

Analysis of Opportunities of a Czech-Norwegian Cooperation Elaborated under the FM EEA/Norway “Cooperation in Development of Vocational Training”



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1. Presentation of the Project Partners

Zelený pruh is a technical secondary school with a long tradition. It was founded in 1954 with focus on building industry. Currently, it is a modern, dynamically developing school which offers a wide range of specializations covering building industry, mechanical engineering, electro technique and services. Its concept and modern background fulfils the requirements put on present but also future needs of the graduates and their placement on the labour market of the European Union. Conditions for theoretic as well as practical education are very good.

Schooling is provided by highly qualified teachers who use modern methods and tools in class. Stress is put not only on gaining theoretical knowledge, but also on practical skills which are applicable in professional career. Schooling is further improved by student participation on vocational excursions and competitions of vocational skills. The school has also experience with international cooperation. For years it keeps friendly relationships with secondary schools in Danish towns Haderslev and Aarhus. An exchange programme between the Danish and Czech partners takes place every year.

Secondary school authority in Sør-Trøndelag area has a long-term experience with European Lifelong Learning programmes Leonardo da Vinci and Comenius from the 2001-2009 period. This institution was represented at the seminar by Mr. Øyvind Ingstad.

As its Czech partner Technical secondary school Skjetlein from Leinstrad is experienced in European Lifelong Learning programmes Leonardo da Vinci and Comenius, among others also cooperate with the Czech Republic. The school offers a wide range of specializations focused on agriculture, building industry, crafts and design.

2. Philosophy of Lifelong Learning Programmes

As a response to the decision of the European Parliament, which introduced European education programmes, the Czech Republic implements in the 2007-2013 programme period the Lifelong Learning Programme. It is designed in the form of an integrated action programme merging former particular programmes such as Erasmus or Leonardo da Vinci. Its aim is to maximize the use of the resources allocated in these programmes for potential recipients. The programme funds educational activities throughout the life.

Lifelong Learning (LLL) is a trend which has become popular in all developed countries in recent years. Stress is put mainly on investment in the human capital. The basic prerequisite for economic growth is the growth of educated society. The Lifelong Learning Programme is the essential part for fulfilling the Lisbon strategy as well as the new Europe 2020 strategy for the next ten years. Both strategies set main goals to achieve a more competitive, dynamic and informed society that will be able to provide sustainable economic growth, greater social coherence and better jobs. The Lifelong Learning Programme, which is aimed at fulfilling these goals, is concerned with these key areas of Lisbon and Europe 2020 Strategy: social coherence, jobs and economic growth.

Lifelong Learning introduces a tool to support the goals the EU has set not just in the field of education. The LLL Programme works in synergy with other EU activities in the areas of employment, culture, information and communication technology and equal opportunities. The programme is supervised by the Managing Agency and is further decentralized and coordinated by national agencies in the participating countries. The LLL Programme is made up by four pillars: Comenius in the area of school education, Erasmus for higher education, Leonardo da Vinci for vocational education and training and Grundtvig for adult education. Pillar programmes are complemented by Transversal Programme to support mainly language courses and use of information and communication technologies in education, and Jean Monnet Programme which supports studies of European integration.

Each programme is dedicated for a clearly defined group of participants and has specific goals which are reached by supporting activities. Main stress is put on mobility and partnership activities which can be shown on the fact that these programmes allocate the biggest part of the particular programmes. Total budget of the programme is 6,97 billion EUR for seven years.

The LLL Programme is composed of two basic phases:

- Initial education – it is implemented before the entry on the labour market, it covers formal education.
- Further education – it is implemented before the first labour market entry; it covers formal, non-formal and informal education (it is a process of gaining knowledge and daily experience, environment and contacts. It takes place in families, at work, during free time, through media monitoring. It is unorganized, unsystematic and institutionally uncoordinated).

The LLL Programme is characterized by greater decentralization; higher number of projects is approved by National Agencies so that it gives more space to incorporate national priorities and needs of the given country. The Programme has also undergone an initiative to simplify administrative procedures to make it more convenient for the recipient submitting for the project application and management of the project.

4 Pillar Programme			
<p>COMENIUS focuses on the first phase of education, from pre-school and primary to secondary school</p>	<p>ERASMUS aims at higher education and technical university education</p>	<p>LEONARDO DA VINCI covers vocational education and training</p>	<p>GRUNDTVIG focuses on adult education and life-long learning</p>
<p>Transversial Programme is made up by four main activities:</p> <ul style="list-style-type: none"> - policy cooperation and innovation, - language courses support, - information and communication technology, - circulation and use of results in the area of life-long learning 			
<p>Jean Monnet Programme covers Jean Monnet activities and operational grants for European institutions</p>			

3. Introduction of Programmes suitable for Cooperation on the Vocational Training Level

3.1. *Leonardo da Vinci*

The Leonardo da Vinci Programme focuses on **vocational education and training**. The goal of the programme is to help people to gain new skills, knowledge and qualifications. The programme also boosts the overall competitiveness of the European labour market. In the relation to this aim it is important to improve transparency of qualifications and skills gained through informal education. Further, the programme aims to improve the quality of training systems by developing and transferring innovative policies, courses, teaching methods, materials and procedures.

Leonardo da Vinci funds mainly mobility, where the biggest portion of allocated resources goes (60%). For this reason an operation goal was set to improve quality and increase the capacity of mobility of individuals participating in initial vocational education and training and in further vocational training across Europe. The aim is to enable an assistantship in enterprises for 80 000 people.

Participants

- People learning in all forms of vocational education and training except tertiary level
- People in the labour market
- Institutions and organisations providing learning opportunities in the fields covered by the Leonardo da Vinci Programme
- Teachers, trainers and other staff within those institutions or organisations
- Associations and representatives of those involved in vocational education and training, including trainees', parents' and teachers' associations
- Enterprises, social partners and other representatives of working life, including chambers of commerce and other trade organisations
- Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning
- Persons and bodies responsible for systems and policies concerning any aspect of vocational education and training at local, regional and national level

- Research centres and bodies concerned with lifelong learning issues
- Higher education institutions
- Not-for-profit organisations, voluntary bodies, and NGOs

Supported Activities

- **mobility of individuals aimed at:**

- *IVT (Initial Vocational Training)*

- = trans-national assessmentships for people in initial vocational training
Participants: pupils and students of high schools and higher VOŠ
 - Form of Mobility: internships abroad in enterprises or educational institutions
 - Length of Internship: 2- 39 weeks
 - Length of Project: up to 2 years

- *PLM (People in the Labour Market)*

- = assessmentships abroad for people in the labour market
 - Participants: working people or those who can be employed
 - Form of Mobility: assesmentship abroad in enterprises or educational institutions
 - Length of Internship: 2- 26 weeks
 - Length of Project: up to 2 years

- *VETPRO (Vocational Education and Training Professionals)*

- Participants: education and training Professionals
 - Form of Mobility: exchanges aimed at transfer of experience, improvement and update of qualification and/or innovation methods and procedures
 - Length of Internship: 1- 6 weeks

- Length of Project: up to 2 years
- **preparatory visits** (grant enabling meeting of potential partners abroad)
- **partnership** in order to discuss themes of common interest
- **multilateral projects**, focused on improvement of vocational training framework
 - innovation development – part of centralized activities
 - innovation transfer – part of decentralized activities
- **thematic networks** of experts and organizations
- **accompanying activities**

Project costs are set by the EU directives and depend on the number of participants and the length of the project:

Costs covering the stay of a participant in Norway for 2 weeks: 1470 Euro/1 person.

Costs covering the preparation per participant: 150 Euro/1 person.

Costs for the management of the project: 200 Euro/1 person.

3.2. Comenius

The Comenius Programme focuses on all levels of school education, from pre-school and primary to secondary schools. It is relevant for everyone involved in school education: mainly pupils and teachers. The stays are long-term, i.e. for **3-10 months**.

Comenius aims to help young people and educational staff to better understand the range of European cultures, languages and values. They also help young people acquire the basic life skills and competences necessary for personal development, future employment and active citizenship. Participants are encouraged to improve their teaching techniques and practices, management skills and to gain broader understanding of school education systems across Europe.

The Programme has to take one of the following forms:

- *In-service training for school education staff*
- internship in a school or an enterprise connected to the school education
- participation at an European conference

Participants

- Pupils in school education up to the end of upper secondary education
- Schools from pre-school up to the end of upper secondary level including schools for pupils with special needs and art schools and training institutions
- Teachers and other categories of staff within those schools
- Associations, not-for-profit organisations, NGOs and representatives of those involved in school education
- Persons and bodies responsible for the organisation and delivery of education at local, regional and national levels
- Research centres and bodies concerned with lifelong learning issues
- Higher education institutions for future teachers
- Bodies providing guidance, counselling and information services

Supported Activities

- **Mobility of individuals to another European country**, which may include:
 - exchanges of pupils and staff (e.g. teachers or directors)
 - participation in training activities for teachers and other educational staff,
 - preparatory visits for School Partnerships, Networks and Multilateral Projects
 - assistantships for future teachers.
- **School Partnerships** between schools from different European countries
 - with a view to developing joint learning projects for pupils and their teachers.
 - **Comenius Regio Partnerships** between local and regional authorities with a role in school education to support cooperation among different European regions. This includes also international trans-national cooperation
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- **Multilateral projects** aim

- to develop, promote and disseminate new curricula, materials and new teaching methodologies
- to provide a framework for the organisation and information of mobility activities for student teachers and exchange of experience
- new teacher training courses

- **Multilateral Networks aim**
 - in specific thematic areas of particular importance to school education in a European context
 - to promote European co-operation, innovation and good practice
 - to provide support for projects in a specific thematic area
 - to encourage needs analysis and its use in school education

Deadline for applications for Comenius programme is **at the beginning of December** every year.

3.3. *Grundtvig*

The Grundtvig Programme is focused on teaching and study needs of learners taking adult education, i.e. persons older than 16 years with the exception of regular high school and university students, as well as the organisations delivering these services. Grundtvig helps to tackle problems associated with Europe's ageing population by providing adults more ways to improve their knowledge and skills, facilitate their personal development and boost their employment prospects. A specific goal of the Grundtvig programme is improve the conditions for mobility, at least 7 000 people per year can benefit from adult education abroad.

Participants

- Pupils, students, trainees and adult learners
- Teachers, trainers and other staff involved in any aspect of lifelong learning (LLL)
- People in the labour market
- Institutions or organisations providing learning opportunities in any area of education
- or training

- The persons and bodies responsible for systems and policies concerning any specific aspect of LLL at local, regional and national level
- Enterprises, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry
- Bodies providing guidance, counselling and information services relating to any aspect of LLL
- Associations working in the field of LLL, including students', trainees', pupils', teachers', parents' and adult learners' associations
- Research centres and bodies concerned with education and training issues
- Not-for-profit organisations, voluntary bodies, non-governmental organisations (NGOs)

Supported Activities

- **Mobility of** (educational courses, assistantships, study visits)
 - adult education staff
 - adult learners (opened since 2009)
 - internships for future or new teachers (since 2009)
- **Partnership** concerned with areas of common interest of the participating subjects
- **Multilateral projects** aimed at improving adult education systems through development and exchanging of innovation and best practice
- **Theme networks of experts and organizations:**
 - adult education development
 - identification and improvement of good practice and innovation
 - provision of support for multilateral projects and partnerships and mutual cooperation support among the subjects and partnerships
- **Needs analysis development and quality assurance of adult education**
- **Preparatory visits**
- **Accompanying measures**

4. Czech – Norwegian Cooperation Analysis

4.1. *Arranged cooperation possibilities*

Mr. Øyvind Ingstad, representative of the Norwegian side and an international exchange coordinator, proposed to mediate cooperation also among other schools. The persons who would be placed in charge of the Norwegian pupils in the Czech Republic have to be able to communicate in English so that the young Norwegian interns should be enabled to speak English at the workplace. Mr. Øyvind Ingstad cannot predict the interest of the Norwegian pupils as they are more motivated to work in Norway where they are getting paid, but while participating on the internship they won't be getting any money. In this case it is a personal decision if they prefer to earn money and stay at home or they would like to take the opportunity of participating in an internship abroad and to get know a different culture.

The director of Zelený pruh, Mr. Ing. Drahoslav Matonoha, is also able to gather contacts and secure also other professions than those provided by his school. To fulfil this task a preparation visit in Prague to arrange details of the cooperation would be fitting. Concerning the Norwegian participants taking part on the assessmentship in Prague, it would be possible to find a suitable placement for working together with Czech pupils, who speak good English. Such an arrangement would be profitable for both sides, the pupils would share not only their working space but they could also get together.

With respect to the time demands and the aim of the project the best conditions for the cooperation would be under the Leonardo da Vinci programme using the following model: Norwegian pupils would come to the Czech Republic for a longer period of 6 weeks up to 4 months. Czech pupils would spend in Norway a shorter period of time but in groups under a supervision of a Czech teacher, for example a group of 10-15 pupils would come for 2 weeks, which is the minimum period of an assessmentship under the Leonardo da Vinci programme. Leonardo da Vinci is also the best suitable programme for increasing qualification and exchange of teachers.

In order for the experience exchange to be reciprocal, each side has to apply for a grant at the National Agency in charge. Teachers would alternatively use the Comenius programme, the relevant possibilities are further discussed in chapter 3.2. In the case that teachers are also responsible for teaching people that are 16 years and older and who are not taking part in daily study programme, can use the Grundtvig Programme, which is described in chapter 3.3.

<p>Programme</p> <p>COMENIUS School Education</p>	<p>The Comenius Programme focuses on all levels of school education, from pre-school and primary to secondary schools. It is relevant for everyone involved in school education: mainly pupils and teachers but also local authorities, representatives of parents' associations, non-government organisations, teacher training institutes and universities.</p>	<p>Applications for the preparation visit are to be submitted at least 6 weeks before the date of the visit.</p> <p>Application in the programme "Individual pupil mobility" is due to 1.12 2010 (the call will be open in September 2010).</p>
<p>Programme</p> <p>LEONARDO DA VINCI Vocational Training</p>	<p>The Leonardo da Vinci Programme funds practical projects in the field of vocational education and training. Initiatives range from those giving individuals work-related training abroad to large-scale co-operation efforts in order to increase attractiveness, quality, performance and work experience in the field of vocational education and training.</p>	<p>Nearest grant application deadline:</p> <p>February 2011,</p> <p>Before that the preparation visit has to take place – for dates see chapter 4.2.</p> <p>The application has to be submitted separately for apprentices – IVT group and for teachers – VEPRO</p>

		group.
<p>Programme GRUNDTVIG Training of Adults</p>	<p>The Grundtvig programme focuses on educational and training needs concerning all forms of adult education, it covers not only vocational training but also subsidizes institutions and organizations providing or supporting adult education or training.</p>	<p>Grant application for the preparation visit has to be submitted at least 6 weeks before the date of the visit.</p> <p>Mobility grant application for individuals is to be submitted at least 6 weeks before the beginning of the internship.</p>

4.2. *Schedule for the Czech – Norwegian Student Exchange Cooperation under the Leonardo da Vinci Programme*

- **End of September 2010** – grant application for preparation visit of a Czech expert in Norway. The preparation visit may last 1-5 days and it may be subsidized by up to 1000 Euro. Costs exceeding this amount are paid by the participant or the participating organization. In the case that the Norwegian side is interested in the assesmentship in the Czech Republic, it is necessary also for them to apply at the Norwegian National Agency. Because of the fact that the project is not reciprocal, the projects have to be prepared independently.
- **November - December 2010** – realization of the preparatory visit and setting of terms of cooperation. The goals, intentions and methodology of the future project as well as the role, responsibility and tasks of the partners have to be defined. The working schedule for the future project including evaluation methodology and results sharing methodology. The application form for the partnership project has to be filled out.

- **February 2011** – submission of grant application:
 - clear description of goals and needs, expected outputs of the learning process, content and the foreign internship
 - the assessmentship is a n integral part of the vocational training course
 - clear accord among the educational needs and the needs of subvention recipient, the outline of his/her vocational training and gained qualification and the content of the internship
 - securing of a personal, language and cultural preparation of the recipients
 - securing of a pedagogical supervision over the recipients
 - verification of competencies and outputs from the training gained by the recipients and evaluation of the total results in the given field of vocational training
 - logistic support for the recipients (travel costs, accommodation, host organization)
 - activities in order to share results are incorporated in the proposal.

- **March - May 2011** – Formal check and quality evaluation
- **May 2011** – completion of a list of projects nominated for approval and its dispatch to the European Commission
- **June – July 2011** – approval of the list by the European Commission
- **July 2011** – notification of the submitters about the final results of the selection process
- **August/September 2011** – grant agreement signature
- **October 2011** – beginning of the project realization