



### **Spring Meeting 2015 Klingenthal, France**

**Tuesday, 6<sup>th</sup> of May to Friday 9<sup>th</sup> of May 2015**

### **Participants**

Geneviève Laloy, École normale Catholique du Brabant Wallon, Louvain-la-Neuve, Belgium  
Chantal Muller, Haute Ecole Namur – Liège - Luxembourg, Belgium  
Richard Pirolt, KPH Vienna, Austria  
George Camacho, IP Santarem, Portugal  
Monika Becker, Pädagogische Hochschule Schwäbisch Gmünd, Germany

Berta Aznar, Universitat Ramon Llull Barcelona, Spain  
Fabio Dovigo, University of Bergamo, Italy  
Michel Hache, Isfec Lasalle Mounier, France  
Paula Jardón, Universitat de Valencia, Spain  
Gerit Jaritz, PH Thurgau, Suisse  
Iva Jedlickova, University of Hradec Králové, Czech Republic  
Niomi Kelly, Thomas More Mechelen, Belgium  
Kia Kimhag, University of Gävle, Sweden  
Jette Laursen, University College South Denmark  
Annelies Magerman, Karel de Grote-University College, Antwerpen Belgium  
Alberto Miguez Iglesias, Escuni - Escuela Universitaria de Magisterio, Madrid, Spain  
Philip O'Neill, Artevelde Hogeschool Gent, Belgium  
Gerry O'Reilly, Saint Patrick's College, Dublin, Ireland  
Maria Jesús Perales, Universitat de Valencia, Spain  
Manuel Pérez, Centro Superior de Estudios Universitarios La Salle, Spain  
Monika Røthle, University of Stavanger, Norway  
Jonathan Rooke, University of Winchester, UK  
Alexander Rose, Universidad Católica de Valencia S. Vicente Mártir, Spain  
Helen Sutherland, Kingston University London, UK  
Veronique Snoeck, Artevelde Hogeschool Gent, Belgium  
Soledad Soldevila, Haute Ecole Pédagogique Lausanne, Suisse  
Ingrida Stankeviciene, Vilniaus Kolegija/University of Applied Sciences

Agnes Streitmann, Apor Vilmos Catholic College , Hungary  
Piet Tutenel, Thomas More Mechelen, Belgium  
Martine Wilmots, Haute Ecole Libre Mosane, Belgium

## Report

***We want to thank the Goethe Foundation: Thanks to the Foundation, the Comenius Association has the opportunity to organize their annual meeting in the Klingenthal Castle.***

***It has been 25 years now that the Goethe Foundation has been supporting the Comenius Association – which allows us to follow our intercultural and educational mission and to enable the international cooperation of universities and teacher training institutions in all parts of Europe. Thanks to the Goethe foundation, the Comenius Association finds excellent working conditions enabling us to promote activities and initiatives within the programmes of the European Union.***

**Wednesday, 6<sup>th</sup> of May 2015**

### **1. Plenary session**

#### **1.1. Opening of the meeting, welcome and introduction of the programme by the president**

#### **1.2. Messages from Tove Heidemann and Marianne Oberg-Tuleus**

Greetings from Tove Heidemann (UCSouthDK), she has decided to retire, though it was not her choice, it was a choice of her institution. She would maybe do some consultant work.

Suggestion GL: We as the Comenius Association should advise our members to use her expertise.

Letter from Mariane Tuleus (Örebro): She moved from Örebro to Kristianstad to work as a senior lecturer in inclusion, there is a new International Coordinator in Örebro, hopefully to be with us soon.

#### **1.3. Presentation of a potential new member: the University of Bergamo (Fabio Dovigo, Department of Social Education, expert in inclusive education)**

➔ See also the presentation attached to this report.

Bergamo does not offer a primary education teacher training program. But they offer a full year Erasmus+ program (including courses in English and French) including teaching practice on secondary level and Master programmes in English.

What do they offer for teachers? ➔ Specialized courses for teachers (who already have a MA).

#### **1.4. Journal 2015:**

Editors: Team of the University of Valencia. The call has been published in May. The deadlines (1<sup>st</sup> of June and 1<sup>st</sup> of July) are very important for the quality.

Languages: it is important to maintain the diversity, but translations needed – and proofreading by native speakers will be absolutely necessary! Members are welcome to do the proofreading.

Question: what to do if there are a lot of contributions from one institution? → As long as there is a balance, no problem.

## **2. Evaluation of the this year's projects**

### **2.1. International Weeks:**

Positive aspects and important features to guarantee the success of a week: Credits , topics, clear communication on content and communication and embedding into the curriculum. Reciprocity – by involving home students, colleagues – or international visitors.

Questions: Everybody should pay – or not? (Suggestion: 60.- Euros per participating person)

Challenges: overlap of weeks (students who miss courses at home).

Recommendation: share the evaluation of the weeks with colleagues who are planning to organize one.

### **2.2. E+ student mobility:**

Integration of students: first days are crucial: Buddy programmes, team building activities, etc.

Assessment: try to be flexible in terms of calendar, workload, etc.

Language is crucial: B2 necessary (but once again: flexibility)

Positive effect of the Comenius network: easy and flexible contacts.

### **2.3. Staff exchange:**

Positive effects : Communication about expectations, possibilities and demands, etc. should be as clear as possible. The continuity of the exchange is very important. More time for planning, please avoid short-term planning. Mixing different activities increases the benefits of an exchange

Good way to stimulate STA: the institutions should make calls for experts.

Suggestion: How to find good matches hosting a partner → Edit a call. Publish experts interesting in teaching abroad in a separate column on the CA website.

STT: There are good and bad experience. Good ways to stimulate STT: personal involvement. Language is important. Areas in which STT seems to work better than in others: Library, IT

### **2.4. KA 2 projects, good practice:**

**Martine Wilmots:** “Learn to learn respect your culture”, handed in by a Belgian primary school Helmo (and Thomas More) as HEI partners. Share good practices. → see attached presentation.

Each (school) partner has chosen a specific topic, HEIs bring in added value. Duration: 2 years. Main idea: learn from each other (mobility!), then implement the different ideas. The project has been accepted with a result of 81/100 %.

Comparison IPs – KA2 projects: more flexibility in KA 2 in terms of the program management. Probably easier as a primary school has handed in the application. Innovation of KA2 projects: cross-sectorial cooperation is easier – and mostly welcome.

3. **E+ from an internal perspective: Philip O'Neill (Arteveldehogeschool Gent): Erasmus+ KA 1 & 2 Applications – Belgian Insider Tips**

➔ See also the presentation attached to this report.

### 3.1. Presentation

K1 = individual learning mobility; you have to implement the gained knowledge, prove the added value.

K2 = cooperation for innovation and dissemination of good practices – minimum 3 partners, you must show this is new for Europe.

Participating Countries: if you want to have a partner from outside Europe (partner countries), you have to prove the added value why you need such a partner.

Assessment: two external evaluators read the comments of the assessor. Points to combine: Relevance 30, Quality 40 (KA2 Project design 20, Project team 20), dissemination 30

You have to point out what partner uses what kind of special expertise.

Dissemination: point out what impact on local or maybe regional level the project has (province, municipalities), form a plan how to spread the information.

Parameters cf ppt

Proportionality: small budgets love small organizations: applications must correspond to the amount of staff; Flanders scores small organizations and small budgets high.

### 3.2. KA1 & KA2 tips

KA1:

Call your partner a partner

European Development plan: why do you need a partner from abroad? Why can't you do this at home?

Goal: Section E: you have to point out what objectives you want to reach

Stay clearly how you pick your staff: the project must be bottom-up, show the needs of the staff!

What will you learn?

Be prepared: make thorough plans

Timeline of activities: make clear timelines: show what specific things you will do.

Monitoring: you need to have a way of monitoring your partners, how you keep the contact with your partners.

Impact and dissemination: need for multiplier effect: what is the (added) value for the money?

Evaluate thoroughly: Make sure how you will evaluate in the end (questionnaires..., stakeholders involved)

KA2:

Something is already developed and needs to be disseminated or new and therefore to be developed and disseminated.

Mention the availability (open source) of the product. How will you spread your results? Usually: website  
Encourage innovative practices.

Also small projects that encourage intercollegiate learning (but still: innovative thing must be there)

Smaller regions have smaller KA2 budgets

Question: What about external application editors? - The Belgian National Agency doesn't like this!

Make sure to mention the priority (out of 5 domains)

Programme countries  $\neq$  partner countries: you need minimum 3 partners, if you want to involve someone of a partner country, you need to have good reasons for this. In Swiss concern: don't mention Switzerland on the application, get the partner on board after approval of the application.

Added value of working together in Europe: The European dimension means that you really need the expertise from abroad!

### Budget

How to define small budgets? 3.000 – 6.000 – 10.000 > Bring it into relationship with the size of your county, ask your National Agency for the national budget.

Co-financing? You don't need to point out, if you bring your money of your own institution. But you need to point out how you spend the European money. 3<sup>rd</sup> party funding might be clever but isn't needed.

Can you use the money to hire someone? You have to say how many persons are in the project and the system calculates the money.

A project wouldn't be denied due to high budget, the budget is rather reduced.

### Cross-sectorial aspects

How important is this? >> Innovation counts: involving partners from other sectors make your projects strong  
>>NGOs are important; Commercial partners?

Germany: cross-sectorial cooperation is compulsory: e.g. Higher Education and schools (they should hand in applications!)

### Application

How can you normally get support to write a good application? >> National Agencies, they can inform you who helps you (even NGOs) or organize e.g. seminars. External expert (e.g. Tove Heidemann) can help you to guarantee quality.

### Evaluation

Is it important to have external evaluators or is internal evaluation sufficient? >> Think of what is the best way, this might be important or just an additional cost.

What is "innovative"? For a certain region or for Europe? You have to point out the European need!

You have to show that what you learn abroad is possible to implement at home.

Life Cycle of a KA2 project: You have to show that the project has an impact after the end of the project; KA2 is minimum 18(24?) months.

What is the relevance of KA1 for Teacher Training Mobility? >> If you want to go to a place where your institution has no agreement.

IPs can now be embedded in a KA2 program and you have to prove the need.

Language(s): is it good to integrate minority languages? >> Not a criteria now

#### **4. Geneviève Laloy (ENCBW): HOW CAN WE USE ERASMUS+ PROGRAMMES FOR THE COMENIUS ASSOCIATION'S PROJECTS?**

See also presentation attached to this report

##### 4.1. 4 main topics:

Inclusion, Learning and Teaching Strategies, Outdoor Education, Language(s) and Culture(s)

International weeks (2014/15: 16 IWs)

Teacher Staff Weeks

National Modules including international experts

KA2 Strategic Partnerships

4.2. Group building: first interests here in Klingenthal, follow-up in Valencia where we can take experts of our institutions

- a) Outdoor Education: Perspectives on the topic/terms; plan to develop staff weeks/international weeks based on the various meanings of outdoor education;  
1<sup>st</sup> year: Mechelen – staff week  
2<sup>nd</sup> year: introduce an application of a more specific topic  
volunteers for thematic lead: Mechelen – Piet & George
- b) Teaching and Learning strategies: 10 minutes presentation paper (also for the journal) – Master class as a basis for further action;  
There is an idea of a staff week in ThomasMore – Mechelen  
Volunteers for thematic lead might be Niomi Kelly.
- c) Languages and cultures: This group would start with staff weeks as a basis for something more  
2 topics: traditional stories and fairy tales (coord. DK or Namur)  
CLIL topics and (coord. Liege, Antwerp)
- d) Inclusion was discussed in a broad sense; by this time there was no thematic leader found.  
The group defined a kind of Homework: find experts at home & bring short proposals to Valencia,  
topics: special needs, poverty  
Conference in Bergamo 01/2016  
International Week in Barcelona 03/2016: generic  
Maybe a Staff week or mid week in 09/2016 could follow.

#### **5. Administrative Council (6<sup>th</sup> of May 2015, 18:00 – 18:30):**

**Participants:** Monika Becker, George Camacho, Iva Jedlikova, Kia Kimhag, Genevieve Laloy, Jette Laursen, Chantal Muller, Gerry O'Reilly, Richard Pirolt, Alex Rose, Monika Röthle, Helen Sutherland, Soledad Soldevila, Ingrida Stankeviciene, Agnes Streitmann, Martine Wimots.

**STATUTES and their renewal:** Discussions showed that Administrational Council turned out to be inefficient, so there was a proposal to simplify the structures of the Comenius Association:

Board of Management as executive, Extended Board of Management, General Assembly

In that sense there is more responsibility for all member institutions at the General Assembly.

On the other hand it was said that the Administrative Council has quicker decisions than the General Assembly.

Also this meant a streamlining the structure, but there could also be some dangers. Some people would have left, so the General Assembly should not be held at the end (to avoid low numbers).

Martine said that different institutions have different points of view, it's frustrating that there are so many Belgian institutions and you cannot take part in every Administrative council.

Jette: with the Administrative Council, you take out power and engagement of the General Assembly. The General Assembly would take more time, but in the past it was kind of an information assembly.

One important reason for AC was the idea of avoiding the dominance of one country. In the Comenius Association institutions weren't perceived as representatives of nations. Though there could be the problem that if there was a large group of persons of one culture, the discourse could turn towards a single culture.

The president made the proposal to let the discussion go on and decide in Valencia and schedule the GA in Valencia earlier.

Another proposal to the statutes was about **types of members** – full members and associated members (see statutes proposal);

Administrative Council ends at 18:35

Thursday, 7<sup>th</sup> of May 2015

**1. Specific projects for 2015/16:**

**1.1. Crossing borders (KdG):**

➔ Presentation Annelies Magerman

New programme in English: multidisciplinary programme combining education, health and welfare.

“Think” – “work” – “act”: flexible modules combining theoretical and practical approaches. The program includes local students

Deadline semester I : May 30, semester II: November 15<sup>th</sup>

**1.2. New Erasmus courses in DK:**

**1<sup>st</sup> semester**

“Outside the box”: innovative learning and outdoor education, preprimary education (Kolding)

Turning mirrors into windows (Esbjerg, mainly for Social workers and Social Educators)

“Crossing Borders” (Abenraa): early years, bilingual setting – practice in a Danish or a German minority kindergarten

**2<sup>nd</sup> semester**

At least two courses in Kolding and Abenraa for preprimary education in the spring, but not published yet.

“Living and Learning together” (from preprimary to secondary): Haderslev

Freedom writers: summer school (1 week, 2 ECTS, costs: 900- including everything).

Other possibility: invite the teacher (Torbjörn Ydegaard: [tyde@ucsyd.dk](mailto:tyde@ucsyd.dk)) to our institutions with STA funding.

**1.3. Erasmus module in English Namur and LLN**

Spring semester: 20 or 30 ECTS (including school placement, language courses, 2 international weeks...)

Students will decide where they will stay, some modules will be taught together, others at the two sites.

Beginning: 1<sup>st</sup> of February, finished by the end of June. 20 ECTS version: finished beginning / mid-may

Colleagues are invited to join for the course “Comparative Education” ➔ please send proposals to LLN / Namur.

Mix of international and local students in some courses.

**1.4. KA2 Early Childhood Education project** handed in by **Kingston / Stavanger / Barcelona** (including **preschools and local authorities**): Continuing Professional Development, put on a website.

➔ Let Monika know if Toddler material has been translated; put it on the website.

1.5. **CUV: KA2 Adventure Therapy** (KA 2 handed in, 8 institutions – NGOs, associations, institutions, local authorities), meetings, webpage. Target: personality changes through activities like climbing, rafting, etc.

Middle sized budget (60.000) → they tried to reduce travel costs in order to put money aside for evaluation.

Recommendation: finish early, hand it in at the National Agency to get feedback.

### 1.6. Gävle

Despite the changes in the institutions it is still possible to receive students for programmes taught in English, but new structures still under construction. If students are interested, please contact Kia directly.

1.7. **RETAIN project:** (Namur, Haderslev, Barcelona). The project is rather at the end. Work with novice teachers to reduce drop out or job problems.

### 1.8. CIPC: International Certificate in Comparative Education (Louvain-la-Neuve)

Possibility for Erasmus students to be integrated. If students are interested, they may even come for an entire year. The module is in French, but there can be some parts in English. Call: STA to introduce different educational systems and educational policies (practical and theoretical aspects)

**Namur:** “Integration Weeks” – 2 weeks organized with 14 other institutions of HEI in the area, including French, cultural activities and social events. Activities are for Erasmus students of the participating members, and free of charge for them.

## 2. Council of Europe (Background information, preparation of the visit in the afternoon):

In 2013 visit to the Council of Europe, presentation of the Pestalozzi Programme and various contacts with the Council through Gerry and Chantal and through Roseline Moreau (GERFEC). In the meantime several steps were taken to get the official status of “Participating member” in the “Conference of International NGOs”

The application for the year 2014 has been rejected as there have been too many applications.

Recommendation: show that we are really active, interested and committed, bring in ideas of the Association, and to hand in a new application 2016.

Next conference: Strasbourg 23 – 26 of June (Commission Education & Culture)

“Mission” of the visit to Strasbourg University: meet the international coordinator who is also in touch with the Council of Europe and a member of the Conference of INGO’s

Persons to meet in the afternoon:

Andrea Young (International Office University of Strasbourg)

Roseline Moreau (GERFEC and vice-president of the commission for culture and education of the Council).

“Homework”/ recommendation (Gerry):

- ➔ find out who represents our State (in the education field) at the council of Europe. Contact them directly – and do lobbying ... A blueprinted letter from the board would be useful.
- ➔ Which country will have the presidency next year?
- ➔ CA should emphasize that we are different from other networks like NETT, Kastalia, Symposion, etc.

### 3. Visit ESPE Strasbourg (Andrea Young, International Office University of Strasbourg)

ESPE is a former IUFM, now part of the University of Strasbourg. Originally preprimary and primary education, now also secondary education (students come there for one day a week). Master programme in “Train the trainer/ teacher training”; they are also offering training for professions connected with education.

Size: 600 students in Strasbourg; another site in Colmar: bilingual education from preschool on.

Teacher training in France: Bachelor (in whatever they want), Master (in almost whatever they want; in the second year 2,5 days a week at school) and a concours after the first year (regional for primary education; national for secondary education).

International relations: Main challenge: How to encourage students to be mobile in such a framework?

Possibilities for their students: Some credits for Assistant Teaching, short term mobility (3-4 weeks)

### 4. Meeting with Roseline Moreau (vice-president of the commission for culture and education)

Very positive attitude towards the Comenius Association: Congratulating for the results and the dynamics of the Association: “The idea to apply for a status of an associate member is a good idea”

#### 4.1. Functioning of the Conference of the Council of Europe:

- 1) General framework – four instances:
  - Council of ministers: ministers of foreign affairs of the 47 member states of the CoE: they take the decisions
  - Parliament: 318 elected members and 318 alternate representatives: human rights, protection of minorities, democracy, state of women.
  - Congress of local and regional authorities: cities and regions can make themselves heard.
  - **Conference of international NGOs: voice of the citizens.**
  - Transversal instance: European court for Human Rights

#### 4.2. Conference of NGOs: 320 coming from the 47 countries: large diversity of topics and objectives.

2 meetings per year, with work groups in between

3 committees: 1) democracy, social cohesion and world challenges: global issues and sustainability, 2) human rights: media and human rights, religion and human rights, children and human rights, economic and social rights, **3) education and culture: education to european citizenship, education to human rights, cultural changes and its consequences.**

4 groups within “Education and Culture”:

- teaching profession
- challenges of the digital society and education
- history and how we can use it for democracy building (multiperspectivity)
- intercultural dialogue in Europe and living together in Europe (R. Moreau's group ...)

Content of the work group: Education to European citizenship: how far have we got in Europe?

Questionnaire about a specific topic, sent to the different NGOs, the results will come back to the work group and will be analyzed in order to come up with proposals.

- ➔ The committee is the voice of the "real people" of the civic society. The CA's (and the members') contribution would be to bring in our competencies and experience of 25 years. The CoE could reflect on the new priorities and implement them.

#### **4.3. Concrete example where this worked:**

"What are the competencies teachers need today?" → anonymous online survey about problems and needs of teachers. Upcoming questions: recognition of the teaching professions, new media/internet → do we still need teachers? Teacher training? Hierarchy in schools? Result: document presented at a conference, summary: "Manifesto" (guidelines for teacher training in the 21<sup>st</sup> century) (sent by Geneviève Laloy to the members).

R. Moreau wishes that we go in the development of intercultural relations. "You have something to contribute. Every little thing being done is worth being done."

### **5. Work on the Statutes of the Comenius Association:**

(work done on May 7<sup>th</sup> and May 8<sup>th</sup>)

No comments or modifications on articles 1 (just a different sentence structure), 2, 4, 6, 9 – 20, 22, 26 – 31.

#### **5.1. Comments or modifications:**

Article 3: Add training and research, be careful: isn't "intercultural" worn out? (different opinions)

Article 5: What does "European" mean? EU, Council of Europe?

Article 7: difference full and associate members.

Discussion of the purpose of that double membership: persons or NGOs or associations might be committed, but do not participate in the everyday life of the partnership (votes, exchange activities, etc.) This is not applicable for other HEIs.

Article 8: may be obliged > have to pay

Article 21: decision > vote?

Article 23: Head office: this currently doesn't exist, but minutes are stored at one's official's office

Article 25: There should be an emphasis on the priority of interests (board members represent the association and its interests except certain moments, then the position as a member representing those interests are to be made clear)

In addition, the option of co-optation of members to the Board of Management should be possible.

## **5.2. Additional clauses**

In this proposal the Administrative Council is no longer mentioned. One common argument was that the GA should not be on the last day but take place somewhere in the middle of a meeting. There should be one person per institution to keep the discussion possible.

GA could save some time (one Assembly only), but could take more time for discussion

## **5.3. INTERNAL RULES**

Full membership / associate members admission criteria

If there are members paying subscriptions but not having one further action, associate membership gives the association the possibility to deal with.

Associate members criteria: No comments

The revised/corrected version will be sent to the institutions before the next meeting in Valencia and then submitted to the vote of the members.

## **GENERAL ASSEMBLY (8<sup>th</sup> of May 2015)**

### **1. Confirmation of PH Thurgau as a full member**

### **2. Meeting in Valencia:**

A short presentation by Alex Rose

Connecting teacher trainers and social educators was the leading idea for the program.

Genevieve asked if maybe there could be pre-meeting of workgroups (4 topics) before the official start of the program.

Meetings will be near the planned hotel, all within the city centre of Valencia (Santa Ursula)  
school visits included (showing the inclusion of minorities e.g Roma or Orphans)

Poster session: information will be sent out

Fees are not yet fixed, in two / three weeks' time this information will be available, anyway the price will be lower than Lausanne, there will be a call for subscription in June, because within July things should be fixed (August is holiday, everything closed).

### **3. Journal**

Reminder: Articles etc. should be sent in time to Valencia/Carmen Carmona.

#### **4. International weeks:**

Workgroup on international weeks: Conditions for IWs are too diverse, agreement within the group:

Communication: costs, deadlines, timing, accommodation should be clear until Valencia

A topic in advance is highly recommended: such IWs are much more attractive for students.

Fees: could be taken despite recent information on the website (will be worked on), we'll put information on the website or members do it themselves

#### **International Weeks 2015/16 – as communicated so far:**

Antwerpen: 7.12. – 11-12.2015

Louvain-la-Neuve: 1.2 – 5.2.2015

Barcelona: 29.2.16 – 4.3.2016

Valencia (UCV): 29.2. – 4.3.2016

Stavanger: 11.4. – 15.4.2016

Schwäbisch Gmünd: 18. – 22.4.2016

#### **5. Comenius Association Bookmark**

The language of the Name on the bookmark depends who one is aiming at, the choice should be left to the institutions.

#### **6. Elections for President, Vice President**

In Valencia these two members of the Board of Management have to be elected.

Kia: Do you want to continue? Genevieve: Ideas of continuity and change; continue together with Chantal would apply for one last period, but there is still an open call for other members.

Martine: would the function also be available for other Board members?

#### **7. Next Klingenthal meeting: May 23/24 – 27, 2016**

GA is finished at 10.35