

***Leonardo da Vinci programme***

***Report on quality assessment  
of the 2001 mobility projects***

***Czech Republic***

## ***Contacts:***

### **Address of the National Agency of the Leonardo da Vinci programme:**

Národní agentura programu Leonardo da Vinci  
Národní vzdělávací fond, o. p. s.  
Opletalova 25  
110 00 Praha 1

e-mail:leonardo@nvf.cz  
phone: (00420) 224 500 522, fax (00420) 224 500 502

### **Information on the Leonardo da Vinci programme on Internet:**

Web site of the National Agency:  
<http://www.nvf.cz/leonardo>

Web site of the European Commission on the Leonardo da Vinci programme:  
[http://europa.eu.int!comm/education/leonardo/leonardo2\\_en.html](http://europa.eu.int!comm/education/leonardo/leonardo2_en.html)

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## ***1. Mobility projects of the Leonardo da Vinci programme in the Czech Republic***

Placement and exchange projects called altogether mobility projects are important part of the Community vocational training action programme Leonardo da Vinci. These projects are one of the tools which promote the European education policy objectives (expressed e. g. in the Copenhagen Declaration) and implementation objectives of the Leonardo da Vinci programme. Through placements of students from various types of vocational schools, young graduates, workers and/or unemployed people as well as through experience and information exchange of teachers, personnel managers and human resources development managers these mobility projects help to learn about the vocational training practice in the EU countries and to exploit this for improvement of the Czech vocational education and training system.

Mobility projects have been implemented in the Czech Republic as in one of the countries participating in the Leonardo da Vinci programme for already eight years. For example in 2003 nearly 90 mobility projects were selected and supported by the grant. These projects enabled to send more than 1,100 persons for several weeks or months to more than 20 countries participating in the Leonardo da Vinci programme. The total amount of the grant reached about 1.1 million Euros, i. e. about 35 million of CZK. Approx. two thirds of participants in the mobility projects were the students of secondary and higher vocational schools. The total number of young people as well as teachers, trainers and personnel managers participating in the mobility projects in the Czech Republic is already higher than five thousands. They so got a chance to learn directly not only about education and training in their branch in some EU country but also to learn the work in the enterprises and life in the Union.

In forthcoming years it can be expected that the numbers of mobility project participants will be further increasing. In the context of the accession of the Czech Republic to the European Union it is envisaged that thanks to the double support the mobility projects it will be possible to double the number of participants in placements or exchanges. The increasing numbers of projects and their participants are indisputably positive and till now not enough appreciated trend. But besides the effort to increase a number of mobility projects it is necessary - in accordance with the European education policy objectives – to deal also with enhancing the quality of the vocational education and training.

Therefore, in 2002 the Czech National Agency of the Leonardo da Vinci programme launched as one of the few National Agencies in Europe the activities focused on enhancing of mobility projects quality. Using the foreign experience it developed its own methodology of mobility projects quality assessment. For the first time it implemented this methodology one year ago for quality assessment of the 2000 projects. The result was the awarding of ten mobility projects. The promoters of these projects received the quality award certificate signed by the Minister of education, youth and sports, Minister of labour and social affairs and Director of the National Training Fund, which is the hosting organisation of the National Agency.

Following positive experience from this first “round” of the mobility quality assessment the National Agency launched its next round. It concerned the mobility projects selected in 2001. This publication informs on this round. The improved methodology of project assessment, the results of this assessment, list of 2001 mobility projects and especially the descriptions of the best quality projects are presented in it. This publication should be a challenge for the relevant readers to follow the patterns provided by the best promoters and to try to enhance the quality of the Czech vocational education and training system.



## 2. Methodology of assessment of the 2001 mobility projects

All the 69 mobility projects selected in 2001 were assessed. This number is higher than in the previous year. Both the placement projects and exchange projects were selected. The organisations which have submitted and implemented these projects correspond with the objectives of the Leonardo da Vinci programme. Mostly the vocational schools (secondary vocational schools and apprenticeship centres) were promoters of these projects. Also the projects submitted by the universities, social partner bodies, enterprises, Employment Services, non-profit and other organisations were assessed.

The projects were prepared and implemented by organisations from all 14 regions of the Czech Republic. The assessed mobility projects were realised in co-operation with the partner organisations from 16 European countries. The content of projects concerned vocational training in various sectors: electrical engineering, machinery, construction, agriculture, business and trade, hotel services and tourism, health care, social services. The following mobility projects were assessed:

<b>Promoter</b>	<b>Project title</b>
Secondary and Higher Technical School in Šumperk	Placement of students in branch forwarding in German forwarding firms and VAB Kulmbach
Secondary Vocational School and Apprenticeship Centre of Glass Industry in Teplice	Trends, models and innovation of lifelong learning in the EU countries 2001
Secondary Technical School and Apprenticeship Centre in Třebíč	Placement of students Třebíč – Teplice – Angermünde 2001
Private Secondary Vocational School of Entrepreneurship and Apprenticeship Centre of Textile Industry in Nový Jičín	Training know-how in textile marketing and CAD systems in the EU countries and candidate countries
Private Secondary Vocational School in Vsetín	Top Level Tours – Tourism and recreology techniques
Higher Vocational School of Social Law, Secondary Pedagogical School and Secondary Vocational School of Business in Most	Care of disabled persons
Higher Technical School of Industry and Economy and Secondary Technical School in Rychnov nad Kněžnou	Placement Alkmaar 2002
Secondary Vocational School of Business and Higher Vocational School of Economics in Mladá Boleslav	Enhancing employability of HVS graduates
Apprenticeship Centre in Mariánské Lázně	We want to be ready for a way towards Europe through knowledge of Italian history, culture, language and catering
VUSTE ENVIS, Prague	European work experience: Placement of young unemployed graduates of secondary schools in Spain
VERBASCUM, Litomyšl	Experience exchange in the field of environment
Private Secondary School of Entrepreneurship in Vsetín	Tourism and Recreology Placement focused on activities of Czech travel agent

<b>Promoter</b>	<b>Project title</b>
Foundation Fund ZVON 2000	Imunohistochemistry of tumours: A –Imunohistochemical characteristic of epithelary skin tumours, B – Study of Expression of endogen ectins at head and neck tumours
Evangelical Academy, Higher Vocational School of Social Law in Brno	European inspiration for Czech social work II
Higher Vocational School of Social Law, Secondary Pedagogical School and Secondary Vocational School of Business in Most	Placement of SVSB Most students in the fictitious firms in a EU countr
Apprenticeship Centre in Ústí nad Labem	Chemistry is no enemy of the environment
Secondary Vocational School and Apprenticeship Centre in Kroměříž	Differences and specific features of catering in the Czech Republic and Germany
Secondary Vocational School of Health Care in Nový Bydžov	Acquiring of vocational skills and practical language experience through placement abroad
Czech Technical University in Prague	Professional placement of Czech students in technology oriented fields of study II
City of Prague	Managers of training programmes / Birmingham
Dr. Edvard Beneš Secondary Vocational School of Business	Qualification, requalification and education of young people in European dimension
Business and Nankiny Academy in Karviná	Importance of European dimension for improvement of knowledge and skills of young people in the initial vocational education through involvement into European partners network
National Resources and Guidance Centre	European exchange of guidance practitioners
Secondary Schools DAKOL in Petrovice u Karviné	Enhancing of competitiveness of graduates in hotel services area at the EU labour market
Higher and Secondary Vocational School and Apprenticeship Centre in Bystřice n. P.	Placements in farms in Austria 2001
Higher Vocational School of Informatics	Placements network for informatics specialists
Higher Vocational School of Clothing Design and Secondary Vocational School of Clothing	Fashion invention
Apprenticeship Centre of Agriculture in Chvaletice	Exchange of teachers of HVS Litomyšl and AC Chvaletice with teachers of ROC Aventus, Appeldoorn (NL) and Practical Training Centre in Ede (NL)
Higher Vocational School of Transportation and Apprenticeship Centre in Prague 5	Placement of students and apprentices in the field of city public transport
Private School of Tourism in Rožnov p. R.	Europe II.2.1



<b>Promoter</b>	<b>Project title</b>
Private School of Tourism in Rožnov p. R.	Europe II.2
Apprenticeship Centre and Secondary Vocational School of Food Industry and Services in Brno	JUNIOR catering in the 3rd millenium
University of West Bohemia in Plzeň	In-company placements for graduates 2001/2002
Technical University in Brno	Management of project concerning construction
Secondary Vocational School of Technology and Economics in Prague 9	Development of multimedia textbooks on alternative energy sources
Private Higher Vocational School and Secondary Vocational School of Foreign Trade and Tourism GOODWILL in Frýdek-Místek	Placement project Goodwill – IIK 2001/2002
Regional Centre of Education and Training in Most	Experience exchange – placement agreement in the Czech Republic
University of West Bohemia in Plzeň	In-company placements for students 2001/2002
Apprenticeship Centre in Olomouc	System of construction activities in the EU countries
Integrated Secondary School in Sokolnice	Knowledge and innovative elements transfer into initial vocational education in the field of electrical engineering and information technologies
Integrated Secondary School in Sokolnice	Integration of young people to initial vocational education in the field of information technologies and electrical engineering
Technical University in Brno	Enhancing of quality of practical training of post-graduate students
Integrated Secondary Vocational School and Apprenticeship Centre in Ústí nad Labem	To learn, to work and to live together
Higher Vocational School and Secondary Vocational School of Agriculture in Benešov	Integration of young handicapped people of both genders and re-qualification of unemployed young people to Czech agricultrure
Higher Vocational School and Secondary Vocational School of Agriculture in Benešov	Holiday placement of SVS students abroad
Apprenticeship Centre of Catering in Ostrava	From theory to practice
The Economic Chamber of the Czech Republic	Placements of qualified workers as part of SMEs development
Technical University in Ostrava	IT – PRO 2
University of Chemistry and Technology in Prague	Practical training of students in the field of gas transportation and distribution

<b>Promoter</b>	<b>Project title</b>
Secondary Vocational School AHOL in Ostrava	Improvement of vocational and language skills of students
Secondary Vocational School and Apprenticeship Centre of Trade and Services in Ústí nad Labem	Development of vocational education and training in hotel services and tourism in the EU
Czech Association of full-blooded horses and race-horse breeders in Napajedla	European training programme for breeders of full-blooded horses
University of South Bohemia in České Budějovice	Placements in francophone enterprises for students in branch bookkeeping and financial management in enterprises focused on economic relationships with francophone countries
Expolink	Practical training of young workers in the field of international marketing in the EU countries
Technical University in Brno	Placements of students in the field of electronic systems design abroad
Higher Vocational School of Health Care in Prague 5	Clinical placements in community care, care of physically and mentally handicapped and in care of children with special needs
Secondary Vocational School and Apprenticeship Centre of Construction in Vyškov	Placements of apprentices in slater branch
Secondary Vocational School and Apprenticeship Centre of Construction in Vyškov	Placements of apprentices in plumbing branch
Higher Vocational School in Havířov	Link between teaching of theoretical catering subjects within school and practical training in co-operating hotels and restaurants
Integrated Secondary School and Apprenticeship Centre of Electrical Engineering in Hluboká nad Vltavou	Enhancing vocational qualification of students and improving language skills within co-operation between Energie AG Linz, JČE and promoting school
Secondary Vocational School in Jihlava	Czech-Dutch co-operation in food industry and agriculture 2001
T. Bata Secondary and Higher Vocational School of Business in Zlín	Mobility project of Business Academy
Integrated Secondary School in Valašské Meziříčí	Telecommunications in modern Europe
Integrated Secondary School in Valašské Meziříčí	Through environmental education towards sustainable development – Chemical analysis in environmental practice
Higher and Secondary Vocational School of Arts and Design in Prague 3	European dimension II – New skills in plastic arts and design

<b>Promoter</b>	<b>Project title</b>
Integrated Secondary School of Energy in Chomutov	Quality management in human resources development focused on secondary vocational education and continuing Training
Secondary Vocational School AHOL in Ostrava	AHOL – APZ – Co-operation catering
Private Gardening School of Management and Trade in Hradec Králové	Implementation of floristry in the Czech Republic

The methodology of quality assessment of the mobility projects was based on the assessment by external experts who worked according to common criteria and used common assessment procedures. The group of eight external experts with thorough experience in vocational training was involved in the assessment. They work for institutions relevant for the Leonardo da Vinci programme. The projects were assessed by following experts:

- PaedDr. Josef Petrášek, Specialist in the department of human resources development in the Government Office,
- RNDr. Věra Šťastná, Desk Officer in the department of university education in the Ministry of Education, Youth and Sports,
- Ing. Marie Kalábová, Chief of the Czech School Inspectorate,
- Ing. Miroslava Nováková, Desk Officer in the department of guidance in the Ministry of Labour and Social Affairs,
- PhDr. Helena Úlovcová, Vicedirector of the National Institute of Vocational Education and Training,
- RNDr. Vladimír Roskovec, CSc., Specialist in the Centre for Study of University Education,
- PhDr. Ladislav Hazuka, Vicedirector of Employment Service in Prague – East District.
- Mgr. Karel Peška, Director of the department for education, youth and sports in the Regional Authority of Pardubice Region,

The assessors worked in pairs and every pair assessed the projects with the themes relevant for the institutions of assessors. Of course the assessors worked independently. Every project was assessed by two assessors. Every pair of assessors assessed about 16 mobility projects. The assessors used the common assessment form (see Annex). They started from information in the following documents: application form, final report written by the project promoter after the project implementation and final reports of project participants.

There were 27 questions in the assessment form. These questions concerned four main criteria of the project quality:

- innovative aspects
- management quality
- results and impact
- sustainability

Each question could be answered by one of three options: YES, NO, NO INFORMATION AVAILABLE. Besides the answers to 27 questions the assessor could point out a activity which he/she considered particularly exemplary / inspirational / stimulating. The assessment was carried out during two months.

The completed assessment forms were received and the results of assessment were summarized by the National Agency of the Leonardo da Vinci programme. The projects with the highest number of YES answers were selected as the best quality projects. If some projects obtained the same number of such answers another fact - whether the assessors underlined some project activities as extraordinary positive - was taken into account. According this procedure 10 best quality projects were selected for certificate awarding.

Besides the completed assessment forms every assessor worked out the report on assessment according to requirements of the National Agency of the Leonardo da Vinci programme. This report had four sections: positive features of the mobility projects, examples of best quality projects, barriers of the mobility projects development and proposals how to enhance the impact of mobility projects. The content of eight reports is summarized in the next chapter.



### **3. Summary of reports of the mobility projects evaluators**

#### **3.1 Positive features of the mobility projects**

The assessors pointed out in their reports on several positive features of the mobility projects for the direct participants, the promoters and also for the development of vocational education and training. One of the assessors specified the positive features of mobility project as follows: *It is necessary to see the positive features of assessed projects at several levels. The positive features of these projects have impact both for the direct participants and for promoters and partner organisations. These positive features should be taken into account not only in the short-term horizon but it is necessary to underline especially the significance of the long-term impact for the development of motivation of participants as well as sending of other students of vocational schools to training and work.*

According to views of assessors the mobility projects contributed especially to improvement of vocational knowledge and skills, however the improvement concerns not only the vocational skills relevant for the respective sector of vocational training but also key competencies. Improvement of vocational skills typical for the sector of vocational training of trainees is enabled first of all through performance of vocational activities under other conditions, in other environment. The participants learn new technologies, devices and other equipment, work organisation and work conditions in the foreign enterprise. They sometimes learn the technologies, devices or procedures which they did not meet yet in the local environment. It enables not only to enlarge the vocational skills but also to compare the domestic and foreign work. One of assessors expressed it such a way: *The placement abroad was for many participants their first occasion to test their theoretical knowledge in practice and to identify the strenghts and weaknesses of their vocational knowledge.*

The participants in the mobility projects have a chance to enhance their key competencies through their membership in a transnational work team. They must communicate and comply with the work tasks independently or in co-operation with other members of the work team. In the meantime they can acquire experience which they can use later during their professional career. Even the long-term impact of acquired knowledge and skills through the mobility projects stressed several assessors in their reports.

The improvement of language skills of participants is another important positive feature of the mobility projects. It is achieved both through the language preparation before the placement and especially through their stay in foreign language environment what is the most efficient way how to learn a foreign language. During the placement the participants must use the foreign language actively for communication with the foreign colleagues and other people. It is possible to improve the foreign language skills not only in the general sense but especially acquire foreign language vocational terminology. These better foreign language skills positively influence the professional career of participants.

All assessors pointed out also the contribution of mobility projects to the better employability of participants. Even if the survey comparing the employment rate of mobility participants with the same indicator concerning people who did not participate in the mobility projects is not available yet, the assessors stressed even this positive aspect of mobility projects in their reports. Their view is based also on the long-term impact of projects which is perceptible during longer period after the placement abroad. Also awarding of foreign certificates on the placement abroad positively influences the employability of participants. The participants can submit these certificates to their potential employers. Certificate awarding has also another impact. One assessor underlined that for the university students can be a good example the *“joint degree” project in which the placement abroad was a requirement for awarding not only Czech but also foreign diploma to the project participant.*

The long-term impact of the mobility projects is evident also through the fact that some placement participants develop their contacts from placement later when they work in the foreign organisations work on the short-term contracts. It is possible to present also cases of mobility projects in which the receiving organisation offered a job to the placement participants after finishing the placement.

Strengthening of motivation to the further training is another important positive feature of the mobility projects. The identification of own weaknesses in vocational and/or foreign language skills belongs to the important incentives. Also

confrontation of current skills acquired at home with the requirements for the professionals abroad is stimulating. The direct knowledge of chances in professional career through the mobility project supported the readiness to further training as well.

One assessor wrote in his report: *The mobility projects are a tool for improvement of adaptability and flexibility of students of secondary and higher vocational school. They enable to compare one's own competitiveness and are important motivation for further training. They also enhance the chance of graduates to enter the labour market successfully. They support employment in the small and medium sized enterprises and contribute to development of own entrepreneurial intentions.*

The projects with participants who were not the best students but students with weak study achievements or students with the health or social handicap were also among the assessed mobility projects. The positive impact of the mobility project on these participants is higher than on excellent students. Similar impact is mentioned in case of mobility projects with young unemployed people.

Besides the mentioned particular positive influences of the mobility projects on their participants one assessor summarized the overall positive feature of projects: *It is possible to say generally that the mobility projects contribute to increasing general overview of participants, to strengthening their personality and pride on what they learnt at school and on the ability to perform a job in the EU countries.* Similarly another assessor wrote: *The placements are focused on the entire personality of participants and their qualification profile. The placements concern not "only" the improvement of key vocational skills within practical training but the participants get a chance to compare, to see with new eyes.*

The influence of mobility projects on the promoting organisations is another kind of positive features mentioned in the reports of assessors. They stressed positive influence on enlargement of international co-operation of organisations in this context, first of all enhancing of skills to prepare and manage the transnational training projects. The assessed projects show that also this influence is long-term because some promoters already implemented several projects. It is also known that co-operation between Czech and foreign organisations launched through the mobility project within Leonardo da Vinci programme goes on in the next years outside this programme. The assessors also appreciated cases when the projects were part of the *long-term co-operation of a school.*

The assessors underlined among the positive features of the mobility projects the fact that these projects stimulate at some vocational schools the improvement of curricula and teaching methods. One assessor expressed it as follows: *It is important for the promoters that they have a chance to compare the quality of curricula and used teaching methods, to learn about different vocational training systems abroad. The projects are excellent feedback and check of the work quality. Participation in the Leonardo da Vinci programme contributes to attractiveness of some study branches, to better learning results and to promotion and competitiveness of organisations.*

The assessors also stressed that mobility projects influence not only the co-operation of Czech and foreign organisations at local level, but that they contribute also to the development of vocational education and training in the Czech Republic. As the numbers of participants in the mobility projects represent only very low percentage of the total number of trainees, the influence of the mobility projects on the vocational education and training system is, of course, limited. This influence is most visible at the local level. If there are intensive dissemination activities the impact of the projects is evident also at the regional level. It would be exaggerated to speak about influence of the mobility project on the entire vocational education and training system at national level, however it is envisaged that through increasing numbers of projects and participants this influence will become stronger in forthcoming years.

### **3.2 Barriers for the mobility projects development**

The assessors of the mobility projects were invited to point out in their reports not only the positive features but also barriers which hamper the development in the implementation of mobility projects within the Leonardo da Vinci programme in the Czech Republic. They identified several existing barriers:

- Both potential and real project promoters, especially the promoters submitting their first proposals have insufficient experience in work with transnational projects.
- It is difficult to obtain the work permission for the placement participants and some organisations are discouraged by this procedure. Especially the cases when the required formalities and documents change are complicated.
- In many promoting organisations usually enterprising individuals deal with the preparation and management of projects. On the other hand only sometimes the project is a result of a larger team. Also weak foreign language skills of people preparing and managing projects are an obstacle for the mobility projects development.
- The co-operation between relevant organisations in the region focused on project preparation, on dissemination and valorisation of results is mostly weak. The activities are usually performed at local level, only sometimes at regional level. The mobility projects development could be reinforced through more significant support of progressive promoters by regional educational authorities and through better exploitation of experience within continuing training of teachers. Better co-operation with the social partners could support the sustainability of co-operation launched through the projects in the next period outside of the Leonardo da Vinci programme.
- Lack of financial means for the transnational training projects in the budgets of vocational schools.
- Fact that some universities do not recognize the placements abroad and do not award credits for them.
- Low interest of enterprises, especially small and medium sized ones, in the placements abroad or experience exchange.

### **3.3 Proposals how to enhance the impact of the mobility projects**

The assessors expressed several proposals how to enhance the impact of mobility projects in conclusion of their reports. They recommended to enlarge the group of potential project promoters and their staff through involvement of other teachers and trainers of practical training in the preparation and management of projects and also through information of other people outside the school (e. g. social partners). Also enlargement of activities focused on dissemination of project results incl. seminars on dissemination of information and exploitation of project experience and on preparation of other projects could enhance the impact of mobility projects. It is also recommended to organise a seminar for relevant staff of universities with presentation of successful mobility projects.

Another recommendation of assessors is to try to prepare the larger mobility projects implemented by more schools with similar training programmes.

An important proposal is a recommendation to create a system enabling to develop the mobility projects without grant from the Leonardo da Vinci programme. Such a system could be created both at regional and national level, however the regional and national authorities should express their interest in it. The support of mobility projects development through a moral or financial appreciation of successful promoters is another alternative of such system.

The assessors also evaluated the methodology of the mobility projects assessment and the selection of the best quality projects. They consider the main features of this methodology correct, however they recommended to use more alternatives of answers in the assessment form in order to assess the differences between individual projects better. They also recommended to divide some questions in the questionnaire into several separate questions.





## ***4. Descriptions of mobility projects awarded***

## 4.1 Project Enhancing Employability of HVS graduates

### CONTRACTOR:

Secondary and Higher Vocational School of Business

### ADDRESS:

T. G. Masaryka 14, 293 80 Mladá Boleslav

Phone: +420 326 324 855

Fax: +420 326 324 041

E-mail: beznoska@oamb.cz

### LEGAL REPRESENTATIVE:

RNDr. František Kosina

### CONTACT PERSON:

Ing. Adolf Beznoska (beznoska@oamb.cz)

### FOREIGN PARTNERS:

Intermediary organisation:

North Lindsey College, Scunthorpe, UK

Receiving organisations:

North Lincolnshire Council, Scunthorpe, UK

Corus, Scunthorpe, UK

CCL Custom Manufacturing, Scunthorpe, UK

Clugston, Scunthorpe, UK

### NUMBER OF PARTICIPANTS:

8

### PLACEMENT DURATION:

3 weeks

### TARGET COUNTRY:

United Kingdom

### PROJECT DESCRIPTION

Eight students in the second grade of Higher Vocational School (branch Financial Management) participated in placement. They were selected according to the following criteria: CV in Czech and English language, written justification of interest in placement, study achievements, interview in English language.

Four specific courses were used for preparation of participants:

- specific vocational terminology language course enlarging the language skills especially in vocational terminology (50 hours)
- course on history of the target country especially the target region (16 hours)
- specific vocational course in economics which was focused on the work relationships within British firms
- psychological preparation course focused on stress situation in smaller team during long-term stay abroad

An important enterprises in region – CCL Custom Manufacturing Scunthorpe, Corus – and regional authority North Lincolnshire Council were receiving organisations. All these organisations had already experience with placement of students from the EU candidate countries.

The project contributed to improvement of language skills of participants, knowledge on work activities performed within business, personnel and marketing departments of enterprises, knowledge on organisational structure of firms and their information systems and knowledge on specific features of labour market incl. employment support activities. The project also contributed to the promoting of the school. Curricula of some teaching subjects (marketing and management) as well as practical training were adapted and innovated according to experience from placement. The placement also helped managers and employees of receiving organisations to learn about the level of education in the Czech Republic. They got rid of certain reservedness towards the inhabitants of East European countries. The placement of Czech students in English enterprises significantly contributed to their successful entering the labour market.

The promoter informed on the project at regional level. The presentation of project results in regional media had the largest impact. Information on the project and on the Leonardo da Vinci programme is presented regularly during the meeting of vocational school representatives and during the Open Door Days organised by the school.

The project has been followed by other projects enlarged by partners from Germany. The successfulness of graduates is regularly evaluated by the school. All students/graduates participating in placement project found very good jobs, two of them work successfully in transnational firms.

## 4.2 Project European Inspiration for Czech social work II

### CONTRACTOR:

Evangelical Academy Brno, Higher Vocational School  
of Social Work and Law

### ADDRESS:

Opletalova 6, 602 00 Brno  
Phone: +420 542 221 741  
Fax: +420 542 221 741  
E-mail: evaka@iol.cz

### LEGAL REPRESENTATIVE:

Ing. Jana Slámová

### CONTACT PERSON:

Mgr. Jana Kašparová (jkasparova@seznam.cz)

### FOREIGN PARTNERS:

Diakoniaopisto Lutheropisto Avion Akatemia  
Uskonnonpedagogine Institutti,  
Diaconia Polytechnic, Järvenpää, FIN,  
Hochschule für Technik, Wirtschaft und Kultur,  
Fachbereich Sozialwesen, Leipzig, D

### NUMBER OF PARTICIPANTS:

7

### PLACEMENT DURATION:

3 months

### SECTOR:

Social services

### TARGET COUNTRY:

Germany

### PROJECT DESCRIPTION:

The project was based on the strategic intentions of the school (to develop the education in close co-operation with practical activities in the respective sector) and reacted on the offer of the Finish partner and on partnership between cities Brno and Leipzig. This project was the second Leonardo da Vinci placement project implemented by the school.

The students in the last semester were participants in the project. This last semester is devoted to practical training and preparation of thesis in the field of social work. The students applied for participation in the project. They presented their motivation, expectations and offer. The language and communication skills, assessment of practical training, flexibility, creativity and independence were the main selection criteria.

The language preparation was organised simultaneously with the teaching and also through several seminars where especially the cultural, historical, political and religious background of target groups was stressed.

The project contributed to improvement of vocational skills of participants and helped also to improve their approaches the social work. The participants received the certificates from the receiving organisations. These certificates helped them to find a job. Thanks to the project also interesting comparative studies were carried out by the students and these studies are available in the school library. The graduates are able to perform other activities independently. The participants in placement in Germany establish now a non-profit organisation in Brno, similar like the organisation focused on the care of people with drug addiction in which they spent their placement. One participant in placement in Finland established the civic consortium focused on canistherapy in Rychnov nad Kněžnou.

## 4.3 Project Placement of BA students in the fictitious firm of a EU member country

### CONTRACTOR:

Higher Vocational School, Secondary Pedagogical School and Business Academy in Most

### ADDRESS:

Zd. Fibicha 2778, 434 01 Most  
Telephone, fax: +420 476 707 792  
E-mail: skola@vos-oamost.cz

### LEGAL REPRESENTATIVE:

RNDr. Jana Adamcová

### CONTACT PERSON:

Ing. Jana Langová (janilan@centrum.cz)

### FOREIGN PARTNER:

Verein zur Förderung der beruflichen Bildung e. V. Mittweida

### NUMBER OF PARTICIPANTS:

6

### PLACEMENT DURATION:

3 weeks

### SECTOR:

Education

### TARGET COUNTRY:

Germany

### PROJECT DESCRIPTION

The aim of the project was to improve the vocational skills of participants and to enhance the chance of graduates at the labour market. Six students (3 boys and 3 girls) in the third grade of the business academy participate in the project. They were selected already during the second grade. First of all the language and communication skills, PC skills, team work abilities, willingness to participate in the project and flexibility were the main selection criteria.

Before the placement the students undergone the language and

vocational preparation: the German language course and an IT course (20 hours each). The language preparation was focused primarily on the vocational terminology. The language skills were then improved within the partner organisation where they undergone the German language course (10 teaching hours) managed by an experienced German trainer.

Duration of the placement was 3 weeks in June 2002. The students participated in the practical training in the fictitious firm Büromöbelsystem, where they could learn the daily work organisation. Every participant worked in all firm departments and learned their activities. The main phase of the placement was devoted to the creation of the end product – web site the part of which is also the newsletter of the fictitious firms. This task fulfilled the students in the Czech-German pairs. The teachers of vocational subjects and German language helped them. The supervision was ensured by the Director of the Business Academy in Most and the IT teacher. During the placement the product was created, i. e. the project web site with the newsletter of the fictitious firms. The newsletter can serve as a tool for establishment of a fictitious firm under the Czech conditions. The web site was created in three language versions: in Czech, German and English.

The training organisation Verein zur Förderung der beruflichen Bildung e. B. Mittweida was the project partner. The school cooperated with it already since 1997. The fact that both schools know each other and that no problems emerged was the advantage.

The main contribution of the project both for the students and the schools was gaining of experience, enhancing of language skills and improvement of vocational training. As the project target group were the students in the branch facing strong competition at the labour market, the placement abroad was one of significant ways how to enter this environment successfully. The chance to integrate the socially disadvantaged students into international team was interesting for the foreign partner organisation.

The other contributions of the project were enhancing of language, knowledge of vocational and personal skills which help the participants to have better chance at the labour market. It is important especially in the region with the highest unemployment rate. The project results and the created product will serve the other students of the school in their vocational training.

Project number:

CZ/01/A/F/PL/134118

## ***4.4 Project Importance of European dimension for improvement of knowledge and skills of young people in the initial vocational education through involvement into European partners network***

### **CONTRACTOR:**

Secondary Vocational School of Business in Karviná

### **ADDRESS:**

Leonovova 1795, 733 01 Karviná  
Phone: +420 596 348 500  
Fax: +420 596 348 500  
E.mail: obkmail@obaka-karvina.cz

### **LEGAL REPRESENTATIVE:**

Mgr. Petr Juras

### **CONTACT PERSON:**

Mgr. Olga Planková  
(olga.plankova@obaka-karvina.cz)

### **FOREIGN PARTNER:**

Staatliche Fach- und Berufsoberschule Gustav-von-Schlör-Schule, Weiden, D

### **NUMBER OF PARTICIPANTS:**

16

### **PLACEMENT DURATION:**

3 weeks

### **SECTOR:**

Education

### **TARGET COUNTRY:**

Germany

### **PROJECT DESCRIPTION**

The placement abroad was focused on improvement of theoretical and practical skills, language competencies, mobility, flexibility of young people, ability to team work and preparation for future job. The students in the third grade participated in the project: 8 students in 2002 and 8 students in 2003. The participants were selected from the applicants according to the results of written test and interview with members of Leonardo project Commission.

The selected participants underwent the preparation through lessons of German conversation, German banking and commercial correspondence. They created presentations on the culture, economy and attractions of the Czech Republic, region and town.

Duration of placement in 2002 was three weeks. It was focused mostly on activities performed within state and public administration (financial institutions, municipal authority, employment services, custom authority and forwarding companies). Duration of placement in 2003 was three weeks as well. It was focused on libraries and state administration (regional library, insurance company, logistics, cultural department of municipal authority, financial authority). Placements in Germany were managed by the contact person of the project who ensured also the supervision. The students worked four days in week in German enterprises, institutions and authorities. One day in a week the students participated in the study of vocational subjects at the secondary school in Weiden. The partner organisation in Weiden was involved in the Leonardo project for the second time and it ensured that the Czech students met the participants in the similar project from Finland, Ireland and the Netherlands who participated in placements in Weiden.

The project helped students to test and improve their language skills and to learn the work conditions and procedures used in German enterprises and institutions. Through practical training in German state administration, libraries, business and finance institutions the students acquired knowledge on business, trade and financial activities. The students use the current European know-how in tenders especially in enterprises and organisations co-operating with the firms from the German speaking countries.

The web site of the school as well as the web sites of other vocational schools in the region were used for dissemination of acquired experience. Also the school journal, newsletter of secondary schools in region and a European club Euroland at the school were exploited for it. Large presentation of information and project results was carried out also through Department of Education within the Regional Authority. Moreover the project results were provided to the partner schools in Poland (Bielska szkoła menedzerow) and in the Slovak Republic (Súkromná obchodná akadémia Košice).

*Project number:*

*CZ/01/A/F/PL/134126*

## 4.5 Project Europe II.2.1

### CONTRACTOR:

Private School of Tourism  
in Rožnov pod Radhoštěm

### ADDRESS:

1. Máje 823, 756 61 Rožnov pod Radhoštěm  
Phone: +420 571 842 261  
Fax: +420 571 842 261  
E-mail: sscr@iol.cz

### LEGAL REPRESENTATIVE:

RNDr. Luděk Pavlík, CSc.

### CONTACT PERSON:

RNDr. Luděk Pavlík, CSc. (sscr@iol.cz)

### FOREIGN PARTNERS:

XENA-Centro Scambi e dinamiche interculturali,  
Padova, I  
Hotel Garden, Montegrotto Terme, I  
Hotel Comodore, Montegrotto Terme, I  
Hotel Metropole, Abano Terme, I  
Hotel Firenze, Abano Terme, I

### NUMBER OF PARTICIPANTS:

8

### PLACEMENT DURATION:

13 weeks

### SECTOR:

Hotel and catering services

### TARGET COUNTRY:

Italy

### PROJECT DESCRIPTION

The project Europe II.2.1 reacted on the need to help young people entering the labour market for the first time and young unemployed people to meet better the requirements of the

labour market. The placement was organised in co-operation with the partners: Employment Services in Vsetín, Olomouc, Bruntál and Hodonín. The staff of these Employment Services selected the participants from the young unemployed graduates of vocational schools. 8 women were selected. The preparation of participant was very demanding because the young unemployed women had different education background (they were graduates of various vocational schools or general secondary schools), they either did not work yet or already worked however lost their job and currently were registered by the Employment Service. During the vocational preparation for the placement the participants acquired basic skills of cooks and waitresses. Within the language and cultural preparation they acquired the basic skills of Italian language and basic knowledge on the life and habits in Italy. Through the placement their skills were improved significantly and they are able to speak Italian. After placement they were able to work in various establishments in the tourism.

Italy was the target country. After arriving to Padova the participants undergone the vocational preparation in the XENA – Centro scambi e dinamiche interculturali during first 14 days. This preparation was focused on the hotel services. It was enlarged by the lessons of Italian language and by the cultural preparation dealing with Padova region. During the next 11 weeks the participants worked in the above mentioned three-star or four-star hotels. They worked in the kitchen and in the restaurant. Every participant had her tutor – kitchen chief of restaurant chief. Monitoring of placement was ensured by the staff of XENA and in the final phase of the project also by the representative of the sending organisation.

The participants understood the European dimension of training and enlarged their qualification. They improved their Italian, German or English language skills through communication with the foreign clients (usually from Austria, Switzerland or Germany). They learned the specific aspects of Czech and Italian catering in spas and Czech and Italian cooking. They also learned the structure and organisation of activities in hotel services. They acquired knowledge on management of a department where they worked. The work in international team, knowledge on a country, new habits, new friendship and new culture are other contributions of the project.

After their return the participants found a job soon. It was the main project aim.

Project number:

CZ/01/A/F/PL/134138

## 4.6 Project *In-company placements for students 2001/2002*

### CONTRACTOR:

University of West Bohemia

### ADDRESS:

Univerzitní 8, 306 14 Plzeň  
Phone: +420 377 635 712  
Fax: +420 377 635 722  
E-mail: [zahranici@rek.zcu.cz](mailto:zahranici@rek.zcu.cz)

### LEGAL REPRESENTATIVE:

Prof. Ing. Zdeněk Vostracký, DrSc.

### CONTACT PERSON:

Pavlna Bínová ([binova@rek.zcu.cz](mailto:binova@rek.zcu.cz))

### NUMBER OF PARTICIPANTS:

16

### PLACEMENT DURATION:

3 – 9 months

### SECTOR:

### TARGET COUNTRIES:

Austria, Germany, Spain, the Netherlands, Greece

### PROJECT DESCRIPTION

The project reacted on the need to enhance the competitiveness of students at the labour market not only in the Czech Republic but also in Europe. The project also supported the strategic aim of the University to develop its internationalisation and to implement the placement abroad in the study programmes. The content of placements corresponded with the study branch of all participating students or with a specific study project. The participants were selected mostly from the higher grades. It contributed to high professional level of placements.

The students mostly in the fourth and fifth grade at five faculties of the University of West Bohemia participated in the placement. Economics, law, biomechanics, electrical engineering, cultural and social anthropology and languages were their study branch. The participants were selected directly by the foreign receiving organisations according to their study branch and language skills level. The selection of receiving organisations was carried out

through the offers of intermediaries of the LeoNet network. The firms were contacted by students.

The language preparation of participants was organised within usual language teaching at individual faculties. As the vocational terminology relevant for the respective study branch is included into language teaching, the students were prepared sufficiently.

Duration of placements varied from three to six months depending on the needs of receiving organisations and possibilities of participants. Every student had his/her contact person employed in this organisation. This person checked regularly the fulfilment of tasks and consulted potential problems. The placement was also monitored by the contact person of the sending University. The content of individual placements was different according to the study branch. The students of economics worked in the firms, banks and public administration bodies, first of all in departments of controlling, marketing, planning, logistics, foreign trade, leasing etc. The students of Faculty of Law focused their placement on the international relationships, international law issues, labour legislation and social issues, mostly within the personnel departments of a big firm. The students of electrical engineering drafted, created and tested the electronic circuits for controlling of microtechnology equipment.

The receiving organisations were very different: production and trade firms, banks, museums, research institutes and public administration bodies. In some cases the co-operation with them was unrepeated, in other cases it goes on.

The main result of the in-company placements project is enhancing quality of study programmes of individual participants and increasing their competitiveness at the labour market. Other important result for the sending organisation as well as for the foreign partners was enlarging of mutual co-operation and its continuing through other placement project. Thanks this project the placements abroad were included into credit system of some branches within the University. Following the experience from the project the University became co-ordinator of a placement project at national level with participation of other Czech universities. Some local firms, municipal authority and Employment Service were informed on the project results within the dissemination activities.

One of products of this project is the improved web site dealing with all similar projects. Information presented by this web site is available either for students and foreign receiving organisations or for other Czech universities.

Project number:

CZ/01/A/F/PL/134155

## 4.7 Project System of construction activities in the EU countries

### CONTRACTOR:

Apprenticeship Centre in Olomouc

### ADDRESS:

Rooseveltova 79, 779 00 Olomouc

Phone: +420 585 724 209

Fax: +420 585 434 832

E-mail: sou@souool.cz

### LEGAL REPRESENTATIVE:

PaedDr. Jiří Polášek

### CONTACT PERSON:

PaedDr. Jiří Polášek (jpolasek@souool.cz)

### FOREIGN PARTNER:

Aranäs gymnasiet

### ADDRESS:

Gymnasietgatan, Kungsbacka, S

### NUMBER OF PARTICIPANTS:

14 (12 students, 2 teachers)

### PLACEMENT DURATION:

3 weeks

### SECTOR:

Education

### TARGET COUNTRY:

Sweden

### PROJECT DESCRIPTION

The strategy of the school development is based on the need of comparable quality of graduates with the EU countries and on the employability of their graduates. This project was reaction on the chance to acquire the personal experience and the knowledge on the technology and equipment in the construction sector and on the organisation of construction works in Sweden. The selection of the target country was influenced by the intention to acquire knowledge on high quality construction works carried out under extreme conditions in a North country and by the entering of Swedish construction firm SKANSKA in the Czech Republic as a new owner of a construction company (Dopravní stavby – Holding) in Olomouc.

There were several selection criteria for project participants: the

level of vocational knowledge and skills, language skills, moral profile and participation in the extramural activities. Six students in the third grade of the plumbing branch, two students in the third grade of the bricklayer branch and four students of follow-up study in the construction sector participated in the project. The supervision was ensured by two teachers of our school: one teacher of vocational subjects and one teacher of English language.

The vocational and cultural preparation was ensured by seminars focused on the aims of the Leonardo da Vinci programme and on information and materials sent by the partner organisations. The language preparation was focused on the vocational terminology, personal needs, family, culture in the region, career guidance, school and entertainment.

The duration of the placement was three weeks. In the first week the excursions to the constructions of the SKANSKA company were organised. These excursions were structured with the aim to learn the organisation and technology used by this firm. During the next weeks the students were divided into individual firms where they performed the productive activities at the constructions under the supervision of Swedish trainers. They used English, exceptionally German.

The receiving organisation – Aränas Gymnasiet – fulfilled its tasks excellently. The responsible persons ensured all what was necessary for the smooth implementation of the placement. This project was the first co-operation of both schools. The Economic Chamber in Olomouc and the Chamber of Commerce in Kungsbacka co-operated in the implementation of the project as the consultants. They helped to organise several excursions during the placement and to contact the other participating firms.

One of important results of the project was the knowledge that in the EU countries not only the vocational skills but also the language skills are important. Some participants of the placement improved after return their attitudes to the study and tried to enhance their knowledge and skills either in the respective branch or in language learning. For the teachers participating in the project the knowledge on teaching at the Swedish school was an important contribution of the project. They exploited the acquired knowledge in the improvement of curricula of vocational and language subjects. Also the link between vocational and language teaching is better now. The experience gained during the placement was exploited also for improvement of text books for the construction branch. The knowledge on some materials and technologies used in Sweden however not used in our region yet was implemented in the text books.

Very positive impact of the project is the fact that majority of participants continue their training. All participants found job in their branch after finishing their study.

Project number:

CZ/01/A/F/PL/134156



## ***4.8 Integration of young people to initial vocational education in the field of information technologies and electrical engineering***

### *CONTRACTOR:*

Integrated Secondary School in Sokolnice

### *ADDRESS:*

Sokolnice 496

Phone: +420 544 224 634

Fax: +420 544 224 631

E-mail: info@iss-sokolnice.cz

### *LEGAL REPRESENTATIVE:*

Ing. Odlřich Životský

### *CONTACT PERSON:*

Ing. Oldřich Životský (zivotsky@iss-sokolnice.cz)

### *FOREIGN PARTNERS:*

Hessisches Kultusministerium, Wiesbaden, D  
Heinrich-Emanuel-Merck-Schule Darmstadt, D

### *CO-OPERATING FIRMS:*

Merck AG

Deutsche Bahn

HEAG AG

Technische Universität

Röhm AG

### *NUMBER OF PARTICIPANTS:*

9 + 1 teacher

### *PLACEMENT DURATION:*

3 weeks

### *SECTOR:*

Electrical engineering

Education

### *TARGET COUNTRY:*

Germany

### *PROJECT DESCRIPTION*

The aim of the project was development of the European dimension in vocational education and training in the field of electrical engineering, to develop the knowledge and skills in information

and communication technologies, to improve the language skills as integral part of vocational training, to enhance the ability of adaptation on changing work conditions and environment and to support the team work and responsibility for performed work.

The students in the second and third grade of branch electrician for high-tension equipments, electrician for electronics and electrician. The level of vocational knowledge, interest, flexibility, communicativeness and interest in training were the main criteria for selection of participants.

The preparation of participants was focused on information on partner country and school and on the content of placement. The language preparation was based on the exercise of general communication and enlarging of vocabulary.

The placement duration was three weeks. The first week was organised within the partner country and two weeks were devoted to practical training in co-operating firms. The placement was directly followed by the reciprocal project at the sending school so that altogether it was six-week experience exchange. The theoretical teaching was focused on information technologies, for example on creation of HTML, computer networking, "Internet driving license", use of specific programmes Eagle, Workbench etc. During the practical training the participants were divided into groups of 1 – 3 members and these groups were distributed to the partner enterprises. According their orientation the participants fulfilled the tasks in the apprenticeship workshops or directly at the workplaces for assembling. One teacher was present during the placement. He ensured the check, organisation and evaluation activities. The participants registered their tasks and activities and evaluated them with the teacher. The school management carried out the monitoring visit focused on the evaluation of placement and preparation of follow-up.

The improvement of vocational and language skills, team work and responsibility were the main result of the placement. The project also provided the basis for long-term co-operation with the partner organisations, personal contacts between project participants and teachers and proposal of other projects dealing with the initial vocational education and training.

The products developed during the placement have been used for teaching at the sending school, for example digital thermometer, electronic cube, "hot wire", simple measurement devices etc.

*Project number:*

*CZ/01/A/F/PL/134158*

## **4.9 Project Clinical placements in community care, care of physically and mentally handicapped, care of children with special needs**

### *CONTRACTOR:*

Higher Medical School for Nurses and Midwives

### *ADDRESS:*

Duškova 7, Praha 5

Phone: +420 257 317 738

Fax: +420 257 316 787

E-mail: [vzspraha5@mbox.vol.cz](mailto:vzspraha5@mbox.vol.cz)

### *LEGAL REPRESENTATIVE:*

Mgr. Jitka Němcová

### *CONTACT PERSON:*

Ing. Lenka Henebergová ([dayal@wo.cz](mailto:dayal@wo.cz))

### *FOREIGN PARTNERS:*

RSAS Age Care, London, UK

Ayr College, Ayr, Scotland, UK

### *NUMBER OF PARTICIPANTS:*

16

### *PLACEMENT DURATION:*

3 – 6 weeks (6 weeks England – 10 participants,

3 weeks Scotland – 6 participants)

### *SECTOR:*

Health care

### *TARGET COUNTRY:*

United Kingdom

### *PROJECT DESCRIPTION*

The project reacted on the need to enhance the education quality of nurses. 16 students participated in the project. They traveled in groups with 2 – 6 students on various dates to England for 6 weeks or to Scotland for 3 weeks. They were students in the first, second or third grade of branches general nurse, nurse for psychiatry, child nurse or midwife.

The charity organisation RSAS Age Care and Ayr College were the project partners. This project was the second one within co-operation with RSAS Age Care. The co-operation with Ayr College was launched thanks to the Leonardo da Vinci project with the Ayr College as sending organisation and Higher Medical School in Prague as receiving organisation.

Following criteria were used for selection of participants: study branch, grade, motivation, professional ability, language skills. All selected students undergone the specific language, vocational and cultural preparation. The content of this preparation was focused on the history of receiving organisations, partner agreements, the student projects, communication with patients, health care methods in the EU, legislation, culture etc.

The students were distributed to the work places according to their study branch: seven students in nursing houses for the geriatric clients and for the clients with dementia, one student in the community care area, two students in mental health care, six students in the hospital. The students participated actively in the care of clients using the holistic approach. The activities of placement participants were focused on the practical activities in nursing, documentation and client oriented care. The project partners ensured the supervision. The monitoring visit of two teachers of vocational subjects and one representative of the Leonardo da Vinci National Agency was organised during the placement.

The aim of the project was to improve the vocational and language skills of participants. In the final phase every student worked out the project with a case study. Through various meetings the participants informed the other students of the sending organisation, teachers and other relevant persons on their experience. They also participated in all evaluation and dissemination activities.

The project helped to enhance both the professional knowledge and personal skills of students. The sending organisation obtained many materials and new inspirations which were implemented in teaching of theory and practice. The receiving organisations consider this co-operation very useful.

## **4.10 Project Enhancing vocational qualification of students and improving language skills within co-operation between Energie AG Linz, JČE and promoting school**

**CONTRACTOR:**

Integrated Secondary School of Energy Sector

**ADDRESS:**

Zvolenovská 537, 373 41 Hluboká nad Vltavou

Phone: +420 387 924 201

Fax: +420 387 924 289

E-mail: [isscop@volny.cz](mailto:isscop@volny.cz)

**LEGAL REPRESENTATIVE:**

Ing. Jan Staněk

**CONTACT PERSON:**

Ing. Jan Staněk

**FOREIGN PARTNER:**

Energie AG Oberösterreich, Linz, A

**NUMBER OF PARTICIPANTS:**

10

**PLACEMENT DURATION:**

3 weeks

**SECTOR:**

E 40

**TARGET COUNTRY:**

Austria

**PROJECT DESCRIPTION**

The project was focused on placement of students of the Integrated Secondary School of Energy Sector in Hluboká nad Vltavou prepared for the company Jihočeská Energetika in Energie AG Linz which is a similar company in the Upper Austria region. This company has its own apprenticeship centre in Gmunden. Therefore also the company Jihočeská Energetika was involved in the project. This company co-operated also in the placement of Austrian apprentices in Hluboká nad Vltavou.

The aim of the project was to exchange experience in training of students in the energy sector, to learn the assembly technology,

maintenance and repair of equipment in the energy sector, to improve the language and communication skills and to learn the culture and policy of the partner country. The project also reacts on the need to ensure the cross-border co-operation in case of calamity and extraordinary situations concerning the equipment for distribution of power of companies Jihočeská Energetika and Energie AG.

The apprentices in the third grade of the branch electrician and high-tension electrician were the participants in the project. The preparation was launched by specific German language course, information on receiving organisation and culture of the hosting country. Two three-week placements were organised with five students each. The masters of practical training managed the placement. Supervision was ensured by the school management and representative of company Jihočeská Energetika.

Following aspects were underlined in the implementation of placement: implementation of new technologies, motivation of apprentices for vocational training, personal engagement of apprentices in support of innovation, training of self-confidence, team work and responsibility for work results, European dimension of vocational training and mobility, understanding of lifelong learning, development of foreign language skills and communication skills through foreign language. The project was also focused on the power distribution system of the partner organisation and its functioning, new materials and assembly procedures concerning low-tension and high-tension equipment and relevant safety legislation.

The evaluation of the project results showed that the vocational skills of Czech and Austrian apprentices are comparable however it is useful to learn the specific features of assembly and technology procedures. Very important level of language skills was improved by implementation of language and cultural preparation before the placement. The acquired and certified knowledge and skills positively influence the integration of graduates into the labour market especially in the border region. One participant with hearing handicap also underwent the placement successfully.

Following the evaluation of the project the participating organisation decided to continue in the co-operation in the field of education and training, to prepare the other Leonardo da Vinci projects focused on exchange of teachers and on the next placement of apprentices.

*Project number:*

*CZ/01/A/F/PL/134189*



# Annex

## 2001 Mobility Projects Quality Assessment Form

<b>PROJECT NUMBER</b>	
<b>SHORT PROJECT TITLE</b>	
<b>PROMOTER / CO-ORDINATOR</b>	

**Y=YES; N=NO; NA=:information not available**

<b>A. INNOVATIVENESS</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
<b>Innovativeness at promoter and project level</b>			
Is it the first project of promoter? For other projects: Has the project a new element, is an improvement evident ( <i>innovation of placement/exchange content, new partner/partnership, new target country, target group, new element in project management etc.</i> )?			
<b>Innovativeness at participant level</b>			
Did the participants learn about new progressive work methods, procedures, technologies? Did the exchange participants acquire new knowledge on methods, content and ways of training or career guidance?			
Did the participants belong to the disadvantaged target group?, Did the exchange project deal with measures concerning disadvantaged groups?			
<b>TOTAL</b>			

<b>B. MANAGEMENT QUALITY</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
Did the various types of organisations participate in the project? ( <i>Training organisations, enterprises, professional and sector associations, local and regional authorities, social partners etc.</i> )			
Were several countries (more than required minimum) involved in project?			
Was the project preparation realised at good quality level, did the partners meet their roles in the work programme?			
Were the technical and administrative aspects of the project ensured properly / in good quality / sufficiently? ( <i>Agreement documentation concerning placements/exchange, reports of participants, report for NA, financial management, other documents, forms, for administration of mobility projects</i> )			
Were the criteria for selection of participants appropriate, was the selection transparent?			
Did the participants receive adequate language, vocational and cultural preparation?			
Was the supervision during placement / exchange ensured ( <i>both by receiving and/or intermediating organisation and by sending organisation</i> ) ?			
Was the quality evaluation of individual placements / exchanges ensured?			
Was the project evaluated, the problems identified, solutions proposed and conclusions (recommendations) specified?			
Was appropriate dissemination of project results ensured?			
<b>TOTAL</b>			

<b>C. RESULTS AND IMPACT</b>	<b>Y</b>	<b>N</b>	<b>NA</b>
<b>Results and impact for direct participants</b>			
Has the placement/exchange quality content? Had it positive influence on vocational skills/qualifications/competences of participants?			
Did the placement abroad contribute to improvement of language and cultural skills of participants?			
Did the placement contribute to personal and social development of participants?			
<b>Validation and certification</b>			
Was the placement/exchange recognized as a part of training programme / career of participants?			
Did the participants obtain relevant document (certificate, references etc.) on placement / exchange?			
<b>Results and impact on for partner organisations</b>			
<i>Did the project contribute to transnational activities of organisations involved? (Was the project implemented without local or foreign intermediating organisation?)</i>			
Did the project contribute to development of new curricula, teaching methods, training strategy of sending organisations or other partner organisations? Did the project contribute to improvement of career guidance (in case of exchange of guidance practitioners)?			
Were there developed some forms, procedures, handbooks guidebooks or other materials concerning improvement of preparation and management of other projects? Did the exchange project result in some summarizing information material or overview report ?			
<b>Results and impact outside partnership</b>			
Did the project influence the vocational training system in a branch, sector, region? Did the project contribute to the relevance of training for needs of enterprises/labour market, to the lifelong learning development?			
Did the project contribute to the development of international co-operation in similar vocational schools/enterprises in a region?			
<b>TOTAL</b>			
<b>D. PROJECT SUSTAINABILITY</b>			
Was the project part of the long-term co-operation strategy of the partnership?			
Is there other co-operation (mobility) within the partnership envisaged, also without the LdV grant if need be?			
Has the project sufficient quality and systematic approach in management and implementation which is prerequisite for sustainability?			
Did the project satisfy the managing / regional /sector bodies / associations on the need and positive features of the project within dissemination strategy? <i>(For example was the co-financing of other projects promised? Was the involvement in the Leonardo da Vinci programme taken into account for evaluation of activities of a organisation?)</i>			
<b>TOTAL</b>			
<b>AGGREGATE ASSESSMENT</b>			
<b>A. Innovativeness</b>			
<b>B. Quality Management</b>			
<b>C. Results and Impact</b>			
<b>D. Sustainability</b>			
<b>TOTAL</b>			

## EXAMPLES OF GOOD PRACTICE

If you consider an activity concerning some of four assessment criteria extraordinary positive/exemplary/inspirative, mention it, please.

CRITERION
<b>A. INNOVATIVENESS</b>
<b>B. MANAGEMENT QUALITY</b>
<b>C. RESULTS</b>
<b>D. SUSTAINABILITY</b>

**Name of the assessor:** .....

**Date:** .....

**Signature:** .....

# Quality Award 2001

Leonardo da Vinci

the Czech Republic

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