



Application Form for Grundtvig Learning Partnerships

Deadline 15.2.2008

Version: English

1. SUBMISSION DATA

PLEASE NOTE THAT THE TABLES REFERRED TO IN CERTAIN FIELDS OF THIS FORM CAN BE FOUND IN THE ANNEX.

1.1 TO BE FILLED BY THE COORDINATOR:

LLP Sub-Programme	Grundtvig	Action Type	Partnerships
Call	2008		
Working language of the partnership	English		
Title of the Partnership	Understanding the Value of Adult Learning		
Acronym (if applicable)			

1.2 TO BE FILLED BY THE APPLICANT INSTITUTION:

Name of applicant institution	Espeen seudun koulutuskuntayhtymä Omnia Omnia, the Joint Authority of Education in Espoo Region
The applicant institution is	X The coordinator <input type="checkbox"/> A partner



GENERAL INFORMATION

Before completing this form, please read the relevant sections in the *Lifelong Learning Programme Guide for Applicants* and the 2008 Call for Proposals published by the European Commission and by your NA, which contain additional information on closing dates, National Agency addresses to which the application must be sent, and specific priorities for that year. Links to these documents and further information such as Frequently Asked Questions can be found on the Lifelong Learning Programme website:

http://ec.europa.eu/education/programmes/llp/index_en.html

This form should be completed by the **coordinator** of the proposed Partnership, in cooperation with the partners, giving full details of the Partnership including the details of all partners and all planned mobilities and grant requests for every partner. The coordinator must send a copy of the completed form to each partner. The coordinator and the partners complete and sign the declaration (section 4) of their individual copies and submit the form to their National Agencies by **15 February 2008**. The partners must not change any of the information contained in the form completed by the coordinator; all copies must be identical except for the Declaration.

Please note that each National Agency may request applicants to submit additional information in support of a Partnership application. Each applicant should check on the website of its National Agency before submitting the form.

ELIGIBILITY CHECK-LIST

- The application fulfils the application procedures and has been submitted respecting the closing dates set out in the Call for Proposals.
- The form is not hand written.
- The form has been completed **jointly** by the whole Partnership and all partners have received a copy.
- The form has been completed in full.
- The mobility planning table (section 6.1) contains planned mobility activities of each institution in the Partnership and the Finances table (section 7) contains grant requests for each partner.
- The form has been completed using the communication language of the Partnership (this must be one of the official languages of the EU).
- The partnership consists of institutions located in at least three of the countries participating in the Lifelong Learning programme. The eligible countries are the 27 Member States of the European Union, Norway, Liechtenstein, Iceland and Turkey.
- At least one participating institution is located in a Member State of the European Union at the starting date of the Partnership.
- Each participating institution has checked with the National Agency in its country that it is eligible to participate in a Grundtvig Partnership.
- .
- The copy submitted to each National Agency has been signed by the person authorised to enter into legally binding commitments on behalf of the applicant institution concerned (or a person duly authorised by the legal representative).
- Each participating institution has fulfilled its contractual obligations in relation to any earlier grants received from the National Agencies concerned.



2. COORDINATOR

Sections 2 and 3 contain the details of each institution/organisation participating in the Partnership.

2.1 ORGANISATION

Full Legal Name	Espoon seudun koulutuskuntayhtymä Omnia		
	Omnia, the Joint Authority of Education in Espoo Region		
Type of Organisation	Adult Education Provider		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of learners) 2000 adult learners
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Lehtimäentie 1 C, PL 77705		
Postcode	02070	City	Espoon kaupunki
Country	Finland	Scope	Regional
Organisation's national ID (if applicable)	FI 0502454-6	National Agency of the Coordinator	Finland

2.2 CONTACT PERSON

Title	Mr	First name	Pekka
Family name	Räsänen		
Department	Omnia, Adult Education Center, Business Administration		
Position	Teacher		
Work Address	Street - Number (if different from above)		
Postcode		City	
Country			
Telephone 1	+ / 3589231999	Telephone 2	+ /
Mobile	+ / 358438200154	Fax	+ / 358923199881
E-mail address	pekka.rasanen@omnia.fi		

2.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr	First name	Sampo
Family name	Suihko		
Organisation	Espoon seudun koulutuskuntayhtymä Omnia		
Department			
Position	Chief Executive Officer		
Work address	Lehtimäentie 1, PL 77705		
Postcode	02070	City	Espoon kaupunki
Country	Finland		
Telephone	+ / 3589231999	Fax	+ / 358923199881
E-mail address	sampo.suihko@omnia.fi		



2.4 PREVIOUS PROJECTS

Does the organisation already have experience of participation in Partnership activities? Please indicate Grundtvig Learning Partnerships funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project
	None		

Add rows if necessary

2.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number 07-FIN01-PV01-00053-1
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2.6 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership.

Full legal name	HAMK – Hämeenlinnan Ammattikorkeakoulu, University of Applied Sciences		
Legal address	Korkeakoulunkatu 6		
Postcode	13100 Hämeenlinna	Country	Finland
Nature of involvement	Expert lectures, guidance and counselling		



3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

3.1 ORGANISATION

Full Legal Name	The Cyprus Institute Of Marketing		
	[In Latin characters - where originals are not in Latin characters]		
Type of Organisation	University or higher education institution (tertiary level)		
Legal Status	<input checked="" type="checkbox"/> Private	<input type="checkbox"/> Public	Size (nr of learners) 150
Commercial Orientation	<input checked="" type="checkbox"/> Profit	<input type="checkbox"/> Non profit	
Address	P.O.BOX 25288		
Postcode	1308	City	NICOSIA
Country	Cyprus	Scope	International
Organisation's national ID (if applicable)		National Agency of the Partner	Cyprus

3.2 CONTACT PERSON

Title	Mr	First name	Yangos
Family name	Hadjiyannis		
Department			
Position	Deputy Director-General		
Work Address	Street - Number (if different from above)		
Postcode		City	
Country			
Telephone 1	+ / 22778475	Telephone 2	+ /
Mobile	+ / 99406768	Fax	+ /22779331
E-mail address	Yangos.h@cima.com.cy		

The institution volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr	First name	Yangos
Family name	Hadjiyannis		
Organisation	The Cyprus Institute Of Marketing		
Department			
Position	Deputy -Director General		
Work address	Same as above		
Postcode		City	



Country			
Telephone	+ /	Fax	+ /
E-mail address			

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Grundtvig Learning Partnerships funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project
	None		

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number CY-2007-IMB-PV-05-GRU
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3.6 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership.

Full legal name			
Legal address	Street - number		
Postcode		Country	
Nature of involvement			



3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

3.1 ORGANISATION

Full Legal Name	Haapsalu Kutsehariduskeskus Haapsalu Vocational Education Centre		
Type of Organisation	Vocational Secondary School		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of learners) 700
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Ehitajate tee 3		
Postcode	90401	City	Uuemõisa
Country	Estonia		Scope Regional
Organisation's national ID (if applicable)		National Agency of the Partner	Estonia

3.2 CONTACT PERSON

Title	Ms	First name	Triin
Family name	Laasi		
Department	Management		
Position	Headmistress		
Work Address	Street - Number (if different from above)		
Postcode		City	
Country			
Telephone 1	+ / 3726661765	Telephone 2	+ /
Mobile	+ / 37253415118	Fax	+ / 3726661750
E-mail address	Triin.laasi@hkhk.edu.ee		

The institution volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Ms	First name	Triin
Family name	Laasi		
Organisation	Haapsalu Kutsehariduskeskus		
Department	Management		
Position	Headmistress		
Work address	Ehitajate tee 3		
Postcode	90401	City	Uuemõisa
Country	Estonia		



Telephone	+ / 3726661765	Fax	+ / 3726661750
E-mail address	Triin.laasi@hkhk.edu.ee		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Grundtvig Learning Partnerships funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project
	none		

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number 2007-0328-GRU-PV-11
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3.6 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership.

Full legal name			
Legal address	Street - number		
Postcode		Country	
Nature of involvement			





3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

3.1 ORGANISATION

Full Legal Name	Secondaria I grado "Rocco Caminiti"				
	[In Latin characters - where originals are not in Latin characters]				
Type of Organisation	General Secondary School				
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of learners)	600	
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit			
Address	Via Monsignor Bergamo				
Postcode	89018	City	Villa San Giovanni-RC	Region	Calabria
Country	Italy		Scope	National	
Organisation's national ID (if applicable)			National Agency of the Partner	Italy	
Organisation's website	www.mediacaminiti.net		Organisation's e-mail	cinterd@tin.it	

3.2 CONTACT PERSON

Title		First name	Giusy		
Family name	Barcellona				
Department					
Position	Teacher				
Work Address	Via Monsignor Bergamo , 49				
Postcode	89018	City	Villa San Giovanni -Reggio Calabria		
Country	Italy				
Telephone 1	+ / 0965 751465		Telephone 2	+ /	
Mobile	+ /		Fax	+ / 0965 794156	
E-mail address	cinterd@tin.it			rcmm168001@istruzione.it	

The institution volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title		First name	Caterina		
Family name	Interdonato				
Organisation	Secondaria I grado "Rocco Caminiti"				
Department					
Position	Headteacher				
Work address	via Monsignor Bergamo				
Postcode	89018	City	Villa San Giovanni - Reggio Calabria		



Country	Italy		
Telephone	+ / 0956 751465	Fax	+ /
E-mail address	cinterd@tin.it		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Grundtvig Learning Partnerships funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project
		none	

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input type="checkbox"/> Contact seminar <input checked="" type="checkbox"/> None of the above	Grant agreement number
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3.6 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership.

Full legal name			
Legal address	Street - number		
Postcode		Country	
Nature of involvement			



3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

3.1 ORGANISATION

Full Legal Name	CENTRUM KSZTAŁCENIA USTAWICZNEGO nr5		
	[In Latin characters - where originals are not in Latin characters]		
Type of Organisation	Adult Education Provider		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of learners) 1500
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Mińska 1/5		
Postcode	03-806	City	Warsaw
Country	Poland	Scope	local
Organisation's national ID (if applicable)		National Agency of the Partner	Poland

3.2 CONTACT PERSON

Title	Mr	First name	Robert
Family name	Rosiński		
Department	Modern languages		
Position	Teacher		
Work Address	same as above		
Postcode		City	
Country			
Telephone 1	+ / 48 818 70 21	Telephone 2	+ /
Mobile	+ /48 694 515 593	Fax	+ /48 619 56 44
E-mail address	robros1@interia.pl		

The institution volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Ms	First name	Beata
Family name	Giziewicz		
Organisation	CENTRUM KSZTAŁCENIA USTAWICZNEGO nr5		
Department			
Position	Headmistress		
Work address	Mińska 1/5		
Postcode	03-806	City	Warsaw
Country	Poland		



Telephone	+ / 48 619 56 44	Fax	+ /48 619 56 44
E-mail address	ckunr5@interia.pl		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Grundtvig Learning Partnerships funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project
	None		

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number 07/PV01/07-O111
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3.6 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership.

Full legal name			
Legal address	Street - number		
Postcode		Country	
Nature of involvement			



3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

3.1 ORGANISATION

Full Legal Name	Centro de Educación de Personas Adultas del Nalón [In Latin characters - where originals are not in Latin characters]		
Type of Organisation	Adult Education Provider		
Legal Status	<input type="checkbox"/> Private	<input checked="" type="checkbox"/> Public	Size (nr of learners) 881
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit	
Address	Palacio Valdés, 2 - El Serrallo		
Postcode	33950	City	Sotrondio
Country	Spain		Scope Local
Organisation's national ID (if applicable)	33023893		National Agency of the Partner Spain

3.2 CONTACT PERSON

Title	Mrs	First name	Maria Milagros	
Family name	Alonso Vázquez			
Department	Sociolinguistics			
Position	Head of department			
Work Address	Same as above			
Postcode		City		
Country				
Telephone 1	+ / 34985656062		Telephone 2	+ /
Mobile	+ /34659165721		Fax	+ /34985657603
E-mail address	mmilagroav@educastur.princast.es			

X The institution volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr	First name	Juan José	
Family name	Vega Fanjul			
Organisation	Centro de Educación de Personas Adultas del Nalón			
Department				
Position	Headmaster			
Work address	Palacio Valdés, 2 el Serrallo			
Postcode	33950	City	Sotrondio	



Country	Spain		
Telephone	+ / 34985656062	Fax	+ /34985657603
E-mail address	ceanalon@educastur.princast.es		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Grundtvig Learning Partnerships funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project
2002	Grundtvig 2 Learning Partnership	01-ESP01-S2G01-00-128-1	ADN. Adult Digital News

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number 07-ESP01-PV01-00579-1
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3.6 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership.

Full legal name	AFESA HANDICAPPED. Delegación Cuenca del Nalón de AFESA Asturias		
Legal address	Jove Canella 1 Langreo- Asturias		
Postcode	33900	Country	Spain
Nature of involvement	Collaboration on the organisation of activities. Exchange of materials and information.		
Full legal name	Social Issues department. San Martín del Rey Aurelio Town Council		
Legal address	Nicanor Piñole		
Postcode	33950	Country	Spain
Nature of involvement	Collaboration in the organisation of activities. Exchange of materials and information. Reception of project partners. Collaboration in the dissemination of the project.		
Full legal	Centre of Teachers and Resources Nalon-Caudal		



DG Education and Culture

Education and Training
PARTNERSHIPS



name	
Legal address	Hornos altos s/n Ciudad Tecnológica Valanalón Langreo
Postcode	33930 Country Spain
Nature of involvement	Collaboration in the organisation of the workshop. Collaboration in the dissemination of the project.





3. PARTNER DATA

Please make additional copies of Part 3 to add more partners.

3.1 ORGANISATION

Full Legal Name	The Centre for Employment and Enterprise Development (The CEED Charity Limited)			
Type of Organisation	Non Governmental Organisation			
Legal Status	<input checked="" type="checkbox"/> Private	<input type="checkbox"/> Public	Size (nr of learners)	50-90
Commercial Orientation	<input type="checkbox"/> Profit	<input checked="" type="checkbox"/> Non profit		
Address	97-107 Wilder Street, St Pauls Bristol			
Postcode	BS2 8QU	City	Bristol	
Country	United Kingdom		Scope	Regional
Organisation's national ID (if applicable)			National Agency of the Partner	United Kingdom

3.2 CONTACT PERSON

Title	Mrs	First name	Hazel	
Family name	Brittan			
Department				
Position	Volunteer Support Manager			
Work Address	Same as above			
Postcode		City		
Country				
Telephone 1	+ / 0044 0117 9629555		Telephone 2	+ /
Mobile	+ /0781 777 5796		Fax	+ /
E-mail address	hazel.brittan@yahoo.co.uk			

The institution volunteers to take over the coordination of the partnership in case the application of the nominated coordinator is rejected in the selection procedure

3.3 PERSON AUTHORISED TO SIGN THE GRANT AGREEMENT

Title	Mr	First name	Solomon	
Family name	Fubara			
Organisation	The CEED Charity Limited			
Department	Senior Management			
Position	Managing Director			
Work address	Same as above			
Postcode		City	Bristol	



Country	United Kingdom		
Telephone	+ / 0044 0117 9429555	Fax	+ / 0044 01179426999
E-mail address	solomon@ceed.co.uk		

3.4 PREVIOUS PROJECTS

Does the institution already have experience of participation in Partnership activities? Please indicate Grundtvig Learning Partnerships funded in the **last five years**.

Start Year	Type of Action	Agreement number	Title of the project
2007	Life Long Learning	07-GBR01-PV01-00108-1	Contact Making Seminar

Add rows to the table if necessary

3.5 IS THE ORGANISATION'S INVOLVEMENT IN THIS PARTNERSHIP APPLICATION THE RESULT OF CONTACT SEMINARS/PREPARATORY VISITS?

<input type="checkbox"/> Preparatory visit <input checked="" type="checkbox"/> Contact seminar <input type="checkbox"/> None of the above	Grant agreement number 07-GBR01-PV01 -00108-1
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3.6 IS AN ASSOCIATED PARTNER PLANNED TO BE INVOLVED? IF SO, PLEASE GIVE THE DETAILS.

Associated partners are organisations such as associations, local or regional authorities, companies etc which will play an active role in the Partnership.

Full legal name			
Legal address	Street - number		
Postcode		Country	
Nature of involvement			



4. DECLARATION

To be signed by the person legally authorised to enter into legally binding commitments on behalf of the applicant institution. This Declaration must be separately completed and signed by each applicant institution in its copy of the application.

I, the undersigned,

Request from my National Agency a grant for my organisation as set out in section 6 of this application form.

Declare that:

- All information contained in this application, is correct to the best of my knowledge.
- The organisation I represent has the adequate legal capacity to participate in the call for proposals.

EITHER

The organisation I represent has financial and operational capacity to complete the proposed action or work programme

OR

The organisation I represent is considered to be a "public body" in the terms defined within the Call and can provide proof, if requested of this status, namely: It provides learning opportunities and

- Either (a) at least 50% of its annual revenues over the last two years have been received from public sources;
- Or (b) it is controlled by public bodies or their representatives

I am authorised by my organisation to sign Community grant agreements on its behalf.

Certify that:

The organisation I represent:

- 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 those matters, nor is it 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 guilty of grave professional misconduct proven by any means which the Agency can justify ;
- has fulfilled its 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 or with those of Belgium or those of the country where the grant agreement is to be performed;
- 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.

Acknowledge that:

The organisation I represent will not be awarded a grant if it finds itself, at the time of the grant award procedure, in contradiction with any of the statements certified above, or in the following situations:

- 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 grant award procedure);



- guilty of misrepresentation in supplying the information required by the National Agency as a condition of participation in the grant award procedure or has failed to supply this information.

In the event of this application being approved, the Agency has the right to publish the name and address of this organisation, the subject of the grant and the amount awarded and the rate of funding.

I acknowledge that administrative and financial penalties may be imposed on the organisation I represent if it is guilty of misrepresentation or is found to have seriously failed to meet its contractual obligations under a previous contract or grant award procedure.

Signature: _____ Date: _____

Name of signatory: __Sampo Suihko_____

Position within the organisation: __ Chief Executive Officer _____

Name of the applicant organisation: __ Espoon seudun koulutuskuntayhtymä Omnia ____

Stamp of the organisation (if applicable):



5. DESCRIPTION OF PROPOSED PARTNERSHIP

Please note that this section must be completed **jointly** by all institutions participating in the Partnership and must be identical in each copy submitted to each National Agency.

5.1 SUMMARY

Summary of the planned Partnership. This description may be used by the European Commission and/or the National Agency when providing information on selected projects, so please be clear and precise.

The current partnership was formed to undertake a project which focuses on adult education and the issue of understanding the value of learning as the main topic. The project covers the whole life cycle of studies from introduction to studies to accomplishment of studies and the evaluation of the whole cycle.

The aim is to develop best practices to promote lifelong learning, to help and support adult students to accomplish their studies and thus to create adults new career paths and enhance their occupational skills and employability prospects.

As a result of the project there will be a new shared knowledge concerning:

- accessing the potential students and rising their enrolment in lifelong learning;
- establishing the support systems for learners and modelling the studies to fit their needs;
- creating the evaluation and feedback systems of studies

Implementing the new knowledge based activities improves the effectiveness of the participating organisations in their daily activities while promoting lifelong learning.

Participating countries are Finland, Cyprus, Estonia, Italy, Poland, Spain and the United Kingdom.

5.2 CONTEXT AND MOTIVATION

a) What is the general context of **each institution** involved in the proposed Partnership? Is there a specific context as for example: Are the participants in disadvantaged areas? Do they have specific needs for learners, staff or other groups, e.g. learners at risk of social exclusion, learners with special needs, migrants, refugees? If so, please explain.

b) Why do the participating institutions want to take part in European cooperation activities such as this Partnership? What are their objectives for European cooperation?

A)

Cyprus

CIM is an Institution devoted to offering high quality formal and informal education for adult, in-career people who didn't have the opportunity to study immediately after leaving school due to financial and personal problems. As such CIM is rightly characterised as a 'Second chance Institution'. The students come from Cyprus, Africa and Asia and while they have very diverse backgrounds they have a common need: to improve their future prospects of employability and to advance in their career.

Estonia

Haapsalu Vocational Education Centre functions as a regional vocational education and life-long learning centre with the mission of contributing through its activities into region's economic growth and the idea of sustainable regional development.

The total number of students involved in level studies is 700 and in short term trainings 150.

The school is providing different vocational courses and trainings to a wide range of target groups



in 9 occupational fields: construction, joinery, cooking, hospitality services, computer sciences, handicraft, domestic sciences, accountancy and nature tourism arrangement.

Adults are involved into studies in three different levels:

- Vocational education courses (3-4 years)
- Short term labour market oriented trainings
- Special programs for handicaps

Finland

Omnia's Adult Education Center is an unprofit regional education center with 2000 students and personnel of 90 teachers and other staff. Omnia provides vocational adult education in the following disciplines: Business Administration, Culture, Natural Sciences, Social and Healthcare, Tourism, Catering and Domestic Services and Technics.

Omnia has set in their strategy priorities to high quality education with respect to internationalism and multicultural environment, to principle that students and adult learners have an active role in the development of learning environments and to principle that personal counselling and learning environments meet individuals' personal learning styles. The objectives of this project are well in-line with Omnia's priorities and thus support the activities to achieve them. On one hand the project gives opportunities for Omnia and its staff to share best practices of other European countries with similar interests and priorities. On the other hand the project gives opportunities for adult learners to get intercultural experiences and demonstrate their vocational skills by active participation in the project.

Italy

Our CTP – District 38 is a public school Institution for adult education. It was instituted in 1999 and since then it has always coordinated and organized formative activities and educational projects for the resident adult citizens of the 10 Communes of the School District 38. Some of these Communes are along the coastal strip, others are mountain villages. In these 10 years of our CTP activity, the users have deeply changed. Unemployment rates are high and even young unemployment if we consider the contrast with the high level of Education of many of them.

In our institution people can attend different types of classes: basic literacy and numeracy for illiterate people; Low Secondary Education for Adults who left school years ago and school dropouts over 15. We also prepare students to take access exams to get into higher vocational education. Then there are other types of courses as: English, German and Computing. The school also organises workshops for the citizenship, for teachers. Our institution, in order to promote the social inclusion of immigrants, organises Italian courses for immigrants and foreign people in general. The CTP also have European funds through projects to organise occupational courses for unemployed people.

Poland

CKU is an adult education centre with 1500 students enrolled and 43 highly-qualified staff members. Adult learners are educated on secondary level leading to the vocational skills as well as those heading to National Certificate. Many of them continue their studies after completing education in our institution. CKU provides vocational adult education in the following disciplines: computer education, cooking, construction.

Spain

Our school provides different types of classes: basic literacy and numeracy for people with special education needs, elderly people or illiterate people in general; Secondary Education for Adults so that people who left school years ago and school dropouts over 18 can get their Secondary Education certificate which is required to have access to vocational education and to the labour market as well. We also prepare students to take access exams to get into higher vocational education and into University. Then there are other types of courses such as: English, French, and Computing courses. The school also organises workshops to exercise memory which are provided at Third Age centres. There are also what we call "Mentor classrooms" where people can take a great variety of on-line courses. Our institution collaborates with Social Issues and the Regional Ministry for Social Welfare to promote the social inclusion of immigrants through our classes of Spanish for immigrants and foreign people in general.

The Centre also gets funds through projects to organise occupational courses for unemployed people.

The United Kingdom

The Centre for Employment and Enterprise Development (CEED Charity) is regional organisation based in Bristol. The CEED Charity's mission is to "Improve the economic well being of those currently disadvantaged in the labour market and in business in particular those from black and other minority ethnic groups"



The CEED Charity works particularly with adult learners from disadvantaged groups which include refugees, asylum seekers and people with special needs. The CEED also runs several projects and programmes for young people at a risk of exclusion from school and society. The projects and programmes focus on music, computers and the arts.

The CEED Charity is a non-governmental organisation (NGO) which provides on-going training and development in Media Studies, Management Courses, Positive Action Training Programmes, Computer Courses and Business Advice and Counselling.

The majority of staff are from a Black and Minority Ethnic background and The CEED Charity has over 30 different languages spoken by staff, volunteers and learners. The CEED Charity is known for its cultural diversity and multi-cultures.

B) All of the Institutions taking part have a common goal of promoting and improving life long learning to their clients. Whether offering formal or non-formal education, a vital part of the partnership is to gain from each other's experience, develop dialogue and create European cohesion.

This means exchanging information, experiences and ideas with colleagues from different countries and improving teaching practices. Also for students this means a great opportunity to gain intercultural experiences.

5.3 OBJECTIVES OF THE PARTNERSHIP

- What are the concrete objectives of the partnership?
- Explain what subjects or problems you intend to address.
- What approach will you take to achieve your objectives?

The main circle of problems the project is dealing with is related to the following aspects:

- There are adults who have not realized the value of learning – the connection between attending school, getting new Qualification and job and the increased competitiveness in the labor market;
- adults may have some negative previous experiences from the past so they are rather sceptical towards the idea of coming back to school or starting studies;
- In case of an adult learner there might be some complications in combining the studies with other responsibilities – family and job; so the support is often needed while considering the idea of getting involved with the studies but also while already being involved in order to prevent quitting;
- Educational institutions from different countries are using several good methods and approaches in order to deal with similar problems but there is a lack of information concerning these activities.

To deal with the problems mentioned above the objectives of the project are following:

- To promote the role of education and studies for the personal development.
- To emphasize the impact of learning into students' everyday life.
- To increase and support adults' participation and engagement in lifelong learning.

In general it can be said, that the project is focused on developing the best practices to promote lifelong learning, helping and supporting adult students to accomplish their studies and thus to create adults new career paths and enhance their occupational skills and employability prospects. The project is established to improve the process of working of each participating organisation and benefit from the cooperation and transnational experiences.

In order to achieve the objectives the following main topics will be handled and activities carried through:



1. Raising the awareness of potential learners about different learning possibilities:
2. Increasing the enrolment of potential adult learners.
3. Supporting the engagement and participation of present adult learners.
4. Creating tailor made learning environments to meet individuals' personal learning styles.
5. Evaluating the effectiveness of the involvement in the learning process

To achieve the objectives the project activities will be implemented on two levels:

- National level – in each organisation on the context of their needs, possibilities and national priorities
- Trans-national level – in each country there will be a workshop and/or seminar held in order to discuss crucial topics, share the best practices and work out the new solutions.

The levelized approach allows involving the competence of each organisation and adding an extra value to it through international discussions and workshops.

Every topic will be handled first on national level, then discussed on transnational level and later implemented on national level on the context of national priorities and organisational background.

5.4 PARTNERSHIP AND DISTRIBUTION OF TASKS

Please explain the distribution of tasks between participating institutions and the competences required from each of them. Also explain how you will ensure the active involvement of all partners in common partnership activities.

There are 5 main topics of the project which are divided between the countries:

1. Cyprian engagement - raising the awareness; marketing activities
2. Estonian engagement - increasing enrolment; marketing activities and enrolment
3. Finnish engagement - supporting the engagement and participation and tailor made learning
4. Italian engagement - tailor made learning and evaluation
5. Polish engagement - evaluation; creating questionnaires, reflection activities and evaluation
6. Spanish engagement - supporting the engagement and participation and tailor made learning
7. UK engagement - monitoring and evaluation

In order to handle the topics there will be different workshops organized in all the participating countries concentrating on one of the key topics.

Each organisation is expected to be responsible for organizing a workshop and/or seminar in order to handle the specific issue but also to contribute its experiences and knowledge to workshops held in other countries.

The key elements for the success of the project are mobility, interchange of experiences and intercultural cooperation. The responsibility will be carried by the country in charge but input will be given by all partners.

In case of the seminars held in order to discuss the topics on public, the costs of the seminars will be covered by the organizing institution.

The distribution on tasks and topics is based on the competences of the organisations.

Besides the main topics also some other tasks have been distributed among the partners.

The coordinating partner will contribute to the cooperation by creating an e-platform in Moodle and establish a WebEx communication channel. In cooperation of Estonia, Finland and Spain the project web-pages will be developed.

All the topics will be handled and the activities implemented on two levels:

- National level – in each organisation on the context of their needs, possibilities and national priorities.
- Trans-national level – in each country there will be a workshop organized and/or seminar held in order to work with project topics, share the best practices and work out the new solutions.



In order to ensure the active involvement the following communication channels will be established:

- E-platform in Moodle for communication and storage of project information, summaries and conclusions of workshops etc. The platform will be established by the Finnish coordinator
- WebEx communication channel
- Web-pages as one of the results of the project

Based on the statuses of the partners in project there is a following distribution of tasks:

1. The coordinator is responsible for administrative tasks:

- Gathering the information from partner organizations that is needed for filling in the project application form and the documents required
- Based on the project framework assuring that all the planned activities are carried through and aims achieved
- Establishing and maintaining the contact and communication among the participating institutions.
- Completing all the other tasks as described in the participating organizations' list

2. The participating organizations are responsible for:

- Active participation
- Contributing to the realization of the project based on its aims and action plan
- Organizing the workshop(s) in their organization
- Informing their institutions and learners about the project and disseminating the results
- Establishing a work programme for the activities to take place in the institution
- Organizing welcome activities and the workshops for the visit of partners to the institution
- Evaluating the particular activities and outcomes in the institution and inform the coordinator and the other participating institutions.

Since all the project partners are highly motivated and share the common interests the active involvement is guaranteed and supported by the active usage of communication channels.

5.5 COOPERATION AND COMMUNICATION

Please explain how effective cooperation and communication between participating institutions will be organised.

1. The cooperation is based on high motivation and strong commitment of each partner, best wish / will to share the best practices and on deep trust and belief that each partner has a lot to share and learn from each other.

- A detailed work programme elaborated by the coordinator with the help of all the partners will facilitate the appropriate cooperation among the members of the partnership.
- Cooperation will also be based on multilateral intercultural communication between members of staff, adult learners and members of associate partners.

2. Mobility will be one important part of the communication to allow peer-to-peer communication and change of experiences and engagement for long term communication. During the mobility sessions there will be organized workshops, seminars and/or students activities related to the main activities.

- Representatives from the different participating institutions will meet in the countries of each institution where they will attend workshops dealing with the topics related to the project, and they will discuss the activities and outcomes in their respective countries.
- Besides the project group members there will be people from different organisations as associate partners included to the seminars who have the expertise in the specific field that is a subject for the workshop or seminar.



- During the mobility sessions learners will be integrated in the current activities of the institutions they are visiting as well as in other activities specially organised for the meetings.
- Agendas and minutes of the meetings will be used as communication mechanisms that will also facilitate cooperation.

3. Due to limited financial resources communication will be based on modern ICT technologies. The coordinator will take responsibility to moderate the following IT-communication tools:

- Partner teams will have regular on-line meetings using WebEx, Skype and other web technologies. The coordinator will organise dates and timing to hold group conferences and meetings. The timetable of the interactive meetings will be agreed in the beginning of the project and the meetings will be held frequently based on demand in order to guarantee the dissemination of necessary information.
- Besides the group meetings there will be also one-to-one, bilateral or multilateral contacts between the group members based on the needs.

4. Also e-mail and phones will be used for normal communication. Each institution will also establish e-mail and phone contacts and will hold meetings with their own associate partners in order to get information and collaboration from them and inform them of the whole process of the project.

5. The website set up during the process by students and teachers will also be used to inform partners and other parties about the project and the outcomes.

- The web-pages will be set up by the Estonian, Finnish and Spanish students with contributions from teachers and students from the other countries. Therefore students will take part in the mobilities and will have to contact one another from the very beginning of the project. They will establish their communication channels using e-mail, WebEx, Skype and other web technologies.

6. The coordinator will moderate e-learning environment called Moodle which can be used as a platform to share all documents, chat discussions and dialogues.

Usage of modern interactive low cost communication channels is a good example for participating organisations how to integrate similar ways to daily work and communication.

5.6 EUROPEAN ADDED VALUE

What impact and benefits of European cooperation do you expect Partnership activities to have on persons (learners and staff) and on the participating institutions?

The main benefit of the cooperation project is bringing together the learners and education providers from different European countries with common interests and similar fields of activities in order to exchange the best practices and learn from each other. That kind of European dimension will enrich each partners activities and diversifies the approaches used in order to promote the life long learning.

During the international meetings, all the teachers and other staff members in each institution will meet the representatives from the partners' institutions, so all of them will be able to benefit from the fruitful exchange of experiences.

The project will establish a European network that will function also after the end of the project. The network is a good basis for new cooperation projects and changing experiences and getting new contacts.

The meetings will improve the language skills and the knowledge about Europe – other countries, education systems, national traits and priorities.

Thanks to this experience we will also be able to share evaluation criteria, which will lead to an improvement of our self-evaluation and meta-evaluation.

Institutions will also involve learners in the mobility activities, so this cooperation will also get together students from different countries in Europe and this encounter will bring about a great



opportunity for an intercultural exchange that will undoubtedly contribute to promoting an understanding and awareness of the European diversity. So we will not only tackle the "Learning to learn competence" but also the "Social and civic competences" and even the "Cultural awareness and expression".

Through this project we will provide learners with new opportunities for their future life as we will help them with their future choices on career paths.

5.7 RELEVANCE FOR THE OBJECTIVES OF THE SUB-PROGRAMME

Please tick in the table below, the objectives of the Grundtvig programme that your Partnership will address:

X	to improve the quality and accessibility of mobility throughout Europe of individuals involved in adult education and to increase its volume so as to support the mobility of at least 7 000 such individuals per year by 2013
X	to improve the quality and to increase the volume of cooperation between organisations involved in adult education throughout Europe
X	to assist people from vulnerable social groups and in marginal social contexts, in particular older people and those who have left education without basic qualifications, in order to give them alternative opportunities to access adult education
X	to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others
	to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
	to improve pedagogical approaches and the management of adult education organisations

5.8 CONTRIBUTION TO EUROPEAN PRIORITIES

Please tick in the table below the 2008 European priorities of the Grundtvig programme that your Partnership will address (if any):

X	any of the eight key competences set out in the 2006 Recommendation ¹
X	overcoming socio-economic disadvantage
X	supporting the integration of migrants
X	enhancing the participation of older learners
	awakening and reinforcing creativity

If you have ticked an objective and/or priority above, please explain in detail the concrete measures or activities you intend to take to address it/them:

Concerning the contribution to the European priorities it can be said that the current project activities will be addressed above all to one of the key competence "Learning to learn" but also to others in some extent.

¹ Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394/10 of 30.12.2006.
The eight key competences are: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.



One of the important aspects and project activities is accessing potential adult learners over 45 years old and raising their awareness concerning different learning possibilities, but also supporting them to start with the studies and graduate it in order to be more competitive in labour market and be more successful in personal life.

This way we are helping people from vulnerable social groups in overcoming their disadvantages and being an active citizen.

- In the United Kingdom the CEED Charity will organise events and activities aimed at supporting the integration of migrant people in addition to helping people that suffer from socio-economic disadvantage
The CEED Charity will undertake activities with an emphasis on communication, motivation and assertiveness skills. The emphasis and the skills gained will enable learners to increase their knowledge and understanding of the English language, enable learners to interact more confidently with others they engage with, in addition it will assist in helping to improve learners literacy and numeracy skills. The various activities organised will aim to increase learners self confidence, enable them to become more efficient and effective in the work place, thus enabling learners to address socio-economic disadvantage and to assist in integration of migrant people into society.
- In Estonia Haapsalu Vocational Education Centre will develop and provide labour market oriented trainings and counselling for unemployed people, people with no or expired qualification and handicapped people in order to support their re-socialisation and overcoming the socio-economic disadvantage. Through the activities mentioned above the vulnerable target groups will be provided with help in planning the career and professional studies, support while being involved in studies and later in finding the jobs. The school will closely cooperate with the NGO's of Disabled people and rehabilitation and also the Regional Employment Office.
- In Finland Omnia will develop and implement new activities to focus on unemployed people. These activities will be done in cooperation with Employment Offices in order to provide people with long unemployment periods new career paths, vocational skills and competences and employment possibilities.
- In Poland CKU will organise and realize the program which will be handled to adult persons. Taking into consideration different social - economic situation of our learnings we will organise different courses and trainings for people without job qualifications and for unemployed people too. The learnings will get a new qualifications and improve their knowledge. We try to encourage for undertake the studies through different activities and events. We invite current learnings and learnings who had already finished our school to share their knowledge - if it was worth to used "second chance" in CKU. We will done to cooperate with Employment office in order to the learnings and staff will be informed regarding unemplzment situation and needs labour market currentl. We will be opened for immigrates, we will provide adaptind and asertvies workshops in order to encourage adult persons to long life education. We will published information about our activities in newspapers and will sent information to institutions which deal with adult persons.

Involving adults and among others the migrants to lifelong learning we create a good basis for migrants to get new contacts with other local people, we encourage them to be more opened for new knowledge and provide them with skills needed to be more competitive in labour market.

- In Italy will be organised Italian courses for immigrants and foreign people in general in order to promote the social inclusion of immigrants.
- In Spain, the Department of Social Issues, who usually collaborate enrolling migrants in the Centre of Education for Adults and checking their attendance and their progress, has agreed to collaborate as associated partners in order to help with the organisation of activities and to provide the Spanish institution with materials and information to be used in the project.

The project also addresses the activities to older people in order to make them realize that it is never too late for studies and new skills and qualifications are needed in order to be independent and active in social and working life.

- Cyprus will organize activities especially to bring potential older learners in contact with previous/existing adult learners and to allow them to discuss the benefits/experiences of adult learning. Also different tools and questionnaires will be developed to allow the



- potential learners analyse their needs and concerns. These activities will help to improve and adapt teaching practices/conditions.
- Spain will organise different activities such as Day of International food activities and will invite immigrant learners who attend Spanish classes and older learners who attend Literacy and numeracy classes (most of them are women aged over 60) to take a very active part of these activities sharing their experiences and knowledge with one another.

During the project it will be regularly evaluated whether the aspects above are being considered and the priorities and expectations met.

In general the campaigns and events will be organized to promote the idea of learning and inform about learning possibilities.

Also the best practices will be shared between trainers concerning involving adults into studies, supporting them during the studies and taking adult learners' experiences and knowledge into account while organizing a teaching system and choosing the methodology. Also the reflection on their different styles and skills of learning will be promoted among students in order to improve them and make the most of them.

The process of activities will be following:

National activities → Transnational activities → National activities → Transnational activities → etc.

National activities of the partner organization will be completed by the staff and adult learners. These activities will be reported to the management and expert organizations will be involved when necessary.

Transnational activities will be prepared by the hosting organization. Each transnational activity focuses on a specific theme of the project (1. raising awareness, 2. increasing the enrolment, 3. supporting the engagement and participation, 4. creating tailor made learning environments and 5. evaluating the effectiveness of the involvement in the learning process). These themes will be covered during a seminar and workshops. This model allows each partner to give their input and building blocks on equal level to the process.

5.9 EVALUATION

How will you evaluate whether the aims of the partnership have been met and the expected impact has been achieved?

The achievement of the aims of the project will be evaluated on two levels:

- transnational level - in the regular meetings of the project partners through discussions
- national level - in each organization in the context of their expectations and goals – management, trainers and students involved

All the partners are taking part in transnational evaluation.

But there is one country which specific responsibility and task as the main topic they will be on charge is to evaluate the process. The British partner will undertake the responsibility of monitoring and evaluating the whole process. Monitoring and evaluation of the project is essential for its effectiveness and for ensuring that our aims and objectives are met.

On national level each partner is responsible for the evaluation in concrete organisation. All the personnel members – management, trainers, other staff, students, etc will be included to the evaluation process.

The national level evaluation results and conclusions will be delivered to partners.



The project activities are planned based on the logical progression: in order to deal with the next issue and start the new activity the previous one must be finished to be considered as the basis for the next step.

The methodology and process of evaluation will be the topic for the first meeting where the following evaluation activities will be agreed and forms worked out.

The procedure of evaluation concerning the transnational meetings will be following:

- 2 weeks after the meeting there will be an interactive WebEx evaluation conference concerning the implementation ideas on national level and the feedback from institutions
- 4 weeks after meeting there will be the second evaluation conference about the real work and implementation process or decisions and commitments in the future activity plans.

A website will be developed with best practices and it will also include a discussion forum where both staff and students can share their views and receive / give feedback.

Teachers in each institution will meet periodically to reflect on the progress of the project, the success of the different activities, the participation and involvement of the students.

Evaluation questionnaires about the different activities will be designed to be completed by the students to evaluate their interest and suitability.

Each institution will exchange their conclusions with the other partners in the international meetings that will take place in the respective countries.

5.10 ACTIVE INVOLVEMENT

If your partnership focuses mainly on learner involvement, please explain to what extent they will be involved in the planning, implementation and evaluation of project activities.

or

If your partnership mainly deals with pedagogical or management issues, please explain how all relevant staff will be actively involved in planning, implementation and evaluation of project activities.

The project is equally addressing the needs of students and staff. During project different partners will involve adult students on different extent based on their needs and possibilities.

The project is equally addressing the needs of students and staff. During project different partners will involve adult students on different extent based on their needs and possibilities.

Since the project is dealing with both – potential and current adult students, it is vital to involve current students to work out the new approaches to the potential learners and also to the process of improving already functioning support systems and arrangements. Adult students will be actively involved since the main objective of the project is to promote their enrolment and engagement in learning. Taking into account the shift of emphasis from teaching to learning promoted by the Basic Frame on Key Competences,

- Students will be involved in the planning, implementation and evaluation both on the level of each institution individually in order to benefit most from the project but also in the transnational level through mobilities.
- Students in Estonia, Finland, Spain, Poland and in the United Kingdom will participate in activities to complete their English and business communication courses.
- Students in Estonia, Finland, Spain and the United Kingdom will set-up a student team to develop project's web pages.

As described above there will be specific procedures to guarantee the active involvement.



5.11 INTEGRATION INTO LEARNING AND/OR OTHER ONGOING ACTIVITIES

If the project focuses on pupil involvement, please explain how the project will be integrated into the curriculum / learning activities of the participating learners in each of the participating organisations.

If your partnership mainly deals with pedagogical or management issues, please explain how the project will be integrated into the ongoing activities of the participating organisations.

Cyprus

The project will form part of the 30th Anniversary of our Institution. The Institute has decided to re-structure itself and re-adapt its curriculum in order to face the changing environment. As such the project will be a great opportunity for the Institute to understand better the needs of both adult students and teachers and will try to incorporate the results in the new structure.

Estonia

In case of our organization there will be involved students based on their interest and activity. Since the key competences are already an integral part of the curricula the participation is supporting the completion of the general studies.

Finland

The project will be integrated two-folded into the curriculum and learning. Firstly teachers have opportunities to set-up active communication and network with their colleagues in other countries. They will be able to share each other's experiences and take best parts of them into their subjects. Secondly students will actively be involved with the project; they will be involved in the planning of project implementation; they will take part in mobilities, they will participate in activities to complete their business English and business communication courses; ICT-students will in cooperation with Estonian and Spanish student teams develop project's web pages. Active participation in the project gives several benefits to students. They can even demonstrate their vocational skills in competence-based qualification.

Italy

Key competences are already taken into account in the current curriculum of our educational system.

The project will be included in the General Annual Programme of our CTP.

The timing of the project activities will be organised taking into account the rest of ongoing activities in the institutions.

Poland

The idea of life long learning as well as the Key Competence will be included in our curriculum and the project will be integral part of those above. The active involvement of adult students will be a great opportunity to develop language skills. An increase in the European awareness and cultural integrity will follow. Due to the Partnership we will be able to share information on our culture and education.

Spain

Key competences are already taken into account in the current curriculum of our educational system. Besides they are transversal and subject independent, so all the activities of the project to promote key competences will be perfectly integrated into the ongoing activities of each subject in the Secondary Education groups.

We will integrate the activities related to the creation of the website in the computing classes and in the English classes mainly although the rest of students will be asked to collaborate too.

The project will be included in the General Annual Programme of our school, so the timing of project activities such as "marketing activities" and "International day of" activities will be organised taking into account the rest of ongoing activities in the institutions.

The United Kingdom

The project will be included as part of the CEED Charity Limited European dimension project. The European dimension projects are time-limited projects which the organisation aims to develop and expand beyond their funded years. These Projects have built in curriculum structures and programmes aimed at open up new dialogue, promoting communication cohesion and life long



learning to the wider community. The project will be included within the European Dimension Project which to date has been running for over 4 years.

5.12 DISSEMINATION AND USE OF RESULTS

How will you disseminate and use the results, experiences and, where applicable, products of the Partnership?

- in the participating organisations?
- in the local communities?
- in the wider lifelong learning community?

The dissemination on transnational level will take place through following channels and activities:

- project website
- project manual with best practices
- web storage in Moodle with all project documentation
- press releases
- workshops and seminars and other project related activities

The dissemination on transnational level will take place through following channels and activities:

On national level institutions will have their own dissemination plans.

Cyprus

As mentioned above our Organisation will use the results while planning and devising its strategies for the next 10 years. As for our local Communities and the wider life long learning community the goal is to develop a 'best practices website' that will 'live' long after the partnership is completed. The results of the project will also be disseminated through different meetings: staff and management meetings and meetings with other schools and education specialists. Finally we will try to disseminate the experiences of our project in the local media by holding a press conference.

Estonia

The results of the project will be disseminated through different meetings: staff and management meetings, school board (consists of local community leaders) and meetings with other schools and education specialists.

The results will also be presented on school webpage and local newspaper.

The results of the project will also be put in practice in our training system. The new approached will be a part of our activities and the products used in daily work.

Finland

The project is well-in line with Omnia's strategies. It has got commitment at Omnia's management and is one of listed and recognized development projects. Thus the project will get continuous visibility at the management and staff level for dissemination purposes. The project will be integrated into Omnia's marketing activities. They will give visibility for the project in new student recruitment and in Finnish teacher, pedagogical and educational societies. We are also willing to give editorial stories, reports, presentations and demonstrations of the project in different media and venues with cooperation of national teacher, pedagogical and educational organizations.

Italy



The members of our institution, learners and staff will be informed of the experiences and results of the project in meetings. The Town council will be informed of the activities and results of the project and they will also be asked to collaborate.

We will try to disseminate the experiences of our project in the local media.

The experiences will also be disseminated on internet as one of our final products will be a website and/or a blog.

We will also send the results and experiences of our project to the "Centres of Teachers and Resources" so that they can be shared by other teachers in our region.

Poland

The Partnership will be an opportunity to establish cooperation between other adult learning institutions. We will be able to share experience and create new methods of work with adult learners. We will invite other teachers to share experience about the Partnership and how we benefited from that. We will try to give editor articles about our institution in various media, some leaflets, brochures will be designed about our institution.

Spain

The members of our institution. Learners and staff will be informed of the experiences and results of the project in meetings (Pedagogical Coordination committee meetings, staff meetings and School board meetings).

We will hold meetings with our associated partners to inform them of the activities and results of the project and they will also be asked to collaborate with the dissemination of our experience in their own institutions.

We will try to disseminate the experiences of our project in the media: local and regional newspapers, radio and television.

The experiences will also be disseminated on internet as one of our final products will be a website.

We will also send the results and experiences of our project to the "Centres of Teachers and Resources" so that they can be shared by other teachers in our region.

The United Kingdom

As mentioned above the CEED Charity will use the results while planning and devising its strategies for the next 10 years. As for our local Communities and the wider life long learning community the goal is to develop a 'best practices website' that will 'live' long after the partnership is completed

5.13 TOPICS

Please list the main thematic areas (maximum 3) of your Partnership or complete under "other" if it is missing from the list

Nr.	Topic (<i>maximum 3</i>) [Table E - Topics]
1	Career guidance & counselling
2	Learning opportunities for people at risk of social marginalisation
3	Strategies for stimulating demand for learning



DG Education and Culture

Education and Training
PARTNERSHIPS



6. PROPOSED ACTIVITY DATA

6.1 WORK PROGRAMME: PLANNED ACTIVITIES, INCLUDING MOBILITY ACTIVITIES (OF EACH PARTICIPATING ORGANISATION)

Learning activities

Please summarise in the table below the planned Partnership activities for all institutions in the Partnership. Please present the activities for 2008/09 and 2009/10, in a chronological order. The eligibility period of activities starts on 1 August 2008 and ends on 31 July 2010.

Nr	Approx. starting date	Approx. end date	Activity description	Which partners involved
2008/09				
1	09/08		Kick off meeting <ul style="list-style-type: none"> • Get together • workshops: 1. define project details, 2. project evaluation plan, 3. rough dissemination plan, 4. training on ICT tools to be used 	All
2	12/08		Raising the awareness; Seminar / workshops on marketing activities; <ul style="list-style-type: none"> • follow up of evaluation plan • detailed dissemination plan 	All
3	04/09		Increasing the enrolment; Seminar / workshops on assessment process; study of testimonial cases <ul style="list-style-type: none"> • follow up of evaluation plan • follow up of dissemination plan • follow up of country activities 	All
2009/10				
4	09/09		Supporting the engagement and participation; Seminar with HAMK & workshops on development of	All



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			versatile and motivating curricula, inspiring learning environments and international co-operation	
			<ul style="list-style-type: none"> • follow up of evaluation plan • follow up of dissemination plan • follow up of country activities 	
5	12/09		Creating tailor made learning environments; Seminar / workshops on personal study plans; improvement of guidance and counselling services, implementation of tailor made study plans, developing study skills, recognition of prior learning <ul style="list-style-type: none"> • follow up of evaluation plan • follow up of dissemination plan • follow up of country activities 	All
6	03/10		Evaluation process; Seminar / workshops on analysing the results, refining all dissemination activities <ul style="list-style-type: none"> • creation of project manual • follow up of evaluation plan • follow up of dissemination plan • follow up of country activities 	All
7	06/10		Close-up meeting; Seminar / workshops on best practices, future activity and cooperation plan <ul style="list-style-type: none"> • final follow up of dissemination plan • final follow up of country activities 	All
Some Samples of National Activities				
C1	09/08		Open Doors activities	Cyprus
C2	04/09		Activities in cooperation with the Cyprus Chamber of Commerce	Cyprus
E1	10/08		National life long learning week's activities at school	Estonia
E2	05/09		Open Doors activities and workshops at school	Estonia
F1	02/09		Activities in cooperation with Employment Offices	Finland
F2	04/09		"Career Café" Activities to promote Lifelong Learning to adult learners	Finland
I1	02/09		Pre-professional courses: craft - weaving, pottery, painting, computer graphics	Italy
I2	05/09		Careers guidance courses - support elderly	Italy
P1	09/09		Generations meeting - overcoming generation gaps in attitude to learning	Poland



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P2	03/10		Retrospective meeting - was it worth taking the second chance?	Poland
S1	10-11/08		Open Doors Activities	Spain
S2	04/09		Day of the book activities	Spain
UK1	10/08		Understanding equalities and diversity events	United Kingdom
UK2	02/09		Integration and co-operation through English	United Kingdom

Add rows if necessary

Mobilities

Please present in the table below all mobilities that the participating organisations have planned for the Partnership duration (2008/09 and 2009/10). Please note that mobility activities can only take place between organisations receiving funding to participate in the Partnership, or to events organised by Lifelong Learning (or predecessor) Programme projects or networks (e.g. Grundtvig Network conferences).

Nr	Approx. starting date	Approx. end date	Mobility description	Destination country	Which partners involved
	2008/09				
1	09/08	Mm/yy	Kick off meeting	Poland	All
2	12/08		Raising the awareness	Cyprus	All
3	01/09		Web-pages design, Student	Spain	Estonia, Finland, United Kingdom
4	02/09		Student exchange on English and communication	the United Kingdom	Estonia, Finland, Italy, Poland
5	04/09		Increasing the enrolment	Estonia	All
6	05/09		Web-pages design, Student	Finland	Estonia, Spain, United Kingdom
	2009/10				
7	09/09		Supporting the engagement and participation	Finland	All
8	10/09		Student exchange on English and communication	Estonia	Finland, Italy, Poland, the United Kingdom
9	12/09		Creating tailor made learning environments	Spain	All



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10	03/10		Evaluation process	the United Kingdom	All
11	06/10		Close-up meeting	Italy	All

Add rows if necessary

6.2 NUMBER OF LEARNERS AND STAFF INVOLVED IN THE PARTNERSHIP IN EACH OF THE PARTICIPATING ORGANISATIONS

(=persons taking part in Partnership activities, both local activities and/or mobility)

Name of participating organisation	Country	Total nr of learners involved	Total nr of staff involved
The Cyprus Institute of Marketing	Cyprus	5	1
Haapsalu Vocational Education Centre	Estonia	100	5
Omnia Adult Education Center	Finland	200	15
Secondaria I grado "Rocco Caminiti"	Italy	200	15
Centrum Kształcenia Ustawicznego	Poland	450	25
CEPA Nalón	Spain	Around 300	6
The Centre For Employment and Enterprise Development	The United Kingdom	150	14

Add rows if necessary

6.3 EXPECTED RESULTS, INCLUDING PRODUCTS IF RELEVANT

Nr	Approx. date	Description
1		As a result of the project there will be a new shared knowledge concerning: <ul style="list-style-type: none"> • Accessing the potential students and raising their enrolment in lifelong learning; • Establishing the support systems for learners and modelling the



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		<p>studies to fit their needs;</p> <ul style="list-style-type: none"> • Creating the evaluation and feedback systems of studies
2		As a result of implementing the new knowledge based activities the quality of services in each organisation will be risen and the new way of thinking brought to people on all level of organisations (management, staff, individuals, students).
3	mm/yy 09/08	Kick off meeting; Project details including plans and processes
4	12/08	Workshop in Raising the awareness; Best practices in Marketing activities
5	01/09	Project's website; 1 st version
6	02/09	Student exchange on business English; intercultural exchange
7	04/09	Workshop in Increasing the enrolment; Best practices in Assessment process
8	05/09	Project's website; 2 nd version
9	09/09	Seminar and workshop in Supporting the engagement and participation; Best practices in creating versatile and motivational curricula
10	10/09	Project's website; Update
11	10/09	Student exchange on business English; intercultural exchange
12	12/09	Workshop in Creating tailor made learning environments; Best practices in Personal study plans
13	01/10	Project's website; Update
14	03/10	Workshop in Evaluation process; The best of all the best practices
15	04/10	Project's website; Final version
16	05/10	Project manual with best practices
17	05/10	All project documentation in web / Moodle
18	06/10	Close-up meeting; Foundation for future cooperation

Add rows if necessary



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7. FINANCES

Funding requested and estimated number of persons participating in mobility (per participating organisation)

For each of the participating organisations, please select the "Partnership type" that best corresponds to your Partnership work plan for the whole 2 year duration. Please note that each type is linked to a minimum number of mobilities to be carried out during the grant agreement period – these minimum numbers have to be respected when entering the numbers of planned learner and staff mobility into the table. The grant amounts for each Partnership type are defined at national level and they can vary from one country to another. Please make sure that, for each of the participating institutions, you have selected the grant amounts applicable in the country and for the programme in question.

Participating organisation	Country	Partnership type [Table F – mobility action types]	Nr of planned outgoing mobilities (learners / I)	Nr of planned outgoing mobilities (staff)	Total nr of persons	Grant amount requested (€) [Table G – National lumpsum amounts]
The Cyprus Institute of Marketing	Cyprus	GRU-4M	-	4	4	6,000,00
Haapsalu Vocational Education Centre	Estonia	GRU 12M	2	10	12	13.000,00
Omnia	Finland	GRU12M	10	14	24	14.000,00
Secondaria I grado "Rocco Caminiti"	Italy	GRU12M	2	10	12	20.000,00
Centrum Kszta?cenia Ustawicznego	Poland	GRU12M	4	8	12	18.000,00
CEPA Nalón	Spain	GRU12M	4	12	16	17.000,00
The CEED Charity Limited	The United Kingdom	GRU 12M	10	9	19	18.000,00

Add rows if necessary



Annex to 2008 Application Form – Grundtvig Partnerships

The tables below should be used when filling the 2008 Grundtvig Partnerships application form. Whenever a field in the application form refers to a table, the options available for filling the field can be found in the tables below.

A. National Agencies

Belgium German-speaking community
Belgium French-speaking community
Belgium Dutch-speaking community
Bulgaria
Czech Republic
Denmark
Germany
Ireland
Estonia
Greece
Spain
France
Italy
Cyprus
Latvia
Lithuania
Luxembourg
Hungary
Malta
Netherlands
Austria
Poland
Portugal
Romania
Slovenia
Slovakia
Finland
Sweden
United Kingdom
Iceland
Liechtenstein
Norway
Turkey

B. Languages

Bulgarian
Czech



Danish
German
English
Estonian
Finnish
French
Irish
Greek
Hungarian
Italian
Latvian
Lithuanian
Maltese
Dutch; Flemish
Polish
Portuguese
Romanian
Slovak
Slovenian
Spanish; Castilian
Swedish

C. Type of organisation

Adult education providers Association
Adult Learners Association
Local community associations
Parents' Association
Adult education provider
Library
Primary school
General secondary school
Vocational secondary school
Establishment for learners/pupils with special needs
University or higher education institution (tertiary level)
Broadcasting company
Publisher
Social partners (trade unions, etc)
Non-profit Association
Cultural organisation (e.g. museum, art gallery)
Non-governmental organisation ("NGO")
Other
Private company
Hospital
Public authority (local)
Public authority (national)



Prison
Public authority (regional)
HE Research centres
Private Research Centres
Public Research Centres (not HE)

D. Geographical Scope

local
regional
national
European
international

E. Topic

Active citizenship
Addressing target groups with special needs
Artistic education
Assessment, certification, valuing learning
Basic skills for adult learners
Career guidance & counselling
Combating failure in education
Comparing educational systems
Consumer education
Cultural heritage
Economics, business, industry and commerce
Education of specific target groups: (occupational travellers, migrants, travellers, gypsies)
Education in prisons or for social reinsertion of offenders
Environment / sustainable development
Ethics, religions, philosophy
European citizenship and European dimension
Family / parent education
Fight against racism and xenophobia
Foreign language teaching and learning
Gender issues, equal opportunities
Geography
Health education
History and social science
Inclusive approaches
Intercultural education
Intergenerational learning / learning in later life / senior citizens
Learning about European countries
Learning opportunities for people at risk of social marginalisation
Management of adult education



Mathematics
Media and communication
Natural Sciences
New technologies, ICT
Other
Pedagogy and didactics
Physical education and sport
Politics, theory, history of adult education
Quality and evaluation of education
Recognition of non-formal and informal learning
Regional identity
Reinforcing links between education and working life
Second chance education
Social integration/exclusion
Strategies for stimulating demand for learning
Teaching basic skills for adult learners
Volunteering

F. Mobility action types

GRU-4M (Small nr of mobilities - min. 4)
GRU8M (Limited nr of mobilities - min. 8)
GRU12M (Average nr of mobilities - min. 12)



G. National lumpsum amounts

GRUNDTVIG PARTNERSHIPS 2008

NATIONAL LUMP SUM AMOUNTS

	GRU4	GRU8	GRU12
BE(fr)	7.000,00	11.000,00	16.000,00
BE(nl)	7.000,00	11.000,00	15.000,00
BE(de)	15.000,00	17.500,00	20.000,00
BG	8.000,00	11.000,00	14.000,00
CZ	12.600,00	15.200,00	18.800,00
DK	7.000,00	11.000,00	15.000,00
DE	10.000,00	13.500,00	17.000,00
GR	8.000,00	12.000,00	16.000,00
EE	9.000,00	11.000,00	13.000,00
ES	11.000,00	14.000,00	17.000,00
FR	7.000,00	12.000,00	16.000,00
IE	10.000,00	14.000,00	18.000,00
IT	10.000,00	15.000,00	20.000,00
CY	6.000,00	11.000,00	14.000,00
LV	10.600,00	14.000,00	17.400,00
LT	9.000,00	12.000,00	15.500,00
LUX	10.000,00	14.000,00	18.000,00
HU	10.000,00	13.000,00	16.000,00
MT	14.000,00	16.000,00	20.000,00
NL	10.000,00	14.000,00	17.000,00
AT	10.000,00	13.500,00	17.000,00
PL	10.000,00	14.000,00	18.000,00
PT	10.000,00	14.000,00	18.000,00
RO	7.000,00	11.000,00	15.000,00
SI	9.500,00	13.000,00	16.500,00
SK	10.000,00	14.000,00	18.000,00
FIN	6.000,00	10.000,00	14.000,00
SE	6.000,00	11.000,00	16.000,00
UK	10.000,00	15.000,00	18.000,00
IS	9.400,00	14.000,00	18.000,00
LI	10.000,00	13.500,00	17.000,00
NO	6.000,00	11.000,00	16.000,00
TR	8.500,00	12.500,00	16.500,00