



Education and Culture DG

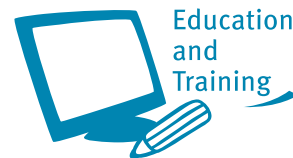
Lifelong Learning Programme



**LEONARDO DA VINCI**  
VOCATIONAL EDUCATION AND TRAINING

**Creativity and Innovation**

EUROPEAN SUCCESS STORIES



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# Creativity and Innovation in Vocational Education and Training – a key to facing future challenges

Society is facing change like never before. Numerous driving forces to this change include a rapidly expanding globalisation, increasing competition, diversity among consumers and access to new forms of technology.

Enhancing creativity and innovation has been highlighted as a priority until 2020. Europe needs to strengthen its capacity to respond effectively to the global challenges on the way to a highly developed knowledge society: innovative capacity is closely linked with creativity as a personal attribute. Hence creativity and innovation are often keys to the success of a society, particularly when designing projects and policies for the future.

Boosting the creativity of Europe requires an approach based on lifelong learning. Education and training systems should facilitate at all levels the development of key competences needed to be creative, with a view to finding innovative and original solutions in personal, occupational and social life.

Under the Lifelong Learning Programme – the umbrella programme for European cooperation in education and training from 2007 until 2013 – the sectoral programme Leonardo da Vinci is a policy tool giving an impulse on the diversity of vocational education and training (VET) systems in Europe. By supporting exchange of people, development and transfer of innovation as well as trans-national sector networks in VET it fosters a spill-over across national vocational systems and sectors. A good part of those projects have helped to bring about convergence between the participating countries in policy and practices in the field of VET. New solutions have come into being and innovations have been adopted through different approaches, cross-fertilisation and creativity of a diversity of European partners.

I am very pleased to present this brochure of twelve Leonardo da Vinci projects that have been chosen for their outstanding creative and innovative approach. I consider them as models of excellence and hope the projects will serve as inspiration to stakeholders all over Europe.



A handwritten signature in black ink, consisting of a large, stylized 'O' followed by 'u' and 'l'.

**Odile Quintin**

*Director General for Education and  
Culture of the European Commission*

# Leonardo da Vinci – Vocational Education and Training

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## Leonardo da Vinci Programme – challenges in vocational education and training policy

Years of continuous cooperation in the framework of the Leonardo programme has provided an extensive pool of stakeholders in vocational education and training (VET) from 31 countries, including the social partners. They are all focused on the same goals: developing and implementing common European tools through exchanging and sharing experiences. This marks the path towards a European area of vocational education and training, making the European labour market more competitive, and creating the best environment for moving across the EU for study or work. In Bordeaux, in 2008, the participating countries renewed the commitment they first made to VET in Copenhagen in 2002. They agreed to do more to raise the image, status and attractiveness of VET. And they will devote attention to improving the conditions for VET, stressing quality, good governance and innovation in lifelong learning.

There is no place in the innovative Europe for the old-fashioned concept of workers acquiring skills only until a certain stage of life before doing the same job for the rest of their adult lives. The Leonardo Programme, as well as other Community actions, aims at overcoming social and economic barriers to retrain the workforce so it can face coming challenges. More than ever, the role of Leonardo is to boost and stimulate entrepreneurship and innovation among Europeans, so that they become more flexible in the labour market.

While policy continues to give priority to the quality and attractiveness of vocational education and training, and to the skills and competences of VET professionals, the political agenda now also includes transparency and recognition of competences and qualifications, and anticipation of skill and competence needs.

## Focus on exploitation of results and policy priorities

During its 14 years of existence and with an average of 250 multilateral projects a year, Leonardo da Vinci has successfully developed a stock of innovative practices and procedures for vocational education and training in Europe. Projects have explored new approaches in areas such as training, transparency instruments, guidance and counselling, e-learning, and teachers and trainers. From 2000–2006, some 10,000 organisations took part in nearly 2,000 multilateral projects funded by Leonardo. These grass-roots level co-operations had a tangible impact on the quality and transparency of the VET systems in different countries and the final evaluation of the 2000–2006 phase of the programme has broadly confirmed this.

Now, the aim of the so-called Transfer of Innovation projects is to capitalise the experience acquired in good practice from the previous programme period, to adapt and transfer it to new geographical regions or new economic sectors. With its Development of Innovation projects, Leonardo da Vinci continues to directly support



creativity and innovation. Since 2007, about 700 multilateral projects and networks have been selected and have started.

But mobility experiences also contribute to creativity, by giving trainees the possibility to acquire new professional and language skills. They gain adaptability, intercultural competences, self-confidence, autonomy, responsibility – in short, assets for their employability. 58% of those who were unemployed before they benefited from Leonardo mobility have found a job or are self-employed after their stay abroad.

### Leonardo da Vinci in brief

The Leonardo da Vinci programme links policy to practice in the field of vocational education and training and is open to any organisation in the field. Projects range from giving individuals the chance to improve their competences, knowledge and skills through a period abroad, to Europe-wide co-operation between training organisations.

### Project consortia for the development of innovation in VET

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

### Project consortia for the transfer of innovation in VET

You can build on the innovative solutions in VET from all over Europe by participating in European consortia to transfer best practice between countries or sectors. Projects focus on customizing vocational programmes and teaching materials to meet the needs of learners and businesses in partner countries.

### Thematic Networks

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



**Partnerships**

Small-scale cooperation between VET organisations on themes of mutual interest can focus either on active participation of trainees or on cooperation between teachers, trainers or VET professionals. The partnership can also include enterprises, social partners or other stakeholders and can cooperate, for example, in the same VET field or economic sector.

**Training placements for learners and trainees**

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

**Mobility for VET professionals**

Staff can take part in short stays abroad to learn from European colleagues. This exchange of experience contributes not only to personal development and to acquisition of new skills and ways of working, but also promotes change in VET systems to increase quality.

# European pedagogical exchange network of the FEDEC (Fédération Européenne des Ecoles de Cirque professionnelles)

For hundreds of years, the know-how and techniques of circus families were handed down from one generation to the next. But over the last 20 years, a revolution of new forms of circus arts has been spreading across the continent and training schools have opened in most countries.

Since 1998, the European Federation of Professional Circus Schools (FEDEC) helps networking between these schools. Improving the quality of circus education and ensuring proper implementation of health and safety standards are central to the project. It has developed a manual with six professional development modules, each specifically dedicated to the technical aspects of a range of circus disciplines and a seventh “transversal” module related to safety and rigging. These seven modules were generated through a participative process, with each

module arising from the “confrontation” and synthesis of good practices from dozens of teaching specialists in these fields. They can be downloaded for free from the FEDEC website in English and French. A series of pedagogical films, compiled on two DVDs completes the manual. In addition to their role as tools for all teachers and trainers of circus arts, the products of the project are also of special interest to sports educators.

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Cirque de Châtellerault (FR), Le Lido, Centre des Arts du Cirque de Toulouse (FR), Flic, Reale Societ  Ginnastica di Torino (IT), Scuola di Circo di Torino (IT), European Circus Association (NL), The Circus Space (UK)

## WEBSITE

<http://www.fedec.net>

## PROJECT DURATION

2006–2008



# POOLS – producing open online learning system

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The project has created teaching material – even in less widely-used languages to support language training in vocational education and training. It can be freely downloaded without copyright restrictions and has proved valuable for teachers seeking material, in particular ICT-based material.

One of the outcomes of the Pools project is creative and innovative ICT-based material for language teachers. But the project also actively encourages teachers to create their own materials and has produced a DVD and a manual to help them. The project website being freely accessible without any copyright restrictions offers inspiration and further resources, including links to electronic dictionaries. It offers incentives for language teachers to deviate from textbook-based lessons and experiment

with ICT-based material that can be tailored to suit individual learners and is integrated in the vocational training course. The project offers materials in less widely-used and taught languages, such as Basque, Irish and Lithuanian, for which usually very little material is available.



## PROJECT COORDINATOR

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## WEBSITE

[www.languages.dk](http://www.languages.dk)

## PROJECT DURATION

2005–2007



# Smectra.net – Small and Medium-Sized Enterprises Consulting and Training Network

The objective of the Smectra.net project was to help small and medium-sized enterprises (SMEs) to make the best pedagogical and economic use of new training and learning methods. It developed a simple but effective concept for implementing e-learning.

Smectra.net (Small and Medium-Sized Enterprises Consulting and Training Network) developed a concept for implementing e-learning in SMEs based on six steps: needs, concept, planning, implementation, action and evaluation. This was accompanied by an online project management tool to direct e-learning projects. The concept is highly innovative because of its usability and practical value. Its simplicity and effectiveness allow it to have real impact on the target group and to influence learning at the level of SMEs. It provides opportunities for solid use of

technology in learning. It can also be easily transferred to other users, sectors or contexts, and actions have been developed for further exploitation and commercialisation. Since the use of information and communication technologies is an important means to promote learning in SMEs, the project is highly relevant to the political agenda for vocational training.

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**SMECTRA**.net

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## WEBSITE

<http://www.smectra.net/>

## PROJECT DURATION

2004–2006



# e-HEMATimage

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Rapid evolution of knowledge and techniques in health-care requires that professionals update their practice on a regular basis. For this purpose, the e-HEMATimage project has developed an e-learning system in the field of haematology for the use of doctors and biomedical scientists.

The project is an example of interactive lifelong learning. Pedagogy is based on a problem-solving approach: it requires personal work in a progressive and flexible framework and is supervised by a number of tutors in the nine participating countries. All case studies are real-life, but are kept anonymous. Students are informed of the circumstances for the blood sampling and the results of the blood count, then analyse and comment on the images

representing the leukocytes differential. After validation they immediately have access to the solution, including the history of the patient, arguments for diagnosis and an educational text about the observed pathology. In a later stage, the on-line tutors send their evaluations of the students' comments. Work can be performed from home, but in laboratories, the platform can also be used as a tool for diagnosis for everyday practice: an "atlas" keeps track of all the cases that have been previously studied and includes the patients' background. The programme has been developed in the eight languages of the partnership.



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## WEBSITE

[www.e-hematimage.com](http://www.e-hematimage.com)

## PROJECT DURATION

2005–2007



# The European Intercultural Workplace

Integration of migrant workers, from within the European Union or from outside, is one of the major recent challenges in the field of employment. This project helped highlight key issues and produced training modules to enhance intercultural understanding and workplace relationships.

After a survey and analysis of existing studies and the situation in each partner country, empirical case studies were conducted in various economic sectors and particularly in healthcare, education and among small and medium-sized enterprises. In each target group, the experiences of those belonging to the host/majority culture and those belonging to immigrant/minority populations were examined, highlighting common and group-specific issues at national and transnational level across the partner countries. The final strand was to produce a set of human

resources development modules reflecting best practice and local needs. The output includes ten national reports, sectoral booklets, an overview of legislation as well as a training manual and DVDs. Most are available on the website of the project. This has also led to the creation of a new diploma curriculum that initially will be implemented in universities in Ireland and Sweden.



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## WEBSITE

<http://www.eiworkplace.net>

## PROJECT DURATION

2004–2007



# Welfood – promoting quality assurance in animal welfare – environment – food quality interaction studies through upgraded eLearning

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Society is increasingly concerned about farm animal welfare, environmental issues, food quality and safety. The Welfood project developed new curricula to address these concerns. Training is available through an interactive e-learning platform, which is accessible even in remote locations.

The Welfood project is targeted at learners ranging from vocational training to postgraduate levels. It also concerns animal producers and practicing veterinarians who want to upgrade their skills and knowledge. The emphasis is on transfer of knowledge on quality assurance aspects and the perception of consumers. The project's comprehensive website gives access to basic reference material in the six partners' languages as well as in English. Additional specialised information is also provided, with links to a

glossary and relevant literature and websites. The core teaching material is on the project's website, and interactive through a software package for course management, which allows evaluation of students' performance through computer-generated quizzes and case studies adapted to students' education level.



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## PARTNERSHIP

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tute of Genetics and Animal Breeding (PL)

## WEBSITE

<http://www.welfood.szie.hu/>

## PROJECT DURATION

2004–2007

# A European Observatory of the use of ICT – supported lifelong learning by SMEs, micro-enterprises and self-employed in rural areas

The objective of the project was to create and disseminate systematic documentation on the use of ICT-supported learning in micro, small and medium-sized enterprises in rural Europe, a field that had been little investigated in the context of lifelong learning.

Euracademy, a European observatory of the use of ICT, supported lifelong learning in SMEs, micro-enterprises and the self-employed in rural areas – developed documentation to support appropriate policies and measures that could reduce the skills gap and digital divide often suffered in rural areas. ICT-supported adult training can offer useful solutions to the problem of scattered populations and remoteness from vocational training centres, but it needs to be tailored specifically for target groups. To make the documentation widely accessible, the partners developed a user-friendly website which offers free

access to all the products of the project. For each of the 7 participating countries, these include a review of policies and practices and a synthesis report, reports of surveys of training providers and training recipients, as well as examples of good practices. An extensive bibliography is also available. The project has led to the creation of a wide network, way beyond the partnership itself. Seven project partners have signed an agreement to continue supporting the operation of the Observatory.

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ral Sociology (PL), University of Helsinki, Ruralia Institute (FI), Norton Radstock College (UK), The European Academy for Sustainable Rural Development “Euracademy Association” (EU)

## WEBSITE

<http://www.euracademy-observatory.org>

## PROJECT DURATION

2005–2007





# Virtex – foreign languages in hotels and catering work placements

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The partners of the Virtex project developed a series of language-learning CD-Roms to give hotel and catering students experience in the use of English and German as a foreign language, for use on work placements.

“Virtual Experiences: preparing students for foreign language use in work placements in hotels and catering” (Virtex) provides language learning in English and German for hotel and catering students. The didactic approach is innovative, starting from day-to-day situations, and with a high degree of interactivity. Training courses are professionally designed, with integrated use of video, and are suitable for different approaches in class rooms (including Digiboards) and for individual self-study. The courses are accompanied by creative solutions such as virtual tours, quizzes, memory games, task planners and digital port-

folios and they take into account cultural differences and sectoral characteristics. Outcomes are linked with the European Qualifications Framework and the project therefore relates very well to vocational training policies.



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**WEBSITE**  
<http://www.worldenough.net/virtex/>

**PROJECT DURATION**  
2004–2007

# CoBaTrICE – training in intensive care medicine

Cobatrice is an international competency based training programme in intensive care medicine. The European partnership of professional organisations and critical care clinicians came together to help improve the quality of care delivered to patients and their families.

The “Competency-based programme in Intensive Care Medicine in Europe” (Cobatrice) project was designed to harmonize training in intensive care medicine worldwide. Innovative approaches have been embedded in the methodological models, the fostered processes and the characteristics and quality of collaboration and networking. In addition, the scientific, professional, technical and methodological reference points that the partners have put in place with their networks and products mark a high degree of creativeness and innovativeness. Products are

state-of-the-art, take into account specific user needs and complement and improve national content and materials with a European dimension. The project has made an impact in many countries, and corresponds well with political developments relating to training and employment strategies at European level.

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Picker Institute Europe (UK)

## WEBSITE

<http://www.cobatrice.org/>

## PROJECT DURATION

2003–2006



# Guidance and counselling for self-employment

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This project provided a definition for self-employment and identified the role, range and effectiveness of various forms of support. It was directed to people planning to become self-employed or already running a one-person business and included training and counselling services.

Country reports were compiled in English and in the language of each partner on the characteristics and definition of self-employment, the organisation of training, counselling and support to entrepreneurs and strengths and weaknesses of self-employment. Databases were created detailing institutions offering training, counselling and support services in the partnership countries to individuals running businesses or planning to do so. Analysis of the services permitted identification of best practices and elements which should be applied at European level. Field research on support services was also conducted

with a sample of nearly 1600 self-employed individuals. The final report includes recommendations on solutions that could improve the effectiveness of available support schemes for one-person businesses. All documents can be downloaded from the project's website.



## PROJECT COORDINATOR

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Research and Development  
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## WEBSITE

<http://www.self-employment.org/>

## PROJECT DURATION

2004–2007

# Euroguideval

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Euroguideval works with the “accreditation of prior experiential learning” (APEL) particularly for disadvantaged groups. Its target group is those who are in a position to design, implement and deliver training for the professionals who run APEL systems.

The Euroguideval project aims to provide bridges and pathways to further the identification, recognition and validation of experiential learning across the divides of different learning environments, cultures and legislation frameworks. The project focuses on the skills and competences needed by professionals who work with APEL or aspects of it. The project has gathered existing knowledge and experience from a number of European countries and developed the practical dimensions by defining possible common occupational and training standards. These standards are provided as a point of departure

for discussion and reflection at national level and not as final answers. The main deliverable is a handbook that suggests occupational and training standards for APEL professionals as well as training modules.



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## WEBSITE

<http://www.euroguideval.org/>

## PROJECT DURATION

2005–2007



# Truck Speak – vocational language training for truck drivers

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The Truck Speak project aims to improve language skills and competencies within work-related vocational training using language prompt cards and versatile audio courses, promoting employability, mobility of employment and personal development as well as facilitating vocational integration and reintegration.

During the Truck Speak project, partners developed an innovative language package for truck drivers, including language prompt-cards and a user-friendly, versatile audio-based course which can be used by drivers in their cabs or in vocational training organisations. Innovative and appealing language products with high usability were piloted, based on everyday communication used in trucker situations and with a view to commercialisation. Products and outcomes are focused on the target

sector and have achieved sustainability because of the marketing strategy of the partnership, in which products are actively marketed and introduced into driving training for truckers. The outcomes are relevant to the Leonardo da Vinci priority to vocationally oriented language learning.



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