



EDUCATION AND CULTURE

Draft

LEONARDO DA VINCI

Community Vocational Training Action Programme

Second phase: 2000–2006

APPLICATION FORM for

Pilot projects (including Thematic actions), Language competences, Transnational networks, Reference material

Version 2004

Reserved for the European Commission or the National Agencies

<i>Country</i>	<i>Year</i>	<i>Selection procedure</i>	<i>Pre-proposal or full proposal (P / F)</i>	<i>Projet number</i>
				PP- TH- LA- NT- RF-

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EUROPEAN COMMISSION

Receipt Acknowledgement

Name of promoting organisation	
Name of contact person	
Street Number – Street	
Country code – Post code – Town/City	

Title of proposal:	
Date you sent in your proposal/...../.....

This page will be returned to you when we have received your application form. Please therefore complete the information above clearly.

Reserved for National Agencies and Commission:

We acknowledge receipt of your application concerning your proposal:

<i>Country</i>	<i>Year</i>	<i>Selection procedure</i>	<i>Pre-proposal or full proposal (P / F)</i>	<i>Projet number</i>
				PP-
				TH-
				LA-
				NT-
				RF-

Please use this number in all communication with your National Agency and/or the Commission.

Yours sincerely,

Date:



NB: Please consult the General Guide for promoters, the specific Guide for the measure under which you intend to submit your proposal, and the Administrative and Financial Handbook before completing the application form

Please note that:

- p.1: the authorised signatory is required to append his or her original signature at the bottom of the page**
- p.2: the authorised signatory is further required to append his or her original signature on the Declaration of Honour**

**PLEASE COMPLETE THE ON-LINE APPLICATION FORM, TOO,
AVAILABLE AT THE FOLLOWING ADDRESS:
<http://leonardo.cec.eu.int>**

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A. PROMOTING ORGANISATION

The proposal must be submitted by a private, public or semi-public organisation

A.1 Data concerning the promoting organisation

Name of the organisation in national language (full)	SOCIAL- OG SUNDHEDSSKOLEN I ÅRHUS
(abbreviated if applicable)	
Name of the organisation in EN, FR or DE (if available)	THE SOCIAL AND HEALTH CARE SCHOOL, AARHUS
Type of organisation ¹	OF

Head Office

Street	Olof Palmes Allé
Number	35
Postal code	8200
Town/City	ÅRHUS N
Country	DENMARK

Contact Person ²

Name	Mr. Leo F. Hansen
Position	Skoleleder
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Number	35
Postal code	8200
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Country	DENMARK
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E-mail	info@sosu.aaa.dk
Website	http://www.sosuaarhus.dk

¹Please use type codes as in annex 4

²See definition in the General guide

A.1 Data concerning the promoting organisation

Authorised signatory

Name Mr. Leo F. Hansen

Position Skoleleder

The undersigned certifies that all information given in this form is accurate.

Date

Signature

Stamp

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A.2. Declaration of Honour

I, the undersigned,
representative of the organisation:
address:
promoter of the proposal:
hereby declare on my honour, on this date, that this organisation:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning such matters, nor, in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been found guilty of grave professional misconduct;
- has fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- following another procurement procedure or grant award procedure financed by the Community budget, has not been declared to be in serious breach of contract for failure to comply with its contractual obligations;
- is not subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the selection or the contracting of the proposal);
- is not guilty of misrepresentation in supplying the information required by the European Commission during the selection phase and has not failed to provide the requested information.

Furthermore, I hereby declare on my honour that this organisation, in order to successfully implement the submitted proposal, has:

- the adequate legal capacity
- sufficient and stable financial sources
- the required competencies and professional qualifications

I acknowledge that in case of false declarations, that administrative and financial sanctions could be implemented against me or against my organisation.

Date and Signature:

Stamp of the Organisation:

B. PROJECT OUTLINE

B.1 GENERAL INFORMATION

Measure	Pilot projects (PP)
Form drafting language	DA
Title (max. 200 characters, including spaces)	Interactive Guiding – A New Approach
Acronym/short title (max 25 characters)	IGUANA
Which objective(s) of the Programme does your project address ? <i>(Please refer to the General Guide)</i>	<input checked="" type="checkbox"/> a. "improve the skills and competencies of people, ..." <input checked="" type="checkbox"/> b. "improve the quality of, and access to continuing vocational training ..." c. " promote and reinforce the contribution of vocational training to the process of innovation ..."
Which priority in Call 2003–2004 does your proposal address? <i>(Please indicate only one priority)</i>	1. Valuing learning 2. New forms of learning and teaching and basic skills in vocational and education training (VET) <input checked="" type="checkbox"/> 3. Guidance and counselling
If your project targets directly one or more of the following issues, please tick the relevant box(es):	<input checked="" type="checkbox"/> the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people equal opportunities for women and men, with a view to combating discrimination in training provision the promotion of social dialogue in vocational training

Total number of partners per country, including promoter and co-ordinator.	0 BE	0 FR	0 AT	0 IS	0 BG	0 LT	0 SI
	2 DK	0 IE	0 PT	0 LI	0 CZ	0 HU	0 SK
	1 DE	0 IT	0 FI	0 NO	0 CY	0 MT	0 TR
	2 GR	0 L	0 SE		1 EE	0 PL	
	0 ES	0 NL	1 UK		0 LV	0 RO	

automatically filled

Total number of partners, including promoter and co-ordinator	7	automatically filled
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Total number of countries	5	automatically filled
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Duration of project	24 months
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Total budget	418256 Euro
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Amount requested from the Leonardo da Vinci Programme	306400 Euro ³
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% of total budget	73 %
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Target group(s) <small>(max 2000 characters)</small>	Vejledningssøgende til social- og sundhedsområdet. Vejledere
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Target sector(s) <i>(i.e. sectors which will benefit from the outcomes of the project)</i>	Codes: M80 N85
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Users of the project outcomes	Codes: OF PP
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¹Important! See "Guide for promoters – Mobility"

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B.2 COMBINED PROPOSALS SUBMITTED UNDER THE CURRENT SELECTION YEAR

Is your proposal **combined** with one or more Leonardo da Vinci proposals in the current selection year?

NO
(please give details in table below)

Measure	Country	Promoting organisation	Title of proposal
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B.3 PROPOSALS BASED ON RESULTS OF PREVIOUS PROJECT(S)

If your proposal is based on the results of one or more previous projects under the Leonardo da Vinci or Socrates programmes, other Community programmes/initiatives (including Phare) or local/regional/national initiatives, please provide precise references to this/ these project(s) in the table below.

If you are submitting a full proposal, please enclose a copy of any products produced or in course of production within the previous project(s).

Year	Programme or Initiative	Identification number	Contact organisation	Title of project	Body to which the proposal was submitted and country
1 2002	Other	643	Social- og Sundhedsskolen i Århus	AKIU, Aktørorienteret Integrationsudvikling inden for pleje- og omsorgsområdet	EQUAL DK

B.4 OTHER PROJECTS CARRIED OUT WITH COMMUNITY FUNDING

Have you, or any of your partners, already obtained financial support for a project related to this proposal within the Leonardo da Vinci programme (1st or 2nd phase) or under other Community programmes/initiatives in the last five years? ⁵

YES
(please fill the table below)

Year or Initiative	Programme	Identification number	Contact Organisation	Title of project	Body to which the proposal was submitted and country
1 2002	Other	643	Social- og Sundhedsskolen i Århus	AKIU, Aktørorienteret Integrationsudvikling inden for pleje- og omsorgsområdet	EQUAL DK
2 1999	Da Vinci	Pilot, No CZ/99/0826	The Educational & Psychological Counselling Institute of The Czech Republic	Training of the Educational & Vocational Guidance Counsellors by Distance Form – Counstraining	National Agency of Czech Republic
3 2001	Da Vinci	E/01/B/F/PP-115485	Federación Española para la Lucha contra la	How to access training through the Net, MS-NET	National Agency of Spain

4	2002	Da Vinci	A/02/B/F/PP-124208	Esclerosis Múltiple (ES) F.O.F.O.S – Forum zur Forderung der Selbständigkeit (A)	RIPERIJO, Right Person in the Right Job – Train the trainers in the field of career guidance	National Agency of Austria
5	2002	Da Vinci	RO/02/B/F/PP-141053	Elite Training &Development Ltd	Building a Web Based Trainers Wide Open Recource For Learning and Development – WBT WORLD	National Agency of Romania
6	2003	Other	342	Social- og Sundhedsskolen i Århus	Full scale multimedie- og netbaseret e-learning	Mål3, Århus Amt, DK

5. Relation may concern, for instance, theme(s), target group(s) and/or sector(s), partnership structure, metodologic approach, etc.

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B.5 SUMMARY

Please provide a short description of your proposal (max 1 page/ 30 lines, if possible), explaining **what** you are going to do and **why**. For "Reference material", include a brief summary of the proposed research methodology. You are kindly requested to provide this summary in English, French or German. (*Parts of this summary may be used in directories of selected projects*).

(max 4000 characters)

Background:

In the complex and fast changing information society many adults with little education and weak relations to the educational and working communities are trying hard to find their way through the modern labyrinths. Especially adults with learning difficulties and people with another ethnical background faces difficulties of benefiting from a dominating written based concept of guidance material. A lot of mistakes and wasted efforts are often seen as results. This situation – recognised all over Europe – puts a strong demand on the need for equivalent guidance and counselling methods and activities. The society and the individual thus share a common interest in the development of new ways of guidance and counselling which provide the clients with sufficient knowledge of educational and professional opportunities and choice within a given occupational field. But, in reality, the traditional guiding and counselling environments are challenged with more complex problems and fewer resources.

In the partnership of this LdV proposal such problems are widely experienced both in guidance activities related to education offered by the organisations and furthermore experienced in relation to the wider range of networks and public debate in each partner country.

The problem has specifically been envisaged in a transnational partnership (PECS/Equal–programme) with partner 1 and 3. In this project the problem is seen especially in relation to the education and occupational field of social– and health care. In Denmark and Germany ζ as European wide ζ a severe deficit of qualified personnel within this sector, compared to the increasing number of care demanding elderly, underlines the necessity for recruiting and training new staff within this sector.

But in all countries the image of this sector is quite negative. In addition to this it is experienced by the guidance counsellors that the knowledge of the sector is quite limited so clients ζ prejudices often count for the reasons not to choose this sector.

Hence this proposal is oriented towards developing methods and tools for guidance and counselling especially for the sector of social and health care. But it is important to stress that method and tools are developed on the basis of principles which ensure the transfer and usability of the results in relation to other sectors as well as other target groups.

Project aims/programme objectives:

This proposal aims at developing and testing a new dynamic model for guiding and counselling mainly based on a visual and auditive cognition. The model includes the development of a new pedagogic approach by combining cognition and various learning styles with the use of multimedia in an internet based guidance environment. The IGUANA–proposal (Interactive GUIDing ζ A New Approach) comprises a net based dynamic guidance model consisting of various `rooms ζ forming a virtual activity, knowledge and explorative environment to qualify the efficiency of the total guidance and counselling of the clients.

In order to improve the efficiency of guidance activities it is furthermore an important aim of this proposal to develop and test a training programme for the guidance counsellors in order to secure their competences to practise guidance and counselling in relation to a mixed virtual/face–to face guidance method.

So this project proposal is targeted towards the programme objectives a) improving skills and competencies b) improving quality and access to continuing vocational training, and to the priority of the 2004 call for proposals: 3) guidance and counselling.

Target groups:

The proposal is primarily directed to the target group of professionals practising guidance and counselling. Secondary target groups/beneficiaries are the persons seeking guidance.

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C. PROJECT AIM

15–20 lines max per question

C.1 JUSTIFICATION OF THE PROPOSAL

1. Describe the target group(s) and target sector(s) concerned by your proposal. Describe also the potential users of your project's results.
2. What needs, in relation to these target group(s) and sector(s), does your project address? How did you identify these needs?

(max 4000 characters)

The proposal has identified the increasing need for guidance and counselling activities in the complex and fast changing information society. (This situation is likewise dealt with in the EU Memorandum of Life Long Learning, 2000).

The IGUANA proposal is a consequence of the demanding needs for new directions within an increasingly complexity of guiding and counselling tasks. Lots of adults with little education and weak relations to the educational and working communities are trying hard to find their way through the modern labyrinths. A lot of mistakes and wasted efforts are the results. The concepts of guidance are mainly based on written material and information combined with a face–face–guidance. This poses a serious problem to the groups of adults with reading difficulties ; either these difficulties are seen in relation to dyslectics, ethnicity or handicaps. Furthermore the traditional guiding and counselling environments are challenged with still more complex problems and fewer resources.

This stresses the importance of developing new guidance methods and tools to support the element of self–directed guidance for the users in order to qualify their knowledge and reflections in relation to making educational and occupational choices. Furthermore such new guidance methods and tools ; like the dynamic guidance model of this proposal ; together with a training programme for the professionals to practise this new concept of guidance counselling is seen as an important progress in improving the results of guidance.

So the users of the products developed in this project must be seen in relation to various groups:
§ Primarily the professionals practising guidance and counselling activities.

Next the users of guidance, which are ; according to the above mentioned characteristics ; primarily seen as people, threatened with marginalisation because of learner's difficulties. But it should also be recognised that the use of multimedia in a method of partly self directed guidance would probably also seem attractive for the wide range of young people being most acquainted to internet based activities. This fact widens the range of potential use of the dynamic guidance model

The target groups of this proposal must be seen in relation to:

Primarily the professionals ; needing methods and tools together with competence development in order to cope with the situation of more complex guiding and counselling tasks combined with fewer resources. Especially in relation to the sector of social and health care with an increasing need for recruiting and training more staff, there is a need for methods to provide the users with more knowledge about the sector and to supply the written based information with other elements of guidance and counselling.

In this proposal the users of the guidance model are seen as the secondary target group, as the efforts ; to get in contact with the professionals with the new model ; is regarded the first step. The needs of this target group is identified especially in relation to getting access to a variety of guidance methods and information in order to construct their own understanding of the occupational field they seek guidance and information about.

In the various elements of the project there will be a necessary shift in focussing the primary and the secondary target groups, as the test of project results must include both a test group of users and of professionals.

3. What are the specific aims of the project?

4. How does your project address the programme objectives and the priority of the call for proposals which you indicated above?

(max 4000 characters)

The project aims at developing and testing a dynamic model for guiding and counselling adults with special guidance needs. The model will be developed in relation to the sector of social and health care. The model contains 3 elements:

§ A dynamic and process based guiding and counselling concept

§ A virtual multimedia environment for the increasing of clients' competence to make realistic choices

§ A learning environment for developing the competences of the professionals in practising guidance within this model.

The goals are:

1) to improve guidance and counselling methods

2) to improve guidance and counselling of adult groups with special needs in relation to the social and health care sector

3) to develop a new pedagogic approach by combining cognition and various learning styles with the use of multimedia in an internet based guidance environment.

The methods of the dynamic guidance model are based on a perception of cognition and learning as being constructivist, i.e. the learner (the person seeking guidance) will himself construct his own learning process choosing his own path, choosing his own information between possibilities, in short being active in the process. It is common knowledge that different people have different learning styles. Some people have a more visual and auditive cognition, as many in the users group. And most people like to investigate information at their own path and speed. In the process of deciding on future education and career, reflection on who we are is essential, as is reflection on which job functions and social working environments could be paired with our competences. Reflection is a process that takes time and is improved by the combination of theoretical and practical knowledge. Theoretical knowledge of the social and health care sector is typically given by a professional, practical knowledge is given by a set of acquaintances. It would therefore seem feasible to develop a kind of guidance that allows for a constructivist approach, for visual and auditive cognition, for a learning and reflection process of own speed and finally for a guidance that allows a practical insight in the work within the social and health care sector, all in all to develop the personal exploration competencies of the guidance seeking individual.

In this way the proposal addresses the programme objective a) to improve skills and competences of people and b) to improve the quality of and especially the access to continuing vocational training. The aspects of improving skills are seen in two directions: 1) the improved skills of the individuals seeking guidance having the chance for improving the skills of making proper career choices and hence to improve the results of education and training, and 2) the guidance counsellors improving their guidance competences within the frames of the dynamic and participatory oriented guidance model.

5. If you have indicated in B.1 that your project targets **directly** the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people, and/or equal opportunities for women and men, with a view to combating discrimination in training provision, and/or the promotion of social dialogue in vocational training, please explain how this will be achieved.

This project targets directly the aim of facilitating the access to training for people at a disadvantage in the labour market, as the target group of adults with learning difficulties and people with another ethnical background especially faces difficulties of benefiting from a dominating written based concept of guidance material. Hence this proposal aims at developing the dynamic guidance model mainly based on the principles of a visual and an auditive cognition.

6. Please explain in what way your proposal makes an original contribution to:

- introducing changes into national vocational training systems and practices,
- European strategies for vocational training.

(You may wish to refer here to existing work and information at national and European level)

7. Does the innovation contributed by your proposal involve:

- new approaches to the use of existing methods, instruments, products, so as to apply them to new theme(s) and/or target group(s),
- new processes or products in response to existing problems,
- new forms of co-operation/networking between partner organisations and/or political decision makers,
- other (please specify)

Please give detailed explanations.

8. If this is a "Reference material" proposal, please specify also the innovative aspects as regards the existing field of knowledge and the methods and tools for observation and analysis.

(max 4000 characters)

It is a shared experience in the European vocational training sector that potential students are experiencing difficulties at navigating between all the career possibilities and at clarifying their own wishes and competences with reference to different education and occupational sectors. New methods of guidance are required in all European member states. This proposal aims at developing a new method of guidance that can be applied by the use of Information and Communication Technology.

Job sector and educational institutions within the social and health care sector in Europe experience a low rate of applications as opposed to the needs for more applicants and very good employment possibilities. At the same time new groups threatened with marginalisation in the work force are unemployed. Many of these are unaware of the actual content of education and jobs in this sector. This proposal thus aims at changing the guidance practise ζ in this pilot project in relation to the social and health care sector ζ but also including other actors, providing guidance for the target group, by qualifying and extending the guidance process with the use of new methods and media.

The IGUANA project is a low cost extension of guidance practise in general and of guidance within the social and health care sector in particularly. Guidance practise normally takes place as a face to face activity combined with text based materials ζ leaving some groups of potential learners and employees with a restricted and abstract impression of the education and jobs in the sector. Besides, the situation leaves the guidance counsellors without enough time to give the relevant information and to complete the dialogue. This project offers the guidance seeking individuals the possibility to:

- § use audio-visual learning strategies
- § seek guidance whenever convenient for them.
- § Have a more complete impression of both own competencies and job functions within the sector.
- § Have a more qualified dialogue with the guidance counsellor

This innovative approach to guidance is due to the use of an innovative product, namely:

§ An interactive website including audio–visual scenarios from the sector

§ At all times updated facts, materials and links related to the educations and jobs in the sector.

§ Flexible asynchronous dialogue in closed and open net based discussion forums with both other users and with guidance counsellors.

§ An interactive simulated decision making feature.

As the website allows unrestricted access for all it will be easy to refer to for all guidance counsellors working at all levels and with very different target groups. This will improve the co–operation between all kinds of educational and job counsellors and the educational institutions.

9. If your proposal is combined with other Leonardo da Vinci proposals presented in this selection year (see section B.2), please explain the interdependence with these proposals and the expected added value.

(max 4000 characters)

10. If your proposal is based on results of one or more previous projects (see section B.3):

- Why did you choose to base it on that or those project(s)?
- How does your proposal use those results?
- What is the added value of your proposal compared to the previous project(s)?

(max 4000 characters)

The promoter of this proposal is partner in a transnational partnership (Pro European Care Sector) within the Equal Programme. This partnership, also including partner 3 of this proposal, focuses on the needs for recruiting and guiding persons aiming at education and job within the social and health care sector. In this partnership it has become obvious that the target groups, seen as potential new employees in this sector, are facing difficulties in the meeting with various guidance systems. In other networks, in which the promoter participates, the same problematic are recognised, discussed and explored in a European context. So it seems obvious that major parts of previous developed and utilised guidance materials are suffering from the lack of methods responding adequately to the needs of the target groups, being characterised by learning difficulties and weak preconditions for making qualified choice. In the partnership, composed for this Leonardo proposal, the same problems are recognised as well as work for solutions are given high priority by the organisations individually.

In addressing this specific problem the IGUANA proposal intends to develop guidance materials offering the individuals with these problems the opportunities and facilities for constructing by themselves and by the guidance of the professionals the proper knowledge and understanding of the education and job functions of an interest for them.

C.2 RESULTS AND IMPACT

What specific results are expected in the course of the project and on its completion? Please provide a detailed description of the expected results and specify:

- Type of result (e.g. handbook, curriculum, recognition procedure, new teaching/training method, etc.),
- When they will be available,
- Target group(s) concerned,
- Languages in which they will be available,
- Medium that will be used (e.g. Cd–Rom, Internet, etc.),
- Didactic methodology (if applicable),
- Number of copies foreseen (if applicable).

(max 4000 characters)

§ Development of a website based on the use of an interactive, dialogue based visualisation of the social and health care sector in terms of education and job. With this site the guidance seekers will have the possibility to qualify their reflections working with the interactive multimedia scenarios.

§ Development of a dynamic model for guidance within the social and health care sector that includes 3–4 steps:

1. Personal consultancy (including agreements on independent exploration)
2. The client's individual work within the net based environment.
3. The second consultancy, highly qualified by the mediation of the net based explorations. This consultancy are either to be net based or the traditional face–to–face. The net based environment can in both cases be used as reference material, synchronously or asynchronously.
4. Face–to–face consultancy.

§ Development of a training module for the professionals in integrating this guidance tool into the traditionally face–to–face guidance and to practise guidance in a synchronously or asynchronously based dialogue with the client.

§ Development of a Best Practise Manual, with a content of users, guidance sequences illustrating the variety of users opportunities in the dynamic guidance model, together with recommendations for planning of guidance sequences. For a more detailed description of each result please refer to the work packages (E.1)

Media:

The open internet based environment plays a vital role in this dynamic model. The clients will be able to access this environment whenever she or he wishes.

The four knowledge elements in the net based environment are:

a) the Knowledge room

The relevant knowledge about facts, rules, materials, links, possibilities, choices and consequences will be presented and updated in a very user friendly way. A FAQ (Frequently Asked Questions) will be available. This section is highly relevant both for the clients and for the professionals.

b) The room of scenarios

This section contains a number of advanced multimedia based narratives describing educational and workplace scenes and situations. This room visualises the educational and workplace environments for the clients, thus producing a new and deeper insight resulting in a more qualified decision making.

c) The interactive room

This part of the model provides the client with the possibility of acting and making decisions in a simulated set-up. The client will experience the consequences of choices and be able to act in different directions.

d) The communication room

This room will be divided into two sections of discussion forums:

§ A forum for the stories and questions of the clients (an important part will be to develop an active dialogue forum with the possibility to address different role models, e.g. students from the social and health care educations or the employees in jobs.

§ A closed peer discussion forum for the professionals for the professionals. A number of „Experts“ can be involved in these communications if needed.

An actual mentor activity will always be organised as personal messages in closed mail systems.

As opposed to paper versions a website holds the possibility for fast and relevant updates of relevant material, links, and facts etc. in relation to the social and health care sector „ or by transfer of the model to any other sector.

C.3 DISSEMINATION

1. How will your dissemination strategy ensure that the project results will be used as regards the target group(s), target sector(s) and potential users?

2. Please indicate the main activities of your dissemination strategy.

3. Please demonstrate that the partnership has the capacity and necessary experience to carry out the dissemination activities outlined above.

(max 4000 characters)

Please, don't use more than 4000 characters.

Please be more shorter...

You can add additional pages in the paper version.

Thank you.

Currently 5216 characters

As for the aspect of ensuring the results after the end of the Community funding, it is very clear that the dynamic guidance model is considered, among the partners, as a tool to be implemented and utilised in the ordinary institutions of guidance offers. In this respect dissemination is considered a vital part of the development work throughout the entire project period in order to disseminate the results at the wide range of end users being both the professionals and the individuals seeking guidance. This dissemination will, among other activities, take part in connection to the networks represented by the partnership.

Denmark (partner 1 and partner 2):

National level

At the actual moment the national system for guiding is in the middle of a restructuring process.

The responsibility for guiding in Denmark lies within The National Centre for Educational- and Vocational Guiding (LUE).

Regional level

On a regional level in the Aarhus region (where the promoting organisation is situated) the responsibility for this guiding will be carried out by one of the 7 regional centres in DK. The centre cooperates with educational institutions,

municipalities, organisations (unions and employers organisations), etc.

On a national level dissemination will be carried out through the use of an internet portal for guiding set up by the Danish Ministry of education and through the National Dialogue Forum for guiding participants from organisations, unions, relevant ministries etc.

In the dissemination of results the co-partners of the School, the local employment Centre and the Language Centre of the Municipality of Aarhus together with the municipality's Department of Employment (for marginalised people) provides a wide range of possibilities for piloting the project results.

A dissemination partner (a silent partner) from the regional level in the Aarhus region will be linked to the national dissemination strategies of Denmark.

Besides what is mentioned above, the Social and Health School of Aarhus is a member of the Danish Distance Education Association (www.fluid.dk) which gives the partner access to disseminate the project results to both Danish Institutions and to EDEN which is the leading European Distance and E-learning Network.

The other Danish partner, ARGO, is represented in the board of FLUID.

Germany (partner 3):

Greek: (partner 4 and 5):

Western Greece Development Centre (WEGRE)

The dissemination activities of this partner will utilise networks in relation to the following areas:

Vocational and continuing training activities:

§ Network for professional training in South Europe

§ Consultancy on Information Technology Issues

§ UETP network, member organisations and SME's

C.4 IMPACT

1. What is the expected impact of the project, in the short and in the long term, as regards: target group(s), target sector(s), potential user(s) of the project results, and vocational training systems and practices?
2. How will the project final results be put into practice?
3. What is planned to ensure the expected impact of the project results at the end of Community funding?
4. To what extent are the results transferable to other groups, sectors, geographical contexts, etc.? Please explain the actions considered for this purpose.

(max 4000 characters)

The results will be developed and tested by appointed groups of users and of professionals by three of the organisations involved in the partnership (P1, P3 and P6). In short term the impact will be seen in relation to the above mentioned target groups, being characterized by the indications of learning difficulties and weak preconditions for distinguishing between various educational and job possibilities. In the run of the project the development work will be oriented towards the educations and job functions of the social and health care sector. But it is regarded of major importance

that the focus of methodology is on the aspect of transferability as regards both sectors and target groups.

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D. PARTNERS

Please provide information on all partners using the table below. **Indicate the promoter as P1, the co-ordinator (if applicable) as P2, and then the other partners in alphabetical order of country code** (see annex 3).

D.1 OVERVIEW OF PARTNERS

N°	Country code ⁶	Name of Organisation/Institution in national language ⁷	Org. type code ⁶	Region code ⁶	Sector code ⁶	Size code ⁶	Contact person		Street, Street N° Town/City Postal code Country code	Telephone Fax E-mail	Budget	
							Name	Gender			Total	Requested from Leonardo
P1	DK	SOCIAL- OG SUNDHEDSSKOLEN I ÅRHUS THE SOCIAL AND HEALTH CARE SCHOOL, AARHUS	OF	DK00D	M80	S3	Leo F. Hansen	Mr	Olof Palmes Allé 35 8200 ÅRHUS N DK	+45 8741 2626 +45 8741 2600 info@sosu.aaa.dk	183110	132579
P2	DE	JOHANNES SENIORENDIENSTE	CR		M80	S6	Andreas Bartels	Mr	Reuterstrasse 157 53113 Bonn DE	0228 95678 0 0228 95678 970 info@jsd.de	49062	35985
P3	DK	ARGO	O	DK005	M80	S1	Jan F. Hansen	Mr	Klosterbanken 44 4200 Slagelse DK	+45 5850 1711 +45 5850 1405 jan@argo.dk	76060	53523
P4	EE	TALLINNA MEDITSIINIKOOL	U	EE	M80	S3	Ulle Ernits	Ms	EE	372 55 62 98 59 info@medkool.ee	15974	12860
P5	GR	UNIVERSITY OF PATRAS	U	GR25	M80		D. Pittouras	Mr	University Campus 265 00 Patras GR	30 61996333 30 61994441	17026	12184
P6	GR	WESTERN GREECE DEVELOPMENT CENTER	CR	GR25	M80		Nikos Bogonikolos	Mr	Agiou Andreou 138 26222 Patras GR	2610 316 235 2610 31 46 56 wegre@wegre.org	28366	21231

P7	UK	UNIVERSITY OF WALES ADULT CONTINUING EDUCATION	U	UK11	M80		Colin Trotman	Mr	Singleton Park SA2 8PP Swansea UK	01792 295786 01792 295751 adult.education@swansea.ac.uk	43658	33036
										Total	413256	301398

N.B. Attach letters of intent from partners (see Annex 1)

Please add extra sheets if necessary

⁶Please use codes as in the lists annexed (annex 3 to 7)

⁷Please provide this information also in EN, FR or DE if available.

D.2 CHARACTERISTICS OF THE PARTNERSHIP

1. Please describe each partner organisation (including promoter and co-ordinator, if applicable), as follows:

- description of the organisation,
- skills, knowledge, expertise and experience of the organisation in relation to its role in the project,
- role of the organisation in the project. Clearly identify, in particular, partners playing a fundamental role in the dissemination and implementation of the interim and final results of the project.

If this is a "Reference material" proposal, please name the scientific co-ordinator and attach a copy of his/her CV. If appropriate, attach a list of partners' relevant published works in the last three years.

(max 4000 characters)

(Please follow the partner order used in D.1 and the same numbering; use maximum 15 lines per partner)

SOCIAL- OG SUNDHEDSSKOLEN I ÅRHUS (DK)

– Social- og Sundhedsskolen, Aarhus is the promoter and the co-ordinator of the proposal IGUANA. The organisation is a local institution providing basic and continuing education for students within the social- and health care sector of Denmark. The institution is part of the nation wide system of social- and health care schools, under the Ministry of Education, administrated by the counties of Denmark. The Social- and Health Care School of Aarhus has many years of experience in the field of guidance for both young people and adults, facing difficulties in finding their path through the education system. In this work the school has a specific awareness of the limitations of the traditional guidance system and methods available for the time being. This awareness has been deepened while participating in a transnational Equal-partnership, focusing also on aspects of this problematic. Besides the coordinating tasks of the IGUANA project, the School will pilot the results within the fields of practise, provided by the various educations, offered by the school. Furthermore the co-partners of the School i the local Employment Centre and the Language Centre of the Municipality of Aarhus, together with the municipality's Department of Employment (for marginalized people) provides a wide range of possibilities for piloting the project results. These organisations are all part of the network of the Social and Health Care school, as they all perform guidance in relation to education and job. The ICT development department of the School i SOSU-Media – will be responsible for development of the dynamic guidance model.

Besides the overall responsibility of management and coordination the school is co-responsible in relation to WP1, WP2-1, WP2-2, WP2-4, WP2-5, WP4 and WP6.

The school takes part in various networks that will be of great importance as regards the dissemination of results. These networks are formed by the social- and health care schools of Denmark, The EDEN i network (the most important e-learning network in Europe) and FLUID (a Danish network of organisations dealing with flexible ICT supported learning).

JOHANNES SENIORENDIENSTE (DE)

Johannes Seniorendienste (JSD) is one of the biggest service providers in the German care sector with it's centre in Bonn.

JSD is a member of the German welfare organisation DIAKONIE.

Below it's umbrella runs 30 nursing and residential homes with a total of 2200 staff members and a state recognised vocational school together with a centre of further education. Since 2002 the JSD is a member of an EQUAL partnership, (Pro European Care Sector), and responsible for the transnational work. One of the objectives of the

transnational partnership is guidance and recruitment of new staff for the care sector. The organisation has experience in a joint development of E-learning material for staff in the care sector.

The tasks of JSD will be carried out in relation to the creation of a guidance structure in the care sector in co-operation with care sector representatives and training organisations and related policy makers in order to bring interested persons closer to the care sector by using new technology

In the project partner 3 is co-responsible for WP 2-4, 2-5, 3, 4 and 6.

ARGO (DK)

Argo consulting is a private organisation working in the areas of competence development, organisational learning, ICT and Learning Processes and evaluation. Argo carries out tasks all over Denmark, related to especially education and training organisations, Ministries (Social-, Labour- and Education) counties and municipalities, which means that the principle of ensuring mainstreaming of results in accordance with legislative conditions and resources is always a major focus of the development work. Besides Argo has a wide range experience of transnational development projects within in the above mentioned areas of expertise. Among these, Argo takes part in a Equal project (together with partner1 and 3) with an expertise in relation to developing methods for guidance and didactics to better support marginalised groups in the educations of Social- and health care.

In the IGUANA project the tasks of Argo;s in relation to the work packages will be carried out with a special focus on the analytical and methodical development aspects as to ensure the transferability of results to other sectors and target groups. In the project Argo is responsible for carrying out the internal evaluation procedure throughout the project period and co-responsible in relation to wp1, 3 and 5

TALLINNA MEDITSIINIKOOL (EE)

Tallinn Medical School is the biggest higher education institution in Estonia among the three same types of schools. There is more than 1.200 students and with staff more than 120. Tallinn Medical School offers high diploma education in: nursing, midwifery, dental technicians, occupational therapy, pharmacy and optometry. Besides Tallinn Medical School have courses and education in the field of adult and continuing education. The strategy of Tallinn Medical School is continuing co-operation with social partners, education and training organisation, development networks and project work inside the Estonia as well as transnationally. The future development of the School is connected to the use of new study and learning methods, providing better opportunities for different groups to get information, guidance, supervision and education.

In the project partner 7 is co-responsible for WP4 and 5.

UNIVERSITY OF PATRAS (GR)

University of Patras is the School of humanities and social science. The Department of Education has a large experience in the field of social integration and the actions against social exclusion. The partner has worked with specific social groups as the ethnic minorities, and their educational and professional needs. The University of Patras is participating in various European programmes and networks (of research and excellence), as Socrates and Leonardo, etc. The specific interest in the project IGUANA focuses on the social and educative dimensions. On the one hand the social dimension underlines the interest to develop integration actions for groups threatened by marginalisation. On the other hand, the educational dimension refers to the necessity of diversifying traditional forms of education and to make sensitive the professionals working especially with specific social groups. The university has a specific expertise in the development of educational and social actions and forms, together with the research on new forms of intervention on these fields.

In the project partner 5 is co-responsible for WP 2-2, and 3

WESTERN GREECE DEVELOPMENT CENTER (GR)

Western Greece Development Center (WEGRE) is a regional educational organisation, providing a wide range of adult vocational education. WEGRE is involved in various important networks both regionally and nationally, comprising social partners, decision makers, labour markets organisations a.o. WEGRE is an important partner as regards pilot testing and dissemination of results

In the project partner 4 is co-responsible for WP 2-1, and 6

UNIVERSITY OF WALES ADULT CONTINUING EDUCATION (UK)

PRIFYSGOL CYMRU ABERTAWE ; University of Wales, Swansea, Department for adult continuing education (DACE), with the aims of providing new learning opportunities for adult students wherever and whenever possible by creating accessible opportunities for education and logical progression routes. It is the aim of DACE to widen participation by formerly excluded and under represented social groups in higher education. DACE averages 4.500 part-time adult students a year. Some activities involve the development of online learning and the provision of advice and guidance to potential learners, face to face and online. In IGUANA DACE will be involved in the development of the online communities and furthermore in piloting non-word based as well as 2Live-chat;-based guidance to develop a best practise model.

DACE is involved in a partnership with adult guidance services, funded by the national Assembly for Wales, namely Careers Wales and the learndirect information help line. DACE intends to include best practise activities from these services to inform developments.

In the project partner 6 is co-responsible for WP2-3, 2-4, 2-5, 4, and 5

Please add extra sheets if necessary

2. Please present the partnership as a whole, and describe its structure, functioning and experience in transnational co-operation.

(max 4000 characters)

It is a high priority awareness of all partners to improve the access to training and education also for groups being threatened by marginalisation. In this proposal, competencies and experience in relation to develop diversifying methods of guidance and counselling before and throughout education are put together by the partner organisations, providing guidance counselling training, education and continuing vocational training/education for groups representing a great variety. In order to secure the dissemination and implementation of the project results the partnership comprises the relevant expertise for dissemination planning and activities. Thanks to the extensive range and variety of partners; involvement in networks – regionally, nationally and European wide – the total network representation of the partnership forms an optimal frame for both a targeted and a more widespread dissemination. To support the directed dissemination special partners with a dissemination authority is linked to each partner as silent partners.

Most partners have many year of experience in the field of development work, both nationally and transnationally. For the Estonian partner, the participation in this Leonardo project provides a highly desired and necessary opportunity to

link the national strategy for development of guidance and learning methods to a development work with a clear European dimension ζ regarding content as well as the identified common problem.

End of the pre-proposal

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E. ORGANISATION AND MANAGEMENT OF THE PROJECT

E.1. WORK PROGRAMME

Please describe your work programme by sub-dividing it into **work-packages**. For each work-package please describe :

- the aims,
- the start and finish dates and overall duration,
- the total number of staff days (broken down by categories – see table E.2.2),
- the role and the tasks of each partner involved
- the role and the tasks of sub-contractors, if any,
- the working methods and techniques,
- the expected outcomes/results of the work package,
- (for "Reference material" proposals only):the field of analysis, methods (including samples, size and its composition) techniques and tools to be used in particular for international comparison.

The work programme is required to include explicitly a detailed **dissemination strategy** , indicating:

- the timetable,
- all the planned activities, including events involving the target group(s), representatives of the target sector(s) the potential users and/or other groups (political decision makers, professional/sectoral organisations, social partners, media ...),
- the resources assigned to these activities,
- any commercialisation, if foreseen.

The work programme must also include a **quality management plan**: procedures, criteria and resources for monitoring and evaluation of the progress of the project, and for internal and/or external evaluation – including quality control and testing, if applicable – of the interim and final results in comparison with the needs of the target group(s) and sector(s) and of the potential users. Please explain, in particular, how the target group(s) and/or potential users will be involved in these activities.

(max 4000 characters)

For the sake of clarity, you may wish to add diagrams, additional explications and tables as appropriate.

Work-package1

§ Description of a set of model users (gender, age, school- and education background, work experience, cultural background).

§ Analyse of guidance counsellors need for training in relation to practising guidance in a mixed virtual/face-to-face guidance model.

Purpose:

To provide a clear understanding of learning conditions and preferences/learning styles of the end-users, the persons seeking guidance – in order to direct precisely the development of user-scenarios and guidance methods and platform (WP2). Furthermore it is the purpose to provide a picture of the guidance counsellors needs for training in relation to practising guidance in a mixed virtual/face-to-face setting. This part of the study forms the background for development of the training programme for guidance counsellors (WP3)

Results:

Analyse report of findings and recommendations for the development work.

Language:

The report will be available in English.

One partner is main-responsible for the preliminary study (which accounts for the first part of the method Scandinavian Participatory Design). The other partners are involved in relation to collecting information/interviews.

The research will include the following elements:

§ Setting up a research design

§ Desk study of experience/theory/results of multimedia based presentation of facts, scenarios and simulated decision making.

§ Desk study of experience/theory on netbased dialogue.

§ Desk study of experience/results of ICT-based guidance/learning (synchronous and asynchronous).

§ Qualitative interviews of selected groups (model-users and guidance counsellors) in each partner country, based on a common interview-guide.

§ Analysis of results presented in a report with recommendation for the development work.

The cooperation of partners in this sub package will take place partly in a discussion forum of the website of IGUANA, partly based on the worksession. (October 2004). Partner 1 is responsible for planning and hosting the meeting.

Partner 2 is responsible for moderating the discussion in the discussion forum.

Work-package2

§ User scenarios

§ Designing prototype of structure and graphic design of the platform for the four virtual rooms and surroundings:

o Knowledge room

o Room of scenarios

o Interactive room

o Communication room

§ Design of helpfunctions

The design process will continue to follow the didactic development process of Scandinavian participatory design, involving discussions with selected potential users in order to determine:

§ Set-up time (user, time and place)

§ Goal (the users motivation for using the environment)

§ Solution (the users extract meaning of the process or not)

§ Selection of path (the choices/clicks the users take during the use of the environment).

Based on the model users and user scenarios a web based prototype will be developed.

The cooperation of partners in this sub package will take place partly in a discussion forum of the IGUANA website, partly based on the worksession. (Spring 2005). University of Wales (P6) is responsible for planning and hosting the meeting.

Work-package3

Development of training programme for guidance counsellors: Guidance techniques and methods in virtual environments; (40 hours), including materials and teaching methods.

Purpose:

The training programme provides the professionals with knowledge and competences required in order to integrate the dynamic guidance tool into their practise of traditionally face-to-face guidance and to act in a (asynchronously) text

based dialogue with the client.

Content:

§ Curricula

§ Manual

§ Teaching methods.

Target group:

Guidance counsellors.

Language:

The material will be available in the English, Danish and German languages.

The finding and recommendations of WP1 (Preliminary Study) together with the progress of WP2 forms the basis of the development work in relation to the training programme. The training programme includes a test as part of the combined test: usability of dynamic guidance model and the trainers programme.

Two partners have the shared responsibility of this work package.

The cooperation of partners in this sub package will take place partly in a discussion forum of the IGUANA website, partly based on the worksession. (Autumn 2005). Tallinn Medical School is responsible for planning and hosting the meeting. Partner 2 is responsible for moderating the discussion in the discussion forum.

Work-package4

Manual with examples of best practise sequences the variety of user's opportunities in the dynamic guidance model.

The manual will include recommendations for planning of guidance sequences.

Product specification:

The manual will be available in a hard copy and an electronic version.

Target group:

Guidance counsellors.

Language:

The manual will be available in the English, German and Danish languages.

A group of three partners are responsible for setting up design and structure for the Manual, inclusive requirements for the description of best practise guidance examples.

All partners are involved in delivering material for the exemplary sequences.

The cooperation of partners in this work package will take place partly in a discussion forum of the IGUANA website, partly based on the worksession. (Spring 2006). The German partner (P3) is responsible for planning and hosting the meeting. Partner 2 is responsible for moderating the discussion in the discussion forum.

Work-package5

Purpose:

Evaluation strategy for the quality management of development work

The overall purpose of the evaluation WP is to collect, to analyse and to bring into perspective experiences and results of the total IGUANA processes and products in order to:

§ Support the reflection of the development work throughout the life of the project with a special emphasis on ensuring the innovative character of the results.

§ collect, to analyse and to bring into perspective the preliminary results to support adjustments, to ensure the quality of

work and in order to ensure the expected impact of the results according to the primary target group and beneficiaries.

Three partners form the group, being overall responsible for the evaluation tasks. Partner 2 is responsible for the internal evaluation activities, i.e.:

§ preparation of a detailed evaluation design.

§ moderating the discussions in the discussion forum of the IGUANA website, throughout the project.

§ Delivering following evaluation reports: 1) report of partners expectations and aims for the coming development work including experience, expertise and focal points according to the partners own organisation and network. (November 2004). 2) Midterm reports in July 2005 and July 2006.

The group is responsible– together with the project coordinator ζ for setting up the requirements for the final external evaluation (subcontracted).

Work–package6

A dissemination strategy for disseminating the results throughout the project time as well as for the final dissemination activities.

The dissemination plan includes:

§ National activities in relation to partners ζ networks and regional/national dissemination partners. For each partner a dissemination partner, representing a special dissemination expertise and potential is linked to ensure the dissemination activities in the final phase. The dissemination partners take part in the project as `silent partners ζ .

§ Transnational activities in relation to project progress, articles in relevant newsletters, the project Web–site and other media.

§ Final transnational conference in Denmark.

A detailed dissemination plan is developed by the chair–partners in beginning of the project and presented at the first worksession (October 2004). At this meeting the plan is coordinated with national dissemination strategies from each partner. Success criteria for dissemination activities and results are agreed upon at the first work session. Information of periodically follow–up on dissemination activities are collected by the group of chair development partners.

The cooperation of partners in this work package will take place partly in a discussion forum of the IGUANA website, partly based on the work sessions throughout the project as dissemination will be an issue on the agenda for each work session.

Partner 2 is responsible for moderating the discussion in the discussion forum related to the work package in question.

Furthermore dissemination progress and results will be focussed in the internal interim evaluation reports.

Work–package7

A detailed management plan to ensure the quality progress of the IGUANA project will be presented at the first work session.

The management plan includes:

§ Operational guidelines for quality of work methods and results ζ approved by all partners at the first work session

§ Setting up and administering the project web–site.

§ Plan and success criteria for shared responsibility according to work packages.

§ Evaluation integrated at all levels in the development work.

§ Requirements for planning and hosting the work sessions (i.e.: agenda, input and materials required from partners) distributed to all partners before the meetings for approval.

§ Evaluation report of meeting results.

Work sessions (5 meetings during the project time: 1. meeting: Denmark, November 2004, 2. meeting: Wales, Spring 2005, 3. meeting, Greece, Autumn 2005, 4. meeting, Estonia, Spring 2006. 5. meeting, Germany Autumn 2006.

The overall management is in the hands of Partner 1. Each partner is responsible for own project activities according to the criteria and tasks mentioned above.

The IGUANA website will be used for sharing the above mentioned information. Furthermore evaluation of management will be an issue at all work sessions.

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E.2 FINANCIAL PLAN

For filling out section E2 please refer to the Administrative and Financial Handbook concerning Pilot projects (including Thematic actions), Language competences, Transnational networks and Reference material.

NB: You must use the four tables below in the given format.

E.2.1 ESTIMATED EXPENDITURES BY WORK-PACKAGE AND TYPE OF COSTS

All figures in Euro

Work-package	Staff	Operational	Subcontracting	Total
1	12416	9118	0	21534
2	117345	40100	4500	161945
3	25480	2151	0	27631
4	13020	10783	2000	25803
5	27900	10167	11000	49067
6	17900	24151	2500	44551
7	80895	6829	0	87724

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E.2.2 ESTIMATED STAFF NEED AND COST BY PARTNER

After completing this table, please copy total staff costs into first row of table E.2.3 below

All costs in Euro Staff by category:	Total			SOCIAL- OG SUNDHEDSSKOLEN I ÅRHUS (DK)			JOHANNES SENIORENDIENSTE (DE)		
	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)
1. Managers (ISCO 1)	80	251.81	20144.8	60	265	15900	5	375	1875
2. Researchers (ISCO 210, 220, 240)	540	239.06	129092.4	170	236	40120	30	275	8250
3. Teachers/trainers (ISCO 230)	836	167.82	140297.52	306	220	67320	129	200	25800
4. Technical (ISCO 3)	20	175	3500	20	175	3500	0	225	0
5. Administrative (ISCO 4)	25	77	1925	0	0	0	5	125	625
Total	1501		294956	556		126840	169		36550

⁸Indicate the average cost per day.

E.2.2 MORE ESTIMATED STAFF NEED AND COST BY PARTNER

After completing this table, please copy total staff costs into first row of table E.2.3 below

All costs in Euro	Total			ARGO (DK)			TALLINNA MEDITSINIKOOL (EE)			
	Staff by category:	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)
1. Managers (ISCO 1)	80	251.81	20144.8	0	342	0	0	0	0	0
2. Researchers (ISCO 210, 220, 240)	540	239.06	129092.4	225	300	67500	20	60	1200	
3. Teachers/trainers (ISCO 230)	836	167.82	140297.52	0	0	0	84	50	4200	
4. Technical (ISCO 3)	20	175	3500	0	0	0	0	0	0	
5. Administrative (ISCO 4)	25	77	1925	0	0	0	5	38	190	
Total	1501		294956	225		67500	109			5590

⁸Indicate the average cost per day.

E.2.2 MORE ESTIMATED STAFF NEED AND COST BY PARTNER

After completing this table, please copy total staff costs into first row of table E.2.3 below

All costs in Euro Staff by category:	Total			UNIVERSITY OF PATRAS (GR)			WESTERN GREECE DEVELOPMENT CENTER (GR)		
	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)
1. Managers (ISCO 1)	80	251.81	20144.8	5	158	790	10	158	1580
2. Researchers (ISCO 210, 220, 240)	540	239.06	129092.4	15	104	1560	60	104	6240
3. Teachers/trainers (ISCO 230)	836	167.82	140297.52	79	104	8216	99	104	10296
4. Technical (ISCO 3)	20	175	3500	0	96	0	0	96	0
5. Administrative (ISCO 4)	25	77	1925	5	64	320	5	64	320
Total	1501		294956	104		10886	174		18436

⁸Indicate the average cost per day.

E.2.2 MORE ESTIMATED STAFF NEED AND COST BY PARTNER

After completing this table, please copy total staff costs into first row of table E.2.3 below

All costs in Euro	Total			UNIVERSITY OF WALES ADULT CONTINUING EDUCATION (UK)		
	Staff by category:	Total number of days (a)	Cost per day (b) ⁸	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ⁸
1. Managers (ISCO 1)	80	251.81	20144.8	0	0	0
2. Researchers (ISCO 210, 220, 240)	540	239.06	129092.4	20	211	4220
3. Teachers/trainers (ISCO 230)	836	167.82	140297.52	139	176	24464
4. Technical (ISCO 3)	20	175	3500	0	0	0
5. Administrative (ISCO 4)	25	77	1925	5	94	470
Total	1501		294956	164		29154

⁸Indicate the average cost per day.

E.2.3 ESTIMATED EXPENDITURES BY TYPE OF COSTS AND PARTNER

Please attach detailed explanations for all operational costs and any subcontracting cost in a separate sheet.

All figures in Euro	SOCIAL- OG SUNDHEDSSKOLEN I ÅRHUS (DK)	JOHANNES SENIORENDIENSTE (DE)	ARGO (DK)	TALLINNA MEDITSIINIKOOL (EE)		Total	%
A. Total staff costs (copy from E.2.2) (E.2.2)	126840	36550	67500	5590		294956	71
Operations :							
1. Travelling	12900	7272	2160	7344		48330	12
2. ICT	5000	1000	1000	1000		11000	3
3. Production	3000	500	500	500		6000	1
4. Overheads	10000	3200	4900	1000		24900	6
5. Other	10370	540	0	540		13070	3
B. Total operational costs	41270	12512	8560	10384		103300	25
Subcontracting :							
1. Translation	10000	0	0	0		10000	2
2. Evaluation	10000	0	0	0		10000	2
3.	0	0	0	0		0	0
4.	0	0	0	0		0	0
5.	0	0	0	0		0	0
C. Total Subcontracting costs	20000	0	0	0		20000	5
Total costs of the project = A + B + C	188110	49062	76060	15974		418256	100

E.2.3 MORE ESTIMATED EXPENDITURES BY TYPE OF COSTS AND PARTNER

Please attach detailed explanations for all operational costs and any subcontracting cost in a separate sheet.

All figures in Euro	UNIVERSITY OF PATRAS (GR)	WESTERN GREECE DEVELOPMENT CENTER (GR)	UNIVERSITY OF WALES ADULT CONTINUING EDUCATION (UK)		Total	%
A. Total staff costs (copy from E.2.2) (E.2.2)	10886	18436	29154		294956	71
Operations :						
1. Travelling	2700	6090	9864		48330	12
2. ICT	1000	1000	1000		11000	3
3. Production	500	500	500		6000	1
4. Overheads	1400	1800	2600		24900	6
5. Other	540	540	540		13070	3
B. Total operational costs	6140	9930	14504		103300	25
Subcontracting :						
1. Translation	0	0	0		10000	2
2. Evaluation	0	0	0		10000	2
3.	0	0	0		0	0
4.	0	0	0		0	0
5.	0	0	0		0	0
C. Total Subcontracting costs	0	0	0		20000	5
Total costs of the project = A + B + C	17026	28366	43658		418256	100

E.2.4 ESTIMATED FINANCING BY TYPE OF COSTS AND PARTNER

All figures in Euro	SOCIAL- OG SUNDHEDSSKOLEN I ÅRHUS (DK)	JOHANNES SENIORENDIENSTE (DE)	ARGO (DK)	TALLINNA MEDITSIIKIKOOL (EE)	Total	% breakdown
Amount requested from LEONARDO DA VINCI	132579	35985	53523	12860	301398	72
National support	0	0	0	0	0	0
Regional support	0	0	0	0	0	0
Other sources (please specify)	0	0	0	0	0	0
Partners own funds	0	0	0	0	0	0
Other Community programmes ⁹	0	0	0	0	0	0
Total financing	132579	35985	53523	12860	301398	72
Total financing = Total costs of project (from table E.2.3)	188110	49062	76060	15974	418256	100

⁹Only applicable for pre-accession countries

E.2.4 MORE ESTIMATED FINANCING BY TYPE OF COSTS AND PARTNER

All figures in Euro	UNIVERSITY OF PATRAS (GR)	WESTERN GREECE DEVELOPMENT CENTER (GR)	UNIVERSITY OF WALES ADULT CONTINUING EDUCATION (UK)		Total	% breakdown
Amount requested from LEONARDO DA VINCI	12184	21231	33036		301398	72
National support	0	0	0		0	0
Regional support	0	0	0		0	0
Other sources (please specify)	0	0	0		0	0
Partners own funds	0	0	0		0	0
Other Community programmes ⁹	0	0	0		0	0
Total financing	12184	21231	33036		301398	72
Total financing = Total costs of project (from table E.2.3)	17026	28366	43658		418256	100

⁹Only applicable for pre-accession countries

F. ANNEXES

ANNEX. 1. LETTERS OF INTENT

- Partner organisations must provide letters of intent on their own official paper
- The letter must not be hand-written
- It must indicate :
 - the title of the proposal;
 - reference to the Leonardo da Vinci programme;
 - a brief description of the partner's role;
 - the partner's financial undertaking.
- It's must bear :
 - the date
 - the signature of an authorised person and her/his position within the organisation.
- For eligibility purposes, full proposals **must** include letters of intent from the obligatory minimum number of partners. This requirement does not apply to pre-proposals.
- If letters of intent were enclosed with the pre-proposal, the full proposal will be considered eligible if it includes **copies** of the letters previously sent. However, **new letters** of intent must be sent with the full proposal if any changes have occurred since the pre-proposal to the partners that make up the required minimum transnational partnership. Changes requiring new letters of intent include changes to the role or financial contribution in the project of any of the original partners, or the replacement of a partner.
- Without prejudice to the previously mentioned eligibility condition, proposals accompanied by **all** letters of intent will be evaluated more favourably.
- Originals are not obligatory in the pre-proposal and full proposals phases; copies and faxes will be accepted. If your full proposal is selected, you will be asked to provide originals before the contract is drawn up.

ANNEX. 2. ELGIBILITY CHECK-LIST

Please make sure that your application meets the following formal eligibility conditions. These are extensively described in section VI of the General Guide. **Only proposals meeting all the eligibility conditions will go forward for qualitative assessment.**

References to sections in this form are given in brackets.

- Compliance with the deadline, as published in the call for proposals
- Compliance with the minimum size of the partnership (B1 and D)
- Participation of at least one partner from the European Union (B1)
- Compliance with the following administrative rules:
 - ◆ the application is being submitted by a private, public or semi-public organisation (A)
 - ◆ the application is written in one of the EU official languages
 - ◆ the application bears the **original** signature of an authorised person (A.1)
 - ◆ the application form used for the proposal is the official Leonardo da Vinci application form (available on the Leonardo da Vinci Programme Website)
 - ◆ the application is sent to the exact addresses specified in the applicable call for proposals ⁽¹⁰⁾
 - ◆ the application is accompanied by the declaration of honour signed by the promoter (original signature) certifying that the applicant organisation is not in one of the indicated situations and that it has the financial and operational capacity for successfully implementing the proposal (A.2)
 - ◆ the **pre-proposal** indicates a global cost estimation of the project (B1)
 - ◆ the **full proposal** includes a detailed budget (E2)
 - ◆ the **full proposal** includes letters of intent at least for the minimum size of the partnership (F1)

¹⁰ In accordance with applicable procedures