



EDUCATION AND CULTURE

# **LEONARDO DA VINCI**

**Community Vocational Training Action Programme**

**Second phase : 2000 - 2006**

**REFERENCE MATERIAL**

**GUIDE FOR PROMOTERS**

**EUROPEAN COMMISSION**

*The Leonardo da Vinci Community vocational training action programme, introduced in 1994, has entered its second phase, which will run from 1 January 2000 to 31 December 2006.*

*Promoting a Europe of knowledge is central to the implementation of the programme, which seeks to consolidate a European co-operation area for education and training.*

*The programme actively supports the lifelong training policies conducted by the Member States. It supports innovative transnational initiatives for promoting the knowledge, aptitudes and skills necessary for successful integration into working life and the full exercise of citizenship, and affords scope for links with other Community initiatives - particularly the Socrates and Youth programmes - by supporting joint actions.*

*The broad lines of this second phase are set out in the Council Decision of 26 April 1999 (OJ L146 of 11 June 1999), which affirms the need to develop quality, innovation and the European dimension in vocational training systems and practices through transnational co-operation.*

*Multi-annual Community calls for proposals have been launched for the periods 2000-2002, 2003-2004 and 2005-2006. The calls set up the annual deadlines for the submission and selection of proposals and specify particularly the priorities for these calls.*

*There is a series of six guides to help promoters who wish to submit a proposal under the Leonardo da Vinci programme.*

*The first guide in the series, the general guide, describes the programme and should be read in conjunction with the specific guides which explain the conditions set out in the Council Decision for each of the measures under the programme, i.e.:*

- *mobility,*
- *pilot projects,*
- *language competences,*
- *transnational networks,*
- *reference material.*

*This guide concerns the measure entitled "REFERENCE MATERIAL".*

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## **I. BACKGROUND**

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This section specifies the content of the measure and sets out the particular features of "reference material" relative to the other measures of the Leonardo da Vinci programme.

### ***1.1 Content of the measure***

The Council Decision, of 26 April 1999, describes the content of this measure as "the development and updating of reference material through support for surveys and analyses, the establishment and updating of comparable data, the observation and dissemination of good practices and the comprehensive exchange of information".

Action under this measure should contribute towards:

- "establishing comparable data on vocational training systems and arrangements, practices and various approaches to qualifications and competences in the Participating Countries, or
- producing quantitative and/or qualitative information, analyses and observing best practices in support of policies and vocational training practices for lifelong learning that cannot be made available by Eurostat or CEDEFOP."

The term "reference material" here means all the analyses, studies, surveys and identification of good practice which make it possible to locate, at Community level, the relative position of the various Participating countries and the progress made on a given subject or in a given area.

The measure mainly involves two types of action:

- surveys and analyses in the selected priority areas, taking account of quantitative, qualitative and comparative aspects at national and European level;
- observation of good practice in vocational training, according to precise criteria and on the basis of monographic studies that may be conducted at various levels.

### ***1.2 Distinguishing features***

The measure concerning the production and updating of "reference material" differs from all the other measures in that they are intended to contribute to the growth of knowledge at Community level, on the systems and institutional arrangements of vocational training that arises from original and comparative surveys and analyses.

It also differs in the partnership. This one requires the active involvement of organisations or institutes with recognised scientific competence in the areas covered by the proposal. It also requires the designation of a scientific research co-ordinator, whose main role is to ensure that the methods used for observing and collecting qualitative and quantitative data are consistent, and that the methodological principles - particularly those that ensure that the results are comparable and valuable - are respected.

It differs in terms of methods. Proposals submitted in connection with this measure should, as far as possible:

- set out and analyse the conceptual frameworks and models, and promote activities and/or experiments based on them;
- apply the criteria of methodological rigour in force in the world of scientific research to surveys and analyses in the field of development of human resources and training;
- be geared to producing summaries based on scientifically-validated qualitative and quantitative analyses, and to presenting them in a form that is accessible to all decision-makers and other parties involved in vocational training;
- provide for presentation of the results in professional and academic journals, while promoting their dissemination among potential users.

## **II. IMPLEMENTATION**

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The implementation of this measure is centralised<sup>1</sup>. It will be the subject of multi-annual Community calls for proposals which will define the priority actions to be carried out. The guiding principles for implementation, defined at Community level, are:

As a general principle, projects must be of high scientific quality.

Other principles shall also be complied with :

- ensuring complementarity of existing data sources and production processes, particularly at European level;
- increasing the usefulness and relevance of the data produced for all the decision-makers and other parties involved;
- stimulating innovation, particularly by defining, in advance, rigorous criteria for evaluating the innovative dimension of the subjects, instruments and analytical methods;
- boosting the impact of the projects, particularly through initiatives likely to promote wider use of the results, with a view to clarifying policy options and guiding the practices of operators in the field;
- helping, Europe-wide, to build upon knowledge acquired, particularly during the first phase of the programme, by developing comparable information systems, and by improving the methods for transfer and dissemination.

It will be particularly important to build upon previous results as this will ensure consistency in the growing fund of knowledge at Community level and thus help shape the new approaches to the production of reference material. Building upon the results will require a number of interfaces between different sites at which knowledge is produced. The Commission is strengthening these interfaces, particularly with the Directorate General for Research, as part of its targeted socio-economic research programme, with CEDEFOP (European Centre for the Development of Vocational Training)<sup>2</sup>, the European Training Foundation<sup>3</sup> and the international organisations conducting comparative work on education and training systems.

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<sup>1</sup> See Annex I, Section III of the Decision - Selection Procedures

<sup>2</sup> CEDEFOP, the European centre for the development of vocational training, was set up by Council Regulation (EEC) No 337/75 of 10 February 1975 to assist the European Commission and contribute to the work of the Member States and social partners towards implementing Community policy on vocational training.

<sup>3</sup> Established in 1990 by a Decision of the Council, the European Training Foundation has, at its mission the promotion of co-operation and the coordination of assistance in the field of vocational training to Central and Eastern European countries, to the newly independent States and Mongolia, and to non-European mediterranean countries.

### III. ELEMENTS OF A PROPOSAL

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Both pre- and full proposals for the development and updating of reference material must include the following elements:

- *The development of knowledge through surveys and analyses in the selected priority areas*  
Proposals for surveys and analyses should be designed to help improve and build on the knowledge at national and Community level in these fields.

The term "survey" in this context must not be interpreted exclusively in the strict sense of statistical research methodologies. It may cover qualitative or monographic studies in vocational training, as well as traditional statistical studies, with the aim of improving the establishment of comparable data at European level. These studies must be based on samples that are sufficiently representative to make the comparisons, the generalisation of information and to allow for the production of relevant summaries.

- *The development of analysis and observation tools*  
Proposals must have an innovative dimension, particularly as regards the choice of fields, observation techniques and methods of collecting and processing the data on which the comparative analyses are based.
- *The development of information exchange*  
This dimension, which proposals must also take into account, involves dissemination, particularly of good practice, and the transfer of the knowledge gained to all parties active in vocational training, with a view to increasing the impact of the results of the projects.
- *The exploitation of results as an aid to decision-making*  
Proposals should reflect the concern to involve as wide a range as possible of decision-makers and other parties active in vocational training at an early stage with a view to obtaining joint diagnoses. The legitimacy of the results should then make it easier for all concerned to take them on board and increase their social relevance.

### IV. QUALITY CRITERIA

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The general quality criteria which apply to all measures are explained in detail in the general guide for promoters. Additional quality criteria specific to this measure are listed below. They are linked to:

- the subject selected ;
- the results expected and their valorisation (dissemination and exploitation);
- the partnership;
- the work programme;
- the financial plan.

#### **IV.1 Subject**

Proposals are expected to cover the following aspects:

- argumentation for the choice of subject in terms of a duly identified specific problem;
- a demonstration of originality in the light of the aims of policy and existing knowledge in the area at national and Community levels;
- a justification of the innovative nature in terms of fields, methods and analytical tools.

#### **IV.2 Expected results and valorisation**

Proposals are expected to cover the following aspects:

- identification of the expected results ;
- consistency of the plan for the dissemination and exploitation<sup>4</sup> of the results at national and Community level, with a view to increasing the impact of the project on decision-making by the various parties involved in vocational training.

#### **IV.3. Partnership**

Proposals are expected to cover the following aspects:

- providing for a partnership structure involving a variety of actors, with a scientific research co-ordinator;
- involving partners that have an established reputation among professional researchers and have proven experience in the field in question;
- presenting a solid and consistent partnership that is appropriate to the aims of the project and affords institutional diversity for each of the countries involved;
- involving the two sides of industry;
- assigning an important role in the partnership to SMEs other than vocational training providers;
- involving countries with fairly contrasting training systems.

#### **IV.4. Work programme**

Proposals are expected to include:

- a clear definition of the aims;
- a well-structured work plan that is coherent with the aims;
- a clear description of the various phases and the role of each partner involved in their implementation;
- a description and justification of the methods to be used, including the approach to international comparison;

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<sup>4</sup> See specific guidelines on the valorisation plan.

- an identification of the field (particularly the size and composition of the sample) and a description of the methods and tools to be used for data collection;
- the description of the scientific principles and the methods, procedures and criteria for assessment.

#### **IV.5. Financial plan**

Proposals must be in strict compliance with the provisions set out in the administrative and financial handbook. A few basic principles which proposals should follow are outlined below. Proposals should:

- give good and detailed reasons for the budgetary amounts involved, on the basis of the proposed instruments or methodology;
- include a financial statement demonstrating a breakdown of the various budget items that is in line with the aims;
- distribute the budgetary resources over the various partners in a balanced fashion.

#### **KEY POINTS TO REMEMBER**

- ***Which submission procedure is to be followed?***

Procedure C as described in the general guide for promoters .

- ***When should the proposal be submitted?***

During the period specified for each year by the Community calls for proposals. Proposal selection will take place once a year.

- ***What is the maximum duration of a project?***

Two years (only for the 2005-2006 call for proposal).

- ***What is the ceiling for Community funding?***

50%-100% of admissible expenditure, subject to a limit of € 200 000 per year and project (or € 300 000 if justified by the scope of the project).

***Promoters must refer to the Community calls for proposals, the general guide for promoters, the administrative and financial handbook and the application form.***