

LIFELONG LEARNING



from Socrates and Leonardo ... to Lifelong Learning Programme



Education and Culture



Published by: CMEPIUS, Centre of the Republic of Slovenia for Mobility and
European Educational and Training Programmes
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Authors: CMEPIUS Staff
Translated by: Nives Kreuh
Proofread by: Jason Blake, Urša Bajželj
Designed by: Studio 22
Printed by: ADOZ - Kranj
Ljubljana, December 2006

CIP - Kataložni zapis o publikaciji
Narodna in univerzitetna knjižnica, Ljubljana

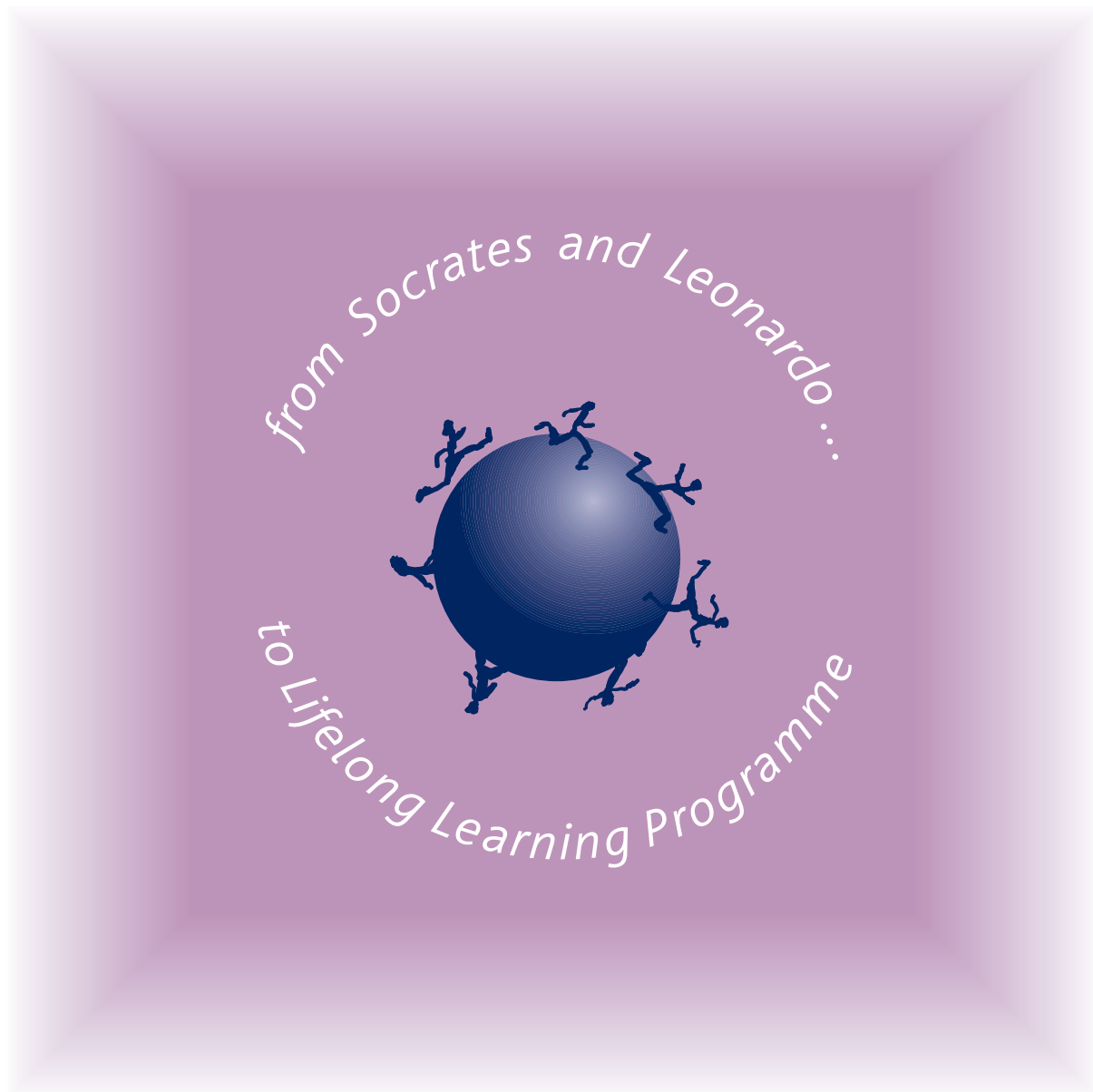
37(4)

FROM Socrates and Leonardo --- to lifelong learning programme /
[authors CMEPIUS staff ; editors Maja Mihelič Debeljak, Neža
Pajnič, Tanja Taštanoska ; translated by Nives Kreuh]. - Ljubljana:
CMEPIUS, Centre of the Republic of Slovenia for Mobility and
European Educational and Training Programmes, 2007

ISBN 978-961-6628-04-4
1. Mihelič Debeljak, Maja
231696128

"This publication was co-financed by the European Commission and The Ministry of the Republic of Slovenia for Education and Sport. The table of contents does not necessarily express the views of the European Commission and The Ministry of the Republic of Slovenia for Education and Sport and is not in any way binding for them."

LIFELONG LEARNING



Dear Readers, and Friends,

The publication in your hands will take you for a walk through the past, with an eye to the future. When the EU Programmes Agency was established, we were not yet aware of the challenges awaiting us. We felt we were facing a lot of questions yet to be answered, the great unknown. However, with your help, we have transformed problems and fears into challenges, and by rolling up our sleeves, we have established an independent institution: the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS), and confidently entered the European space.

We have consistently been realizing our motto "Ties without frontiers," along with the mission "Opening doors to experience through international programmes". It was not always easy to navigate the piles of instructions and regulations, and simultaneously explain in a kind manner what the programmes offer and enable. We were learning together. There are quite a few historic moments behind us. In 1999 we were the first to implement the EU educational and training programmes. We thrived in unison with the second generation of the Socrates and Leonardo da Vinci programmes, which were established at the turn of the millennium and concluded at the end of 2006. We matured in this period in which we were awaiting Slovenia's joining the European Union in 2004. We made the most of our active life together "under the stars of Europe", which can be seen in the results we achieved. There are not solely numbers to prove it, but also happy faces in classrooms, lecture rooms and firms. From the initial € 2 million the amount has grown to € 5 million annual in Slovenia for realizing programmes, with the money exclusively allotted to users. In the programme period (2000-2006) we managed to distribute a little less than € 23 million. Activities were implemented at more than 400 schools and kindergartens, and included more than 3000 Erasmus students, all of which will be introduced in the pages to come.

Community programmes from the educational and training field, which we manage as a Slovene National Agency in CMEPIUS, enable education, draw trainers and trainees from different levels closer together, link schools and other educational institutions, develop innovative partnerships in vocational education, bond groups of the young as well as groups of volunteers, and support joint projects and research activities. Special attention within each activity is paid to the groups whose varied composition means they do not achieve expected results and thus require additional support.

In the last six years, we have gained knowledge and experience through exchanges and project work within the Erasmus, Comenius, Grundtvig, Lingua, Minerva and Arion Actions within the Socrates programmes, along with activities of the Leonardo da Vinci Programme, CEDEFOP study visits and joint initiatives, European Label. Gradually, our cooperation with the European Commission expanded to the e-Learning and Erasmus Mundus programmes. We faced the challenges of the Bologna reform, dealt with the mobility of researchers within the ERA MORE initiative, were included in Netd@ys and eTwinning activities, and other projects and initiatives of the European Union. These programmes, many named after great individuals, encourage all people who wish to achieve something more and appreciate something different in life.

A number of individuals – teachers, mentors, head teachers, directors, students, young employees and heads of personnel departments – have seized the offered opportunities within European programmes of education and training as a chance to achieve their goals in cooperation with us.

We would like to thank all of you who took the daring first steps with us, and for your trust in us. Since your experiences are in a way ours as well, we collected them at the end of the programme period with qualitative and quantitative results of our work and demonstrated them in the special edition of the publication, so that we can present them at home and abroad.

We wish all of you pleasant reading of the publication. We also invite you to seize offered opportunities and fulfil a part of your dreams with our help at the beginning of the new Lifelong Learning Programme.

*Majda Širok
Director*

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Before...

... you immerse yourself in the texts written for you at CMEPIUS, let me sum up a few thoughts in the preface. It is true that our work is diverse and assorted, shared among programmes and initiatives, projects, activities, sub-activities, branches and types which are – admittedly – quite hard to comprehend, let alone remember or distinguish. After all, such cataloguing was not our intention in the first place, although we sometimes expected it from you. The important issue is that your project or mobility ideas and wishes are set into frameworks for which it is possible to find funds enabling the realization of these ideas and wishes. In view of the results that we have gathered at the end of the second generation of the Socrates and Leonardo da Vinci programmes, we have been rather successful. Therefore, with you in mind, we have tried to sum up our main activities and achievements in separate areas and, hopefully, presented them in a comprehensive way.

We have assorted activities according to target groups and tried to find common points among programmes and actions.

In the publication we summarize the achievements and activities in the period of the entire second generation of the Socrates and Leonardo da Vinci programmes, which started on 30th December 2000 and concluded on 31st December 2006. The activities of both programmes are related to the rest of the programmes and activities managed at CMEPIUS. That is also the reason for writing texts in the past tense; however, some programmes, actions and activities will continue in the year 2007 with the beginning of the new Lifelong Learning Programme – included in the concluding portion part of the publication.

You are mostly welcome to read about some of our mutual achievements from the years 2000 - 2006 and about the mutual challenges which await us in the years 2007 - 2013 in the area of European cooperation in education and training.

We were growing and developing

Many of you are familiar with us, since we started to include Slovene kindergartens, schools, organisations for adult education, firms, universities, independent higher education institutions and other educational organisations in European educational and training projects already in 1998 as an independent organisational unit of the National Institute for Vocational Education and Training as the EU programmes Agency. In October 2002 the Government of the Republic of Slovenia passed a resolution and changed our organisational unit to an independent institution. We completed our mission and changed the name (CMEPIUS - Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes) and logo, which represents the flow of information, knowledge and partnerships through contacts among people. Mottos which rely on the four UNESCO pillars of education go hand in hand with our work and developmental activities of Slovene schools. Through project collaboration, and with the help of mobility, we have become aware of what it means to be, live, learn and work in an international environment. Concurrently, we have co-created new knowledge and cognition at home, in the European Union and elsewhere.

Slovenia was the last of thirteen candidates for European Union membership to sign an association agreement to become the member of the EU. As an associate member our country was given many new opportunities to collaborate in European Union programmes. Joint educational programmes were among the first programmes of the new alliance. Slovenia joined as an equal partner on 1st May 1999. Programmes from the fields of education, training and youth are meant to encourage such concrete forms and content of cooperation as have been agreed upon by all participating countries. Moreover, these programmes are also supportive of national policy.

We caught the tail end of the first generation of programmes (1995 - 1999), and actively joined the second generation (2000 - 2006) in 2000.



In the EU Programmes Agency at that time, we were responsible for the realisation of the Socrates (the educational field) and Leonardo da Vinci programmes (the field of vocational and professional education and training). We started off with a small team, in a small space and with a much smaller budget than today. Our strategy consisted of, with your help, learning by doing and continuous training. When we became the independent institution CMEPIUS, we started incrementally to include new programmes: Erasmus, Mundus, e-Learning and CEEPUS. We assumed the Netd@ys, European Label and ERA MORE initiatives. Moreover, we participated in various projects and working groups. In agreement with the Ministry of Education, Science and Sport at that time, we commenced activities, which are a part of the bilateral agreements of Slovenia for scholarships. In 2004, we celebrated the joining of the European Union. Full EU membership resulted in twice as much project funds, but at the same time twice as much work. We were a bit worried but not frightened. We started working together on a difficult task. When European auditors paid a visit in September 2005 (needless to say, we were thoroughly inspected), we were on tenterhooks, despite the fact that we were aware of our efforts. When the report arrived with great praise about how we were one of the best national agencies in Europe, we got the confirmation that we work well and that we are on the right track.

At the end of the second generation of programmes we are happy to say that we are able to present many achievements and that we have increased our knowledge (though our offices are shrinking, so to speak). Our team has grown in number, we know more, we are much improved on the whole, and yet somewhat concerned since we are taking over a new programme which includes more activities and more, varied, fields. Consequently, we are receiving more funds.

for Socrates and Leonardo da Vinci National Agencies in the period 2000 – 2006 in €

| Programme | Contract period | | Fiscal Year | EU Contribution | National Contributio | Total Contract sum | % EU Funds |
|-------------------|-----------------|--------------|-------------|------------------|----------------------|--------------------|-------------|
| Leonardo da Vinci | 1. 2. 2000 | 28. 2. 2001 | 2000 | 64.122 | 161.726 | 225.848 | 28 % |
| Socrates | 1. 4. 2000 | 31. 3. 2001 | 2000 | 43.496 | 142.811 | 186.307 | 23 % |
| Leonardo da Vinci | 1. 4. 2001 | 31. 3. 2002 | 2001 | 63.077 | 119.436 | 182.513 | 35 % |
| Socrates | 1. 4. 2001 | 31. 3. 2002 | 2001 | 43.496 | 180.979 | 224.475 | 19 % |
| Leonardo da Vinci | 1. 4. 2002 | 31. 3. 2003 | 2002 | 68.580 | 130.113 | 198.693 | 35 % |
| Socrates | 1. 1. 2002 | 31. 3. 2003 | 2002 | 47.997 | 176.029 | 224.026 | 21 % |
| Leonardo da Vinci | 1. 4. 2003 | 31. 12. 2004 | 2003 | 145.825 | 202.231 | 348.056 | 42 % |
| Socrates | 1. 4. 2003 | 31. 12. 2004 | 2003 | 147.926 | 302.643 | 450.569 | 33 % |
| Leonardo da Vinci | 1. 1. 2005 | 31. 12. 2006 | 2005 | 241.596 | 277.044 | 518.640 | 47 % |
| Socrates | 1. 1. 2005 | 31. 12. 2006 | 2005 | 228.872 | 452.096 | 680.968 | 34 % |
| Total | | | | 1.094.987 | 2.145.108 | 3.240.095 | 34 % |

Our everyday life

(our work)

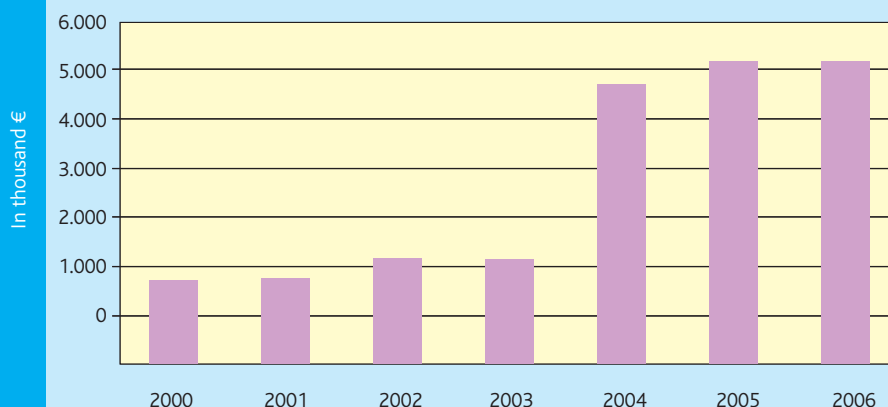
All projects, selected from commonly agreed on and accepted Calls for Proposals of the EU programmes for educational field and training, are international. Priorities for a specific period (one year for the Socrates and eLearning programmes, two years for the Leonardo da Vinci programme) are determined in advance by special committees of the European Union for individual programmes, which include representatives of local authorities. In Slovenia, with the exception of the Socrates/Erasmus Action, the local authority is the Ministry of Education and Sport.

The admission, proceedings and selection procedures have also been agreed upon and confirmed by these committees. The great variety of participating countries makes the procedures complicated and of long duration (from the exclusively centralised application and selection, which is carried out by the European Union, to the decentralised application and selection, which is performed by the authorised national agency, i.e. CMEPIUS in Slovenia). Included in these programmes are, in addition to the 25 member states at that time, are also Romania, Bulgaria, Turkey, Norway, Iceland and Liechtenstein.

Funds, which have been approved for the selected projects and represent co-financing, are public funds of the communal European budget (Slovenia is also a participating country). Because of this, the management of each project needs to be transparent. Most importantly, results need to contribute to the development of the common European national policy. Thus, regular monitoring of the realisation, reporting, assessment of achievements and dissemination to practice are very important. These are the reasons why project management is extremely demanding and appropriate training is of vital importance.

All this is a part of our everyday work at CMEPIUS. The work normally starts with informing, educating and consulting. Despite the fact that the procedures are long and complicated, our work is far from dull. On the contrary, each day we encounter new things, challenges and problems, which we try to solve together with you, our applicants.

EU funds in the period 2000 – 2006 in €





The team has not
changed much;
however,
it has
grown
in size



There were eight team members (all women) at the beginning of the second generation of programmes. One member soon changed her mind and decided to start her career somewhere else. Not long ago, we tragically lost a dear colleague of ours, **Mojca Gombač**. We all miss her very much. She contributed great deal to our success and we would like to pay a special respect to her at this point.

With these exceptions, the team has not changed much; however, new and additional tasks and funds required new professionals and new members.

Today, with the conclusion of the seven-year programmes there are already 18 employees, with three students who provide additional help – all of which adds up to 21-member team of enthusiastic, open and hard-working colleagues. During this period we managed to achieve a more gender-balanced staff, since we started off with female members only. We now have 5 male members in the CMEPIUS team.

At this point I would like to mention all who, at the end of 2006 and into the future, share the work at CMEPIUS in various fields.

Majda Širok, M.Sc. is the Director of CMEPIUS and therewith the indispensable person in all fields of work. The Deputy Director is **Maja Mihelač Debeljak**, who is also the head of the Socrates and the expected Lifelong Learning programmes. The Head of the finances is Irena Kos, without whom nothing really happens.

Neža Pajnič is the Director Assistant and manages all CMEPIUS activities related to tertiary education, while **Alenka Flander**, M.Sc. supervises vocational and professional education as the Head of the field and of the Leonardo da Vinci programme.

The field of information and communication technology is in the hands of Robert Marinšek, M.Sc., while all language related activities are the domain of **Eva Jurman**. **Andreja Lenc** is responsible for the Comenius programme and is the person in charge of schools, kindergartens and teachers. Marja Medved handles the mobility projects in vocational and professional education and training. Activities and programmes intended for adult education are coordinated by **Kristjan Zemljič**. **Urša Bajželj** is responsible for teacher training and scholarships for Slovenians living abroad.

Study visits and a part of financial management of the programmes is coordinated by **Borut Korada**; at the end of the programme **Duša Marjetič** joined us in the Financial Office and funds management. Consultation for foreign researchers has been taken over by **Jaka Tomc** in 2006, and **Tanja Taštanoska** is the most relevant person in the CMEPIUS cooperation for media, designing publications and organising various activities and events. **Petra Vilfan** is the person foreign students and researchers in Slovenia can turn to, while **Aleš Vidmar** made joined the second generation of the Leonardo da Vinci programme near the end.

Since we have become quite a sizable team, **Alenka Svetlin**, our administrative secretary, needs to keep order and is assisted by **Petra Miklavc**. **Tina Pajnič** is a student, whom everyone who participates in the Comenius programme knows well. **Outi Lindroos** is our foreign reinforcement and is indispensable in the Leonardo da Vinci programme and in the organising of events.



We are proud of ...

S

... many achievements and successes. We have managed to increase funds allocated by Slovenia by almost

U

95%. We have gained respect in the national and international arenas, where we are active and appreciated

members of working groups and projects. The European Commission and both ministries respect us as partners

I

and continue to nominate us for numerous new tasks, which indicates that we are trusted at home and

abroad. Due to all this, and to the successful managing of the second generation of the EU programmes, the

P

Ministry of Education and Sport nominated us as the officers of the new **LIFELONG LEARNING PROGRAMME**,

which we will undertake together in January 2007.

E

Our greatest pride and honour is dedicated to the beneficiaries of our programmes and to the experience

M

gained from ideas, projects and mobility which we supported and helped bring to life. We have learnt by

doing, and this has helped us in our development. We hope that we will be even more successful in our work

C

and closer to all those to whom these programmes are dedicated.





When Young People Wander around Europe

An individual grows personally and professionally in an international environment when he/she is far from home. Living abroad for a few months is a tough challenge and not the type of sojourn a travel agency organises. An individual is exposed to numerous diverse situations and a great deal of new information.

Membership in the EU has enhanced mobility, which has become a part of everyday life. No longer does it depend on one's economic situation, nor is it limited to holiday travelling. Moreover, mobility is not a remote option, the domain of few individuals. It has become an experience financially feasible for any individual who so wishes. It is the most accessible to those who are greatly attracted to such experiences and can realise it easily since they are the most free, curious and flexible of all – in other words, to young people.

In 2000 -2006 there were various mobility opportunities for young people in the European Socrates and Leonardo da Vinci programmes. Within these programmes, which we administer with the help of contracted institutions (higher education institutions, associations etc.), CMEPIUS offered: mobility for students, study visits, work placements and professional training periods ranging from one week to twelve months. Various groups of young people were included in mobility projects: undergraduate and graduate students, apprentices and volunteers.

In addition to the great variety of the European programmes we started to execute provisions of bilateral reciprocal agreements from the fields of education, science and regional programmes in agreement with the Ministry of Higher Education, Science and Technology and the Ministry of Education and Sport in 2003. Thus, CMEPIUS manages:

- the scholarship programme for foreign citizens taking care of the exchange programme according to the bilateral reciprocal agreements,
- the CEEPUS regional programmes (Central European Exchange Programme for University Student and professorial exchanges),
- the scholarship programme for Slovenians living in the neighbouring countries and abroad at the secondary-school or undergraduate level in Slovenia.

Activities can be divided into two target-oriented groups: study mobility and mobility for training purposes.

Study Mobility

Response to the **Erasmus Action of the Socrates programme** has been healthy. The number of students who chose mobility for study exchanges has increased in number each year and we expect this trend to continue in the future. Most students within the Erasmus Action travelled within the study exchange to institutions for higher education in Germany, Austria, Italy and Spain. There are various reasons for these trends: Slovene higher education institutions have the most bilateral agreements with institutions from these countries (straightforward and closer resemblance between higher education systems, much cooperation in the past), and the language of education is familiar to our students. The smallest amount of students went to Ireland, Greece and Denmark. Reasons could be found in the fact that Greece is linguistically complicated, while Scandinavian countries together with Ireland and Great Britain are among the most expensive countries. Students' decisions for mobility were based on provided financial support which can be attained within specific frameworks. Scholarships gained by Slovene students for mobility abroad derive from European budget funds and are relatively low.

Mobility of Slovene students does not differ from mobility of their peers in Europe in view of study programmes. The greatest mobility has been so far among students from business programmes (economics, enterprise, management); next in line are foreign language students, law students and social sciences students. These programmes are internationally most attractive and interesting due to the content and orientation of studies; and ultimately, the number of students from these programmes is the highest in view of all mobility areas. The lowest participation of students is from natural science studies, geography, geology and humanistic studies.

One interesting detail is that mobility among female students is a third larger than that of their male peers.

CEEPUS (Central European Exchange Programme for University Studies) is the European student and teacher exchange programme deriving from a multilateral agreement which comprises 13 countries (Albania, Austria, Bulgaria, Croatia, the Czech Republic, Hungary, Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia and Slovenia). CMEPIUS has managed the programme since 2003. It resembles the Erasmus Action, with the difference that it also provides for short-term exchanges for graduate students, i.e. a month or two. Moreover, it provides a link to the region which is outside European Union borders. Mobility was greater from Eastern European countries to the West, mostly to Austria and Slovenia. Therefore the major part of work is focused on establishing contacts with foreign scholarship-holders who come from countries outside the EU to Slovenia, and consultations in the legal procedures of acquiring visas. The work in the CEEPUS Programme complements the work in European programmes since it contributes to establishing links within a larger region and the Mid-European academic field. Moreover, it builds bridges across the Schengen borders and thus provides the European experience in a broader sense to young people.

The work in the **scholarship programme for foreign citizens taking part in the exchange programme according to the bilateral reciprocal agreements** (there are more than 45 agreements) resembles CEEPUS, yet it has a more global dimension. Beside students from European countries, with whom Slovenia signed the most bilateral agreements on cooperation in the field of education, scholarships can be obtained also by students from other parts of the world, e.g. Mexico, China or Egypt.

Slovenia has financially supported education of Slovenians living abroad since 1976. One such means of support is the **scholarship programme for Slovenians living abroad and their descendants at the entire undergraduate level**. The support is allocated to students who are willing to actively participate in preserving the Slovene language and cultural heritage, and to participate in establishing contacts with the Republic of Slovenia when they return to their homeland. The programme has been managed by CMEPIUS since 2003 in agreement with the Ministry of Higher Education, Science and Technology.

Number of individuals included in the study exchange programme

| Academic Year Activities | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|---|---------|---------|---------|---------|---------|---------|
| Erasmus | 230 | 364 | 422 | 546 | 742 | 877 |
| - from Slovenia abroad | | | | | | |
| CEEPUS¹ | | | | | | |
| - from Slovenia abroad | 146 | 178 | 116 | 110 | 86 | 53 |
| - foreign students in Slovenia | 186 | 186 | 162 | 131 | 129 | 70 |
| Bilateral agreements² (number of scholarships allocated to foreign students) | / | / | / | 45 | 54 | 49 |
| Slovenians living abroad | / | / | / | 147 | 144 | 136 |

¹ The CEEPUS Programme has been managed since 2003 by CMEPIUS. During these years exchanges of long duration were the priority. Therefore the number of exchanges is lower, but the time spent abroad was longer.

² The Ministry of Higher Education, Science and Technology publicly announces the Call for Proposals for foreign students each year. It is based on the bilateral agreement signed by the Republic of Slovenia. CMEPIUS is formally in charge of the Call for Proposals; however, since it is provided for foreign postgraduate students only, CMEPIUS has kept the statistic record of foreign students who come to Slovenia on an exchange programme basis since 2003.

Mobility for Training Purposes

The Mobility projects which are designed for practical training of individuals abroad represent a vital part of the Leonardo da Vinci programme. Financial support for living and training abroad is provided for young participants with the help of the programme funds.

The prime target groups of mobility are individuals which are included in initial vocational education and training. In the last period students and apprentices carried out mostly regular practical work in a foreign partner organisation instead of at home and in a three-week period they acquired new vocational, professional, linguistic and cultural knowledge. Frequent reproaches against Slovene university programmes as being too theoretical in teaching approaches probably resulted in the increased number of students who applied for mobility projects. Practical work was carried out in foreign firms. Applicants were mostly undergraduate students, young workers, job applicants and those who had just finished school. They increased their job opportunities by acquiring work experience abroad. Special attention in the mobility project was paid to special needs people, since one of the main principles of the programmes is to favour openness and access of training for everybody.

A distinctive feature of mobility in the Leonardo da Vinci programme is to provide practical learning experience and training besides merely theoretical knowledge; or to provide the opportunity of being included in new working environments in the interest of acquiring self-confidence and independence. Mobility abroad enables the acquisition of much new vocational and professional knowledge, improved communication in a foreign language, and knowledge of different working and cultural environments. Many young unemployed people were offered jobs at home or a job position related to their practical training after the concluded mobility project.

Number of individuals who participated in practical training programmes

| Contract year/ target group | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|--------------------------------|------|------|------|------|------|------|-----------------|
| STUDENTS | 68 | 70 | 95 | 115 | 235 | 253 | 264 |
| UNDERGRADUATE STUDENTS | 45 | 46 | 70 | 70 | 76 | 146 | 91 ³ |
| YOUNG WORKERS | 21 | 22 | 24 | 42 | 36 | 81 | 57 ⁴ |

³ Assumed number of participants according to project applications which started in 2006 and will be concluded by May 2008.

⁴ Assumed number of participants according to project applications which started in 2006 and will be concluded by May 2008. The final number of participants will be identified in 2008.



Erasmus Student Mobility
Eva Zihlerl, University of Ljubljana
Strasbourg, France



"Even before going on the Erasmus exchange programme abroad I was wondering why there are so little interest for Erasmus scholarships. Now, after a year in France, I simply can't believe there are so many vacant posts that remain every year. If it were possible, I would go again without any second thoughts. I will return to Strasbourg (and visit my new friends) again and again."



Erasmus Student Mobility
Tanja Brlečić, University of Maribor
Ostrava, the Czech Republic

"The summer study semester 2006 has changed my view of life. Studies with the Czech professors, beer, the Czech student hostel, Stodolni, Holba, the canteen have marked my days among other things ... Now I have friends all around Europe, which all of a sudden seems so small. My opinion is that each Slovenian student should experience this, especially those who live with their parents during their studies. Besides, even financial support is sufficient. Don't think, just go! I started off with studying and hope to finish off by working."





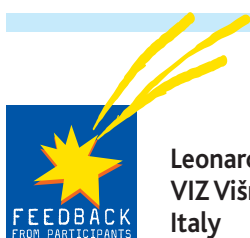
Erasmus Student Mobility
Rok Čač, University of Maribor
Messina, Italy

"It is quite hard to describe the entire experience of Erasmus student mobility using just words, since it is so great. You meet many new people from all over Europe, you learn the language, you get to know different cultures, and last but not least, it's a non-stop party, a non-stop happening Erasmus is a very positive experience – a lifetime experience."



Erasmus Student Mobility
Miha Konjar, University of Ljubljana
Valencia, Spain

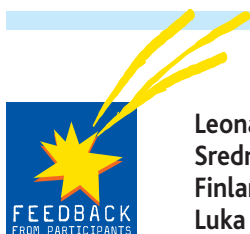
"Many times, before going to Valencia, I heard people say 'the Erasmus family'. After having experienced the Erasmus family myself, I can repeat this phrase with certainty. When you are the Erasmus student, your family changes into your best friend and your best friends change into your family. Experiencing it is really something special!"



Leonardo da Vinci Mobility Project: "FELIKS"
VIZ Višnja Gora
Italy

The best mobility project in the student category for the year 2005 (the golden apple of quality)
Tončka Pal, Project Coordinator

"The award reflects a confirmation of the fact that you can't be wrong if you integrate students' needs, achievements to, and open the school to the surroundings, the European space of knowledge links and new ideas. Project work becomes a part of the regular curriculum and school life; team work and cross-curricular planning of the project become pleasurable, as well as the expectations of my excellent colleagues."



Leonardo da Vinci Mobility Project: "Working Practice at Sawmill"
Srednja lesarska šola Škofja Loka
Finland
Luka Černe in Klemen Marolt

"The essential part of the project we participated in was working practice in timber mills which produce plywood. The Finnish have the latest technology. It is interesting that more workers are employed in offices than in the actual production line. Although productivity is very high, nobody in the factory seems to hurry much."

We remember a Chinese person, Chang from Peking who decided to study polytechnics, and we were even roommates with him for a few days. During this time we introduced him to European food and cutlery. In return he translated our names into Chinese characters, at which we all laughed.

The timber industry is the most developed branch of industry in Finland. A very typical tree for this country is the birch tree, which represents the basic raw material in the timber industry. A curious thing we would like to mention is that 50% of students at the school are girls ...

Finnish people are very helpful and kind. We felt at home with them; we established a few contacts which we will keep until our next visit to the land of Santa Clause.

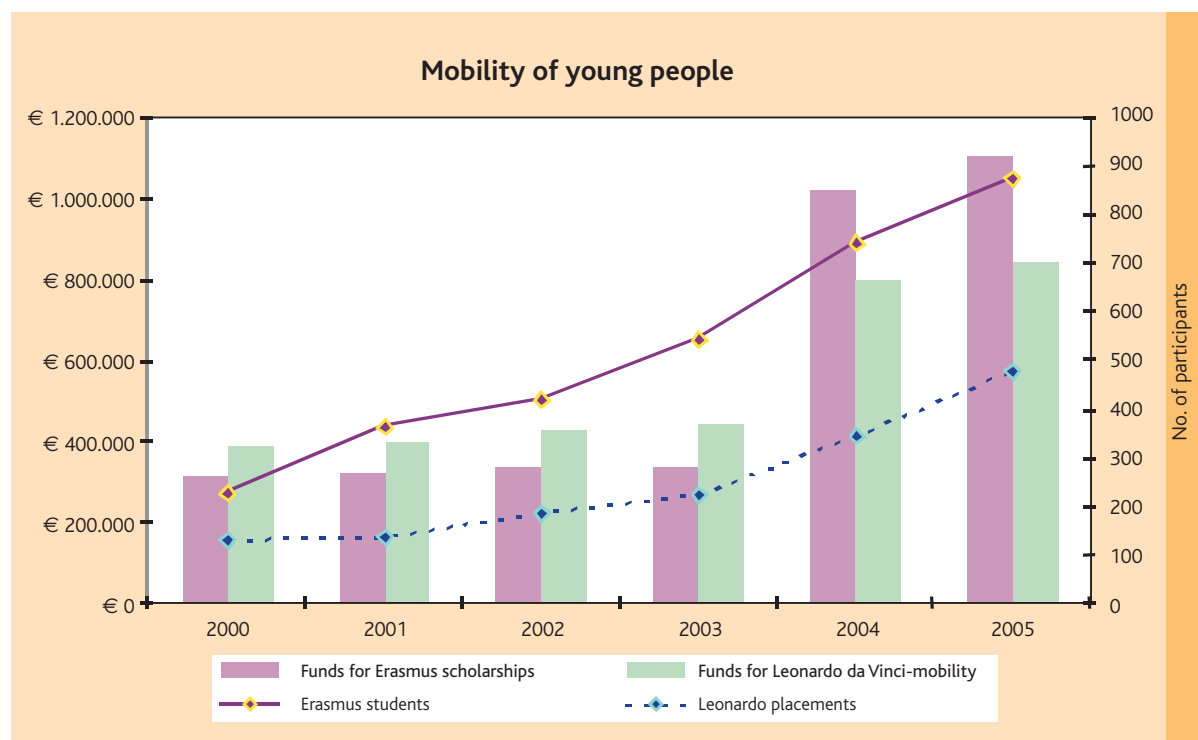
Despite the fact that the city of Lahti does not have its own university, it still offers various forms of education for students from all over the world. We had the chance to meet people from other countries.

The crucial part of the project is the exchange of students, so that they can learn about work, habits and customs in foreign countries, and gain new experience. We are already looking forward to meeting two Finnish students who are coming to Slovenia in November."

NUMBERS

Funds for Mobility of Young People in the EU Programmes

| Contract year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|---------|---------|---------|---------|-----------|-----------|-----------|
| No. of Erasmus contracts ⁵ | 230 | 364 | 6 | 5 | 6 | 6 | 7 |
| Funds for Erasmus scholarships | 320.415 | 324.387 | 340.029 | 340.806 | 1.027.131 | 1.103.577 | 1.313.311 |
| Funds for the organisation of Erasmus mobility ⁶ (€) | / | / | / | 52.500 | 73.174 | 92.298 | 110.305 |
| No. of Leonardo da Vinci mobility projects | 35 | 49 | 53 | 56 | 61 | 49 | 75 |
| Funds for Leonardo da Vinci - mobility (€) | 390.000 | 400.000 | 429.000 | 440.800 | 802.893 | 847.000 | 952.000 |



⁵ In the years 2000 in 2001 mobility of students was managed by CMEPIUS directly. In the table, the number of contracts signed by students is included. From 2002 on CMEPIUS has been signing contracts with higher education institutions, and they in turn have contracts with students.

⁶ There are no data available since the European Commission was in charge of funds for mobility. From 2003 funds have been decentralised and national agencies are in charge of them.

SCHOOL AND KINDERGARTEN PROJECTS

Andreja Lenc



School Partnerships

The Comenius Action within the Socrates programme was designed in the EU to equip schools with opportunities to grow and create a stimulating atmosphere.

School partnerships are a part of the Socrates/Comenius programme covering pre-university education. Our aim is to enhance the quality of education and reinforce the European dimension of school education. This action encourages trans-national cooperation among all types of institutions which carry out general, vocational or professional education; moreover, it offers co-funding of project activities and mobility of teachers and pupils for three types of projects: school projects, language projects and school development projects. Special concern is dedicated to encouraging foreign language learning and developing trans-national

School projects and school development projects, which were designed within the action in the second generation programme period, were similar in structure and organisation. Both types of projects were based on the partnership of at least three schools from three participating countries and were entitled to no more than three years of funding. Partnerships in language projects included two schools from two countries and were entitled to funding for not more than one year. Both the school and language projects focused their activities on pupils, while school development projects focused on schools as educational institutions.

School Projects were designed to encourage European cooperation among pupils and teachers from various European countries. Cooperation supported research of partner countries, their culture, the way of thinking and life. It reinforced better understanding and tolerance for various cultures. Since the central part of school projects was predominately active participation of pupils, the project aimed at the largest possible amount of participating pupils in schools. Projects developed added value to current traditional teaching and learning by implementing new and creative methodology in achieving goals from curricula.

The selection of a theme has proven to be of the utmost importance for a successful project since it can motivate pupils and teachers to research, to exchange information and to learn from each other. Cross-curricular themes connected teachers of various subjects and pupils from various classes in the project. Projects that included the entire school turned out to be more reliable and lasting than those limited to one teacher, one class or one subject.

Final products in school projects were diverse. Pupils created web pages, brochures or CD ROMs. As well, they organised exhibitions, art performances, video films, etc. in the final phase of the projects. Since trans-national cooperation is of key importance in school projects, the inclusion in trans-national cooperation was by itself "the project product".

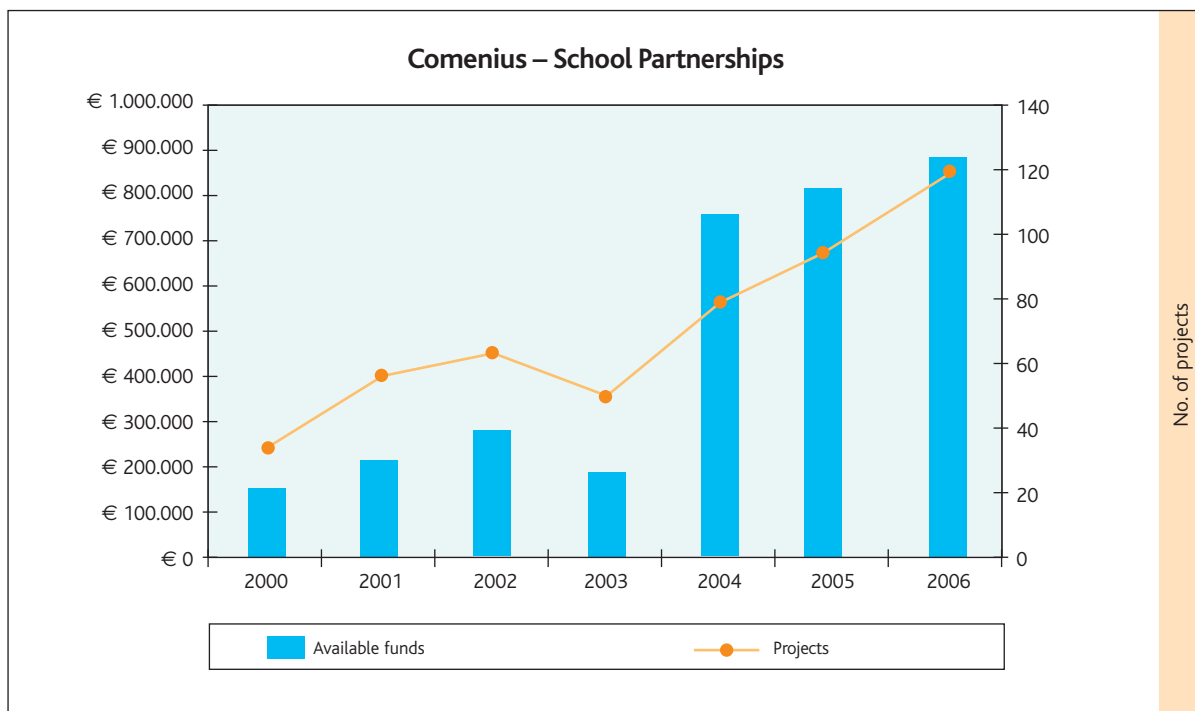
The prime aim of **language projects** was to improve motivation and language skills in a foreign language. Projects were based on collaboration among pupils and teachers within the selected theme. *(More information on language projects can be found in the Language Activities chapter).*

School Development Projects focused on partner schools as educational institutions and their needs. Projects tended to improve school organisation, school management and teaching methodology. Therefore the exchange of experience while collaborating and the acknowledgement of common needs and problems was the main focus throughout the projects.

School teams developed effective methodology which helped them fulfil the needs and successfully solve specific problems on a school level. The project offered them the opportunity to test and find the most effective methods and various approaches in view of organisation and pedagogic practice.

School development projects mostly covered school management themes, such as: how to develop school in the changed educational role; how to cooperate with the surroundings and parents; how to ensure school autonomy, etc. Some focused on purely pedagogic issues, such as the efficient use of information and communication technology in the classroom, the implementation of project work and collaborative learning, etc. Excellent results were achieved also by those who focused on various target groups. This means that projects were designed for the inclusion of migrant children in the educational process, inclusion of special needs children in regular education and projects that offered the solution of what the best ways are to make use of the diversity which is brought to classes and schools by refugee children.

Besides the opportunity for trans-national cooperation which was offered to school within the Comenius Action of the Socrates programme, schools were also given the chance for a web-based cooperation in eTwinning. It is a part of the EU programmes which is called eLearning and it encourages the integration of ICT in the educational process. Unlike other EU programmes, **eTwinning** offered open source web tools which teachers and pupils could use if they registered in the eTwinning portal *(More information on eTwinning can be found in the Information and Communication Technology chapter).*



Comenius School Development Project: "SELAMA"
 Osnovna šola Glazija (primary school), Celje
 Germany, Slovenia, Spain, Great Britain

Adela Vlašič Tovornik, Project Coordinator

"The prime aim of the trans-national project was to research, expose and influence the improvement of conditions for the inclusion of special needs children in the labour exchange. Since the demands of the European market are high and competition great, we wanted to draw attention to diverse approaches and the unbalanced opportunities for inclusion in the working environment. We established that there are differences among participating countries, and we therefore learned about advantages and disadvantages and proposed improvements for each of the systems and law.

We designed a model to offer special needs children a way to fully develop abilities, skills and knowledge and introduced potential options of working inclusion to young people, parents and caretakers. Moreover, our attempt was to invite as many potential employers and institutions that assure continuous training and social inclusion as possible."



Comenius School Development Project: "Art in Children's Eyes and with a Computer Mouse"
 Osnovna šola Solkan (primary school), Solkan
 Slovenia, Italy, Sweden, Romania, Portugal, Great Britain, Spain

Viljenka Šavli, Project Coordinator

"Seven European schools learnt about national and foreign culture, diversity of languages, pupils developed tolerance, relationships and ecological awareness. In the first year, we became familiar with cultures and arts of participating countries and created metamorphoses; in the second year we raised ecological awareness.

The tree was the theme for pupils' art work, music and creative writing. During the last year we exchanged letters, chatted and organised videoconferences. The project was concluded with the art work exhibition in the gallery in Novo Mesto. Twice in a row, the project was selected as one of 'the top hundred projects' in Europe."

NUMBERS

Comenius 1 Projects – School Partnerships in 2000 – 2006

| Contract year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Total |
|--|---------|---------|---------|---------|---------|---------|------------------|-----------|
| No. of accepted projects | 34 | 56 | 64 | 51 | 80 | 94 | 121 | 500 |
| No. of pupils per mobility within projects | 50 | 118 | 167 | 136 | 280 | 342 | 402 ⁷ | 1.495 |
| No. of teachers and headmasters per mobility within projects | 30 | 136 | 182 | 105 | 335 | 345 | 445 | 1.578 |
| Funds (€) | 157.284 | 220.726 | 281.255 | 193.925 | 753.523 | 811.967 | 879.538 | 3.298.218 |

⁷ The number pertaining to mobility among students, teachers, and headmasters within the Comenius projects in 2006 is approximate, taken from accepted projects. The final realisation will be known in September 2007.

ADULT LEARNING AND EDUCATION

Kristjan Zemljič



From Learning to Lifelong Education

Life in modern society has been marked by increasing complexity and haste. As new knowledge arises, we are witnessing accelerated development in technological fields and, predominately, realising just how quickly our knowledge and behaviour are becoming a part of the past. It is hard to keep up with all the changes; however, various social roles which we took up urge us to renew and upgrade our knowledge and competence. More and more people have realised that those who do not follow up new findings are all too soon left behind.

The philosophy of lifelong learning was developed in the 17th century by the Danish philosopher and great mind Nikolai Severin Grundtvig. He was convinced that each person should be educated from the day he was born until the day he died. Education was comprehended by Scandinavian culture much more broadly than just acquiring knowledge within educational institutions. Knowledge and experience can be mediated within the family as well (learning across generations), study groups, literary events, etc. A person's right to education presumes also a certain degree of responsibility: assuming the initiative for education and actively entering the process of lifelong learning. Practice proves that such a decision is easily made by individuals from an environment that recognizes education as an important value. And vice versa ...

The European Union allocated funds for the **Grundtvig** Action within the Socrates programme to support the idea of lifelong learning throughout modern times and to increase the level of education of the entire adult population. Thus the action is designed for adult education in the broadest possible sense, i.e. for those who would like to upgrade knowledge and competence and thereby increase their job opportunities or to enrol in the formal educational system. The action encourages cooperation of adult educational tenderers on the European level.

The Grundtvig Action users were offered two kinds of activities. **Project activities** were designed for three or more organisations from participating countries. They started collaborating on a common problem from their environment and looked for suitable solutions. Projects lasted from one to three years, depending on the complexity of the solution. During this period partners met several times (they could be accompanied by their adult students), exchanged reports about the progress of the project, designed new tasks, exchanged experience, etc. Participants learnt about new environments, cultures and approaches to problems in these activities. Organisations had the option of registering project activities within European Cooperation Projects, Learning Partnerships and European Networks.

Learning Partnerships are viewed as less demanding projects as far as content, technology and administration are concerned, and can be applied for at the National Agency, while European Cooperation Projects and projects in Grundtvig Networks are taken as more demanding (yet with concrete results and effects); moreover, project ideas of the former were applied for at the European Commission.

The second type of activities, which took place within the Grundtvig Action, was executed on an individual level. Within individual mobility all people who participated in the field of adult education could attend various international seminars, courses, conferences and symposiums with a European dimension. Individuals thus acquired new knowledge which resulted in professional growth. Later they were able to transfer it to Slovenia and disseminate it among people.

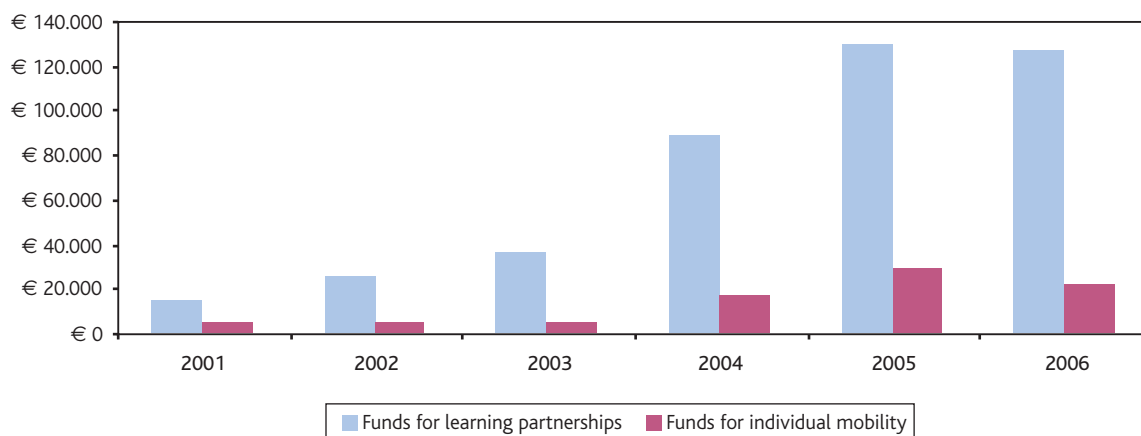
Other important opportunities from which many individuals have benefited greatly are **Preparatory visits** and **Contact seminars**. They served as a pre-preparatory phase of projects. People could meet their potential project partners, develop project ideas and prepare the project. Experience shows that projects which were prepared during these activities had better results, a higher rate of acceptance and were more successful in realising activities.

Besides opportunities within the **Grundtvig Action** adults were able to participate in project activities of the **Leonardo da Vinci** programme, i.e. within mobility projects and pilot projects.

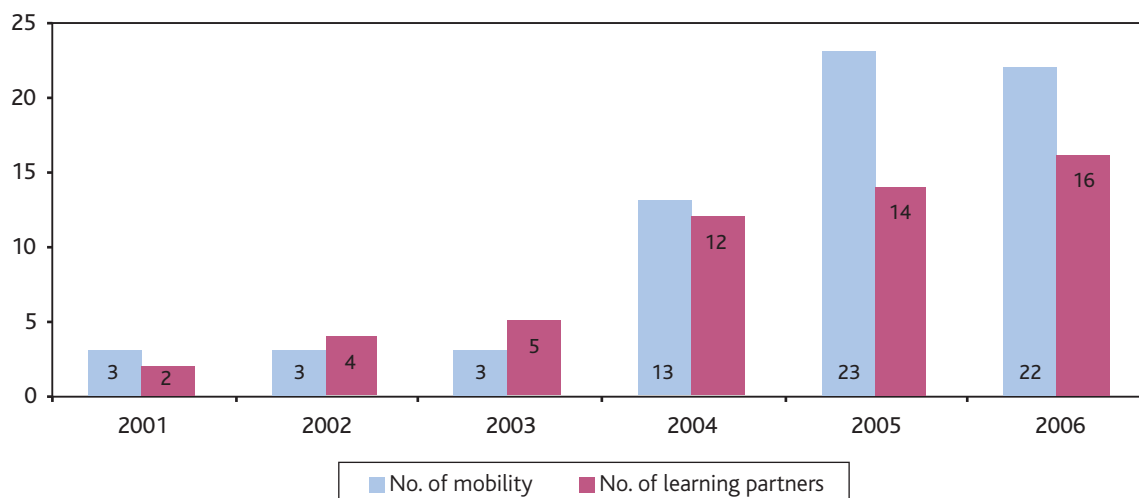
Mobility projects of the Leonardo da Vinci programme were open to all who wished to attain professional training. Thereby the programme offered opportunities to people who wished to upgrade knowledge and acquire new experience in European countries. The Leonardo da Vinci programme supported the mobility of all who were engaged in adult education and training, since pilot projects incorporated various forms of adult education.

Examples of adult education within the Leonardo da Vinci programme for the past period are projects of Open Universities which applied for projects for participants in education. Within these projects participants acquired new professional knowledge.

Grundtvig funds



Grundtvig activities



Grundtvig Learning Partnership Project: "Alternatives of lifelong learning for adult people with profound learning and physical disabilities"
Center za usposabljanje, delo in varstvo Dolfke Boštjančič
Slovenia, Great Britain, Portugal and Greece

The project which connected the Dolfka Boštjančič centre with partner institutions from Great Britain, Portugal and Greece researched options of lifelong learning and employment for adult persons with profound learning disabilities. The particular distinction of the project is the direct student involvement in the project, since they were offered a unique opportunity to get to know other countries, to speak in a foreign language and meet new friends. In addition, teachers needed to confront diverse cultural and working approaches of their colleagues and upgrade them with newly acquired professional knowledge.

The rich experience of all participants is reflected in the project achievements: a handbook "Living and Learning" (in Slovene, Greek, Portuguese and English), a DVD with activities and forms of employment, and a web page where everybody can read about the project and see the results.



Grundtvig Individual Mobility: E-Learning – Project Management: "How e-Education is Planned and Realised in Organisations"
The Czech Republic

Jana Jan, Inter-es Education and Consulting

"I liked the theme of the course much since I was able to obtain a lot of information which will help me with my work. Consequently, this will bring added value to the organisation I work for. I learnt about what the situation of participating countries in the field of e-learning is. I also met new colleagues and friends. Getting to know the situations in other countries allowed me to compare them with Slovenia. As a result, it is easier to discover what our current status in e-learning is. The group was very spontaneous, cheerful and positive. We all felt miserable when we had to say goodbye to each other."



Leonardo da Vinci Pilot Project: "ICTEM (Integrated Counselling, Training and Employment Method)"
 KADIS Ljubljana
 Slovenia, Great Britain, Ireland and Italy

ICTEM is the Leonardo da Vinci pilot project aimed at developing and testing in practice new approaches in increasing employment among younger people and people with lower education, which are the two most vulnerable and neglected groups of people in the labour exchange. The project goal was to help prevent social exclusion by using new approaches in increasing employment of these groups.

Some quantitative results in Slovenia – 21 programme participants:

- 10 participants became employed, mostly in the catering industry (cook, cook's assistant), as well as in service and production
- 1 participant started with practical work and was offered the chance of a permanent job
- 3 participants were admitted to a formal educational programme

NUMBERS

Grundtvig Learning Partnerships

| Contract Year | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------------|--------|----------|--------|--------|---------|---------|
| No. of projects | 2 | 4 | 5 | 12 | 14 | 16 |
| Contract value in € | 14.869 | 24.699,5 | 35.469 | 88.068 | 129.004 | 127.410 |

Grundtvig Individual Mobility

| Contract Year | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------------|-------|-------|-------|--------|--------|--------|
| No. of projects | 3 | 3 | 3 | 13 | 23 | 22 |
| Contract value in € | 4.500 | 4.226 | 4.331 | 16.980 | 28.717 | 21.376 |



EDUCATION AND IN SERVICE TEACHER TRAINING WITHIN THE SCHOOL EDUCATION AND LABOUR EXCHANGE

Urša Bajželj, Marja Medved

In-service Training for Staff Involved in School Education

The most important group of people in all educational systems are people whose life and professional mission it is to deliver knowledge to others. In times of constant knowledge growth and the ongoing development of pedagogical approaches it is of utmost importance for teachers not to remain at the level of knowledge they acquired during their pedagogical education. They need to upgrade it and are advised to repeatedly attend in-service teacher training programmes.

The **In-Service Teacher Training Action within the Comenius programme** was designed for educational staff, predominately teachers. The aim is to encourage participants to improve their knowledge and skills, to become acquainted with the educational processes in Europe and to enhance knowledge of the European dimension of education.

Participants were able to select between two types of in-service teacher training: language and general courses. Language course were developed for foreign language teachers, teachers who were teaching their subject in a foreign language (i.e. European Classes) and other educational staff, while the general part of in-service teacher training covered all other teachers and educational staff.

Individuals could apply for financial support for participating in short-term courses abroad (from one to four weeks) in mind. We were obliged to monitor the quality of teacher training programmes in the application procedures since they needed to guarantee the acquisition of certain skills, techniques and methods required for classroom work.

In the last programme year there were some funds assigned for co-financing of short-term teacher training programmes (less than 5 days) in the form of active participation at conference, or a study visit. Participants made good use of the acquired knowledge at work; in addition, they disseminated it to colleagues within and outside their home institution.

Over 300 individuals have attended in-service teacher trainings abroad within the Comenius programme since 2000. There were mostly foreign language teachers from primary and secondary schools, then other teachers, among whom we can find pre-school teachers, other educational staff and experts.

What are the benefits for an individual if he/she attends in-service teacher training courses?

He/she can overcome fear of travelling and living abroad, acquire new knowledge, skills and experience for enhancing his/her professional career, gain confidence for communicating in a foreign language and perhaps discover a wish for learning additional foreign languages. He/she can familiarize himself/herself with educational systems and thus discover advantages and disadvantages of the national system; he/she can make new contacts and find new possible ways of cooperating and exchange experience throughout the "old continent".

Reports from participants show that most teacher training programmes had positive effects for individuals and national institutions (students, colleagues) or the local community. Even the worst experience from training brought about something positive.

It is of utmost importance that the acquired knowledge and skills from in-service teacher training as well as from all actions within EU educational and teacher training programmes be disseminated in the working environment and that the information reach wide sectors of the target population. In this way small steps bring about great changes.

Comenius In-Service Teacher Training programmes

| Year | 1999 | | 2000 | | 2001 | | 2002 | | 2003 | | 2004 | | 2005 | | 2006 | |
|---|------|----|------|---|------|---|------|---|------|---|------|----|------|----|------|----|
| No. of participants according to the type of training | 24 | 11 | 22 | 8 | 18 | 8 | 11 | 6 | 14 | 7 | 47 | 22 | 34 | 34 | 54 | 19 |
| | L | G | L | G | L | G | L | G | L | G | L | G | L | G | L | G |
| Total no. of participants | 35 | | 30 | | 26 | | 17 | | 21 | | 69 | | 68 | | 73 | |

(L: Language trainings; G: general trainings)

Education and in-service teacher training within the school education field and labour exchange field

People responsible for vocational and professional education and training were given the opportunity to gain new knowledge and experience abroad through **mobility projects within the Leonardo da Vinci programme**, in addition to the Socrates programmes. Mentors from schools and businesses, teachers, foremen, managers, counsellors, etc. have learnt different and new working methods, exchanged experience and knowledge with partners abroad, and brought new ideas partnerships and changes to their working environment with the help of one to six-week exchanges in European countries.

Mentors in the Leonardo da Vinci mobility projects

| Contract year/ target group | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|--------------------------------|------|------|------|------|------|------|------|
| MENTORS | 65 | 134 | 89 | 94 | 138 | 244 | 269 |
| LANGUAGE MENTORS | 11 | 15 | 32 | 43 | 40 | 0 | 8 |

Since 2003 CMEPIUS has been – in accordance with the Ministry of Education and Sport offering technical support for in-service teacher training programmes of educational staff from Italy on the basis of The Osimo Agreement (separated from the Comenius in-service teacher training action). There are 8 Italian scholarship-holders in the programme per year.



Comenius In-Service Teacher Training for English teachers
Šola za strojništvo Škofja Loka
Great Britain

Marko Ahčin, English teacher

We learnt about modern and creative methodological approaches which can help us motivate students, encourage learners' autonomy and make learning the foreign language interesting and fun under the leadership of experienced and dynamic facilitators who introduced practical examples.

We were given many useful suggestions and were presented with some experience of how to teach in a classroom with numerous students and how to solve problems in a class with discipline problems.

Besides the opportunity to meet and make contacts with colleagues from all over Europe and even further afield, with whom I could exchange opinions and experience, the training offered the opportunity to evaluate my work objectively and as a whole. Thereby I was able to recognize what I could improve in my teaching. I will be able to use the new ideas and suggestions in my work with students; in addition, I will disseminate my impressions and knowledge to my colleagues at school.

Teachers often encounter problems of low motivation for learning; and students often find classes boring. Suitable methodological solutions can lead to greater creative dynamics and atmosphere in the class. Learning the language can really be fun.

I strongly recommend such training to all teachers."



Comenius In-Service Teacher Training: »Home and School working together«
Gimnazija Ptuj
Španija

Darja Rokavec, School Counselling

"I attended the seminar together with 38 participants from Romania, Bulgaria, Lithuania, Latvia, Turkey, Iceland, Italy, Greece, France, Finland, Cyprus, and Spain. The proposed theme for the seminar in Gijon attracted my attention since it offered the opportunity:

- to learn what the relation between the school and parents in the European space is;*
- to compare school cooperation with parents and the active roles of parents in Slovenian educational system and other European countries.*

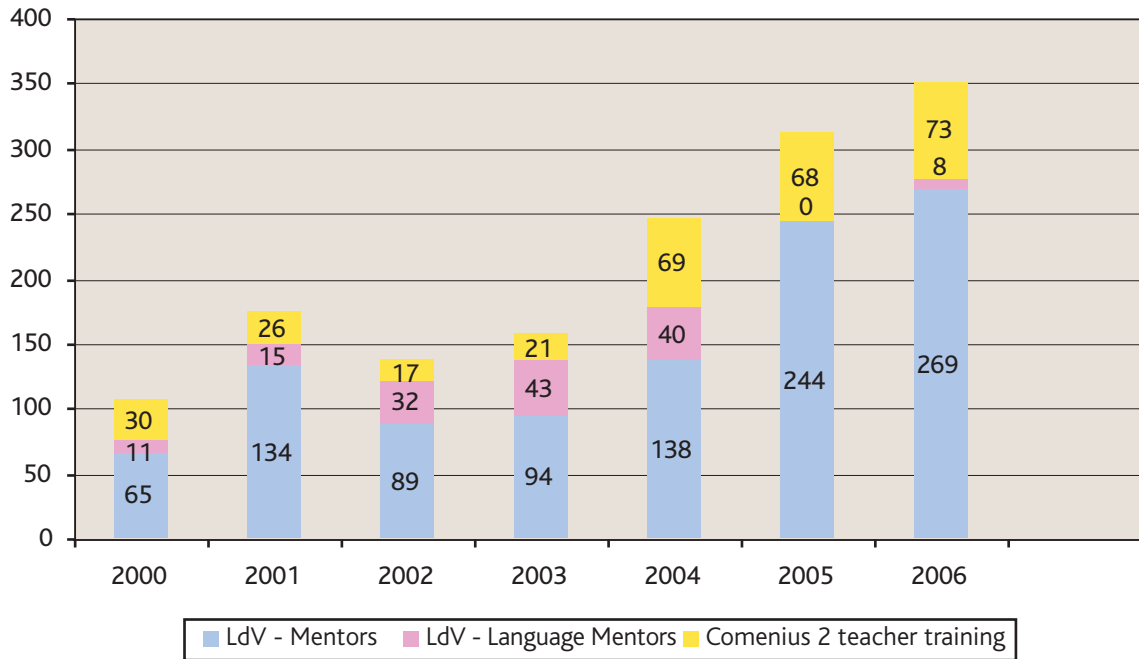
The seminar took the form of active work forums in small groups, providing an interactive and comfortable learning environment and high quality accommodation. Lecturers were experts from pedagogical practice, open to new ideas and suggestions, ready to learn a lot from participants as well. The organisers were tripartite (Spain, Cyprus, and Great Britain) and had worked together on the theme previously within the Comenius school project. This made me realise that an action can grow into another, and such an option can represent an opportunity for Slovenian schools in the Comenius school, language and development projects.

The common European space demands a common European dimension of thinking and working, one developed already with young children, pupils and students. We can only succeed if we are full of personal experiences. The Comenius in-service teacher training Action represent an ideal opportunity for acquiring new knowledge, learning about the intercultural space in which we live, for presenting national values, for connecting schools, developing language competence and, last but not least, our professional development.

The seminar in Gijon offered everything mentioned above, with a little help from the late autumn Asturian sun, smell of the Atlantic Ocean, kind hosts and Spanish cuisine."

NUMBERS

Mobility of trainers





STUDY VISITS

The exchange of experience between those who make decisions and experts in the field of education is extremely beneficial. Study visits represent an opportunity for meeting other people. The idea of "travelling," in the widest sense, is the main characteristic. It is not only geographic travelling, but rather travelling into the world of new ideas. Study visits enable individuals to meet with people from the institutions from the specific working field, experts, social partners, firms, educational institutions, organisations from vocational and professional education and training, research institutes, and so on.

The Arion Action, which took place within the framework of the Socrates programme, is designed for such activities. In addition, there is also the CEDEFOP Action within the Leonardo da Vinci programme. Both are coordinated by CMEPIUS for Slovenia. The prime difference between the Arion study visits and CEDEFOP is in the field of participants' work. The CEDEFOP study visits are designed for vocational and professional education and training, while the Arion study visits cover the field of general education. Characteristic of both actions are meetings of participants in small groups.

Head teachers, counsellors, inspectors and all experts involved in teacher training were offered the opportunity for active participation during study visits within the

Arion Action abroad. They collaborated on a common theme from the educational field with experts from abroad. The educational themes were diverse in nature. They comprised the comparison of educational systems, parents' role in education, adult education, teaching foreign languages and the education of special needs people.

Participants led debates within study groups and also with representatives of school authorities and institutions of the host country. On returning home, they disseminated the information obtained to domestic decision makers and to experts. In addition, they used the experience gained during study visits in the working environment at home.

The main objective of the CEDEFOP study visits, which were organised within the Leonardo da Vinci programme, was the promotion of mutual comprehension of the vocational and professional systems of education and training; and promotion of national systems in European countries, which could lead to the future exposure of political decisions.

Besides sending participants to study visits abroad, counties organised a certain number of study visits themselves for participants from other countries. Organisers of these visits were selected by CMEPIUS.

ARION IN NUMBERS

| Year | No. of Slovene participants in the Arion study visits | Budget for organising the Arion study visits abroad (€) | No. of organised Arion study visits in Slovenia | Budget for the organisation of the Arion study visits in Slovenia (SIT) ⁸ |
|------|---|---|---|--|
| 2000 | 7 | 6.802 | 0 | |
| 2001 | 7 | 7.440 | 2 | |
| 2002 | 5 | 5.688 | 3 | |
| 2003 | 5 | 6.563 | 1 | |
| 2004 | 25 | 30.050 | 2 | |
| 2005 | 25 | 30.694 | 2 | 300.000,00 |
| 2006 | 25 | 31.192 | 2 | 100.000,00 |

CEDEFOP IN NUMBERS⁹

| Year | No. of participants in CEDEFOP study visits | No. of organised CEDEFOP study visits in Slovenia |
|------|---|---|
| 2000 | / | / |
| 2001 | 4 | 0 |
| 2002 | 6 | 1 |
| 2003 | 6 | 2 |
| 2004 | 8 | 2 |
| 2005 | 7 | 2 |
| 2006 | 14 | 2 |

In 2006 CMEPIUS organised the meeting for Slovene participants of the Arion and CEDEFOP study visits. We exchanged information and experience gained during study visits abroad and at home. Because of the extremely positive response to the meeting we decided to organise it in the future too – at least biannually.

⁸ In the years 2005 in 2006 the budget for the organisation of the Arion study visits was provided by the Ministry of Education and Sport of the Republic of Slovenia.

⁹ CMEPIUS is not responsible for the CEDEFOP budget; the financial part of the action is managed by the CEDEFOP organisation in Salonika, Greece.



Arion study visits: "The role, responsibility and education of head teachers"
Polona Peček, National School for Leadership in Education
France

"As a consequence of my visit a lot of my colleagues decided to cooperate in European projects. Let me explain why. Conference attendance is great; however, the Arion study visit offers a lot of precious time for discussions – formal and informal. Therefore, it is much easier to exchange knowledge, experience and make contacts. It helped me – as a future organiser of a study visit – realise which issues are important. I gained a lot of new ideas about how to organise a seminar, and I have already used some ideas in my daily work."



Arion study visit: "Students' contributions in the learning process"
Zora Rutar Ilc, National Education Institute of the Republic of Slovenia
Norway

"My visit helped me improve my communication and presentation skills. I also got a better insight into the student's role in the learning process in various European countries and I learnt how to cultivate this role. All of this helped me in my job.

It wasn't until after the visit that I realised what the real value of such visits is and I would very much like to attend them again. It is a bit different from attending a conference or a seminar – perhaps it is more intensive and authentic."



CEDEFOP study visit: "Recognition of competencies"
Andraž Zgonc, Ministry of Labour, Family and Social Affairs
Finland

"The Finnish host, i.e. the National Committee for Education, had done a wonderful job in terms of organisation. They expressed readiness for proposals coming from participants and offered a great many opportunities for discussions and active participation.

The visit revealed the insight of the Finnish educational system, which applies to formal and informal education. They also presented the Finnish type of social partnership, connection between labour exchange and education; moreover, they presented the inclusion of marginal groups in labour exchange. We visited educational institutions, labour union representatives and talked to the ministry representative responsible for labour exchange. We were given the opportunity to ask questions all the time.

I implore all who are responsible for sending employees to study visits to support these activities, since the experience gained from the study visit helped us a lot in transferring good practice and learning to avoid others' mistakes."

EUROPEAN PROJECTS OF INNOVATION IMPLEMENTATION

Alenka Flander, Neža Pajnič

Present and Future Investment

The orientation of the European Union towards developmental changes is written into all fundamental documents. It is evident that the achievement of permanent development and developmental leaps need support, and we therefore need to ensure the sources of investments and the existence of proper environment in which new cognitions can develop and can be disseminated worldwide. Large scale projects, which were designed to seek innovative solutions to existing problems and to implement innovations and changes in the field of education and training, facilitated realisation of the fundamental orientation. They can be called **European projects of innovation implementation**.

A great majority of these projects were included in the Leonardo da Vinci programme. These projects – we know them by the technical names: pilot projects, language projects and trans-national thematic networks, etc. – were oriented towards education and training in view of assuring economic competence. Thereby they maintained employment among the population according to the Lisbon strategy. Similar objectives in the field of general education were upheld by European cooperation projects within the Comenius, Erasmus, Grundtvig, Minerva and Lingua Actions of the **Socrates** programme.

Complex field, diverse themes

Due to the complexity and vast extent of the field, development projects are hard to describe in just a few words. Often they have been misinterpreted as exclusively school projects. In fact, the Leonardo da Vinci programme is designed for vocational and professional training in all respects, regardless of the level of education, form of training or field of work.

The European dimension of development projects is indicated by the fact that they comprised partnership of organisations from at least three countries, which increased not only the complexity of applications but also the management and realisation of such projects. The final selection of projects was carried out in Brussels, where applicants from all other European countries were competing for funds. Besides educational institutions (schools, universities) firms, chambers, research institutes and others from the public or private sector were also allowed to participate in these projects (aside from the Comenius programme).

Project management

In the years 2000 – 2006 the responsibility and the demanding task of the coordination or project management of European projects was taken over by 51 institutions from Slovenia (25 in the Leonardo da Vinci programme, 15 in the Erasmus programme, 5 in the Comenius programme and 2 in the Lingua, Minerva and Grundtvig programmes).

Organisations that managed these projects took the responsibility for overseeing and spending funds of the entire project. They needed to make contracts, transfer funds, and monitor whether the use of funds was legitimate and appropriate with all partners from different countries.

Thus it was important that the projects served the purpose, i.e. that they all began with an idea which the coordinator of the project and partners wished to realise, and that it responded to the needs for changes and innovations. Such were the grounds for quality partnerships and projects, which reached the set objectives with mutual content.

CMEPIUS is responsible for such projects within the Leonardo da Vinci programmes in agreement with the European Commission, while the European Commission has power over projects in all other programmes. The table with the quantity of projects and funds for the Leonardo da Vinci development projects can be found below; however, we do not have the data for all other projects at our disposal.



Development projects LDV

| Fiscal year | No. of projects | Total value of projects in (€) | LDV allocation in (€) | Percent of co-financing |
|--------------|-----------------|--------------------------------|-----------------------|-------------------------|
| 2000 | 1 | 775.462 | 576.790 | 74 % |
| 2001 | 3 | 725.530 | 542.876 | 75 % |
| 2002 | 3 | 1.181.104 | 885.742 | 75 % |
| 2003 | 4 | 1.015.886 | 744.249 | 73 % |
| 2004 | 5 | 2.048.954 | 1.320.114 | 64 % |
| 2005 | 5 | 1.524.598 | 1.136.490 | 75 % |
| 2006 | 4 | 1.640.395 | 1.219.054 | 74 % |
| Total | 25 | 8.911.929 | 6.425.315 | 72 % |

Participating as a partner?

One of the options for participation in such large projects is participating as a partner. Numerous Slovene organisations participated, and continue to participate, in European projects, while project management is in the hands of institutions from other countries. From the year 2000 until today there have been more than 150 institutions included in the Leonardo da Vinci development projects. In the Comenius Action there are partners in more than 60 projects; in the Erasmus Action in more than 160 projects, in Lingua 16 and in Minerva 15 partner projects. Since the most important element of development projects is that all participants are actively included in the developing and finding content and solutions, the partnership in these projects represents quite a demanding task. In the past it was proven that having only one active partner and solely passive cooperation on the part of others causes failure in the selection of projects done by the European Commission. This means that the selected projects did not merely transfer existing solutions from one country to another but rather aimed at discussing the issue and solving the problem common for all participating countries.

The Leonardo da Vinci development projects can be found in the data base on the web page <http://leonardo.cec.eu.int/pdb/>; the Socrates development projects are available at: <http://partbase.eupro.se/>. Since we are mentioning development, let us give you a hint: the European Commission will additionally support the upgrade and expansion of existent results and products of development projects to new countries, sectors and fields. Therefore it is wise to explore the projects data base and consider whether there are any relevant ones there for you.



Leonardo da Vinci pilot projects: "The European pilot model for practical training of an all-round broadcaster"
Radio Študent
Slovenia, Germany, France, Austria, Great Britain
<http://radiostudent.si/projekti/leonardo/index.htm>

The fundamental characteristics of a developed model is flexibility which enables appropriate adaptations to various conditions and levels of development of study programmes at the European faculties for journalism, technological equipment and human resources at radio stations. An all-round broadcaster has all the required know-how and skills to independently perform diverse radio activities: text production, announcing, choosing musical outfit, adding sound effects, editing, postproduction, planning and preparation of the programme schedule, etc. A group of students and unemployed individuals were tested in training, and the four individuals who achieved the best results were selected by the project partners. They were given the opportunity to apply their experience for one week at the Radio Corax in Halle, Germany.



Participant reading her contribution in the final show.



The participant in the role of a technician during the recording of the final show.



Participants editing the recorded material for the final show.



Leonardo da Vinci pilot project: "Experiential approach towards analytical chemistry for vocational schools – AnalChemVoc"
UL, Faculty for Chemistry and Chemical Technology
Slovenia, Portugal, Great Britain
<http://www.ntfkii.uni-lj.si/analchemvoc/slo/project1.htm>

The project represents a unique contribution to the implementation of changes into the systems of national vocational education and educational practice by introducing the experiential approach towards the teaching and learning of analytical chemistry. Despite the fact that the experiential approach has already been introduced in general chemistry education, this is not the case with analytical chemistry, due to the very demanding nature of instruments involved in teaching this sort of chemistry. The approach developed in the project is based on original learning tools, i.e. small, mobile and easy-to-use analytical instruments, which do not require the use of the laboratory. Teachers from agricultural schools from Slovenia, Portugal and Great Britain have updated their knowledge; they verified a number of applications with students and enthusiastically participated in workshops. They have concluded that the Spektra™ spectrum meter for educational needs at a favourable price is appropriate for teaching the concept of colour and basics of spectral analysis since the motivation for using "a mobile laboratory" in the field work when analysing water and/or appropriate solution increased.



LANGUAGE ACTIVITIES

Eva Jurman



Več jezikov znaš, več veljaš.

The more languages you know, the more of a person you are.

Plus tu connais de langues, plus tu es humain.

Je mehr Sprachen du sprichst, desto mehr bist du Mensch.

Cuante lingue conosci, tante persone sei.

Cuantas más lenguas conozcas, más persona eres.

One of the fundamental objectives in the Socrates and Leonardo da Vinci programmes is improving language skills in European languages. Learning the language also means learning the culture of another nation, the character, values and way of thinking. Simultaneously, we get to know our own language better and become more aware of the linguistic diversity which we encounter in multicultural Europe. The last Eurobarometer survey from 2006 on language skills of EU citizens and their attitude towards learning languages demonstrated a great support for teaching and learning languages: 56% of the population from the EU member states can communicate in a language other than their mother tongue, 28% speak two foreign languages fluently enough to be able to communicate with others, and 83% of Europeans believe that learning a foreign language is beneficial for them.

Slovenia joined the European Union on May 1st 2004, thus making Slovene one of the 20 official EU languages. Special attention within the Socrates and Leonardo da Vinci programmes is paid to promotion of the so-called LWULT languages (Less Widely Used and Less Taught Languages). Consequently, a greater role has been given to the Slovene language, which has become a target

language in numerous projects. There were many actions and initiatives designed within the EU programmes which contributed to encouraging language learning and linguistic diversity in which various institutions, organisations and individuals were included. Let us focus on actions which were coordinated by CMEPIUS in the last programme period.

Schools were able to participate in the school partnership projects within the Comenius Action, e.g. **Language Projects**, in which two schools from two partner countries cooperated. Groups of pupils attended the 14-day exchanges in the framework of project activities, together with attendants in partner countries. Working together on a given theme, they used a foreign language as the means of communication; prior to the exchange they attended a 'survival course' in the language of the partner country. In the **Comenius Language Assistants** and **Host Schools** scheme, kindergartens, primary and secondary schools and organisations for adult education could apply for a **Comenius language assistant**. Schools were often granted an assistant from a country whose official language is less widely used abroad. Assistants taught the language they had studied; however, they dedicated some of their teaching to the promotion of the mother tongue. Thus the action contributed to encouraging linguistic diversity in Europe. Simultaneously, the future language teachers, usually graduate students, carried out the assistantship at the host school abroad. Language assistants improved their foreign language competence, got to know the new country and educational system, and gained pedagogical skills and experience from teaching. The Comenius assistants, like Erasmus students, were given the opportunity to attend intensive preparatory language courses prior to the pedagogical practicum.

Various higher education institutions, educational institutes, in-service teacher training institutions responsible for language teachers, associations for foreign language teachers, radio, television and publishing houses participated as coordinators or partners in the **Lingua Action** (Promotion of language learning and Development of tools and materials for assessing language skills). The main objectives of the Lingua Action, i.e. encouraging linguistic diversity in the European Union, contributing to an improvement in the quality of language teaching and learning, and promoting access to lifelong language learning opportunities were realised through these projects.

Languages also occupied an important position in the field of vocational education and training, i.e. within the **Leonardo da Vinci** programme. The language acquisition and skills projects, as well as mobility projects, were designed to encourage multilingual communication in the field of training as well as the working environment. Mobility projects had ESP teachers as one of the target groups (see also the European projects of implementing innovations chapter).

A special EU initiative in the field of learning and teaching languages, which contributes to greater awareness of linguistic diversity in Europe, is called the European Label. The main objective was to promote the best practice examples and innovations in the teaching and learning of languages, disseminate results of successful initiatives and encourage the public interest in improving linguistic skills. The European Label is bestowed upon the most innovative initiatives in the field of teaching and learning of languages within the lifelong learning initiatives and the promotion of multilingualism in accordance with criteria defined on the European level. In the last few years, European priorities have been to increase the number of languages taught, linguistic diversity, young learners, friendly environment to languages, the use of Information and communication technology (ICT) in foreign language classrooms, and the teaching of languages to adults. The European Label has proven to be as a successful initiative in Slovenia since there have been eleven Labels granted in the last four years to innovative projects – i.e. they are examples of good practice in the field of teaching and learning languages.



We hope that positive experience and numerous examples of good practice will contribute to the further cooperation and readiness of Slovene schools and other institutions or individuals for projects and mobility in the field of language education and training on the national, regional and trans-national levels.

Number of projects / mobility per year:

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|--|--------|--------|----------|----------|----------|----------|-----------------|
| Comenius Language Projects | 4 | 2 | 3 | 2 | 6 | 11 | 9 |
| Funds for Comenius Language Projects (€) | 33.803 | 18.000 | 46.605 | 30.536 | 142.626 | 192.640 | 187.093 |
| Comenius Language Assistants | 7 | 9 | 9 | 11 | 14 | 15 | 11 |
| Funds for Comenius Language Assistants (€) | 13.328 | 14.430 | 23.850 | 13.060 | 49.142 | 47.844 | 54.228 |
| Host Schools | 2 | 5 | 6 | 7 | 12 | 13 | 11 |
| European Label | / | / | 4 labels | 2 labels | 3 labels | 2 labels | ? ¹⁰ |

¹⁰ At the time of publication, the 2006 European Label has not yet been bestowed.



Lingua Project: "ALLEGRO – Access to Language Learning by Extending to Groups Outside"

Slovenian Institute for Adult Education

Great Britain, Slovenia, France, Denmark, Germany and Spain

Winner of the European Label in 2004

The ALLEGRO project took place from 2002 to 2005 in 6 European countries within the Lingua Action. It enabled innovative learning of less widely used languages to groups with limited access to language learning. It focuses on education in small, well organised language circles. The aim of the project was to move the learning of languages away from the traditional institutions and make it accessible for marginal groups and individuals who, for economic, social, physical or other reasons, can not attend regular education. The project reflects the European dimension, encourages linguistic diversity, and encompasses the cultural dimension; it also represents an example of good practice in the field of adult education and specific target groups.

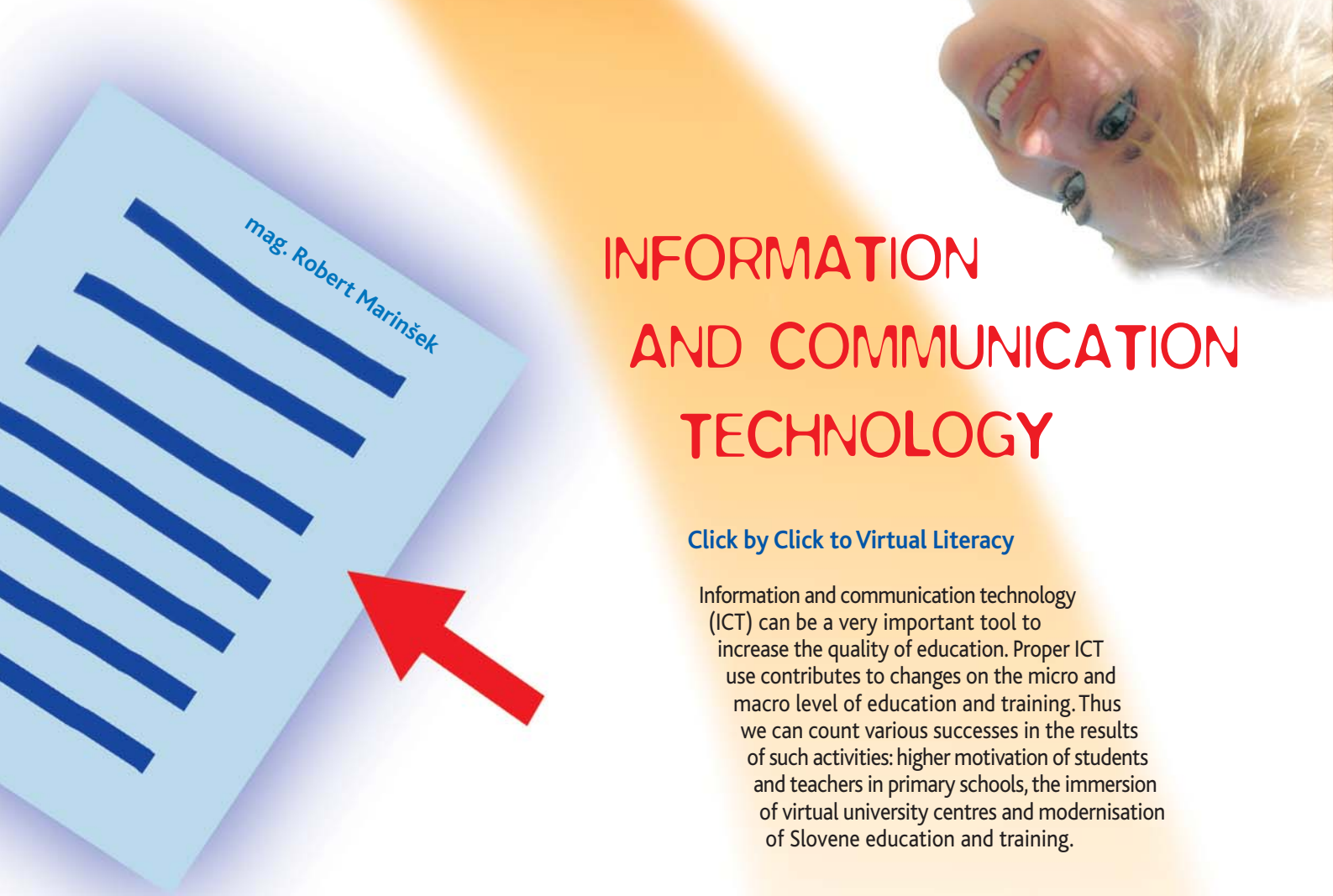


Comenius Language Assistant

Aleksandra Markovič, University of Ljubljana, Faculty of Arts

Italy

"My experience is closely related to Torino, the host of the XX Olympic games. I had the opportunity to stay there for five months during that time. Words to describe my experience as a language assistant are: intercultural, dynamic, different. Such were the classes that I taught with the exceptional support from my mentor. I learned a lot and tried many new things: the enjoyable learning of Italian, numerous projects, celebrations and the meeting of all assistants in Florence. The most important of all are the friendships which arose from this experience and make for a continuing link between Torino and Ljubljana."



mag. Robert Marinšek

INFORMATION AND COMMUNICATION TECHNOLOGY

Click by Click to Virtual Literacy

Information and communication technology (ICT) can be a very important tool to increase the quality of education. Proper ICT use contributes to changes on the micro and macro level of education and training. Thus we can count various successes in the results of such activities: higher motivation of students and teachers in primary schools, the immersion of virtual university centres and modernisation of Slovene education and training.

*The first opportunities for designing ICT projects were offered to the public by two actions: **Open and Distance Learning**, and later **Minerva**, within the Socrates programmes.*

*The **eLearning** programme, which we started to coordinate in 2004, was the first step towards realising the vision of technology which supports lifelong learning. The importance shifted from designing new solutions to the integration of existent solutions in the everyday life and work of educational institutions. Thus, a special emphasis was placed on the **eTwinning Action** within the eLearning programme. We encouraged schools to start using technology which was already available to them and start cooperating in the European environment with the help of computers and the Internet. The eTwinning portal (<http://www.etwinning.net/sl>), which offers web tools to be used in projects and offers the opportunity to look for partners, has become a part of everyday school life. It turned out that it also has an additional excellent feature, namely the possibility to connect to other projects from various actions within EU programmes (see also the School Projects chapter).*



The use of information and communication technology within EU programmes is not limited solely to schools. ICT is present as an integral part in literally all European projects. ICT was also one of the fundamental tools of the majority of development projects (see also the European projects of innovation implementation chapter). One of the examples of how ICT was used in the Leonardo da Vinci development project is described below.



Our activities in the field of ICT followed the activities described by the European Commission. In the first years we primarily consulted and tried to convince individuals and organisations to apply for projects. In time, as we gained more



experience and knowledge, we were able to better consult and help to find project ideas, to structure them in an acceptable form and help with project applications. Our help and counselling were always available for individuals and organisations when they started to realise the projects and whenever unforeseen problems occurred.

What exactly have we done for our applicants?

We co-financed the attendance of 10 persons on preparatory visits for projects with partners abroad. We travelled all around Slovenia and organised 40



workshops and training sessions for teachers from various schools, with a total number of 750 participants. The "crop" of our efforts was the following: 17 Minerva projects (2 with Slovene coordinators), 4 eLearning projects and 58 eTwinning projects. We also organised the KONFeT conference and sent more than 15



teachers to ICT workshops. We presented the work in European projects from the ICT field at two MIRK conferences.



Our work is predominately helping, counselling and educating, and we stick to that. We try to help all people from the field of education in preparing and realising projects; moreover, we try to disseminate their achievements in Slovene practice. Our greatest strength and advantage is knowledge, and we intend to invest in it in the future as well.





Minerva Contact Seminar: "ICT and Education"
Aleš Tankosić, M.Sc., Tehniški šolski center Nova Gorica

Portugal

"Prior to attending the contact seminar we had a two-week virtual session, during which we presented our project ideas. Preparations with the use of the virtual community did not prove to be the best for project proposals; however, they were useful for personal introductions and the debate on ICT. I arrived at the seminar with a concrete proposal of how to design a model for the use of ICT from the provider's and user's point of view. Together with my colleagues from school we believe that despite various open source programmes and ICT tools they are not sufficiently used in education.

The organisation of the seminar and the level of participants were above expectations. A lot of colleagues came from the business world, which was very educational, since I had the opportunity to see different views of ICT. For me the added value of the seminar is great, not only professionally but also as a school of life. I met some wonderful people with whom I would like to cooperate in the future on various projects."



Leonardo da Vinci Pilot Projects: "ComLab-SciTech – Computerised Laboratory in Science and Technology Teaching"
University of Ljubljana, Faculty of Education
Slovenia, the Czech Republic, Ireland, Latvia, the Netherlands, Slovakia. Bulgaria, Greece, Spain
<http://www.e-prolab.com/>

Science classes become a part of curricula at numerous technical schools, and ICT has proven how useful it is in science and technology. The use of ICT in classes can be divided into two large groups: the multimedia or the "virtual school laboratory" and the computerised laboratory or the "real laboratory".

The project presented exemplary courses with science and technology content with which ICT methods are interrelated. The quality of teaching is improved and innovations are encouraged; in addition, the project determined technical demands for products and tools which will simplify cooperation among educational institutions.

The final products of the project are the computerised laboratory, software, and courses designed for education in the field of science and technology. Courses are based on html documents which connect computerised laboratory, simulations, animations, video and interactive tasks. Materials are accessible on CD with printed summaries on the Internet.

HIGHER EDUCATION COOPERATION

Neža Pajnič, Jaka Tomc

From Bologna via Lisbon and Copenhagen to the European Higher Education Research Space at Home

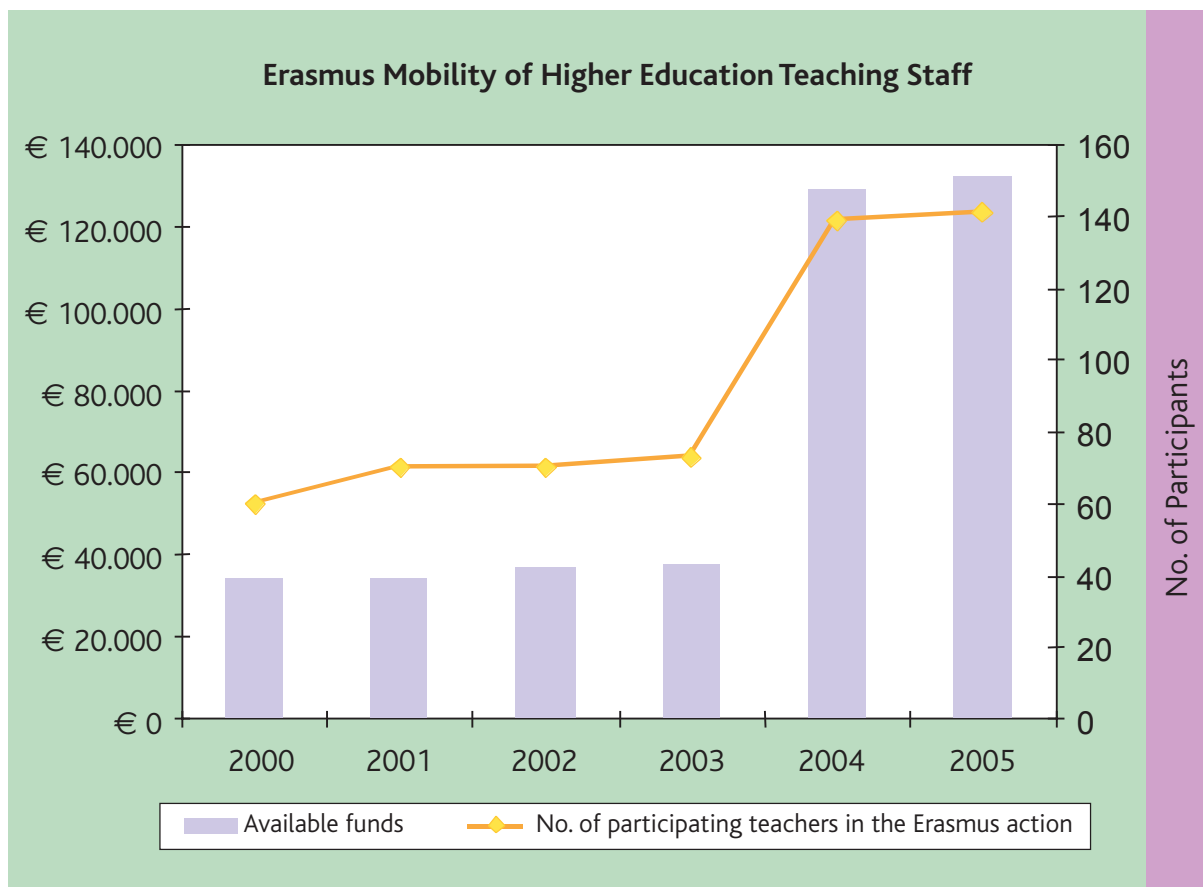
The Socrates and Leonardo da Vinci programmes are probably the most well-known due to the fact that they are major mobility activities; however, we must not neglect cooperation among institutions, i.e. eminent higher education institutions in the programmes. The area of tertiary education has become more important and rich in content. Such an environment demands a high level of adaptability of systems, institutions and individuals. Both programmes offer the opportunity for project cooperation and individual mobility, while ERA MORE entails a wider range of activities and cooperation in the fields of research.

The importance of the field was suggested by the European Commission, which prepared a special Call for Proposals in addition to the existing activities within the Erasmus Action and the Leonardo da Vinci programme in 2004. As well, it allocated funds to national groups for promotion of the Bologna process, i.e. the reform of higher education. After the successful conclusion of the first, 2004, projects, the Call for Proposals was repeated in 2005. Within the second project of the Slovene Group for promotion of the Bologna process, CMEPIUS is responsible for activities of four members of the group. As three consultations on the Bologna process theme have taken place for various target groups, we hope that we have contributed to creating a quality European higher education and research environment in Slovenia.



Erasmus Mobility of Higher Education Teaching Staff

Teachers are as mobile as students. Both programmes offered the opportunity of visiting a foreign institution; within the Erasmus Action for teaching purposes and project collaboration, and within the Leonardo da Vinci programme for obtaining experience in industry. The scope of mobility for teaching staff was much more modest in number in comparison with young people; however, the great news is that the activity has become renowned and has already become a part of the working process in many places. Mobility has increased in the science and technology field, where it had been relatively low. Very active fields of mobility were business, teacher training, language and social science. Chosen destinations are similar to those of students, since the mobility of teaching staff always requires a bilateral cooperation between two institutions.



Project Cooperation of Higher Education Institutions

The data for described activities within the **Erasmus** Action are slim since the entire procedure is a centralised action – i.e. the application, selection, contracts and monitoring – and is carried out by the European Commission. Higher education institutions cooperated in three different ways or types of projects: the organisation of summer/winter school (intensive programmes, IP), projects of a common development of study modules/programmes (CD) and thematic networks.

Projects represent a more demanding assignment and an enormous task for Slovene institutions. There is also political influence, since the participation from countries needs to be balanced to a certain degree.

Partner cooperation is difficult to monitor because there is little immediately available data from the European Commission, i.e. it can only be obtained with great delay. The encouraging data show that the Slovene higher education institutions participated in 53 projects as partners in the projects of common development of study programmes in the period 2000-2005.

Numerous higher education institutions also participated in the **Leonardo da Vinci** mobility projects for students as coordinators and partners. Through this initiative, students attended practical training abroad, while faculties and universities established contact with foreign partners from industry. This is not to be neglected due to the constant criticism of how higher education activities have no connection with the economy.

The main requirement of student training is that it be performed in firms and that it be very practical (*see also the Mobility of young people chapter*).

In addition to concerning themselves with higher education, institutions often took over the initiative in designing and realising development projects within the Leonardo da Vinci programme. In the period 2000-2006 almost 40 higher education institutions cooperated in these projects (*see also the European projects of innovation implementation chapter*).

From 2000-2005 the Slovene higher education institutions coordinated:

- 5 projects of a common development of study modules/programmes
- 4 summer schools
- 1 dissemination project
- 5 projects for implementing the European credit system of studies



ERA MORE – The Bridge to Research Abroad

The Lisbon strategy established the aim for the EU to become the most competitive and the most knowledge-based economy in the world by 2010. The strengthening and development of research activities belong to the fundamental issues on which it is possible to build the growth and competitiveness of the economy. Consequently, the Mobility network of researchers ERA MORE was designed as an EU initiative not only to connect different working environments and exchange information but also to encourage a suitable environment for vocational opportunities for researchers. A wish to contribute to connecting the Slovene research sphere with the European one led to the establishment of the national Centre for mobility of researchers. It was through this that CMEPIUS also joined the initiative.

The national portal and connecting organisation

The Slovene Centre for Mobility of Researchers ERA MORE, which commenced operations in 2005, cooperates in a network of more than 200 centres in 32 countries. Funds for establishing the centre and the operation were contributed by the Directorate General for Research and Development. The ERA MORE centre and the portal (<http://www.eracareers.si>) enables Slovene researchers to obtain information they need. Although this has changed somewhat over the last few years, Slovenia's small size and relative anonymity has not made it a traditionally popular destination for foreign researchers.

The portal offers Slovene and foreign researchers accessible practical information relevant for the mobility of researchers, such as scholarships, job opportunities, laws, taxes, accommodation, language courses, children's schooling, etc.

The Slovene national portal is linked to the European portal for the mobility of researchers (www.europa.eu.int/eracareers). Researchers can upload their CV and organisations can add the request for researchers. Data is processed automatically so that the offer and request are brought together instantly.





Erasmus Mobility of Teaching Staff
Prof. Tatjana Welzer Družovec, PhD.

"TS mobility – useless work or main prize?"

I usually take advantage of Erasmus mobility at our partner university twice each year. I always look forward to it since this is an opportunity for me as a participant to get to know study programmes, approaches and work in a different linguistic and ,partly cultural, environment. Each lecture represents a new degree of knowledge and conception for me too. Using English in my lectures and prepared materials for foreign students whom student mobility brings to Maribor has become routine. Considering audience responses, learning the content, and seeing other working approaches all represent a most welcome investment in personal growth, as well as an improvement in pedagogical work. In addition, Erasmus mobility is also a way to relax by making new contacts and learning about a new environment."



ERA MORE
Urša Opara Krašovec, University of Ljubljana

Urša Opara Krašovec is a scientist, working at the Faculty of Electrical Engineering in Ljubljana, in the Laboratory of Photovoltaics and Optoelectronics. She was employed at the Fraunhofer Institute for solar energy systems in Freiburg, Germany for a year with the help of the Marie Curie scholarship. *"Leaving for abroad with two kids was quite a challenge in itself. Looking for a flat, arranging permits, health insurance, looking for schools, etc. took a lot of time I could have dedicated to research – even with my friends' help. I can not imagine research in Germany without any help from my parents and my mother-in-law, who helped me in urgent cases, e.g. when my son had a fractured leg. The manual for researchers staying in Germany which foreign researchers prepared with the help of the Marie Curie organisation after they had stayed in Germany was also of great help. It was my bible. It is full of details, even how to discard rubbish in a very specific way. I was actively involved in the work of the Marie Curie organisation, in which 'mobile' researchers exchange experience. In the year that I spent there, 2002, the EU initiative of setting up the European portal and establishing the national centres of mobility was still in its initial stages. The establishment of the ERA MORE networks and local centres of mobility, where the researcher can obtain almost all information in one place, or have a personal contact, represents support researchers need desperately when we live abroad if we want to be able to dedicate ourselves to research. Today, research abroad shouldn't be a challenge but rather an urge, thus the help which is offered today by ERA MORE networks and mobility centres is most welcome."*

NUMBERS

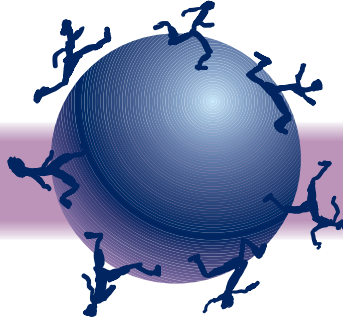
Mobility of Academic Staff in the Erasmus Action

| | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|---|---------|---------|---------|---------|---------|---------|
| Available Funds (€) | 34.134 | 34.432 | 36.723 | 37.625 | 128.729 | 132.303 |
| No. of Professors Participating in the Erasmus Action | 60 | 70 | 70 | 73 | 139 | 141 |



LIFELONG LEARNING PROGRAMME

Maja Mihelič Debeljak



The View of the Future

As we, at the time of writing, approach the end of the year 2006 and with that the official end of the second generation of the Socrates and Leonardo da Vinci programmes, we are receiving more and more questions over the phone, e-mail or in person: "What now? Is this the end of the programmes? And we have just got it right. And our partners have just started working properly. My daughter would like to study abroad. What a shame!"

Let me comfort you by saying we in the European Commission, European and national institutions, as well as in National Agencies of participating countries, all discovered a long time ago that the activities in the Socrates and Leonardo da Vinci programmes are also important and effective for the new generations and new friends. Our opinion is that the programmes should not only continue but also be extended, upgraded and improved.

The new programme proposal is designed on the basis of experience from the current generation of programmes such as Socrates (education) and Leonardo da Vinci (vocational and professional training). Proposed changes are mostly the result of both critically stressed points of intermediary estimation of the Socrates and Leonardo da Vinci programmes and of the debate that was open to the public and experts from the field of education and training.

Let me tell you right away that the activities of the programmes will continue ... even after January 1st 2007!

New programme?

The European Commission accepted the proposal of the third generation of the EU programmes from the field of lifelong learning on July 14th 2004 – the **Lifelong Learning Programme**. Its programme period is from **January 1st 2007 to December 31st 2013** (7 years), and in that time we may discuss the new, fourth generation of programmes.

In the period spanning from the European Commission proposal until today the proposal traversed many professional discussions, preparations, improvements, as well as the hands of responsible bodies authorised for the official approval of the programme and allocation and approval of funds. At the time this publication was being written (October 2006), the agreed-upon Lifelong Learning Programme was in its final proceedings at the European Parliament. It will be published in the EU Official Journal after it has been accepted. Until then we offer unofficial yet concise information.

After the proposition of the new programme, there followed preparations of measures and activities for specific fields so that the key milestones within the third generation of programmes in the European space could be reached:

- **5% of pupils involved in the Comenius activities in the period 2007-2013**
- **3 million Erasmus students before the year 2011**
- **150 000 Leonardo da Vinci placements before the year 2013**
- **7000 adults involved in the Grundtvig mobility before 2013**

Are the aims the same?

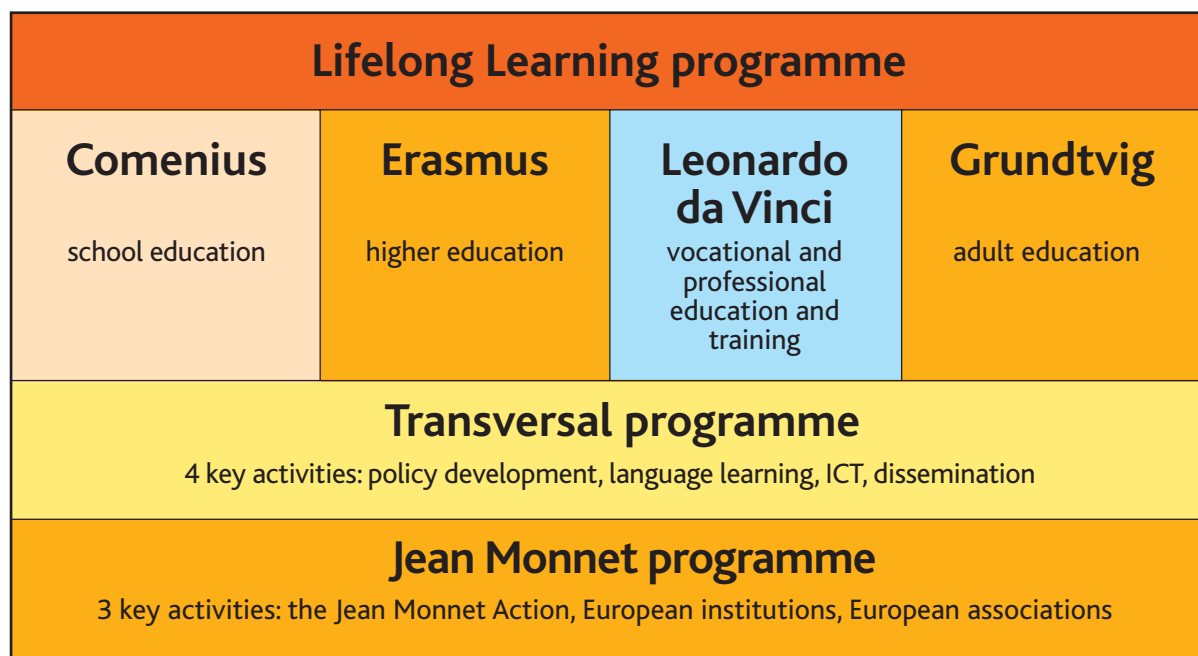
It is hard to say whether or not the aims of the new programme are entirely new and different since it is clear that the EU educational and training policy is valid for the support of national policies. It always follows the prioritised fields and goals of the Community operations.

In short, the aim of the new programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge society with sustainable economic development, more and better jobs, and greater social cohesion. It aims to foster interaction, cooperation and mobility between education and training systems within the European Union.

How is the new programme structured?

The new programme, in my opinion, in structure and approach toward users comprises all target groups of the Socrates and Leonardo da Vinci programmes in one integral programme. Although the name Socrates is vanishing, all other key names remain.

The LIFELONG LEARNING PROGRAMME comprises four sectoral programmes or pillars: school education (**Comenius**), higher education (**Erasmus**), vocational and professional education and training (**Leonardo da Vinci**), and adult education (**Grundtvig**). It is completed by **Transversal programme** and the **Jean Monnet programme**.



How shall we proceed?

In September 2006 the Ministry of Education and Sport of the Republic of Slovenia authorised CMEPIUS to coordinate and realise the programme in Slovenia for the entire period 2007-2013. All information, contacts, training, and applications in selection procedures for decentralised activities will continue the same way (with respect to new rules and procedures). In other words, our team at CMEPIUS is still there for you. Besides CMEPIUS there are also the European Commission and the Directorate-General for Education and Culture as basic sources of information on the European level.

The programme will announce three Calls for Proposals in the yearly programme period (the first will be announced at the end of November 2006 for 2007, the second will be valid for the period 2008-2010, and the third for the period of 2011-2013). The annual deadlines for applications will fall within the programme period each year. All national priorities and technical demands, application procedures, deadlines and other technical requirements will be published in the Call for Proposals; general information will be explained in the Guidelines for Applicants, which will be available after the announcement of the new programme and the first Call for Proposals in the EU Official Journal. Information for all Slovene applicants will be published in the Slovene daily newspapers.

Does the new programme apply to you, too?

The Lifelong Learning Programme applies to very broad spectre of target groups, from kindergartens to the youngest pupils and teachers, students, young workers, firms, educational institutions, associations, non-governmental organisations and adults who return to studying during employment and even retirement. The programme is set widely. Allow me to mention the central four programmes within the Lifelong Learning Programme and the basic activities which are available within each.



- A. The COMENIUS PROGRAMME **covers school education**; there are the following activities available to fulfil goals:
1. mobility (in-service teacher training for educational staff, initial teacher mobility, Comenius assistants, mobility of pupils/students within school partnerships)
 2. school partnerships (project partnerships, Comenius REGIO)
 3. networks
 4. multilateral projects
- B. The ERASMUS PROGRAMME **covers higher education**; it comprises:
1. Erasmus University Charter
 2. mobility: students (study abroad, placements in firms), educational staff, non-educational staff
 3. intensive programmes (summer/winter schools projects)
 4. Erasmus intensive language courses
 5. multilateral projects (development of study modules/programmes)
 6. NETWORKS
- C. The LEONARDO DA VINCI PROGRAMME comprises the **field of vocational and professional education and training**; there are the following activities:
1. mobility (placements in vocational education, labour exchange and young graduate students, mentors, teachers and counsellors exchange)
 2. multilateral projects – transferring innovation
 3. multilateral projects – developing innovation
 4. networks
 5. Leonardo da Vinci partnerships
- D. The GRUNDTVIG PROGRAMME covers the **field of adult education** and allocates funds for the following activities:
1. mobility (individual mobility of adult students, mobility for potential teachers of adults and teachers of adults who have just graduated, in-service teacher training)
 2. multilateral projects
 3. Grundtvig partnerships
 4. networks
- E. The TRANSVERSAL PROGRAMME comprises 4 key activities: **policies development, language learning, ICT in education and training and dissemination**. The majority of these projects are centralised, which means that the European Commission will be in charge of them. To this group of activities also belong study visits, which we know by the name Arion or CEDEFOP; in the new generation of the programme they will simply be called **study visits**. COMENIUS will manage them further on.

What do we need to pay attention to in the beginning?

Since the year 2007 will be transitional between both generations of programmes, the majority of activities (support of mobility for leadership and experts, mobility of young people and adults, in-service teacher training, partner projects, multilateral and innovation projects) will be the same as existing ones, with minor technical changes in the application and selection procedure and funding. Some entirely new activities will be launched in 2008. You will be informed about them in seminars which we will organise for you in the beginning of 2007, i.e. in January and February.

Currently there are some deadlines for applications which might be of interest for you or your organisation:

- **March 15th 2007** is the deadline for the Erasmus University Charter
- **March 30th 2007** is the deadline for all other activities within the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes
- **April 30th 2007** is the deadline for study visits.

We are still waiting for the official decision of the European Parliament, which means that the deadlines might change; should this occur, you will be informed in due time on our web pages and media.

At the end of the current generation and the beginning of the new one you should pay attention to all new information and new technical procedures when applying for an activity.

In order to avoid possible misunderstandings, please confirm any potential deadline changes.

When you need to know more

We expect the first activities to start before the end of 2006; all the latest information will be available on our web pages.

You can turn to CMEPIUS (www.cmepius.si), Ob železnici 16, 1000 Ljubljana or the European Commission web pages (http://ec.europa.eu/education/programmes/newprog/index_en.html).

And yet ...

We sincerely wish at least as much, or even more cooperation with you, as in the past programme period (2000 – 2007), and that the programmes will be at least as successful and efficient as they have been to date. Good luck in the new generation of the **Lifelong Learning Programme**.



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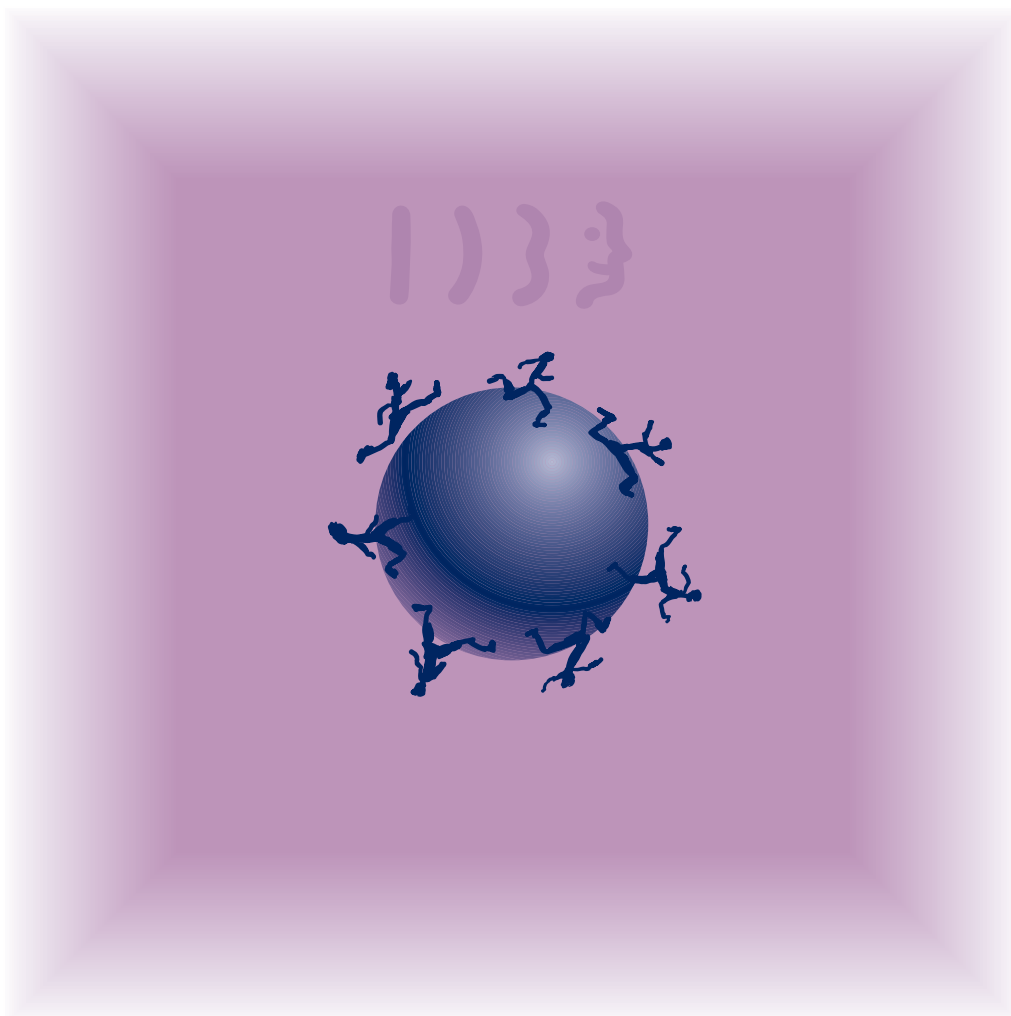
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