacts with, for example, Austrian schools. Similarly, the attitude of the Hungarian ministries towards modern education methods has become more positive than it used to be.

The only real problems in the future student placements is posed by the current situation in France, where Hungarian students are placed in the same category as students from outside Europe and thus getting the necessary work permits takes several months. With Germany, the application process is much easier, but the training methods there are not as immersed as those in France, where there are “training houses” or “companion houses” where learners live with other students, learning the language and culture in addition to the skills.

The project coordinator has a long experience with exchange projects related to building technologies and has a well-established partner-network.

Through various exchange projects they have continuously contributed to the development of vocational training in building industry in Hungary. The goals of the exchange project are very realistic and relevant to the current needs in Hungary.

### *Ireland*

Living and Learning through Mobility  
(IRL/04/A/F/EX-153.028)

Living and Learning through Mobility project was active from September 2004 until January 2006. The exchanges focus on sharing methodologies in motivating and supporting second chance youths (disadvantaged, socially excluded) between different countries. The partner countries were United Kingdom, Denmark, France, Sweden, Poland and Germany.

Small groups of teachers (about 2 to 6) visited education providers in other countries to find new ideas and exchange experiences on educating second chance students, identify new and flexible ap-

proaches to developing lifelong learning and life management skills. The mere possibility for teachers to see that teachers in other countries wrestle with similar problems is beneficial to their development. The main product of the project, thus, is a conceptual change for the teachers and their professional development. Previously, many second chance teachers have seen themselves as less worthy than other teachers and it is important to make them see their real value. After the visits, the teachers were more motivated in their work and in improving their own teaching and support methods.

The experiences of the teachers are personal and unique and thus transferring the results of this project is not practical. However, it is clear that similar projects might benefit many teachers struggling with similar problems of valuing their own work and supporting the personal development of their students.

## LANGUAGE PROJECTS

### *Czech Republic*

Interactive ICT-based Programme to Train and Learn English Language Competences for Instructors of Technical Subjects at Initial Vocational Training Schools (CZ/02/B/F/LA-134015)

The goal of this project was to improve the English language competencies of teachers at apprentice training centres. The partner countries were Spain, United Kingdom, Portugal and Slovakia.

The project produced training packages for four branches of apprenticeship training and/or occupations: locksmiths, bricklayers, hairdressers and seamstresses. The packages included an interactive multimedia learning module for the terminology of the specific field, a professional English glossary, a teaching methodology guide and a guide for the multimedia program. The project also produced a web site.

The project coordinators had no preconceptions of VET teaching and this helped them to see the situation in the field objectively. They noted that the teachers had originally little motivation to take part in the project and had next to no knowledge of English or computer programs. The project coordinators worked very hard to make a connection with the teachers, since that was the only way they could produce relevant teaching materials and not only academic word lists and glossaries unnecessary in the world of work and vocational education.

They had to strive for a long time to find a common culture which would make it possible for the academics to be useful for the educational practice and VET teachers. Finally, the project workers ended up in a situation where they had to ask for advice and had very practical questions for the VET teachers and they noticed that the project people actually needed their experience and cooperation. The teachers had never used multimedia programs before and there were some unfounded expectations of the program's ability to teach the students. Later the students used the multimedia programs more or less independently from the teachers and enjoyed learning English with it.

The project succeeded in cooperating with the VET teachers and producing the training material. The VET teachers initially had little interest or experience in using computers in language teaching, but, during the project, both sides had to work to find a common ground and it seems that the teachers finally benefited from the project. The product itself is of good quality because of the profound process of producing it and some of the partners are interested in turning the teaching packages into a commercial product.

## CONCLUSIONS AND RECOMMENDATIONS

### GENERAL COMMENTS

The following conclusions and recommendations are based on the analysis all 70 projects under study.

It seems evident that there is *a need to launch new projects with explicit targets at the further education of VET teachers, workplace tutors and trainers in the near future*. The Leonardo da Vinci –projects analysed in this study are doing, for the most part, a very good job. Since further training of VET teachers and trainers was not a Leonardo da Vinci –programme priority before most of the studied projects were launched, it is understandable that VET teacher and trainer development was not always their highest priority. Rather it was a means to an end or a side-effect of other kind of development work. Although VET teachers learn besides their own Leonardo da Vinci development projects, it is by no means enough to fill the gap between VET teachers and trainers development needs and their possibilities to develop.

The number of Leonardo da Vinci projects targeting at workplace tutors and trainers competence development with relevant European targets seems even smaller by far. Thus it seems necessary to launch new projects having VET teachers and trainers further education as a priority.

*The administration procedures should stay as flexible as possible* and mechanisms for flexible amendments to plans while running the projects are needed. During the lifespan of a project, many things

can happen and the road from an idea to the final report is a long one. It is seldom possible to foretell all possible options while writing the proposals. In general, *the feedback from project coordinators about the flexibility and customer friendliness of national agencies is very good* and it would be good to keep it at least at this level in the future.

The proportion of time and money spent on administration and productive work should be changed in favour of the productive work especially for the Leonardo da Vinci pilot projects by diminishing unnecessary reporting. The suggestion made by some project representatives was that the referees' reports from Brussels written about the pilot project proposals should be made public in order to enhance the quality of future planning of good project proposals and also to enhance openness in general.

*The project promoters should support their staff by allocating enough resources* on the work both before and after the expert exchange to make the project or exchange visit truly an efficient learning experience. The typical case during exchanges is that both the visiting teachers and the hosts have to take care of a double workload. They have to take part in the exchange and perform their regular duties at their home institution during the time abroad. It is important to guarantee the quality of the expert exchanges by developing systems to avoid extra burden and concentrate on relevant learning tasks and tools.

The promoting organizations (heads of schools) should allocate time and support for the project co-

ordinators during the planning period and also after the project has finished. This is how they could maximize the sustainability and efficiency of the project.

More specific conclusions and recommendations are presented in the following sub-chapters.

## RELEVANCE

Based on the findings, it is necessary to ask, *whether a European development project can ever be equally relevant in all European countries* and whether we instead have to accept the slightly unbalanced situation where the home country of the original idea, and thus most often the coordinator, has a leading role and also gets the most relevance out of the project.

There were several, highly relevant needs highlighted also in the Dipoli seminar workshops VET teachers and trainers motivation and attraction into the profession being some of the most urgent. International cooperation, exchanges, action research and development work are in itself useful ways to sustain the motivation of VET teachers.

There is also the need to develop models for recruitment of competent professionals from working life into the teaching profession and to provide them with modern realistic information about modern teaching. There is also the need to develop flexible models for the further training of VET teachers like job rotation and validation of prior learning especially during work experience.

Close cooperation and tight networking of vocational institutions and enterprises is an effective way to guarantee the relevance of development projects.

There were hardly any projects targeted at the principals and teachers in leading positions. Thus these are suggested for the future.

## SUSTAINABILITY

The sustainability of projects that are developing rather *abstract results* like pedagogical ideas or models, is very difficult to demonstrate compared to the sustainability of projects, which produce *concrete products like curriculum, CD-ROMs and websites*.

*Both project types* are still needed to develop VET teachers and trainers. Many of the projects were

still running but it seemed quite clear that for the sustainability of a project idea or an abstract pedagogical innovation it is crucial that the critical participants of the project stay in the project organization with a permanent position and have the possibility to continue their development work, even without extra funding.

The ability of the project promoters to commercialize their products seems quite limited and *support is needed to help them deliver their products efficiently especially after the projects' s life span*. It is also necessary to take care in advance that the products developed can be easily updated later on. If relevant, it is also customer-friendly to include a "best before" sign on the website, when, for example, a website is no longer up-dated.

## FEASIBILITY

The feasibility of the projects is connected to *the variety of the European VET contexts and the willingness to maintain many of the national features as they are*. Also the multiplicity of European languages and cultures makes it necessary to see feasibility as a relational criterion.

Time is always a very limited resource in the hectic work life and it is necessary to develop *time-efficient ways to engage workplace tutors and trainers from small enterprises in VET development*. Now they are not too well represented in the projects and instead the development work is mainly driven and guided by vocational institutes and authorities.

## TRANSFERABILITY

*The transfer of project ideas and products is often possible but only after a careful examination and cultural translation*. There are already many successful products, which need only to be translated both literally and culturally to other contexts.

One could even claim that sometimes it is necessary to ask whether a new project is really needed instead of learning from the earlier ones and transferring their ideas. A thorough analysis of the situation and the earlier achievements elsewhere is always a necessary phase before and while planning a new project.

*That is also why valorisation of projects already going on is highly recommended*.

## EXTRA VALUE

The importance of Leonardo da Vinci Programme is very high in developing VET teachers and trainers, *not only as a source of new ideas and a signal for the VET authorities in each nation but also in absolute terms there are European countries where the monetary resources for VET teachers and trainers are very limited and it is not any priority.*

## POTENTIAL FOR POLICY DEVELOPMENT

*The projects under study have a potential to affect the future policy for project work within the Leonardo da Vinci -programme, by providing their experiences and opinions.* In general it can be said that the people working in Leonardo da Vinci projects run their demanding projects with professionalism and an ability to self-evaluate and provide healthy critique and suggestions for improvement.

Leonardo da Vinci project work makes it possible for VET teachers and trainers to get the necessary distance from everyday routines and to develop professionally. The active participation and involvement of practitioners is crucial while planning the development programs and projects if we want to guarantee their relevance and efficiency.

One important aspect of the Leonardo da Vinci programme is *to anticipate and be responsive to the changes in work life and work processes and respective curriculum development* in the common European context. This is while there can be too few potential developers in an individual nation.

*The networking processes and mutual exchange of ideas between practicing teachers and trainers, policy makers, teacher education institutions, researchers, teachers and trainers unions should be further enhanced.*

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## ANNEX 1:

PROJECT INFORMATION FORM (BLANK)





### # Definitions:

Since the terminology for VET teachers and trainers differs from country to country, the following clarification may be used for defining the target group in the valorisation project (CEDEFOP 2004):

#### **1) Teachers or Trainers:**

*Teacher* is a general term used to name personnel in initial training colleges and *a trainer* indicates to a person who is involved in e.g. apprenticeship system, on-the-job and off-the-job training activities.

#### **2) Tutors / workplace instructors:**

Can be defined as salaried employees of the enterprise appointed by the employer to be responsible for a trainee in initial training, continuing training or retraining in the enterprise. A tutor's main task is teaching trainees.

CEDEFOP 2004. PROFF – Professionalisation of VET teachers for the future.

## ANNEX 2:

DATA COLLECTION FORM (BLANK):  
DESCRIPTIONS OF THE NATIONAL VET  
TEACHER/TRAINER/TUTOR/WORKPLACE  
INSTRUCTOR TRAINING SYSTEMS



## **ANNEX 2**

### **The Changing Role of VET Teachers and Trainers project**

*Data collection: descriptions of the national VET teacher/trainer/tutor/workplace instructor training systems*

Please answer the following questions in short (length 1-2 pages in total):

#### **1. Initial VET teacher/trainer training**

Who has the responsibility to organise initial VET teacher training in your country?  
Please describe briefly the nature of the studies.

#### **2. Further VET teacher/trainer/ training (e.g. adult education)**

Who organises further VET teacher training in your country? Please describe the system in brief. Are the teachers required to participate in training?

#### **3. Work place instructor/tutor training**

Are there official (qualification) requirements for the workplace instructors or tutors in your country? Please describe the system in brief.

#### **4. What are the core challenges in the VET teacher / trainer / tutor / workplace instructor systems in your country?**

**Thank you for your cooperation!**

## ANNEX 3:

LIST OF PROJECTS PROPOSED  
BY THE NATIONAL AGENCIES AND  
PRESENTED TO THE RESEARCHERS



### Annex 3: List of projects proposed by National Agencies and presented to the researchers

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
<b>AUSTRIA</b>					
<p>Von NVQ zu Europrof - Weg zur int. Qualifizierung angelernter/ungelernter Arbeitskräfte im DL-Bereich</p> <p>A/01/A/F/EX/124.665</p>	Mobility expert exchange	<p>In Austria there is no institutional education for working in food preparation and cooking, residential service, housekeeping, storekeeping, decoration etc.</p> <p>Therefore, the two SMEs promoting this project sent their trainers and personnel managers for a 4-week exchange to Europrof (the Netherlands) which gives qualification not only to cooks but also to the other sectors following the British NVQ-System</p> <p>The aim was to:</p> <ul style="list-style-type: none"> <li>- To get to know the NVQ</li> <li>- To study whether or not this system of qualifications could solve the problem with semi/unskilled workers in their SMEs.</li> <li>- To find out if e.g. the cook-trainers qualifications are sufficient to be able to be a trainer/tutor in accordance with the NVQ-System.</li> </ul>	Teachers and trainers (food preparation and cooking, residential service, housekeeping)	<ul style="list-style-type: none"> <li>- 4 of the teachers received NVQ-qualifications as an NVQ-tutor</li> <li>- the other 4 received a diploma</li> <li>- laid the ground for setting up Austrian qualifications for NVQ</li> </ul> <p>See also: <a href="http://www.leonardodavinci-projekte.org/public/project_fs.php?n=327">http://www.leonardodavinci-projekte.org/public/project_fs.php?n=327</a></p>	<p>Int. Tagungs- und Bildungszentrum Hohe Wand Frau Eva Richter Leiterin der Wirtschaftsverwaltung Phone +43-2633-43437</p> <p>StudentInnenheim und Kulturzentrum Währing Frau Maria Fabrega Villa Phone +43-1-479 05 11</p>
<p>E-Learning in Vocational Education and Training</p> <p>A/04/A/F/EX-158.607</p>	Mobility expert exchange	<p>The aim was to enable instructors and teachers involved in e-learning in 6 selected Austrian schools (20 teachers) to exchange experiences in the practical application of e-learning.</p> <p>The project was a part of a self-generated training concept for instructors at these schools, and the gained knowledge should be applied in the daily routine work at the schools. It was also a part of an initiative by the Austrian ministry of education (e-learning cluster Austria) in which 50 innovative Austrian schools cooperate at putting e-learning models into practice.</p>	Teachers and trainers	<ul style="list-style-type: none"> <li>- RELOAD package according to the SCORM Standard containing all contributions, presentations and results including a video.</li> <li>Chronological structure in accordance with the programme of the study visit.</li> </ul> <p>Project homepage: <a href="http://projekte.kirchdorf.eduhi.at/Leonardo">http://projekte.kirchdorf.eduhi.at/Leonardo</a></p> <p>See also: <a href="http://www.leonardodavinci-projekte.org/public/project_fs.php?n=1206&amp;lidfromeventcal=status=view&amp;l=en&amp;switch_lng=1">http://www.leonardodavinci-projekte.org/public/project_fs.php?n=1206&amp;lidfromeventcal=status=view&amp;l=en&amp;switch_lng=1</a></p>	<p>LSR for Upper Austria Hr. Wilfried Nagl, <a href="mailto:wilfried.nagl@lsr-ooe.gv.at">wilfried.nagl@lsr-ooe.gv.at</a> Phone +43-732-7071-9321</p> <p><a href="http://projekte.kirchdorf.eduhi.at/leonardo">http://projekte.kirchdorf.eduhi.at/leonardo</a></p>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
Practical for future English Teachers in Agricultural Training A/03/A/F/EX-158.562	Mobility expert exchange	<p>The project was a combination of supplemental qualifications for 26 faculty members at agricultural training institutions as future English teachers and a classic practical work placement.</p> <p>During the exchange, the participants improved their professional qualifications and received training on technical terminology in the field of agriculture. The participants also worked on products for agricultural training (dialog CD, etc.), which will be used in all agricultural colleges and vocational schools.</p>	Teachers and trainers (agriculture, English language)	<p>The participants worked on products for agricultural training (dialog CD, etc.), which will be used in all agricultural colleges and vocational schools.</p> <p>See also:  <a href="http://www.leonardodavinci-projekte.org/public/project_fs.php?n=631">http://www.leonardodavinci-projekte.org/public/project_fs.php?n=631</a></p>	Europea Austria Hr. Karl Friewald karl.friewald@noel.gv.at  Lako-Tulln Frau Elisabeth Hönigsberger Tel. +43-2732 87516 E-mail hoenigsberger@wbs-krems.at
<b>CZECH REPUBLIC</b>					
By new trends to effective education – mechatronics as a new branch of automation CZ/03/A/F/EX/134172	Mobility expert exchange	<p>The main aim of the project was to acquire knowledge and experience on the training in the area of mechatronics in the partner's organization, to compare them with the situation in the Czech Republic, to analyze their efficiency, and to put this knowledge to use within the Czech VET system.</p> <p>The participants came from five partner organizations – three vocational schools at upper secondary education level, Czech Union of Employers in Energy Sector and Association of Training Providers in the energy sector and electrical engineering.</p>	Teachers and trainers	<ul style="list-style-type: none"> <li>- System of training</li> <li>- Evaluation methods.</li> <li>- Technical and operative conditions</li> <li>- Professional qualification</li> <li>- Further education system.</li> </ul>	The Secondary Integrated School of Power-producing Chomutov Mr. Mgr. Jan Mareš Na pr hon 4800, 430 11 Chomutov Phone +420 474629954 E-mail mares@issecv.cz  www.issecv.cz
System of final examination in the sector of electrical engineering and international certification CZ/04/A/EX/134192	Mobility expert exchange	<p>The project concentrated on different ways to do the final examination in the electrical engineering sector, knowledge of vocational training and the whole educational system, supervising and cooperating with other schools and organizations, educational institutions, entrepreneurs and social partners.</p> <p>Participants were headmasters, teachers and trainers of practical training as well as the HRD managers of the Czech power station JCE and the chairman of the Czech Union of Employers in Energy Sector.</p>	Teachers and trainers	<ul style="list-style-type: none"> <li>- Content and form of the final examinations</li> <li>- The methods of assessment of study results</li> <li>- Further practice and employment: professional qualification</li> <li>- Methods and structure of the further training process</li> <li>- Trans-national certification.</li> </ul>	Integrated Secondary School of Electronics – Centre of Vocational Training Hluboká nad Vltavou Mr. Ing. Jan Stan k Zvolenovská 537, 373 41 Hluboká nad Vltavou Phone +420 387 924 201 E-mail isscop@volny.cz  www.isscop.cz

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
The agricultural education System in Scandinavia CZ/05/A/EX/134189	Mobility expert exchange	The aim of the project was to enhance knowledge of teachers concerning VET in the agricultural sector and to consider possibilities for exploiting them in the Czech conditions.  The project enabled teachers to gain a more global view on secondary agricultural education in Scandinavian countries and the school leaders also to learn the school management in Scandinavia.	Teachers of vocational agriculture subjects, agro management studying programme, and school directors	- Strengthening the cooperation between agricultural education institutions at the upper secondary level - Acquiring knowledge of the Scandinavian VET system - Improvement of knowledge of VET teachers.	Secondary Agricultural School and Secondary Vocational School Pod brady Ms Václava Komárková Bou kova 355, 290 40 Pod brady Phone +420 325 614 738 E-mail podebrady@szes.cz  www.szes.cz
Interactive ICT-based Programme to Train and Learn English Language Competences for Instructors of Technical Subjects at Initial Vocational Training Schools CZ/02/B/F/LA-134015	Language competencies	The project improved the language skills of teachers at apprenticeship training centres (both teachers of technical subjects and practical training trainers) especially their knowledge of English terminology in a specific sector through development of training materials.  The developed training materials are focused on four sectors corresponding with the branches of apprenticeship training and/or occupations: locksmiths, bricklayers, hairdressers and seamstresses.	Teachers and trainers at apprenticeship centres	- Four interactive multimedia learning modules concerning specific terminology of the respective branch/occupation - Four professional English glossaries - Teaching methodology guide - Multimedia programme guide - Project web site	Palacky University in Olomouc Mr Libor Prager K ižkovského 10, 771 47 Olomouc Phone +420 585 633 123 E-mail Prager@literature.cz  www.elcit.cz
Development and Valorisation of Vocational Schools Instructors Language Competencies CZ/05/B/F/LA-168040	Language competencies	The project is based on results of a previous project and it intends to develop training materials enabling the improvement of foreign language (English, German) skills of trainers at apprenticeship centres especially their professional terminology.  The target languages of this project are English and German (the users' languages are Czech, Slovak, German, Swedish and English).  The target sectors/occupations/ branches are welding, plumbing and cooking.	Trainers at apprenticeship centres	- Multimedia CD-ROM and language learning toolkits dealing with the professional terminology of welding, plumbing and cooking in English and German for beneficiaries using the Czech, Slovak, German, Swedish and English languages. - Teaching support materials for the three mentioned areas. - Project web site.  The project ends 31.03.2007	Palacky Unniversity in Olomouc Mr Libor Prager K ižkovského 10, 771 47 Olomouc Phone +420 585 633 123 E-mail prager@literature.cz
<b>DENMARK</b>					
Learning by Doing 04-DNK01-S2G01-00004-2	Grundtvig	The project develops good practice in education, training and guidance as a means of integrating migrants and others into the labour market.  In the development of 'Learning by Doing', we	Teachers and trainers	Strategy for promoting adult learners' demands for learning  Guidance, counselling, information and other support services	Videnscenter for integration Ib Jespersgaard Skolegade 1, DK-7100 Vejle Phone +45 7644 4162 E-mail ije@vejle.dk

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
		<p>will seek to identify the needs for social skills, cultural understanding and communication codes used in the workplaces and to transform this knowledge into good guidance, teaching and training practice.</p> <p>The project will also look for ways to improve the teaching process in the field of practical use of learned skills and knowledge.</p> <p>The project will finally try to influence the policy of the private and public labour market for it to become more receptive to ethnic minorities and to people with special educational needs.</p>		Methods for providing credit for competences acquired outside of formal education	www.vifin.dk
<p>TEAKWOOD - Teachers Qualifications at the Woodworking Industry</p> <p>DK-01-B-F-PP-111120</p>	Pilot project	<p>In this project a workshop network model was developed and tested and used for international further training of teachers of woodwork.</p> <p>Four workshops were organised during the project, where each partner organisation taught participants from other participating schools about their theme of specialisation.</p> <p>A training module was then developed in each partner country for initial vocational students. The project tested how the skills learned in a workshop adapt to the teaching and education system of the respective country.</p> <p>The point of view of enterprises and the employers' requirements were also taken into account in the development of the modules.</p>	Tutors or workplace instructors	<p>Training course for teachers and trainers in the field of woodwork</p> <p>See also:  <a href="http://www.teakwood.it">http://www.teakwood.it</a></p>	<p>Skive Technical Institute  Mr Svend Erik Nissen  Kongsvingervej 1, 7800 Skive,  Denmark  Phone + 45 99 149258  E-mail <a href="mailto:son@skivets.dk">son@skivets.dk</a></p> <p><a href="http://www.teakwood.it">http://www.teakwood.it</a></p>
<p>COLLT – Collaborative Teacher Training</p> <p>113840-CP-1-2004-1-DK-GRUNDTVIG- G1</p>	Grundtvig 1 training course	<p>The aim of the project is to help teachers overcome their difficulties in the use of ICT for cross-border collaborative communication. This is achieved by teaching them how to work in on-line collaborative learning environments. In turn, the teachers will be able to offer their students a new way of learning so called "new basic skills" in collaboration with students from other countries.</p>	Teachers	<ul style="list-style-type: none"> <li>- The COLTT training course for teachers</li> <li>- a handbook on how to implement ICT-based collaborative learning in the classroom</li> <li>- intro to electronic logbooks</li> </ul>	<p>VUC Vestsjælland Syd  Aase Steinmetz  Herrestræde 11, DK-4200 Slagelse  Phone + 45 5959 7436  E-mail  <a href="mailto:Aase.steinmetz@skolekom.dk">Aase.steinmetz@skolekom.dk</a></p>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
<b>ESTONIA</b>					
Teacher Development Project for Vocational Schools in Estonia – VOCS, EE/2000/EX-E-039	Mobility expert exchange	<p>The main goal of the project was familiarization with integrative teaching of foreign languages using such modern teaching methods as problem-based language learning, portfolio, self-assessment, computer-assisted language learning etc.</p> <p>The project consisted of two visits: Sweden and the Netherlands. In both countries, several vocational schools were visited; the programmes included discussions, observation of lessons and practical work.</p>	Teachers and trainers (language)	<p>The main results were:</p> <ul style="list-style-type: none"> <li>- 7 language teachers and 2 representatives of the Examination &amp; Qualification Board got valuable input in the area of language training, syllabus design, new teaching methods and assessment in Sweden and Netherlands</li> <li>- A coherent team was formed of 9 people from different regions of Estonia who can initiate new projects aiming at developing materials, organise in-service training for teachers in their regions and disseminate innovative methods and ideas.</li> <li>- The participants developed and interest in carrying out individual research in the areas of new methods together with the practical applications in the classroom.</li> </ul>	National Examination & Qualification Board Ms Kaie Piiskop Sakala 21, 101 Tallinn Phone +372 6 443 641 E-mail Kaie.piiskop@ekk.edu.ee
ESPEU - ESP Management and Quality Assurance in European Universities EE/2004/EX-E-043	Mobility expert exchange	<p>The main aim of the project was to get acquainted with the organisation, methods and materials of teaching foreign languages for specific purposes.</p> <p>The participants of the project (8 foreign language teachers from TUT) visited 4 organisations in three countries (Universities of Reading and Edinburgh in UK, Polytechnic Institute of Castelo Branco in Portugal and a small company "astyle, linguistic competence" in Austria) and familiarized with examination procedures, linguistic materials and assessment criteria; with the possibilities of implementing e-learning and ICT in foreign language studies.</p>	Teachers and trainers (language)	The main result of the project: the participants' horizons were broadened; new practical and methodological skills (e.g. topic-based language learning) were acquired.	Tallinn University of Technology Ms Alliki Lukk Ehitajate tee 5, 19086 Tallinn Phone + 372 620 2708 E-mail alliki@edu.ttu.ee
SELF-ASSESSMENT EE/2003/EX-E-019	Mobility expert exchange	<p>The target group of the project were foreign language teachers of Estonian vocational schools: 12 teachers from 9 schools and 1 expert from the National Examination &amp; Qualification Board participated in the project.</p> <p>The objective of the project was to get</p>	Teachers and trainers (language)	A seminar was organised to disseminate the self-assessment materials and idea of self-assessment to other schools and teachers.	Tallinn Polytechnic School/National Examination & Qualification Board Ms Ege Meister Sakala 21, 101 Tallinn Phone + 372 6 443 641 E-mail Ege.Meister@ekk.edu.ee

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
		acquainted with self-assessment methods at the Göteborg University, which is well known for research and testing in the field of self-assessment. The aims were to learn different possibilities for self-assessment in foreign language teaching: learn the theoretical basis of self-assessment and study how self-assessment is used in everyday work in schools.			
<b>FINLAND</b>					
TOK Mobility 2004 - Mobility 2004 -Työpaikkaohjaajien, kouluttajien ja koulutus-henkilöstön vaihto-ohjelma  FI-04-A-D-EX-84	Mobility expert exchange	Developing international work placements and on-the-job learning. 12 specialists will spend 2 weeks in Greece, Norway, Austria or Germany. Cross-sectoral.	Teachers or trainers, tutors or workplace instructors		Amiedu Sisko Temmes Valimotie 8, 00380 Helsinki Phone +358 20 7461220 E-mail sisko.temmes@amiedu.fi
TALENT – On the Job – Learning abroad for personnel  FI-04-A-D-EX-70	Mobility expert exchange	Teachers go on work placements in companies and worksites for 3-6 weeks. The functionality and suitability of worksheets developed for international work placements will be tested. 8 specialists, 4-6 weeks in Britain, Hungary, Poland, the Czech Republic, Germany, Italy, Denmark or France. Cross-sectoral.	Teachers or trainers		The Municipal Federation of Education in Central Ostrobothnia Ms Teija Tuunila Närvilänkatu 8, 67100 Kokkola, Finland Phone + 358 6 825 2055 E-mail teija.tuunila@kpedu.fi
OPIFEX Development of the Qualification and Diploma for On-the-job Training Master in the Field of Metal Industry  FI-01-B-F-PP-126627	Pilot project	Raising the status of on-the-job trainers in the field of metal industry, developing their training and, simultaneously, the quality of on-the-job training.	The target groups are welders and CNC operators who act or will act as on-the-job trainers. Trainers, teachers, tutors, planners.	- A training manual. Training instructions for On-the-job Training Master. - A study on on-the-job training practices in partner countries - Curriculum for a qualification of an On-the-job Training Master: profile and evaluation criteria for the qualification of an On-the-job Training Master  The results are available in six languages: English, Italian, Greek, French, German and Finnish.	Amiedu Ms Eeva-Liisa Saikkonen Valimotie 8, 00380 Helsinki, Finland Phone +358 20 7461504 E-mail eeva-liisa.saikkonen@amiedu.fi

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
ISEeTT Implementing Standards for European eTutor Training  FI-04-B-F-PP-160525	Pilot project	Defining the core curriculum and quality standards for European etutor training in relation to different national contexts.	Teachers or trainers	- E-tutor training courses - A project portal (web-based, open source) that functions as a material database, dissemination tool and an intranet for communication amongst the project partners	The Adult Education Centre of Mikkeli Ms Teija Pyykkänen Raviradantie 8-10, 50100 Mikkeli, Finland Phone + 358 15 2041 448 E-mail teija.pyykkänen@makk.fi <a href="http://www.etutorportal.net/">http://www.etutorportal.net/</a>
ETM Expansion of the TM and Development of Work Placement Supervising  FI-00-B-F-PP-126556	Pilot project	Developing learning material to improve preparation before work placement abroad. Comparing and harmonising supervising and assessment procedures in different countries.  The material has been produced for the initial vocational training but can be used also e.g. at the polytechnic level.  Sector: the social and health care sector, for two client groups (children, the elderly).	Tutors and workplace instructors	- Handbook for students – Care work abroad with older people in Germany, Finland, Ireland, the Netherlands, Scotland and Sweden (EN) - Handbook for students – Care work with children in Finland, Ireland, the Netherlands, Scotland and Sweden (EN) Altogether 11 independent booklets. - Handbook for work placement supervisors – Supervising foreign student at work placement (available in EN as well as partner languages: DE, NL, SE, FI).  All handbooks can be downloaded for free from partners' web sites.	Helsinki City College of Social and Health Care Mr Matti Remsu Viipulantie 14, 00700 Helsinki, Finland Phone + 358 9 3108 0275 E-mail matti.remsu@edu.hel.fi  <a href="http://www.hesote.edu.hel.fi/english/projects/etm/">www.hesote.edu.hel.fi/english/projects/etm/</a>
CLILCOM Vocational & Professional Education CLIL Self- Development Appraisal System  FI-04-B-F-LA-160520	Language competencies	Develop a CLIL (Content and Language Integrated Learning) self-appraisal system for vocational and professional education. Target sectors: business, technology, health care and social services, and service sectors as well as teacher training.	The professional focus groups are vocational and professional teachers teaching in foreign languages, on-the-job trainers, and administrative staff.	- A virtual learning environment – CLIL Selfdevelopment Appraisal System (including learning modules, tests for creating user profiles etc.) - System Handbook (user guide) - Post-project consortium (Certification Network). The main functions of the consortium are to validate quality assurance in VET institutions. - Disseminator package	Helsinki Polytechnic Stadia Ms Lea Moua PL 4000, 00180 Helsinki, Finland Phone +358 9 3108 1104 E-mail lea.moua@stadia.fi  <a href="http://clilcom.stadia.fi">http://clilcom.stadia.fi</a>
AITO Improving Immigrants' Access to Language and Society  FI-01-B-F-PP-126631	Pilot project	New models of teaching a second language to adult immigrants  The long-term goal is to improve immigrants' access to vocational training and employment.	Teachers or trainers	Training material for adult trainers in the field of immigrant teaching: - a computer programme for language teaching - a model for teaching a second language - a guide book for building authentic learning environments	Kotka Vocational College Minna Torvinen-Artimo Malminkinkatu 6-8, 48600 Karhula, Finland Phone +358 5 234 5404 E-mail minna.torvinen@kotka.fi  <a href="http://www.aito.info">http://www.aito.info</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
				Language versions of the guidebook: Finnish, English, German, French, Norwegian, and Greece. Downloadable from the project website.	
Praktikum in Europe (Europraktikum)  FI-03-A-D-EX-1	Mobility expert exchange	Teachers together with on-the-job trainers compare on-the-job guidance in partner countries and develop competence-based qualifications. Multi-sectoral	Teachers or trainers and tutors or workplace instructors	Three sector-specific dictionaries of four languages for students going on practical training placements abroad and for employers hosting them.	Ylä-Savo Vocational Institute Ms Raija Perälä Asevelikatu 4, 74100 Iisalmi, Finland Phone + 358 17 832 5447 E-mail raija.perala@ysao.fi
<b>FRANCE</b>					
TRANSIT  118071-2001	Pilot project	Training the staff involved in the organisation of European transnational work placement at any level (preparation, guidance, evaluation, etc.).	Teachers, lecturers, career advisors, university international offices, etc.: everyone involved in the European mobility of young people	- Training modules and handbooks ("evolution of the tutor's role"; "to welcome foreign students and trainees"; etc.)  FR, EN, ES, IT, PL  Website (free downloading of products after self-identification): <a href="http://www.transit-formation.org">www.transit-formation.org</a>	GIP - Pôle universitaire de Lyon Ms Elisabeth Gros Responsable du Centre 25, rue Jaboulay F - 69 007 LYON Phone 00 33 472 732 495 Fax 00 33 472 734 402 E-mail <a href="mailto:elisabeth.gros@ac-lyon.fr">elisabeth.gros@ac-lyon.fr</a>
R.E.D.A.C.  118087-2001	Pilot project	Optimising the quality of transnational apprenticeship by training the tutors.	Apprenticeship tutors / In-company tutors	- A "transnational tutor" skills and training standards reference document - A specific "transnational tutor" training programme - Apprentice skills assessment methodology and tools  FR  Website (free downloading of products): <a href="http://www.redac-btp.org">www.redac-btp.org</a>	Association pour la formation professionnelle dans le bâtiment (AFORPROBA) Jacques Miche Directeur du CFA 79, rue du Petit Pont F- 45 000 ORLEANS Phone 00 33 238 860 251 Fax 00 33 238 843 828 <a href="mailto:cfa.jean.fontaine.45@wanadoo.fr">cfa.jean.fontaine.45@wanadoo.fr</a>
NET-TRAINERS  118090-2001	Pilot project	Developing a European qualification for online trainers: in a European dimension, with supportive tutoring, and official certification.	- Corporate trainers - Vocational trainers and teachers - Independent trainers and consultants	- Certified training for trainers; commercial dissemination. - European job profile and training framework. Detailed information available on <a href="http://www.nettrainers.org">www.nettrainers.org</a>	CEPIERE FORMATION Jean-Claude MAURIN Rue de l'Aiguette F-31100 TOULOUSE Phone 00 33 562 149 586 Fax 00 33 562 149 595 E-mail <a href="mailto:maurin@cepiereformation.com">maurin@cepiereformation.com</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
NET-TRAINERS 2 146397-2005 (German Promoter)	Pilot project	Developing a European qualification for online trainers: In a European dimension, With supportive tutoring, And official certification.	- Corporate trainers - Vocational trainers and teachers - Independent trainers and consultants	Dissemination of the Net-Trainers training in 10 European countries/languages. Detailed information available on <a href="http://www.nettrainers.org">www.nettrainers.org</a>	Fachhochschule Furtwangen Dr. Thomas Jechle Robert-Gerwig-Platz 1 D - 78120 Furtwangen E-mail <a href="mailto:jechle@fh-furtwangen.de">jechle@fh-furtwangen.de</a>
CEPPAC 118053-2002	Pilot project	Developing pedagogical tools to help teachers and trainers cope with illiteracy	Teachers and trainers (initial and adult education and vocational training)	- A typology of illiterate public - List of tools for identifying restraints in learning - List of evaluation tools of basic competence - Training of trainers - pedagogical sheets  FR EN  Website (free downloading of products): <a href="http://www.ceppac.org">www.ceppac.org</a>	AGORA / EOLE Katalin Finta Coordinatrice du projet 65, rue Beauvais F - 56 100 LORIENT Phone 00 33 297 640 690 Fax 00 33 297 642 152 E-mail <a href="mailto:kfinta@agora56.asso.fr">kfinta@agora56.asso.fr</a>
Cci Lyon 151038-2003	Pilot project	The project focuses on ICT that can be used to help trainers in particular when working in a Blended Learning context.	Trainers	- A set of new competences required by trainers to set up blended learning courses. - An ICT skill test to be used by all teachers and trainers who want to apply ICT to their practice and need to find out the level of their ICT skills. - ICT Modules containing curriculum and examples of good practice in applying ICT tools in teaching - Blended learning models for specific subjects, viz: languages, ICT and training for entrepreneurs. - Methodological Handbook that aims to assist trainers to design blended learning courses by themselves.  FR IT ES LT EN <a href="http://www.formaticonline.net">www.formaticonline.net</a>	CHAMBRE DE COMMERCE ET D'INDUSTRIE DE LYON Régine Weizmann Responsable du Département International 36 rue Sergent Michel Berthet CT 305 F – 69337 LYON CEDEX 09 Phone 00 33 472 538 801 Fax 00 33 472 538 833 E-mail <a href="mailto:weizmann@lyon.cci.fr">weizmann@lyon.cci.fr</a>
PROVIPTRAIN 151114-2004	Pilot project	Providing a better qualification in the visual impairment field to professionals directly working with or about to work with the visually impaired.	Teachers and trainers interacting with visually impaired or blind people.	A Training curriculum (5 modules)  FR EN  Available in September 2006  Website: <a href="http://www.proviptrain.org">www.proviptrain.org</a>	Institut Monteclair Philippe Belseur Responsable service Formations et Documentation 51, rue du Vallon F - 49 000 ANGERS Phone 00 33 241 733 818 Fax 00 33 241 720 996 E-mail <a href="mailto:pbelseur@montclair.fr">pbelseur@montclair.fr</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
TUTOR-RING 151119-2004	Pilot project	Raising the quality of European transnational work-based vocational training.	Teachers, trainers, in-company tutors	Training modules, case studies  FR EN  Available in March 2007  Website: www.tutor-ring.org	GIP Formation continue - Insertion professionnelle de l'Académie de Clermont-Ferrand Christian Lallias Coordonnateur des programmes européens 3, avenue Vercingétorix F- 63 033 CLERMONT- FERRAND Phone 00 33 473 993 576 Fax 00 33 473 993 571 E-mail christian.lallias@ac- clermont.fr
JANUS 151151-2004	Pilot project	Introducing the intercultural dimension to vocational training in Europe.	Trainers (lifelong learning, technical vocational training)	Reference document Training tools and handbooks  Available in September 2007	RECIF – SA Daniel Lustin PDG 30, rue Gassendi F- 75 014 PARIS Phone 00 33 142 790 770 Fax 00 33 140 470 378 E-mail dlustin@recif-sa.fr
<b>GERMANY</b>					
Baltic Cook – Exchange of Trainers 4304000399	Mobility expert exchange	The project aims to install trans-national Vocational Training to become a cook. The target group consist of young people with (social) disadvantages. The partnership consists of Poland and the Baltic States.	Tutors or workplace instructors	-New training regulations	Schweriner Bildungswerkstatt e.V. Dr. Jürgen Lewerenz Baustraße 11a Phone +49-385-613839 E-mail j-lewerenz@sbwev.de  <a href="http://www.schweriner-bildungswerkstatt.de">http://www.schweriner-bildungswerkstatt.de</a>
Länderübergreifende Verbundausbildung in spezifischen Berufen des öffentlichen Personennahverkehrs 4304000372	Mobility expert exchange	The aim of the project is to develop trans-national common standards in parts of vocational training i.e. of bus drivers. Teacher exchanges and Placements in Initial Vocational Training will take place.	Teachers or trainers and tutors or workplace instructors		Dresdner Verkehrsbetriebe AG Mr Rainer Körösi Trachenberger Straße 40 Phone +49-351-8573270 E-mail Koeroesi@dvbag.de  <a href="http://www.dvbag.de">http://www.dvbag.de</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
<b>GREECE</b>					
Computer based learning EL/2004/EX-70	Mobility expert exchange	The main target of this project was the acquisition of further knowledge and the skills to create educational and informational material in electronic form (Web and DVD) including sound, images, animation (multimedia), teleconference and digital applications in the field of education, combined with e-learning and virtual reality. The beneficiaries had the opportunity during the training to do practical exercise in educational models with the use of computers.	Teachers or trainers	- The training of our tutors in the Southampton university gave them a chance to become familiar with the school issues, by using the new technologies and multimedia. -The tutors became acquainted with new teaching methods. -Social skills have been encouraged between the participants. -New cooperation has been established between the Vocational Greek School and the British University.	Sivitanideios Public Vocational School Krikonis Ioannis and Koytoylakos Christos Thessalonikis 151, Gr-17610 Kallithea Phone +30-210-4857620, +30-210-4815066 E-Mail seksivitan@hotmail.com, electro@otenet.gr  <a href="http://www.sivitanidios.edu.gr">http://www.sivitanidios.edu.gr</a>
<b>HUNGARY</b>					
Skills updating for carpentry and joinery teachers HU/04/EX/405	Mobility expert exchange	The project's aim is to enable trainers to update their knowledge of ICT-based programmes and other new technologies used in carpentry and to capacitate trainers to be able to modernise curricula and courses in Hungary. Trainers spent 2 weeks in France or Germany.	Trainers of carpentry and joinery		National Federation of Hungarian Building Contractors Mr Zoltán Pete 1013 Budapest, Döbrentei tér 1. Phone + 36 1 201 03 33 E-mail evosz.pz@mail.datanet.hu  <a href="http://www.evosz.hu">www.evosz.hu</a>
Training to teach English in technical subjects  Training to manage competence-based learning HU/04/EX/502 HU/04/EX/410	Mobility expert exchange	10 teachers of English, biology, information technology, environmental sciences and/or chemistry participated in a 1-week exchange in Scotland. The main purpose of the project was to give an opportunity for managers of schools to study vocational training models in Great Britain.	Teachers or trainers	- preparation course - reports - photomontage - video	Petrik Lajos Vocational School for Chemistry, Environmental Sciences and Information Technology Mr Zsolt Bertalan (principal) 1146 Budapest, Thököly út 48-54. Phone + 36 1 343 36 09 E-mail bertzs@petrik.hu <a href="http://www.petrik.hu">www.petrik.hu</a>
Development of Content and Methodology of a Post-secondary Training Programme HU/00/B/F/PP-136037	Pilot project	Revise and develop the Accredited Post-secondary Training Programme 'Information statistician and designer in economics more practice-oriented. The objective of Teachers' further training sub-project was to train a team of teachers who can achieve the course aims based on modern technology.	Teachers or trainers	- training programme (also for the further training of teachers, many of them in English and Hungarian) - Teaching materials (also for the further training of teachers many of them in English and Hungarian) - Studies, essays and researches	Számalk Secondary Vocational School Ms Katalin Fazekas 1045 Budapest, Frangepán u. 50-56 Phone + 36 1 203 03 04*6110 E-mail fazekas@szamalk.hu <a href="http://www.aifsz.hu">www.aifsz.hu</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
<p>VELVITT - Virtual Electronic Learning in Vocational Initial Teacher Training</p> <p>HU/02/B/F/PP-136003</p>	Pilot project	VELVITT will develop Virtual Learning Environments (VLE) in the area of vocational teacher training. The project will develop a series of training products to enhance the quality of Initial Teacher Training (ITT) in vocational education through the use of new information and communications technologies.	Teachers or trainers	<ul style="list-style-type: none"> <li>-Electronic Learning Strategy for vocational teacher training institutions.</li> <li>-Staff development programmes. to train staff in using VLEs (in English, translated into languages of the partner institutions).</li> <li>- A printed report which will outline the criteria for selection of a VLE for vocational ITT.</li> <li>- European collaboration' module in the vocational ITT curriculum.</li> <li>-Materials and schemes of work for electronically enhanced delivery of parts of the ITT curriculum.</li> </ul>	<p>Budapest Polytechnic</p> <p>Mr Pál Pentelényi</p> <p>1081 Budapest, Népszínház utca 8</p> <p>Phone + 36 1 219 63 24</p> <p>E-mail pentelenyi.pal@bgk.bmf.hu</p> <p>www.banki.hu/velvitt</p>
<b>ICELAND</b>					
<p>Training Programme for Workers in Vegetable &amp; Fruit Departments of Supermarkets in Iceland</p> <p>EX-ISL-02-A-144</p>	Mobility expert exchange	The aim of the project was to help launch the training of workers in the vegetable and fruit departments of supermarkets. Personnel were sent to a vocational training institution in the Netherlands and to a supermarket chain in the UK to gather information on the best available training schedules in Europe.	Tutors or workplace instructors	<ul style="list-style-type: none"> <li>- A training material and text book, "The Handling of Vegetables and Fruit"</li> <li>- Courses (4,8 and 20 hrs) on handling vegetables and fruit in supermarkets.</li> </ul>	<p>IceTec – Technological Institute of Iceland</p> <p>Ólafur Reykdal</p> <p>Email: olafurr@iti.is</p> <p>www.iti.is (<a href="http://www.iti.is/page.asp?id=570">http://www.iti.is/page.asp?id=570</a>)</p>
<p>ABLY – Apprenticeship and on-the-job training in the metal and mechanical trades in small and medium sized enterprises</p> <p>IS/99/ 1/072007/ P/II.1.1.a /FPI</p>	Pilot project	The project focused on the problems of apprenticeship and on-the-job training in small and medium sized enterprises. The trades of concern are metal, mechanical and engineering industries. A specific and measurable objective of the project was to create a training package for trainers in enterprises.	Tutors or workplace instructors	<ul style="list-style-type: none"> <li>- A training package for trainers in enterprises (a short course) and an instructional manual to be used in the workplace (student portfolio; log book).</li> <li>- A social dialogue (network) between social partners, enterprises and the government on the importance of quality workplace training.</li> </ul>	<p>The Centre for Education and Training in Metal and Mechanical Sectors</p> <p>Mr Gylfi Einarsson</p> <p>Hallveigarstígur 1, 101 Reykjavík</p> <p>Phone + 354 590 6410</p> <p>www.metal.is (there is no website available for the project itself)</p>
<b>IRELAND</b>					
<p>Living and Learning Through Mobility</p> <p>IRL/04/A/F/EX.153-028</p>	Mobility expert exchange	40 trainers from the City of Dublin Vocational Educational Committee (VEC) – Youthreach, will undertake an exchange with 6 partners across Europe. The focus of the exchange is to share methodologies in challenging behaviour, identify new and flexible	Teachers or trainers.		<p>City of Dublin Vocational Education Committee - Youthreach</p> <p>Ms Alex Cahill</p> <p>Bunratty Drive, Coolock, Dublin 17, Ireland</p>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
		approaches to lifelong learning, improve and develop networks for future collaboration and to equip socially excluded young people with the tools to access sustainable employment.			Phone +353 1 8474633 E-mail alex.chill@yrcoolock.cdvec.ie
Educators as Learners, Learners as Educators (ELLE)  02-NLD02-S2G01-00023-1 (Year 1)  03-NLD02-S2G01-00045-2 (Year 2)	Grundtvig	The project will pilot training opportunities within an adult education context for professionals of different nationalities in the field to work together to reflect on the needs of learners in an intercultural learning context and to evaluate the process of existing provision.	Teachers or trainers	-a tutor-support network - a model for professional development for tutors working in this field - an adult education framework for delivery set within the broad context of the adult education principles of "Educators as Learners, Learners as Educators".	Dun Laoghaire VEC Deirdre Keyes 100 Century Court, 100 Upper Georges Street, Dun Laoghaire, Co Dublin Phone + 353 1 2147200 E-mail dkeyes@dlvec.ie
A Comparative Study of Support and Validation procedures at Further Education Level  IRL/04/A/F/Ex.153.026	Mobility expert exchange	6 regional support officers from the National Council for Vocational Awards (NCVA) Support Service, who provide a full-time consultancy service nationwide to providers of training towards NCVA accreditation, undertook a one-week exchange in Scotland to the Scottish Qualifications Authority and the Scottish Further Education unit.  The thematic / academic focus of the visit was 'Support and Validation Procedures at Further Education Level', and the idea of 'national programmes' was also explored.	Target group are staff of a national accreditation body – NCVA, which has since become FETAC (ref. www.fetac.ie)		NCVA Support Service Siobhan Magee 99 Main Street, Cavan, Ireland Phone +353 49 433 18 50 E-mail Smagee@iol.ie  www.sfe.ie
European Dimensions in Training Cosmetic Technicians - Beauty Therapists  IRL/02/A/F/EX-119.029ex	Mobility expert exchange	2 trainers undertook an exchange to explore training provision in Slovenia including cosmetic laboratory work. The objective of the exchange was to promote and reinforce the contribution of vocational training to the process of innovation, with a view to improving competitiveness and entrepreneurship. The over arching aim of the proposal was to improve the quality of and access to current training provision on the beautician course in CCVEC - Cork College of Commerce.	Teachers or trainers		Cork College of Commerce Ms Kate McAuliffe Morrison's Island, Cork, Ireland Phone +353 21 422 2853 or 422 3846 E-mail kmcauliffe@coccork.com and kmcauliffe@coccork.com  www.corkcollegeofcommerce.ie

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
CHOICES IRL/02/B/F/PP – 119.118	Pilot project	A social inclusion project promoted by Ballymun Job Centre, which aims to develop and pilot an Assessment Centre process to facilitate the guidance, assessment and developmental needs of young disadvantaged job seekers in the ICT area.	Teachers or trainers, tutors or workplace instructors and guidance counsellors.	Website <a href="http://www.careerchoices.ie">www.careerchoices.ie</a> CD-ROM User Manual Activity Report Paper based Assessments Task Analysis Translation Programme Seminar/Dissemination Report	Ballymun Job Centre Nuala Whelan Ballymun Town Centre, 36A Ballymun, Dublin 11, Ireland. Phone +353 1 8622707 E-mail <a href="mailto:choices@ballymunjob.ie">choices@ballymunjob.ie</a>  <a href="http://www.bmunjob.ie">www.bmunjob.ie</a>
MOFIT IRL/00/B/P/PP – 119.221	Pilot project	The MOFIT project developed and tested a training model utilising OFDL and ICT for use by technicians working in a continuous process-manufacturing environment. The MOFIT project essentially addresses the shortage of highly skilled workers capable of operating on and maintaining complex modern manufacturing machinery.	Tutors or workplace instructors	Four modules were developed and twelve trainers trained in the use of the model followed by a training programme involving 100 technicians based in Ireland, UK, Austria and Norway Products: - CD-ROM - A training model - Website <a href="http://www.fascabra.com/leonardo/MoFIT1/index1.html">http://www.fascabra.com/leonardo/MoFIT1/index1.html</a>	FAS Mr Paddy Morgan FAS Training Centre, Bannow Road, Cabra, Dublin 7, Ireland. Phone + 353 1 8821400 E-mail <a href="mailto:Paddy.morgan@fas.ie">Paddy.morgan@fas.ie</a>  <a href="http://www.fascabra.com/leonardo/MoFIT1/index1.html">http://www.fascabra.com/leonardo/MoFIT1/index1.html</a>
STAMP IRL/00/B/F/PP – 119.217	Pilot project	STAMP aims to advance the quality of training for human factors practitioners in the aviation maintenance industry. In order to do this it will assess the training; develop a training methodology, curriculum and assessment methodology, a demonstration distance learning environment and a framework for certification and accreditation. The Project will enhance transparency by setting an industry standard for the training of human factors practitioners in the Aerospace industry.	Tutors or workplace instructors	Results: - Training needs analysis for human factors practitioners in aviation maintenance. - Review of current practices in training for human factors practitioners in aviation. - A strategy for certification and accreditation of specialised training for human factors trainers and managers. - Curriculum, training methodology and course concepts for advanced professional training of human factors practitioners. - Methodology for the competence assessment of human factors practitioners. - Web-based distance learning module with associated training materials. - Report on the progress of certification and accreditation of STAMP courses. - A generic model for advanced	Trinity College Dublin Dr. Sam Cromie  Dublin 2, Ireland Phone + 1 6081053 E-mail <a href="mailto:sdcmie@tcd.ie">sdcmie@tcd.ie</a>  <a href="http://www.tcd.ie/psychology/aprg">www.tcd.ie/psychology/aprg</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
				training of human factors personnel.  Products: - CD-ROM -Training Model	
Staff Development Through Mobility  IRL/04/A/F/Ex.154.029	Mobility expert exchange	14 staff and trainers from GMTI (Galway Mayo Institute of Technology) involved in various areas of Education in Tourism, Hospitality and Leisure undertook a 1-week exchange visit to a host of European network partners in France, Germany, Sweden, Norway, Finland and Hungary.	Teachers or trainers		Galway Mayo Institute of Technology Sinead O'Connor Lomas Dublin Road, Galway, Ireland Phone +353 91 742565 E-mail sinead.oconnor-lomas@gmit.ie
<b>LITHUANIA</b>					
Digital compendium: innovative learning materials for remote tutoring  LT/04/B/F/PP-171018	Pilot project	The specific aims of the project are the implementation of innovation (new forms of learning) in vocational and education training; enhancing the transparency of qualifications; ensuring competitiveness and new employment possibilities for medical colleges' graduates; improving the transparency of qualifications of professional medical staff and the training of teachers and trainers. The target sectors are education, health and social work.	Teachers or trainers	Expected project's results are: -Extended and adopted virtual learning environment WEDIT (DC base) for developers and trainers; -6 different DC modules for teachers and all level trainees: "Medical physics", "Gerontology", "Basics of dietetics", "First aid and intensive care", "Clinical laboratory examinations", "Hot topics in medicine", "How to use DC".	Vilnius College Ms Zymante Jankauskiene Didlaukio 45, LT-08303, Vilnius, Lithuania Phone + 370 5 2764871 E-mail dekane@spf.viko.lt  <a href="http://leonardo.spf.viko.lt/action/main?lang=lt">http://leonardo.spf.viko.lt/action/main?lang=lt</a>
<b>NORWAY</b>					
Super Conductivity Multimedia Educational Tool (Supercomet)  N/01/B/PP/FP/131-014	Pilot project	Recruitment of teachers to physics and related subjects is low in European countries, the average age is 50+. The aim of the project is to develop new innovative pedagogical and ICT-based training material for both teachers and students and thereby improve recruitment.	Teachers or trainers	-A <i>teachers guide</i> (CD-ROM and Internet based) to train teachers on how to implement the new ICT-based training material, which also is part of the result from the project.	Organisation: Simplicatus AS Mr Vegard Engstrom Richard Birkelands vei 2B, NO-7491 TRONDHEIM Phone +0047 – 73 55 18 75  <a href="http://www.supercomet.no">www.supercomet.no</a>
TTT in VocRehab - Train the trainers in Vocational Rehabilitation  N/01/B/F/PP-131023	Pilot project	TTT in VocRehab developed and piloted a training programme for training personnel responsible for the vocational rehabilitation of disabled & disadvantaged persons. The project trained those professionals responsible for giving both vocational guidance and job training in 'sheltered	Tutors or workplace instructors	- <i>The training programme</i> developed is partly distance-based and partly face-to-face through participation in learning seminars. An ICT-based learning management system was adopted for the distance-learning element.	Centre for Regional and Social Resource Ms Beata Szabo Szombathely, 9700, Ady tér 5. Phone + 36 1 94 508 770 E-mail <a href="mailto:bea.szabo@rszfk.hu">bea.szabo@rszfk.hu</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
		workshops' and within 'in-service job training environments', thus enhancing the provision of guidance and job training to the end-user group.		<ul style="list-style-type: none"> <li>- <i>The curriculum</i> comprises four separate modules; one European (common in all countries), two national (adapted to national needs) and one transnational (a module developed and tried-out in one country will then be tried-out in a second country). This combination of modules allows for comparison of the modules across partner countries thus enhancing the possibility for professional mobility beyond the project.</li> <li>- <i>Case studies</i>.</li> </ul>	
TTT-Train the Trainers in Vocational Rehabilitation N/01/B/PP/FP/131-023	Pilot project	The aims of the projects were the development and testing of a module-based training programme for instructors working with the rehabilitation of vocationally disabled people, the number of which is increasing in most European countries. The output aims at improving both the pedagogical and guidance/counselling quality of instructors' competencies.	Tutors or workplace instructors	-A <i>"toolbox"</i> of 12 training modules based on an inductive approach where activities take place both "on site" and on the Internet. The instructors produce "case studies" after each module and the cases constitute a folder. The course can be carried out while the instructor is at work.	Attføringsbedriftene Mr Aage Tøssebro Essendropsgate 6, 0368 OSLO Phone. +0047 – 23 08 86 54 E-mail leonardo@sbl.no
<b>POLAND</b>					
Innovative Methods of the use of Information Technologies in Vocational Development of Teachers and Coaches™ - TEACH-IT.NET PL/03/B/F/PP/174056	Pilot project	The aim of the project is to create a universal, comprehensive, coherent system of vocational development of teachers with regard to employing ICT tools in education. The project is to considerably improve the level of ICT knowledge and skills amongst teachers and trainers and to have a direct impact on the quality of teaching performance. The vocational development system created includes three modular training courses: "Computer in Teaching", "Internet in Teaching", and "Multimedia in Teaching".	Teachers or trainers	<ul style="list-style-type: none"> <li>- <i>Syllabus</i> – document describing the required scope of knowledge and skills as regards the use of ICT in teacher's daily work (standards + requirements);</li> <li>- <i>Training materials</i> for the ICT training courses: curricula, course books for participants, manuals for trainers, extra training materials on CD-ROMs;</li> <li>- <i>E-learning</i> version of the system;</li> <li>- Test training courses – run in Poland and Germany.</li> </ul>	Katolickie Centrum Edukacji Mjodzie y KANA Ms Ewa Klejnot-Schreiber ul.Jana Pawja II 7, 44-100 Gliwice, Poland Phone + 48 32 230 89 41, Mobile + 48 508 21 90 53 E-mail ewa@kana.gliwice.pl  www.teach-it.net

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
<b>SWEDEN</b>					
VETNET S/00/B/F/NT-127050	Trans-national Networks	The VET-NET network project aims to create a vocational and educational training network to promote the production of knowledge and to stimulate developmental work in the field of cooperation between schools and working life. The network provides information and research on all aspects of school based learning, work place experiences and the link to the labour market.	Teachers or trainers and tutors/ or workplace instructors	- The report "Mind the gap" - Good practice reports and guides from Sweden, Spain, UK (Wales) and Portugal and Romania. - Available on the website.	Stockholm Institute of Education Mr. Robert Höghielm Box 34103, 10026 Stockholm, Sweden Phone +46 8737 5570 E-mail Robert.hoghielm@lhs.se  www.lhs/eurovetnet/
Monitoring the effectiveness of teaching and learning METAL S/05/EX1039-B1	Mobility expert exchange	Staff with vocational training will observe teaching and learning in partner companies. The purpose is to monitor the effectiveness of teaching and learning in a given vocational setting. This mobility project supports and adds value to a Leonardo da Vinci Pilot Project INVOLVE (Industrial Vocational Optimal Learning Valid for Europe) where teachers in the partner institutions are analysing the effectiveness of their own teaching and learning strategies.  The trans-national partners are from the UK, Denmark, Spain and Bulgaria.	Teachers or trainers and tutors or workplace instructors	- Added value to the Best Practice Guide of the INVOLVE project - shared real-life experiences in teaching and tutoring in four countries.	GTG – Göteborgsregionens Tekniska Gymnasium / Gothenburg technological College Mr Christian Nelin Box 8090, 402 78 Gothenburg, Sweden Phone +46317603434 E-mail christian.nelin@gtg.se  <a href="http://www.involve.se">http://www.involve.se</a>
LENTEC- Learning English for Technical Purposes S/01/B/F/LA-127024	Language competencies	Having developed a module to promote content integrated language learning (CLIL), using Problem-based learning, in the teacher orientated project TENTEC (Teaching English for Technical Purposes) LENTEC aims to put the results of TENTEC into practice by allowing students to communicate with each other across borders, about technical cases of interest, in English. The aim is to improve the motivation of students to be competent enough in a language in which they have to work or communicate. An important aspect of this project is to involve industry to supply real cases to study.  By using a digital learning environment and investigating the skills teachers need to not only teach a language but also to integrate foreign language learning across the	Teachers or trainers	- The LENTEC guide to Learning in virtual mobility projects – printed version - Website <a href="http://www.pedc.se/lentec/">http://www.pedc.se/lentec/</a> - Language (self) assessment instruments and articles (downloadable) - Articles and products on Problem-based Learning (downloadable) - Products on E-learning (downloadable) - Products on industrial co-operation (downloadable) - Web-based curriculum development and further partner teacher material - Examples of DLE courses (downloadable) - Examples of students products in	City of Malmö, department of Education, (Utbildning Malmö Stad)  Ms Birgitta Johansson Box 17 195, 200 10 Malmö, Sweden Phone +46 40 34 30 59 E-mail birgitta.johansson.uf@malmö.se  <a href="http://www.pedc.se/lentec/">http://www.pedc.se/lentec/</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
		curriculum, we developed instruments to guide teachers and learners in the best use of this (virtual) mobility medium. Teachers were able to guide students in their learning process from a distance and also to judge the amount of guidance students needed when learning in a more individualistic way. Teachers also needed to develop new techniques of developing language material.		DLE (downloadable)	
Glocal Education Business Partnership (GEBP)  S/02/B/F/NT-127002	Transnational Networks	The GEBP-project is a network directed towards Upper Secondary School and University levels. The project focuses on five special areas of work-related learning: - student involvement - personnel involvement - initial teacher training programmes - social Inclusion - building sustainable partnerships  Best practices of work-related learning have been collected in the GEBP database. An essential part of the network is to promote enterprising behaviour. A theoretical model of Enterprise/Entrepreneurship Education has been developed. The model is used to analyse and further develop best practices included in the database.	Teachers and trainers and tutors or workplace instructors	- Best Practices Database - Web-site – External - Internet office (Internal) - Virtual strategy - Information Communication and Dissemination platform - Package Conferences Reports - Newsletters Enterprise/Entrepreneurship Education Model - Enterprising Development	Local Department of Education Gotland, Sweden Mr Jorgen Jonsson Söderväg 2, 621 82 Visby, Sweden Phone +46498269552 E-mail jorgen.jonsson@buf.gotland.se  www.gebp.net
European Cooperation to Raise Competence Concerning PBL – Problem Based Learning within Nursing  S/04/EX-614-B1	Mobility expert exchange	The project focuses on European cooperation to raise competence concerning PBL – Problem Based Learning within nursing, all sections. The aim is to theoretically develop and above all, work out, a common criteria for practical use of PBL within nursing and care.  Another aim is to mutually strive for the development of knowledge tests that ensure a high and equal value care in all partner countries (Sweden, Latvia and Lithuania).	Teachers and trainers	- Compatible tests within the assistant nurse education in some mutual courses - Common PBL - material for teachers in assistant nurse education - Common criteria for work practise validation and common tests	Lundellska skolan, Uppsala Ms Margareta Ermanbriks and Ms Åsa Andersson Lägerhyddsvägen 36, 75643 Uppsala Phone +46 18 189100 E-mail margareta.ermanbriks@skrapan. uppsala.se; asa.andersson@skrapan.uppsal a.se
LIM – Learning in Motion  113719-CP-1-2004-1-SE-	Grundtvig	The overall objective of the project is to improve the possibilities for the mentally retarded or handicapped adults to have access to outdoor education with a high	Teachers or trainers and tutors or workplace instructors	- Learning modules in outdoor education for the primary target group - Training courses for teachers and	Studiefrämjandet I Uppsala län Ms Karin Johansson Portalgatan 2 (A1), SE-755 92 Uppsala

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
Grundtvig-G1		educational quality. It is also vital that teachers, personnel and family working or living with the primary target group, gain access to adequate tools/education/methods to enable them to include outdoor education in their work and life.		personnel Please contact the coordinator.	Phone +46 (0) 18 19 46 16 E-mail karin.johansson.ua@sfr.se
INVOLVE S/03/B/P/PP-161013	Pilot project	The focus of the project will be to develop and implement a teaching and learning model that strives for optimum balance of managed learning environments, work based learning, traditional methods and ICT based materials. This will be achieved through action research conducted across the partners and associated organisations. The role of the trainers and their interactions with students will be radically different; moving from one that is predominantly didactic to a student-centred approach based on initial guidance, assessment of existing skills and management of the learning process through seven effective learning methods.	Teachers or trainers and tutors or workplace instructors	- A Best Practice Guide Manual with specific chapters for policy makers, managers, trainers and learners.	GTG – Göteborgsregionens Tekniska Gymnasium / Gothenburg technological College Mr Christian Nelin Box 8090, 40278 Gothenburg, Sweden Phone +46317603434 E-mail christian.nelin@gtg.se  <a href="http://www.involve.se">http://www.involve.se</a>
<b>TURKEY</b>					
Exchange Programme for the Acquisition of New Methods and Technologies on ETC Training  TR/04/A/F/EX1-061	Mobility expert exchange	The project aims to increase the quality of professional education programs and applications and the acquisition of new methods and technologies in the field of air traffic control. The project includes the educational planners, managers and educators of Anadolu University School of Civil Aviation Department of air Traffic Control.	Tutors or workplace instructors	- <i>The Simulator Exercises Evaluation Form</i> (similar to its counterpart in Eurocontrol) aiming at the tracking evaluation and recording of the performances of Air Traffic Control Students during the simulation exercises has been developed.	Anadolu University Doç.Dr.Oznur Usanmaz Anadolu Universitesi Kampüsü- ESK EHR Phone 0.222.3222059 E-mail ousanmaz@anadolu.edu.tr  <a href="http://www.anadolu.edu.tr">www.anadolu.edu.tr</a>
Training of Railway Driver Instructors on "Interoperability of train drivers" in accordance with UIC-CER studies  TR/04/A/F/EX1-038	Mobility expert exchange	The project aims to develop the existing training programmes for train drivers. The beneficiaries were selected from the department of education in the Directorate whose duties involve planning training methods.	Tutors or workplace instructors	-New teaching-learning processes that can be utilized in the training of driving professionals were explored and evaluated resulting in a comprehensive perspective on training tools. -This exchange project and its new experiences has lead beneficiaries to constitute a draft of Rules and Regulations for bringing high standards to train drivers.	Turkish Republic General Directorate of Railways Mehmet Ekta Ho nu diye Mah. Mustafa Kemal Cad. Phone + 90 222 225 82 82 E-mail mektas@mynet.com  <a href="http://www.tcdd.gov.tr">www.tcdd.gov.tr</a>

Project name and number	Type	What?	For Whom?	Outcomes and availability	Further information
<b>UNITED KINGDOM</b>					
<p>Supporting employment of those disadvantaged in the labour market (SETTLE)</p> <p>UK/04/B/F/PP-162_137</p>	Pilot project	<p>The project aims to develop an on-line EU Standard Diploma and Certificates for trainers and teachers working in Supported employment and seeking to support people with learning disabilities, mental and physical disabilities or other significant barriers to economic and social inclusion through employment.</p> <p>The aim is to develop a Europe wide standard for training these trainers with the option of accessing the learning through an ICT 'e'-learning model.</p>	Teachers or trainers	<ul style="list-style-type: none"> <li>- Standardised training leading to the availability of qualifications for staff working in supported employment across all EU Countries</li> <li>- Access to learning assessment and qualifications for staff through an ICT 'e'-learning model</li> <li>- An on-line network facilitation for individuals and organisations providing supported employment services throughout the EU and enabling exchange of information and good practice case studies.</li> <li>- A pool of support tutors with support tutors with supported employment expertise from all participating EU partners</li> <li>- Innovative methods of helping individuals with disabilities or significant disadvantages obtain economic and social inclusion through employment.</li> </ul>	<p>Norman Mackie and Associates Ltd  Norman Mackie  Stamford Street, St. Michael's Court, St. Michael's Square, Ashton-under-Lyne  Phone 00 44 161 830 0040  E-mail 00 44 161 830 0058</p>

/ The theme teachers and trainers have gained an increasing importance within the Leonardo da Vinci –programme in the last years. The importance of the theme is also underlined in the EU policy documents e.g. Copenhagen process and Maastricht Communiqué. So far VET teachers and trainers have been provided with an opportunity to enhance their skills and competences with the help of Leonardo expert exchange projects throughout the whole of the programme, but since 2005 teacher's and trainer's skills have also been a priority for the pilot projects.

/ Within the framework of the training of VET teachers and trainers a valorisation project The changing role of VET teachers and trainers (TTVET) was carried out by Finnish Leonardo da Vinci Agency CIMO together with eight Leonardo agencies in Austria, Czech Republic, Denmark, Estonia, Hungary, Iceland and Ireland. The project runs for one year from September 2005 to 2006 and is funded by the European Commission.

/ This current report presents the outcomes of the valorisation study which was implemented as part of the TTVET project by a research group from the University of Tampere, Finland. The report summarises the outcomes of the pilot and mobility projects implemented in the field of VET teacher competence development in some European countries during 2000–2004. Moreover the report points out good case practises and presents future development needs within the field.

/ Leonardo can function as an effective tool for developing teachers' and trainers' competences and therefore the report provides interesting outcomes for a variety of stakeholders involved in the area e.g. VET teachers, trainers and workplace instructors, VET teacher training providers, development personnel and HR staff in of VET institutions, heads of schools, researchers, policy-makers, national authorities, social partners, Leonardo coordinators, potential future coordinators and for anyone interested in the field.

