

Foundation for the Development of Education System

Leonardo da Vinci Programme

Closing Conference – SYMBIOSIS Project

Warsaw, 25.11.2010



LLP Programme - STRUCTURE

Comenius School education	Erasmus Higher education	Leonardo da Vinci VET	Grundtvig Adult education
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Transversal Programme
4 key activities – Policy Cooperation; Languages; ICT; Valorisation
(Valorisation = Dissemination and exploitation of results)

Jean Monnet Programme

Leonardo da Vinci programme

- a) to improve the quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80 000 per year by the end of the Lifelong Learning Programme;
- b) to improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe;
- c) to facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others;

LEONARDO DA VINCI OBJECTIVES



- a) to improve the transparency and **recognition of qualifications** and competences, including those acquired through non-formal and informal learning;
- b) to encourage the learning of modern **foreign languages**;
- c) to support the development of **innovative ICT-based content**, services, pedagogies and practice for lifelong learning.

Leonardo da Vinci: overview of actions open to enterprises

MOBILITY PROJECTS

This action covers mobility for learning/training purposes in the following target groups:

- (1) trainees in initial vocational training (IVT)**
 - A. apprentices and trainees in initial vocational education based on alternate learning or work-related training in enterprises**
 - B. trainees in school based initial vocational training**
- (2) people in the labour market in continuing vocational training (PLM)**
- (3) the mobility of professionals in vocational education and training (VETPRO).**

MOBILITY PROJECTS

Since 1995, Leonardo da Vinci financed 700 000 traineeships abroad:

- for young people in initial vocational training (“IVT”)
- for people working or looking for work (“PLM”)
- for teachers, trainers and in-company tutors (“VETPRO”)
- for advanced vocational training students (until 2006, since 2007 this action is under Erasmus)

MULTILATERAL PROJECTS

Since 2000, Leonardo da Vinci financed
3 000 transnational cooperation
projects:

- for enterprises in education (training providers) + other economic sectors;
- projects mainly aiming at manufacturing, construction, science, technology, administration, services, in particular health & social services

What themes will be important in LdV?

- Encouragement of **cooperation between VET and the world of work**;
- Identification and **anticipation of skills and competences**, promoting more learning-conducive environments at the workplace, work-placed training and apprenticeship pathways;
- Initial and continuous training of VET teachers, trainers, tutors and VET institution managers;
- Acquisition of **key competences in VET** (developing practices for acquisition of key competences in continuous vocational training);
- Fostering of social inclusion in continuing VET (There is a need of up-skilling, re-skilling and **upgrading of skills of workers**. The reintegration into the labour market after longer periods of inactivity also needs specific efforts.);

What themes will be important in LdV?



- **Development of mobility strategies in VET:** the quality of a training placement is very much linked to the quality of the host enterprise and/or the quality of the intermediary body establishing the link to the host enterprises.
- **ECVET** for transparency and recognition of learning outcomes and qualifications;
- **Improving quality assurance systems in VET:** prepare, organise and ensure the transfer of guidelines, tools and products aiming at the implementation and use of the European Quality Assurance Reference Framework.

Education for sustainable development



1. The European Union faces a considerable number of interlinked challenges in the early 21st century, including the economic and social consequences of the global financial crisis, climate change, declining water and energy resources, shrinking biodiversity.
2. All European citizens should be equipped with the knowledge, skills and attitudes needed to understand and deal with the challenges and complexities of modern day life, as well as to assume their global responsibilities.
3. Both educational institutions, local communities, civil society and employers are key players in developing such competences.
4. Sustainability **can play an important role** in national lifelong learning strategies and **can** be used as a tool to enhance quality at all levels of education and training.

Education for sustainable development



1. ESD should be tailored to each level of education, taking into account the specific context.
2. In VET and HE should be focused on developing more specific skills and competences needed within various occupations.
3. ESD should address issues such as responsible decision making by individuals and **corporate social responsibility**.
4. ESD can be crucial in developing the transversal key competences of learners, just as well as basic skills such as mathematics, science and technology, **and can accordingly enhance employability**.
5. Equipping teachers, trainers, school leaders with the awareness, knowledge and competences required to promote and include principles about ESD in their approaches to teaching and management.

Thank you for your attention!

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