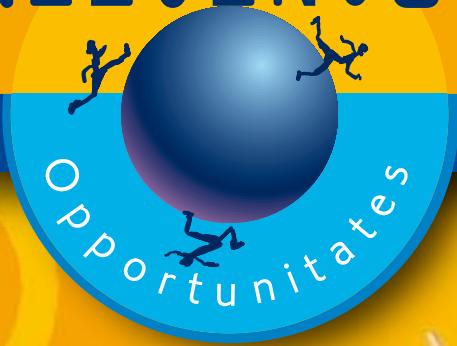


PRILOŽNOSTI



Glasilo / Newsletter
CMEPIUS

Center RS za mobilnost
in evropske programe
izobraževanja in
usposabljanja

Maj / May 2008

2

SPECIAL ISSUE
POSEBNA IZDAJA



ISSN 1855-2293



Program Vseživljensko učenje

Ujemi perspektivo
Mobilnost širi obzorja



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Založnik/Publisher: CMEPIUS, Center RS za mobilnost in evropske programe izobraževanja in usposabljanja

Glavna urednica/Editor in chief: Neža Pajnič

Uredniški odbor/Editorial Board: sodelavci CMEPIUS/CMEPIUS team

Obliskovanje in prelom/Design & dip: Studio 22

Tisk/Print: Litera Picta

Naslov uredništva/Editorial address: CMEPIUS, Ob železnici 16, 1000 Ljubljana

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Vloga mobilnosti pri ustvarjanju skupnega evropskega izobraževalnega prostora

Pomen mobilnosti na področju izobraževanja, usposabljanja in mladih v Evropski uniji narašča od sredine osemdesetih let, v strategiji razvoja do leta 2013 pa je prav v ospredju. Evropska unija z več programi podpira izmenjave dobrih praks s področja izobraževanja, usposabljanja in mladih, vzpodbuja inovativnost, omogoča oblikovanje mrež in podpira mobilnost posameznikov, vključenih v te aktivnosti. V novem, združenem programu Vseživljenjsko učenje projekti mobilnosti dobivajo okrepljeno vlogo pri celoviti in bolj učinkoviti podpori uveljavljanja vseživljenjskega učenja, predvsem pa so v pomoč snovalcem nacionalnih politik, izobraževalcem, dijakom in študentom na različnih ravneh izobraževanja, pri povezovanju šol in drugih institucij ter vzpodbujanju partnerstva v podporo razvoja trikotnika znanja.

Slovenija je v projektih mobilnosti aktivno in uspešno sodelovala že pred polnopravnim članstvom v EU. Učinkovitost sodelovanja slovenskih izobraževalnih institucij v omenjenih projektih potrjujejo tudi konkretnne številke, saj je Slovenija izkoristila več kot devetdeset odstotkov razpoložljivih sredstev. Prav skozi projekte mobilnosti so slovenske izobraževalne institucije dokazale, da je slovenski izobraževalni prostor dozorel za konkretni zasuk od tradicionalnega 'sodelovanja' k enakovrednemu partnerskemu 'soustvarjanju' evropskega izobraževalnega prostora ter poglabljanju humanistične in kulturne razsežnosti doslej tipičnega šolskega mednarodnega sodelovanja.

Pojem mobilnosti je večdimenzionalen in hkrati združuje več ciljev in razsežnosti: dograjevanje poklicne kariere, medkulturno osveščanje, jezikovno raznolikost, osebno rast, motivacijo za učenje itd. Dijaki in študenti, ki se po nekaj tednih vračajo iz nemškega mesta, kjer so nekaj mesecev obiskovali srednjo frizersko šolo, učitelji fizike, ki so preživeli nekaj tednov med svojimi francoskimi kolegi, mladi delavci, ki so na Finskem 'od blizu' spoznali nove tehnologije obdelave lesa, ali mentorji praktičnega pouka, ki so v portugalskih vinogradih do potankosti spoznali skrivnosti pridelovanja dobrega vina, se domov vračajo DRUGAČNI. Oplemeniteni z novimi veščinami in kompetencami uspešnejše premagujejo ovire, postanejo bolj tolerantni in predvsem spoštljivi do lastnega bivanja in kakovosti življenja in ustvarjanja doma. S kritično distanco gledajo nase, na svoje življenje in tudi na učno okolje.



The role of Mobility in creating a common European educational area

The significance of mobility in the field of education, training and youth in the European Union has been increasing since the middle of the 1980s, and it is one focus in the development strategy for the period up to 2013. With its programmes, the European Union supports the exchange of good practices in the field of education, training and youth, encourages innovation, facilitates the creation of networks and supports the mobility of individuals involved in these activities. In the new joint Lifelong learning programme, mobility projects have an enhanced role in the comprehensive and more efficient support of lifelong learning implementation and, above all, they help the creators of national policies, trainers, students at different levels of education in connecting schools and other institutions and encouraging partnership to support the

development of the triangle of knowledge.

Slovenia actively and successfully participated in mobility projects even before it became a full member of the EU. The efficiency of the participation of Slovenian educational institutions in those projects has also been proved by Slovenia's utilisation of more than 90% of available funds. Through mobility projects, Slovenian educational institutions have proved that the Slovenian educational space is ready for the shift from traditional 'participation' to being an equal partner in 'co-creation' of European educational space and enhancement of the humanistic and cultural dimension of the typical school international cooperation.

The term mobility has several aspects and joins several objectives and dimensions: upgrading of occupational careers, intercultural informing, linguistic diversity, personal growth, motivation for learning, etc. Students who are coming back from a German town where they have been attending a secondary school for hairdressers for a few months, physics teachers who have spent some weeks with their French colleagues, young workers who have been in Finland to get to know the new technology of wood processing, or mentors of practical lessons who have got to know the secret of the production of good wine in Portuguese vineyards, are coming back truly changed. They have gained new skills and competences which help them overcome obstacles, they become more tolerant and, above all, they have a greater respect for their own lives and the quality of life and creation at home. They perceive themselves, their lives and the learning environment from a critical distance.



Mednarodno povezovanje in s tem tudi projekti mobilnosti so v Sloveniji že postali integralni del šolskega menedžmenta. Z omenjenim pristopom Slovenija tudi na področju projektov mobilnosti podpira področje inovativnosti in ustvarjalnosti, kar si je zadala kot prioriteto svojega predsedovanja, ter hkrati pomembno prispeva kakovosti izobraževanja in usposabljanja ter k uveljavljanju in diseminaciji izobraževalnih dosežkov v tujini.

Šole in organizacije so skozi projekte mobilnosti uspele povezati različne evropske in nacionalne razsežnosti, jih medsebojno implementirati in s pomočjo tujih partnerjev uspešno umestiti v projekte. S tem niso pridobile samo dodatnih evropskih sredstev za svoje inovacije, temveč so predvsem dvignile svojo prepoznavnost v okolju, regiji in lokalni skupnosti in postale ključni dejavnik za razvoj človeških virov.

Projekti mobilnosti bistveno prispevajo k bolj intenzivnemu odpiranju šole družbenemu in gospodarskemu okolju ter zagotavljanju pravičnosti in učinkovitosti izobraževalnega sistema, kar je eden temeljnih ciljev, ki so zapisani tudi v najpomembnejših strateških dokumentih Slovenije in Evropske unije.

Na ministrstvu želimo, da ustvarjalna partnerstva, dosežena skozi projekte, postanejo jedro in pobudniki novih idej v šolah in okoljih, kjer izobraževalne institucije delujejo. Še naprej bomo podpirali projekte, ki krepijo vlogo šol kot ustvarjalcev in posrednikov novega znanja in hkrati pomenijo zasuk od klasičnih reformnih sprememb k ustvarjanju sožitja med vsemi udeleženci, ki prispevajo k uveljavljanju 'na znanju temelječe družbe' ter predvsem k večji senzibilnosti do ustvarjalne energije vsakega posameznika.

Na področju izobraževanja in usposabljanja so projekti mobilnosti eden ključnih elementov pri uresničevanju ciljev Evropskega leta medkulturnega dialoga. Pojmovanje mobilnosti in konkretna zasnova projektov mobilnosti v okviru programa Vseživljenjsko učenje ima pomembno vlogi tudi pri oblikovanju programskega obdobja po letu 2010, saj z neposredno vpetostjo posameznikov v izobraževalno in širše družbeno okolje ostaja konkreten element pri zagotavljanju primerljivosti med izobraževalnimi sistemi.

dr. Milan Zver
Minister za šolstvo in šport
Republike Slovenije

International linking and thus also mobility projects have become an integral part of school management in Slovenia. With this approach, Slovenia also supports innovation and creation in the field of mobility projects, which is the priority during the presidency, while simultaneously contributing significantly to the quality of education and training as well as the implementation and dissemination of educational achievements abroad.

Through mobility projects, schools and organisations have managed to connect different European and national dimensions, enrich them, and with the help of foreign partners successfully place them into projects. This has not only resulted in additional European funds for innovations, but also and above all raised the identification in the environment, region and local community, and they have become a key factor for human resource development.

Mobility projects contribute significantly to more intensive opening of schools to the social and economic environment and to ensuring just and efficient educational system, which is one of the fundamental objectives, laid down also in the most important strategic documents of Slovenia and the European Union.

The Ministry would like those creative partnerships, achieved through the projects, to become the central and the inspiration for new ideas in schools and educational institution environments. We will continue to support the projects that strengthen the role of schools as creators and providers of new knowledge. This is while they are shifting from classical reform changes to the creation of symbiosis among all participants who contribute to the promotion of a "knowledge-based society" and, above all, higher sensibility to each individual's creative energy.

In the field of education and training, mobility projects are one of the key elements in the achievement of the objectives of the European Year of Intercultural dialogue. The perception of mobility and design of mobility projects within Lifelong Learning Programme also plays an important role in the design of the programme period beyond 2010 as with direct involvement of individuals in educational and wider social environment it remains a concrete element of ensuring comparability between educational systems.

dr. Milan Zver
Minister of Education and Sport
of the Republic of Slovenia



Mobilita vytvára príležitosti – budúcnosť mobility v Európskej únii

Tak ako sa Európska únia rozvíja smerom k vyspejšej poznatkovej spoločnosti v podmienkach globalizovanej svetovej ekonomiky, je potrebné ďalej zvyšovať mobilitu pracovníkov a občanov. Tá ma prínos nielen pre hospodárstvo, ale aj pre spoločnosť. Mobilná a pružná pracovná sila je nevyhnutná nielen pre ekonomickú prosperitu Európy, ale pomáha odstraňovať bariéry medzi Európanmi, podporuje dialóg medzi kultúrami a tým prispieva k budovaniu súdržnej európskej spoločnosti.

Európska komisia podporuje mobilitu prostredníctvom programu celoživotného vzdelávania (PCV). Všetky štyri sektorové podprogramy (Erasmus, Comenius, Leonardo da Vinci, Grundtvig) ponúkajú žiakom, študentom, účastníkom odbornej prípravy, dospelým, učiteľom, školiteľom a ostatným pedagogickým pracovníkom jedinečnú príležitosť získať študijné, odborné a pracovné skúsenosti v zahraničí. Takto získané skúsenosti, a zručnosti pomáhajú rozvíjať schopnosť prispôsobiť sa novým podmienkam a prostrediu.

Jedným z hlavných prínosov akcií podporujúcich mobilitu je, že sa nimi vytvára vzájomné porozumenie a dôvera medzi systémami vzdelávania a odbornej prípravy účastníckych krajín PCV, čo prospieva k rozvoju vzdelávacích štruktúr a podporuje realizáciu európskeho priestoru celoživotného vzdelávania.

V oznamení Komisie z decembra 2007 o strategickej orientácii Lisabonskej stratégie pre roky 2008-2010 je uvedené, že "vzdelávanie v zahraničí môže poskytnúť dôležitý stimul pre osobnostný rozvoj a zlepšenie jazykových znalostí. Program Erasmus doteraz umožnil takmer dvom miliónom Európanov študovať v zahraničí. Z takejto skúsenosti by malo profitovať viac a viac študentov, s tým, aby sa pobyt v zahraničí postupne stal štandardnou súčasťou univerzitného vzdelávania". Členské štátu boli preto vyzvané, aby "prepojili národné a regionálne programy s programom Erasmus tak, aby sa zvýšil počet zúčastnených študentov v medzinárodných výmenných programoch".

Európska komisia ustanovila novej expertné fórum na vysokej úrovni pre mobilitu, ktoré sa bude ďalej zaoberať uvedenými otázkami. Toto fórum bude diskutovať o rozšírení výmenného programu Erasmus, o zvýšení študijných výmenných pobytov mladých ľudí, zlepšení podpory pre mobilitu v oblasti odbornej prípravy, či vzdelania dospelých, ako aj o zintenzívnení výmen mladých umelcov, podnikateľov a dobrovoľníkov. Fórum pozostáva z 11 členov, expertov v dotknutých oblastiach, a je

Mobility creates opportunities – The future of mobility in the European Union

As the European Union progresses as a knowledge-based society in a globalising world economy, we must work to boost further the mobility of workers and citizens. This is not only good for the economy, but also for society. On the one hand Europe needs a mobile and flexible workforce for its future economic prosperity, on the other hand mobility breaks down barriers between Europeans and fosters intercultural dialogue thereby helping to build a more cohesive European society.

The Commission encourages and supports mobility activities with the Lifelong Learning Programme (LLP). All its sectoral programmes Erasmus, Comenius, Leonardo da Vinci and Grundtvig offer pupils, students, trainees, adults, professionals, professors and teachers a unique opportunity to obtain education, training and work experience in a foreign country. Thus, they acquire new expertise and professional skills and in addition develop their capacities to adapt to new environments.



One of the key effects of the mobility actions is the mutual understanding they create among the education and training systems of the countries participating in the LLP, which helps to improve education structures and supports cooperation for a European Area of Education and Training.

In its December 2007 paper on the strategic orientation for the EU's Lisbon Strategy 2008-2010, the Commission wrote that "Learning abroad can be an important stimulus for personal development and language skills. The Erasmus programme has enabled almost two million young Europeans to study abroad. More young people should be able to benefit from it so that, in time, it becomes a standard part of university education". Member States were invited to "link up national and regional programmes to the Erasmus programme to increase the number of students participating in international exchanges".

The European Commission has set up a new High Level Expert Forum on Mobility which will take these issues further. The Forum will discuss extending the reach of the Erasmus exchange programme, increasing exchanges of young people, improving support for mobility in vocational training or adult learning, and raising the degree of movement by young artists, entrepreneurs, and volunteers.

The Forum has 11 members with expertise in relevant fields and is chaired by Professor Maria João Rodrigues of Portugal, who has been involved in

Ján Figel'



vedené profesorkou Maria João Rodrigues z Portugalska, ktorá stála pri zdroe Lisabonskej stratégie a bola poradkyňou komisie v mnohých iných oblastiach. Odporúčania tohto fóra sú očakávané v polovici roka 2008.

Vďaka našim grantovým programom máme k dispozícii množstvo osvedčených postupov, ktoré ukazujú, že mobilita vytvára príležitosti a rozširuje obzory. Tieto príklady budú prezentované počas konferencie "Kvalita mobility" v júni tohto roka.

Veľmi rád sa osobne zúčastní a predám Európske ceny za celoživotné vzdelávanie dňa 13. júna 2008 v Ľubľane - tento krát za kvalitu v mobilite, a to za výnímočné projekty a kurzy, vrátane kurzov jazykových.

Ján Figel'

Člen Európskej komisie
zodpovedný za vzdelávanie,
odbornú prípravu, kultúru a mládež

Člen Európskej komisie zodpovedný
za vzdelávanie, odbornú prípravu,
kultúru a mládež

Member of the European Commission
responsible for Education, Training,
Culture and Youth

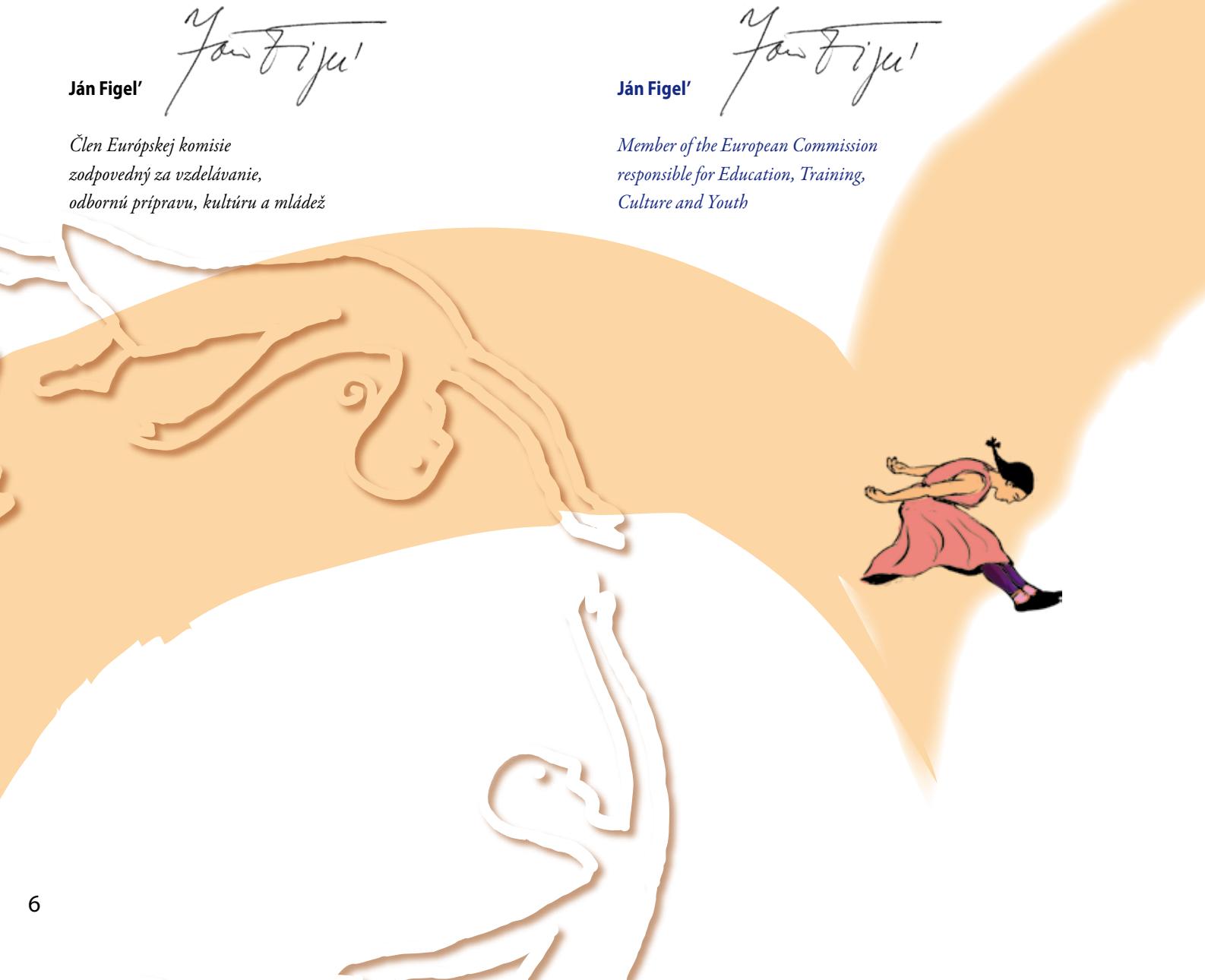
the Lisbon strategy from its creation, and who has advised the Commission on a wide range of policy issues. The recommendations of the Forum are expected in mid-2008.

Funded by our education and training programmes we have a range of best practices in mobility which demonstrate that mobility creates opportunities and broadens horizons, and we will present these good examples during the "Quality in Mobility" conference in June.

I will be delighted to deliver personally the European Awards for Lifelong Learning - this time for quality in mobility - to outstanding projects and courses, together with language projects, during the ceremony to be held on 13 June 2008 in Ljubljana.

Ján Figel'

Member of the European Commission
responsible for Education, Training,
Culture and Youth





Mobilitatea și dialogul intercultural

Dialogul intercultural este un subiect esențial într-o Europă extinsă, a mobilității și migrației mai dinamice, și într-o lume a globalizării tot mai accelerate. Limbile sunt elementul central al strategiei de creare a comunităților integrante, cărora le putem apartine cu toții.

Dacă cetățenii - studenți, lucrători și familiile acestora - doresc să beneficieze pe deplin de posibilitățile oferite de piața unică pentru a trăi și munci în alt stat membru, învățarea limbii țării gazdă este un factor esențial pentru efectuarea cu succes a tranzitiei.

Limbile străine sunt, însă, mai mult decât un simplu mijloc de comunicare; ale învăță înseamnă a dobândi cunoștințe despre cultura, ideile și modurile de viață ale celorlalți. Dobândirea unei înțelegeri a punctului de vedere al celorlalți ne permite să devinem mai tolerantă, mai conștienți de complexitatea societății noastre. Învățăm să considerăm numeroasele noastre limbi materne ca o sursă de bogăție și ca o punte către o solidaritate și o înțelegere reciprocă sporite. Programul de învățare de-a lungul vieții și activitatea cheie „Limbile străine” a acestuia sprijină obiectivul îmbunătățirii nivelului de competențe și al promovării dialogului intercultural.

În acest an european al dialogului intercultural, am cerut unui grup de experți să sugereze modalități prin care limbile străine pot stimula și sprijini dialogul intercultural. Raportul acestora confirmă rolul special al limbilor străine în Europa diversă de astăzi.

Grupul sugerează că o cunoaștere aprofundată a unei alte limbi – ceea ce ei numesc „limbă personală de adoptie” – ar fi o modalitate esențială de a consolida legăturile dintre europeni, de a ne apropiua de vecinii noștri. Grupul aplică această concluzie și limbilor migranților – în acest caz migranții pot alege limba lor de origine ca limbă adoptivă, în timp ce limbile acestora se pot număra printre cele pe care europenii ar putea alege să le învețe – întrucât persoanele care își pot păstra rădăcinile și pot fi mândre de cultura lor de origine sunt mai dispuse să joace un rol activ în societățile noastre.

Prin urmare, învățarea limbilor străine este un factor esențial pentru un dialog intercultural fructuos. Se creează, astfel, puncte care oferă cetățenilor noștri posibilitatea de a comunica, de a-și înțelege reciproc culturile și, inspirându-se din valorile noastre comune, de a crea o Europă pentru toți, care să facă față provocărilor cu care se confruntă.



Mobility and intercultural dialogue

Intercultural dialogue is a central issue in an enlarged Europe of more mobility and migration, and in a world of ever faster globalization. Languages are at the heart of how we create inclusive communities to which we can all belong.

If citizens – students, workers, and their families – want to get full benefit from the opportunities offered by the single market for living and working in another member state, acquiring the language is a critical factor in making the transition a successful one.

But languages are more than a simple means of communication; learning a language is learning about each others' culture, ideas and ways of living. By learning languages, and gaining an insight into the point of view of

others, we become more tolerant, ready to compromise, more conscious of the complexity of our society. We learn to see our many mother tongues as a source of wealth and a bridge to greater solidarity and mutual understanding. The Lifelong Learning Programme and its Key Activity on Languages support this double objective of improving skills and promoting intercultural dialogue.

In this European Year of Intercultural Dialogue, I asked a group of experts to suggest ways in which languages can bolster and support intercultural dialogue. Their report bears out the special role of languages in today's diverse Europe. They underline that an in-depth knowledge of another language and its culture – what they call an 'adoptive' language – would strengthen links between Europeans, and bring us closer to our neighbours.

They apply this lesson to migrants' languages too – where migrants could choose their language of origin as their adoptive language, and where their languages could be among those that Europeans could choose to learn – since individuals who can preserve their roots and be proud of their culture of origin are more ready to play an active role in our societies.

Language learning is thus a primordial factor for successful intercultural dialogue. It builds bridges that give our citizens the means to communicate, to understand each others' cultures, and, by drawing on our shared values, to create an inclusive Europe that weathers the winds of change.

Leonard Orban

Comisar European
pentru Multilingvism

Leonard Orban

Member of the European Commission
responsible for Multilingualism



Türöffner für europäische Kooperation und europäische Kompetenzen

Ilse Brigitte Eitze-Schütz, NA Comenius Deutschland

1995 kam eine mutige, weitblickende und vorausschauende Idee aus Brüssel: COMENIUS!

Bereits 1997 gab es in Deutschland schon 644 und wiederum zwei Jahre später 1.165 COMENIUS-Schulen. Seitdem nehmen in Deutschland jedes Jahr rund 1.200 COMENIUS-Schulen am Programm teil – und es könnten mehr sein, stünden entsprechende Haushaltssmittel bereit. Auch die Möglichkeit, als COMENIUS-Assistent Unterrichtserfahrung zu sammeln, wird begeistert aufgenommen. Für das Schuljahr 2008/2009 liegen 950 Bewerbungen deutscher Studierender vor!

Zahlen scheinen immer für sich zu sprechen - aber sie sagen nicht alles. COMENIUS als eine europäische Erfolgsgeschichte lässt sich nicht allein am Umfang der Partnerschaften messen, die das Programm seit 1995 ermöglicht hat. Aus Gesprächen mit Schulleitern und Lehrern, aus der Lektüre der jährlichen Berichte und aus eigener Anschauung durch Besuche an Schulen oder bei der Präsentation von COMENIUS-Projekten auf Veranstaltungen wissen wir, wie positiv die Wirkungen sind, die von diesen Partnerschaften ausgehen:

- fachliche, methodische, sprachliche und persönlich Kompetenzen werden gefördert;
- schulische Abläufe können verbessert werden;
- Europa wird greifbar und lebendig;
- in der Schule Gelerntes kann unmittelbar angewandt und im Austausch und in der Diskussion mit anderen besser erstanden werden.

Es gibt nur wenige Schulen, die nicht von Erfolgen berichten. Eine dieser Schulen formulierte den COMENIUS-Erfolg besonders plastisch als scheinbaren Misserfolg: »Unser COMENIUS-Projekt hat uns vor eine große Schwierigkeit gestellt: Die Schüler und Schülerinnen waren nach Abschluss des Projektes nicht mehr bereit, am normalen Unterricht teilzunehmen!«

Eigene Erfahrungen sind sicherlich subjektiv und von der eigenen Begeisterung für die europäische Zusammenarbeit und die damit erreichbaren Fortschritte und Erfolge geprägt. Wir müssen uns von Kritikern vorhalten lassen, nicht objektiv zu sein – zu Recht. Inzwischen gibt es allerdings mehrere wissenschaftliche Untersuchungen, die das Programm und seine Wirkungen mit ihren eigenen Messinstrumenten untersucht haben – und zu denselben Ergebnissen gekommen sind. Zu den Kriterien »Interkulturelles Lernen« und »Mobilität« wird in der Studie, die den Zeitraum von 2000 bis 2006 untersucht, festgestellt: (http://ec.europa.eu/education/doc/reports/doc/comeniusreport_de.pdf)

Key to European cooperation and competences

Ilse Brigitte Eitze-Schütz, NA Comenius, Germany

In 1995, a courageous, far-seeing and visionary idea came from Brussels: COMENIUS.



By 1997, 644 COMENIUS schools had already been established in Germany; two years later, there were 1,165. Since then, approximately 1,200 German COMENIUS schools participate in the programme each year and even more could participate, if the appropriate funds were available. The possibility of gaining teaching experience as a COMENIUS assistant is also eagerly anticipated. Applications from 950 German students have already been received for the 2008/2009 school year.

Numbers always seem to speak for themselves, but do not tell everything. As a European success story, COMENIUS is measured not merely by the extent of the partnerships that it has enabled since 1995. Many sources – talks with headmasters and teachers, readings of yearly reports, our own experience from visits to schools or from COMENIUS project presentations at events – confirm the positive effects arising from these partnerships:

- development of professional, methodological, verbal and personal competences;
- possible improvements in educational processes;
- Europe as a concept becomes palpable and vibrant;
- what is learned in school can be put to immediate use and be better understood in exchanges and discussions.

Few schools do not report successes. One such school described the success with COMENIUS graphically as though it were a failure: "Our COMENIUS project caused us a lot of trouble: after the project was over, students were no longer willing to take part in normal classes again!" Personal experiences are certainly subjective and reflect our own enthusiasm for European cooperation and the progress and success that it enables. We will be the first to admit to the lack of objectivity that critics accuse us of. However, several scientific studies have used their own evaluation methods to investigate the programme and its effects, and have come to the same conclusions.

Regarding the criteria of "Intercultural Learning" and "Mobility", a study that investigated the 2000-2006 period, found the following: (http://ec.europa.eu/education/doc/reports/doc/comeniusreport_en.pdf)

"The Comenius project coordinators were particularly positive in their evaluation of the increase in intercultural competence in the form of knowledge and understanding of other patterns of behaviour and attitudes. The majority of respondents were also positive in their assessment of the



»Besonders hoch (...) wird der Zuwachs an interkultureller Kompetenz in Form von Kenntnis und Verständnis anderer Verhaltensweisen und Denkmuster eingeschätzt (...). Die Frage nach der Entwicklung von Fach- und Schlüsselkompetenzen wird ebenfalls mehrheitlich deutlich positiv beantwortet.« Beide Aussagen beziehen sich sowohl auf Schülerinnen und Schüler, die Partner in COMENIUS-Projekten waren, als auch auf Lehrerinnen und Lehrer, die an COMENIUS-Fortbildungen teilgenommen haben. So heißt es beispielsweise: »Ein wichtiger Ertrag der COMENIUS-Schulpartnerschaften besteht weiterhin darin, dass zahlreiche Lehrerinnen und Lehrer neue Inhalte und Methoden kennen lernen, die bei der Unterrichtsgestaltung eingesetzt werden können.« Auf einer Skala von 1 bis 5, bei der 1 die beste und 5 die schleteste Note ist, wird der Zuwachs an interkultureller Kompetenz und interkulturellem Bewusstsein mit 1,9 für die Schülerinnen und Schüler und sogar mit 1,6 für die Lehrkräfte bewertet.

Die Mobilität von Schülerinnen und Schülern ist während der ersten Phase des Programms (1995 bis 1999) nicht und erst in der zweiten Phase (2000 bis 2006) mit niedrigen Beteiligungszahlen als Teil des Programms angesehen worden. Erst jetzt – im Rahmen des Programms für lebenslanges Lernen – ist Schülermobilität integraler Bestandteil aller COMENIUS-Projekte und mit ausschlaggebend für die Beantragung von Fördermitteln. Ein neues Programm – »Individual Pupil Mobility« – befindet sich in der Erprobungsphase.

Die bereits erwähnte Studie [siehe oben] kommt noch zu einem anderen höchst interessanten Ergebnis: Bei der Einschätzung der Auswirkungen durch die COMENIUS-Projektverantwortlichen gibt es ein deutliches Süd-Nord-Gefälle. So »bewerten Lehrkräfte aus Schulen in Südeuropa bzw. den Mittelmeieranrainern Portugal, Spanien, Italien und Griechenland den Ertrag der

Partnerschaften für Schüler, Lehrer und die Schule insgesamt zum Teil deutlich besser als ihre Kollegen (...). Besonders kritisch äußern sich die Befragten aus dem Norden und aus der Mitte Europas.«

Was bedeutet das alles für die COMENIUS-Zusammenarbeit zwischen Deutschland – einem einwohnerstarken Staat und Gründungsmitglied der EU – und Slowenien – einem Land im Süden Europa mit deutlich geringerer Bevölkerungszahl, das 2004 Mitglied der EU geworden ist? Zunächst sollen erneut die Zahlen sprechen:



development of specialist and key competences."

The statement applies to pupils who were partners in COMENIUS projects, as well as to teachers who participated in COMENIUS in-service teacher training. Pupil mobility was not emphasized in the first phase of the program (1995 to 1999) and was only considered a part of the second phase (2000

to 2006) for a small minority of the participants. Only now, within the framework of the Lifelong Learning Programme, is pupil mobility an integral part of all COMENIUS projects and thus of central importance in grant applications. A new programme, "Individual Pupil Mobility", is currently in the test phase.

The above-mentioned study arrives at another very interesting result: there was a clear gradient between the assessments of the impact made by COMENIUS project coordinator from southern countries and those from northern countries. Thus: "Teachers from schools in southern Europe and the Mediterranean, Portugal, Spain, Italy and Greece assessed the benefits of the partnerships for their pupils, and teachers and the

school as a whole more positively, in some cases considerably so, than teachers from the other (northern) countries. The respondents from northern and central Europe were particularly critical in their comments."

What does all this mean for the COMENIUS cooperation between Germany, a densely populated country and



founding EU member, and Slovenia, a country in Europe with a distinctly lower population, which joined EU in 2004? Let us examine the figures first:

Slovenia has been an active COMENIUS partner since 1999. In 2001, there were already 15 COMENIUS projects in which both Slovenian and German schools participated. In 2006, this figure rose to 39. That is quite a remarkable figure, considering the difference in the size of the two countries and the total number of partnerships. We greatly value Slovenian



Seit 1999 ist Slowenien aktiver Partner unter COMENIUS. Bereits im 2001 gab es 15 COMENIUS-Projekte, an denen slowenische und deutsche Schulen beteiligt waren. Im Jahr 2006 waren es sogar 39. Das ist eine durchaus bemerkenswert hohe Zahl, wenn man die Relationen zwischen der Größe der beiden Länder und der Gesamtzahl der Partnerschaften sieht. Slowenische Schulen sind bei uns als Partner beliebt. Was ihre positive Sicht auf Europa und die europäische Zusammenarbeit in der Schule angeht, können wir sicherlich von ihnen lernen. Dies soll verdeutlicht werden am Beispiel eines deutsch-slowenisch-spanischen Projekts unter Berufsbildenden Schulen der Fachrichtung Hotel- und Gaststättengewerbe einerseits und COMENIUS-Assistenten in Deutschland und Slowenien andererseits.

Der Projekt-Reader des COMENIUS-Projektes aus dem Hotel- und Gaststättengewerbe ist nicht nur grafisch-technisch von höchster Qualität und damit eine Augenweide. Er gibt auch inhaltlich und atmosphärisch wieder, dass durch die Zusammenarbeit der drei Schulen hohe fachliche und methodische Qualität erreicht werden konnte, die es ohne diese Zusammenarbeit nicht gegeben hätte - »typisch COMENIUS«, kann man sagen. Der deutsche Projektkoordinator stellt eindeutig fest, dass die Freude und die Motivation aus der gemeinsamen Arbeit mit den Partnern gewonnen wurden und dass so Handlungskompetenz und vernetztes und fächerübergreifendes Lernen vermittelt werden konnten. Und er fährt fort: »Für den Erfolg des Projektes war auch entscheidend, dass Lehrer und Schüler mobil waren.« In jeder der drei Schulen fand eine gemeinsame Projektwoche statt, in der zusammen gearbeitet, gegessen und gefeiert wurde. In der slowenischen Presse war daraufhin zu lesen:

»An der Mittelschule für Gastgewerbe und Tourismus Maribor konnten wir bei der Besprechung im Rahmen des COMENIUS-Projekts erfahren, dass die internationalen Austauschprojekte für die Schüler sehr beliebt sind und die Motivation für die berufliche Ausbildung steigt. Die Schüler sollten auch breitere fachliche und persönliche Kompetenzen erwerben, mit denen sie dann später selbstbewusst und mit vergleichbaren Berufskenntnissen Arbeit in ganz Europa oder sogar darüber hinaus suchen können. Das ermöglichen ihnen gute internationale Austauschprojekte.«

Dass das tatsächlich erreicht wird, bestätigen die Schüler und Schülerinnen selbst:

»Das COMENIUS-Projekt war innerhalb unserer gastronomischen Ausbildung sowohl eine der schönsten und erlebnisreichsten als auch eine der lehrreichsten Erfahrungen. (Es) ermöglichte allen Teilnehmern eine persönliche, fachliche, kulturelle und zwischenmenschliche Weiterentwicklung.«

Überaus positiv sind auch die Erfahrungen, die COMENIUS-Assistenten aus Deutschland an slowenischen Schulen machen. »Pionier im Deutschunterricht« sei sie gewesen, berichtete eine Studierende der Universität Vechta (Niedersachsen), die sechs Monate in einem Gymnasium der Stadt Nova Gorica assistierte und auch an außercurricularen

schools as partners. Concerning their positive outlook on Europe and on European cooperation in schools, we can certainly learn from them. One example that points this out clearly is a German-Slovenian-Spanish project involving vocational schools specializing in the hotel and catering industry on one side, and COMENIUS assistants in Germany and Slovenia on the other side.

The documentation for the COMENIUS hotel and catering industry project is graphically and technically excellent and, as such, is a real revelation. Moreover, it provides content and an atmosphere that conveys the potential for a high professional and methodological quality that can be achieved through the cooperation of the three schools, and would be impossible without such cooperation – “typical COMENIUS”, one might say. The German project coordinator is certain that the joy and motivation of sharing this work with partners could enable networking and interdisciplinary education, as well as an increase in social skills. The experiences of the COMENIUS assistants from Germany in Slovenian schools were also exceedingly positive. They were “pioneers of German



education”, according to one student from the University of Vechta (Neidersachsen) who spent six months as an assistant at a secondary school in the city of Nova Gorica, and who also took part in extracurricular activities:



Aktivitäten beteiligt wurde:

»Ich konnte außerhalb des normalen Unterrichts pädagogisch vieles ausprobieren. So bereitete ich eine Gruppe von Schülern auf ihre Matura im Fach Deutsch vor. Eine andere Schülergruppe sollte ich für einen landesweiten Deutsch-Wettbewerb fit machen. Daneben hatte ich zwei Gruppen von Lehrern – Anfänger und Fortgeschrittene –, die hochmotiviert waren und mit denen die Arbeit sehr viel Spaß machte. Ich arbeitete an einer englisch-deutschen Schülerzeitung mit. Ich fuhr auf viele Klassenfahrten, teils als Betreuerin, teils auch einfach als Guest. Ich nahm am Aerobic-Unterricht der Schule teil. Der Biologielehrer war nebenbei Radiomoderator und lud mich ins Studio ein. Und der Chemieassistent machte aus mir eine Bergsteigerin. Ich fühlte mich rundum gut aufgehoben.«

Solche Erfahrungen, die zugleich wertvolle Hilfen für die spätere berufliche Tätigkeit sind, haben auch andere COMENIUS-Assistentinnen gemacht. Eine von ihnen schrieb:

»Meine Tutorin kümmerte sich sehr fürsorglich um mich und half mir in den unterschiedlichsten Situationen. Die Zusammenarbeit mit den Fachlehrern war sehr gut. Über die Arbeit eines Lehrers habe ich sehr viel gelernt. Unter anderem weiß ich jetzt, dass Zeit Gold ist und effektives Arbeiten nötig ist, dass es wichtig ist, in der Klasse nicht nur Grenzen zu ziehen, sondern auch Liebe zu zeigen, dass Unterrichtseinstiege und der Spannungsaufbau am Anfang nicht zu ignorieren sind, die Lernumgebung sehr wichtig ist, dass Kreide die Haut austrocknet und dass Ordnung das halbe Lehrer(über)leben ist.«

Und weiter heißt es:

»Bereits vor meiner Ankunft wurde im Lehrerzimmer eine Liste aufgehängt, in die sich Lehrer eintragen konnten, die mir einen Teil der Schönheiten Sloweniens zeigen wollten. Schließlich war es so, dass ich kaum ein Wochenende allein verbrachte, da ich stets eine Einladung annehmen konnte.«

Besser kann man es gar nicht machen. Deshalb gilt den slowenischen Gastschulen ein herzlicher Dank für die Aufnahme deutscher Assistenten in den vergangenen Jahren. Umgekehrt gilt dies auch für die deutschen Schulen, die slowenische COMENIUS-Assistentinnen eingesetzt haben, so etwa an einer Grundschule:

»Durch ihre Anwesenheit, ihre Informationen und die AG über Slowenien wurde für die Schüler das Land konkret vorstellbar. Wir haben bereits für das kommende Jahr wieder eine COMENIUS-Assistenzkraft beantragt. Insgesamt war die Anwesenheit der COMENIUS-Assistenzkraft für unsere Schule äußerst positiv.«

Die anschauliche Übersicht über die insgesamt 16 Wochen laufende Slowenien-AG lässt ein sehr lebendiges Bild entstehen, wenn es beispielsweise um das slowenische Alphabet geht, um Sehenswürdigkeiten und Lieder oder die Menschen auf den slowenischen Geldscheinen. Herzlichen Dank an alle COMENIUS-Assistentinnen aus Slowenien.

»I was able to try out many pedagogical approaches outside of the normal classes. In this way, I prepared a group of students for their matura examination in the subject of German. I also coached a different school group for a national German contest. Apart from that, I had two groups of teachers – beginners and advanced – who were highly motivated and who made the work a lot of fun. I worked on an English-German school newspaper. I took part in many school trips, sometimes as supervising tutor, sometimes simply as a guest. I participated in the school's aerobics lessons. The biology teacher was also a radio moderator and invited me to the studio. The chemistry assistant made a mountain climber out of me. I was always in good hands.«

It simply does not get better than this. So, warm thanks to Slovenian guest schools for their reception of the German assistants in previous years. This also applies in reverse, to German schools that have placed Slovenian COMENIUS assistants, for example, in a primary school:

»Due to their presence, their information and through the workgroup about Slovenia, that country became a concrete reality for students. We have already applied for more COMENIUS assistants for the coming year. On the whole, the presence of COMENIUS assistants had a very positive effect on our students.«

This descriptive overview into the work of the Slovenian workgroup, which ran for 16 weeks in total, makes it look alive and real, for example when learning about the Slovenian alphabet, places of interest, Slovenian songs or the people portrayed on its money.

Many thanks to all the COMENIUS assistants from Slovenia.



L'expérience ouvre l'esprit et forge la citoyenneté européenne

Lydie Lagouarde, NA France

Starisé par le film de Cédric Klapisch « L'auberge espagnole », Erasmus est le programme européen d'éducation le plus célèbre. Par son soutien à la mobilité d'étude et de formation des étudiants et des enseignants européens, il a permis, depuis sa création en 1987, la mobilité de près d'un million et demi d'étudiants !

A l'occasion du vingtième anniversaire du programme, l'agence Europe-Education-Formation France a lancé en 2007 un appel à témoignages auprès de tous les étudiants Erasmus européens. Des centaines de récits collectés ressort un sentiment unanime : l'expérience Erasmus ouvre l'esprit et forge la citoyenneté européenne. Comment expliquer un tel enrichissement ?

Il faut savoir que le programme Erasmus offre à plus de 25 000 étudiants français l'occasion de partir en Europe pendant l'année universitaire en



Experience which broadens the mind and forges the ties of European citizenship

Lydie Lagouarde, NA France

After a starring role in the film "The Spanish Apartment" by Cédric Klapisch, Erasmus is the most famous of the European education programmes. Through its support for study and training mobility among European students and teachers, it has enabled the mobility of almost one and a half million students since it was set up in 1987!

On the occasion of the programme's twentieth anniversary, in 2007 the Agence Europe-Education-Formation France launched an appeal to all European Erasmus students to tell us about their experiences. The hundreds of accounts we have received proved to be unanimous in their view: the Erasmus experience broadens the mind and forges the ties of European citizenship. And why is it such an enriching experience?

It must be remembered that the Erasmus programme is offering more than 25,000 French students the opportunity to spend time elsewhere in





cours et à presque autant d'étudiants européens d'être accueillis par un établissement d'enseignement supérieur ou une entreprise de France. Il permet un grand brassage interculturel et de nombreux échanges entre les citoyens de l'Europe. C'est ce dialogue entre les cultures qui permet à chacun de mieux se comprendre soi-même, de mieux comprendre l'autre et de s'identifier à lui. Le programme Erasmus initie les nouvelles générations à la citoyenneté européenne active : apprendre aujourd'hui pour construire demain une Europe unie et forte !

Par ailleurs, depuis le 1er janvier 2007, le programme Erasmus joue aussi le rôle de médiateur entre deux cultures distinctes : celles de l'enseignement supérieur et de l'entreprise. Il intègre à cette fin deux nouvelles actions : la mobilité de stage des étudiants au sein d'entreprises européennes et les projets de coopération université-entreprise. Erasmus est un véritable lien social et économique de l'Union européenne. C'est cette réalité que s'efforcera de consolider et d'accroître la Présidence française de l'Union européenne, à partir du 1er juillet prochain. Lors des dernières rencontres européennes de l'enseignement supérieur organisées à Bordeaux en 2007, Valérie Pécresse, ministre française de l'enseignement supérieur et de la recherche, a déclaré : « Je souhaite que la Présidence française de l'Union européenne considère la mobilité étudiante comme l'un des moteurs de la construction d'une économie européenne fondée sur la connaissance. Pour moi, la Présidence française doit vraiment être l'occasion de favoriser la mobilité des étudiants en Europe et vers l'Europe ».

Europe during the current academic year, and an opportunity for almost as many European students to be hosted by a French higher education institution or company. It gives rise to extensive mixing between cultures and exchanges between citizens around Europe, and this intercultural dialogue offers participants a better understanding of themselves and of others, allowing them to identify more closely with each other. The Erasmus programme is introducing the new generations to the active European citizenship of the future: learning today to construct a strong, united Europe tomorrow!

Also, since 1st January 2007, the Erasmus programme has taken on the role of mediator between two distinct cultures: those of higher education and the corporate world. To this effect, it now includes two new actions: placement mobility for students in European companies, and university-corporation cooperation projects. Erasmus plays a very real role as one of the social and economic bonds of the European Union, and it is this reality that the French Presidency of the European Union from 1st July 2008 will be seeking to consolidate and extend. At the latest European Higher Education Conference organised in Bordeaux in 2007, Valérie Pécresse, the French Minister for Higher Education and Research, declared: "I hope to see the French presidency of the European Union consider student mobility as one of the driving forces in constructing a European economy of knowledge. For me, the French presidency must really be an opportunity to promote mobility of students in and around Europe".

Erasmus et la République Française

Son excellence Mme Chantal de Ghaisne de Bourmont, Ambassade de la République Française en Slovénie

Depuis 1987, 217 000 étudiants français ont pu bénéficier du programme Erasmus .

A ce jour 1,5 million de jeunes européens en ont profité : ils seront vraisemblablement 3 millions en 2012 ! La France, après l'Allemagne, est ainsi au deuxième rang des pays qui permettent au plus grand nombre d'étudiants d'effectuer une partie de leurs études à l'étranger. Aujourd'hui, la totalité des universités en France y participent ainsi que la plupart des établissements d'enseignement du supérieur.

Premier grand programme européen en matière d'éducation supérieure, le programme Erasmus encourage la mobilité européenne des étudiants : il leur permet d'effectuer au minimum un séjour (de trois mois à un an) dans l'université européenne de leur choix, leur assure la transparence et à la reconnaissance de leurs diplômes obtenus dans l'Union européenne.

Il permet aussi la mobilité des enseignants de l'enseignement supérieur et favorise la coopération multilatérale entre les universités européennes

Erasmus in the republic of France

Her excellency Mrs. Chantal de Ghaisne de Bourmont, Embassy of the Republic of France in Slovenia

Since 1987, 217 000 French students have been able to benefit from the Erasmus programme. To date, 1.5 million young Europeans have profited from it : that number will probably be three million in 2012! France is second after Germany among countries that enable the great majority of students to carry out part of their studies abroad. Today, all French universities participate in the programme, as well as most other higher education establishments.

The first European higher education programme, the Erasmus programme, encourages European student mobility : it enables students to carry out at least one stay (from three months to a one year) in the European university they choose, and ensures the transparency and recognition of their degree obtained in the European Union.

It also enables mobility for higher education teachers and encourages multilateral cooperation among European universities and among different university associations. As a key instrument of the Bologna system, it contributes to the simplification and harmonisation of different educational systems within the European Union.

Beyond its educational dimension, it above all enables students of the

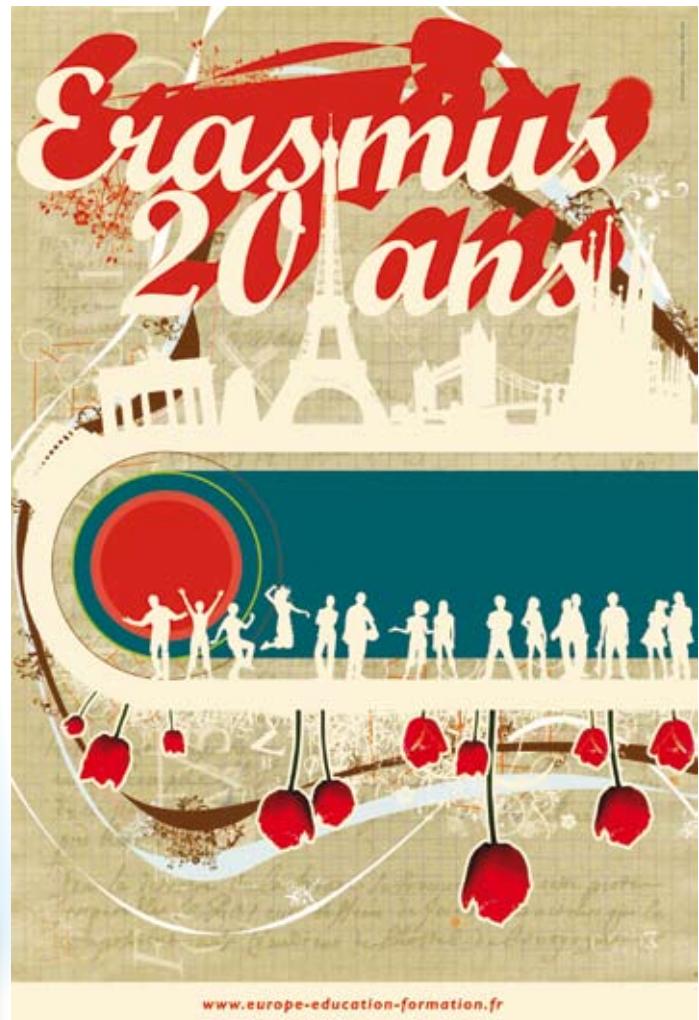


et entre les différentes associations universitaires. Instrument clé du système de Bologne, il contribue à la simplification et à l'harmonisation des différents systèmes éducatifs, au sein de l'Union Européenne.

Au-delà de sa dimension éducative, il permet avant tout aux étudiants de l'Union Européenne de mettre en œuvre ces échanges culturels et sociaux qui favorisent et tissent un authentique dialogue interculturel au sein de l'Union Européenne. Pour beaucoup, c'est là leur premier séjour prolongé dans un pays étranger ; pour tous, cette expérience apporte un inégalable enrichissement culturel, encourage et justifie le multilinguisme, prépare aux carrières européennes ou internationales.

Mais des progrès restent à faire : notamment en matière d'aide financière grâce aux systèmes de bourse et en matière de reconnaissance des périodes d'études. De plus, le programme Erasmus n'est qu'une étape : il doit être prolongée par une réelle coopération entre les universités, notamment en matière de recherche. Les universités européennes doivent ainsi se diriger vers de plus en plus d'initiatives de partenariat et de création de diplômes conjoints.

Ce programme, j'en suis convaincue, est l'un des outils essentiels à la construction d'une conscience européenne, fondée sur le respect de l'autre dans la spécificité de son identité.



European Union to create cultural and social exchanges that encourage and develop authentic cross-cultural dialogue within the European Union. For many, this is the first extended stay in a foreign country; for all, this experience brings incomparable cultural enrichment, encourages and justifies multilingualism, and prepares them for a European or an international career.

However, some progress still has to be achieved : especially regarding the financial aid due to the systems of grants as well as the recognition of study periods. Furthermore, the Erasmus programme is just a stage: it has to be extended with real cooperation among universities, especially regarding research. European universities should be aiming at increasing partnership initiatives and the creation of joint degrees.

I am convinced that this programme is one of the essential tools for the construction of European consciousness, based on respect for others in the specificities of their identity.



»V letošnjem študijskem letu, in sicer v zimskem semestru, sem del svojih obveznosti opravljala v Franciji, natančneje v Toulonu. Večmesečno bivanje v tujini sem videla kot veliko priložnost za spoznavanje nove kulture, jezika in ljudi. Prve stike in nove prijateljske vezi sem navezala v univerzitetnem kampusu, še posebej v študentskem domu, kjer sem bila nastanjena. »Najpomembnejša« je bila skupinska kubinja, večerna srečanja in zabave. Tujci so me vedno znova z zanimanjem spraševali od kod prihajam, kako živimo pri nas in kakšne so naše navade. Nemalokrat pa sem jih morala tudi malce podučiti in razložiti kje se nahaja naša mala država. Po začetnih nerodnostih in nejasnostih pa sem s kar lepim številom ljudi navezala trdnejše stike, ki si jih trudim ohranljati tudi po vrnilvi domov. Poleg Francozov, ki so vedno prijazni, vendar v začetku malce zadržani, sem spoznala tudi veliko drugih študentov in študentek iz celega sveta. Ravno slednji so mi pomagali, da sem poleg francoske kulture okusila, pa čeprav samo preko pripovedovanj, hrane in slik, tudi ostale še nepoznane navade. Seveda pa moram pripomniti, da je moji uspešni integraciji pomagalo tudi znanje francoskega jezika, saj lahko trden odnos z nekom vzpostaviš šele z dobrim medsebojnim razumevanjem.«

(Lucija Remškar, Erasmus student)

»À mon avis, le programme Erasmus contribue beaucoup à la promotion du dialogue interculturel dans l'Union Européenne. D'un part, le séjours en France m'a montré la diversité de la société française qui ne saurait pas se comparer avec celle de la Slovénie, encore très homogène. Par conséquent, je devenue plus tolérante, ouverte.

D'autre part, j'ai rencontré des gens de monde entiers qui aussi étudiaient à Poitiers. Pendant le temps que nous avons passé ensemble, j'ai appris beaucoup de leur mode de vie, culture et langue. Enfin, je suis reconnaissante d'avoir eu cette expérience qui m'a enrichie pour toute ma vie.«

(Ajda Levičnik, Erasmus student)

»Leto, ki ga preživiš kot Erasmus študent v tujini je najlepši in najbolj zanimiv del študija. To je enkratna priložnost, da resnično spoznaš kako poteka življenje druge, se naučiš jezika in imaš stik z drugo kulturo in tradicijami ter postaneš veliko bolj samostojen, saj (še posebej v Franciji) si moras življenje urediti sam. Še posebej v Parizu imaš možnost spoznati mlade iz vseh kontinentov, različnih religij in tradicij, kar razširi obzorja in pripomore k temu, da se znebiš stereotipov in predsodkov, saj ugotovis, da ne glede na kulturne razlike imamo iste cilje in želje. Najpomembnejše pa je, da imaš na koncu prijatelje iz vseh koncev sveta!«

(Marija Perko, Erasmus student)





Vpliv programa Leonardo da Vinci na mobilnost in promocijo medkulturnega dialoga

Marja Medved, NA Slovenija

Vpliv programa Leonardo da Vinci na mobilnost v Sloveniji je večplasten. Mladi se vedno bolj zavedajo pomena praktično pridobljenega strokovnega znanja, ki je potreben za njihovo prihodnost na trgu dela in če je ta izkušnja povezana še z bivanjem in delom v drugi državi, predstavljajo projekti mobilnosti veliko dodano vrednost in marsikomu nepozabno življenjsko izkušnjo. Poklicno usposabljanje dijakov, diplomantov, prvih iskalcev zaposlitve ali mladih delavcev v tujini prinaša udeležencem neprecenljive osebne izkušnje; spoznavanje sebe, drugih in drugačnih, krepitev strpnosti, sodelovanja, reševanja problemov ter timskega dela so le nekatere izmed izkušenj, ki jih udeleženci prinesejo nazaj domov. Poleg življenja v drugi državi, ki pomaga izboljšati komunikacijske, kulturne in jezikovne spretnosti posameznika, mladi cenijo praktične izkušnje, nova znanja in spretnosti, ki jih pridobijo v okviru projekta mobilnosti. Vsaka mobilnost je splet osebnih in poklicnih izkušenj ter zavedanja o evropskem prostoru, katerega del je tudi Slovenija in njeni prebivalci. Ne le mladi, tudi strokovni delavci, učitelji, mentorji, mojstri v podjetjih s pomočjo mobilnosti bogatijo svoje znanje, izkušnje, prinašajo nove ideje in motivacijo za mednarodno sodelovanje, za odpiranje in širjenje obzorja ter spoznavanje drugačnih načinov, metod dela. Vsi, ki pridobijo nova znanja v tujini, prinesejo svež veter in nov zagon tudi med sodelavce, kolege in mlajše generacije, ki jih na različne načine izobražujejo in usposablja. Na ta način postajajo številne slovenske organizacije, njihovi strokovnjaki in mladi nosilci medkulturnega, mednarodnega sodelovanja, na nek svoj način pomemben ambasador medkulturnega dialoga, razumevanja in spoštovanja drugačnosti ter strpnosti.

Svoj prispevek h krepiti mobilnosti in medkulturnega dialoga poleg samih projektov mobilnosti, prispevajo tudi razvojni projekti v okviru programa Leonardo da Vinci, ki so namenjeni razvoju vsebin, orodij ali metod za mobilnost ali za področje medkulturnega dialoga, jezikovnih veščin... Osebna rast, odprtost, učenje tujega jezika, spoznavanje drugačne kulturne, načina življenja in dela so pomembni temelji za medkulturni dialog. Mednarodne mobilnosti brez programa Leonardo da Vinci si v Sloveniji organizacije že težko predstavljajo, saj so projekti postali del njihovega vsakdanjika in razvojne strategije. Zato je pomen programa za široko področje poklicnega izobraževanja in usposabljanja, za mobilnost ter posredno razvoj in krepitev medkulturnega dialoga velikega pomena.



Impact of the Leonardo da Vinci Programme on Mobility and Intercultural Dialogue promotion

Marja Medved, NA Slovenia

The impact of the Leonardo da Vinci Programme in Slovenia is multi-fold. Young people are increasingly aware of the significance of professional knowledge, obtained in a practical way, which is very important for their future on the labour market. Moreover, when this experience is connected with staying and living in another country, mobility projects are an additional benefit and an unforgettable life experience. Vocational training of secondary school students, graduates, first job seekers and young workers abroad means valuable personal experience for the participant; getting to know themselves, others and those who are different, increasing tolerance, cooperation, problem solving and team work are only a few experiences that the participants bring home. In addition to living in another country, which helps to improve communication, cultural and language skills, young people appreciate practical experience, new knowledge and skills, gained within the mobility project. Each mobility is a combination of personal and occupational experience and brings awareness of the European area, which includes Slovenia and its inhabitants. Not only young people but also professionals, teachers, mentors, and trainers in companies enrich their knowledge and experience by mobility. They bring new ideas and motivation for international cooperation, for opening and broadening the horizons and getting to know different ways and methods of work. Everybody who obtains knowledge abroad brings new, fresh ideas and eagerness also to co-workers, colleagues and younger generations who are being trained and educated in different ways. In this way, many Slovenian organisations, their experts and learners, are becoming promoters of intercultural, international cooperation and, in a way, important ambassadors of intercultural dialogue, understanding and respect for the different, as well as tolerance.



In addition to mobility projects themselves, development projects within the Leonardo da Vinci programme, aimed at the development of contents, tools or methods for mobility or for intercultural dialogue, language and other skills also contribute to enhanced mobility and intercultural dialogue. Personal growth, openness, foreign language learning, getting to know different cultures, ways of life and work are important bases for intercultural dialogue. Organisations in Slovenia find it difficult to imagine international mobility without the Leonardo da Vinci Programme, as the projects have become a part of their everyday life and development strategy. Consequently, the Programme is of great importance for the wide area of vocational education and training, for mobility and, indirectly, also for the development and strengthening of intercultural dialogue.



**Primeri dobrih praks:
sodelovanje Portugalske, Nemčije, Francije in Slovenije
v projektih LDV**

V okviru projekta jezikovnih znanj in spretnosti z naslovom Crosscultural Business Communication je Univerza na Primorskem-Fakulteta za humanistične študije sodelovala z nemškim partnerjem Fachhochschule Koblenz in francosko šolo École de commerce et école de management ESC CERAM ter 9 drugimi državami. Cilj projekta je bil razvoj metod za poučevanje poslovne angleščine po interaktivni metodi in z interdisciplinarnimi pristopi. Učni modul vključuje vsebine iz poslovne angleščine, medkulturne teme, rabo elektronskih orodij in geopolitične poudarke. Način dela, ki je študentom in dijakom zanimiv, hkrati pa jih spodbuja k učenju in lažjemu razumevanju novih vsebin. Medkulturne teme so postale del zavestnega odzivanja na okolje; neposredno primerjanje svojih dosežkov s tistimi, ki jih posredujejo vrstniki iz tujine uporabnikom razvija samozavest in zavedanje o enakovrednosti z drugimi kulturnimi in ekonomskimi okolji. www.2cbc.net

»Mislim, da mi bo praktično usposabljanje v tujini v veliko pomoč pri iskanju prve zaposlitve. Že pri prvi prijavi na delo je moje delodajalce zanimala izkušnja iz tujine. V času usposabljanja, sem osvojil osnove komuniciranja v portugalščini, za nadaljnje učenje bom poskrbel doma. Ko odhajaš v tujino, v novo, neznano okolje, te občutek napolni z večjo mero samozavesti. Poleg tega bolje razumem druge ljudi, njihovo kulturo, v tem primeru portugalsko, predvsem pa sem se naučil biti potrpežljiv. Mobilnost mi je pomagala, da sem postal bolj samozavesten, ambiciozen, strpen, spoznal sem delovanje v drugi državi, njihovo kulturo in jezik. Dobil sem potrebne izkušnje za lažjo nadaljnjo zaposlitev.«

(Klemen Maček, mladi diplomant)

»Izkulnja z Leonardo prakso je bila zame zelo dragocena in koristna. Mobilnost v Franciji je bila zame obogatitev ne samo na poklicnem področju, ampak tudi dobra izkušnja za osebno rast in razumevanje drugače živečih ljudi. Tri mesece sem prezivila s francosko družino na osamljeni kmetiji v južni Franciji. Gospodarica, ki je bila odgovorna za moje usposabljanje, mi je potrpežljivo in natančno razložila vse stopnje delovnega procesa. Kljub skromnemu načinu življenja, sem bila deležna vsega, kar sem potrebovala. Družina me je obravnavala kot družinskega člena in tako sem bila poleg vsakodnevnega dela deležna tudi družinskih srečanj, kulturnih dogodkov...dobro sem spoznala francosko kulinariko in izpopolnila moje znanje francoščine. Brez finančne podpore programa Leonardo da Vinci moje prakse v tujini ne bi bilo mogoče izvesti...«

(Katarina Jemec, študentka)

**Examples of good practices:
cooperation of Portugal, Germany, France and Slovenia
in LDV projects**

Within the project of language skills called "Cross-cultural Business Communication", the Faculty of Humanities of the University of Primorska cooperated with their German partner Fachhochschule Koblenz and the French school École de commerce et école de management ESC CERAM and nine other countries. The aim of the project was to develop business English teaching methods by applying interactive methods and interdisciplinary approaches. The learning module includes business English topics, intercultural topics, use of electronic tools and geopolitical considerations. Students find the way of work interesting and it encourages them to learn, and facilitates understanding of new contents. Intercultural topics have become a part of conscious response to the environment; direct comparisons of one's achievements with the achievements of peers abroad contributes to enhanced self-confidence and awareness of equivalence with other cultural and economic environments. www.2cbc.net is the web site of the project.

»I think practical training abroad will help me a lot when I start looking for my first job. My employers were interested in my experience abroad already upon the first application. During the training, I learned basic Portuguese; I will continue learning the language at home. When you are going abroad, to a new and unknown environment, this feeling gives you more self-confidence. Now I can understand other people and their culture, in my case Portuguese, better, and above all, I have learned to be more patient. Mobility helped me to become more self-confident, ambitious, I got to know the way things work in another country, their culture and language. I have gained the experience that will facilitate my employment.«

(Klemen Maček, young graduate)

»The Leonardo practice experience was very precious and useful for me. Mobility in France was not only enrichment on the occupational field, but also a good experience for personal growth and understanding of people who live differently. I spent three months on a solitary farm in the south of France. The land lady who was responsible for my training, explained all the stages of the work process very patiently and in detail. In spite of the modest way of life, I had everything I needed. I was treated as a family member and, in addition to everyday work; I also participated in family meetings and cultural events. I got to know French cuisine very well and improved my French. This practice abroad would not have been possible without the Leonardo da Vinci Programme's financial support.«

(Katarina Jemec, student).

LEONARDO DA VINCI



Slovenija
Slovenia

»Jezikovna priprava mi je omogočila, da sem se soočila z vsakodnevнимi situacijami ter olajšala praktično usposabljanje. Komunikacija v Nemčiji je potekala v tujem jeziku, kar mi je pomagalo, da se je moje znanje tujih jezikov izboljšalo in tudi izražam se mnogo lažje. Pri usposabljanju je bilo potrebno mnogo samozavesti, saj smo bili primorani govoriti tuj jezik. Spoznala sem tudi način življenja v Nemčiji, spoznala, da smo različni a zaradi tega ne drugačni. Znanje, ki sem ga pridobila bom lahko izkoristila pri nadalnjem študiju in pri iskanju zaposlitve. Spoznala sem nove ljudi in ugotovila, kakšno kulturo imajo. Vse to mi pove, da čeprav smo iz različnih držav, čeprav govorimo drug jezik smo vsi med seboj enaki. Vsem ostalim udeležencem svetujem, naj izkoristijo čas za usposabljanja, za spoznavanje novih stvari in ljudi.«

(Tanja Vučinović, dijakinja)

»Prior language learning allowed me to face everyday situations and made my practical training easier. Communication in Germany was in a foreign language so my foreign language skills improved considerably and now I find it much easier to speak. Training required a lot of self-confidence, as we had to speak a foreign language. I got to know the way of life in Germany and I found out that we are different yet the same. I will be able to apply the gained knowledge to my studies and when looking for a job. I met new people and got to know their culture. It all tells me that in spite of the fact that we come from different countries and speak different languages, basically, we are all the same. I would like to recommend other participants to take the advantage of training to meet new people and cultures.«
(Tanja Vučinović, secondary school student)





Primer študijskega obiska:

Le Proviseur, Lycée des Métiers de la Montagne

Pascal LABORDE

Proviseur du Lycée des Métiers de la Montagne d'Oloron Sainte-Marie dans les Pyrénées Atlantiques (France), j'ai eu l'occasion de participer à une visite d'étude organisée par le CEDEFOP en Slovénie en mars 2007.

Le thème «Organic food : opportunity or fashion» est exactement au cœur des questions que se pose le monde rural qui nous entoure.

Notre établissement de formation se développe dans une zone naturelle, riche en biodiversité, où les enjeux du pastoralisme et du tourisme sont forts. Les produits agricoles de «qualité» (fromage de brebis, viande bovine, ...) contribuent à promouvoir l'image d'une agriculture respectueuse de l'environnement.

La visite d'étude en Slovénie m'a permis d'apprécier le dynamisme des agriculteurs «-biologique-» et l'intérêt de la formation pour ces modalités de production.

Ce regard a pu être croisé avec des participants de diverses origines (Écosse, Espagne, Turquie, Grèce, Portugal) qui ont contribué à nous éclairer sur l'intérêt du développement des aliments «bio».

Cette visite d'étude a apporté un éclairage supplémentaire sur le thème de l'agriculture biologique qui a fait l'objet d'une démultiplication dans notre établissement de formation.

Les contacts pris nous permettent de développer des partenariats de formation inter établissements.

J'ai pu ainsi apprécier la politique éducative et l'investissement de l'état slovène, ainsi que la dynamique des équipes enseignantes, en matière d'agriculture et d'alimentation.

Je tiens à souligner une organisation équilibrée de cette visite, le professionnalisme de cette visite et la chaleur de l'équipe CEDEFOP Ljubljana.

C'est avec de telles initiatives que se construit, pas à pas, une Europe respectueuse de son avenir environnemental.

Example of study visit in Slovenia:

Headmaster, Secondary School Of Mountain Agriculture

Pascal LABORDE

As headmaster of the Secondary School Of Mountain Agriculture in Oloron Sainte-Marie in the Pyrénées Atlantiques (France), I had the opportunity to participate in a study visit organized by CEDEFOP in Slovenia in March 2007.

The theme “Organic food: Opportunity or Fashion” is precisely at the heart of the questions asked by the rural society around us.

Our school is developing in a natural area, rich in biodiversity, where the issues of pastoralism and tourism are strong. The “quality”farming products (sheep's cheese, beef...) contribute to promoting the image of farming that respects the environment.

The study visit in Slovenia enabled me to appreciate the dynamics of the eco-farmers and the interest in training for those methods of production.

This view was confirmed by the participants of different origins (Scotland, Spain, Turkey, Greece, and Portugal) who clarified their interest in development of organic food.

This study visit additionally clarified the eco farming theme, which had been subjected to a reduction in our school.

The established contacts enable us to develop school partnerships.

Thus, I was able to appreciate the education policies and the investment of the Republic of Slovenia, as well as the dynamics of the teaching teams regarding farming and food.

I really wish to emphasize the well-balanced organisation and professionalism of this visit, as well as the warmth of the Ljubljana CEDEFOP team.

It is with such initiatives that, step-by-step, a Europe that respects its environmental future is built.



O diálogo intercultural através da mobilidade / o Programa Grundtvig e o seu impacto

Márcia Mendes, NA Portugal

Para assegurar uma melhor vivência em conjunto, a Europa alargada dentro de um mundo globalizado exige a compreensão mútua entre os povos. Para tal, torna-se necessário explorar as vantagens da diversidade cultural, do multilinguismo e da cidadania activa.

A mobilidade é considerada como um dos meios para assegurar o diálogo entre as culturas, dado que poderá contribuir para o entendimento e respeito recíprocos entre os diferentes países, etnias e religiões e para a eliminação de barreiras como o nacionalismo e a xenofobia.

No âmbito do Programa Aprendizagem ao Longo da Vida¹, o Programa Grundtvig, destinado à Educação de Adultos, é um dos programas sectoriais que tem contribuído para a promoção de actividades de cooperação e de mobilidade entre sistemas de ensino e de formação, a nível europeu, procurando incentivar o diálogo intercultural nas suas várias vertentes.

A implementação do Programa Grundtvig, em Portugal, tem possibilitado às instituições de educação de adultos portuguesas a participação activa em projectos de parceria com outras instituições de diferentes países e o desenvolvimento de trabalhos com um valor acrescentado europeu no âmbito das questões relacionadas com a educação de adultos.

Deste modo, as instituições europeias têm a oportunidade de cooperar entre si, partilhando experiências e boas práticas, possibilitando o conhecimento e a comparação de diferentes realidades, a avaliação e a comparação dos diferentes sistemas de educação formal e não-formal, a aquisição de novos métodos de trabalho, a consolidação de novas abordagens, a melhoria de metodologias de ensino, adaptados às necessidades dos adultos, e a partilha de recursos à escala europeia.

Também os educadores de adultos portugueses têm beneficiado das potencialidades deste Programa quer através da participação em projectos de parceria quer através da participação em actividades de mobilidade individual noutras países europeus em que contactam com contextos e realidades diversas.

Segundo os beneficiários, a existência deste Programa permite a troca de experiências entre diferentes instituições, possibilita o alargamento de horizontes e, por vezes, colmata lacunas de formação contínua existentes a nível nacional. Também o contacto com diferentes realidades educativas e pedagógicas promove o espírito crítico face ao trabalho desenvolvido, dá visibilidade ao trabalho dos educadores de adultos e das respectivas instituições a nível europeu e pode contribuir para a introdução de novos conceitos, metodologias, estratégias e abordagens nas instituições de educação de adultos.



AGÊNCIA NACIONAL
PROGRAMA
APRENDIZAGEM AO LONGO DA VIDA

Cultural Dialogue through mobility / The Grundtvig Programme and its impact

Márcia Mendes, NA Portugal

To ensure a better common living experience, a widened Europe within a global world demands mutual understanding among peoples. Therefore, it becomes increasingly necessary to explore the advantages of cultural diversity, multilingualism and active citizenship.

Mobility is considered as one of the means to ensure the dialogue among cultures, given that this dialogue may contribute towards the reciprocal understanding and respect among the different countries, ethnologies and religions, as well as to eliminate barriers as nationalism and xenophobia.

In the framework of the Lifelong Learning Programme², the Grundtvig Programme, aimed at adult education, is one of the sectoral programmes that has contributed towards the promotion of cooperation and mobility activities between training and education systems at European level, trying to stimulate intercultural dialogue in its multiple dimensions.

The implementation of the Grundtvig Programme in Portugal has enabled Portuguese institutions working in the field of adult education to actively participate in partnership projects with other institutions of different countries and to develop work with European added value in issues related to Adult Education.

This way, European institutions have the chance to cooperate among themselves, sharing experiences and best practice, allowing awareness and comparison of different realities; assessment and comparison of different systems within formal and non-formal education; acquisition of new working methods; consolidation of new approaches; improvement in teaching methodologies adapted to the needs of adult learners; and sharing resources at a European dimension.

Portuguese adult educators have additionally benefited from the potentialities of this Programme, either through their partnership in projects or through their participation in individual mobility activities in other European countries, where they get in touch with different contexts and diverse realities.

According to beneficiaries, this Programme allows the exchange of experiences among different institutions widens horizons and, at times, fulfils existing gaps of in-service training available at national level. Furthermore, the contact with different education pedagogical realities promotes critical reasoning on the work developed, gives visibility to the work of adult educators and their institutions at European level and can contribute to bring in new concepts, methodologies, strategies and approaches to institutions active in the field of adult education.



O conhecimento de diferentes culturas e da realidade nacional de cada país, a familiarização com a diversidade cultural e o confronto entre semelhanças e diferenças nos diversos países, desenvolve o espírito intercultural, promove a tolerância e o respeito e fomenta uma cidadania europeia activa.

Exemplos de boas práticas: Parcerias de Aprendizagem - Learning Partnerships Preconceito como um caminho - PAP - Prejudice as a Path

Este projecto visa explorar as diferenças culturais e emocionais que criam barreiras a uma melhor aceitação e compreensão intercultural e tem por objectivo promover a ideia de cidadania europeia de acordo com o mote da Constituição Europeia “unidade na diversidade”. Começa-se por confrontar os participantes/aprendentes com o seu próprio preconceito e com o dos outros promovendo workshops com os aprendentes no sentido de iniciar um processo de aprendizagem a nível nacional e transnacional.

Considerando que o preconceito pode ser difícil de superar propõe-se que seja usado como uma ferramenta positiva para o respeito e compreensão mútuos e para encontrar um espaço comum de cultura europeia que aceite a diversidade e enriqueça e alargue os horizontes individuais de cada um.

O recurso a métodos inovadores emergentes das diferentes culturas promoverá uma consciência da própria identidade pessoal.

Foram envolvidos de forma idêntica tanto educadores como aprendentes dando-lhes poder para influenciar a sua própria situação através de uma melhor compreensão do seu próprio background cultural e do dos outros.

O trabalho desenvolvido assentou essencialmente na dinamização de iniciativas locais e transnacionais sobre a temática do projecto, tais como workshops, actividades de rua, exposições, na troca de informação e de materiais, na realização de visitas e reuniões de projecto.

Pretendeu-se aprofundar a consciência da identidade cultural, desenvolver a partilha de métodos para compreender as razões para o preconceito e a xenofobia, envolver os aprendentes, passar do preconceito à descoberta, à curiosidade, à reflexão identificando soluções ou abordagens pedagógicas e adaptando-as a cada país.

Getting to know the different cultures and the national reality of each country, getting acquainted with the cultural diversity and with the similarities and differences of the countries are elements that develop intercultural character, promote tolerance and respect as well as encourage active European citizenship.

Examples of good practice: Learning Partnerships PAP - Prejudice as a Path

This project, funded on the framework of the Grundtvig 2 – Learning Partnerships, aims to explore the cultural and emotional differences that create the barriers for a better acceptance and intercultural understanding and intends promoting the idea of European citizenship according to the motto of the European Constitution “unity in diversity”.

It starts by confronting the participants/ learners with their own prejudice and those of others by promoting workshops with the learners in each partner organisations in order to initiate learning processes at a national and transnational level.

Taking into account that that prejudice might be difficult to overcome, the project proposes that the prejudice can also be used as a positive tool for mutual understanding and respect and to find the common ground of European culture will open learner’s minds to accept diversity and view it as an enrichment of their own individual horizon.

The use of innovative methods emerging from the different cultures will promote an awareness of one’s own identity.

Teachers and students were involved in this project giving them power to influence their own situation through better understanding of their own and others’ cultural background.

The work developed was based essentially on the setting up local and transnational initiatives about the topic of the project, e.g., workshops, street activities, exhibitions, exchange of information and materials and visits and project meetings.

Thus, this partnership wanted to deep the awareness of the cultural identity, develop and share methods of how to cope with and understand the reasons behind prejudice and xenophobia, to involve learners, take the step from prejudice, to discovery, to curiosity, to reflection and to adapt pedagogical approaches to situations in each member state.

Partnership

Spain OSOLIL - Escuela Oficial De Idiomas De Linares (Official School Of Languages In Linares); Germany - Max-Eyth-Schule-Alsfeld; Denmark - Odense Tekniske Skole; Portugal - Escola Tecnológica, Artística e Profissional de Pombal; Slovenia - Ljudska univerza Kranj, Center za izobraževanje in kulturo; Scotland - James Watt College of Further & Higher Education – UK

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Exemplos de boas práticas: Bolsas de Formação Contínua para Pessoal ligado à Educação de Adultos - In-Service Training

Susana Maria de Almeida Gonçalves beneficiou de uma bolsa Grundtvig para participar na actividade de formação “Teach - Teaching European Active Citizenship” que decorreu em Itália, em Fevereiro de 2007.

Esta actividade teve por objectivos melhorar formação no âmbito do ensino para a cidadania activa, facilitar uma análise das competências relacionadas com o conceito de cidadania e envolver os participantes numa análise de casos de boas práticas nesta matéria possibilitando-se o encontro e a formação dos educadores de adultos provenientes de diferentes países europeus que trabalham na área da educação não-formal.

Antes de partir e por iniciativa própria, a beneficiária fez um trabalho de preparação da actividade de formação que viria a frequentar, designadamente, através da realização de pesquisas bibliográficas e do preenchimento de questionários previamente enviados pela organização.

O curso contou com diversas actividades que incluíram sessões teóricas e de carácter científico e sessões de trabalho de grupo com círculos de estudos, role play e a troca de materiais pedagógicos na área da temática abordada. A grande mais valia deste trabalho foi, na opinião da beneficiária, poder contactar com diferentes perspectivas e abordagens relativamente ao trabalho na área da cidadania activa, não só pelo facto de existirem formadores e realidades educativas provenientes de diferentes países como pelo contacto com colegas que exercem funções no mesmo domínio.

Após o regresso da actividade de formação, a beneficiária manteve os novos contactos adquiridos e continuou em comunicação com os restantes participantes no curso utilizando uma plataforma de comunicação on-line criada para o efeito e promoveu a criação de futuras sinergias e ou projectos.

A beneficiária reportou que esta actividade de formação trouxe um grande valor acrescentado ao trabalho que desenvolve na sua instituição de origem, dado que lhe proporcionou novas abordagens e conhecimentos que poderá aplicar na sua prática de formação e de os disseminar junto dos colegas na instituição.

Por outro lado, esta participação constituiu uma oportunidade para promover a dimensão europeia na sua instituição dado que se prevê a participação em futuros projectos europeus.

Examples of good practice: Individual training grants for adult education staff

Susana Maria de Almeida Gonçalves was awarded a Grundtvig mobility grant to participate in the in-service training activity “Teach - Teaching European Active Citizenship” that took place in Italy, in February 2007.

The objectives of this activity were to improve training in the field of active citizenship, to facilitate the competence analysis related to the concept of citizenship and to involve the participants in analysing cases of best practice in this area by promoting the contact and training of Adult educators from different European countries whose framework is non-formal education.

Before departing and by her own initiative, the beneficiary underwent a period of preparation for the training activity during which she researched bibliography and filled in questionnaires previously sent by the host institution.

The training comprised several activities which included theoretical sessions at scientific level and working group sessions in study groups, role play and exchange of pedagogical materials in the discussed thematic field. The added value of this training was, in the opinion of the beneficiary, to be able to get in touch with different perspectives and approaches regarding the work done in the field of active citizenship not only through the trainers, who came from different countries with different educational contexts, but also through the contact with the training colleagues who work in the same field.

After returning from the training activity, the beneficiary kept the newly acquired contacts, maintained an open door with the other participants through the use of an online communication platform and promoted the development of synergies and/or future projects.

The beneficiary reported that this training activity added a great value to the work she develops in her home institution, since it provided her with new approaches and new knowledge which she will be able to put into practice during her own training activities as well as it will allow her to disseminate the experience among her work colleagues.

On the other hand, her participation in the referred training activity has given her an opportunity to promote the European dimension in her institution since she predicts its involvement in future European projects.



Medkulturni dialog – ali kaj lahko storimo danes za boljši jutri

Evropa danes

Prebivalci držav Evropske unije živimo v pisanem in raznolikem okolju. Skoraj vsakodnevno se srečujemo z ljudmi, ki jih dojemamo kot drugačne od nas.

Ker smo različni, se vsak po svoje odzivamo tudi na drugačnost okoli nas. Včasih jo preprosto sprejmemo kot samoumevno dejstvo, da se nekateri od nas preprosto razlikujejo, pa naj bo to za drugačnost v prepričanjih, življenjskih navadah, ali preprosto v izražanju v jezikih, ki jih ne razumemo.

Spet drugič naletimo na prelomnice, ki jih je brez tehtnega premisleka težko razumeti in še težje sprejeti. Takrat se porajajo konflikti.

Lahkomiselno bi bilo živeti v romantični predstavi, da smo, zahvaljujoč bogati humanistični tradiciji, v Evropi že vzpostavili najvišje demokratične standarde skupnega življenja. Prav tako bi bilo neresnično, če bi trdili, da zanje ni bilo storjenega že veliko.

Premisleki

Vendar sprejemanje in (včasih celo vzvišena) toleranca drugačnosti nista dovolj. Evropsko leto medkulturnega dialoga nas nagovarja, da zavestno storimo še korak naprej.

Trdno namreč verjamemo, da ustvarjalno sodelovanje in dialog dveh, ki sta različna, ob poudarjanju prednosti, ki izhajajo iz kulturne raznolikosti, pripeljeta do novih vrednot, ki obogatijo in plemenitijo oba.

Seveda pa se lahko drugačnost v njeni celovitosti dojamemo in spoštujemo le ob zavedanju in spoštovanju bogastva svoje lastne identitete.

Opremljeni s samozavestjo, ki izhaja iz naše notranjosti, nismo več daleč od medkulturnega dialoga; potrebujemo le še dobro mero radovednosti in odprtosti.

Slovenija danes

V Sloveniji medkulturni dialog razumemo kot proces, ki spodbuja odprto in kompleksno kulturno okolje za ustvarjalnost. Zavedamo se priložnosti, ki jo imamo kot predsedujoča EU v prvi polovici leta 2008, saj lahko prispevamo k medkulturnemu dialogu znotraj EU in v svetu.

Medkulturni dialog je sestavni del slovenskih usmeritev na različnih področjih, kot so kultura, izobraževanje, zunanja in notranja politika. Vidik spodbujanja medkulturnega dialoga je vključen v različne zakone in predpise in prav tako v različne akcije na ravni politike ministrstev in

Intercultural dialogue – or what we can do today for better tomorrow

Europe today

Inhabitants of the European Union countries live in a colourful and diverse environment; nearly every day we meet people who perceive the world differently from us.

As we are different, we respond to differences in different ways. Sometimes we just take it for granted that some people are simply different from us, be it different in beliefs, life habits or simply the language they speak and we do not understand.

At other times, we encounter situations which are difficult to understand and even more difficult to accept without substantial consideration. This is when conflicts arise.

It would be light-minded to live in a romantic conception that Europe has, thanks to its rich humanistic tradition, established the highest democratic standards of our lives together. Then again, it would be wrong to say that not much has been done.

Considerations

Only accepting and (sometimes even) tolerating differences is not enough. European Year of Intercultural Dialogue encourages us to consciously take one step forward.

We strongly believe that creative cooperation and dialogue of two who are different with emphasising the advantages arising from cultural diversities, results in new values which enrich both.

The integrity of differences can be accepted and respected only if we are aware of our own identity and respect its riches.

Equipped with self-confidence we are no longer far from intercultural dialogue; we just have to be curious and open.

Slovenia today

In Slovenia intercultural dialogue is understood as a process encouraging an open and complex cultural environment for creativity. We are aware of the opportunity we have presiding the EU in the first half of 2008, as we can contribute to intercultural dialogue within the EU and in the world. Intercultural dialogue is a component of Slovenian policies in different fields, such as culture, education, as well as foreign and internal policy. The aspect of encouraging intercultural dialogue is included in different laws and regulations as well as in different actions at the policy level and at the level of implementing national and EU legislation in its binding as



državni organi: Ministrstvo za kulturo kot usklajevalni organ, Ministrstvo za šolstvo in šport, Ministrstvo za visoko šolstvo, znanost in tehnologijo, Ministrstvo za zunanje zadeve, Urad RS za evropske zadeve, Služba Vlade RS za evropske zadeve in Urad Vlade za komuniciranje.

Nacionalni odbor je v skladu z vsebino odločbe o Evropskem letu medkulturnega dialoga na podlagi odzivov na javno povabilo izbral nacionalni projekt, ki ga bo sofinancirala Evropska komisija.

Izbrali smo projekt Evropa v šoli, ki ga pripravlja Zveza prijateljev mladine Slovenije. Projekt bo na različnih ravneh dosegel veliko število mladih, ki bodo raziskovali vsebine medkulturnega dialoga s pomočjo umetnosti in znanosti, obenem pa bo vključeval tudi konferenco, ki je namenjena učiteljem, ki mlade vzbujajo k medkulturnemu dialogu.

Nacionalni odbor je pripravil tudi strategijo za izvajanje vsebin medkulturnega dialoga, ki vključuje številne konkretne akcije, o katerih bo nekaj informacij zapisanih v nadaljevanju.

Naše pobude za medkulturni dialog

Ministrstvo za kulturo je 7. in 8. januarja v sodelovanju z Evropsko Komisijo, Fakulteto za humanistične študije Univerze na Primorskem in Cankarjevim domom v Ljubljani pripravilo otvoritveni dogodek leta za raven celotne Skupnosti. Sestavljen je bil iz Mednarodne konference z naslovom Medkulturni dialog kot temeljna vrednota EU in umetniškega dogodka, ki smo ga pripravljali pod režisersko taktirko Barbare Hieng Samobor.

V prihodnjem mesecu bomo v sodelovanju Ministrstva za kulturo in Inštituta Nove revije pripravili Mednarodno konferenco Evropa, svet in humanost v 21. stoletju, na kateri bomo v družbi uglednih intelektualcev iskali odgovore na temeljni vprašanji: Kaj lahko Evropa danes na podlagi lastnega humanističnega izročila ponudi kot svoje sporočilo, ko gre za razumevanje temeljnih problemov globalnega sveta in kaj lahko globalizem, ki ga docela še ne razumemo, pove Evropi.

Sledil bo pomemben Mladinski dogodek, ki ga pripravlja Urad RS za mladino. Na njem pričakujemo 150 mladih iz vseh držav članic Evropske unije in EFTA, treh držav kandidatik za vstop v EU in držav Zahodnega Balkana. Dogodek je priložnost, da skupaj z mlaďinskimi organizacijami in mladimi poiščemo načine za doseganje aktivnejše participacije vseh mladih v razpravah in procesih sprejemanja odločitev, še posebej pa bomo

the Ministry of Education and Sport, the Ministry of Higher Education, Science and Technology, the Ministry of Foreign Affairs, the Office of the Government of Republic of Slovenia for European Affairs, the Office for European Affairs and the Government Communication Office.

In accordance with the contents of the decision concerning the European Year of Intercultural Dialogue and pursuant to the call for proposals, the National Coordinating Body selected a national project, which will be co-financed by the European Commission.

The project is "Europe at School", prepared by Zveza prijateljev mladine Slovenije (Association of the Friends of the Youth of Slovenia). At different levels, the project will reach many young people who are going to explore the contents of intercultural dialogue with the help of art and science; it will also involve a conference for teachers who educate young people to engage in cultural dialogue.

The National Coordinating Body also prepared a strategy for implementing the European Year of Intercultural Dialogue, which includes numerous actions, which will be described below.

Our initiatives for intercultural dialogue

On the 7th and 8th of January the Ministry of Culture in cooperation with the European Commission, the Faculty of Humanities of the University of Primorska and Cankarjev dom prepared the opening event of the European Year of Intercultural Dialogue. It consisted of an international conference entitled "Intercultural Dialogue as the Fundamental Value of the EU" and a ceremony directed by Barbara Hieng Samobor.

Next month, the Ministry of Culture and the Nova revija Institute will organise an international conference "Europe, the World and Humanity in the 21st century" with the participation of respected intellectuals, who will try to answer two key questions: What message can the Europe of today send to the world about understanding global issues, given its own humanist

tradition? and What does globalism, which we still cannot comprehend fully, have to say to Europe?

This will be followed by an important Youth Event, which is being prepared by the Office of the Republic of Slovenia for Youth. It is expected to host 150 young participants from all EU Member States and EFTA countries, three EU candidate countries and the Western Balkan countries. The event offers an opportunity to seek ways to promote active participation



Sonja Kralj Bervar



Predstavnica Nacionalnega koordinacijskega odbora za Evropsko leto medkulturnega dialoga pri Evropski komisiji

Representative of the National Coordinating Body for the European Year of Intercultural Dialogue at the European Commission

poudarili pomembnost dodatnega spodbujanja participacije mladih z manj priložnostmi v družbi in pomembnost spodbujanja medkulturnega dialoga in medkulturnega učenja.

Ministrstvo za zunanje zadeve pripravlja Mednarodno konferenco »Nove paradigme, novi modeli - Kultura v zunanjih odnosih EU, ki se bo osredotočila predvsem na vlogo kulture in medkulturnega sodelovanja v zunanjih odnosih EU. Konferenca želi raziskati, kako lahko kulturno sodelovanje okrepi legitimiteto Evropske sosedske politike in ji da širšo vidnost, ter kakšno vlogo imata lahko kulturno sodelovanje in medkulturni dialog v odnosu na politične procese in izzive na Zahodnem Balkanu.

Neformalno srečanje predstavnikov evropskih kulturnih stičnih točk pripravlja Kulturna stična točka v Sloveniji. Tradicionalno srečanje, ki je organizirano v vsaki predsedujoči državi, bo tokrat posvečeno temi Medkulturni dialog med JV Evropo in Evropsko unijo.

of all young people in discussions and the decision-making process, with particular emphasis on the importance of further promoting the participation of socially disadvantaged young people and the importance of promoting intercultural dialogue and intercultural learning.

The Ministry of Foreign Affairs is preparing an international conference "New Paradigms, New Models – Culture in the EU External Relations", which will focus mainly on the role of culture and intercultural cooperation in the EU's external relations. The conference aims to explore how meaningful cultural cooperation can reinforce the legitimacy and enhance the overall visibility of the European Neighbourhood Policy, what the role of cultural cooperation and intercultural dialogue can be in the political process as well as the challenges the countries of ENP and the Western Balkans are facing.



Velikega pomena za razvoj medkulturnega dialoga je tudi naša pobuda za ustanovitev Evro-sredozemske univerze s sedežem v Republiki Sloveniji, ki bo predvsem izobraževalna in raziskovalna institucija, osredotočena na evro-sredozemske tematike.

Kot predsedujoča v Evropskem letu medkulturnega dialoga, je Slovenija v želji, da bi vsebine medkulturnega dialoga v programih in akcijah Evropske unije živele tudi po zaključku leta 2008, pripravila predlog dokumenta o Medkulturnem dialogu, s posebnim poudarkom na

An informal meeting of European Cultural Contact Points is being prepared by the Cultural Contact Point Slovenia. The traditional meeting, organised in each Member State holding the presidency, will be focused on the intercultural dialogue between the EU and Southeast Europe.

Our initiative to establish a Euro-Mediterranean University with its seat in Slovenia, which would mainly be an educational and research institution, focused on Euro-Mediterranean issues, is of great importance for the development of intercultural dialogue.



ustvarjanju priložnosti za razvoj medkulturnih kompetenc državljanov EU. Dosegali naj bi jih predvsem z odpiranjem možnosti za umetniško ustvarjalnost in mobilnost, skrbjo za skupno kulturno dediščino Evrope in spodbujanjem večjezičnosti in izobraževanja. Pri pripravi tega dokumenta je Ministrstvo za kulturo k sodelovanju povabilo tudi kolege, odgovorne za mladino in izobraževanje. Naše skupno delo, ki smo ga okronali z skupnim zasedanjem na sedežu Sveta, je tudi simbolično pokazalo našo zavezanost medkulturnemu dialogu in medsektorskemu povezovanju.

Evropa jutri

Iskreno upamo, da bodo naše akcije pripomogle k ozaveščanju pomena medkulturnega dialoga, v letu, ko smo »Povezani v raznolikosti«. Slovenski prevod slogana po mojem mnenju še bolje od angleškega originala »Together in diversity« zaznamuje cilje Evropskega leta medkulturnega dialoga.

Pomeni, da v raznoliki družbi
nismo Z-VEZANI
še manj OB-VEZANI,
ne RAZ-VEZANI,
smo preprosto PO-VEZANI.
Spoštovani bralci, želim vam ustvarjalno leto medkulturnega dialoga. Naj bo naša popotnica k Evropi prihodnosti.

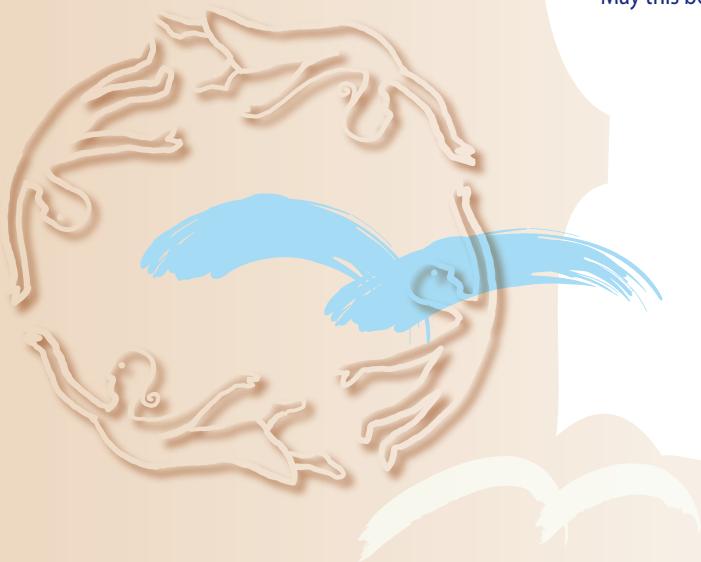
During our Presidency in the European Year of Intercultural Dialogue, Slovenia has prepared a draft document on intercultural dialogue with a particular emphasis on the creation of opportunities for the development of intercultural competencies of citizens of the European Union, aimed at extending the contents of intercultural dialogue in the European Union programmes and actions beyond 2008. These competences should mainly be achieved by opening possibilities for artistic creation and mobility, concern for European cultural heritage and by encouraging multilingualism and education. The Ministry of Culture invited also colleagues, responsible for the youth and education, to participate in drafting of this document. Our joint work, crowned by a joint meeting at the seat of the Council, showed our commitment to intercultural dialogue and intersectoral cooperation in a symbolic way.

Europe tomorrow

We sincerely hope that our actions will contribute to the awareness of the significance of intercultural dialogue in the year when we are "Together in Diversity". I think that the Slovenian translation of the slogan signifies the objectives of the European Year of Intercultural dialogue even better than its original.

It means that in a diverse society we
are not TIED
or OBLIGED,
not DIVORCED,
we are simply CONNECTED.

Dear readers, I wish you a very successful year of intercultural dialogue.
May this be our contribution to the Europe of the future.



International Conference "Quality in Mobility within the Lifelong Learning Programme"

Cankarjev dom, Ljubljana, Slovenia, 12 – 13 June 2008



The international mobility of individuals as a tool for the achievement of goals of the Lisbon strategy is gaining on importance on the European and national level. When considering mobility, the issue at stake is not only the increase in the quantity of individual mobility, but also its quality. Improved quality of mobility brings increased impact on the individual level, on the organization, as well as for the broader environment.

The Lifelong Learning Programme (LLP) dedicates the major part of its activities and financial support to transnational mobility. The goal of every participating country is to improve the quality and impact of mobility. At the conference entitled "Quality in Mobility within the Lifelong Learning Programme", a broad discussion focusing on supporting EU and national processes will take place during Slovene presidency to the EU.

Participants from 33 countries (apart from 31 participating countries in the programme also representatives from Republic of Croatia and Former Yugoslav Republic of Macedonia will be present), i.e. representatives of ministries in the LLP

Committee, Directors of National agencies and their colleagues, experts in the area of mobility, social partners, representatives of organisations, involved in international projects and individuals, who experienced mobility, will try to answer key questions, such as: "How to improve the efficiency and effectiveness of the Lifelong Learning

Programme? What does quality in international mobility mean and how can it be improved?"

After two *introductory key-note plenary contributions* on mobility, short presentations and a broader discussion with the aim of preparing suggestions and initiatives will continue in *two working sessions*:

Mobility for all – removing the barriers

Enhancing mobility by increased accessibility for all: identifying existing barriers and removing its obstacles. Can we create new opportunities by pooling the available resources in view of funding and other socio-economic issues?

Staff mobility - a drive for change

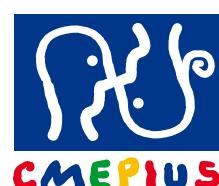
Enhancing the quality and impact of teaching and training staff mobility; How to enhance the impact of teacher, trainer, mentor mobility on organizational and system level? How to stimulate organization's leadership to promote, recognize and ensure longer sustainability of individual mobility? What type of mobility for what kind of impact?

Conclusions of the conference

- Key findings and summary of the conference discussions, opinions, and suggestions as well as common recommendations for the future
- developments in the mobility within LLP will be presented in the
- Conference report, published on the conference web page www.qim.si.
- Paper version of the report will also be available at National Agency for Lifelong Programme in Slovenia (CMEPIUS).
-
- We thank conference participants for your participation and contribution to the event and we kindly invite readers of Priložnosti/Opportunitate to have a look at the conference findings on the conference web page.

With kind regards,

Maja Mihelič Debeljak
Conference coordinator and Head of LLP



Mednarodna konferenca "Kakovost v mobilnosti programa Vseživljenjsko učenje"

Cankarjev dom, Ljubljana, Slovenija, 12. in 13. junij 2008



Mednarodna mobilnost oseb kot orodje za doseganje ciljev Lizbonske strategije ima v evropskem in nacionalnem prostoru vedno pomembnejše mesto. Pri tem pa ne gre le za povečanje števila mobilnosti posameznikov, temveč je vse bolj pomembna kakovost v mobilnosti. Višja kakovost v mobilnosti namreč prinaša večje učinke, tako na posameznika in organizacijo kot tudi na ožje in širše okolje.

Program Evropske skupnosti Vseživljenjsko učenje tako največji del svojih aktivnosti in s tem tudi finančne podpore namenja prav mednarodni mobilnosti, cilj vseh sodelujočih držav pa je izboljšati kakovost in učinke mobilnosti. V podporo tem procesom je v času slovenskega predsedovanja Svetu Evropske unije organizirana konferenca z naslovom »Kakovost v mobilnosti programa Vseživljenjsko učenje«.

Cilj konference, za katero so odgovorni Center RS za mobilnost in evropske programe izobraževanja in usposabljanja (CMEPIUS), Ministrstvo RS za šolstvo in šport in Evropska komisija, Generalni direktorat za izobraževanje in kulturo, je oblikovanje stališč glede povečanja dostopnosti do mednarodne mobilnosti in kakovosti, vrednotenja ter vpliva mobilnosti strokovnjakov.

Udeleženci iz triintridesetih držav (poleg v programu že sodelujočih držav se dogodka udeležujejo tudi predstavniki Republike Hrvaške in Nekdanje jugoslovanske republike Makedonije) na konferenci skušajo odgovoriti na ključna vprašanja, kot so: kako izboljšati učinkovitost programa Vseživljenjsko učenje, kaj pomeni kakovost v mednarodni mobilnosti in kako jo izboljšati?

Po **uvodnih plenarnih prispevkih** na temo mednarodne mobilnosti se delo in širša razprava z namenom oblikovanja stališč in pobud nadaljujeta v **dveh delovnih skupinah**:



Mobilnost za vse – premagovanje ovir

Spodbujanje mednarodne mobilnosti prek povečanja dostopnosti mobilnosti za vse udeležence: katere ovire obstajajo, kako jih lahko premostimo, ali lahko oblikujemo nove priložnosti s povezovanjem različnih finančnih virov in s premostitvijo ekonomsko-socialnih razlik?

Mobilnost izobraževalcev – vodilo sprememb

Spodbujanje kakovosti in vpliva mobilnosti učiteljev, mentorjev, profesorjev: kako izboljšati vpliv njihove mednarodne mobilnosti na organizacije in sistem izobraževanja? Kako stimulirati vodstva institucij, da bi bolj spodbujali in priznavali mobilnost posameznikov ter prispevali k njenemu večjemu učinku in trajnosti? Kakšna oblika mobilnosti je primerna za kakšen učinek?

Zaključki konference

- Ključne ugotovitve in sporočila posameznih prispevkov ter tudi zaključki in priporočila diskusij obeh delovnih skupin bodo po konferenci strnjeni v poročilu, ki bo objavljeno na spletnih straneh konference www.qim.si, na voljo pa bo tudi v tiskani obliki na nacionalni agenciji programa VŽU v Sloveniji (CMEPIUS).
- Vsem udeležencem konference se iskreno zahvaljujemo za udeležbo in prispevke, ostale bralce Priložnosti pa vljudno vabimo, da si zaključke konference ogledate na spletni strani.

Z lepimi pozdravi,

Maja Mihelič Debeljak

koordinatorica konference in vodja programa Vseživljenjsko učenje

