



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 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>Project 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)	VYTAUTO DIDZIOJO UNIVERSITETAS
(abbreviated if applicable)	VDU
Name of the organisation in EN, FR or DE (if available)	VYTAUTAS MAGNUS UNIVERSITY
Type of organisation ¹	U

Head Office

Street	Donelaicio
Number	52-311
Postal code	3000
Town/City	KAUNAS
Country	LITHUANIA

Contact Person ²

Name	Mr. Arnas Zdanevicius
Position	Lecturer, Department of Sociology
Street	Donelaicio
Number	52-311
Postal code	3000
Town/City	KAUNAS
Country	LITHUANIA
Telephone	+370 37 327822
Fax	+370 37 327823
E-mail	A.Zdanevicius@smf.vdu.lt
Website	http://www.vdu.lt

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. Vytautas Kaminskas
Position	Rector, Vytautas Magnus University

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.3 CO-ORDINATING ORGANISATION

To be completed only if co-ordination of the project is entrusted to an organisation other than the promoter

Name of the organisation in national language (full)	CIVIC EDUCATION PROJECT KOZEP-EUROPA ALAPITVANY
(abbreviated if applicable)	CEP CE
Name of the organisation in EN, FR or DE (if available)	CIVIC EDUCATION PROJECT CE
Type of organisation ³	O

Head Office

Street	Szent Istvan ter
Number	11/c.
Postal Code	1051
Town/City	BUDAPEST
Country	HUNGARY

Contact Person ⁴

Name	Ms. Rita Galambos
Position	Programme Director
Street	Szent Istvan ter
Number	11/c.
Postal Code	1051
Town/City	BUDAPEST
Country	HUNGARY
Telephone	+36-1-327 38 60
Fax	+36-1-411 44 06
E-mail	galambos@cepnet.hu
Website	http://www.cep.org.hu

³Please use type codes as in annex 4

⁴See definition in the General guide

B. PROJECT OUTLINE

B.1 GENERAL INFORMATION

Measure	Reference Material (RF)
Form drafting language	EN
Title (max. 200 characters, including spaces)	SERVICE– LEARNING: DIALOGUE BETWEEN UNIVERSITIES AND COMMUNITY
Acronym/short title (max 25 characters)	CIVICUS
Which objective(s) of the Programme does your project address ? <i>(Please refer to the General Guide)</i>	<p><input checked="" type="checkbox"/> a. "improve the skills and competencies of people, ..."</p> <p><input type="checkbox"/> b. "improve the quality of, and access to continuing vocational training ..."</p> <p><input checked="" type="checkbox"/> c. " promote and reinforce the contribution of vocational training to the process of innovation ..."</p>
Which priority in Call 2003–2004 does your proposal address? <i>(Please indicate only one priority)</i>	<p><input type="checkbox"/> 1. Valuing learning</p> <p><input checked="" type="checkbox"/> 2. New forms of learning and teaching and basic skills in vocational and education training (VET)</p> <p><input type="checkbox"/> 3. Guidance and counselling</p>
If your project targets directly one or more of the following issues, please tick the relevant box(es):	<p><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</p> <p><input type="checkbox"/> equal opportunities for women and men, with a view to combating discrimination in training provision</p> <p><input checked="" type="checkbox"/> the promotion of social dialogue in vocational training</p>

Total number of partners per country, including promoter and co-ordinator.	0 BE 0 FR 0 AT 0 IS 0 BG 2 LT 0 SI 0 DK 0 IE 0 PT 0 LI 0 CZ 1 HU 0 SK 0 DE 0 IT 0 FI 0 NO 0 CY 0 MT 0 TR 1 GR 0 L 1 SE 0 EE 0 PL 1 ES 1 NL 0 UK 0 LV 0 RO	automatically filled
Total number of partners, including promoter and co-ordinator	8	automatically filled
Total number of countries	6	automatically filled

Duration of project 24 months

Total budget 400000 Euro

Amount requested from the Leonardo da Vinci Programme 300000 Euro³

% of total budget 75 %

Target group(s)
(max 2000 characters) Decision makers in educational policy and vocational training, University administration and faculty, students of higher education, private and public institutions, SME, NGOs, educators of work-linked training and service-learning professionals, consulting and career agencies, educators of citizenship.

Target sector(s) (i.e. sectors which will benefit from the outcomes of the project) Codes: L75 M80 N85

Users of the project outcomes Codes: OF U AUEF

¹Important! See "Guide for promoters – Mobility"

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
---------	---------	------------------------	-------------------

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
------	-------------------------	-----------------------	----------------------	------------------	--

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 1999 Other		GRT/02/ETF/0017	Vytautas Magnus University, Lithuania	Reshaping the Focus and the Structure of Teachers Trainers Training in Latvia and Lithuania	Europe Training Foundation, Italy.
2 2001 Socrates		90403-CP-2001-1-RO-G	Pitesti University, Romania	European College in Adult education and Training (EUPECO)	Socrates Grundvik Agency
3 2002 Other		No LT0009-02-01-0020	Vytautas Magnus University (VMU), Lithuania	Increasing Employability possibilities of Young People in the Context of Strategic Development Needs of Marijampole Region Via Improvement Vocational School Tteachers Qualifications	PHARE Central Project Management Agency, Lithuania.
4 2002 Other		ACCESS project No. Z	Vytautas	Early Implementation of EU	Regional

			Magnus University, Lithuania	Strategy on Consumer Policy and Health Protection	Environmental Centre for Central and Eastern Europe Country Office Lithuania.
5	2003 Other	No.LT 01.13.01-ZIP-0	Ministry of Education and Science of the Republic of Lithuania	Strategical Competencies for Teachers of Construction Professions: modeling Experience.	PHARE Central Project Management Agency
6	2003 Other	SPP.LT.2002.40	Vytautas Magnus University	EU Enlargement and Its Commitment to Women in Lithuania	European Commission Delegation to Lithuania
7	1998 Da Vinci	LT/98/205268/PI/II.1	Vytatutas Magnus University	Systematic Organization of Continuing Development of VET Personnel	Leonardo da Vinci Programme, Vilnius

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)

As the EU undergoes its greatest ever expansion, many issues of diversity between the 'old' and 'new' necessarily come into focus. One key area of this is the development of civil society. Parallel development is taking place in the higher education sector under the Bologna Process. The Bologna Declaration speaks of the role of universities in a Europe of knowledge. This role sees one of its clearest focuses in work-linked (in service) vocational training that also involves civic engagement – so-called service learning.

This project aims to gather, assess and disseminate best practice in the area of service learning in the EU, specifically directed towards supporting its development in the accession states. It aims to conduct empirical research across a range of states, to survey and gather best practice information on key examples of service learning in the EU, with the primary purpose of disseminating this information for the benefit of the accession countries. As well as a key report directed at all stakeholders in the process, the project aims to develop a network and database of entities involved in the process – universities, civil society organisations (NGOs), businesses and the state administration. This project deals with the organization of research program and transfer of knowledge in the following ways: 1. The project aims to improve vocational education and training by transferring of innovative teaching methodologies and good practices of work-linked teaching/learning within the European Community and larger audiences. 2. Focusing on the dialogue between universities and organizations of civil society and exploring strategies of partnership between university and community, this project aims to research best practice of service-learning and citizenship education.

This research study will be grounded with empirical research, which will explore the forms of cooperation between universities, industries, state administration and organizations of civil society. Joint initiatives of social partnership of universities and, specifically, work-linked teaching/learning methodologies in the selected EU member states will be researched and compared with those of the new members of the EU. Focusing on the case studies of good practices, the following research question will be raised: if the new member states of the EU countries are still to develop knowledge-based economies, strengthen the administrative reforms and enhance the development of civil societies, what is the extent to which cooperation between universities and other social partners is possible at the local, national and European levels? What are the current opportunities and how can the EU integration contribute to the implementation of work-linked training at the European dimension? Furthermore, the research will research and document experiences and existing strategies of such partnership not only in European, but other countries countries (such as the USA) and thus will encourage innovation in the field. Document analysis, quantitative (surveys) and qualitative methods (in depth interviews with experts and think tanks) will be employed for the planned research activities (see also Annex 2). Having in mind work-linked training or community-oriented learning practices, which still have to be implemented in most of the Eastern European vocational training institutions, the analysis of research data and of strategies/good practice will serve for the preparation of the specific methodology for institutions of higher education, industries and NGOs. Finally, the project aims at spreading the experiences within the EU countries and transferring the knowledge of existing strategies/good practice from Universities and Community (State, Business, NGO) relationships, therefore the know-how strategies and innovative alternative pedagogy, citizenship education will be disseminated throughout the region using new media and communications technologies.

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)

1. Professions in humanities and social sciences in the institutions of vocational education and training including universities as well as social partners such as state, private and public institutions, which are exposed to work–linked training in the EU member states and candidate countries will comprise the target group of the project. More specifically, a sample of university departments and other institutions of higher education in social sciences (sociology, economic, management, law, public administration, etc.) and humanities (history, philosophy, literature, art history and management, etc.), alumni and students will be both the target group and the subject of the research. One of the target sectors of the project are the new and innovative curricula, and especially teaching and learning strategies, which are oriented towards community added–value and the needs of state institutions, industries and most importantly, the public (the third) sector. Thus, the project will analyze specific tools of teaching/learning in vocational training (especially initial vocational training), innovative and good practice in methods of cooperation/networking with social partners. A particular emphasis will be placed to those initiatives of social partners that are oriented towards experiments of joining formal, non–formal and informal learning, learning materials and work ζ linked services using new technologies and innovative learning strategies. Potential users of this project will be administration and staff of educational institutions and social partners, educators and trainers not only in the humanities and social sciences, but other disciplines as well. The potential users are both trainers/educators, who are interested in organization of work–linked training, reforming of their courses and the quality of the program curricula. Organizations in state, private and public sector interested in work–linked training and placement of students comprise the group, which will also benefit from the project results. Decision and policy makers of institutions of education and vocational training at the local, national and European level will be amongst potential users.

2. In many respects, cooperation/networking between universities and social partners depends on both institutional and individual capacities to organize work–linked training as a teaching and learning method. Such practices are not widely common in post–communist institutions of higher education and especially universities (with exception of such specialties as social work and psychology). Why? Work–linked training requires certain knowledge of the method, cooperation and close contacts with business communities, NGOs and state organizations. It is time consuming both for the professors and students. Social partners are not always aware of such forms of cooperation and value added which can be created by this form of cooperation. Finally, students in humanities and social sciences comprise the group, which needs work–linked training because they become one of the most vulnerable groups in the labor market in terms of employment possibilities and application of their knowledge and skills in their careers. Thus the project would address the need of closer matching between the academic curricula and labor market requirements. It would allow the universities, business and state organizations to develop a common understanding of a skilled professional. The burning issue of this project, therefore, is the question of how to motivate university lecturers at the first hand, its administration and local business or public communities to cooperate more efficiently and benefit from it without compromising academic rigor and ensuring community value added in teaching and learning process.

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)

3. This project has three significant objectives: First, the project aims to provide to the member states and the candidate countries of EU and to the ones close to entering the European Union, an assessment and comparison of work-linked training practices in institutions of VET of selected European countries. It also aims to provide analysis of the existing methods of social dialogue amongst those institutions of higher education that have developed close and successful strategies of cooperation with state, business and civil society sector. Secondly, the project's aim is to evaluate existing practices of work-linked training in both the EU member states and candidate countries, and focusing on the case of partnership countries to identify institutional and systematic constraints that hinder the process of institutionalization of those practices and undermines the possibilities for cooperation between academic, state and public sectors. Thirdly, the project aims at providing with public policy recommendations and materials on innovative work-linked training practices and methods of its implementation for educational policy makers, administration and faculty members at institutions of VET as well as social partners. Furthermore, the project aims formulating adequate strategies of implementation of work-linked training (in service learning) that could be useful and beneficial for institutions and organizations in state, private and public sector. Thus, the project seeks to transfer best practices in work-linked training and forms of social dialogue into the enlarged EU and its partners.

4. The project's aims correspond with the 2nd priority of the programme, which seeks to foster the innovative methods of teaching/learning by closer cooperation between institutions of VET and social partners. This project would create a viable basis for the establishment of such cooperation at the regional levels at the first hand (although the national and European levels are taken into account as well) by assessing the strategies and lessons learned in the EU countries and evaluating the infrastructure, human resources and potential benefits of social dialogue in candidate countries. Furthermore, since many of the North-American work-linked training strategies are being adopted in Eastern European universities, work-linked training practices could be oriented to the European standards.

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)

The social dialogue between institutions of VET and local communities is not possible without identification of common interests and needs. Therefore, the project is trying to examine the potential of work-linked training in each sector: academic, state, private and public. Furthermore, this project is trying to achieve deeper knowledge of the work-linked training strategies that are developed in the EU countries and especially those which could be adopted in the candidate countries. On the other hand, comparison of such practices with those in the candidate countries (e.g. Lithuania) could serve as a guiding tool for other candidate countries. Such tool has not only practical implications how to spawn an increase of internships, service and learning methodologies, which are mutually beneficial to universities (new curricula and more practice oriented learning) or social partners (community value added which is created by placement of the student). It also has a European dimension because there are mechanisms of how to implement international placement. There are many international organizations functioning in the EU that would be willing to accept students from the new member states of EU. Thus project would evaluate not only local, regional or national level of social dialogue, but international (basically European) as well.

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)

6. Our project introduces significant changes in the strategies of vocational training. First, it would question the specific problems of community oriented teaching and learning practices in humanities and social sciences. But the same strategies and infrastructure applies for other departments and institutions of higher education, which would be willing to create infrastructures at their educational establishments or cities. As mentioned before, the work-linked training strategies as one of the forms in social dialogue between institutions of vocational training and their partners are very important in the context of EU enlargement. Therefore, the organization and management of placement of students, internships and work-linked training have to be seriously taken into consideration, and especially if we think about the existing infrastructure, educational policies of the departments and readiness of social partners to accept the trainees and students. At the European level, it is not only important that Eastern European institutions of VET benefit from the experiences and lessons of good practice in the EU, but at the same time it is significant that comparison of existing practices would address the issue of the quality of vocational education and training in humanities and social sciences in the enlarged EU and other European countries.

7. The project offers new approaches in several ways. First of all, it encourages the faculties of universities and other institutions of higher education to rethink their curricula and orient them to the community needs and to include service-learning into the modules and courses. Secondly, by researching existing practices and comparing those practices with the development in the EU, the project will propose innovative methods of cooperation, which will enable lecturers and researchers to elaborate strategies how to reform their courses and how to institutionalize them into programs curricula at their home educational establishments. As a result, initiatives of cooperation between educational establishments and communities will ensure that alumni of institutions of higher education will have more opportunities, practical skills and close contacts with potential employers and thus, will become more capable to enter the labor market using their qualifications. Consequently, work-linked training is more than student's learning, it is about effectively meeting community needs and applying intellectual expertise in a way that adds value both to profit or non-profit industries as well as public administration of state.

8. Both qualitative and quantitative research methods will be employed to examine university-community relationship and to compare the existing practices in the selected EU countries and candidate countries. The comparative analysis of such relationship via work-linked training practices is innovative since it has both theoretical and practical implications. If we are to offer a well-functioning model of work-linked training with the aim to intensify social dialogue in those regions that lack it, one has to differentiate between the models that are suitable for the university-business, university-civil society and university-state relationship. Work-linked training is usually mostly directed to the third sector and to the needs of local communities, but it also could be applied as an innovative strategy for business and state administration. Finally, the project would employ innovative on-line survey tools to reach out universities and social partners in the enlarged EU and the countries that are striving for accession.

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)

n.a.

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)

This project proposal is based on our experience in other projects, which were funded from other sources than EU. Our department has implemented several projects that are related with work–linked training. Amongst those it is possible to mention the project "Fostering University–Community Relation" which was completed in cooperation with Public Policy Research Center at Kaunas University of Technology (funded by the Norwegian Council of Sciences, U.S. State Department and CEP). The project "Community Oriented Learning: Strategies and Methods of Implementation" was completed in 2003 and funded by the Civic Education Project (Budapest). Currently, we are running the project "Institutionalizing Work–linked training in Lithuanian Universities" which is also funded by the CEP with a possible funding from the Baltic–American Partnership Foundation. We would like to base the current project on the results of the previous projects for several reasons. First, we have enough background to state that the universities and social partners have not enough information about work–linked training methodology. Professors who are concerned in reforming their courses or creating new ones deal with serious problems, the lack of coordination between universities and its partners in terms of work–linked training exacerbate the process of implementation. Secondly, all the projects that we implemented so far dealt with the third sector, other sectors such as state administration and private industries and their relations with universities were not researched. Therefore, this project aims to uncover those systematic and institutional constrains that hinder the implementation of community oriented teaching and learning. This is especially significant for the humanities and social sciences, because this field of vocational training has to be more lucrative to undergoing changes and reforms especially taking into account program curricula and its orientation towards and compatibility with the needs of the labor market.

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)

1. Publications of the Research Results and Policy Recommendations: The research data from the case study of existing work–linked training practices in the EU countries, results of the on–line survey and the comparison of the EU member states and accession countries will be published in English in a monograph study. There will be prepared three articles for an international publication and three articles for the national publication in the scientific journals of partner;s countries. A policy analysis and recommendation for education policy and decision makers, institutions of higher education and social partners will be written in English so that they could be available for larger audiences of the European Community and other regions.

2.Publication of the Manual:The manual would contain work–linked training strategies and methods of implementation, samples of syllabuses with work–linked training implemented as examples of good practice, recommendations for cooperation between institutions of VET, business communities, state administration agencies, NGOs/ local community, and sources of references. In addition, some secondary research data from surveys on the issue of university and community cooperation will be analyzed. The manual will be published in English and Lithuanian and distributed free of charge to libraries of educational establishments and other institutions of higher education in the EU, candidate countries and those countries that are striving for membership. The manual will be also available in the internet.

3.Internet Web Page of CIVICUS:For this purpose a web page of work–linked training will be designed, where most importantly, models of different social partnership between universities, state institutions, business community, NGOs will be presented. Also the description of certain best practices and activities and needs of the social partners will be analyzed. The need for the data base could be explained by the fact that there is a lack of information on work–linked training, vacancies of internship for students, needs of industry/civil society and university courses that are open for work–linked training at the European level. Such information would be very useful for organization of work–linked training courses throughout the EU member states. A web page will also serve as a tool for dissemination of work–linked training idea in different sectors (public, academic and political) and regions of European Community. The internet web page could be later translated into other languages of EU and serve the larger audience of the European Community and its partners.

4. A Final International Conference, Final Roundtable, Conferences at the National and European levels:A final conference will be organized with the purpose to disseminate the final results of the project. This conference will be directed at the representatives of VET, experts in work–linked training, decision makers and social partners. A roundtable (wrap–up session) will be organized for the participants of the project and institutions interested in promoting work–linked training. Final results of the project will be discussed and disseminated using the SWOT (Strengths, weaknesses, opportunities, troubles) analysis. Conferences in the participant countries will be organized for institutions of VET, community and business leaders and they will be organized with the aim of instructing, sharing of knowledge and discussing practical side of work–linked training and future perspective of social dialogue at the national level.

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)

CIVICUS will work with two pillars in our programme for dissemination. The first pillar is aimed at securing our contact and dialogue with leading national and European representatives of universities and university partners such as SMEs, Civil Society and Employers. The second pillar is dissemination of results and information accumulated by our research programme. Activities under this pillar are aimed at the public in general.

Dialogue – is targeted at a broad variety of the Project stakeholders: Communities, associations, institutions and interest groups from all parts of society, representing a broad spectrum of values and priorities in relation to the key themes. Dialogue activities will support exchange of experience between research networks and expressed interests in society.

Dissemination is targeted at the general public as well as at the public media. Overlapping to some extent with dialogue activities, dissemination should improve the basis for and nurture public debates on questions related to the ambition of improving service–learning in institutions of higher education, citizenship education in universities and partnership of universities with employers. Dissemination partners are professional information institutions, national public service institutions and other media, journalist organizations, educational institutions, etc.

2. Dissemination strategy will be based on the combination between direct and indirect dissemination methods and focusing on the interactive activities and dialogue with the target groups of the project. The following actions will be used as direct methods: printed materials (scientific articles, toolkits, volumes), conferences, video conferences, TV interactive talk–shows in electronic media (e.g. CD–roms) and Internet. The policy recommendation papers (hard and e–copies) will be mailed and distributed using our partners of the project. In order to disseminate policy recommendation brochure academic and other networks will be contacted which unite various disciplines and have closer contacts with the community. The main activities of dissemination strategy will cover publications in the monographic study, scientific journals and newsletters, e–journals, articles in the newspapers. The results of the surveys on work–linked training and the strategies of implementation as well as a value of social dialogue will be also discussed in the final conference, round–table and other conferences. The activities, which will be held in the framework of the project, will have a large media cover. Finally and most importantly, the web page in the Internet will ensure the access of the information and results of the project for the target groups and larger audience. However, the most persuasive and efficient indirect dissemination actions will be used too. They will be as follow: individual and private discussions with providers of vocational education in each country involved; lobby at the level of the official bodies responsible for vocational education in each partner country to implement the project's results and outcomes.

3. All partners will be involved in the dissemination activities, but the leading role will be vested to project coordinator CEP. A specific position of dissemination coordinator in the project will ensure and guarantee the Our partners have experience in network building and have close contacts with institutions of higher education. Internet web page will serve to distribute and disseminate results of the project for social partners. Moreover, our partners such as CEP have developed a well functioning network with the countries from former Soviet Union, therefore, the project results could reach the countries, which are currently just striving to become democratic (please also see ANNEX 4 A programme for dissemination).

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)

1. This project evaluates the innovative practices of work-linked training and new forms of social dialogue between institutions of VET, business structures, state organizations and the third sector on the comparative basis and thus seeks to improve the quality of vocational education and training of students in humanities and social sciences. In the context of EU enlargement it allows to compare existing strategies and methods of implementation of work-linked training in EU member states and those countries, which will join the EU in 2004. The comparison allows taking further initiatives, which aim at harmonization of work-linked training and vocational training in the context of significant changes in economic and the enlarged labor market. The project also examines the existing resources and major obstacles that hitherto hamper the implementation of work-linked training and fruitful cooperation of universities with social partners in the process of vocational training of professions in humanities and social sciences. In the long run, vocational training in universities and other institutions of higher education will have more institutional and strategic tools to orient studies and training in relation to the needs of community and related industries in the private and non-profit sector. It is possible to assume that awareness of work-linked training amongst university faculty, students and social partners will lead to changes in the program curricula. Moreover, a more favorable environment could be created in the universities in terms of using innovative teaching methods, models of work-linked training and professional training in humanities and social sciences, which will allow an easier adjustment of students to the demands of the enlarged labor market. Finally, a community value-added approach in teaching and learning strategies could become as a viable tool for social dialogue and its institutionalization.

2. The final results, specifically the data of in-depth studies and sociological surveys of the work-linked training practices in the EU countries and their comparison will be beneficial in preparing manual of work-linked training and strategies for its implementation. These manuals with the description of the best practices and good practice will be very useful for the prospective departments that in the era of competition will be eager for reforms and favorable for the implementation of innovation in teaching and learning process. The results of this project will serve as a promotion tool of work-linked training, thus it is expected that more faculty members and students will benefit from the social dialogue with partners.

3. Vytautas Magnus University has stable and sufficient sources of how to ensure its continuity throughout the project and following its completion. The importance of the issues concerning work-linked training in the EU and new members will allow our research team to continue community oriented learning and its application in the process of vocational training of sociologists. Funding from other organizations, including the Ministry of Education of Lithuania, the Council of Nordic Countries, Open Society Institute, could be raised in the future for the promotion of social dialogue. Our team at the Department of Sociology at Vytautas Magnus University will continue our research after the completion of the project. We are ready to transfer the knowledge of work-linked training to our neighboring countries and regions (Kaliningrad area, Belarus, Ukraine) and further East.

4. As it was mentioned above, geographically the results of the project are easily transferable because of their future availability to the larger audiences and not limited to the EU member states. In addition, even though the project is based on the vocational training in humanities and social sciences, the work-linked training strategies could be easily adopted to other disciplines and vocational training.

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	LT	VYTAUTO DIDZIOJO UNIVERSITETAS VYTAUTAS MAGNUS UNIVERSITY	U	LT	M80	S4	Arnas Zdanevicius	Mr	Donelaicio 52-311 3000 KAUNAS LT	+370 37 327822 +370 37 327823 A.Zdanevicius@smf.vdu.lt	120238	115238
P2	HU	CIVIC EDUCATION PROJECT KOZEP-EUROPA ALAPITVANY CIVIC EDUCATION PROJECT CE	O	HU01	M80	S3	Rita Galambos	Ms	Szent Istvan ter 11/c. 1051 BUDAPEST HU	+36-1-327 38 60 +36-1-411 44 06 galambos@cepnet.hu	137004	133004
P3	ES	FUNDATION GENERAL DE LA UNIVERSIDAD DE VALLADOLID GENERAL FOUNDATION OF THE UNIVERSITY OF VALLADOLID	AUEF	ES41	M80	S3	Gonzalo Velasco	Mr	Plaza de Santa Cruz 5 47002 VALLADOLID ES	+34 98 3184619 +34 98 3423633 gonzalo@funge.uva.es	75882	56911
P4	GR	EUROPEAN ENTERPRISE ORGANISATION SA EUROPEAN ENTERPRISE ORGANISATION SA	O	GR3	O93	S1	George Tziallas	Mr	Ag. Konstantinou str. 74A 163 46 LLIOUPOLI GR	+30 210 9769560 +30 210 9705762 eeogroup@hol.gr	66706	61006

P5	LT	JAUNIMO KARJEROS CENTRAS YOUTH CAREER AND ADVISING CENTRE	OF	LT	M80	S1	Zina Baltreniene	Ms	Laisves al. 53-201 3000 KAUNAS LT	+370 37 228151 +370 37 206224 zina@ikc.vdu.lt	23500	23500
P6	NL	UNIVERSITEIT MAASTRICHT UNIVERSITY OF MAASTRICHT	U	NL12			Peter A.J. Bouhuijs	Mr	Dr. Tanslaan 10 6200 MD Maastricht NL	+31 43 3881114 +31 43 3884140 p.bouhuys@educ.unimass.nl	27000	22000
P7	OT	RUTGERS UNIVERSITY RUTGERS UNIVERSITY	U		M80	S6	Michael Shafer	Mr	College Ave 191 NJ 08901 New Brunswick. USA OT	732-932-8660 732-932-1207 mshafer@case.rutgers.edu	0	0
P8	SE	LINKÖPING UNIVERSITY	U	SE02	M80	S5	Marie-Louise Sanden	Ms	581 83 LINKÖPING SE	+46 13 282569 +46 13 281824 Marsa@ibv.liu.se	103350	103350
Total											553680	515009

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)

VYTAUTO DIDZIOJO UNIVERSITETAS (LT)

The promoting organization of the project– the Department of Sociology at Vytautas Magnus University consist of education at undergraduate, graduate and postgraduate (doctoral) levels as well as research in the field of Sociology. From the beginning of its foundation in 1993, the Department has conducted research on different subjects and completed a number of successful research projects. The professors and doctoral students are involved in various local and international research projects. The Department also has experience in organizing both national and international conferences. During 1998–2002, the Department of Sociology carried out research in different fields of sociological investigation such as vocational training, environment, consumption society, health and primary health care, civil society, sociology of crime and criminal justice, family and gender relations, nationalism and ethnic groups. Professors of the Department have established relationships with foreign universities and have received foreign fellowships, grants and stipends, including 3 Fulbright fellowships, 4 Swedish Institute Research Grants, 4 Nordic Council Stipends for study in Norway and 2 DAAD Scholarships for studies in Germany. The department submitted an expression of interests with the integrated project Perceptions and Impacts of Citizenship: Cultural Identity and Civic Participation for the 6 Framework Program for possible funding from the European Commission. In cooperation with the coordinating institution (CEP), the main role of Vytautas Magnus University will be the coordination of the research and dissemination activities. In order to ensure the smooth process of the project management, VMU will be responsible for the content and the quality of the research. VMU will also take part in the quality management, writing of the interim and final report (see also ANNEX 1)

CIVIC EDUCATION PROJECT KOZEP–EUROPA ALAPITVANY (HU)

The Civic Education Project Central Europe (CEP), founded in 1991, is a private, non–profit organization dedicated to assisting democratic reform by supporting higher education in CEE, the former Soviet Union and Mongolia. CEP aims to contribute to the development of future generations of social scientists and to help build inclusive academic networks locally, regionally and globally. Given the recent developments in the countries of CEE, including Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland and Slovakia, with accession to the EU in 2004 and their governments; increased efforts to create the European Higher Education Area as a result of the Bologna process, CEP has reassessed its programs and developed a more targeted approach for CEE. Now CEP CE Foundation focuses on empowering and creating a pool of resource persons who can later assist CEP in transferring skills and knowledge to other regions. CEP has been operating in the field for 12 years now and has developed an extensive network of academics, academic institutions and non–governmental organizations. Besides managing various educational, training and community projects, CEP has also served as a clearing house of information, a dissemination "agency" in CEE, the EU and the US. CEP has undertaken the role of a coordinator of the whole project. CEP will take the responsibility of the management

of the project on a daily basis, and will be responsible more of the organizational and technical aspects of the research activities, dissemination and organization of the transnational events. Finally, CEP will implement the internal evaluation of the project, and will be responsible for the writing of the Interim and Final Reports, mainly it's technical and financial side.

FUNDATION GENERAL DE LA UNIVERSIDAD DE VALLADOLID (ES)

The General Foundation of the University of Valladolid (FGUVA) was created by the University of Valladolid in 1996 in order to make closer relations with the society. It counts on 55 permanent staff, organised in five main departments that allows supplying different services to the university Community, the industry and the society in general. The cornerstone of the FGUVA is the Employment & Projects Department, with the following core objectives: to promote the entrepreneurial spirit among students and recent graduates; to facilitate students and graduates a better and easier access to employment; to supply human resources to companies at a local, regional, national and international level; to detect training and professional needs, as well as new professional profiles demanded by the industry. In order to reach these objectives we supply the following services: help and guidance services for the development of entrepreneurial projects; management of labour insertion tools in order to help students and graduates to get into the labour market, such as professional training (both in Spain and in foreign countries), employment offers and students and graduates job placements and grants; observatory of professional opportunities and needs in the labour market; observatory of professional knowledge and competences achieved by our university graduates; vocational guidance and help for adaptation to professional competences. The role of the FGUVA in the project is the coordination of the research activities at the national level. It will also contribute to the development of information exchange, dissemination activities.

EUROPEAN ENTERPRISE ORGANISATION SA (GR)

European Enterprise Organization S.A. (EEO GROUP S.A.) is a Greek consulting company based in Athens, with branches in Patras (W.Greece) and Brussels. It was established in 1994 and is specialized in the fields of programme and project management and evaluation, integrated local and regional development, employment and labour market, SMEs, new technologies, as well as in the development of human resources. EEO GROUP has extensive experience in the evaluation of EU-funded programmes and projects, especially through the evaluation of Operational Programmes of Greek Ministries of the 2nd and 3rd CSF. In specific, EEO GROUP specializes in evaluation of EU development programmes of the Community Support Frameworks, in fields such as: economic infrastructure and services, productive sectors, education, tourism and culture, etc.; design, implementation and management of EU development programmes and projects; utilization and development of the human resources at businesses, organizations and public authorities; development and promotion of multimedia products and new technologies; design and development of training material, and organization of training courses; local and regional development, economic development planning; spatial (urban and regional) planning, Geographic Information Systems (GIS), environmental planning. The role of the EEO GROUP in the project is the coordination of the research activities at the national level. It will also contribute to the development of information exchange, dissemination activities.

JAUNIMO KARJEROS CENTRAS (LT)

Youth Career and Advising Center (YC) is a non-profit, non-governmental institution established by the Open Society Fund-Lithuania. Its main goals and objectives are the development of social, educational and cultural programs as well as endorsement of civic initiatives and advancement of public service system with a particular focus on (1) providing young people with education and training of practical skills in specialized areas; (2) developing life-long learning; (3) career education and guidance for all; (4) marketing and professional skills development; (5) research in the fields of social science and humanities. YC has achieved high quality results in career services at schools and other educational institutions, compiled and published the first Lithuanian career handbook, created the strong network of trainers, project managers, experts, consultants and advisors who provide services all around the country, develop and run educational programs, provide qualified trainings and advising. YC provides educational guidance, group and

individual advising, outreach programs, test preparation courses, conferences and workshops on study and career opportunities abroad. Youth Career and Advising Center concentrate on dialogue of the project participants with the target groups and the dissemination of the results of the research through its channels. Furthermore, YC will get involved in advocacy as to the importance of service learning, its aims and outcomes, its impact on the learner, the hosting business, or organizations, etc.

UNIVERSITEIT MAASTRICHT (NL)

The Center for Active Learning (ECAL) within the Department of Educational Development and Research at Maastricht University was founded in 1999 to provide professional expertise in educational matters to organizations outside the university. The center is involved in a variety of projects in which the innovation of education plays a key role, including training of PBL implementers, and the development of learning resources to improve information seeking by secondary school students. The center offers a variety of training programs ranging from half-day workshops to a one-year on-the-job training. The current emphasis in the work of the center is the innovation of secondary and further education. This results from changes in the national education policies. Increasingly the Center is involved in international projects in collaboration with other departments of the Universiteit Maastricht such as the center for international development (MUNDO) and the Center for European studies (CES). Based on the track record of the Universiteit Maastricht there is still a growing interest in the application of problem-based learning in other fields of education and training, particularly in industry. The role of this organization in the project is related to one particular task of the project which is related to the research activities that aim to describe best practice of service-learning and citizenship education in this Nordic Country. ECAL will also contribute to the development of information exchange that is required for comparison of data. Finally, ECAL will contribute to the exploitation of the results and to the writing of the policy recommendations and publishing of the international publication in the academic journals and monographic study.

RUTGERS UNIVERSITY (OT)

Rutgers Citizenship and Service Education (CASE) Program at Rutgers University is perhaps the most international service-learning program in the US and in 1993 was recognized by President Clinton as a national model of how universities can integrate service-learning into the curriculum. Since its inception, CASE staff have provided on-campus and overseas training to teams from fifteen countries and dozens of American universities, and CASE volunteers have rendered more than 730,000 hours of service to more than 500 Community Partners valued conservatively \$4.0 million. Today CASE interns provide 75,000 hours of service annually worth almost \$500,000. In newly democratic countries CASE offers a simple means to transform curriculum and classroom practice from authority- and theory-heavy to hands-on, active-learning. This transformation is critical to the training of a new elite possessing the knowledge, skills and a democratic ethic to carry these countries into the 21st century. With direct or sub-contracted funding from the EU, USAID, USIA and client universities CASE has worked with university senates, rectors, deans of faculties, department chairs, professors, students, NGOs, small businesses, and local, provincial and national governments to assist with: mission redesign; curriculum, course, and faculty development; Civic Engagement Office and Community Advisory Board creation; and NGO and small business support programs. CASE has a service-learning related relationship with Vytautas Magnus University dating from 2001, and has also worked in Estonia, Latvia, Poland, Moldova (ongoing), Lebanon and South Africa. The role of the project of CASE will be very important. Even if it acts as a silent partner, CASE will participate in some of the project meeting with the aim to share the experiences from the U.S. The example of CASE and the innovations that they employ while organizing service-learning would be invaluable. Finally, CASE will act as a main partner for our fourth theme of the research, specifically as a contributor in the activities of the project that aim to compare the good practice of service-learning in Europe and the US.

LINKÖPING UNIVERSITY (SE)

The Department of Behavioural sciences (IBV) is a part of the faculty of Arts and Science at Linköping University. It is one of the largest departments of the university with a staff of about 150. At IBV there are three disciplines represented: Education, Sociology and Psychology. Each year about 2000 students attend our courses and programmes. Follow this link for more information on our undergraduate education. The Department of Behavioural sciences have three PhD programmes – one in Psychology, one in Education and in Sociology. There are about 70 PhD students working on their thesis. Some of them are also working at the department as teachers and/or in research projects. There is a number of research projects carried out at The Department of Behavioural sciences. Research is mostly conducted within different research groups covering areas such as Clinical psychology, Group and organisational psychology, Cognitive psychology, Adult education, School and didactics, work and working life, health and welfare. The role of the IBV in the project is the coordination of the research activities at the national level. It will also contribute to the development of information exchange, dissemination activities. The role of IBV in this project will be to assist Lithuanian partners in theoretical and methodological issues of the research.

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)

Structure, Organization and Functioning of the Project:

1. CONSORTIUM LEVEL

The three management bodies working at the Consortium level are: the Research Committee, the Project Management Board, and the Scientific Advisory Board. They are described below:

Research Committee (RC)

The RC is responsible for all principal decisions related to the Project's activities, concerning e.g. budgets, standards for quality control, strategies for the scientific and dissemination initiatives, possible extensions of the Project, etc. The Committee will meet twice a year. The Research Committee is expected to include all involved national coordinators plus the International Scientific Coordinator, who chairs the Committee. The research committee will consist of representatives from each partner country who will act as national coordinators of research and management activities. Each national coordinator will be in charge of their national teams that will be formed in each partner country.

Proposed International Scientific Coordinator: Arnas Zdanevicius

(please see the CV attached). In each of the countries participating in the Project, the institution that represents the concerned country in the Project forms a national coordinating team. The chairman of the national coordination team is named national coordinator.

Project Management Team (PMT) at the Coordinating institution (CEP) is responsible for overall coordination of the Project's activities, mainly administrative and logistic. The team may set up working groups to handle specific tasks defined by the Research Committee. The obligations of the Team will include: Supporting the Research Committee and the Advisory Board of University Partners (cf. below); Developing and implementing common evaluation procedures; Coordination of dissemination activities at the European level; Coordination of knowledge management and issues concerning intellectual property as well as innovation related activities; Facilitating the communication and coordination between the Research Committee and the four thematic coordinators and the coordinator for dissemination. PMT is headed by a Project Managing Director who will facilitate the work of the PMT, and take responsibility of the daily work associated with all practical aspects of the activities in the project, in close contact with the chairman of the Research Committee, i.e. the international scientific coordinator. Thus the managing director of the Project will act as the central administrative officer of the consortium, and he/she will take part in the RC meetings. The tasks of the managing director will include communication with the Commission Services, activities linked to consortium level financial management and legal issues, and other practical matters.

Advisory Board of University Partners (AB)

This body is outside the genuine management organization. As indicated by the name, AB provides general advise to the Research Committee and the Project Management Team concerning overall policy direction, possible supplementary perspectives, advice on the dissemination activities etc. The AB is composed of senior professionals from the academic community, students, civil society, industries, SME and media. Advisory Board serves to ensure the project;s links with target groups and potential users of the project;s deliverables.

National Coordinating Teams (NCT):

The national teams in each partner country will take care of: Management of the project activities in their home countries;Communication with the institutions and partners that are important for the implementation of research activities;Supporting Research Committee and exchange of information;Dissemination of project results at the national level;Development and co-ordination of evaluation procedures.

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 **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

Title: Quality Management Plan

Start date and duration: Month 1 –24

Responsible partner: P1 and P2

N of partners involved: All

Budget: 107350

OBJECTIVES:

To assure efficiency and effectiveness of the project management and organization;

To ensure the smooth functioning and management of partnership;

To ensure the quality of the research activities and research coordination;

To enhance coordination and exchange of information between different administrative bodies of the consortium;

To ensure the co-ordination and compatibility of dissemination activities.

DESCRIPTION OF WORK/ METHODOLOGY:

Organization of the administrative frame of the project, constitution of the administrative bodies and evaluation activities;
Coordination and management activities of the project throughout the duration of the project;
External evaluation;
Interim and Final Report

DELIVERABLES:

Three meetings of the administrative bodies over-seeing the activities of the project
External evaluation of the project

MILESTONES:

Month 1: Meeting of the RC and Management Team (P1 and P2)
Month 9: Meeting of the RC and NC
Month 13: External Evaluation and Interim Report
Month 23: Evaluation of the project
Month 24: Final Report

Work-package2

Title: Start Workshop ;Integrating Research Activities
Start date and duration: Month 1 –7
Responsible partner: P1 and P2
N of partners involved: All Partners and Invited Scholars
Budget: 20900

OBJECTIVES:

- 1) Highlight and improve CIVICUS; common thematic framework and three thematic tasks.
- 2) Prepare the process of developing a common theoretical and methodological approach to the study of service-learning, citizenship education, dialogue between universities and partners (in social sciences and humanities).
- 3) To discuss the project with potential users of the project results and to disseminate the ideas of CIVICUS.

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)Planning the workshop
- 2)Holding the workshop
- 3)Reporting the results from the workshop through a printed and electronic version
- 4)Editing an academic volume based on the papers/presentations presented at the workshop

DELIVERABLES:

A transnational event involving all partners of the CIVICUS;
Creating of an electronic version of all interventions at the workshop;

MILESTONES:

Month 1: Preparing the workshop;
Month 2: Holding the workshop;
Month 7: Editing the workshop materials, publishing in print and placement in the web page of CIVICUS

Work-package3

Title: Literature review of research and policy debates on the role of service-learning and citizenship education in humanities and social sciences

Start date and duration: Month 2 –6

Responsible partner: P8

N of partners involved: P1, P2, P3, P4, P5

Budget: 37300

OBJECTIVES:

To provide a state-of-the-art of the European research and policy debates on the role of service learning and citizenship education in humanities and social sciences. The work on the literature review has to be organized around the three main themes of the project:

- Good Practice of Service-Learning in Social Sciences and Humanities;
- Organization of Service Learning in Universities and Partnership Issues;
- Impacts of Service-Learning on the Learning Outcomes and Students' Employment Opportunities.
- Service-Learning and Citizenship Education in Higher Education : A Comparison between Europe and the USA.

DESCRIPTION OF WORK/ METHODOLOGY:

National coordinators responsible for providing a literature review for each of the countries represented in the project describing the above-mentioned themes.

The Scientific coordinator provides a Synthesis Report based on the national literature reviews.

DELIVERABLES:

Volume including the national literature reviews and the synthesis report

This volume will be available to the general public on the CIVICUS web-site

MILESTONES:

Month 2: Outlining and start working on the literature review by the national teams

Month 3: Delivery of the national literature review to the Research Committee

Month 4: Synthesis report and editing of the national literature reviews

Month 6: Publication of the state-of-the-art reviews in print and on the web-site.

Work-package4

Title: Good Practice of Service-Learning in Social Sciences and Humanities

Start date and duration: Month 3 –9

Responsible partner: P1

N of partners involved: All partners

Budget: 127300

OBJECTIVES:

To provide a professional toolkit "Good Practice of Service-Learning in Social Sciences and Humanities" for educators in social sciences and humanities and to disseminate the best practice across the participating countries and other European countries.

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)National teams conduct qualitative research based on case studies of their countries;
- 2)National teams prepare national reports that describe best practice of experiential learning, service-learning and work-linked training in humanities and social sciences;
- 3)Research committee prepares the publication in English mapping the pattern of service-learning and bringing the best practice from the different regions of Europe;
- 4)Each participating country organizes one day conference for the dissemination.

DELIVERABLES:

Publication of national reports (in national language).

A toolkit "Good Practice of Service-Learning in Social Sciences and Humanities"(in English) in the form of publication, e-version to be placed in the CIVICUS web page and CD-Rom;

MILESTONES:

Month 3: Outlining and start working on the case studies by the national teams

Month 6: Delivery of the national reports to the Research Committee

Month 7: Editing the publication in English

Month 8: National publications and a toolkit in print and on the web-site

Month 9: Dissemination activities in each country

Work-package5

Title: Organization of service-learning in universities and other institutions of VET

Start date and duration: Month 10-15

Responsible partner: P4

N of partners involved: All partners

Budget: 66000

OBJECTIVES:

To research and provide a professional manual Organization of service learning in universities for the universities and partners on how to organize service learning. Based on the description of best practice in each country, this manual will focus on the technical aspects and organizational activities in service-learning and citizenship education

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)Research team sets the guidelines for the organization of the manual
- 2)National teams work on the specific issue and obstacle related to the organization and implementation of service-learning
- 3)National team prepares a chapter for the volume to be published

DELIVERABLES:

A volume for publication describing organization of service-learning

MILESTONES:

Month 10: Start working on the different themes by each national team

Month 13: Delivery of the chapter to the research coordinator

Month 14: Editing of the publication
Month 15: Publication in print and on the web-site

Work-package6

Title: Impacts of service-learning on the learning outcomes and students' employment opportunities
Start date and duration: Month 13 –21
Responsible partner: P3
N of partners involved: P1, P2, P3, P4, P5, P8
Budget: 116080

OBJECTIVES:

The aim of this work package is to conduct sociological survey "The impacts of service-learning on students' learning outcomes and employment opportunities"

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)Research team discusses theoretical and methodological framework of the survey
- 2)National teams conduct the surveys in their countries
- 3)National team prepares a national reports
- 4)Research team prepares the international publication in English

DELIVERABLES:

A volume describing the comparative data on the impacts of service-learning

MILESTONES:

Month 13: Constructing and piloting of the questionnaire
Month 15: Implementation of the survey
Month 17: National reports on the survey results
Month 19: Editing of the publication
Month 20: Publication in print and on the web-site
Month 21: Dissemination activities in each country

Work-package7

Title: Service-learning and Citizenship Education in Higher Education: A Comparison between Europe and the USA
Start date and duration: Month 19 –23
Total number of staff days:
Responsible partner: P1
N of partners involved: All
Budget: 49650

OBJECTIVES:

To compare how the connection between service-learning and citizenship education in higher education is conceptualized in European countries and the US with specific emphasis on the role of partnership between universities and civil society.

Is there a European model of service-learning and citizenship education?

Service–Learning in Europe and the US: Two or more models of Service–Learning?

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)A comparative description of European and US models of service–learning;
- 2)A comparative analysis of the way university traditions influences the connection between service–learning and citizenship education.

DELIVERABLES:

A workshop with scholars from USA and European countries who are studying the linkage between service–learning and citizenship education;
Publication ¿Universities, Service–Learning and Citizenship Education in the US and Europe¿ in print and electronic version (CIVICUS web–site)

MILESTONES:

- Month 19: Planning a workshop
- Month 20: Workshop "Service–learning and Citizenship Education in Higher Education: A Comparison between Europe and the USA"
- Month 21: Editing of the workshop material
- Month 23: Publishing "Universities, Service–Learning and Citizenship Education in the US and Europe"

Work–package8

Title: State–of–the–art database
Start date and duration: Month 1–24
Responsible partner: P2
N of partners involved: all
Budget: 3000

OBJECTIVES:

To create a platform for the CIVICUS knowledge bank via the establishment of an open state–of–the–art–database on excellent European research on service–learning and innovation in citizenship education in Europe.

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)Design of the database and internet page
- 2)National co–ordinators collect data on the results undertaken by national teams and other research projects
- 3)National co–ordinators evaluate, condensate and transmit the data into the database
- 4)Application of the database to the CIVICUS web site

DELIVERABLES:

A state–of–the–art database, which is organized by country and themes and accessible to the general public on the CIVICUS web site

MILESTONES:

- Month 1: The creation of the database
- Month 24: The database will be fully implemented

Work-package9

Title: Final Conference

Title: State-of-the-art database

Start date and duration: Month 21–23

Responsible partner: P2

N of partners involved: All partners

Budget: 18100

OBJECTIVES:

The main purpose of this work package is to evaluate the work of the project and to outline the programme for further action and sustainability of the project:

- 1)What have we accomplished i in relation to integrated research activities, involvement of university partners, spread of excellence inside and outside Academia
- 2)What policy recommendation could be made for government and university administration
- 3)Is there a need of creating a transnational network of universities that promote service-learning and citizenship education?

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)All national teams produce a self-evaluation report describing own activities, cooperation between the involved partners and future plans for the network
- 2)The research team and the national teams meet for an evaluation seminar
- 3)Preparation of the final report to the European Commission

DELIVERABLES:

National team deliver an self-evaluation report

Final Conference with full media coverage

Final Report

MILESTONES:

Month 21: national team deliver an evaluation report

Month 22: All participants of the project are meeting

Month 23: Publication of the conference materials on the web

Work-package10

Title: Video Conference

Start date and duration: Month 20

Responsible partner: P1

N of partners involved: All partners

Budget: 8000

OBJECTIVES:

The main purpose of this work package is to disseminate the results of the project to the wider audiences in Europe and mainly to the target groups such as universities, students, policy makers, civil servants, representatives from non-profit sector, business communities.

DESCRIPTION OF WORK/ METHODOLOGY:

- 1)All national teams produce a presentation report describing project's results
- 2)Partners invite students, educators, and university partners to discuss the agenda

DELIVERABLES:

video conference

MILESTONES:

Month 19: preparing the video conference

Month 20: holding the virtual conference

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	68000	39350	0	107350
2	500	20400	0	20900
3	20100	4700	12500	37300
4	29000	44000	54300	127300
5	29000	4200	32800	66000
6	48580	24700	42800	116080
7	20100	17050	12500	49650
8	1000	2000	0	3000
9	1000	17100	0	18100
10	0	0	0	0

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			VYTAUTO DIDZIOJO UNIVERSITETAS (LT)			CIVIC EDUCATION PROJECT KOZEP-EUROPA ALAPITVANY (HU)		
	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
1. Managers (ISCO 1)	1100	50.36	55396	240	42	10080	480	48.75	23400
2. Researchers (ISCO 210, 220, 240)	2560	56.75	145280	640	50	32000	640	52	33280
3. Teachers/trainers (ISCO 230)	0	0	0	0	0	0	0	0	0
4. Technical (ISCO 3)	180	58.89	10600.2	50	40	2000	40	50	2000
5. Administrative (ISCO 4)	245	48.98	12000.1	60	30	1800	60	35	2100
Total	4085		223280	990		45880	1220		60780

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			FUNDATION GENERAL DE LA UNIVERSIDAD DE VALLADOLID (ES)			EUROPEAN ENTERPRISE ORGANISATION SA (GR)		
	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
1. Managers (ISCO 1)	1100	50.36	55396	100	50	5000	100	40	4000
2. Researchers (ISCO 210, 220, 240)	2560	56.75	145280	640	56	35840	0	0	0
3. Teachers/trainers (ISCO 230)	0	0	0	0	0	0	0	0	0
4. Technical (ISCO 3)	180	58.89	10600.2	20	50	1000	20	50	1000
5. Administrative (ISCO 4)	245	48.98	12000.1	30	50	1500	30	50	1500
Total	4085		223280	790		43340	150		6500

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			JAUNIMO KARJEROS CENTRAS (LT)			UNIVERSITEIT MAASTRICHT (NL)		
	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
1. Managers (ISCO 1)	1100	50.36	55396	50	40	2000	30	100	3000
2. Researchers (ISCO 210, 220, 240)	2560	56.75	145280	0	0	0	0	0	0
3. Teachers/trainers (ISCO 230)	0	0	0	0	0	0	0	0	0
4. Technical (ISCO 3)	180	58.89	10600.2	20	25	500	10	110	1100
5. Administrative (ISCO 4)	245	48.98	12000.1	25	30	750	10	90	900
Total	4085		223280	95		3250	50		5000

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			RUTGERS UNIVERSITY (OT)			LINKÖPING UNIVERSITY (SE)		
	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)	1100	50.36	55396	0	0	0	100	79.2	7920
2. Researchers (ISCO 210, 220, 240)	2560	56.75	145280	0	0	0	640	69	44160
3. Teachers/trainers (ISCO 230)	0	0	0	0	0	0	0	0	0
4. Technical (ISCO 3)	180	58.89	10600.2	0	0	0	20	150	3000
5. Administrative (ISCO 4)	245	48.98	12000.1	0	0	0	30	115	3450
Total	4085		223280	0		0	790		58530

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	VYTAUTO DIDZIOJO UNIVERSITETAS (LT)	CIVIC EDUCATION PROJECT KOZEP-EUROPA ALAPITVANY (HU)	FUNDATION GENERAL DE LA UNIVERSIDAD DE VALLADOLID (ES)	EUROPEAN ENTERPRISE ORGANISATION SA (GR)		Total	%
A. Total staff costs (copy from E.2.2) (E.2.2)	45880	60780	43340	6500		223280	40
Operations :							
1. Travelling	37358	32674	3442	3106		105550	19
2. ICT	13500	3700	2100	2100		25600	5
3. Production	3000	3600	4500	4500		21600	4
4. Overheads	2750	3500	1500	1500		12250	2
5. Other	2250	2750	1500	1500		10500	2
B. Total operational costs	58858	46224	13042	12706		175500	32
Subcontracting :							
1. Translation/interpretation	5000	10000	5000	5000		29664	5
2. Expert consultancy	0	0	0	0		7736	1
3. Research	0	0	0	30000		30000	5
4. Design and printing	7500	15000	7500	7500		52500	9
5. Advertising	3000	5000	7000	5000		35000	6
C. Total Subcontracting costs	15500	30000	19500	47500		154900	28
Total costs of the project = A + B + C	120238	137004	75882	66706		553680	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	JAUNIMO KARJEROS CENTRAS (LT)	UNIVERSITEIT MAASTRICHT (NL)	RUTGERS UNIVERSITY (OT)	LINKÖPING UNIVERSITY (SE)		Total	%
A. Total staff costs (copy from E.2.2) (E.2.2)	3250	5000	0	58530		223280	40
Operations :							
1. Travelling	3336	22000	0	3634		105550	19
2. ICT	1050	0	0	3150		25600	5
3. Production	0	0	0	6000		21600	4
4. Overheads	500	0	0	2500		12250	2
5. Other	700	0	0	1800		10500	2
B. Total operational costs	5586	22000	0	17084		175500	32
Subcontracting :							
1. Translation/interpretation	4664	0	0	0		29664	5
2. Expert consultancy	0	0	0	7736		7736	1
3. Research	0	0	0	0		30000	5
4. Design and printing	5000	0	0	10000		52500	9
5. Advertising	5000	0	0	10000		35000	6
C. Total Subcontracting costs	14664	0	0	27736		154900	28
Total costs of the project = A + B + C	23500	27000	0	103350		553680	100

E.2.4 ESTIMATED FINANCING BY TYPE OF COSTS AND PARTNER

All figures in Euro	VYTAUTO DIDZIOJO UNIVERSITETAS (LT)	CIVIC EDUCATION PROJECT KOZEP-EUROPA ALAPITVANY (HU)	FUNDATION GENERAL DE LA UNIVERSIDAD DE VALLADOLID (ES)	EUROPEAN ENTERPRISE ORGANISATION SA (GR)		Total	% breakdown
Amount requested from LEONARDO DA VINCI	115238	133004	56911	61006		515009	93
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	5000	4000	18971	5700		38671	7
Other Community programmes ⁹	0	0	0	0		0	0
Total financing	120238	137004	75882	66706		553680	100
Total financing = Total costs of project (from table E.2.3)	120238	137004	75882	66706		553680	100

⁹Only applicable for pre-accession countries

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

All figures in Euro	JAUNIMO KARJEROS CENTRAS (LT)	UNIVERSITEIT MAASTRICHT (NL)	RUTGERS UNIVERSITY (OT)	LINKÖPING UNIVERSITY (SE)		Total	% breakdown
Amount requested from LEONARDO DA VINCI	23500	22000	0	103350		515009	93
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	5000	0	0		38671	7
Other Community programmes ⁹	0	0	0	0		0	0
Total financing	23500	27000	0	103350		553680	100
Total financing = Total costs of project (from table E.2.3)	23500	27000	0	103350		553680	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