



CREATE – MOTIVATE – LEARN – CreMoLe

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Grundtvig Multilateral Project

Survey Report - Best practices of training methodologies and learning techniques in adult education

WP2



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1.INTRODUCTION

CREMOLE project “Create-Motivate-Learn”, as part of the Life Learning Programme, aims to identify key factors related to motivating participation and persistence in LLL processes of a wide range of adult learners including special needs and disadvantaged groups.

In order to collect a significant set of best practices of training methodologies and learning techniques in adult education, a Survey of European adult education providers and their learners has been carried out in all partners countries. This document includes a description of methodology followed as a common framework by all participating organizations; survey tools used during the implementation of this survey and research results.

2.METHODOLOGY

This survey has been carried out in nine European countries: Romania, Germany, Italy, Latvia, Austria, Slovakia, Lithuania, Switzerland and Spain.

Collecting information on tested innovative approaches to teaching adults, real experiences of training methodologies and learning techniques for adults involved in adult education has been its main goal.

Adult education has been defined according to the definition given by European Commission in the framework of Lifelong Learning Policy:

“All forms of learning undertaken by adults after having left initial education and training, however far that process went. It includes learning for personal, civic and social purposes, as well as for employment-related purposes, and can take place in a variety of environments in and outside formal education and training systems”

Communication from the Commission “Adult Learning: it is never to late to learn” 2006

These practices had to be characterized by the following elements in order to be considered as a good practice:

1st –Training practices contain elements that aim to motivate adult people.

2nd –Training practices represent an innovative specific methodology and learning techniques for adult people.

3rd – It must be possible to transfer the experiences to different geographical or thematic contexts.

4th – It must be practice-oriented.

5th –Training practices empower learners:
New access to resources and information

Increases participation
Social inclusive

Every organization has followed these stages while carrying out this research:

1st: Finding examples of good training practices in their countries that possibly met agreed criteria.

Around 40 good training practices have been initially identified within all partners' countries. They have been interviewed around 45 trainers and a 100 of trainees participating in those good practices in order to get to know each practice in depth.

2nd. Describing training practices selected according to a format provided (See annex 1) including information about:

- a) Training practice name and providers.
- b) Activity: a description of the specific activity provided in as much detail as possible (starting year of the activity, investment, difficulties faced,)
- c) Profile of the people participating on the training programmes
- d) Identification of different elements that have allowed or helped the training practice to achieve such a good performance / Identification of the new specific methodologies and learning techniques for adult people: (originality, transferability, innovation, etc)
- e) Collection of material: Likewise, whenever possible, advertising materials, leaflets, catalogues, photographs and any other items that will help the preparation of the Collection of Good Practices.

3rd. All the training practices collected have been assessed inside the proponent organization and by other partner organization in order to be considered for the Collection of Best Practices.

A total of 20 good practices have been proposed by all partners to take part of the inter evaluation process in order to be eligible for the Collection of Best Practices.

The 16 practices with highest scores (both internal and inter evaluation scores) will be included in this Collection. Further information can be found in Collection of Best Practices document.

In this document you can find a description of these 20 good practices preliminary identified and proposed as eligible by each partner country for the Collection of Best Practices.

We can underline some similarities and main differences in those 20 training practices according to their subject or study field, target groups or funding sources.

First of all, they all share an innovative approach to teaching adults, other way round they wouldn't have been included in this selection. Characteristics such as innovation, transferability and motivating are met by each one of these practices. Further more, other common features of the identified good practices methodologies are:

- use of interactive methods;
- hands-on activities;
- frequent use of group work;
- trainees' ample guidance and/ or mentoring (especially for small size groups of trainees);
- using trainees prior knowledge;
- sharing and reflection of trainees;
- responding to the learning needs – target and goal oriented;
- positive and constructive training environment;
- applicability of knowledge – personal and professional meaning;
- self directed learning.

Slightly more than a half of good practices identified have been possible because of public funding (local, national or European funding). The rest of training activities have been funded either by private sources or mixed funds.

Regarding the content of the training, a great variety of topics are covered by the selected practices. Even though we can notice some subjects are repeated such as language or personal skills aiming to improve trainers teaching skills (i.e.: train the trainer). For this reason the main target group these training practices are addressed to is teachers or trainers. Although workers (employed or unemployed workers) are also one of the most important target group considering the whole.

The majority of these good practices have a duration that goes from 3 months to a year. And the main problems they are facing are usually related to financial issues together with difficulties when engaging trainees because of their lack of time or heavy workloads.

3. SURVEY TOOLS

Two different questionnaires were provided to all partners in order to collect data in an homogenous way. Survey was carried out in the language decided by each partner: English or their national language. Next you can find the English version of both interview guidelines.

3.1 Trainers

1. Why did you choose this kind of training practice? What advantages this methodology offered your trainees?

2. In your opinion, which difficulties do adults face before and once they have enrolled a training activity? Please exemplify.

What conditions could be changed in order to increase their participation?
--

3. Would you outline the main characteristics (time management, structure of the course, balance of group based activity and individual practice, support for individual learning, etc...)of your training practice?
4. Which is the most original aspect this program was introducing in adult education field? (Regarding methodology, type and/or structure of target group, resources needed, etc...)
5. In which learning or methodology framework (e.g. behaviorism, cognitivism, constructivism...) would you classify this training you are leading? Briefly describe the main characteristics of this theoretical framework. .
6. Would you describe briefly the different parts your training session are divided in? What would be a regular running of one of your training activities? Could you describe the materials or resources that are used in your training activities?
7. Who are the trainees that enroll this program the most? (Professional and personal experience/interests, economic sector, etc...) (What are the characteristics of most of the trainees in this program?)
8. Do you think this type of training can contribute to increase trainees' social participation? How? In what context? Please, give us an example.
9. How does the training you provide prepare your trainees to perform better in their professional and personal life?
10. Do you know what percentage of your trainees is/has been involved in any other training activity in the last year? What kind of training? Within what field?
11. What percentage of the trainees has been attending regularly since the beginning of the training period? When they drop out, what are the reasons? Do you know them?
12. How would you judge the engagement and motivation of trainees involved in this training? What informs your judgment about the level of engagement of your group (e.g. promptness to carry out assignments, thoroughness in dealing with the assignment, readiness to share, openness to constructive feedback, etc...) How do you think it could become higher?
13. Once this training is over, have you established any follow-up strategy on trainees' professional development? Do you know how many of these trainees enroll a new training activity in the next year? If no, in general terms, how many of your trainees do you think will be interested in participating in other training within the next year?
14. Do you consider this type of training could be developed in a different training field (regarding subject, training model or context, etc...) What about in other countries or

different social backgrounds? Which elements of your practice are transferable to developing other competences than those specifically target in your training?
15. For how long this training practice will keep being provided? What factors do play an important role for its continuity?
16. Generally speaking, do you think adults participate on a regular and sufficient basis in training activities? Please explain.
17. What would you recommend to other colleagues working on increasing adult learners' motivation and persistence in LLP?

3.2 Trainees

1. Why did you enroll this training program? What advantages this type of training offer you compared to others?
2. Which difficulties do adults face before and once they have enrolled a training activity? Please exemplify What conditions could be changed in order to increase adults' active participation?
3. What are the main goals you would like to achieve when participating in this training? (Professional / personal goals, short/long term...)
4. In your opinion, which is the most original aspect this program is introducing in adult education field? (Regarding methodology, structure of the group of learners, teachers in charge, resources needed, etc...)
5. Would you outline the main characteristics of the learning process you are involved in? (group, activities developed, in class-dynamics) Would you describe briefly the different parts your training session are divided in? What would be a regular running of one of your learning activities? Could you describe the materials or resources that are used?
6. How do you think this training improve your professional or personal skills? What kind of tools does it provide you?
7. Do you think this type of training can contribute to increase your social participation? How? In which contexts or fields? Please, give us an example. (e.g. It will improve your employment situation, it will be easier for you to get in contact with people or institutions you didn't have access before)
8. Are you participating or have you participated in any other training activity in the last

year? What kind of training? Within what field?
9. Under what circumstances would you drop out the training program before the end of it?
10. How would you judge your engagement and motivation regarding this training program? (High, medium, low) How do you think it could become higher?
11. Once this training is over, would you enroll in any training program in the near future? Why?
12. Which are the difficulties you have faced while participating in this training practice? If yes, how did you overcome it?
13. Which elements of the training would you like to experience in other training?
14. Generally speaking, do you think adults participate on a regular and sufficient basis in training activities? Please explain.
15. Would you recommend this training program to other adults?

4. DESCRIPTION OF GOOD PRACTICES

4.1. Romania

4.1.1 Action research

Table 1 "Action research" Romanian Reading and Writing for Critical Thinking Association

ACTION RESEARCH - Romania	
Value	Description
Title	Action research
Acronym	AR
Responsible provider	
Full Name	Romanian Reading and Writing for Critical Thinking Association
Address	Luceafarului street, no. 6/22, 400343, Cluj-Napoca, Romania.
Phone number	+40264438684
Fax	N/A
E-mail address	office@alsdgc.ro
Web address	www.alsdgc.ro
Legal-status/ ownership	Private non-governmental organization
Contact person	Ariana-Stanca Vacaretu
Good Practice (in detail)	
Objectives	<p>The goal of the training module is to develop the participating teachers' competences to plan and experiment with action research in order to improve instruction and to share the experiences gained during project implementation with other teachers.</p> <p>The specific objectives of the training module are for the participants to be able to:</p> <ul style="list-style-type: none"> - explain the concept of the action research process - identify the phases of the action research process - identify the stages of a project that involves action research - explain the role of action research projects in the improvement of the teaching-learning and assessment processes - develop an action research design in order to improve their instruction and the students' learning - reflect on the need for professional development
Programme	<i>Promoting authentic assessment in the Romanian in-service teacher training system</i>
Type of training	Continuous professional development for teachers
Local duration	The training programme was delivered to the participants in a 15-hour face-to-face training, and then the participants implemented their own action research projects for 3/4 months and wrote their reports in month 5. So the entire package of the GP lasts for 3-6 months (started in 01/2010, ended in 06/2010).
Global duration	The GP was developed in 2010, so it has been delivered for less than 2 years

Tools	Multi-way: it included a 15-hour workshop; guidance through the implementation of the AR projects; mentoring visit by the trainer to the trainee's workplace; on-going constructive feedback for the trainees to develop their projects, including a variety of instruments (lesson plans, teaching materials), to implement the teaching activities, to collect evidence of the process of implementation, to analyse the materials and write up their findings in reports which in fact are articles to be published in the organization's on-line professional journal. Specific constructive feedback was provided all along the writing process. In addition, the participants were provided with reflection instruments.
Detailed description	<p><i>Description of the training content:</i></p> <p>The action research process (3 hours)</p> <p>1.1 The teacher researcher</p> <p>1.2 The action research process: definition, phases</p> <p>Action research projects are different from regular research projects in that they are initiated and controlled by teachers who collaborate with other practitioners. The trainees learn about the positive effects of involving practitioners in action research. They will analyze the concept of action research process as well as its major characteristics: cyclic, participative, qualitative, and reflection-oriented. Then they identify the phases of the action research process and describe each phase.</p> <p>Subtopic 2: The action research project (6 hours)</p> <p>2.1 Action research projects; collaboration among teachers to carry out action research projects</p> <p>2.2 The stages of an action research project</p> <p>2.3. Case studies: action research projects</p> <p>Teachers' action research initiatives involve critical investigation carried out in a specific structured manner. In order to identify the features of good action research projects, the participants are asked to analyze and compare two action research projects.</p> <p>Subtopic 3: Designing an action research project (6 hours)</p> <p>3.1 Guided practice – drafting an action research project.</p> <p>3.2. Planning for implementation.</p> <p>The trainee teachers analyze their classroom activity and design their own action research project targeting the improvement of their learning. They then design their implementation plans. Once developed, the plans will be discussed by the whole group. The participants are asked to provide feedback to their peers on the implementation plans.</p> <p>The training proper ends here – on-going support from the trainers follows. This is provided during visits to the trainees' workplace and by provision of feedback on written materials.</p>
Number of staff actually involved	2 trainers
Funding sources	Private donor – Foundation Open Society Institute (Zug)
Collaboration with other organizations	The schools where the trainee teachers teach provided some support for the implementation of the trainees' AR projects.
Availability to public use	The training practice is accessible to those interested.

Difficulties encountered	Like any profound learning process, this approach is time consuming. Although the training curriculum did not specifically aim to develop the participants' academic writing skills, in the process of writing up the findings of the AR projects, the participants needed a lot of support – which added extra burden to the trainers' job.
Supporting/ training material	See http://www.alsdgc.ro/proiecte/view/id/29/lang/en for the resources developed in the project, including a guidebook. Free to access, open to the public. No need for clearance from other institutions.
Target users/ groups addressed by Good Practice	
Participants profile	<p>Our project involved 7 teacher participants who had completed the Critical Thinking. Active Learning in-service teacher training program. The teachers had diverse backgrounds, in that</p> <ul style="list-style-type: none"> - they came from a variety of schools: arts and crafts school, technological highschool (vocational), elementary private school, sports school; - they were teachers of a variety of subject matters: technologies (engineer teacher), Romanian language and literature teachers, a social studies teacher, a school counselor, a French teacher (foreign language), and a primary school teacher; - they teach students of various age groups: highschool (5 teachers), lower secondary (1 teacher), primary education (1 teacher). <p>All the teachers work in urban schools and all chose to participate in the project and the training.</p>
Number of participants involved at start-up and by the end	Seven at the start; six at the end. One participant dropped out after the training, more precisely after receiving the first feedback on her AR project implementation plan. Her AR implementation plan was not finalised.
Economic branches/ sectors	The GP has been tested on teachers but it can be transferred to virtually any professional job profile.
Influence area	The products of the project within which the GP was developed targeted Romania primarily, but also the so-called Reading and Writing for Critical Thinking (RWCT) community; the participants in the training on AR came from three cities (Cluj-Napoca, Baia Mare, Suceava) from three different counties (Cluj, Maramures, Suceava) in Romania. The products of the project were disseminated widely within Romania and to the RWCT international community.
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	The GP in fact tested a manner of <i>authentic assessment</i> of teachers' competences developed in in-service training

	<p>programmes. The AR projects developed by the participants were conceived as methods of assessment.</p> <p>The GP is a forerunner in its nature in Romania because <i>authentic assessment</i> is a concept that Romanian educators are not familiar with in theory or practice. The GP promotes <i>action research as a means of authentic assessment</i>. While action research is being practiced to some extent in Romania, its use for purposes of authentic assessment is a completely new aspect (as also demonstrated by the feedback received from the recipients of the guidebook and other products of the project in which the GP was developed).</p>
Practice orientation	<p>The practical elements presented in GP consisted in carrying out action research starting from real workplace issues that pose difficulty to the teachers as practitioners. The intervention that the teachers designed for tackling the issue identified as a problem was delivered in practice; the monitoring and evaluation of the intervention (results in the students' learning) were all highly practical. Writing up the report (procedure, findings, interpretation of results, conclusions) was another practical aspect which helped improve the teachers' academic writing skills.</p>
Transferability and sharing	<p>The GP can be adapted to any country context as far as the education system and teacher training (in-service or pre-service) are concerned. A degree of flexibility in the approach to teaching is necessary. However, the curriculum does not require changes.</p> <p>As it is tailored to the needs of the professionals taking part in it, and driven by the beneficiaries of the training, and totally based on hands-on experimenting with new ways of doing a job for better results, the GP can be transferred to other professional fields especially where working with people is involved. We highly recommend it for adult education and training.</p>
Specific methodology/ learning techniques	<p>The methodology involves a workshop type approach, more specifically after teaching some basic concepts (action research, action research process and projects) in an interactive manner, involving cooperative learning strategies, the trainers provided models of action research projects; then the participants identified issues of their concern in their daily teaching activity; they drafted an action research plan; presented and received feedback on their drafts; finalised the draft; implemented the plan; trainers offered guidance and carried out M&E; trainees collected evidence; reflection was encouraged all through the process and when the projects were completed; trainees wrote up the results to be shared with other professionals, benefiting from the support of the trainers (constructive feedback during the entire writing process).</p>
Participation / Engagement / Encouraging	<p>The GP is not after increased quantitative indicators, but rather it is good practice in terms of profoundness of learning and sustainability of professional development (so far tested on teachers). It empowers teachers so that the decisions they make about the development of their professional careers are more</p>

	substantially informed. We have contributed to their becoming more responsible and accountable teachers, who have a sense of professional dignity conferred by the satisfaction of doing their best in the classroom. .
Empowering participants	The training program is socially inclusive in that the teachers came from a variety of backgrounds in terms of types of schools and students they work with. It promotes critical thinking in all aspects – from questioning, to analysis, interpretation, synthesis, evaluation, development of improved approaches in the classroom. It relies on cooperation: among the trainees, the trainees and the trainers, the trainees with the people they work with (students; other teachers); constructive feedback is provided at every step. Interest or curiosity are inherent in research, therefore AR genuinely promotes participants' inquisitiveness.
Outcomes/benefits	<i>See annex to table 1.</i>
Professionalism of trainers	One of the trainers is an accomplished teacher researcher herself. Both trainers are experienced teacher trainers and have experience in designing and carrying out research in education, and in supporting school-based professional development.
Personalized service	Personal / individualised mentoring was involved all through the implementation.
Sustainability and future development	We intend to seek accreditation for the training program from the Romanian National Center for Teachers' In-Service Training (CNFP) so as to be able to further provide it to teachers who could also gain professional development credit for completing the training program.
Other relevant information	See http://www.alsdgc.ro/proiecte/view/id/29/lang/en
Additions/ comments/ remarks	none
Date	July 2, 2010

Annex Table 1: Outcomes/ Benefits

So far, the following indicators of implementation were pursued in monitoring and evaluating of the project. For proven longer term benefits more time needs to be allowed for the training beneficiaries. (project completed in June 2010)

Indicator	Planned	Actual
Number of teachers trained in designing and implementing an action research project	10 trained teachers	7 trained teachers
Number of students involved in the piloting phase	250 students	135 students
Number of implemented action research projects	5 implemented action research projects	6 implemented action research projects
Quality of the action research plans	Good quality (clear stated problem, clear stated questions,	3 excellent quality action research plans

Indicator	Planned	Actual
	clear described intervention that it is possible to address the stated problem, various assessment instruments that are possible to assess the stated improvements, possible to implement in 3-4 months etc.)	2 good quality action research plans 1 satisfactory quality action research plan
Manner of implementation of action research	Continuous improvement based on the ME findings	Continuous improvement based on the ME findings
Quality of teacher reflections and the reports produced to share the findings	Good quality (deep reflection, considering different aspects related to the stated problem and clear reports, describing the process and pointing out the findings, inspiring other teachers)	3 excellent quality of teacher reflections and the reports produced to share the findings 2 good quality of teacher reflections and the reports produced to share the findings 1 satisfactory quality of teacher reflections and the reports produced to share the findings
Number of teacher training providers reached	at least 50 in-service teacher training providers (teacher education colleges, educational NGOs, County Teacher Training Houses)	60 in-service teacher training providers (teacher education colleges, educational NGOs, County Teacher Training Houses)
Number of RWCT IC members and CT practitioners reached by the English language materials	at least 10 member organizations of the RWCT International Consortium, as well as at least 20 individual members of the community of Critical Thinking Practitioners	20 member organizations of the RWCT International Consortium 20 individual members of the community of Critical Thinking Practitioners
Reaching the Romanian National Center for Teachers' In-Service Training (CNFP)	CNFP was provided with a set of policy recommendations on how to assess teachers' competences upon completion of an accredited teacher training program + the <i>Analysis of the current situation in assessing teachers' competences upon completion of accredited in-service teacher training programs in Romania. Report</i>	CNFP was provided with a set of policy recommendations on how to assess teachers' competences upon completion of an accredited teacher training program + the <i>Analysis of the current situation in assessing teachers' competences upon completion of accredited in-service teacher training programs in Romania. Report</i> + the guidebook <i>Authentic Assessment. Guidebook for in-service teachers training programs providers</i>

4.1.2. Neuro-linguistic programming

Table 2 “Neuro-linguistic programming”, Society for neuro-linguistic programming

NEUROLINGUISTIC PROGRAMMING - Romania	
Value	Description
Title	Training in the neuro-linguistic programming and thematic courses
Acronym	
Responsible provider	
Full Name	The society for neuro-linguistic programming, Cluj-Napoca
Address	RO- 400062 Cluj-Napoca, 26, Bolintineanu Street, Cluj county
Phone number	0040-(0)723-368889 (Dana Porumbu); or 0040-(0)723-560757 (Carmen Moisescu) or 0040-(0)721-857199 (Cristina Varo)
Fax	
E-mail address	office@nlpro.org
Web address	www.nlpro.ro
Legal-status/ ownership	non-profit organization
Contact person	Dana Porumbu 0040-(0)723-368889
Good Practice (in detail)	
Objectives	Mission: NLP is the way of passing from “why”? to “how?”; learning how to proceed to achieve our purposed goals. Long term objectives: to discover and increasingly integrate in our own life our own values and our own resources. Short term objectives: Materialization of values in small steps in our daily life.
Programme	Training in neuro-linguistic programming
Type of training	Continuous education.
Local duration	Duration of a course: 1 year
Global duration	The organization was founded in 2003. The course has been provided since 2005
Tools	Seminars-workshops Practical-trainings Materials: flip-chart, markers, notebooks, crayons, colored paper, scissors, natural materials, CD-player, CD-s with dance or chill out music, isoprene, fruits..
Detailed description	Training in neuro-linguistic programming: 1. The PRACTITIONER level: the basic elements of NLP, structured in 8 modules, 3 days each, throughout one year 2. The MASTER level: allows perfecting the knowledge, gaining craftsmanship in using the NLP techniques. Duration: 1 year, 4 modules, of 5 days each. 3. The COACH level: is based on studying the techniques of counseling and solving problems 4. The TRAINER level: especially for those who want to work with groups – aims to develop the abilities of a <i>trainer</i> . Duration: 1 year, 4 modules, of 5 days each. To have access at this level, it is necessary to complete the Practitioner + Master levels.

	B Thematic courses – are week-end courses and seminars belonging to the BUSINESS and PERSONAL DEVELOPMENT series. Goal - assimilation of certain elements and NLP techniques to achieve specific objectives.
Number of staff actually involved	12
Funding sources	The courses are self financed (participation fee).
Collaboration with other organizations	The Kutschera Communication Institute, Vienna /Austria (www.kutscheracommunication.com) prepared the first trainers, who later founded the organization (as a branch subsidiary, but which works independently). The Kutschera Communication Institute, Vienna/Austria supervises the activity of the organization.
Availability to public use	The courses are self financed through the participants fees. They are intended for higher education graduates. But the organization has an offer for other courses, open to everybody.
Difficulties encountered	Difficulties in finding the financial resources to sustain a complete training -Integration difficulties of the changes that occur in everyday life. The trainees have to put up resistance in changing their life or they are not flexible enough in adapting the newly acquired knowledge during training. -The trainees are charged with much energy during their training and are able to sustain it for days or weeks, not necessarily months or years. Facing life difficulties, they tend to return to their old habitual behaviors that bring back stress and discontent.
Supporting/ training material	Materials: for internal use, not intended for public use, but only for those who participate in the course; there are however publications (including online) that offer information (homepage) -Generally, for course participants, there is only isolated support-material, consisting in working sheets, notes. -for the training course for the COACH level, there is a coaching manual, available for the trainees
Target users/ groups addressed by Good Practice	
Participants profile	Students or graduates of different colleges. They can be from the social studies area, but also from the technical field. People interested in personal development and excellency in different areas of personal and professional life. People in difficulty in relation with themselves or with others, eager to change.
Number of participants involved at start-up and by the end	Approximately 80%-85% are regular participants. Some drop out in the beginning, sometimes during the course, mostly for financial reasons.
Economic branches/ sectors	The majority: social studies
Influence area	Cluj, Braşov (Transylvania), Arad (Banat region), Bucureşti (Muntenia) – the urban area

Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>Systemic approaches that target personal and professional life, the body, the mental and the spiritual. Integrates world models from ancient cultures. Program uses methods of accelerated learning, integrating conscious learning with the subliminal one. The groups are heterogeneous as age, profession, residency (cultural background). Activities in nature are highly appreciated by the participants.</p> <p>Regarding the methodology, the most original feature of training is represented by learning through games and interactivity. Due to the fact that the information the trainees receive is rich and is gradually absorbed, games and humor make it easy to assimilate.</p> <p>Regarding the group of trainees, this is made up in such a way that the received information can be successfully assimilated.</p> <p>An interesting fact regarding the activity of the trainers is that they successfully offer guidance to anyone, in their way, without offering „recipes” or secrets...these are to be discovered by each and everyone. They also show flexibility and adjusting to situations and events that take place and not finally, they possess a high degree of empathy, therefore every trainee feels understood, accepted, and special.</p>
Practice orientation	<p>The training takes place in weekend: 24 hours of training. Every day starts with exercises for the inner state, followed by the presentation of theoretical models, demonstrations, exercise with 2, 3, 4 people. In the afternoon, indoor or outdoor integration take place, the evening ending with relaxing exercises or group dynamic optimizing exercises. The activities of individual meditation are followed by exercises with small groups, then a debriefing in the big group.</p> <p>The interactive methods of transmitting the information (80% practice, 20% theory)</p> <ul style="list-style-type: none"> -The „eclectic” approach -Transmitting the information using modern teaching methods and techniques, original and innovative (for instance, in game format). The learning process is implemented in a very interactive and entertaining way. -Designing the activities as teamwork. -The learning process is achieved mainly experiencing
Transferability and sharing	<p>Humanism. The man, his integrity and his ability to self-update are basic principles. A positive, unconditioned attitude towards the participants.</p> <p>Constructivism. The learning process is built from experience and through the survey each individual brings into the group, in connection to nature and to the older or newer models of the world.</p> <p>A phenomenological approach – the subjective perception of the</p>

	<p>participants is important, what they think and feel regarding themselves and everything that surround them.</p>
Specific methodology/ learning techniques	<p>The transfer towards practice is provided by learning through experience and through integrative techniques.</p> <p>1. The integration between reason, affectivity and action The purpose is to harmonize our thoughts with our body and our actions, so that we can feel as a unity.</p> <p>2. Global methods</p> <ul style="list-style-type: none"> - The newest discoveries in communication, psychology, language research and central nervous system (CNS) are learnable and usable to materialize a judgment and action oriented towards the purpose. - The own experiences are perceived through all the senses and verbally arranged. - The acquired inner beliefs and appreciations are recognized and can be changed <p>3. The discovery of hidden beliefs (delimiting the content from the structure) The hidden values and beliefs which rule unconsciously the behavior, can be identified and revaluated/capitalized</p> <p>4. Recognizing the systemic meanings and discovering the balance between professional life and personal life. Social, cultural, global convictions are therefore widened and integrated, so that we can perceive them as enrichment not impediments</p> <p>5. The discovery and experience of various roles in relation with the others and with ourselves <u>Resonance</u> means to be in harmony with yourself and with the environment. „The resonance relationships” are like a team of football. In a football team it’s important that every player should use his abilities as well as possible at the right place and time in order to get an organic unity. This is the premise to score a goal and to win. The great pleasure and art consists in finding a common pace and this is not done when the players play against themselves. The quality of a coach is emphasized in the way he or she manages to reveal the best in each and everyone and to thrill/electrify everybody exactly at the moment of the game.</p>
Participation / Engagement / Encouraging	<p>Some of the trainees participate at all the courses, being captured by the experimental learning strategy, and willing to spread further the competences.</p>
Empowering participants	<ul style="list-style-type: none"> -It raises conscience of personal values, of independence and of personal responsibility together with the feeling of affiliation to different systems they belong to: family, social and professional community. -The trainees discover their purpose and devote themselves to higher purposes, which involve the others, too. They share with the others what they have learnt, feeling they have received more. They get involved in volunteering projects. They organize free conferences on different themes of interest, where they

	<p>inform the public, for instance, on how you can re/discover „the joy of living!“</p> <p>The main competences:</p> <ul style="list-style-type: none"> -they learn faster and more easily -they access their conscious and subconscious resources -they communicate with style and manner -control of inner state, of beliefs, limited convictions and unwanted behaviors -they enjoy life, free will and interdependence -they take responsibility of their own formation and own life -they discover qualities of leadership -they learn to lead and to let themselves be guided
Outcomes/benefits	<ul style="list-style-type: none"> -the understanding of the personal and of the others way of thinking and expressing - the art in verbal and non-verbal communication - the active and competent solving of conflicts - the art to establish and reach the suitable aims - the awareness, modeling or learning new strategies (assimilation of the strategy for success, for learning, motivational etc.) - changing the unwanted behaviors and feelings in positive ones - the development of a flexible conduct - intuition and creativity - improvement of self confidence and understanding in personal and professional relationships - efficiency in everything one does
Professionalism of trainers	They passed through the stages of training, they have become trainers, have experience in working with groups
Personalized service	Follow-up as concerns the professional development of participants: from one level of training to the other. Seldom at the end of training. In different contexts trainers meet with their former trainees and find out about their achievements and plans.
Sustainability and future development	<p>The marketing of the training programme is done professionally. The program provides certification of attendance by the relevant institutions: Ministry of Labour, Psychologists' College, Medical College</p> <p>The achievements of projects which can finance the training of young people or different professional categories who have limited financial resources (teachers, social workers, nurses, and others)</p>
Other relevant information	
Additions/ comments/ remarks	
Date	30.06.2010

4.1.3. Entrepreneurship skills

Table 3 “Entrepreneurship skills” SC Learn&Vision SRL

ENTREPRENEURSHIP SKILLS -Romania	
Value	Description
Title	Entrepreneurship Skills
Acronym	ES
Responsible provider	
Full Name	SC Learn&Vision SRL
Address	Str. Observatorului, no. 123, ap. 9, Cluj-Napoca, 400352, Jud. Cluj, Romania
Phone number	+40-264-480224
Fax	-
E-mail address	office@learnandvision.ro
Web address	www.learnandvision.ro
Legal-status/ ownership	Private
Contact person	Simona-Elena Bernat
Good Practice (in detail)	
Objectives	<p>The Entrepreneurship Skills programme envisages the development of soft and hard competences by offering an inedited combination of 9 different modules with the purpose of enhancement of entrepreneurial spirit of people.</p> <p>The participants are given the opportunity to develop the necessary skills to materialize in professional practice the ideas learned, by proving initiative, creativity, planning and implementing projects in organizations, team work, career management and efficient time management for realization of personal and organization development objectives.</p> <p>The programme's goals expressed in professional competences are:</p> <ol style="list-style-type: none"> 1. Collect, process and read efficiently information; 2. Apply in the professional activity a various and rich set of creativity techniques; 3. Identify professional development needs, carrier management skills and factors as well as ego marketing techniques required for employment; 4. Work in teams (planning and execution of team tasks, analysis of team work factors, conflict management, team performance); 5. Strategic management (strategic change, methods to stimulate innovation, application of sustainable development in organization); 6. Strategic planning of the organization (development and testing of project ideas, quality project design, project coherence assurance, implementation, coordination, monitoring and evaluation) 7. Analyse the organization culture and the skills necessary to negotiate and adjust negotiation strategies to the specific of organization culture; 8. Time management and meetings planning;

	9. Leadership (motivation and coordination of teams, conflict management, knowledge management)
Programme	Entrepreneurship Skills
Type of training	Continuing education and training; open training.
Local duration	The ES programme totals 195 face to face hours of training, 135 of them being practical learning activities and 60 being theory. Duration of delivery varies accordingly the combination of modules that participants choose to take. Example: 03/2010 – 03/2010 Creativity development techniques 06/2010 – 06/2010 Strategic planning and project management (SPPM)
Global duration	Less than 2 years. The ES programme was authorised by CNFPA (National Council of Adults Professional Training) in March 2009 and first delivery started in 2010.
Tools	Multi-way, including a) seminars-workshops; d) self-learning materials (training textbook, PowerPoint presentations) as well as needs analysis and follow up activities for each training group.
Detailed description	The ES programme includes 9 modules: <ol style="list-style-type: none"> 1. Collecting and processing information; 2. Creativity development techniques; 3. Career and ego marketing; 4. Teamwork; 5. Strategic management application. Innovation and sustainable development; 6. Strategic planning of the organization based on projects; 7. Organization culture. Negotiation strategies. Relating and partnership strategies; 8. Time management and efficient meetings; 9. Leadership. <p>These modules can be taken all, individually or in any combination. In order to meet in a satisfactory manner the participants' expectations a needs analysis is conducted at the beginning of each module and based on it the content are enriched and adjusted. To help the training transfer different follow up activities are carried on. Due to particular requirements of participants, in 2010 a new module was added: Strategic planning and project management, which is not yet authorised by CNFPA.</p>
Number of staff actually involved	8 trainers (one of them programme director) 1 assistant manager
Funding sources	The funding sources are private. A national association has bought the training for its local coordinators, which includes teachers in disadvantaged areas.
Collaboration with other organizations	The programme was required by top managers of organizations.
Availability to public use	The training practice is offered in the tuition fee. Training is open to anyone who is interested in developing entrepreneurial skills.
Difficulties encountered	Some of the difficulties that participants encounters prior to enrolment are:

	<ul style="list-style-type: none"> - The payment of the fee (for SPPM a private donor paid the tuition of 20 trainees); - Transportation (training took place in Slobozia, participants were tired, so a training day was around 6 hours and followed by social programme); - Negative expectation generated by teacher participation in trainings offered by state institution (especially CCD – Teacher Training House). <p>After enrolment difficulties were to gain the speciality language and to realize where and how the new knowledge could be applied. This is why the training emphasized the implementation of knowledge and gave a lot of space for reflection.</p>
Supporting/ training material	Training materials are included in the tuition fee and most of them are not open to public use. Training materials include: course textbook, handouts, PowerPoint presentations, subject references (i.e. <i>Financing opportunities map</i> for project management).
Target users/ groups addressed by Good Practice	
Participants profile	Participants were 30+, most of them women, 90% with university degree. The majority are working in the education system, as teachers, but they also do activities for a national association and part of these activities includes local coordination in different counties.
Number of participants involved at start-up and by the end	16 for the Creativity development techniques module 20 for Strategic planning and project management module No participants withdraw.
Economic branches/ sectors	Administration Education and culture Finance Social assistance Health IMM
Influence area	National
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	The ES programme is a new programme, developed with a team of experts in 2008. Entrepreneurship is per se a relatively new field in Romania, but the novelty in this particular programme consists in a balanced mixture of concept learning with personal development. The part of concept learning contributes to the acquisition of specific domain vocabulary and develops skills of applying the knowledge in practice. The personal development answer what is usually named in pedagogy “attitude and values” and these requires an important amount of time allocated in order to be tackled. The interviewees also considered original the

	way how the content is structured, the interactive and learning by discovery pedagogy and the “trainers as models”.
Practice orientation	“Yes”. 2/3 of the training is done by practical learning activities: team and individual exercises with immediate feedback; follow ups; projects.
Transferability and sharing	Because of the combination between <i>soft</i> and <i>hard</i> skills the Es programme can be delivered in other EU countries also, there are very few elements of content that are specific to the law applied in one countries that may need revision. An added value may be the fact that the European structural funds implementation has started in RO and the programme content tackles this issue also. In many other countries the implementation of European structural funds is at the beginning or is challenging so the programme could answer to an already existing need in other parts of the continent also.
Specific methodology/ learning techniques	<p>The training is delivered with an interactive pedagogy: discussions, team and pair work, feedback after each training day, email and telephone communication for follow up and needs analysis.</p> <p>Cooperative learning is widely used, in almost each session participants worked together to develop a product based on their learning.</p> <p>Kolb learning model is used in the planning of each session: an exercise or game, debriefing and reflection, theory presentation and concept learning; awareness of applicability in the working place or personal activity.</p> <p>Lots of games, role playing and case studies are used.</p> <p>The number of participants is small, when 20 trainees 2 trainers were working in pair, so participants will have enough opportunities for feedback.</p>
Participation / Engagement / Encouraging	The number of participants is increasing. Those interviewed appreciated the possibility to contact new groups: funders and consultants, they felt more prepared to approach different problems of the local communities and also they considered that the course helps them either to be promoted either to get a new job.
Empowering participants	The programme uses cooperative learning, critical, creative and strategic thinking. During training activities the way of thinking “system destroys everything” was modelled toward “it’s possible”. Participants are encouraged to see the “whole picture” in planning and also to think at the sustainability of their actions. Leadership skills are developed by almost each learning session. Also participants receive a lot of constructive feedback in relation with the implementation of newly acquired learning in daily activity. By the end of each module a learning implementation plan is devised by each participant, so they have a clear idea of where to start when they go home.
Outcomes/benefits	<p>The objectives have been met.</p> <p>We use evaluation questionnaire at the end of each module and sometimes the questions used here are directly related with the</p>

	<p>questions used in the needs analysis, so we can appreciate the progress after course. The participants in SPPM rated the content, the methodology and the trainers as “very good” and “excellent”.</p> <p>A good indicator for learning quality is the feedback we get after training. 3 weeks after SPPM training one participant has already sent us information about her involvement in writing 3 project proposals.</p>
Professionalism of trainers	<p>All trainers have done authorized training of trainer prior to their involvement in this programme, so they have both recognized certificate and good skills to work with adults. Also they have degrees and prior education in the field they do the training.</p> <p>Among the 8 trainers, 2 have 8 more than 8 years of experience, 3 have more than 3 years of experience and 3 have more than 2 years of experience of teaching adults.</p>
Personalized service	<p>“Yes”. During needs analysis and follow up activities one to one communication with trainers is offered. Also the training content is adjusted to each training group.</p>
Sustainability and future development	<p>“Yes”. The programme is authorised for 4 years.</p> <p>The learning provider is in full development.</p> <p>The overall quality, the practical approach and the adjustment of content to each training group make the ES programme a long run one.</p> <p>The programme is self-funded.</p>
Other relevant information	<p>Some results of the evaluation questionnaire after SPPM delivery.</p> <p>Concerning the content, one third of trainees considered the course well structured, concise and clear. Some trainees had unclarities and questions regarding aspects of the tackled subject, but those were addressed successfully by the trainers. Thus, the course content was considered innovative and interesting, being on average above the expectations of the trainees.</p> <p>Regarding the methods used during the course delivery, more than half of trainees observed and appreciated the learning through games method and the other interactive methods. One third of trainees also mentioned teamwork as one of the most enjoyed methods used.</p> <p>When asked about the trainers, the overall impression was that of well-prepared professionals, that manage to adapt quickly to the needs of the trainees. Nearly one third of trainees appreciated the interaction and opening of trainers.</p> <p>The recommendation made by nearly half of trainees was that of keeping a continuous communication with the training provider, in order to be kept up to date with other training programmes that will be delivered.</p>
Additions/ comments/ remarks	No
Date	7 July 2010

4.2. Germany

4.2.1. Task based instruction

Table 4 “Task based instruction”, Logo Sprachenschule

Task-based instruction – Germany	
Value	Description
Title	Task-based instruction
Acronym	TBI
Responsible provider e.g.	
Full Name	Logo Sprachenschule
Address	Wichertstr. 67, 10439 Berlin, Germany
Phone number	0049-30-4464852
Fax	0049-30-4464852
E-mail address	paumgh@yahoo.de
Web address	http://www.logosprachenschule.de/
Legal-status/ ownership	Private
Contact person	Paula Gomez, paumgh@yahoo.de
Good Practice (in detail)	
Objectives	<ul style="list-style-type: none"> • Primary goal: Teaching Spanish language and culture on an advanced level • Furthermore, in general: Promotion of communication skills • Strategy/method: .Task based instruction
Programme	Spanish language course level B1 according to Common European Framework of Reference for Languages (CEFR) in 6 levels A1,A2, B1, B2, C1, C2
Type of training	Non-vocational, voluntarily
Local duration	Language class: Approximately 1 year
Global duration	<ul style="list-style-type: none"> • Language class: approximately 2 years • Teaching method: since 1990s
Tools	Project work <ul style="list-style-type: none"> • Teamwork or individual work • Self-determined selection of project themes • Self-determined research and collection of material • Final project in class: role play (simulating real situations)
Detailed description	Tasks: <ul style="list-style-type: none"> • The participants are asked to select themes according to interest, e.g. tourism, cultural,

	<p>historical or social themes.</p> <ul style="list-style-type: none"> • Selection of themes take place as a process by conversation, exchange of ideas and justifying the own point of view and choice • Participants collect information and material (including texts, photos, songs etc.) at home, often via Internet as an input for selected project • During the next class the real situations are carried out as a role play step by step • In the end all the sub tasks can be used for the final project <p>Example: Chosen theme “People and leisure time”</p> <p>Sub tasks:</p> <ul style="list-style-type: none"> • Arranging an appointment • Inviting others • Making phone calls • Reflecting the own and the hobbies of others • Conversation about collected material e.g. movies, tourist guide books etc. • Final project: The participants organize a trip to Madrid together (as a role play)
Number of staff actually involved	1 language teacher
Funding sources	Private language school
Collaboration with other organizations	None
Availability to public use	<ul style="list-style-type: none"> • Language class: is open to everyone who has reached the language level B 1 according to Common European Framework of Reference for Languages CEFR in 6 levels A1,A2, B1, B2, C1, C2 • Used student book is available to everyone • Task- based instruction can be used by anyone in many different contexts
Difficulties encountered	<ul style="list-style-type: none"> • Currently high customer satisfaction • Only envisioned problems would be due to changing personal schedules and dates of the course or financial problems. • In general terms flexibility is a big issue and the lack of language courses for advanced levels.
Supporting/ training material	<ul style="list-style-type: none"> • Ernesto Martín Peris, Neus Sans Baulenas, Julia Caballero: “Gente 1&2: Curso comunicativo basado

	<p>en el enfoque por tareas” (“People 1&2: student book with CD: Communicative course based on task based-instruction)</p> <ul style="list-style-type: none"> • The book is open to public, but it is only usable for language teaching (method is transferable though) • Book can be used, but it is not a necessity
Target users/ groups addressed by Good Practice	
Participants profile	<ul style="list-style-type: none"> • Currently: Age: 45-54 <p>Education: university degree/degree at university of applied sciences</p> <p>Professions: expert/employee at bank (employed)</p> <ul style="list-style-type: none"> • In general: mostly employed people (e.g. secretaries, employees at banks, lecturers, building contractors/workers), sometimes students or retired people
Number of participants involved at start-up and by the end	2-4, at the moment 2
Economic branches/ sectors	<ul style="list-style-type: none"> • Currently: finance • In general: mostly employed people (e.g. secretaries, employees at banks, lecturers, building contractors/workers) sometimes students or retired people
Influence area	Berlin (local)
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>Method of task based instruction:</p> <ul style="list-style-type: none"> • Through the method’s very communicative and self-determined approach the participants are highly motivated • Personal interest as the starting point and self-determined research • Task-based instruction is widely used within language teaching • Method is a refinement of the communicative

	language teaching
Practice orientation	Yes, it has a high practice orientation, because the participants prepare and simulate real situations that are relevant to their own living realities
Transferability and sharing	<ul style="list-style-type: none"> • The approach can be used for any other language • It is also transferable to other thematic levels because it promotes communication, the exchange of ideas and solving real life problems which could also be used in e.g. (inter)cultural trainings, team-building classes or even cooking classes • This is mainly due to the project work and its highly communicative character • Therefore the trainer has to provide a selection of themes that are suitable for the training's theme and the profiles of the participants. Then the trainees do a project work by selecting a theme, collecting information and simulating a situation in class by a role play or by presenting a report (can be written or oral)
Specific methodology/ learning techniques	<ul style="list-style-type: none"> • The task-based instruction was developed out of the communicative approach • It focuses on the use of authentic language and on asking the trainees to do meaningful assignments by using the language they are learning • Such tasks can include planning a trip, dealing with customers or arranging the interior decoration of a flat • TBI is popular because it focuses on the outcome and the appropriate completion of tasks rather than always on the correct language. This way fluency can be reached more easily and student confidence is increased • Often the communication is meaningful and can be frequently used for practical extra-linguistic skill building. <p>As mentioned it consists of several sub tasks:</p> <ul style="list-style-type: none"> • Trainer either suggests a task or a model of a task • The students perform the task, typically in small groups => teacher's role is usually limited to one of an observer or counselor • Students simulate the situation or prepare a written or oral report to present it in class, instructor may moderate or provide feedback • Focus returns to the teacher who reviews what happened in the task in regards to language

	<ul style="list-style-type: none"> In the end the teacher can give the students the opportunity to practice what they have learned again
Participation / Engagement / Encouraging	<ul style="list-style-type: none"> The number of participants has not increased but the current ones have taken part since the beginner's level (almost 2 years). They are both highly motivated (one considers himself moderately motivated). According to the trainer this is due to intrinsic factors as interest in the culture in combination with travelling to Spanish speaking countries regularly. Another factor is the flexibility with dates which means that if the participants have other plans, they can skip the class and catch it up another time. This is only possible because it is a very small group though.
Empowering participants	<ul style="list-style-type: none"> The students are empowered by learning a language in general, less in a professional that in a private sense. The interest in the Spanish language and culture was already given but the use of the task-based instruction increased this additionally. By the teamwork it also promotes cooperative work, everyone can learn from the others within a comfortable atmosphere and personal blockings can be reduced. Critical thinking is trained by intercultural questions => the participants have to reflect own and the foreign cultures. A very motivating factor is the self-determined choice of themes (it is a very student-centered methodology) which are usually important to their own living realities. This way students are more likely to be engaged, which may further motivate them in their language learning. Teacher empowers students to continue the course on higher levels through giving examples on upcoming themes and projects
Outcomes/benefits	<ul style="list-style-type: none"> The "hard" indicator is the finalization of level B1 Measuring the development of soft skills is more difficult within this framework.
Professionalism of trainers	The responsible trainer is very experienced (over 10 years experience) in the field of language training
Personalized service	Since the size of the class is very small it has the character of a personal tutorship
Sustainability and future	It is very likely that the participants continue with the course since

development	they are highly intrinsically and extrinsically motivated.
Date	19.07.2010

4.2.2 From coexistence to cooperation

Table 5. "From coexistence to cooperation", Thüringer Volkshochschulverband e.V.

FROM COEXISTENCE TO COOPERATION- GERMANY	
Value	Description
Title	FROM COEXISTENCE TO COOPERATION
Acronym	-
Responsible provider	
Full Name	Thüringer Volkshochschulverband e.V.
Address	Konrad-Zuse-Straße 3, 07745 Jena, Germany
Phone number	0049 53423- 10
Fax	0049 53423- 23
E-mail address	wolfgang.volkmer@vhs-th.de
Web address	http://www.vhs-th.de/miteinander/
Legal-status/ ownership	Funded by the Thuringian ministry of the interior
Contact person	Wolfgang Volkmer (project coordinator)
Good Practice (in detail)	
Objectives	<ul style="list-style-type: none"> - Langue learning - Integration - Improve of vocational skills and qualifications - Improvement of language concerning the job market - Vocational orientation - Competences and skills assessment
Programme	Transfer project
Type of training	<p>The initial integration course is made up of 600 teaching units German as a second language plus 45 teaching units of the so called orientation course. The orientation course includes history of Germany, the political system, culture, religion, social behavior etc. Migrants who want to become naturalized have to addend this if they have little to no knowledge of the German language as well as the themes the orientation course covers.</p> <p>The GP "from coexistence to cooperation" supplements this course with 6 weeks of internship as well as 2 weeks of potential analysis of vocational skills.</p>
Local duration	645 teaching units (7 month) + 6 weeks internship
Global duration	<p>The language integration courses have been introduced by the federal ministry of migration and refugees in 2005. The courses are mandatory for people who like to get naturalized in Germany. The project "from coexistence to cooperation" has been a pilot project by the adult education centre Apolda. It has been carried out first in 2007. In 2008 the Thuringia association of Adult education centres took the pilot project on a new level. So the good practice example is running for 3 years now.</p>
Tools	<ul style="list-style-type: none"> - small group work

	<ul style="list-style-type: none"> - individual work - Internship (6 weeks) - “Profil pass” (assessment and documentation of vocational skills) - European language portfolio - project work - evaluation
Detailed description	<p>The integration of migrant’s within the society is challenge. On the basis of the statutorily integration courses (600 learning units German + 45 teaching units “orientation”) the project “from coexistence to cooperation” has been made up.</p> <p>Within a „normal” integration course the motivation to learn German goes down significantly after 3 month. Participants are wondering “Why they should learn the language? What can I do with my knowledge of German afterwards?”</p> <p>Exactly at this point the project joins in. After 3 month the language course will be halted and the participants have the chance to do a internship in a local company such as restaurants or kindergarten. Within this internship they will be able to increase their German vocabulary, get an idea of a possible job career etc. This will improve the general motivation towards language learning and integration. The internship will be monitored by social pedagogues.</p> <p>Afterward the language course will be continued and completed. Following the completion of the language course another new phase will be set up. Vocational orientation and qualification. This phase is called potential analysis. Within this phase the strength and weakness of the participants towards there vocational perspectives as well as existing and missing vocational qualifications are in the centre of attention.</p> <p>The so called final presentation is the final act of the whole course. Within this presentation the participants get the chance to present and discuss their experiences with the public. Representatives of the internship organisations as well as press and local politicians are invited to share their experiences and to set up networks.</p>
Number of staff actually involved	33 staffs (teacher, social worker, administrative staff) split on 9 adult education centres in Thuringia
Funding sources	Thuringian ministry of the interior
Collaboration with other organizations	The project has been developed by the adult education centre in Apolda together with the Thuringia association of adult education centres. The training tool part in 9 different adult education centres across Thuringia. In order to facilitate the internships for the participants collaboration with several organisations in each region was necessary. Those organisations had been

	kindergartens, bakery, hotels, restaurants etc.
Availability to public use	The training practice has been presented during several occasions in Thuringia and Germany. Information about the project can be found on the web site www.vhs-th.de . Furthermore after the programme has ended the participants are asked to carry out a final presentation. During the presentation members of the local press as well as local politicians and the organisations how offered the internships are invited.
Difficulties encountered	<p>The overall difficulty encountered within this GP is the acquisition of internships within the local companies. Therefore a good working networking between the local economic sector as well as the adult education centers involved is required.</p> <p>Sensitizing of companies that the intern is in there company to learn German. So they should be included in the daily work process and the social processes as well.</p> <p>Also the training staff would like to have specific material which has a focus on situations in work life. So that migrants can learn how to cope/ behave in certain situations such as breakfast or lunch breaks, rights and responsibilities of the employer and the employee.</p>
Supporting/ training material	<ul style="list-style-type: none"> - "Profil Pass" (to assess and document vocational skills) - European language portfolio - Xpert Culture Communication Skills (Xpert CCS) training for teacher - Books and working sheets - Role plays /language games - pictures - Work/ learn diary - Videos (about job interviews...) - CD's - PC - Internet (learn how to search for vacant jobs etc.) - daily life material such as example for job contracts, newspaper, sickness certificate, bank statement...
Target users/ groups addressed by Good Practice	
Participants profile	<p>The course is focused on migrants with little to now language skills. Their aim is to take the German B1 exam as well as the naturalization test in order to become German citizen. Also those participants want to gain a foothold on the German job market.</p> <p>The participants come from all over the world. The variety can be seen as difficulty but also as chance for learning and integration. The age of participants is between 16 and 60 years.</p>
Number of participants involved at start-up and by the end	<ul style="list-style-type: none"> - 1st course 2008 120 participants split over 8 adult education centres - 2nd course 2009 93 participants split over 9 adult

	<p>education centres</p> <p>So far nobody left. But some changed their internship due to intercultural misunderstandings and false expectations (from both the employee and employer)</p>
Economic branches/ sectors	none
Influence area	The training course is focused migrants. It is based on the training course made up by the federal ministry for migrants and refugees.
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<ul style="list-style-type: none"> - Combination between language course and internship (to deepen the already learned language as well as to improve language skills related to work and daily life) - The use of a personalised assessment focused on their skills and competences such as language skills (mother tongue) etc. - The thematic combination of language learning, internship (vocational skills improvement) and assessment of skills and competences can be seen as an innovation as most courses are only focused on language learning without the direct link to daily and work life. Also it gives a better chance for the integration of migrants in the local job market.
Practice orientation	<p>Within the course participants are able to directly test their language knowledge in concrete situations such as consultations with the social pedagogue as well as within the internship and during the final presentation.</p> <p>Also the use of ICT as well as other media such as TV, video or CD offers a wide range of practice.</p>
Transferability and sharing	The method style of this course can certainly be transferred to other target groups such as illiterates or young learners with low educational background. The combination of learning and vocational practice as well as the self assessment is very attractive for learners and highly motivating.
Specific methodology/ learning techniques	<p>The course is planned as follows:</p> <ol style="list-style-type: none"> 1. 500 teaching units German as a second language 2. 6 weeks internship + once a week meeting (supervision) with the group and a social worker to talk about their internship, difficulties, positive and negative aspects, new learned vocabulary etc. 3. 100 teaching units German as a second language 4. 45 teaching units "orientation course with a focus on social system, history and political system in Germany 5. 2 weeks potential analysis + job interview training, training to

	<p>write job applications, the use of the internet and computer to find job offers etc.</p> <p>6. Presentation of the participants – self organised closure activity (invitation of press, representatives of local politics and involved companies)</p> <p>Some of the training centres changed the course. So the language course took place in total and the internship took part at the end. This is due to the needs the learners and the options of the education centre.</p>
Participation / Engagement / Encouraging	<p>In order to become a full German citizen migrants have to achieve the German B1 level as well as pass the naturalization test. It is highly recommended that especially participants with little to no German knowledge take part in such courses.</p> <p>According to the teachers it can be said that surprisingly a lot of the participants do not want to take part in the project course due to the fact that some are afraid that their knowledge of German is not appropriate. Others, especially those who already had vocational training in their home country refuse to go in a company as intern.</p>
Empowering participants	<p>The training course certainly encourages participants to learn German. Also it encourages the learner to deal with the job market as well with their own future and possible career. They gain self confidence and experiences with language, daily work routine, how to do a job interview, how to apply for a job etc.</p>
Outcomes/benefits	<p>The evaluation of the evaluation of the course in 2008 showed that:</p> <ul style="list-style-type: none"> - 50% of participants achieved test results above average within the oral exams - Improvement of vocational qualification of each participant due to the internship and the competence analysis - Improvement of the integration with the local communities - 20% of the companies who had interns showed interest to employ/ to continue as a regular employee
Professionalism of trainers	<p>The trainers are all trainers experienced in the field of German as a second language. Furthermore they received training in order to use the “profil pass” and the European language portfolio. Also, as an result from the first course in 2008, the trainers as well as the social workers had the chance to participated in the Xpert CCS (culture communication skills) training.</p> <p>In addition the project coordinator visited each education centre in order to check there courses and to discuss important topics. Also project meetings where all trainers/ teachers/ social workers involved in the training had been invited to share their experiences, report and discuss certain topics.</p>
Personalized service	<p>Personalised methods such as the work diary, individual consultations, mentoring has been facilitated throughout the</p>

	course.
Sustainability and future development	The course is already running for this year (2010). Also on the basis of this course several other courses have been developed. At the moment the coordinator waits for the application results.
Other relevant information	None
Additions/ comments/ remarks	None
Date	July 19 th 2010

4.2.3. Bended learning

Table 6. “ Bended learning”, Iberika

BENDEED LEARNING – Germany	
Value	Description
Title	Blended Learning
Responsible provider	
Full Name	Berufsschule für Tourismus (Vocational Training School for Tourism)
Adress	Kleiststr. 23-26, 10787 Berlin, Germany
Phone number	0049-30 -214 733 66
E-mail address	info@schule-tourismus.de
Web address	http://www.berufsschule-tourismus.de
Legal-status/ ownership	Private
Contact person	Paula Gomez, paumgh@yahoo.de
Good Practice (in detail)	
Objectives	<ul style="list-style-type: none"> • Learn Spanish • Improve communication skills • Improve the use of new media • Practice giving presentations
Programme	Spanish Course Intermediate as a part the vocational training “International Tourism Assistant”
Type of training	Vocational, formal
Local duration	Spanish Course 12 months
Global duration	Bended Learning since the 1990s
Tools	<ul style="list-style-type: none"> • Combination of E-learning and face-to face instruction • Possible guidance via E-learning platform
Detailed description	<p>The way teacher uses Blended Learning within language class:</p> <p>Training block consists of four lessons:</p> <p>Subtasks</p> <p>1) Selection of topic</p> <ul style="list-style-type: none"> • Trainer or students makes a suggestion on a topic (e.g.

	<p>country, culture, news etc.) for the development of a project</p> <ul style="list-style-type: none"> • Trainer provides tourism specific vocabulary <p>2) Research: Students do research via Internet in class. By looking on Spanish websites they learn new vocabulary and more about different countries, cultures etc.</p> <p>3) Trainer provides structure for the teamwork</p> <p>4) Trainees start working on the project in groups. Therefore they can use the structure and the vocabulary provided by the trainer</p> <p>5) Homework</p> <ul style="list-style-type: none"> • If needed trainees continue teamwork/research at home • Trainer may provide additional grammar and vocabulary exercises, to intensify what students have learned so far. Here the E-learning platform can be used. <p>6) Presentation in class</p> <ul style="list-style-type: none"> • Each group gives a presentation as an outcome of their group work: IT-based, by presenting a poster etc. • Feedback by trainer and the class, collection of opinions, reflection on lessons learnt • Exercises to enhance vocabulary and new structures they have learned by discussions, texts, debates etc. <p>Through the combination of self-learning phases (IT-based and face-to face instruction) the trainer can deal with two groups at the same time.</p>
Number of staff actually involved	1 trainer
Funding sources	Private
Collaboration with other organizations	None
Availability to public use	<ul style="list-style-type: none"> • Language class: for participants of the vocational training only <p>Formal requirements: diploma from German secondary school qualifying for university admission or matriculation</p> <ul style="list-style-type: none"> • Blended Learning can be used by anyone <p>Requirements: Computers (at home or in ideally in class), ideally E-learning platform</p>
Difficulties encountered	Lack of public offers (vocational training is private in this case), technical equipment needed
Supporting/ training material	<ul style="list-style-type: none"> • Vocational Training: Website http://www.berufsschule-tourismus.de/bft/berufsausbildung/staatlich-anerkannter-touristikassistent and brochures • Blended Learning: In general: Plenty of information in the www Blended learning platform: only for customers of the Vocational Training School for Tourism, in general there exists open source software though (e.g. moodle)

Target users/ groups addressed by Good Practice	
Participants profile	20-25 young women, diploma from German secondary school qualifying for university admission
Number of participants involved at start-up and by the end	3 participants
Economic branches/ sectors	Tourism Sector
Influence area	<ul style="list-style-type: none"> • Course takes place in Berlin, Germany • Trainees will probably pass their required internship in Spain, which is enabled by learning the language • During the E-learning phase trainer can give guidance and support to trainees from anywhere
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>Blended Learning</p> <ul style="list-style-type: none"> • In general: the combination of E-Learning and face-to-face instruction is innovative because of an alternate use of new media (using the positive features of both methods) • The use of new media supports the individualisation of learning, because they offer the students the possibility to grasp the contents on different paths rather than in a linear way • In this particular case: Through the equipment that is available in the school the method of Blended learning can be used in an ideal way.
Practice orientation	<ul style="list-style-type: none"> • Language: Yes, it has a high relevance to practice because the students can use it for their jobs/internships in the tourism sector • Blended Learning: improving computer and communication skills (through group work, face-to-face instruction)
Transferability and sharing	<p>Blended Learning can be used in many contexts. Requirements:</p> <ul style="list-style-type: none"> • For E-learning the provider or at least the students need to be equipped with computers and internet connexion. • Ideally is an E-learning platform • The trainer needs to give guidance to the students during the E-learning phase.
Specific methodology/ learning techniques	<ul style="list-style-type: none"> • The methods consists of the ideal combination of the positive features of E-learning and face-to-face instruction e.g. balancing the benefits of facilitated communication by

	<p>E-learning with its lack of social interaction that can be found in face-to-face instruction</p> <ul style="list-style-type: none"> • Two methods should be composed according to the educational objective • To reach an ideal result the trainers and the trainees have to bargain the proportion of responsibility between instructed and self-determined learning. • Furthermore a non-disturbing, comfortable, and well equipped learning environment has to be created for success • Blended learning can only be efficient if the learner is intrinsically motivated and comes to terms with the affective demands of learning
Participation / Engagement / Encouraging	<ul style="list-style-type: none"> • If the students stay longer cannot be said in this particular case, because the structure is already given within this vocational training program • The participants are highly motivated though, which is due to the self- determined choice of themes and the working process and the visibility of the advantages (Spanish for job)
Empowering participants	<ul style="list-style-type: none"> • It social inclusive, because it provides the ability to communicate in other languages, improves job opportunities • It promotes critical thinking in the way that the trainees learn more about different cultures • It promotes cooperative work through teamwork • It motivates the students because within the E-learning phase they can take over responsibility for their own learning process
Outcomes/benefits	<ul style="list-style-type: none"> • If objectives have been achieved, cannot be said yet, because the class is still running • The students are highly motivated though and plan to do their required internship in Spain • In the interviews they praise the use of Blended Learning very much and recommend it to any other offers of adult education
Professionalism of trainers	Trainer has 10 years of experience in language teaching and approximately 2 with the method of Blended Learning
Personalized service	There is no specific tutorship but the trainer gives guidance throughout the learning process
Sustainability and future development	<ul style="list-style-type: none"> • Language learning: In times of globalisation and merging European community it will become more and more important • Blended Learning: Its use will probably increase because it combines the positive factors of face-to face instruction and E-learning
Date	21.07.2010

4.3. Spain

4.3.1. Keep employment by developing e-skills

Table 7. “Keep employment by developing e-skills” Instituto de Formación Integral

KEMP-SPAIN	
Value	Description
Title	Keep employment by developing e-skills
Acronym	KEMP
Responsible provider	
Full Name	KEMP PROJECT PARTNERSHIP
Address	C/ Alcalá, 21, 3º Der. 28013, Madrid, Spain
Phone number	0034 91 531 21 00
Fax	0034 91 595 06 03
E-mail address	e.martin@ifi.com.es
Web address	http://www2.spi.pt/kemp/welcome.htm
Legal-status/ ownership	GRUNDTVIG project
Contact person	Pedro Costa, SPI (Project Coordinator) Emilia Martín, IFI Michaela Calabrese, TK Formazione
Good Practice (in detail)	
Objectives	The KEMP training course aims to: <ul style="list-style-type: none"> • Promote the importance of lifelong learning for senior workers. • Improve their competence by developing e-skills, in particular ICT tools/solutions and internet in professional and educational/training contexts. • Diminish their resistance to the daily use of ICT-based tools and services at work and at personal level • Raise awareness among active senior workers how ICT and Internet can make their daily life easier, especially their professional life. • Exchange experiences with colleagues from other countries.
Programme	GRUNDTVIG PROGRAMME
Type of training	Continuous learning for workers.
Local duration	32 hours
Global duration	Pilot Course: in Spain from 23/03/2009 to 27/03/2009 Second Course: in Florence from 5/10/09 to 9/10/09 On-line: KEMP e-learning course.
Tools	One-way or multi-way, including a) seminars-workshops; b) practical trainings; c) tests; d) self-learning materials (manuals/guidelines/books/learning CDs/etc.).
Detailed description	The course is structured in 6 training modules, each of them focused on a subject related to technological skills and Internet, to improve the service sector adult employee’s competences. Course Contents and timetable:

	<p>Training modules Duration Module 1 - Vocational orientation 6 hours Module 2 - E-communication 11 hours Module 3 - E-learning 6 hours Module 4 - E-banking 3 hours Module 5 - E-business 3 hours Module 6 - E-government 3 hours Total 32 hours.</p> <p>The duration of each training module is decided depending on the contents of each of them, as well as on the thematic difficulty, on the importance to achieve the aims of the course and to obtain the highest benefit for the target group and finally the practices included in each of them.</p> <p>Each module provides an overview of why the topics are relevant by identifying how the information is applied in the real world. Each module is divided into lessons. Most lessons contain practice-oriented material with one or more hands-on exercises and realistic case scenarios. These exercises give participants opportunity to use the skills, which will be explored. Each lesson ends with a short summary, key terms, interesting links and references, which will be helpful to understand the subject matter.</p>
Number of staff actually involved	4
Funding sources	75% Grundtvig Grant and 25%own funding
Collaboration with other organizations	<p>Sociedade Portuguesa de Inovação Pedro Costa e-Mail: pedrocosta@spi.pt URL: http://www.spi.pt</p> <p>E.N.T.E.R Petra Kampf e-Mail: petra.kampf@enter-network.eu URL: http://www.enter-network.eu/</p> <p>TEMPO Martin Koval e-Mail: koval@tempo.cz URL: http://www.tempo.cz/</p> <p>ReFIT Swetlana Dominnik Sass e-Mail: s.dominnik-sass@refit.de URL: http://www.refit.de/</p> <p>IFI Emilia Martin e-Mail: emiliamartin@unihost.org</p>

	<p>URL: http://www.ifionline.com/Principal/paginas.asp</p> <p>TK Formazione Gianluca Milanese e-Mail: g.milanese@tkformazione.it URL: http://www.tkformazione.it/</p> <p>WSHE Marcin Podogrocki e-Mail: mpodogrocki@wshe.lodz.pl URL: http://www.wshe.lodz.pl/</p>
Availability to public use	Free access. Two modules are available for distance learning on the website. Participants should meet target group profile and a good command of English.
Difficulties encountered	<p>Participants were not familiar with ITC culture so they didn't know how it can affect or help them in their professional and personal life. Sometimes adult people experience difficulties to adapt to changes.</p> <p>Some participants think working sessions were too long. It's also sometimes hard for adult people to admit they have a lack of knowledge.</p>
Supporting/ training material	<p>All materials are open to public including:</p> <ul style="list-style-type: none"> • Course brochure • Trainer manual • Trainees manual • Course Implementation Guide • Presentations of every Module.
Target users/ groups addressed by Good Practice	
Participants profile	<p>The course is addressed to senior workers +45:</p> <ul style="list-style-type: none"> • Administrative staff working in training institutions, private schools (including senior universities), SME providing training activities and HR departments. • Trainers and administrative staff from trade unions, business associations, non-profit associations, NGOs involved in training activities. • Administrative staff, trainers and managers from VET providers. • Teachers of public schools.
Number of participants involved at start-up and by the end	15
Economic branches/ sectors	Go to "Participants profile"

Influence area	Participants from Spain, Italy, Poland, Portugal and Czech Republic and Austria in pilot and first course. But participants can be from all over the EU.
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	This training allows participants to spend a whole week to learn from the beginning what ICT is and how it affects their lives. It's a complete immersion in the training field. Little time was devoted to theory and plenty of time to practice. It also gives the opportunity to participants to put in practice what they learn in their professional and personal life. The intercultural component enhanced personal interest and implication of participants.
Practice orientation	Yes, the manual design is very practice oriented and this is something all participants appreciate very much. A big part of the training session is also devoted to exercise instead of
Transferability and sharing	It is completely transferable and it has been transferred already. It was planned to be that way. It can be adapt to a rural context or for people in risk of social exclusion or workers experiencing difficulties to integrate in the labour market.
Specific methodology/ learning techniques	The course is structured in 6 training modules, each of them focused on a subject related to technological skills and Internet, to improve the service sector adult employee's competences. The duration of each training module is decided depending on the contents of each of them, as well as on the thematic difficulty, on the importance to achieve the aims of the course and to obtain the highest benefit for the target group and finally the practices included in each of them. Each module provides an overview of why the topics are relevant by identifying how the information is applied in the real world. Each module is divided into lessons. Most lessons contain practice-oriented material with one or more hands-on exercises and realistic case scenarios. These exercises give participants opportunity to use the skills, which will be explored. Each lesson ends with a short summary, key terms, interesting links and references, which will be helpful to understand the subject matter.
Participation / Engagement / Encouraging	The number of participants has stayed very similar since the beginning of the course. Participation has been very high. No drop offs. The only thing that could be decreased their participation level has been their language skills (English language knowledge)
Empowering participants	Interaction between classmates is constant. And getting in

	contact with people coming from different countries or cultures has been very much appreciated. Confidence in their skills of working in a multicultural team has been raised.
Outcomes/benefits	<p>At the end of the course, participants should:</p> <ul style="list-style-type: none"> • Be able to use ICT tools/solutions and the Internet both in professional and personal contexts. • Be aware of the advantages of the use of Internet and the exchange of information through new ICT. • Improve their labour situation and their inclusion in the Information Society. <p>They all agree on their improvement on professional and personal skills.</p> <p>Internal and external evaluation has been run and good results were achieved. Evaluation of each module was conducted and also an overall evaluation questionnaire for both trainers and trainees.</p>
Professionalism of trainers	Experienced trainers and ICT experts.
Personalized service	No, but groups were small.
Sustainability and future development	Next course: October 2010
Other relevant information	
Additions/ comments/ remarks	
Date	

4.3.2 ROMFASHION

Table 8. "ROMFASHION" Asociación de Mujeres ROMI-Serseni

ROMFASHION - Spain	
Value	Description
Title	Training Roma Women in traditional fashion
Acronym	ROMFASHION
Responsible provider	
Full Name	Asociación de Mujeres Gitanas ROMI Serseni
Address	C/ Avenida de Orcasur, 49-40 Local, 28041 Madrid
Phone number	00 34 913178236
Fax	
E-mail address	
Web address	http://www.romiserseni.com/
Legal-status/ ownership	Non-profit organisation
Contact person	Amara Montoya Gabarri
Good Practice (in detail)	

Objectives	<p>To motivate Roma especially young Roma women and give them chances to engage actively in training procedures aiming to enhance their quality of life.</p> <p>To improve the skills and competences of Roma women, with a view to facilitate their integration into the labour market.</p> <p>To contribute to the gradual establishment of Roma women as household or communal producers in the market; which will change their image in society and improve their social and economic situation.</p> <p>To promote Intercultural Dialogue, since its primary objective, is to contribute to the improvement of the conditions of life of a social group disadvantaged primarily due to existing negative stereotypes, frequently leading to discrimination and social exclusion.</p>
Programme	Lifelong Learning Programme
Type of training	Non-formal vocational training
Local duration	400 hours. From 13/11/2009 to 30/04/2010.
Global duration	400 hours. From 13/11/2009 to 30/04/2010.
Tools	One-way: workshop including in-class practice
Detailed description	<p>Training modules were focused on the following topics:</p> <ol style="list-style-type: none"> 1. Start Program: Getting to know each other 2. Introduction to the drawing of the design, cutting and sewing traditional ROMA clothing. 3. Types of women flamenco dresses 4. Techniques - Methods - Principles and Systems for Cutting – Sewing. 5. Tools for Cutting – Sewing. 6. Designing 7. Materials for Cutting – Sewing: Fabrics 8. Marketing - Management –Self-employment. 9. Search techniques and job search. 10. Health and Safety at Work. <p>This course has been focused on design systems, cutting and sewing women's clothes. Explanations about the way to understand and use cutting and sewing tools were provided, considering low educational trainees background, in order to guarantee the trainees' homogeneous knowledge about these aspects.</p> <p>The general principles of design, cutting, sewing women's clothes, materials, fabrics and tools were also provided, as the differences between the Roma traditional clothes and decorations.</p> <p>Roma trainees carried out Roma clothes designs, and after voting them, the final flamenco dress was chosen by participants</p>

	encouraging them during the rest of the training course, until the finalisation of the dresses.
Number of staff actually involved	8
Funding sources	75% Leonardo Grant and 25%own funding
Collaboration with other organizations	ROMFASHION partnership collaborated while designing the training programme and organisational tasks but training course was carried out by ROMI-Sersení.
Availability to public use	Free of charge for participants. Participants' selection was carried out through interviews, Roma women's' motivation and commitment, and their unemployed situation were taken in account during this selection process.
Difficulties encountered	Managing childcare and home duties have been the main difficulties faced during the training according to trainees. Also their lack of calculation skills has made more difficult to understand measurements and cutting procedures for most of trainees.
Supporting/ training material	A brochure was edited. No other supporting materials were provided except for fabrics and specific sewing materials.
Target users/ groups addressed by Good Practice	
Participants profile	ROMA women, unemployed, low educational level (primary school), between 16 and 30 years old.
Number of participants involved at start-up and by the end	15 participants. 3 were replaced during the training period.
Economic branches/ sectors	Hand made and artistic activity.
Influence area	Madrid. But the same training was run in Greece, Turkey, Slovakia and Czech Republic.
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	This training encouraged participants who are not usually involved in training activities and with a low educational level to

	participate actively in this course and considering skills learnt as a possible entrance to the labour market. It linked professional development with a culture component since they were designing traditional ROMA dresses.
Practice orientation	Yes, it was completely practice oriented. 90% of the training was devoted to sewing practice. “
Transferability and sharing	Same training has been run in Greece, Turkey, Slovakia and Czech Republic with the same target group and methodology. Few adaptations to local specificities were made.
Specific methodology/ learning techniques	<p>Training is based on daily sewing practice. Groups of two or three trainees are arranged according to their performance. Trainees with a good performance level worked with trainees with a lower performance level. Peer learning strategies are used on daily basis. The fact that the trainer is part of the ROMA community facilitates communication and development of training sessions.</p> <p>No theory or background introduction is made by the trainer at the beginning of the course or each training session. Theoretical concepts are explained by trainer while trainees are performing/sewing.</p> <p>Dresses produced have been agreed by all participants at the beginning of the training course.</p> <p>Final products are strongly related to participants cultural origins which have been established a very personal link between participants and training contents.</p> <p>Tangible character of training achievements helped participants to see and to have access to every stage of their working progress.</p>
Participation / Engagement / Encouraging	The number of participants has been very similar from the beginning until the end of the course. 3 women were substituted by 3 other women because of personal reasons related also to cultural or social matters within ROMA community.
Empowering participants	This training has extremely increased target group’s interest in training generally speaking and particularly in sewing activity not only as a personal interest but in a professional field.
Outcomes/benefits	<p>At the end of this training, trainees should deliver 4 traditional ROMA dresses.</p> <p>A fashion show was held after the finalisation of the training period in order to promote the final products of this training.</p>

	Several exhibitions will be arranged with the collaboration of different social organisations.
Professionalism of trainers	A trainer and a social mediator were in charge of carrying out the training. They were both part of ROMA community so they have an excellent knowledge of the target group. Mediator served as a link between trainees, community and stakeholders supporting their personal and professional development and their labour integration process. Trainer and mediator have been working for the integration of ROMA women for 15 years.
Personalized service	Even though training was run in a small group, additional individual classes were provided if necessary in order to guarantee an homogeneous level and to facilitate trainees' learning process, motivation and participation during the regular training period.
Sustainability and future development	This training course has concluded and no other calls have been scheduled yet. But some trainees have invested in sewing machines for future professional development and that will ensure project sustainability.
Other relevant information	
Additions/ comments/ remarks	
Date	July 2nd

4.4 Italy

4.4.1. Learning About Us Through Culture

Table 6 “Learning About Us Through Culture” Centro Studi ed Iniziative Europeo

LEARNING ABOUT US THROUGH CULTURE - Italy	
Value	Description
Title	Learning About Us Through Culture
Acronym	LAUTC
Responsible provider	
Full Name	CE.S.I.E - Centro Studi ed Iniziative Europeo
Address	Via B.Leto 1, 90400 – Trappeto (PA)
Phone number	+39-0916164224

Fax	+39-0916230849
E-mail address	cesie@cesie.org
Web address	www.cesie.org
Legal-status/ ownership	No profit NGO
Contact person	Marie Marzloff
Good Practice (in detail)	
Objectives	<p>The main objectives are:</p> <ol style="list-style-type: none"> 1. to enter or re-enter the educational sphere; 2. to value their cultural heritage; 3. to innovate LLL opportunities (through strategy and methodology effectively tested in different contexts, thus becoming good practices) adapted to their intercultural learning needs; 4. to encourage social cohesion by improving their interpersonal, intercultural and social competences. <p>Moreover, the project will show how the development of ICD within European local communities is needed to create an inclusive European identity promoting the common cultural heritage and the importance of cultural diversity. <i>“Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential”</i> (Recommendation of the European Parliament and of the Council on Key competences for lifelong learning).</p> <p>This is what this research-action proposes to do.</p>
Programme	LLP Programme
Type of training	Non-formal.
Local duration	1 year
Global duration	2 years 1 December 2007 – 30 November 2009
Tools	LAUTC has been developed in three phases: (1st phase) Analysis of the intercultural learning needs and development of an EU level strategy and methodology for cultural events; (2nd phase) Realizing the EU “parcours” of cultural events by employment the strategy and methodology developed and (3rd phase) Evaluation and dissemination of the strategy and methodology developed into good practices through creation of materials and realization of an EU level seminar.
Detailed description	<p>The heart of this European project has been the creation of a roadmap of cultural events answering to intercultural learning needs implemented consecutively in each of the 5 partner-countries.</p> <p>LAUTC answered to a previous situation characterized by : (1) Growing problem of social inclusion in marginalized European urban areas with high levels of immigration; (2) Absence of the “community” feeling, lack of positive images of their cultural identities, ICD difficult to achieve; (3) The intercultural learning</p>

	<p>needs of second generation migrants and autochthones are not met, their understanding of each other is poor and civic spirit within the communities is low.</p> <p>The other problems identified and answered by LAUTC were: (1) The disjuncture between the cultural events promoting ICD and the target's intercultural learning needs; (2) The elitist and inaccessible conception of cultural events; (3) The fact that their utility as an educative and intercultural tool is not clear or fully grasped.</p> <p>Thus, there was a need for an EU strategy and methodology for ICD to enable people from these communities: to enter or re-enter the educational sphere; to value their cultural heritage; to innovate LLL opportunities (through strategy and methodology effectively tested in different contexts, thus becoming good practices) adapted to their intercultural learning needs and to encourage social cohesion by improving their interpersonal, intercultural and social competences. Moreover, the project showed how the development of ICD within European local communities was needed to create an inclusive European identity promoting the common cultural heritage and the importance of cultural diversity.</p>
Number of staff actually involved	20
Funding sources	European Commission DG Education and Culture Lifelong Learning Programme
Collaboration with other organizations	IT - Centro per lo Sviluppo Creativo « Danilo Dolci » UK - OAKE - Europe Ltd DE - CJD Frechen GR - Mediterranean SOS Network FR - Pistes Solidaires
Availability to public use	The course was open to 20 adult migrants (4/country): 2nd generation migrants living in marginalized European urban areas, and 20 adult autochthones (4/country): from the same marginalized urban areas.
Difficulties encountered	<p>The main difficulty was making understandable the utility of the training course to the participants; maintain the interest of the participants during the course; the difficulties of expression and comprehension of participants due to their different background and culture.</p> <p>Difficulties faced by the organizations promoting ICD through cultural events:</p> <ol style="list-style-type: none"> 1. The disjuncture between the cultural events promoting ICD and the target's intercultural learning needs 2. The elitist and inaccessible conception of cultural events 3. The fact that their utility as an educative and intercultural

	tool is not clear or fully grasped
Supporting/ training material	There are Brochures and books about the LAUTC project, available among all the partners' organizations and on line. In the website it is possible to find a section called "Resources and Materials". All these elements are open to public use.
Target users/ groups addressed by Good Practice	
Participants profile	<ul style="list-style-type: none"> • 20 adult migrants (4/country): 2nd generation migrants living in marginalized European urban areas. Need: to be better integrated into the local community • 20 adult autochthons (4/country): from the same marginalized urban areas. Common Needs: to break stereotypes and create positive ICD. To be valorized by people learning from them, by expressing their own ideas and culture.
Number of participants involved at start-up and by the end	160/140
Economic branches/ sectors	Education, culture
Influence area	The project was implemented in 5 European Contexts: Palermo (Italy), Marseille (France), Frechen (Germany), Manchester (UK) and Athens (Greece).
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	The most original aspect of the TC was the methodology applied: focus groups and 4 pillars of education, combined to the particular target group. The methodology used is very original in LLP sphere. This methodology offer to everyone access to cultural activities. The innovation of the project at a European level is primarily linked to the development of cultural events and the strategies used to build up a network of connected events in different parts of Europe and a network of people sharing the same objectives.
Practice orientation	One of the 4 pillars used in this training course provides a practice application, in detail: learning to do - the groups will participate in research-action by applying the strategies (built from the needs analysis) to cultural events and developing pedagogical materials thus gaining personal and professional skills
Transferability and sharing	This methodology can be applied successfully in other training fields. The project was tested in 5 different countries within European Union.

	<p>On the basis of LAUTC were developed other projects: ALCE (LLP – Transfer of innovation), this project was created as a follow up of LAUTC; SLOW MED (ENPI med) is based also on the concept of interculturality developed during LAUTC project. Two participants of LAUTC project wrote their thesis (university degree) on LAUTC project.</p>
Specific methodology/ learning techniques	<p>Methodology: 4 Pillars of Education <u>learning to know</u> - the working groups (migrants, autochthones, and staff working on ICD), supported by pedagogical and cultural facilitators, will analyse intercultural learning needs and gain through the ICD process interpersonal and intercultural competences whilst promoting each individual's personal pedagogical methodology <u>learning to do</u> - the groups will participate in research-action by applying the strategies (built from the needs analysis) to cultural events and developing pedagogical materials thus gaining personal and professional skills <u>learning to live together</u> - the EU ICD strategy developed and spread through the cultural events promotes the role of non-formal learning in creating social cohesion <u>learning to be</u> - ICD promotes reflection on one's own identity, and of a collective European identity and heritage within and between cultures</p>
Participation / Engagement / Encouraging	<p>The participants were very motivated and active during the course and this was monitored during the whole duration of the project. Engagement of participants it could have been increased by reimbursement of participation fee.</p>
Empowering participants	<p>Yes, the participation at the training activities allows an extensive knowledge of the living context of participants. It helps them also to know better themselves and to empower self-confidence in an intercultural context, because in this context is possible to acquire competences on a civic and social level. In addition it was useful for participants in developing their self confidence and capacity of expression.</p>
Outcomes/benefits	<p>The objectives were achieved. Around 50 % of trainees participated to new training activities in the next year.</p> <p>Throughout LAUTC the evaluation has been carried out with the help of the participants, whilst recognizing that the progression of change (i.e. knowledge, attitudes, skills and behavior) is built into the evaluation. In our evaluation process we have been interested in defining and recognizing shared interests among those conducting the project work (the project participants and stakeholders) in order to extract coherent conclusions. To do this a qualitative evaluation questionnaire was employed for collecting data and building up indicators of good practices and thus a common EU strategy.</p>

Professionalism of trainers	Trainers are experienced teacher trainers and have experience in designing and carrying out research in intercultural dialogue.
Personalized service	Yes. All the trainees were assisted by tutors and cultural and pedagogical facilitators.
Sustainability and future development	One of participants afterwards attended an internship in Ce.S.I.E. Other three participants prepared a “Youth in Action” application. On the basis of LAUTC were developed other projects: ALCE (LLP – Transfer of innovation), this project was created as a follow up of LAUTC; SLOW MED (ENPI med) is based also on the concept of interculturality developed during LAUTC project. Two participants of LAUTC project wrote their thesis (university degree) on LAUTC project
Other relevant information	http://www.lautc.eu
Additions/ comments/ remarks	
Date	12 July 2010

4.4.2 Real and Virtual Texture

Table 9. “Real and Virtual Texture”, Centro Studi ed Iniziative Europeo

REAL AND VIRTUAL TEXTURE-Italy	
Value	Description
Title	Real and Virtual Texture
Acronym	RAVT
Responsible provider	
Full Name	CE.S.I.E - Centro Studi ed Iniziative Europeo
Address	Via B.Leto 1, 90400 – Trappeto (PA)
Phone number	+39-0916164224
Fax	+39-0916230849
E-mail address	cesie@cesie.org
Web address	www.cesie.org
Legal-status/ ownership	No profit NGO
Contact person	Maria Antonietta Sansalone
Good Practice (in detail)	
Objectives	<p>AIMS:</p> <ul style="list-style-type: none"> To activate processes of professional innovation to favour the social inclusion, the active citizenship and the participation in the democratic process of disabled people To promote the collaboration between different professions with a collaborative and cooperative dimension, mediated by computer

	<ul style="list-style-type: none"> • To support methodological and structural innovation of education and training in person and at distance • To make the learner able to access training processes based on the production of tools, models and actions mediated by ICT and able to reduce handicap and to promote the disabled • To take individual and professional awareness, intended to change the behaviours and manage interactive educative-teaching models <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Acquisition of knowledge and ability regarding Information Communication Technologies • Acquisition of awareness about the components in the relationship between learning/teaching in presence and at distance • Development of elaborate instruments in relation with the importance of the contents and to the relational cognitive styles of the subject • Development of decisional and planning abilities, propagation, comparison and management of the teaching/educative action, of evaluation and evaluation of oneself, also mediated by technological and telematics infrastructure • Development of abilities and processes to self train using the internet, and supported by a tutor • Acquisition of competences for the support and the monitoring of learning inside a virtual class-room, forum and other forms of communication/learning mediated by telematic architecture
Programme	GRUNDTVIG TRAINING COURSE
Type of training	Non-formal.
Local duration	1 year
Global duration	2005 -2007
Tools	Blended e-learning approach takes ICT and multimedia as tools.
Detailed description	<p>RAVT (real and virtual texture) is aimed at educators, workers and association managers in four different geographical, cultural and social contexts; Italy, Latvia, Poland and the UK. We are developing a training model which is applicable to everybody in the EU countries.</p> <p>RAVT takes inspiration from the existence of opposite points of view between the needs for real application of E.U principles (active citizenship, integration and subsidiarity) and the different approaches to general disability and in particular to adult</p>

disability. In fact political-legal, social and training approaches of Member Countries are far from one integrated model and there is a widespread difficulty to cope with the needs of adult disabled people in this European society - moving more and more towards a cognitive and technological economy.

The RAVT training system, using the blended e-learning approach, takes ICT and multimedia as tools to cope with social isolation and marginalization of disabled people opening up the possibility to improve their quality of life.

This project aims to promote pedagogical open dialogue, continuous and open confrontation to learning (in a reticular point of view) social, pedagogical and ethical skills about adult disability and ICT in European context.

RAVT is designed for professionals in training (managers of association and institutions, trainers and educational staff, from the four partner countries and which are working with adult disabled people). For these professions, today it is demanded not only to contribute to the implementation of the rights in relation to equal opportunities, but, also and especially, an action to support the integration of disabled people inside social and productive systems.

The training course was divided into 3 modules:

Module 1 – Accessibility and multi-media for the web

- 1.1 Analysis on structures and Web languages (iconic, graphic, sound, musical)
- 1.2 Means, methods of use; critical analysis on the linguistic-structures of Web
- 1.3 Presentation and application of the e-learning platform
- 1.4 Using the e-learning platform

Module 2 - Hardware and software for disabled people

- 2.1 The relationship between ICT and disability
- 2.2 Analysis of practical case studies
- 2.3 How to use the e-learning platform
- 2.4 Administration of the e-learning platform

Module 3 - Co-operative learning and Teleworking

- 3.1 Tele-working through co-operative and collaborative working

	<ul style="list-style-type: none"> • 3.2 Practical uses of Tele-working
Number of staff actually involved	15
Funding sources	<p><i>European Commission</i> DG Education and Culture Socrates Programme GRUNDTVIG1.1</p>
Collaboration with other organizations	<ul style="list-style-type: none"> • <u>Centro Danilo Dolci</u> <p>Is a non-profit organization that exists since at least ten years made by young and adult people who work above all in the field of several levels education. The association was born thanks to the experience of social and educational work of Danilo Dolci and his collaborators, started in west Sicily since the '50s.</p> <ul style="list-style-type: none"> • <u>Danmar Computers</u> <p>Danmar Computers is training and consulting company located in Rzeszow, Poland.</p> <ul style="list-style-type: none"> • <u>e2000 International</u> <p>e2000 is a social enterprise in the United Kingdom that works at world wide level for the development of the democracy and the promotion of an active social participation of young people throughout the new technologies.</p> <ul style="list-style-type: none"> • <u>Toucan Europe</u> <p>Toucan is a non-profit organization that works in the area of research and development, providing technical assistance, management and training and development for organizations within the European Union and in the countries in development.</p> <ul style="list-style-type: none"> • <u>Tukums Centre</u> <p>The main activities are: technical assistance for disabled persons, rehabilitation service, rehabilitation for the diabetics, psychological counseling to children and adults that are victims of violence, social assistance to blind and deaf persons, support groups for adoptive families and disabled women, administration of the social assistance income, coordinate the work of the district of Tukums.</p>
Availability to public use	This is a training activity for trainers who will work with the target

	group, and not for the target group directly. The training course is also designed for those who already have a basic understanding of ICT (e-mail, word etc.).
Difficulties encountered	<p>The biggest problem is the lack of time to be dedicated to these kind of activities. The lack of participation fee is another difficulty. In detail we have two kind of obstacles,</p> <p>Formative and informative obstacles:</p> <ul style="list-style-type: none"> • Poor awareness of the actual opportunities offered by telework by companies and public and private bodies regarding the integration of disabled people and productivity • Lack of awareness of new hardware and software systems, costs and the problems of commuting <p>Obstacles caused by stereotypes and prejudices:</p> <ul style="list-style-type: none"> • Belief that people with disabilities are not productive • Training of people with disabilities is believed to be inefficient • Belief that people with disabilities need assistance • People with disabilities present a cultural difficulty regarding work flexibility and regarding telework • Little knowledge of other languages means lack of opening in the European job market
Supporting/ training material	There are brochures and books about the RAVT project, available among all the partners' organizations and on line. Concerning the training materials the most important is the e-learning platform (Moodle). All these elements are open to public use, included the e-learning platform because it is an open source.
Target users/ groups addressed by Good Practice	
Participants profile	Adult educators, workers and association managers working in the field of disabled people. It was required to have a first - level computer skill.
Number of participants involved at start-up and by the end	48/ 45 (12 participants for each partner country)
Economic branches/ sectors	Disabled Workers.
Influence area	Four different geographical, cultural and social contexts; Italy, Latvia, Poland and the UK.
Different elements that allowed/helped to achieve a positive/good performance/result in	

terms of motivation	
Innovation and novelty	The innovative aspect is the use of the e-learning method. The use of the electronic platform is very stimulating for adult learners.
Practice orientation	Yes. The Training Course being based on the method of the learning by doing, provide most of its activities in a practical way.
Transferability and sharing	<p>The project VOIP (Training for over 50, The project is developed under the LLP – Leonardo da Vinci -Transfer of Innovation, and will deliver a series of training modules targeted to over 50.) was created on the basis of the RAVT project and it was developed in a different field.</p> <p>The project RAVT was implemented in 4 EU countries, getting the same level of success due to its ability to adapt to different contexts and situations, thanks to the method used.</p>
Specific methodology/ learning techniques	The methodology used is the learning by doing. This methodology is very suitable for adults, because we start by doing, not by education. The methodology framework is constructivism. It means that students build their training, it is a theory that argues that humans generate knowledge and meaning from their experiences.
Participation / Engagement / Encouraging	<p>Just one participant (in Italy) was substituted by another during the training. This trend was also found in other countries. The reason was lack of time.</p> <p>At least 50% of participants were involved in new training courses on the same issues.</p> <p>The participants were very motivated and active during the course. This was due thanks to a good initial selection.</p>
Empowering participants	Yes it is social inclusive because Internet is a good vehicle for social participation, which stimulates the social relationships even in the real life. Trainees were engaged in cooperative and collaborative learning activities in classroom as well as online.
Outcomes/benefits	<p>The objectives have been achieved.</p> <p>The project provided an evaluation structure that through the use of evaluation questionnaires, gave an important feedback on the project progress.</p> <p>After the end of the project's activities it was important to keep the relationships among the participants, in order to obtain feedback from them about the application of the knowledge and skills transferred during the course, in their professional and private life.</p>
Professionalism of trainers	Trainers are experienced trainers and have experience in designing and carrying out research in education.
Personalized service	<p>Yes.</p> <p>All the trainees were assisted by tutors and facilitators.</p>
Sustainability and future development	<p>Yes.</p> <p>After the end of the project It has tried to create an organization active in the field of disabled people.</p>

	It has been carried out another project on the trail of this, titled VOIP.
Other relevant information	http://www.ravt.org/site/
Additions/ comments/ remarks	
Date	9 July 2010

4.5 Latvia

4.5.1. Civic education

Table 10. "Civic education", Education Development Center

CIVIC EDUCATION - Latvia	
Value	Description
Title	Possibilities of civic education for schools and in the local community
Acronym	
Responsible provider	
Full Name	Izglītības attīstības centrs (IAC) Education Development center
Address	Dzirnavu iela 34a -8, Rīga, Latvija, LV-1010
Phone number	+371 67503730
Fax	+371 67503729
E-mail address	iac@latnet.lv
Web address	www.iac.edu.lv
Legal-status/ ownership	NVO/ biedrība
Contact person	Iveta Verse
Good Practice (in detail)	
Objectives	<p><u>Mission</u>- to provide contribution in the development of an educated, democratic society, by promoting the professional capacity of the individuals, their competitiveness, cooperation and civic participation in the modern changing World.</p> <p><u>Objectives</u> – to strengthen the civic society and to promote the society integration by increasing the number and range of people who are educated for civic participation and influencing the local politics, who are able to cooperate effectively in order to improve their own quality of life and that of the society and to provide theoretical and practical support to improving and diversifying the education content and methods, to facilitating the quality of life in all stages of education and in life long learning.</p> <p><u>Strategy</u> – to educate teachers, young people and local community members on how to ensure for children and young people the necessary knowledge and skills for mutual cooperation and civic participation; how to identify problems in the local community and how to solve them by attracting the public power institutions and a broader civic society.</p>

Programme	Possibilities of civic education for schools and in the local community
Type of training	Continuous, formal or non-formal.
Local duration	3-6 months or longer, depending on the lengths of the program chosen by the customer. 02/2010 – 05/2010
Global duration	More than 2 years
Tools	Seminars-workshops; hands-on training and experience, actions, methodological study materials, internet resources, different documents.
Detailed description	<p>A full cycle of the program envisages theoretical knowledge on duties and responsibilities of state and municipal institutions for ensuring inhabitants' quality of life, the rights and possibilities of public institutions to influence different-level decisions. Practical (skills) part includes information on different participation forms, practical trainings in organizing civic participation activities and actions in the school. The acquired knowledge and skills are implemented in everyday work according to a specific plan. The participants in the process evaluate and provide feed back in next workshop.</p> <p>Participants during the acquisition of the program increase their skills to plan the implementation of different civic activities and spin-off training in another target audience. As a result of this program participants improve their leadership skills, acquire knowledge how to work with the community, mass media. After each training participants receive theoretical materials which they can use in their everyday work. Materials are developed respecting the professional needs of the participants. Participants broaden their professional contacts and obtain cooperation partners in other regions. The adults have a possibility to share their experience in a wider community and to seek common solutions in solving similar problems.</p>
Number of staff actually involved	Staff involved – 5 people 3-6 months programs- up to 25 participants Longer than 6 months programs – up to 50 participants
Funding sources	Local, regional, public funding, project grants
Collaboration with other organizations	GP is supported by the local municipalities, education boards, Ministry of Education and Science, Young guards' centre of the Defense Ministry.
Availability to public use	<p>The educational activities for the target group are free of charge, if the funding is attracted through a project grant and it is financed by the local municipality.</p> <p>If the program is state-ordered then the customer finances it, e.g. Ministry of Education and Science, Defence Ministry and also in this case it is free of charge for the participants.</p>
Difficulties encountered	The adults may face difficulties in their working places to free time and attend the training. Sometimes difficulties arise, seeing

	<p>the mood of the society and the people's unwillingness to change anything in their lives. Sometimes when implementing civic participation activities which are taught by the program, participants have to deal with the passivity of the state functionaries. An essential obstacle can be the inhabitants' income which has decreased due to the economic crisis and thus the depressive and passive mood.</p> <p>In order to promote the participation of the adults the training has to be organized in the time and place that is convenient for them, they should be provided psychological and emotional support, provided knowledge on how to work with a diverse society.</p>
Supporting/ training material	<p>Presentations, theoretical and methodological materials, support materials are prepared for the participants for every session of the program.</p> <p>Program materials are accessible in the EDC web page.</p>
Target users/ groups addressed by Good Practice	
Participants profile	<p>Participants are of different age groups. They are employed. Their education is different – secondary education, higher education, pedagogical education.</p>
Number of participants involved at start-up and by the end	<p>The number of participants does not differ, there are no drop-outs.</p>
Economic branches/ sectors	<p>It is advisable to form the target group according to the team work principle p- so that several participants come from the same place/ work place (school, municipality, NGO, etc.) It allows more effectively introduce in the practice the acquired knowledge and skills after finishing the program.</p>
Influence area	<p>School, community, town, state</p>
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>At the beginning of the program, the participants' needs are studies, and the offer of the program is partly adjusted reacting on the actual learning needs of the participants. The link of the content of sessions with the topical political and social activities in the country, the local municipalities.</p> <p>The adults acquire new knowledge through practical cooperation. The essential acquisition in the adults group is the increase of their didactic skills. Participants increase their skills to plan the implementation of different activities and providing further training in other target groups. The participants' leadership skills improve; they acquire knowledge how to work with the people, with mass</p>

	<p>media.</p> <p>After each training participants receive theoretical materials which they can use in their everyday work. Materials are developed respecting the professional needs of the participants. Participants broaden their professional contacts and obtain cooperation partners in other regions. The adults have a possibility to share their experience in a wider community and to seek common solutions in solving similar problems.</p>
Practice orientation	<p>Yes. Interactive methods, application of knowledge in practice. All the methodological and support materials are “tried” out in practice – either during the workshop sessions or as home assignments.</p> <p>Diverse methodological approaches and strategies – lecture, enhanced .lectures, case studies, activities in which the emphasis of the knowledge, skills or values changes.</p>
Transferability and sharing	<p>A comparatively large part of the civic education has international content; in methodological aspect this program can be applied almost fully (100 per cent) in any country. The content aspect should be adjusted to the local context.</p> <p>The civic education competences are largely connected also with the value education, intercultural education, global education and other spheres of education.</p> <p>Such training approach is possible also in other spheres. It can be applied both teaching another content and another target audience. By all means such training approach can be adapted to other social environment because the program respects participants’ needs, interests and training is based on using the participants’ experience.</p> <p>The learning elements that can be transferred: Respecting the participants’ experience, interactive teaching/learning, and consolidation of knowledge in practical activities, development of study materials that are applicable in everyday work after the acquisition of the program.</p>
Specific methodology/ learning techniques	<p>The program is based on observing several approaches:</p> <ul style="list-style-type: none"> - interactive study process which envisages active involvement of the participants in the process; - respecting the participants’ prior knowledge and experience; - inclusion of topical themes and life situations in the training; - linking the latest theoretical findings with the practice and everyday life; - respecting the participants’ opinions and experience; - using the principles and framework of developing critical thinking; - simulations of civic actions; - implementation of civic actions in the local community.

Participation / Engagement / Encouraging	The number of the participants has increased with every year. All those who start the program also finish it.
Empowering participants	<p>The program is socially inclusive, open to all those interested in these issues.</p> <p>It promotes the development of participants' critical thinking as much work in the sessions is based on discussions, exchange of opinions, decision making.</p> <p>It certainly promotes cooperative work as participants often have to implement the assignments in groups.</p> <p>The pedagogues involved in the program have also participated in the professional development courses in the subject they teach, if they felt the necessity to improve their qualification according to the state requirements.</p> <p>The young people have participated in the environment projects.</p> <p>Many course participants continue to involve in other similar programs, e.g. a program on strengthening the rule of law, the program about sustainable development of globalization.</p> <p>The non-Latvian citizens who have arrived in Latvia from other countries have expressed a willingness to continue training in other programs.</p> <p>Most of the participants in EDC civic education programs are willing to participate in other EDC organized activities, like, intercultural education, critical thinking, development education, etc.</p>
Outcomes/benefits	<p>The interactive methods with the help of which the content based on the participants' needs is acquired. The balance between theoretical and practical sessions, the actualization of participants' experience. The planning of the sessions envisages special time for mutual exchange of participants' ideas and experience and the feed back.</p> <p>The program reaches its aim because it improves participants' professional life: they acquire knowledge on the latest developments in their profession; they obtain and strengthen professional contacts; they acquire methods how to implement diverse activities; they learn where to look for the support and information on different themes, the professional "burn-out" is decreased.</p> <p>The learning in the program also improves the participants' personal life:</p> <ul style="list-style-type: none"> - they receive psychological and emotional support; - they broaden their world outlook, obtain new cultural experience; - they improve their communication and presentation skills; - they participate in discussions on value issues which promotes thinking and ethical action; - they strengthen the idea that every person is valued and respected.

Professionalism of trainers	Ingūna Irbīte, Daina Zelmene – high professionalism, highly appreciated by the participants
Personalized service	Yes, in cooperation with the international partners of EDC.
Sustainability and future development	Yes, the program will continue along with the development and improvement of a democratic society. The sustainability of the program is determined by the needs of the state and a democratic society and the regulations of the education policy. The sustainability of the program in the life of the individuals determines the fact that it offers practical ways which show how the person should act to improve one's own quality of life. The participants who have mastered the program understand that values and attitudes in the society change slowly; it is necessary to continue to educate others about the rule of law, justice in the civic society.
Other relevant information	
Additions/ comments/ remarks	
Date	01.06. 2010.

4.5.2. Education of unemployed and employment seeker in Kuldīga

Table 11. "Education of unemployed and employment seeker in Kuldīga", Adult Education centre of Kuldīga region

EDUCATION OF UNEMPLOYED AND EMPLOYMENT SEEKERS IN KULDĪGA - Latvia	
Value	Description
Title	Education of unemployed and employment seekers in Adult Education centre of Kuldīga region
Acronym	
Responsible provider	
Full Name	Adult Education centre of Kuldīga region
Address	Pilsētas laukums 2, Kuldīga, Latvia, LV 3301
Phone number	+ 371 29130297
Fax	+ 371 63320351
E-mail address	inara@kuldiga.lv
Web address	www.kuldiga.lv
Legal-status/ ownership	Local municipality institution
Contact person	Ināra Oļena
Good Practice (in detail)	
Objectives	The mission is to educate the employment seekers and unemployed inhabitants of Kuldīga region in order to increase their competitiveness in the labour market, by developing the professional skills and personal qualities necessary to attain this aim. Using the learning by doing approach the course participants have a possibility to apply the theoretical knowledge they have gained in practical tasks and to achieve the desired results as

	<p>well as to receive an immediate feedback about what they have done.</p> <p>The packet of the offer includes the following course programs: Project management (without prior knowledge), Au-pair program, Computing (without prior knowledge) English (without prior knowledge).</p> <p>The aim of the course „Project management” is to provide participants with theoretical and practical knowledge about the project management skills, techniques and instruments which are necessary for developing and managing projects.</p>
Programme	Project management (without prior knowledge),
Type of training	Non-formal.
Local duration	120 hours 1 – 1,5 months
Global duration	Program has been implemented for more than 2 years
Tools	Different instruments are used in implementing the program, including seminars in which participants acquire theoretical knowledge, workshops - practical activities in which participants prepare home assignments, their presentation and assessment, preparation of a real project application for the competition, a set of hand-out and a portfolio each participant prepares while attending the program.
Detailed description	<p>The program of the course is directed towards practical work and cooperation among the participants – work in the groups, individual work searching the information in the Internet, processing it and preparing presentations. At the beginning of the program the needs and personal aims of the participants are clarified, this is followed by a seminar in which participants acquire theory and model practical tasks. The program offers the following themes: aims and objectives of the project, defining the problem, SWOT analysis and problem tree, accounting in the project, logical framework structure, developing a project and preparation of the application, etc. According to participants' interests and wishes the themes about developing a business plan, the comparison between project/business plan, and the role play “Making the toys” and practical work “Bank” which promote the consolidation of theoretical knowledge in practical activities are included in the program. Additionally participants prepare home tasks, e.g., doing the SWOT analysis, etc.</p> <p>At the end of the program participants prepare a project application to one of the announced competitions, in this case the Mortgage bank competition. The guidelines of the priorities included the supported spheres- environment improvement, preservation of the cultural and historical heritage, enriching the public wealth, developing the image of the region.</p>
Number of staff actually involved	4-6

Funding sources	The program is funded by ESF.
Collaboration with other organizations	Cooperation with the State Employment agency of Kuldiga region, Kuldiga regional Board.
Availability to public use	For participants it is free-of charge activity, during the courses the participants receive a grant on the condition that they are registered as unemployed in the State Employment agency.
Difficulties encountered	<p>The professionalism of the lecturers in the field of adult education – not all pedagogues are able to work with the adults.</p> <p>The solution is that Latvian Adult Education Association has developed a special training program and methodological materials for adult educators.</p> <p>The adult learners are influenced by the offered learning content, time and place of learning.</p> <p>If adults themselves pay for the learning, then also the cost of it.</p> <p>The use of IT difficulties for older participants may cause difficulties because at school they have not mastered computer skills.</p> <p>Sometimes the difficulties are caused by participants' attending discipline.</p>
Supporting/ training material	<p>Every lecturer has prepared presentations. All lecturers use in their work multi media, boards and other materials that are necessary for individual and group work.</p> <p>Hand-outs are available to all participants. The printing and distribution of the materials is not planned.</p>
Target users/ groups addressed by Good Practice	
Participants profile	<p>The target group is the unemployed and employment seekers registered in Kuldiga region; they are people from different professional spheres and educational level, because representative of every profession needs the skills to prepare a good project application.</p> <p>Adult Education centre of Kuldiga region offers courses also to the neighbouring regions.</p>
Number of participants involved at start-up and by the end	Each group consists of 12 participants, the number does not change.
Economic branches/ sectors	This program can be used in any sphere, flexibly changing the emphasis, e.g. using the specifics of a particular sphere in the practical assignments.
Influence area	The program is implemented locally, in Kuldiga region
Different elements that allowed/helped to	

achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>The offer to the potential participants is divided in four large content oriented blocs (See the part <i>Objectives</i>) all of which are based on interactive approach Learning by doing, that helps to consolidate the theoretical knowledge in practice; active use of Internet resources in getting and processing information, development of critical thinking skills in the learning process thus developing the participants' argumentation skills.</p> <p>Innovative is the organized interactive teaching/learning process which ensures active involvement of the participants, the use of their knowledge and experience; putting emphasis on the practical work, taking into account each participant's needs, e.g., preparation of a real project application for obtaining funding in order to attain the set aims.</p> <p>The approach learning by doing has been taken over from the Nordic countries where adult education is highly developed.</p>
Practice orientation	<p>Yes, the program is largely oriented on participants' practical activities: their independent works (SWOT analysis), working in groups to identify the problems, preparation of a real project application and its submission.</p>
Transferability and sharing	<p>The program can be used in any level from the local to regional and European, because the used approach is flexible and allows inclusion of diverse methodological strategies in the acquisition of the material; correlations are possible in the acquisition of the content depending on participants' interests, while preserving the basic theoretical framework.</p> <p>In order to adapt to the others, printed materials would be needed, that unfortunately are not prepared.</p>
Specific methodology/ learning techniques	<p>The basis of the implementing the program is a purposeful selection of the content and methods to achieve the optimal results as well as balanced unity of theory and practice, besides the emphasis is put on the latter. When implementing the program the following preconditions are observed: the unity of theory and practice, participants' needs analysis, adjustment of the content and methods to the participants' needs, the use of participants' knowledge and experience, use of individual and group work, preparation of real project applications.</p>
Participation / Engagement / Encouraging	<p>The program is popular among the potential participants, the feedback is positive (professional, knowledgeable teachers, interesting forms of work, real acquisition at the end of the program); the information is provided in the cooperation with State Employment agency of Kuldiga region.</p> <p>The participants are motivated to attend other courses, e.g. English.</p> <p>The regulations worked out by the State Employment agency determine the number of the participants and number of programs one unemployed or employment seeker may attend.</p>
Empowering participants	<p>The program is developed to maximally promote the cooperation</p>

	<p>of the participants, their professional and personal growth, by developing their communication, critical thinking skills, etc. It is socially inclusive because it facilitates the inclusion of knowledgeable and enterprising citizens in the community life and labour market; it helps to preserve the intellectual potential in Kuldīga region as well as promotes looking for innovative approaches in solving the regional problems.</p> <p>At the beginning participants come with different motivation and desire to learn. Often they are negatively tended that they will have to learn on a daily basis – participants, especially if they have recently lost job, come with their hurt, they feel guilt, etc. The lecturer, first of all, has to be a good psychologist to make the people interested and to mobilize them to work already in the first session.</p> <p>The last lesson, in its turn, is devoted to urging participants for further learning.</p>
Outcomes/benefits	<p>The aims set have always been reached – the participants at the end of the program present their projects. The results are measurable – the project.</p> <p>If the training times agree with some of the project competitions, then these applications can be immediately submitted for experts' assessment.</p>
Professionalism of trainers	<p>The adult educators acquire the methods how to work with adults' audience because their professionalism largely serves as a guarantee to further successful implementation of the program, and participants' motivation for further education.</p>
Personalized service	<p>Within the program participants can receive individual consultations as well as information on the resources in the Internet.</p>
Sustainability and future development	<p>Yes, the program will continue until there will be unemployed people and funding for their education.</p> <p>The participants have already suggested working out the next stage for the program "Project management" for those who have prior knowledge and it will be the first step towards starting their own individual businesses.</p>
Other relevant information	
Additions/ comments/ remarks	
Date	02.06.2010

4.5.3 Brain functioning and learning

Table 12. "Brain functioning and learning", Smiltene region Education board

BRAIN FUNCTIONING AND LEARNING - Latvia	
Value	Description
Title	Brain functioning and learning

Acronym	
Responsible provider	
Full Name	Smiltene region Education board
Address	„AMADAS”AMATAS NOV> LV4139
Phone number	+CountryCode-AreaCode-No 29172138
Fax	+CountryCode-AreaCode-No 64707570
E-mail address	Ilze.sulte@smiltene.lv
Web address	
Legal-status/ ownership	public
Contact person	ILZE ŠULTE
Good Practice (in detail)	
Objectives	The mission of the GP is to develop a more contemporary understanding of the learning process on the basis of the latest discoveries of the neuroscientists about the brain functioning.
Programme	Brain functioning and learning
Type of training	Continuous and non-formal.
Local duration	1 – 3 months
Global duration	The GP exists for more than 2 years.
Tools	The lessons are carried out on the basis of diverse methods, using workshops, practical trainings, practical tasks.
Detailed description	The program starts with the Introduction which provides information about the latest discoveries of the neuroscientists related to learning. Then more time is devoted to learning about neurons, parts of the brain, motivation, memory. Special attention is paid to differences how boys and girls learn. Each thematic part includes theory and practical activities-enhanced lecture, use of different critical thinking strategies. Much attention is paid to group work and reflection.
Number of staff actually involved	3 people 200 participants yearly
Funding sources	Local, public funding. The program is financed by school or Education board.
Collaboration with other organizations	No collaboration
Availability to public use	The training practice is free and open to general public.
Difficulties encountered	The main difficulty is the participants load at work.
Supporting/ training material	The support materials are accessible to the participants.
Target users/ groups addressed by Good Practice	
Participants profile	Adults of all age groups who have different previous education and professional experience; both employed and unemployed people
Number of participants involved at start-up and by the end	The number does not differ.
Economic branches/ sectors	The GP covers pedagogues and parents who represent different professions, young people.
Influence area	Local and regional

Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	Already for 5 years the lecturer providing this program is the only one in the region. GP is developed as an absolutely new course incorporating serious theoretical content with interactive and cooperative approach. Much attention is given to developing participants' critical thinking skills.
Practice orientation	Yes, because the program is based on referring to participants' previous experience; there are many practical tasks for training brain action.
Transferability and sharing	The program can be used in all levels and it can be offered to parents and community, teacher education programs.
Specific methodology/ learning techniques	The course program is based on constructivism approach; it is practice oriented and based on using the participants' personal and professional experience for constructing new knowledge and skills. The most effective for the teachers in this process is to understand their own mistakes and on the basis of the newly acquired information apply new strategies in the teaching process and then share the experience. For the parents it is a possibility to think about their child as something unique and to understand that his/her development can be guided and supported. For the young people this program provided greater possibilities to understand themselves and the world around them as well as learn different strategies, which could be used in practice to improve their own learning.
Participation / Engagement / Encouraging	Over the years the participation is increasing as more people are interested in learning more about the functioning of the brain.
Empowering participants	GP is socially inclusive. It promotes critical thinking and cooperation. It also creates participants' interest.
Outcomes/benefits	The aims are achieved. The program has created participants' understanding about the basic principles of teaching and learning and the brain function, as well as how they are related. The proof of that is the evaluation sheets the participants fill out at the end of the program.
Professionalism of trainers	The lecturer is highly professional, with a long-standing experience of working with adults.
Personalized service	No
Sustainability and future development	Yes, because both the science and society develop and there will always be people interested in the latest developments concerning the man and his development.
Other relevant information	
Additions/ comments/ remarks	
Date	14.05.2010

4.6 Lithuania

4.6.1. Integration of returning deportees' family members: Strengthening Civic and Language Literacy

Table 13. "Integration of returning deportees' family members: Strengthening Civic and Language Literacy", Lithuanian Conflict Prevention Association

INTEGRATION OF RETURNING DEPORTEES' FAMILY MEMBERS: STRENGTHENING CIVIC AND LANGUAGE LITERACY - Lithuania	
Value	Description
Title	Integration of returning deportees' family members: strengthening civic and language literacy
Acronym	
Responsible provider	
Full Name	Lithuanian Conflict Prevention Association
Address	Žalgirio g. 90-324, Vilnius, LT-009303, Lithuania
Phone number	+370 5 2 779231
Fax	+370 5 2 779231
E-mail address	samulev@gmail.com ; info@lkpa.lt
Web address	www.lkpa.lt
Legal-status/ ownership	Association
Contact person	Saulius Samulevičius, Olga Tamošiūnienė
Good Practice (in detail)	
Objectives	<p>In general the project was seeking to strengthen:</p> <ol style="list-style-type: none"> 1. civic literacy of target group members, necessary knowledge in context of Lithuania's legal and political system, in assessment of country's historical and cultural processes and motivation for civic participation; 2. literacy of Lithuanian language applying methods of active language teaching. 3. social skills (conflict solution, cooperation, negotiation, positive self-evaluation, presentation for employers, etc.). <p>Project activities according to the idea of promoters had (and has) to contribute to other institutions initiatives for the integration of Lithuanian deportees and their families and thus to increase the chances of successful integration in Lithuania. The project was completed only in the territory of Lithuania, first in Vilnius because in this city is located accommodation point of returning exiles.</p>
Programme	European Foundation for the integration of third country citizens in Lithuania in 2008 by annual programme under the priority 'Actions for the implementation of the Common Basic Principles for immigrant integration policy in the European Union'
Type of training	Non-formal training.

Local duration	Duration of one module was less than 1 month. There were 3 modules of 50 working days.
Global duration	Less than 2 years.
Tools	Multi-way, including seminars-workshops, practical trainings, tests, self-learning materials (CDs and books).
Detailed description	<p>After assessing the plenty of the Lithuanian language teaching methodologies it was decided not to create new Lithuanian language teaching module, but just to adapt existing Lithuanian language teaching materials to the needs of target group. Module-focused on the so-called "midway" level, which focuses on language development and use in everyday situations, on clear structure of spoken and written texts. During this activity as an integral parts of the adaptation module was made up Lithuanian language learning support tools which were used by the learners themselves and instructors throughout the project.</p> <p>The module helps in practice:</p> <p>In hearing case: to understand clear and slow speech, instructions of short home language, messages, stories and conversations on known topics as well as content of authentic language spoken texts and specific information on not known topics.</p> <p>In speech case: understandable, even if shortly and slow, to speak in typical situation on known topics, to participate in unplanned conversations in elementary language.</p> <p>In reading case: to understand the content of known topic short texts and form context understand the essence and specific details of longer texts.</p> <p>In writing case: to write short notes and informal letters known topics, to fill the most basic typical documents.</p>
Number of staff actually involved	Training courses organized and conducted by two lecturers, one lecturer prepared module.
Funding sources	European Foundation for the integration of third country citizens in Lithuania in 2008
Collaboration with other organizations	Collaboration with Department of Social Services Supervision by the ministry of Social Security and Labour.
Availability to public use	The trainings were free and open for participants who met the requirements.
Difficulties encountered	Difficulties participant encountered were because of different levels of participants'skills large number of group members, training time.
Supporting/ training material	Training materials are free for participants and available for public use. There are no special restrictions for those who want to use this material. Training materials are: books, manuals, CDs.
Target users/ groups addressed by Good	

Practice	
Participants profile	The group - all ages (from twenty to seventy-some years), different education and profession, unemployed and employed people, mainly women. All of participants are from families of deportees.
Number of participants involved at start-up and by the end	Number of participants involved at start up – 40 and at the end – 43.
Economic branches/sectors	GP covers education sector, non-formal education.
Influence area	Courses involved participants mainly from Vilnius district.
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>These courses differ from others because of its special target group. In Lithuania there are little initiatives of deportees' trainings.</p> <p>The idea of training began from the research with the deportees and from identification of their learning needs. Research showed that the most common learning need is Lithuanian language courses.</p> <p>This information about this group seemed interesting and demanding attention.</p>
Practice orientation	Yes, it's practice oriented GP seeking to improve practical language skills and social skills. Almost all of activities were practice oriented.
Transferability and sharing	This good practice experience could be adapted local or national level. Also those courses could be delivered in other EU countries if there are problems with deportees learning and their learning needs. Because one part of all his project is Lithuanian language learning, it could not be important for other countries but it could be useful for immigrants' language learning
Specific methodology/ learning techniques	<p>Trainers worked according textbook "No one day without Lithuanian language" and specially prepared materials that were acceptable for target group: easy to read, understand and reflect, examples based on daily life examples, historical and cultural events</p> <p>Listening, speaking, reading and writing activities are based on "State language teaching programme (Ramoniene,1997) and "Midway of Lithuanian language" (A2) level schedule, audio materials</p>
Participation / Engagement / Encouraging	Training involved more participants than at beginning. These participants involved because of their need and for encouragement of other participants, information about training. At the moment other organization is working with this group.
Empowering participants	Trainings are social inclusive because during the activities the

	number of participants increased. Also trainings promote critical thinking and collaboration, the interest and curiosity of participants. Each of them got the possibility to reflect, say the opinion, work together with group.
Outcomes/benefits	The objectives raised at the beginning of training were achieved. To evaluate success of the project was made survey, which showed that objectives are achieved. In addition, the participants assessed excellent the work of trainers, learning location and climate, materials given. After the training some of the participants took the national Lithuanian language exam. It shows benefit of all trainings.
Professionalism of trainers	All trainers had to meet certain requirements for the training, for example have the necessary training, education experiences, certificates and much more. Trainers have all skills needed in work with adults. Participants assessed I very well lecturers, their professionalism and work.
Personalized service	After each day of activities all participants had chance to reflect or to get help in learning problems solving. Some of the participants were given individual counseling, for example with the help of a psychologist learners created CV and send them to a potential employer.
Sustainability and future development	Yes. Were prepared modules and methodological publications, recommendations, for trainers, working with such a kind of target group – deportees’ family members. In addition, it is intended to continue the development of training ideas for new projects with this target group.
Other relevant information	
Additions/ comments/ remarks	No
Date	2010-06-10

4.6.2. Communication in complicated situations

Table 14. “Communication in complicated situations”, Modern Didactics Center

Communication in complicated situations - Lithuania	
Value	Description
Title	Communication in complicated situations
Acronym	-
Responsible provider	
Full Name	Modern Didactics Center
Address	Didzioji 5-211, 01128 Vilnius, Lithuania
Phone number	+ 370 5 2123623
Fax	+370 5 2123623
E-mail address	daiva.penkauskiene@sdcentras.lt
Web address	ww.sdcentras.lt

Legal-status/ ownership	Private
Contact person	Virgis Pupeikis
Good Practice (in detail)	
Objectives	To provide opportunity to improve learners conflict management and communication skills and get more experience by practising various learning strategies and methods.
Programme	Communication in complicated situations
Type of training	Continuous, non-formal.
Local duration	18 academic hours
Global duration	Good practise exists since 2007
Tools	Multi-way, including a) seminars-workshops; b) practical trainings; c) self-learning materials (manuals/guidelines/books/learning CDs/etc.)
Detailed description	<p>Good practice is orientated to the development of practical learners' skills. Presented conflict management, mediation models can be easily applicable in work and personal life situations. Programme helps not only recognize growing conflicts, but also choose appropriate conflict resolution methods, try and reflect them during seminars, trainings. Conflict resolution model is useful for all adult learners; mediation can be used by upper secondary grade students, university students as well.</p> <p>Topics</p> <ol style="list-style-type: none"> 1. When does conflict appear? Different types of conflicts. If always conflict is negative? Open and secret reasons of conflicts. Discussion "When and how is worth to enter into a conflict"? 2. Conflict resolution. Styles of conflict resolution: adaptation, compromise, not participation, domination, cooperation, etc. Selection of best conflict resolution style depending on situation. Conflicts in different situations. Algorithms of their management. 3. Effective mediation. Mediation model. Emotions in a conflict, their management. 4. Conflict resolution by mediation. Video training. 5. Final discussions and conclusions. <p>Run of the training each of the time is adapted according ongoing learners discussions or need for more deep case analysis. Each theoretical part is finished by discussion or practical activity and helps to answer to the questions: why it is important for me? How I can use it in my daily life? What will change if I make corrections in my behavior? Practical part is organized by demonstration training. Each participant chooses individual task, more close to his/her working or other life experience, then imitates situation playing specific role. Then demonstration mini-sessions are reviewed and discuss according agreed criteria. Each participants has right to repeat task, until he/she is satisfied</p>

	<p>with it. Participants sometimes have home work to do - to observe and recognize conflict situations and reflect personal behavior during such situations.</p> <p>Programme is built on humanistic psychology and pedagogy. Main principal- each person is free to choose personal behavior models in various situations and be responsible for results and outcomes. Programme seeks to explore “win-win” situation as alternative to “win-not win” situation.</p>
Number of staff actually involved	1 trainer
Funding sources	Good practice is financed by different sources: private and public funds, individual and organisations fees.
Collaboration with other organizations	Different organizations, that order whole programme or separate seminars as service; programme is supported by educational institutions- schools, universities, and adult learners unions.
Availability to public use	Training practice is free if it is supported by external donors, if not- it is suggested as paid service
Difficulties encountered	<p>Main limitation for this and for the rest of training practices- that adult learning is not supported financially by state and non-formal learning is not recognized officially. Learners have very limited support that influences their motivation to learn continuously.</p> <p>More specific difficulties. Lack of resources influence duration of the programme and group size: not enough time and too big group of learners. Theory to become practice is needed time and continuous, repeated training. Not always it is possible.</p>
Supporting/ training material	<p>Training practice is supported by following materials:</p> <ul style="list-style-type: none"> • Set of handout materials for learners; • Video materials; • Methodical material “ Conflict resolution” ; <ol style="list-style-type: none"> 1. Chomentauskas G., Lepeška V. (1996) Basics of practical psychology, Vilnius, Žmogaus studijų centras. 2. Kasiulis, J. Barvydienė (2001) Management psychology. Kaunas: Technologija. <ul style="list-style-type: none"> • Robbins S. P. (2003) Principles of organizational behavior. Kaunas: Poligrafija ir informatika • Baltreniene Z., Penkauskiene D. & all. Training course “ASSIST – Mobilization of Community towards Secure School”: Course guide. • Baltreniene Z., Penkauskiene D. & all. Training course “ASSIST – Mobilization of Community towards Secure School”: Module handbook. • Baltreniene Z., Penkauskiene D. & all. Training course “ASSIST – Mobilization of Community towards Secure School”: Set for students. • Baltreniene Z., Penkauskiene D. & all. Training course “ASSIST – Mobilization of Community towards Secure School”: Peer counseling manual
Target users/ groups	

addressed by Good Practice	
Participants profile	Different age groups, with various educational and professional backgrounds, mostly employed. More common audience- teachers, social workers, social educators, psychologists, school administrators, university students, parents
Number of participants involved at start-up and by the end	In 2007-2009: 17 seminars with 400 participants
Economic branches/ sectors	Social: Education, culture
Influence area	Whole country
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	This practice has 3 distinguished features: <ul style="list-style-type: none"> 1- Interconnection of theory and practise. Each theoretical statement is supported by practical examples. 2- Orientation to the educators and school administration representatives, as target group. Exist misleading understanding, that educators have enough competencies to manage different conflict and communication situations because of their work specific. 3- Presentation of alternative behaviour examples and showing how they can influence outcomes, results of our actions.
Practice orientation	Main attention is paid to the practical applicability. Practise has third part of the whole module. Learners acquire knowledge and skills to recognize, understand and manage complicated communication problems and personal behaviour.
Transferability and sharing	The programme is easily adapted to the different contexts and situations. It can be changed even during training, if it is need for it. Programme is universal in terms of participants' age, social and professional profile, experience, and other individual features.
Specific methodology/ learning techniques	<u>Main methodology</u> : Conflict management model in accusation situation; effective mediation model in conflict situations. <u>Learning techniques</u> : observations, discussions, reflections, Individual and group work. Modelling/demonstration activities. Video training
Participation / Engagement / Encouraging	Participants are encouraged actively participate from the very beginning of training. Training starts from common agreement on work rules, behaviour patterns in different situations. Participants are encouraged to share their personal experience in daily activities. Personal reflections are used "to check" theory: to see how it works in different situations. Participants create themselves various situations; participate in demonstration sessions, video trainings.

Empowering participants	It is absolutely empowering - it promotes active participation in conflict management situations, personal reflection and change of behaviour patterns. Programme is personally and professionally beneficial to majority of programme participants, if they decide to apply acquired knowledge and skills after the programme end.
Outcomes/benefits	Programme/good practice achieved its objectives in terms of target groups that have been involved in trainings. It is proved by participants' feedback, questionnaires, reflections, survey results
Professionalism of trainers	Trainer has master in professional teaching and management. He has teaching practice at primary school, and now is director of children art study school. Trainer has adult teaching and consultancy practice, is author/co-author of professional articles and methodical materials;
Personalized service	Yes, in case if good practice is applicable in school or other teaching environment. In this case each teacher/ trainer gets personal consultations, tutoring
	Good practice is sustainable as Modern Didactic Center takes ownership of it. It has huge potential as is required by modern and contemporary life, in the view of many local and global issues, personal and social problems.
Other relevant information	
Additions/ comments/ remarks	
Date	2010-07-14

4.6.3 Critical Thinking

Table 15. "Critical thinking", Modern Didactics Center

CRITICAL THINKING - Lithuania	
Value	Description
Title	Reading and Writing for Critical Thinking
Acronym	RWCT
Responsible provider	
Full Name	Modern Didactics Center
Address	Didzioji 5-211, 01128 Vilnius, Lithuania
Phone number	+370 5 2123623
Fax	+370 5 2123623
E-mail address	daiva.penkauskiene@sdcentras.lt
Web address	www.sdcentras.lt
Legal-status/ ownership	Private , NGO
Contact person	Daiva Penkauskiene
Good Practice (in detail)	
Objectives	Mission - to promote open, independent critical thinking and literacy among all age group learners

	<p>Goal- to introduce critical thinking philosophy and methodology as practical tool for teaching and learning</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce RWCT scheme and be able to use it practically; 2. To create open and safe teaching and learning environment; 3. To learn and use cooperative strategies; 4. To learn and use active teaching and learning methods; 5. To learn and use planning scheme for critical thinking activities; 6. To learn and use different assessment and evaluation methods; 7. To try and use active reading strategies; 8. To try and use different writing strategies; 9. To apply and reflect different critical thinking strategies used in daily, practical work; 10. To learn use others critical reflections for personal and professional improvement; 11. To learn analyze and reflect personal activities.
Programme	Reading and Writing for Critical Thinking
Type of training	Continuous, non-formal.
Local duration	More than 6 months (has no exact start and end day)
Global duration	Good practise exists for more than 10 years
Tools	Multi-way, including a) seminars-workshops; b) practical trainings; c) self-learning materials (manuals/guidelines/books/learning CDs/etc.).
Detailed description	<p>The whole programme consists of 120 learning hours. Its short version – 48 hours (or 64 academic hours), with possibility to choose different, separate modules of 6 hours length and to make original programme according target group needs.</p> <p>The whole programme consist of following parts/modules:</p> <ul style="list-style-type: none"> • A Framework for Critical Thinking Across the Curriculum (6 hours).This course presents the rationale for critical Thinking and interactive learning, and demonstrates the model of evocation-comprehensions-reflection. Participants learn a preliminary set of teaching strategies that exemplify the model. • Methods for Promoting Critical Thinking (6 hours) Presents ways of using different levels of questions and discussion strategies lo evoke discussions of fictional and non-fictional texts. • Reading/Writing/Discussion (6 hours) Stressing the interrelatedness of different skills (reading, writing, speaking and listening) and their importance to learning, the course focuses on techniques applicable to different activities that use reading and writing to learn. • Further Strategies for Promoting Critical Thinking (6 hours) Revisiting the evocation- comprehension-reflection model, this course considers further methods for use in all three phases. Special emphasis is given to strategies for debate, and for the

	<p>use of debate as rehearsal for writing.</p> <ul style="list-style-type: none"> • Creating Classroom Environment for Facilitating Critical Thinking (6 hours). This course focuses on the creation of learning environments in which the role of the teacher/tutors/ is changed from authoritative dispenser of knowledge to a facilitator of learning among a community of learners. • Readers' Workshop: Creating Lifelong Readers and Thinkers (6 hours). Readers' workshops are intended to offer a range of choices of what to read, while still providing encouragement for deep reflection. The goal is to create reading experiences that are less contrived, and foster genuine inquiry, as well the habit of voluntary reading. Techniques for setting up and managing reader's workshops, including carrying out "mini-lessons" on reading, are presented here. • Writing Workshop: From Self-Expression to Written Arguments (6 hours). Writing workshops grew out of an effort to create in the conditions and the processes that skilled writers rely upon when they write. The approach taken here shows not only how to use this approach, but how to move the products from personal expression to more disciplined exposition and argument. <p>In addition workshop for future RWCT trainers, mentors:</p> <ul style="list-style-type: none"> • How to teach adults? <p>Programme /courses/workshops implementation model:</p> <p>Introduction – in which the rationale for the techniques, strategies is briefly given;</p> <p>Demonstration/experience – in which the method or strategy is presented by having the learners participate in it as if they were students, pupils;</p> <p>Explication – in which the purposes, appropriateness, and procedures of the teaching techniques are explained and discussed;</p> <p>Guided practice – in which the participants now practice using the techniques as a teacher/mentor/tutor would;</p> <p>Application – in which participants make and discuss detailed plans for trying out the techniques in their own working or other activities environment;</p> <p>Implementation – in which the participants carry out the techniques in their environment;</p> <p>Reflection and refinement – in which participants come together with other learners to share and discuss the implementation, and decide on needed refinements in the implementation.</p>
Number of staff actually involved	15 active local trainers
Funding sources	Good practice is financed by different sources: private and public funds, individual and organisations fees.
Collaboration with other	Different organizations, that order whole programme or separate

organizations	seminars as service; programme is supported by educational institutions- schools, universities, and adult learners unions.
Availability to public use	Training practice is free if it is supported by external donors, if not- it is suggested as paid service
Difficulties encountered	Main limitation for this and for the rest of training practices- that adult learning is not supported financially by state and non-formal learning is not recognized officially. Learners have very limited support that influences their motivation to learn continuously.
Supporting/ training material	<p>Training practice is supported by numerous materials:</p> <ul style="list-style-type: none"> • Book “ Critical Thinking: Theory and Practice” • Methodological material : “ Reading Workshop”; • Methodological Material for Higher Education teachers and students; • Set of handout materials for learners; • Journal “Permainos” • Leaflet “ Critical Thinking” • Video materials; • RWCT Guidebooks (1-8); <p>Books, journals, leaflets are available for all interested, handouts and methodical materials are used exclusively for trainings.</p>
Target users/ groups addressed by Good Practice	
Participants profile	Different age groups, with various educational and professional backgrounds, mostly employed, if unemployed- pensioners. More common audience- teachers, librarians, social workers, social educators, psychologists, school administrators
Number of participants involved at start-up and by the end	In 2000-2009: 11 747 participants (3 076 hours), among them 915 international ones (306 hours)
Economic branches/ sectors	Social: Education, culture
Influence area	Whole country
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>This practice is considered to be good because:</p> <ul style="list-style-type: none"> • It is learners centred – programme start is built on their existing knowledge, experience; does not require any specific preparation of learners, it is adaptable to all age and social groups; • Makes connections between past, present and future knowledge, experience, skills; • Is flexible about content: it can be created according situation, learners needs, expectations; content can be created together, in place; • It provides variety of teaching/learning strategies;

	<ul style="list-style-type: none"> • It is open for use of different, available materials (books, journals, leaflets, films, music and art pieces, etc.) • It creates open, safe and joyful learning environment, stimulates further learning; • It is applicable in daily life; • It brings personal and professional benefits; • It has solid, stable philosophical and methodological background, but at the same time is modern, as easily reflects all contemporary issues, daily problems and bring them on the stage for analysis and critical reflection.
Practice orientation	Yes, as encourages better learning (or/and teaching) practices, teach to analyze and reflect past, present and future events critically.
Transferability and sharing	The programme is easily adapted to the different contexts and situations. For example, Reading workshops were organized for seniors/pensioners, inhabitants of sheltered houses. Other trainings were organized for mixed international adult groups (Comenius/Grundtvig courses).
Specific methodology/ learning techniques	<p>RWCT is built on constructivism and meta -cognitive philosophical-pedagogical approach (Bloom, 1956; Taba, 1966; Lipman 1988, 1991; Erikson, 1963; Dewey, etc.). The whole programme is built on 3 steps framework: evocation, comprehension and reflection, that is applied for majority of teaching/learning activities. Framework is theoretically (Vaughn & Estes 1986; Ogle 1986; Temple & Gillet 1996; Tierney, Readence & Dishner, 1985) and practically proved. Programme uses B. Blooms questions taxonomy It makes possible to distinguish between „lower order" and "higher order" questions; between questions that require (at the lower end) the recognition or recall of facts and the comprehension of concepts and ideas, versus questions (moving toward the upper end) that invite the application of ideas, the analysis of arguments, the synthesis of several ideas to reach new solutions, and the evaluation of a whole line of reasoning.</p> <p>Programme participants have opportunity to be active learners and experience various roles: pupils, students, teachers, mentors, tutors and others.</p>
Participation / Engagement / Encouraging	The number of participants was growing till 2007, later it decreased due to the lack of financial and other support.
Empowering participants	It is absolutely empowering -it promotes critical and creative thinking, cooperative work , increases learners curiosity and motivation for life long learning
Outcomes/benefits	Programme/good practice achieved it objectives in terms of target groups that have been involved in trainings. It is proved by Participants' feedback, questionnaires, reflections, survey results.
Professionalism of trainers	Trainers have long experience working for this programme. They themselves use critical thinking strategies in daily professional

	life; many of them are certified according international standards.
Personalized service	Yes, in case if good practice is applicable in school or other teaching environment. In this case each teacher/ trainer gets personal consultations, tutoring
Sustainability and future development	Good practice is sustainable as Modern Didactic Center takes ownership of it. It has huge potential as is required by modern and contemporary life, in the view of many local and global issues, personal and social problems.
Other relevant information	
Additions/ comments/ remarks	
Date	2010-06-26

4.7 Austria

4.7.1 Language and culture

Table 16.“Language and Culture”, Interkulturelles Zentrum

TRAINING COURSE “LANGUAGE & CULTURE” - Austria	
Value	Description
Title	Training course “Language & Culture”
Acronym	L&C
Responsible provider	
Full Name	Interkulturelles Zentrum
Address	Lindengasse 41/10, 1070 Vienna.
Phone number	+43 1 586 75 44
Fax	+43 1 586 75 44 9
E-mail address	iz@iz.or.at
Web address	www.iz.or.at
Legal-status/ ownership	Private non-governmental organization
Contact person	Mari Steindl
Good Practice (in detail)	
Objectives	<p>The objective of this university-guided course is to support teachers in their work by giving them the possibility to deal with “language and culture” in depth and to develop answers to their questions that arise in practice. Unlike current further education courses for teachers, which relate to either language or culture, this course covers both fields equally and in relation to each other for the first time.</p> <p>The main objectives are:</p> <ul style="list-style-type: none"> • Reflection with the own practical experience and interrelation with theoretical approaches • Reflection of the own position related to society and the function of education in the society

	<ul style="list-style-type: none"> • Support to enhance the quality for managing individual challenges in the pedagogical field • Exchange in the framework of a scientific attendance to gain new perceptions concerning the adaptation of the educational systems according the changing society
Programme	Training course “Language and Culture”
Type of training	One specific feature of this course is that, beyond simply transferring knowledge, it inspires reflection on personal practical experiences using scientific findings, and also prompts participants to examine theoretical models using their practical experiences. Course participants are seen as experts in their field of work, who will receive support in order to plan and master their teaching tasks to their greater satisfaction. This always involves critical reflection of their own role, as well as the positioning of their work in society and a general reflection of the social mission of education.
Local duration	The course lasts one year. A total of 7 modules are offered approximately every 7 weeks. Each module comprises 20 units, whereby 13 units are with instructors, 2 hours with guided supervision and 5 hours with self-oriented learning and peer group work.
Global duration	The GP was developed in 2010, so it has been delivered for less than 2 years
Tools	<ul style="list-style-type: none"> • Work in peer groups, • Continuous reflection, • Three paths: Personal, thematic and methodological paths are followed in the course. • Action research, • Project work.
Detailed description	<p>Work in peer groups serves to develop the content of the individual modules - content and focal points can be chosen freely in each peer group.</p> <p>At the beginning of the course, participants are asked to state and clarify their learning objectives and expectations from the course. These form the starting point for the individual learning process which participants document and also evaluate in a process portfolio on the one hand.</p> <p>On the other hand, the learning objectives and expectations of participants represent important points of orientation for the course leadership when shaping the course content. This means there can even be modifications to the course curriculum at the beginning.</p> <p>Each lecturer is evaluated in writing by way of anonymous surveys once they have completed their contribution.</p>

	<p>After the third and the seventh module, there is a moderated evaluation which gives the possibility of further modifying the curriculum after the third module and to form a tentative final image after the seventh module.</p> <p>A final evaluation of the course takes place in written form approx. one month after the end of the course. The time interval is meant to ensure that the course assessment can be carried out without possible emotional concerns triggered by group dynamic processes and other experiences in the course. This enables a distanced assessment focussed on the applicability of the course in practice.</p>
Number of staff actually involved	2 trainers
Funding sources	University of Vienna, Austrian Ministry for Education, Art and Culture, Participants contribution
Collaboration with other organizations	IZ and the University of Vienna - Institute for German as a second language. The pilot course is sponsored by the Federal Ministry for Education, Arts and Culture, which is also interested in the research results of the TN. The cooperation between a public educational institution and a private NGO is positive.
Availability to public use	The training practice is accessible to those interested.
Difficulties encountered	<p>Overall, there are few limitations, also because this course is a pilot project, in which there is a lot of room for experimentation. Both trainers and learners take part with great interest.</p> <p>The most major barriers are: Time problems (too much other work, private matters etc.). This sometimes means that participants cannot take part in all modules or in specific parts.</p>
Supporting/ training material	<ul style="list-style-type: none"> • Interactive exercises • Inputs • Theatre – Forum theatre • Workspace on www.iz.or.at – to download documents, to network, interesting links
Target users/ groups addressed by Good Practice	
Participants profile	<p>The course is aimed at teachers who are already in the field, who have at least three years of work experience and who require an in -depth analysis of the issue.</p> <p>Participants come from all fields of educational work (nursery schools, compulsory education, secondary schools and adult education). The variety and heterogeneity is felt in the groups of participants and the inherent potentials become perceptible through common learning experiences.</p>

	It is interesting that the participants of this pilot course are more women, and as concerns age there is a mixture between 20 and 50 years.
Number of participants involved at start-up and by the end	25 at the start; so far nobody left (the training course ends in September 2010)
Economic branches/sectors	The GP has been tested on pedagogues but it can be transferred to virtually any professional job profile.
Influence area	The training course targeted Austria primarily. The participants are coming from different Austrian regions.
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<ul style="list-style-type: none"> • Personal experience as the starting point and action research in own field of work. Participants become researchers themselves. • Diversity of participants in relation to age, field of work. (unfortunately, not in relation to gender amongst teachers). • Thematic combination of language and culture - because this is an innovation in Austria. There are numerous proposals in language that take too little consideration of the cultural aspect, and vice versa.
Practice orientation	<p>Fundamentals <u>Personal path:</u> Reflection of own professional identity; Self-conception as teachers; Practical experiences; Conceptions of education and images of humanity behind this; <u>Thematic path:</u> Language - Identity - Culture <u>Methodological path:</u> Presentation of methodological didactic concepts of the course; Formation of peer groups; Supervision;</p> <p>Migration <u>Personal path:</u> Stories of migration - personal and familiar experiences; <u>Thematic path:</u> Data and facts about migration; Migration as a process and its effects on societal and individual levels; Language - migration - culture; <u>Methodological path:</u> Action research and its application for the time of the course; Intervision;</p>

	<p>Integration</p> <p><u>Personal path:</u> Reflection of personal experiences on language and identity as well as language and power</p> <p><u>Thematic path:</u> Data and facts about integration; Minorities and majorities; Integrative models in education; Language - integration - culture;</p> <p><u>Methodological path:</u> Biographic approaches in educational work; Supervision;</p> <p>Racism and discrimination</p> <p><u>Personal path:</u> Presentation of personal prejudices; Awareness of discrimination experiences;</p> <p><u>Thematic path:</u> Emergence and functions of stereotypes and advantages; Structural discrimination; Language - stereotyping/discrimination - culture;</p> <p><u>Methodological path:</u> Strategies and instruments against discrimination, racism and xenophobia; Dealing with discrimination in groups; Supervision;</p> <p>Communication and conflicts</p> <p><u>Personal path:</u> Reflection of own communication and conflict resolution approaches in teaching;</p> <p><u>Thematic path:</u> Intercultural and non-violent communication; Forms of conflicts; Language - communication/conflict - culture;</p> <p><u>Methodological path:</u> Conflict resolution methods and instruments; Supervision; <i>Methods and didactic approaches</i></p> <p><u>Personal path:</u> Reflection of personal methodological and didactic approaches and of the image of man and concepts of learning;</p> <p><u>Thematic path:</u> Systemisation of methods and didactic concepts; performance evaluation and competence assessment; Language - teaching/learning/testing - culture;</p> <p><u>Methodological path:</u> Forms of advice; Supervision;</p> <p>Theories and research approaches</p> <p><u>Personal path:</u> Reflection of subjective theories and their effectiveness;</p> <p><u>Thematic path:</u> Relevant research results on language acquisition,</p>
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	<p>multilingualism And intercultural educational research; Language - science and research - culture <u>Methodological path:</u> Critical analysis of theoretical findings and their transfer to practical challenges; Supervision;</p>
Transferability and sharing	<p>The method of the three paths can certainly be transferred to other educational courses, because this is a methodological approach that can be used for different issues. But this approach is more suitable for training of teachers or other professionals who are themselves involved in transferring knowledge.</p>
Specific methodology/ learning techniques	<p>The modules are structured in “paths”, whereby there is a personal path, a thematic path and a methodological path.</p> <p>The personal path is about self-reflection, their own role, subjective theories and personal development. Based on the principles of Gestalt education (Fritz Perls) and theme-centred interaction (Ruth Cohn), personal experience and reflection on this experience are at the focal point. As a result, perceptual capacities and scopes of action are expanded and differentiated.</p> <p>The thematic path is about analysing content, themes and scientific theories. Impulse reports, theory inputs and discussions with experts offer information and background knowledge. Case work makes issues tangible by way of real situations, whereby these may be fictional or real cases of participants.</p> <p>The methodological path is about the implementation and transfer of content and knowledge to practice. Here, participants are seen as experts. Participants’ positive and successful experiences from the field offer ideas, motivation and guidance for activities and projects. The individual modules drive the exchange of experiences and discussion amongst colleagues. Peer group work completes the course. Here, participants support one another cooperatively in their learning and development process, including with the intervision tool. In addition, groups are supervised during the course in order to bring group learning to fruition in their own work as teachers.</p>
Participation / Engagement / Encouraging	<p>As this is a pilot project, this question cannot be answered. In any case, there are two participants who have already taken part in another course on intercultural competences and who are again participating in this language and culture course.</p>
Empowering participants	<p>The training course is empowering participants, because we have different elements in the course that encourage participation and empowerment: Peer group work, starting point</p>

	<p>of the personal path with personal experiences, participants as researchers and experts in their field.</p>
<p>Outcomes/benefits</p>	<p>As the course will only be completed in November, we don't yet have a final evaluation of the results. The interim assessment is positive though.</p> <p>The research accompanying the course serves as information to be used in the field by participants and also to see whether the perspectives of participants change during the course. They will shed light on the actual potentials of teachers as well as the potential of institutions in relation to linguistic and cultural diversity. This will also show the obstacles, some of which can be overcome in the course, some that can only be revealed, but also some that lie outside the competences of teachers, as they are of a structural nature.</p> <p>Practical questions</p> <p>How is practice and the realities experienced by teachers formed?</p> <p>How are institutional relationships presented to teachers? (school as a system, actors, responsibilities, contributions...)</p> <p>How do teachers perceive their positioning in the field? How do they position themselves?</p> <p>What obstacles and scope for action do they have?</p> <p>What questions arise/result from practice?</p> <p>What attitudes (idea of man and education ideal) are represented by teachers?</p> <p>How is the work of education described in society? Now and in the future?</p> <p>How are learners described?</p> <p>How is the own role as teacher understood?</p> <p>How can the school system adapt to the changed societal conditions?</p> <p>What potentials of teachers are exposed?</p> <p>What potentials of the system are exposed by teachers?</p> <p>How must practices change in order to utilise these potentials?</p> <p>Questions in relation to the course (evaluation)</p> <p>Can changes to attitudes and practices of teachers be observed during the course?</p> <p>To what extent does the course change the perception of your own position?</p> <p>Does the course provide answers to questions arising from practical experience?</p> <p>And how? (theoret. input, continuous discussion with colleagues, self-reflection, specific observation)</p> <p>5) To what extent are the expectations from the course fulfilled?</p> <p>Does the concept of heterogeneity of participants particular learning experiences?</p> <p>Are the expectations of participants from the course fulfilled?</p> <p>How are these expectations assessed with hindsight?</p>

	<p>Methodological approaches</p> <p>Secondary research will be a part of the course, i.e. it will take place largely within the scope of the time for reflection in the modules and in selected parts of the modules. Within this scope, data is obtained with creative methods which are assessed with regard to the questions.</p> <p>2-3 interviews are held and evaluated to go along with the course.</p> <p>Also, participants are also supported on a voluntary basis in their own action research process workshops, and the discussions during this coaching are also evaluated. Dissertations also present relevant data.</p> <p>Creative data collection using:</p> <p>Posters (expectations from the course, perception of own role, ...)</p> <p>Diagrams (topography of diversity/language regimes in the education institution, language portraits, ...)</p> <p>Log book/agenda/audio/image recordings (critical moments when dealing with linguistic and cultural diversity in teaching)</p> <p>Data collection by way of interviews:</p> <p>Sound recording</p> <p>Paraphrasing and selected transcription</p> <p>Guiding observations</p> <p>Data assessment</p> <p>Qualitative content analysis</p> <p>Discourse analysis</p> <p>Data triangulation</p> <p>Researcher triangulation</p> <p>Communicative validation</p> <p>Participants' feedback until now confirms the innovative character of the course and some of the objectives have already been achieved.</p>
Professionalism of trainers	One of the trainers is a researcher and a experienced trainer.. Both trainers are experienced trainers in the field of education..
Personalized service	Personal / individualised methods have been involved all through the implementation.
Sustainability and future development	Depending on the evaluation, there will be discussions with sponsors or other providers of education and training for teachers in order to offer this course in regular form. Another consideration is to adapt this course for other target groups, such as for public servants (customer contact).
Other relevant information	
Additions/ comments/ remarks	none
Date	July 14, 2010

4.7.2 Training of trainers

Table 17. "Training of Trainers", Interkulturelles Zentrum

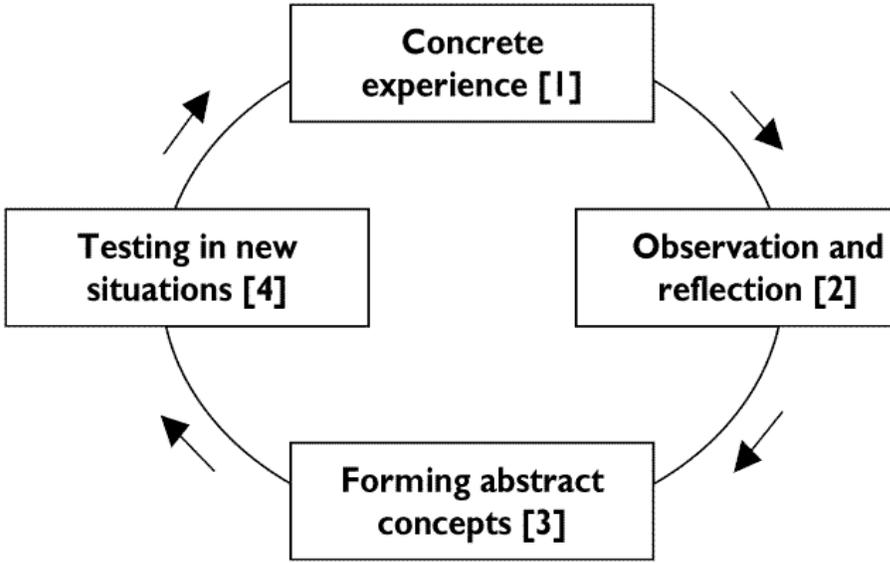
TRAINING OF TRAINERS - Austria	
Value	Description
Title	Training of Trainers
Acronym	TOT
Responsible provider	
Full Name	Interkulturelles Zentrum
Address	Lindengasse 41/10, 1070 Vienna.
Phone number	+43 1 586 75 44
Fax	+43 1 586 75 44 9
E-mail address	iz@iz.or.at
Web address	www.iz.or.at
Legal-status/ ownership	Private non-governmental organization
Contact person	Peter Hofmann
Good Practice (in detail)	
Objectives	<p>The major aim of this training course is to train trainers who have the competences and the motivation to contribute to the improvement of the quality of projects within the Youth in Action Programme of the European Union.</p> <p>Specific objectives with respect to the trainees of the training course are to further develop and improve the following competences of participants:</p> <ul style="list-style-type: none"> - The competence to design and implement training activities for youth workers and other actors involved in the development and implementation of projects within the European Youth in Action Programme; - The competence to co-operate in international teams of trainers/facilitators; - The competence to deal with ambiguity and change; - Intercultural competence; - The competence to understand and facilitate learning of others; - The competence to direct ones own learning. <p>Furthermore:</p> <ul style="list-style-type: none"> - To increase participants' understanding of the educational context (i.e. Non-Formal Education, Life-Long Learning) in which this training course is placed; - To encourage participants to further develop and make explicit their personal training approach
Programme	Training of Trainers (ToT) for European Youth in Action Projects

Type of training	<p>Training courses for youth workers, trainers, staff of National Agencies of the Youth in Action programme of the European Commission.</p> <p>The long-term character of the course offers the possibility to train process- and learner-oriented. The methodology allows to follow the learning process of the individual participants. The course starts from the assumption that participants arrive with various levels of competences and therefore have various learning needs. The course aims to support foremost the development of the learning to learn competence of participants – in this way they strengthen their capacity to continue in a self-directed way their professional development as a trainer once the course is finished.</p>
Local duration	<p>This course requires a considerable time investment from the participants: in total at least 57 days:</p> <ul style="list-style-type: none"> • 30 seminar days (including travel) • 12 days overall for the training project (preparatory work, prep meeting and the course itself) • 15 days (on average 1-2 days per month) for carrying out the personal learning project, e-learning, mentor talks etc.
Global duration	<p>The GP was developed in 1999/2000, so it has been delivered for more than 2 years</p>
Tools	<p>The course consists of the following elements:</p> <ul style="list-style-type: none"> • 3 residential seminars (altogether 26 days) from September to June the following year • An international practice training project they have to do with other participants of the course • A personal learning project • Learning coaching by one of the trainers team throughout the whole year • E-learning aspects. <p>The methodology is based on non-formal education principles with a special emphasis on peer learning, learning to learn and supporting individual learning processes (through learning coaching).</p>
Detailed description	<p><i>Description of the training content:</i></p> <p>Seminars:</p> <p><u>Seminar 1:</u> The initial seminar focuses mainly on laying the foundation for the whole course: Group Building, Youth in Action Programme and the political context of the course (especially European Citizenship), Developing an adequate learning environment, How do I learn and how do I assess learning (YouthPass), Essentials of Training, Group Dynamic, Starting of the preparation of the project phase, Identifying a Personal Learning Project for the next phase, Setting Learning objectives for the year, Roles of a trainer and last but not least the Forming of the Project Teams.</p> <p><u>Seminar 2:</u> Largely based on the Training Needs of the group this seminar will provide opportunities to further develop specific training competences; a special focus will be laid on teamwork, training design,</p>

	<p>intercultural learning and methodology. The design of this seminar will be greatly shaped by inputs from participants – it will provide several options for practising skills within the seminar. The project teams will have the chance to experience themselves as a group within several parts of the programme.</p> <p><u>Seminar 3</u>: Clearly an evaluation and closing seminar. In a relaxed manner participants will get the chance to evaluate specific aspects of their training projects together with the others in the group. Furthermore the seminar provides the opportunity to reflect on the individual learning path throughout the year and to re-visit some training topics or have little workshops on some aspects. Last but not least it shall facilitate the exit of the course and the entry into the next steps of the development as a trainer.</p> <p>Normally our training courses always start with developing a group atmosphere which supports learning from each other – trust, knowing each others resources, principles for group interaction, etc. We work a lot with the resources participants bring with them in terms of prior knowledge and experience.</p> <p>For the initial seminar we always have a box full of games and juggling materials – to support the interaction in the group and especially with the juggling games to support the use of the left as well as the right part of the brain; in addition if they want it provides them with the possibility to learn something new in the course which is not strictly part of the curriculum.</p>
Number of staff actually involved	3 trainers
Funding sources	EU-funding, the participating National Agencies for Youth in Action recruit, delegate, and finance the participants from their countries.
Collaboration with other organizations	Salto Youth, Interkulturelles Zentrum
Availability to public use	This training course is for trainers who have the competences and the motivation to contribute to the improvement of the quality of projects within the Youth in Action Programme of the European Union. See “Participants profile” concerning formal requirements.
Difficulties encountered	<p>If the adult learners are in jobs they often face the difficulty before leaving for a few days to finish off work and prepare for colleagues to take over. Within their families – more women than men in my experience – they also need to prepare for the days they are not at home.</p> <p>Once they have enrolled there might be the difficulty to concentrate completely on what’s happening in the course. In our courses participants use a lot Internet in breaks and with the emails they receive they often are distracted and they cannot devote a 100% of their attention to the course they are attending.</p>
Supporting/ training material	See http://www.salto-youth.net/rc/training-and-cooperation/nanetworktcs/tot/?oldEngineRedirect=true

Target users/ groups addressed by Good Practice	
Participants profile	<p>Participants are expected</p> <ul style="list-style-type: none"> ▪ To have been involved at least three times in a team of trainers designing, implementing and evaluating a training course in the framework of Non-Formal Education. ▪ To have international experience with a function of responsibility (not only as a participant) in the field of Youth in Action projects/Youth work (such as Youth Exchanges, EVS-projects, etc.). ▪ To have the potential and need to develop training competences and act after the course as a trainer for European YOUTH IN ACTION projects and/or for Training courses organized by the National Agencies of the YOUTH IN ACTION program. ▪ To show initiative and willingness to self-direct his/her own learning process. ▪ To be prepared to reflect on and question own beliefs and approaches as a trainer. ▪ To develop, implement and evaluate an international training project (in the framework of YOUTH IN ACTION program) together with other course participants as part of this training course. ▪ To be able to run training courses in English.
Number of participants involved at start-up and by the end	20 at a start, 18 by the end (obligatory military service and a new job)
Economic branches/ sectors	The GP has been implemented with ongoing trainers but it can be transferred to virtually any professional job profile.
Influence area	All countries of the European Union
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>The most original aspect of our program we would consider the emphasis on learning to learn. Developing as a trainer we consider to be a long-term process accompanying the professional life-span – one course, even long-term, does not do the job; not two courses, not three. A lot of competences of trainers are life-long and life-wide competences – communication, critical thinking, dealing with ambiguity, conflict resolution, intercultural, etc. Therefore we focus a lot on strengthening the capacity of trainers to direct their own learning, have an awareness of themselves as learners and are able to draw from learning resources around them.</p> <p>Elements such as personal learning project, practical training project, learning coaching is dedicated to this methodological approach. In seminar 2 there are 2 days completely managed by participants based on their learning and training needs.</p>

Practice orientation	<p>The training offers many possibilities for participants to develop life-wide and life-long competences such as communication, interpersonal, conflict resolution, learning to learn relation. The fact that as a part of the course they have to plan, implement and evaluate an international training course in an international team supports the development of competences such as team work, dealing with ambiguity, conflict resolution.</p> <p>Developing the learning to learn competence is as an essential one for succeeding in private and professional life. It supports making choices in life, continuous updating of resources and competences, adapting to changing conditions.</p>
Transferability and sharing	<p>The focus on transversal life-long and life-wide competences such as learning to learn and dealing with ambiguity can be transferred to many other educational settings – especially a methodology based on learning to learn could be a horizontal feature in many training activities.</p>
Specific methodology/ learning techniques	<p>The methodology framework: Constructivist learning and experiential learning.</p> <p>Constructivist learning: The term refers to the idea that learners construct knowledge for themselves---each learner individually (and socially) constructs meaning---as he or she learns. Constructing meaning is learning; there is no other kind. The dramatic consequences of this view are twofold; 1) we have to focus on the learner in thinking about learning (not on the subject/lesson to be taught); 2) There is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learners.</p> <p>Experiential learning:</p>

	
Participation / Engagement / Encouraging	<p>Non-formal education methodologies are based on a participatory approach. The training involves participants to a large extent and engages them as active learners. In addition the focus on learning to learn in our training develops participants' capacities to self-direct their learning for which an active and engaging attitude is essential. All of this fosters also social participation.</p>
Empowering participants	<p>The engagement and motivation of trainees is generally very high. Our whole methodology (focus on learning to learn and self-directed learning) is based largely on the intrinsic motivation of participants. In the seminars we have several parts where there is no fixed programme for everybody but self-organized time. From the beginning we make it clear that we are not assessing them but they are assessing themselves – they have to see what they want to get out of it and the more they put it the more they get out; this is also valid for the peer learning.</p> <p>The way participants follow assignments and use the self-organized time we can assess how motivated people are. In addition we have every evening before closing so-called reflection groups – fixed groups facilitated by one trainer which serve mainly to reflect about the day and to provide the possibility to release tension or frustration or something else which can block the learning.</p>
Outcomes/benefits	<p>See the document "Evaluation summary TOT 2008/2009" http://www.salto-youth.net/downloads/4-17-2028/Evaluation%20summary%20ToT%202008-09.pdf</p>
Professionalism of trainers	<p>The 3 responsible trainers (and all the other trainers involved) are very experienced in the field of training in general and in the field of youth work.</p>
Personalized service	<p>Please see Training method</p>

Sustainability and future development	The training programme will be realised till 2013, it depends on the new youth programme if the training course will be prolonged.
Other relevant information	
Additions/ comments/ remarks	None
Date	July 12, 2010

4.8 Slovakia

4.8.1 Personal Development

Table 18. "Personal Development", IVAKS

PERSONAL DEVELOPMENT- Slovakia	
Value	Description
Title	Personal Development
Acronym	PD
Responsible provider	
Full Name	IVAKS s.r.o.
Address	Radlinského 36/B Bratislava Slovakia
Phone number	++ 421 903 835687
Fax	
E-mail address	ivaks@ivaks.sk
Web address	www.ivaks.sk
Legal-status/ ownership	Private in cooperation with public (Agency of Labor)
Contact person	Rybkoval Marcela
Good Practice (in detail)	
Objectives	<p>Objectives of the entire program:</p> <ul style="list-style-type: none"> - Preparation for the labour market - Provide participants with efficient professional knowledge and skills in the area of nursing and care for clients - Train in proper professional practices of nursing services and understanding sick person's mentality <p>Objectives of the selected GB - Personal development:</p> <ul style="list-style-type: none"> - To develop participants' personal qualities, furnish them with conflict resolution and assertivity skills, relieve them from fear, uncertainty
Programme	Course of nursing for the unemployed
Type of training	Vocational, requalification
Local duration	Entire course: 224 hours 160 h theory 24 h practical preparation 40 h practicing at the institutions of social and medical care

	<p>1 - 3 months 04/2010 – 06/2010</p> <p>The selected GP: 3 days</p>
Global duration	More than two years
Tools	<p>Multi way</p> <ul style="list-style-type: none"> a) seminars b) practical trainings c) practicing at social and medical care institutions d) final examination: written test and oral exam
Detailed description	<p>To motivate adults, who lost their job, to become lifelong learners requires a special approach. The selected GP creates the first part of the training course for the unemployed, focusing at the personal development of the participants.</p> <p>Personal Development includes:</p> <ul style="list-style-type: none"> - Personal Psychology - Knowing myself: who I am, where I come from, where I go - My present life's career - My strong and weak qualities - My professional and personal goals - Knowing others - Communication: verbal, non-verbal, assertive - Conflict resolution - Empathy - Tests: Test of assertive behaviour, Conflict resolution questionnaire, How colours influence people, etc. <p>Professional training includes:</p> <ul style="list-style-type: none"> - History of nursing - Personality of a medical worker - Nursing of adults - Nursing of children - Care for the client (name "patient" is not used anymore) - Hygiene and epidemiology – sanitary care - Mobility and getting clients dressed - Prevention and curing of diseases - Feeding sick people - Manipulation with a sick person - Manipulation with biological materials - First Aid course (8 hours and the final exam) - Client's working therapy - Client's learning - Client's hobbies
Number of staff actually involved	1 trainer for the selected GP

Funding sources	State budget
Collaboration with other organizations	Local Agency of Labour in Martin, Slovakia
Availability to public use	For the job seekers registered at the Agency of Labour
Difficulties encountered	The participants of this program are unemployed people, some are unemployed for a longer period, and some lost their jobs just recently. It is a specific target group that requires a special and sensitive approach. Any other special difficulties were not observed.
Supporting/ training material	Handouts
Target users/ groups addressed by Good Practice	
Participants profile	Job seekers (female), who wish to work as nursemaids abroad or at home.
Number of participants involved at start-up and by the end	16 - 16 (100%) Max number of participants: 20
Economic branches/ sectors	All sectors, mainly from the machine industry or agriculture
Influence area	Region
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	Innovation of this GP is in the addition of the Personal Development as the introductory part of the vocational training for the job seekers. Before the participants begin professional training, they learn to communicate, ask questions, work in groups, resolve conflicts, share experiences, develop their own sense of humour, etc., so that their further participation at the training was more productive and involved.
Practice orientation	Yes. The course is focused on the vocational training of the nursemaids. 40 hours of the training take place at institutions of social and medical care.
Transferability and sharing	The GP can be adapted as an introductory part in any other courses for adults.
Specific methodology/ learning techniques	The training is led interactively, provides practical model situations, simulations, work in groups, etc.
Participation / Engagement / Encouraging	The GP helps participants not to drop out from the course. It increases their self-esteem. There were no dropouts from this course.
Empowering participants	GP focused on personal development provided at the beginning

	<p>of the course motivates and encourages participants to stay in the course and become active learners, be open, ask questions if they don't understand something, etc...It helps to increase participants' self-esteem. As the interviewed trainer said: <i>"The participants are forced to think, solve situations, confront their experiences with others."</i></p> <p>Because the participants are unemployed, the course also keeps their working habits. Completing the course gives them real chances to get employed at home or in other EU countries.</p>
Outcomes/benefits	<p>Yes, the objective – personal development of the participants was achieved. As the interviewed trainer said: <i>"The participants are very different at the end of the course comparing with the beginning. They are more courageous, with higher self-esteem, they don't worry to ask questions, share their experiences and ideas, often accompanying with a humour and good temper!"</i></p> <p>The main goal of the course is to prepare for the labour market and provide professional knowledge and skills. The majority of the participants decide to do this job before starting the course and their chances to get employed are very high.</p> <p>After successful completion of the course, the participants receive certificate that is valid in all EU countries.</p>
Professionalism of trainers	<p>Professionalism of the trainers contributes to the success of the course a lot.</p> <p>The trainers are experts from practice (for the selected GP - clinical psychologist)</p> <p>The trainers emphasise, that a good trainer should:</p> <ul style="list-style-type: none"> - Build a good team of the participants - Have good relations with participants - Personal charisma - Open communication - Partnership relations with the participants - Be able to admit his/her mistakes - Listen to the participants' problems - Getting continuous feedback from the participants and react to it <p>The interviewed participants confirmed the above characteristics of the trainers that fit with the actual performance of the trainers 😊</p>
Personalized service	None observed
Sustainability and future development	This course is often the last stage of the preparation of the unemployed. Some participants had completed other courses before (e.g. accounting, IT technologies, etc.)
Other relevant information	
Additions/ comments/ remarks	
Date	July 1, 2010

4.8.2. Training format: one school at a time

Table 19. “Training format: one school at a time”, Orava Association for Democratic Education

TRAINING FORMAT: ONE SCHOOL AT A TIME -Slovakia	
Value	Description
Title	Training format: one school at a time
Acronym	TF
Responsible provider	
Full Name	Orava Association for Democratic Education
Address	Halova 16, 85101 Bratislava, Slovakia
Phone number	+421 2 62410676
Fax	+421 2 62410676
E-mail address	marcelam@projectorava.sk
Web address	www.zdruzenieorava.sk
Legal-status/ ownership	Private
Contact person	Marcela Maslova
Good Practice (in detail)	
Objectives	<ul style="list-style-type: none"> - Training the entire pedagogical staffs of schools (min 75% of the whole pedagogical staff of the school) - Providing of an accredited RWCT program within the system of teachers carrier development (teachers in-service)
Programme	<p>RWCT program delivered to school staffs within the “School that is Thinking” project</p> <p>The project started in 2007. So far 57 basic and high schools were trained.</p>
Type of training	Continuous
Local duration	<p>One year for one level (Total of two levels per one school) One level usually starts in September and ends in June.</p> <p>Locally the project starts its fourth year.</p>
Global duration	
Tools	<p>Multi-way:</p> <ul style="list-style-type: none"> a) Introductory sessions with the school staff (2 hours) b) workshops: 40 hours per one level (5 days) c) practical trainings: 4 open classes in second level d) practical applications: 20 hours per one level of participants’ practical application of the learnt strategies at participants’ own classes- participants develop their own portfolios including lessons plans, reflections, students works, photographs, etc.) e) self-learning materials (handouts, journal, books, webside) f) final presentation of participants’ portfolios before a commission

Detailed description	<p>School that is Thinking project is delivered to the whole pedagogical staff of the selected schools.</p> <p>It includes:</p> <ul style="list-style-type: none"> a) introductory sessions – Tasters - (2 hours) b) workshops: 40 hours per one level (5 days) c) practical trainings: 4 open classes in the second level d) practical applications: 20 hours per one level of participants' practical application of the learnt strategies at participants' own classes e) final presentation of participants' portfolios before the commission <p>Main features of the GP:</p> <ul style="list-style-type: none"> - Training of the whole staff of the school. The trainers are coming to schools to train, so participants do not need to travel. The school staff is trained together. They have opportunity to share experiences and ideas not only during the time of the workshops, but also between them. - “Open classes” – the classes are led by the volunteering school teachers in their own classes, while the other colleagues and trainers are observing. Each class is followed by reflections. - Portfolio as a tool for assessment of teachers participation and practical application of the presented content. - Following successful completion of the program, participants receive certificates with credits (completion of two levels means 6% of the salary grow). - After completing of two levels of the program, the school receives “School that is Thinking” Certificate.
Number of staff actually involved	1 project coordinator, 1 manager, 1 accountant, 4 regional coordinators, 30 certified trainers, 10 multipliers
Funding sources	<ul style="list-style-type: none"> - Private/ Public (2 % of the income tax of a gas company) - The fourth year will be with financial contribution of schools
Collaboration with other organizations	GP is conducted in cooperation with CEF (Central European Foundation, Bratislava), Slovnaft a.s., and the involved schools.
Availability to public use	Schools send their applications upon the call. 25-30 schools are trained each year.
Difficulties encountered	<ul style="list-style-type: none"> - To motivate and encourage the whole pedagogical staff of the school to participate (min 75 %) - Consuming of the free time of the participating teachers and other pedagogical staff (workshops are often done at

	<p>weekends or school holidays)</p> <ul style="list-style-type: none"> - If a staff of a small school applies, they need to join bigger schools to participate at the project
Supporting/ training material	<ul style="list-style-type: none"> - Handouts, developed by the trainers provided at each workshop - Books: (Orava Project in Practice, Critically Thinking Teacher – Creator of a School Quality, etc.) - public - NOTES Journal, publishing innovative strategies – older issues are published at Orava website - Website: www.zdruzenieorava.sk (Forum, model lessons, articles, pictures, contacts, etc.)
Target users/ groups addressed by Good Practice	
Participants profile	Teachers of all age categories (the whole school staff) When applying for the program, statements of the heads of the schools subject commissions are required.
Number of participants involved at start-up and by the end	Minimum of 75 % of the pedagogical school staff completes the program.
Economic branches/ sectors	Education
Influence area	<ul style="list-style-type: none"> - State - Schools are selected proportionally in each of eight administrative regions of Slovakia
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	<p>As provided above, the novelty of GP is considered in:</p> <ul style="list-style-type: none"> - Training of the whole staff of the school. The trainers are coming to schools to train (not opposite). The school staff is trained together. They have opportunity to share experiences and ideas not only during the time of the workshops, but also between them. - “Open classes” – the classes are led by the volunteering participants in their own classes, while the other colleagues and trainers are observing. Each class is followed by reflections. - Portfolio as a tool for assessment of teachers participation and practical application of the presented content. - Following successful completion of the program, participants receive certificates with credits (completion of two levels means 6% of the salary grow) - After completing of two levels of the program, the school

	receives “School that is Thinking” Certificate.
Practice orientation	Yes, the program takes place directly at the working place (school), participants apply presented methods in their classes and collect materials for their portfolios. Within the workshops, open classes are held.
Transferability and sharing	This is fully or partially adaptable in other countries (partially because it depends on the particulars of a carrier development system)
Specific methodology/ learning techniques	<p>Portfolio: In the course of the program duration at school, teachers collect materials to their own portfolios. Portfolios usually include lesson plans, teachers’ reflections, students individual or group works, photographs, students evaluations, etc.) Portfolios are presented by the participants at the end of the program, before a three member commission and usually other participants.</p> <p>Open classes: The classes are led by the volunteering participants in their own classes, while the other colleagues and trainers are observing. Within the program, four open classes are held so that each staff member participated at least at one, according to his/her teaching subject (humanitarians, sciences, arts, elementary level). The classes are followed by reflections and evaluations according to RWCT standards of teachers.</p> <p>“School that is Thinking” Certificate – the certificate is awarded to the school, in which at least 75% of the staff completed two levels of the program, including open classes. The certificate is given for the period of 3 years.</p>
Participation / Engagement / Encouraging	Yes, each year about 80 schools apply for the program, many of them apply repeatedly (out of which about 30 are selected). After completing the first level, majority of the schools continue in the second level. So far almost 60 basic and high schools were trained.
Empowering participants	The content of the program includes RWCT and as such promotes critical thinking, cooperative work, and presents interactive methods. Moreover, the course is accredited as a program of teachers’ carrier development. Completing the program, teachers receive credits (15+15) and so progress professionally.
Outcomes/benefits	After the first year of the program, an external evaluation of the program was done. The achievement of the objectives is also assessed by the feedback from the participants (evaluation sheets after each

	workshop), trainers, coordinators, and collaborating institutions. Upon the evaluation, improvements and other considered modifications are made each year.
Professionalism of trainers	<p>The trainers of the program are of two levels:</p> <ol style="list-style-type: none"> 1. Multiplier 2. RWCT Certified trainer (according to RWCT standards) <p>The workshops are delivered in couples: Certified trainer – multiplier, or two certified trainers.</p> <p>After meeting of the standards of the RWCT trainer, multipliers can become certified trainers.</p>
Personalized service	Consulting regarding teachers portfolios
Sustainability and future development	The program has been existing for three years and will continue with the similar support next year. New accreditation of the program was received from the Ministry of Education in 2010 and will last for five more years.
Other relevant information	
Additions/ comments/ remarks	
Date	2 July 2010

5. ANNEX 1

TITLE OF GOOD PRACTICE (GP) - Country	
Value	Description
Title	Full title of GP.
Acronym	
Responsible provider	
Full Name	
Address	Please provide all details including street, number, post code, town, country.
Phone number	+CountryCode-AreaCode-No
Fax	+CountryCode-AreaCode-No
E-mail address	
Web address	
Legal-status/ ownership	Private/ public/ etc.
Contact person	Please give a person, who can provide detailed information about GP.
Good Practice (in detail)	
Objectives	Please list mission, objectives, goals and strategy of GP.
Programme	Please provide title of the programme according to which GP took place.
Type of training	Vocational, non-vocational, continuous, formal or non-formal.
Local duration	Less than 1 month/ 1 - 3 months / 3 – 6 months / more than 6 months, including starting month/ year and ending month/year of GP in the form MM/YYYY – MM/YYYY.
Global duration	How long GP existed/exists totally (in particular less than 2 years or more than 2 years)?
Tools	One-way or multi-way, including a) seminars-workshops; b) practical trainings; c) tests; d) self-learning materials (manuals/guidelines/books/learning CDs/etc.).
Detailed description	Please provide detailed description of GP (but not more than 20 lines).
Number of staff actually involved	
Funding sources	Please specify who and how financed GP: local/regional, public/private, etc.
Collaboration with other organizations	Please specify who else was supporting GP/ participating in it's organisation from the outside/ etc. if any.
Availability to public use	Please specify if training practice is free, open to general public, or something special or any other formal requirements are necessary to participate.
Difficulties encountered	Please list limitations the trainers/learners/managers carrying out GP faced during its process.
Supporting/ training material	Please provide information on existing brochures, presentations, etc. as printing materials or separate files concerning GP. Please specify if training materials of GP are free, open to public use, or something special is necessary for them to be used by any other institutions, and all formal requirements for this use if

	any.
Target users/ groups addressed by Good Practice	
Participants profile	Age, educational and professional background, employed or unemployed.
Number of participants involved at start-up and by the end	
Economic branches/ sectors	Please specify work sectors/professions being covered by GP.
Influence area	Please specify geographic area that was covered by GP: village/ district/ region/ state etc.
Different elements that allowed/helped to achieve a positive/good performance/result in terms of motivation	
Innovation and novelty	Has GP done something different? Is it a forerunner in its field? Why? Has GP been adapted from some other known GP or is it practically new GP? etc.
Practice orientation	“Yes”/“No”; if “Yes”, please specify briefly which practical elements were presented in GP.
Transferability and sharing	Please provide information on the adaptation/potential for adaptation of this GP to the others, including adaptation level (local, regional, European) or thematic level. How can others use/adapt/apply GP for their needs?
Specific methodology/ learning techniques	Please provide detailed description of methodology or technique.
Participation / Engagement / Encouraging	Has GP increased significantly the number of participants? Do they stay longer?
Empowering participants	Is it social inclusive? Does it promote critical thinking /cooperative work? Does it increase their interest or curiosity?
Outcomes/benefits	Please specify whether the objectives have been achieved. In what way and to what extent? Did you use specific measurement methods, key performance indicators, etc. for measuring results?
Professionalism of trainers	
Personalized service	“Yes”/“No”; if “Yes”, please specify briefly, was personal tutorship organized?
Sustainability and future development	“Yes”/“No”; if “Yes” please specify how.
Other relevant information	
Additions/ comments/ remarks	
Date	