HANDBOOK

VALORISATION DOWNTO EARTH

GUIDANCE THROUGH THE OBSTINATE CONTEXT OF LEONARDO DA VINCI PROJECTS

Experiences and tips from the working practice

Education and Culture
Leonardo da Vinci | The Netherlands

Valorisation down to earth

Guidance through the obstinate context of Leonardo da Vinci projects

Experiences and tips from the working practice

September 2005

In memory of Dr. C.J. (Toos) Feijen, research director of Revice

Theo Reubsaet
REVICE, Centre for Work, Training and Social Policy, Nijmegen

Colophon

Title:
Valorisation down to earth
Guidance through the obstinate context of
Leonardo da Vinci projects

Author:
Theo Reubsaet
REVICE, Centre for Work, Training and Social Policy, Nijmegen
P.O. Box 31070
NL-6503 CB Nijmegen

Supervision:
Siegfried Willems
Gerry Spronk
Susanne Feiertag
of the National Agency Leonardo da Vinci – The Netherlands

With thanks to:
the organisations and project leaders for the information about their valorisation activities

Product co-ordination:
Franka van de Wijdeven
National Agency Leonardo da Vinci – The Netherlands

Editor:
Kessels Vertaal- en Redactiebureau

Design:
Evert van de Biezen (cover & inner section)

Printing:
De Lekstroom, Nieuwegein (cover)
ADC Repro (inner section)

Publication:
National Agency Leonardo da Vinci – The Netherlands
's-Hertogenbosch
September 2005

Education and Culture
Leonardo da Vinci | The Netherlands

Leonardo da Vinci National Agency – The Netherlands
P.O. Box 1585
NL-5200 BP 's-Hertogenbosch
Phone: 00.31 73 6800762
E-mail: na@leonardodavinci.nl
www.leonardodavinci.nl

This publication is part of a series handbooks for pilot project leaders of Leonardo da Vinci projects.
In these series are the following titles available:

- *Dissemination strategies for Leonardo da Vinci pilot projects: Information, theory and practical questions* (2003)
- *Starting and implementing pilot projects: Points of special interest and action: problems, solutions and practical tips* (2003)
- *Evaluation strategies for Leonardo da Vinci pilot projects: Information, theory and practical questions* (2003)
- *Virtual Teamwork: Making cooperation work in Leonardo da Vinci projects* (2004)

This publication has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ISBN 90-5003-460-8

ExdB-05078/051003

Foreword

In a global world the need for education and training to find and maintain jobs has never been more critical. Knowledge and professional skills must be regularly updated if we are to address not only the new requirements of the global economy and the labour market, but also the new challenges facing our citizens in a rapidly changing society. Consequently, now more than ever before, lifelong learning is essential.

The Leonardo da Vinci programme provides concrete responses to these new needs. Capitalising on past experience and the good practices of our programme, which we commonly refer to as "valorisation", is the best way to ensure efficient use of our financial resources and an effective contribution to the building of a Europe of knowledge.

There is a real demand for innovative materials and best practice. We encourage promoters to take the results of good projects and transform them for use in new contexts and to meet new needs. Indeed, we strongly encourage collaboration between promoters and all interested parties, both stakeholders and end-users, from the outset of the project. There are many benefits to be accrued from the dissemination and exploitation of results. They include getting the most out of investments because project results will be improved and sustained, so projects will have a longer shelf-life. Others include greater visibility and easier access to programme and project results; lessons learnt can be used to transform systems and practices in different policy areas; timescales for innovation in policy initiatives are shortened if promoters are not constantly "re-inventing the wheel" savings are generated all round, resulting in efficient use of our programme's investments.

DG EAC has made the transfer of previous results a priority in its new integrated Lifelong Learning Programme, lasting from 2007 to 2013. Dissemination and exploitation of results will be one of the important transversal programmes. We need to build on achievements so that Europe and its citizens can take the place it deserves on the world stage. We, therefore, encourage promoters to become inventive and creative with what already exists in order to create new projects and synergies, thereby contributing to the Europe of tomorrow.

Alice COPETTE, Head of unit
EUROPEAN COMMISSION Education and Culture
Directorate C - Culture and Communication
3. Dissemination and exploitation of results

Contact:
Alice COPETTE, Telephone:(32-2) 2965697

Table of contents

1 **Introduction 1**
1.1 The importance of valorisation for the Leonardo da Vinci programme **1**
1.2 What is valorisation? **1**
1.3 The valorisation plan **3**
1.4 Dissemination and valorisation **4**

2 **A conceptual framework for valorisation 5**
2.1 Introduction **5**
2.2 Changes that valorisation brings to Leonardo projects **6**

3 **The needs analysis 11**

4 **The choice of partners 21**

5 **Project objectives 31**

6 **Products 37**

7 **Target groups 45**

8 **Conditions and obstacles for achieving surplus value 53**

9 **Cases 67**

10 **Literature 93**

1 Introduction

1.1 The importance of valorisation for the Leonardo da Vinci programme

For the European programme for innovation policy and international co-operation in vocational education and training, Leonardo da Vinci, the concept of 'valorisation' was used in the Council Decision of 26 April, 1999, with which the second phase of the programme was established. In an evaluation of the output and revenues of phase I of the Leonardo programme it was concluded that in too many cases, innovative approaches and products had proved unable to attain an impact beyond the boundaries of the projects and the programme. The European Commission reacted by stating that the products of the programme should not be confined to the archives. Project outcomes and lessons of the programme should be transferred into mainstream practice and policy development.

Since 2002, when the Commission published a discussion document for a valorisation strategy, and a conference was held in Madrid to discuss the proposed strategy, valorisation has been in the centre of attention. Policy makers and politicians underline the importance of increasing the value and impact of Leonardo projects for European and national vocational education policy and practice. Since 2002, further activities have been an 'Action Plan to develop innovation in vocational training' and a second conference in Stockholm about the valorisation of the results of the Leonardo programme. In 2003 the Commission published its strategy to better use the outcomes of the programme: 'Consolidating and improving activities based on the outcomes of the Leonardo da Vinci programme'.
At the meta-level, for valorising the results that projects have in common, the European Commission has initiated five working groups that are composed of the coordinators of projects that cluster around specific themes. In the 2005-2006 Call for proposals for the programme, a valorisation plan was made obligatory for project proposals. The quality of the valorisation plan is a criterion for the awarding of projects. This new condition for project proposals creates a need for more explanation with regard to the concept of 'valorisation'.

1.2 What is valorisation?

Until recently, the word 'valorisation' was not known in the Netherlands. In the Dutch speaking part of Belgium, Flanders, however, the verb 'valoriseren' is a current concept but with various meanings. The words 'valorisatie' and 'valoriseren' are used in very diverse contexts in the Flemish speaking region. In the language data bank of the Flemish Radio and Television Broadcasting Organisation's language advisor, the verb 'valoriseren' is characterised as 'workable *Belgian* Dutch', but there are more commonly used and understandable alternatives: 'dienstbaar maken, ten nutte maken, benutten, exploiteren; bruikbaar maken; waarderen, herwaarderen; geldig maken, valideren' (to make serviceable, to utilise, to use, to exploit; to make useful; to value, to revalue; to make valid, to validate).

Under the influence of the way language is used in the European Union, the originally French word 'valorisation' (literally translated in Dutch: 'meerwaarde' or surplus value) is beginning to obtain a foothold in other countries as well. This is also the case in the Netherlands, but as yet especially in circles of policy makers and people who are used to operating in the European education policy circuit. Most practitioners in education for example do not understand the word valorisation just as they did or perhaps even still do not understand the word dissemination.
For example, the Dutch Innovation Platform, speaking about the tasks of universities, recently defined valorisation as: 'the transformation of research results into economic value'. It took a vote of Parliament to change this definition into: 'the creation of surplus value for society on the basis of academic knowledge' (Voortgangsrapportage Wetenschapsbudget 2005). According to the Dutch Minister of Education, valorisation is now defined as 'the transformation of knowledge into economic and social value'.
In definitions by Belgian universities, economic aspects are strongly emphasised: 'valorisation stands for making available the (intellectual) property rights on knowledge by selling them or by giving permission to third parties to use it' (Free University of Brussels), or 'valorisation means that an invention may lead to commercialisation, implicating that the result is financially interesting to all participating parties' (University of Antwerpen), or 'valorisation stands for the promotion and support of knowledge and technology transfer between universities and the world of business' (Catholic University of Leuven).

An all-embracing definition and/or description of the concept of valorisation in the context of (vocational) education and Leonardo da Vinci projects does not exist. Even the European Commission uses definitions and descriptions that are not fully identical:

- 'Valorisation is defined as the process of enhancing or optimising project outcomes through experimentation and exploitation with a view to increasing their value and impact', and further 'the ultimate aim is to transfer promising project results into educational and vocational training systems and practices throughout the countries participating in the programme'. (in: European Commission: Action plan. To develop innovation in vocational training, 2003).
- 'Valorisation can be described as a process of exploitation of project learning and of the results of projects (training products and processes, methodology, teaching materials) with a view to optimising their value and impact in existing and new contexts (target groups, companies, sectors, education institutions, etc.)' (in: Leonardo da Vinci website, 2004).
- 'Valorisation can be described as the process of disseminating and exploiting project outcomes with a view to optimising their value, enhancing their impact and integrating them into training systems and practices at local/national as well as European level (in: European Commission. The valorisation plan. Guidelines for project promoters).

Although the current concept of the 'valorisation' of project results is new for the Dutch-speaking territory, other concepts have been used in education and training programmes of the European Commission in the past, such as transfer, impact, added value, mainstreaming and multiplier effect of projects, which refer to roughly the same subject matter.

Leonardo experiences not unique

Critical observations and reflections with respect to the utilisation of results from education projects do not only refer to European programmes such as Leonardo da Vinci. National level programmes, e.g. the projects promoting technical education in the

Netherlands and the so-called 'Modellversuchen' in Germany, are also subjected to critical questions about their sustainability. The following quote comes from a scientific evaluation of the Modellversuchen, which are national projects with substantial financial budgets:

'Research shows that the longer term and broad effects of Modellversuchen are problematic. The evaluation studies indicate a need for optimisation. Relatively often, from the perspective of the Modellversuch-performers effects are mentioned, which could serve as indicators for transfer effects. From the perspective of the potential area of reception, however, the transfer effects are even modest as a rule, whereas the general dominating impression is that these Modellversuchen are lighthouses in the transfer landscape. One can find Modellversuchen which are used to implement innovations broadly within a region, a Land, but there are also instances in which Modellversuchen appear to have had no traceable innovative potential after their completion, not even in the organisations where they were carried out.'

It is inherent to innovative and experimental projects that the mainstreaming of their results into education systems and practices cannot be guaranteed beforehand. This is not different from research and product development in industry, which are increasingly growing together because the time-to-market of new products has to be reduced considerably. In industry, however, it is accepted that failures are inherent to the creative process (R. Farson and R. Keynes: Whoever makes the most mistakes wins).
The international context of operation, comprising very different education systems and practices, makes it even more difficult for Leonardo da Vinci projects to put a stamp on these systems and practices, compared to national projects. Nevertheless, it has been decided that a 'valorisation plan' must be included in the design of Leonardo da Vinci project (pre)proposals, in order to make partnerships more aware, even before a project has started, of the fact that project results should aim at contributing to sustainable innovations in vocational education and training practice.

1.3 The valorisation plan

Valorisation activities are obligatory and an important criterion in the selection of new procedure B and C projects in the 2005-2006 Call for proposals. The valorisation plan has to be an integrated part of the project proposal. This plan has to:
'identify the needs of interested sectors, domains and end users; clearly define the end users of the project results; assure that these end users will be consulted during the project; explain how, during and after the project, the results will be disseminated and exploited; how, during and after the development of the project, the objectives will be achieved and which parties and organisations will be involved'.

In working out a checklist for the valorisation plan, the European Commission has made explicit that the plan has to be composed of two elements: a dissemination plan and an exploitation plan.
The carrying out of a needs analysis and the characteristics of the partnership are also important issues. Demands are imposed upon the ex ante mapping of needs and the description of the way(s) in which project results will be used, especially with regard to their embedding into education systems and practices in the participating countries and possibly other countries as well. However, this is often difficult to indicate precisely, let alone the repercussions that autonomous developments in these European education systems and practices may have in the meantime for the possibility of integrating project results at the end of the project.

Making a valorisation plan is not an easy task. Developers of project ideas will experience various difficulties in setting up a valorisation plan. Connected to the characteristics of the projects and the context to which these are directed, the results of one project will be easier to valorise than results of another one.
With this guidance note the Dutch National Agency aims to facilitate project initiators, project coordinators, project partners, education practitioners and policy makers in making a valorisation plan and/or in valorising project results.

1.4 Dissemination and valorisation

The European Commission distinguishes between a dissemination plan and an exploitation plan as parts of a valorisation plan. Without dissemination there can be no valorisation. Any kind of dissemination is a *sine qua non* for valorisation.
In the Leonardo da Vinci programme, a lot of attention has been paid over the years to the dissemination of projects and project results. This guidance book for valorisation of Leonardo project results is therefore not an isolated activity. In order to support project initiators, project coordinators and project partners, the Dutch National Agency published a Handbook Dissemination strategies in 2001. The Handbook Dissemination strategies together with this Guidance book on valorisation must be considered as a whole and have to be used in that way. A number of concepts, elements and aspects described in the Handbook Dissemination strategies are relevant for the design of the dissemination part as well as the exploitation part of the requested valorisation plan.
Since a Handbook Dissemination strategies is already available, this Guidance book on valorisation will concentrate on, in European Commission terms, the exploitation part of valorisation. We prefer, however, not to use the word 'exploitation' because the general meaning of this word is too narrow. It is often understood as economic exploitation: making profit (see the aforementioned discussion in the Dutch Parliament). It is closely linked to the concept of commercialisation, which may but certainly does not have to be an element of a valorisation strategy. This guidance book concentrates mainly on the question how Leonardo da Vinci projects may attain significance, that is to say surplus value by transferring project results into education practices, systems and policies beyond the immediate boundaries of the project.

2 A conceptual framework for valorisation

2.1 Introduction

Developing and realising surplus value for vocational education systems and practices beyond the direct boundaries of the project and the partnership is the central element in our concept of valorisation.

For the next generation of Leonardo da Vinci projects, project initiators but also project partners will have to account more for the surplus value of their project results than in the past. In order to support them to adjust to these increased expectations, this guidance book presents a conceptual framework, which shows what has been changed compared to previous Leonardo projects. The framework consists of the following elements:

- *a needs analysis*: if the results of Leonardo projects are expected to have an impact which goes beyond the partnership, it must be clear from the start which and whose needs the project results can address; in order to be effective for systems and practices, problem solutions developed in a Leonardo da Vinci project have to be accepted by the target group(s) to which they are addressed, which is not to be taken for granted;
- *the objectives of the project*: in the past, the objectives of many Leonardo projects were rather closely related to bringing forth the project products. If the creation of surplus value is expected, the project partners will have to define their objectives clearly in order to enable them to also describe the surplus value beyond the creation of final products;
- *the partnership*: the interest that partners themselves have in the products of the project but especially their possibilities of influencing their context will be of increasing importance in view of the aim for more project impact;
- *the products*: Leonardo da Vinci projects have brought about many different kinds of products. The surplus value a project can have, is very much dependent on the characteristics of its products;
- *the target group(s)*: the target groups of Leonardo da Vinci projects have often been defined as broadly as possible, naming as many possible target groups as possible. The introduction of the requirement of surplus value makes it necessary for project coordinators and project partners to pay attention to an increased focusing of the target groups for which the project results should have concrete practical significance;
- *the conditions and obstacles for achieving surplus value*: Leonardo da Vinci project results are supposed to be innovative. Just like in industry, however, it cannot be guaranteed beforehand that an innovative education project result will meet with approval or have success in its surroundings. Using specific tools and means, for instance dissemination, can help to create conditions that promote the surplus value of Leonardo projects.

In this guidance book the elements of the conceptual framework will be dealt with successively.

We have used many publications and other written sources to work out the introduction of the concept of valorisation. However, for Leonardo da Vinci projects, the concept is brand new. Until the Call for proposals 2005/2006, Leonardo projects were not obliged to pay attention to the valorisation (exploitation, surplus value) of their project results. As a consequence, it is rather difficult to illustrate the conceptual framework with examples from the practice of Leonardo projects. Nevertheless, the expectations, which were formerly indicated by the attention that should be paid to dissemination, impact, mainstreaming, commercialisation and multiplier effects, have also had a valorising influence on the use and application of Leonardo project results. In order to find these examples, a number of coordinators of completed, Dutch-coordinated Leonardo da Vinci projects have been interviewed. The valorisation activities and results of these projects have been analysed. They are presented in the boxes in chapters 3 to 8 and in the case descriptions in chapter 9.

It should be firmly emphasised in advance that the analyses of these projects are not an evaluation of their activities. It would be unfair to address and evaluate these projects from the perspective of valorisation, because this was not an awarding criterion at the time when these project proposals were made. Nevertheless, a valorisation perspective enables us to learn and profit considerably from their experiences, even if some were less successful in this respect. The intention of this guidance book is to show the real world of projects and not to make another jubilant publication about the excellent accomplishments of Leonardo da Vinci projects, with guidelines that have been developed behind an office desk.
Undoubtedly, the learning experiences of people who stand in the mud of the daily practice of projects can be multiplied by many examples from Leonardo projects, which have been coordinated in other EU countries.

2.2 Changes that valorisation brings to Leonardo projects

In figure 1 a conceptual framework is presented of the impact the new requirement for valorisation of project results will have on future Leonardo da Vinci projects, in comparison to the former projects. This figure represents a typology of the processes that have taken place in former Leonardo projects and that will take place in future projects. In former as well as in future projects this conceptual framework has been and will have to be translated to the specific context of each project. In chapters 3 to 7 the elements of the conceptual framework will be elaborated for some contexts.

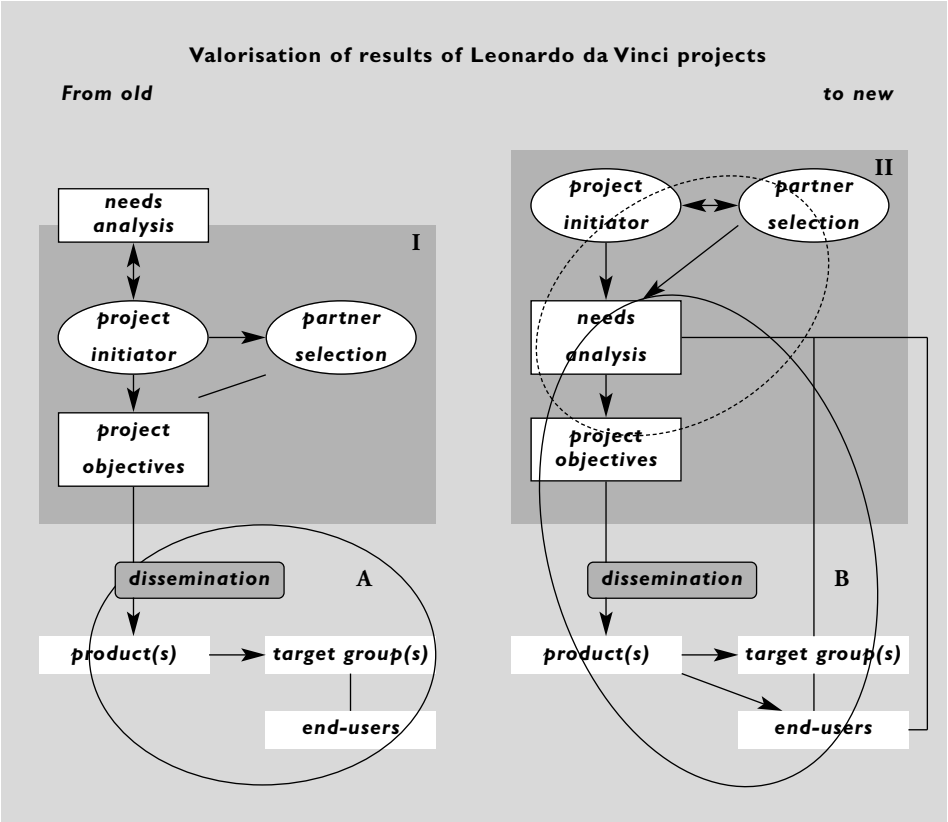

Figure 1: Valorisation of results of Leonardo da Vinci projects

In figure 1, the shaded blocks I and II refer to the preparation phase of the project proposal in the old and new situation respectively. Block II is larger than block I, which means that to stand a chance in the selection process, future Leonardo da Vinci proposals will require even more preparation efforts than previous project proposals. Previously, one institution or one or two people would conceive the idea to initiate a Leonardo da Vinci project proposal which was mainly inspired by their own experiences or knowledge of a need from the field of vocational education. Other institutions or people abroad were unilaterally invited to be a partner in the project proposal, but they mostly did not carry out any kind of needs analysis with regard to the subject at stake for their home country, nor did they play an active role in formulating the project objectives.

In the new situation the project initiator will have to pay more attention to the carrying out of a needs analysis in his/her country in order to increase the valorising potential of the results of the project (s)he has in mind. The outcomes of this needs analysis will influence the contents of the project proposal and the way in which the project will be carried out. The needs analysis has to take into account the ideas, wishes and problems of the target groups of the project and possibly also the end users of the project results, which may or may not involve the same people or institutions. Therefore in block II a connection has been drawn from the rectangle 'needs analysis' to the rectangles 'target groups' and 'end users'. This connection is missing in the old situation, described in block I. At the same time the importance of involving the right partners into the project has strongly increased. In order to obtain valorising project potential in the other participating countries as well, much more bilateral and multilateral communication is needed between the project partners in advance. The invited project partners have to do a needs analysis in their home countries as well, which also means involving target groups, and possibly end users. This may ultimately provide them with a specific role in the project, which suits their national context, but may for instance also result in their withdrawal from the

project because the project does not address a need in their country. Withdrawal is, of course, a pity because of the efforts carried out. The commonly made needs analysis will definitely require more effort and time, which is why the rectangle for 'needs analysis' in block II is larger than in block I.

In the past, Leonardo project promoters often defined the project objectives as broadly as possible, naming as many possible project objectives as possible. Results were promised to be significant and important for any target group that had even the slightest connection to the subject involved. In rather a few cases also far-reaching objectives such as 'harmonising of European standards' and 'harmonising vocational education throughout Europe' were formulated. On the basis of the outcomes of the needs analyses, we expect that in the future situation, the objectives of Leonardo da Vinci projects will be defined more clearly and more carefully than in the previous situation. The range and number of project objectives will most probably be reduced because project promoters will realise that it will be impossible to fulfil project objectives with regard to a context that is not controlled by them. The rectangle 'project objectives' therefore is smaller in block II than in block I.

In the old situation, the project could start when the preparation phase had come to an end and after the proposal had been awarded. It has been expected from project partnerships for years now that they pay attention to disseminating the project and possibly project results not only at the end of the project, but also while it is still being carried out (oval A). Therefore, dissemination events were increasingly planned during the project, addressing the target group(s) of the project. In cases where the end user group (e.g. pupils in vocational education colleges) could be distinguished from the target group (the vocational colleges), it was often left to the target group to transfer the project results to these end users. Sometimes, however, end users were already involved when a product of the project (e.g. an education programme) had to be tested.
In the future situation, this process will not really change. However, for a thorough valorisation it is expected that end users are more closely involved in the process. The early involvement of target group(s) and end users in the preparation phase of the project provides a greater chance of this also being achieved in the execution stage of the project and after it has been completed. The continuing eye of the project partnership for the target group(s) and end users is represented by the long oval B, which is markedly different from oval A. Dissemination of information about the project and the project results is an integrated activity.

The analysis in figure I regarding the focal point of valorisation shows that the most essential changes in future Leonardo projects, compared to the previous situation, concern the preparation phase of the project. In the next sections we will describe how this may affect the conditions for people and organisations involved in initiating Leonardo da Vinci project proposals in specific contexts.

In most cases, innovations are uniquely placed in a specific project context. It is important to realise that the successful transfer of project results cannot result from a simple transfer process. In order to increase the chance of success, a new planning process should be initiated for the innovative knowledge to flow into. In general, radically different innovating concepts are more difficult to transfer than more standard concepts.

Elements of this conceptual framework are treated in the chapters 3 to 8, with examples based upon work floor experiences of Leonardo projects. Each chapter consists of three parts. It starts with a brief summarising exposé of the chapter, followed by some words of advice in advance. These words of advice run ahead of the more detailed analysis of valorisation experiences in Leonardo projects in the third part of each chapter.

3 The needs analysis

A quick step forward

If in advance of a Leonardo da Vinci project a needs analysis is made, the chance increases that the results of the project will have an impact beyond the direct boundaries of the project. One could say that this idea is commonly accepted.
Such a needs analysis in fact often stretches beyond the reasons why project promoters and project partners initiate a project in the first place: they spent a lot of energy, time and money in developing a project that, one way or another, serves their own needs, ideas or ambitions which are derived from circumstances in their work settings. Now, they have to identify target groups and/or end users, who have more or less corresponding needs, ideas or ambitions. This undoubtedly has consequences for the preparation phase of projects. Even more time, energy and money have to be spent in preparing a project proposal. In this section we will explain, on the basis of examples from Leonardo projects, that the degree to which such a needs analysis burdens the project promoter, and possibly the project partners, differs considerably. Certain contexts may offer a natural and relatively easy environment for defining needs, some needs analyses can be made in ongoing projects, and in other cases needs stem from international or European policy developments. Project promoters who have innovative and creative ideas that do not yet fit into existing networks, ongoing projects and policy developments, will probably have the most difficulty in finding target groups/end users with corresponding needs, ideas or ambitions, not only abroad but perhaps also in their own country.

Some words of advice in advance:

- *prior to a project proposal, pay attention to identifying target groups/end users with corresponding needs, ideas and ambitions in your own country and abroad*
- *utilise all sorts of information tools to identify needs and target groups: literature, newspapers and magazines, the internet, project meetings, conferences*
- *in advance of a project, scientific needs analyses will not be possible in most cases. If a scientific analysis is estimated to be necessary, plan this into the work packages of the project*
- *start doing needs analysis at an early stage in order to enable adaptations in strategy timely*
- *ask for input and contributions from potential project partners in identifying and describing corresponding needs, ideas and ambitions and target groups abroad*
- *with the support of potential project partners, explore the context in which target groups/end users operate and the main structural and cultural constraints they cope with*
- *prior to a project, try to confer with target groups about their needs, ideas and ambitions, but do not automatically involve them as partners in the project, as this may hamper valorisation as defined*
- *try to find funding sources for the investments in the needs and contexts analyses*
- *ask your national Leonardo agency and agencies of the partner countries abroad for support in regard to the question who to turn to in regard to needs and contexts analysis*

The Leonardo da Vinci programme aims at contributing to an innovative vocational education and training policy in the European Union. The vocational education and training systems in the Member States, and besides that often within regions of the same country, differ to a considerable extent. With regard to vocational education and training the European Union wishes to promote co-operation between Member States, but it does not aim to harmonise systems and practices.
This political context complicates the valorisation of the results of Leonardo da Vinci projects. Leonardo partners do not always have the same mindset or the same frame of reference when they decide to participate in a project. Project coordinators are often the power source behind innovating project ideas. Practical experience shows that project aims are defined by the initiator of the project, starting from the educational context of his/her own country. Consequently, project partners who have agreed to their role in the project without checking or being able to check their own context thoroughly, may find out during the project that realising the project aims will be difficult in their context. Sometimes, however, such a conclusion can only be drawn as the result of an investigation that takes place during the project. It cannot be expected that a huge amount of research is carried out as early as the preparation stage of a proposal, when there is still a chance that this proposal will not be awarded.

For valorisation purposes, attention should be focused strongly on making a needs analysis with respect to the subject under discussion. For valorising purposes, it should be clear that other people and organisations than the project initiator(s) and the project partners have a need for possible project results:
'If you want your products to be used, you have to know exactly what the needs are, which target group(s) you are aiming at and why, and what products you will have in the end. If, for instance, you want to organise a training course for Latvia, you have to ask Latvian people what they need. This is difficult and expensive. Maybe it would be a good idea to have some projects just carry out a needs analysis, a study of what the needs of a country are in a specific sector, and then relate the outcomes of the study to projects aiming at developing the missing product or service'.

Consequently, the amount of time that has to be reserved for making a pre-proposal including a valorisation plan, has to increase significantly. Although sometimes a needs analysis can make use of reports and notes that have already been produced by others, the amount of extra time a needs analysis requires, depends on the project initiator's position.
Ideally, a needs analysis should also include a context analysis. By this we mean an analysis of the actors and factors in each participating country that should be taken into consideration in the implementation of the innovation. Most probably, however, this is a step too far for the valorisation plan. Alternatively, this should be done during the time in which the project is carried out.
Here we can distinguish different points of departure:

- innovative ideas defined by standing networks of organisations
- innovative ideas that build upon previous projects
- innovative ideas that are the result of new international, European developments
- innovative ideas that are based upon the creative thinking of initiators of projects who possibly but not necessarily include developments taking place in their own national context

A. Innovative ideas defined by standing networks of organisations

Standing international networks of organisations that meet periodically to discuss themes that are important to them, prove to be a natural and relatively easy environment for identifying common interests and needs. The step to a Leonardo da Vinci project proposal can often be made quickly because partners for developing the project are close by.
If the needs of these organisations, which are at the basis of a project, also represent the needs of the target groups and/or end users of the project products, a thorough basis for the valorisation of these products is available.

The **Integrated Coastal Zone Management (ICZM) Training** project shows an example of such an origin of a Leonardo project. In 2000 the idea for this project, which existed within the European Union for Coastal Conservation (EUCC), was confirmed during a conference of the International Assembly of organisations and institutions, which have a responsibility and/or a task in regard to coastal protection. Conference visitors were asked to express their needs, and in an interactive process with the participants the collected needs were prioritised. A training course in integrated coastal management for the Eastern European accession countries was definitely one of the priorities.

The **EuroTraNet** project was initiated by some members of a European network of vocational training organisations in the transport and logistics sector. The objective of the project was to strengthen the network and to increase its significance as a partner for vocational education and training in the sector at European and national level, by making an inventory of knowledge on transport and vocational training and by digitally facilitating the transfer of this knowledge and the exchange of expertise. Without Leonardo support this would not have been possible.

B. Innovative ideas that build upon previous projects

Looking at the participants in Leonardo da Vinci projects it is obvious that certain (clusters of) organisations succeed again and again in making successful project proposals. This may be explained partly by their considerable experience in making proposals that fit into the Leonardo procedures and criteria. An important factor, however, is also the common knowledge they have built up about the subject concerned and a thematic area. In carrying out a Leonardo project they are often confronted with and learn about related practical and political problems and questions in the participating countries. This resembles an ongoing needs analysis. In such cases it does not take a great amount of extra time and energy to identify common needs in the participating and perhaps some additional countries. This becomes even easier if these organisations also participate in and meet at international forums and networks. By this process of building on past experiences, it most probably also becomes easier for these organisations to represent the needs of end users of the project products.
In such cases the valorisation of a Leonardo project is already brought about by its input in the development of a new or a follow-up project.

In 1996, the Ecceamst (European consortium for continuing education in the meat industry) network, for instance, started with a first project called MEATNET, for which a website was developed in order to exchange training needs analysis methods, education modules and other education tools, and to offer admission to the results of research projects and scientific databases. After a successful operation the partnership extended its activities to Central and Eastern European countries in the projects MEATNET goes East and, more recently, **Eastmeat**. Eastmeat was based on an analysis made in the network that in countries such as Hungary, Poland and the Czech Republic, the middle management in small and medium sized companies should be reinforced if the meat industry in these countries was to gain competitive power. In close cooperation between local training institutions and representatives from the meat industry, a training course with 4 modules was developed.
This is a very good example of how, supported by European grants, one project has resulted in a series of projects. The concentration of activities in one relatively small industrial sector has most probably contributed to its success. The Ecceamst network has in the meantime grown to about 90 members, mostly higher education institutions and large companies. From a valorisation perspective, it is made a lot easier for members of such a network to initiate a Leonardo da Vinci project. They have relatively easy opportunities to do needs analyses and to find interested partners. Unfortunately the university faculty that has been coordinating this network over the years, has 'decided' to end these activities. It is proving very difficult to find another organisation that is willing and able to take over the responsibility. This will probably cause the end of the projects in this sector and probably also the loss of the network, because there will be no funds available to sustain it.

Another good example is the **SA-IVT** project. This project was one in a series of – in the meantime – six Leonardo projects that are all focused on the subject of sustainable agriculture, but each time from a different viewpoint or aiming at a different target group. In the first project a number of training modules was made for farmers who wanted to change their business into biological dynamic farming. The second project aimed at enhancing expertise with respect to biological dynamic farming for agricultural information officers. The next project was a multiplier project, which extended the results of the second project to seven other countries. The SA-IVT project was the first one in the series that was directed at mainstream agricultural education: the development of an education level two programme in sustainable agriculture. In the meantime a follow-up project has been awarded in which an education level four programme in sustainable agriculture is being made. Finally, a last project is aiming at building a European network in sustainable agriculture education. Simultaneously, an education level three programme will be developed. For the project coordinator it is clear that a concept such as valorisation becomes easier to handle in such a series of projects than in a single, independent project.

Information about the **ICZM Training** project has been disseminated, e.g. at conferences. There, the coordinators noticed that there was a need for a French version of the training course, especially to make it better accessible for Northern African countries but also for a country like Spain. The French translation has been made possible by a French fund.
Another plan is to find funds to enable the start of an intensive vocational training course on 'sustainable coast erosion management' for coastal managers in the Mediterranean, using ICZM modules.

The awarded **CoastLearn** project is a direct follow-up of the ICZM Training project. In the CoastLearn project the ICZM training programme will be translated and transferred to countries around the Baltic Sea. A further transfer to countries around the Black Sea and in the South-Eastern Mediterranean area will be carried out using other funding sources than Leonardo. The CoastLearn project has a networking strategy. It is the intention to first build up national platforms of experts and key players in regard to coastal management. The next step is to build regional networks connected to the aforementioned three seas, and the final step would be the creation of a supra-transnational platform.

c. Innovative ideas that result from new international, European developments

A natural way to identify needs that are common in more countries in the European Union is by tracing policy developments that are initiated or promoted at international or European level. If a specific development, which has or may have consequences for vocational education and training policy and practice, involves all European countries, a project initiator can be relatively certain that project ideas may be developed that are of interest and importance to relevant players in these countries. This does not necessarily mean that the questions and problems of these players in different countries, i.e. their needs, are identical. The contexts in which they operate can be different. The project initiator, however, stands a good chance of finding organisations abroad with common interests and needs.

An example of this is the execution of EU regulations or directives. When the European Commission lays down a European regulation, this may affect vocational training requirements for specific jobs. In such a case, there will be a need for additional training in many countries, which can be developed more efficiently in co-operation between partners from several countries.

For example, the European transport sector is confronted with a new European Union Directive about the vocational qualifications that are required for drivers working in the sector. One of the elements of the Action plan that resulted from the **EuroTraNet** project is that the strengthened EuroTra network of vocational training organisations is trying to increase the mutual attuning in EU countries of vocational training in regard to the requirements of this Directive. All efforts and results with regard to this aim can be considered as having valorising significance.

In 1999, 29 European ministers of Education signed the Bologna Declaration. In that declaration these countries agreed upon reorganising their higher education in a two-tier system. They also agreed that first degree studies should enable students to occupy a position in the labour market, and that the quality of higher education studies would be a major point of attention. The project **LABMAQUAL** made a connection between these Bologna objectives. A study has been initiated into the involvement of labour market actors and factors in the quality assurance systems and procedures in professionally oriented higher education in five EU countries. Besides researchers, organisations with a responsibility in the field of quality assurance in higher education were involved in all countries.

D. Innovative ideas that are based upon the creative thinking of initiators of projects who possibly but not necessarily include developments taking place in their own national context

Initiators of Leonardo da Vinci projects are often creative people who have a need to find solutions for questions they or their surroundings are confronted with in their job(s). Leonardo da Vinci is a forum where such innovative solutions can be explored, developed and tested. The international setting of Leonardo projects constitutes a difficult context for these project initiators. In the first place, they have to find reliable and capable partners abroad with a solid interest in the same question. After that, for valorisation purposes, an analysis has to be made in order to find out whether the needs in the countries of the potential partners match the needs in the country of the initiating partner. The practice of Leonardo pre-proposals and proposals shows that there is a great lack of time and money for such a needs analysis.

In its project motivation the **EKC** project makes a link with the employability objective of the Dutch government. No reference is made to similar objectives of governments in countries of the partners. The project coordinator explains that mostly a Leonardo project proposal is set up by initiators in one or two countries. They select a number of reliable partners in countries of which, on the basis of their experiences, they assume that the system is of such a nature that it is useful to enclose them in the proposal: *'When you are writing a proposal, it is difficult and complex to decide together with partners what the project will be about exactly and how things will be arranged. You do not have the time to investigate how things are arranged in various other countries and in most cases partners are not willing to spend a Euro before the project proposal is ready. Sometimes it turns out that you have chosen a partner whom you had expected to give another input or to have more influence in a specific country.'*

The EKC coordinator refers to the EQUAL programme, which has a procedure in which you receive a percentage of the funding in advance in order to make a full proposal. This compels partnerships to meet in advance to talk about what is really aimed at in the project and whether the partnership has the right composition. It may result in decisions where one or more partners leave the partnership and other organisations join it.

In the **EKC** project key competences were found with a general validity for all countries, but the project partners became painfully aware that it is impossible to abstract key competences from the context of work. Context-independent key competences do not refer to anything. Key competences in the project had to be related to a number of professions. The coordinator states that if more relevant literature had been read in the pre-proposal and full proposal phase, they could have known this.

The Dutch national training body for the retail trade, which has coordinated the project **Market Monitor**, already had a market monitor that was used in the Netherlands to investigate the trends and developments in the retail trade and their significance for vocational education. The idea came up to apply this instrument in other EU countries as well. The objective was to detect developments in the retail trade sector at European level and to translate these into changes in vocational education and training. The developments and education needs in e-commerce were chosen as special focal points. The coordinating Dutch training body included this intention into its annual policy plan.

The training body held the opinion that the results of the common activities with partners in such an international project should have an impact. They knew, however, that there were no comparable institutions abroad with the same authority. With this knowledge, they decided to organise a meeting in the Netherlands with the partnership they had in mind. In this meeting, preceding the writing of the project proposal, the idea of the project was presented and implementation possibilities in the various countries were discussed (context analysis).

The project coordinator estimates that this meeting and its preparation cost the national training body about 20.000 Euros (preparation time of the coordinator and his secretary, travelling costs and allowances, excluding the time spent by the partners). Costs were paid from a subsidy to stimulate international cooperation in education, which had been granted to the training body by the Dutch government.

Invited partners may find it interesting to co-operate in a Leonardo project, but now that the valorisation perspective has gained an increasing importance, international co-operation in vocational education and training as such seems to be losing its legitimacy for participating in a partnership. In our interviews, some project coordinators call this a pity for vocational education in the European Union and a disadvantage for project initiators who do not have a history in participating in European education programmes:

'This is what Leonardo certainly does; make institutions all over Europe work together. That is what it is aimed at.'

'It is impossible to meet all current project obligations and requirements within the available budgets. The importance of cross border contacts is underestimated. If you did not make these contacts possible, you would never get anything off the ground and every country would go its own way, separately. Now that I have participated in three projects I am starting to feel like a fish in European waters. I know a little bit about how the education systems in Europe work, I'm not afraid of giving presentations in English, etc. But you should be given the chance to make a start with this. All these new obligations hamper initiatives of people who are not that experienced'.

For bright educational Gyro Gearlooses and their partners, no place seems available anymore, unless they succeed beforehand in convincing target groups and possibly end users in the participating countries of the profitable proceeds of their ideas.

The **InTel** project has been inspired by discussions about the results of two previous Dutch projects in which, among others, a handbook on the quality of laboratory education had been developed. Two Dutch laboratory companies that have clients throughout Europe and that have been partners in these projects, expressed the necessity for their employees to get acquainted with e.g. German and Italian certification requirements when they are analysing raw materials in those countries. The subject of quality does not stop at the Dutch borders.

The promoter of the **LATE** project noticed in his contacts with colleagues from some Eastern European countries that these countries were lagging behind with foreign language education. In view of the accession of these countries to the EU, especially the lack of knowledge of good English was experienced as problematic. After repeated requests of his colleagues, the promoter has decided to draw up the Leonardo da Vinci proposal in which a Language Auditing instrument was to be developed, as well as a course in EU English.

The **Sign Language Europe (SLE)** project builds upon two earlier Dutch projects in which a kind of sign language system was developed. The idea for the Leonardo project started from the desire to extend this system and to find solutions for some deficiencies. The system is (sign) language-independent, which means that other nationalities would also be able to fill and use it.

The **Curriculum Greening Europe (CGE)** project was inspired by a major operation which took place in Dutch secondary vocational education at the end of the 1990s: the rewriting of the final terms of all (about 200) secondary vocational education programmes from an environmental point of view. The Dutch ministry of Education put millions of guilders into this project. Any final term that was related to environmental aspects was rewritten in a way that takes the environment into account. Education material was also written and implemented by the various national training bodies that are responsible for defining the final terms of education programmes and curriculum development. This entire process is called curriculum greening. The Dutch regional vocational education college started an e-mail discussion with some colleagues in education institutions abroad about the question whether it was better to fully integrate this attention for the environment throughout an education programme, or whether preferably specific and separate attention should be given to environmental issues as well. During this discussion the idea of designing a Leonardo project arose, which was supported by potential partners.

In 1996, 10 to 15% of the students of the agricultural education college that is coordinating the **SA-IVT** project, came from abroad. At that point already, the new director of the college and the current project coordinator were discussing the meaning of the European Union for their college and teaching. They came to the conclusion that internationalisation would offer possibilities to improve the quality of the education the college offers. During an international agricultural education conference in Italy, the director collected business cards, which, after returning home, he gave to the teacher. He also asked him to contact these people in order to make an inventory of their needs. This has finally resulted in the aforementioned Leonardo project, which has the objective to enhance the expertise of agricultural information services in regard to sustainable agriculture, and later on in proposals for other Leonardo projects.

4 The choice of partners

A quick step forward

The composition of the partnership in Leonardo projects has always been important from an awarding perspective. Project proposals with multi-actor partnerships divided over many countries were one up in the awarding process. Quantitative figures indicating high numbers of participating partners and participating countries were important in programme evaluations. The dilution of project money and the burden of management activities were often overlooked. In many situations the valorisation of project results which is aimed at now, sets opposing requirements concerning the choice of partners because partnership selection has to account much more for the possibilities of partners to influence the future education situation in countries, regions or industrial sectors.
Related to the context in which a project proposal is made, the selection of partners varies from being a relatively simple act in standing networks to time-consuming explorations when it comes to projects that are based in creative individual organisations. In regard to valorisation, however, no partnership selection context is a guarantee for valorisation.

Some words of advice in advance:

- *restrict the number of partner countries*
- *carefully consider the choice of partner countries, taking account of needs and context analyses*
- *carefully consider the choice of partners, taking account of needs and context analyses and the project objectives*
- *carefully consider integrating at least one partner per selected country that has the potential to extend the project results beyond the project boundaries*
- *carefully think through the balance in the selection process between heterogeneity or homogeneity of the partnership*
- *for specific project tasks, consider working with organisations as subcontractors instead of involving them as partners*
- *choose partners who are willing to contribute to needs and context analyses*
- *take care in selecting partners who put competent people in place to carry out the project tasks, including competent substitutes.*

In the course of time the composition of the partnership has already become an increasingly important selection criterion for Leonardo da Vinci projects. Project proposals with many partners from many countries and from many diverse backgrounds were valued positively. Disadvantages such as the dilution of the amount of money available for every partner and the increasing burden in the form of organisational and management activities, were ignored. Now that valorisation of project results has become another important selection criterion, project initiators have to find a new balance between various and sometimes opposing requirements for partnerships. From a

valorisation perspective the objectives of the project have to play a more important role in the choice of partners:
'It is important how you select your partners. Try to choose partners that have an interest in the product for their daily activities'.

The emphasis on valorisation gives way to a more fundamental debate among project coordinators about the objectives of the Leonardo da Vinci programme in relation to partner choice in projects:
'Everybody knows that if you have ordinary organisations in your partnership, the valorisation potential at the various national levels is limited. The expectations that you raise might be difficult to fulfil with schools and private organisations. If you only have umbrella organisations in a project, however, funding is used for making policy, but often still on a rather accidental basis. Policy makers are often included in networks. This is far removed from the working practice of education, which is a pity. Schools and other organisations should work together in practice so that they can learn about the education systems in other countries. It is, after all, the objective of the Leonardo programme for people to meet and co-operate to produce innovations in education. If you only operate with umbrella organisations, you are far removed from education itself. In that situation, everything is politics and everything ends up with policy makers. If you still want to create a broad support for Europe and bring about positive thinking about European unification, you have to take care that particularly the people on the work floor, our students, our teachers, education developers, etc. actually work together with people from other countries.'

Considering the still large variety of vocational education systems and practices in the European Union and the many different procedures that are applied for introducing changes in these education systems, it may be better for the purpose of valorising project results to concentrate the efforts to develop a new education product in a relatively small number of countries and a more homogeneous partnership.

The **ICZM Training** partnership now thinks that it has reached its limits with 12 partners from 10 countries. The promoters have been discussing a version of the training programme for engineers from the business community as well, but decided that this would have to be a different project.

However, if the objective of a project is to disseminate the results of a previous Leonardo project to other countries, it still may be efficient to involve a larger number of countries.

a. (Innovative ideas defined by) standing networks of organisations

In case of needs and/or project ideas that are expressed within a standing network of organisations that focus their attention and activities on specific subjects, the selection of the partnership appears to be relatively simple: members of the network. In practice, however, it is often not that obvious. Networks may be composed of people who are not used to operating in educational practice or in projects, e.g. public servants responsible for a specific subject in their country or region. In order to develop a project and to carry it out, other people and organisations have to be involved.

In the **ICZM Training** project, for instance, most members of the EUCC are representatives of governmental institutions. The secretariat of the EUCC has practical experience in developing projects. They decided that in order to develop a sound project with capable partners, they had to look for partners at another, more practical level: trainers and practitioners. These partners were quite easily found through the EUCC network, which is all over Europe. In the course of the first year the EUCC succeeded in finding other Dutch funds, which enabled them to enlarge the partnership. With every new partner, new networks were being drawn into the project and so, according to the project coordinator, the opportunity for dissemination and application grew.

In the **EuroTraNet** project it was important to include members of the network, not only because these member organisations are all employed in educational practice. All members have their focal point of attention at national level. The objective of developing a Leonardo project was to tighten the network and to promote its relevance for European training policy in the transport sector.

Valorisation of project results is not guaranteed beforehand in these situations. Although the need for a specific product has been expressed, in practice it can still be rather difficult to reach the end users of the products aimed.

In the **ICZM Training** project, for example, coastal managers, the end user category aimed at, were not involved as project partners. It was left to the national project partners to think of a way in which to reach them.

Common policy interests of the member organisations of standing networks are often the motive for developing projects and for searching for funds from European grants. Such networks do not restrict this search for funds to the Leonardo da Vinci programme. Grants from other European and national funds enable them to proceed with and build upon the results of Leonardo projects or to develop new Leonardo projects. These kinds of networks are in a clearly favourable position with respect to European programmes such as Leonardo da Vinci.
A critical remark was also made by one of the project coordinators:
'Some people and organisations use standing networks for all subjects concerned, while my experience is that the choice of partners depends on the context of a project. Different contents require different people or organisations'.

b. (Innovative ideas that build upon) previous projects

Partnerships that are experienced as successful by their members and ambitious project coordinators often form a good breeding ground for continuing to develop projects for the Leonardo da Vinci or other programmes. An important condition for a successful partnership is that the partners are capable and reliable. Ideas for new projects often rise whilst carrying out projects. These new projects do not necessarily but very often actually build on past experiences.

The co-operation between these partners sometimes seems to take on the form of networks, certainly if they have the opportunity to also meet outside the frame of the Leonardo project(s). Related to the objectives of successive projects, an extension and partial renewal of project partners may be observed.

The **Eastmeat** project had 18 partners in 5 countries, many of them belonging to the Ecceamst network. Ten of them had already been involved as partners in other projects, not only subsidised by the Leonardo programme but for instance also by the Comett and the Socrates programmes. Continuity of projects is an important condition for maintaining a network. In the meantime, many of the contact persons were responsible for various projects at different education levels simultaneously. These are very reliable project partners who have built up much experience in regard to central subjects of the Ecceamst network. If they agree to participate, they will do everything that is necessary for a successful project, according to the project coordinator.
In the Eastmeat project it was considered important that the end users of the training course were integrated in the project as partners, in this case some large meat companies in the network. They should help to design and test an example, which can later on be distributed to smaller companies. In the Eastmeat project, two partner companies left the project. Their membership was based on a more personal basis, and when these contact persons left the company, their successor did not want to continue participating.

A continuing partnership may also be observed in the area of sustainable agriculture. The **SA-IVT** project was the first one in a series on sustainable agriculture that concentrated on initial vocational education. The coordinating agricultural education college had never cooperated with the partners in this project. They were found rather by coincidence. There is a large annual conference about sustainable agriculture in Europe. The agricultural education college is a generally recognised institution in this field, and is frequently approached in the lobby with ideas for or questions about cooperation. Most of the partners were found in this way. They were all institutions which had an interest in or had already taken initiatives in sustainable agricultural education.
The second project concentrating on developing an initial education programme at level 4 was awarded one year later. The coordinating partner in this new project is the same organisation and the same person as in the SA-IVT project. The contracting organisation of this project, however, is one of the partners of the SA-IVT project, which is located in another country.

c. (Innovative ideas that result from) new international, European developments

Projects that are related to policy developments at international or European level can be of interest and importance to relevant players in all involved countries. The project initiator stands a good chance of finding organisations with common interests and needs.

The execution of EU regulations or directives or the aim to achieve specific European policy objectives may have consequences for vocational education and training in countries of the European Union.
In case of EU regulations, this often results in continuing vocational training courses which for instance provide employees with new knowledge and competences that are necessary

to perform a job in the European Union. For example, new EU standards concerning the strength of concrete necessitate additional knowledge for construction engineers and have led to a Leonardo project.

Eurocode 2 will replace the current national standards for designing concrete constructions in Europe. This will generate an enormous need for the retraining of practising civil engineers in order for them to get acquainted with and to learn to work with these new norms. Research from the European Concrete Society Network (ECSN) showed that education about the new Eurocodes is lacking in Europe.
The idea was launched to develop a training course on the basis of an existing education programme, EuroCADcrete. EuroCADcrete is an interactive, self-directed computer-aided learning tool at undergraduate level which addresses the design process of engineering constructions with reinforced concrete, the structural integrity of the design and its economy. In the **EuroCADcrete** project the original EuroCADcrete learning tool is adapted to become suitable for the new Eurocode 2 norms. Partners in the project are a number of universities and a software company that were involved in the development of the original tool. Some concrete societies, members of the ECSN, also belong to the partnership and were assigned the task of making a course book that is attuned to the steps in the new learning tool.

Interest groups of employers or educational organisations that are specialised in a specific sector may use funds for projects such as the Leonardo programme to develop these continuing education courses. Partnerships between such organisations can be established relatively quickly and easily. In these cases valorisation of the very practical, applied courses is also relatively easy because the need for additional training for practising engineers and for students is obvious for every organisation operating in the field. In such a project, partners acquainted with the specific field of operation are often traced in every country to put the training into practice.

When specific European education policy objectives are defined, this may also inspire project ideas. Definitely in cases where these objectives concern European education systems and practices in a broad sense, ideas for projects may arise everywhere and initiators of project ideas are less likely to come only from specific niches in the education field.

The idea for the **LABMAQUAL** project, for instance, a study of labour market involvement in quality assurance in professionally oriented higher education, came from a research institute. A research project needs partners that are experienced in doing research. Based on theoretical knowledge and some digging into the higher education systems of several EU countries (context analysis), they selected five countries for the study and subsequently research institutes in every country as partners, mainly based on experiences with these institutes in other international research projects and, in one case, on the basis of recommendations. As these researchers themselves realised that research institutes nowadays have little policy influencing power, they were conscious of the fact that for valorisation purposes, the project would need links with at least one organisation in each country that plays a part in quality assurance in higher education. In every country, the project coordinator together with the respective research partner selected and approached relevant quality assurance organisations to participate in the project as partners.

e. (Innovative ideas that are based upon) the creative thinking of initiators of projects who possibly but not necessarily include developments taking place in their own national context

From a future valorisation perspective, the most difficult situation for a project that is likely to be successful in the awarding process exists when a creative education practitioner or another person involved in some way in vocational education and training, has an innovative idea for a Leonardo da Vinci project. The first important step to undertake for this person is to convince their own organisation, more particularly its management, of the desirability to invest time and money in the development of a project proposal. Having succeeded in doing this, (s)he and his/her colleagues usually start working on the content of the proposal and finding project partners.

The idea of going into Europe with the **Market Monitor** in the retail trade was included in the 'international policy plan' of the Dutch national training body for the retail trade. Therefore, the project clearly had the support of the management of the organisation. The director even visited two of the project meetings and the final conference. As the Dutch national training body in the retail trade has already been active at international level for quite a long time, it has a substantial international network of organisations with which it has cooperated. Partners for the project have been selected mainly on the basis of three criteria. The first one was that it had to be an organisation operating in the retail trade; the second one was that preferably, the training body would have had previous contact with the organisation, more particularly in the form of working together in an earlier project. In the end, there was only one German organisation in the partnership with which the training body had not cooperated before.
Since the idea for this project arose, the initiators have considered it important for the project to have an impact. The partnership should be composed in such a way that good conditions were created to realise this. Therefore, the third criterion for the partners was important. They should be interested in developments in the retail trade, be able to make a good contribution, and be in a position to exert influence in education in the broadest sense of the word in order to enable impact of the project results. Ultimately, the partnership counted ten partners from six countries. Rather quickly, it appeared to be a problem that although the partnership seems to be homogeneous, the partners are active in quite different contexts in the various countries. Their responsibilities within these contexts are also different and so is the impact they can have. With four partners: the national training body, a vocational education college and the social partners, all the actors that play a role in developing and carrying out the qualification structure in secondary retail trade education in the Netherlands, and that can bring about impact, are covered. Creation of a basis broad enough to bring about impact in the other five countries would most probably have made necessary the presence of the same amount of partners per country, amounting up to 24 partners, which is not feasible. Therefore, other partners could only try to have an impact in their context, which was within the reach of their possibilities. In the Belgian context, for example, no formal qualification structure for the retail trade education exists, leaving changes in the education offer up to the authority of the individual vocational education college that was a partner in the project. Partners in some other countries had a role in continuing vocational education and therefore no possibility of influencing initial vocational education.

If the initiator or his/her organisation does not already co-operate in international networks, it may be quite difficult to find suitable (capable and reliable) project partners. Partner search engines may offer some help, but it may be better to try to find partners

on the basis of recommendations of colleagues or on the basis of some concentrated research on the internet.

The promoter of the **LATE** project did not really know what was happening in Eastern European language training institutes. For the partnership, he was relying on his existing contacts to start with. These were not enough, however, as he wanted to have a good mixture of partners, including partners who could be defined as belonging to the target group. It was a deliberate choice to include in the partnership some government organisations in which the audit instrument was to be tested, in order to gain easier access to their personnel. Some partners were found through informal connections and a few through the Leonardo partner search engine. Some of the partners were university institutions with a task in foreign language education and some were private foreign language teaching companies. On top of that came institutions that had, among others, dissemination tasks and translation and editing tasks. In the end the project counted 17 very diverse partners in 7 countries, which is far too many, according to the promoter now. It is too laborious to communicate, and the division of tasks during the project is imbalanced. In the project meetings, for instance, the government organisations belonging to the target group could not contribute in any way when the development of the audit instrument was discussed.

For this type of initiators of partnerships, formulating a valorisation plan is difficult. They sometimes lack experience in touching the right chord in the proposal text, they have to invest a disproportionate amount of time, energy and therefore money in an analysis of cross-country needs and the solidity of their partnership still has to be proven.

In the **CGE** project, 9 partners were involved from 7 countries. The partner institutions had quite different backgrounds. The coordinating regional vocational education college was acquainted with some partners because they belonged to the network of the international department of the college. Others belonged to the Environet, a European network for environmental issues in vocational education which a former colleague of the project coordinator was familiar with. Reviewing the partnerships' composition, the project coordinator states that if he had known everything in advance, he would have preferred to look for a number of other partners. The dissatisfaction does not mainly refer to the production and exchange of good practices of environment-integrated education material. The main bottleneck is the level of many partners' competences to influence educational policies in regard to mainstreaming environmental aspects in vocational education programmes. In regard to the choice of partners, these two project objectives are not compatible. They ask for partners from different levels in the education systems.

For instance, he is less happy with the partners who are very much specialised in environmental education, because the focal point of the project is different: integration of environmental aspects throughout other education programmes. One partner is a representative of a professional higher education institution in a Southern European country. Although the content of their contribution in regard to good practices has been very much valued, the situation in regard to the subject under discussion in secondary vocational education remained unclear. The representatives of the ministry of Education from one of the accession countries had to leave the project after the elections, because they lost their job. In the United Kingdom, a partner who was very enthusiastic about the project turned out to have changed his job by the time the letter of intent had to be signed. His employer, a vocational education college, was not posted about the project, could nevertheless be convinced to participate and sign the letter of intent, but was subsequently rather inactive during the project. The project coordinator is critical about the partner awarding criteria: *'Coincidentally, one of our partners was a women's institute that promotes women in technical professions. In that case you get an extra plus, which is why you try to include such a partner in your project. I don't get it. A project has to be awarded or not for what it is worth, and not be influenced by this nonsense'*. The project coordinator thinks that finding the right partners related to the objectives of the project is an important issue and he wonders if the National Agency could play a more specific advising part in this respect.

In the **SLE** project, partners from four countries were involved. A partner from Slovakia, however, whose contributions were beneath the required level, left the project after the first year. Because the English partner had a specific research task, the actual development partners were only Dutch and Belgian institutions working for deaf people. The withdrawal of the Slovakian partner had a negative effect on the dissemination possibilities, whereas it had a positive effect on the project-internal communication. As there are three different sign languages in the Netherlands and no fewer than seven in the Dutch-speaking part of Belgium, the language-independency of the system could be tested anyway.

In the **InTEL** project proposal, 26 partners were involved initially. The national Leonardo Agency advised to reduce the number of partners. Finally, 16 partners remained, which should have been fewer, according to the coordinator of the project in retrospect. The coordinating regional vocational education college was already acquainted with some partners, whereas others were entirely new. Some of them were very well aware of the subject involved, whereas others were less aware or not at all. This has influenced their dissemination and valorisation potentials throughout and after the project.

The increasing severity of awarding criteria for Leonardo projects will make it increasingly difficult for people and organisations who have innovative ideas but who do not already have international contacts and experience, to have project proposals awarded and to become involved in innovative international projects.

5 Project objectives

A quick step forward

In the past, project promoters were generally exuberant in formulating the objectives of their project because they believed that this would enhance their awarding chances. Projects often seemed to be able to fit all sizes in regard to the abstract Leonardo programme objectives. In fact, however, formulating project objectives also means an obligation to attain them within the project or at least having undertaken strong attempts to attain them. That could be quite difficult with objectives that range from involving target groups at micro level to target groups at macro level within one project. From a valorisation perspective, impact should be realised beyond the objectives that have to be achieved within the boundaries of the project. Therefore it could be more sensible to concentrate the project efforts on a limited number of attainable objectives, which are also easier to communicate inside and outside the project.
Partners in a partnership can have fully shared, partly shared or different objectives for participating in a project. Realising a surplus value of the project results is most probably easiest to achieve in case of shared objectives. Nevertheless, also in regard to individual objectives a surplus value can be achieved, but in that case these specific objectives of partners have to be made explicit from the start of the project.

Some words of advice in advance:

- *formulate only a few realistic and attainable shared project objectives in the project proposal*
- *if applicable and relevant from a viewpoint of valorisation, also formulate specific project objectives per partner country*
- *be aware of the fact that from a valorisation point of view it is important to make a distinction that is as clear as possible between the achievement of the project objectives and the valorisation of the project results beyond the project boundaries*
- *devise a valorisation strategy together with the partners before the start or in the beginning of the project in order to plan further impact of the expected project results*
- *have the partners in every country work out a strategy and an activity plan for implementation that fits in and is adapted to the country's context*
- *firmly anchor this valorisation strategy in the organisations of the project coordinator and of the project partners*
- *keep the target groups for valorisation informed about the progress of the project, preferably in face-to-face meetings because this opens up the best possibility to get information about relevant field developments in return*

Nowadays a project objective such as enabling and realising international contacts and experiences in the field of vocational education and training alone will hardly contribute towards the chance of a proposal being awarded. Some project coordinators think that this is a pity:
'My experiences in three to four projects are that disseminating and valorising project products is difficult. The first product is the experience that you gain with a number of partners, in a

network. Because the market and the environment changes quickly the product itself, whether it be a CD, a book or a website, has only temporary value.'

In every Leonardo da Vinci project proposal one or more other project objectives are formulated. But on top of that, partners may often have their own open or hidden objectives for participating in a project.
In the past, project objectives were frequently defined as broadly as possible and were directed at many target groups at diverging levels of operation. For example, project objectives were formulated as:

- *'harmonise and standardise the content of apprenticeship training programmes'*
- *'harmonising environmental education in vocational education throughout Europe'*
- *'an advice on how to implement identified key competences into the national professional structures of the partners' (the project coordinator: 'we found out that this was not possible. Anyway, such an advice would not have brought in anything')*

Project objectives which are formulated in such a way seem to show valorising ambition. The truth, however, is that such ambitions must be considered as a kind of window-dressing; partnerships often knew beforehand that such high level ambitions could not be realised. Looking at what really happened in projects, as a result of the new focal point of attention: the valorisation plan, we expect that these highfalutin ways of wording objectives will disappear. In their definitions of project objectives, project proposals will stay much closer to the direct project objectives, meaning the project results or products. The valorisation plan, however, requires surplus value of the project to be described as early as in the project proposal. Project promoters and partnerships will then most probably become much more cautious in defining high-flown ambitions because it might be difficult to fulfil them. Broad prospects about harmonisation and standardisation of education programmes and about mainstreaming project results in education systems will disappear to make place for more realistic and better attainable objectives.

The coordinator of the **Sa-IVT** project, which aimed at developing an education level two programme in sustainable agriculture, was well aware of the fact that the qualification structures in every participating country are differently organised. This is important not only in regard to the contents of the education programmes in these countries but also from the viewpoints of accreditation and funding. The project coordinator held the opinion that a Leonardo project should not get involved in these matters because it will be lost in endless discussions. As early as in the project proposal, a deliberate choice was made that the project would be restricted to agricultural subjects, more specifically to what educational content should be provided for a sustainable agriculture education programme at level two on the basis of qualification criteria that are defined within the project. Every partner, however, would have to find his own way of fitting the results into the existing national qualification structure and the national requirements.

The **CGE** project had the ambition to disseminate the Dutch ideas about paying more attention to the environment throughout secondary vocational education programmes in Europe. Besides this, the production and exchange of good education practices in regard to the integration of environmental aspects in vocational education were aimed at.
In practice, especially the first objective proved hard to realise for various reasons. The most important ones were the choice of the partners in the project and the structures and procedures involved in changing curricula in the participating countries. In Germany, for instance, education programmes are not based on final terms, the business community plays an important part and there are no national training bodies. Changing a German curriculum in vocational education requires another scheme of procedures than in the Netherlands.

In the past, when making Leonardo proposals, promoters sometimes formulated many objectives that cover a wide field of aspects, only in order to increase the chances of their proposal being awarded. From a valorisation perspective, in order to realise significance of the results after the project's lifetime, it is better to focus the efforts on a restricted number of objectives:
'The more limited the objective of the project, the bigger the chance that the project results will be used in more countries. Only the impact is restricted. It is like a drop in the sea. If the project has bigger objectives at the level of the qualifications structure(s), it is confronted with questions about acceptance, implementation, improvement, integration in the system, etc.'.

In its project descriptions, the **InTEL** project defined a very large number of detailed objectives. A selection:

- Production of an adequate training module to get students acquainted with Interlaboratory Researches (ILRs)
- Determine the currently best possible method of analysis (best performing, best fit, most student-friendly, most environment-friendly) for selected cases
- Produce and compare with each other results with the self-developed analysis and evaluate own achievements
- Confront students with national, European and international norms and (dis)advantages for their school situation, and have them assess suitability
- Set up an outline for optimising analysis methods
- Develop materials about adequate analysis techniques in agreement with the didactics chosen together
- Enable schools to profit from know-how of local or international companies regarding quality assurance and analysis methods
- Transfer know-how from companies to laboratory schools
- Intensify cooperation and lasting contacts between laboratory schools and (local) companies
- Communicate with partner schools and companies about methods, etc. by an ICT network fit for the purpose
- Create an adequate communication network for teachers and students
- Complete a set of fully tested analysis methods in the English language that will be useful for laboratory education all over Europe
- Implement products of the project in laboratory education
- Continue ILR based upon the products of the project
- Improve students' English language skills

During the project it already became clear for the partnership that for communication and dissemination reasons alone, the number of project objectives should be limited, in this case to three:

- develop educational material on quality management in laboratories
- develop a website for communication on quality management issues
- design a good logistic structure for distribution of sample materials

The objectives that are aimed at by a partnership can be fully shared, partly shared or be different for each partner country and/or for each partner.
Standing networks of organisations that have identified a certain need, may again relatively easily define common objectives for a Leonardo da Vinci project. Nevertheless, even in that case, the objectives of the project for one country or of one partner may be different from those of other countries / other partners in the project. This may depend on the specific context in a country or for a partner with respect to the subject under discussion.

In the **SA-IVT** project, for example, the objective of the Dutch project initiator and contractor has been to develop a professional profile and a related education programme on sustainable agriculture at European level. The project was to create a sounding board for his ideas about sustainable agriculture, which were already laid down in a Dutch education programme. Whilst fulfilling that role, other partners tried to pursue their own objectives as well at the same time, which generally consisted of finding a way to shape and position their own education at local and regional level (see case description). The German organisation, for instance, needed a curriculum to educate the youngsters it was taking care of, for a recognised certificate.

What is valorisation in such a case? The project-related needs and project objectives of the coordinating organisation were fulfilled, the needs and project objectives of e.g. the German partner organisation were partly fulfilled; but in attaining this, can we say that the project results in the Netherlands and Germany have been valorised; do they have a surplus value beyond the project boundaries?

Common project objectives are no guarantee for a valorisation of project results. However, the less common the objectives of the project are, the more difficult it will be to achieve a surplus value of the project results, surpassing the direct project boundaries.

The character of the project objectives is of course closely related to the project products.

In the **Eastmeat** project, the main objective was to develop a training course for middle managers in the meat industry. Additionally, a glossary with concepts from the meat industry was made in six languages.

Project products may be tangible, material products but may also be non-tangible ideas and concepts. Especially when considered from a valorisation point of view, hardly any of the products of Leonardo da Vinci projects are identical. Products with the same appearance (e.g. a CD) and the same kind of content (e.g. an education programme, laid out in the same structure) cannot be valorised in the same way (see chapter 6).

In one project, various objectives may be aimed at which require different valorisation strategies.

The **LATE** project had two clear but different objectives: the development of a language audit instrument and the development of a course in EU English. Valorisation of these products beyond the boundaries of the project asks for different strategies.

The **SLE** project had a major objective of enhancing the integration of deaf people into mainstream vocational education. During and not before the project a comparative study was carried out into the situation in this respect in a number of countries. Three more concrete but rather different objectives were: the extension of a language-independent, dictionary-like system for sign language, the building of a European network and the setting of a quality standard for sign language. The first objective, the creation of a language-independent sign language system, has been realised; for various reasons realisation of the other two proved to be difficult during the project.

The objective of the **Market Monitor** project was to connect international trends and developments in electronic retailing with retail trade education in the participating countries, using a Market monitor. It was the intention to test whether the originally Dutch instrument Marktmonitor, which collects information by using several data collection techniques, could also be applied at international level in order to prepare the drawing up of a set of European competences that are needed by people who are or will be working in e-tailing. The partnership succeeded in composing a 'competence matrix', which may serve as a basis for developing education programmes for several jobs or tasks in e-commerce. Some partners even succeeded in making education programmes during the project.
All the project partners are institutions that operate in education, and the education development objective of the project, the matrix with competence profiles, has been realised. In regard to the research part of the project, however, a successful follow-up will be more difficult to realise. Apart from the data collection, all the research activities were carried out by the Dutch national training body. Research is not the core-business of the partners. The project coordinator thinks that the confrontation with research in vocational education has been an interesting exercise for the partners, but he doubts whether they would be able to apply the instrument themselves at national level. In a future project with this partnership the national training body would still have to take the leading role in this respect.

For valorisation activities, one must be clearly aware of the specific context in which a certain product has to 'function'. In formulating the project's objectives this has to be taken into account rather precisely. This is the main reason why it is impossible to give detailed general guidelines for the valorisation of Leonardo da Vinci project products. Each product is unique in its context and valorisation activities have to be planned one to one for that context.

Some project promoters are reticent about valorisation expectations:
'I think you should set yourself targets. What you should not do is promise, for instance to show three successful valorisation activities at the end. You might state that you make three documented attempts to have the product used, that you reserve time and force yourself to search actively for partners and possibilities, that you meet the responsible people and that you try to convince them. It might not work out, but with the minutes from these meetings you can

at least say: I have tried. That is realistic. If you really want to develop and implement an innovation, you need a larger time frame. And if you want to develop innovations at European level, it is difficult to expect and find 50% national contribution. The Commission would have to finance at least 90%. And the rates are ridiculous. Normally you would not be able to afford it.'

Products

A quick step forward

Possibilities and difficulties for valorisation are related to product characteristics. Products of Leonardo projects vary from training programmes and teaching material, models and instruments, new occupational profiles and qualifications, networks and co-operation processes to policy ideas in regard to aspects of the education system. Contextual factors seem to have the most influence on valorisation potential in the case of training programmes and teaching material, new occupational profiles and qualifications and policy ideas. The implementation of innovative models and instruments beyond the project boundaries is less context-bound and relatively easier to do. The possibilities and best way to achieve surplus value of the products often cannot be assessed properly before a substantial part of the results is available that can be shown to target groups. Moreover, these possibilities can be different from country to country, region to region and sector to sector. If valorisation regards changes to education systems, the policymaking processes are mostly very complex, touching many interests of relevant key players who are involved in those processes.

Some words of advice in advance:

- *realise good quality products and make partners believe in the quality of the products*
- *make visible the contours of the expected products as early on as possible during the project to project partners and if relevant to target groups*
- *at the start, have the project partners make an explicit analysis of the context in their countries if valorisation of products such as training programmes and teaching material, new occupational profiles and qualifications and policy ideas are expected as a result of the project; update this analysis regularly.*
- *decide prior to or early on during the project for which target group(s) beyond the project boundaries the products should have an impact*
- *be explicit about the valorisation effects beyond the project boundaries if setting up co-operation processes is the objective of the project*

Leonardo da Vinci projects have resulted in a multitude of products. Their great diversity has already been emphasised.
Possibilities for valorisation are closely related to product characteristics. Valorisation activities aim to extend the significance of products of a project beyond the project's boundaries, making it necessary to disseminate these products to target groups and end users. Dissemination activities are indispensable for valorisation.

Products for valorisation can be categorised in the same way as was done with dissemination objects in our 'Handbook for dissemination strategies' (2001):

- training modules
- innovative teaching contents
- innovative teaching methods.
- models / instruments.
- new occupational contents / qualifications / qualifications comparisons.
- network organisation and planning
- cooperation modalities between various actors
- international cooperation processes.
- policy ideas and proposals in regard to parts of the educational system.

Training modules, innovative teaching contents, innovative teaching methods

A needs analysis is considered as essential for a later valorisation of project results. Therefore, improving vocational education via Leonardo projects is led by demand rather than by supply. The starting point for a Leonardo pilot project is a practical education-related problem for which no solution has yet been found and for which a new solution must be thought of.
Leonardo projects should lead to innovative products. This has to be interpreted broadly, and may take many different forms: new teaching material, new applications of scientific knowledge, specific products made to measure for new target groups or new teaching methods. They might even be new training programmes. Valorisation means the application of the innovative module, teaching content, teaching method in the education programme(s) of a specific country, a specific region, a specific sector, or specific education programme beyond the boundaries of the project partnership.

In the **ICZM Training** project, a self-directed training programme for coastal managers has been developed which is freely accessible in several languages on the project's website and can be used by everybody who is interested. The partnership has received very positive feedback from the original target audience, coastal managers in Eastern Europe. It is difficult, however, to monitor in another than anecdotal way whether and how the course is being used by coastal managers. Some university partners have used modules in their own teaching programme (NL and TR) and in a training course for coastal managers (PL). An unplanned valorisation effect has been that the university of Oldenburg (D), which is not a project partner, is applying the ICZM training modules in its international coastal zone management education programme.

In the **LATE** project a training course in EU English was developed which was published in a book, including a CD. The course is promoted by some advertising chapters on the project's website and copies have been sent for review to magazines in several countries. The promoter has also shown the course book in some presentations at international conferences. So far, however, the publishing company is not satisfied about the sales figures.

In the **Eastmeat** project a training course was developed with four modules for middle managers in SMEs in the meat industry. The course is available in Czech, Hungarian, Polish, German and English on CD Rom and on the project's website. The modules were tested in companies and in schools in the Czech Republic, Hungary and Poland with positive evaluations. Subjects picked from the modules are being used in 3 to 4 schools in the aforementioned countries, which is quite a lot for such a small sector as the meat industry. In Austrian universities the course material is being used for case studies.

In the **CGE** project, good practices of greened or sustainable education materials were exchanged between the project partners. Some of them, for example about sun cells, produced in Germany, have been incorporated in the programme of the coordinating vocational education college. A number of bilateral and trilateral co-operations between partners have been realised, for example in the field of environment and electro-technics on the one hand and sun cells on the other between the German and the Dutch partners. Partners are allowed to upgrade the acquired education material to suit their own needs.

The education institutions which were partners in the **SA-IVT** project, use the education programme on sustainable agriculture in one way or another. Beyond the project boundaries the Hungarian partner was asked by the Hungarian ministry of Education to write a curriculum for accreditation at level two and at level four. A vocational education college in Finland has included the programme almost entirely in its curriculum and also translated parts of it in Finnish. Courses in biological dynamic agriculture in agricultural schools in three Portuguese cities are also using the contents of the EU level two programme. The project coordinator has been invited to give a presentation in France where there are plans to introduce sustainable agriculture in continuing vocational education.

Models / instruments

Many Leonardo projects have developed models or tools, including models to predict and determine training needs, tools for evaluating (the quality of) vocational education, models for preparing training plans or to improve vocational preparation for specific target groups, etc. Valorisation of these products by applying and transferring them and making them available beyond the project boundaries is, at least theoretically, a relatively manageable activity.

In the **LATE** project an instrument for a language audit was developed and published in a handbook. In four countries the instrument was used by some of the project partners in the testing phase of the project. Also in four countries, training courses were taught to make language teachers and students familiar with the instrument. At one Polish university the training course was also taught as a part of a summer school. In principle the language audit can be applied by the project partners. In practice, besides the project promoter, there is only one other partner that is promoting its language auditing capabilities: a Bulgarian private language teaching company.

In the **InTEL** project a website was developed that enables students in laboratory education but also employees of laboratory companies / departments to improve their competences by analysing and comparing identical controlled samples of materials internationally

A website is the product of the **EuroTraNet** project; it has aimed to be a platform of knowledge transfer and exchange of expertise. The amount of content that is available per country, for instance information about transport and logistics training programmes and the education structures in the participating countries, varies rather a lot. According to the project coordinator, somebody who would want information about the possibilities for training in a country abroad, e.g. a student, had better call the training organisation in that country.

In order to test the key competences that are drawn up for certain professions in the **EKC** project, a toolbox with three instruments has been developed: an upgraded multiple choice test, a practical assignment and a 360o feedback. This toolbox has been translated in the languages (5) of all the partners and is accessible for all the partners on a website with the help of a password. The database that is part of the toolbox is so complicated that it would not yield anything if it were to be made openly accessible.

The language-independent sign language system in the **SLE** project is an automated dictionary system on DVD, which shows pictures and videos on the one hand and signs expressing their meaning on the other. The system has to be filled with content. The Dutch and Belgian institution(s) fill the system with different content, related to the sign language that is most applicable. In the participating Dutch institutions for education of deaf people, the system is used intensively. The participating Belgian school is also putting much energy in filling the system with 'Flemish' words. Because it does not make much sense to spread a system with only 2000 words of content, the central Dutch Centre for sign language, using its own financial means, is still filling the system, up to about 7000 words. After that, a DVD-Rom will be produced for sale.

New occupational contents, qualifications and comparisons of qualifications

Projects relating to new job contents/qualifications are often concerned with issues such as developments in industry, labour market related training consequences, core qualifications, etc.

The **Early Bird** project, for example, has made an inventory of the changes in the machine tool industry in five countries and has analysed the consequences for the qualifications of skilled workers in that industry. In order to assess the valorisation potential of the project outcomes, e.g. the possibility to influence the national qualifications and the education programmes in the metal sector in the participating countries, the educational situation in the metal sector in each country had to be re-evaluated towards the end of the project. The analysis of the developments in the machine industry also made clear that although there are some general trends in this industry in the participating countries, the solutions for problems, as far as vocational education is involved, are different.

The analysis of new developments and related (educational) needs is in fact an integral (research-related) part of this kind of Leonardo da Vinci projects. The possibilities for valorisation of the project results often cannot really be assessed until a substantial part of the results of the project is available. These possibilities to influence the education system may vary from one participating country to another and depend on the content of the project results, of the particular situation in a country with regard to the subject concerned towards the end of the project and of the particular interests of relevant key players in the field.

The final product of the **Market Monitor** project was a competence matrix for sales professions in the electronic retailing (e-tailing) sector, based on research into the developments in this sector in six countries. Vertically, the axes of this matrix distinguish six general competences such as adaptability-flexibility, communication with people, organisational ability, etc., and horizontally six working areas such as customer service, logistics, management, etc. In the 36 cells, competences are described which are an elaboration of a particular general competence in a particular working area. The idea of the matrix is that elements can be selected from it in regard to general competences as well as working areas and combinations of both.
An objective was also that already in the course of the project educational material would be produced on the basis of the matrix. That was done in the Netherlands and in Belgium. Apart from each other, the participating schools in both countries have developed education programmes which consisted of existing programmes that have been adapted on the basis of the competences described in the matrix. Although each school has used the competence matrix as input, the resulting education programmes were very different because the existing programmes were different to start with. Focal points in the Belgian programme are the more technical aspects such as building websites and developing e-learning materials; the Dutch programme is concentrated more on organisational aspects that are important for entrepreneurs and managers.

In the **EKC** project, common European key competence profiles have been drawn up for a number of professions, based on desk research, interviews with company managers and employees in the participating countries. The project coordinator does not really know if the key competence profiles have been applied. The Austrian partner had a plan to further use it. The Romanians wanted to do something with the database. In Spain the employers' organisation, which is a partner, planned to apply it in some companies. In reality, however, the coordinator thinks that in most of these countries these profiles have not yet been used.

Setting up networks, co-operation arrangements between various actors, international co-operation processes

Leonardo projects often concentrate on making concrete products such as course programmes, modules, handbooks, teaching tools, research reports, and so on. In every case, there is a tangible product.
Leonardo, however, also includes projects on disseminating knowledge and setting up networks which may, for instance, be sectorally, cross-sectorally or thematically organised. Networks can be tools for giving projects impact that reaches beyond those people directly involved in the project.

The new **ENSA** project, for instance, is directed at building a network of education institutions that teach sustainable agriculture as part of their programme. Valorisation may then consist of the fact that products of the series of Leonardo projects in regard to sustainable agriculture are spread further. Also, ideas for new projects can arise in this extended network.

The Ecceamst network was set up to bring together (higher) education institutions, research institutions and the meat industry. In later projects, the network developed, among others, education programmes such as in **Eastmeat**. The Ecceamst experience, however, shows that in order to maintain a network, a strong pace-making organisation must be willing to invest in the network. The 'founding father organisation' of the Ecceamst network recently decided that other priorities are now more important than Ecceamst, and has ended its financial support. It is proving difficult to find another organisation to lead and coordinate the network. The future of the network is now really endangered.

The EuroTra network has started the **EuroTraNet** project with the objective to strengthen the network. The project succeeded in doing so. Not only has the network become more mature, but the project activities also had some unintended consequences in this respect. The network has been extended with two new members and in some countries contacts with relevant other parties have developed or have been strengthened, e.g. in the Netherlands with the ministries of Traffic, of Housing, Spatial Planning and Environment and of Economic Affairs respectively.

Networks, co-operation agreements, and co-operation processes cannot be seen as valorisation results as such, because bringing about co-operation is the core of the objectives of the project. Valorisation is realised as a result of this co-operation: the common development of education modules, the transfer of educational content or teaching methods to members of the network or others (end users), the development or transfer of specific instruments, and even the development of new, innovative Leonardo da Vinci project ideas. Valorisation here refers to the initiatives that are started or continue after the Leonardo project has been finished.

The **ICZM Training** project has been very successful. The project partners wanted to continue their cooperation and extend it with networks in other regions such as around the Baltic Sea and around the Black Sea. Therefore the Leonardo project Coastlearn has been set up, which was awarded in 2002.

Policy ideas related to aspects of the education system

Leonardo projects should try to exert an innovative influence on the education systems of one or more countries. This is no easy task, and in many cases projects have shown little to fulfil this aim. Changes to education systems are subjected to complicated policy-making processes with many parties involved (such as government bodies, the social partners, representing umbrella organisations, education institutions) playing an important part, and the final result being determined by political discussions, negotiations and lobbying. The most that can be expected of Leonardo products is that they are disseminated with the aim of their being incorporated in elements of the vocational system, including organisations that were not involved in the project.
However, on a smaller scale a project can also focus on the transfer of ideas or knowledge to other target groups that may like to use them in their work.

The project coordinator of the **European Key Competences (EKC)** project states that besides the very concrete objectives of the project, you also hope that the project in some way contributes to a greater unanimity in regard to qualifications and qualification structures and less ambiguity in the definition of concepts throughout various countries. With such a deeper objective you immediately touch the valorisation question: what is the surplus value of a project for European education and employability in Europe? The coordinator thinks that if a project is concerned with very concrete education issues, it may achieve something in regard to the cooperation between various countries. If, however, these issues are related to the professional field and the labour market, then the situation in countries is so different that you must have a very strong partnership in order to have an impact, and the project results have to be broadly supported by the systems in various countries. Such a partnership should most probably consist only of umbrella organisations, and still it would be a major accomplishment to achieve such a thing.

7 Target groups

A quick step forward

It is important to identify at an early stage the target group(s) that will be or perhaps may be interested in the implementation of the future results of a Leonardo project, because these results are expected to meet, fully or partly, their needs, ideas or ambitions. Target groups of a project do not need to be the same in every participating country. Needs, ideas and ambitions of target groups may change. Therefore their permanency should be monitored throughout the lifetime of the project, preferably in an interactive information exchange process between the project partners and these target groups.
From a valorisation perspective, dissemination of project information should be as targeted as possible to people who have a concrete interest in the project results, although it cannot be ruled out that broad dissemination efforts lead to unintended valorisation effects.
In theory valorisation of project results can occur at micro, meso and macro level. At micro level, at least the implementation of the project results in the organisations of the project partners themselves might be expected. Other valorisation effects at micro level require the transfer of project results to e.g. other educational institutions, companies and other Leonardo projects. At meso level the target groups are often in a position to influence the integration of project results into the education system. A context analysis in an early stage of the project should already have made clear how these lines of influence are running. Valorisation at macro level is most difficult to achieve. If the results of a Leonardo project are taken into consideration at this level, the project can be said to be successful from a valorisation point of view.

Some words of advice in advance:

- *identify in each participating country at an early stage of the project which are the target groups for implementation beyond the project boundaries and what are their needs, ideas or ambitions in regard to the subject under discussion; in order to have impact, link up closely to national developments*
- *monitor the permanence of the needs, ideas or ambitions of the target groups, preferably in an interactive information exchange process between the project partners and these target groups*
- *target the dissemination efforts towards the target groups of the project; nevertheless, be keen on unintended valorisation effects in non-targeted groups*
- *formulate project objectives in such a way that a sustaining implementation of the project results in the organisations of the project partners themselves can be considered as bringing surplus value to the project*
- *establish a broad basis for valorisation of the project results in the organisations of the partners themselves, especially in regard to colleagues and the management*
- *from a valorisation perspective, carefully consider the advisability of involving target groups at meso level as partners in the project*
- *carefully consider the formulation of the project objectives and the level at which surplus value beyond the project boundaries can be realised*

- *have demonstrable project results available when approaching policymakers for valorising a project at macro level*

In order to concentrate the efforts and energy spent on the dissemination of information about Leonardo da Vinci projects, it is important in the first place to define the target groups that are or could be interested in applying the project results. In the 'Handbook Dissemination strategies for pilot projects', various target groups are distinguished and, from the perspective of a Leonardo da Vinci project, categorised in three levels: micro, meso and macro level. All target groups require some dissemination approaches and dissemination channels, but these do not necessarily have to be different for various target groups.
We refer here to the Handbook Dissemination strategies for aspects that are important to note in regard to the dissemination of Leonardo da Vinci project results.

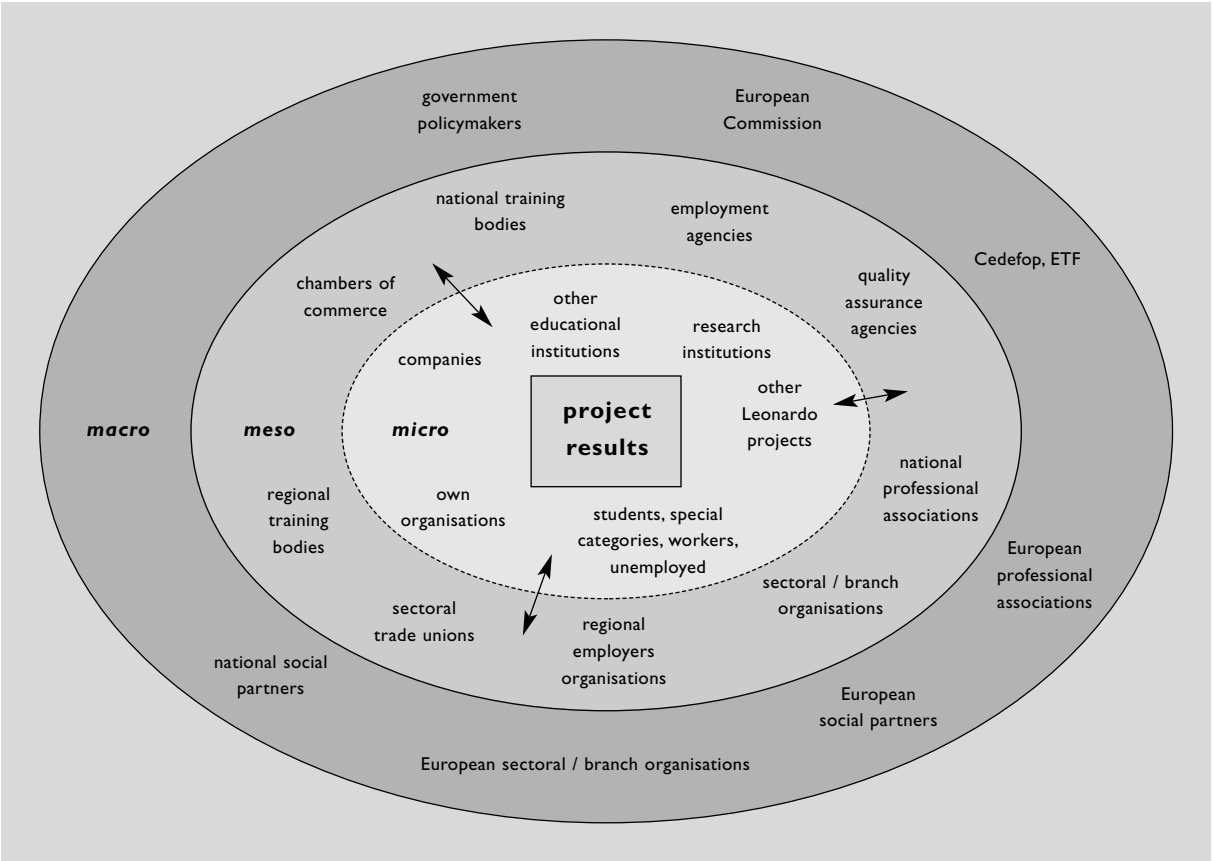

Figure 2: Target groups for valorisation: levels to influence

In order to valorise results of Leonardo da Vinci projects beyond the partnership's boundaries, the same distinction in micro, meso and macro level target groups is relevant. At any rate, dissemination activities will be necessary in one way or another. In order to have an impact on one or more target groups, strategies of Leonardo projects vary per project, related to the characteristics of the product(s) and definitely related to the level(s) of the target group(s) that is (are) aimed at. There will be hardly two projects that can use the same valorisation strategy because the objectives and the contexts of all Leonardo projects are different, not only in the coordinator's country of residence, but also in the countries of origin of the participating partners. This is an important reason

why it is much more difficult for international projects to have an impact on the education systems than for projects within nationally oriented experimental education programmes.

Unintended impact

For valorisation purposes it is much more important for Leonardo da Vinci project partnerships than before to think about, define and concentrate on the objectives and the specific groups the project is targeting, beyond the boundaries of the partnership. At least superficially observed, for instance, it does not make much sense to spend much dissemination energy on target groups that do not have a demonstrable, concrete interest in learning from the project results or in applying them.
Our research shows that this is not completely true. The provision of non-targeted information sometimes also leads to unintended valorising effects.

In consultation with the **ICZM Training** project partnership, elements of the training programme were included in the international ICZM programme of the University of Oldenburg. One of their students has started to translate the training programme into Bulgarian. The university discovered the ICZM project through the information of a German EUCC member who is not a partner in the project.

The level four education programme in sustainable agriculture developed in the **SA-IVT** project is currently being included by schools that did not belong to the partnership, e.g. a vocational education college in Finland and agricultural schools in three Portuguese cities. This non-intended impact is a result of accidental face-to-face contacts with people at international meetings.

Whilst disseminating and promoting the laboratory analysis method of the **InTEL** project, the InTEL coordinators got acquainted with the PGO consortium, which develops teaching material for competence-oriented learning in laboratory education. The PGO consortium did not even exist at the time the InTEL project started.

Unintended impact of a project is very awarding for partnerships anyway. It would be a pity if as a result of the obligation to make a valorisation plan in advance, partnerships would be less keen on realising impact unforeseen in this plan.

In the **CGE** project the significance and place of the aspects environment and sustainability in secondary vocational education were the subject of discussion. In the partnership the idea was brought forward that may be the crux of sustainability in vocational education is not education programmes but values, norms and attitudes of people. This has given rise to the introduction of so-called value biographies in the teacher training of one of the partners. The intention was for prospective teachers to start asking themselves ethical questions such as: what are you living for? what do you think is valuable? are you materialistic or not at all? why is that? do you think that is the right attitude? etc.

An unintended outcome of the **LATE** project has been the establishment of a professional association, the European Association of Professional Language Auditors (EAPLA). EAPLA's objectives are, among others, to undertake research and to publish and exchange information in regard to language consulting and also to accredit individuals and organisations in the field of language consulting, including auditing.

Some partners in the **Eastmeat** project made their first appearance in an international project. They didn't know anything about how such a project works, what project management is and what problems may be encountered. In response to this, explicit attention was paid in the Eastmeat project to the ins and outs of international projects. By participating in the Eastmeat project these partners have gained useful experience, learnt how to operate in networks and how to organise project meetings. After the project, one of these inexperienced partners has got involved in a number of international projects.

Figure two shows potential target groups of Leonardo da Vinci projects. If appropriate, *micro level* valorisation of the project results within the own organisations of the project partners is the least that may be expected. For instance, if a project has the objective to develop European qualifications for general skills, it may be expected that the resulting qualifications are integrated in at least one or more of the education programmes that are provided by the education institutions involved in the partnership. In appropriate cases it is important that the participants in the partnership involve other people from their organisations such as colleagues and the management of the organisation, and that the project gets a broad basis in these organisations. Generally the support of the organisations' management is conceived as crucially important when innovations have to be made in (the activities of) an organisation.
Throughout the boxes in chapter 3 to 7 and in the case descriptions in chapter 9, examples may be found of valorisation within the own organisation.

In the **ICZM Training** project, teachers are involved from Dutch and English universities. Just like other partners they developed modules for the training course. During the project, they discovered that content and tools, which were produced by the partnership as a whole, could also be employed in the university programmes to some degree. Although this was initially unintended, they realised that the modules were valuable for their own teaching as well, especially in the courses they organise for students from third world countries. A Turkish university teacher who was involved in the project, is also using the ICZM course modules in his university teaching at regular basis.

Direct impact of the project results at micro level often also requires transfer of project outcomes and project experiences to e.g. other educational institutions, companies and even other Leonardo projects. When it is clear from the start of a project who the end users in view (e.g. students, unemployed, teachers) are, it makes sense to involve them in the project from the very start as well, in order to be aware of their needs and wishes.

The **InTEL** instrument, which is a learning-friendly teaching method, aims at being used by employees, students, teachers and practice coaches. Students from partner schools in several countries have tested the instrument. Until now, the implementation of the method in schools or in companies is not going well. A school which will be completely restructuring its laboratory education programme is enthusiastic about the possibilities of the instrument.

The target group for the **ICZM Training** course are coastal managers in Eastern Europe and to some degree also non-governmental organisations (NGOs). Coastal managers, however, are mostly administrators who manage an area in regard to a specific aspect, e.g. tourism development or nature conservation, etc., according to given guidelines and legislations: *'The ICZM course wants to influence the mindset of coastal managers in regard to the necessity of integrating these different aspects'*. It is difficult to monitor whether and how this aim is realised. Only anecdotal evidence is available, for instance from a Polish university institution which organises training courses for coastal managers from time to time and which has applied the ICZM training material in one of these courses. In the countries that have become EU members, ICZM policies are positively influencing the integrative developments.

The target group of the **EuroTraNet** project were in fact the members of the EuroTra network themselves. Valorisation effects should then affect their activities towards people and organisations external to the network partners. Therefore, an Action Plan was made that was to become effective after the project had finished. The first effort in this respect, the organisation of a conference in order to exert some influence on the training activities in Europe in regard to the new European directive for vocational education and training of professional drivers, unfortunately had to be cancelled because the number of registrations was assessed as insufficient to attain the conference objectives.

Project results may also have an impact at what is called the *meso level*. At the meso level, all kinds of organisations can be distinguished such as national training bodies, employment agencies, professional associations, Chambers of Commerce, sectoral trade unions and branch organisations. Although they may not be the immediate target group aimed at, these organisations are often in a position to influence the degree in which the results of a Leonardo project flow into the educational system. Therefore it could make sense to involve such organisations as a partner in the project or, if this is not possible, to organise an exchange of opinions and ideas about the project's content between the project partners and those organisations at meso level that are considered to be relevant, if possible as of the start of the project.

The coordinators of the **InTEL** project continue to disseminate information about the laboratory analysis instrument. They have tried to convince the PGO-consortium of the value of the instrument. The PGO-consortium is an association of laboratory education programmes in the Netherlands, which develops teaching material for competence-based learning. The consortium has confirmed that it wants to incorporate the InTEL instrument in the new teaching methods.

In many Leonardo projects, target groups of project results can be located at micro as well as meso level. Valorisation activities within one project often have a different impact at both levels.

Besides the project partners themselves, the **SA-IVT** project had no specific target group for valorisation activities. The objective of the project was defined very broadly as 'harmonise the content of sustainable agriculture education programmes', but the partners should themselves decide at national level what the best way is to operate within their national context. In practice, then, valorisation effects that had not been specifically intended, can be observed at micro level in schools in Finland and Portugal and at meso level in Hungary (see chapter Objectives).

For valorisation purposes, the project definitely had a number of project partners at meso level. These were agricultural branch organisations that were meant to make a contribution in regard to the content of the occupational requirements related to sustainable agriculture. For various reasons the contribution of most of the representatives of these organisations, mostly farmers, were disappointing. They have also hardly given feedback to their organisations. Their membership has had no added value and is not open for repetition.

At the micro level, results of the **EKC** project, especially the competence tests from the toolbox, were used in the coordinating regional vocational education college, particularly in the apprenticeship training for administrative employees. After a management change, however, this ended and the project coordinator is not in a position to alter this.
At the meso level, the competence profiles cannot be integrated or replace existing profiles or qualification profiles just like that. In the new qualifications structure in the Netherlands, competence descriptions aim at broader qualifications. One of the national training bodies, Ecabo for the administrative professions, was a partner in the project. It verified the key competence profiles and compared these with its own ideas towards the new qualifications structure.
However, because the competence profiles of the EKC project restrict themselves specifically to key competences, it was never possible to adopt them exactly. According to the project coordinator this shows that there is a contradiction. Applicability is always related to what is happening in your own country, or your own sector or own school. Policymakers and decision makers in your own country must be convinced that you are on the right track. If you want your project to have much impact, you have to link up very closely to national developments, which is in fact what you do not want to do, because you want it to have an impact internationally.

In making a valorisation plan it is very important for the partnership to clearly and carefully define objectives, products and the target groups for valorisation.

A product of the **Market Monitor** project was the competence matrix for sales professions in electronic retailing. Delivering this type of product was an objective of the project. Another objective was to produce educational instruction material using the information laid down in the competence matrix. As had been planned, education material was produced by two project partners, which were vocational education schools in the Netherlands and Belgium that also use this material in their own education practice. The Dutch school can do so because, according to the law on vocational education, a school has a certain amount of free space in a curriculum to experiment with for instance innovations. The Belgian school is autonomous in deciding on its programmes because there is no such thing as a qualification structure in Belgium.

Whether the application of the education material in the own education practice in the previous example can be considered as a valorisation activity or not, depends on what the objective and the product of the project is exactly. If the application in the own school was originally defined as part of the project, it may be argued that it is not a valorisation activity. Valorisation in that case would mean, for instance, having other schools also apply this education programme (valorisation at micro level) or having the competence profile, education profile and curriculum accepted as part of the qualification structure in the retail trade education (valorisation at meso level). However, if the application in the own practice was not defined as an objective and product of the project, this may be considered as a valorisation activity beyond the boundaries of the project.

At the *macro level* a distinction should be made between national and European target groups. National target groups include organisations such as the ministry of Education and other ministries, parliament, the national organisations of the social partners and other policymakers. At European level, reference can be made to the European Commission, the European Parliament, Cedefop, the European Training Foundation, the European social partners, European professional associations and other policymakers. A common denominator for these organisations is that they prepare and/or decide on vocational education policies.
If the results of a Leonardo project can clearly improve (elements of) the vocational education and training system or if new concepts have been developed which could lead to a fundamental shift in the positions of these vocational education policymakers, it may be interesting for a partnership to contact and influence responsible policymakers directly or indirectly via intermediary activities of organisations at the meso level.

In the follow-up of the **EuroTraNet** project the Danish partner is trying to get various government layers in line with regard to the implementation of the new EU Directive for truck drivers' training.

Only few Leonardo projects have a real ambition to have impact at this level. Influencing policymakers is not an easy task, as they are faced with many different questions, demands and desires from a wide range of interest groups. Before approaching policymakers the partnership needs to think about its valorisation strategy, considering issues such as for example:

- what is the aim and added value of approaching policymakers directly or indirectly?
- who are the policymakers that may best be contacted?

- is face-to-face contact desirable, or is another approach preferable?
- can intensive lobbying activities increase the chances of acquiring political influence or might this be counterproductive even?
- can the chances of acquiring political influence be increased by bringing in one or more other (meso level) parties, and if so, which ones are most suitable?
- could one or more parties in the field make an additional contribution in order to increase the likelihood of achieving the desired impact, and how can these parties be activated?

Valorisation at macro level is most difficult to realise for a Leonardo da Vinci project. Leonardo project results have to compete with many other sources and interests that try to exert influence on policymakers. From a valorisation point of view, it can be said that a Leonardo project is already quite successful if on occasion its results are taken into consideration by policymakers in a specific country, often that of the project coordinator. If this project achieves that its results are taken into consideration in discussions about vocational education policies in other countries as well, or even at the European level, the project may be assessed as very effective and successful from a valorisation point of view.

The attention of politicians and policymakers can only be drawn if the project results are available. They are mostly not eager to only take ideas into consideration, unless perhaps if they play a role in developing the ideas themselves.

Conditions and obstacles for achieving surplus value

A quick step forward

It is difficult for innovative education projects to have a lasting impact on education systems. For international projects this is even more difficult than for national projects. Changes in education systems mostly affect the interests of many stakeholders and many factors can exert a negative influence on the possibilities for creating change, apart from the fact that participants in Leonardo projects are generally no trained change agents. In any case, they need to have an awareness of potential obstacles.

Obstacles for valorisation can be related to the project results, the project partners and the partnership process. For valorisation it is important that the results of a project have the right content, are of good quality and link up with the needs in the education field. A good balance between all the components of the project, as represented in the conceptual framework, is required. Project partners themselves must be convinced of the surplus value that can be created by implementing the project results in educational practice at micro, meso or macro level. Partners should make contacts with people and organisations that know the specific situation in the participating countries and that have the ability to influence decisions about changes.

Obstacles can also be caused by the structural and cultural education context in which the innovation must be put into practice. If the project partners are able to identify people and organisations with similar needs, ideas or ambitions, the project results stand a chance of being implemented in spite of structural and cultural differences. A good soil for valorisation is also created if there is a political will for change, which is enforced by national or international laws and regulations. By disseminating information about the project's objectives and development from the start, the project partners can create valorisation potential among target groups.

Process factors in regard to the introduction of changes can also play a part in the valorisation of the results of Leonardo projects. The project partners should try to match their strategy of transferring project results with the goals of the receiving organisation(s), accounting as well as possible for the contextual procedures to implement changes and for potentially impeding rules and procedures. The target organisation(s) should receive the right amount of information about the objectives and results of the project along the most appropriate channels, convincing them of the rewarding effects of adopting the project results. The receiving organisations should make available sufficient facilities and support, e.g. human capacity and financial budget, to stimulate and realise the innovation.

A fourth cluster of obstacles concerns human factors of sender and receiver of the project results. The quality and experience of the individual representatives of the partners in the project team, e.g. their 'sales' capacity or their ability to overcome resistance, will have a certain influence on the willingness of receiving organisations to adopt project results. After the completion of the project the personnel continuity of the project team is often threatened because team members have to fulfil other obligations or take another job. Last but not least a lack of ambition, internal conflicts and competition, incompetence and insufficient preparation in the receiving organisations may impede changes.

Some words of advice in advance:

- *create awareness in the entire partnership of the importance of valorisation and of the need to take practicability as a point of reference for the project activities*
- *take care that the project partners themselves are convinced of the surplus value of the project results*
- *have the partners introduce the project in face-to-face meetings with relevant decision-makers*
- *have the partners identify people and organisations with similar needs, ideas and ambitions to those that were at the basis of the project proposal*
- *disseminate targeted information about the objectives and developments of the project to the target group(s) and create a project website for project information*
- *try to match the strategy for transferring project results with the goals of the receiving organisation(s)*
- *have the project partners collect information about procedures to implement changes in their respective countries*
- *try to find additional financial resources for valorisation activities*
- *try to have the receiving organisation(s) make available sufficient facilities, human capacity and budget*
- *try to maintain the members of the project team as change agents if they are competent for that role*
- *be prepared for problematic human factors when changes are introduced*

Explicit attention for the valorisation of project results is a newly introduced requirement for Leonardo da Vinci project proposals.
Experiences at international and national level with similar kinds of programmes and projects show that it is quite difficult for innovative initiatives to have a lasting impact on the education system in one or more countries. Changes in education systems and practices are often the result of an interplay between the interests of various stakeholders such as politicians, policymakers, social partners, advisory committees, educational practitioners (e.g. school managers, teachers), etc. Many factors may exert a negative influence on the possibilities of projects to induce changes in the vocational education systems and practices. Difficulties in bringing about and managing change in the vocational education field are often underrated by people who do not operate in vocational education practice.
People working in vocational education practice, the ones who often participate in Leonardo projects, are mostly no trained change agents. The first thing to do then is to create awareness of the obstacles that can occur when the partnership wants to valorise its project results beyond the project boundaries. Awareness of potential barriers is an important precondition for making a realistic valorisation plan.

We distinguish four kinds of barriers:

a. barriers related to the project results (content and quality) and in regard to the capacities of the project partners and the partnership process
b. barriers with regard to the system i.e. the context in which the innovation must be put into practice
c. barriers with regard to process factors, including the timing of the project results
d. barriers with regard to human factors from sender and receiver

a. Barriers related to project results, project partners and the partnership process

A *conditio sine qua non* for the valorisation of Leonardo projects is that the results of a project must have the right content, linked up with the needs of (a part of) the educational field, and must be of good quality. Results that allow easy criticism by people who are not convinced of the advantages of such an innovation of the education system or the education practice, stand a good chance of falling into a situation in which the main energy of the project partners has to be spent on justification instead of on implementation of the results. In some cases project results, for example, should be founded on a good scientific basis in order to be accepted as sustainable and guiding standards.

In the **EKC** project, competence profiles were drawn up for a number of occupations, and a tool for testing competences was developed. A competence profile in this project is the greatest common denominator of competences in the same occupation in seven countries. The coordinator thinks it is logical that it is not possible to enforce such a profile in the qualifications structures of these countries, because of the limited project period and the rather arbitrary selection of partners from the various countries. He states: *'If somebody asks me what the value is of testing the competence profile for the various countries, I would not be able to answer that question. We have taken the greatest common denominator and even made specifications per country, but the basis remains the work of our partners. I don't know how it could be done otherwise'.*

It is important that from the start of the project, the whole partnership is aware of the importance of valorisation. This increases the awareness of the need to take practicability as a point of reference for the project activities during the project's lifetime. Valorisation also requires a good balance between the complex whole of the composition of the partnership, country contexts, project objectives, characteristics of the products and target groups.

Even before the project proposal of the **Market Monitor** project had been written, the possible impact of the project in the participating countries was discussed in a partnership meeting. Continuously during the project, attention was asked for dissemination and even for valorisation of the project results. Ultimately, all partners made a dissemination plan.
In the Netherlands and Belgium, two schools were involved as partners, which had the task of developing education material on the basis of a competence profile. Both schools developed an education programme that turned out to be different because both schools had to account for their own situation and context. In the other countries no schools were involved that were able to construct an education programme, and from the Belgian-Dutch experience it is clear that the Belgian or the Dutch education programme cannot be transferred just like that.
It took the other partners in the project quite a long time to develop concrete dissemination ideas. The central question in the project was what future employees in e-tailing should know and be able to do. After a relatively long research period the answer to this question was given in the form of a competence matrix produced by the Dutch national training body. It proved to be quite difficult to communicate the concept of a competence matrix to the project partners. Only once the competence matrix had been completed and the partners understood it, did they see its value and started acting: *'We had many discussions about the matrix. When it took on a more concrete, filled up form we got reactions such as: we didn't expect this. They were not used to doing things this way. In fact, during the project we asked them to disseminate, implement and valorise something that was not there yet. That makes talking difficult. Now that they understand, they can better assess how to do it, for whom to do it and when to do it'*.
The point of departure for the dissemination plans is that the partners translate the competence matrix into possibilities for impact in the reality of their own national context. That is why the contents of all these dissemination plans are very different. The coordinator thinks that most of the dissemination activities have been or are being carried out, but he is not able to pass any judgment about the real impact in education: *'It is a bit contradictory. The project had finished but if it had lasted one year longer, we could have integrated the whole valorisation process'*. Now he only knows for sure that the Belgian organisation of entrepreneurs of small and medium-sized companies has utilised the competence matrix in workshops with entrepreneurs about the benefits of internet.

The project partners themselves must be convinced of the surplus value of the project results compared to the current education system or practice. If one or more partners think that the project results do not fit together somehow with the current systems or practices in their country, which may be a correct assumption, they cannot be expected to try to implement them.

The philosophy of the **ICZM Training** project is to have a training programme that is as open and accessible as possible. From the beginning, they wanted to share their product: 'spread as much as possible and control as little as possible. Do not expect to gain something by keeping complete control over it. The more partners you have with this mindset who are primarily interested in having the products applied and not possessed, the higher the chance that your partners will develop activities to have it applied.' The ICZM Training partners had the permission to adapt the products in the translation process to make them fit better on a national level.

Most of the vocational education colleges that participated in the **InTEL** project provide EU level 2 to 4 programmes. Therefore the InTEL instrument was directed to be used at this education level. One vocational education college, however, provides EU level 5 programmes. Although they made a good contribution to the development of the project, they were not willing to take the instrument into consideration for their own laboratory education.

In the transport sector the big language- and cultural differences between countries are considered to be problematic. At drivers' level, education programmes have to be provided in the native language. This impedes the exchange of, especially, the content of education programmes.

In order to achieve the best possible fit between the innovation and the current systems or practices in a country, it is of the utmost importance to have close contacts about the project with people and organisations that are acquainted with the specific situation and that are able to influence decisions about changes in the education field. However, it is often not possible to include these people or organisations in the project as a partner. In some countries, for instance, ministries of Education that play an important part in decisions about the education system, do not want to be a partner in Leonardo da Vinci projects. Influential decision makers, e.g. social partners, may also not have the time to participate in a project, or they have been asked to participate in projects too often already. In such a context, the best way to operate is probably for partners to introduce the project (idea) in face-to-face meetings with relevant decision makers.

A Dutch agricultural education college is coordinating the **SA-IVT** project and the **ESA-4** project. These projects have developed vocational education programmes in sustainable agriculture at education levels two and four respectively. In discussing the possibilities for a project aiming at making a level three programme as well, the ministry of Agriculture, which is responsible for agricultural education, has suggested to propose a project aiming at establishing a sustainable education network in which the development of a level three programme could be integrated as an additional objective, the **ENSA** project.

b. Barriers with regard to the system, i.e. the context in which the innovation must be put into practice

Changes in education systems are 'easiest' to accomplish if there is a political will to change the system. System changes that have been agreed upon in parliament, and are therefore enforced by law, are often carried through rather quickly. In most cases a new law not only arranges the content of the system change but also the accompanying and facilitating measures. In this context, results of Leonardo da Vinci projects that link up to measures to implement such a new law, offer a good opportunity of having surplus value. In international contexts, such as is the case for Leonardo da Vinci projects, this is more difficult. A good context is offered when international treaties or agreements have been signed to change or to develop systems and practices at European level.

In view of the different national structures and procedures in regard to quality assurance in higher education, valorisation of the results of the **LABMAQUAL** project has been different in the participating countries. Many interest groups and stakeholders play a part in regard to the ongoing fast developments in the country-specific arrangements of quality assurance. They may use the scientifically based results of the project according to their own needs. It is difficult, however, to trace this influence exactly among many other influencing factors and interests.

Many Leonardo da Vinci projects are not related to changes in systems and practices that are arranged by law. Projects have their origins mostly in the innovative ideas of people who are experiencing problems or needs in a specific part of vocational education and training. Based on this experience of problems or needs, it might possible to have innovations take place in the direct context in which these people or organisations operate.

The **InTEL** project coordinator states that implementation of the new laboratory analysis method in schools is not easy. Other necessary activities and obligations at school are competing for the attention of the students. An obligation to work with InTEL might be necessary and perhaps the time is not yet ripe for this kind of learning by using a website, for instance because teachers are not accustomed to working in this way.

The **ICZM Training** course is available for everybody who wants to use it. The project coordinator thinks that if they had tried to integrate the ICZM course into the curriculum of a training programme, it would have been far more difficult: *'we are working in so many countries and the traditions are different. It is a very time-consuming process, I'm sure'*.

In order to have a surplus value for a broader environment, Leonardo projects in the first place have to be keen on identifying the 'right' people and organisations and on disseminating information about the project and the (expected) results to them. This means people and organisations with similar needs and problems that could profit from the project's results on a small scale. In order to stand a better chance of getting a project proposal awarded, identification of these people and organisations should already take place in the valorisation plan, which is a part of the project proposal. However, an ex ante identification of the problems and needs of other people and organisations operating in the field of vocational education and training and of their eagerness to solve these, is not always easy and often time-consuming.

In the **SLE** project, the context for valorisation of the project results is very difficult. In most countries there is no central institution with the responsibility for sign language issues; institutions that educate deaf people are autonomous in what they do, and the sign languages they use, often vary. Moreover, people have their own preferences. The project coordinator explains: *'If I develop something for my lessons which could also be handy for other people, these others will often not use it for very different reasons, which are difficult to imagine in advance. This is due to regional differences or to the simple fact that even if somebody can work in his own situation with a system which has been developed elsewhere, people rather prefer to make something themselves than to adopt something else'*. During and after the project the SLE partners were confronted with automated sign language systems in three other countries that were not in the project: *'We would like to have the same functionalities, but their system contains so many illogical elements that we think it is easier to make something else ourselves than to adopt the Swedish, an Icelandic or a Finnish system and vice versa'*.
Another context problem is that the target group, deaf students in vocational education, is very small. On an annual basis, there are about 40 students in vocational education in the whole of the Netherlands. It is difficult to trace the regional colleges for which the system could be relevant in a specific year. Consequently, the dictionary system has only had limited significance so far in integrating deaf students in mainstream vocational education.

Together with a consortium of Dutch vocational education colleges which is preparing the new competence-based laboratory education, the **InTEL** project is currently discussing the admission of the InTEL laboratory analysis method in the new curriculum in a positive manner. At the time the project proposal was written, there was no talk of this consortium yet.

The context of a project sometimes also creates possibilities for the valorisation of project results.

At the end of the project, the **InTEL** instrument for improving the quality of laboratory analysis contained no more than two controlled samples of materials. The contacts with companies that resulted from the project, have stimulated three companies, in Finland and the Netherlands respectively, to make available three other controlled samples to enclose in the ITOM instrument.

The **InTEL** project coordinators also had a good and positive discussion with the branch organisation of Dutch laboratory companies about their involvement in follow-up activities. In a second contact, however, their enthusiasm had surprisingly disappeared, due to unknown reasons.

The EuroTra network tended to spend too much time on 'wining and dining'. As a result of the **EuroTraNet** project this, however, has been restructured into a serious Action plan with work groups, responsibilities, budgets, etc. in order to continue the activities after the project's lifetime.

In the **ICZM Training** project, the training course was developed through contributions of all partners in the designing of the modules. The methodology was to find consensus in the process of developing the product. The philosophy behind this was that the more people, the more cultures, the more countries are involved, the more versatile the final product would be.

Because the **SA-IVT** project is one in a partly simultaneous series of projects, the partners in this and the other projects have the opportunity to meet more frequently than in the case of a single project. During these meetings, not only the content of the project is discussed. It also makes it easier to talk about each other's situation more intensively. This gives these projects a real European dimension.

By disseminating information about the project's objectives and development from the start of the project, project partners create valorisation potential for their Leonardo da Vinci project.
However, magazines, newspapers or other media are mostly not very interested in publishing about projects that have not yet yielded specific results. The creation of a website mentioning the project's objectives and a contact possibility for people who are interested, contributes to the valorisation potential, even before any results of the project are available. Leonardo projects have different strategies in regard to the partial or complete openness of their website to visitors.

Most projects have a website which is partly closed for the public and partly freely accessible. On the **InTEL** website, for instance, the part where the ITOM instrument can be used is not accessible without password, in order to protect the results of the analyses that are presented for comparison. However, there has not been a principled discussion in the partnership about this issue.
Education programmes that have been developed in for example the **Eastmeat** project and the **ICZM Training** project are freely accessible on the projects' websites. In both projects this has been a well-considered decision.

c. Barriers with regard to process factors, including the timing of the project results

The valorisation of Leonardo da Vinci project results not only depends on their quality or the flexibility of the vocational education systems or practices to adopt innovations. To realise surplus value, people and/or organisations who are identified as having specific problems or needs, have to expect a *rewarding effect* of adopting the project results.

Providing the right amount of information about the objectives of the project and of the project results via the most appropriate channels to the right people are basic requirements to fulfil when the project is supposed to have significance beyond its boundaries.

In the **Eastmeat** project, the CD-Rom with the training course for middle managers was distributed to the project partners, who could spread them to their national network free of charge. The project had no commercial goal, and from a cost-effectiveness point of view past experiences had made clear that selling the CDs makes no sense. The aim was to spread the information in Eastern Europe, to build up experiences and help people there with other projects. Therefore the training course is also available for free, without a password, on the project's website. Within six months the website of the project had been visited about 6000 times. The project coordinator knows that, among others, course pages were visited, but no information is available as to what the visitors do with the content they read. Only very few visitors have reacted by way of a question.

The project objectives and content should be well known by the potential target group(s). They should also receive information about the procedures on how to use and maintain the innovative products.

The contacts with relevant stakeholders such as ministries, which have resulted from the project as a valorisation effect, favoured the involvement of **EuroTraNet** partners in other projects such as Eco-Driving and Digital tachograph. The experiences of the project, however, show that organising impact is sometimes a frustrating activity. In the Action plan drawn up at the end of the project, a conference was planned in Denmark about the new EU Directive regarding the training of truck drivers in 2007, with a view to trying to 'harmonise' the way this Directive will be implemented throughout Europe. However, after much effort had been put into the organisation of this conference, it had to be cancelled at the last minute because, according to the organisers, too few people had registered.

If the valorisation is not impeded by a lack of information, a number of other facilitating or blocking factors can come into play.

The project partners should try to match their strategy of transferring the projects results with the goals of the receiving organisation(s) and/or the objectives of the individuals who are to adopt the innovation in the participating countries. Project partners should have a good insight in who are the relevant actors and/or networks in bringing about the necessary changes. An analysis of their spheres of influence could be very useful.
The more formal conditions are important as well. If the project partners have insufficient insight in the procedures required to implement changes and/or if the target group is bound to impeding rules and procedures, the valorisation of the project results will be difficult.

A possibility for valorisation of the course in EU English of the **LATE** project arose when a Hungarian training institute for public administrators asked the project to assist in an 'EU communication course' for civil servants of Hungarian ministries. Unfortunately, the training institute then had to reorganise its activities, which caused a severe delay. Now, a similar EU communication course in which a part of the course in EU English is included, will be submitted for accreditation by another organisation. After accreditation the course will be taken into the training offer of the aforementioned training institute again. The project coordinator has been asked to train their language teachers for this on the basis of the LATE materials.

The introduction of changes mostly causes an extra workload. Lack of finances, lack of time, lack of personnel and an overload of work are commonly expressed objections to initiatives for change. Sufficient facilities and support from the receiving organisations' management is of the utmost importance. Therefore, enough human capacity and a high enough budget must be made available; a workload that is too high and a budget that is too modest have a negative impact on the chance that Leonardo da Vinci products will be valorised. In general, enough tools should be available to stimulate and to realise the innovation(s).

Laboratory education in the Netherlands is operating in quite heavy weather. Due to a lack of popularity among students, laboratory education programmes do not have the means to invest a lot of money in the further valorisation of innovative instruments such as the **InTEL** ITOM analysis method, which hinders the project partners in spending a lot of time on this.

The school-internal support for international projects such as the **EKC** project depends on the degree to which the vocational education college itself has an interest in it. People in school are generally more interested in what the project will yield for the college. The 'higher' objectives are interesting for a limited number of people and do not relate directly to education within the college. In case of financial emergencies, these objectives are quickly set aside.

A Leonardo da Vinci project covers two or three years and starts with a certain 'definition' of the context in which the innovation should find its place. However, the contexts of vocational education in the participating countries may also change quickly. Project partners should continuously remain aware of the latest state of affairs, which is or could be relevant for the valorisation of the project results. Especially ongoing changes in the policies of the relevant organisations and in the law should be taken into account. Innovative results of Leonardo da Vinci projects need to be brought into play at the right place and the right time. For that reason, valorisation expectations and efforts can and sometimes should vary across the participating countries.

The **CGE** project has been broadening its focal point from integrating environmental issues in vocational education to sustainable secondary vocational education, which is increasingly becoming a point of interest. The project coordinator thinks and experiences that as a result of the CGE project, the project partners are ahead of the developments. Now, time is becoming riper to disseminate the project results. He notices that his contacts with relevant organisations and people in the field of sustainable energy have improved greatly through the CGE project and his participation as a partner in another project on sustainable energy. The indirect effect is that he is acknowledged as one of the experts in the field of sustainable vocational education.
The CGE project coordinator signals another general and new problem in regard to the development of lesson programmes in secondary vocational education. The new trend, based on ideas about problem-geared education and competence development, is that students are not taught in classrooms anymore, listening to lessons about subjects. The new method is to confront them with a problem for which they have to find a solution. Undeservedly, developing and exchanging good education materials becomes superfluous in such a didactical approach.

In the **Market Monitor** project, two education programmes in electronic retailing were developed, one in Belgium and one in the Netherlands. At micro level, this programme could be implemented immediately in the Belgian school. In the Dutch school, implementation of the programme on an experimental basis was possible as well. Mainstreaming of the programme at meso level into the qualification structure of the retail trade education, however, is not that easy, in spite of the fact that relevant key players in the Netherlands are partners in the project. Reviewing the qualifications structure has to be done according to a fixed trajectory which normally takes more than a couple of months.

Changes directly related to the content of the project also sometimes influence dissemination and valorisation processes. Updating the products of Leonardo da Vinci and dissemination of the updated material is often easier when this is done through the internet. Information that is put in books or CDs is not flexible and easily adaptable.

At the end of the **ICZM Training** project, the course content was put on the websites of several project partners and on CD-Rom. It is proving very difficult to monitor the websites and it is close to impossible to find out whether people visiting the websites use the training modules. According to the dissemination plan, an agreed number of CD-Roms was given to the project partners. The coordinators did not invest time in any follow-up of the dissemination of the CD Roms. They concentrated their attention on the production of one more module on integrated tourism management in the framework of a new Leonardo project, and on another module on public participation in integrated biodiversity conservation, financed by a Dutch grant. It is the EUCC's intention to disseminate the revised and completed ICZM course, translated in several languages, very thoroughly.

D. Barriers with regard to human factors from sender and receiver

If the quality of the project and its results are good, if the context in which the project results should have an effect is favourable, and if the conditions for a process of change are fulfilled, little is in the way of realising the intended changes. Nevertheless, in such a case human factors should still be carefully looked after.
The quality and experience of the individual representatives of the partners in the project team should be considered with regard to their activities for / in the change process. In order to bring about the intended changes, follow-up activities will be required. Practice shows that project team members are quickly absorbed by other activities after the project has officially been completed.

The promoter of the **LATE** project has been the real driving force in the project. Much of the work was on his shoulders and he came up with many of the initiatives. He has been asked regularly to set up new courses or new projects, but having been intensively involved in the project for three years, he just wanted to have a little bit of rest and do something else once the books, the website and the final report had been finished. In future, such activities will most probably be initiated by the new professional association EAPLA (see chapter 7).

Project members will generally have a different capacity to 'sell' the project results and the intended changes in their respective environments.

The same promoter of the **LATE** project thinks that people from the foreign language departments of universities that participated in the project, who carried out audits and who also worked with the material and contributed to the books, are not yet capable of providing the language audit courses on their own. They lack practical experience and need support. This also applies to another university where an extra language audit course was given during the project that had not been planned in the project design. However, they were very interested and wanted to embed the course structurally in the English language training of their teachers.

They have to overcome possible resistance from people in the receiving organisations who are experiencing no problems and who are not willing to alter their way of operating. People sometimes do not have the ambition or the inspiration to move into another direction.

The coordinator of the **Eastmeat** project thinks that in schools, valorisation of the training course for middle managers in the meat industry is difficult. Schools have a programme and a project has to find some teachers who think that the training course is interesting. Subsequently, the project has to convince them that it is a good thing to adapt the course because there is always a risk of impediments: they use other books, they give classroom education, etc. Impediments differ from one teacher to another, from school to school and from country to country.

Internal conflicts and competition between people in the receiving organisation(s) are well-known change obstacles. There may also be people affected who are insufficiently prepared and / or not competent enough to turn into the desirable direction. And last but not least, starting a process of change and bringing about changes requires the involvement and efforts of an enthusiastic 'change agent' which is most likely to be the project coordinator or another project partner. If such a 'change agent' switches to another job inside or outside his/her current employing organisation, the transfer of his/her responsibilities, knowledge and expertise in regard to the 'change project' must be arranged timely and well.

9 Cases

As part of the research activities for this guidance note, data from 18 Leonardo da Vinci pilot projects and reference projects were studied more or less intensively. For ten of these projects the collection of written documentation was completed by interviews with the project coordinators. In these interviews, targeted questions were asked about the 'valorisation activities' undertaken in these projects, meaning questions about *implementation and impact* of the project and the project results beyond the immediate boundaries of the project. On the basis of the findings of a first series of interviews in the autumn of 2004, the conceptual framework described in diagram 1 (chapter 2) was developed, which functioned as a guide for the second series of interviews in the spring of 2005. Examples derived from these interviews have already been inserted in the chapters 3 to 8 of this publication. In this chapter we will present these ten projects in more coherent case descriptions, taking their activities in regard to valorisation as the central perspective, and the conceptual framework again as the guiding principle.

We emphasise again that in the awarding process of these projects, valorisation was not yet a criterion. Therefore, valorisation cannot be an evaluation criterion for these projects. Nevertheless, the coordinators of these projects were willing to speak frankly about their experiences in Leonardo projects in order to make it possible for us to collect data from the work floor that give way to a realistic view on the possibilities for valorisation of projects and project results.

A. EuroTraNet

The partnership and its needs

EuroTra is a network of training institutions in the transport sector which came into existence in 1995 with members from seven European countries. All these institutions have a national focal point. The network was not very active and the idea came up to use the Leonardo da Vinci programme for providing an extra impulse for this network. EuroTra should become a serious oracle for European as well as national public bodies. Without the additional Leonardo da Vinci funding, the member organisations would not have been able or willing to make funds available themselves.

Objectives

The EuroTraNet project objective was to enhance the EuroTra network in order to turn it into a network that outsiders refer and appeal to in regard to vocational education and training in the sector of transport and logistics. Another objective of the project was to strengthen the individual member organisations.
The objective that is directly related to the partnership has been attained. The network has become more mature and its regulations have been adapted in order to enable new actions. It has become easier to exchange information internationally between institutions and between trainers, in bilateral discussions or general meetings. The website that has been developed for the exchange of information, however, does not fulfil this function. It is

too static and far from complete in its information about the training programmes and training possibilities in the member countries. The possibilities of a website regarding its function as a discussion forum are generally considered as overrated.

Target groups

According to the project description, the project wanted to serve the needs of all people and organisations involved in transport and logistics: *'make knowledge on transport and vocational training available to target groups such as students, companies, trainers, social partners, policy makers and others'.*

The project coordinator admits that in reality this idea is far too high-flown. The focal point is the members themselves: the training institutions and the trainers.

Unintended products and valorisation effects

At the start of the project there were no intended initiatives for impact beyond the boundaries of the project objectives. During the project, however, some unintended valorisation effects occurred.

The number of member organisations in Eastern Europe increased by two after information about the project had been provided to the European Employers' Organisation in the transport sector. Seminars with invited experts that were organised during and in addition to the project meetings have led to new initiatives such as for instance the development of a new training course for the Digital Tachograph by three member organisations.

As an effect of the existence of the strengthened network, contacts with other organisations, which are needed to carry out the Action plan (see further), are improved, for example in the Netherlands between the national training body for the transport and logistics sector and the Dutch ministries of Traffic and Public Works and that of Housing, Spatial Planning and Environment. These lasting contacts encourage, among others, new projects financed outside the Leonardo framework, such as a project about Eco-Driving, and international discussions in order to exchange interpretations of the introduction of the Food Law in 2005.

In order to enhance the significance of the network, it has developed an Action plan of concrete, operational activities to be performed after the Leonardo project, with a budget based on membership fees and revenues from new projects. The ideas for setting up the Action plan and for its contents developed during the EuroTraNet project. It was not the objective at the very start of the project. According to the Action plan, six working groups have been established, consisting of members of the network and each focusing on a special task. Among others, the idea is to develop activities aimed at bringing various national governments in agreement with one another and to support them in regard to the introduction of the new European Directive for vocational education and training of professional drivers in the transport- and logistics sector. An international conference was planned as one of these activities, aiming at the exchange of good experiences in regard to this Directive, with the participation of the European Commission. Unfortunately the organisers had to cancel the conference because for several reasons the 60 registrations, with more than 50% coming from the hosting country, were considered as too few to attain the conference objectives. This is an illustration of the fact that it is not easy to valorise results of Leonardo da Vinci projects, even though the conditions for this event were much better than they would have been if the Leonardo project had not taken place. Other objectives / plans are: the distribution of the concept of Eco-Driving via conferences and seminars, a training needs analysis aiming at bringing countries in line

with relevant EU standards, an international analysis of the impact of the General Food Law in transport companies in order to assess their training needs, the broadening of the reputation of EuroTra among the major target groups, and the creation of a platform for the exchange of knowledge in regard to training for the transport of dangerous goods.

B. SA-IVT

Needs analysis, a series of projects

A Dutch vocational education college, oriented to sustainable agriculture, initiated the project. Its objective was to develop an education programme called 'Sustainable agriculture' at European education level 2 on the basis of a professional profile. The project proposal was not really based on a needs analysis in the countries involved. It was rather a result of conversations during international meetings between people who are involved in the field of sustainable agriculture and who wanted to cooperate.
The college has already been active in international education projects with respect to sustainable agriculture since the start of the Leonardo da Vinci programme in 1996, and even before that. The significance of the SA-IVT project cannot be separated from this series of projects, which started with a project to develop training modules for farmers who wanted to switch to organic farming. This was followed by a project that aimed at providing expertise to agricultural information agents in order to enable them to answer questions of farmers with regard to organic farming. This project has been extended with a similar project to transfer this knowledge to four other Western European countries and three countries in Eastern Europe.
The SA-IVT project was the first one to be oriented at initial vocational education. A follow-up project ESA-4 started one year later, aiming at developing a sustainable agriculture education programme at level 4. The contractor is a vocational education college from the United Kingdom but the project management is again in the hands of the Dutch college. The most recent project start-up has been the ENSA (European Network Sustainable Agriculture) project, which has to end up in a formal network organisation that will carry the responsibility of promoting all the products in regard to the demand from agricultural and biological education, and on top of that also developing a sustainable agricultural education programme at level 3. Sensitivity for the interests of people and organisations in the field of sustainable agriculture through building on project experience and contacts is at the basis of these projects, including the SA-IVT project.

The project partners

The partners that were involved in the SA-IVT project cooperated for the first time. They had quite individual objectives involving this co-operation. The aim of the coordinating Dutch college was to get an international reflection on what it was already doing in regard to sustainable agriculture education. It turned out very quickly that the partners preferred to adopt the existing Dutch professional profile almost completely.
The SA-IVT partnership did not only consist of education and training organisations. In each country, a branch organisation that operates in organic agriculture was involved as well. The education institutions are not happy with this input. Most of the representatives of these organisations, mostly farmers, did not contribute much to the content of the project, partly because they did not understand what a level 2 education programme does and does not require, and partly because they could not attend project meetings regularly: *'when the crops were mature, they had to harvest and did not have time to go abroad a couple of days to an international meeting'*.

They also hardly gave feedback about the project to the people in their own organisations. The education-industry partnership did not bring surplus value to this project.

Individual objectives

On the CD-Rom that was produced by the project it is stated that: *'this project aims to harmonise and standardise the content of the apprenticeship training programmes'*. The project coordinator admits that this is *'a damned difficult thing to do'*. In the project, this was solved along two lines: firstly, the project limits its interferences purely to the agricultural subjects that have to be offered on the basis of the professional profile. Secondly, each partner has to find his own way of fitting things into the national qualification structures and accreditation requirements. The project does not interfere with these structures and requirements.

In the past, one of the English partners had a rural development programme which had been finished in the course of time. It still had an enormous library in regard to this subject, however. This partner wanted to start a biodynamic agricultural training, asked if the Dutch college could help and was then invited to join the SA-IVT project. This partner embarked on the project with great enthusiasm. It worked together with another partner in England to develop a regional office and met up with local organic farmers' associations to develop the work in the wider community. The college needed gifts or grants from former students, the local biodynamic and organic farms and others interested in organic agriculture to bring about investment in training spaces, equipment and student accommodation as well as bursary funds to make the training as accessible as possible to individual students.

The other English partner, an agricultural education college, was already in a turn-around process for becoming an agricultural education college dedicated to organics. They wanted to use the project in this development process by learning from the way the partners were doing things.

The German partner, a biological-dynamic farm, aims at providing youngsters working there with training which can be attuned to the regular education structures in such a way that these pupils end up with a diploma. It is rather difficult to achieve this. The German partner is now discussing the possibility of, after one year of study, having its pupils be accepted by a regular agricultural education school to continue their education.

The Hungarian vocational education college that participated in the project has received an invitation of the Hungarian ministry of Agriculture to write a curriculum at level two and four for Hungary, as a consequence of their participation. A meeting has taken place with six other agricultural education colleges in Hungary that are very interested in sharing this development.

The Swedish partner, a centre of anthroposophy and biodynamical agriculture, with a mainly horticultural training programme, is discussing the possibility of cooperating with a (post-) secondary agricultural education college in order to go along with and profit from the recognition possessed by this large institution.

So far, young people who followed the training programme that was provided by the Belgian partner have received a diploma from the Dutch college. This Belgian partner has now come far in the discussion with the Flemish ministry of Agriculture to get a Belgian accreditation for this training.

Valorisation effects

Most of the follow-up thus far has had a rather close connection with the individual objectives of the project partners. In Hungary, however, the project results apparently stand a good chance of being included into a mainstream development.
Also outside the partnership, however, the education programme has been included, for instance by an education college in Finland and in agricultural schools in some Portuguese towns. This kind of follow-up is mostly the result of face-to-face contacts. The coordinator has also been invited by a French agricultural organisation to demonstrate the project results. It is the aim of the partnership, especially of the Dutch vocational education college, to look for possibilities of transferring the results of all the projects to other countries.
The frequent international meetings that take place in the field of organic agriculture facilitate intensive contact between project partners, also after the completion of the project. The continuity in the projects also makes this easier than under normal circumstances after a project has run out of time and money.

Commercialisation

The modules of the sustainable agriculture programme at education level 2 were put on a CD-Rom. This CD is distributed among the network project partners. A demo of this CD can be obtained for free. This demo will also be put on the website, which is not yet active. If organisations really want to use the programme, they have to pay 20 Euros per CD. The CD is not completely free of charge because the partnership feels that something valuable has been produced which should not be given away for free. However, it is not the intention to really commercialise the CD: 'It will never be a commercial success'. At any rate, the agricultural sector is not a good context to try this because of declining numbers of farms and pupils in agricultural education. The coordinator says:
'The question about commercialisation in the final report is a little bit odd. If people were good marketers, they would not work in education; and by definition, good teachers are not good marketers'.

C. EASTMEAT

An existing network and needs analysis through projects

Efforts to modernise the European meat industry, more equal trading conditions, the drive for better quality and food safety and the enhancement of staff skills were among the many reasons to create ECCEAMST, a network of key players in regard to, among others, research and education and training in the meat industry in the EU. The network initially included organisations in 12 EU countries. In 1992 it was made official by the establishment of the non-profit foundation ECCEAMST (under Dutch law). The network has been promoted by the ECCEAMST-partners in their respective countries and they succeeded in involving most of the key players, including especially the big companies in the industry.
ECCEAMST's target audience are meat scientists in both industry and training/education institutions, teachers, students, governmental and other organisations with an interest in meat science and technology. ECCEAMST's activities consist of assessing training and information needs in the meat sector and assisting in addressing these, enhancing knowledge transfer and bridging knowledge gaps and stimulating the dialogue between the different players in the sector.
With the support of the Leonardo programme the electronic information network MEATNET was created in 1998. On the MEATNET website, existing methods to analyse

training needs and training modules were made available. MEATNET also facilitated access to the results of research projects and relevant scientific databases.
In the middle of 2004, the ECCEAMST network had about 90 members: university faculties, research institutions, sectoral and branch organisations, big companies (about 50%), all involved in meat and meat technology. However, the veterinary medicine faculty that has been coordinating the ECCEAMST network ever since 1990, decided to finish its activities for the network and the MEATNET website in 2004 because it has other academic priorities now and is not willing to make funds available anymore. Until the end of 2004 it proved very difficult to find another home base for the ECCEAMST network.

After the creation of MEATNET in 1998, ECCEAMST had the intention to extend the network to Central and Eastern Europe, to countries that, at that time, were not yet EU members. The multiplier project 'Eastmeat goes East' was first carried out in order to expand the network. On the basis of findings in this project, it was concluded that for strengthening the competitiveness of the meat industry in Hungary, Poland and the Czech Republic, investments were needed in the quality of the management in their meat industries, especially the middle management in SMEs. Therefore, together with local training institutions and the local industry, a training course has been developed in the Leonardo project EASTMEAT.

The products and dissemination

In the EASTMEAT project, a thorough, sophisticated training course was developed for middle managers in the meat industry, consisting of four modules. Besides content information, the course also contains information about teaching and training methods and training tools, links to relevant websites and a database with a dictionary of meat-related terms in 8 languages.
The course was put on CD-Rom in five languages and is distributed free of charge by the partners in every participating country. Apart from this, it is also accessible completely and free of charge without a password on the EASTMEAT website in five languages. It was decided in the project to disseminate all the materials for free in order to spread the information as broadly as possible. The project partners did not have commercial goals and a cost-benefits analysis had shown that selling the CDs would not be worthwhile. Contrary to the MEATNET website, the EASTMEAT website is still maintained for dissemination reasons. It was created in October 2003 and had already been visited 6000 times by March 2004, which is a lot, considering the fact that the meat sector is not a popular subject. More recent figures are not available. The visitors were mainly from the Netherlands (approximately 20 to 25 percent) and in about the same amount from Hungary, Poland and the Czech Republic. Occasionally, visitors came from Austria, Germany, Latvia and other Eastern European countries.
The impact of the website is difficult to assess. Only very few visitors gave a reaction (about 3, mostly a question). Project partners in the participating countries may also receive reactions, but no real data on this are available.

The project partners

The EASTMEAT partnership consisted of 19 partners from the three Central European countries and from the Netherlands and Austria, most of them originating from universities and research institutions, others coming from vocational training schools or training bodies, branch organisations and occasionally industries. Most of them were already members of the existing ECCEAMST network and 10 had been involved in previous projects such as MEATNET and 'MEATNET goes East'. The project partners were building on an increasing amount of experience. Apart from the Leonardo programme,

network partners were/are also involved in the Comett programme and in Socrates projects. The availability of such other funds is considered as important because it enables continuity. Even small projects contribute to the maintenance of the network with reliable partners who do whatever is necessary for a successful project.

Practical application and valorisation, needs analysis and user involvement

An important question is how the training course is used in practice. In the EASTMEAT project, modules were tested. The project partners in Hungary, Poland and the Czech Republic visited schools and companies related or belonging to the ECCEAMST network and demonstrated the module(s). The evaluations were rather positive and schools said that they were using the material. The project coordinator thinks that the modules are being used in 8 to 10 schools in the three Eastern European countries, which, according to him, is rather many, because normally there are no more than 3 to 4 schools in a country with courses for the meat sector:

'It is difficult to say to what extent they're really using it. My impression is that they do not use an entire module but only some subjects for which material is available'.

The Dutch training body for the meat sector does not use the modules because they do not fit into its programme. One of the EASTMEAT modules, however, was developed by this training body. It does not use this because it has the original material in Dutch available. The modules are in Czech, Hungarian, Polish, German and English. One or two vocational education colleges in the Netherlands use the course material selectively, but not in their regular education programmes. There is hardly any feedback from Germany about the use of the modules. In Austria it is used in universities, especially for a number of case studies. An Austrian company in the partnership has also used part of the modules.

About valorisation, the project coordinator says:

'Of course, as a promoter you like your material to be used and have impact. My experiences from three projects are that disseminating and valorising the products of a project is difficult. Basically, it is an experience you have had with a number of partners. That, the network that is created and the experience, constitutes the first product. The product itself, be it a website, a CD or a book, in fact only has temporary value. The market is changing very quickly, as is legislation. The EU has been extended since. Many products quickly lose part of their value. After two years, you cannot sell the module on legislation anymore, for example, because of the many changes that take place.'

The EASTMEAT project coordinator thinks that in order for Leonardo projects to have impact beyond the project boundaries, it is very important to know exactly what products the project is aiming at and why, and for which target group the project has been designed. In order to increase the chance that products will be used, the project has to know exactly what the needs of the target group are:

'This is rather difficult and costly. If you want to organise a training for Latvia, for example, you have to ask the people there what they need. The different contexts and intercultural aspects are also important. Maybe it is a good idea to have projects that only carry out needs analyses. Investigate what the needs are in a country or a specific sector, and then relate projects to products or services that are missing there. We could do that in 'EASTMEAT goes east' with relatively little effort, time and money because of the existing network.'

According to the project coordinator, it is important to involve future users of the product(s) into the project in order to have an impact; for example three to four large companies that function as pilot. Afterwards the product can be distributed to other,

smaller companies. Users can be involved as project partners from the start of the project, but an alternative is to find (potential) users during the project.
The EASTMEAT project did both. At the start two companies were involved as project partners but they both left the project. The contacts with them were rather strongly based on personal relationships and when these contact persons changed jobs, their successors did not want to continue participation. Schools are also potential users of the teaching material. In the course of the project the partners in the three Eastern European countries have found schools willing to try out the modules that are on the website or the CD-Rom. However, as schools have an existing programme, books and teaching methods (e.g. class-room education), this has been difficult:
'You need to convince some teachers who think that your training module(s) is interesting, and have them include (a part of) the material in their programming'.

Unintended valorisation effects

The activities in the EASTMEAT project also resulted in a product that was not intended in the project proposal, which is knowledge about the management of international projects. In the beginning a number of organisations and people in the project had no knowledge of or experience with project management at all. They had no idea how international projects function, what the requirements are, what communication problems can occur, how you organise meetings, how to work with steering committees, etc. One of the participating Hungarian institutes, for instance, has now built a network and has initiated international projects itself.

The future of the network and projects

The contacts in the network are becoming less intensive because the ECCEAMST foundation has been liquidated and EASTMEAT has been completed; now only a small project remains with few people:
'Without a large project the network cannot be maintained, and after some 5 or 6 years contacts will have disappeared'.
The push function of ECCEAMST was very important. In the EASTMEAT project a discussion had already been started about a new project after EASTMEAT, but without ECCEAMST a large chunk of experience is missing. Another negative consequence of the loss of the ECCEAMST foundation is that there will be no quarterly Newsletter anymore (circulation 1500 addresses), which means that finding suitable people or organisations for participation in a project will become less easy.

D. InTEL

Building a project idea on former project experiences and results

In recent years the vocational education college which is coordinating this project, has been strongly concerned about the quality assurance of the education of laboratory students. For schools it is rather difficult to keep up with the latest developments in laboratories, because they lack the required know-how, the means (both financial and in regard to facilities) and the right analysis methods. On top of that, 'analysts' in schools lack a good deal of practical experience and capabilities compared to analysts in companies who perform the desired analyses daily.
In a former international project, LABTOP, the education college already developed a handbook for quality. In a second, Dutch, project, two teaching books were developed about environmental care and quality care. In the discussions with some Dutch companies that participated in this project, these companies brought forward that they were doing

much laboratory analysis work for clients across the border. They stated that it is not possible to perform these laboratory analyses purely according to Dutch norms and regulations. They also have to account for, for example, German and Italian law and regulations, certification requirements for equipment, etc. Their employees play a crucial role in complying with these.

In order to educate laboratory students well, it makes sense to train them in inter-laboratory research (ILR) settings, making them aware of the importance of quality control. Real inter-laboratory settings are often a threatening environment for schools and students because the results of their analyses are compared with the analyses of professional laboratories that carry out thousands of analyses each day. Therefore, the idea came up to enable students to practice laboratory work in a virtual international setting via an internet-approach in which calibrated samples of a specific composition can be analysed and discussed by students and teachers in several countries simultaneously.

The objectives of the project

Inspired by the idea that the chances of the proposal to be awarded would rise if many target groups and objectives were served by the project, a large amount of project objectives were mentioned in the project proposal. The project coordinator admits that that was not very clear. At the end of the project, some of these originally formulated project objectives were achieved, others hardly or not at all. It was decided in the course of the project, among others in order to improve communication about the project, to concentrate much more clearly on three objectives: the creation of a website that is suitable for the main goal of the project and the collection of samples, the development of teaching material, and the logistic organisation of the provision of samples. The internet should be used as a modern education tool where samples can be ordered and analysed with one's own equipment and where discussions can take place with other people who have analysed the same samples, in order to improve the employee's or student's own achievements.

Many partners

A first project proposal contained no less than 26 project partners and was not awarded. In the second version of the proposal, the number of partners was reduced to 16: a mixture of seven vocational education schools (level four and level five), some ICT organisations and a rather large variety of other organisations. Three of them, two international companies and a national training body, were included in a rather Dutch-oriented Steering Committee.

'The smaller number of partners turned out to be better, but next time, after this project experience, we would be more critical with regard to the intake of partners and further reduce the number. With a large number of partners, responsibilities become diluted and the progress of activities is more difficult to manage'.

The vocational education college was familiar with some of the partners because they had already cooperated in the previous LABTOP project. Other partners were completely new and were involved on the basis of recommendations of people who had worked with them in international projects. Some of the partners were very familiar with the subject involved, quality control of laboratory analyses, such as for instance the Dutch companies and an Austrian vocational education institute. Others, such as a company specialised in database development, were selected solely on the basis of their speciality and knew nothing about the quality of laboratory education. Some of the partner schools had to acquire content knowledge during the project. Even for the teachers in the coordinating education college, quality control is a difficult and rather abstract subject.

The products and dissemination

The website of the project has three objectives. First of all it provides the training tool, composed of, until now, two samples for analysis with the related analysis' statistics, a case description and a learning space. Secondly, it offers a space for (international) communication between project partners, students and teachers. Thirdly, it aims to disseminate information about the project, its intentions and backgrounds. The website is freely accessible only for this third objective. As a consequence, it is rather difficult for an outsider to get a really good picture of what the project is doing. Important information is only accessible with a password.

According to the project coordinator, there has not been a fundamental discussion about the boundaries of the open and closed parts of the website. The closed part mainly aims at protecting the reliability of the samples and the sample information from disturbing interferences by internet jokers. Actual figures about visits to the website were not available.

In the course of the project, information was also disseminated via a newsletter and a flyer. In the project meetings in Germany and Finland, companies were invited besides the project partners, which showed much interest in the information about the project.

The national training body, which plays an important part in laboratory education in the Netherlands, was a member of the steering group of the project and had been expected to perform a more important and active role in disseminating the project and its outcomes than it actually did.

Valorisation

The InTEL project was completed very recently. For valorisation activities and effects, a very nuanced observation is required which is closely related to the initial backgrounds of the respective partners. The project coordinator does not yet have all the information about this available. Nevertheless, he thinks that every school is working on the issue at its own level. The integration of the training tool in regular education is advancing in the third year of the laboratory education of the Finnish and Italian school. For the school in Italy, everything was completely new but they were very interested in statistical analysis and quality control. The same applies for the two Dutch vocational education colleges in the project:

'Nevertheless, it is rather complicated because there is competition of other activities in school. Students have many obligations and their study pressure increases. There is a tension between what are obligatory subject matters and extras. It will not work if people do not have the opportunity to use the tool, and maybe the time is also not yet ripe. An obligation to work with InTEL will almost be a condition to assure that people are going to use it.'

In the Austrian school, which teaches at a somewhat higher level than the other vocational education colleges, the teachers criticised the project outcomes, assessing them as being too popularised for such a serious subject as quality control. Their students are not the target group of the project.

The implementation of the method in the participating schools is not going as well as had been anticipated. Students are not only involved with InTEL. There is competition with other subjects and activities. It has also turned out in practice that there are still many people, especially among teachers, who have difficulties in communicating in a virtual work environment:

'If information technology isn't part of the teacher's natural surroundings, this will be laborious. If you send them an email they will mostly react, but in discussion forums they hardly participate.'

The coordinating education college has been trying to convince the so-called PGO-consortium (Policy Oriented Education) of the value of the instrument. The PGO consortium is an association of a number of laboratory education programmes in the Netherlands that cooperate to develop teaching material for competence-oriented learning. The reaction of the consortium was positive: they want to incorporate the instrument in the new teaching methods, which is an important precondition to have it effectively used by these vocational education colleges.
Some education programmes that are not in the PGO-consortium were also visited to inform them about the teaching instrument. One of these schools in particular, which is going to restructure its laboratory education programme completely, is very enthusiastic about the possibilities to use the instrument.

The originally formulated objectives of the project also referred to the transfer of know-how from companies to laboratory schools and to intensified and lasting co-operation and contacts between schools and companies. The two companies that were involved in the Steering committee made a thorough contribution by reflecting on cases, the library and the teaching materials in the learning space and on the suitability of the teaching material for their employees. Their materials were used to develop samples and cases. The schools used their own knowledge of didactics to turn this material into teaching material that is suitable for employees of companies who need continuing training. On the website, employees can obtain teaching materials which they need in order to make cases and assignments and to respond to questions, possibly under the supervision of a company official. In the learning space library, for example, many articles about quality related issues are enclosed that are interesting for employees, students, practice coaches, etc.
In Germany and Finland, companies visited project meetings in order to be informed about the project. In Finland, a paper mill has shown interest in the possibilities of the instrument for the training of its employees. It is actively helping with making available a sample of (special) paper to be used as the third sample in the instrument, which will be combined with the description of an interesting case for which the knowledge of the company with reference to this special paper is also used. Companies in Finland and the Netherlands respectively have put two other interesting samples at the disposal of the follow-up of the project: samples of meat and of metal sheets. There are already ideas about cases to accompany these samples.
In the Netherlands, the project coordinators had a good and positive discussion with the branch organisation of Dutch laboratory companies about their involvement in follow-up activities. This organisation has a task in regard to vocational education in the branch and the relationship between education and the business community. In a second contact, however, their enthusiasm had surprisingly disappeared due to unknown reasons.
The coordinating vocational education college has not yet been in contact with their regular contacts in the local and regional business community about using the InTEL instrument for the training of their staff.

Future projects

It is not yet clear whether the coordinators or other partners will take the initiative for a follow-up project:
'The ideas are there, but it has to be feasible. Regular work activities continue, and proposing a project according to the Leonardo procedures was a feat of strength'.
One of the coordinators has changed to another job in the vocational education college and does not yet know whether such a project would fit into his new position. The other coordinator has to obtain space for new initiatives from the school management, which will probably be difficult. Laboratory education is not that popular with young people,

student numbers lag behind and laboratory schools have come into turbulent (financial) weather.

E. Curriculum Greening Europe (CGE)

Origin of the project

At the end of the 1990s the final terms of all (about 200) secondary vocational education programmes in the Netherlands were rewritten from an environmental point of view. Any final term that had a relationship with environmental aspects was described in a way that takes the environment into account. Educational material was also (re)written and implemented by the various national training bodies responsible for defining the final terms of education programmes and curriculum development. This whole process is called curriculum greening. The ministry of Education put millions of guilders into this project. A Dutch regional vocational education college started an email discussion with some colleagues in education institutions abroad about the question whether it would be better to fully integrate this attention for the environment throughout an education programme or to (also) give specific and separate subject-like attention to environmental issues. During this discussion the idea of designing a Leonardo project arose, which was supported by potential partners.

Needs analysis and objectives

Preceding the project proposal, there was no real needs analysis besides this aforementioned discussion. The project in fact resulted from the idea of mainstreaming a Dutch accomplishment into vocational education throughout Europe. Besides this policy ambition, the CGE project aimed at the production and exchange of good education practices in regard to the integration of environmental aspects in vocational education.

In practice, especially the first objective proved hard to realise for various reasons. The most important ones were the structures and procedures to change curricula in the participating countries and the choice of the partners in the project.
Changing curricula in vocational education in other countries requires other schemes of procedures than in the Netherlands. In Germany, for instance, education programmes are not based on final terms, the business community plays an important part and there are no national training bodies.
The level of many partners' competences to influence educational policies in regard to mainstreaming environmental aspects in vocational education programmes is an important bottleneck:
'There were no partners in the project who were in a position at a level high enough to do this. Only the ministry of Education in one of the accession countries, but even this changed after the elections in that country'.
According to the project coordinator, the two project objectives are not compatible in regard to the choice of partners. They require partners at different levels in the education systems.

Partnership

9 Partners were involved in the project, coming from 7 countries. Most of them were education institutions, but they were different in regard to their focal point (initial education or continuous education) and the education level at which they operated. The coordinating regional vocational education college was acquainted with some of them because they belonged to the network of the international department of the college.

Others belonged to the Environet, a relatively small European network for environmental issues in vocational education. Some of the partners were known in advance to possess interesting education materials.
Reviewing the partnerships' composition, the project coordinator states that if he had known everything in advance, he would have preferred to look for a number of other partners.
He is, for instance, less happy with the partners who are very specialised in environmental education, because the focal point of the project is different: integration of environmental aspects throughout other education programmes. One partner is a representative of a professional higher education institution in a Southern European country. Although the content of their contribution in regard to good practices was very much valued, the situation in regard to the subject involved in secondary vocational education remained unclear. The representatives of the ministry of Education of one of the accession countries had to leave the project after the elections, because they had lost their job. In the United Kingdom a partner who was very enthusiastic about the project, turned out to have switched jobs by the time the letter of intent had to be signed. His employer, a vocational education college, was not posted about the project, could nevertheless be convinced to participate and sign the letter of intent, but was subsequently rather inactive during the project.

Valorisation

The CGE project had the ambition to 'export' the Dutch ideas about paying more attention to the environment to secondary vocational education programmes throughout Europe. This project objective is so comprehensive that by achieving it, a maximum of valorisation would have been realised, even though this would have been an achievement within the boundaries of the project.

Besides this major objective, the production and exchange of good education practices in regard to the integration of environmental aspects in vocational education were aimed at. Good practices of greened or sustainable education materials were indeed exchanged between the project partners. These materials can be viewed on the website of the project. A number of bilateral and trilateral co-operations between partners have been realised, e.g. in the fields of the environment and electro-technics and of sun cells between the German and Dutch partners. The material about sun cells, produced in Germany, has been incorporated in the programme of the coordinating vocational education college. The German partner has produced its own CD with a programme based on the Dutch idea of integrating environmental issues in electro-technical education. The Romanian partner has translated this CD into Romanian.
Partners are allowed to upgrade the acquired education material to their own needs.
The project coordinator does not really know if and how the exchanged materials are utilised in the education practice of the project partners or of other education institutions. Neither does he know whether or not the partners have undertaken more or less successful initiatives to take the information to a higher policy level:
'Every partner received 20 copies of the CD for dissemination. In the partnership, we discussed ways in which to disseminate them. They should be sent or given to policymakers in order to inform them about the policy aspects, and to education institutions for the good practices. We don't know if this has been done thoroughly. I expect that a Romanian and a German partner will still try to realise a spin-off; to be frank, I think the others do not feel any responsibility for dissemination now that the project has been completed and they got from it what they wanted'.

The project coordinator observes another general and new problem in regard to the integration of these education materials in secondary vocational education. The new trend, based on ideas about problem-geared education and competence development, is that students are not taught in classrooms anymore, listening to lessons about subjects. The new method is to confront them with a problem for which they have to find a solution. According to the coordinator, developing and exchanging good education materials undeservedly becomes superfluous in such a didactical approach.

Unintended effects

The subject of discussion in the project was the significance and place of the aspects environment and sustainability in secondary vocational education. In the partnership, the idea was put forward that perhaps the crux of sustainability in vocational education are not education programmes but values, norms and attitudes of people. This has given rise to the introduction of so-called value biographies which are used in the teacher training of one of the partners. The intention is for prospective teachers to start asking themselves ethical questions such as: what are you living for? what do you think is valuable? are you materialistic or not at all? why is that? do you think this is the right attitude? etc.

The CGE project has been broadening its focal point from integrating environmental issues in vocational education to sustainable secondary vocational education, which is increasingly becoming a point of interest. The project coordinator thinks and experiences that as a result of the CGE project, the project partners are ahead of developments. The right time is now approaching for the dissemination of the project results. He notices that his contacts with relevant organisations and people in the field of sustainable energy have improved greatly through the CGE project and his participation as a partner in another project on sustainable energy. The indirect effect is that he is acknowledged as one of the experts in the field of sustainable vocational education, which means that he is regularly invited to make presentations on the subject.

F. European Key Competences (EKC)

The origins of the project and needs analysis

In most accreditation procedures of prior experience and learning, the focal point is on technical-instrumental competences. This EKC project concentrates on the accreditation of key competences such as communication ability, organisational ability, etc.
In its project motivation the EKC project links up to the employability objective of the Dutch government. No reference is made to similar objectives of governments in countries of the partners. The project coordinator explains that in most cases, a Leonardo project proposal is set up by initiators in one or two countries. They select a number of reliable partners in countries of which, on the basis of their experiences, they assume that the system is of such a nature that it is useful to enclose them in the proposal:
'When you are writing a proposal, it is difficult and complex to decide together with partners what the project will be about exactly and how things will be arranged. You do not have the time to investigate how things are arranged in various other countries and in most cases partners are not willing to spend a Euro before the project proposal is ready. Sometimes it turns out that you have chosen a partner whom you had expected to give another input or to have more influence in a specific country'.

Objectives and products

The objectives of the project are to identify key competences for several occupations throughout Europe and to develop and test an instrument through which these key competences can be assessed. On the basis of research, common European key competences profiles have been drawn up for a number of occupations, and a toolbox with three instruments for testing these competences has been developed.
A competence profile in this project is the greatest common denominator of competences in the same occupation in seven countries. Key competences were found with a general validity for all countries but during the project the project partners became aware that it is impossible to abstract key competences from the context of work. Competences have to be related to a specific occupation.
The toolbox has been translated in the languages (5) of all the partners and is accessible for all the partners on a website with the help of a password. The database that is part of the toolbox is so complicated that it would not yield anything if it were to be made openly accessible.

The project coordinator states that besides the very concrete objectives of the project, one also hopes that the project will in some way contribute to a greater unanimity in regard to qualifications and qualification structures, and less ambiguity in the definition of concepts throughout various countries. She thinks that with such a deeper objective you immediately touch the valorisation question: what is the surplus value of a project for European education and employability in Europe?

Partners

In the EKC project, 12 partners were involved from seven countries. Half of them were education institutions providing continuing education for adults, sometimes concentrating on employees, sometimes on unemployed. The coordinating vocational education college was the only institution operating in initial education. Further participants were three national training bodies from the Netherlands and three organisations with special tasks in regard to the drawing up of the key competences, the development of the toolbox with instruments and the testing of competences respectively.
Except for the national training bodies, no organisation had a policymaking responsibility at meso or macro level. The project coordinator thinks that if you have ordinary organisations in the project, the possibilities to implement project results on a national scale are limited:
'In a good project proposal, expectations are raised which are hard to fulfil with a partnership that consists of schools and private organisations. Therefore you need umbrella organisations or other institutions at national level'.
However, she doubts whether that is the solution: 'After all, the objective of Leonardo is that people meet and together bring about innovations in vocational education. These umbrella and national organisations are far removed from the education practice'.

Valorisation

At the micro level, results of the EKC project, especially the competences tests from the toolbox, were used in the coordinating regional vocational education college, particularly in the apprenticeship training for administrative employees. This ended after a management change, however, and the project coordinator is not in a position to alter this:
'The school-internal support for international projects such as the EKC project depends on the degree to which the vocational education college itself has an interest in it. People in school are generally more interested in what the project yields for the college. The 'higher' objectives are

interesting for a limited number of people and do not relate directly to education within the college. In case of financial emergencies, these objectives are quickly set aside'.

At the meso level, the competences profiles cannot be integrated in or replace existing professional profiles or qualification profiles just like that. In the recently established qualifications structure in the Netherlands, competences descriptions aim at broader qualifications. The national training body for the administrative professions was a partner in the project. It has verified the key competences profiles and compared these with its own ideas for the new qualifications structure. Because the competences profiles of the EKC project restrict themselves specifically to key competences, it was never possible to adopt them in exactly the same manner. According to the project coordinator, this shows that there is a contradiction. Applicability always has a relationship with what is happening in your own country, or your own sector or own school. Policymakers and decision makers in your own country must be convinced that you are on the right track:
'If you want your project to have much impact, you have to link up very closely to national developments, which is in fact what you do not want to do, because you want it to have an impact internationally'.

The project coordinator does not really know if the key competences profiles or the toolbox have been applied at micro or meso level in the other countries. The Austrian partner had a plan to further use it. The Romanians wanted 'to do something' with the database. In Spain the employers' organisation, which is a partner, planned to apply it in some companies. In fact, however, the coordinator thinks that in most of the participating countries the profiles and toolbox have hardly been used yet, or not at all.

The coordinator thinks that if a project is working on very concrete education issues, it may achieve something in regard to the co-operation between various countries. If, however, these issues are related to the professional field and the labour market, then the situation in countries is so different that you must have a very strong partnership in order to have an impact, and the project results have to be broadly supported by the systems in various countries. Such a partnership should most probably consist only of umbrella organisations and even then it would be a major accomplishment to attain such a thing:
'It is logical that it is not possible to enforce such a competence profile in the qualifications structures of seven countries, due to the limited project period and the rather arbitrary selection of partners from the various countries. If somebody asked me what the value is of testing the competence profile for the various countries, I would not be able to answer that question. We have taken the greatest common denominator and even made specifications per country but the basis remains the work of our partners. I don't know how it could be done otherwise'.

G. Integrated Coastal Zone Management (ICZM) Training

Origins of the project, a needs analysis

In 2000, visitors of a conference of the European Union for Coastal Conservation (EUCC), the International Assembly of organisations and institutions, which have a responsibility and/or a task in regard to coastal protection, were asked to express their needs in regard to the activities of the EUCC. In an interactive process with the conference participants, the collected needs were prioritised. A training course in integrated coastal management for the Eastern European accession countries was definitely one of the priorities. After this wish had been included in the EUCC's Action plan, the search for funding began.

Objectives

The objective of the project is to make a training programme for coastal managers in Eastern European countries in order to enhance sustainable and integrative development of coastal areas. A self-directed training programme for coastal managers was developed which is freely accessible in several languages on the project's website and can be used by everybody who is interested. The programme was produced with contributions from all the participating partners in the designing of the modules. The methodology was to find consensus in the process of developing the product. The philosophy behind this was that the more people, the more cultures, the more countries are involved, the more versatile the final product would be.

Partners

Most of the members of the EUCC assembly are representatives of governmental institutions. The secretariat of the EUCC has practical experience in developing projects. They decided that in order to develop a sound project with capable partners, they had to look for partners at another, more practical level: trainers and real practitioners. These, originally six, partners were quite easily found through the EUCC network, which is all over Europe: the Netherlands and the United Kingdom are forerunners in coastal zone management, the Greek partner has European knowledge of the subject and it was thought important to have somebody from the south of Europe in the project. The other partners' origin is Eastern Europe. In the course of the first year the EUCC succeeded in securing other Dutch funds, which enabled them to enlarge the partnership. With every new partner, new networks were being drawn into the project and the chance for dissemination and application grew, according to the project coordinator. Now, she thinks that the partnership has reached its limits with 12 partners from 10 countries. When the promoters discussed a version of the training programme for another target group, engineers from the business community, it was quickly decided that this would have to be a different project.

Coastal managers, the end user category aimed at, were not involved as project partners. It was left to the national project partners to find ways in which to reach them.

Target group(s)

The target group for the training course are coastal managers in Eastern Europe and to some degree non-governmental organisations (NGOs) as well. Coastal managers, however, are mostly people who administer an area in regard to one specific aspect, e.g. tourism development or nature conservation, etc., according to given guidelines and legislations. A person responsible for tourism development would never think of biodiversity or of what tourism does for the fishery sector but also vice versa. In Eastern Europe the concept of integration of these different areas is less familiar. The EU membership harmonisation process sets requirements to institutional changes. The training programme wants to train people in a new way of thinking beyond the borders of a sector:

'The ICZM course wants to influence the mindset of coastal managers in regard to the necessity of integrating these different aspects'.

Although the partnership has received positive feedback from coastal managers in Eastern Europe, it is difficult to monitor whether and how this aim is being realised.

Dissemination and valorisation

At the end of the project the course content was put on the websites of several project partners and on CD-Rom.

According to the dissemination plan, an agreed number of CD-Roms was given to the project partners. The CDs should be distributed by the networks in the target countries: local and regional administrations and sometimes NGOs. Once the project had been completed, the coordinators did not invest time in any follow-up of the dissemination of the CD-Roms: *'This is how things go'*. They concentrated their attention on the production of one more module on integrated tourism management in the framework of a new Leonardo project, and on another module on public participation in integrated biodiversity conservation, financed by a Dutch grant. It is the EUCC's intention to disseminate a revised version of the ICZM course with more modules, translated in several languages, very thoroughly.

The philosophy of the ICZM Training project is to keep the training programme as open and accessible as possible. From the beginning, the partners wanted to share their product:
'Spread as much as possible and control as little as possible. You need partners with this mindset, who are primarily interested in having the products applied and not possessed'. They also had permission to adapt the products in the translation process to make them fit better on a national level.
The training course is available for everybody who wants to use it. The project coordinator thinks that if they had tried to integrate the ICZM course into the curriculum of an existing training programme, it would have been far more difficult:
'I'm not saying that we don't want to do it, but we are working in so many countries and the traditions are different. It is a very time-consuming process, I'm sure'.

Monitoring the websites of the partners proves to be very difficult, and it is close to impossible to find out if people visiting the websites use the training modules. At any rate, it is difficult to monitor in another than anecdotal way whether and how the course is being used.
University partners in the Netherlands and Turkey have used modules in their own teaching programme (see unintended effects), and a Polish university institution which occasionally organises training courses for coastal managers, has applied the ICZM training material in one of these courses and has introduced it in their annual meeting with coastal managers.

Unintended effects

In the ICZM Training project, teachers are involved from Dutch and English universities. Just like other partners they developed modules for the training course. During the project they discovered that content and tools, which were produced by the partnership as a whole, could also be employed in the university programmes to some degree. Initially unintended, they realised that the modules were valuable for their own teaching as well, especially in the courses they organise for students from third world countries. A Turkish university teacher who was involved in the project also uses the ICZM course modules in his university teaching on a regular basis.

Another unplanned valorisation effect has been that, after consultation with the project partnership, the university of Oldenburg (D), which is not a project partner, is applying the ICZM training modules in its international coastal zone management education programme. One of their students has started to translate the training programme into Bulgarian. The university discovered the ICZM project through the information of a German EUCC member who is not a partner in the project.

Information about the project has been disseminated, for example at conferences. There, the coordinators noticed that there was a need for a French version of the training course, especially to make it better accessible to Northern African countries but also to a country like Spain. The French translation was made possible by a French fund.
Another plan is to find funds to enable the start of an intensive vocational training course on 'sustainable coast erosion management' for coastal managers in the Mediterranean, using ICZM modules.

The project has been successful. Therefore, the project partners wanted to continue their co-operation and extend it with networks in other regions such as around the Baltic Sea and around the Black Sea. For that purpose, the Leonardo project Coastlearn has been set up, which was awarded in 2002.
The CoastLearn project is a direct follow-up of the ICZM Training project. In the CoastLearn project the ICZM training programme will be translated and transferred to countries around the Baltic Sea. A further transfer to countries around the Black Sea and in the South-East Mediterranean area will be carried out using other funding sources than Leonardo. The CoastLearn project has a networking strategy. It is intended to first build up national platforms of experts and key players in regard to coastal management. The next step is building up regional networks connected to the aforementioned three seas, and the last step would be the creation of a supra-transnational platform.

H. LATE

Origins of the project, a reaction to a request

The promoter of the LATE project, a language teacher and researcher, did not really know what was happening in Eastern European language training institutions, but he noticed in his contacts with colleagues from some Eastern European countries that these countries were lagging behind in their foreign language education. In view of the accession of these countries to the EU, particularly the lack of knowledge of good English was experienced as problematic. If companies ask for an English course for their employees, language teachers have no idea how to set this up and what should be the content. Simply asking the companies does not help either. The teacher has to know how to carry out a needs analysis, in more stylish terminology a language audit. After repeated requests of his colleagues, the promoter decided to draw up the proposal for a Leonardo da Vinci project in which a Language Auditing instrument was to be developed and also a course in special EU English.

Objectives

The LATE project had two clear but different objectives: the development of a language audit instrument and the development of a course in EU English. The instrument for a language audit was published in a handbook. A language audit not only maps the language deficiencies to be resolved in a training course, but also analyses the company policy in regard to language needs.
The training course in EU English was published in a book which also includes a CD. Valorisation of these products beyond the boundaries of the project asks for different strategies.

Heterogeneous partnership

For the composition of the partnership, the project coordinator relied in the first place on his existing contacts with language teaching institutions and other language-related

organisations all over Europe. These were not enough, however, as he wanted to have a good mixture of partners, including partners who belong to organisations that will eventually use the products, and who could test the pilot products. Therefore it was a deliberate choice to include in the partnership some government organisations in order to get easier access to their personnel for testing the audit instrument. Some partners were found through informal contacts and a few through the Leonardo partner search engine. Some of the partners were university institutions with a task in foreign language education and some were private foreign language teaching companies. On top of that were institutions that had, among others, special tasks in evaluation, dissemination and translation and editing. Ultimately, the partnership was very heterogeneous and counted 17 very diverse partners in 7 countries, which is far too many, according to the promoter now. He thinks it is too laborious to communicate and imbalanced in regard to the division of tasks during the project. For instance in the project meetings, the government organisations belonging to the target group could not contribute in any way when the development of the audit instrument was discussed. This imbalance in tasks also leads to an imbalanced involvement in dissemination and possibly valorisation activities.

Valorisation

The training course in EU English is being promoted by some advertising chapters on the project's website and copies were sent for review to magazines in several countries. Partners with dissemination tasks have invested in promoting the products. The project coordinator has also shown the course book during a number of presentations at international conferences. So far, however, the publishing company is not satisfied about the sales figures.

The project coordinator has been the real driving force behind the project. Much of the work was on his shoulders, and he proposed many of the initiatives. He was asked regularly to set up new courses or new projects, but having been intensively involved in the project for three years, he just wanted to have a little bit of rest and do something else by the time the books, the website (which includes a very extensive and informative project-internal part) and the final report had been finished. In the future such activities will most probably be initiated and carried out by the new professional association EAPLA (see unintended effects).

In four countries the instrument for a language audit was applied by some of the project partners in the testing phase of the project. Also in four countries, training courses were taught to make language teachers and students familiar with the instrument. All these activities belong to the realm of the project and cannot be considered as valorisation activities.
At one Polish university the training course was also taught as a part of a summer school, one might say beyond the project boundaries.
In order to valorise the project results the language audit instrument can and should in principle be applied by the project partners. In practice, however, there is only one other partner besides the project promoter that is promoting its language auditing capabilities, and that is a Bulgarian private language teaching company.

The project coordinator says that it is a disadvantage that he was very much the mainstay in the project. Other people adopt things but you just have to wait how things will work out. People from the foreign language departments of the universities who participated in the project and who carried out audits, and who also worked with the material and contributed to the books, are not yet capable of providing the language audit courses on

their own. They still lack practical experience and need support. This also applies to another university where an extra language audit course was taught during the project, which had not been planned in the project design. They, however, were very interested and wanted to structurally embed the course in the English language training of their teachers.

A possibility for valorisation of the course in EU English arose when a Hungarian training institute for public administrators asked the project to assist in an 'EU communication course' for civil servants of Hungarian ministries. After that, this training institute unfortunately had to reorganise its activities, which caused a severe delay. A similar EU communication course, in which part of the course in EU English is included, will now be submitted for accreditation by another organisation. After accreditation, the course will be included in the training offer of the aforementioned training institute again. The project coordinator has been asked to train their language teachers for this on the basis of the LATE materials.

Unintended effects

An unintended outcome of the LATE project has been the establishment of a professional association, the European Association of Professional Language Auditors (EAPLA). EAPLA's objectives are, among others, to undertake research and to publish and exchange information in regard to language consulting, and also to accredit individuals and organisations in the field of language consulting, including auditing. It is also a tool for valorising the LATE product results and for maintaining contacts.

I. Sign Language Europe (SLE)

Building upon national projects

The Sign Language Europe (SLE) project builds upon two previous Dutch projects in which a kind of sign language system was developed. The idea for the Leonardo project started with the desire to extend this system and to find solutions for some deficiencies. The system is (sign) language-independent, which means that other nationalities would also be able to fill it with the sign language(s) that are used in their country.

Objectives and the products

The project had a major objective of enhancing the integration of deaf students into mainstream vocational education. During and not prior to the project, a comparative study was carried out into the situation in regard to this integration in a number of EU countries. An important context problem for this major objective is that the target group, deaf students in vocational education, is very small. In the Netherlands, for instance, there are about 40 deaf students in vocational education in the whole of the country on an annual basis. It is difficult to trace the regional vocational education colleges for which the sign language system could be relevant in a specific year. As a consequence, the system that has been developed has had only very limited significance so far in integrating deaf students in mainstream vocational education. No initiatives have been undertaken so far towards vocational education colleges.

Three more concrete but rather different objectives of the project are: the extension of a language-independent, dictionary-like system for sign language, the building of a European network and the setting of a quality standard for sign language. The first objective, the creation of a language-independent sign language system, has been realised; for various reasons, realisation of the other two proved to be difficult during the project.

The language-independent sign language system is an automated dictionary system on DVD, which shows pictures and videos on the one side and signs expressing their meaning on the other. The system has to be filled with content. The Dutch and the Belgian partner(s) in the project fill the system with different content, related to the sign language that is most applicable in each country. By gathering and coordinating signs from the different sign languages within a country, some standardisation of sign language will be achieved.

Partners

Partners from four countries were involved in the project. A partner from Slovakia, however, whose contributions were below level, left the project after the first year. Because the English partner specifically had a research task (what are the learning strategies of deaf students?), the real development partners were only Dutch and Belgian institutions working with deaf people. The withdrawal from the Slovakian partner had a negative effect on the dissemination possibilities, whereas it had a positive effect on the project-internal communication. As there are three different sign languages in the Netherlands and no fewer than seven in the Dutch-speaking part of Belgium, the language-independency of the system could be tested anyway.

Valorisation

In the participating Dutch institutions for education of deaf people, the sign language system as it is now is being used intensively, according to the project coordinator.
The dictionary-like system for sign language was completed only in the last year of the project. There wasn't much time left to fill it with content. Because it does not make much sense to spread a system with only 2000 words of content, the central Dutch Centre for sign language started filling the system after the project had finished and is still doing so, up to about 7000 words, using its own financial means. About 10% of the words will refer to specific vocational terms that are used in sectors such as metal, car mechanics and wood. Once this has been completed, a DVD-Rom will be produced for sale. The participating Belgian school is also putting a lot of effort in filling up the system with 'Flemish' words.

The project results were presented at international conferences on several occasions and during visits abroad to education institutions for deaf people. The context for valorisation of the project results elsewhere is very difficult. In most countries there is no central institution with the responsibility for sign language issues; institutions that educate deaf people are autonomous in what they do and the sign languages they use often vary within countries. Moreover people have their own preferences. The project coordinator explains: *'If I develop something for my lessons which could also be handy for other people, these others will often not use it for very different reasons, which are difficult to imagine in advance. This is due to regional differences or to the simple fact that even if somebody can work in his own situation with a system which has been developed elsewhere, people rather prefer to make something themselves than to adopt something else.'*
During and after the project the SLE partners themselves were confronted with automated sign language systems in three other countries that were not in the project: *'We would like to have the same functionalities, but their system contains so many illogical elements that we think it is easier to make something else ourselves than to adopt the Swedish, an Icelandic or a Finnish system. And that works both ways'.*

J. Market Monitor

Origin of the project and context analysis

The Dutch national training body for the retail trade had a market monitor that was used in the Netherlands for investigating the trends and developments in the retail trade and their significance for vocational education. The idea came up to apply this instrument in other EU countries as well. The objective was to detect developments in the retail trade sector at European level and to translate these into changes in vocational education and training. The developments and education needs in e-commerce were chosen as special focal points.
The idea of going into Europe with the Market Monitor in the retail trade had been included in the 'policy plan international' of the national training body. Therefore, the project clearly had the support of the management of the organisation.

The training body held the opinion that the results of the common activities with partners in such an international project should have an impact. They knew, however, that there were no comparable institutions abroad with the same authority. Being aware of this, they decided to organise a meeting with the partnership they had in mind. In this meeting, preceding the writing of the project proposal, the idea and objectives of the project were presented and shared, and implementation possibilities in the various countries were discussed (context analysis).
The project coordinator estimates that this meeting and its preparation have cost the national training body about 20.000 Euros (preparation time of the coordinator and its secretary, travel costs and allowances, excluding the time spent by the partners). Costs were paid from a subsidy to stimulate international co-operation in education which had been granted to the training body by the Dutch government.

Partners

The Dutch national training body in the retail trade has a substantial international network of organisations with which it has cooperated in the past. Partners for the project were mainly selected on the basis of three criteria. The first one was that it had to be an organisation operating in the retail trade; the second one was that the training body would preferably already have had contact with the organisation, or more particularly would have worked with them in a previous project. In the end there was only one, German, organisation in the partnership with which the training body had not cooperated before.
From the moment when the idea for this project arose, the initiators have considered it important that the project would have an impact. The partnership should be composed in such a way that good conditions were created to realise this. Therefore the third criterion for partners was important. They should be interested in developments in the retail trade, be able to make a good contribution and be in a position to exert influence in education in the broadest sense of the word in order to enable impact of the project results. Ultimately, the partnership consisted of 10 partners from six countries.

Objectives and products

The objective of the Market Monitor project was to connect international trends and developments in electronic retailing with retail trade education in the participating countries. It was the intention to test whether the originally Dutch instrument Marktmonitor, which collects information by using several data collection techniques, could also be applied at international level in order to prepare the drawing up of a set of European competences that are needed by people who are or will be working in e-tailing.

The final product of the Market Monitor project was a competence matrix for sales professions in the electronic retailing (e-tailing) sector, based on research into the developments in this sector in six countries. Vertically, the axes of this matrix distinguish six general competences such as adaptability-flexibility, communication with people, organisational ability, etc. and horizontally, six working areas are distinguished such as customer service, logistics, management, etc. In the 36 cells, competences are described that are an elaboration of a particular general competence in a specific working area. The idea behind the matrix is that elements can be selected from it in regard to general competences as well as working areas and combinations of both.

An objective was also that during the project already, education material would be produced on the basis of the matrix. That was done in the Netherlands and in Belgium. The participating schools in both countries developed their own separate education programmes that consisted of existing programmes that were adapted on the basis of the competences described in the matrix. The Dutch school is able to do this because, according to the law on vocational education, a school has a certain amount of free space in a curriculum to experiment with, for example, innovations. The Belgian school is autonomous in decisions regarding its programmes because there is no such thing as a qualification structure in Belgium. Although each school used the competence matrix as input, the resulting education programmes were very different because the existing programmes were different to start with. Focal points in the Belgian programme are the more technical aspects such as building websites and developing e-learning materials; the Dutch programme focuses more on organisational aspects that are important for entrepreneurs and managers.

Dissemination and valorisation

Even before the project proposal of the Market Monitor project had been written, the possible impact of the project in the participating countries was discussed in a partnership meeting. Continuously during the project, attention was asked for dissemination and even for valorisation of the project results. Later on in the project, all the partners made a dissemination plan.

It took the other partners in the project quite a long time to develop concrete dissemination ideas. The central question in the project was what future employees in e-tailing should know and be able to do. After a relatively long research period, the answer to this question was given in the form of a competence matrix produced by the Dutch national training body. It proved to be quite difficult to communicate the concept of a competence matrix to the project partners. Only once the competence matrix had been completed and the partners understood it, did they see its value and start acting:
'We had many discussions about the matrix. When it took on a more concrete, filled up form we got reactions such as: we didn't expect this. They were not used to doing things this way. In fact, during the project we asked them to disseminate, implement and valorise something that was not there yet. That makes talking difficult. Now that they understand, they are better able to assess how to go about things, for whom to do it and when to do it'.
Point of departure for the dissemination plans was that the partners would translate the competence matrix into possibilities for impact in the reality of their own national context. That is why the contents of all these dissemination plans are very different.

Two education programmes in electronic retailing were developed in the project; one in Belgium and one in the Netherlands. At micro level, this programme could be implemented immediately in the Belgian school. In the Dutch school, implementation of

the programme on an experimental basis was possible as well. Both schools developed an education programme that turned out to be different because the schools had to account for their own situation and context. In the other partner countries there were no schools involved that could construct an education programme, and it has become clear from the Belgian-Dutch experience that neither the Belgian nor the Dutch education programme can be transferred just like that.

Mainstreaming the programme at meso level into the qualification structure of the retail trade education is not that easy, in spite of the fact that relevant key players in the Netherlands are partners in the project. Reviewing the qualification structure has to be done according to a fixed trajectory which normally takes more than a couple of months.

It appeared to be a problem that, although the partnership seemed to be homogeneous, the partners were active in quite different contexts in the various countries. Their responsibilities within these contexts were also different and so was the impact they can have. It was each partner's task to look for implementation possibilities of the project results in their own national, regional or sectoral context.
With four partners: the national training body, a vocational education college and the social partners, all the actors that play a role in developing and carrying out the qualification structure in secondary retail trade education in the Netherlands, and that can bring about impact, are covered. Creation of a basis broad enough to bring about impact in the other five countries would most probably have made necessary the presence of the same amount of partners per country, amounting up to 24 partners, which is not feasible. Therefore, other partners could only try to have an impact in their context, which was within the reach of their possibilities. For example, partners in some other countries play a part in continuing vocational education and therefore had no possibility of influencing initial vocational education. In the Belgian context, no formal qualification structure for the retail trade education exists, leaving changes in the education offer up to the authority of the individual vocational education college that was a partner in the project.

All the project partners are institutions that operate in education. In regard to the research part of the project, a successful follow-up will be difficult to realise. Apart from the data collection, all the research activities in the project were carried out by the Dutch national training body. Research is not the core business of the partners. The project coordinator thinks that the confrontation with research in vocational education has been an interesting exercise for the partners, but he doubts whether they would be able to apply the instrument themselves at national level. In a future project with this partnership, the national training body would still have to take the leading role in this respect.

The coordinator thinks that most of the planned dissemination activities have been or are being carried out, but he is not able to pass any judgement about the real impact in education:
'It is a bit contradictory. The project has finished but if it had lasted one year longer, we could have integrated the whole valorisation process. If we had to do it once again, we would spend less time on the research phase and use it more efficiently, and start the translation process into the final product sooner'.
All the partners had intentions and plans for implementing the project results, but the project coordinator does not know what has actually been realised:
'At a very early stage in the project, we started to ask attention for implementation. We asked the partners to show us their plans and to make an activity report. I cannot make a statement

about the real impact in education, however. We were not invited to visit their national workshops where the project results were presented'.
In most countries the competence matrix has been brought to the attention of the social partners.
The coordinator knows for sure that the Belgian organisation of entrepreneurs of small and medium-sized companies has utilised the competence matrix in workshops with entrepreneurs about the benefits of internet for their businesses. This organisation also had the intention to integrate the results in the projects they are carrying out in co-operation with initial education institutions.
The Italian partner has contacted a national research and development organisation in Italy in order to translate the project results into a professional profile of an e-tailer and to further investigate how this profile can have impact in vocational education in the Italian regions.

The coordinating national training body has been using the experiences of the Market monitor project in the proposal for another international project, together with a French partner. The intention is to develop a qualification profile of an export worker, in which the competence matrix method of describing competences will be utilised. In this new project the translation of this profile in education programmes and next their implementation in practice will get even more attention, based on what happened in the Market Monitor project.

Literature

Dees, D. (2003). Kennis beter delen. Opening speach of ZonMw conference: Kennis beter delen, 2.

European Commission (s.d.). Valorisation strategy for the Leonardo da Vinci vocational training programme. Discussion paper. Brussels, European Commission DG EAC
European Commission (2003). Action plan to develop innovation in vocational training (updated version). Brussels, European Commission DG EAC
European Commission (2003). Consolidating and improving activities based on the outcomes of the Leonardo da Vinci programme. Brussels, European Commission DG EAC
European Commission (2004). The valorisation plan. Guidelines for project promoters. Brussels, European Commission DG EAC
European Commission (2004). What is valorisation. Mini-brochure. Brussels, European Commission DG EAC

Feijen, T. and T. Reubsaet (2001). Dissemination strategies for Leonardo da Vinci pilot projects. Information, theory and practical tips. 's-Hertogenbosch, Leonardo da Vinci National Agency

Leclerc, P.E. (2003). Les activités de valorisation et l'impact du programme Leonardo da Vinci. Bruxelles, European Commission DG EAC

Leonardo UK National Agency (2004). Valorisation guidance note for applicants and projects. Birmingham, Leonardo National Agency

Ministerie van OCW (2004). Voortgangsrapportage Wetenschapsbudget 2005. Download: www.minocw.nl/brief2k/2004/doc/26475a.pdf

Nickolaus, R. (2002). Implementation, Verstetigung und Transfer von Modellversuchen im Rahmen des Aktionsprogramms Nachhaltigheit und berufliche Bildung. Download: www.uni-stuttgart.de/btw/dateien/Abschlussbericht_zum_Project_Nov02.pdf

Panne van de, G., Beers van, C. and A. Kleinknecht (2003). Success and failure of innovation: a literature review. In: International journal of innovation management, 2003, no. 3, p 1-30.
Pätzold, G. a.o. (2002). Strukturen schaffen - Erfahrungen ermöglichen. Adaptationen von Modellversuchsinnovationen in der beruflichen Bildung. Bielefeld, Bertelsmann
Pôle Universitaire Européen de Nancy-Metz (200 ?). Valorisation de l'acquis du programme Leonardo da Vinci. Download :
http://europa.eu.int/comm/education/programmes/leonardo/new/valorisation/doc_en.html

Rauner, F. (2002). Modellversuche in der beruflichen Bildung: zum Transfer ihrer Ergebnisse. Bremen, ITB

Verguizas, A. (2004). Methodologies for the valorisation of innovation in vocational training. Best practice guide. Download: http://europa.eu.int/comm/education/programmes/leonardo/new/valorisation/doc_en.html

Vos de, E. (2002). Het geheim van innovatiemanagement. In: Intermediair, 7-11-2002

Wonderen van, R. and T. Klein (2004). Innovatie in het primair onderwijs. Leiden, Research voor Beleid

The desirability of a greater impact is broadly endorsed by everyone involved in the Leonardo programme, including project promoters and project partners. However, there is a gap between this wish and the reality of the obstinate international context of Leonardo projects. They are experiencing difficulties in achieving a sustainable impact in education systems and practices. There is no point denying this.

This 'guidance note' offers support for project promoters and project partners in thinking of a way in which their project can attain more impact beyond the project boundaries. This support does not consist of recipes or prescriptive guidelines. For that, the process of valorisation is too complicated. It affects all stages in a Leonardo project, from the preparation of the proposal until the after party when the project has officially been completed. This complex reality is reflected in the conceptual framework that is meant to be the guiding light for an instructive journey throughout 'clues and examples of valorisation', which have been derived from completed Leonardo projects.

Although these projects have Dutch promoters, projects coordinated elsewhere in Europe undoubtedly experience similar realities. Therefore this 'guidance note', which starts at the work floor, aims at being a source for reflection about the Leonardo programme for everyone who is involved.