

FOR ALL THOSE WHO ARE LEARNING  
Lifelong Learning Programme 2007–2013 | Czech Republic



Lifelong  
Learning  
Programme





# FOR ALL THOSE WHO ARE LEARNING

Lifelong Learning Programme 2007–2013  
Czech Republic

Prague 2013

The text of the publication was written by:

Josef Basl, Jarmila Modrá, Lucie Řezáčová, Jana Váňová, Aleš Vlk

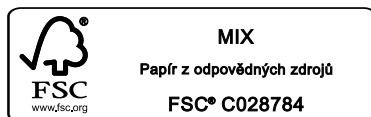
Graphic design: BBA GROUP

Published by: Centre for International Cooperation in Education  
National Agency for European Educational Programmes  
Na Poříčí 1035/4  
118 00 Prague 1

Number of copies: 300 pcs

This publication was produced with the financial support of the European Union. The content of the publication is the responsibility of the publisher. The publication does not represent the views of the European Commission and the European Commission bears no liability for the use of information contained therein.

© Centre for International Cooperation in Education, 2013



ISBN 978-80-87335-68-0

# CONTENTS

<b>INTRODUCTION.....</b>	<b>6</b>
<b>I. THE LIFELONG LEARNING PROGRAMME.....</b>	<b>10</b>
<b>II. THE LIFELONG LEARNING PROGRAMME IN FIGURES.....</b>	<b>24</b>
<b>III. ERASMUS IN OPINIONS.....</b>	<b>50</b>
<b>IV. PROGRAMMES FOR INDIVIDUAL BENEFICIARIES.....</b>	<b>54</b>
<b>V. RECOMMENDATIONS BY PARTICIPANTS IN THE LLP – INSTITUTIONS AND INDIVIDUALS.....</b>	<b>64</b>
<b>VI. THE LIFELONG LEARNING PROGRAMME IN STORIES.....</b>	<b>68</b>
<b>VII. THE CENTRE FOR INTERNATIONAL COOPERATION IN EDUCATION / NAEP.....</b>	<b>78</b>
<b>VIII. LIST OF ACRONYMS AND ABBREVIATIONS.....</b>	<b>94</b>

# INTRODUCTION

Dear Reader,

we are offering you a publication that aims to describe the activities and impact of the Lifelong Learning Programme 2007-2013 in the Czech Republic. The title also says **for all those who are learning**. We hope the publication will find readers among those who teach, educate, lecture or coach, as well as those who are acquiring and developing their knowledge and skills.

To begin with, we addressed well-known figures from various walks of life and asked them to share with us their views or personal experience concerning international mobility. We asked teachers, employers and learners. The following part of the publication provides an overview of the structure of the Lifelong Learning Programme (LLP) and its sub-programmes.

Statistical data play an important role in the assessment of any programme. The chapter entitled "The Lifelong Learning Programme in Figures" contains selected statistics that give a picture of the major characteristics of the programme as a whole, including the sub-programmes. Diagrams and tables are complemented by information from participants in Erasmus mobility actions who took part in a questionnaire survey. The data concern primarily the 2007-2012 period.

The following chapter offers information for institutions and individuals about various sub-programmes related to their particular interests. The data are divided into categories as follows: pre-school education, basic (primary and lower secondary) education, secondary general education, secondary vocational education, tertiary professional education, higher education and education for individuals 18+ who have completed their initial education.

The statistical data and key characteristics make it possible to get an overall picture of the implementation of the LLP 2007-2013. Unfortunately, they say nothing about the atmosphere and dynamics of various projects that, after all, are of paramount importance. This is why we have also included a chapter containing recommenda-

tions from various institutions and individuals. They are followed by examples of successful projects, including a basic description, views of participants and illustrations related to project implementation. The concluding chapter contains a brief description of the Centre for International Cooperation in Education and the National Agency for European Educational Programmes in the Czech Republic. It also presents an overview of selected activities that took place as part of the Lifelong Learning Programme 2007-2013.

We firmly believe that the publication will win your interest and give you courage and energy to apply for funds within some of the programmes on offer in the future.



# Milena Králíčková

Vice-Dean for Faculty Development and Relations between the Faculty of Medicine and the University Hospital  
Faculty of Medicine of Charles University in Pilsen

When I was doing my doctoral degree at Charles University I managed to spend one year studying and working abroad. The resulting benefits can be divided into several categories, of which two were of key importance – my career and my personal life. I had an opportunity to work in a world class laboratory for one year. In addition to the professional knowledge and skills that I acquired there were many developments that impacted on my personality and changed my view of life as such.

The first skill that I did not have before departure and that I learned abroad was teamwork. There was mutual respect among colleagues in the international research team, everyone was good at something and the head of the department knew how to assign appropriate tasks to each of us. At weekly meetings he would make sure that tasks had been fulfilled, gave encouragement to some, and guidance to others. There was an inspiring level of professional harmony and it provided a great lesson in peer-to-peer communication.

The stay abroad has also induced me to seek a balance between self-confidence and modesty. I arrived in a foreign country as a naive girl from a small town who had managed to get a degree in medicine from Charles University and entered a doctoral programme. However, I sort of “provoked” my co-workers and rather than their understanding I “earned” their pity. I did not know how to “sell” what I knew, which was very unfortunate and, at the same time, this was an impulse to work on my self-confidence, assertiveness and presentation skills. Since then I have been trying to establish a balance between self-awareness associated with self-confidence on the one hand and modesty on the other.

One can learn a lot in the world, particularly in a different culture. You may



object that we can share professional knowledge through modern technologies and there is no need to travel anywhere. I agree. However, encountering a different culture you learn things about yourself that cannot be facilitated by the technologies – they must be experienced.

# Radek Špicar

Vice-President for Economic Policy  
Confederation of Industry of the Czech Republic

Every employer prefers employees with experience. And experience gained abroad – be it through a study visit or work – is among the most valuable. One gets acquainted with different cultures, comes to the realisation that there are various perspectives from which to see things and generally becomes more tolerant. Experience abroad can be particularly important if you wish to work in a multinational company. Business is globalised and companies tend to prefer candidates who have lived in an international environment and handled multi-cultural communication.

Young people here often do not want to leave home and this is very unfortunate. They think they will miss something – friends, partners or interesting projects. The reality is different – they do not miss anything and during their stay abroad they gain invaluable experience and inspiration for life.

I am myself extremely happy to have been able to study in a foreign country. It was a breakthrough experience that has helped shape both my personality and my career.

If I may give you my advice – if you have a chance, do it and spend time abroad while still studying. Later it may not be as easy. Just go – everywhere there is something positive you can experience and learn.



### David Drahonínský

Graduate from Metropolitan University in Prague  
Participant of Erasmus mobilities for study and placement  
in Germany  
Archer – holder of gold medal from Beijing Paralympics

As a wheel-chair user I knew that, despite my education, I would face difficulties finding a good job. Completing a study period abroad has certainly increased my chances on the labour market.

The two semesters I spent abroad taught me a lot. I found out that western countries are much more accommodating for disabled people due to their barrier-free arrangements and one can live in them without the day-to-day struggle with architectonic hurdles.

All students should realise they hold their future in their hands. It is up to them if they make use of these opportunities, such as student mobility for study as part of the Erasmus sub-programme. Life does not end at the Czech Republic's borders.



### Jitka Moravcová

Professor  
Institute of Chemical Technology in Prague

When I was at university, very few students had the privilege of undergoing a placement abroad. The change that occurred following 1989 is enormous. This opportunity is now offered to any student who shows interest and has at least some language competencies. Programmes such as Erasmus, Erasmus Mundus, CEEPUS, DAAD, AKTION and IASTE and direct inter-university cooperation take care of this. It is up to the student to realize how important this experience may be for their personal development, and it is up to us to remind them of this fact.

I can describe my personal experience relating to international student exchanges at several levels. As a university teacher I meet with foreign students in our laboratory. Seemingly this entails no advantage for Czech students, but everyday communication in English is beneficial in its own right. Many of my students have spent at least one semester at a foreign university. They come back far more independent and self-confident, and have better language skills and a different view of the world. And they have personal contacts with young people of similar age who are entering their careers and may become acclaimed scientists, managers or entrepreneurs. My son spent one semester in Finland and back home he looked after foreign students. So I can also see how this short stay has affected his life. Perfect English and basic Swedish as a bonus, friends for a lifetime and easier travelling all over the world – this was just the beginning. His study experience helped him get a job in an international company where he had to work in a team with people from various parts of the world.

Every student should experience a study abroad, they just have to consider which foreign university to attend. Although scholarships normally do not cover the entire cost of the stay abroad, it is a good investment in the future.





# Ladislav Pertl

Trainer  
School of Hospitality Studies in Teplice

The times in which we live require continuous self-improvement and learning. Anyone who wants to be the best in his field or at least keep pace with those at the top must be constantly vigilant. I am a trainer at a school of hospitality studies and therefore these lines will focus more on my specialisation – culinary arts.

I do my best to travel and learn so as to give my students the best and so, when they leave school, they head to join the ranks of acclaimed chefs.

Travelling abroad is a great experience. I believe that anyone who gets the chance to experience a different culture is ahead of others and benefits from it enormously. Such people learn new things and, most importantly, improve their language skills. The ability to speak a foreign language is of great significance in every field and culinary arts is no exception. As the saying goes: “Every new language makes you more of a person”.

I had the opportunity to go to the capital of Latvia to promote Czech cuisine. It is a wonderful feeling doing work you love and representing your home country in another country. Although it was only a few days, I wish everyone devoted to their work with all their heart could experience this feeling. It was a great experience and if an offer like this come again, I would definitely accept it. I am still in contact with the chefs I met during the visit and we exchange ideas and opinions.

If you have the chance to travel abroad, do it! The time you spend there and the experience you bring home is invaluable. No-one can ever deprive you of such experience.



# Petr Baťa

Teacher of English and basketball (mainly),  
Basic school Chrudim, Dr. Jana Malíka,  
winner of the European Teacher of Languages 2013 award

## On international projects

Having participated in several successful projects under the aegis of the Ministry of Education, Youth and Sports, Youth in Action and the British Council, I can say without hesitation that it is worth it. Why? There are a couple of reasons. Firstly, the experience working in an international, multi-cultural team is extremely rewarding. It can push the limits of your capacities and creativity. Secondly, meeting foreign partners positively breaks the barriers of prejudice and conventions. And thirdly, a successful international project is a source of long-term motivation for all participants to study and work further. To put it simply, when I see that it works, I am eager to go on with it.

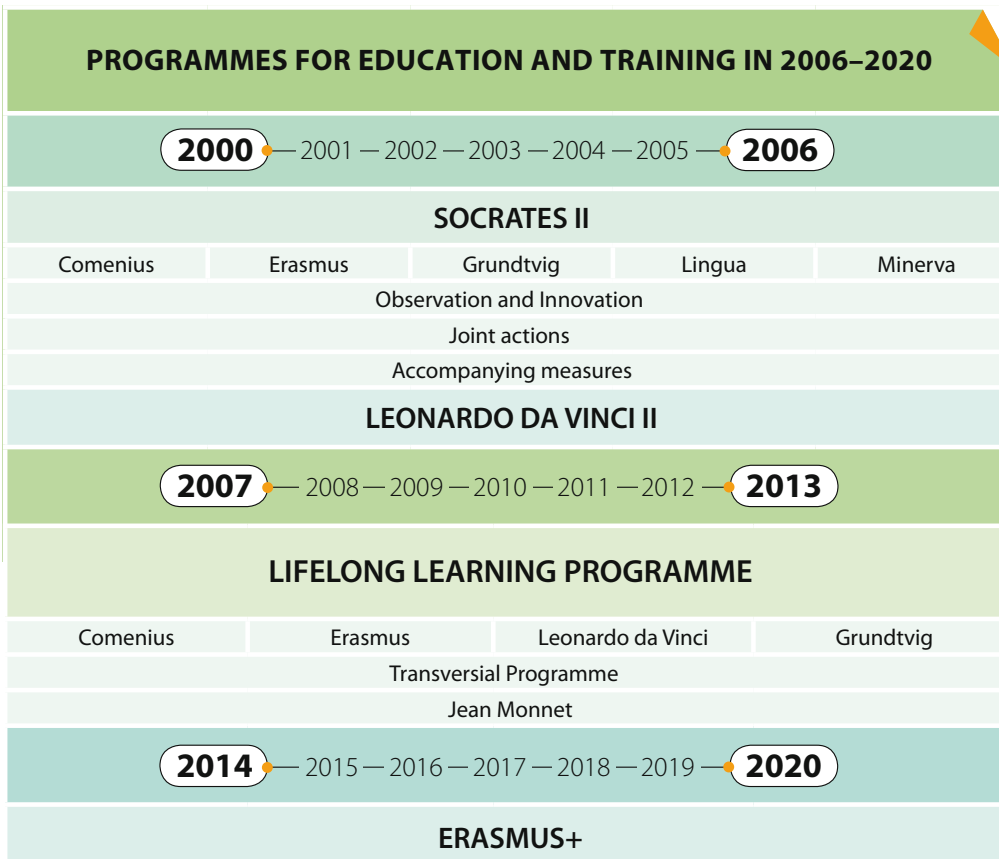
Since 2005 I have taken part in eight international projects involving a number of countries – Sweden, Turkey, Italy, Poland, Slovakia, the UK and Armenia. In six of them I led the Czech group of participants. Each project has had a great impact on how I view things and I dare to say that the same holds true for my pupils. Another very important point for me is that each project also impacted on the pupils who were not directly involved – through sharing experience with those who were. My wholehearted recommendation is as follows: If you want to move forward with your life, do not worry and go for it!



# I. THE LIFELONG LEARNING PROGRAMME

## AN OVERVIEW OF SUB-PROGRAMMES, STRUCTURE AND CHARACTERISTICS

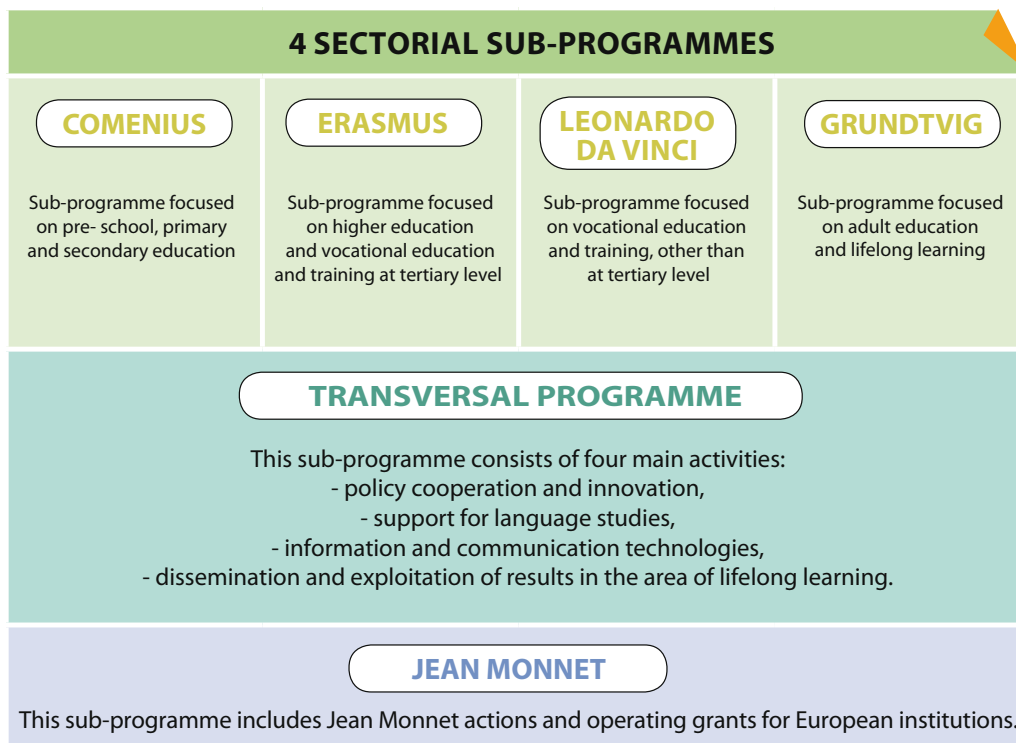
The Lifelong Learning Programme (known as LLP) is a programme of the European Union (EU) for education and training. It was established based on Decision No. 1720/2006/EC of the European Parliament and the Council of 15 November 2006 for the period 2007–2013. The LLP replaced the Socrates II and Leonardo da Vinci II programmes of the previous period 2000–2006. From 2014 the LLP will again be replaced by a single common programme the title of which is envisaged to be Erasmus+.



The objective of the Lifelong Learning Programme is to contribute, through continuous learning, to the development of Europe as an advanced knowledge society that pursues sustainable economic development, a larger number and better quality jobs and a greater degree of social cohesion, while ensuring good environmental protection for future generations. The programme primarily supports exchanges, cooperation and mobility within education and training systems in Europe. It fosters, among other things, language studies, inter-cultural dialogue, active citizenship, creativity, competitiveness and the use of communication technologies. The programme aims to enhance quality in all areas of education and training in Europe and to reinforce the role of lifelong learning.

Participants in the programme include all member countries of the European Union, the countries of the European Free Trade Agreement (Iceland, Lichtenstein, Norway and Switzerland) and Turkey as an EU candidate country. Albania, Bosnia and Herzegovina, Macedonia, Montenegro and Serbia can take part in the programme from 2013.

The Lifelong Learning Programme consists of six **sub-programmes**.



Each sub-programme is divided into activities aimed at implementation of joint projects and mobility. The activities may be either **centralised** (organised by the European Commission via the Education, Audiovisual & Culture Executive Agency) or **decentralised** (arranged by National Agencies at various countries). A major part of the programme is implemented at national level. Decentralised activities are administered by National Agencies set up by the relevant ministry (i.e. National Authority) within the remit of which the Lifelong Learning Programme falls. Each National Agency is responsible for successful implementation of the LLP at national level and for efficient use of EU resources.

The National Authority for the LLP in the Czech Republic is the **Ministry of Education, Youth and Sports** (MoEYS) and the National Agency is the **National Agency for European Educational Programmes** (NAEP) that is part of the **Centre for International Cooperation in Education** (DZS). The DZS is an organisation co-funded by the MoEYS and it carries out tasks related to foreign cooperation in schooling, education and other areas in line with instructions of the ministry. The NAEP coordinates educational programmes based on international cooperation. The NAEP is responsible for developing an information system about EU educational programmes and other international activities, for providing information and consultation services concerning the relevant programmes and for organising national and international seminars and conferences. Its tasks also include promotion of Czech education in the world, publication of information resources and administration of national projects within the Lifelong Learning Programme.

#### The LLP sub-programmes envisage participation from various groups:

- children, pupils, students and participants in continuing education and training,
- teachers, trainers, lecturers and other educators,
- individuals on the labour market,
- institutions or organisations providing education and training,
- individuals and bodies responsible for systems and policies dealing with any aspect of lifelong learning at local, regional and national levels,
- enterprises, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry/economic chambers,
- organisations providing guidance, consultation and information services related to all aspects of lifelong learning,
- associations in the area of lifelong learning, including associations of students, trainees, teachers, parents and participants in continuing education and training,
- research organisations and entities active in lifelong learning,
- non-government, non-profit organisations, volunteering organisations.

The following chapters describe the activities within the sub-programmes in more detail. The distinction between centralised and decentralised activities is kept.





# THE COMENIUS SUB-PROGRAMME



The COMENIUS sub-programme is designed to support pre-school and general education in schools. Resources in the form of grants facilitate international cooperation between pre-primary, primary and secondary schools in Europe, as well as cooperation between local and regional educational authorities. Moreover, Comenius provides resources for pupils aged 15 and more, students and graduates of teacher training colleges and school staff to undergo study stays, work placements, job-shadowings or professional development courses.



# The following activities are offered:

## Decentralised activities:

**School partnerships:** *projects for pre-primary, primary and secondary schools and their pupils and teachers*

Two-year projects within school partnerships support international co-operation between schools in countries involved in the Lifelong Learning Programme. The cooperation can be bilateral between two schools in two countries or multilateral among schools in three and more countries.

**Comenius Regio partnerships:** *projects for regions, municipalities, schools and other institutions*

Grants for Comenius Regio partnerships finance bilateral international cooperation at the level of municipalities and regions. They make it possible for local and regional education authorities, schools and other local actors in school education in two partner regions to exchange experience and cooperate with a view to improving schooling in their regions.

**Assistantships:** *mobility for future teachers*

Comenius assistantships allow future teachers to work up to one school year (13-45 weeks) at a school in foreign country and, in this way, acquire practical teaching skills, foreign language competencies and knowledge of other European countries and their education systems.

**Host institutions:** *for pre-primary, primary and secondary schools*

This activity allows schools to apply for placements of foreign assistants (future teachers of various subjects) in schools. The objective is to enhance teaching in pre-primary, primary and secondary schools through exposure to new methods, to improve language skills of both pupils and students and to add European dimension to education.

**In-service Training:** *mobility for school employees, unemployed teachers, staff at local and regional authorities and other institutions involved in school education*

Under this activity individuals may participate in training abroad. The training may include job-shadowing, professional development courses and conferences. The objective is to boost professional growth of individuals engaged in school education.

**Individual pupil mobility:** *long-term mobility for pupils*

Pupils older than 15 have an opportunity to spend from 3 to 10

months studying at a foreign school. This is possible on condition that the sending and receiving (host) schools participate in the same project (either on-going or completed) within Comenius sub-programme.

**Placements for students:** *for teacher training institutions*

As part of this activity teacher training institutions could get a grant to finance placements for their students (future teachers) in foreign organisations. The last applications for project funding were submitted within Call 2008.

**Preparatory visits:** *for future applicants interested in selected Comenius activities*

The objective of the Preparatory visits is to facilitate contacts between foreign partners who intend to implement a joint School partnership or Comenius Regio partnership project, Multilateral project or a Thematic network. Preparatory visits can be also used to plan individual pupil mobility actions within Comenius.

## Centralised activities:

**Multilateral projects:** *for schools, teacher training institutions and other organisations supporting the development of the education system (research centres, counselling organisations, non-profit organisations), and for local and regional education authorities.*

Multilateral projects are implemented by associations or organisations focused on school education and the professional development of teachers and other school staff. The projects support the articulation of strategies and exchange of experience with a view to enhancing the quality of teaching. Each project must generate tangible outcomes such as educational programmes, methodologies, materials or strategies depending on the specific needs of those concerned in the participating countries. Dissemination of outcomes to the broadest possible audience is also envisaged as one of the outputs.

**Thematic networks:** *for schools, teacher training institutions and organisations supporting the development of the education system (research centres, counselling organisations, non-profit organisations), and for public bodies with jurisdiction over school education*

Thematic networks support co-operation between educational institutions and organisations. They are designed to nurture European cooperation and innovation in specific areas, particularly those covering school education in a European context.



# THE ERASMUS SUB-PROGRAMME



FOTO: Milada Koutníková



**ERASMUS** is the best known sub-programme of the Lifelong Learning Programme. It covers higher education (HE) and vocational education at tertiary level. It is focused on mobility and cooperation in higher education in Europe and also on cooperation between HE institutions and enterprises. Erasmus also fosters cooperation between HE institutions in the form of intensive programmes, multilateral networks and projects. HE institutions in the Czech Republic can join Erasmus activities without restrictions. Tertiary professional schools (TPS) and conservatoires are eligible provided they meet the conditions set by the MoEYS concerning the level of studies and their application was granted by the NAEP.





# The following activities are offered:

## Decentralised activities:

**Student Mobility for Studies:** *mobility actions for students at HE institutions and TPS*

This activity makes it possible for HE or TPS students (studying the second or higher year in any mode of study) to undergo full-time studies at a foreign HE institution lasting 3 to 12 months.

**Student mobility for Placements:** *mobility actions for students at HE institutions and TPS*

HE or TPS students in any mode and level of study can gain work experience in their field while working full-time in a foreign institution for a period of 3 to 12 months.

**Erasmus Intensive Language Courses:** *mobility actions for HE and TPS students before undergoing studies or a placement in a foreign country*

These courses are designed for participants in Erasmus study mobilities or placements as preparatory language training. They only concern the less widely used languages of countries involved in the LLP.

**Teaching Assignments:** *mobility actions for HE teachers*

The teaching abroad scheme is designed for HEI or TPS teachers who wish to gain work experience teaching at a partner institution abroad. The stays last from 1 to 6 weeks. As part of the scheme HE institutions can also invite specialists from industry – i.e. staff at foreign enterprises.

**Staff training:** *mobility actions for HE or TPS staff*

As part of this activity all HE and TPS staff can undergo training at a foreign HE institution or enterprise, exchange experience with foreign counterparts, do job shadowing or attend language courses. The stays last from 1 to 6 weeks.

**Placement Consortia:** *mobility – traineeships/internships for HEI and TPS students*

Consortium for traineeships/internships is a group of HE institutions that hold the Erasmus University Charter (EUC) certificate and, possibly, other organisations (enterprises, associations, chambers of commerce, foundations etc.) that cooperate in providing placements for HE students.

**Intensive programmes:** *mobility actions for HE or TPS students and teachers*

These are short study programmes such as workshops or summer schools organised by at least three HE institutions from three different countries involved in the LLP.

**Organisation of Intensive Language Courses in the Czech Republic:** *for HEI, TPS or institutions organising language courses*

There is an opportunity to organise an intensive course in Czech for foreign Erasmus students.

**Preparatory visits:** *mobility actions for representatives of HE institutions*

The objective of preparatory visits is to assist future partners in the preparation of projects or student mobility. The visits may also take the form of participation in a contact seminar held by the National Agency in the partner country or a visit to a selected partner institution.

## Centralised activities:

**Erasmus University Charter:** *for HE institutions*

In order to be eligible to take part in the Erasmus sub-programme the HE institution must hold the EUC certificate. EUC establishes a general framework for activities within European cooperation that the HE institution can carry out as part of the Erasmus sub-programme. EUC is awarded by the European Commission based on a call for proposals.

**Multilateral Projects:** *for HE institutions*

These projects foster cooperation between HE institutions and between these and other relevant organisations. They focus on the following areas:

- increasing participation in HE and strengthening the social dimension of higher education,
- enhancing the quality and relevance of HE, including cooperation with the labour market,
- strengthening the quality of HE via mobility and cross-border cooperation,
- formation of knowledge alliances,
- increasing the quality of EU governance and funding.

**Academic Networks:** *for academic institutions, professional and other associations and enterprises*

Erasmus academic networks support the development of European cooperation and innovation in specific fields. They contribute to a better quality of teaching at HE institutions and define and nurture the European dimension in given academic disciplines, boost innovation and exchange of methodologies and good practice.

**Accompanying Measures:** *for HE institutions, associations, networks and consortia*

The objective is to support various activities that are not eligible within the main Erasmus activities, but demonstrably contribute to the fulfilment of its objectives – e.g. projects dealing with modernisation of HE, projects disseminating outcomes or inter-sectorial synergies within LLP activities.

# THE LEONARDO DA VINCI SUB-PROGRAMME



The LEONARDO DA VINCI sub-programme is designed for individuals in vocational education and training (VET) at other than tertiary level, as well as for institutions and organisations providing and supporting VET. The sub-programme facilitates placements abroad for pupils and students at secondary technical and vocational schools and tertiary professional schools, graduates, and both employed and unemployed people. It also supports international cooperation between vocational schools, educational institutions, small and medium-sized enterprises and other entities. In addition to this, the sub-programme focuses on innovation of VET systems at national, regional, local or sectorial levels.



# The following activities are offered:

## Decentralised activities:

### Mobility Projects

**Mobilities for people undergoing initial vocational training:** *for pupils at institutions providing initial vocational training*

The projects aim at supporting international training opportunities for people in initial VET. The traineeships consist of practical training and/or placements in companies or training institutions.

**Mobilities for people in the labour market:** *for workers, graduates from vocational schools and higher education and people available for employment*

The projects aim at supporting international training opportunities for people on the labour market. The traineeships consist of vocational training and/or placements in companies or training institutions.

**Mobilities for professionals in vocational education and training:**

The projects aim at exchanging experience, improving and upgrading qualifications and innovative methods in VET. The projects may also cover vocational language learning of professionals.

**Preparatory visits:** *mobilities for staff at institutions in VET*

A partner institution may organise a preparatory visit for future partners in a planned project. A contact seminar is another form of a preparatory visit.

**Partnerships:** *for VET institutions*

Partnership Projects within Leonardo da Vinci create a framework for small-scale international cooperation where VET stakeholders work together on various topics of mutual interest. The projects entail active participation of people in VET, e.g. teachers, trainers and other professionals.

**Multilateral Projects / Transfer of Innovation:** *for VET institutions*

The projects focus on the transfer, adjustment and implementation of innovative outcomes of previous Leonardo da Vinci or other projects into VET systems at national, local, regional or sectoral level.



## Centralised activities:

**Multilateral Projects / Development of Innovation:** *for VET institutions*

These projects aim at developing new innovative content, methods and approaches in the VET area.

**Multilateral Networks:** *for VET institutions in at least 5 countries*

Multilateral Networks strengthen cooperation between various actors in VET, companies, economic sectors, social partners and training institutions. Their objective is to improve the quality, European dimension and visibility of activities or issues of common interest in VET.



# THE GRUNDTVIG SUB-PROGRAMME



The GRUNDTVIG sub-programme focuses on adult education. It offers a wide range of activities for both individuals (trainers, teachers, management and administrative staff at institutions providing adult education and students of andragogy), and organisations in adult education (schools, foundations, educational associations, labour offices, research centres, non-profit organisations, volunteering organisations, institutions providing counselling and guidance etc.). Members of the general public are also invited to participate.



# The following activities are offered:

## Decentralised activities:

**Individual grants:** *mobility actions for part-time or full-time staff in both formal and non-formal adult education*

The grants may be used to fund educational courses abroad, participation at conferences on adult education, visits and placements in organisations with a focus similar to the home organisation and assistantships in foreign adult education institutions for those who work or plan to work in adult education.

**Workshops:** *in 2009–2012 – non-formal workshops for the general public, in the 2013/14 academic year – workshops for educators involved in adult literacy*

The objective of this activity in the 2009–2012 period was to make it possible for the general public to participate in educational events abroad dealing with various topics as part of non-formal education. In the academic year 2013/2014 the workshops aim to assist present as well as future teachers and staff in better understanding of the European dimension of teaching adults with literacy problems, to enhance their knowledge of other European countries' education systems and their provision of adult literacy and to improve the specific skills they require to teach literacy skills to adults.

**Partnerships:** *projects for institutions providing adult education*

Partnership projects consist in cooperation between institutions and organisations active in adult education in various countries. The aim is to exchange experience in areas of mutual interest. The projects take the form of international meetings, workshops, sharing of experience and know-how, including the use of modern communication technologies. Organisation of exhibitions, distribution of information and joint research activities are also possible.

**Volunteering projects:** *projects for organisations experienced in organising volunteering non-profit activities*

The objective of this activity is to give citizens aged 50+ an opportunity to take part in a volunteering project in a European country other than their own and, in this way, support informal adult learning. Furthermore, the projects boost long-term international cooperation between volunteering organisations and attract the attention of volunteering communities to the possibility of involving senior volunteers and drawing on their extensive experience and knowledge.

**Preparatory visits:** *mobility actions for staff members in adult education institutions*

Preparatory visits allow future project partners to define project objectives, content and schedule as well as the involvement of various partners, and to prepare the application form. The visit may take the form of participation in a contact seminar organised by the National Agency in the respective partner country or a visit to a selected partner organisation.



## Centralised activities:

**Multilateral projects:** *project for organisations active in adult education – cooperation between organisations from at least three participating countries*

Multilateral projects must lead to the development of specific and innovative outcomes/products that are applicable in adult education and show a truly European value

**Multilateral thematic networks:** *for organisations active in adult education – cooperation between organisations from at least 10 countries*

The objective of the thematic networks is to strengthen the links between adult education institutions, to enhance the quality of continuing education, to anchor the European dimension and to highlight issues of mutual interest, including dissemination of information about lifelong learning opportunities for the general public.

# TRANSVERSAL PROGRAMME



**THE TRANSVERSAL PROGRAMME** covers activities that are shared by aforementioned sub-programmes (COMENIUS, ERASMUS, LEO-NARDO DA VINCI and GRUNDTVIG). It underscores the following four key areas that complement these sub-programmes: cooperation and innovation in education, foreign languages, information and communication technologies and dissemination and exploitation of results in practice. Most activities funded within this sub-programme are centralised. One of the long-term centralised activities is the European information network EURYDICE where reliable and easily comparable data about education systems and policies across Europe is collected, monitored, processed and disseminated.

**Decentralised activities** – i.e. activities organised by the National Agency. There are two such activities: **European Language Label** and **Study Visits** for education and vocational training specialists and decision-makers.

The objective of European Language Label is to support new and exceptional activities in language learning, to promote them among professionals and to inspire others to implement them in their teaching.

**Study visits** for education and vocational training specialists and decision-makers and individuals who, due to their professional activities, may contribute to the multiplication of learning outcomes and innovation.





# JEAN MONNET

The JEAN MONNET sub-programme supports studies of European integration that analyse the origin and development of the European Community and European Union in all respects. Higher education institutions and associations of academics and researchers may participate. The sub-programme resources are designed for funding teaching, academic and research activities and operating grants may also be provided. Unlike the other sub-programmes all countries in the world may participate in the Jean Monnet sub-programme. All activities are centralised – i.e. provided for directly by the European Commission.

As part of the Jean Monnet sub-programme the European Commission organises conferences, thematic groups and supports inter-cultural dialogue.



## II. THE LIFELONG LEARNING PROGRAMME IN FIGURES



### SELECTED STATISTICS

#### PROGRAMME FUNDING 2007–2013

The Lifelong Learning Programme is funded from resources of the European Union and co-funded from the state budget of the Czech Republic.

Overall, the European Commission provided 130 million € for grants in the given period. According to the results of project implementation during the period 2007-2009, a total of 96 % of the resources were actually used. The following table shows that the budget was increased annually due to the rising levels of interest in and quality of projects on the Czech side. The annual budget went up by 66 % over the entire period.





The largest amount of resources during the period was drawn within the Erasmus sub-programme that facilitates mobilities for study and work placements abroad for higher education students and staff.

**TABLE 1: FINANCIAL RESOURCES ALLOCATED BY THE EU FOR GRANTS 2007–2013 (IN €)**

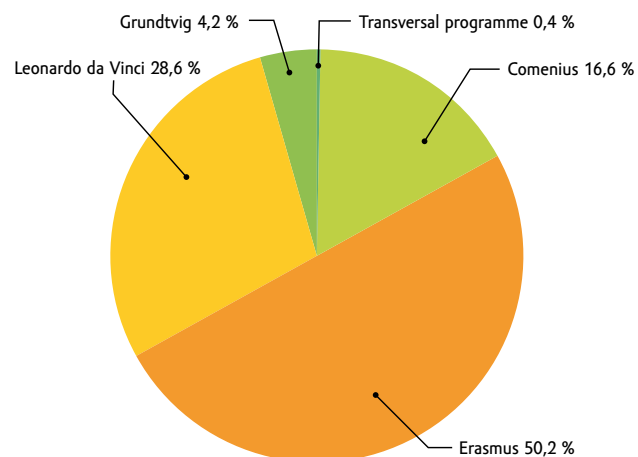
	2007	2008	2009	2010	2011	2012	2013 *	Total 2007–2013
<b>Comenius</b>	2,555,346	2,887,000	3,375,716	3,425,950	3,419,000	4,138,000	3,858,110	23,659,122
<b>Erasmus</b>	7,712,739	9,679,584	9,016,000	9,722,000	10,873,000	12,342,000	12,468,000	71,813,323
<b>Leonardo da Vinci</b>	4,215,287	4,714,000	5,140,541	5,450,000	6,396,000	7,318,000	7,584,000	40,817,828
<b>Grundtvig</b>	487,514	536,000	933,809	987,000	864,000	1,216,000	1,034,353	6,058,676
<b>Transversal programme</b>	74,382	98,310	91,000	91,000	93,000	95,000	92,000	634,692
<b>Total</b>	<b>15,045,268</b>	<b>17,914,894</b>	<b>18,557,066</b>	<b>19,675,950</b>	<b>21,645,000</b>	<b>25,109,000</b>	<b>25,036,463</b>	<b>142,983,641</b>

\* Before anticipated additional budget increase

Co-funding of the Lifelong Learning Programme from CR's state budget was implemented in line with approved principles. It concerned the Erasmus sub-programme between 2008 and 2010 and also the Jean Monnet sub-programme. The total of state budget resources for co-funding purposes was 1.27 billion CZK. These resources are used as part of Erasmus to fund mobility actions of students and staff at all 26 public HE institutions that apply for subsidies with the Ministry of Education, Youth and Sports. Other HE institutions do not receive contributions from the state budget. The Erasmus co-funding makes it possible to satisfy a higher number of students and staff at HE institutions.

In addition to the aforementioned sub-programmes the MoEYS also funds the management and administration of the LLP at the NAEP. The ministry's contribution accounts for some 50 % of total administration costs. The level of resources for programme management is allocated on the basis of projects funded in the given year and hovers at around 7.8 % of the total Lifelong Learning Programme budget.

**GRAPH 1: DISTRIBUTION OF EU RESOURCES ALLOCATED FOR GRANTS 2007–2013 (IN %)**



**TABLE 2: LIFELONG LEARNING PROGRAMME CO-FUNDING FROM CZECH REPUBLIC'S STATE BUDGET 2007–2013 (IN CZK)**

	2007	2008	2009	2010	2011	2012	2013	Total
<b>Erasmus</b>	265,383,066	209,294,964	272874,760	274,668,702	253,772,643	242,884,801	250,000,000	1,265,106,293
<b>Jean Monnet</b>	0	1,265,000	1,526,533	1,821,813	0	0	0	4,613,346

## PROJECTS IMPLEMENTED 2007–2012

The Lifelong Learning Programme entails implementation of projects that support cooperation between institutions in various countries. During the period 2007-2012 a total of 2,971 projects were carried out, primarily within the Comenius and Leonardo da Vinci sub-programmes. Erasmus, on the other hand, mainly fosters mobility actions for individuals. The numbers of projects below do not include preparatory visits that are treated in a separate section.

**TABLE 3: NUMBERS OF PROJECTS SUPPORTED 2007–2012**

	2007	2008	2009	2010	2011	2012	Total
<b>Comenius</b>	244	155	167	158	153	163	1,040
<b>Erasmus*</b>	66	73	76	85	91	97	488
<b>Leonardo da Vinci</b>	179	142	179	191	221	264	1,176
<b>Grundtvig</b>	37	25	43	52	44	66	267

*\* Data for Erasmus are for the academic year that begins in the given calendar year.*

## MOBILITY ACTIONS 2007–2012

The Lifelong Learning Programme also involves mobility actions for pupils, students, staff and other groups of individuals. A total of 82,513 mobility actions were implemented between 2007 and 2012 within the Comenius, Erasmus, Leonardo da Vinci and Grundtvig sub-programmes, including study visits. Thanks to the gradually increasing amount of resources earmarked for the Czech Republic, the number of mobility actions has also been growing. The decrease in 2012 is due to the fact that the number of Erasmus mobilities will not be known until the end of the 2012/2013 academic year.

**TABLE 4: NUMBER OF MOBILITIES 2007–2012**

	2007	2008	2009	2010	2011	2012	Total
<b>Comenius</b>	2,612	3,030	3,473	3,626	3,530	4,019	20,290
<b>Erasmus*</b>	7,529	8,640	8,194	9,111	9,626	-	43,100
<b>Leonardo da Vinci</b>	2,634	2,555	3,113	3,349	3,347	3,327	18,325
<b>Grundtvig</b>	40	43	53	50	64	79	329
<b>Study visits</b>	72	74	83	79	79	82	469
<b>Total</b>	12,887	14,342	14,916	16,215	16,646	7,507	82,513

*\* Data for Erasmus are for the academic year that begins in the given calendar year.*

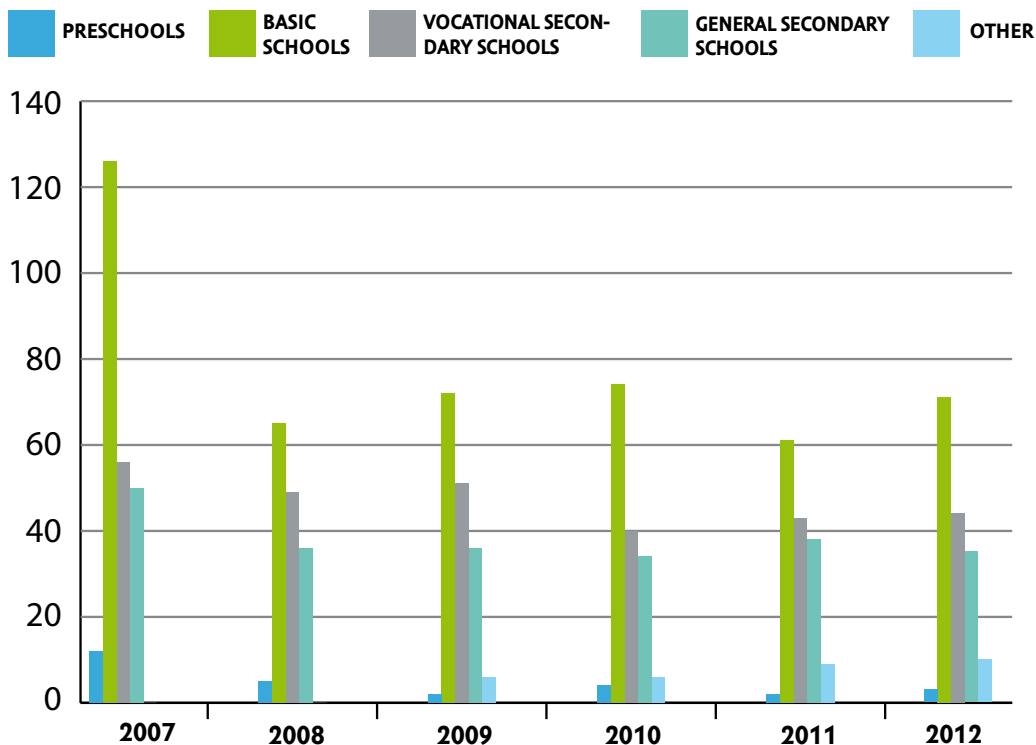
# Comenius

## PARTNERSHIP

Comenius partnership projects are implemented by schools providing pre-school, primary and secondary education as well as local and regional educational authorities. A total of 1,040 partnership projects were implemented in the given period. Basic schools (primary and lower secondary) were the most active contributors. Between 2007 and 2012 basic schools were involved in 469 projects, which accounted for 45,1 % of all Comenius projects in this period. General secondary schools carried out

roughly 38 projects each year and the total number of projects in which they participated during the period 2008-2012 was 229. Vocational secondary schools participated in some 47 projects each year, making the total 283. Pre-schools were least involved in school partnership projects – 28 projects over the given period. The column marked 'OTHER' stands for regions and municipalities that implement Comenius Regio partnerships.

**GRAPH 2: NUMBER OF PARTNERSHIP PROJECTS BY BENEFICIARY 2007–2012**



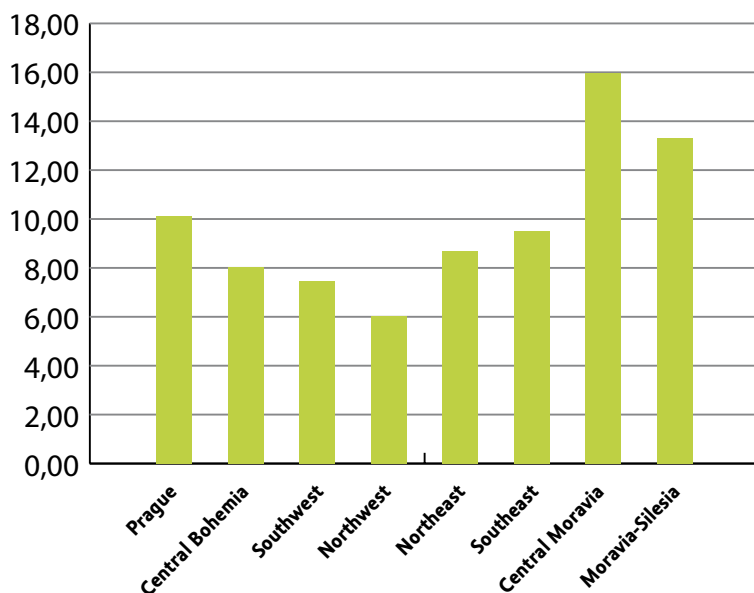
When translated for NUTS 2<sup>1</sup> Central Moravia shows the highest number of partnership projects, while the Northwest region has the lowest number.

**TABLE 5: NUMBER OF PARTNERSHIP PROJECTS SUPPORTED BY REGION 2007–2012**

	2007	2008	2009	2010	2011	2012	Total
<b>2007–2012</b>	28	20	14	21	19	23	125
<b>Prague</b>	28	20	14	21	19	23	125
<b>Central Bohemia</b>	23	16	16	13	12	22	102
<b>Southwest</b>	23	10	14	18	10	15	90
<b>Northwest</b>	17	8	8	12	14	9	68
<b>Northeast</b>	28	22	24	19	20	18	131
<b>Southeast</b>	37	29	25	26	31	16	164
<b>Central Moravia</b>	54	20	40	21	28	33	196
<b>Moravia-Silesia</b>	34	30	26	28	19	27	164

When comparing the numbers of partnership projects per 100,000 inhabitants of a NUTS 2 region, the most active schools or educational authorities may be found in Central Moravia, followed by Moravia-Silesia. The lowest number of projects can be found in the Northwest region.

**GRAPH 3: NUMBER OF PARTNERSHIP PROJECTS PER 100,000 INHABITANTS 2007–2012**



A closer look at the content of partnership projects between schools reveals that topics related to European citizenship or European dimension, Cultural heritage and Languages were the most common in projects. The least interest was shown in Equal opportunities, Ethics, religion, philosophy and Violence in schools. The interest in various topics did not change significantly over the years. The only exception was Cultural heritage where the interest rose and ICT and new technologies that scored lower levels of interest on the part of project promoters.

<sup>1</sup> NUTS 2 (Nomenclature of Units for Territorial Statistics) is a unit at the level of region. In the territory of the Czech Republic there are eight NUTS 2 areas consisting of one to three regions, each with approximately 1 million inhabitants.

**TABLE 6: THEME AREAS IN PARTNERSHIP PROJECTS 2008–2012**

	2008	2009	2010	2011	2012
European citizenship / European dimension	16.8 %	18.6 %	16.2 %	16.1 %	19.5 %
Cultural heritage	7.5 %	6.8 %	9.5 %	9.9 %	11.5 %
Languages	8.8 %	8.0 %	8.8 %	9.5 %	8.9 %
Inter-cultural education	8.4 %	8.6 %	7.0 %	6.1 %	8.7 %
ICT / new technologies	8.8 %	8.6 %	7.0 %	5.7 %	3.3 %
Environment / sustainable development	7.1 %	5.5 %	7.0 %	6.6 %	6.5 %
Sports and healthy lifestyle	4.2 %	6.8 %	4.7 %	3.8 %	6.9 %
Enhancing motivation / student outcomes	5.5 %	5.5 %	6.8 %	4.5 %	3.9 %
Artistic activities	2.2 %	3.2 %	5.2 %	4.7 %	6.1 %
Active citizenship	2.4 %	4.0 %	2.9 %	6.9 %	4.1 %
Pedagogy / education systems	2.4 %	3.2 %	4.7 %	4.3 %	2.2 %
Mathematics and science	4.2 %	2.5 %	3.8 %	1.9 %	1.7 %
Economics, business and consumer education	4.0 %	2.7 %	1.8 %	2.8 %	2.2 %
Education of groups with special learning needs	2.2 %	1.3 %	1.1 %	2.8 %	3.9 %
Tackling racism and xenophobia	1.3 %	0.6 %	4.3 %	2.4 %	2.2 %
Regional identity	1.3 %	3.2 %	2.3 %	2.1 %	1.5 %
Education and work / counselling	3.1 %	1.7 %	2.0 %	2.6 %	1.1 %
Media and communication	2.4 %	1.7 %	1.1 %	2.4 %	0.9 %
History and social sciences	1.1 %	1.9 %	1.4 %	1.7 %	2.0 %
Basic skills	0.9 %	1.1 %	1.1 %	1.9 %	1.5 %
Equal opportunities	0.4 %	0.0 %	0.5 %	0.9 %	0.4 %
Ethics, religion, philosophy	0.2 %	0.2 %	0.7 %	0.2 %	0.4 %
Violence in school	0.2 %	0.6 %	0.2 %	0.2 %	0.4 %
Other	4.4 %	3.8 %	0.0 %	0.0 %	0.2 %

The highest levels of interest

The lowest levels of interest



## COMENIUS – INTERNATIONAL MOBILITY

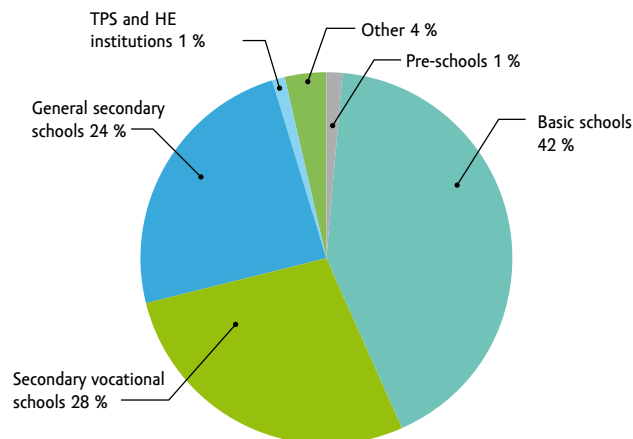
Out of the total of 20,290 international mobility actions implemented in 2007-2012, more than a half (10,530) concerned secondary schools (5,654 secondary vocational schools and 4,876 general secondary schools) and 8,491 involved basic schools. From 2007, when 2,612 mobility actions took place, the number increased gradually to 4,019 in 2012. The 'Other' category entails other institutions involved in school education that can also send their staff for professional development abroad (school inspectorate, institutions providing continuing teacher training, non-profit organisations that cooperate directly with schools, etc.).

The Comenius sub-programme includes 6 activities (see Graph 5). The largest number of international mobility actions was carried out under multilateral School partnerships (15,838). Individual pupil mobility actions organised as a result of partnership projects have been implemented since 2010. The number of these mobility actions is low (90) when compared to actions that form an integral part of projects. However, in Europe-wide terms Czech schools appear to be very active in this respect.

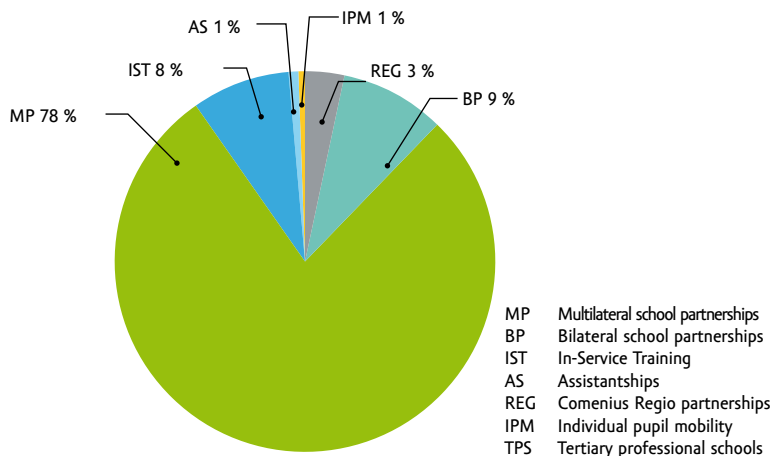
Individual mobility is higher for teachers and other staff both as part of their continuing training and in the form of assistantships during initial education. Overall, in the period 2007-2012 1,839 individuals

travelled abroad as part of these activities, most of them to the UK. The other countries that attracted individual learners were Ireland, Germany, Spain and France. There was a gradual increase in levels of interest in France and Finland as destination countries in the given period, conversely interest in Ireland dropped.

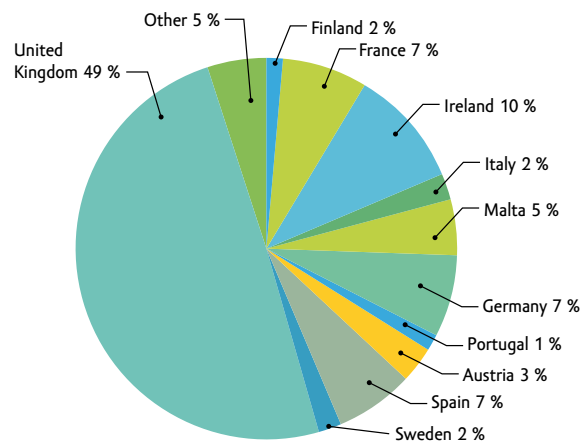
**GRAPH 4: INTERNATIONAL MOBILITY BY TYPE OF SENDING INSTITUTION 2007-2012**



**GRAPH 5: INTERNATIONAL MOBILITY MEASURED ACCORDING TO COMENIUS ACTIVITY IN 2007-2012**



**GRAPH 6: TARGET COUNTRIES FOR INDIVIDUAL MOBILITY ACTIONS 2007-2012**



# Erasmus

## PROJECT ACTIVITIES

The projects which form part of the Erasmus sub-programme are divided into 4 groups. The first covers **Mobility Projects** within which HEIs implement the majority of both student and staff mobility actions. Then there are **Intensive language courses** before a study or placement period abroad, **Intensive programmes** focused on short-term targeted activities (workshops, summer schools etc.) and in rare cases activity of **Consortia**. Mobility Projects are carried out by all public HE institutions over the long term, and state as well as private HEIs and tertiary professional schools have joined in. In the academic year 2012-2013 there were 30 private HEIs involved in Erasmus mobility projects – however, the scope of their mobility actions is only 1/20 of that of public HEIs.

**TABLE 7: NUMBER OF PROJECTS APPROVED BY ACTIVITY IN THE RELEVANT ACADEMIC YEARS**

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	Total
<b>Mobility</b>	51	55	58	60	65	70	359
<b>Intensive language courses</b>	7	9	10	14	15	14	69
<b>Intensive programmes</b>	7	8	7	10	10	11	53
<b>Consortia</b>	1	1	1	1	1	2	7

**TABLE 8: NUMBER OF HE INSTITUTIONS INVOLVED IN MOBILITY PROJECTS IN THE RELEVANT ACADEMIC YEARS**

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
<b>Public HEIs</b>	26	26	26	26	26	26
<b>State HEIs</b>	1	2	2	2	2	2
<b>Private HEIs</b>	15	21	21	23	29	30
<b>TPSs</b>	4	6	7	6	8	12
<b>Consortia</b>	0	1	1	1	1	2

## ERASMUS INTERNATIONAL MOBILITY

The main focus of Erasmus projects is international mobility of students and staff at HEIs (studying and training abroad). Moreover, teachers often spend some time teaching at foreign HE institutions. Overall, during the period 2007-2012 43,100 mobilities were implemented. The majority of them concerned public HEIs (93 %). Student mobility for study accounted for the largest proportion (27,761). The overall number of mobility participants increased by 28 % in the given period.

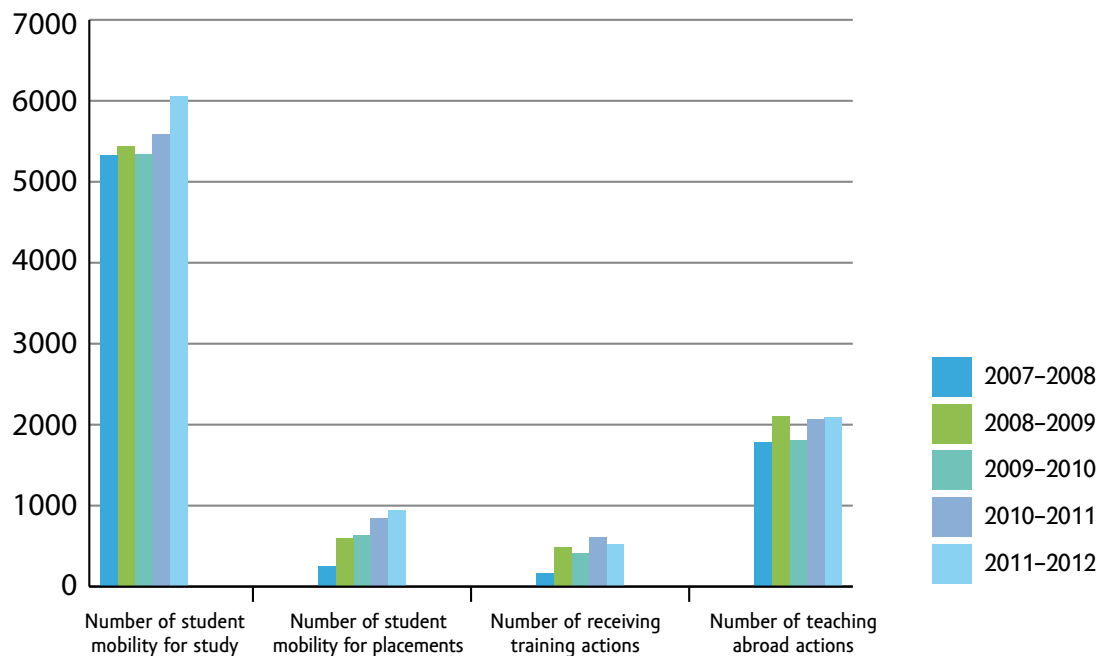


**TABLE 9: NUMBERS OF INTERNATIONAL MOBILITY PARTICIPANTS BY TYPE OF HE INSTITUTION 2007-2012**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total
<b>Public HEI</b>	7,200	8,076	7,650	8,440	8,839	40,205
<b>State HEI</b>	16	67	77	73	94	327
<b>Private HEI</b>	275	403	380	503	582	2 143
<b>TPS</b>	38	84	75	70	82	349
<b>Consortia</b>	0	10	12	25	29	76
<b>Total</b>	<b>7,529</b>	<b>8,640</b>	<b>8,194</b>	<b>9,111</b>	<b>9,626</b>	<b>43,100</b>

Out of the total number of Erasmus mobilities (43,100) for studies and placements of students accounted for the largest proportion during the period 2007-2012 (31,044 - i.e. 72 %). The duration of study period ranges from 3 to 12 months. Student placements were less frequent. There were 3,283 in the same period (less than 8 % of the total number of mobilities). As concerns HE teachers, periods of teaching abroad account for the largest share of mobilities in the given period (9,858 - i.e. 23 %).

**GRAPH 7: NUMBERS OF MOBILITIES BY PARTICIPANT AND TYPE OF ACTION 2007-2012**



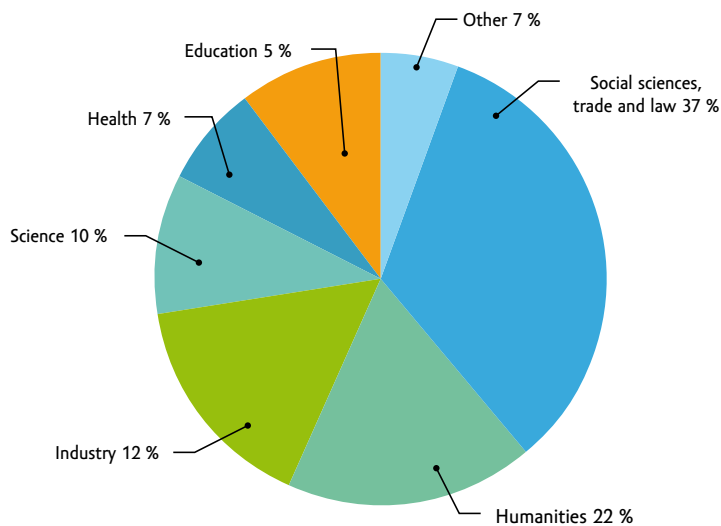


Students who underwent mobility for study were most interested in subjects areas of social sciences, trade and law, humanities and arts, industry and science, including mathematics. The least interest was shown in services, agriculture, veterinary science and education. Students decide about the subject area they want to focus on according to what fields they study at their home institutions.

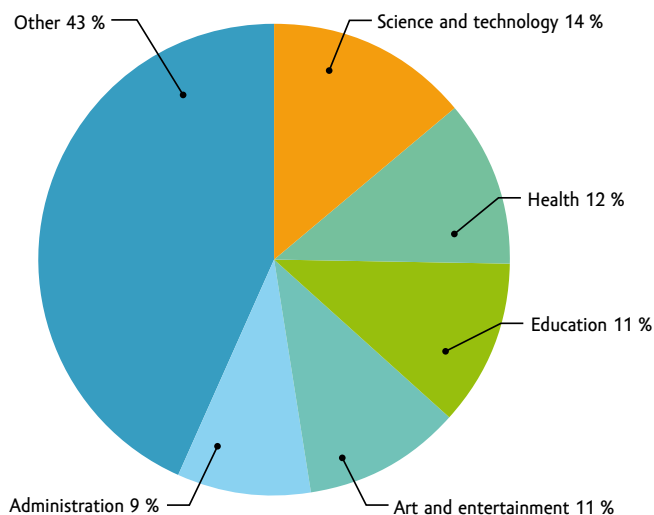
As for student placements, there is a large number of various subject areas and their structure is very different from that for mobility for study. Science and technology fields still rank first in terms of students' interest as there appears to be the most significant difference in quality between placement opportunities in the Czech Republic and abroad. The section marked 'Other' includes a wide range of subject areas ranging from administration, civil service and agriculture through industry and construction to hospitality etc.

Teaching abroad actions, which account for a major proportion of HE staff mobility, essentially copy the range of subject areas students most often choose for their visits – i.e. primarily humanities, art, social sciences, trade and law.

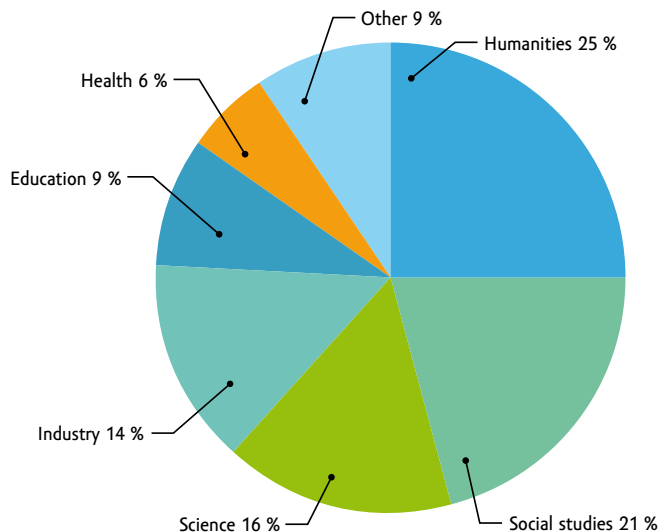
**GRAPH 8: MOBILITY FOR STUDY BY SUBJECT AREA 2007-2012**



**GRAPH 9: STUDENT PLACEMENTS BY SUBJECT AREA 2007-2012**



**GRAPH 10: TEACHING ASSIGNMENTS ACCORDING TO SUBJECT AREA 2007-2012**

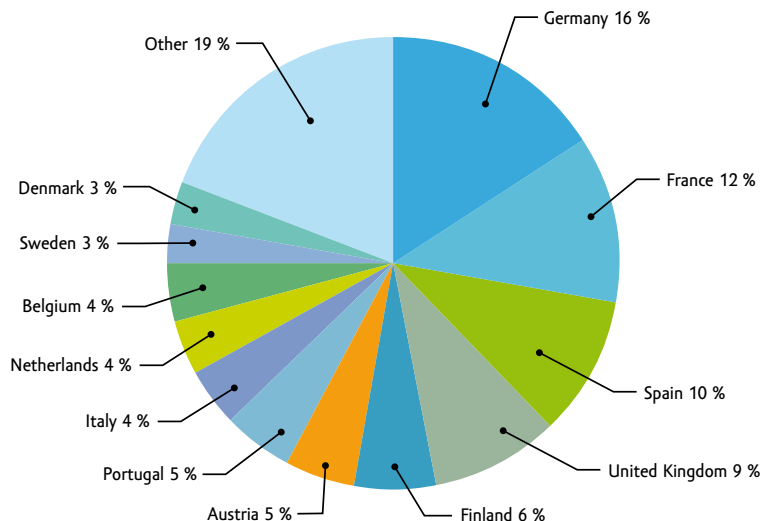


When taking a look at the most often visited countries, HE students show the highest level of interest in study and placement mobilities in Germany, France, Spain and the United Kingdom. These countries are followed by Austria and Finland. The lowest number of mobility actions took place in the Baltic countries, Romania, Cyprus and Malta. The attractiveness of the latter two countries for students is further diminished due to limited study opportunities. Over 80 % of all student mobility actions take place in the countries listed in Table 10.

**TABLE 10: MOST VISITED COUNTRIES FOR STUDENT MOBILITY 2007–2012**

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	Total
<b>Germany</b>	1,080	972	909	947	1,046	4,954
<b>France</b>	724	768	701	724	805	3,722
<b>Spain</b>	476	574	601	685	721	3,057
<b>United Kingdom</b>	462	527	532	572	552	2,645
<b>Finland</b>	348	372	326	338	381	1,765
<b>Austria</b>	297	341	352	334	352	1,676
<b>Portugal</b>	254	272	290	352	372	1,540
<b>Italy</b>	258	256	245	234	259	1,252
<b>Netherlands</b>	237	226	241	267	253	1,224
<b>Belgium</b>	185	229	241	262	276	1,193
<b>Sweden</b>	168	211	214	231	236	1,060
<b>Denmark</b>	172	201	215	210	207	1,005

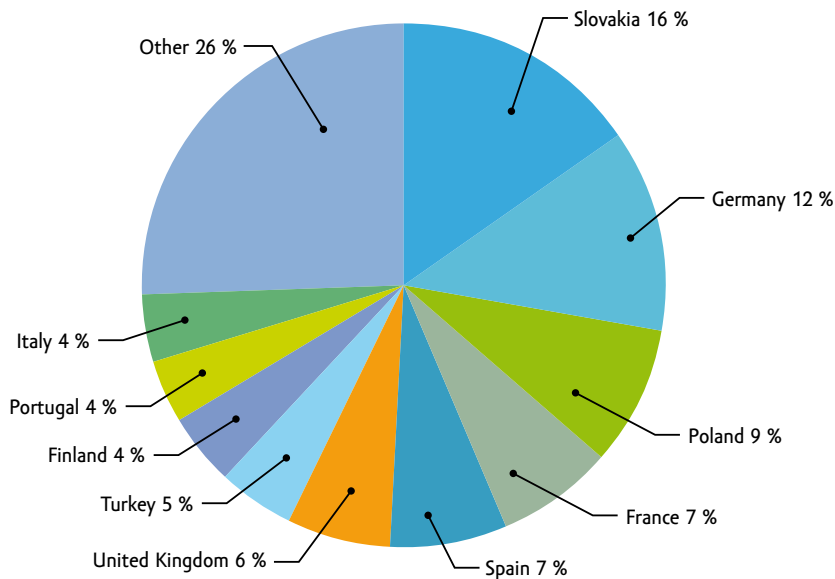
**GRAPH 11: TARGET COUNTRIES FOR STUDENT MOBILITY 2007–2012**



As concerns the number of HE staff mobility actions, the attractiveness of target countries differs from that for student mobility. The main difference is probably the language competence on the part of teachers. The offer of placements on the part of foreign HE institutions may also play a role. The most visited country is Slovakia where there is no language barrier, which is followed by countries where English or German are commonly spoken languages. 74 % of all HE staff participating in mobility actions visited the following 10 countries.

TABLE 11: MOST VISITED COUNTRIES FOR HEIS' STAFF MOBILITY ACTIONS 2007-2012						
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total
<b>Slovakia</b>	252	396	348	466	476	1,938
<b>Germany</b>	280	324	272	286	290	1,452
<b>Poland</b>	162	234	183	253	267	1,099
<b>France</b>	169	175	168	166	164	842
<b>Spain</b>	130	168	159	217	214	888
<b>United Kingdom</b>	123	158	129	192	109	711
<b>Turkey</b>	86	115	115	120	137	573
<b>Finland</b>	97	130	97	100	106	530
<b>Portugal</b>	81	130	81	92	116	500
<b>Italy</b>	83	101	83	105	116	488

GRAPH 12: TARGET COUNTRIES FOR STAFF MOBILITY 2007-2012





# Leonardo da Vinci

## PROJECTS

The projects within the Leonardo da Vinci sub-programme are divided into **Mobility Projects, Partnership Projects and Multilateral Projects / Transfer of Innovation**. Mobility Projects account for the largest proportion while there are fewer Partnership Projects and Transfer of Innovation projects focusing on cooperation between institutions involved in vocational education and training.

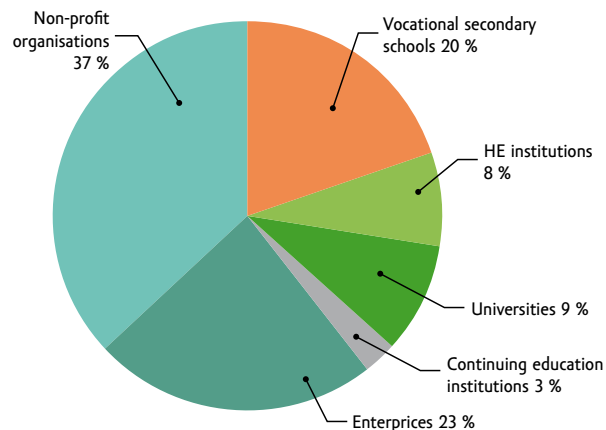
During the period 2007–2012 a total of 992 **Mobility Projects** were implemented, most of them by secondary vocational schools (61 %). Higher education institution participation levels were at a minimum (3.6 %) due to the Erasmus sub-programme mobility opportunities. Tertiary professional schools, which are often under one roof with secondary vocational schools, opt for Leonardo da Vinci mobility projects more often (16 %) when compared to their participation in Erasmus.

**TABLE 12: NUMBER OF MOBILITY PROJECTS BY BENEFICIARY TYPE 2007–2012**

	2007	2008	2009	2010	2011	2012
<b>STS</b>	109	68	95	97	97	132
<b>TPS</b>	27	23	20	22	39	32
<b>Enterprises</b>	12	9	10	11	13	20
<b>HEI</b>	8	3	4	5	9	8
<b>Continuing education institutions</b>	0	2		1	1	3
<b>Other</b>	18	14	14	17	22	27
<b>Total</b>	<b>174</b>	<b>119</b>	<b>143</b>	<b>153</b>	<b>181</b>	<b>222*</b>

\* The figure is subject to change as not all projects were completed when the publication was being written.

**GRAPH 13: PARTNERSHIP PROJECTS BY BENEFICIARY 2008–2012**



During the period 2008–2012 a total of 141 Partnership Projects were implemented in the Czech Republic. NGOs and enterprises accounted for the largest proportion of project implementers.

During the period 2007–2012 Czech institutions participated as coordinators in 34 Multilateral Projects / Transfer of Innovation. In terms of involvement HE institutions are at the top of the ranking (9), followed by enterprises and social partners (8), continuing education institutions (6), non-profit organisations (4) and consultancies (4). The highest number of Czech organisations involved is in Prague (16). The most attractive partners were institutions from Germany (18), Slovakia (16) and Ireland (11). A total of 168 partner organisations participated in projects that were coordinated by Czech institutions.

## LEONARDO DA VINCI – INTERNATIONAL MOBILITY

As part of **Mobility Projects** in 2007-2012 a total of 992 international mobilities were implemented by pupils, students, staff in VET and individuals on the labour market. Pupils and students accounted for the largest share of the actions (80 %). They visited 29 European countries. VET staff and individuals on the labour market accounted for 14 % and 6 % of mobility actions respectively. They visited a total of 25 countries. The country most visited by pupils, students and VET staff was Germany. The second most sought-after country was Slovakia for pupils and students, and the UK for VET staff. Labour market participants were most interested in travelling to the UK, Germany and Spain. They also visited countries such as Malta, Luxembourg, Cyprus, Croatia and Turkey.

**TABLE 13: MOST VISITED COUNTRIES FOR PUPIL AND STUDENT MOBILITIES 2007-2012**

Country	2007	2008	2009	2010	2011	2012	Total
Germany	745	792	890	767	814	473	<b>4,481</b>
Slovakia	286	161	351	325	548	192	<b>1,863</b>
United Kingdom	82	54	155	292	317	434	<b>1,334</b>
Italy	162	162	282	172	210	110	<b>1,098</b>
Spain	122	108	111	150	96	101	<b>688</b>
Austria	131	55	72	87	84	43	<b>472</b>
France	68	94	56	128	45	54	<b>445</b>
Poland	33	82	53	94	35	54	<b>351</b>
Netherlands	48	55	53	53	18	42	<b>269</b>
Finland	30	49	26	26	50	62	<b>243</b>

**TABLE 14: MOST VISITED COUNTRIES FOR VET STAFF MOBILITIES 2007-2012**

Country	2007	2008	2009	2010	2011	2012	Celkem
Germany	97	115	71	20	43	44	<b>390</b>
United Kingdom	51	66	28	35	43	12	<b>235</b>
Italy	38	53	30	50	33	26	<b>230</b>
Spain	26	50	17	65	7	35	<b>200</b>
Slovakia	65	37	7	32	31	23	<b>195</b>
France	29	15	7	29	28	8	<b>116</b>
Ireland	11	15	-	17	21	42	<b>106</b>
Sweden	16	30	4	19	36	-	<b>105</b>
Austria	23	20	17	-	15	19	<b>94</b>
Portugal	8	25	-	6	39	8	<b>86</b>

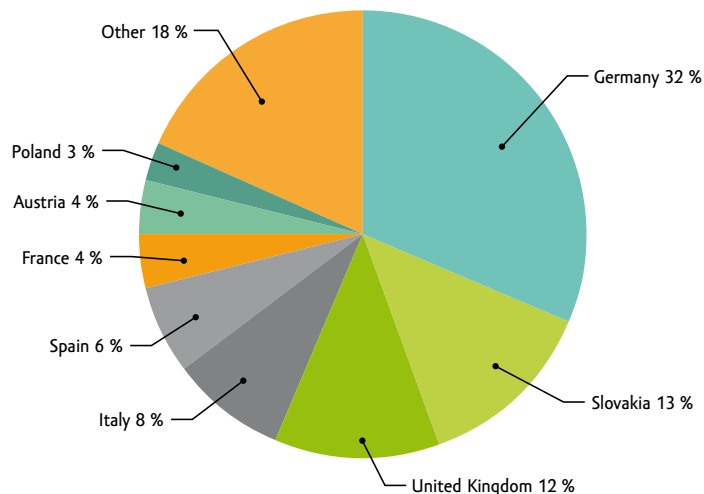
**TABLE 15: MOST VISITED COUNTRIES FOR MOBILITIES FOR PEOPLE ON THE LABOUR MARKET 2007-2012**

Country	2007	2008	2009	2010	2011	2012	Total
United Kingdom	25	17	40	77	62	76	297
Germany	36	10	14	37	40	10	147
Spain	27	8	8	17	35	28	123
Ireland	16	22	14	24	23	21	120
France	4	-	9	12	15	20	60
Netherlands	10	5	5	4	10	1	35
Austria	7	-	5	8	8	1	29
Poland	2	-	12	1	12	-	27
Belgium	3	-	6	3	11	2	25
Slovakia	-	15	3	-	1	-	19

Over 80 % of all mobilities took place in the 8 most sought-after European countries. The most attractive of them was Germany, followed by Slovakia and the United Kingdom.

Mobilities as part of Mobility Projects are focused on various areas of activity. Pupils and students most often undertake placements in hospitality, healthcare and social services (16 %). Education is the field where most VET staff and individuals on the labour market seek placements (48 % and 28 % respectively). The number of mobilities for VET staff decreased from 760 to 181 in the given period. The main decline was observed in education, while placements focused on specific professional disciplines slightly increased in number.

**GRAPH 14: TARGET COUNTRIES FOR MOBILITIES FOR VET PUPILS, STUDENTS AND STAFF AND FOR PEOPLE ON THE LABOUR MARKET 2007-2012**

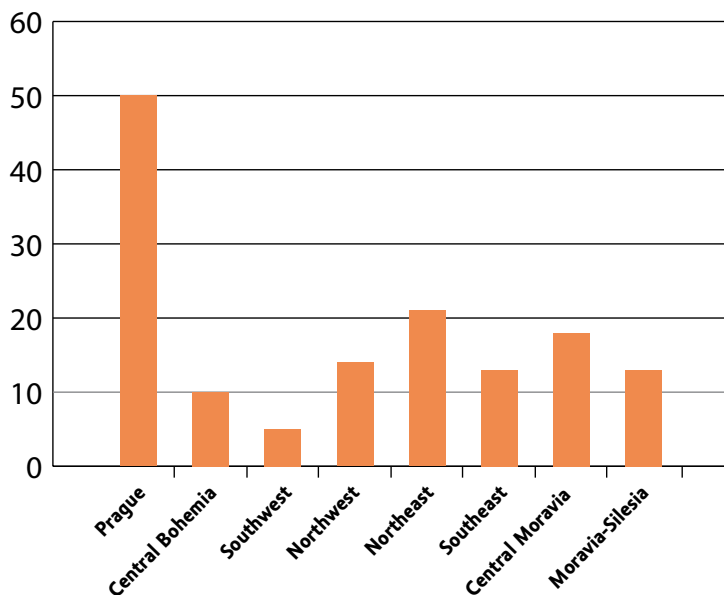


**TABLE 16: RANKING OF PLACEMENTS BY SUBJECT AREA 2007-2011**

	2007	2008	2009	2010	2011	2012
<b>Pupils and students</b>						
Hospitality	179	75	290	145	376	233
Healthcare and social services	48	43	156	105	303	99
Agriculture, forestry and fisheries	74	7	98	65	113	91
Administration and office work	4	15	9	20	112	131
Trade; repairs and maintenance of motor vehicles	25	11	21	58	72	68
<b>VET staff</b>						
Education	417	360	36	73	45	40
Public administration and defence; social security	178	21	5	1	12	
Healthcare and social services	48	11			33	2
Other professional, scientific and technical activities	18	21	14	6	21	8
Architecture and engineering; technical examinations	17	12	12	19	29	13
<b>People on the labour market</b>						
Education	62	31	36	73	45	40
Other professional, scientific and technical activities	23	5	14	6	21	8
Hospitality	14	29	3	11	11	3
Healthcare and social services	5	5		4	33	2

Although mobilities are not the main activity in Partnership Projects, they are part of them. Overall, between 2008 and 2012 2,075 mobilities were organised as part of Partnership Projects. As these projects are predominantly implemented by organisations in Prague, the highest number of mobilities can be ascribed to this region (619). Moravia-Silesia ranks second (349). However, when examining the number of mobilities in relation to the number of inhabitants, the Northeast region is more active than Moravia-Silesia. The Pardubice region is very active in this respect.

**GRAPH 15: NUMBER OF MOBILITIES PER 100,000 INHABITANTS IN PARTNERSHIP PROJECTS BY NUTS 2 2007-2012**



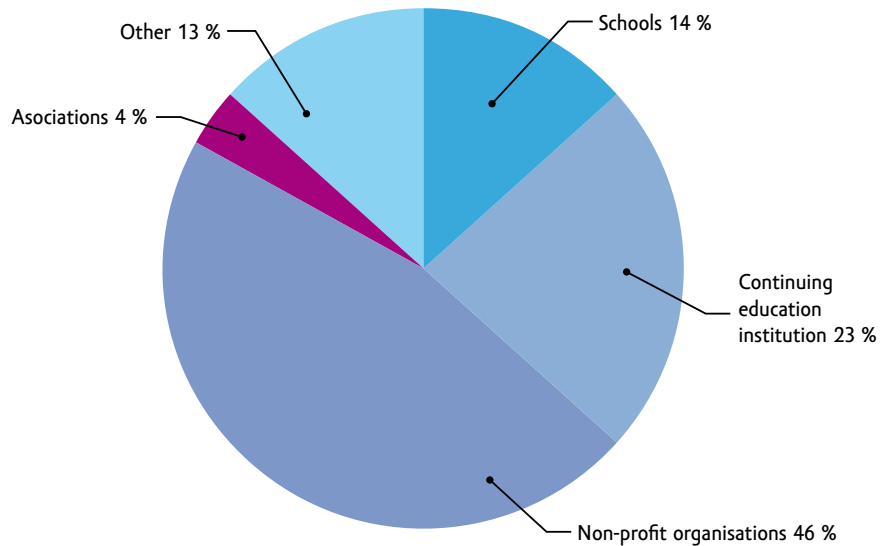


# Grundtvig

## PROJECT ACTIVITIES

The Grundtvig sub-programme consists of partnership projects, volunteering projects and workshops. In the period under review (2007-2012) there were 267 partnership projects within which over 3,000 educators of adults and adult learners spent some time abroad. Since 2009 there have been 8 volunteering projects, as part of which 43 Czech volunteers aged 50+ travelled to a foreign country. In addition to this 29 workshops were held. The great majority of Grundtvig projects are implemented by non-profit organisations. In partnership projects there is also a significant rate of participation by institutions providing continuing education and schools.

GRAPH 16: PROJECT ACTIVITIES BY BENEFICIARY 2007-2012



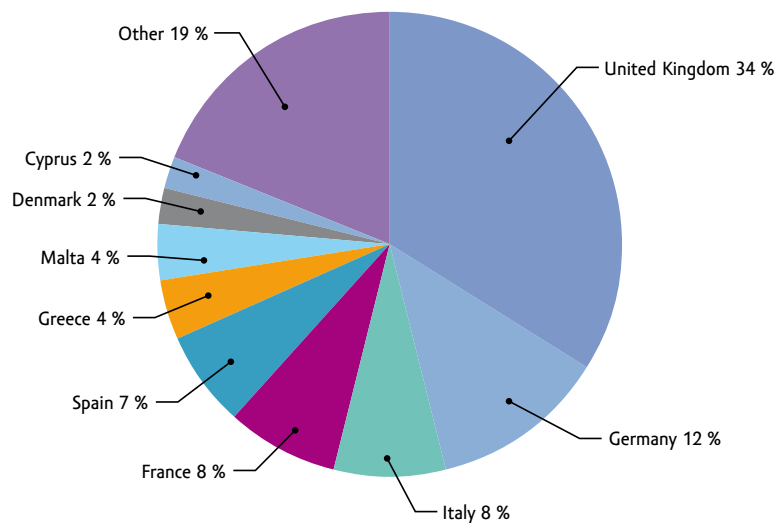


## INTERNATIONAL MOBILITY

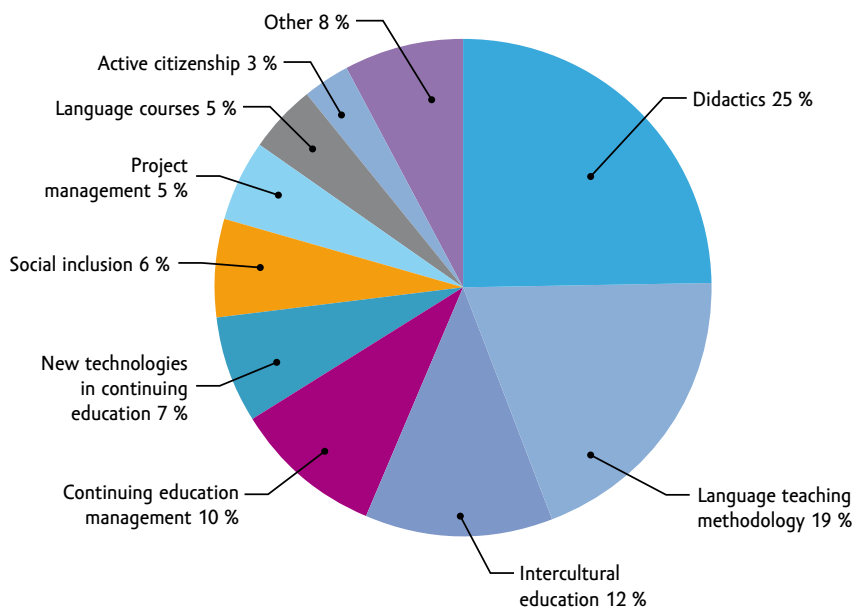
During the period 2007-2012 over 3,000 mobility actions took place within Grundtvig partnership projects, 43 actions for volunteers aged 50 and older and 329 individual mobility actions for adult educators (training courses, placements, assistantships, conferences). The most sought-after countries were, as in Leonardo da Vinci, the United Kingdom and Germany. 81 % of participants travelled to 9 countries as Graph 17 illustrates. Overall, the participants visited 26 European countries.

When taking a closer look at the thematic areas of mobility actions for adult educators, we can see significant interest in didactics, language teaching methodology and also intercultural education.

**GRAPH 17: TARGET COUNTRIES FOR MOBILITY ACTIONS OF ADULT EDUCATORS 2007-2012**



**GRAPH 18: MOBILITY ACTIONS FOR ADULT EDUCATORS BY THEMATIC AREA 2007-2012**

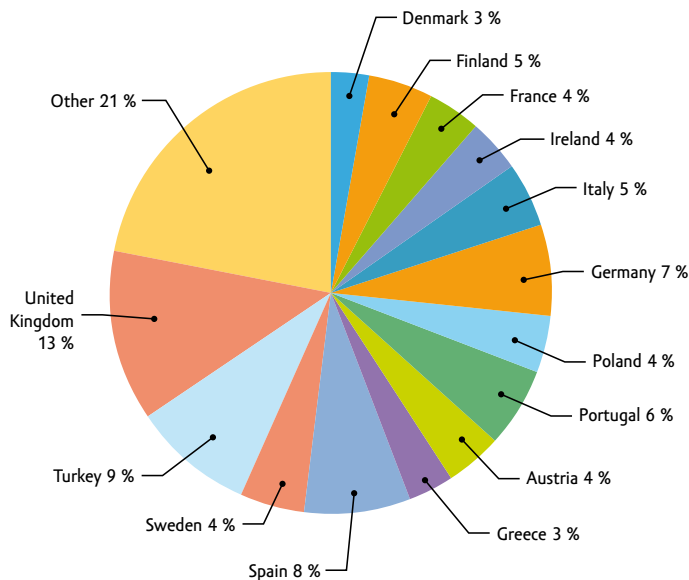




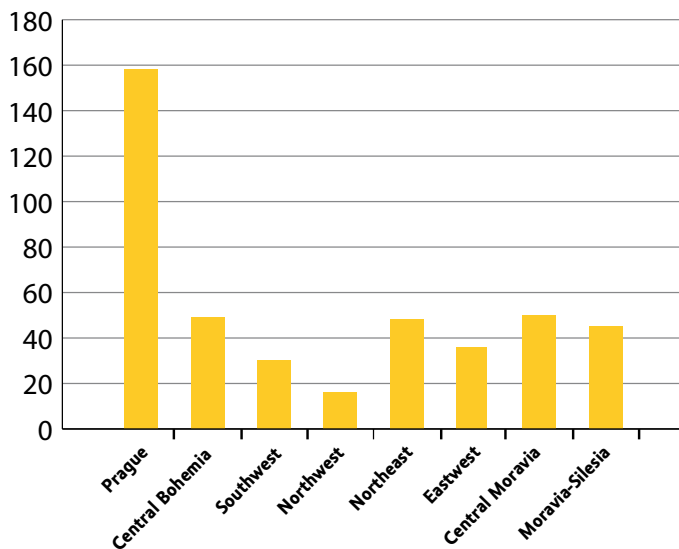
# Transversal programme

469 study visits were undertaken by education policy makers between 2007 and 2012. Study visits for education and vocational training specialists and decision-makers focus on both general and vocational education. 80 % of all visits took place in 14 European countries. The UK is at the top of the scale of most visited countries, followed by Turkey. Approximately 80 Czech experts in education policy-making go for a study visit each year.

**GRAPH 19: TARGET COUNTRIES FOR STUDY VISITS 2007-2012**



**GRAPH 20: NUMBER OF STUDY VISITS BY REGION IN 2007-2012**



Prague provided the largest number of Czech experts undertaking study visits. Other regions accounted for some 10 % of all participants. The smallest number of participants was sent by the Northwest region (only 2 experts from the Karlovy Vary region).

In 2009 the European Commission announced 8 thematic areas for the Transversal programme. Following expert discussion 5 reviewed thematic areas were announced in 2011 and are still in place.

#### Thematic areas 2009–2010:

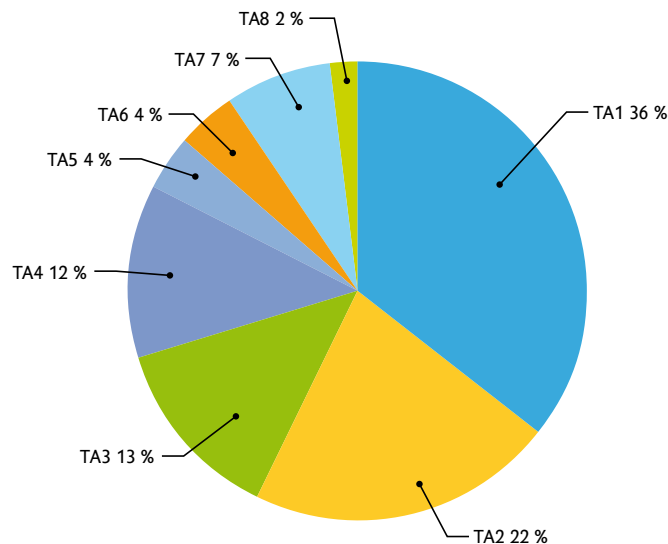
- TA1 – Key competencies for all
- TA2 – Improving access, equal opportunities, quality and efficiency in education and training
- TA3 – Maintaining attractiveness of teaching and improving the quality of management
- TA4 – Education and training for employment
- TA5 – Implementation of joint European instruments, principles and frameworks for lifelong learning, including lifelong counselling
- TA6 – Trends and challenges in lifelong learning strategies
- TA7 – Development of learning communities involving all actors
- TA8 – Promotion of cross-border cooperation in lifelong learning

#### Thematic areas 2011+:

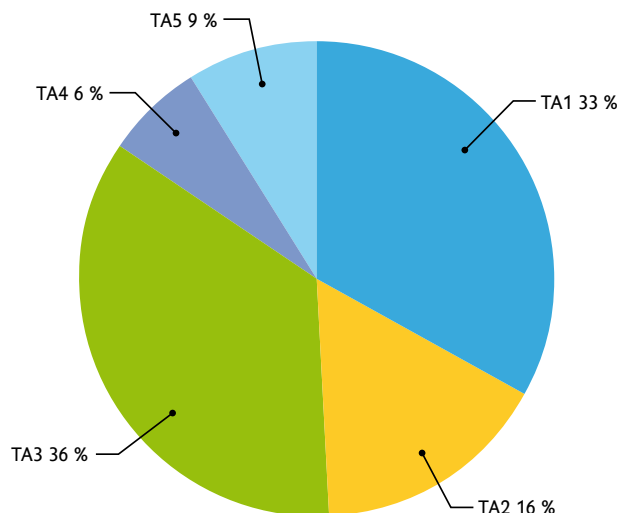
- TA1 – Enhancing cooperation between education and the world of work
- TA2 – Support for initial and continuing training of teachers, trainers and managers of educational institutions
- TA3 – Support for acquisition of key competencies through the system of education and training
- TA4 – Support for social inclusion and gender equality in education, including integration of immigrants
- TA5 – Development of lifelong learning strategies and mobility

Another activity of the Transversal programme is the European Language Label. This award is designed to support new and exceptional activities in language education, to promote them among professionals and to inspire others to implement them in their classes. Over the period 2007–2012 there were 206 language projects and 58 language teachers signed up for the contest. The European Language Label was awarded to 39 projects and 17 teachers were declared European language teacher of the year.

GRAPH 21: STUDY VISITS BY THEMATIC AREA IN 2009–2010



GRAPH 22: STUDY VISITS BY THEMATIC AREA IN 2011–2012



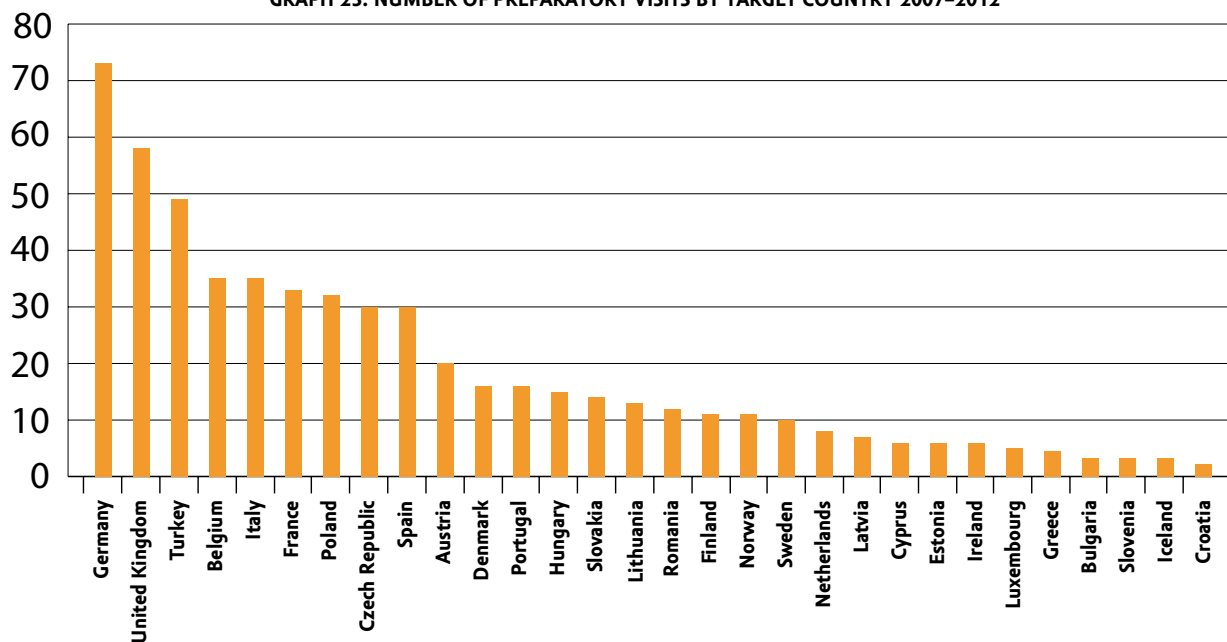
# Preparatory visits

Preparatory visits are organised in all four main sub-programmes of the Lifelong Learning Programme –Comenius, Erasmus, Leonardo da Vinci and Grundtvig. Their purpose is to establish cooperation with potential partners at a contact seminar or to agree on and prepare a partnership project with a specific foreign institution. In the period under review a total of 566 preparatory visits were carried out, of which 30 took place in the Czech Republic. The largest proportion of the Preparatory visits organised within Comenius (94 %) were undertaken by school staff, covering different levels of education (primary schools, secondary vocational and general secondary schools). In Erasmus HE institutions there were organised 95 % of all preparatory visits, in Leonardo da Vinci 71 % of the visits were implemented by secondary and higher vocational schools. Non-profit organisations and institutions providing continuing education were the most frequent organisers of preparatory visits within Grundtvig (66 %).

**TABLE 17: NUMBER OF PREPARATORY VISIT PARTICIPANTS BY SUB-PROGRAMME 2007–2012**

Sub-programme	2007	2008	2009	2010	2011	2012	Total
Comenius	43	76	56	54	42	55	326
Erasmus	0	1	8	6	5	0	20
Leonardo da Vinci	13	18	23	24	27	37	142
Grundtvig	25	17	17	5	7	7	78
<b>Total</b>	<b>81</b>	<b>112</b>	<b>104</b>	<b>89</b>	<b>81</b>	<b>99</b>	<b>566</b>

**GRAPH 23: NUMBER OF PREPARATORY VISITS BY TARGET COUNTRY 2007–2012**



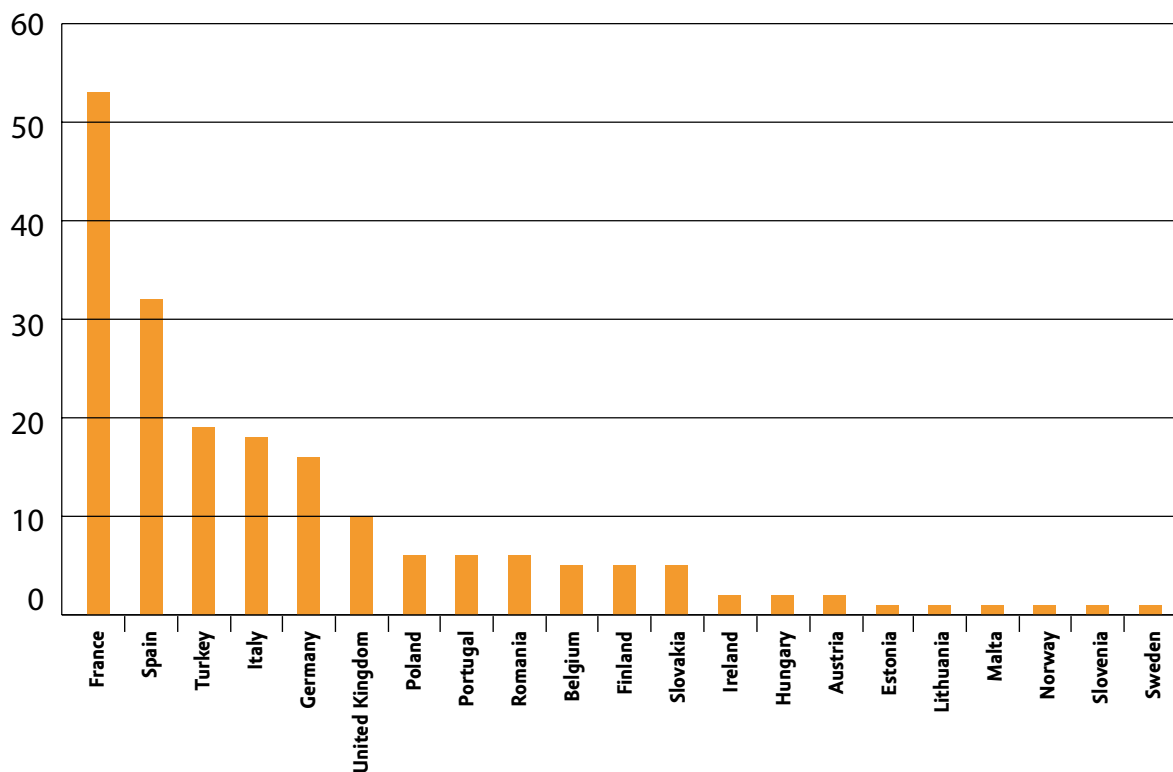
Preparatory visits were carried out in 30 European countries. Germany, the UK and also Turkey were the most sought-after. In 2012 the first 2 preparatory visits took place in Croatia.

# INTERNATIONAL MOBILITY PARTICIPANTS HOSTED BY THE CZECH REPUBLIC

In addition to partnerships and mobility actions, as part of which Czech participants travel abroad, the Lifelong Learning Programme also provides for international guests being received by Czech institutions. The hosting of international participants is part of all LLP sub-programmes.

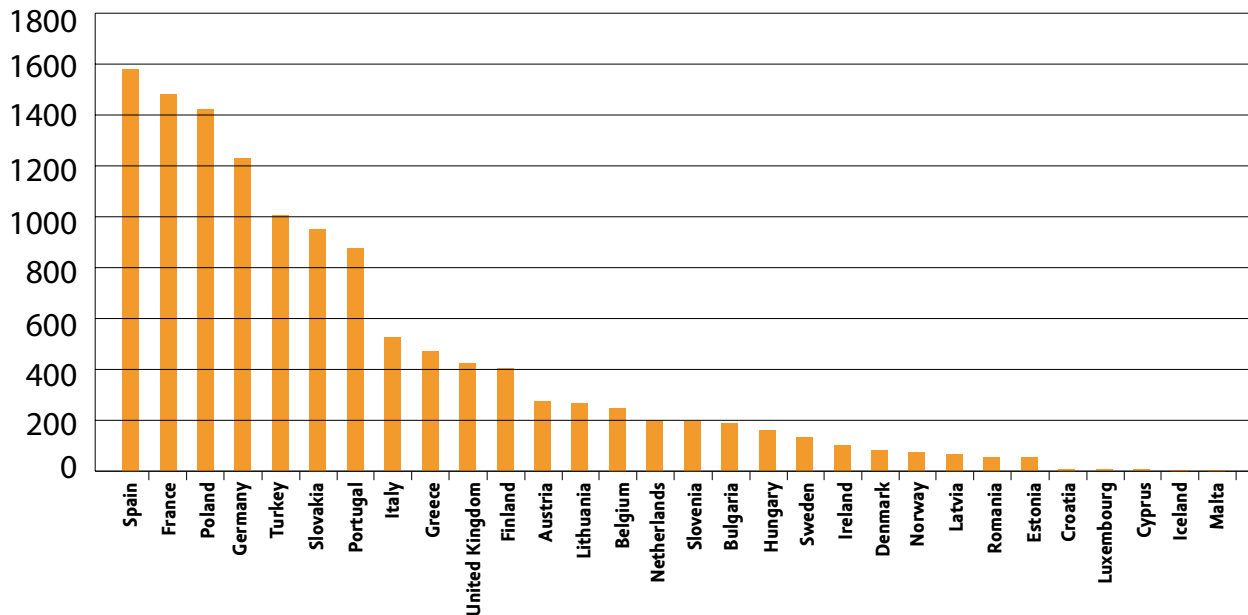
As part of **COMENIUS** the Czech Republic received a total of 193 pupils and future teachers who undertook individual pupil mobility and assistantship actions in 2007-2012. Most of them (53) came from France, followed by Spain (32), Turkey (19), Italy (18) and Germany (16).

**GRAPH 24: NUMBER OF COMENIUS INTERNATIONAL PARTICIPANTS AT CZECH HOST INSTITUTIONS BY SENDING COUNTRY 2007-2012**

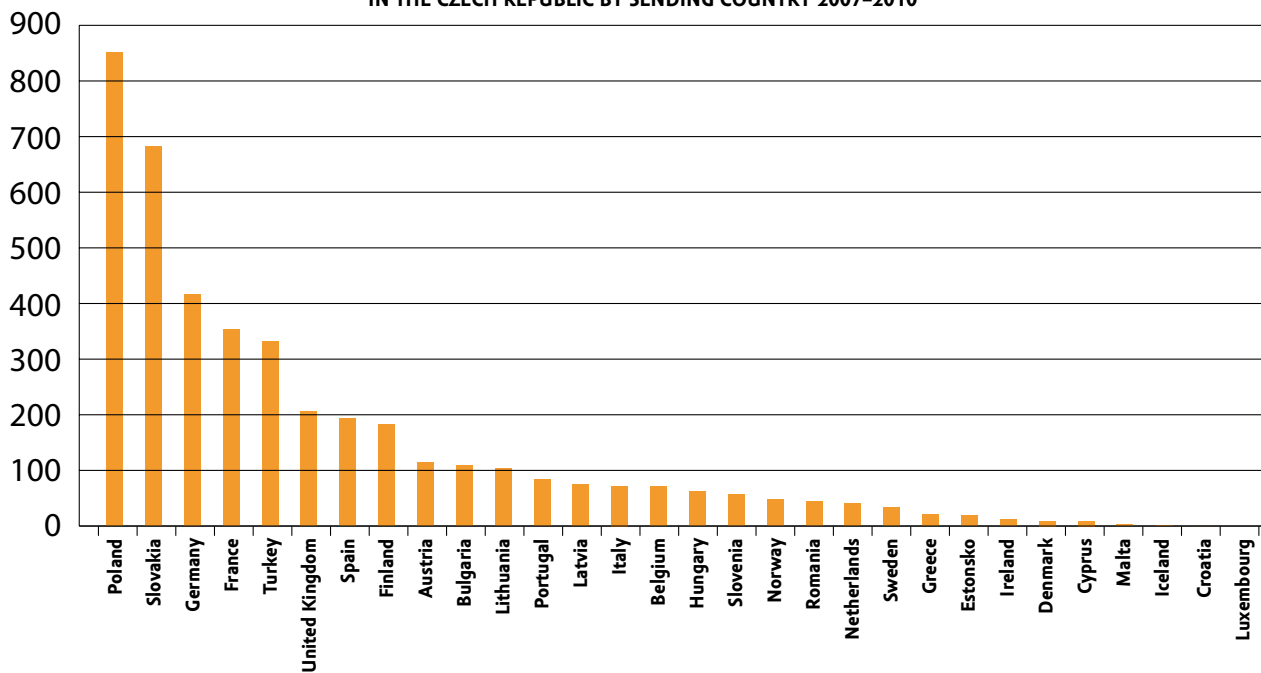


The largest number of participants coming to the Czech Republic can be seen within the ERASMUS sub-programme. Higher education students and teachers nowadays consider study and teaching abroad to be a regular part of the educational process and thanks to support from the Erasmus sub-programme the number of such mobilities is growing. Between 2007 and 2010 a total of 12,506 students and 4,312 HE staff arrived in the Czech Republic to study and to work here respectively. Spain provided the highest number (1,581), followed by France (1,481), Poland (1,422), Germany (1,228) and Turkey (1,006). The largest number of HE staff came from Poland (852), Slovakia (682), Germany (416) and France (354).

**GRAPH 25: NUMBER OF ERASMUS INTERNATIONAL STUDENTS ARRIVING IN THE CZECH REPUBLIC BY SENDING COUNTRY 2007-2010**



**GRAPH 26: NUMBER OF ERASMUS HE STAFF ARRIVING IN THE CZECH REPUBLIC BY SENDING COUNTRY 2007-2010**

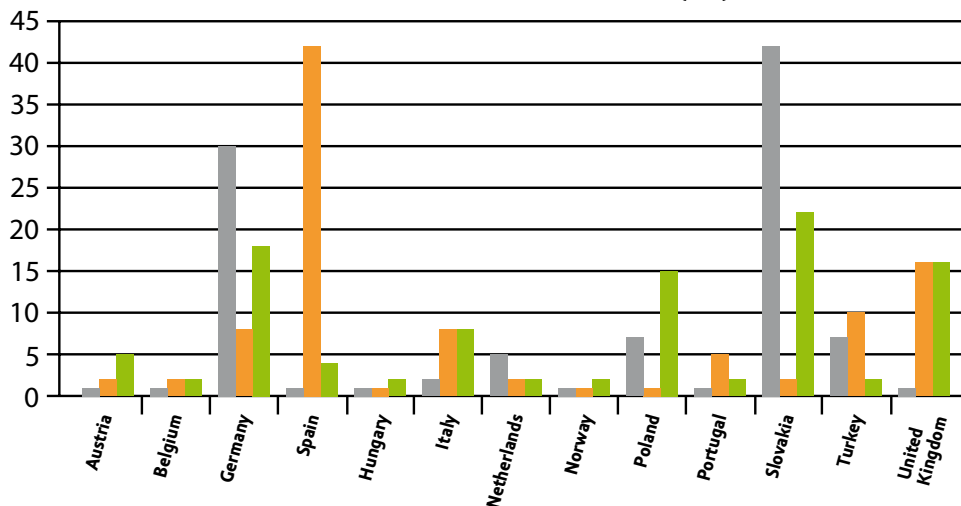




As part of **LEONARDO DA VINCI** Mobility Projects a total of 5,882 individuals visited the Czech Republic in 2007-2012. The largest number of participants was from initial VET (3,933). There were 1,130 persons in the labour market and VET staff amounted to the lowest number (819). Regarding the number of participants from individual countries, most came from Slovakia (66), followed by Germany (56) and Spain (47).

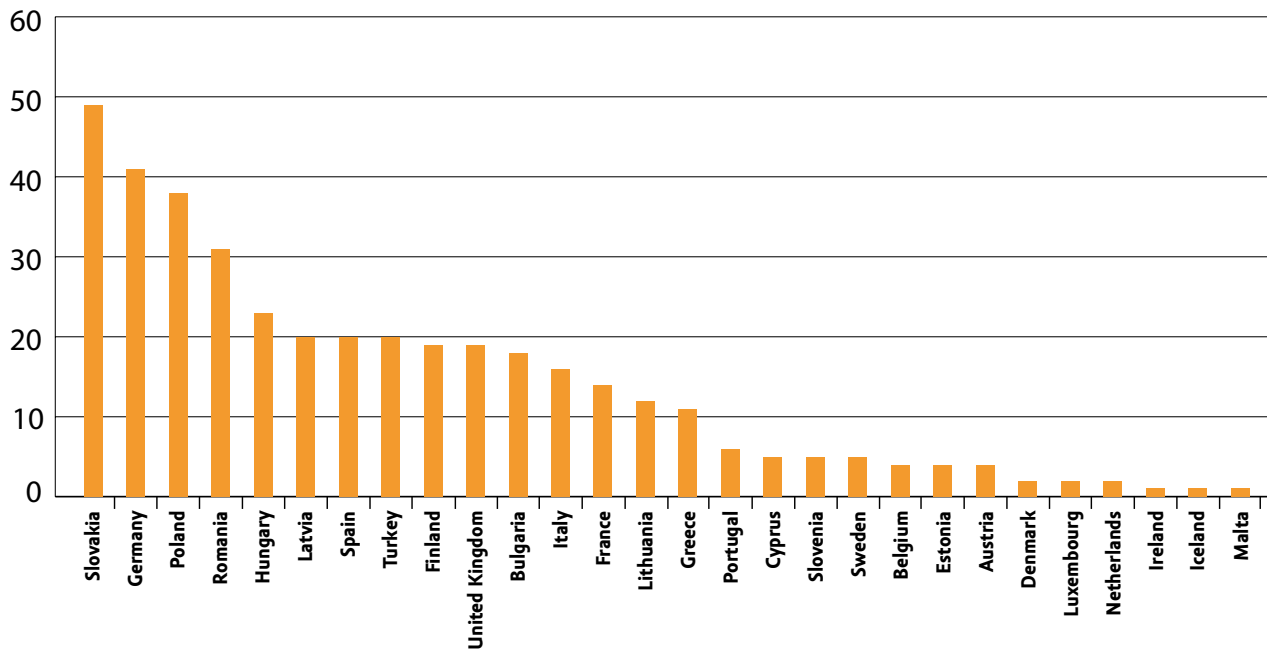
- Initial VET participants
- People in the labour market
- VET staff

**GRAPH 27: NUMBER OF LEONARDO DA VINCI INTERNATIONAL PARTICIPANTS ARRIVING IN THE CZECH REPUBLIC BY SENDING COUNTRY (IN %) 2007-2011**



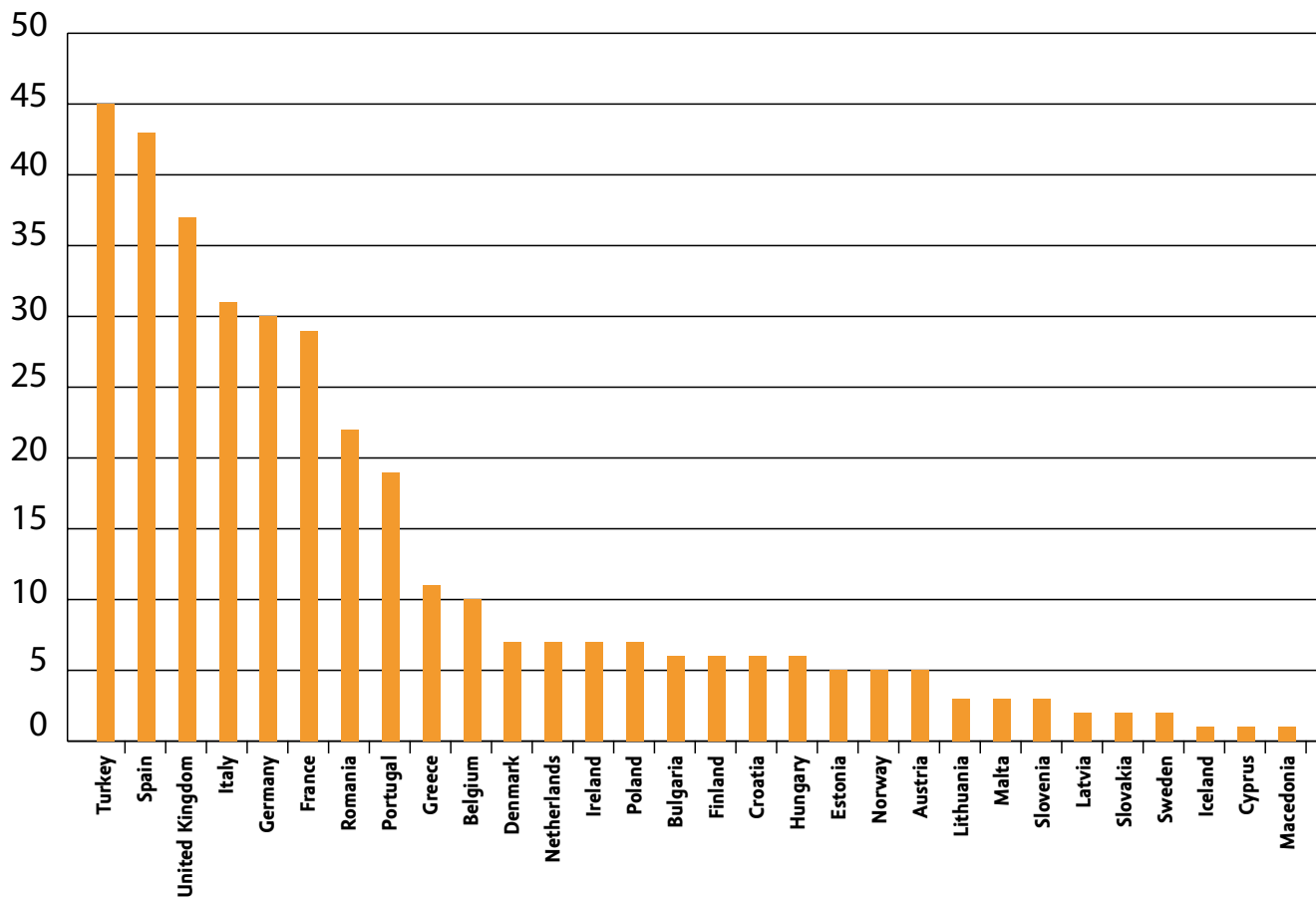
As a part of GRUNDTVIG, a total of 393 adults came to the Czech Republic during the period 2009-2012. Most of them (354) attended workshops organised in this country, and only a small proportion (39) participated in volunteering projects for senior citizens aged 50+. Most people came from Slovakia (49), Germany (41) and Poland (38).

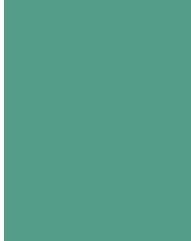
**GRAPH 28: NUMBER OF GRUNDTVIG INTERNATIONAL PARTICIPANTS ARRIVING IN THE CZECH REPUBLIC BY SENDING COUNTRY 2007-2012**



A total of 362 study visits were implemented by education policy-makers from 30 European countries who arrived in the Czech Republic between 2007 and 2012 as part of the **TRANSVERSAL PROGRAMME**. Most of them came from Turkey (45), Spain (43) and the United Kingdom (37).

**GRAPH 29: NUMBER OF INTERNATIONAL PARTICIPANTS IN STUDY VISITS  
ARRIVING IN THE CZECH REPUBLIC BY SENDING COUNTRY 2007-2012**





### III. ERASMUS IN OPINIONS



## AN OVERVIEW OF SELECTED DATA FROM THE QUESTIONNAIRE SURVEY AMONG ERASMUS PARTICIPANTS

The statistical data for the Lifelong Learning Programme are complemented by information from and the opinions of the largest group of Czechs involved in international mobilities – Erasmus mobility participants. The questionnaire survey among individuals who completed student mobility for study and placement abroad was carried out between 12 February and 12 March 2013. Those who undertook student mobility for study or placement between 2004 and 2012 were addressed with the use of the NAEP database and also with the assistance of HE institutions. In total 2,530 respondents filled in the electronic web-based questionnaire.



The largest share of respondents visited Germany (14.5 %), followed by France (12.5 %) and Spain (11.1 %). One third of the respondents (33.9 %) stated that they had undertaken another study visit or placement abroad besides the one within Erasmus.

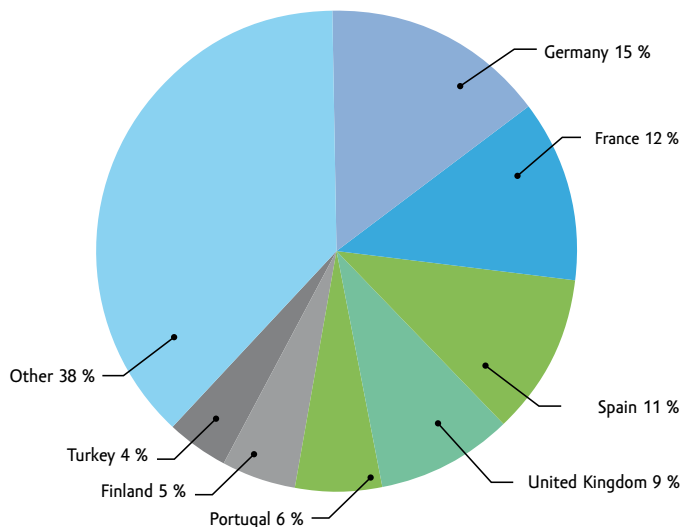
The overwhelming majority of those polled were successful when applying for Erasmus resources for the first time. Only 4.5 % had to apply more than once. 81.8 % of the respondents stayed in the country they most preferred over the long term. 68.5 % of mobility for study or placement participants managed to stay in the institution/organisation they most preferred over the long term.

Less than 50 % of the respondents (46.8 %) stated that the scholarship they received covered their basic needs (food, accommodation, study materials). In addition to Erasmus resources, most participants had funds from their parents along with their own money (45.5 %), 15.7 % covered additional expenses from parents' money and 15.7 % used exclusively their own savings in addition to the programme funds.

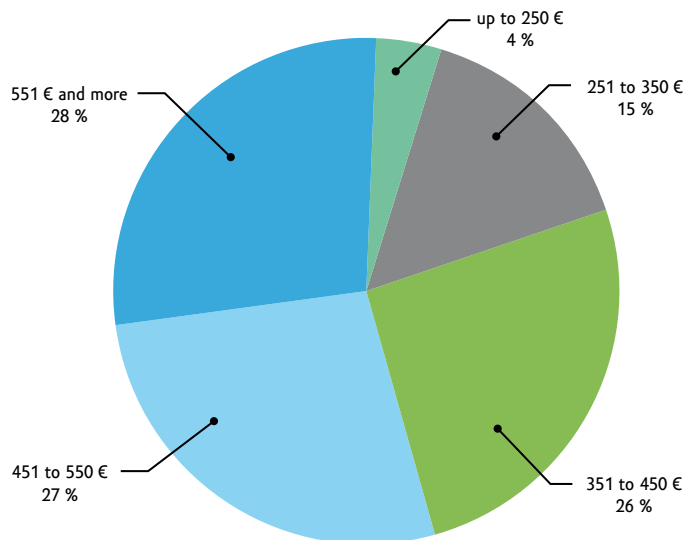
The following finding is of major importance in our opinion: in a situation where there was only the programme grant without a possible contribution from other sources (parents, own savings), Erasmus participation would only be considered by 61.5 % of the respondents. On the other hand, one positive finding is that the differences between the respondents' answers do not depend on the level of educational attainment of their parents (61.8 % for higher education, 60.7 % for full secondary education with "maturita" and 66.1 % for secondary education with a vocational certificate). Nor do the answers differ depending on the parents' occupational status.

The amount of the grant varies by target country and the year of the mobility action. In the 2012/13 academic year the monthly grants ranged from 226 € to 583 €. For placements it was between 323 € and 806 €. Most of the respondents stated they had a grant amounting to 551 € or more per month. The graph below shows an overview of the average total amounts covering the necessary expenditure.

**GRAPH 30: SHARES OF COUNTRIES HOSTING ERASMUS MOBILITY PARTICIPANTS**

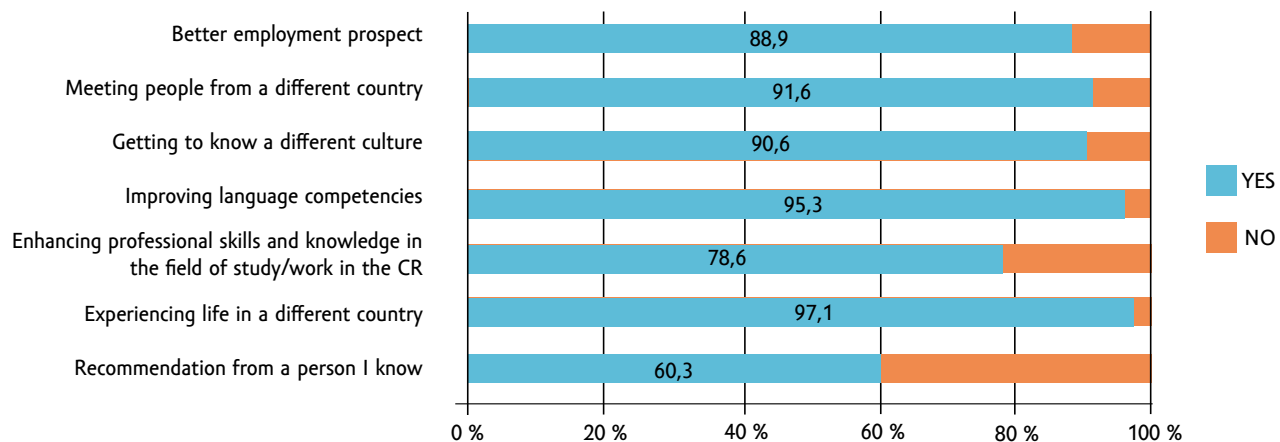


**GRAPH 31: ANSWERS TO THE QUESTION: "PLEASE ESTIMATE YOUR AVERAGE MONTHLY COSTS (IN EURO) OF THE BASIC NECESSITIES – FOOD, ACCOMMODATION, LOCAL TRAVEL FEES, STUDY MATERIALS."**



As the following graph illustrates, the strongest motivator behind the Erasmus experience was the desire to try to live in a different country. The weakest motivator was recommendation from someone the respondent knew on the basis of their own experience.

**GRAPH 32: ANSWERS TO THE QUESTION:  
"WHAT WAS YOUR MOTIVATION TO APPLY FOR AN ERASMUS MOBILITY?"**





## Selected comments by participants in the questionnaire survey

- If possible, arranging for accommodation with non-Czechs, otherwise one is not forced to speak the foreign language.
- One should go for it without hesitation, it is a great opportunity that will be hard to get after studies.
- It was an excellent life experience. The language and social skills I have acquired helped me to get an excellent job in an international company.
- It was the best experience during my doctoral studies, both personally and professionally.
- It was fantastic both in terms of my profession and practical life experience. I am really grateful I could take part in the project and will never forget it.
- Yesterday I completed another study visit and today I have started a placement. It is only when looking back that I can appreciate how straightforward the Erasmus administration was, and I am thankful for this.
- Thanks to the placement I got a host of contacts with major figures in my field. The placement helped me finding a job in the Czech Republic that I took up shortly after completing the placement.
- Many thanks for the chance to study abroad! It is a valuable experience. On top of everything else, I have found my partner there.
- I believe that each higher education student should spend at least one semester abroad – either to study or to undertake a placement. The experience was very enriching – perhaps not so much professionally, but socially.
- I recommend that even adult students who study while working should go for it. I am really grateful to my faculty (Faculty of Environment, Jan Evangelista Purkyně University) for this opportunity. I still draw on the experience.
- Erasmus was the best period of my life. It was far from being a holiday, as some people claim it is, we were sometimes snowed under with work, but most of the time we managed, although the study results were not that great.
- Erasmus was a very good experience for me. Thanks to the stay abroad I realized I could work in a foreign country in the future.
- Erasmus was a challenge that was worth it. I have improved my English and gained self-confidence, the feeling that I can look after myself even hundreds of kilometres away from home.
- Erasmus is the best programme to integrate Europe.
- Erasmus provides a very enriching experience, I have learned a lot about myself. New perspectives have opened up concerning life, the world and my future.
- For me Erasmus was the beginning of my new journey, and the process of realising what I want.
- It is nice to have a chance both to study and work as part of Erasmus.
- Participation in Erasmus was the best decision in my life. Back home I see things differently. The experience opened my eyes, taught me to look after myself. I recommend the programme to everyone.
- I wish everyone could take part in Erasmus. I most benefited from the opening of new horizons, becoming independent and, last but not least, the possibility to compare teaching and life there with what we have in the Czech Republic.

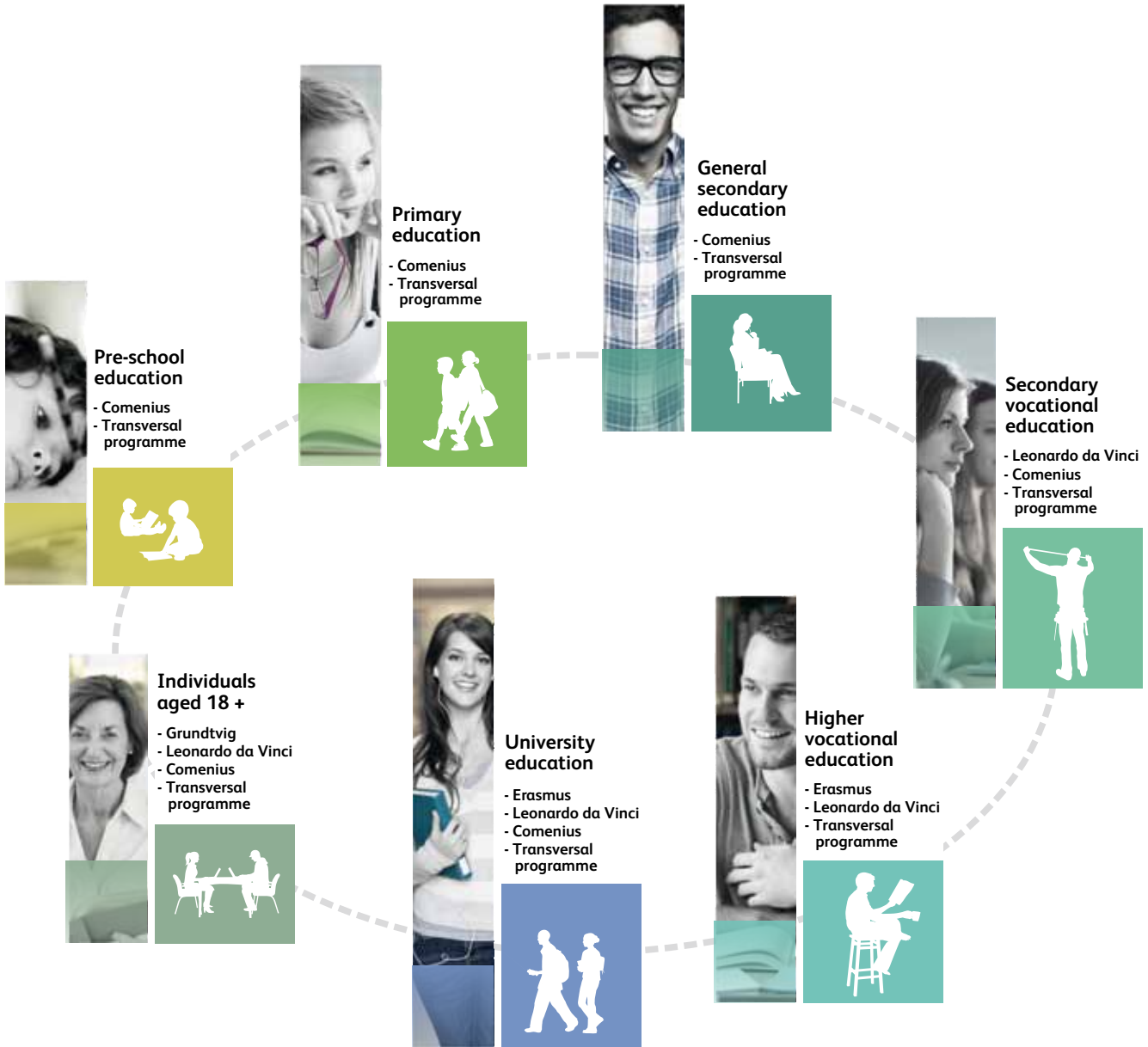
## IV. PROGRAMMES FOR INDIVIDUAL BENEFICIARIES



### OVERVIEW OF INSTITUTIONAL AND INDIVIDUAL INVOLVEMENT

Although the 2007-2013 period brought about easier navigation through the sub-programmes' structure, their number and specific focus could still make it rather difficult for prospective participants to understand. This part of the publication will guide you through the individual sub-programmes from the perspective of an applicant. Various target groups were eligible within the Lifelong Learning Programme, both individuals and institutions. The objective of this chapter is to provide a clear overview of the opportunities for each of the target groups.







## PRE-SCHOOL EDUCATION

### Opportunities for participation in the Lifelong Learning Programme

Pre-school education is primarily supported by the **Comenius** sub-programme that is specifically focused on pupils and students (including pre-school age categories) and teachers. The **Transversal programme** is another possibility, as it covers cooperation and innovation, languages, information and communication technologies and dissemination and exploitation of results. Participation in the **European Language Label** competition could be interesting for pre-schools. It aims to provide awards for innovative projects or activities concerned with language learning.

### Example of an activity

*The Karlovy Vary 1<sup>st</sup> Kindergarten took part in the Comenius sub-programme and cooperated with a kindergarten in Katrineholm, Sweden. As part of the continuing training of teachers the Czech kindergarten teachers spend one week job shadowing their Swedish counterparts during their day-to-day work duties.*





# PRIMARY EDUCATION

## Opportunities for participation in the Lifelong Learning Programme

Individuals involved in primary education can apply for resources primarily within the **Comenius** sub-programme that is designed, among other things, to support basic school pupils and teachers. The **Transversal programme** is another scheme that provides a framework for assisting and motivating teachers. In the context of basic education the programme's decentralised activity – **European Language Label** – was particularly important.

### Project examples

*The Basic school in Dub nad Moravou was one of the successful applicants. The objective of the project was to enhance the language competencies of the pupils and to improve their English. The school cooperated with three foreign schools in Poland, Hungary and Romania.*

*Another example is the European Language Teacher 2010 title that was awarded to Ms Hana Nápravníková, mainly for her teaching of preschool and school children up to 10 years of age and her extraordinary level of personal commitment. The school where Ms Nápravníková works (Basic school of German-Czech understanding and Thomas Mann grammar school in Prague) received the 2005 European Language Label award for its approach to teaching the German language. In 2007 the same award for a range of accompanying activities was conferred on the JO-YO civic association that cooperates with the school and other organisations providing German language teaching.*





## GENERAL SECONDARY EDUCATION

### Opportunities for participation in the Lifelong Learning Programme

**Comenius** is also the paramount programme for schools providing general secondary education. Teachers, other school staff and students may be supported as a part of the programme activities. The resources are designed to foster the development of international cooperation between secondary schools in European countries. Secondary school staff, particularly headmasters and their deputies, can also draw on funds earmarked for supporting the implementation of study visits within the **Transversal programme** and they can sign up for the **European Language Label** competition that highlights innovative language learning projects and activities.

### Project examples

*Česká Lípa Grammar school is one example of an institution involved in the Transversal programme and the European Language Label. The school promoted a project entitled "TOP10 Favourites for EU Teenagers" that aimed at enhancing the language competencies of children aged 14 to 16.*

*Another interesting project topic was presented by Matyáš Lerch Grammar school in Brno. As part of Comenius the participants explored the day-to-day reality of the 1960s in parts of the European continent at a time when it was divided by ideology and political arrangements.*





# SECONDARY VOCATIONAL EDUCATION AND TRAINING

## Opportunities for participation in the Lifelong Learning Programme

The needs of all individuals involved in teaching and learning activities at the level of secondary vocational education and training are fostered by the **Leonardo da Vinci** sub-programme. Efforts to share the breadth of European cultural diversity and languages are supported by the **Comenius** sub-programme that is open to both pupils and teachers. The staff at secondary vocational schools, primarily the headmasters and their deputies, can also apply for funds within the **Transversal programme** in order to carry out study visits. There is also a possibility to sign up for the **European Language Label** competition concerned with language learning.

## Project examples

*A Leonardo da Vinci project entitled “Key Competences in the European Union” was carried out by the Hospitality school in Třebíč. The partners were institutions from Finland, Sweden, Germany, Portugal and Spain. The project revolved around placements of students in partner schools with a similar focus.*

*The Leonardo da Vinci sub-programme was also used by Holečkova School, a school in Prague that provides secondary, primary and preschool education for pupils with hearing impediments. As part of a mobility project groups of 3<sup>rd</sup> grade secondary school students in the hospitality programme undertook work placements. The project partner was a leading educational centre administered by Diakonia in Schleswig Holstein in Germany.*

*A Comenius project entitled “What’s in It?” was carried out by a tertiary professional and secondary school offering health programmes in Hradec Králové. The project was carried out in partnership with institutions from Italy, Finland and France and focused on the topics of democracy and active citizenship and the way they are interconnected with health and lifestyle issues.*

*Another example is a project promoted by two schools, the Secondary technical school of mechanical engineering and the Professor Švejcár Secondary technical school, in Plzeň. Its title was “e-ANTS: European Automated Network of Teaching Systems” and it was carried out in cooperation with German partners.*







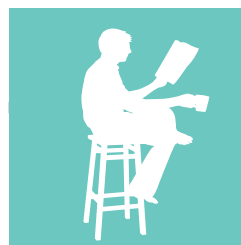
## HIGHER VOCATIONAL EDUCATION

### Opportunities for participation in the Lifelong Learning Programme

The **Leonardo da Vinci** sub-programme is suitable particularly for organising placements for tertiary professional school students, graduates and teachers.

Another option for tertiary professional schools that wish to obtain resources is the **Erasmus** sub-programme. They may apply for funds on condition they meet requirements concerning the level of study set by the Ministry of Education, Youth and Sports.

TPS staff, particularly directors and their deputies, may also draw on funds intended for funding study visits within the **Transversal programme**. Institutions providing education at this level may also take part in the **European Language Label** competition.



# HIGHER EDUCATION

## Opportunities for participation in the Lifelong Learning Programme

University education is covered by the **Erasmus** sub-programme. Its main objective is to improve the standards of, and enhance the intensity and quality of cooperation between HE institutions and between HE institutions and enterprises. Participation is possible on condition that the institution obtains the so-called Erasmus University Charter (EUC) certificate issued at the HE institution's request by the European Commission. If awarded the certificate, the institution is eligible for applying for funds.

Students and recent graduates of teacher training programmes may also benefit from the **Comenius** sub-programme, specifically from Comenius assistantships.

Moreover, HE institutions may engage in the **Leonardo da Vinci** sub-programme – **Multilateral Projects / Transfer of Innovation** and **Mobility Projects**.

Staff at teacher training faculties may draw on funds designed to support study visits as part of the **Transversal programme** and they may also compete for the **European Language Label** award.

## Project examples

*The Erasmus sub-programme is largely used by HE students to fund study visits or placements at foreign partner institutions. One of these students is Zuzana Bahulová who expanded her knowledge in her subject area at the Fine Arts Academy in Katowice.*

*Another interesting example is the placement undertaken by Vojtěch Pošmourný, a student taking a Master degree programme at the Faculty of Architecture at the Czech Technical University in Prague. He spent 3.5 months working in a studio in Rome.*

*One example that is truly inspirational is the involvement of the Faculty of Construction of the VŠB – Technical University in Ostrava in the “BRIBAST” project (Brownfields in Baltic States: Lifelong Educational Project). The project partners were the Technical University in Bratislava, the Institute for Sustainable Development in the Czech Republic, the Technical University in Lithuania and the Institute for Technical Education in Latvia. The project dealt with the regeneration of brownfields (for example, derelict areas with dilapidating residential buildings, unused transport depots or defunct industrial zones).*





## EDUCATION FOR INDIVIDUALS AGED 18+ WHO HAVE COMPLETED INITIAL EDUCATION

### Opportunities for participation in the Lifelong Learning Programme

The learning and teaching needs of people involved in all types of adult education are fostered by the **Grundtvig** sub-programme.

The adult population may also take part in mobility projects within the **Leonardo da Vinci** sub-programme. These mobilities must be focused on vocational education and training or they may take the form of placements in companies or in educational institutions. Institutions providing some form of adult education may also be eligible within the **Transversal programme**.

The **Comenius** sub-programme funds the continuing professional education of teachers via individual grants. Recent graduates of teacher training faculties may use the resources to take up long-term assistantships at foreign institutions.

It is also worth mentioning the opportunity for so-called “Third-Age Universities” to obtain funding. These institutions are increasingly popular and also active in the international arena – particularly through the **Grundtvig** sub-programme (mobility and projects).

### Project examples



*The Grundtvig resources were used by the Partner Association in Litvínov to implement a project entitled “Chances-Knowledge-Responsibility”, which aimed at restoring traditional crafts in border areas. The partners were organisations from Germany and Poland.*







# V. RECOMMENDATIONS BY PARTICIPANTS IN THE LLP - INSTITUTIONS AND INDIVIDUALS

## Recommendations by institutions implementing a project as part of one of the LLP sub-programmes

In this part of the publication we provide an overview of the most frequently stated recommendations given by those who undertook projects or mobility actions within some of the sub-programmes of the Lifelong Learning Programme. The recommendations are grouped according to whether they are provided by an entity organising a project or by an individual who took part in some of the LLP activities.

### Recommendations by institutions implementing a project as part of one of the LLP sub-programmes

- The introductory “awareness-raising” stage is considered to be important. During this stage the students are informed about the project activities, their role in it and the level of their anticipated involvement. This part of project implementation should be launched following project approval, so that it is clear that the talk about the project activities and student involvement is not just theoretical.
- Involvement in projects of this kind that includes international activities is very much recommended. The contact with an international environment and the need to cope with this challenge have prompted the students to make a leap forward in terms of their personal development.
- It is good to write notes during the implementation, since this helps in putting together the final report.
- One individual cannot be made responsible for the implementation of all projects, and this is particularly true of a small institution. It is advisable to make a sound judgment as to one’s resources when one has to fulfil regular work duties.
- As for exchanges, it is necessary to think carefully about the choice of partners. In countries with a different culture parents may not agree to accommodate students in their homes.
- It pays to organise a meeting with parents, former students and their parents as early as the project preparation stage. This facilitates sharing of experience, parents get a clearer idea about the project and the exchanges, as a result of which they will feel more at ease and willing to cooperate. They also get a better idea as to the number of exchanges (both from the Czech Republic and to the Czech Republic).
- Institutions implementing a project for the first time should consider addressing a smaller number of partners for cooperation. Moreover, partners with similar cultural and family patterns are recommended (such as the Czech Republic, Slovakia, Poland).
- On the other hand, with some experience under the belt, it is good to go for a wider degree of cooperation with partners – the more partners, the more enrichment and diversity.
- Sending messages, even short ones, about ongoing project activities to partners turned out to be helpful in some projects, as the partners had up-to-date information and were motivated to cooperate. For example, a joint e-mail address was found very useful.
- One should not be afraid of the project administration – it is advisable to seek assistance from someone with experience who can help overcome the initial difficulties.

- The necessary team size should not be underestimated. For example, one activity per month may turn out to be problematic with small teams if the person responsible falls ill or cannot work on the project for other reasons. Also, beware of specific situations – illness, maternity leave, contracts coming to an end, etc. Replacement must always be feasible.
- Cooperation of all teachers or at least most of them is a must, particularly in small institutions. It is advisable to hold joint meetings and discussion concerning the scope, timing and nature of project activities. It is also important that the school management are involved and receive up-to-date information.
- One must also bear in mind that the level of grants allocated varies from country to country.
- It is warmly recommended to study information on the NAEP website and to visit the seminars organised by the agency.
- It is always good to pick an interesting topic.
- Ensuring the highest possible degree of involvement on the part of pupils/students, bringing them along to visits at partners’ institutions.
- One should not underestimate the importance of promotion (radio, printed media, the internet). The project may be used to promote the school among the public as a value added to the regular study programmes. It may also give the school a competitive edge compared to other educational institutions. In this respect it is good to use existing contacts (e.g. pupils’ parents, graduates, etc.).
- Agreeing on specific rules for cooperation with the partner right at the outset is of enormous importance (e.g. whether pupils will stay with families, what the meals arrangements will be, what the communication flows will look like, etc.). This will help prevent potential problems during implementation.
- One should not be embarrassed to speak with partners about finance, student involvement, outputs, etc.
- There should be agreement that all basic information will be provided to all partner projects via an agreed communication channel.
- It is advisable to store all data in a digital form so that they are accessible for all partners and there should be one main administrator.
- It is necessary to respect the cultural specificities of the partners and it is good to get familiar with these beforehand (e.g. excessive openness may be uncomfortable for some).
- Recommendation for coordinators: The more pupils are involved in project implementation, the stronger their motivation and sense of responsibility (e.g. in one project the coordinator put students in charge of all ICT matters and only acted in a supervisory role).
- Cooperation and specialisation have proven to be successful – i.e. working groups specialising on particular topics (e.g. IT administration, promotion, etc.).
- Accommodation in families is recommended. This makes the experience of visiting a foreign country much more intense and, in terms of finance, it is cheaper.
- If research is to be part of the project, it is advisable not to underestimate the development of research methodology.
- Voluntary participation of pupils/students in the project eliminates the problem of low activity and motivation levels (“mandatory” involvement of students from one grade turned out to be unsuccessful). It is also necessary to bear in mind that involvement of students of various grades is much more demanding in terms of organisation.
- It is important to deal with various aspects of the project even before applying for resources – this makes project implementation easier.
- The key issue is a good choice of grade (it is better to make use of the eagerness of first-graders, as in the 4<sup>th</sup> grade students are more busy).
- It is possible to start without finance – e.g. to set up exchanges with partners (this is not costly) and then to make use of this experience and apply for money.

### Recommendations by individuals involved in one of the LLP sub-programmes

We present one set of recommendations concerning both placements and study visits. These are often practical tips related to staying abroad and organising the trip. First there are recommendations based on specific advice of participants in placements. They are followed by recommendations of those who undertook study visits.

- The key point is undoubtedly the right choice of institution/organisation to undertake the placement. It is therefore recommended to pay a lot of attention to this. Moreover, one must reckon with the fact that the responses of employers contacted may not be quick or positive. It is therefore advisable to start looking for a suitable organisation at least 9 months before the start of the placement.
- Checking communication channels with the future employer. There may be delays in sending important documents and materials that may be due to failure on the part of the post office.
- Doing things well in advance. Every act takes time, even finding a suitable organisation is time consuming. It is good to combine electronic with telephone communication or writing (a letter + a CD presentation of work). One should not let oneself be brushed off, a lack of interest on the part of the employer may be caused by excessive workload, holidays, etc. It pays to individualise the letters/emails to let the organisation know you are familiar with what they do (not sending a universal text). It is advisable to address a number of employers.
- Placements are common in foreign countries, employers know the ropes – there is no need to worry about contacting them.
- Do not worry and go for it. When seeking a placement in artistic fields it is necessary to have a portfolio of work. A printed portfolio sent by post is an advantage.
- It is important to be clear about what you want – what employer, what field. Sometimes there is a limited number of employers in the given field.
- Ask yourself what you are doing and why and answer the question with honesty. One year is a time that may be either “squandered” or made full use of. Time flies and one should get something out of the placement for life and work. Placements are more about accepting responsibility for oneself when compared to study visits. There is this one chance and you should grasp it.
- It is about getting rid of worries, taking decisions and dealing quickly with challenging situations. Every week is valuable, given the limited time of the placement.
- One gets to do interesting work. Nevertheless, placements have specific rules. You can be employed in an organisation where getting a real job would probably be difficult. But the credentials are then very useful when you look for employment later on.
- It is better not to have high expectations and then be surprised in a positive way.
- You should not underestimate the winter period in southern countries. The houses normally lack proper heating and insulation, it is good to have warm clothes and get a convector heater.
- It is practical to bring a bicycle and use a car to travel to the destination. Although you can buy everything once you are there, these would be additional costs, so it is better to bring your stuff. You can bike instead of using public transport.
- It is great if you know the language of the country you are to stay in, not just because of communication with locals.
- One should accept the local situation, customs, food and traditions, and to try to learn as much as possible, instead of saying that it is better at home.
- Get involved in local life immediately when you get there. For example, it is good to follow practical information about local events.
- It is advisable to meet students who have undertaken the scheme before departure.
- The minimum period is 3 months, but it’s much better if you can stay longer. If you think of getting a job with the same employer after the placement, then a shorter period is better – when the placement is officially over, there is time to change the work terms. Of course, there is a risk of failure.
- It is appropriate to decide on the destination after due deliberation and focus should be on institutions of good quality and reputation. The point is that there are many students involved in Erasmus and the participation itself constitutes no major competitive advantage. If the implication of studying abroad is that you face difficulties with your study schedule at home, one should also consider the overall benefits of the studies abroad.



- Do not be passive and when back home you should make sure that credits for the study visit are recognised.
- Students normally have to pay for their study materials. This is something one should bear in mind.
- It is good to communicate with the student services department of the receiving institution beforehand and find out details about accommodation, topics of lectures and credit recognition.
- One should communicate with the coordinator at the home institution and agree on terms for recognising examinations taken abroad by the home institution.
- It helps if you arrange for accommodation in a building with other students in various disciplines.
- One should make use of one's time from the very outset, as the study visit passes very quickly. Therefore it is recommended that students undertake a longer stay, preferably one year.
- You should not put off your studies abroad. Students often hesitate and then, with their graduation and final dissertation approaching, they end up not going anywhere.
- It is good to buy discount vouchers for travel (trains) and museums.
- It is useful to find a group of people with the same interest, as there is normally a stronger sense of belonging and one gets support and practical information about life in a foreign environment.
- Be open to changes – you will find many things that are done differently in another university and you should be prepared to go with the flow.
- If you want to establish a relationship with the country, you must be in contact with local students and other people and learn at least the basics of the language. You cannot just be in the community of international students.
- It is recommended that you sign in for courses for local students, not for Erasmus students.
- You should study the history of the country where you are going to study.
- If your language competence is weak, it is perhaps better to go to a country where the given language is not the national language. You feel less shy and get to speak it gradually and with more ease. This is very good

“to get you going”. As opposed to this, if you have good knowledge of a language, it may be better to study in a country where the language is the national one.

- One can also use the opportunity to learn the national language of the given country (e.g. French or Dutch in Belgium).
- It is advisable to read reports about mobility actions by Erasmus students who travelled in the same country, or even to the same institution. One can read a lot of practical advice concerning studies and the location. The reports are to be found at <http://erasmus-database.naep.cz>.



# VI. THE LIFELONG LEARNING PROGRAMME IN STORIES

## SUCCESSFUL PROJECTS AND VISITS – CASE STUDIES

### COMENIUS / MULTILATERAL SCHOOL PARTNERSHIPS

#### Project title:

**“Our European Newspaper”**

#### Beneficiary:

**Basic school in Přerov**

Za Mlýnem 1  
750 02 Přerov

[www.zszamlynem.cz](http://www.zszamlynem.cz)

<b>PARTNER INSTITUTIONS</b>	<p><b>Publicna Szkoła Podstawowa Alojzego Szewczyka (coordinator)</b> Rybnik POLAND</p> <p><b>Crossgates Primary School</b> Greater Manchester UNITED KINGDOM</p> <p><b>Tårnåsen skole</b> Kolbotn NORWAY</p> <p><b>Mikkolan koulu</b> Tuusula FINLAND</p> <p><b>St. Nicholas College Girls' Secondary School</b> Rabat MALTA</p>
<b>PROJECT DURATION</b>	2 years (August 2009 – July 2011)
<b>PROJECT BUDGET</b>	17 000 €

The Za Mlýnem Basic School is a medium-sized school located in a housing estate. The headmaster, Božena Přidalová, is very active. For example, the school participated in the “Bringing Interactive Teaching to Schools” project, co-funded from the European Social Fund. When the English teacher, Lenka Bukalová, joined the school, it was clear that the school would attempt to get involved in an international project. Searching for partners was quite difficult and there were times Lenka thought she could not handle it. It was her first project only one year after her graduation and entering employment. However, with the help of the NAEP a teacher from England was contacted who had already found partner institutions. During a preparatory visit to the Polish school the writing of the project could then begin.

The main objective of the project was to enhance language competencies and get new experiences, as well as to achieve a better understanding of other countries and cultures, by means of the joint development of a newspaper in the English language. In addition to this, partner schools visited each other.

In the course of the two years each school designed five issues of the newspaper dealing with topics agreed beforehand. The last topic was addressed jointly by all partners. The topics were as follows:

**“Me”** – The pupils wrote about their home, what their days look like, their favourite activities, games, music.

**“My school”** – The newspaper contained articles about favourite objects, teachers, school days. Moreover, articles about Easter were written: how people in the partner countries spend it, what they eat, what the Easter traditions are.

**“My town”** – This issue provided a closer look at towns where the partner schools are located. It contained articles about town hallmarks, exceptional people, leisure activities etc.



## ERASMUS / PLACEMENT

### Beneficiary

**Veronika Jelínková**

25 years

Student at the Faculty of Multimedia Communications, Tomáš Baťa University in Zlín

<b>VISITED INSTITUTION</b>	<b>Loose Moose Productions Ltd.</b> 14 Livonia Street, London, W1 F 8AG London UNITED KINGDOM
<b>PLACEMENT DURATION</b>	3 months; extended to 4 months (July – September 2010)
<b>PLACEMENT BUDGET</b>	<b>819 € per month</b>

### A brief evaluation of the visited institution

<b>PROFESSIONAL STANDARDS</b>	1
<b>TREATMENT OF INTERNS</b>	1
<b>CULTURE, SPORTS, SOCIAL FACILITIES</b>	1
<b>EXTERNAL ENVIRONMENT</b>	2
<b>ARCHITECTURE</b>	1

Veronika does not like to stay in one place for a long time. She loves travelling and getting to know other countries. People and new experiences are a source of vital energy for her. Her first study visit in Finland proved this. The stay in Finland became a source of motivation for further travelling as well for acquiring skills in audio-visual technologies and media production outside the Czech Republic's borders. This is particularly true with regard to her first placement abroad,

a placement which she began to consider seriously when on her second study visit in Norway.

When studying in Norway Veronika travelled to England with a group of students and an English lecturer who taught them back in Norway. They visited a number of animation studios – they made films, television series and advertisements. In some of the studios they met interns who worked there and showed them around. Veronika had heard about such placements and this was the trigger. Realizing that it was feasible for her to become one of these interns, she took up the idea wholeheartedly.

She obtained more information about the formal requisites for work placements at her home institution. Although the institution was supportive, most of the work related to the placement was up to her. Veronika contacted over 30 animation studios. Five of them replied and she chose her favourite - Loose Moose Productions Ltd., a well-known studio based in London. Later Veronika learned what it was that the management of Loose Moose Productions Ltd. found interesting about her and why it chose her for the internship. An animated presentation (so-called showreel) that Veronika sent together with a cover letter played an important role in this. The core motive of her video was a deer (the noun forming the basis of her surname). The logo of the Loose Moose studio features a moose – i.e. a relative of the deer in the deer family. People from Loose Moose wanted to get to know their “relative”.

The preparations for the placement were rather quick. Some 7 weeks elapsed from the first contact to admission to Loose Moose. Veronika was also lucky with accommodation. She managed to get a short-term lease of a room inhabited by a student who was going home to Latin America for a holiday. The room was equipped and the rent was more than acceptable.

At the end of June Veronika joined the Loose Moose studio and was over the moon about the welcome she received. The team consisted of eight employees and the atmosphere was very friendly. Veronika was fully involved in the work activities. A tutor, one of the employees, contributed to the

smoothness of her induction. He assisted Veronika in learning about the work processes, the content and focus of orders and tasks that the studio was working to fulfil. The tutor was available during working hours and she could turn to him any time. She could also ask for assistance from other employees as well as the owner. Although the support was constantly available, Veronika had enough freedom to do her own work. She was assigned an independent task to carry out. The task was not just any task, it consisted in designing a signature tune for the studio in 3D animation. In addition to this, she was involved in ongoing projects, contributed to finishing work and to test versions for a short film. She also worked together with the team on several advertisements. Veronika regularly attended studio meetings where she could present her ideas and proposals concerning various tasks, which is evidence of her full acceptance by the studio.

The work was enormously exciting for Veronika. Besides working on specific tasks and immediately seeing the results, she also learned new techniques that she had not been offered within her previous studies or that she only knew in theory. These included the 3D animation technique that she had only briefly encountered and was to use preparing the signature tune for the studio. As part of producing an advertisement she got to see a film studio that otherwise she would not have been able to visit.

As Veronika thought the placement was being very helpful and the studio was just launching the production of a short film, she decided to extend her stay. The studio management agreed in view of their positive experience of her. A swift communication with the home institution, which was supportive of her decision, made it possible to prolong the placement by one month. Veronika completed her independent task within the given deadline and the Loose Moose studio was happy with the signature tune and Veronika's overall performance to the extent that it offered her cooperation after graduation. Due to the economic downturn and general decline in the volume of work in advertising this did not materialise in the end. The tune Veronika made was sent by the studio as part of its Christmas greetings and some London animation studios were therefore able to become aware of

her work. The tune was also accepted at several international animated film festivals.

Following her return to the Czech Republic, Veronika worked hard to present as much of her experiences and new knowledge as possible to students at her home institution. She held several meetings where she spoke about and demonstrated work in the 3D animation programme and showed how she had used it in her work.

The placement has helped Veronika make a big leap forward. She had to work with great commitment and speed simultaneously on various tasks, had room for independent work and also learned a number of new techniques and procedures from her teammates. All this experience helped her find a job in the Czech Republic. She is still in touch with her colleagues at the Loose Moose studio and is happy about having made the decision to go for the placement and about having the courage to contact such a prestigious studio. She learned that placements are common outside the Czech Republic and that employers often invite candidates in the way they did with her. Interns get to do interesting work that might not be possible for a regular employee.



## LEONARDO DA VINCI / MOBILITY PROJECT – – INITIAL VOCATIONAL EDUCATION AND TRAINING

### Project title:

**“Placement of a Group of 3<sup>rd</sup> Grade Hotel School Students with Hearing Impediments”**

### Beneficiary:

**Holečkova School providing secondary, primary and preschool education for pupils with hearing impediments**

Holečkova 104/4

150 00 Prague 5

[www.skolaholeckova.cz](http://www.skolaholeckova.cz)

<b>PARTNER ORGANISATIONS</b>	<b>Teodor Schafer-Berufsbildungswerk – educational centre administered by Diakonia of Schleswig</b> Holstein Husum GERMANY
<b>PROJECT DURATION</b>	11 months (October 2008 – August 2009)
<b>PROJECT BUDGET</b>	<b>15 018 €</b>

It seems that the school for students with hearing disorders in the Smíchov district in Prague has been fortunate as regards good leadership. As early as 1900 the school sold Faust's House, where there was no longer sufficient space, for 580,000 crowns and bought a plot of land in the Kinský garden at Smíchov for 180,000 crowns. There were enough resources left to build a new, spacious and impressive school that began operations as early as February 1902. Good leadership is what the school still has. Evidence of this is, apart from other things, a number of new programmes for students and many projects the school has initiated. In addition to national projects, some of which are implemented in cooperation with the Czech National Disability Council, the school's leaders have decided to enter the international arena. The international dimension of education at the institution has been expanded as

a result of introducing English for the deaf by one of the deaf teachers. One of the drivers of these activities is Jitka Králová, deputy director of the school. She drafted the first plans for implementation of an international project focused on secondary school students. The main requirement was to find an international partner that provided professional education for deaf and hearing impaired young people.

Finding a partner school took longer than expected. The German partner, that was preferred over others, did not answer for months. However, the longer the waiting for partnership confirmation, the more heartfelt the first meeting and the more helpful and intensive the cooperation that ensued were. The first direct contact was a monitoring visit by Jitka and her colleague. The aim was to prepare and agree the placement schedule with the German partner. Once there, it was clear to the two women that they could not choose a better place for their students. In addition to the heartfelt and professional approach mentioned above, it turned out that the partner ranks among the best institutions of its kind in Germany and that they even co-drafted the national policy for the education of disabled young people. The institution offers world-class equipment for people with hearing impairment and also high quality facilities for work placements. These include, in particular, Schloss Café – the chateau cafe, Seebul - a high-class restaurant, and St. Peter Ording - a spa hotel by the sea. There were therefore a host of opportunities for Czech students to get work experience. The partner institution was keen on them making use of all those opportunities.

In the school of the German partner there is also a department employing a team of physicians, psychologists, therapists, special education teachers, interpreters, assistants, social workers and other professionals. The school provides top-class care for students and, in turn, expects compliance with the rules on the part of students. Considerable attention is paid to the preparation of prospective students. They undertake a one-year preparatory programme. During this period the pupils are diagnosed and a suitable educational programme is chosen for them in cooperation with the expert staff. For example, pupils who choose gastronomy as the professional profile, learn to work at weekends, during holidays, at night – in other words the working hours copy staff at hotels and



restaurants work as it is in reality. After three years the students take a final examination in front of a panel. This examination is equal to the state examination in industry. Experts from industry are involved in evaluating the results of the final examination.

The placements for the hospitality students with severe hearing disorders were planned for three groups consisting of two people - a male and a female. The objective was for them to learn to manage the regular operations of the hotel, restaurant and cafe, including waiting and table setting. The three groups "rotated" between the practical training centres, which included commuting to the hotel some 50 km away from the school. The partner school rented a minibus for this purpose that carried both the students and the teachers. The training was held in the national sign language of each country, the international sign language and, last but not least, in German and English. The communication was demanding, particularly at the beginning, but the students overcame the barrier very quickly. This was mainly due to the teachers' support, a nearly half-year-long intensive preparation at the home school and also due to the partner's positive approach. Within several days the students managed to wait on German customers in restaurants and cafes, help in the kitchen or in the hotel. There was always a way to explain what tasks were required on them. The customers always knew they were in a facility, where deaf staff was attending to them, and they also used special aids to make their orders. One of these aids was a sheet with pictures of various types of coffee on the café tables.

When the students returned home they made a presentation for their schoolmates and their parents. Jitka stressed during the meeting that the students got a chance to do what is unimaginable in the Czech Republic. The German partner's approach was that the handicap needs to be made up for, not that it should exclude them for work. The students boosted their self-confidence and experienced considerable social development. They had a chance to travel, to experience work in a top-class environment and to use their knowledge of German and English. Moreover, they worked in fields where people with hearing impediments normally do not work in the Czech Republic - waiting on customers in a cafe or in a luxury restaurant.

## **No-one trusted us at the beginning**

When we applied for the resources for the first time, many people wondered how deaf students can be involved in international cooperation. We were the first to try this in the Czech Republic. We are happy to see that the Hradec Králové school for the deaf presented an international project just one year later. Although we were somewhat humble and modest in our expectations, the cooperation was a great success. We have even received the Label award for the project and the European Language Teacher award. With a bit of exaggeration I can say that the only problem we faced was the writing of the final report. But we managed to solve this "problem" as well.

**Jitka Králová, project coordinator**

Furthermore, the Czech teachers have acquired a new perspective on their students' employment opportunities. They saw what was possible in terms of placements and will try to influence potential employers in the Czech Republic in this respect. Independent of further funding from the Leonardo da Vinci sub-programme, the school intends to stay in touch with the TSBW Huson school. They are invited to come to Germany every second year. The Czech teachers also realized the differences in the way public services and employers treat students in the Czech Republic and in Germany and how they cooperate with the school. The school of the German partner provides excellent facilities, but requires compliance with the relevant terms. Within six months of their successful passing of the final examinations, the school continues looking after the graduates and assists them in finding a job. The school has six specialists who cooperate with the relevant labour office and the students in order to find them employment in the given field. The cooperation between the school and the graduates continues even later on, if the graduates ask for assistance. Moreover, the school cooperates with employers on the open market and trains specialists for them based on their requests and needs. There is no such cooperation between the Czech school and the Labour Office of the Czech Republic or employers, despite the teachers' extensive efforts.



## GRUNDTVIG / PARTNERSHIP PROJECT

### Project title:

**“Intergenerational ICT Skills Learning”**

### Beneficiary:

**Learning4Life – Learning Organisation**

Široká 544/25

664 12 Oslavany

[www.learning4life.eu](http://www.learning4life.eu)

<b>PARTNER INSTITUTIONS</b>	<b>Instituto Superior de Contabilidade e Administracao do Porto</b> São Mamede de Infesta PORTUGAL
	<b>Associazione Dar Voce</b> Reggio Emilia ITALY
	<b>Sjálfbjörg Landssamband fatlaðra</b> Reykjavik ICELAND
	<b>Tanulj tanulni! – muvelodes es kultura egyesulet</b> Balatonboglár HUNGARY
	<b>INTEGRA, Human Recourses Developing Association</b> Sostanj SLOVENIA
	<b>College Pierre Semard</b> Bobigny FRANCE
<b>PROJECT DURATION</b>	2 years (August 2008 – July 2010)
<b>PROJECT BUDGET</b>	<b>18 800 €</b>

Ms Beáta Holá, an energetic and enthusiastic woman, is head of the LEARNING4Life civic association. She has been involved with international as well as national projects for a long time and her aim is to ensure that the projects do justice to the “learning organisation” tag attached to the name of the

civic association. This means that the learning process is not just a one-way street, an avalanche of factual data channelled by the educator towards the learner. She understands a learning organisation to be a group of people who learn and teach with love, regardless of their age, occupation, status, gender or experience. The LEARNING4Life association brings together people who refuse to put up with having to “swat” the subject matter and “survive” school. The same principle was applied to a non-traditional project of joint learning involving young and senior people that was initiated and coordinated by the Austrian partner. The Austrian coordinator was known to the Czech association, as staff of both organisations had met before at various seminars and conferences. And because the Austrian partner had extensive experience with international projects (15 years), it was natural that it took the lead role.

The major overarching centrepiece of the project **“Intergenerational ICT Skills Learning”** was the concept of intergenerational learning. Youngsters taught seniors computer skills as part of the process of designing a life story of an older person. The project involved grandmothers and grandsons, aunts and nieces, teachers and learners or just people who met by chance used their creativity to develop a “family story” of an elderly person as a unique source of historical and social information for the young. The benefit for the older individuals consisted of the opportunity to work with the computer editing texts, images, searching for data on the Internet, processing videos and using other technologies. The approach to teaching and learning was truly non-traditional and the objective of the partnership was to explore the possibilities of involving and mobilising older adults through intergenerational work: learning in the family, with acquaintances and friends or as part of a specifically designed course. The purpose was to discover ways to motivate seniors to make use of the knowledge of those people around them who are familiar with the new technologies. At the same time, this involved the transfer of experience from the older to the young. This concerned primarily the passing of valuable cultural and social experience and stories of what the older generation had gone through, as these needed to be captured before they literally “disappeared” along with the people who lived them.

The Czech partner prepared material to facilitate the senior-junior communication process and, at the same time, to support the launching of specific topics. The material consisted of a set of questions focused on various aspects related to the development of a story, such as the older person's interests, the technologies they use, a description of problems they experience using the technologies, problems anticipated by the junior when "teaching" the senior, and information that the junior would like to learn from the older person. A number of questions concerned private matters, such as the way the senior people lived when young, typical meals, how dates were arranged, what transport was like etc. As a result of direct comparisons a number of differences understandably appeared between life now and at the time the senior people were young. This is made clear by the Greenland example: The senior person participating in the project lived a traditional life. During winter months she and her family would be cut off from the rest of the world and had to dig a tunnel in the snow to visit their closest neighbours. The traditional meal was shark meat and buffalo eyeballs. By way of contrast, nowadays many families leave Greenland during winter for Italy, for example, and the favourite meals of the young include pizza. The oldest Austrian participant was 98 years old and she remembered the Austro-Hungarian empire and the time when only wealthy families owned cars. The project was of a relatively small-scale nature with 12 participants. For the Czech Republic there was a grandmother and her grandson.

As the young people worked together with the seniors, very often (more than originally expected) strong life experiences and ideas were passed between them. This provided space for deep reflection, particularly on the part of the youngsters. This was not "just" about explaining to the old people how to work with a PC. It was about in-depth sharing of cultural and historical contexts that the teams tried to grasp and put into a presentation using ICT. The presentation was completed at the final seminar in Brno. In total five stories were presented to others. As part of the project meetings were held in Vienna, Port, Reykjavik, Reggio Emilia and Brno.

In addition to the family stories the project outcomes also include tips, experiences and inspirational ideas related to intergenerational cooperation in learning. This cooperation not

only results in increased technological literacy on the part of the senior people, but also ensures greater respect for their experience and unique life stories on the part of the young.

The outputs, particularly the "Recommendations concerning good practice in teaching ICT to senior people", are available on the internet and the project implementers promote them on various occasions such as conferences or personal meetings with representatives of various organisations.

One of the outputs of the partnership, the "Intergenerational Cooperation Concept", was used by organisers of the "Pra-Pra" (Great-Grand) project dealing with cooperation between the younger and older generations. As part of the project events are held where young people exchange experience with the older citizens with the slogan: What you learn when you are old comes in handy when you are young. In this way the participants can learn or find out, for example, what they failed to learn from their grandparents. This activity was presented at the Social Innovation Camp 2012 (an activity of the Respekt Institute) and received an audience award.



## THE TRANSVERSAL PROGRAMME/ EUROPEAN LANGUAGE LABEL

### Project title:

**“Low Threshold Czech Courses for Foreigners in the CR and Training Lecturers for this Purpose”**

### Beneficiary:

**Centre for the Integration of Foreigners**

Kubelíkova 55

130 00 Prague 3

[www.cicpraha.org](http://www.cicpraha.org)

<b>PROJECT DURATION</b>	Since 2006
<b>PROJECT FUNDING</b>	Co-funding from the European Social Fund, the General Programme Solidarity and Management of Migration Flows and subsidies from the Ministry of Labour and Social Affairs, Ministry of Education, Youth and Sports, Ministry of the Interior, Prague City Hall and other regional or local grants, contributions from course participants

This is an interesting project as part of which foreigners living in the Czech Republic learn Czech through interactive and enjoyable methods. The project is run by the **Centre for the Integration of Foreigners** that is based in Prague and was set up in 2003 as a civic association. Support for the integration of foreigners in the Czech Republic includes social counselling that assists the clients in dealing with matters related to work, residence, housing, finance, etc. The centre also provides work counselling, including active contacts with employers. The necessity of knowing Czech for the integration purposes is clear to the staff at the centre. Therefore in 2006 they decided to offer so-called “low threshold Czech courses” for foreigners in cooperation with the Association of Teachers of Czech as a Foreign Language and the People

in Need foundation. Since 2009 the centre has been running these courses independently.

The NAEP organises the European Language Label competition each year in which promoters of interesting language projects receive awards. Although the low threshold courses are not directly funded from a NAEP grant, the Centre for the Integration of Foreigners decided to sign up for the contest and received the award along with six other language projects in 2009. Alena Felcmanová, the current coordinator of the low threshold courses, admits that the prize certainly helped them in promoting their association and still works as a “good brand”. Moreover, thanks to the award they received financial resources to invest in the development of the courses. And not much additional work was needed – just sending in the application.

Would you like to know how the courses are delivered and how they are unique? We have asked Alena, the coordinator.

The Czech language courses, which are now being offered at 8 locations in Prague and in Central Bohemia, are exceptional for their openness. It is possible to sign up at any time and to attend as suits the participant. The courses do not have a fixed structure that must be adhered to. The participants are not classified according to their language competencies, their country of origin or their knowledge of Czech. Unlikely as this may seem, this does not disrupt course delivery. All participants (i.e. beginners as well as those who are advanced) get something useful out of each lesson. As access is open, the lessons are one-off – i.e. each lesson deals with one particular, practical topic with no continuation in the following lesson.

During lessons, where teaching is based on group activities and mutual communication, the foreigners can get information about social services on offer and practical advice concerning life in the Czech Republic. One lesson only costs 50 CZK.

The objective is to make it possible for the widest possible range of participants to attend accessible and affordable courses (in terms of time, price and the open format) and to motivate them to improve the knowledge and skills they need to become full members of Czech society. As the courses are anonymous it is not possible to put a figure on the number

of attendees so far. The estimate is that some 5,500 foreigners have participated in the courses over 7 years.

The project resources are spent not only in supporting teaching, but also in delivering courses in lecturing skills for the teachers. Not all teachers are ready for this type of work. Moreover, they never know in advance how many participants will come. Between 70 and 100 lecturers were trained over the course of the project.

When we asked Alena about the benefits of the low threshold courses for the Centre for the Integration of Foreigners, she was clear about the success of the association in fulfilling its mission, which is to assist foreigners in integrating into ordinary Czech life. The courses not only facilitate language learning, but also provide a place for meeting. The teachers enjoy this exciting and non-routine work and thanks to the success of their students in daily life and the European Language Label award they see its purpose and have a reason to continue. As the demand on the part of foreigners is considerable, the centre is currently designing courses to be run in other towns. Furthermore, they have launched courses in other languages such as English and Vietnamese and are considering e-learning activities.

### **A word by participants**

*I have overcome communication barriers and can make myself understood better with people in the street and colleagues at work.*

*The atmosphere at the course is brilliant, the teachers are professional and nice.*

*I appreciate the commitment of P., she is a great teacher. The course structure is appropriate for students from various countries.*

*Honestly, the courses are excellent. Thank you.*

*This is a very good course for foreigners. I appreciate the determination of the teachers, their pupils are happy. Thank you.*

*Before I could not speak Czech, now it is better and I want some more, as it is very important.*



*My son attends your courses and I can see it is helping him. He was able to handle it at the post office sending money, he also managed to speak to this O2 engineer and sort out the internet and cable TV.*

*It is also important that he is now more able to handle football practice and understands the coaches more.*

**Participants in the low threshold courses**



## VII. THE CENTRE FOR INTERNATIONAL COOPERATION IN EDUCATION / NAEP



### THE CENTRE FOR INTERNATIONAL COOPERATION IN EDUCATION

**The Centre for International Cooperation in Education (DZS)** is an organisation directly managed by the Ministry of Education, Youth and Sports and it carries out tasks in line with the ministry's instructions that are related to organising educational and other contacts with foreign countries. The DZS is responsible for a number of international educational programmes and the **National Agency for European Educational Programmes (NAEP)** is one of its components.

*The implementation of an international project is a great experience for all those involved. The participants encounter various cultures, foreign languages and they very often find friends with whom they keep in touch after the project is completed. International cooperation is a source of new contacts, experience and inspiration for headmasters, teachers and students. At the same time, it is a way to improve language as well as professional competencies and raise the self-confidence of all participating individuals. We learn from final project reports that, despite various hurdles related to project implementation, the effort is worth it.*

*The simplest instrument that brings inspiration is the [www.naep.cz](http://www.naep.cz) website. The best projects are annually awarded "Quality Labels" and these best practice examples are made public either on the website or in the leaflets that we issue and that are available at the Centre for International Cooperation in Education. Moreover, inspiration may also be drawn from projects that have been awarded the European Language Label, an award that is given for exceptional projects and individuals dealing with language education. The public may also learn about successful projects at conferences and seminars held throughout the year. In addition, these events provide a great opportunity for meeting project participants and also consultants for the various programmes.*

**Iva Tatarková**  
DZS Director

# OVERVIEW OF ACTIVITIES IMPLEMENTED AS PART OF THE LIFELONG LEARNING PROGRAMME 2007–2013

## The Centre for International Cooperation in Education administers the following programmes and activities:

- The Academic Information Agency deals with the provision of scholarships to study abroad in line with international agreements and provides information to the public about various study opportunities abroad.
- The AKTION programme Czech Republic – Austria is a programme involving both countries' ministries supporting bilateral cooperation in education and science in the tertiary sector.
- The CEEPUS programme is the Central European Exchange Programme for University Studies focusing on regional cooperation within a network of universities.
- European Schoolnet (EUN) brings together over 30 countries and supports the use of information and communication technologies and exchange of experience in technology, science and mathematics. Czech schools can use the EUN to get involved in many useful activities that result in new methods and knowledge. Thanks to the EUN the DZS can provide schools with methodological and technical assistance, assist teachers taking part in European conferences and enable experts to join European expert groups.
- The programme to support the Czech cultural heritage abroad (in communities of compatriots and at foreign educational institutions)

The programme is run in line with a government decree concerning support for the preservation of the Czech cultural heritage abroad. Its objective is to organise study visits for compatriots at public HE institutions and secondary schools in the Czech Republic and to run a four-week summer course in Czech and a two-week course in Czech teaching methodology. Moreover, teachers of Czech language and literature are sent to work for communities

of compatriots abroad and university teachers of Czech language and literature are sent to teach at foreign educational institutions, mostly universities.

- Study of foreign nationals in the Czech Republic entail, above all, activities related to the provision of scholarships to foreign nationals to study at public HE institutions in the Czech Republic. The scholarships are provided on the basis of a Czech government resolution as part of a joint project of the MoEYS and the MoFA.
- Teachers at European schools. These are activities related to sending teachers to work at European schools based on the relevant government resolution. European schools are set up to provide education to the children of individuals employed in the European Union's institutions.
- ESF – PIAAC is an international survey of knowledge and skills (Programme for International Assessment of Adult Competencies) that is focused on the 16-65 age group and their mathematical and reading competencies and problem solving competencies in an ICT environment.

**The National Agency for European Educational Programmes is also part of the Centre for International Cooperation in Education.**

## THE NATIONAL AGENCY FOR EUROPEAN EDUCATIONAL PROGRAMMES

**The National Agency for European Educational Programmes (NAEP)** was established in 2007 as part of the DZS. For more than five years the agency has provided for the operation of European educational programmes in the CR and it is a direct successor to the Socrates and Leonardo da Vinci agencies. Moreover, the agency provides information to the public about educational opportunities abroad, particularly in the European Union. Within its remit the NAEP also arranges for drawing upon EU resources. Furthermore, the agency holds seminars and promotes Czech education abroad.

The NAEP arranges for the award of grants from the programmes it administers. The grants are designed to fund both international educational projects and study visits, placements and courses abroad. The activities administered by the agency encompass all levels of education and are designed for various target groups. The applicants for the resources include secondary school and university students, teachers and other professionals, as well as educational organisations, local government bodies, regional authorities, companies and associations whose activities are related to education.

### The NAEP covers:

- **The Lifelong Learning Programme.** This is an educational programme of the European Union for 2007-2013 that provides grants to fund international projects or mobility actions in education. It consists of four basic sub-programmes designed for specific levels of education. These are Comenius, Leonardo da Vinci, Erasmus and Grundtvig. The programme also entails Transversal activities (e.g. Study visits sub-programme, the European Language Label) and the Jean Monnet sub-programme.
- **Erasmus Mundus** is an EU programme focusing on tertiary education both within and outside Europe. The programme supports high quality Master and Doctoral programmes approved by the European Commission that are jointly offered by consortia consisting of European and, in some cases, also non-European universities. Moreover, it develops partnerships between European higher education institutions and their counterparts in selected third countries/regions with the purpose of facilitating individual mobility between the partners. The programme also supports implementation of projects aiming to enhance the attractiveness and visibility of European higher education in the world.
- **eTwinning** is an activity that supports the development of cooperation between schools in Europe via information and communication technologies. The activity is coordinated by the Central Support Service and National Support Services for eTwinning in each participating country. In addition to project cooperation there are over 200,000 European teachers registered at the [www.etwinning.net](http://www.etwinning.net) portal who can discuss and share their teaching ideas or learn as part of on-line courses focused on the use of ICT in teaching.
- **Euroguidance** is a Europe-wide network of centres concerned with guidance systems. The programme is therefore focused on guidance practitioners, particularly at schools and labour offices. Through the transfer of innovative methods and approaches Euroguidance contributes to increasing the standards of guidance services as a way of improving the employability.
- **Norway and EEA Grants** provide resources to university students and educators to fund placements and study visits in Norway, Lichtenstein and Iceland. Institutions can also be involved in international cooperation projects. In 2012 the second phase of the scheme was launched and follows upon the first successful phase dealing with cooperation between schools.
- **SCIEX-NMS<sup>ch</sup>** (Scientific Exchange Programme between the New Member States of the EU and Switzerland) involves new EU member states and Switzerland. The aim of the programme is to help alleviate, roughly by 2016, the economic and social differences between the member states following EU enlargement. The target group is doctoral and post-doctoral students who work at institutions participating in the programme. Together with their mentors they present projects and apply for funding. The eligible institutions in the CR include the majority of public, state and private HE institutions and institutes of the Academy of Sciences.
- **Tempus** is an EU programme supporting the modernisation of higher education in the partner countries (in Eastern Europe, Central Asia, Western Balkans and the Mediterranean) via cooperation and partnerships between HE institutions.
- **Bologna Experts** is a project (Bologna Experts 2011–2013) that promotes implementation, at national level, of the principles of the Bologna process, its development trends and main objectives in line with the communication of ministers. The focus is on a wider implementation of the ECTS, provision of guidance related to applications for the ECTS/DS Labels, support for international cooperation and mobility, social dimension, diversification, quality and modernisation of higher education.



- **Eurydice** is a European information network that collects, processes and then provides structured data and analyses about educational systems and policies across Europe. Based on a plan approved by the European Commission and on the basis of an assignment from the European Unit of Eurydice, the Czech National Unit of Eurydice manages, coordinates and edits a detailed description (including updates) of the Czech educational system in Czech and English in the Eurydice database. Moreover, it develops national contributions to thematic studies and publications in the Key Data series. The unit also annually updates information materials and arranges for translation of selected publications and edits them. In addition to these activities, the unit ensures access to information about European educational systems and provides it to users in the Czech Republic and abroad on a continuous basis.

## AN OVERVIEW OF REGULAR ACTIVITIES OF THE CENTRE FOR INTERNATIONAL COOPERATION IN EDUCATION RELATED TO EUROPEAN PROGRAMMES

### Valorisation conferences

The objective of valorisation conferences is to present successful projects completed as part of the LLP and to promote and disseminate the results of international cooperation dealing with a particular topic. As part of the conference the Quality Label is awarded to the best projects.

### Thematic monitoring

This involves the monitoring of ongoing LLP projects that focus on a particular theme. Working groups present projects implemented in the relevant sub-programmes according to the sector of education (primary, secondary, tertiary and adult education).

### Language Teaching with Creativity

A conference designed particularly for language teachers where the European Language Label is awarded annually to the best innovative projects concerned with language education. Every other year the European Language Teacher of the Year award is granted to individuals with exceptional achievements in language teaching.

### Find Yourself in Europe!

An event organised jointly with the Czech National Agency Youth and other institutions (the Arts and Theatre Institute, Representation of the European Commission in the CR, Europass) in line with the European Year topic. Interactive workshops are organised for secondary schools as part of the event.

### Leonardo da Vinci dissemination conference

A two-day conference aimed at disseminating project outcomes addressing a particular topic. The best projects receive a quality award at the conference.

### International contact seminars for the Lifelong Learning Programme sub-programmes

The seminars are held for institutions and organisations seeking foreign partners for cooperation in international projects.

### Grundtvig Day or It is Never Too Late to Learn!

This Grundtvig event is designed for the general as well as professional adult population. It was held in 2011 and 2012 and consisted of a morning specialist session for registered participants and an afternoon session for the public. In the afternoon, examples of educational activities for adults were presented and a fair of adult education providers was organised. A drawing of vouchers for educational courses was held, enlivening the entire experience. In 2013 the event was replaced by “Europe at Close Range” – an event that will follow upon the successful format of the “Grundtvig Day” and focus not merely on adult education but on lifelong learning as such.

### The Comenius conference

The objective of the conference is to present the Comenius sub-programme to the broader teaching community, highlight its goals and achievements and give examples of inspirational projects and individual mobility actions.

### The eTwinning national conference

The conference includes thematic workshops and an award ceremony where quality certificates and eTwinning national awards for the most recent period are given to successful participants.

### National Career Counselling Award

This is career guidance counselling specialist conference as part of which interesting workshops are held and the “National Career Counselling Award” is granted to the winning contributions.

## A LIST OF ACTIVITIES IMPLEMENTED IN 2007-2013 AND DATES

### 2007

- 16. 5. 2007 – Kick-off conference for the Lifelong Learning Programme, Prague
- 4. 10. 2007 – Thematic monitoring – Sustainable Development, Brno
- 19. 11. 2007 – Valorisation conference – Active Citizenship, Prague
- 29. 11. 2007 – Language Teaching with Creativity (3<sup>rd</sup> year)
- 29.–30. 11. 2007 – Leonardo da Vinci international contact seminar: How to Connect European Vocational Education and Training to SMEs and the Labour Market, Prague

### 2008

- 23. 4. 2008 – Valorisation conference – Health, Healthy Lifestyle, Healthcare and Welfare, Prague
- 6. 11. 2008 – Find Yourself in Europe – celebration of the European Year of Intercultural Dialogue 2008 in the CR, Prague
- 6.–9. 11. 2008 – Comenius School Partnerships international contact seminar – European Book of Cultures, Český Krumlov
- 2. 12. 2008 – Language Teaching with Creativity (4<sup>th</sup> year)
- 9. 12. 2008 – Thematic monitoring – Continuing Training of Teachers, Prague

### 2009

- 20. 4. – 8. 5. 2009 – Comenius Week
- 6.–7. 5. 2009 – International conference for the Lifelong Learning Programme – Creativity and Innovation in LLP, Prague
- 4.–5. 6. 2009 – Dissemination project “Keeping on Track”, Prague

- 17. 6. 2009 – National Career Counselling Award, Prague
- 24. 9. 2009 – Find Yourself in Europe – celebration of the European Year of Languages 2009 in the CR, Prague
- 20. 10. 2009 – Valorisation conference – Education Without Barriers, Prague
- 19. 11. 2009 – Without Borders, celebration of the 20<sup>th</sup> anniversary of 17 November 1989, Prague
- 19.–22. 11. 2009 – Grundtvig international contact seminar – Gender Issues in Adult Education, Poděbrady
- 8. 12. 2009 – Thematic monitoring – Educational Institutions and the World of Labour, Prague

### 2010

- 21. 6. 2010 – Find Yourself in Europe – European Year for Combating Poverty and Social Exclusion, Prague
- 8. 9. 2010 – Conference to mark the 10<sup>th</sup> anniversary of the Grundtvig sub-programme, Prague
- 9. 9. 2010 – National Career Counselling Award, Prague
- 30. 9. – 1. 10. 2010 – International conference “Comenius and eTwinning School Partnerships – Experience Sharing” – evaluation of the impact of 15 years of Comenius and 5 years of eTwinning, Prague
- 13. 10. 2010 – Study visits programme conference – Benefits of Study visits for education and vocational training specialists and decision-makers, Prague
- 21.–22. 10. 2010 – Dissemination conference “15 Years of Leonardo da Vinci” – Healthcare and Social Services, Prague
- 11. 11. 2010 – Valorisation conference – Non-traditional Forms of Education (formal, non-formal and informal learning), Prague
- 17.–20. 11. 2010 – Leonardo da Vinci international contact seminar – Development of Competences for Experts in Vocational Education and Training, Prague

2. 12. 2010 – Thematic monitoring – Involvement of Socially Disadvantaged Groups in the LLP, Prague

## 2011

2.–9. 5. 2011 – Comenius Week, Prague

6.–7. 5. 2011 – Czech-Slovak thematic monitoring for Comenius, Olomouc

19. 5. 2011 – Find Yourself in Europe – European Year of Volunteering, Prague

8. 9. 2011 – GRUNDTVIG DAY or It is never too late to learn!, Prague

6.–7. 10. 2011 – International conference on tertiary education – Learning Mobility in Higher Education: approaches, trends and challenges, Prague

13. 10. 2011 – National Career Counselling Award, Prague

15.–16. 11. 2011 – Leonardo da Vinci Z-E-T-O-R Conference – Agriculture, Ecology, Tourism, Environmental Protection, Sustainable Development, Žďár nad Sázavou

24. 11. 2011 – Thematic monitoring – Successful Learning (results/skills), Prague

8. 12. 2011 – Valorisation conference – Linking Teaching with Practical Application, Prague

## 2012

1. 5. 2012 – Find Yourself in Europe, Prague

10.–12. 5. 2012 – eTwinning conference, Most

4. 9. 2012 – Thematic monitoring – Learning through Cooperation of Educational Institutions, the Profit-making Sector and the Non-profit Sector, Prague

6. 9. 2012 – GRUNDTVIG DAY or It is Never Too Late to Learn!, Prague

24. 9. 2012 – Language Teaching with Creativity (8<sup>th</sup> year), Prague

24.–25. 9. 2012 – National Career Counselling Award, Brno

24. 9 – 7. 10. 2012 – European Day of Languages

1. 10. – 30. 11. 2012 – Project Day – Europe in School, School in Europe, the entire Czech Republic

30. 10. 2012 – Comenius valorisation conference, Prague

14.–17. 11. 2012 – International contact seminar for Comenius Regio Partnerships, Prague

14.–15. 11. 2012 – Leonardo da Vinci dissemination conference – Inspiration in Science and Technology, Pilsen

27. 11. 2012 – LLP centralised activities, Prague

28. 11. 2012 – Valorisation conference – Support for Innovative Educational Approaches, Prague

5. 12. 2012 – Erasmus monitoring seminar – Evaluation, Recognition and Impact of Erasmus Activities, Prague

## 2013

30. 5. 2013 – Find Yourself in Europe – European Year of Citizens, Prague

9. 5. – 26. 6. 2013 – European Day – Europe Open to All, School Open to All, the entire Czech Republic

11. 6. 2013 – Leonardo da Vinci thematic conference – Agriculture is not Just a Profession, it is a Passion, Prague

19. 6. 2013 – Thematic monitoring – Education for Active Citizenship, Prague

19. 9. 2013 – National Career Counselling Award, Prague

24. 9. 2013 – Language Teaching with Creativity (9<sup>th</sup> year), Prague

16. 10. 2013 – Europe at Close Range, Prague

24. 10. 2013 – Comenius conference, Prague

7.–9. 11. 2013 – eTwinning International contact seminar, Hustopeče

19.–20. 11. 2013 – Leonardo da Vinci dissemination conference, Olomouc

4. 12. 2013 – Valorisation conference – Lifelong Learning as Part of Ordinary Life, Prague

# SELECTED PROJECTS AWARDED WITHIN INDIVIDUAL SUB-PROGRAMMES

## COMENIUS

### QUALITY LABEL 2011

#### School partnerships projects

- Secondary engineering and transport school Ostrava, a state-funded organisation – Vladimíra Zezulková: **“Energy Comes from Heaven – and Also a Little Bit of Hell”** (a case study)
- Tertiary professional and secondary health school Hradec Králové, Komenského 234 – Jaroslava Veselková: **“What’s in It?”**
- Basic school Karviná – Nové Město, Komenského 614, a state-funded organisation – Alena Gocieková: **“Showing me, Showing you – Learning for Life, Learning to Live”**
- Basic school Přerov, Za mlýnem 1 – Lenka Bukalová: **“Our European Newspaper”**
- Basic school and kindergarten Dub nad Moravou, a state-funded organisation – Ivana Buchtová: **“Virtual EDEN”** (a case study)
- Basic school Bystřice n. P., Nádražní 615 – Věra Slámová: **“How Much or Little do we Understand Each Other? – 15 years in the life of two close nations”**
- Jiřího z Poděbrad grammar school, Poděbrady, Studentská 166 – Jaroslava Dunovská: **“POME – Poděbrady-Ornskoldsvik Music Express”**

#### Comenius Regio partnerships

- The town of Šumperk – Hana Kolaříková: **“A Path to Success”**

#### Comenius assistantships

- **Dominika Pelikánová** – Istituto Comprensivo “Carpi Zona Nord”, Italy
- **Pavína Němcová** – Greenside School, the UK
- **Andrea Švejcarová** – Gökçebağ İlköğretim Okulu, Turkey

#### Comenius assistantships – host institutions

- Secondary school of trade, applied arts and design, Nerudova 33, Pilsen

#### Continuing training of teachers

- **Zdena Kučerová, Hana Komárková** – 1<sup>st</sup> kindergarten Karlovy Vary, Komenského 7, a state-funded organisation – placement (job shadowing) in Katrienholm, Sweden (a case study)

### QUALITY LABEL 2012

#### School partnership projects

- Business academy Karviná, s. r. o., Leonovova 1795 – coordinator Martin Frolík: **“Seven Wonders of Culture”**
- Matiční grammar school, Ostrava, a state-funded organisation – coordinator Miroslava Pavlínková: **“Comprendre l’évolution de l’Europe, son histoire et son identité à travers le cinéma”**
- Basic school Studénka, Tovární 386, a state-funded organisation – coordinator Milena Dvořáková: **“Let’s Play with Fairy Tales”**
- Basic school Humpolec, Hradská 894, Pelhřimov district – coordinator Ivana Bártlová: **“Earth Needs no Dirt!”**
- Barevný svět (Colourful world) kindergarten, Olomouc, Dělnická 17 B, a state-funded organisation – coordinator Tereza Liptáková: **“Name the Game”**
- Futurum secondary pedagogical school, s. r. o., Hornoměřická 873, Praha 10 – coordinator Ute Schleiff: **“So lebt Pavel in Prag und Susanne in Zwickau – Lebensverhältnisse, Lebensentwürfe von Kindern und Jugendlichen in Tschechien und Deutschland”**

#### Individual pupil mobility

- Grammar school, Praha 10, Přípotoční 1337 – coordinator Irena Rudolfová

#### Comenius assistantships

- **Kristýna Jakešová** – Lycée Professionel Marcel Dassault, Mérignac, France
- **Lenka Rýdlová** – École Publique Spécialisée “Le Château”, Nice, France

- **Martina Reichmanová** – Cathays High School, Cardiff, the UK

### Comenius assistantships – host institutions

- Basic school Mariánské náměstí 41, Uherský Brod

### Continuing training of teachers

- **Martina Šťastná** – Basic school Mnichovická 62, Kolín V.  
– participation in a specialist course entitled “MATHEU – Identification, Motivation and Support of Mathematical Talents in European Schools”

## ERASMUS

### Erasmus Student Label 2009 – students’ stories from student mobility for studies

1. **Tereza Máčová**, Charles University in Prague
  2. **Jan Marčaník**, Palacký University in Olomouc
  3. **Tereza Dvořáková**, Charles University in Prague
- Special award:** **Zuzana Bahulová**, Tomáš Baťa University in Zlín

### Erasmus Student Label 2010 – students’ stories from student mobility for placement

1. **Vojtěch Pošmourný**, Czech Technical University in Prague
2. **Milada Píčová**, Masaryk university
3. **Kristýna Čechovská**, Masaryk university

### Erasmus Label 2011 – quality in mobility organisation

1. **Masarykova univerzita**, Brno
2. **Univerzita Karlova in Prague**
3. **Univerzita Palackého in Olomouc**

### Erasmus Label 2012 – Erasmus is Fun and Inspiration

1. **Marek Šula**, Charles University in Prague
  2. **Jiří Volák**, Charles University in Prague
  3. **Petr Krejčí**, Mining University (VŠB) – Technical University of Ostrava
- Special Award:** **Lenka Štukhejlová**, J. E. Purkyně University in Ústí nad Labem

## LEONARDO DA VINCI

### QUALITY LABEL 2007

- Secondary technical and vocational school Horky nad Jizerou 35, Brodce: “Pursuing Experience to Develop Regional Tourism”

- Secondary school, basic school and kindergarten Hradec Králové, Štefánikova 549: “Leonardo da Vinci Mobility”
- Secondary school of mechanical engineering and Professor Švejcár secondary technical school, Plzeň, Klatovská 109: “e-ANTS: The European Automated Network of Teaching Systems” (a case study)

### QUALITY LABEL 2008

- School providing secondary, basic and preschool education for pupils with hearing impediments, Prague 5, Holečkova 104/4: “Placement of a Group of 3<sup>rd</sup> Grade Hospitality School Students with Hearing Impediments” (a case study)
- Hospitality school Třebíč: “Key Competencies in the European Union” (a case study)
- Tertiary professional school and secondary technical school of fashion design, Jablonského 3, Praha 7: “My Impress”
- Athena – Society for Women’s Education and Development, Ostrava: “Competences for Culturally Sensitive Care”
- VŠB – Technical University Ostrava: “Brownfields in Baltic States – Lifelong Educational Project” (a case study)

### QUALITY LABEL 2009

- Secondary school providing education in technical disciplines, gastronomy and automobile engineering, Chomutov, Pražská 702: “Equal Opportunities for All”
- Secondary vocational and secondary technical school of the Union of Czech and Moravian Consumer Cooperatives, Znojmo, s. r. o.: “Adaptation of Young People in the EU Work Environment”
- Secondary technical and secondary vocational school Horky nad Jizerou 35: “Europe – A Chance for All” (a case study)
- University of South Bohemia in České Budějovice, Agriculture Faculty: “Creating a Platform for Communication between Science and Practice in Organic Food Systems”
- Czech Technical University in Prague, Faculty of Electrical Engineering: “Internationalisation of Electronic Communications Training”

## GRUNDTVIG

### QUALITY LABEL 2010

- Centre for Visualisation and Interactivity in Education, s. r. o.: **“Seniors’ Education and Training”**
- Partners Association Litvínov, v. i. o. s.: **“Chance–Kenntnis–Verantwortlichkeit”** (a case study)
- Network of Mother Centres: **“The Grassroots Women’s International Academy: a Peer Learning Strategy Applied to the Mother Centres Movement”**
- OMEP, Czech Committee of the World Organisation for Early Childhood Education: **“Parent-Teacher Partnership’s Transition to School”**

### QUALITY LABEL 2011

#### Partnership projects

- METER Silesia, s. r. o.: **“Seniors, Let’s Keep a Healthy Mind!”**
- Learning4Life: **“Intergenerational ICT Skills Learning”** (a case study)
- Masaryk University – Faculty of Social Studies: **“They have Grasped the Chance – a Collection of Women’s Biographies”**

### VOLUNTEERING PROJECTS 50+

#### Honorary award

- Czech section of DCI – Association of Children’s Rights Advocates: **“We will not Give Up!”**

### PLACEMENTS FOR ADULT EDUCATORS

- **Michal Šorejs** – a placement in the European Association for the Education of Adults

### ASSISTANTSHIPS FOR ADULT EDUCATORS

- **Kateřina Laňková** – assistantship in the Miroir Vagabond non-profit organisation (a case study)

### QUALITY LABEL 2012

#### Partnership projects

- Gawain textile workshop: **“Art: A Basic Human Need”**
- Centre for Culture and Society, o. s.: **“An Alien in my Space”**
- LOS – Liberec Civic Society, o. s.: **“BOOKS 21 – Open**

**Community Education for Adults to Promote Lifelong Learning in Multicultural Societies”**

### PLACEMENTS FOR ADULT EDUCATORS

- **Iva Prudlová** – a placement in the Romanian Prison Service

## TRANSVERSAL PROGRAMME

### EUROPEAN LANGUAGE LABEL 2007

- Czech-Moravian Union of the Deaf: **“Eurosigns 2”**
- JO-YO civic association, Praha 9: **“JO-YO. We will Do Away with Boredom!”** (a case study)
- Basic school with extended language teaching (School of the Faculty of Education of Charles University), Kladská 1, Prague 2: **“Young in Europe”**
- French Alliance South Bohemia, České Budějovice: **“Theatrobthéâtre. Language Didactics through Theatre, Contact of Romance Languages and Bringing People Together – Theatre and How to Learn through Play and Communication with Others”**
- Faculty of Education, Masaryk University in Brno: **“Developing a Support Network for Innovative Forms of the Lifelong Learning of Teachers and Educators and Sharing them via E-learning in LMS Moodle”**
- Goethe-Institut Prague, Jugend debattiert international office: **“Jugend debattiert international”**
- Božena Němcová grammar school, Hradec Králové: **“Portfolio and Film Screen”**

### EUROPEAN LANGUAGE LABEL 2008

- Secondary school of agriculture Lanškroun: **“Music and Traditions in Europe”**
- VŠB – Technical University Ostrava, Languages Department: **“Teaching German to Students with Dyslexia at Technical Faculties”**
- J. Š. Baar basic school, Jírovcova, České Budějovice: **“One Lesson with European Fairy Tales”**
- European Education Centre, Hradec Králové: **“English Courses for the Blind and Visually Impaired”**



- Grammar school Čelákovice: **“German and Czech Hand in Hand”**
- University of West Bohemia in Plzeň, Coordination Centre of Czech-German Youth Exchange – TANDEM: **“Czech-German Language Animation – educational courses for language animators”**
- Rodowitz, o. s., Radvanec: **“LANTERNA FUTURI”** (a case study)

### EUROPEAN LANGUAGE LABEL 2009

- Philosophical Faculty of Ostrava University: **“A Day with Translation”**
- Basic school Hradec Králové, SNP street: **“English across Subjects at Stage I – a course for teachers at Stage I of basic school and after-school club instructors”**
- School providing secondary, basic and preschool education for pupils with hearing impediments, Prague 5: **“Placement of a Group of 3<sup>rd</sup> Grade Hospitality School Students with Hearing Impediments”**
- Centre for the Integration of Foreigners, Prague: **“Low Threshold Czech Courses for Foreigners in the CR and Training Lecturers for this Purpose”** (a case study)
- Tertiary professional and secondary police school of the Ministry of the Interior, Prague: **“Language Bridges”**
- Secondary school of agriculture, Lanškroun: **“What is Hidden in Our Forests”**
- Czech-English grammar school, České Budějovice: **“Streaming Towards B.E.S.T. Performance”**

### EUROPEAN LANGUAGE LABEL 2010

- Basic school and Slaměnickova kindergarten, Radslavice: **“Amazing Europe”**
- Grammar school Česká Lípa, Žitavská 2969, a state-funded organisation: **“Top 10 Favourites for EU Teenagers”** (a case study)
- Department of English language and literature, Faculty of Education, Masaryk University, Brno: **“FAME (Fun with American Music for Everyone)”**
- Olga Havlová grammar school, Ostrava-Poruba, a state-funded organisation: **“Legends Alive”**

- Class Acts, o. s.: Class Acts: **“Community Programme for Children and Families Offering Various Activities in the English Language”**
- Secondary school, basic school and kindergarten Hradec Králové, Štefánikova 549: **“Spreadthesign”**
- Language school authorised to organise state language examinations PELIKÁN, s. r. o., Brno: **“Don’t Give Up! How to Efficiently Motivate Adult Students to Complete a Language Course with Success”**

### EUROPEAN LANGUAGE LABEL 2011

- Basic school Most, J. A. Komenského 474, a state-funded organisation: **“Cool School – Learning Can Be Fun”**
- Grammar school Hladnov and Language school authorised to organise state language examinations, Ostrava, a state-funded organisation: **“Cross Perspectives on Exile”**
- Kindergarten Ohaře, Kolín district: **“Where Do Raindrops Disappear To?”**
- Basic school, Most, Okružní 1235, a state-funded organisation: **“A Guide to Traditional Ball Games in Visegrad Countries”**
- Basic school, Hrochův Týnec, Chrudim district: **“Not only Neighbours, but also Friends”**
- School of international and public relations, Prague, tertiary professional school, secondary technical school, s. r. o.: **“Pride and Prejudice – Overcoming Stereotypes”**

### EUROPEAN LANGUAGE LABEL 2012

- Basic school, Prague 13, Mláďí 135: **“Video-Postcard from my Town – a Competition in English”**
- 28<sup>th</sup> basic school, Plzeň, Rodinná 39, a state-funded organisation: **“Voice Training, Recitation and Drama in the Teaching of English at Basic School in the Context of International Cooperation”**
- Basic school and kindergarten, Benešov, Blansko district, a state-funded organisation: **“STORY-BASED ENGLISH TEACHING”**
- Basic school with extended language teaching, K Milíčovu, Prague: **“Bilingual Instruction for Mutual Understanding”**

- Grammar school, Olomouc-Hejčín, Tomkova 45: **“Application of Foreign Language Elements in Teaching at Secondary school”**

### EUROPEAN LANGUAGE LABEL 2013

- Basic school with extended language teaching, school of the Faculty of Education of Charles University, Prague 2, Kladská 1: **“At the Borders”**
- *Basic school, Hustopeče, Nádražní 4: “An Apple”*
- *Business academy and tertiary professional school of economics, Tábor, Jiráskova 1615: “B.E.L.L.: Business Economics Language Learning”*
- Finding Each Other, o. s.: **“Under the Wings”**
- Masaryk Business academy, Jičín: **“Learn with Us!”**

### EUROPEAN LANGUAGE TEACHER 2008

- **Carla Tkadlečková** – Basic school of German-Czech understanding and Thomas Mann grammar school, v., o. s., Praha
- **Michaela Čaňková** – AMATE civic association (Association of Teacher Educators), Brno
- **Radka Perclová** – Jana Evangelista Purkyně University in Ústí nad Labem, Faculty of Education, British and American studies department
- **Ludmila Balíková** – Basic school, Olomouc, Heyrovského 33
- **Marek Vít** – Grammar school and secondary technical school, Přelouč, Obránců míru 1025
- **Marie Fendová** – University of West Bohemia in Plzeň, Philosophical Faculty, Romance languages department
- **Alena Macurová** – The Czech Chamber of Sign Language Interpreters, o. s., Prague

### EUROPEAN LANGUAGE TEACHER 2010

- **Zdeněk Vašíček** – Basic art school, Tišnov
- **Alexandra Vidláková** – Basic school - Monty School, Ostrava-Poruba
- **Hana Trögllová** – Secondary nursing school, Chomutov, Palackého 3, a state-funded organisation
- **Hana Nápravníková** – Basic school of Czech-German understanding and Thomas Mann grammar school, v., o. s., Praha 8 (a case study)

- **Iva Hennová** – Irislingua, s. r. o., Praha 8

### EUROPEAN LANGUAGE TEACHER 2012

- **Hana Andrášová** – Faculty of Education, University of South Bohemia in České Budějovice; Language school POLYGLOT, s. r. o.
- **Josef Brožík** – Basic school and kindergarten for pupils with hearing impediments, Holečkova 4, Praha 5
- **Lenka Švecová** – Jiří Guth-Jarkovský grammar school, Prague 1, Truhlářská 22
- **Petra Plíhalová** – Basic school and kindergarten Klíč., s. r. o., Klášterní 2490, Česká Lípa
- **Dana Černá** – Secondary engineering school, Zelený pruh, Prague 4

### EUROPEAN LANGUAGE TEACHER 2013

- **Olga Myslíková** – Secondary school of engineering and business, Brno, Olomoucká 61
- **Petr Baťa** – Basic school, Chrudim, ul. Dr. J. Malíka 958
- **Marcela Radová** – Grammar school Česká and Olympic Hopes, Česká 64, České Budějovice
- **Gabriela Trojánková** – Tertiary professional police school of the Ministry of the Interior in Prague

### STUDY VISITS PROGRAMME

#### 2012 – Prize for repeated organisation of exemplary study visits for international participants in the Czech Republic

- **Eva Svobodová** – Hospitality school, TPS of hospitality and tourism and Language school authorised to organise state language examinations, Poděbrady

## EUROGUIDANCE

### NATIONAL CAREER COUNSELLING AWARD 2009

- IQ Roma servis, o. s.: **“Educational Choice Counselling for Roma Children, Youth, and their Families”** – winner of the Counselling for Clients in Initial Education category
- Labour Office in Frýdek-Místek: **“Two-day Informative Seminar ‘Business Club’ for Prospective Entrepreneurs”** – winner of the Counselling for Adults on the Labour Market category

- Asistence, Work Rehabilitation Centre: **“Assisted Employment for People with Physical and Combined Disabilities”** – winner of the Counselling for Disadvantaged Individuals on the Labour Market category

### NATIONAL CAREER COUNSELLING AWARD 2010

- Aperio – Healthy Parenting Society: **“Single Parents and Entering/Re-Entering the Labour Market”** – winner of the Lifelong Counselling category
- Charities of the Diocese of Brno, Celsuz – social rehabilitation: **“We are Helping to Find a Way to Employment”** – winner of the Prevention of Social Exclusion category
- Jana Palach grammar school, Prague 1, s. r. o.: **“Find a Way to Your Self-Actualisation”** – winner of the Support for the Professional Development of Career Counsellors category
- Prague City Hall: **“Mentoring at the Prague City Hall”** – a special award for career counselling at the workplace

### NATIONAL CAREER COUNSELLING AWARD 2011

- Chance for Education, v., o. s.: **“Support for Clients of the Kladruby Rehabilitation Institute for Social Rehabilitation in the Future”** – 1<sup>st</sup> place
- DROM, Roma centre: **“Career Counselling for Clients of the Brána Low Threshold Club”** – 2<sup>nd</sup> place
- Labour Office of the Czech Republic, regional branch in Ostrava, Frýdek-Místek contact point: **“Vocational Rehabilitation – a Way to Employment”** – 3<sup>rd</sup> place
- Asistence, o. s.: **“Transition Programme”** – a special award for lifelong counselling and for interconnecting social rehabilitation with career counselling services
- APPN, o. s. (Agency for the Deaf): **“Intervention Service – Job Brokering”** – a special award for long-term provision of high quality career counselling services
- Tesco Stores ČR, a. s.: **“Graduate Programme”** – a special award for career counselling at the workplace

### NATIONAL CAREER COUNSELLING AWARD 2012

- European Contact Group (ECG): **“Open at Work”** – winner of the Career Counselling for Adults category
- IQ Roma Servis, o. s.: **“Getting to Know Myself, Getting to Know You - Development Begins with Cooperation”** – winner of the Career Counselling for Children and Youth category

- Career Centre at Masaryk University: **“Reinstating the Services of the Masaryk University Career Centre for Companies, Students and Graduates”** – winner of the Higher Education Counselling category
- APPN, o. s. – Agency for the Deaf: **“Transition Programme”** – an achievement in the area of career counselling
- Společnost tady a teď: **“Ladies’ Club”** – a special award for a contribution to supporting the development of skills in managing one’s educational and professional paths
- Jan Palach grammar school, Prague 1, s. r. o.: **“What Matters is not What You Came With but What You are Leaving With”** – a special award for the development of career counselling at school
- Euroschola Institute, o. s.: **“Don’t Be Afraid of Doing Business”** – a special award for Czech-Slovak cooperation in the development of career counselling

### NATIONAL CAREER COUNSELLING AWARD 2013

- RUBIKON Centre: **“Chance for a New Beginning: Innovative Approaches in Career Counselling for People with Past Criminal Convictions”** – 1<sup>st</sup> place
- Borůvka, o. s.: **“I Work, therefore I am!”** – 2<sup>nd</sup> place
- Škola manažerského rozvoje, s. r. o.: **“Career Coaching for Schools”** – 3<sup>rd</sup> place
- Career Centre at Masaryk University: **“A New Platform for the Activities of the Career Centre for Students at Masaryk University”** – an award for the achievement in the area of the career counselling
- Helena Košťálová: **“Educating Experts in Career Counselling”** – an award for teaching in career counselling
- Aspekt, o. s.: **“Educational and Training Programme for Career Counsellors”** – an award for transfer of international experience in the training of career counsellors
- Dalibor Špok: **“Et Labora”** – an award for a contribution to career counselling in the on-line environment

# OVERVIEW OF PUBLICATIONS ISSUED BY OR IN COOPERATION WITH DZS/NAEP

## 2007

Title	Programme
EuroKompas – Mozaika (January)	NAEP
EuroKompas – Mozaika (April)	NAEP
EuroKompas – Mozaika (July)	NAEP
EuroKompas – Mozaika (October)	NAEP
Erasmus Guide: Studying in the Czech Republic (A)	Erasmus
Erasmus in the Czech Republic 1998–2007	Erasmus
Compendium of Projects 2006, Czech Republic	Leonardo da Vinci
Leonardo da Vinci Quality Label – projects 2004, Czech Republic	Leonardo da Vinci
Analysis of the Leonardo da Vinci Programme 2000–2006	Leonardo da Vinci
Compendium of Partnership Projects 2007	Grundtvig
Grundtvig in Stories	Grundtvig
Grundtvig in Figures	Grundtvig
European Language Label 2006 – innovative projects and Language Teacher of the Year	Label
eTwinning – Educational Projects of Schools in Europe	eTwinning
Career Counselling – a Handbook for Low-Income Countries	Euroguidance
Counselling and Immigration Services. Proceedings from the seminar.	Euroguidance
Seminar on Higher Education Counselling. Proceedings from the seminar.	Euroguidance

## 2008

Název	Program
Title	Programme
EuroKompas – Mozaika (January)	NAEP
EuroKompas – Mozaika (April)	NAEP
EuroKompas – Mozaika (July)	NAEP
EuroKompas – Mozaika (October)	NAEP
Comenius 2001–2006 in the Czech Republic	Comenius
Comenius 2007–2008 in the Czech Republic	Comenius
Erasmus in the Czech Republic 1998–2007	Erasmus
Compendium of Projects 2008, Czech Republic	Leonardo da Vinci
Leonardo da Vinci Quality Label – projects 2005, Czech Republic	Leonardo da Vinci
European Language Label 2007 – innovative projects	Label
A catalogue of higher education institutions in the Czech Republic	Study in the CR
Iceland, Norway, Lichtenstein through the Eyes of Czech Students and Teachers	EEA FM / Norway

## 2009

Title	Programme
EuroKompas – Mozaika (January)	NAEP
EuroKompas – Mozaika (April)	NAEP
EuroKompas – Mozaika (July)	NAEP
EuroKompas – Mozaika (October)	NAEP
Erasmus through the Eyes of Students	Erasmus
Compendium of Projects 2009, Czech Republic	Leonardo da Vinci
Leonardo da Vinci Quality Label – mobility projects in 2006, Czech Republic	Leonardo da Vinci
Grundtvig – Inspiration in Adult Education	Grundtvig
European Language Label 2008 – innovative projects and Language Teacher of the Year	Label
A Guide to Studying and Living in the Czech Republic	Study in the CR
The Education System of the Czech Republic	Study in the CR
Conference report – Innovation & Creativity in the LLP	NAEP
Project Cooperation between Schools	EEA FM / Norway
Future Needs for Knowledge and Skills in Europe. 2020 Outlook.	Euroguidance
National Career Counselling Award 2009, 9 winning contributions	Euroguidance
Career Development at the Workplace	Euroguidance
Multi-Cultural Counselling	Euroguidance
Career Counselling – Handbook for Policy-Makers	Euroguidance
From Strategy to Practice – Through Systemic Change towards Lifelong Counselling in Europe	Euroguidance
Establishment and Development of National Forums for Lifelong Counselling	Euroguidance

## 2010

Title	Programme
EuroKompas – Mozaika (January)	NAEP
EuroKompas – Mozaika (April)	NAEP
EuroKompas – Mozaika (July)	NAEP
EuroKompas – Mozaika (October)	NAEP
Report on the Czech Republic's Participation in the Lifelong Learning Programme 2007–2009	NAEP
Comenius in the Czech Republic 2009–2010	Comenius
Get Over your Boundaries with Erasmus!	Erasmus
Compendium of Projects 2010, Czech Republic	Leonardo da Vinci
Leonardo da Vinci Quality Label – mobility projects 2007, Czech Republic	Leonardo da Vinci
European Language Label 2009 – innovative projects	Label
School on the Net	eTwinning
How to Best Use Interactive Whiteboards	EUN
NO/IS/LI Five Years of Cooperation with the CR	EEA FM / Norway

## 2011

Title	Programme
Mozaika (January)	NAEP
Mozaika (April)	NAEP
Mozaika (July)	NAEP
Mozaika (October)	NAEP
Report on the Czech Republic's Participation in the Lifelong Learning Programme 2007–2011	NAEP
Comenius Quality Label 2011	Comenius
Erasmus through the Eyes of Students 2 – work placements	Erasmus
Compendium of Projects 2011, Czech Republic	Leonardo da Vinci
Leonardo da Vinci Quality Label – mobility projects 2008, Czech Republic	Leonardo da Vinci
Grundtvig Quality Label 2010	Grundtvig
Grundtvig Programme and Support for Volunteering Activities in Europe	Grundtvig
European Language Label 2010 – innovative projects and Language Teacher of the Year	Label
European Language Label 2011 – innovative projects	Label
School on the Net	eTwinning
National Career Counselling Award 2010 – collection of the winning contributions	Euroguidance
National Career Counselling Award 2011 – collection of the winning contributions	Euroguidance
Career Counselling in the Czech Republic – Report on the Situation in 2010	Euroguidance
ECTS Users' Guide	Bologna Experts
SPICE project: How to Spice Up the Teaching of Science and Mathematics using Foreign Colleagues' New Methods	EUN
How to Support Pupils' Interest in Studying and Working in Science, Technology, Engineering and Mathematics Fields	EUN

## 2012

Title	Programme
Mozaika (January)	NAEP
Mozaika (April)	NAEP
Mozaika (July)	NAEP
Mozaika (October)	NAEP
Comenius Quality Label 2012	Comenius
Compendium of Projects 2012, Czech Republic	Leonardo da Vinci
Leonardo da Vinci Quality Label – projects 2009, Czech Republic	Leonardo da Vinci
QALL – Recommendations on Quality Assurance in Lifelong Learning	Leonardo da Vinci
The Grundtvig Programme – Examples of Good Practice in European Cooperation in Adult Education	Grundtvig
European Language Label 2012 – innovative projects and Language Teacher of the Year	Label
School on the Net	eTwinning
National Career Counselling Award 2012 – collection of competition entries	Euroguidance
Career Guide for Schools	Euroguidance
The National Career Counselling Awards 2012	Euroguidance
Let's Get an Interactive Whiteboard – advice and recommendations	EUN



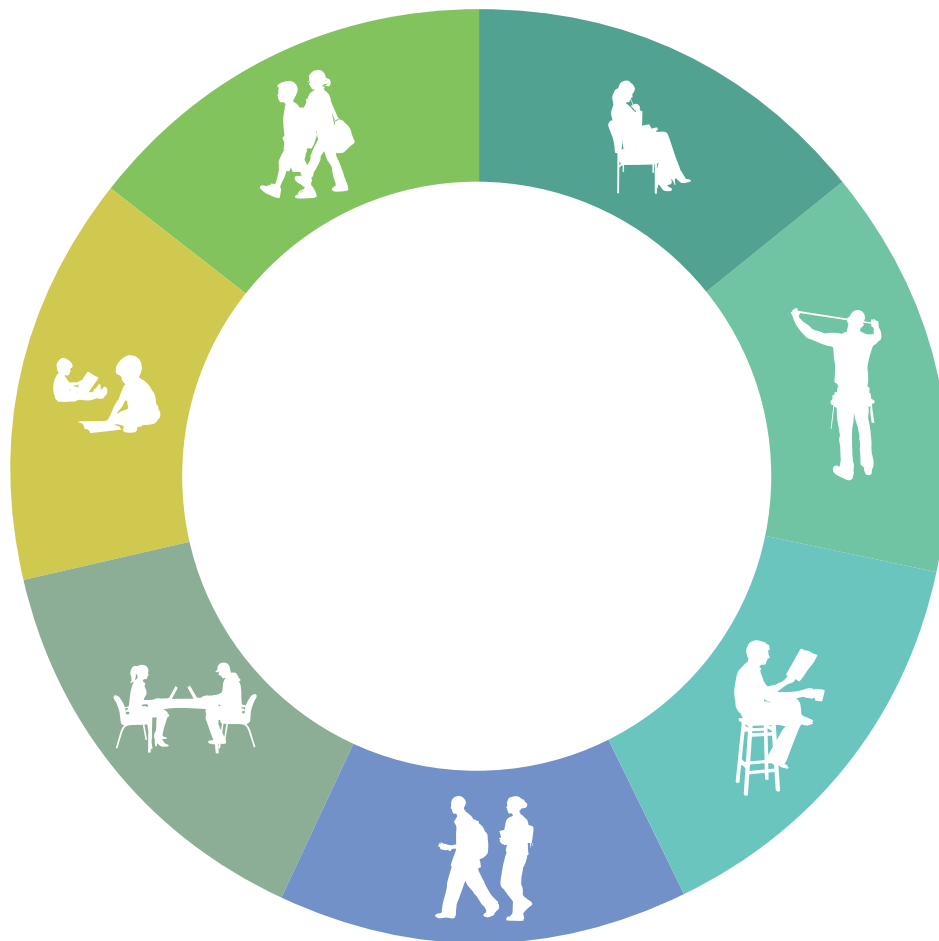


## VIII. LIST OF ACRONYMS AND ABBREVIATIONS

<b>AS</b> . . . . .	Assistantships	<b>VET</b> . . . . .	Vocational Education and Training
<b>BP</b> . . . . .	Bilateral School Partnerships	<b>PIAAC</b> . . . . .	Programme for International Assessment of Adult Competencies
<b>CR</b> . . . . .	Czech Republic	<b>QALL</b> . . . . .	Quality Assurance in Lifelong Learning
<b>CTU</b> . . . . .	Czech Technical University in Prague	<b>REG</b> . . . . .	Comenius Regio Partnership
<b>DCI</b> . . . . .	Defence for Children International	<b>SCIEX-NMSch</b> . . . . .	Scientific Exchange Programme between the New Member States of the EU and Switzerland
<b>DS</b> . . . . .	Diploma Supplement	<b>SME</b> . . . . .	Small and Medium Enterprises
<b>CTT</b> . . . . .	Continuing Training of Teachers	<b>VSS</b> . . . . .	Vocational Secondary Schools
<b>DZS</b> . . . . .	Centre for International Cooperation in Education	<b>SS</b> . . . . .	Secondary Schools
<b>ECTS</b> . . . . .	European Credit Transfer System	<b>TPS</b> . . . . .	Tertiary Professional Schools
<b>EEA</b> . . . . .	European Economic Area	<b>HEI</b> . . . . .	Higher Education Institutions
<b>EU</b> . . . . .	European Union	<b>VŠB</b> . . . . .	Mining College at Technical University Ostrava
<b>EUC</b> . . . . .	Erasmus University Charter	<b>BS</b> . . . . .	Basic Schools (primary and lower secondary)
<b>EUN</b> . . . . .	European Schoolnet		
<b>EEA FM</b> . . . . .	European Economic Area Financial Mechanisms		
<b>ICT</b> . . . . .	Information and Communication Technologies		
<b>IPM</b> . . . . .	Individual Pupil Mobility		
<b>LLP</b> . . . . .	Lifelong Learning Programme		
<b>LMS</b> . . . . .	Learning Management System		
<b>MP</b> . . . . .	Multilateral School Partnerships		
<b>KG</b> . . . . .	Kindergartens		
<b>MoEYS</b> . . . . .	Ministry of Education, Youth and Sports		
<b>MoFA</b> . . . . .	Ministry of Foreign Affairs		
<b>NAEP</b> . . . . .	National Agency for European Educational Programmes		
<b>NGO</b> . . . . .	Non-Government Organisation		
<b>NO/IS/LI</b> . . . . .	Norway, Iceland, Lichtenstein		
<b>NUTS</b> . . . . .	Nomenclature of Units for Territorial Statistics		

# FOR ALL THOSE WHO ARE LEARNING

Lifelong Learning Programme 2007–2013 | Czech Republic



The European Automations Network of Training Systems “e-ANTS” was my first experience as regards work as part of an international team of students and also my first placement abroad. I have very fond memories of it, as we did interesting work. I helped with the electronics of two robots and their programming, others designed the structure, manufactured the parts and so on.

To be honest, the greatest benefit for me was the realisation that you can study in a foreign country - you just have to have a fairly thick skin but there is nothing to worry about. This helped me four years later when faced with a decision whether to study in Paris. The “e-ANTS” project gave me the courage to go for it. Every placement I undertook, including the first one, helped me to understand a lot of things, particularly about myself in the world context. When you meet people of different views, beliefs and colours of skin on a daily basis, your horizons expand and perspectives change. I am happy: Without “e-ANTS” I might have never left this country.

## Matěj

*Participant in the “European Automations Network of Training Systems” project within the Leonardo da Vinci programme.*

