



**CALL 2011-2013
SELECTION YEAR 2011
TRANSFER OF INNOVATION**

"WHO IS WHO?"

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TRANSFER OF INNOVATION

Project n°:
2011-1-ES1-LEO05-35489
Call: 2011

Beneficiary: Asociación Cluster de la Energía de Extremadura.

Duration: 24 months.

Number of partners: 6

Participant countries: Spain, Finland, Czech Republic, Croatia and Romania.

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Project title: TRANSFERRING EUROPEAN VET STRUCTURES TO COVER BIOMASS SKILL NEEDS (BIOMASS EUVET).

Summary:

Directive 2009/28/EC of the European Parliament, aims to promote the deployment of renewable energy sources in RES-e, heating and transport, supported by trans-border grids and the international exchange of energy from renewable resources.

The biomass use for heating and cooling has reached different development levels in each EU country, due to the differences between national frameworks and EU objectives.

The biomass for heating and cooling in building sector, both domestic and industrial, is the area of development with more potential, but this sector's development lacks of a homogeneous workers' skills development.

Directive 2009/28/CE, article 14, establish that state Members will watch over the implantation of a qualification system, before 31st December 2012, for biomass installers, and geothermal installers.

Taking into account this situation, and forecasting the exponential rise of the biomass sector in some EU countries, the proposal aims to transfer the methodology for creating a Vocational Training Structure to establish a European Biomass Boiler Installer Qualification based on previous market experiences.

Objectives:

Main project objectives are:

- To develop a VET structure for the biomass sector - on the basis of the experiences of a similar one developed in a Leonardo project for the solar energy sector - which allows establishing a qualification system for the future, in accordance with market needs.
- To transfer methods, developed in a previous Leonardo Project (SOLTEC), for the identification of needed skills, participation of employers and usage of common European tools (e. g. definition of knowledge, skills, competences and description of learning outcomes) to promote transparency and recognition of competences.
- To support the implementation of the "New Skills for New Jobs" strategy by improving competences and skills of the biomass sector as part of the new "green job" market.
- To boost the development of the European biomass sector, in countries with high biomass resources potential, by improving the necessary competences and skills of the workers.
- To facilitate job creation and rural development in isolated areas with an important bio-energy potential and exploitable rural resources

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Project n°:
2011-1-ES1-LEO05-35742
Call: 2011

Beneficiario: Fundación de Estudios Sociales del Sector Agroalimentario.

Duration: 24 months.

Number of partners: 8

Participant countries: Spain, Bulgaria, Germany, Ireland, Italy, Sweden and United Kingdom.

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Project title: Proposals for the application of the ECVET model in the EU food sector (FOOD-ECVET).

Summary:

Since the end of the 90s, the food product sector (NACE 10, Manufacture of food products) has been constantly adapting to the demands of a market characterised by globalisation, technological and organisational innovation, pressure from retailers and health and safety, quality and environmental regulations (CIAA, 2009).

Companies in the sector recognise that vocational qualifications are the most important strategic factor in successfully meeting the challenges of the market; however, the sector still receives workers with low qualifications (eg. early school-leavers, immigrants, unqualified adults and young people) and non-formal and informal learning are the main resource for adapting workers' qualifications to the needs of companies.

Since the 2002 Copenhagen Summit, social partners have been involved in the European Credit System for Vocational Education and Training (ECVET) which establishes a common methodological framework to facilitate the transfer of learning credits from one qualification system to another and promote transnational mobility and access to lifelong learning for workers.

Objectives:

The FOOD-ECVET project proposes incorporating the results of Food-Skills (ES/08/LLP-LdV/TOI-149065) in order to facilitate understanding of the ECVET model by social partners in the food sector and to improve the participation of workers with low qualifications in the sector's educational and vocational training and lifelong learning programmes.

FOOD-ECVET has the following objectives:

- To identify the ECVET situation in EU countries and analyse the opportunities for its application to the food industry through the description of learning outcomes, the roles of ECVET competent institutions (especially social partners), transfer of credits, appraisal, learning agreements and ECVET points.
- To exchange opinions and best practices among social partners, public administrations, companies and training centres to propose and promote a "Guide to the application of the ECVET in the food sector".
- To prepare e-learning material for the training of training officers in the sector based on the sector's needs and the opportunities for applying the ECVET model.
- To carry out a pilot course for training officers in the sector in different countries, checking the results and creating a proposed training strategy for the sector.
- To validate, evaluate, disseminate and promote the results of the project.

TRANSFER OF INNOVATION

Project n°:
2011-1-ES1-LEO05-35751
Call: 2011

Beneficiary: Centro Nacional FPO de Cartagena. Servicio Regional de Empleo y Formación.

Duration: 24 months.
Number of partners: 6
Participant countries: Spain, Czech Republic, Croatia, Hungary and Portugal.

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Project title: Transferring European Training Programme for the Qualification of Non-Destructive Testing personnel (TRANSFER PROQUALINDT).

Summary:

TRANSFER PROQUALINDT is focused on transferring a standard of training programme specially designed for the qualification of Non-Destructive Testing (NDT from now on) personnel, what is being guaranteed through the certification process.

The diverse standards of personnel certification require a minimum of previous training for the examination, and the establishment of training schemes. Thus, ISO 9712 and EN 473 standards recommend a scheme, elaborated in the international committee of NDT. On the other hand, the Centre Européen de Normalisation (CEN from now on), conscious of this necessity, is designing technical recommendations that gather the agendas in order to distribute them through different kind of methods. In this sense, the European EN 473 certification standard of NDT personnel is published in 1993 and revised in 2000 harmonising standard for the application of the essential exigencies contained in the Pressure Equipment Directive 97/23/CE. The EN 473 standard establishes that the certification must be hold by independent bodies and thus has been adopted by all the countries of the European Union.

The following project pretends transferring the already established results from the "European Programme of training for the qualification of NDT personnel" - PROQUALINDT (E/04/B/F/PP-149247) to other countries: Hungary, Portugal, Czech Republic and Croatia.

Objectives:

The objective of the present project is the transference of the results and key materials of PROQUALINDT (didactic guides and study manuals), by working out an enlarged European scheme for the NDT personnel training, for level 1, level 2, and level 3 in five different methods, contributing to their later qualification. But it is noteworthy that this is not just to adapt and translate existing materials to countries joining the project, it is necessary to review and update existing materials to conform to recent changes ISO 9712 (2005) and EN 473 (2008). The result is the Technical Report UNE-CEN-ISO/TR 25107 establishing the need for the training syllabus approved prior to certification of operators.

As a result we will have a common training programme specially designed for the qualification of Non-Destructive Testing personnel used not only by the participants in TRANSFER PROQUALINDT but also by other countries. The implementation, use and validity of the resulting products beyond the duration of the project is assured since as it happened in the reference project, the organisations participating as partners are responsible for the certification of NDT operators in their countries.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project n°: 2011-1-ES1-LEO05-35775 Call: 2011</p> <p>Beneficiary: Fundación Docete Omnes.</p> <p>Duration: 24 months. Number of partners: 5 Participant countries: Spain, Austria, Czech Republic, Lithuania and Slovakia.</p> <p>Contact: Sra. Carmen Soler Cruz C/ Padrer Villoslada, 2 18140 La Zubia Tel.: +34 958 590 002 E-mail: euroempleo@moodle-fdo.es</p>	<p>Project title: Discover your strength & your educational and labour market possibilities! (DISCOVER).</p> <p>Summary: The motive for doing this project is a demand of online psychological assessment (tests in cognitive skills, interests and personality areas) at a wide European level. With the project "Searched & Found" we had many positive feedback and inquiries of European organisations and counselling centres, which wanted to pay for and use the online tool. A needs' analysis of the new partner countries showed that there is no comparably equipment of measuring the applicant's profiles of the adolescent. The applicant's profiles of the adolescents at the online platform enable companies to pick off the best fitting applicant, according to the objective evaluation. Additionally, there will be a content development (development of the subtests), a geographical expansion (SK, ES, CZ, LT) of the testing system, which was developed with the partners and thus a transference into another culture group.</p> <p>Due to the integration of an already existing partner country (AT) and new partners, a nationwide notice is provided and finally the system will exist in 15 countries and languages. The quality of the product will be guaranteed through internal evaluation and quality criteria used. Psychological assessment, which is integrated into the data base, is linked to the website www.searchedandfound.eu and will be enhanced by subtests of the areas cognitive skills, interests and personality after a target group focused requirements analysis at companies and adolescents is done.</p> <p>Objectives: The aim of the project is a combination of motivated apprentices and companies, as well as the decrease of youth unemployment. This will be arranged by increasing the prospects of adolescents to pass a fitting vocational education. According to the psychological assessment a rendered conscious of own skills will be achieved.</p> <p>Further aims of the project are cultural transference, to achieve other culture areas with the expanded analysis tool, and geographical transfer to ES, LT, CZ, SK and some parts to AT.</p> <p>The innovative and content expansion of the psychological assessment with additional subtests is also an aim of the project, as well as the creation of a psychological assessment in the new languages. Regarding the new subtests German is also a target language.</p> <p>According to the European priority our online psychological assessment pursuits a decrease of the labour costs by selecting apprentices and make competence transparent. If more apprentices will stay at the company, because they have chosen a job which give pleasure to them of long duration, time costs of selection personnel will decrease. Employers can access the saved profiles and select the adolescent, who fits with his/ hers personality, interests and cognitional skills to the requirement profile. Through the inspection of the company profile the adolescents get information about the specific requirements of the desired employees. To agree better to the set priority, the company structure and the requirements of the labour market of the company profile will be collected and evaluated in the context of the company.</p> <p>The project "Discover" can help to enhance the prospects of adolescents at the European labour market, because of the proposal of different language versions of the psychological assessment emigrant's skills can be taken/ collected without linguistic barriers.</p> <p>According to priority 10 „Development and transfer of mobility strategies”, it is possible to do the test in the mother language and apply in another country. That supports mobility.</p>

TRANSFER OF INNOVATION

Project n°:
2011-1-ES1-LEO05-35792

Call: 2011

Beneficiary: Cámara Oficial de Comercio e Industria de Badajoz.

Duration: 24 months.

Number of partners: 5

Participant countries: Spain, Cyprus, Netherland and Germany.

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Project title: ROUTE 2.0

Summary:

Internet has revolutionized markets, now the rules have changed and companies must adapt if they want to survive in this new environment. Users have easy access to information available through Web 2.0 tools, what has changed consumer's habits, becoming more discerning when making purchase decisions, so now the consumers are powerful.

ROUTE 2.0 is aimed to promote the use of web 2.0 tools among SMEs belonging to tourism sector in a first approach but it is also opened to other sectors.

Objectives:

Route 2.0 aims at developing the necessary skills and competences to integrate and implement Communication Strategies and Marketing actions through Web 2.0 tools in the process of business management for European SMEs and microSMEs in tourism sector through the creation of a methodology for continuous learning to improve performance and competitiveness of these organisations.

In this context, SMEs are in a more disadvantaged situation because in most cases they lack the necessary financial and human resources to implement these tools. For this reason, ROUTE 2.0 project will adapt and develop materials and contents to reach these objectives for the target group always taking account their training needs. These contents will be available in the ROUTE Learning System along with training materials, success case studies of companies similar to the target audience and specific contents (support system, bibliography, etc.).

As discussed above, people working in SMEs cannot afford making traditional training courses. It is thus that a broader knowledge and skills require training tailored to their needs:

- In terms of content, the superfluous material is demoralizing
- For presentation: the materials must have a non linear structure, so you can check specific topics without having to go through intermediate topics which are not interested.
- On location: using a technological tool, where the content is available 24h anywhere is a great advantage to promote public access to materials.

Training in WEB 2.0 tools , will enable SMEs and microSMEs Using Web 2.0 tools at Communication Strategies have some advantages:

- understand Web 2.0 tools, showing them the possibilities offered as a communication tool for their business.
- understand how to manage their brands online.
- develop a strategy for effective communication through social networks.
- offer new competitive services and adapted to new needs.
- understand the importance of planning an effective communication plan
- understand and plan communication for specific environments
- generate transversal communication synergies to improve services or products.
- train SMEs and independent professionals in emerging jobs.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project n°: 2011-1-ES1-LEO05-35845 Call: 2011</p> <p>Beneficiary: Federación Española de Mujeres Empresarias de Negocios y Profesiones.</p> <p>Duration: 24 months. Number of partners: 4 Participant countries: Spain, Sweden, Italy and France.</p> <p>Contact: Sra. Miriam Pilar Arnau Garrido c/ Alvarado, 26 28039 Madrid Tel.: +34 915 985 245 E-mail: miriam@mparnau.e.telefonica.net</p>	<p>Project title: AEQUUS</p> <p>Summary: The objective of the AEQUUS project is to transfer effectively the results of the project ECOA (www.ecoa-europe.eu) in order to maximise the impact at local/ regional and national level, in particular to maximise the access of the representatives of the target group (entrepreneur women) in order to gain competences through two learning modules to be developed based on the materials produced in the previous project. The partners in the consortium have been gathered from previous initiatives developed together with the promoter, FEMENP, and come from Austria, Sweden and Italy. They will validate the key competences developed by ECOA with direct participation of the target group; they will adapt previous materials developed in the context of that project to their local/ national realities and will enforce an effective testing of two training modules, encompassing the needs of the target group collected during the initial part of the project. Dissemination is one of the key parts. It is intended to broaden impact to a whole network of organisations promoting the labour rights of women in Europe.</p> <p>Objectives: The proposal is based on a previous project designed to provide artisans training on laws and financing management to apply to their enterprises. Specifically, the results to be transferred are:</p> <ul style="list-style-type: none"> - The table with management qualifications informally acquired. - Training modules developed to foster these qualifications. <p>This project aims at incorporation into the labour force of entrepreneur women in general. This project seeks to start where the previous one ended up, that is, its first aim is to effectively reach the target group and to put into practice competences' acquisition, testing, and validation. This also applies to the training course created in ECOA+. Thus sectoral transfer and the incorporation of innovative aspects are the most remarkable aspects of this project, as well as a wider dissemination.</p>

TRANSFER OF INNOVATION

Project n°:
2011-1-ES1-LEO05-35848
Call: 2011

Beneficiary: Asociación
Proyecto Hombre.

Duration: 24 months.

Number of partners: 6

Participant countries: Spain,
Greece, Poland, United
Kingdom, Portugal and Italy.

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Project title: Building together a basic course for the prevention of drug addiction (BCP).

Summary:

Partners from Greece, Poland, Portugal and Spain have realized that training on prevention on drug abuse for prevention technicians in these countries is included in University Degrees, but does not exist an on-line training. The situation is even worse in Greece and Poland, where there is no training on prevention at all. The only existing experience is the one of APH in Spain, as a basic e-learning training.

"BUILDING TOGETHER A BASIC COURSE FOR THE PREVENTION OF DRUG ADDICTION" is a project addressed to get a better quality and efficiency of prevention programs in EU. It pretends the personal development and skills of prevention technicians through an on-line training.

Its main aims are:

- To develop knowledge and skills of prevention technicians with support of ICT.
- To promote a network on prevention, for a better collaboration among partners and their networks for a common knowledge.
- To facilitate access among the greatest number of prevention technicians of this e-learning course.
- To evaluate this process.

Objectives:

The aims of this project are:

- To promote a network on prevention that gets a better collaboration among partners for a common learning and to facilitate a common language and a common strategy.

Tool: an on-line course on prevention with common intervention strategies, which will set the base for this new network.

- To facilitate, according to experience, knowledge and skills of prevention technicians, basing on the resources available on ICT.

Tool: the experience of partners, in some cases over 25 years.

- To facilitate the access of the course among as many prevention technicians as possible.

Tool: The course will be flexible and in 4 languages, training tutors for the different languages.




- To disseminate results in the sector and the whole society.

Tool: the partners and their networks.

- To evaluate the project, especially the efficiency and quality of training.




Tool: the evaluation throughout the whole project.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project n°: 2011-1-ES1-LEO05-35851 Call: 2011</p> <p>Beneficiary: Cámara de Comercio e Industria de Álava.</p> <p>Duration: 24 months. Number of partners: 5 Participant countries: Spain, United Kingdom, Lithuania and Latvia.</p> <p>Contact: Sr. Pablo Almaraz c/ Dato, 38 Bajo 05001 Vitoria Tel.: +34 945 150 190 E-mail: palmaraz@camaradealava.com</p>	<p>Project title: Innovative Training for promoting Entrepreneurship and Engendering an Entrepreneurial Culture within the Company (ENTRETRAIN).</p> <p>Summary: As stressed in the Europe 2020 Strategy, E&T systems should focus their curricula on creativity, innovation and entrepreneurship. A vision of fostering creativity and innovation that focuses on individuals within modernized, excellent and high quality VET systems is needed.</p> <p>At the same time, education for entrepreneurship, meaning a sense of initiative, ability to put ideas into practice, creativity and self-confidence, should be encouraged and accessible to initial and continuous VET students and SME workers, promoting entrepreneurial attitudes and behaviours among them (outside and inside the organisations - SME).</p> <p>To make successful the Lisbon Strategy for growth and employment, Europe needs to stimulate entrepreneurial mindset among people, promoting innovative business, and fostering a culture of entrepreneurship. It should insist on training to ensure that educational systems provide key competences for the emergence of new entrepreneurs or even engendering an entrepreneurial culture within the company to face new demands of skills due to globalization and increased international trade demands.</p> <p>ENTRETRAIN - Innovative Training for promoting Entrepreneurship and Engendering an Entrepreneurial Culture within the Company project will promote entrepreneurship, through the transference of the project YENTELS Young European Entrepreneurs E-Learning Suite, www.yentels.com (UK/07/LLP-LdV/TOI/013), in those countries with low rate of it and low degree of influence of education on the development of the key competences sense of initiative and entrepreneurial mindset (according to the data of the Eurobarometer). At the same time, the project ENTRETRAIN will give new added value developing training material for engendering an entrepreneurial culture within SMEs related to international commerce.</p> <p>Objectives: The aim of the ENTRETRAIN Project is, through the transference of the project YENTELS Young European Entrepreneurs E-Learning Suite, www.yentels.com (UK/07/LLP-LdV/TOI/013), the elaboration of e-learning training material to encourage the acquisition of the key competences sense of initiative and entrepreneurial mindset (Priority 3.2.3 Promote the acquisition of key competences in VET) and the development of competences related to engender an entrepreneurial culture in managers, middle managers and workers of SMEs.</p> <p>To achieve this general aim, other specific objectives will be identified:</p> <ul style="list-style-type: none"> - Contribution to the development of the Key competences Sense of Initiative and Entrepreneurial Mindset among initial and continuous VET trainees. - Elaboration of e-learning training material to encourage the acquisition of the key competences sense of initiative and entrepreneurial mindset and the development of competences related to engender an entrepreneurial culture in SME. - Exchange of positive experiences among participant countries with different cultures and different levels of development. - Establish fluid communication channels among participant organisations to promote experiences and knowledge exchange. - Make diffusion and valorisation (mainstreaming and multiplication) activities of the project and product to achieve a real impact in VET Systems.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project n°: 2011-1-ES1-LEO05-35863 Call: 2011</p> <p>Beneficiary: Federación Agroalimentaria de CCOO.</p> <p>Duration: 24 months. Number of partners: 9 Participant countries: Spain, Romania, Turkey, Italy, Slovakia and Belgium.</p> <p>Contact: Srta. Elena Mañas Argemi Pza. Cristino Martos, 4, 3ª 28015 Madrid Tel.: +34 915 409 218 E-mail: emanas@agroalimentaria.ccoo.es</p>	<p>Project title: Training through visual communication on prevention of occupational risks in the use of agricultural machinery (Agricultural Code).</p> <p>Summary: Health and safety at work is now one of the most important and most highly developed aspects of EU policy on employment and social affairs. The agricultural mechanisation is in continuous progress, in this way machines are becoming increasingly complex. Thus, adaptability of workers is needed to deal with the continuous changes and developments emerging in the sector. Proper training of workers is essential to reduce the high number of workplace accidents and occupational illnesses. The proposed materials will improve training on occupational hazards in the agricultural sector, and therefore, reduce the number of accidents and illnesses. These materials based on the use of images can be an important useful tool to make training easier and more attractive for this audience, due to its easy understanding (universal language).</p> <p>This proposal is created to take advantage of the achievements of training materials developed in the framework of the project 'Formagri' and the experience that has been got in the development of the previous educational materials. In this way it is going to be a transfer of the contents which will be updated using a visual methodology based on signs and symbols. The contents will be transferred to the operators of other geographical contexts: Spain, Romania, Turkey, Italy, Slovakia and Belgium since new materials could be used in the 27 EU countries.</p> <p>Partnership is composed of several organisations with great experience in vocational training and in agricultural machinery.</p> <p>The results will be the adaptation, update and transfer of Formagri; new materials of training courses; Exchange the experience of all partners involved also allows us to increase knowledge in both occupational risks and special features of the sector; Agreements with organisations to disseminate the project.</p> <p>The impact envisaged: To provide prevention of occupational risks training for agricultural workers; Improvement of the training courses given of the VET system; improve the employability and competitiveness of workers.</p> <p>Objectives: The general objective is to improve quality and efficiency of the learning processes by means of the design and validation of training materials based on visual communication systems.</p> <p>The project has the following specific objectives:</p> <ol style="list-style-type: none"> 1- To provide appropriate training for the use of farm machinery for agricultural workers. 2- To make safer the use of tractors and other farm machinery, especially to low-skilled workers. 3- To approach training about prevention of occupational risks in agricultural machinery. 4- To guarantee the product quality by continuing evaluation during the project development and by means of a final validation of technical aspects and the developed educational materials. 5- To use prevention of occupational risks training as a strategy to increase workers adaptability to the changes and developments emerging in the sector, thereby improving their employability and European agricultural competitiveness. 6- To promote the spreading and use of personal protective equipment, contributing therefore to protect workers health and safety. <p>These objectives are in close connection with the European priority of development of the quality and attractiveness of the practices on education and vocational training.</p>

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project n°: 2011-1-ES1-LEO05-35864 Call: 2011</p> <p>Beneficiary: Centro Europeo de Empresas e Innovación de Albacete.</p> <p>Duration: 24 months. Number of partners: 8 Participant countries: Spain, Germany, Italy, Turkey, Austria, Greece, Hungary and Slovakia.</p> <p>Contact: Sr. Javier Rosell Pérez Polig. Ind. Campollano, Avenida 4ª nº3 02007 Albacete Tel.: +34 967 616 002 E-mail: jrosell@ceeialbacete.com</p>	<p>Project title: Perspectives - enhance and validate your skills for a better future.</p> <p>Summary: Around 6 million young people in the European Union (EU) leave school with only lower secondary education or less (Source: EC 2011, Proposal 19 final). At individual level the consequences of early school leaving affect people throughout their lives, and reduce their chance to participate in the social, cultural and economic dimensions of society. There is a high risk of unemployment, poverty and social exclusion. Youth unemployment is running currently at 20.00 per cent (Eurostat, oct. 2010) and early school leaving contributes directly to it. Employability depends strongly on the level of qualification achieved.</p> <p>The consortium consists of eight European countries: Spain, Germany, Hungary, Austria, Slovakia, Turkey, Italy and Greece. The geographical division between Central/East/East-South partner countries allows to make multi-layered comparisons focused on different socio-cultural aspects and to analyse social interaction of the target groups. This view has profound implications for teaching, schooling, and education (Tharp and Gallimore 1988). The project partners have already experiences in working with social disadvantaged people in their country, so the synergy of previous activities can be used in this project by passing the knowledge between eight countries, in order to create targeted measures by taking into account the national, regional and local specificities of the phenomenon (drop-outs, early school leavers) and reflect its effectiveness in an European context.</p> <p>The multilateral cooperation and the comparison of country specific outcomes gained within the project "Perspectives" gives this topic a high valuable European character. The following tangible and intangible products will be created within the project: Competence Centre, country specific concept for the Competence Centre, methodology of the guidance, and training manual for the trainer of the centre. Key skills, social and methodological competencies are strengthened and responsibility for their own education and life is awakened.</p> <p>Objectives: The project "Perspectives" aims to set up a Competence Centre in each partner country. The Competence Centre is a place to support personal development of young disadvantaged people. The activities carried out in the competence centre consist of three elements: competence analysis, job application training and practical training. The methodology of these three elements varies according to its nature. The competence analysis is based on self-reflection of competences gained in a formal, non-formal and informal way.</p> <p>The goal is to increase the self-esteem and motivation of the targeted from "looking for strengths, detect strengths to get aware of strengths as well as implement strengths purposeful". After getting aware of -in many cases - hidden competences and soft skills a computer and interpersonal based job application training is carried out. This concept is based on personal outcomes of the first element. The tools which are used during this process are connected to the ability to read and understand job advertisements, to write letter of application, to fill out and use the European Curriculum, to train behaviour and rhetoric, which are essential for job interviews and finally to participate in a job training simulation. This aims to evaluate cognitive behaviours. The practical training as a final element of the concept is an indispensable element of the Competence Centre. To be able to consolidate the cognitions gained during the consultancy requires a practical check-up in a "real life" environment. This happens through internships or apprenticeships. The internship or apprenticeship is searched by each person. The project partners acting in the Competence Centre gives a list with possible enterprises from its network. But the planning of the next steps (writing application, preparing for the job interview, etc.) requires an autonomous behaviour of the participant. The Competence Centre is a contact place for any further help. It evaluates the success of each targeted person who attended the course and if necessary, gives further guidance.</p>

  <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>Programa de aprendizaje permanente LEONARDO DA VINCI</p> <h2 style="text-align: center;">TRANSFER OF INNOVATION</h2>
<p>Project n°: 2011-1-ES1-LEO05-35886 Call: 2011</p> <p>Beneficiary: Centro de Formación de Administración y Hostelería.</p> <p>Duration: 24 months. Number of partners: 8 Participant countries: Spain, United Kingdom, Hungary, Portugal, Belgium, Romania and Slovenia.</p> <p>Contact: Srta. María José Irastorza Insausti Paseo de Berio, 50 20018 San Sebastián Tel.: +34 943 316 900 E-mail: mjirastorza@cebanc.com</p>	<p>Project title: The Age Friendly City (TAFCity).</p> <p>Summary: This project builds on the outcomes, results and experiences from two recent TOI projects: TACTALL (2008-2010) and ViCaDIS (07-09) and brings together the TACTALL learning programme - its delivery methodology and learning resources promoting accessibility within tourist enterprises and the new learning technologies incorporating social and learning networking developed by ViCaDIS. ViCaDIS offers an open resource environment and tools allowing learners to learn and work together using tools such as Wiki; blog; forum; podcasting; instant messaging; conferencing; mobile learning and many more tools.</p> <p>The original TACTALL project built a training programme addressing the issues of Accessibility, whereby the future needs of the ever increasing numbers of people with various aspects of functional diversity might experience a better quality of service - the project target groups included business enterprises in the Tourism sectors. TACTALL concluded that existing networks such as the World Health Organisation supported 'Age Friendly Cities' offered a very practical opportunity to embed its learning programme - providing an excellent means of broadening the training to a wider audience, whilst ViCaDIS has the potential with modification to meet the needs of Business enterprises, employees, adult learners and the unemployed and those in Vocational Training, including teachers. WP9 of TACTALL recommended that the learning product and any extension would form a natural part of the work and development of the Age Friendly Cities Network and that the long term sustainability of the product and outcomes could best be met through collaborating and linking the two initiatives.</p> <p>This project seeks to bring public and private sector agencies and enterprises together to address the needs of an ageing population and improve the services and opportunities for social cohesion within urban environment, bringing together public authorities/municipalities responsible for policy and planning and private enterprise together with the need to train enterprises and employees in new skills that meet the needs of an ageing population. The course created will be available in all partner countries and languages; training for all sectors and generations in the awareness and development of positive ageing strategies and provision of service for all.</p> <p>Objectives: To increase competences of VET teachers, raise awareness amongst policy makers and business enterprises and increase collaboration between VET and the world of work. The objectives of the project are:</p> <ul style="list-style-type: none"> - Extending the TACTALL learning programme through the creation of new learning modules addressing the wider needs of those working toward the development of Age Friendly Cities - Extending and transferring the innovative elements of both projects to new countries - Enhance the blended learning methodologies of TACTALL by harnessing new digital technologies (including social media and WEB2 technologies) and communication tools developed through ViCaDIS. A course will be created which will be targeted to a mixed intergenerational audience; this intergenerational audience will work together, learning skills from each other: the younger generation enabling the older people to learn and use new technologies and allowing the older people to pass on their skills and life-wisdom to the younger generation and both learning to respect and work together in collaboration. - To support and enhance the work of the 'Age Friendly City Network' through the provision of a learning environment geared to collaborative and cooperative learning by bringing together business enterprises, learning professionals and stakeholders such as municipalities. - Adapting tools to meet new needs of business enterprises, professionals in both public and the private sector and adult learners, including students, the unemployed and potential entrepreneurs of all age.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project n°: 2011-1-ES1-LEO05-35887 Call: 2011</p> <p>Beneficiary: Confederación Empresarial Vasca.</p> <p>Duration: 24 months. Number of partners: 5 Participant countries: Spain, Finland, Bulgaria, Portugal and Greece.</p> <p>Contact: Sr. Asier Aloria Sánchez c/ Gran Vía, 45, 2º 48011 Bilbao Tel.: +34 944 021 331 E-mail: becas@confebask.es</p>	<p>Summary: Confebask is the organization that represents and defends the general and common interests of Basque businesses. In the quest to improve Vocational Training there are two European projects promoted by Leonardo da Vinci, Textel and Proyect, in which Confebask had participated and in which the figure of the instructor were analyzed in depth. The EU has developed various analyses in recent years about the figure of the trainer and among them we have to note EUROTRAINER, conducted by the ITB of Germany. One of the main findings is the growing importance of key competencies and most trainers lack thereof. Apparently this is linked to lack of lifelong learning and train opportunities for the trainers and the lack of knowledge and access to innovative training methods. Therefore we believe that the self-assessment tool for instructors of Confebask can be the starting point to help improving that situation and with its transfer we are going to work to lay the basis of trainer's identity. The different features of the partnership and the fact that the instructor plays different roles, depending on the country we refer to, strengthens the European value of this project. Our project will be conducted under the following guidelines: In the first phase we will establish the map of key competencies based on the self-assessment tool that we are going to transfer; we are going to choose the most appropriate model of portfolio that allows trainers to measure their qualification in key competencies. After we test the portfolio, in base of the results we obtain, we will establish the self-study courses that promote the acquisition of key skills previously identified as a weakness. When the trainers will test the courses we should look for measures to certificate the acquired skills.</p> <p>Objectives: The main goal of this project is to contribute to the development and improvement of the key competencies of instructors. It has missed the authoritative position of the trainer and it requires new forms of communication to work in teams and facilitate innovative ways of learning. The instructor has some features that suppose improvement and feedback, among others. These features are: ethics (explicit criteria that refer to values, interests and expectations), political and ideological (responds to a way of viewing the learning process are not limited to the technical view), consider equity, critical (generate learning for students and trainers themselves), revitalizing the practice (proposed criteria for innovation) and continuous (establishes an ongoing process that seeks to ensure the success of students in consolidation of learning objectives). Understanding these characteristics that must be inherent in the instructor led us to ask: what trainers need and how we can contribute to improve these needs or wants. It is a goal that fully fits with the overall objective: "To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications To facilitate personal development, employability and participation in the European labour market" in that the acquisition of key competencies will be provided to instructors through the portfolio and self-learning tools and therefore, it will contribute to their personal development. But there are other objectives included in this project such as the treatment of quality and innovation; the tools developed will enhance the attractiveness of vocational training, with more qualified trainers and providing key competencies to facilitate the transmission of information to students: So the satisfaction and training of this students will be higher and, consequently, the companies where they will incorporate later could be more competitive.</p>

TRANSFER OF INNOVATION

Project N°:
2011-1-ES1-LEO05-35897
Call: 2011

Beneficiary: Sociedad Española de Ornitología.

Duration: 24 months.

Number of partners: 5

Participant countries: Spain, Portugal, United Kingdom, Greece and Cyprus.

Contact:

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Project Title: International Project of ornithological tourism in protected areas in the Mediterranean Basin (IPOT).

Summary:

Ornithological tourism, as a form of nature tourism, is growing in recent years. This activity is directly linked to rural areas with high natural values, so it is essential to sustainable development activity to ensure their future survival. Moreover, this activity due to their characteristics and requirements requires specific knowledge and practices that professionals should know, because customers demand it. The Mediterranean countries are recipients of this type of tourism, so it is essential to ensure the development of the business without compromising the conservation of the resource itself. This project also marks common standards that will ultimately benefit the whole of professionals improve their quality and competitiveness.

SEO/BirdLife, SPEA, BirdLife International, HOS and BirdLife Cyprus join in an international project which aims to transfer training products to improve training in the professional sector of ornithological tourism in Biosphere Reserves and in different countries of the Mediterranean basin.




This proposal is a follow-up of a project developed by SEO/BirdLife in collaboration with SPEA and BirdLife International (2008-2010). The project was known as iberaves, and has created training materials (on-line courses available in www.seo.org/iberaves) to improve the training of ornithological tourism professionals and promote sustainable development of this activity in order to make it compatible with the conservation of natural values in areas of high environmental sensitivity in Spain and Portugal.





The project will provide training modules aimed at different sectors operating in bird tourism. In addition to the dissemination and promotion of the project, which is a fundamental part of it, it may have an i-phone application that collects ornithological information, good practices and some of the information included in the training modules.

Objectives:




The main goals of the Project are to strengthen the professionalization of the ornithological tourism sector, homogenizing training criteria and standards improving its competitiveness and guaranteeing the sustainability of economic activity in the Mediterranean basin. To achieve this goal, some specific objectives have been stated:

- To promote and facilitate self-training to improve skills in the touristic sector in top environmental-valued rural areas, in protected areas and in Biosphere reserves.
- To develop a self-training tool which will contribute to make it easier a sustainable rural development model, through ornithological tourism, in order to valorise the conservation of natural heritage.
- The self-training tool will be common to every country in the Mediterranean basin, keeping the special features of each of them, in order to facilitate the homogeneous acquisition of necessary knowledge to enhance the abilities in the sector in a sustainable way. The tool will consist of a common syllabus, but adapted to the different stakeholders, which as a whole will allow training professionals in ornithological tourism.
- To establish a network communication system, between the different stakeholders in the sector which will allow self-training, direct communication and outcomes dissemination.
- To validate the self-training tool by the sector itself, i.e. by the professionals working in these areas, so that it will be adapted to the training and social needs of the collectives this tool is aimed at. At the same time, the tool is intended to be incorporated to VET or university modules by creating the professional profile of "Ornithological Tourism".
- To disseminate the training tool to the sector in the different countries in the Mediterranean basin.




 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p style="text-align: center;">TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-35900 Call: 2011</p> <p>Beneficiary: ASIMAG Servicios Empresariales.</p> <p>Duration: 24 months. Number of partners: 5 Participant countries: Spain, Belgium, Bulgaria, Germany and Lithuania.</p> <p>Contact: Srta. Leire Monterrubio Camino Ugasko, 3bis - 2º 48014 Bilbao Tel.: +34 944 703 670 E-mail: l.monterrubio@asimag.net</p>	<p>Project Title: eContent Lab for psychosocial risks at work prevention. VISIONARY project transference (PreventionLab2.0).</p> <p>Summary: Psychosocial risks such as violence and bullying can lead to stress at work. Stress at work can affect anyone at any level. It can happen in any sector and in any size of organisation. Stress affects the health and safety of individuals, but also the health of organisations and national economies.</p> <p>Reducing work-related stress and psychosocial risks is not only a moral, but also legal imperative. There's a strong business case as well. In 2008, the annual economic cost of work-related stress in the EU-25 was estimated at 20 billion Euros.</p> <p>The Community strategy on health and safety at work 2007-2012 (COM(2007) 62 final) explicitly highlights psychosocial issues as important factors in the workplace and calls for the development of a more preventive culture with priority given to mental health in the workplace. The strategy calls for an assessment to be made of the European framework agreement and a recent conference on 'Tackling work-related stress in the EU' (July 2009) took stock of the experience and lessons learned from implementing the European social partners' autonomous framework agreement on work-related stress agreed in 2004.</p> <p>In other hand the Report on work plan Violence and Harassment a European picture (European Commission, 2010) concluded that (among others) two main activities have to be developed:</p> <ul style="list-style-type: none"> - Implement more preventive initiatives for avoiding the psychosocial risk at work; - Improve the access to the best practices and other resources addressed to prevent the violence at work (bullying. Moving) and stress situation that can cause any psychosocial risk at work. <p>Objectives: PreventionLab2.0 project aims to transfer the VISIONARY project with three different objectives:</p> <p>1/ MAIN OBJECTIVE</p> <ul style="list-style-type: none"> - To prevent the psychosocial risks at work minimising their impact among workers. <p>2/ STRATEGIC OBJECTIVES</p> <ul style="list-style-type: none"> - To improve the knowledge, competences and skills of the trainers on prevention; - To boost the existing preventive resources to deal with psychosocial risk at work; - To promote the use of collaborative and participative learning methodologies; - To improve the workers working environment, facilitating the competitiveness of the European economy; - To promote the economic and social innovation in European Union. <p>3/ OPERATIONAL OBJECTIVES</p> <ul style="list-style-type: none"> - To agree a common approach about the psychosocial risks at work, their causes and their consequences; - To identify different resources developed European level to prevent the psychosocial risk at work; - To define a curricula on psychosocial risk prevention; - To elaborated some training pathways based on the resources identified; - To develop a collaborative and participative learning environment based on web 2.0. <p>Thus, and according to the priority LEOTraInno-8, the project will provide with a training/learning platform addressed to the Vocation education and training (both initial and continuous training) supporting their training processes and improving their competences about the topics tackled by the project.</p>

  <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>Programa de aprendizaje permanente LEONARDO DA VINCI</p> <h2 style="text-align: center;">TRANSFER OF INNOVATION</h2>
<p>Project N°: 2011-1-ES1-LEO05-35905 Call: 2011</p> <p>Beneficiary: Lawton School, S.L.</p> <p>Duration: 24 months. Number of partners: 8 Participant countries: Spain, United Kingdom, Romania, Lithuania, Bulgaria and Turkey.</p> <p>Contact: Sra. Maureen Bernadette Plaza de San Miguel, 4 33202 Gijón Tel.: +34 985 349 609 E-mail: mo@lawtonschool.com</p>	<p>Project Title: HEritage, Natural resources for Green Entrepreneurship (HENGE).</p> <p>Summary: Background: Among the basic skills for a knowledge-based economy, identified by the Lisbon Council in 2000, is Entrepreneurship. The European Council in Stockholm (2001) indicated the need for "developing the spirit of enterprise". The Europe 2020 Strategy has identified a need for training in further basic green skills. To reach this goal, entrepreneurship and green skills should be learned throughout the education and training system and the education systems should contribute to facilitating the acquisition of skills needed to set up and run an environmentally friendly business. Entrepreneurship is essential for the growth of rural economies and the sustainable use of natural and cultural heritage resources has a significant role to play to increase the growth of business start ups in rural areas. The HENGE Project proposes to contribute to rural entrepreneurship education by geographically exporting innovative training solutions to encourage youth, women and older people across Europe who live in rural areas to evaluate and best exploit the potential of their built cultural and natural heritage for alternative enterprise and rural tourism, whilst ensuring sustainability of these resources. The existing training solutions will undergo development work in order for them to be adapted to the new geographically identified markets. The project will improve the skills development of adults in the labour market, specifically targeting residents in rural areas who may have few or no formal qualifications and face socio-economic disadvantage. The HENGE Project aims to adapt and transfer an innovative methodology and curricula for resource evaluation and rural entrepreneurship and transfer this to new geographic markets via the partners in the consortium reaching from Spain to Turkey. It is envisaged that the product will be hosted on an e-learning management system to ensure access after the lifespan of the funded project.</p> <p>Objectives: The HENGE project will build on results from a previous project and has the following main objectives: - To improve key skills and competencies of groups with few or no formal qualifications facing socio-economic disadvantage for personal and vocational development (LEO-TraInno-9) - To provide groups facing socio-economic disadvantage with lifelong learning opportunities In order to reach this overall objective, we would like to define the following detailed aims: - Planning and implementation of a demand analysis regarding the competence in rural development and entrepreneurship on the labour market in the partner countries (= innovation-importing countries). - Adapting the results and products from the PANORAMA Grundtvig Partnership project to the requirements resulting from the demand analysis by the development partners (= innovation-exporting countries). - Transferring the training materials to the LMS. - Translating the results (training modules, user manual, and information material) into the languages of the innovation-importing partner countries. - Use of the material as part of a pilot phase in the innovation-importing partner countries. - Evaluating pilot phase, including deduction of modification potential regarding the project products. - Finalizing the project products (training modules, tutor programme, user manual, and information material) based on the experiences from the pilot phase. - Implementing an accompanying wide dissemination and valorisation and awareness campaign regarding the project results - particularly as far as their implementation is concerned in all partner countries.</p>

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-35930 Call: 2011</p> <p>Beneficiary: Universidad Carlos III de Madrid.</p> <p>Duration: 24 months. Number of partners: 5 Participant countries: Spain, Austria, Hungary, Greece and Ireland.</p> <p>Contact: Sr. Ricardo Colomo-Palacios Av. Universidad 30 28911 Leganés Tel.: +34 916 245 958 E-mail: ricardo.colomo@uc3m.es</p>	<p>Project Title: ECQA Certified Social Media Networker Skills (SIMS).</p> <p>Summary: Social technologies provide huge opportunities for corporations in the XXI century. The Social Web enables communication with customers, business partners and encourages collaboration inside the company. However, the integration and the use of these technologies is not easy, taking into account that the output of this use is wide: marketing, research, CRM, brand reputation, collaboration, etc. The aim of this proposal is the transfer of a key skill to the European industry. The Social Media Networker Skills will provide a technological and methodological strategy for online learning assessment, recognition, facilitation and qualification for this new job role.</p> <p>Course materials will be developed to produce units, elements and learning outcomes dealing with international working skills & integrated in the ECQA. The current ECQA platform (European Certification and Qualification Association), where a cluster of LLP and industry training programs formed a joined certification body with a European test question pool, European exam portals, and defined certification processes, will be enriched with a further skill about social networking.</p> <p>The certificate and the courses associated to it will be recognised by European training organizations and institutions in 18 member countries. This will automatically lead to a higher recognition of the certificate and higher chances of working for customers in an open European market. Apart from that, this certificate will lead to a definition of a new profession that, up to date, is still immature.</p> <p>Objectives: The aim of this proposal is the transfer of a progressive key job role skill to the European industry providing a technology and methodology for online learning assessment, recognition, facilitation and qualification.</p> <p>It is felt that the Social Media Networker proposal has identified a clear need for a transfer of innovation for a new set of pioneering and contemporary skill and knowledge training which will undoubtedly be beneficial to both individuals with existing experience of social networking - in helping them to lever their existing knowledge of this technology for communication, collaboration, customer relations, etc. -and to individuals unaware of the potential of this burgeoning business movement. The project will also provide an appropriate qualification where none exists already to support both the transparency and recognition of this new, thriving and practical competence. In addition, the project will enrich the existing innovation manager certifications within the ECQA with an additional set of skills and knowledge which can then be transferred throughout Europe and to existing ECQA certified managers (approx. 15000 in Europe).</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • To develop an online accredited programme of study for the job role of a social media networker. • To pilot the programme in all participating member states of the project and refine the programme based on systematic feedback. • To disseminate project results via a range of channels including a major European conference and special issues in top journals. • To ensure the sustainability of the project and its outputs through the European Certificates Association and other bodies.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-35947 Call: 2011</p> <p>Beneficiary: Training Express, S.L.</p> <p>Duration: 24 months. Number of partners: 5 Participant countries: Spain, Germany, France, Italy and United Kingdom.</p> <p>Contact: Srta. Rebecca Webb Plaza Cordón, 1 Bajo-Dcha. 28005 Madrid Tel.: +34 915 211 554 E-mail: rebecca@trainingexpress.es</p>	<p>Project Title: We Speak.</p> <p>Summary: PROBLEM: VET learners currently have limited access to language training specific to their needs: -Traditional classrooms don't provide sufficient geographical access. -E-learning has high abandonment rates, high cost, and technological impediments.</p> <p>Over 15000 VET learners study worldwide with ISUS (ISpeakUSpeak - the existing virtual language learning system), demonstrating excellent learning results: - 17 % abandonment rate (sector average 72 %) - 64 % Progress target achievement (sector average 27 %)</p> <p>SOLUTION: To provide a virtual language training system that is: -Cost effective (available to groups). -Innovative and effective (incorporates human element between student and trainer). -Technologically cutting edge. -Available on international scale.</p> <p>The object of the Leonardo project focuses on 3 areas: 1. Technology: adapting ISUS platform for international, real time learning in GROUPS. 2. Pedagogy: adapting existing course contents for the Virtual Classroom & multiple simultaneous learners. 3. Quality Certification: of English course with CEFR standards.</p> <p>Objectives: PROJECT AIM: To create an innovative, quality, cost-effective, European-certified virtual language learning system for VET learners. The existing Ispeakuspeak language learning system (ISUS) is equipped only for real time training between training 1 student + 1 trainer. The next step is to develop virtual international group learning capacity (1 teacher + 6 learners) via platform.</p> <p>OBJECTIVES: -Increased geographic access: virtual group learning capacity eliminates availability barriers between students and trainer. -Low Income VET learner incorporation (the unemployed and immigrants) Current training cost for 1 student, distributed amongst a group, significantly improves access through reduced cost ratios. -Pedagogical effectiveness: real time virtual classes reduce course abandonment rates. -Certification: Quality guaranteed by CEFR standards. -Sustainability: Continued course creation via web 2.0 ICT tools and trainer cross training. -Employment access and social integration: Course contents focused on labour insertion and social integration through acquiring foreign language skills.</p> <p>OUTCOMES: -Cutting edge, cost-effective, comprehensive virtual language learning system specialized for VET learners. -Teacher Training: cross train over 300 online trainers on ICT methodology. -Innovation Transfer: Technology and pedagogy amongst training entities in all sectors. -International network: VET training entities providing international training services.</p>

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-35958 Call: 2011</p> <p>Beneficiary: Asociación de Servicios a Empresas y Actividades Diversas de Madrid.</p> <p>Duration: 24 months. Number of partners: 7 Participant countries: Spain, Germany, France, Bulgaria, Portugal and Austria.</p> <p>Contact: Srta. Silvia Fernández-Prida Serra C/ Aduana 33 - 2º 28013 Madrid Tel.: +34 902 200 556 E-mail: info@adesema.org</p>	<p>Project Title: Addressing Youth Unemployment through Soft Skills Coaching Programmes (Y.U.S.S.)</p> <p>Summary: Globalization, the economic recession and the technological revolution are some of the main factors that have substantially changed our society and labour market's needs. Processes towards labour market insertion are more and more demanding and the structure and features of job positions have changed. In order to face these challenges, it is important to detect which competences employers are looking for in candidates when recruiting, to offer the right policies related to employment and VET. Partners of this project have detected that "soft competences" are strongly valued, such as interpersonal and social competences. They are considered as fundamental personal skills, enabling people to adapt, react and cope with different situations concerning their job position. These qualifications are fundamental to build a knowledge-based society, in line with a changing labour market: for instance, the coexistence of at least three different generations (Baby-Boomers, the X/Y and the Z 2.0) in the same time period in working environments is totally changing the way employers and human resources managers need to ensure a cohesive and goal-oriented staff team.</p> <p>Giving the above context, the overall aim of this project is to facilitate the transition of young people from the education system into the labour market, through the acquisition of knowledge, competences and qualifications that promote their personal development and their active participation in working life. Two innovative products of the project "Be Competent Be Sapiens" will be transferred: the "Bsapiens Coaching Model" and the "Market of Competences Training Course". Partners of this project belong to human resources, enterprises associations and VET providers. They have all detected the same priorities concerning the needs for young people in the actual labour market. They will adapt the above-mentioned products at country level, in order to offer an effective coaching programme which will enable the target group to develop successfully soft competences related to social and interpersonal skills.</p> <p>The project will achieve the following tangible results: production of a report reflecting which social and interpersonal qualifications are most needed to access a job position; an interactive ICT platform containing all the relevant material related to the "Bsapiens Coaching Model" and "the Market of Competences Training Course"; a coaching module for each participating country on soft skills coaching and training methodology. The impact that this project aims to reach is to successfully match key competences in soft skills with labour market needs, making a significant change in facilitating the access into the labour market for young people, while enterprises, human resources staff, educational/training centres will acquire the necessary coaching competences to spread and disseminate the products to other interested organizations and employers.</p> <p>Objectives: The general objectives of the project are:</p> <ul style="list-style-type: none"> -Support young people in transition from the educational system to access to employment, through the acquisition and use of knowledge, competences and qualifications that promote their personal development and their active participation into the labour market. -Find new solution to fight against youth unemployment in Europe. -Contribute to develop social and interpersonal competences in changing working environments. -Improve the quality and innovation of the vocational and educational training system introducing contents for trainings based on the identification, promotion and valorisation of key social and interpersonal competences in active young adults. -Promote the implementation of regular coaching programmes and the creation of new trainings on key competences in "soft skills" for workers.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-35968 Call: 2011</p> <p>Beneficiary: Federación de Trabajadores de la Enseñanza Unión General de Trabajadores País Valenciano.</p> <p>Duration: 24 months. Number of partners: 11 Participant countries: Spain, Bulgaria, Italy, Greece and Austria.</p> <p>Contact: Sra. M^a Sonsoles Jiménez González C/ Arquitecto Mora 7, 5^a planta 46010 Valencia E-mail: son.jimenez@gmail.com</p>	<p>Project Title: Play The Learning Game (Play.it)</p> <p>Summary: At present there are a great number of different e-learning training products, (training courses, training platforms etc.). Most of these products do not exploit the full potential of ICT as contents and methodologies are still the result of adapting the education and training traditional approaches to the new digital context. Videogames and multimedia are the only products where the development of contents and enhancement of technical resource grew together, exploiting at the best the interaction of the characteristics of the two aspects. The pilot experience of the The Learning Game project, Socrates Programme Comenius 2.1 Action Nr. 128967-CP-1-2006-1-IT-Comenius-C 2.1, which has been evaluated as best practice in the field in the final assessment report sheet, during which schools from different European countries tested and exploited the potential of Video Games and Multimedia for Educational purposes showed how important it is that teachers and trainers recognise the potential of new technology for establishing a common language with their pupils and trainees in order to raise their interest on learning. Tangible and intangible results: - The training course being adapted to the needs of the new target groups and updated in its contents according to the latest technical solutions. - Training of the teachers of vocational education schools and of the in-company trainers in order to make them acquire the skills in order to exploit the full potential of Multimedia and Videogames for the development of educational and training contents. - Database of reviews of e-learning based educational and training materials to be exploited with the new technical solutions. - Database of reviews of Videogames that can be used for educational purposes. - National and Transnational reports produced by the partners to analyse and present the results of the evaluation activity of the Portal and of its contents carried out by the trainers and teachers. - Insertion of the The Learning Game Portal into the vocational and educational systems of the countries involved.</p> <p>Objectives: In the context described the Play The Learning Game project intends to improve and transfer the results of the The Learning Game project at: - Geographical level, involving teachers and trainers of other European countries than the ones participating to the previous project: SP,BU,AT - Regional level in the countries already involved in The Learning Game: IT and GR - Sectoral level to other fields of the education and training system that could gain benefit from them, as the Vocational education schools and the Vocational Training system. The project aims at ameliorating the The Learning Game Portal, to integrate the databases of software, videogames and e-learning solutions with the latest technical solutions, in order to answer to the needs of two main fields of the training and educational system: - The school system through the involvement of secondary school teachers and students focusing in particular on vocational education institutions. We will choose a group in each participant institution and we are going to do a testing and to study the results. - The Vocational training system through the involvement of in-company trainers.</p> <p>The aim of the transfer of the results is the bridging of the gap between traditional vocational teaching and training approaches and new communication techniques towards young people, adults and workers making teachers and trainers able to deal with the new languages in use in order to promote and enhance the involvement of pupils and trainees in Life Long Learning.</p>

  <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>Programa de aprendizaje permanente LEONARDO DA VINCI</p> <h2 style="text-align: center;">TRANSFER OF INNOVATION</h2>
<p>Project N°: 2011-1-ES1-LEO05-35981 Call: 2011</p> <p>Beneficiary: Asociación de Empresas Confeccionistas de Madrid.</p> <p>Duration: 24 months. Number of partners: 8 Participant countries: Spain, Czech Republic, United Kingdom, Italy and Portugal.</p> <p>Contact: D^a Carmen Torres C/ Álvarez de Baena, 7 28006 Madrid Tel.: +34 915 621 450 E-mail: ctorres@asecom.org</p>	<p>Project Title: EUR-MODA</p> <p>Summary: EUR-MODA is conceived in response to the vocational training needs detected by the umbrella organisations in the textile sector in Europe. ASECOM, the Spanish promoter of the project, together with other strategic partner organisations in the textile sector from Portugal and Czech Republic make up the part of the consortium representing the demand side of the project (destination of the transfer). The vocational training needs detected are caused by the geographic fragmentation of the production chain within the current global market, especially after the strong upraise of emerging countries like China and India in the sector. The promoter and its partners want to take design, innovation and the quality as tokens for competitiveness. The rest of the partners from Spain, Italy and United Kingdom, who are providers of vocational training and counselling in this sector make up the offer side of the project (origin of the transfer). In particular the Italian partner, CONFORM, with the contribution of the Spanish Partner CIFESAL and the UK partner, has developed a specific method to fill the competence gap in different economic sectors in the context of two different Leonardo da Vinci projects. This solution has been tested and validated in different European countries including Italy, Spain, France and the UK, and has started to be commercialised in Italy in the Employment Services sector and the Financial sector, in response to similar challenges affecting to the global markets in those sectors. The main aim of the project is to achieve an effective transfer of the model to provide solutions to the detected vocational training needs, by means of the elaboration of the competence map of two specific professional profiles in the textile sector previously diagnosed as key for the sector in terms of employment, using the indications of the companies of this sector, comparing the situation and approach in the different participating countries and creating a prototype for the design of a tailor made competence based course. Commercial feasibility of the vocational training solutions specifically adapted to the needs of the companies of this sector will be analysed.</p> <p>Objectives: EUR-MODA Project aims at developing skills of professionals of the fashion sector, taking into account labour market needs detected by stakeholders. The main goal is to improve their competences as a key element for sector's survival and expansion. Another objective is to improve cooperation between vocational training and enterprises through the work programme especially designed for that purpose.</p> <p>The specific objectives are:</p> <ol style="list-style-type: none"> 1. To identification the competences needed for the designer professional profiles, fashion products technician, and fashion products quality controller. 2. To make competences' maps for the selected professional profiles. 3. To create and validate the training course, taking into account market needs and training already existing. 4. To disseminate and exploit the results obtained.

TRANSFER OF INNOVATION

Project N°:
2011-1-ES1-LEO05-36046
Call: 2011

Beneficiary: Fundación
Fundagro.

Duration: 24 months.

Number of partners: 5

Participant countries: Spain,
Bulgaria, Romania and Poland.

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Project Title: Contribution to the SOCIAL COMPETENCE development at work in the AGRICulture sector. Health at SAFETY at work (SOCIAL AGRISAFETY-COMPETENCE)

Summary:

European Framework for Key Competences for Lifelong Learning identifies and defines the key competences that citizens require for their personal fulfilment, social inclusion, active citizenship and employability. One of them is Social Competences. To obtain the related skills it is essential to understand the codes of conduct in different environments (e.g. at work).

One of the aspects included in these codes of practice is the health and safety at work (labour risk prevention) and the commitment of its fulfilment of all the workers and companies. In spite of the progress achieved with the previous Community strategy on health and safety at work, the fourth European survey of working conditions show that occupational hazards are not being reduced in a uniform way and agriculture is still particularly dangerous. The current Community strategy includes the challenge of new and larger flows of migrants towards Europe in the field of health and safety that is continuing to grow in importance. Furthermore the strategy also mentions that special attention should also be paid to training for workers to make them aware of the risks in the company in SMEs and migrant workers.

FUNDAGRO, the Navarra's partner has been involved in developing some of these actions (training about labour risk prevention un agriculture) during last years, and it is an experienced leader to transfer his training programme in the framework of this project.

SOCIAL AGRISAFETY-COMPETENCE partnership is formed by entities all involved in the Lifelong Learning Programme, Agriculture sector and/or Labour Risk prevention: FUNDAGRO (Spain), CPIP, (Romania), CBAO, and ECQ, (Bulgaria) and ARID "Lacjum", (Poland).

The main action/tasks and results of the project are grouped in eight work packages, and finally the main output of this project will be a six-language Blended Learning training programme in Health and Safety at Work in European Agriculture. This output shall impact actively in Europe because agriculture is still particularly dangerous and occupational hazards currently are not being reduced. The outcome of the project will have direct impact in the four countries on project partners, agriculture workers and other type of target groups with a high potential interest on it.

Objectives:

The overall goal of this project is to transfer at European level the Spanish training course on Health and Safety at work (risk prevention) in agriculture to train farmers, remunerated persons and self-employed workers.

The idea is based in the transference of this complete programme to other countries (Poland, Romania and Bulgaria) with some of the following characteristics:

- significant amount of employment
- deficiencies in labour risk prevention training
- high accidents rate
- high volume of in-migrants from these nationalities working in agriculture

Furthermore other main objective is the promotion if the use of ICT through adaptation of the programme to a B-Learning system so it can be adapted and used in the target countries and agriculture sector.

TRANSFER OF INNOVATION

Project N°:
2011-1-ES1-LEO05-36404
Call: 2011

Beneficiary: Ciudad Industrial del Valle del Nalón SAU.

Duration: 24 months.
Number of partners: 13
Participant countries: Spain, Germany, Portugal, Netherlands, Norway, United Kingdom, Iceland and Belgium.

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Project Title: Acknowledging and Developing Entrepreneurial Practice in Teacher Training (ADEPTT)

Summary:

ET 2020, the new strategic framework for European cooperation in education and training points out the need to foster entrepreneurship, along with creativity and innovation, in all forms of learning irrespective of education level.

As in many other aspects of education, teachers are expected to play a pivotal role in the delivery and promotion of enterprise in schools, but more often than not, they bear the brunt of translating policies into practice. Hence greater efforts should be made to build up teachers' confidence and skills to promote creative and entrepreneurial learning skills and abilities and active-learner centred approaches.

ADEPTT is formed by a partnerships of 12 institutions from 8 EU countries which hold complementary competences as the partnership includes Universities, colleges, research centres, foundations, regional centres in charge of promoting entrepreneurship, a National Institute for Curriculum Development and a network.

The outcomes include a Synthesis Report on Teachers Learning Needs & Transferable Training Programmes Fostering Entrepreneurship, a Training Model published in ES, PT, DE, NO, UK, IS and Flemish, 2 evaluation reports and a variety of dissemination materials adapted to the users and policy makers.

Objectives:

The overall objective of ADEPTT is to create a strategic EU model to promote teacher training on entrepreneurship as a means to promote entrepreneurial mindsets in European young people and thus, socio-economic and local/regional development.




The project is a transfer of innovation which is also network oriented, including research activities to prepare for the specific activities to transfer good practices at EU level, to train teachers and trainers to promote entrepreneurship at EU schools.

ADEPTT aims at:

- Increasing the level of attention on the role of teachers as key stakeholders with the potential to generate awareness, commitment and enthusiasm of EU students regarding entrepreneurial issues;
- Promoting mutual understanding towards joint strategies among the key EU stakeholders working in teacher training to foster entrepreneurship;
- Identifying, adapting and validating a teacher training model establishing a community of key stakeholders to support the current policy agenda.

The project specific objectives are:

- To identify existing good practices
- To design a training model for EU teachers to train EU students - including a set of ready-to-use tools and techniques for entrepreneurial learning that teachers can directly apply in their classroom
- To design sound self-assessment of teaching practice, paving the way for a change in the teacher's mindset and confidence
- To improve the skills of EU teachers by testing a specific training model in the countries involved
- To design and develop specific activities (thematic workshops in key events). Intended to consolidate the model, raise awareness, create a sense of belonging between all stakeholders involved and sustain the project activities
- To exploit the project activities promoting through the dissemination of the approach and model proposed
- To put in place all the necessary measures to ensure effective project management and the necessary internal and external evaluation measures.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p style="text-align: center;">TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-36433 Call: 2011</p> <p>Beneficiary: Unión Española de Constructores Navales.</p> <p>Duration: 24 months. Number of partners: 8 Participant countries: Spain, Finland, France, Portugal and Lithuania.</p> <p>Contact: Sr. Jesús Querol Pascual Avda. Cardenal Herrera Oria, 57 28034 Madrid Tel.: +34 914 170 437 E-mail: rleady@uninave.es</p>	<p>Project Title: PRO@: USING THE "EQF AND ECVET PRINCIPLES" TO OPEN NEW QUALIFICATION WAYS INTO SHIPBUILDING SECTOR (PRO@)</p> <p>Summary: The sector of Shipbuilding and Repair in the EU is undergoing a situation of deep crisis, an irreversible loss of jobs and the announcement of new redundancies. The sector is facing important challenges in a dynamic, complex and uncertain context: the competition of third countries, investments on R&D to keep the competitive advantages and increasing demand of qualified and polyvalent professionals (still unsatisfied). At present, it employs 298,000 people, mainly qualified professionals. Having qualified manpower is essential to meet these challenges. Among VET priorities for 2020 we are encouraged to use systematically the European EQF, ECVET and Europass transparency instruments to favour the mobility among the States. The development and recognition of what people know, understand and know how to do is essential to favour this challenge and help satisfying the offer and demand needs in the European Labour market. It is worth promoting and improving the transference, recognition and accumulation of the people's learning results in formal, not formal and informal contexts.</p> <p>Results and products:</p> <ul style="list-style-type: none"> • European Consortium for the Development of Qualifications in the Sector. • Sector cartography of key processes and competences. • Design of the relevant professional qualifications. • Use of ECVET system to award these qualifications with ECVET quality label. • Experiencing it to implement it with mobility and exchange performances. • A Device, in electronic format, enabling the interpretation and understanding of the qualifications and their capitalisation. <p>Objectives: PRO@: USING THE EQF AND ECVET PRINCIPLES TO OPEN NEW QUALIFICATION WAYS INTO SHIPBUILDING SECTOR is aimed at contributing to the "European learning space" as an answer to the mentioned challenges. We are willing to improve the transference and recognition of the learning results through a contribution valorising methods, guidelines and tools for the use of the ECVET principles, transferring methods successfully experienced in previous pilot projects (Metalcert. ES/O6/B/F/PP-149430) through a transnational sector cooperation approach (Spain - Portugal - Lithuania - France - Finland) with all the groups of interest.</p> <p>We are willing to develop a European device, in electronic format, to favour the transference, recognition and capitalisation of the "learning results" of professionals in the sector of "Ship building and repairing", acquired in different contexts. We expect to develop this device with the participation of all the sector groups of interest (companies, training centres, and administration), supported on EQF and ECVET principles and guidelines, valorising previous Leonardo experiences (Metalcert) with gender approach. In short, a device whose credibility lies on the participation and agreement of all the groups of interest and whose legitimacy lies on the implementation of EQF and ECVET principles:</p> <ul style="list-style-type: none"> • COOPERATION Enhance a European Consortium for the Development of Qualifications in the Sector through a multi-agent reinforced cooperation. • TRANSPARENCY. Improve the understanding and interpretation of the qualifications from the "Ship building and repairing" sector. • TRANSFERENCE. Encourage the mobility of professionals through the evaluation, recognition and accumulation of learning.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p>TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-36437 Call: 2011</p> <p>Beneficiary: Universidad de Oviedo.</p> <p>Duration: 24 months. Number of partners: 7 Participant countries: Spain, Austria, Italy, Greece and Denmark.</p> <p>Contact: Sr. Guillermo Olavi Pérez-Bustamante Ilander San Francisco, 3 33003 Oviedo Tel.: +34 985 104 114 E-mail: gperez@uniovi.es</p>	<p>Project Title: NEW TEACHERS FOR NEW COMPETENCES: Tools to help the Teachers to develop, mobilize and valorise the Transversal Competences in their Learners requested by the Companies acquired through Informal Learning (NTNC)</p> <p>Summary: In a scenario of world economic crisis Europe needs to update labour markets and VET systems to achieve an integrated, sustainable growth (EUROPE 2020). Companies must be more competitive to survive. They require qualified workers, able to develop their professional competences in the company's CONTEXT. It is necessary to get a correspondence between the qualification offer made by the VET systems and the real needs of companies (Agenda New Qualifications and Employments, 2010) VET Systems have focused on training their students on the technical fields, leaving apart the use of this knowledge in the "special" production contexts of companies. They demand non formal-informal competences that are not developed in the VET systems (Conclusions Council, 11/5/2010 about the social dimension of the education and training) Teacher's role must change; they aren't as much knowledge transmitters as mediators of knowledge between the educational & the labour world. The ideal teacher would transit from the educational world to the labour one & vice versa, allowing permanent knowledge of both realities. 80% of the teachers don't have any experience in companies; they don't know the context the workers should work in (performance, stress, pressure, competitiveness). With NTNC project we pretend to offer to teachers pedagogical tools needed to train their learners in the non formal-informal competences demanded by companies</p> <p>Objectives: With NTNC we want to issue the development of attractive and open VET systems, with teachers trained and experts on reality and contexts of the companies; teachers who can be able to apply innovative didactic methods that favour a full adaptation of the Vocational Training to the reality of the labour market. In this sense, NTNC pretends to establish integration processes between the VET systems and the companies, placing the professionals of VET systems as a link between both realities; how? Offering to the professionals of training the specific, needed and adapted pedagogical tools with which they will be able to train their learners in the new transversal competences that are demanded by the companies. Following the main aim of the project we will reach:</p> <ul style="list-style-type: none"> • Sensitising the VET professionals on the need to know the contexts and values of the companies where their students will make their professional development and use them in their training activities. • To create pathways in which the VET systems and the labour market (companies) could work together. • Favours the creation of new teaching and learning scenarios and methodologies allowing the professionals in the VET systems to know and develop the necessary key competences in the productive network. • Providing the necessary devices and techniques for the teachers to be able to develop, transfer and valorise in their students the key competences required by the productive network. • To favour the application of EQF principles in the learning plans of the VET systems using the LEARNING OUTCOMES as the base to describe the non formal and informal competences required by the companies in this new labour market. • Ensuring learning mechanisms improving the rates of transference of what has been learnt in the classroom to the working post; improving the way from KNOWLEDGE (what has been learnt) to COMPETENCE (what is used). • The establishment of a two-party WORKING NETWORK composed of representatives from the vocational training system and the productive system, allowing the on-time transference of mutual knowledge and needs and establishing mechanisms for the hybridization of both parties. • To improve the IMPACT and the TRANSFER to the work place, of the LEARNING OUTCOMES acquired by the learners in the VET Systems.

TRANSFER OF INNOVATION

Project N°:

2011-1-ES1-LEO05-36463

Call: 2011

Beneficiary: Asociación de Mujeres Gitanas Españolas.

Duration: 24 months.

Number of partners: 6

Participant countries: Spain, Germany, Romania, Bulgaria and Hungary.

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Project Title: Social and civil competences among mediators, advisers and trainers working in school, social and/or labour integration of Roma people (ROMAinEU)

Summary:

Roma are the largest ethnic minority group in the EU, and their integration is yet a pending issue, as Roma communities continue facing discrimination in accessing education, employment, healthcare and other services. Implementing concrete action to integrate Roma has proven difficult for many countries, as cultural and social differences seem to be a gap difficult to solve, and one of the main reasons is the lack of knowledge and practice regarding intercultural approach to Roma traditions, as well as the lack of other competences such as problem solving, tolerance or motivation among those professionals working as mediators, advisers or trainers with Roma and non-Roma population.

CONSORTIUM:

- EBG (DE): the partner that will transfer the products in which ROMAinEU project is funded.
- ROMI SERSENI (ES): non-profit association set up by Roma women, which provide training in skills and attitudes within a personal, civic, social and employment-related orientation.
- CIEDT "Amalipe" (BG), ROMANICRISS (RO) and DARTKE (HU): non-profit organizations aimed to promote interethnic dialogue and tolerance, with experience in intercultural education, advocacy for fostering Roma integration, etc.
- IFI (ES): adult training provider with wide experience in EU projects but also in training and social aspects, and with experience in working with Roma.

Tangible Outcomes:

- "Social and civil competences to work for the integration of Roma people" on-line course
- "Social and civil competences to work for the integration of Roma people" handbook

Intangible Outcomes: exchange of experiences and good practices among the partners and the setting up of future collaborations.

IMPACT envisaged: improvement of skills, knowledge and abilities of advisers/ mediators/ trainers working in social and/or labour integration of Roma people.

Objectives:

This project has as MAIN OBJECTIVE to develop social and civil competences among mediators, advisers and trainers working in school, social and/or labour integration of Roma people, and the SPECIFIC OBJECTIVES are:

- Provide the target group with the necessary knowledge, skills and competences in order to promote an intercultural approach, the respect for differences and the educational, social and labour integration of Roma people.
- Contribute and enhance socio-labour and educational integration of Roma people.
- Raising awareness about the importance of respecting the social and cultural differences.

The ROMAinEU project is linked with Priority 2 - Developing the skills and competences of VET teachers, trainers and tutors, and more specifically to "develop the acquisition of competences which will enable VET professionals to teach transversal competences such as those set out in the 2006 Recommendation on key competences for Lifelong learning". The key competences the ROMAinEU wants to tackle are "Social and civic competences" and also, in an additional way, "Cultural awareness and expression", as integration cannot mean the loose of cultural and social differences, but its respect and understanding.

 <p>Education and Culture Lifelong learning programme LEONARDO DA VINCI</p>	  <p style="text-align: center;">TRANSFER OF INNOVATION</p>
<p>Project N°: 2011-1-ES1-LEO05-36491 Call: 2011</p> <p>Beneficiary: Unión General de Trabajadores de Euskadi.</p> <p>Duration: 24 months. Number of partners: 7 Participant countries: Spain, Austria, Greece, Bulgaria, United Kingdom and Romania.</p> <p>Contact: Sr. Felipe García Miravalles Colón de Larreastegi 46bis 48011 Bilbao Tel.: +34 945 150 438 E-mail: arantzann@ugteuskadi.org</p>	<p>Project Title: Telework for life-work reconciliation in EU: promoting women participation and mobility (WOMEN - IN)</p> <p>Summary: Although the latest Eurostat data point at the increased female participation in the labour market (Eurostat: statistics in focus, 57/2010), at the same time, we find out that nearly one woman in five aged 25-64 is outside the labour market, half of them due to family reasons (Eurostat news release: 185/2010-07/12/2010). Among the latest employment trends, we can observe an increase in the proportion of part-time employment, for men and women alike. The prevalence of part-time employment among women is linked to the unequal distribution of the caring responsibilities between men and women. As far as motivation to opt for part-time employment is concerned, considering "looking after children" and "other family and personal reasons" together, the share for men amounted to 13.9%, while for women it was 61.1% (Reconciliation between work, private and family life in the EU, Eurostat: 2009). Indeed, flexible working arrangements, when implemented effectively can provide tangible benefits to both employers and employees, and in particular, it can help to increase the labour market participation of women. Within the framework of the described trends, as well as, referring to the Medium-term forecast up to 2010 „Skills supply and demand in Europe“ (Cedefop:2010), calling to secure an increase in labour market participation, in particular women, and adapt the potential of the inactive (in particular, women, whose qualifications are surpassing those of men), by making a more effective use of existing skills and encouraging skills development, the proposed project aims at encouraging women participation in labour market by promoting the teleworking option, providing with the essential transversal skills and key competences on teleworking, at the same time, aiming at promoting the teleworking option at institutional level, as workplace flexibility programme and its potential benefits to the company. As the final outcome, the results of the previous "Telework for the life-work reconciliation of Spanish women" (El teletrabajo en la conciliación de la vida familiar y laboral de las mujeres españolas, ref. TSI-040100-2008-10) project will be transferred and extended at EU level, converting the Virtual Environment - Resources Centre (developed in the previous project), into an authentic training repository , permitting regular updates through web 2.0 resources and enriched with EU perspective and a great range of instruments and resources, collected from the different national experiences.</p> <p>Objectives: As follows, the project is designed to approach two direct target groups: women on the one hand, and managers, human resources directors of the companies, on the other. Specific objectives, to be reached, can be summarized as follows:</p> <ol style="list-style-type: none"> 1. To extend the concept of teleworking at European level, by carrying out a comparative analysis on flexible workplace and teleworking policies in partner countries and drawing conclusions and recommendations for the actions to be taken, in order to promote women participation in teleworking. The outlined recommendations will be broadly disseminated at EU level to ensure the impact of teleworking promotion. 2. To take advantage of the main outcomes of the previous project, to develop an auto-diagnostic tool for key competences, necessary for teleworking, as well as, to design a training itinerary of transversal skills for teleworking, at the same time contributing to women inclusion into knowledge society (referring to EU's commitment to empowering women in the context of a more widespread use of ICTs). 3. To raise awareness on flexible workplace policies and benefits at the institutional/company level. 4. To provide the managers and human resources directors with the basic management skills, to prepare them to design and implement the flexible workplace management policies. 5. To develop an interactive online environment, based on web 2.0, to be addressed to both target groups. The online environment, first of all, will stand as a resource centre and meeting point, at the same time, will also provide a direct access to the auto - diagnostic tool and designed training itineraries and best practices.