



EDUCATION AND CULTURE

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 2005

Reserved for the European Commission or the National Agencies 20051,

<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-

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>**

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)	KOMPETANSEFORUM TELEMARKE – KFT
(abbreviated if applicable)	CFT
Name of the organisation in EN, FR or DE (if available)	THE COMPETANCE FORUM OF TELEMARKE – CFT
Type of organisation ¹	OP

Head Office

Street	Fylkeshuset
Number	
Postal code	3706
Town/City	SKIEN
Country	NORWAY

Contact Person ²

Name	Mr. Terje Lønnebakke
Position	Project Co-ordinator
Street	Opplæringssetaten – Fylkeshuset
Number	
Postal code	3706
Town/City	SKIEN
Country	NORWAY
Telephone	+47 3558 4365
Fax	+47 3552 2094
E-mail	terje.lonnebakke@t-fk.no
Website	http://telemark-fk.no

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. Knut Alsaker – The Head of The County Dep. of Education

Position Assist. leader of The Competency Forum of Telemark

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

Date

Signature

Stamp

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:

A.4. LEGAL ENTITY FORM

Only to be completed for full proposals under procedure B and C

Please complete the appropriate Legal Entity form for the promoting organisation and attach the requested documents. Note that 2 different forms are provided: one for private companies, associations, etc. and one for public organisations.

PUBLIC ENTITIES

TYPE OF ORGANISATION	COUNTY ADMINISTRATION
NGO (Non Governmental Organisation)	No
NAME(S)	TELEMARK FYLKESKOMMUNE
ABBREVIATION	TFK"
OFFICIAL ADDRESS	FYLKESHUSET
POSTAL CODE	3706
P.O. BOX	"
TOWN/CITY	SKIEN
COUNTRY	NORWAY
VAT NUMBER	
PLACE OF REGISTRATION	THE REGISTER IN BRØNNØYSUND
DATE OF REGISTRATION (dd/mm/yyyy)	01/01/1977
REGISTRATION NR.	9401 92226
PHONE	+47 35 58 42 00
FAX	+47 35 52 99 55
E-MAIL	post@t-fk.no
CONTACT PERSON	ROLF-HELGE GRØNÅS – Acting County Executive in Telemark County

This "Legal entity" form should be filled in and submitted together with :

- copy of the resolution, law, decree or decision establishing the entity in question
- or, failing that, any other official document attesting to the establishment of the entity;

Date:

Name and function of the authorised representative:

Signature:

Stamp:

PRIVATE COMPANIES

TYPE OF COMPANY

NAME(S)

ABBREVIATION

OFFICIAL ADDRESS

POSTAL CODE

P.O. BOX

TOWN/CITY

COUNTRY

VAT NUMBER

PLACE OF REGISTRATION

DATE OF REGISTRATION

(dd/mm/yyyy)

REGISTRATION NR.

PHONE

FAX

E-MAIL

CONTACT PERSON

This "Legal entity" form should be filled in and submitted together with :

- a copy of any official document (e.g. official journal, register of companies, etc.) showing the contractor's name and address and the registration number given to it by the National authorities;
- a copy of the VAT registration document if applicable and if the VAT number does not appear on the official document referred to above.
- Date:

Name and function of the authorised representative:

Signature:

Stamp:

A.5. FINANCIAL IDENTIFICATION FORM

Only to be completed for full proposals under procedure B and C

ACCOUNT HOLDER

NAME	Telemark Fylkeskommune Opplæringsetaten
ADDRESS	Fylkeshuset
TOWN/CITY	Skien
POST CODE	3706
COUNTRY	NORWAY
VAT NUMBER	Swift – Bic: DA BANO 22/Ansv: 2920 Prosj.nr: 2920107
CONTACT PERSON	Helga Haave
TELEPHONE	+47 35 58 44 39
FAX	+47 35 58 43 10
E-MAIL	helga.haave@t-fk.no

BANK

BANK NAME	FOKUS BANK
BRANCH ADDRESS	Post Box 48
TOWN/CITY	Skien
POST CODE	3701
COUNTRY	NORWAY
ACCOUNT NUMBER	8601 03 65920
IBAN	NO 06 8601 03 65920

Remarks

BANK STAMP + SIGNATURE of BANK REPRESENTATIVE
(Both obligatory):

DATE + SIGNATURE of ACCOUNT HOLDER
(Obligatory):

B. PROJECT OUTLINE

B.1 GENERAL INFORMATION

Measure	Pilot projects (PP)
Form drafting language	EN
Title (max. 200 characters, including spaces)	A Gateway to Guidance
Acronym/short title (max 25 characters)	
Which objective(s) of the Programme does your project address ? <i>(Please refer to the General Guide)</i>	<input checked="" type="checkbox"/> a. "to improve the skills and competencies of people, ..." <input checked="" type="checkbox"/> b. "to improve the quality of, and access to continuing vocational training ..." <input type="checkbox"/> c. "to promote and reinforce the contribution of vocational training to the process of innovation ..."
Which priority in Call 2005–2006 does your proposal address? <i>(Please indicate only one priority)</i>	<input checked="" type="checkbox"/> <ol style="list-style-type: none"> 1. Promoting transparency of qualifications 2. Developing the quality of VET systems and practices 3. Developing relevant and innovative e–learning content 4. Continuous training of teachers and trainers
If your project targets directly one or more of the following issues, please tick the relevant box(es):	<input type="checkbox"/> the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people <input type="checkbox"/> equal opportunities for women and men, with a view to combating discrimination in training provision <input type="checkbox"/> the promotion of social dialogue in vocational training
Which of the following categories does your project fall into?	<input checked="" type="checkbox"/> development of innovatation <input type="checkbox"/> transfer of innovation

Total number of partners per country, including promoter and co-ordinator.	0 BE 0 ES 0 IT 0 MT 0 SI 0 IS 0 BG 0 CZ 0 EE 0 LV 0 NL 1 SK 0 LI 0 RO 1 DK 0 FR 0 LT 0 AT 0 FI 1 NO 0 TR 0 DE 0 CY 0 LU 0 PL 0 SE 0 GR 1 IE 0 HU 0 PT 2 UK	automatically filled
Total number of partners, including promoter and co-ordinator	6	automatically filled
Total number of countries	5	automatically filled

Duration of project 24 months

Total budget 535002 Euro

Amount requested from the Leonardo da Vinci Programme 401020 Euro3

% of total budget 75 %

Target group(s) (max 2000 characters)	The adults, employed and unregistered unemployed, who want and need career guidance. The information and guidance needs of adults are almost solely being addressed through the public employment services across Europe. The European employment strategy and guidelines highlightening the role that guidance can play in routing clients through training and into jobs. Given the emphasis now being placed on lifelong learning it is still surprising to note that guidance services are still mostly available to only one particular group of adults: the unemployed. By reorganising the employment services with focus on these target groups we will try to give the career guidance a more supportative and facilitative role, with the service becoming a gateway to guidance rather than a gatekeeper.
Target sector(s) (i.e. sectors which will benefit from the outcomes of the project)	Codes: O93 O91 M80
Users of the project outcomes	Codes: OE OF

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
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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

NO
(please fill the table below)

Year or Initiative	Programme or Initiative	Identification number	Contact Organisation	Title of project	Body to which the proposal was submitted and country
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5. Relation may concern, for instance, theme(s), target group(s) and/or sector(s), partnership structure, metodologic approach, etc.

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)

The mission of The International Association of Educational and Vocational Guidance (IAEVG) is: To advocate that all citizens who need and want educational and vocational guidance and counselling can receive this from a competent and recognized professional.

Less is being done to cater to the information and guidance needs of employed adults or the non-registered unemployed adults. Today we can detect some signs of cultural change underway in many counselling offices/managements towards a more supportive and facilitative role. Nevertheless, this is still a fragmentary system with great challenges to solve.

The globalized information society, with continual changes in technology and markets, creates the demand for the majority of active workers in the course of their working career to update their knowledge and resume further education. Good policies for vocational guidance and counselling is necessary and are central elements to the effective Lifelong Learning System. OECD, UNESCO, ILO and the World Bank also emphasize the need for good career guidance. All countries in Europe already have systems in place which offer guidance to pupils, students and the unemployed, but these are very often developed under other requirements and are not usually adapted to the new challenges of the Lifelong Learning System. Few have been concerned with how one can reach workers with good, preventative career guidance so that they can be prepared for the structural changes and avoid unemployment during change-overs.

In the project, "A Gateway to Guidance" we will focus on this group. The main aim is to make a comprehensive regional system for vocational "Lifelong Guidance" and counselling in a society of Lifelong Learning, based on a close co-operation between public employment services, public administration, the Confederation of Business and Industry, the Labour Union and other public and private actors.

It is of great importance to enable the adults to identify their capacities, competencies and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings. To do this, we will develop different strategies to approach the group, and to increase the accessibility of career guidance in the region.

During the project periode we will:

Work out a brief survey of the experiences in the partner countries, supplemented with accessible literature.

Work out new criteria for a well-functioning regional system, and describe elements in an appropriate organisation.

Develop a new method for businesses to update/redate the skills of their employees.

Define the target group "Non-registered Unemployed" and develop a two-step method related to offer them career guidance.

Work out a professional plan to use in the system which is going to be tested.

Test new regional systems for career guidance with focus on the target groups.

Evaluate and adjust the testing models.

Work out a handbook with descriptions of the model and lines of actions on how to establish the system.

Finally, the project will focus on the role of the State in policy-making in relation to the field of information and guidance, with focus on legislation and quality standards.

In appropriate professional literature we can read about how the different public and private systems of career guidance is offering the same service, but in different ways. Throughout Europe the legislation does not secure the coordination and practice of these career guidance systems. The establishment of networks and the coordination in general is more or less a voluntary matter of case which the public and private offices on local, regional and national level solves in different ways. By carrying out our project our ambition is to contribute with significant positive results reagrding to these challenges.

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 final and 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)

C1:1 All countries in Europe already have systems in place which offer guidance to pupils, students and the unemployed, but these are very often developed under other requirements and are not usually adapted to the new challenges of the Lifelong Learning System. Few have been concerned with how one can reach workers with good, preventative career guidance so that they can be prepared for the structural changes and avoid unemployment during change-overs.

There is currently not a well functioning European system or practice in regards to how "non-registered unemployed" adults can have access to, and make use of, a lifelong career guidance service. Therefore, the project would like to also focus on this group. Non-registered unemployed are defined in this respect to be adult professional and education seekers who are not registered in the public employment system as unemployed and looking for work. Some of these persons could be registered in other public systems for example in the public welfare system.

The globalized information society with continual changes in technology and markets creates the demand for the majority of active workers in the course of their working career to update their knowledge and resume further education. The Lisbon Process and the Copenhagen Declaration emphasize the demand to develop a European system to ensure (vocational education and training (VET)) of high quality and with a good functioning common labour market. This will secure that industry receives continual access to labour with current and relevant qualifications as well as contribute to a European competitive edge. Good policies for vocational guidance and counselling is necessary and are central elements to the effective Lifelong Learning System. OECD, UNESCO, ILO and the World Bank also emphasize the need for good career guidance.

Final and potential users: The adults who seek guidance, the counsellors in public and private sectors, representatives from private enterprises, political and administrative leaders.

C1:2 In the European countries, there is a discrepancy between labour needs and existing competency. Internal industry training seems to be a more important strategy in order for small and medium-sized industries to initiate new measures to create competency development within public and private sectors. Some large enterprises across Europe have begun offering guidance services to adults, because they require advice in managing their careers and to ease occupational mobility and flexibility at a time of restructuring or closures. The project will focus on this and develop methods to meet these challenges.

There is already extensive research and analysis available on the poor quality of the career guidance systems accessible to the target groups. The main international and national challenges are to co-operate and influence the State authorities to focus on three key mechanisms: 1) Legislation – to secure access and quality, 2) to develop/improve quality standards, and 3) to generate evidence to monitor quality provisions.

The target aim of the project is to make a comprehensive regional system for vocational guidance and counselling in a society of lifelong learning, based on a close co-operation between public employment services, public administration,

the Confederation of Business and Industry, the Labour Union and private businesses.

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)

C1:3 In a society of Lifelong Learning, we wish to develop and test a comprehensive regional system for Lifelong Career Guidance with special focus on the workers and the non-registered unemployed. Many persons from this group will be those seeking education.

To develop and test a comprehensive regional system for Lifelong Career Guidance.

To develop a method which companies can use in the development of their own career guidance working tools.

To test a new regional model for cross sector cooperation at management and organizational levels (in practice).

Through a partnership model to contribute to increased knowledge about career guidance and its importance to achieve important common political goals within the EU/OECD area.

C1:4 Related to the Call for proposals (The Directorate General for Education and Culture) under the second phase of the Leonardo Da Vinci Programme, our pilot project will focus on the following:

From the main elements of the follow-up to the Copenhagen Declaration of November 2002, we are specifically interested in priorities 5 and 6:

- 1) To strengthen policies, systems and practices for lifelong guidance;
- 2) To increase support for the development of qualifications and competencies at sector level.;

From III. The sectoral approach (p.3) we will try to contribute to emphasise "the role of sectors as a testing ground for the development of international qualifications and competencies".

According to the objectives set by the Copenhagen declaration, aiming at transparency, recognition and quality, the following requirements will specifically be taken into account:

- 1) Projects must be based on a proper analysis of the main education and training needs in the particular sector and how these relate to the objectives set by the Copenhagen declaration;
- 2) Implementation of project results must be anticipated from the very start. This implies a consideration of the nature of these results, on the partners to be involved to achieve them and how the project may achieve permanent impact;
- 3) Key players must be involved from the very start.
- 4) The cross-cutting element of qualifications and competence development must be taken into account when developing projects at sector level. This dimension must live side by side with a targeted sector focus and should be clearly addressed by the project promoters.

In our project plan, we ensure that the organization, impact and valorization are in-line with the statements in chapter IV. Strategic Priorities (p.4):

1. The development of the European labour market (...Europe to become the most competitive knowledge based economy...) and
2. The transformation, modernisation and adaptation of the European Education and

Training systems (... for them to become a world reference...).

Several different types of measures are eligible for support under the new call for proposals and guidance is specifically mentioned in relation to 4 aspects:

- 1) Reference material projects investigating how guidance and counselling have supported and contributed or may support and contribute to transparency of qualifications and competencies at European, national and sector level.
- 2) Pilot projects developing relationships between the labour market and VET, including work process direction and guidance;
- 3) Pilot projects identifying new skills and competencies for VET teachers, trainers and other learning facilitators essential in a lifelong learning context (i.e.: guidance and counselling and work-based learning methodologies);
- 4) Thematic projects on the improvement of guidance and counselling in relation to validation of non-formal and informal learning.

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.

(max 4000 characters)

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)

C1:6 In our project, we consider the resolution from EU's Council of Ministers from the meeting on May 27, 2004. The resolution links lifelong learning together with the term lifelong guidance. The resolution's 2nd main point is using guidance as a means to ensure competitiveness in the education society, and emphasis on the need for integrated and flexible guidance services which "the active European citizen" can benefit from, from primary school and onwards throughout one's entire active professional career.

We further refer to the conclusions from national and international political documents and reports (i.e. Cedefops synthesis report 85: Guidance Policies in the knowledge society – 2004) which strongly emphasizes that career guidance in political regards has not received the attention it deserves.

Today in Norway, in concern to resolving the challenges linked to lifelong learning and lifelong career guidance, the national government states that the regions as regional development actors shall develop good models with respect to central authorized frameworks. Through good projects and new practice at this level, the national political governments and administrative organizations will receive good qualitative and useful input which will lead to improved national policies and practice within the professional area.

By carrying out this project, we believe that both on national and international levels we can contribute with the following:

- 1) Analysis of existing career guidance policies and methods with focus on our target groups.
- 2) Present project results which clarify roles and responsibilities on national, regional, and local levels.
- 3) Present project results which will ensure that more adults are given the opportunity and knowledge to make better professional and educational choices.
- 4) Inspire and further develop regions as regional development actors.
- 5) There is a further contribution in this work to encourage the national level to a larger degree to implement strategic and inspirational leadership, for the benefit of the individual, economy and society as a whole.

C1:7 We refer to the attached matrix "The project innovation contribution (No.1) which describes this point in more detail. The matrix explains that the project's innovation contribution can be summed up as such:

For the target group "Employees", systematize and put "Best Practice" into use by using methods based on, for example, those that our sub-partner Hydro IS uses. Hydro is one of Norway's leading companies in career development. In addition, the partners will contribute with their input.

For the target group "Non-registered unemployed": Develop a two-step method:

- 1) A method for approach and
- 2) A method for career guidance "New practice"

Related to both target groups, we will:

- complete a handbook,
- test out new career guidance working tools,
- develop new procedures.

The two most important areas for cooperation in the project deals with:

- 1) Establishing a comprehensive regional system for career guidance, and
- 2) To evaluate if this system can be adjusted for use in the other countries represented by our partners. As a final product, we will clarify roles and the division of responsibility for the various involved parties with descriptions and an explanation about how their cooperation should be concretized.

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)

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 (final users of the results),
- 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)

For a detailed information, look at the attached table No. 2. C2: Results.
The results is evaluated according to the aims of the project as settled in C1:3.

C.3 VALORISATION (DISSEMINATION + EXPLOITATION OF RESULTS)

1. How will your valorisation 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 valorisation strategy.

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

(max 4000 characters)

(Regarding dissemination – see Work Package 6 for more details).

· In Norway The CFT will disseminate the project through the organisations of the eight members. CFT will co–operate with the national Directorate of Labour, the Directorate of Education and VOX (the national inst. for adult learning) to secure a strategy for dissemination on national level. This will be done by innovative work within the organisations, taking part in conferences, meetings, user panel. We will inform through Telemark county's website (www.telemark-fk.no), and link info to the eight member organisations webs–ites.

· In the UK, Careers Europe will disseminate the project through its UK user network. This includes all career services in Scotland, Northern Ireland and Wales, plus all the Connexions services in England. This network includes other advice and guidance organisations (IAG net.in Engl.). Dissemination methods will include mailings by post and email to the UK guidance community; to inform on the Careers Europe website (www.careerseurope.co.uk); to inform into the Guidenet database of practice (www.guidenet.org) and publish articles in professional journals as Newscheck and EuroExpress. Present at appropriate conferences, and disseminate at trans–national level through the EuroGuida.

· In the Slovak Republic The Central Office of Labour, Social Affairs and Family is a strong central institution with a wide range of responsibilities, e.g. "to manage, control and co–ordinate the activities of Offices in the field of employment services". In other words, the central office for public employment services in the country. Main task: to manage all 46 local offices of labour, social affairs and family. They have a strong structure to disseminate the results

of the project.

· In Denmark JCVU cooperate with all service providers and stakeholders in the Eastern Jutland Region. Furthermore JCVU cooperates closely with national authorities in the education and labour market portfolios, professional associations of guidance professionals and the national knowledge center of guidance and counselling. JCVU disseminates its activities through training offers to a variety of target groups, through its own web-site www.jcvu.dk and regional and national networks.

· Dundee City Council is a member of the North Sea Commission (NSC) Dundee College are a sub-set member of the commission. Ms. Fiona Jurk (D.C.) is member of the NSC Education and Research group. In that capacity she also sit on a small working group which is developing the work programme and action plan for the E & R Group. The cross-sectoral representation on the E & R group ensures that results of the project and best practice will be exploited widely and embedded at local, regional, national and European levels.

· In Ireland Tipperary Institute integrates third level education with rural and business development activity within the region, and is fully engaged in lifelong learning. T. I. is committed to opening doors to opportunity for students and members of the wider community. The Institute's Careers Service, T. I. organises annual training workshops for guidance counsellors from all over Ireland. Of relevance to the project: The Business Department has substantial links to other Educational Institutions, Semi-State organisations, Development agencies, and businesses within the region.

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 integrated and used inside training systems and training practices?

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)

C4:1 We do believe this can be a considerable contribution to prevent workers to be removed from the Labour market. TOF of great importance for the individual, very important to avoid negative consequences, which means this is an administrative and political tool.

Expected result for the target groups:

Employers: How to use existing competence in the best manner in relation to the tasks which companies have to fulfill. How to uncover and put into use the hidden competence seen in relation to companies' needs.

Non-registered unemployed: Increased availability to the career guidance system. Enable the individual to make good career choices for their future. Create a network for the non-registered unemployed to help them return to the work force. Potential users: Adults who seek guidance, counsellors in public and private sectors, representatives from private enterprises, political and administrative leaders.

Potential users can implement and put into use a regional system in relation to the company's/organization's needs which has been thoroughly tested and quality controlled. This is valid for public guidance services and companies.

Career Guidance systems- and practise: An expected result will be a closer and better cooperation between educational

institutions and industry. The project will enable the schools to recognize transitory signals from the target groups (businesses and individuals).

C4:2 A professional career guidance system must be flexible and mobile. The guidance must be integrated into the individual training plans, take place at the workplaces, at agreed times every year and according to agreements between all the partners involved.

Dependent upon the cooperation's organization and the network established between the partners and the project. The project will establish a forum where the cooperation partners utility value will be clarified.

The project will be a distributor of knowledge and information for the partners and at the national level for all partner countries.

C4:3 The project will give us experience to find different approaches towards different groups based on an analysis of existing status, practice and political signals. Clarify the different roles of the offices, and counsellors. We believe that co-ordination and co-operation are good measures in order to successfully produce positive results of the project.

Final plans after the end of the project: Lasting change is the ambition. This demands

- 1) education of persons who will work with the project further in each of the partner organizations.
- 2) Acceptance of the results at the national
- 3) The partners need to commit to completing a strategy on how to push for political change/ influence at the national level.

C4:4 Career guidance is a measure and a method. The results of the project will be transferable to other target groups outside of the project for example, it is possible to develop a common competency program for all counsellors. The project will look to best-practice in all the existing career guidance-systems within the partner countries.

Concretizing: In planning the project, we have discovered that most of the European countries are faced with the same challenges which the project focuses on. We have witnessed this especially through the large interest expressed for partnership in the project. In addition, many are interested in this topic at regional, local and individual levels.

Our action plan for these four levels. We will arrange conferences with the partners in the project and other actors whom are relevant to the goals of the project. This conference will be held within 6 months after the end of the project.

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	NO	KOMPETANSEFORUM TELEMAR – KFT THE COMPETANCE FORUM OF TELEMAR – CFT	OP	NO03	O93	S7	Terje Lønnebakke	Mr	Fylkeshuset 3706 SKIEN NO	+47 3558 4365 +47 3552 2094 terje.lonnebakke@t-fk.no	225494	169050
P2	DK	JYSKE CENTER FOR VIDERGÅENDE UTDANNELSE Jyske Center for Continued Education	O	DK00D	M80	S4	Steffan Svendsen	Mr	JCVU University College of Juteland Rudolfgårdsvei 1 8260 Viby DK	+45 8738 8300 +45 8738 8366 stsv@jcvu.dk	70623	52965
P3	IE	TIPPERARY INSTITUTE (BUSINESS DEPARTMENT) Tipperary Institute	U	IE023	M80	S3	Patricia Quigley	Ms	Nenagh Road Tipperary IE	+353 504 28119 +353 504 28 188 pquigley@tippinst.ie	64822	48600
P4	SK	ÚSTREDIE PRÁCE, SOCIÁLNYCH VECÍ A RODINY Slovakian Central Office of Labour, Social Affairs and Family	PP	SK01	L75	S4	Stefan Grajcar	Mr	Zupné námestie 5-6 812 67 BRATISLAVA SK	+42 1259 330317 +42 1254 410440 stefan.grajcar@upsvar.sk	38495	28800
P5	UK	CAREER EUROPE Careers Europe (Part of Careers Bradford Limited)	O	UKE4	O93	S3	Mick Cerey	Mr	Onward House – Baptist Place BD1 2PS Bradford UK	+44 1274 829600 +44 1274 829610 mickc@careersb.co.uk	66774	50080
P6	UK		OF	UKM2	M80	S5		Mr			68794	51525

	DUNDEE COLLEGE Dundee College					Mr. Ken Neades	Kingsway Campus Old Glamis Road DD3 8LE Dundee UK	+44 1382 834826 +44 1382 858117 k.neades@dundeecollo.ac.uk			
									Total	535002	401020

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)

KOMPETANSEFORUM TELEMARKE – KFT (NO)

The Competence Forum of Telemark (CFT) is a co-operative organisation which since 1999 has tried to improve the development of the competency level in the region Telemark County. The CFT is in this context especially concerned about the needs of its citizens, the working life and the region. The CFT meets four times per year, organises conferences and initiates new measures to create competency development within public and private sectors. Members:

- The state administrative office repr. by the County Director of Education
- leader and secretariat.
- Acting County Executive in Telemark County
- The Head of the County Department of Education
- The Head of the Confederation of Norwegian Business and Industry in Telemark County
- The Head of the Labour Union (LO) in Telemark County
- The regional leader of the Norwegian Association of Local and Regional Authorities.
- The Head of the Public Employment Service in Telemark County
- President of Telemark University College
- The regional leader of the National Association of Adult Education.

The CFT will during the period January 2004 – December 2005 carry out the project Educational and Vocational Guidance in Telemark. The superior goal: To make a comprehensive system to improve the quality and increase the accessibility of career guidance for all citizens in the region.

JYSKE CENTER FOR VIDERGÅENDE UTDANNELSE (DK)

Jysk Center for Videregående Uddannelser JCVU University of College Jutland, based in Aarhus, is a recently established centre for educational and health training, knowledge development and research. The following colleges and schools of higher education are behind the centre, which was opened on 1 January 2002:

- The School for Medical Laboratory Technologists in Aarhus
- The School of Occupational Therapy and Physiotherapy in Aarhus
- Aarhus University Collage of Education

Furthermore, the local branch of The Danish University of Education contributes with its broad-based experience in

further education within the educational area. The main task of the centre is to offer both basic and further education programmes within the educational and health-related fields. This comprises both short programmes and formal one-year degrees as well as training teachers for adult education. (See www.jcvu.dk).

JCVU will concentrate on these central topics in the future:

- Adult education and focus on related methods and the development of competency
- Evaluation and the development of quality standards
- The development of management
- The development of Career Guidance
- Focus at young people in at-risk groups

TIPPERARY INSTITUTE (BUSINESS DEPARTMENT) (IE)

Tipperary Institute integrates third level education with rural and business development activity within the region. The Institute has two campuses located at Thurles and Clonmel in Co. Tipperary. As one of the newer third level institutions in Ireland, Tipperary Institute has a fresh approach to teaching and learning and is fully engaged in lifelong learning. Tipperary Institute is committed to opening doors to opportunity for students and members of the wider community. The Institute has three academic departments: Business, Sustainable rural Development and Information and Communication Technologies, and employs 108 staff across these three departments and other central functions. Tipperary Institute has some of the most advanced computer facilities available to any third level institute.

The Institute's Careers Service, Tipperary Institute organises annual training workshops for guidance counsellors from all over Ireland. Of relevance to the current project: The Business Department has substantial links to other Educational Institutions, Semi-State organisations, Development agencies, and businesses within the region. The Department also has specific expertise in the areas of Career Guidance, Organisational Psychology, Organisational Behaviour, Management, Networks, among other

ÚSTREDIE PRÁCE, SOCIÁLNYCH VECÍ A RODINY (SK)

Central Office of Labour, Social Affairs and Family (COLSAF) – Slovak Republic.

The Central Office of Labour, Social Affairs and Family (COLSAF) is a state administration authority with a nation-wide scope and nearly fifteen years of experience in developing effective instruments of active labour market policy measures including career guidance and counselling services. The COLSAF role might be very useful for the proposed partnership. In Slovak conditions the COLSAF is the strongest institutions in this field and has the capacity to build regional networks of institutions (public and private) acting or having some influence in career guidance services. Details of responsibilities of the COLSAF are defined in the Act on Employment Services No. 5/2003 and the Act on State Administration Authorities in the Area of Social Affairs, Family and Employment Services No. 453/2003 (the first of the above mentioned is available also in English at www.employment.gov.sk).

The COLSAF is organisationally structured into two divisions, the first being the Employment Division, the second one the Social Affairs and Family Division. The Employment Division is divided into four departments: the Information and Guidance Services Department, the Brokerage Services Department, the Counselling Services Department and the Active Labour Market Measures Department; the Counselling Services Department would be responsible for the Leonardo da Vinci project GATEWAY TO GUIDANCE.

The Central Office of Labour, Social Affairs and Family is responsible also for management, control, co-ordination and methodical support of/for Offices of Labour, Social Affairs and Family – there are 46 of them on local (mostly district) level.

CAREER EUROPE (UK)

Careers Europe is a part of Careers Bradford, a not for profit organisation. Careers Bradford is a mainstream UK Guidance Service, contracted by Connexions West Yorkshire to provide a range of Guidance services in the Bradford

Metropolitan District. It is responsible for the provision of such services to all schools and colleges in the district and also to all young people in the 15 to 20 year age group, whether they are in education, training, and employment or are unemployed. Careers Bradford employs over 100 staff including professionally trained guidance counsellors.

Careers Europe operates as the UK National Resource Centre for Guidance (NRCVG) within a network of such centres across the whole of the EU/EEA and applicant countries. This network now extends to some 31 countries. Funded by the European Commission to undertake this role, Careers Europe provides a comprehensive careers information and research service on education, training and employment opportunities in other EU/EEA countries. In its UK role it acts as a national resource supplying information resources to all UK guidance services. It also has contacts with other organisations involved in guidance in the UK, for example the various training courses for guidance counsellors and other research and policy organisations such as NICEC and the Guidance Council. Careers Europe has 12 years of experience in transnational project work, including the development of web-based services.

DUNDEE COLLEGE (UK)

Dundee College Dundee College is the 4th largest College of Further Education in Scotland, serving over 20,000 students from across Tayside in Eastern Scotland, with a staff of over 700 and an extensive range of curricular provision. The College has an excellent track record as the lead partner in the management of a wide variety of EU-funded project activity extending over more than a decade, ranging from ESF Objective 2 and 3 (currently 22 projects) to Leonardo Da Vinci and Socrates, as well as other initiatives such as Adapt and Ten-Telecom, in addition to a number of projects funded through national and regional programmes. Standardised and efficient systems and procedures for project management are in place within the College, and are continuously reviewed and refined, while an internal monitoring structure linked to the Executive within the College ensures that activity and financial targets are regularly examined. Dedicated staff members are employed to monitor all project activity at the College.

The College is regarded as a Scottish Centre of Excellence in relation to the development and delivery of Guidance Services, both to the public and to our student body. We assist people in terms of career planning and career development linked into education and training, which allows students to realise their lifelong career goals. In order to achieve this, we work closely in partnership with Careers Scotland and JobCentre Plus (Government Employment Agency) at local and national level. The profile of the city of Dundee reveals economic depression and dislocation, reflected in consistently high levels of unemployment. However, the city is currently experiencing a degree of regeneration in, for example, Cultural Industries and Biotechnology. The role of the College is therefore twofold, to engage with the unemployed in assisting them into the job market, and with the employed in planning their reskilling or upskilling to meet the needs of new industries. Lifelong Learning and its attainment is at the heart of all our activity.

In effect, through our Guidance provision, we provide a joined-up service which engages individuals in identifying their skills and abilities, assists them in the planning of their career direction and develops with them clearly defined action plans with milestones. We have acted as the catalyst in bringing together in one location all the relevant key agencies, which has resulted in the College being seen as a Centre of Guidance for the citizens of Dundee.

Dundee College is a sub-set member of the North Sea Commision (NSC) which was founded in 1989 to facilitate and enhance partnerships between regions which manage the challenges and opportunities presented by the North Sea. Furthermore, to promote the North Sea Basin as a major economic entity within Europe, by encouraging joint development initiatives and political lobbying at European Union level.

The North Sea Commission has determined that its activities must be action orientated, involving co-operation programmes, research activities, funding applications, and joint policy statements which bring positive benefits to the people of the North Sea Basin. The North Sea Commission is one of seven Commissions under the umbrella of CPMR (the Conference of Peripheral Maritime Regions).

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)

For details about the Project Management/Organisation plan see the attached documents No 3 and No 4.

Norwegian co-ordination:

The promoting organisation is The Competency Forum of Telemark (CFT) which is a co-operative organisation which since 1999 has tried to improve the development of the competency level in the region Telemark County. The Head of the County Department of Education and assistant Leader of CFT, Mr. Knut Alsaker, will have the overall responsibility for the project including the economy. Terje Lønnebakke, project co-ordinator, and the economic advisor at the Opplæringssetaten (p.t. Helga Haave) in the County Department of Education will be responsible for accounting. The Economic Department in Telemark County Administration will act as auditor. The project has an own Euro account (See A5).

The project co-ordination will be conducted by a team consisting of:

Mr. Terje Lønnebakke – The Competency Forum of Telemark – Project co-ordinator

Mr. Magne Løwe – The County Public Employment Service – Senior Advisor

Mr Per Alf Stokstad – Chief Consultant

Co-operation between the project and a business:

According to the Work Package nr. 1: Co-ordination – the partners are told to establish a co-ordination between the project and a business in the beginning of the project, and use the same modell as in Norway.

When the promoter established the contact with Hydro IS Partner the aim was to find a business which had an active Career planning system, tool and experience of benefit for their own employees.

Of importance for the project's validity and ambition, all the partners must establish a reference group which to a certain extent have the same structure according to the figure attached in the document mentioned.

About the reference groups:

Each partner decide how many members they will have in the refrence group, but the project team has decided that something shall be mandatory for all partners: 1 repr.from the Labour Union, 1. repr. from the Confederation of Business and Industry, 1 repr. from The Public Employment Service, 1 repr. from the Business involved in the project and the national co-ordinator.

End of the pre-proposal

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 **valorisation plan**⁹, indicating:

- the timetable,
- all activities planned during and after the end of the project in order to make results properly disseminated and exploited, including activities 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 human and financial resources assigned to valorisation 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-package 1

Co-ordination.

Period: 01.10.05 – 30.09.07.

For details: See the attached document No 5.

⁹ See specific guidelines for valorisation plan

Work-package 2

To develop a new method for businesses to plan reskilling/retraining or upskilling/new training to meet the needs of the businesses/industry and their employed – "Best Practice".

Period: 01.03.06 – 01.02.07.

For details: See the attached document No 5.

⁹ See specific guidelines for valorisation plan

Work-package 3

About the target group "Non-registered unemployed". To develop a two-step method:

- 1) A method for approach.
- 2) A method for career guidance – New practice.

Periode: 01.03.06 – 31.12.06.

For details: See the attached document No 5.

⁹ See specific guidelines for valorisation plan

Work-package 4

Work out a professional plan for the regional system for career guidance: On methods, working tools such as mapping tools, interview templates, use of ICT, tests, etc.

Period: March – June 2006.

For details: See the attached document No 5.

⁹ See specific guidelines for valorisation plan

Work-package 5

Test a comprehensive regional system for Lifelong Career Guidance with special focus on employed and non-registered unemployed.

Period: 01.09.06 – 30.09.07.

For details: See the attached document No 5.

⁹ See specific guidelines for valorisation plan

Work-package 6

Dissemination.

Period: 01.10.05 – 30.09.07.

For details: See the attached document No 5.

⁹ See specific guidelines for valorisation plan

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

It is recommended to foresee one specific work package for the valorisation strategy of the project (dissemination and exploitation activities)

All figures in Euro

Work-package	Staff	Operational	Subcontracting	Total
1	95912	52343	17823	166078
2	39987	21822	7431	69240
3	28474	15539	5291	49304
4	35519	19384	6600	61503
5	80366	43859	14934	139159
6	28713	15670	5336	49719

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	Total			KOMPETANSEFORUM TELEMARKE – KFT (NO)			JYSKE CENTER FOR VIDERGÅENDE UTDANNELSE (DK)		
	Staff by category:	Total number of days (a)	Cost per day (b) ¹⁰	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ¹⁰	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ¹⁰
1. Managers	682	238.77	162841.14	300	279	83700	65	285	18525
2. Researchers	395	191.11	75488.45	15	255	3825	75	260	19500
3. Teachers/trainers	264	164.34	43385.76	20	232	4640	35	242	8470
4. Technical	97	134.34	13030.98	23	200	4600	11	205	2255
5. Administrative	91	96.98	8825.18	21	125	2625	12	129	1548
Total	1529		303571	379		99390	198		50298

¹⁰Indicate 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			TIPPERARY INSTITUTE (BUSINESS DEPARTMENT) (IE)			ÚSTREDIE PRÁCE, SOCIÁLNYCH VECÍ A RODINY (SK)		
	Staff by category:	Total number of days (a)	Cost per day (b) ¹⁰	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ¹⁰	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ¹⁰
1. Managers	682	238.77	162841.14	75	250	18750	95	54	5130
2. Researchers	395	191.11	75488.45	55	237	13035	108	52	5616
3. Teachers/trainers	264	164.34	43385.76	49	190	9310	60	42	2520
4. Technical	97	134.34	13030.98	11	190	2090	30	35	1050
5. Administrative	91	96.98	8825.18	12	106	1272	22	32	704
Total	1529		303571	202		44457	315		15020

¹⁰Indicate 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			CAREER EUROPE (UK)			DUNDEE COLLEGE (UK)		
Staff by category:	Total number of days (a)	Cost per day (b) ¹⁰	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ¹⁰	Total staff cost (a*b)	Total number of days (a)	Cost per day (b) ¹⁰	Total staff cost (a*b)
1. Managers	682	238.77	162841.14	75	245	18375	72	255	18360
2. Researchers	395	191.11	75488.45	70	235	16450	72	237	17064
3. Teachers/trainers	264	164.34	43385.76	51	182	9282	49	187	9163
4. Technical	97	134.34	13030.98	11	136	1496	11	140	1540
5. Administrative	91	96.98	8825.18	12	108	1296	12	115	1380
Total	1529		303571	219		46899	216		47507

¹⁰Indicate 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	KOMPETANSEFORUM TELEMARK – KFT (NO)	JYSKE CENTER FOR VIDERGÅENDE UTDANNELSE (DK)	TIPPERARY INSTITUTE (BUSINESS DEPARTMENT) (IE)	ÚSTREDIE PRÁCE, SOCIÁLNYCH VECÍ A RODINY (SK)		Total	%
A. Total staff costs (copy from E.2.2) (E.2.2)	99390	50298	44457	15020		303571	57
Operations :							
1. Travelling	26620	13925	13965	12575		95447	18
2. ICT	8300	700	700	0		11100	2
3. Production	12000	700	700	1900		16700	3
4. Overheads	11270	4200	4200	2800		30870	6
5. Other	10500	800	800	800		14500	3
B. Total operational costs	68690	20325	20365	18075		168617	32
Subcontracting :							
1. Hydro IS Partner	15842	0	0	0		15842	3
2. External evaluator – BCG	21072	0	0	0		21072	4
3. eZ Systems	20500	0	0	0		20500	4
4. Not–defined Slovki sub–contract	0	0	0	5400		5400	1
5.	0	0	0	0		0	0
C. Total Subcontracting costs	57414	0	0	5400		62814	12
Total costs of the project = A + B + C	225494	70623	64822	38495		535002	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	CAREER EUROPE (UK)	DUNDEE COLLEGE (UK)		Total	%
A. Total staff costs (copy from E.2.2) (E.2.2)	46899	47507		303571	57
Operations :					
1. Travelling	13475	14887		95447	18
2. ICT	700	700		11100	2
3. Production	700	700		16700	3
4. Overheads	4200	4200		30870	6
5. Other	800	800		14500	3
B. Total operational costs	19875	21287		168617	32
Subcontracting :					
1. Hydro IS Partner	0	0		15842	3
2. External evaluator – BCG	0	0		21072	4
3. eZ Systems	0	0		20500	4
4. Not–defined Slovki sub–contract	0	0		5400	1
5.	0	0		0	0
C. Total Subcontracting costs	0	0		62814	12
Total costs of the project = A + B + C	66774	68794		535002	100

E.2.4 ESTIMATED FINANCING BY TYPE OF COSTS AND PARTNER

All figures in Euro	KOMPETANSEFORUM TELEMARK – KFT (NO)	JYSKE CENTER FOR VIDERGÅENDE UTDANNELSE (DK)	TIPPERARY INSTITUTE (BUSINESS DEPARTMENT) (IE)	ÚSTREDIE PRÁCE, SOCIÁLNYCH VECÍ A RODINY (SK)		Total	% breakdown
Amount requested from LEONARDO DA VINCI	169050	52965	48600	28800		401020	75
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	56444	17658	16222	9695		133982	25
Other Community programmes ¹¹	0	0	0	0		0	0
Total financing	225494	70623	64822	38495		535002	100
Total financing = Total costs of project (from table E.2.3)	225494	70623	64822	38495		535002	100

¹¹ Only applicable for pre-accession countries

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

All figures in Euro	CAREER EUROPE (UK)	DUNDEE COLLEGE (UK)		Total	% breakdown
Amount requested from LEONARDO DA VINCI	50080	51525		401020	75
National support	0	0		0	0
Regional support	0	0		0	0
Other sources (please specify)	0	0		0	0
Partners own funds	16694	17269		133982	25
Other Community programmes ¹¹	0	0		0	0
Total financing	66774	68794		535002	100
Total financing = Total costs of project (from table E.2.3)	66774	68794		535002	100

¹¹ Only 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. 2.1 ELIGIBILITY 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
 - ◆ the application is accompanied by the declaration on 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)

ANNEX 2.2 SELECTION CRITERIA CHECK–LIST

These selection criteria only apply to full proposals submitted under procedures B and C. They are described in section VI of the General Guide.

The selection criteria make it possible to assess the promoter's financial and operational capacity to carry out the work programme and to make sure that the promoter has sufficient and stable financial sources to continue the activities throughout the project and assure its co–financing¹.

For this purpose, make sure you have submitted the following documents:

- documents on the Legal Entity of the promoter:
 - ◆ for private companies, associations, etc.:
 - ◇ the relevant Legal Entity Form² duly completed and signed by an authorised person;
 - ◇ a copy of any official document (e.g. official journal, register of companies, etc.) showing the contractor's name and address and the registration number given to it by the National authorities;
 - ◇ a copy of the VAT registration document if applicable and if the VAT number does not appear on the official document referred to above;

◆ for public organisations.³

- ◇ the relevant Legal Entity Form⁴ duly completed and signed by an authorised person;
- ◇ copy of the resolution, law, decree or decision establishing the entity in question or, failing that, any other official document attesting to the establishment of the entity;
- the official annual accounts for the previous three financial years.⁵ Public organisations⁶ are exempted from fulfilling this obligation;
- when the application for Community financial support exceeds 300,000 euro, an external audit report produced by an accredited auditor with the application. This report must certify the accounts of the last available financial year and provide an assessment of the promoting organisation's financial viability. Public organisations⁷ are exempted from fulfilling this obligation;
- CVs of the key persons in the partnership, giving detail of the relevant professional experience;
- the financial identification form⁸ completed by the promoter and certified by the bank (original signature as required). This account or sub-account must make it possible to identify funds paid by the Commission. This account must be held in one of the countries participating in the programme.

These documents must be transmitted with the original of the proposal only. It is not necessary to include them with the various copies of the proposal requested.

¹ This is due to the fact that Community financial assistance likely to be awarded to selected projects is awarded in the form of grants.

² The Legal Entity Form (for private companies, associations) is inserted in the application form (section A.4).

³ Including secondary and higher education institutions.

⁴ The Legal Entity Form (for public organisations) is inserted in the application form (section A.4).

⁵ "Official" means accounts certified by an appropriate external body and/or published and/or approved by the organisation's general meeting.

⁶ Including secondary and higher education institutions.

⁷ Including secondary and higher education institutions.

⁸ The financial identification form is inserted in the application form (section A.5).