



EDUCATION AND CULTURE

LEONARDO DA VINCI

Community Vocational Training Action Programme

Second phase: 2000-2006

APPLICATION FORM for Pilot projects (including Thematic actions), Language competences, Transnational networks, Reference material

Version 2004

Reserved for the European Commission or the National Agencies

<i>Country</i>	<i>Year</i>	<i>Selection procedure</i>	<i>Pre-proposal or full proposal (P / F)</i>	<i>Project number</i>
				PP- TH- LA- NT- RF-

EUROPEAN COMMISSION

RECEIPT ACKNOWLEDGEMENT

Name of promoting organisation	EUC Sjælland
Name of contact person	Finn Rasmussen
Street Number Street	2 Jagtvej
Country code - Postcode - Town/City	DK 4700 Næstved

Title of proposal:	Assessing Multiple intelligence Performance in VOCational students. AMPVOC.	
Date you sent in your proposal	29.... /9.. / .2003.....

This page will be returned to you when we have received your application form. Please therefore complete the information above clearly.

Reserved for National Agencies and European Commission:

We acknowledge receipt of your application concerning your proposal:

<i>Country</i>	<i>Year</i>	<i>Selection procedure</i>	<i>Pre-proposal or full proposal (P / F)</i>	<i>Project number</i>
				PP- TH- LA- NT- RF-

Please use this number in all communication with your National Agency and/or the European Commission.

Yours sincerely,

Date:



**NB: Please consult the General Guide for promoters,
the specific Guide for the measure under which you intend to submit your
proposal, and the Administrative and Financial Handbook
before completing the application form**

Please note that:

- p.1: the authorised signatory is required to append his or her original signature at the bottom of the page**
- p.2: the authorised signatory is further required to append his or her original signature on the Declaration of Honour**

**PLEASE COMPLETE THE ON-LINE APPLICATION FORM, TOO,
AVAILABLE AT THE FOLLOWING ADDRESS:
<http://leonardo.cec.eu.int>**



A. PROMOTING ORGANISATION

The proposal must be submitted by a private, public or semi-public organisation

A.1 . Data concerning the promoting organisation

Name of the organisation in national language (full and abbreviated if applicable)	Erhvervsuddannelsescenter Sjælland EUC Sjælland
Name of the organisation in EN, FR or DE (if available)	Vocational Education Centre of Zealand
Type of organisation ¹	OF

Head Office

Street	Jagtvej
Number	2
Postcode	4700
Town/city	Næstved
Country	Denmark

Contact person²

Name	Mr <input checked="" type="checkbox"/> Ms <input type="checkbox"/>	Finn Rasmussen
Position	Director of development and quality	
Street	Skolegade	
Number	21	
Postcode	4690	
Town/city	Haslev	
Country	Denmark	
Telephone	++ 45/ 5637 0116	
Fax	++ 45/ 5637	
E-mail	fr@ucsj.dk	
Website	http:// www.eucsj.dk	

Authorised signatory

Name	Mr <input checked="" type="checkbox"/> Ms <input type="checkbox"/>	Finn Rasmussen
Position	Director of development and Quality	

The undersigned certifies that all information given in this form is accurate.

Date

Signature

Stamp

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¹ Please use type codes as in annex 4

² See definition in the General guide



A.2. Declaration of Honour

I, the undersigned,Finn Rasmussen.....
representative of the organisation: ...EUC Sjælland.....
address:Jagtvej 2, 4700 Næstved.....
promoter of the proposal: ...AMPVOC.....
hereby declare on my honour, on this date, that this organisation:

- is not bankrupt, being wound up, or having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning such matters, nor, in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- has not been convicted of an offence concerning its professional conduct by a judgment which has the force of 'res judicata';
- has not been found guilty of grave professional misconduct;
- has fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which it is established;
- has not been the subject of a judgment which has the force of 'res judicata' for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- following another procurement procedure or grant award procedure financed by the Community budget, has not been declared to be in serious breach of contract for failure to comply with its contractual obligations;
- is not subject to a conflict of interest (for family, personal or political reason or through national, economic or any other interest shared with an organisation or an individual directly or indirectly involved in the selection or the contracting of the proposal);
- is not guilty of misrepresentation in supplying the information required by the European Commission during the selection phase and has not failed to provide the requested information.

Furthermore, I hereby declare on my honour that this organisation, in order to successfully implement the submitted proposal, has:

- the adequate legal capacity
- sufficient and stable financial sources
- the required competencies and professional qualifications

I acknowledge that in case of false declarations, that
administrative and financial sanctions could be
implemented against me or against my organisation.

Date and Signature:

Stamp of the Organisation:



A.3 CO-ORDINATING ORGANISATION

To be completed only if project co-ordination is delegated to an organisation other than the promoting organisation

Name of the organisation in national language (full and abbreviated if applicable)	
Name of the organisation in EN, FR or DE (if available)	
Type of organisation ³	

Head Office

Street	
Number	
Post code	
Town/city	
Country	

Contact Person⁴

Name	Mr <input type="checkbox"/> Ms <input type="checkbox"/>	
Position		
Street		
Number		
Postcode		
Town/city		
Country		
Telephone	++	/
Fax	++	/
E-mail		
Website	http://	

³ Please use type codes as in annex 4

⁴ See definition in the General guide



Total budget	Euro 325 000
Grant requested from the Leonardo da Vinci programme	Euro 227 000
% of total budget	69.8%

Target group(s)	Vocational students, vocational teachers, Companies employing apprentices
Target sector(s)	Codes: M80 (max. the main three - please use the NACE codes as in annex 7)
Users of the project outcomes	Codes: OF OQ OE. (max. the main three - please use the codes in annex 4)

If this is a "Language competences" project:

Which languages are targeted? (please use language codes as in annex 8)
At which levels of proficiency?	beginner <input type="checkbox"/> intermediate <input type="checkbox"/> advanced <input type="checkbox"/>

B.2 COMBINED PROPOSALS SUBMITTED IN THE CURRENT SELECTION YEAR

Is your proposal combined ⁵ with one or more Leonardo da Vinci proposals in the current selection year?	<input type="checkbox"/> YES (please give details in table below) <input checked="" type="checkbox"/> NO
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Measure	Country of submission	Promoting organisation	Title of the proposal

B.3 PROPOSALS BASED ON RESULTS OF PREVIOUS PROJECT(S)

If your proposal is based on the results of one or more previous projects under the Leonardo da Vinci or Socrates programmes, other Community programmes/initiatives (including Phare) or local/regional/national initiatives, please provide precise references to this/ these project(s) in the table below.

If you are submitting a full proposal, please enclose a copy of any products produced or in course of production within the previous project(s).

Year	Programme or Initiative	Identification number	Contracting organisation	Title of the project	Body to which the proposal was submitted and country
2001	Leonardo		EUC Sjælland	FINVOC	Cirius, DK.



B.4 OTHER PROJECTS CARRIED OUT WITH COMMUNITY FUNDING

Have you, or any of your partners, already obtained financial support for a project related to this proposal⁵ within the Leonardo da Vinci programme (1st or 2nd phase) or under other Community programmes/initiatives in the last five years?

YES (*please fill the table below*)

NO

Year	Programme or Initiative	Identification number	Contracting organisation	Title of the project	Body to which the proposal was submitted and country

Please add extra sheet if necessary

⁵ Relation may concern, for instance, theme(s), target group(s) and/or sector(s), partnership structure, methodological approach, etc.



B.5 SUMMARY

Please provide a short description of your proposal (max 1 page/ 30 lines, if possible), explaining **what** you are going to do and **why**. For "Reference material", include a brief summary of the proposed research methodology. You are kindly requested to provide this summary in English, French or German. *(Parts of this summary may be used in directories of selected projects)*

This project is based on the results of a former Leonardo project – FINVOC – which found and promoted ways of using the theory of Multiple Intelligence by Howard Gardner. However useful this theory is in education the project identified one major problem – how to assess and value performance based on intelligence types, which are not generally recognised in the educational system on the same level as linguistic and mathematical intelligence.

The project aims to find a model, which can put value on more alternative performance types, such as visual or musical expressions, personal relation abilities, or kinaesthetic activity. Models have to some extent been developed for the early classes of primary school, but never in technical-vocational contexts. Can assessments be made pointing directly towards the labour market? Can this type of assessment better comply with equal opportunities, in so far that there might be a difference in multiple intelligence profiles in men and women? Can assessment taking such aspects into consideration increase access and employability for those groups, which has problems getting a foothold in the labour market?

At the same time it is important that the original objectives in the curriculum are maintained, so the model must acknowledge this as well as the possibility to achieve the goals through different uses of multiple intelligence expressions.

In assessing technical and vocational performance it is also important to incorporate the demands of the companies, which employ the students, so the model will also include these demands, through the establishing of reference groups with the social partners in all participating countries. Special consideration must also be made to aspects such as gender and disability in connection to the assessment of intelligence and performance. Perhaps another way of analysing the capabilities of these persons may better balance their access to the labour market.

A CD-Rom with best practice examples of assessing all types of multiple intelligence performance will be produced as a resource tool for vocational teachers.

The overall aim of the project is to provide additional resources for teachers, so that they both through MI-inspired teaching, which was the purpose of the former project, and through assessment respecting MI-performances, can provide learning possibilities for a greater number of students than in the traditional vocational education, thus giving more students the possibility to finish vocational education. A special issue here is to raise awareness whether there is a gender difference in typical multiple intelligence profiles, and also to provide resource tools to cope with that.

The project will address the following quotation from Howard Gardner (Multiple Intelligences: The theory in Practice.):

“ A good assessment instrument can be a learning experience. But more to the point, it is extremely desirable to have assessment occur in the context of students working on problems, projects, or products that genuinely engage them, that hold their interest and motivate them to do well. Such exercises may not be as easy to design as the standard multiple-choice entry, but they are far more likely to elicit a student’s full repertoire of skills and to yield information that is useful for subsequent advice and placement.”



C. PROJECT AIM

15-20 lines max per question

C.1. JUSTIFICATION OF THE PROPOSAL

1. Describe the target group(s) and target sector(s) concerned by your proposal. Describe also the potential users of your project's results.
2. What needs, in relation to these target group(s) and sector(s), does your project address? How did you identify these needs?

— In the FINVOC project different teaching approaches have been tested, respecting multiple intelligence profiles in the vocational students. During pilot tests in a number of countries both students and teachers were unable to assess performance where other intelligence types than the linguistic and mathematical were used. A need was identified to have accepted assessment criteria and methods, which fully acknowledged the use of all intelligence types described by Howard Gardner.

An ongoing issue within education in general has been the nature of purpose of assessment. The need for more flexible and progressive structures of evaluation and accreditation has been highlighted in many countries. Many of our present systems of learner assessment rely heavily on pen and paper, and generally consist of formal, product-based examinations. These traditional types of assessment are not acceptable to the MI-practitioner as they focus on only two of eight intelligences and do not reflect the conditions of everyday living. Furthermore these tests are largely used for selection, grading, validation and accreditation of students. Other reasons for testing such as diagnosis and guidance are largely ignored.

The central place of understanding within the MI concept views assessment as an integral part of learning. It should be informal, continuous, and process rather than product based and should concentrate on performance as a means of evaluation. The challenge to those involved in vocational education is to have assessment methods accepted and identified as valid systems of accreditation. The skills and systems other than written reports, projects and examinations need to be included in a system of accreditation.

The evaluation of education needs to reflect the needs of society and the nature of the individual learner. It is only in this way that assessment can be meaningful, relevant and just to all.

We firmly believe that teaching with multiple intelligence will give more technical/vocational students the possibility to finish their education with good results, but without an assessment system to go along with it, there will be no impact in their employment or apprenticeship situation.

Thus the primary target group are vocational teachers, who are going to make the assessments from different multiple intelligence criteria, but the beneficiaries of the project are the students, especially those students who excel in the less valued intelligence types. The ultimate target group is actually the industry, which eventually employs the young people. A special target group in this project will also be women, as we intend to see if there is an inherent difference in intelligence profiles between men and women.

3. What are the specific aims of the project?
4. How does the project address the programme objectives and the call priority which you indicated above?

— The project aims to find ways of assessing the application the 8 intelligences of Howard Gardner (linguistic, logical mathematical, visual-spatial, body-kinesthetic, musical rhythmic, interpersonal, intrapersonal, naturalistic) in practical vocational teaching. That means:

- Acquiring more knowledge about assessment methods in the European countries
- Comparing MI assessment methods in primary and general education and linking it to technical/vocational education
- Setting up local networks with industry for identifying their needs for assessment criteria
- Finding method(s) of assessing multiple intelligence performance in technical/vocational students
- Analysing whether there is a gender aspect in MI assessment
- Identifying best practice examples of MI vocational assessment.
- Attempting European recognition of MI assessment.

This project especially aims at improving the employability of young vocational students by providing teachers with tools to assess the diversity in student approaches. We believe that it may mean that a greater number of students can achieve a vocational education. The diversity also includes a possible gender difference.



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5. If you have indicated in B.1 that your project targets **directly** the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people, and/or equal opportunities for women and men, with a view to combating discrimination in training provision, and/or the promotion of social dialogue in vocational training, please explain how this will be achieved.

— Vocational students often have their strong points in other intelligence areas than the linguistic and mathematical intelligence. However this type of intelligence does not fit into the current standardized testing practices. This means that many of these students are handicapped in getting entry into the labour market – not necessarily because they are unable to perform the tasks, but merely because they are sorted out by the traditional assessment system.

With an altered assessment system, where performance in all multiple intelligence areas is valued, the entry into the labour market of this student type may be considerably facilitated.

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6. Please explain in what way your proposal makes an original contribution to:

- introducing changes into national vocational training systems and practices,
- European strategies for vocational training.

(You may wish to refer here to existing work and information at national and European level)

7. Does the innovation contributed by your proposal involve:

- new approaches to the use of existing methods, instruments, products, so as to apply them to new theme(s) and/or target group(s),
- new processes or products in response to existing problems,
- new forms of co-operation/networking between partner organisations and/or political decision makers,
- other (please specify)

Please give detailed explanations.

8. If this is a “Reference material” proposal, please specify also the innovative aspects as regards the existing field of knowledge and the methods and tools for observation and analysis.

— With the FINVOC Leonardo project ways of applying pedagogical and didactic theories in everyday teaching have been investigated and practiced. Students and teachers both have enjoyed looking upon teaching and learning from a different viewpoint – in fact eight different viewpoints – and as an effect it should be possible to bring more students through vocational education. Teaching will adapt to the student and his/her learning style, it is not the student that must adapt to the teaching. But the assessment question has not been addressed, and the project has clearly shown that this part is necessary to deal with in order to carry the effect to its full potential.

In total it may mean that vocational training European-wide may develop its own more appropriate teaching/learning style, where emphasis is more on the skills needed to do the tasks than on academic excellence.

The emphasis will be on vocational training, but other education areas will be involved, just as the co-operation of the trades and industries is necessary. It will definitely be a new approach if teachers and trainers in both schools and companies will pay attention to what intelligence/learning style the student has – and he or she will know how to deal with it and how to assess it according to the needs of the labour market.

A European assessment method which includes both the pedagogical aspects of the educational world and the working task aspects of the labour market, is the ultimate goal of this project, and such a common European model will definitely be an innovation. The method will include gender issues, and as such also will aim at giving women equal opportunities in the labour market.



9. **If your proposal is combined with** other Leonardo da Vinci proposals presented in this selection year (see section B.2), please explain the interdependence with these proposals and the expected added value.

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10. **If your proposal is based on results of one or more previous projects** (see section B.3):

- Why did you choose to base it on that or those project(s)?
- How does your proposal use those results?
- What is the added value of your proposal compared to the previous project(s)?

—

In the FINVOC project we found that the multiple intelligence theory was a great help in treating students individually according to their intelligence profiles, instead of looking at them as standard students. This has been a good experience for both students and teachers, but it has been very difficult to let student performance be justly shown in the assessment or exam systems of all participating countries. Assessment systems are primarily based on linguistic and mathematical/logic capacities of the students, but the FINVOC project showed that also other capacities can lead to positive results. This however cannot be shown in the formal assessment systems, and thus neither students nor teachers duly value them, as there is no formal recognition.

An assessment method based on recognizing multiple intelligence theory is absolutely necessary in order to disseminate the MI approach to vocational training as more than just exciting projects. It is an essential added value to the FINVOC project to develop an appropriate assessment system.



C.2. RESULTS

What specific results are expected in the course of the project and on its completion? Please provide a detailed description of the expected results and specify:

- type of result (e.g. handbook, curriculum, recognition procedure, new teaching/training method, etc.),
- when they will be available,
- target group(s) concerned,
- languages in which they will be available,
- medium that will be used (e.g. CD-Rom, Internet, etc.),
- didactic methodology (if applicable),
- number of copies foreseen (if applicable).

For the sake of clarity, you may wish to use a table to present project results.

— The direct results are expected to be:

- A comparative analysis of vocational assessment systems in participating countries
- Investigation into existing MI – assessment methods in primary education and conversion to technical/vocational training
- An analysis of connections between gender issues and multiple intelligence
- A needs analysis from labour market partners concerning assessment
- Identification of assessment areas in accordance with multiple intelligence theory and possible repercussions concerning gender development
- A common assessment model based on the above investigations.
- A CD-Rom with best practice assessment examples.
- An attempt at European accreditation.

The partners will work with different vocational areas according to their experience and professionalism. The common part will be to identify and adapt assessment methods to the theory of multiple intelligence. The results will be published in a teacher's guide, which will also be included on the CD-Rom.

All results will be in English and be presented on a special homepage on the internet. They will be accessible for everyone, but aimed for vocational teachers.

C.3. DISSEMINATION

1. How will your dissemination strategy ensure that the project results will be used as regards the target group(s), target sector(s) and potential users?
2. Please indicate the main activities of your dissemination strategy.
3. Please demonstrate that the partnership has the capacity and necessary experience to carry out the dissemination activities outlined above.

— Howard Gardner's theory of multiple intelligences are already being taught at many teacher's colleges, and is being paid great attention. With our first project we have added a practical approach to the theory in order to make it much easier to apply, this has already been spread through internal teacher courses, seminars and a homepage on the internet.

With the addition of an assessment model the product will be more complete and the dissemination strategy will be continued. This means that there will be internal dissemination through teacher courses and teacher inspiration days. There will be external dissemination through seminars and offers of teacher courses and inspiration days in other institutions that are not directly involved in the project. The inclusion of the labour market will further disseminate the ideas. The ultimate dissemination is of course if the participating partners manage to make the assessment model a formal state of the art tool, but this demands a political goodwill, that the project of course cannot guarantee.

Furthermore the results will be spread on the internet.

Also we hope to disseminate and compare results to associations concerned with literacy and numeracy in countries where this issue is addressed, for instance associations such as NALA (National Adult Literacy Association) in Ireland.



C.4. IMPACT

1. What is the expected impact of the project, in the short and in the long term, as regards: target group(s), target sector(s), potential user(s) of the project results, and vocational training systems and practices?
2. How will the project final results be put into practice?
3. What is planned to ensure the expected impact of the project results at the end of Community funding?
4. To what extent are the results transferable to other groups, sectors, geographical contexts, etc.? Please explain the actions considered for this purpose.

— In the short-term teachers that apply multiple intelligence approaches to their teaching gets a tool to assess student performance. It is important to note that the assessment tool will work within the needs of both the labour market and the curriculum.

In the long term it is the hope of the project to achieve international appreciation and recognition of the assessment model.

This will benefit not only those vocational students whose intelligence profile is based in intelligence types other than those traditionally tested, but ultimately also the market where they are employed. It may result in more respect for “vocational intelligence” and vocational education. If it turns out that there is also a gender issue, which is expressed in multiple intelligence profiles, it may have huge impact in gaining equal opportunities for women.

Once the model has been developed it can be used in everyday education without any expenses for the educational institutions – the results can easily be implemented without economic aspects, so an impact should be very easy.

The project partnership represents a great number of different educational institutions and through this diversity the results of the project can be tested and implemented in many types of vocational education. But there is no hindrance in transferring the results also to other areas of the educational system.



D PARTNERS

Please provide information on all partners using the table below. Indicate the promoter as P1, the co-ordinator (if applicable) as P2, and then the other partners in alphabetical order of country code (see annex 3).

D.1.- OVERVIEW OF PARTNERS

No.	Country code ⁶	Name of organisation/institution in national language ⁷	Org. type code ⁷	Region code ⁷	Sector code ⁷	Size code ⁷	Contact person		Street and No. Town/City Postcode Country	Telephone Fax E-mail	Budget	
							Name	M/F			Total	Requested from Leonardo
P1	DK	EUC Sjælland	OF	DK006	M80	S4	Finn Rasmussen	M	Jagtvej 2, 4700 Næstved, DK	+45 55753300 +4555753350 fr@eucs.dk	60000	46000
P2	D	Theodor-Heuss_Schule Wetzlar	OF	DE 72	M80	S3	Kerstin Streiff	F	Frankfurter Str. 72, 35578 Wetzlar, D	+49 644197740 +496441977440 Kstreiff@gmx.de	38000	27000
P3	D	Förderverein berufsbildende Schule Technik, Koblenz e.V.	OF	DEB 1	M80	S6	Rainer Goldschmitt	M	Beatusstr. 143-147, D-56073 Koblenz	+492619418342 +492614030993 fv-ko@gmx.de	35000	25000
P4	GR	Local Union of Municipalities and Communities of Kefalonia and Ithaki (LUMC-KI)	PP	GR22	O	S1	Pavlos Kokkinakis	M	Lithosstroto 27, 28100 Argostoli	+30 26710 +30 26322 tedkki@otenet.gr	28000	20000
P5	E	Universitat Politècnica Catalunya, Programa Dona	U	ES51	M80	S5	Margarita Antal Serrat	F	C/Jordi Girona, 31-34 edif.HI 08034 Barcelona	+349340177133 +34934011051 programa.dona@upc.es	35000	25000

⁶ Please use codes as in lists annexed (annex 3 to 7)

⁷ Please provide this information also in EN, FR or DE, if available



P6	IRL	Waterford Institute of Technology	U	IE024	M80	S5	Dolores Gilhooly	F	Cork Raod Waterford	+35351302031 +35351302484 dgilhooly@wit.ie	38000	27000
P7	FIN	South Carelia Polytechnic (Joint Municipality Authority for Vocational Education in South Carelia)	OF	FI 12	M80	S6	Leena Knuutinen-Kyckling	F	Armilankatu 42, FIN- 53100 Lappeenranta	+358 20 496 6880 +358 20 496 6888 leena.knuutinen-kyckling@scp.fi	35000	25000
P8	LV	Rigas Tehniska Koledza	OF	LV	M80	S6	Janis Rozenblats	M	Braslas St. 16, Riga LV-1035	+3707081400 +3707561026 brasla@rtk.lv	35000	25000
P9	All	A number of labour market partners in all countries as advisory bodies									21000	7000
										Total	325000	227000

N.B. Attach the partners' letters of intent (see Annex 1)

Please add extra sheets if necessary



D.2. CHARACTERISTICS OF THE PARTNERSHIP

1. Please describe each partner organisation (including promoter and co-ordinator, if applicable), as follows:
- description of the organisation,
 - skills, knowledge, expertise and experience of the organisation in relation to its role in the project,
 - role of the organisation in the project. Clearly identify, in particular, partners playing a fundamental role in the dissemination and implementation of the interim and final results of the project.

If this is a "Reference material" proposal, please name the scientific co-ordinator and attach a copy of his/her CV. If appropriate, attach a list of the partners' relevant published works in the last three years.

(Please follow the partner order used in D.1 and the same numbering; use maximum 15 lines per partner)

P1	<p>– EUC Sjælland is a vocational college offering education in almost all technical areas to both young people and adults.</p> <p>The college has experience in European co-operation and development, and was the coordinating partner in the FinVoc project. The positive experience from that cooperation will be continued in this project. In AMPVOC EUC Sjælland will be the coordinating partner and responsible for overall administration of the project, including the website., just as it was done in FinVoc.</p> <p>The college is working a lot with more individualised approaches to learning and has defined new strategies both for internationalisation and pedagogical approaches. Recently a number of teachers concerned about special skills have been specially educated, and local courses and experiments are given in learning activities using MI-approaches.</p> <p>Furthermore the college will use its status as a pedagogically innovative and experimenting college at many educational levels to offer and develop input to practical assessment, and also use the close connections to the labour market partners to get input from that angle.</p>
P2	<p>– Theodor Heuss Schule will work together with a teacher training college for teachers in vocational training. Gardner's theory has already been implanted in both institutions. One of the results of the teacher course in FinVoc was the overall realisation that MI-theory gives both learners and teachers a new insight into learning, but the assessment system does not provide for developments of individual students in specific areas. In order to fully install MI-theory in vocational training we must improve our means of assessment. An international project can help teachers and especially teacher trainees to compare existing systems and to develop new ideas and models.</p>
P3	<p>- Förderverein Berufsbildende Schule offers vocational and further education in the technical area. The school has a lot of experience with managing Leonardo projects.</p> <p>The School is welcoming the opportunity to take a more individual look at the students and we see a Special opportunity to develop tools to be used in adult education.</p>
P4	<p>– LUMC-KI is a municipal body that co-ordinates a great number of educational initiatives in the islands of Kefalonia and Ithaka. Has experience from a great number of European projects.</p> <p>The municipality has always been in the forefront when it concerns development of modern didactic Methods, and will support all efforts to improve the teaching</p>
P5	<p>.- Polytechnic University in Barcelona has experience both in research and application of vocational issues. Offers a wide variety of education and has international experience. The University have for many years worked with projects concerning equal opportunities for women, and the department participating in this project will be especially responsible for the gender issues.</p>
P6	<p>- Waterford Institute of Technology is a large provider of technical education in the southern part of Ireland. We will have the opportunity to offer both research and practical approaches to the subject. We are used to working in projects, both on a national and international level.</p>



P7	<p>- South Carelia Polytechnic is an institution of higher education. It consists of five departments with 18 degree programmes and numerous lines of specialisation. The departments include Fine Arts and Design, Tourism and Hospitality, Social and Health Care, Business and Administration, and Technology.</p> <p>South Carelia Polytechnic is also part of an expanding network of educational establishments in Europe and other continents. As South Carelia Polytechnic and South Carelia College are maintained by the same joint Municipality Authority for Vocational Education in South Carelia, the collaboration within these two is available and often used, e.g. when gathering information and analysing it for a project or disseminating project results.</p>
P8	<p>- Riga Technical Gymnasium offers technical upper secondary education preparing specialists in metal work, electric power, IT, car mechanics, mechatronics. Tasks in the project will be to provide reference materials for development of the project, to develop practical background, and to participate in project meetings, to contribute to dissemination and practical use of the project results.</p>

Please add extra sheets if necessary

2. Please present the partnership as a whole, and describe its structure, functioning and experience in transnational co-operation.

– The partnership has existed and worked together for two years. They represent a diversity of educational institutions, and a very well functioning working style between the partners has been developed. There is a very good working climate in the partnership, with a good work discipline and a very well implemented meeting structure.

In this particular project the partners will establish local reference groups with representatives of the local labour market. Some participants from these reference groups will be included in the project as direct partners.

End of the pre-proposal



E. ORGANISATION AND MANAGEMENT OF THE PROJECT

E.1. WORK PROGRAMME

Please describe your work programme by sub-dividing it into **work-packages**. For each work-package please describe:

- the aims,
- the start and finish dates and overall duration,
- the total number of staff days (broken down by categories - see table E.2.2),
- the role and the tasks of each partner involved,
- the role and the tasks of sub-contractors, if any,
- the working methods and techniques,
- the expected outcomes/results of the work package,
- (for "Reference material" proposals only): the fields of analysis, methods (including samples, size and its composition) techniques and tools to be used in particular for international comparison.

The work programme is required to include explicitly a detailed **dissemination strategy**, indicating:

- the timetable,
- all the planned activities, including events involving the target group(s), representatives of the target sector(s) the potential users and/or other groups (political decision makers, professional/sectoral organisations, social partners, media ...),
- the resources assigned to these activities,
- any commercialisation, if foreseen.

The work programme must also include a **quality management plan**: procedures, criteria and resources for monitoring and evaluation of the progress of the project, and for internal and/or external evaluation - including quality control and testing, if applicable - of the interim and final results in comparison with the needs of the target group(s) and sector(s) and of the potential users. Please explain, in particular, how the target group(s) and/or potential users will be involved in these activities.

For the sake of clarity, you may wish to add diagrams, additional explications and tables as appropriate.

—

Please see attached work package descriptions !



E.2. FINANCIAL PLAN

For filling out section E2, please refer to the Administrative and Financial Handbook concerning Pilot projects (including Thematic actions), Language competences, Transnational networks and Reference material.

NB: You must use the four tables below in the given format.

E.2.1 ESTIMATED EXPENDITURES BY WORK-PACKAGE AND TYPE OF COSTS

All figures in Euro

Work Package	Staff	Operational	Subcontracting	Total
I	22584	21775		44359
II	18120	21825		39945
III	22677	22025		44702
IV	20643	22325		42968
V	49144	22325		71469
VI	29417	22325		51742
VII	34433	21825		56258
VIII	29066	24025		53091
Total	226084	178450		404534



E.2.2 ESTIMATED STAFF NEEDS AND COST BY PARTNER

After completing this table, please copy total staff costs onto first row of table E.2.3 below

All costs in Euro	Total			P1 EUC Sjælland DK.			P2 THS, Wetzlar, DE			P3 FV-BBS, Koblenz, DE			P4 LUMC-KI, Argostoli, EL		
	Total number of days (a)	Cost per day ⁸ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)
Staff by category:															
1. Managers (ISCO 1)	140	331	46366	80	382	30560	6	409	2454	12	409	4908	10	158	1580
2. Researchers (ISCO 210, 220, 240)															
3. Teachers/trainers (ISCO 230)	836	198	165908	105	279	29295	111	300	33300	89	300	26700	100	104	10400
4. Technical (ISCO 3)															
5. Administrative (ISCO 4)	134	103	13810	38	125	4750	15	125	1875	11	125	1375	13	64	832
Total	1110		226084	223		64605	132		37629	112		32983	123		12812

Please add extra sheets if necessary

⁸ Indicate the average cost per day.



All costs in Euro

	P5 UNIPOCAT, Barcelona, ES			P6 WIT, Waterford, IE			P7 SCP, Lappeenranta, SF			P8 RTC, Riga, LV			P9 Consulting partners – budget included in operative partners !		
	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)	Total number of days (a)	Cost per day ⁹ (b)	Total staff cost (a*b)
Staff by category:															
6. Managers (ISCO 1)	10	217	2170	8	228	1824	6	277	1662	8	151	1208	(72)		
7. Researchers (ISCO 210, 220, 240)															
8. Teachers/trainers (ISCO 230)	102	140	14280	116	180	20880	105	197	20685	108	96	10368			
9. Technical (ISCO 3)															
10. Administrative (ISCO 4)	13	78	1014	16	96	1536	13	121	1573	15	57	855			
Total	125		17464	140		24240	124		23920	131		12431			

⁹ Indicate the average cost per day.



E.2.3 ESTIMATED EXPENDITURES BY TYPE OF COSTS AND PARTNER

Please attach detailed explanations for all operational costs and any subcontracting cost in a separate sheet.

All figures in Euro	Total	%	P1 EUC,DK	P2 THS,DE	P3 FVK, DE	P4 LUMC-KI, EL	P5 UNIPO, ES	P6 WIT,IE
A. Total staff cost (copy from E.2.2)	226084	55,9	64605	37629	32983	12812	17464	24240
Operations:								
1. Travelling	123550	30,5	20850	14600	14600	14400	14900	14900
2. ICT	5900	1,5	2400	500	500	500	500	500
3. Production	26100	6,5	14900	1600	1600	1600	1600	1600
4. Overheads	10400	2,6	2000	1200	1200	1200	1200	1200
5. Other: (please specify)	12500	3,0	3500	3000	1000	1000	1000	1000
B. Total operational costs	178450	44,1	43650	20900	18900	18700	19200	19200
Subcontracting (please specify):								
1.								
2.								
.....								
C. Total Subcontracting costs -	0	0	0	0	0	0	0	0
Total cost of the project = A + B + C	404534	100	108255	58529	51883	31512	36664	43440

Please add extra sheets if necessary



All figures in Euro

	P7 SCP, SF	P8 RTC, LV	P
D. Total staff cost (copy from E.2.2)	23920	12431	
Operations:			
6. Travelling	14900	14400	
7. ICT	500	500	
8. Production	1600	1600	
9. Overheads	1200	1200	
10. Other: (please specify)	1000	1000	
E. Total operational costs	19200	18700	
Subcontracting (please specify):			
3.			
4.			
.....			
F. Total Subcontracting costs -	0	0	
Total cost of the project = A + B + C	43120	31131	



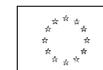
E.2.4 ESTIMATED FINANCING BY TYPE OF FUNDS AND PARTNER

All figures in Euro

	Total	% breakdown	P1 EUC,DK	P2 THS,DE	P3 FVK, DE	P4 LUMC-KI, EL	P5 UNIPO, ES	P6 WIT,IE
Amount requested from LEONARDO DA VINCI	255146	63,1	64953	35117	31130	22058	23832	28236
National support								
Regional support								
Other sources (please specify)								
Partners' own funds	149388	36,9	43302	23412	20753	9454	12832	15204
Other Community programmes ¹⁰								
Total financing = Total cost of project (from table E.2.3)	404534	100	108255	58529	51883	31512	36664	43440

Please add extra sheets if necessary.

¹⁰ Only applicable to pre-accession countries.



	P7 SCP, SF	P8 RTC, LV	P
Amount requested from LEONARDO DA VINCI	28028	21792	
National support			
Regional support			
Other sources (please specify)			
Partners' own funds	15092	9339	
Other Community programmes ¹¹			
Total financing = Total cost of project (from table E.2.3)	43120	31131	

¹¹ Only applicable to pre-accession countries.



F. ANNEXES

ANNEX.1. LETTERS OF INTENT

- Partner organisations must provide letters of intent on their own official paper.
- The letter must not be hand-written
- It must indicate:
 - the title of the proposal
 - reference to the Leonardo da Vinci programme
 - a brief description of the partner's role
 - the partner's financial undertaking.
- It must bear:
 - the date
 - the signature of an authorised person and her/his position within the organisation
- For eligibility purposes, full proposals **must** include letters of intent from the obligatory minimum number of partners. This requirement does not apply to pre-proposals.
- If letters of intent were enclosed with the pre-proposal, the full proposal will be considered eligible if it includes **copies** of the letters previously sent. However, **new letters** of intent must be sent with the full proposal if any changes have occurred since the pre-proposal to the partners that make up the required minimum transnational partnership. Changes requiring new letters of intent include changes to the role or financial contribution in the project of any of the original partners, or the replacement of a partner.
- Without prejudice to the previously mentioned eligibility condition, proposals accompanied by **all** letters of intent will be evaluated more favourably.
- Originals are not obligatory in the pre-proposal and full proposals phases; copies and faxes will be accepted. If your full proposal is selected, you will be asked to provide originals before the contract is drawn up.



ANNEX.2. ELIGIBILITY CHECK-LIST

Please make sure that your application meets the following formal eligibility conditions. These are extensively described in section VI of the General Guide. **Only proposals meeting all the eligibility conditions will go forward for qualitative assessment.**

References to sections in this form are given in brackets.

- Compliance with the deadline, as published in the call for proposals
- Compliance with the minimum size of the partnership (B1 and D)
- Participation of at least one partner from the European Union (B1)
- Compliance with the following administrative rules:
 - the application is being submitted by a private, public or semi-public organisation (A.)
 - the application is written in one of the EU official languages
 - the application bears the **original** signature of an authorised person (A.1)
 - the application form used for the proposal is the official Leonardo da Vinci application form corresponding to the appropriate selection year, (available on the Leonardo da Vinci Programme Website)
 - the application is sent to the exact addresses specified in the applicable call for proposals
 - the application is accompanied by the declaration of honour signed by the promoter (original signature) certifying that the applicant organisation is not in one of the indicated situations and that it has the financial and operational capacity for successfully implementing the proposal (A.2)
 - the **pre-proposal** indicates a global cost estimation of the project (B1)
 - the **full proposal** includes a detailed budget (E2)
 - the **full proposal** includes letters of intent at least for the minimum size of the partnership (F1)



ANNEX 3. COUNTRY CODES

European Union	
BE	BELGIUM
DK	DENMARK
DE	GERMANY
GR	GREECE
ES	SPAIN
FR	FRANCE
IE	IRELAND
IT	ITALY
LU	LUXEMBOURG
NL	NETHERLANDS
AT	AUSTRIA
PT	PORTUGAL
FI	FINLAND
SE	SWEDEN
UK	UNITED KINGDOM

Other EEA countries	
IS	ICELAND
LI	LIECHTENSTEIN
NO	NORWAY

Other countries	
BG	BULGARIA
CZ	CZECH REPUBLIC
EE	ESTONIA
CY	CYPRUS
LV	LATVIA
LT	LITHUANIA
HU	HUNGARY
MT	MALTA
PL	POLAND
RO	ROMANIA
SI	SLOVENIA
SK	SLOVAKIA
TR	TURKEY
OT	OTHER



ANNEX 4. ORGANISATION TYPE CODES

01	PME	SMALL AND MEDIUM SIZED ENTERPRISE (LESS THAN 250 WORKERS)
02	GE	LARGE ENTERPRISE (250 WORKERS AND MORE)
03	GRE	GROUP OR ASSOCIATION OF COMPANIES
04	OE	EMPLOYER ORGANISATION
05	OS	TRADE UNION ORGANISATION
06	OP	JOINT BODY
07	OF	TRAINING ORGANISATION
08	U	UNIVERSITY
09	AUEF	UNIVERSITY ENTERPRISE TRAINING PARTNERSHIP
010	CR	REGIONAL CONSORTIUM
011	OST	SECTORAL ORGANISATION
012	CC	CHAMBER OF COMMERCE, INDUSTRY, AGRICULTURE
013	OPR	PROFESSIONAL ORGANISATIONS/FEDERATIONS/GROUPINGS
014	OQ	ORGANISATIONS CONCERNED WITH CERTIFICATION AND RECOGNITION OF QUALIFICATIONS
015	PP	PUBLIC AUTHORITIES
016	EUR	EUROPEAN ORGANISATIONS
017	REC	RESEARCH CENTRES OR INSTITUTES
018	O	OTHER ORGANISATIONS



ANNEX 5. ORGANISATION SIZE CODES

S1	1 – 20 PEOPLE
S2	21 - 50 PEOPLE
S3	51 - 200 PEOPLE
S4	201 - 500 PEOPLE
S5	501 - 2000 PEOPLE
S6	2001 - 5000 PEOPLE
S7	MORE THAN 5000 PEOPLE



ANNEX.6. REGION CODES (NUTS)

BE	BELGIUM
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BE1	BRUXELLES CAP. BRUSSEL HOF
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BE21	ANTWERPEN
BE22	LIMBURG
BE23	OOST-VLAANDEREN
BE24	VLAAMS BRABANT
BE25	WEST VLAANDEREN

BE31	BRABANT WALLON
BE32	HAINAUT
BE33	LIEGE
BE34	LUXEMBOURG
BE35	NAMUR

DK	DANMARK
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DK001	København og Frederiksberg Kommuner
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DK002	KØBENHAVNS AMT
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DK003	FREDERIKSBORG AMT
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DK004	ROSKILDE AMT
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DK005	VESTSJÆLLANDS AMT
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DK006	STORSTRØMS AMT
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DK007	BORNHOLM AMT
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DK008	FYNS AMT
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DK009	SØNDERJYLLANDS AMT
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DK00A	RIBE AMT
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DK00B	VEJLE AMT
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DK00C	RINGKØBING AMT
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DK00D	ÅRTHUS AMT
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DK00E	VIBORG AMT
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DK00F	NORDJYLLANDS AMT
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DE	DEUTSCHLAND
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BADEN WÜRTTEMBERG	
DE11	STUTT GART
DE12	KARLSRUHE
DE13	FREIBURG
DE14	TÜBINGEN

BAYERN	
DE21	OBERBAYERN
DE22	NIEDERBAYERN
DE23	OBERPFALZ
DE24	OBERFRANKEN
DE25	MITTELFRANKEN
DE26	UNTERFRANKEN
DE27	SCHWABEN

DE3	BERLIN
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DE4	BRANDENBURG
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DE5	BREMEN
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DE6	HAMBURG
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HESSEN	
DE71	DARMSTADT
DE72	GIEßEN
DE73	KASSEL

DE8	MECKLENBURG-VORPOMMERN
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NIEDERSACHSEN	
DE91	BRAUNSCHWEIG
DE92	HANNOVER
DE93	LÜNEBURG
DE94	WESER-EMS

NORDRHEIN-WESTFALEN	
DEA1	DÜSSELDORF
DEA2	KÖLN
DEA3	MÜNSTER
DEA4	DETMOLD
DEA5	ARNSBERG

RHEINLAND-PFALZ	
DEB1	KOBLENZ
DEB2	TRIER
DEB3	RHEINHESSEN - PFALZ

DEC	SAARLAND
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SACHSEN	
DED1	CHEMNITZ
DED2	DRESDEN
DED3	LEIPZIG

SACHSEN-ANHALT	
DEE1	DESSAU
DEE2	HALLE
DEE3	MAGDEBURG

DEF	SCHLESWIG-HOLSTEIN
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DEG	THÜRINGEN
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GR	ELLADA
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VOREIA ELLADA	
GR11	ANATOLIKI MAKEDONIA, THRAKI
GR12	KENTRIKI MAKEDONIA
GR13	DYTIKI MAKEDONIA
GR14	THESSALIA

KENTRIKI ELLADA	
GR21	IPEIROS
GR22	IONIA NISIA
GR23	DYTIKI ELLADA

GR3	ATTIKI
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NISIA AIGAIU, KRITI	
GR41	VOREIO AIGAIU
GR42	NOTIO AIGAIU
GR43	KRITI

GR24	STEREA ELLADA
GR25	PELOPONNISSOS



ES	ESPAÑA
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NOROESTE	
ES11	GALICIA
ES12	ASTURIAS
ES13	CANTABRIA

NORESTE	
ES21	PAÍS VASCO
ES22	NAVARRA
ES23	LA RIOJA
ES24	ARAGÓN

ES3	COMUNIDAD DE MADRID
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ES7	CANARIAS
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ESTE	
ES51	CATALUÑA
ES52	COMUNIDAD VALENCIANA
ES53	ISLAS BALEARES

SUR	
ES61	ANDALUCÍA
ES62	MURCIA
ES63	CEUTA Y MELILLA

CENTRO	
ES41	CASTILLA-LEÓN
ES42	CASTILLA- LA MANCHA
ES43	EXTREMADURA

FR	FRANCE
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FR1	ILE DE FRANCE
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BASSIN PARISIEN	
FR21	CHAMPAGNE - ARDENNE
FR22	PICARDIE
FR23	HAUTE NORMANDIE
FR24	CENTRE
FR25	BASSE NORMANDIE
FR26	BOURGOGNE

FR3	NORD - PAS DE CALAIS
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EST	
FR41	LORRAINE
FR42	ALSACE
FR43	FRANCHE-COMTE

OUEST	
FR51	PAYS DE LOIRE
FR52	BRETAGNE
FR53	POITOU-CHARENTE

SUD-OUEST	
FR61	AQUITAINE
FR62	MIDI-PYRENEES
FR63	LIMOUSIN

CENTRE-EST	
FR71	RHÔNE-ALPES
FR72	AUVERGNE

MEDITERRANEE	
FR81	LANGUEDOC-ROUSSILLON
FR82	PROVENCE-ALPES-CÔTE D'AZUR
FR83	CORSE

DEPARTEMENTS D'OUTRE-MER	
FR91	GUADELOUPE
FR92	MARTINIQUE
FR93	GUYANE
FR94	REUNION

IE	IRELAND
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IE011	BORDER
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IE021	DUBLIN
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IE022	MID-EAST
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IE012	MIDLAND
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IE023	MID-WEST
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IE024	SOUTH-EAST (IRL)
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IE025	SOUTH-WEST (IRL)
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IE013	WEST
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IT	ITALIA
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NORD OVEST	
IT11	PIEMONTE
IT12	VALLE D'AOSTA
IT13	LIGURIA

IT2	LOMBARDIA
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NORD EST	
IT31	TRENTINO-ALTO ADIGE
IT32	VENETO
IT33	FRIULI-VENEZIA GIULIA

IT4	EMILIA-ROMAGNA
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CENTRO	
IT51	TOSCANA
IT52	UMBRIA
IT53	MARCHE

IT6	LAZIO
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ABRUZZO-MOLISE	
IT71	ABRUZZO
IT72	MOLISE

IT8	CAMPANIA
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SUD	
IT91	PUGLIA
IT92	BASILICATA
IT93	CALABRIA

ITA	SICILIA
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ITB	SARDEGNA
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LU	LUXEMBOURG (Grand Duché)
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NL	NEDERLAND
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NOORD-NEDERLAND	
NL11	GRONINGEN
NL12	FRIESLAND
NL13	DRENTHE

OOST-NEDERLAND	
NL21	OVERIJSSSEL
NL22	GELDERLAND
NL23	FLEVOLAND

WEST-NEDERLAND	
NL31	UTRECHT
NL32	NOORD-HOLLAND
NL33	ZUID-HOLLAND
NL34	ZEELAND

ZUID-NEDERLAND	
NL41	NOORD-BRABANT
NL42	LIMBURG (NL)

AT	ÖSTERREICH
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OSTÖSTERREICH	
AT11	BURGENLAND
AT12	NIEDERÖSTERREICH
AT13	WIEN

SÜDÖSTERREICH	
AT21	KÄRNTEN
AT22	STEIERMARK

WESTÖSTERREICH	
AT31	OBERÖSTERREICH
AT32	SALZBURG
AT33	TIROL
AT34	VORARLBERG

PT	PORTUGAL
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CONTINENTE	
PT11	NORTE
PT12	CENTRO
PT13	LISBOA E VALE DO TEJO
PT14	ALENTEJO
PT15	ALGARVE

PT2	AÇORES
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PT3	MADEIRA
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FI	SUOMI / FINLAND
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MANNER-SUOMI	
FI12	ETELÄ-SUOMI
FI13	ITÄ-SUOMI
FI14	VÄLI-SUOMI

FI15	POHJOIS-SUOMI
FI16	UUSIMAA (SUURALUE)

FI2	ÅLAND
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SE	SVERIGE
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SE01	STOCKHOLM
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SE06	NORRA MELLANSVERIGE
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SE02	ÖSTRA MELLANSVERIGE
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SE07	MELLERSTA NORRLAND
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SE04	SYDSVERIGE
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SE08	ÖVRE NORRLAND
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SE05	VÄSTSVERIGE
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SE09	SMÅLAND MED ÖARNA
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UK	UNITED KINGDOM
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NORTH EAST	
UKC1	TEES VALLEY AND DURHAM
UKC2	NORTHUMBERLAND, TYNE AND WEAR

SOUTH WEST(UK)	
UKK1	GLOUCESTERSHIRE, WILTSHIRE AND NORTH SOMERSET
UKK2	DORSET, SOMERSET
UKK3	CORNWALL AND ISLES OF SCILLY
UKK4	DEVON

YORKSHIRE AND THE HUMBER	
UKE1	EAST RIDING AND N. LINCOLNSHIRE
UKE2	NORTH YORKSHIRE
UKE3	SOUTH YORKSHIRE
UKE4	WEST YORKSHIRE

WEST MIDLANDS	
UKG1	HEREFORD & WORCESTERSHIRE, WARWICKSHIRE
UKG2	SHROPSHIRE, STAFFORDSHIRE
UKG3	WEST MIDLANDS

EAST MIDLANDS	
UKF1	DERBYSHIRE, NOTTINGHAMSHIRE
UKF2	LEICESTERSHIRE, RUTLAND NORTHAMPTONSHIRE
UKF3	LINCOLNSHIRE

NORTH WEST (UK)	
UKD1	CUMBRIA
UKD2	CHESHIRE
UKD3	GREATER MANCHESTER
UKD4	LANCASHIRE
UKD5	MERSEYSIDE

EASTERN	
UKH1	EAST ANGLIA
UKH2	BEDFORDSHIRE AND HERTFORDSHIRE
UKH3	ESSEX

LONDON	
UKI1	INNER LONDON
UKI2	OUTER LONDON

SOUTH EAST (UK)	
UKJ1	Berkshire, Buckinghamshire, Oxfordshire
UKJ2	SURREY, EAST-WEST SUSSEX
UKJ3	HAMPSHIRE, ISLE OF WIGHT
UK55	GREATER LONDON
UKJ4	KENT

WALES	
UKL1	WEST WALES AND THE VALLEYS
UKL2	EAST WALES

SCOTLAND	
UKM1	NORTH EASTERN SCOTLAND
UKM2	EASTERN SCOTLAND
UKM3	SOUTH WESTERN SCOTLAND
UKM4	HIGHLANDS AND ISLANDS

UKN	NORTHERN IRELAND
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IS	ISLAND		
LI	LIECHTENSTEIN		
NO	NORGE		
NO01	OSLO OG AKERSHUS	NO05	VESTLANDET
NO02	HEDMARK OG OPPLAND	NO06	TRØNDELAG
NO03	SØR-ØSTLANDET	NO07	NORD-NORGE
NO04	AGDER OG ROGALAND		
BG	BÅLGARIJA		
BG1	SOFIA STOLITSA	BG3	YUZHNA BÅLGARIJA
BG2	SEVERNA BÅLGARIJA		
CY	KYPROS		
CZ	ČESKÁ REPUBLIKA		
CZ01	PRAHA	CZ03	JIHOZÁPAD
CZ02	STŘEDNI ČECHY	CZ04	SEVEROZÁPAD
CZ05	SEVEROVÝCHOD	CZ07	STŘEDNI MORAVA
CZ06	JIHOVÝCHOD	CZ08	OSTRAVSKO
EE	EESTI		
HU	MAGYARORSZÁG		
HU01	KÖZÉP-MAGYARORSZÁ	HU05	ÉSZAK-MAGYARORSZÁG
HU02	KÖZÉP-DUNÁNTÚL	HU06	ÉSZAK-ALFÖLD
HU03	NYUGAT- DUNÁNTÚL	HU07	DÉL-ALFÖLD
HU04	DÉL- DUNÁNTÚL		
LT	LIETUVA		
LV	LATVIJA		
MT	MALTA		
PL	POLSKA		
PL01	DOLNOŚLASKIE	PL09	PODKARPACKIE
PL02	KUJAWASKO-POMORSKIE	PL0A	PODLASKIE
PL03	LUBELSKIE	PL0B	POMORSKIE
PL04	LUBUSKIE	PL0C	ŚLASKIE
PL05	ŁÓDZKIE	PL0D	ŚWIETOKRZYSKIE
PL06	MAŁOPOLSKIE	PL0E	WARMIŃSKO-MAZURSKIE
PL07	MAZOWIECKIE	PL0F	WIELKOPOLSKIE
PL08	OPOLSKIE	PL0G	ZACHODNIOPOMORSKIE



RO	ROMÂNIA
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RO01	NORD-EST
RO02	SUD-EST
RO05	VEST
RO06	NORD-VEST

RO03	SUD
RO04	SUD-VEST
RO07	CENTRU
RO08	BUCUREȘTI

SI	SLOVENIJA
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SK	SLOVENSKÁ REPUBLIKA
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SK01	BRATISLAVSKÝ KRAJ
SK02	ZÁPADNÉ SLOVENSKO

SK03	STREDNÉ SLOVENSKO
SK04	VÝCHODNÉ SLOVENSKO

TR	TURKEY
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ANNEX 7. NACE CODES OF ECONOMIC ACTIVITY

SECTION A	AGRICULTURE, HUNTING AND FORESTRY
01	AGRICULTURE, HUNTING AND RELATED SERVICE ACTIVITIES
02	FORESTRY, LOGGING AND RELATED SERVICE ACTIVITIES
SECTION B	FISHING
05	FISHING, OPERATION OF FISH HATCHERIES AND FISH FARMS; SERVICE ACTIVITIES INCIDENTAL TO FISHING
SECTION C	MINING AND QUARRYING
10	MINING OF COAL AND LIGNITE; EXTRACTION OF PEAT
11	EXTRACTION OF CRUDE PETROLEUM AND NATURAL GAS; SERVICE ACTIVITIES INCIDENTAL TO OIL AND GAS EXTRACTION EXCLUDING SURVEYING
12	MINING OF URANIUM AND THORIUM ORES
13	MINING OF METAL ORES
14	OTHER MINING AND QUARRYING
SECTION D	MANUFACTURING
15	MANUFACTURE OF FOOD PRODUCTS AND BEVERAGES
16	MANUFACTURE OF TOBACCO PRODUCTS
17	MANUFACTURE OF TEXTILES
18	MANUFACTURE OF WEARING APPAREL; DRESSING AND DYEING OF FUR
19	TANNING AND DRESSING OF LEATHER; MANUFACTURE OF LUGGAGE, HANDBAGS, SADDLERY, HARNESS AND FOOTWEAR
20	MANUFACTURE OF WOOD AND OF PRODUCTS OF WOOD AND CORK, EXCEPT FURNITURE; MANUFACTURE OF ARTICLES OF STRAW AND PLAITING MATERIALS
21	MANUFACTURE OF PULP, PAPER AND PAPER PRODUCTS
22	PUBLISHING, PRINTING AND REPRODUCTION OF RECORDED MEDIA
23	MANUFACTURE OF COKE, REFINED PETROLEUM PRODUCTS AND NUCLEAR FUEL
24	MANUFACTURE OF CHEMICALS AND CHEMICAL PRODUCTS
25	MANUFACTURE OF RUBBER AND PLASTIC PRODUCTS
26	MANUFACTURE OF OTHER NON-METALLIC MINERAL PRODUCTS
27	MANUFACTURE OF BASIC METALS
28	MANUFACTURE OF FABRICATED METAL PRODUCTS, EXCEPT MACHINERY AND EQUIPMENT
29	MANUFACTURE OF MACHINERY AND EQUIPMENT N.E.C.
30	MANUFACTURE OF OFFICE MACHINERY AND COMPUTERS
31	MANUFACTURE OF ELECTRICAL MACHINERY AND APPARATUS N.E.C.
32	MANUFACTURE OF RADIO, TELEVISION AND COMMUNICATION EQUIPMENT AND APPARATUS
33	MANUFACTURE OF MEDICAL, PRECISION AND OPTICAL INSTRUMENTS, WATCHES AND CLOCKS
34	MANUFACTURE OF MOTOR VEHICLES, TRAILERS AND SEMI-TRAILERS
35	MANUFACTURE OF OTHER TRANSPORT EQUIPMENT
36	MANUFACTURE OF FURNITURE; MANUFACTURING N.E.C.
37	RECYCLING



SECTION E	ELECTRICITY, GAS AND WATER SUPPLY
40	ELECTRICITY, GAS, STEAM AND HOT WATER SUPPLY
41	COLLECTION, PURIFICATION AND DISTRIBUTION OF WATER
SECTION F	CONSTRUCTION
45	CONSTRUCTION
SECTION G	WHOLESALE AND RETAIL TRADE; REPAIR OF MOTOR VEHICLES, MOTORCYCLES AND PERSONAL AND HOUSEHOLD GOODS
50	SALE, MAINTENANCE AND REPAIR OF MOTOR VEHICLES AND MOTORCYCLES; RETAIL SALE OF AUTOMOTIVE FUEL
51	WHOLESALE TRADE AND COMMISSION TRADE, EXCEPT OF MOTOR VEHICLES AND MOTORCYCLES
52	RETAIL TRADE, EXCEPT OF MOTOR VEHICLES AND MOTORCYCLES; REPAIR OF PERSONAL AND HOUSEHOLD GOODS
SECTION H	HOTELS AND RESTAURANTS
55	HOTELS AND RESTAURANTS
SECTION I	TRANSPORT, STORAGE AND COMMUNICATION
60	LAND TRANSPORT; TRANSPORT VIA PIPELINES
61	WATER TRANSPORT
62	AIR TRANSPORT
63	SUPPORTING AND AUXILIARY TRANSPORT ACTIVITIES; ACTIVITIES OF TRAVEL AGENCIES
64	POST AND TELECOMMUNICATIONS
SECTION J	FINANCIAL INTERMEDIATION
65	FINANCIAL INTERMEDIATION, EXCEPT INSURANCE AND PENSION FUNDING
66	INSURANCE AND PENSION FUNDING, EXCEPT COMPULSORY SOCIAL SECURITY
67	ACTIVITIES AUXILIARY TO FINANCIAL INTERMEDIATION
SECTION K	REAL ESTATE, RENTING AND BUSINESS ACTIVITIES
70	REAL ESTATE ACTIVITIES
71	RENTING OF MACHINERY AND EQUIPMENT WITHOUT OPERATOR AND OF PERSONAL AND HOUSEHOLD GOODS
72	COMPUTER AND RELATED ACTIVITIES
73	RESEARCH AND DEVELOPMENT
74	OTHER BUSINESS ACTIVITIES
SECTION L	PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY
75	PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY
SECTION M	EDUCATION
80	EDUCATION
SECTION N	HEALTH AND SOCIAL WORK
85	HEALTH AND SOCIAL WORK



SECTION O	OTHER COMMUNITY, SOCIAL AND PERSONAL SERVICE ACTIVITIES
90	SEWAGE AND REFUSE DISPOSAL, SANITATION AND SIMILAR ACTIVITIES
91	ACTIVITIES OF MEMBERSHIP ORGANIZATION N.E.C.
92	RECREATIONAL, CULTURAL AND SPORTING ACTIVITIES
93	OTHER SERVICE ACTIVITIES
SECTION P	PRIVATE HOUSEHOLDS WITH EMPLOYED PERSONS
95	PRIVATE HOUSEHOLDS WITH EMPLOYED PERSONS
SECTION Q	EXTRA-TERRITORIAL ORGANIZATIONS AND BODIES
99	EXTRA-TERRITORIAL ORGANIZATIONS AND BODIES



ANNEX.8. LANGUAGE CODES

DA	DANISH	LU	LETZEBURGESCH*
DE	GERMAN	IS	ICELANDIC*
EL	GREEK	NO	NORWEGIAN*
EN	ENGLISH	BG	BULGARIAN*
ES	SPANISH	CZ	CZECH*
FI	FINNISH	EE	ESTONIAN*
FR	FRENCH	LV	LATVIAN*
IT	ITALIAN	LT	LITHUANIAN*
NL	DUTCH	HU	HUNGARIAN*
PT	PORTUGUESE	MT	MALTESE*
SV	SWEDISH	PL	POLISH*
		RO	ROMANIAN*
		SL	SLOVENE*
		SK	SLOVAK*
		TR	TURKISH*
		OT	OTHER*

(*) applications may not be submitted in these languages.

