



International Cooperation Quality Award 2011

The best Comenius, Erasmus, Grundtvig and
Leonardo projects in Hungary



INTERNATIONAL COOPERATION

QUALITY AWARD



TEMPUS PUBLIC FOUNDATION



NEMZETI EROFORRAS
MINISZTERIUM



Education and Culture
Lifelong Learning Programme

The Recognition of Quality

International projects of outstanding standards within Lifelong Learning Programme

The 'For International Cooperation Culture Quality Award' aims to recognise educational and training projects of outstanding quality, implemented with the support of Lifelong Learning Programme (LLP).

The initiative concerns the institutional measures of all LLP actions. All complete final reports received before the deadline were automatically included in the selection process.

Besides recognising the demanding and committed work being done in the projects, the Award also aims to call the attention to the importance of quality and, at the same time, to provide the awarded institutions an opportunity to present their results to a professional audience and share their experiences with the other participants of the programme.



QUALITY AWARD WINNING PROJECTS IN 2011:

COMENIUS

- **Váci Mihály Residential Hall of Budapest** | Together in Europe
- **Széchenyi István Regional Primary School of the Primary and Arts School and Kindergarten of Csorna** | Change within to change outside: stop climate change – education for sustainable development in- and outside the classroom
- **Primary School and Hungarian-English, Hungarian-German Bilingual Primary School and Teaching Centre of Terézváros, Budapest** | Zirkus Europelli – Klassenzimmer in der Manege | Zirkus Europelli – Classroom in the Circus

LEONARDO DA VINCI

Leonardo mobility, targeting participants of vocational initial training

- **Pollack Mihály Secondary Technical School, Vocational School and Residential Hall, Pécs** | Qualitative and Quantitative Laboratory Tests among European Dimensions

Leonardo mobility, targeting VET professionals

- **ÉVOSZ - National Federation of Hungarian Contractors, Budapest** | Stair Construction Placement for Carpenter and Joiner Trainers

Leonardo partnership

- **Western Transdanubia Regional Labour Centre (legal successor: Labour Centre of Vas County Government Office, Győr Office and Service Centre), Győr** | Labour Offices and Training Institutions in Action

ERASMUS

- **University of Szeged**

GRUNDTVIG

- **West Hungary Human Service Provider Public Benefit Non-profit Ltd., Szombathely** | Know-how of women learning
- **TEMI Cultural Centre, Budapest** | Visual Arts Network – Golden Agers Overgoing Horizons / VAN GOGH



Together in Europe

INSTITUTION: Váci Mihály Residential Hall, Budapest

COORDINATOR: Dezső Balogh

WEBSITE: <http://togetherineurope.com/>
<http://www.vacim-bp.sulinet.hu/>

"The title Together in Europe expresses the basic underlying idea of the two-year implementation period of our project. The project which was implemented in cooperation with our Turkish partner is a linguistic programme; however, we laid great emphasis on the common history of the two nations, as well as the present of the two countries. Moreover, we even examined what the common future will be like when Turkey becomes an EU member. We considered the opportunities which the cooperation between the two countries and the EU may bring.

The partnership changed and broadened the way young people, as well as their teachers, think about the world. We got a deep insight into each other's countries, cultures, histories, religions, eating habits, the way of thinking and mentality. We discussed the relations of the two countries without avoiding sensitive issues, and we drew certain conclusions while interpreting and processing historical turning points. Besides improving the common working language, we also laid great emphasis on learning as much as possible about the Hungarian and Turkish languages, in which experienced teachers with various academic degrees helped us.

We developed a common website, prepared a tri-lingual dictionary programme, made a presentation on the two partner cities, Budapest and Çerkeş, the Hungarian-Turkish relations, the cooperation and results, the international meetings of the two countries and the activities of the two teams."

RESULTS, ACTIVITIES

- 2 DVDs containing photos and videos of the events of the two years.
- A play titled *The Slap in the Face*, a selection of Nasreddin Hodja stories. The play performed by students with special educational needs was a performance full of Turkish expressions, names and occupations.
- A presentation on the connection between Hungarian and Turkish runes. After the presentation, everyone could make their own leather key holders with their names written on them in runes.
- At the Budapest meeting, the Turkish and Hungarian teams participated in a pottery workshop and presented each other with their finished handiworks.
- Cultural obstacle race in Városliget.
- A karaoke night: singing Hungarian and Turkish songs and world hits together all night.



The Hungarian-Turkish bilateral project implemented between 2006 and 2008 was characterised by an all-pervasive pedagogical elaboration. The strength of the project was ensured by the motivation and commitment of the participating teachers to provide intercultural knowledge, to develop children's capability of tolerance and of becoming European citizens, as well as to show them the importance of language learning. The quality of the products prepared as part of the project has confirmed that using ICT tools, project work and interdisciplinarity had a major role in the project.

Developing an understanding and helpful social environment and a caring attitude is a crucial factor in the success of the project. An essential benefit of the partnership was making contact and building cooperation with the National Institution for Blind People, whereby they gained experiences about the problems of students with special educational needs. The classroom visits and joint project activities enhanced in students the social acceptance of the integration of students with special educational needs. The project tasks allowed mastering social skills at a high level, as well as recognising the heterogeneous skills of people with disabilities. Gaining new competences and developing the ability of informal learning will not only improve students' chances in further education and in the labour market, but it may also contribute to the social integration of disadvantaged students. From teachers' point of view, learning about and using contents and methods which are different from those used in the classroom, made possible by the project, as well as the realisation of interdisciplinarity, meant great progress. All this can contribute to the development of educational efforts at the residential hall in the long term.

During the preparation of the project meeting to be held abroad, much attention was paid to the Turkish language skills of teachers and students, in order to facilitate participants' successful multicultural integration; thus, the professional aspects of the pro-



ject could also be fully transferred. The accuracy of the teachers participating in the project is also indicated by the fact that they made contact with a number of institutions to facilitate the success of the cooperation: the Turkish Embassy helped them find the appropriate language teacher for the linguistic preparation, in Kunpszér the whole village worked on the organisation of the project meeting, project workshops were held at the Primary School, specialised in physical education, at 3 Munkásotthon Street of the 4th district, Budapest; also, it was the school which enabled Turkish partners to visit classes. The project also allowed cooperation with the parents; moreover, the participation of several generations and partners resulted in a lifelike project, implemented to high standards.

We should also highlight the fact that the project report is extremely elaborate, void of clichés, and it gives a factual, still entertaining account of the work done; it also demonstrates how seriously the project leaders took their job and managed the cooperation in a well-prepared and professional manner.

The impact of the cooperation on the local community

"The hosts were brought together by the job of receiving the guests, as well as the realisation that their little community could become internationally recognised. (...) The all-day programme activated everyone in the little village, even the nearby snake farm. (...) The Turkish customs were so much respected that the hosts used chicken fat, collected for months, to prepare Hungarian dishes, in order not to violate the Islamic religious law. (...) The project meeting in Budapest was also reported in Zugló TV and Kossuth Radio for days."





CHANGE WITHIN TO CHANGE OUTSIDE: STOP CLIMATE CHANGE – EDUCATION FOR SUSTAINABLE DEVELOPMENT IN AND OUTSIDE THE CLASSROOM



INSTITUTION: Széchenyi István Regional Primary School of the Primary and Arts School and Kindergarten of Csorna launched an international partnership within the framework of a project focusing on climate protection and sustainable development. The goals of the project were set in several dimensions. The project work allowed students to learn to live and think in an environmentally conscious way, as well as to develop their social and personal competences. This latter goal was closely linked to the most important objective set for the teachers, that is, to master the methods of cooperative learning while transferring learning contents, and to integrate them into their everyday teaching. During the project work, therefore, the students and the teachers learned together and mutually from each other, and thus the partnership which we talk so much about in connection with project teaching and which we promote so much, was put into practice. Besides several strengths of the project, the outstanding project management should be highlighted; project planning was characterised by employing a wide range of pedagogical tools.

COORDINATOR: Ilona Koczka-Redele

WEBSITE:
www.csamio.hu >>
Széchenyi István
Körzeti Általános Iskola >>
Comenius program


“We wanted to make participants aware of the necessity of climate protection and achieve the change in their approach which is necessary to educate active and responsible EU citizens who support climate protection. After two years, these methods are becoming stronger and integrated into the pedagogical programmes of each partner school. The successful application of the knowledge freshly gained by the participants involved is also proven by the jointly developed Eco-menius diploma. The works of the students involved in the Eco-menius programme (repairs, activities with used objects, making toys) prove that economy and ecology don't exclude each other.”


The activities of the partnership had been planned in consideration with the age characteristics of the students, allowing space both for classroom learning (e.g. forming international classes) and extracurricular learning (e.g. visits to a bio-farm or a pottery workshop). The project activities were extensive and student-oriented; they also enabled cross-curricular tasks to be performed. While developing and performing tasks related to environmentally conscious education, the students could experience interdisciplinary learning, whereas specialised teachers learned how to plan together and cooperate for a common goal. In order to make the topics researchable and processible, an integrated approach to the subjects was crucial, and since the challenge which teachers had to face was how to treat certain topics, it seemed obvious that they needed to cooperate closely in developing working methods, too.


On the part of the Hungarian partner institution, the project concerned a considerable proportion of the students; from the age group of 6-10 year olds, 310 children, and from the age group of 11-15 year olds, 274 children participated in the work, whereas 19 students, accompanied by 7 teachers, even travelled abroad. The project had a great impact on the development of students' relevant competences (foreign language, media usage, personal and social competences), while at the same time, teachers also benefited a lot from the work done over the two years; they became more motivated language learners and users, they have refreshed their methodological arsenal, improved their project competence and extended their professional and academic knowledge. The joint activities also improved the student-student, student-teacher, teacher-teacher and teacher-parent relationships.

The way teachers shared the information gained during two international trainings with the rest of the teaching staff and teachers working in the country at demonstrative


- *Environmental education: environmental quiz, project day about water and climate change*
- *Mathematics: they calculated how much energy per hour the local power plant produces*
- *Drawing and visual communication: they prepared the school's environmental protection flag and built a Chain Bridge model from wast*
- *IT: they communicated through a common web portal and made a CD*
- *Music and contemporary foreign language: they wrote a song in English, played a foreign language game*
- *Physical education, sports: bicycle race on the car free day, hiking, obstacle race*

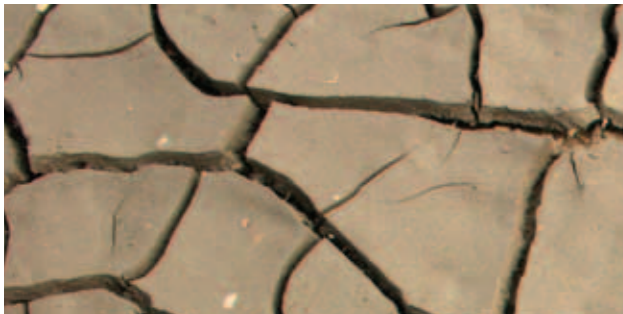
 *“Within the framework of irregular natural sciences classes, we saw the forestry history collection, and then we could also learn about sustained silviculture, and its sustainability in the forests of Ravazd Forestry.*

 *The classes collected plastic bottle caps all year, which an entrepreneur engaged in injection moulding bought up at the end of the school year. The children offered the funds raised this way for the medical treatment of an ill girl.*

 *“For a clean Csorna”: our students walked the streets of Csorna and collected garbage in plastic bags. With the help of the local government, the bags full of garbage and deposited at the end of the streets were transported to a dump.*

 *ECO-days/ECO-week for our health: they prepared healthy dishes using vegetables and fruits purchased from local producers. The children recognised that we use less energy if we don't need to transport the vegetables.*

 *The head of Csorna Thermal Power Plant explained to the students the significance of alternative energy sources and the opportunities of utilising the energy thus produced.*

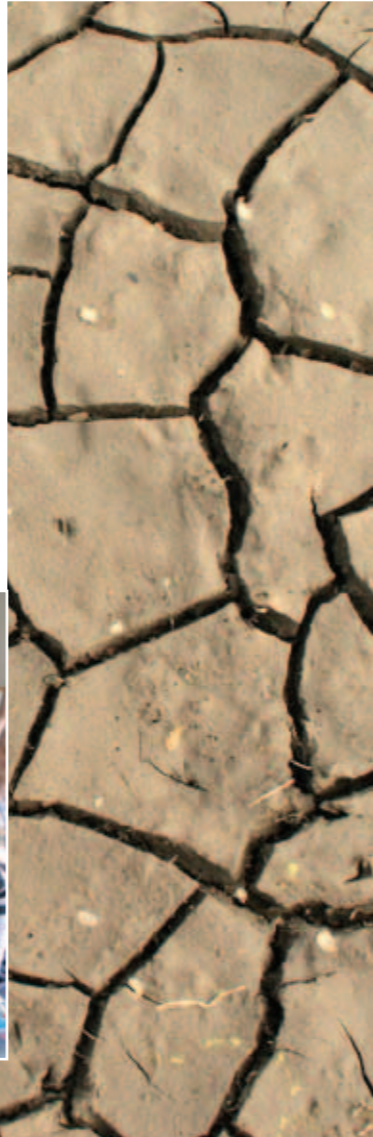


classes, was exemplary. Due to the cooperation, the institution has not only extended its circle of partners, but the new information has also made it more successful in realising environmental education and cooperative teaching. Besides, the cooperation also had a positive impact on local communities, as they developed a good working relationship with parents, schools, local government bodies, companies, the local hydroelectric power plant, the municipal museum and the police.

They sought to disseminate the major, comprehensive products and results of the project extensively through various media, in the school and local newspapers, at parental meetings, in the local television and radio, as well as on the school's website. The manual of "good practices" can be very helpful for other schools and other institutions not only in projects related to climate protection and cooperative learning methods, but also in projects covering other areas and involving various countries.

"The teachers participating in the mobility programmes gained a lot of new information and more profound knowledge. The development of their language skills was also much more effective this way. Through the project, we learnt about new methods of teaching and learning, which has extended and refined our methodological culture. We gained new ideas about how to integrate these into the common practice of teaching. Our methodological knowledge has become richer by collecting community building games and problems which can be solved through cooperative methods."

Teaching for the Future manual: a collection developed by the participating schools and with the cooperation of third party partners, comprising games, activities and projects which facilitate environmentally conscious education within and outside school.



INTERNATIONAL COOPERATION QUALITY AWARD



comenius

Zirkus Europelli – Klassenzimmer in der Manege



The Zirkus Europelli project is a good example of how to design a project in the Comenius programme, interpreting the requirement of coherence correctly. The Hungarian school and its Czech, Polish, German and Austrian partner schools chose a subject which is entertaining and interesting for everyone. The project demonstrates excellently the significance of a well chosen subject, as well as that of correctly set goals and activities which are relevant to the subject and the objectives, in the success of the work.

In the case of the circus project, the choice of the subject allowed various activities which were interesting – mainly to the students, but also to other participants and supporters – and significantly different from the usual school activities, and therefore brought a new colour, variety and excitement into school life. Various fields of arts and sciences – media and communication, music, dance and drama, handicraft, fine arts, foreign languages, physical education and sports, physics and IT – were also included in the multidisciplinary project. Besides practicing for the common, large-scale circus stunts and performances, the students took part in various activities such as preparing gifts, writing poems and short stories, a drawing competition, editing an e-book or making an interview with the Director of the Budapest Circus.

The project realised enhancing European awareness in an informal way, since it mainly relied on the age characteristics, experiences and interests of the students of the participating countries. The efficient organisation of the international team work made communication in a foreign language fluent; the project indirectly contributed to the development of socialisation and cooperative skills, and brought students and teachers closer to each other. An important benefit of the partnership was that it also ensured the participation of children with special educational needs, and therefore the realisation of equal opportunities can also be listed among the achievements of the project. The common goals and sharing responsibility and achievements helped the development of respect for and helpfulness to others and realistic self-assessment. Participation in the organisation of the performances contributed to the development of students' enterprising spirit and competences required in everyday life, and helped them prepare for adult life through team work.

During the project, not only students', but also teachers' foreign language skills and ICT skills improved, and they became familiar with new methodological cultures during the school visits abroad. Also a great virtue of the project was that it allowed about 100 students to travel and work in international teams. In the Hungarian school, about 260 children aged between 6 and 15 took part in the partnership, 40 of whom could also participate in the

INSTITUTION:
Primary School and Hungarian-English, Hungarian-German Bilingual Primary School and Teaching Centre of Terézváros, Budapest

COORDINATOR:
Miklósné Magyar
WEBSITE:
www.terezvarosi-kettanyelvuu.hu/terez/comenius_project.html



international circus show held in Austria, accompanied by 11 teachers. Taking into consideration how successful the programme was, it meant a lifetime experience to children.

The lessons drawn from the partnership can be excellently integrated into the educational processes of the institutions, and thus a European level education can be made available for students. The subject of the project and the carefully documented experiences gained during the implementation may also motivate others to use similar working methods with their students.

Why circus?

“Circus pedagogy is little known in Hungary, whereas it has great traditions in Austria and Germany.

The subject of circus has the potential of versatile opportunities of development. What can others benefit from it? What positive impacts can it have on the individual and the community? What is it that could bring quality development for other communities, too?

- *The project provides an excellent opportunity to spend quality free time. The common work done in free time means a very important common experience for a community or more communities together. At the same time, this form of spending free time represents a new and different methodological culture.*
- *The participants of the project are not merely passive viewers of the performance, but active players of every detail (designing the programme, organising workshops, music, selling tickets, technical background, lights, sound, etc.).*
- *How can we let loose children’s imagination and creativity in making a circus performance? Throughout the work, enhancing self-awareness and self-confidence was very important; at the*

same time, realistic self-assessment (can I do it?), overcoming disappointment, conflicts and fears (fakir), or even tolerating failure (I’ll fall off the bar), as well as the will to start again, can be learnt.

- *The common work at a workshop requires cooperation and team spirit within a group. The students thus learn that they must trust each other. The common work also requires helpfulness, empathy, fairness and understanding consideration.*
- *The international composition of the workshops ensured the usage of German and the common language. In this situation, students could only rely on themselves and their own language skills.*
- *The teacher’s traditional role, the educator’s attitude changes; a new kind of relationship develops between student and teacher. They work within the same team, mutually helping each other as equal partners, and experience success and failure together.*
- *The project also allows the involvement of disabled or disadvantaged children, and enables them to experience success.”*

“As part of an e-mail project – embedded into the main project – the students, parents and teachers first got to know each other, the schools, the countries participating in the project, as well as their cultures and traditions. At the same time, we also learnt about the world of circus as a peculiar field of culture, and the history of its birth. We regularly attended circus performances, talked to the artists of the circus and watched the rehearsals. All that we saw and heard was recorded in an e-book in the form of drawings and poems.

In the second year, students were given an opportunity to improve their acrobatic, musical and dramatic skills to find their own roles within the circus performance accordingly, e.g. as jugglers, magicians, acrobats, clowns or tightrope walkers. During the common work, students’ skills, creativity and imagination developed a lot. They learnt how to pay attention to and help each other’s work continuously.

The ‘Zirkus Europelli’ show was held at the Austrian partner, with the participation of about 120 students and 15 teachers from 5 countries. Our work was helped by two circus pedagogues. Each performance was created by children from five countries, under the supervision of one teacher, and the entire show consisted of 16 numbers. After 5 days of hard practising together we gave three very successful performances in front of an audience of about 600 people from the schools and the adult population of the neighbourhood.”

“It turned out already at the planning phase when we gave the project title that the unusual subject raised general interest. The interesting and attractive ‘circus’ subject fascinated everyone, so they all participated actively in the two-year process, either in the entire project activity or parts of it. Another strength of the project was the great variety of activities: German language practice, fine arts, literature, computer science, sports and acrobatics, practising with circus tools, etc. A benefit of the project was the establishment of long-lasting international friendships (correspondence, family visits), and it enhanced in students the sense of belonging together, team spirit and responsibility for each other. Students showed a great interest in mobility, especially in the circus performance in Austria. Parents considered the whole project valuable, too. They, too, got to know a different culture, moreover, they could even make contact with other families and teachers. The two years also proved useful for the teachers. They met teachers from other countries, learnt about foreign educational institutions and systems (e.g. a bilingual school in Prague). The products of the project show how unique, exciting and successful our work was.”



“The circus project can be used to develop the entire personality; through common work, social competences and solidarity can be developed, and it also gives good ideas about how to achieve certain motor and coordination development goals, whereas at an international level, it develops foreign language skills. The circus workshop is the “school of life” – the experiences gained here can be excellently used later in various situations in life.”



Qualitative and Quantitative Laboratory Tests in European Dimensions

Leonardo mobility, targeting participants of vocational initial training

INSTITUTION:

Pollack Mihály Secondary Technical School, Vocational School and Residential Hall

COORDINATOR:

Emma Beck-Schmidt

WEBSITE:

<http://www.pollack.hu>

Having a considerable experience in Leonardo mobility projects, Pollack Mihály Secondary Technical School, Vocational School and Residential Hall of Pécs has again implemented a project which strongly focuses on professional, vocational training aspects and provides content with above the average standards. The programme allowed 14 laboratory technician students to go on a three-week placement in Germany, in two turns. The host institutions included a vocational training institution, a higher education institution and a workplace, which provided an excellent opportunity to each student to practice the activities and skills relevant to their own interests and special fields as well as to gain new knowledge.

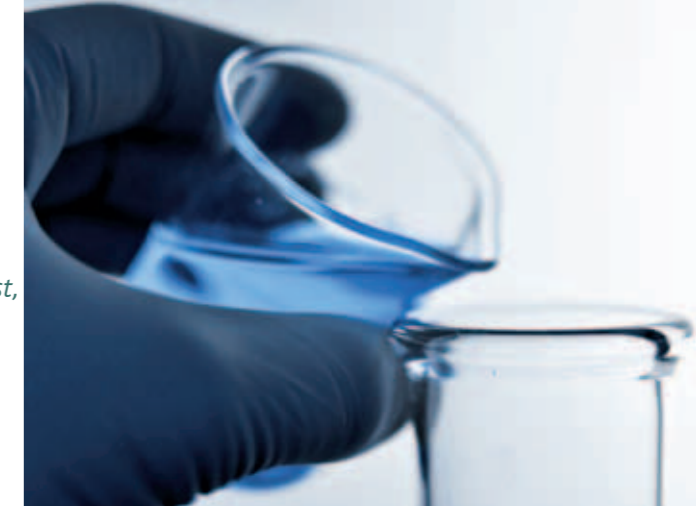
A strength of the project was that already the contents of the programme, that is, the placement had been designed with utmost attention paid to the needs of the participating students. Relying on the achievements of former projects, the reports made by students participating in earlier placements were used to involve and motivate young people. As an innovative and exemplary solution, the criteria of selection – necessary due to the high number of applicants – were also set in cooperation with the students; among others, the quality of the works submitted for the so-called ‘technical month’ was examined. Thus, besides the

rewarding and motivating nature of the selection, the negative discrimination of poorer students or those with learning difficulties was prevented. The mobility was also carefully prepared from the point of view of organisation.

An important goal of the programme was to make students familiar with instruments and procedures hardly or not at all known in Hungary, to be used to perform biological and bacteriological laboratory tests and measurements.

During the placement, students participating in the programme obtained theoretical and practical knowledge and skills which were relevant to the professional studies and useful in their everyday work. Their activities focused on the processes of food safety and food industry quality control. At the German placement venues, students became familiar with up-to-date techniques, tools and equipment used in the field of chemistry and laboratory procedures, which greatly contributed to the contents of their professional training. Besides a number of useful solutions, it can be regarded as an innovative element that the students’ three-week placement project was implemented in one-week periods spent in each of three host institutions, and thus their programme was particularly colourful and varied. The high professional level of the project is also attested to by the students’ logs which are of high standards and relevant; the

“We spent the whole day in a bakery, in the room where they examine the quality of flours. The best way to do that is to bake something. We also baked rolls, pretzels and milk bread. The composition of the rolls: 50 g yeast, 15 g salt, 10 g sugar, 10 g peanut fat, 550 g flour, 1,000 g water and 20 ml ascorbic acid. After baking, we went to a laboratory, where we used the Zeleny sedimentation value (sedimentation rate) to determine the degree of sedimentation of flour suspended in lactic acid solution. (Tímea Horváth)



professional documentation prepared by these young people is not merely an account of their experiences, summarising the programme of their trip, but also a detailed record of the work accomplished.

The project was not only successful from a professional point of view, but also according to the participants’ personal impressions. Both the students involved in the placement and their school, and the German partners expressed their satisfaction with the programme implemented. The applying institution fully recognised the placement, which thus replaced the three-week obligatory summer placement students are required to complete. Each participant obtained a Europass mobility pass, too. Besides, all three German host institutions issued a certificate of accomplishing the placement programme.

The project is closely connected to the strategy of the institution. The institution’s management and the teaching staff are aware of their opportunities and the requirements which students must meet. The school relies on international programmes to fill the occasional gap between the opportunities and the requirements. The mechanisms which guarantee the sustainability of mobility projects in Pollack Mihály Secondary Technical School work effectively. These include the development of a partnership based on mutual benefit, the recognition

of opportunities and benefits provided by mobility and the establishment of the efficient management approach.

An outstanding benefit of the project is that the opportunity provided by leading German placement institutions to learn about the development trends of the profession will be useful for the entire chemist profession in Hungary. Besides the fact that the training offer of the sending institution becomes wider with the activities performed during the project, these placements provide a regular opportunity for students to become familiar with instruments and measurement techniques unknown in Hungary, and therefore they greatly contribute to meeting labour market requirements.

Apart from the impacts which occurred at an institutional level, we could also see a good example of the project’s impact on the development of sectoral and regional relationships: the University of Pécs and the Technical University of Munich established a professional relationship; also, the chamber and other professional networks will certainly benefit from the project.

“I enjoyed immensely learning about and using new tools and equipment every day. In fact, I became more interested in the profession after the placement.” (Johanna Kardos)





Stair Construction Placement for Carpenter and Joiner Trainers

Leonardo mobility, targeting VET professional

INSTITUTION:
National Federation of
Hungarian Contractors

COORDINATOR:
Zoltán Pete

WEBSITE:
www.evosz.hu,
<http://evosz.spaces.live.com>

The National Federation of Hungarian Contractors (ÉVOSZ) has several years of experience in Leonardo mobility projects. The overall objective of their projects is the development of the training content of the individual construction professions; to this end, they organise professional discussions and foreign placement programmes. As part of their quality award winning project, they implemented a two-week professional training programme in Germany which was attended by carpenter and joiner teachers and trainers from 26 various construction industry vocational schools from Hungary. In the training workshop of the Traunstein host institution, the professionals learnt about the dimensioning and construction procedures of various wooden stairs.

The choice of the subject was due to the fact that the construction of wooden stairs is a shortage field in Hungarian vocational training, or at least, related standards are not available. Thus, the whole of the project could be based clearly on professional content and sectoral needs. The starting point was that in the case of an organisation such as ÉVOSZ, it is a natural requirement that the solutions which meet customers' needs should not only appear in the technological offer of contractors, but also in the programme of vocational training. The project helped to find an excellent partner and form of cooperation for this.

"BBZ is a currently unused practical training centre operated by the Upper Bavaria Chamber of Skilled Crafts, where within the framework of the dual vocational training system, besides the practical training of students of vocational training, mastership examination preparatory courses and further adult training programmes are also organised. BBZ's responsibility within the project was the professional preparation and implementation of the training and the assessment of participants' daily work."

"The two-week professional training consisted of factory visits and training workshops. The project helped participants obtain new theoretical knowledge and practical competences; also, a training material was compiled, based on the German vocational training modules."



The most important virtues of the placement included good preparation, a working programme which had already been well-conceived during the application phase, the experience based on the lessons of former partnerships and the smooth cooperation with the partner. The careful selection of the participants was based on a precise assessment of needs.

The material of the training was turned into an excellent product: the study presenting the technology of stair construction is a high-quality summary of the project's professional content. The training material – in the subject matter of traditional and computer aided dimensioning and construction of straight and broken centre-line stairs – can be certainly used as an excellent teaching material to transfer practical knowledge. Besides, the participants' reports show that the project has also been clearly useful from the point of view of their personal, professional knowledge and skills. By mastering the new professional techniques presented, the participants have also improved their teaching skills and their work can become more effective. Perhaps the most important benefit of the project is that the knowledge obtained can be integrated into the academic practice of the institutions delegating the participants.

As a nation-wide professional association, ÉVOSZ plays a central role in disseminating and transferring profession specific knowledge, and thus it was natural that the application plans indicated the involvement of the broad professional public in the dissemination of the project results. The applicant accomplished this with an outstanding efficiency.

One of the project's main virtues was that the professional needs, the goals set and the tools applied in the project were built on each other with a clarity and logic above average. All this brought excellent results, to which the partnership contributed appropriately, and the basic principles of institutional integration and sustainability also prevailed. The sustainability of the results of the Leonardo mobility project is not only ensured because the programme itself is capable of satisfying the needs arising from the mission and professional profile of the organisation, but also because the applicant has got the relevant organisational mechanisms.

All the results were published on the website of ÉVOSZ, and the information is directly available and downloadable. Their experiences were also reported in the professional papers. They also continuously informed schools – due to their experiences and contacts, the results did not only get to the management of the schools, but directly to the users.

"I gained considerable experience during the programme, which I can share with my colleagues in my future work and also use it in my individual work. It also means progress in the life of the institution, as I participate in the building joiner training and thus I can use the experience and knowledge gained here, too." (Zolt Bodnár)

"What I observed in the German school, the staff's and the students' attitude and approach to work, was exemplary to me; I'd like to establish the same attitude in my own school, too." (András Gróh)

"Due to the exchange programme, I learned how to build an arched staircase. My colleagues are also very interested in the details and solutions of stair construction, and as for me, I respect carpentry even more now." (Katalin Károly)



Labour Offices and Training Institutions in Action

Leonardo partnerships

INSTITUTION: Western Transdanubia Regional Labour Centre (legal successor: Labour Centre of Vas County Government Office)

COORDINATOR: Lívia Mészáros-Németh

„Western Transdanubia Regional Labour Centre cooperated with Czech, Slovakian and Austrian institutions during the two-year Leonardo partnership project. The LOTIA project, launched in November 2008, provided labour professionals an opportunity to discover and compare vocational training processes in the labour market of their region. The project focused on reducing the imbalance between the labour market demand and supply. The programme aimed to call the attention to shortage professions by offering innovative training opportunities to job seekers, stakeholders of employment, primary and secondary school, as well as university students, through sharing labour market and methodological experiences.

WEBSITE: www.lotia.eu

The results of the project will help, on the one hand, career counsellors to guide students when choosing a profession or further education, and on the other hand, labour centres and employment agencies to provide their target groups quality counselling, as well as training institutions to adapt their training structure to the needs of the labour market.”

The project was implemented with a carefully prepared and planned content. The programme is adapted to labour market needs, and it introduces an innovative approach into the vocational education and training system which is exemplary among organisations engaged in employment. The total commitment on behalf of the cooperating organisations to the activity implemented in the project is obvious. The Hungarian partner took an active part in the implementation of the project, showing an activity and innovation which went beyond the originally undertaken responsibilities of agreement and organisation.

The primary goal of the project was to share innovative methodological experiences, which was accomplished in a convincing manner. Among the long-term effects of the programme we can certainly mention job seekers' more successful presence in the labour market.

The involvement of the primary and secondary target group, that is, counsellors and job seekers, primary and secondary school and college and university students, in the project, in order to assess the practical use of the products and the achievement of the goals set, deserves special recognition.

The products of the project are positively high-quality materials, carefully prepared by the partners, from a professional point of view. The results are disseminated on leaflets, brochures, CD's and the website. Lotia can also be found on Facebook and Twitter.

Besides developing and maintaining a close international partnership, the programme also allowed

the main applicant organisation to raise the standards of the institution's professional work in providing counselling to job seekers. The project is perceptibly part of the Hungarian partner's long-term strategy, and at the same time an element of its professional focus, adapted to the mainstream and the tendencies of the regional – and hopefully the national – labour market interventions.

The planned further cooperation of the professional organisations operating close to the borders will ensure the long-term sustainability of the project, an excellent tool of which is the monthly report on the labour market situation, published on the website.

THE SPECIAL OBJECTIVES OF THE PARTNERSHIP

- to develop the methods and procedures among those choosing a profession, changing professions and participants of career orientation when providing service to customers,
- to improve the employment chances of job seekers by learning about employers' needs,
- to enhance job seekers' success in the labour market,
- to motivate vocational training institutions to conduct training activities which meet labour market needs,
- to call the attention of the target group to the labour market situation of the regions concerned.



"The close cooperation established in the LOTIA project contributed to the harmonisation of vocational training and the labour market. The activity of the partnership focused on three areas: the partners' regional labour market analysis, the working methods and procedures applied by the partners and preparing the products to help and inform the target group. The informative material (leaflet, brochure, website, CD-ROM, regional labour market analysis) prepared in five languages contains information from the partner countries about regional labour market situation. The products of the partnership were based on the information exchange between the partner institutions about their successfully used methods affecting the target group of the project. The methodological experiences were a great help in raising interest in shortage professions. We attended several events, and we were glad to find that our results were regarded useful both by career counsellors and young people about to choose a career."

"Based on the positive feedback we can say that the products of the LOTIA partnership help career counsellors working in primary and secondary schools to guide students towards the most suitable choice of vocation and education. Employment offices use the products in the field of information provision and counselling services, especially within preventive and career counselling, for those interested in the regional labour market of the partner countries. The training institutions can use the products when developing the appropriate educational and training programmes, in accordance with labour market needs."

"It has been proven that successful cross-border regional cooperation ensures an appropriate basis for the development of the region. The products of the LOTIA partnership provide useful information about the labour market to the broad public. The project website contains up-to-date information (updated quarterly) on labour market, which allows the countries concerned to discuss the labour market situation, to seek solutions and monitor development and changes. The knowledge of the region's shortage professions and leading sectors may contribute to young people's right decisions when choosing a vocation."



The Erasmus Activity of the University of Szeged

The University of Szeged attaches great importance to the Erasmus mobility programme, and seeks to make maximum use of the successful and more and more well-known application opportunities. Its activity is characterised by a number of successful working relationships and close cooperation; it has an extensive network of connections all over Europe, with 368 partner universities in 263 cities of 29 countries. At an institutional level, the programme is coordinated by the Directorate of International Relations (NKI) in cooperation with the university departments, the institutions, the faculties, registrar's departments, committees of studies, institutional and faculty officials of the Unified Education System (ETR), dean's offices staff, faculty coordinators and teachers, the Student Service Office, the University Student Union (EHÖK), the Erasmus Student Network (ESN Szeged), the Directorate General for Economic and Technical Affairs, the Career Development Office and the Life Education Centre Hungary.

The University makes considerable effort to make Erasmus programmes widely available, whether it is student, teacher or staff mobility. The institution provides extensive information (various publications, a website, information leaflets, personal customer service, promotional events, forums and faculty orientation), and monitors and helps work throughout the entire programme. Besides the printed and electronic

informative materials, students and teachers are also continuously offered personal consultation.

Courses are chosen with the help and approval of faculty coordinators. This procedure is also supported by NKI by making the websites of the host institutions directly accessible from NKI's website, and participants may also view the reports of former Erasmus students. At each faculty, coordinators equally provide support to teachers, registrar's departments, committees of studies and credit transfer committees to participate in the accreditation procedures of Erasmus studies. Note that although it is an institution with 12 faculties, the agreements and contracts are managed properly and clearly under the supervision of NKI.

The University also pays sufficient attention to the proper preparation of those travelling abroad or arriving in Hungary. Offered and organised by the Faculty of Human Sciences, for example, a free language course, held by the Catalan lector, is available to Erasmus students and teachers travelling to Catalan-speaking regions. Throughout the entire academic year, NKI ensures incoming students Hungarian language and cultural courses, for the successful completion of which students get credits. The courses are held by the teachers of the Institute of Communication in Foreign Languages at various levels, as needed (beginner, advanced) and in several groups, free of charge for students. Organised by ESN Szeged, Europe Club is held weekly, where besides having a party together, Hungarian and foreign students

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Szegedi
Tudományegyetem,
Szeged

COORDINATOR:
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WEBSITE:
www.u-szeged.hu



get to know the gastronomic specialties of a different country each week, prepared and brought to the party by the students of the given country. Guest students also present the sights and customs of their countries, as well as their university.

Teachers also show an increasing interest, and the institution helps applicants find a partner institution, and experiences are widely disseminated. They also rely on guest teachers; some of their lectures and seminars are integrated into the curriculum and can be completed for credits.

The University has paid and continues to pay special attention to the further development of international relations and involving more departments and through them more subject areas. In the foreign partner institutions, 180 teachers gave lectures and 90 guest teachers were received. The University is the active participant of 6 intensive programmes and 4 networks, besides being involved in several joint courses and curriculum development. They regard the number of relations sufficient and the main goal is to deepen and extend them.

„Due to the characteristics of the Bologna system – at the bachelor, and especially at the master level, the period which can be scheduled for foreign study trips has become shorter –, there is some decrease in the case of students applying for partial studies. It is therefore essential for applicants to carefully consider and plan the timing of their foreign studies, to which we also call their attention in the informative materials. There is still great interest in placement, which is expected to continue to grow in the future, since in many faculties domestic or foreign internship is part of the education plan and a prerequisite to the diploma. In consideration of the increased demand for internship and the rather limited Erasmus grants made available for internship purposes, from this academic year on, not only students receiving a scholarship but also those with a placement grant can receive supplementary funding from the Student Mobility Budget of the University of Szeged so that this opportunity can be available to all applicants.

The active involvement of our teachers in the Erasmus programmes is still exemplary, which does not only show in the mobility figures which are outstanding even in European terms, but is also confirmed by the increasing number of foreign language courses.



“Incoming students can contact NKI personnel all week, any time during office hours. In the case of foreign students’ illness, NKI provides instant support by assigning extraordinary helpers (e.g. to visit the doctor’s or go to a pharmacy). Foreign students are also provided mental hygienic counselling at the University’s Life Education Centre, where they are also offered self-development trainings. The information and comments of the faculty coordinator’s assessment of incoming students also constitute a part of the continuous monitoring of the institutional programme management. NKI, EHÖK and ESN Szeged organise welcome parties, excursions and leisure programmes for students. Students can also attend the ‘Paprikáskrumpli Party’ (Potato Paprikash Party), organised by NKI twice a year, where they can learn about the basics of Hungarian cuisine and specialties, and eat the dishes prepared together; also, they can participate in competitions to try their knowledge obtained at the language and cultural courses organised at the university.”

NKI holds an Orientation Week for students with the following programme:

- presenting the University of Szeged, the faculties, the student organisations and their activities,
- general information about the operation and study regulations of the university,
- plenary sessions held with the participation of foreign students, the coordinators of their host departments, the teachers of the Institute of Communication in Foreign Languages, the NKI personnel and the representatives of student organisations,
- students’ enrolment in the faculties and the University Library, organised by NKI,
- providing and requesting admission cards at the Study and Information Centre, requesting student identity cards with the cooperation and help of EHÖK,
- requesting a free student pass,
- registration to the departments and taking on the courses in the ETR through the registrar’s departments,
- sightseeing with the student mentors.

The number of guest Erasmus teachers also shows a considerable increase; their courses are integrated into the curriculum of the faculties, thus further increasing the number of foreign language courses and credit-worthy courses held by guest teachers. Thus, Hungarian students who can not apply for foreign grants can also attend international lectures held in a foreign language.

The experiences gained during administrative mobility programmes are also a motivation towards the development of the university’s administrative system and staff training. The outstanding mobility performance and results of the University of Szeged are further enhanced by the good practices which our colleagues learn through the administrative partnerships and then start to use at our university, too. A good example for that are the development of student services and the introduction of electronic study systems (Modulo, CooSpace).

The Erasmus programme and its results are widely disseminated through various multimedia channels, university, local, national and international forums. The university papers and national student newspapers publish printed informative materials and articles, and the regional programmes of Hungarian Television, Kossuth Radio and the webradio.hu websites did a number of reports, too. Students’ accounts published on the websites and in the publications of the institution’s foreign partner universities also contribute to the international reputation of the university.

The institution conducts continuous monitoring among teachers, the administrative staff, outgoing and foreign students, the results of which is regularly assessed and the lessons drawn and suggestions are forwarded to the relevant units. The institution also attends international conferences and exhibitions (ERACON, EAIE), which provide an excellent opportunity to disseminate the publications and results of the University of Szeged. The printed informative materials, DVDs, the university presentations given by Hungarian

Erasmus students at the host institutions, as well as the high standard courses of our teachers play a key role in the ‘internationalisation’ of the University of Szeged.

The achievements, various international recognitions and awards (QS ranking, Shanghai Ranking, European Quality Award 2006, E-Quality Label 2007, ranked among the best exemplary universities by the European Committee’s publication ‘Success Stories’ in 2007, 2008 and 2010) speak for themselves, and are an indication of the fact that the University of Szeged is considered a real European university in the hierarchy of higher education institutions.”





Know-how of women learning

West Hungary Human Service Provider Public Benefit Non-profit Ltd. is the coordinator of the Grundtvig learning partnership project implemented with Lithuanian, Portuguese, Romanian, Swedish and Turkish partners, aimed at improving the key competences and employment chances of disadvantaged women. The main objective of the partnership was to ensure gender equality in the labour market, as well as to motivate women towards lifelong learning. The partnership identified the two main target groups as women who are disadvantaged due to their age, education, residence, disability or life situation, and trainers engaged in the education of disadvantaged women.

At the partner meetings, having identified the national characteristics and organisational profiles, the participants assessed the needs of the target groups, which provided a basis for the development work. The partnership developed a manual consisting of 5 modules to develop women's competences, which can be downloaded from the project website. The modules are as follows: the development of learning skills, personal and social skills, digital skills, business and entrepreneurial skills and intercultural skills. The modules of the manual also contain a methodological guide for trainers and a workbook for students.

"Our organisation has been working in this field for several years to help disadvantaged women return to the labour market. We found that women are more difficult to persuade to attend trainings – not because they are lazy, but due to their multiple duties. That is why we have developed an e-learning course designed for women."

INSTITUTION:

West Hungary Human Service Provider Public Benefit Non-profit Ltd.

COORDINATOR:

Olga Kiss

WEBSITE:

www.glpp.org



During the activities conducted in Hungary, the partners held trainings both for trainers and disadvantaged women, and the final contents of the curriculum was based on the experiences and feedback thus gained.

Project management was exemplary: it was characterised by careful planning and preparation, well-considered and professional solutions to the problems which arose and the professional implementation of the activities planned. The progress and the assessment of the project were consistent, shaping it to a real tool of exercising common control and facilitating common achievements.

We should highlight the involvement of the target group in the programme and drawing up a perfect work plan which includes testing the curriculum in a pilot project both among trainers and disadvantaged women. There is one more reason why this project is exemplary from the point of view of professional content: the common work began after identifying the national characteristics, and the training materials, the trainers' manual and the trainees' workbook were prepared based on the common experiences.

Sustainability will be ensured by starting the accreditation procedure of the curriculum, as well as by integrating the training material developed into the competence development training material of the institution.

West Hungary performed well as the coordinator of the international cooperation; even in times of personnel changes, it was able to manage the difficulties arising in an on-going project in a professional manner, properly documented the excellent cooperation and made its professional results available. This indicates that the participants of the project – not only the professionals who initiated the project, but also trainers, for whom the training materials were developed and the beneficiaries of the trainings, disadvantaged women – did not only create new professional contents and values, but were also capable of developing their own skills, improving their language skills and managing an efficient and effective cooperation with partners from other cultures. All these together embody the objectives for the achievement of which Grundtvig learning partnerships are supported.

"The cooperating partners are very different: a school, a rehabilitation centre for people with changed work capacity and a nonprofit organisation. Still – or perhaps exactly due to that –, the cooperation proved to be very effective, and brought really good results."

"Our favourite exercises are perhaps the memory games. For a few seconds we could see a lot of numbers or a picture and then we were asked direct questions about relevant and irrelevant details. These exercises are mainly ice-breakers. Those who went to school a long time ago and only had experiences from the old school system could see now that learning could be different. They became more relaxed, without wanting to meet requirements or being afraid of not knowing something."





VAN GOGH Visual Arts Network – Golden Agers Overgoing Horizons

“The Van Gogh project aims to facilitate the exchange of experiences about the art education of adults among the Hungarian, Lithuanian and Polish cultural centres participating in the partnership. The participants of the project were amateur artists who attend the partners’ painting workshops, most of them local pensioners. They were accompanied by drawing teachers and the employees of cultural centres.

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WEBSITE:
www.plengogh.eu

The participants of the partnership organised a plein air meeting for painters in each of the three countries, based on the active participation of adult and elderly amateur artists. As part of the project, internet and e-mail courses, as well as English language courses were also organised for the participants. Relying on these programmes, the participants could develop their own website, the gallery of which contains the paintings created during the meeting. The language skills acquired at the meeting did not only help the artists on the spot, but also later, in the management of the gallery and the correspondence. These language skills did not only facilitate the communication between the institutions, but also building human relationships.

The artists learnt and improved various techniques, which increased their self-confidence and self-respect. During the common activities, the cultural and linguistic barriers between the participants were broken down, they could learn to adapt to each other and work in an international environment, learning about the varied cultures of Europe.

As the result of the two-year cooperation, altogether 230 works of art were born, the best 80 of which were exhibited at the closing event of the programme held in Zadra Gallery in Warsaw. The most successful works of art of the three plein air painters’ meetings, as well as the opinion of the participating painters about the work and the programme, can be seen in the catalogue of the exhibition.”



The social integration of „golden agers” and creating opportunities to enrich and improve their individual lives is not merely a sonorous slogan in this project – these values permeate the entire project. The project title in itself indicates the power, the energy, imagination and commitment which characterised the planning, the preparations and the realisation of the cooperation.

Project management was exemplary, and solving the problems arising through common decisions led to better results than expected. The programme – in fact, independently of its subject, but adapting to the needs of the target group – also covered teaching basic IT skills to the amateur artists.

Creating new learning opportunities for ‘golden agers’, extending the field of adult education and discussing it with experts, as well as improving language skills and developing new European relations combine into a living, pulsating story, full of soul. This impetus has an impact which goes beyond the participants: the well-conceived website where the works of art and the common experiences were uploaded allows the results to be widely disseminated. There were exhibitions, a catalogue and promotional products were made, and a conference was also organised for the teachers.

One of the greatest benefits of the project was the experience which the coordinating organisation gained in the field of project implementation, which will also be useful in the applications already won, thus ensuring sustainability, too. The experiences gained will become opportunities which can be further built in the future for all three partner institutions. The participants – both creative elderly people and the professionals engaged in adult education – have also benefited new learning experiences, knowledge and skills.



“Please organise these international plein air workshops more often.”



“The plein air workshop helped me get close to various achievements of painting. I learnt a lot at the international meeting.”

“It was a great idea to organise an international plein air workshop for senior citizens. The atmosphere was wonderful, despite the fact that it was cold and our hotel was pretty far from Kazimierz Dolny.”



TEMPUS PUBLIC FOUNDATION

TEMPUS PUBLIC FOUNDATION The National Agency of the Lifelong Learning Programme in Hungary

Tempus Public Foundation (TPF) is a non-profit organization established in 1996 by the Hungarian Government, with the task of managing international cooperation programmes and special projects in the field of education, training and EU-related issues.

WE AIM AT

- supporting initiatives aiming at the modernization and quality improvement of education and training, and human resources development,
- encouraging international cooperation and mobility,
- strengthening the European dimension in these fields.

OUR ACTIVITIES INCLUDE

- management of scholarship and cooperation programmes;
- assistance and consultancy services;
- partnership building;
- knowledge centre;
- trainings;
- provision of structured information on education, training and RTD policies in a European context;
- initiatives for improving mobility and other internationalization measures;
- thematic conferences and publications.

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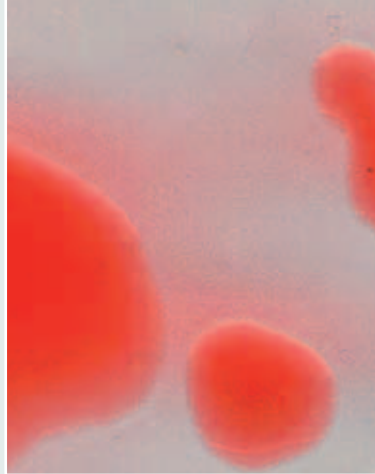
THE LIFELONG LEARNING PROGRAMME 2007–2013

COMENIUS provides support for schools across Europe wishing to carry out joint projects on language learning and other themes of mutual interest. Offers opportunities for professional development for those in teacher training, pre-school and school education.

ERASMUS addresses the teaching and learning needs of staff and students in higher education. Provides support for higher education institutions across Europe to work on shared projects including curriculum development and other areas.

LEONARDO DA VINCI enables people who are involved in vocational education and training to benefit from work experience placements and career development opportunities in another country.

GRUNDTVIG funds small-scale, community-based activities. It is designed to develop basic skills and to enable learners to play a more active role in their communities. The programme is open to people involved in adult education.



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