



Intercultural Competences in Vocational
Training. Transnational Strategic Partnership
2015-1-DE02-KA202-002520



Co-funded by the
Erasmus+ Programme
of the European Union

DIARY BOOKLET

*A Diary Booklet with all the activities during the Workshops and the
Transnational weeks!*



ICVET: 30.12.2015 – 31.12.2017
PROJECT NUMBER: 2015-1-DE02-KA202-002520





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Participating countries



Germany: WEQUA GmbH (Co-ordinator), Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V., IHK-Projektgesellschaft Frankfurt/Oder



Greece: General Lyceum Lavrio



Portugal: Escola Profissional, Aveiro



Romania: Colegiul Teknik Energetic, Cluj Napoca



Italy: Formaorienta, Marsico Nuovo/Potenza



Turkey: Iskilip Mesleki ve Teknik Anadolu Lisesi (IMTAL), Iskilip/Çorum



Austria: BFI Oberösterreich, Linz



Czech Republic Soukromá podniková střední odborná škola a střední odborné učiliště o.p.s. (SPSOS), Roudnice

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a. WORKSHOPS

FIRST WORKSHOP IN GERMANY

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC*

PARTNERSHIP

WORKSHOP

15.02.2016

09.30-18.00

SEECAMPUS NIEDERLAUSITZ,

PROCEEDINGS

SCHWARZHEIDE

TYPE OF MEETING:	Workshop
COORDINATOR:	Serena Junker, Project Manager
PARTICIPANTS:	Representatives from D WEQUA, D OSZ Lausitz, D IHK-Projektgesellschaft, Greece Lyceum Lavrio, Escuela Profissional Portugal, Romania Colegiul Teknik Energetic, Italy Formaorienta, Turkey Iskilip vocational High School, Austria BFI Oberösterreich, Czech Republik SPSOS, Roudnice.

Subjects of discussion

09.45-12.00

**SHORT PRESENTATION OF THE
PARTNERS, ADMINISTRATION,
REVIEW OF THE PROJECT CONTENTS
(INTELLECTUAL OUTPUTS)**

CONCLUSIONS	The participating partners discussed about the content and the structure of the final product (CORPUS) of the programme. They decided to divide it in three parts: the first containing a short description of the educational systems of each partner along with comments on their pros and cons, the second will refer to all the activities that will be held during the transnational visits and the third the conclusions about the programme. In the second part all the material produced will be included (eg. Essays, comments of the students/ teachers etc.). In addition, the activities during the visits were discussed but they will be presented in detail during the second workshop, where a final formula will be
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	set for all the partners to follow.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
IO 1 Corpus It was agreed that the Greek partner will create a formula for the modules that will be implemented in the transnational visits.	GREECE	30.03.2016
All the partners will have to send the description of their educational systems to the Greek partner so that the first part of the CORPUS will have been concluded before the next Workshop.	ALL PARTNERS	30.03.2016
IO 2 Cultural profile The German partner WEQUA GmbH will prepare a frame to for a description of preferences and the system of values in everyday life situations (Synopsis)	Germany WEQUA	30.4.2016
All partners will send contributions and descriptions. In case confrontation own view –foreign views by the students (storytelling)	ALL PARTNERS	ongoing
IO 3 Co-ordination of the production of new learning modules	Portugal	ongoing
Review of the description of new learning modules in the application form, feasibility??	All partners	ongoing
1. Simulation Game “Euro Vision	Germany WEQUA via consultant	ongoing
2. Theatre play on video: should be combined and made out of the exchange activities	Greece	ongoing
3. Series of videos depicting exemplary teaching methods from classrooms in the different countries: should be combined and made out of the exchange activities	Portugal and Greece	ongoing
4. Assessment of students and teachers to test their	Germany IHK	ongoing





“readiness” to work in an international environment or abroad	Projektgesellschaft Austria (on moodle)	
5. Language tool “let’s surf”	Czech Republic Turkey	ongoing
IO 4 The partner from Romania will create the framework for the CLIL learning units and will make the presentation of that during the next Workshop. Possible contents (mentioned in the application) 1. Leadership/entrepreneurship for VET learners 2. European professions in the 21st century 3. Clean Energy (existing) 4. Technology of the chemical/electrical industry	ROMANIA Italy ?? Germany OSZ	30.03.2016
IO 5 The partner from Austria will create an access and a structure of the moodle platform (see down)	Austria	03.04.2016
Registration to the moodle platform Putting first content	ALL PARTNERS	30.03.2016

13.30-15.30

**INTRODUCTION AND DISCUSSION OF
THE PROJECT TIMETABLE, TIME PLAN
FOR THE TRANSNATIONAL
MEETINGS AND THE MOBILITY
ACTIONS AND FINANCIAL
QUESTIONS**

CONCLUSIONS	The participating partners agreed on the dates of the transnational meetings (see attached TABLE) and the date of the next Workshop in Rudnice (Czech Republik) on 03.04-05.04.2016. They were also informed about their total budget. There also some administrative problems to overcome concerning
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	mainly the Italian partner.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The overall budget of the project needs to be approved by the German Agency.	GERMANY	MARCH 2016

16.00-18.00

INTRODUCTION OF THE MOODLE PLATFORM

CONCLUSIONS	The Austrian partner presented the Moodle Platform and ways that can be applied in the project. The final structure needs to be further discussed but the general idea is to use the platform to upload all the visual and acoustic material, the presentations, texts, comments for every transnational visit and as a communication net among the partners. It was also agreed that the platform will be used as a basic structure to draw material in order to publish it in the official website of the project. Furthermore, we will develop a test system to evaluate the new skills after lessons. The test will be presented on the Moodle Platform. A certificate will be created by all the Partners bearing their logos and it will be the same for all the participants.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The creation of the Moodle platform and formulation of its final structure.	AUSTRIA	03.04.2016

16.02.2016

09.00-12.00





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CONCLUSIONS	The partners discussed the conclusions of the workshop and offered some ideas about the Intellectual outputs and modules.



Access to learning platform e-Bfi: <http://e-bfi-ooe.at>



- 1.) Pls change the language into EN
- 2.) Login data: `firstname.lastname` (lower case)

Password: `Bfiooeuser#1` (it is our default password – pls change it after first login).

ATTENTION:

your new password must have 8 characters, uppercase and lowercase letters, special character and number

- 3.) After log-in you find the course content under "Meine Kurse"





PHOTOS





SECOND WORKSHOP IN ROUDNICE, CZECH REPUBLIC

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

WORKSHOP PROCEEDINGS **04.04.2016** **10.00-18.00**

**Soukromá podřipská střední odborná
škola a střední odborné učiliště o.p.s.,
Roudnice nad Labem**

TYPE OF MEETING:	Workshop
COORDINATOR:	Serena Junker, Project Manager
PARTICIPANTS:	Representatives from D WEQUA, D OSZ Lausitz, D IHK-Projektgesellschaft, Greece Lyceum Lavrio, Escuela Profissional Portugal, Romania Colegiul Teknik Energetic, Italy Formaorienta, Turkey Iskilip vocational High School, Austria BFI Oberösterreich, Czech Republik SPSOS, Roudnice.

Subjects of discussion

10.00-11.00

FINANCIAL MATTERS AND CONTRACTS

CONCLUSIONS	The coordinator informed the partners about the process of the contracts and the date on which they are going to be sent to all the partners to be signed in order to proceed with the payments for travel expenses.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Preparation of the contracts and regulation of financial matters.	WEQUA, GERMANY	End of April



11.00-12.00

TRAVELS AND EXCHANGES

CONCLUSIONS	The participating partners agreed on the final dates of the transnational meetings (see ANNEX 1) and the date of the next Workshop in Greece on 16.10-18.10.2016. The travel exchange list was determined by all partners. All the administrative problems concerning mainly the Italian partner were solved.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Preparation for the first travel exchange: OSZ (GERMANY) and a school from ITALY are going to visit Colegiul Technik Energetic in ROMANIA.	ROMANIA	15.04.2016
Preparation for the third Workshop in Greece (16.10-18.10.2016).	GREECE	SEPTEMBER 2016

13.30-15.00

**DISCUSSION ABOUT THE INTELLECTUAL
OUTPUTS**

CONCLUSIONS	After a short introduction about the actions taken so far concerning Intellectual Outputs, the Greek partner presented the structure of OUTPUT 1, CORPUS (INTEGRATING INNOVATION, INCLUSION & CULTURAL AWARENESS INTO VOCATIONAL EDUCATION). An Introduction including the main principles of the project is already written and uploaded on the MOODLE PLATFORM, along with the first part of the CORPUS, which includes a short description of the partners' educational systems and their comments about the advantages and disadvantages of their systems. The Greek partner also introduced a structure for the description of a module. The example presented was the first module under the title "EUROPA CAFÉ". It was also agreed that the effectiveness of most of the modules (old and new ones) will be tested by all partners either in a national class or during the exchange visits (in a multicultural class). The Greek partner will upload on the MOODLE PLATFORM a questionnaire for assessment of the "EUROPA CAFÉ" which can be used as a guide for the other partners.
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	<p>The questionnaire will consist of 10 or 20 questions, 10 of which will address to the teachers and 10 to the students, who will take part in the activity. The main idea is to create a common tool for evaluation of the Modules so that the partners can decide which of them have been effective and served the purpose of the project. The first partner to use this method- in the context of this project- will be ROMANIA.</p> <p>In addition, it was agreed that the Greek partner will present the “EURO-VISION” and the “LET’S SURF” module in the following weeks on the MOODLE PLATFORM.</p>	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Assessment tool for “EUROPA CAFÉ”.	GREECE	11.04.2016
Description of the “EURO-VISION” & “LET’S SURF” module.	GREECE	END OF MAY

15.00-17.00

**DISCUSSION ABOUT THE
INTELLECTUAL OUTPUTS- GROUP
WORK**

CONCLUSIONS	<p>The partners were divided in three groups, in order to discuss in a more flexible way the goals and content of each Intellectual Output. OUTPUT 1 (CORPUS) was discussed in the assembly because it concerns all partners and it will include all the activities of the project. However, it was agreed that all partners will contribute to all Outputs. Group 1 (WEQUA, GERMANY- GREECE, ITALY) discussed OUTPUT 2 (CULTURAL PROFILE OF THE PARTICIPATING COUNTRIES). The leading partner in this group is WEQUA, GERMANY. The partners agreed on a common structure of questions which will concern different aspects of social, professional and personal life (state, wealth, entertainment, dress, food, music, values, priorities etc.). The partners will create more questions in the following weeks and they will exchange information until they will agree on a final structure, which will be uploaded on the MOODLE PLATOFRM. For the first exchange travel in Romania it was agreed that it will be used an existing</p>
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questionnaire offered by the Portuguese partner (see ANNEX 2). **Group 2** (ROMANIA, CZECH REPUBLIC, TURKEY, OSZ-GERMANY) discussed the structure and the content of the Language Integrated Learning Units (CLIL). The leading partner in this group is ROMANIA. The German partner (OSZ) will contribute to the CLIL units with a list of more terms/words, which the students will discuss with each other during their visit to the Colegiul Technik Energetic in Romania. The students will have to fill in questionnaires to test their ability to learn new terms/words in a foreign language. **Group 3** (Austria, Turkey, Portugal, Wequa-Germany, IHK-Projektgesellschaft mbH- Germany) discussed about the development of E-Learning Contents (Inclusion and Cultural Awareness). The leading partner is Austria. The partners presented their ideas about how to prepare a student who is going abroad to study or to work. A tool measuring students' readiness will be developed including questions, like "what do I have to know when travelling to a foreign country (eg. dress-code, behavior, etc.). All partners were asked to present typical stories from their countries, depicting the cultural differences among different cultures (a kind of a funny quiz, eg. The Germans don't usually speak when they are on a train, while the Greeks or the Italians cannot go ...unnoticed!). Moreover, it was suggested that the students should make a kind of research before the exchange visits about the country they are visiting. In that way, they will be able to discover some stereotypes about other cultures. It would be interesting to ask them about these stereotypes after their visit in another country. All this material will be uploaded on the MOODLE PLATFORM to give feedback to all the participating partners.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
GROUP 1: WEQUA, GERMANY- GREECE, ITALY: <ul style="list-style-type: none"> - Structure of questions about the Cultural Profile of the participating countries. - A. STATE: trust in the state, trust in the social/ political institutions, need for political 	WEQUA- GERMANY	MAY 2016



<p>engagement.</p> <ul style="list-style-type: none"> - B. WEALTH: Life expectations about family, professional life, being rich, adventure (extreme sports...), making friends... - C. ENTERTAINMENT: going out with friends, clubbing, theatre/ concerts/ cinema, sports, hanging around and having a beer, nature activities, shopping in a Mall, social media, Internet games... - D. DRESS/FOOD/MUSIC: fashionable trends, home-cooked meals or junk food, listening to music (hours per day)... - The rest categories are to be created by the partners in the following weeks. 		
<p>GROUP 2: ROMANIA, CZECH REPUBLIC, TURKEY, OSZ-GERMANY:</p> <ul style="list-style-type: none"> -Structure of the CLIL units. - German students' contribution to the CLIL UNITS. - Tests/ assessment of learning new words/terms. 	ROMANIA	END OF APRIL
<p>GROUP 3: Austria, Turkey, Portugal, Wequa- Germany, IHK-Projektgesellschaft mbH- Germany:</p> <ul style="list-style-type: none"> - Funny quiz about cultural stories from the partners' countries. - Students' research of the country they are visiting. - Testing of students' readiness to go abroad. - Testing of stereotypes before and after the exchange visits. 	AUSTRIA	JUNE 2016





17.00-18.00

**MOODLE PLATFORM: STATUS QUO & INPUT/
INTERNET SITE**

CONCLUSIONS	The partners were informed about the updates on the MOODLE PLATFORM and the creation of an Internet webpage designated exclusively to serve the purposes of this project. The Portuguese partner will be responsible for the design of the Webpage, where all the material and the results of the project will be uploaded in their final format. The Greek partner will organize all the material produced so far and send it to the Portuguese partner.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Design and formulation of the project's webpage.	PORTUGAL	AUGUST 2016
Organization of the project's material.	GREECE	END OF APRIL

05.04.2016

**9:00-10:00 DISCUSSION ABOUT
INTELLECTUAL OUTPUT 3-SUPPLEMENTARY
LEARNING MODULES AND MATERIALS**

CONCLUSIONS	The partners decided to implement at 3 of the already existing modules: "Euro-vision", "Let's surf" and "Europa Café". Moreover, it was agreed that each hosting partner will deliver a 5-minute video depicting the highlights of the activities during the exchange visits. Apart from that, the Greek partner will be responsible for creating a script for a theatrical play (on video) under the title "In your shoes". This applies to one of the project's principles: integrating Arts
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	in the teaching process. The leading partner for this Output is Portugal, but all partners will contribute.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Implementation of “Euro-Vision”, “Europa Café” & “Let’s surf”.	PORTUGAL	Throughout the project.
Script for the theatrical play “In your shoes”	GREECE	AUGUST 2016





DISCUSSION ABOUT THE DISSEMINATION PLAN & THE LOGO OF THE PROJECT'S POSTER

10:00- 11:00

CONCLUSIONS	<p>The partners discussed several ideas concerning the dissemination plan: a. the creation of a poster/ leaflet which will be distributed to all countries, advertising the activities in each school/organization/company in the context of the project. The logo of the project hasn't been decided yet, but the partners are expected to exchange ideas in the following weeks. It was suggested that the students should be asked to design the LOGO. B. The organization of a big event in Italy as well as in Germany to present the content and the results of the project. C. The publication of the project's results on an open to the public WEBPAGE (SEE ABOVE).</p>
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Creation of the project's poster/ LOGO.	ALL PARTNERS	END OF MAY
Organization of an open event in Italy and in Germany. It will be discussed during the Workshop in Greece.	ALL PARTNERS	OCTOBER 2016



11:00-13:00

**GROUP WORK ON THE INTELLECTUAL
OUTPUTS-SUMMARY**

CONCLUSIONS	The partners continued their discussion of the first day about the Intellectual Outputs and they agreed on the deadlines. The coordinator made a summary of the Outputs discussion.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Determination of deadlines of the Intellectual Outputs (see above).	ALL PARTNERS	See above





DISCUSSION DIAGRAM

OUTPUT 1

4/04/2016

2nd WORKSHOP

ROUDNICE

OUTPUT TITLE: CORPUS: INTEGRATING INNOVATION, INCLUSION AND CULTURAL AWARENESS
INTO VOCATIONAL EDUCATION

COORDINATOR: GREECE

PARTICIPANTS: ALL PARTNERS

DESCRIPTION OF THE OUTPUT: Throughout the project a Corpus will be written including all the teaching methods, the presentations, the results and activities implemented in the programme. It will be divided in three parts: a. description of the main principles of the project; b. presentation of the teaching methods and the activities with examples and c. a diary with the personal thoughts of the participants about the project and its impact on their personal and professional lives. A summary of the first and second part could be translated in all the languages of the participating organizations.

READ: A form a module description (Europa Café) is already uploaded on the MOODLE PLATFORM.

DISCUSSION TOPICS

TOPIC

Short description of the each participant's educational system.

(Austria, Turkey and Greece are done).

Each partner should present at least two teaching modules (preferably innovative ones) which they can be tested during the transnational meetings.

Each partner will send the Greek partner the module description.

The modification of the module will be done by the Greek partner.

Each teaching module should include at least one (or more) of the



project's principles.

Suggestion: more teachers could be involved (from different fields of specialization).

When a teaching module is completed it will be uploaded on the MOODLE PLATFORM.

The content of the modules....(brainstorming)

OTHER INFORMATION

The introduction part of the CORPUS should be completed by the end of April.

OUTPUT 2

4/04/2016

2nd WORKSHOP

ROUDNICE

OUTPUT TITLE: CULTURAL PROFILE OF THE PARTICIPATING COUNTRIES

COORDINATOR: WEQUA GmbH

PARTICIPANTS: GREECE, IHK-Projektgesellschaft mbH, Iskilip Mesleki ve Teknik Anadolu Lisesi, FORMAORIENTA (however it is addressed to all participants)

DESCRIPTION OF THE OUTPUT: The output will deliver a cultural profile for each participating country which serves as a common knowledge base for using the learning modules. The lead-partner for this IO will be the project co-ordinator WEQUA GmbH in close co-operation with the project partners. The cultural profile will have a common structure for each described country. It can be used to add other countries in case.

Culture Profiles describe cultural characteristics on different levels, such as national, organizational or individual characteristics. Generally, culture can be defined and analyzed on different levels:

- National / regional aspects define characteristics and attributes common to actors coming from or living in a certain geographic location.
- Organizational aspects define characteristics and attributes for a certain organization, such as companies or teams.





- Professional aspects define characteristics and attributes for actors in a certain profession or with a similar educational background.
- Individual aspects define characteristics and attributes for actors which describe their personality as well as individual preferences and interests.

The cultural profiles needed for the project are a mixture of these levels. Culture is a pattern of spiritual, emotional, mental and physical realities, all of which interact in the life of society and individuals. It involves the way of thinking, dress and speaking, the words which are used, beliefs, food, the style of clothes and homes, the relationship between relatives, music and art. It involves also the routines or practices of eating, sleeping, working, shopping, travelling, greeting others, raising children and attending schools, and the beliefs of what is right and wrong.

The individual level is the one where especially the students have encounters and form an opinion. Professional and organizational aspects refer more to the teachers and their involvement in vocational training and show a lot about the values and priorities which are pursued in the national vocational training system.

The cultural profiles will be prepared as a background information for the IO 5 “E-Learning contents”. The cultural profiles will be drawn up and discussed with the partners, always questioning the widespread cultural attributions with their everyday examples and actions and by the mutual experiences the partners have made with each other as "representatives" of their country and their culture. This is due to some preliminary research done before this application where cultural profiles are delivered for different countries (for example to be found in the Internet especially for the business life), but which have a tendency to solidify prejudices instead of resolving them.

READ: SEARCH THE INTERNET FOR INFORMATION ABOUT CULTURAL PROFILES

DISCUSSION TOPICS

TOPIC

A common structure of the profiles should be agreed.

This structure should be filled in by teachers as well as students.

Suggestion: A day about CULTURE could be organized at each school where more students and teachers could participate.

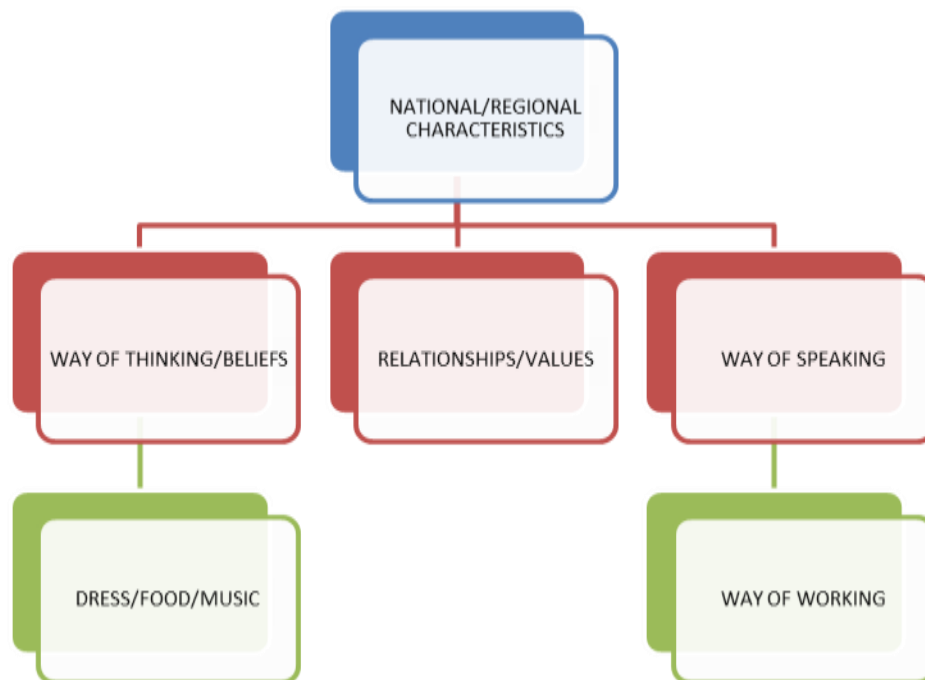


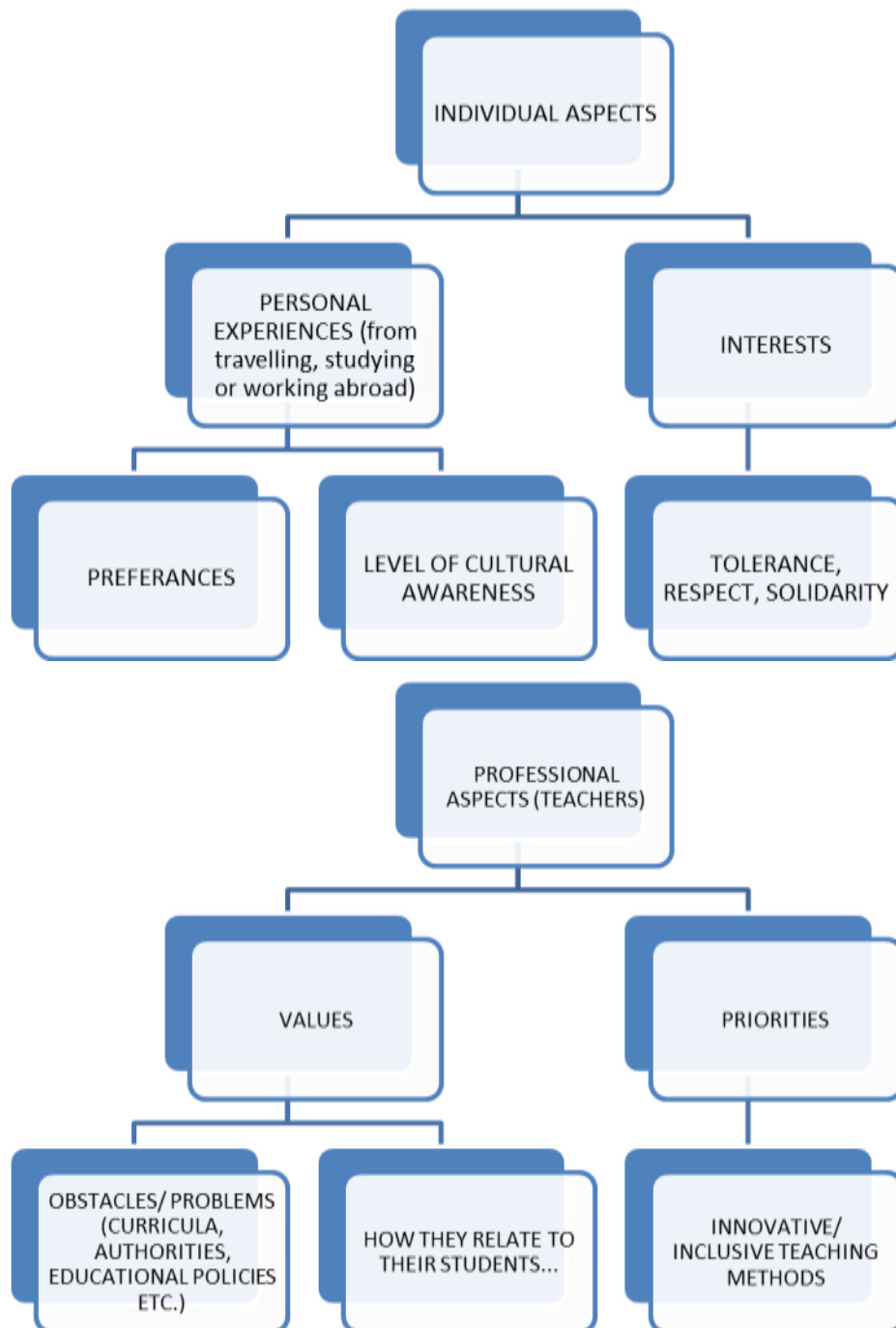
Will it be a questionnaire or a diagram? (SEE BELOW)

The students will be asked to present the cultural profile of another country (this could be done in groups so that all the participating countries will be covered).

It would be interesting to compare what, for example, Germans think of their culture to what other countries do.

OTHER INFORMATION







OUTPUT 3

4/04/2016

2nd WORKSHOP

ROUDNICE

OUTPUT TITLE: SUPPLEMENTARY LEARNING MODULES AND MATERIALS

COORDINATOR: PORTUGAL

PARTICIPANTS: ALL PARTNERS

DESCRIPTION OF THE OUTPUT: This Intellectual Output comprises several learning units and products which will be created newly after the analysis phase of the existing learning modules of the teaching framework and the ADAM Database. The lead partner is AEVA (PORTUGAL) supported by all partners as this is a comprehensive task comprising several smaller products and methodologies.

1. Development of a simulation game "Euro-Vision" which is intended to complement the teaching framework for intercultural competences from the "Olympics" project as a major method to expand the possibilities of teaching. Simulation games have a firm stand in the education landscape. In addition to teaching content they create ways how participants can communicate and present current issues in oral, written and media-based form. By taking a "role" in a simulation game participants acquire key skills, such as negotiation, teamwork, interest enforcement, facilitation techniques, strategic thinking and complex problem solving. The point is that the simulation game can be built by the teachers themselves in a workshop for a later use in their lessons.

The simulation game "Euro-Vision" is connected with a Scenario Building Method "Stories from Europe in 2030" created as radio news.

"Good evening, ladies and gentlemen, today is 25.03.2030." Taken place on the sofa somewhere in Europe, the usual news start in the year 2030. But what will be the latest news? Based on the scenario method youths from different European countries will develop their stories to Europe in 2030. What do they think about the EU enlargement, what will have happened until 2030? And will there be a further deepening of the European Union or an





erosion? From these thoughts stories arise which are set to voice in the evening news. What do young people think about their Europe from Greece in 2030? What will include news from Warsaw in 2030? The news will be available at the project website and in case also on the “moodle” platform. This learning unit will be delivered by a contractor under the management of the project co-ordinator.

2. A theatre play (shown on a video) whose main subject will be the elements that unite European citizens and help them to overcome their differences when it comes to education. It could consist of scenes taken from real classrooms during a lesson and will be documented on video.

The responsible partner for this unit will be the Greek partner General Lyceum of Lavrio.

3. A series of videos depicting exemplary teaching methods from classrooms of different countries as a documentation and demonstration of the tested learning modules on the one hand and as a demonstration material supporting the learning units

The responsible partners for this unit will be the Portuguese partner AEVA and the Greek partner General Lyceum of Lavrio.

4. An assessment tool for students and teachers to test their “readiness” to work in an international environment or abroad. The tool consist of a language test, a test about the persons own position towards other or different cultures (testing stereotypes and prejudices, preferences or rejection of specific countries or cultures), a test of the knowledge about other cultures and a test of cultural awareness. Awareness of cultural differences and their impact on behavior is the beginning of intercultural effectiveness. cultural self-awareness includes recognition of one’s own cultural influences upon values, beliefs, and judgments, as well as the influences derived from the professional’s work culture. Cultural awareness includes:



- Having a firm grasp of what culture is and what it is not
- Having insight into intracultural variation
- Understanding how people acquire their cultures and culture's important role in personal identities, life ways, and mental and physical health of individuals and communities;
- Being conscious of one's own culturally shaped values, beliefs, perceptions, and biases
- Observing one's reactions to people whose cultures differ from one's own and reflecting upon these responses
- Seeking and participating in meaningful interactions with people of differing cultural backgrounds.

This assessment tool works for self- assessment through the students or for external assessment through a teacher or trainer

The responsible partner for this unit will be the Italian partner FormaOrienta

5. A language tool "Let`s surf"

Work-oriented language training which underlines:

- Self-reflection on his/her own language competence
- self-motivation, based on self-confidence, to improve the language competence
- Media competence

This is a media exercise in specific English which can be found as an example on the internet page www.5percangol.hu. Apart from elementary grammatical exercises, situation-specific dialogue exercises are in the foreground.

This tool exists only rudimentary but is worthwhile a further development.

The responsible partner will be the Czech partner SPSOS supported by the Turkish partner.



READ:

DISCUSSION TOPICS

TOPIC

This output presupposes a distribution of activities among the partners.

SUGGESTION: 1. "EURO-VISION", leading partner will be GREECE and participating partners will be PORTUGAL & ITALY. The local radio station in Lavrio has already agreed to broadcast a radio show inspired and presented by a mixed group of students (Greek, Italian and Portuguese).

2. THEATRE PLAY: "IN YOUR SHOES", leading partner will be GREECE and participating partners will be ITALY, PORTUGAL, CZECH REPUBLIC & TURKEY.

3. VIDEOS WITH EXEMPLARY TEACHING METHODS: Leading partner will be PORTUGAL and all the partners could film all or some of the activities held during the transnational visits.

4. Assessment tool: Leading partner will be ITALY, but we can all offer certain questions to build a common questionnaire which the teachers and the students will fill in during the transnational visits.

5. Language tool "Let's surf": Leading partner will be CZECH REPUBLIC supported by TURKEY. What we can do with this tool is try to use it in the classroom and document the results of its effects (eg. English teachers could integrate this tool or suggest others of the same content into their teaching).

OTHER INFORMATION

All this material will be uploaded on the Moodle platform.



OUTPUT 4

4/04/2016

2nd WORKSHOP

ROUDNICE

OUTPUT TITLE: CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) UNITS

COORDINATOR: ROMANIA

PARTICIPANTS: CZECH REPUBLIC & TURKEY

DESCRIPTION OF THE OUTPUT: Content and Learning Integrated Language (CLIL) is an approach for learning content through an additional language and thus teaching both the subject and the language. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings and provides effective opportunities for the students to use and practice their new language skills now, rather than learn them now for use later. Students can also learn and apply an appropriate vocabulary.

Developing learning units like:

1. Leadership/entrepreneurship for VET learners
2. European professions in the 21st century
3. Clean energy
4. Technologies of the chemical/electrical industry

In those units we will develop such contents as to make our students learn new words/expressions in English, seek information on a given topic using various sources

of information, analyze the importance of the topics, communicate, using words and expressions related to renewable energy, electric networks, chemical technologies, professions and interviews, learning styles. We will include activities to develop writing skills (worksheets related to the topics, European CV, application letter). Also, we will describe activities so that they cooperate with peers and work in groups for different tasks on those topics.



READ:

DISCUSSION TOPICS

TOPIC

This output could constitute a teaching module on its own.

SUGGESTION: The other partners could contribute to this output by adding to the technical terms, more scientific terms related to other scientific fields (eg. History, Language, Literature...)

OTHER INFORMATION

ALL THE MATERIAL WILL BE UPLOADED ON THE MOODLE PLATFORM.

OUTPUT 5

4/04/2016

2nd WORKSHOP

ROUDNICE

OUTPUT TITLE:	DEVELOPMENT OF E-LEARNING CONTENTS “INCLUSION & CULTURAL AWARENESS”
COORDINATOR:	AUSTRIA
PARTICIPANTS:	CZECH REPUBLIC, TURKEY, ROMANIA & PORTUGAL
DESCRIPTION OF THE OUTPUT:	The E-Learning Course is developed based on the different modules delivered by the partners. The collected material will give the trainer information on how to best use the ICT-based learning elements in the classroom setting. This moodle-based online course will be available for learners but can also be used by all interested trainers in regular classes or blended learning scenarios in order to support ICT-based learning in the EU. All partners will develop learning materials and BFI and (participating organizations) will prepare them for the design of the course.





READ:

DISCUSSION TOPICS

TOPIC

Some of the modules will be uploaded on the moodle platform as exemplary teaching courses. They can be enhanced by interviews of the participating teachers and students.

SUGGESTION: A project's site could be designed (with the help of Gabi), with open access so that the project's products could be more easily distributed.

OTHER INFORMATION

ALL THE MATERIAL WILL BE UPLOADED ON THE MOODLE PLATFORM.



PHOTOS OF THE WORKSHOP IN ROUDNICE





WORKSHOP IN LAVRIO, GREECE

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

WORKSHOP **17.10.2016** **10.00-18.00** **General Lyceum of Lavrio, GREECE**
PROCEEDINGS

TYPE OF MEETING:	Workshop
COORDINATOR:	Serena Junker, Project Manager
PARTICIPANTS:	Representatives from D WEQUA, D OSZ Lausitz, D IHK-Projektgesellschaft, Greece Lyceum Lavrio, Escuela Profissional Portugal, Romania Colegiul Teknik Energetic, Italy Formaorienta, Turkey Iskilip vocational High School, Austria BFI Oberösterreich, Czech Republik SPSOS, Roudnice.

Subjects of discussion

10.00-11.00

FINANCIAL MATTERS AND CONTRACTS

CONCLUSIONS	The coordinator informed the partners about the process of the contracts and the approximate date of the second payment. The partners were also informed about the use of their budgets and the possibility of an extra Workshop either in Romania or Austria was discussed. The coordinator asked all partners to send her the amount of money already spent in the previous Workshops, so that she can determine whether it is possible to organize an extra Workshop.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Collection of the amounts spent on Workshops so far.	WEQUA, GERMANY	November 2016

11.00-12.00

TRAVELS AND EXCHANGES

CONCLUSIONS	Presentation of the results of the transnational visits in Romania and Portugal.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Presentation of the programme, the evaluation of the activities and the students' video of the first transnational visit.	ROMANIA	
Presentation of the programme, the evaluation of	GREECE/PORTUGAL	





<p>the activities and the students' video of the first transnational visit. Presentation of the video with the TV SHOW under the title "BLAST FROM THE PAST". The participating students from Greece presented the effect of their visit in Portugal on their way of thinking and their perception of another European educational system.</p>		
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14.00-16.00

DISCUSSION ABOUT THE INTELLECTUAL OUTPUTS

CONCLUSIONS	Intellectual outputs: presentation of the Modules and their results in the classroom.	
	The Romanian, Greek and Portuguese partner presented the Modules they implemented in the classroom during the transnational visits and the evaluation of each one of them.	
	Presentation of a new module introduced by the Greek partner: "Sophocles' Antigone: moral dilemmas through time". The new module will be tested during the transnational visit in Greece.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Assessment of "EUROPA CAFÉ".	ROMANIA	
Assessment of EURO-VISION (TV SHOW)	GREECE/PORTUGAL	
Implementation and assessment of EURO EURO FUN GAME.	GREECE/PORTUGAL	
Assessment of the CLIL UNIT	ROMANIA/GREECE/PORTUGAL	
Presentation of the new module based on Sophocles' Antigone.	GREECE	END OF NOVEMBER 2016

16.00-18.00

MOODLE PLATFORM: STATUS QUO AND INPUT

CONCLUSIONS	All the material used so far is uploaded on the Moodle platform.	
	The Austrian partner collected cultural stories from the partners which formed a kind of International Quiz. This quiz will be tested during the transnational visit in Greece.	
	A readiness to go abroad assessment tool was also discussed. The partners resulted in a common form of questions (see ANNEX 2). The questions will be collected by the Italian partner and then sent to the Austrian partner. The Greek partner will present the partners' educational systems separately, so that it will be easier to access them. The Portuguese partner will be responsible for the construction of the project's website. All partners will contribute by sending material and offering their opinions on the design of the website.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE





International Quiz. The stories from Italy and Turkey will be soon added.	AUSTRIA	OCTOBER 2016
Questions about the readiness of students to live and study abroad.	ALL PARTNERS	END OF NOVEMBER
Separate presentation of the educational systems on the Moodle platform.	GREECE	DECEMBER 2016
Construction of the project's website.	PORTUGAL & ALL PARTNERS	JULY 2017

18.10.2016

10.00-11.00

INTELLECTUAL OUTPUTS/RESULTS DISCUSSION

CONCLUSIONS	The partners discussed about the way all the Modules will be presented on the project's website so that they can be helpful for teachers or trainers. It was suggested that the already tested Modules will be included in the CORPUS , while the new ones will be part of the Supplementary Outputs. In any case each Module will be described, accompanied by a an evaluation and its results, and be shown on a video.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Presentation of the Intellectual Outputs.	GREECE & ALL PARTNERS	SEPTEMBER 2017
Update of the CORPUS.	GREECE	END OF DECEMBER 2016

11.00-12.00

QUESTIONS ABOUT THE CULTURAL PROFILES

CONCLUSIONS	The partners discussed about introducing some notes or questions related to the cultural profile of their countries after they study the material from the website http://www.everyculture.com/ , which constitutes the first collection of cultural profiles.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Collection of comments on the cultural profiles.	GERMANY	NOVEMBER 2106





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12.00-13.00

EURO EURO FUN GAME

CONCLUSIONS	The Greek partner presented the structure and ways to implement in the classroom of the EURO EURO FUN GAME.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Addition of more questions to the game.	GREECE	NOVEMBER 2016
Update of the CORPUS.	GREECE	END OF DECEMBER 2016

14.30-15.30

TRANSNATIONAL COMPETENCES

CONCLUSIONS	The German partner suggested a new activity in the classroom: the use of simple question to test transnational competences (What are your values?...What is most significant for you in your life?...). It was agreed that these questions will be tested during the transnational visit in Greece.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Formulation of questions to test students' transnational competences.	GERMANY & GREECE	NOVEMBER 2016

16.00-18.00

**TRANSNATIONAL
ARRANGEMENTS**

EXCHANGES

CONCLUSIONS	All the partners discussed about the final dates of the transnational visits (ANNEX 3).





PHOTOS OF THE WORKSHOP IN LAVRIO, GREECE





WORKSHOP IN LINZ, AUSTRIA

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

WORKSHOP
PROCEEDINGS

06.03.2017

10.00-17.00

**Austria BFI Oberösterreich,
LINZ**

TYPE OF MEETING:	Workshop
COORDINATOR:	Serena Junker, Project Manager
PARTICIPANTS:	Representatives from D WEQUA, D OSZ Lausitz, D IHK-Projektgesellschaft, Greece Lyceum Lavrio, Escuela Profissional Portugal, Romania Colegiul Teknik Energetic, Italy Formaorienta, Turkey Iskilip vocational High School, Austria BFI Oberösterreich, Czech Republik SPSOS, Roudnice.

Subjects of discussion

09.00-10.00

FINANCIAL MATTERS AND CONTRACTS

CONCLUSIONS	The coordinator informed the partners about financial matters of the project and the hold-back of an amount from the second payment in order to redistribute money among partners for the interstitial workshop in Linz. The partners were also informed about the mobility tool. All th exchanges have taken place as planned except for the one in Turkey which had to be postponed for October due to the unstable political situation and the reluctance of parents to allow their children to travel to Turkey. In case of escalation of the events another place for this transnational week will be discussed either in Greece or Romania.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Update of the mobility tool.	WEQUA, GERMANY	June 2017

10.00-12.00

TRAVELS AND EXCHANGES

CONCLUSIONS	Presentation of the results of the transnational visits in Greece and Czech Republic.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE





<p>Presentation of the programme, the evaluation of the activities and the students' video of the first transnational visit. Presentation of the Radio Show about Europe in 2030. Interviews with students: Greek students presented the effect of their participation in the Erasmus Plus Project on their way of thinking and their perception of another European educational system or even their decision to study or work abroad.</p>	GREECE/PORTUGAL	
<p>Presentation of the programme, the evaluation of the activities and the students' video of the first transnational visit. Presentation of the implementation of CLIL UNITS, Business Games with products which are successful in Europe and understanding of national cuisines.</p>	CZECH REPUBLIC/TURKEY	

13.30-15.30

DISCUSSION ABOUT THE INTELLECTUAL OUTPUTS

CONCLUSIONS	Intellectual outputs: reports presented by the IO Leaders.	
The IO Leaders presented the state of developments of each Intellectual Output. Moreover, a model of assessment was discussed.		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
IO1 CORPUS: The contents of the CORPUS will be rearranged so that it would be more practical to be used as a guide for the project's modules.	GREECE/ROMANIA	MAY 2017
IO2 CULTURAL PROFILE OF THE PARTICIPATING COUNTRIES: The German partner will prepare questions about the cultural profile of each country involved in the project based on the Hofstede's model.	GERMANY	SEPTEMBER 2017
IO3 SUPPLEMENTARY LEARNING MODULES & MATERIALS: The Greek partner presented the Euro-Vision Module in two forms, one of a TV SHOW and one of a Radio Show. Another activity was suggested in the context of this Module which involves five possible scenarios that will present the ideas of European citizens about the Future of Europe. This activity will take place in the next exchanges and they	GREECE/PORTUGAL/CZECH REPUBLIC	SEPTEMBER 2017





<p>will also be tested by the partners. The Greek partner presented exemplary videos which depict the steps of certain Modules in the classroom and a theatrical activity based on the module "Sophocles Antigone: moral dilemmas through time". The Czech partner presented a table for "Let's Surf" Unit which will be enriched by all partners with activities concerning Language competences.</p>		
<p>IO4 CLIL UNITS: The Romanian partner is responsible for collecting all the CLIL UNITS. It was also suggested that all CLIL UNITS will be presented in a common form.</p>	ROMANIA	JULY 2017
<p>IO5 DEVELOPMENT OF E-LEARNING CONTENTS: The Austrian partner presented the development of the E-Learning contents. It was agreed that the Moodle platform will be a tool addressed mainly to students while the WEBSITE will be a tool for teachers. So far a National Quiz with cultural stories and a Readiness test is uploaded.</p>	AUSTRIA	SEPTEMBER 2017

15.30-17.00

TEST OF THE MODULES & CERIFICATION

CONCLUSIONS	The partners discussed about the test methodologies and test instruments they will use to measure the results of the Modules.	
	The partners agreed that the evaluation of the Modules should be an overview of the impact they have on students and teachers and it will be included in teacher's conclusions. Teachers/trainers will have to take into consideration also answers to the Readiness Test, their observations during the implementation of the Modules and basic competences intended with each Module. There can also be an online questionnaire for self-evaluation. Interviews with students can be helpful.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Self-evaluation questions.	ALL PARTNERS	JULY 2017

07.03.2017

09.15-10.15

MODELS OF CERTIFICATION

CONCLUSIONS	The IHK Projektgesellschaft partner presented a formula for certification based on the Leonardo Da Vinci Project. This will include a description of the blended mobility, the number and duration of the module, an overview of what students have done and the competences gained. The title will be "Certification





	of Participation....name of school, place, time...”.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
CERTIFICATION OF PARTICIPATION	ALL PARTNERS	APRIL 2017

10.15-14.30

INTELLECTUAL OUTPUTS-GROUP WORK

CONCLUSIONS	The partners were divided into groups and discussed about the structure and implementation of the Intellectual Outputs.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
IO 1 COPRUS: The CORPUS will be divided in three parts: a. Warming-up exercises, b. International Training Modules (Europa Café, Euro Vision, Intercultural Treasure Hunt, Moral Dilemmas through time, The Arch of Noe), c. CLIL UNITS (socioeconomic competences, science & technology). At the end there will be a Recommendation part and Bibliography. The Greek partner is responsible to collect all the descriptions of the Modules. The diaries of the exchanges will be included in a separate booklet. At the top of each Module there will be a note about the duration and the material needed.	GREECE/ITALY/ROMANIA/TURKEY/GERMANY	MAY 2017
IO3 CLIL UNITS: The Romanian partner will arrange the CLIL UNITS and send them to the Greek partner. A new structure of the CLIL UNITS was agreed (see above).	ROMANIA/GREECE/GERMANY/ITALY/TURKEY	JULY 2017
IO3 SUPPLEMENTARY LEARNING MODULES AND MATERIALS was discussed on the first day of the Workshop.		





IO2 CULTURAL PROFILES were discussed on the first day of the Workshop.		
IO4 DEVELOPMENT OF E-LEARNING CONTENTS: It was suggested that the Readiness test will be divided in two parts: a Knowledge Test and a Self-Assessment Test. The partners were asked to send more cultural stories from their countries and questions about the Tests. The knowledge test will be taken by the students before the exchange week while the self-assessment test after they come back. It was also agreed that the EURO-EURO FUN GAME will be turned into an E-Learning tool (Greek partner).	AUSTRIA/CZECH REPUBLIC/PORTUGAL	SEPTEMBER 2017

15.00-17.00

DISSEMINATION PLAN

CONCLUSIONS	The partners discussed about the structure of the project's WEBSITE, the project LOGO & corporate design.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
DESIGN OF THE WEBSITE: The general structure will include a bar with general information about the project, its aims and philosophy. The diaries of the activities could also be included along with the description of the educational systems of each partner. A bar will be dedicated to the Modules (description on PDF format, an accompanying video/photos, conclusions/assessment questions). In this part the COPRUS as a guide could be uploaded (PDF FORMAT). The partners agreed on a project's LOGO designed by the Austrian partner.	PORTUGAL AUSTRIA	JUNE 2017 (for a draft version)



08.03.2017

**TIME PLAN FOR ACTIVITIES UNTIL SEPTEMBER
2017**

10.00-14.00

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
MULTIPLIER EVENT IN ITALY: A draft Agenda was discussed. The Italian partner is responsible for contacting local organizations, schools, authorities, institutions etc. The Italian partner will take on the contact with hotels and catering services for the Multiplier event which will take place in Potenza (or Maratea) on the 22 nd September 2017. (SEE ANNEX 1)	ITALY (AND OTHER PARTNERS)	AUGUST 2017



PHOTOS





WORKSHOP & DISSEMINATION EVENT IN POTENZA, ITALY

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

WORKSHOP
PROCEEDINGS

21.09.2017

09.30-18.00

FORMA ORIENTA, ITALY

TYPE OF MEETING:	Workshop
COORDINATOR:	Serena Junker, Project Manager
PARTICIPANTS:	Representatives from D WEQUA, D OSZ Lausitz, D IHK-Projektgesellschaft, Greece Lyceum Lavrio, Escuela Profissional Portugal, Romania Colegiul Teknik Energetic, Italy Formaorienta, Turkey Iskilip vocational High School, Austria BFI Oberösterreich, Czech Republik SPSOS, Roudnice.

Subjects of discussion

10.00-11.00

STATE OF ART OF THE PROJECT

CONCLUSIONS	The coordinator informed the partners about the status of the project, financial matters and an inspection of the “Leonardo da Vinci” school followed.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Mobility tool.	WEQUA, GERMANY	November 2017

11.00-12.00

TRAVELS AND EXCHANGES

CONCLUSIONS	Presentation of the results of the transnational visits in Italy, Germany and Austria.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Presentation of the programme, the evaluation of the activities and the students’ video of the transnational visits.	ITALY, AUSTRIA, GERMANY	
Preparation of the visit in Romania. The Greek and Czech partner will visit Romania (20 th -24 th November 2017). The visit to Turkey has been cancelled due to political reasons.	ROMANIA, GREECE, CZECH REPUBLIC	NOVEMBER 2017



13.00-14.00

**DISCUSSION ABOUT THE INTELLECTUAL
OUTPUTS & THE MOODLE PLATFORM**

CONCLUSIONS	Intellectual outputs: presentation of the Modules and their results in the classroom.	
	Presentation of the state of the CORPUS: new division of its parts & the addition of CLIL UNITS.	
	MOODLE PLATFORM: STATUS QUO & INPUT. Emphasis on the Intercultural Material.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Completion of the CORPUS.	GREECE	NOVEMBER 2017
Enrichment of the Moodle Platform.	AUSTRIA	NOVEMBER 2017

14.00-18.00

**PREPARATION OF THE DISSEMINATION
EVENT**

CONCLUSIONS	Discussion of the Programme and the presentations.	
	It was agreed to emphasize on certain points of the presentations so that the audience would stay focused the whole time.	
	The partners decided to present a CLIL UNIT and EUROPA CAFÉ in the afternoon session.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Organization of the presentations.	ALL PARTNERS	

19.00-21.00

DISSEMINATION EVENT-OPENING SESSION

CONCLUSIONS	The opening session of the Dissemination Event took place at Parco del Seminario, Potenza.
	The partners were presented by the German Coordinator. Speeches by contemporary politicians of the Municipality of Potenza (Roberto Falotico) and representatives of Forma Orienta (Franco Fucci, Emilia Aulicino & Rosanna Vaccaro) followed. The night was concluded with a concert by the vocal group "In Canto".

22.09.2017

09.00-09.30

1ST DISSEMINATION/MULTIPLIER EVENT

ACTIONS	Welcome & Introduction by Emilia Aulicino, President of Forma Orienta & Francesco Mollica – President of the Regional Council of Basilicata.
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09.30-11.15

ROUND TABLE

ACTIONS	<p>ROUND TABLE:</p> <p>a. The relevance of the Intercultural Competences in the Educational and Vocational Training System.</p> <p><i>Debora Infante</i> – Director of ambito territoriale di Potenza - Ufficio Scolastico Regionale (Ministero Istruzione, Università e Ricerca) <i>Alessandra Napoli</i> – Director of I.I.S. “L. Da Vinci <i>Margherita Perretti</i> –Vice President of Confindustria Basilicata -Responsible for Education <i>Serena Junker</i> – Wequa – Project manager of the ICVET Project</p> <p>b. The intercultural competences at work - the outcomes from the ICVET Project (part 1)</p> <ul style="list-style-type: none"> - The Warming up games and exercises: Drawing your partner’s face – The mirror - The Modules: Europa Cafe’, Euro Vision, Intercultural Treasure Hunt etc... (supported by powerpoint)
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11.30-13.30

ROUND TABLE WITH THE PARTNERS (PART 2)

ACTIONS	<p>The intercultural competences at work - the outcomes from the Icvet project (part 2):</p> <ul style="list-style-type: none"> - The CLIL Units - Let’s surf – A gateway to the outcomes: the utility of the moodle platform - Activities and main topics from the project: video summary
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14.30-16.30

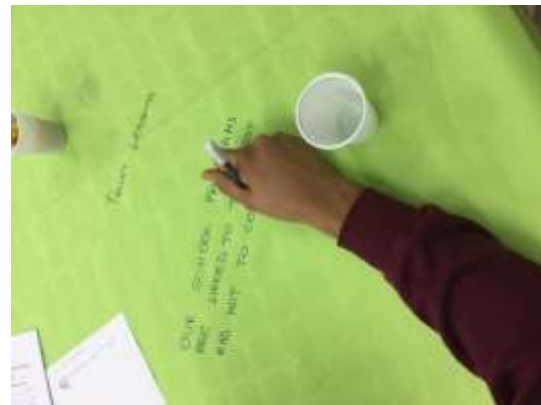
WORKSHOP SESSION

ACTIONS	<p>The Intercultural Competences in Action:</p> <ol style="list-style-type: none"> 1. ROOM 1: Team work in Europa Café 2. ROOM 2: Team work in a CLIL UNIT
CONCLUSIONS: THE “RED THREAD”	





PHOTOS OF THE WORKSHOP & MULTIPLIER EVENT IN POTENZA, ITALY





WORKSHOP & DISSEMINATION EVENT IN GERMANY

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

WORKSHOP
PROCEEDINGS

04.12.2017

09.30-18.00

**SEECAMPUS NIEDERLAUSITZ,
SCHWARZHEIDE**

TYPE OF MEETING:	Workshop
COORDINATOR:	Serena Junker, Project Manager
PARTICIPANTS:	Representatives from D WEQUA, D OSZ Lausitz, D IHK-Projektgesellschaft, Greece Lyceum Lavrio, Escuela Profissional Portugal, Romania Colegiul Teknik Energetic, Italy Formaorienta, Turkey Iskilip vocational High School, Austria BFI Oberösterreich, Czech Republik SPSOS, Roudnice.

Subjects of discussion

10.00-11.00

STATE OF ART OF THE PROJECT

CONCLUSIONS	The coordinator informed the partners about the status of the project, financial matters.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Mobility tool.	WEQUA, GERMANY	December 2017

11.00-12.00

TRAVELS AND EXCHANGES

CONCLUSIONS	Presentation of the results of the last transnational visit in Romania. Review of the Intellectual Outputs: Modules & Outcomes or the multiplier event in the pre final form (review of a hard copy of the Corpus).	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Presentation of the programme, the evaluation of the activities and the students' video of the transnational visits.	ROMANIA & GREECE	



13.00-14.00

**PREPARATION OF THE DISSEMINATION
EVENT**

CONCLUSIONS	Planning the Multiplier Event.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Final choice of the Modules to be presented & time plan for the Multiplier Event.	ALL PARTNERS	
Preparation of the Event's Posters.	ALL PARTNERS.	

14.00-18.00

**PRESENTATION OF THE COPRUS &
REVIEW OF THE E-LEARNING
MODULES/WEBSITE**

CONCLUSIONS	CORPUS: COPYRIGHT & LICENCES	
The partners agreed on the COPYRIGHT sign on the written material of the project.		
The partners agreed on the final layout of the website & the material published on it.		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Completion of the website and the Moodle platform.	Portugal & Austria	December 2017

**05.12.2017
09.00-10.15**

2ND DISSEMINATION/MULTIPLIER EVENT

ACTIONS	Welcome & Introduction by Dr. Rehahn, Managing Director of WEQUA GmbH & Dr. Margit Lieback, Director of OSZ Lausitz, Anna Manta, Head of Europe Direct, Peloponnese, Greece. Presentation of the partners & the project: Serena Junker, WEQUA GmbH.





10.15-11.30

MORNING SESSION (PART 1)

ACTIONS	<p>Presentation of the modules and learning materials by the project partners.</p> <ul style="list-style-type: none"> - The Warming up games and exercises: Drawing your partner's face - The Modules: Europa Cafe', Euro Vision, Intercultural Treasure Hunt, Noah's Ark. (supported by powerpoint & video)

11.30-13.30

MORNING SESSION (PART 2)

ACTIONS	<p>The intercultural competences at work - the outcomes from the ICVET project (part 2):</p> <ul style="list-style-type: none"> - The CLIL Units: interactive game with the audience. Structure & examples. - A gateway to the outcomes: the utility of the moodle platform (cultural Country profiles as background material- E-Learning unit). - Activities and main topics from the project: video summary

14.00-16.00

WORKSHOP SESSION

ACTIONS	<p>The Intercultural Competences in Action:</p> <ol style="list-style-type: none"> 3. ROOM 1: Team work in Euro Fun Game 4. ROOM 2: Team work in a CLIL UNIT (Leadership)
<p>CONCLUSIONS: THE "RED THREAD"</p>	





PHOTOS OF THE WORKSHOP & MULTIPLIER EVENT IN SCHWARZHEIDE, GERMANY





DIARIES OF TRANSNATIONAL WEEKS

TRANSNATIONAL WEEK IN ROMANIA

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. TRANSNATIONAL STRATEGIC PARTNERSHIP

BLENDDED MOBILITY OF
VET LEARNERS

17.04.2016

23.04.2016

**COLEGIUL TEHNIC ENERGETIC
CLUJ-NAPOCA, ROMANIA**

TYPE OF MEETING:	Blended mobility of VET learners
COORDINATOR:	Anca Petriuc, local coordinator
PARTICIPANTS:	Teachers and students from D OSZ Lausitz, Romania Colegiul Tehnic Energetic, Italy Formaorienta.

DAY 1

ACCOMMODATION DAY

17.04.2016

CONCLUSIONS	The participating partners met all together and had a walk into the city center.	
ACTIONS		
Check-in at the hotel		
Visit the of the Old Town of the city, the Roman-Catholic Church, the Orthodox Cathedral, the Matei Corvin square.		

DAY 2

TO KNOW EACH OTHER DAY

18.04.2016



CONCLUSIONS	Getting to know each other through team-building activities.	
ACTIONS		
<i>Team- building activities</i> to break the ice and form bonds.		
<i>Europa Café:</i> It was the main activity of the day. The main idea was “Social Concerns”. The classroom was turned into a Café. On the tables there were markers and a big flipchart paper with a specific question: <ol style="list-style-type: none">1. Which are these social problems ?2. Which are the causes?3. Which are the consequences?4. Which are the possible solutions? At the end each group made a presentation of its arguments.		
<i>A visit to the Botanical Gardens:</i> we went to the Botanical Gardens in the afternoon so we got to know each other better and interact more.		

DAY 3

“INTERCULTURAL TREASURE HUNT

19.04.2016

DAY”

CONCLUSIONS	The “Treasure Hunt” focused on developing understanding of other cultures, general skills and the ability to work in teams, while involving in a fun-filled as well as demanding activity.	
in a team while involving them in a fun-filled as well as demanding activity. Faced with twists and turns , the teams were challenged to unlock the clues and crack the final code.		
ACTIONS		
The students had to do discover letters in order to complete the puzzle given. The wide range of tasks challenged the students from various points of view (for example, they had to fill in an intercultural quiz, make origami waterlillies, paint on water, do sports, solve logical problems, identify medicinal plants in the green area, build a cultural symbol using fruit, fiind a hidden letter and build an electric		



scheme)

Cultural visit: the students visited the National Theatre and we entered the Opera atmosphere.

They walked onto the Belvedere hill to see the town panorama, and afterwards they spent some time in the Central Park, with a short visit to the new Stadium. During their visits they made notes about the sights and the monuments. After the cultural visit students from the visiting countries asked the Romanian students about the significance of these monuments and their connection to their daily lives. The purpose of this visit was to collect elements about the Romanian cultural profile.

TECHNICAL DAY

DAY 4

20.04.2016

CONCLUSIONS	The German and Italian students presented their projects in front of our class.	
ACTIONS		
The German group taught us a CLIL lesson - Raspberry PI. We had to brainstorm about computers and do a short quiz about that. They showed us what the device can be used for. After that, they asked us to name a few things related to Raspberry PI and organized a little contest at the end of the presentation.		
The Italian group made a presentation in Italian and showed us their device called Arduino.		
In the evening everybody played volleyball in our school gym.		

Day 5

VISIT DAY

21.04.2016

CONCLUSIONS	Visit at the Technical University and an electric power company - EnergoBit SA





ACTIONS		
We visited the Technical, Mechatronic and Metal engineering Universities: the specialty labs.		
Visit at EnergoBit SA: there was a presentation of production equipment and types of products (Electrical power station command cells , medium and high voltage transformers).		
We visited Transylvania’s Ethnographic Museum: there we saw traditional equipment used for agriculture and old houses from Transylvania.		

Day 6

CULTURAL DAY

22.04.2016

CONCLUSIONS	Trip to the Belis dam and to the hydroelectric museum in Somesul Rece.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
We visited two dams, Tarnita and Belis, we discussed about the construction and the benefits of the hydroelectric powerplant.		
We visited the hydroelectric museum from Somesul Rece. This power plant is one hundred years old and still in function. The students had the opportunity to connect their visit to the dams with the CLIL unit about Renewable Power Sources: they collected words and phrases connected to different sources of power and discussed how these sources are used in their countries.		

Day 7

BYE, BYE DAY

23.04.2016

CONCLUSIONS	Farewell Day. We keep the memories of our new friends.	
ACTIONS		





TRANSNATIONAL WEEK IN PORTUGAL

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

TRANSNATIONAL VISIT **26.09.2016-** **9.30-17.30** **Escola Profissional AVEIRO**
PROCEEDINGS **30.09.2016**

TYPE OF MEETING:	Transnational visit
COORDINATOR:	Ana Ribeiro, Director & Andreia Baptista, Teacher
PARTICIPANTS:	Representatives from D WEQUA, D OSZ Lausitz, Greece Lyceum Lavrio, Escola Profissional Portugal.

Subjects of discussion

26.09.2016

9.30-11.20

INTRODUCTION

CONCLUSIONS	Welcome and practical information. Introduction of the school (Auditorium).	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Visit of facilities and explanation of the way the school and the lessons are organized. Introduction to directors and other stuff.	AEVA, PORTUGAL	

11.20-12.30

ICE-BREAKING ACTIVITIES

CONCLUSIONS	The students from the three different schools and countries had the chance to get to know each other, exchange information about their schools and have fun by engaging themselves into the ice-breaking activities.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE





"Karaoke", Pantomime	AEVA, PORTUGAL	
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14.30-17.30

PEDDY PAPER

CONCLUSIONS	The students had the chance to get to know the beautiful city of Aveiro by answering certain questions about its history, present, culture, art and architecture. During the whole process two Portuguese students were their guides and they helped them out with the questions. The amazing thing was that they themselves discovered new information about their own city.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Peddy paper: questions, multi-choice questions about Aveiro and its history, culture and architecture.	AEVA, PORTUGAL	

14.50-17.00

CLIL ACTIVITY

CONCLUSIONS	The students were asked to make lists of words concerning Computers (both in English and their mother tongue) and to create dialogues from real life situations about the use of computers. The purpose of this activity was to help the realize how many words they use from English, to learn some new ones and use them in real life situations.	

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Team work and making of lists. During the evaluation it was suggested that the students should have more time to make a research in the Internet so that they can enrich their lists of words and terms about computers.	OSZ Lausitz GERMANY	

28.09.2016

9:10-18:00

VISIT OF THE COMPANIES

CONCLUSIONS	The students from Greece and Germany visited several Portuguese companies and became familiar with the increase of the use of technology and new methods applied by the Portuguese companies. After visiting the companies in Aveiro, they discussed the development of entrepreneurship in their countries. At the end they collected words and phrases connected to technology and	
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	made lists out of them.
	<ul style="list-style-type: none"> - MAISIS: Information Systems Lda. Conversation with the Manager. - Fabrica da Ciencia Viva (Interactive Science Museum): guided visit, talk with the director about the significance of intercultural competences and the contribution of the museum. - LOBA (Multimedia Enterprise) in Oliveira de Azemeis: presentation of the company's activities and the qualifications of the employees.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Visit of the companies.	AEVA PORTUGAL	Throughout the project.

29.09.2016

**“BLAST FROM THE PAST”: A TV SHOW ABOUT
EUROPE IN...2030!
EVALUATION
CULTURAL PROFILE QUESTIONNAIRE**

10:10- 16:30

CONCLUSIONS	The students prepared a TV SHOW. Two students (one from Greece and one from Portugal) played the role of the reporters, hosting two guests (one from Greece and one from Portugal). However, these guests came from...the future. The questions asked were related to how Europe will look like in approximately 15 years from now. The rest of the Portuguese and the German students played the role of the audience. The show was recorded and it will be uploaded on the site of the Portuguese school.
Evaluation of all the activities: the students as well as the teachers were asked to fill in the evaluation forms for all three activities and a questionnaire about the cultural profile of their own country.	

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
It was suggested that in the next show, which will take place in Greece in November, the students will prepare their own answers in order to get a grasp of how they imagine Europe in the years to come.	<ul style="list-style-type: none"> - AEVA PORTUGAL - GENERAL LYCEUM OF LAVRIO, GREECE - GERMANY 	NOVEMBER 2016



10:00-12:30

30.09.2016

EVALUATION OF THE WEEK

CONCLUSIONS	An evaluation of all the activities and the visits took place. New suggestions concerning the Modules were made, while the Portuguese partner wrote down all the comments from the German and the Greek participants. The evaluation form will be uploaded on the MOODLE PLATFORM as soon as the comments from the Portuguese students are added.
14.00-17.30: Visit at the city of Agueda.	

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Completion of the evaluation form.	AEVA PORTUGAL	END OF OCTOBER





PHOTOS



TRANSNATIONAL VISIT
PROCEEDINGS

27.11.2016-
03.12.2016

9.30-17.30

GENERAL LYCEUM OF LAVRIO

TYPE OF MEETING:	Transnational visit
COORDINATOR:	Petros Tsaliagos, Director & Anastasia Kalfa, Teacher
PARTICIPANTS:	Representatives from Liceo Artistico Statale, Greece Lyceum Lavrio, Escola Profissional Portugal.





TRANSNATIONAL WEEK IN GREECE

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

Subjects of discussion

28.11.2016

9.00-10.00

INTRODUCTION

CONCLUSIONS	Ice-Breaking Activities at the school's Library.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Short presentation of the school. Ice-breaking activity: The students were divided in pairs. All students were asked to hold a white piece of paper on the top of their heads and try to draw the face of their partner. They were given 6 minutes to introduce themselves to each other and share information about themselves. In the end each student was asked to present his/her partner.	GENERAL LYCEUM OF LAVRIO	

10.00-11.30

MEETING POINTS OF A LINE & A PARABOLA: THE CAR CRASH ACCIDENT

CONCLUSIONS	A pure lesson in Mathematics.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided in teams and they worked on a Computer. They used the GEOGEBRA Software to calculate the meeting points of a line and a parabola during a car accident.	GENERAL LYCEUM OF LAVRIO	

12.00-14.00

A LESSON IN...ENGLISH (LET'S SURF)

CONCLUSIONS	Analysis of an article published in "Guardian" about the professional choices of both men and women and their impact on their development in the labour Market.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided in teams and they were given the same article. At first they were asked to answer multiple-choice questions so that the teacher made sure that they had understood the meaning of the text. Then they had to complete grammar and vocabulary exercises using websites like http://www.wordie.com , www.quizlet.com or www.moviesegmentstoassessgrammargoals.blogspot.gr (this was not possible during the transnational visit in Lavrio due to time pressure, but it has already been tested in the classroom throughout the school year). In the end, students were asked to present arguments to support their own opinions about Labour Market nowadays, the difficulties both men and women encounter and means to deal with high rates of unemployment.	GENERAL LYCEUM OF LAVRIO	

16.00-18.00: EVALUATION OF THE MODULES

29.11.2016

9.00-10.30

HISTORY OF MATHEMATICS: AN INTERACTIVE JOURNEY FROM THE PAST TO THE PRESENT

CONCLUSIONS	Presentation of the History Mathematics and its representatives. The students took an active role in a Mathematics historic flashback.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were asked to measure each other in order to figure out how close they are to...the Golden Intersection, which defines the ideal analogies of beauty. They were also given (as a present for their participation) a copy of the Pythagoras' "cup of justice" and they were shown how this cup used to work in the antiquity.	GENERAL LYCEUM OF LAVRIO-GREECE	





11.00-12.20

**POSTING & POKING HISTORY ON FACEBOOK
(AN ADDITION TO THE CLIL UNIT)**

CONCLUSIONS	The students were asked to create a facebook profile for three significant personalities of the past: Pericles, Vasco da Gama and Octavian Augustus.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided in three teams. Each team was responsible for one historical personality. The choice of the figures was not random, but it was connected to the countries of our guests. The students were given written sources with information about the personal lives, the deeds and the contribution of the three historical figures. After reading this information, they chose the most significant points and they created a Facebook profile. In addition, they were asked to “post” some comments about the three historical men, supposedly made by their friends or “followers”.	GENERAL LYCEUM OF LAVRIO	

12.30-14:00 LET’S GO FISHING

CONCLUSIONS	Vocabulary activity and team work.





ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were asked to pick candies. They had to say a few things about themselves according to the number of candies they had picked. They were divided in teams and each team had to come up with a word starting from the last letter of the last word mentioned. If a team repeated the same word, then this team was out of the game.	AEVA PORTUGAL	

16:00-18:00: EVALUATION OF THE MODULES

30.11.2016

**09:00- 11:00 DNA ISOLATION: CAPTURE YOUR
UNIQUE ESSENCE (CHEMISTRY LABORATORY)**

CONCLUSIONS	The students isolated their DNA in the Chemistry Laboratory and took it with them in a necklace made of glass.



ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students performed the whole procedure of the isolation of DNA. After the collected their DNA in a cup (by spitting in it), they put it in a tube and they added lysis buffer and protease/salt solution. Then they had to overlay DNA extract with ice-cold alcohol and transfer precipitated DNA to glass vial.	<ul style="list-style-type: none"> - AEVA PORTUGAL - GENERAL LYCEUM OF LAVRIO, GREECE - LICEO ARTISTICO, ITALY 	NOVEMBER 2016

11:20-13:10 SOPHOCLES' ANTIGONE: MORAL DILEMMAS THROUGH TIME (ARTS & EDUCATION, CLIL UNIT)

CONCLUSIONS	This activity was divided in two parts. The one was theatrical activity based on the tragedy "Antigone" by Sophocles and the other was an addition to the CLIL UNIT about Moral Dilemmas in modern time.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>The students formed a circle and performed warming-up exercises. They were told the tragic story of Antigone and her family and they were asked to write down two or three feelings/thoughts about her justifying them with arguments. In the end the students stood up, formed a circle and became the "consciousness" of Antigone. One Greek student stood in the middle of the circle and played the role of Antigone. She had her eyes closed the whole time. The other students moved slowly around her and whispered in her ears what she should do or not about her dead brother. In a way they represented the "voices" in Antigone's head. When they stopped, "Antigone" said her decision out loud...</p> <p>In the second part of the activity the students were divided in three teams and they were given a moral dilemma from our time to process. They had to take a decision as a team and justify their choice. A discussion about all three dilemmas followed and all students came to the conclusion that in real life it is not easy to take a decision.</p>	GENERAL LYCEUM OF LAVRIO	





**13:30-15:00 “BLAST FROM THE PAST: RADIO
SHOW ABOUT EUROPE IN ...2030!”**

CONCLUSIONS	Two Greek students, two from Portugal and two from Italy visited the local Radio Station of Lavrio where they recorded their Radio Show from the...future!
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The Radio Show had two prominent guests from Portugal and two from Italy. All of them analyzed the situation in Europe in 2030, the reasons that led to it and the consequences.	AEVA PORTUGAL, LICEO ARTISTICO ITALY & GENERAL LYCEUM OF LAVRIO	

17.00-18.00: EVALUATION OF THE MODULES

01.12.2016

**09.00-17.00 A KIND OF PEDDY PAPER IN
ATHENS**

CONCLUSIONS	Excursion to the main Museums and archaeological sites of Athens.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students visited the Acropolis Museum, the Acropolis, the Ancient Agora, the Library of Hadrian, Plaka and Monastiraki and they filled in a questionnaire about the main monuments and historical sites of Athens. After finishing all the questions they formed the name "PARTHENON". The purpose of this visit was to collect clues about the cultural profile of Greece which mainly refer to the history, Arts, theatre and everyday life.	GENERAL LYCEUM OF LAVRIO	

02.12.2016

09.00-10.00 UNEMPLOYMENT: THE GREEK, THE PORTUGUESE & THE ITALIAN CASE

CONCLUSIONS	Presentation of the recent researches about the rates of unemployment in the three countries.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were asked to present the consequences of unemployment in their countries. They also had the opportunity to compare their findings and realize that there aren't many differences.	GENERAL LYCEUM OF LAVRIO	

11.00-14.00 GETTING TO KNOW LAVRION TECHNOLOGICAL & CULTURAL PARK USING THE TECHNIQUE OF ORIENTEERING

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CONCLUSIONS	The students had the opportunity to wander around the Technological Park and get an idea about its history, buildings and significance.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided in five groups, each one of which had a colour (white, blue, orange, red and green). They were given a map of the Park and were asked to find 6 flags. On the back of each flag they read some information about the building where the flag was hanging. After they had collected all flags they returned to the original meeting point and exchanged ideas about their experiences.	GENERAL LYCEUM OF LAVRIO & ENVIRONMENTAL CENTRE OF LAVRIO	





PHOTOS





TRANSNATIONAL WEEK IN CZECH REPUBLIC

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

Transnational visit proceedings	12.2.2017-18.2.2017	BFI OOE, Linz – steyr (austria) endüstri meslek lisesi, iskilip (turkey)
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TYPE OF MEETING:	Transnational visit
COORDINATOR:	Richard Červený, principal, teacher
PARTICIPANTS:	Representatives from BFI OOE, Endüstri Meslek Lisesi Iskilip, and Podripska skola Roudnice nad Labem

Subjects of discussion

12.2.2017

10.00-11.15 INTRODUCTION and ice-breaking

CONCLUSIONS	Ice-Breaking Activities	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>Short presentation of the school. Practical info.</p> <p>Ice-breaking activity: The students and teachers were standing in the circle and they had to tell the names of students standing next to them and add their own. In the end, the last one should tell all the names correctly. Another activity was similar. But the names were replaced by showing a gesture.</p>	Podripska skola	



11.15-12.15 **Presentation**

CONCLUSIONS	Presentation about school, country and town	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Czech students were responsible for presenting important things about their school, country and town	Podripska skola, BFI OOE, EML Iskilip	

13.30-14.30 **Euro, Euro Fun Game**

CONCLUSIONS	Playing a Euro, Euro fun game	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided into three groups and playing the game about general knowledge of Europe.	Podripska skola	

Cultural afternoon in Roudnice nad Labem

14.30-15.30

CONCLUSIONS	Visit of the most important sights in Roudnice nad Labem. The purpose of this activity was to collect clues about the cultural profile of Czech Republic and especially about its History, Architecture, way of living and how young people spend their free time in their town.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Czech students were responsible for preparing a sightseeing in Roudnice nad Labem.	Podripska skola	



13.2.2017

9.00-10.00 Migration crisis in Europe

CONCLUSIONS	Lecture by Czech MP about situation in Syria and Middle East.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Students took part in the lecture, than the topic was discussed.	Podripska skola	

10.00-11.30 Europa café

CONCLUSIONS	Discussion in Europa Café	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Students were divided into 3 groups, teachers played just the role of waitress. At each group there was discussion about common and different things for a teenager in participated countries. The coordinators remained at their tables and the groups were moving to another tables with different topics. The coordinators wrote the notes and conclusions on the paper and then presented it to the rest.	Podripska skola	

13.30-17.30 Meeting common history in Terezin

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Students went to the city of Terezin to visit Small Fortress which was used as a concentration camp during the WWII. They also visited Big Fortress which was used as a Jewish ghetto. A discussion about human rights and freedom in our days followed.	Podripska skola	





14.2.2017

9.00-17.30

Cultural Day in Prague

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Visit of the most important sights in Prague. Students had to fill in a questionnaire about the most important monuments and sightseeings of Prague. After their visit to Prague they presented their notes about the city, the way people live or move around, the History, the Architecture etc.	Podripska skola	

15.2.2017

9.00-12.30

Clil unit – presentation skills

CONCLUSIONS	Students were asked to prepare and present a proper presentation	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The CLIL unit was about rules and recommendations for preparing and presenting a proper presentation. Students were divided into 4 groups, each chose its own topic and prepared, presented the presentation together.	Podripska skola	

13.30-17.30

Students' presentations

CONCLUSIONS	Students discussed the strong and the weak points of their presentations and offered solutions to make a proper presentation.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Visit of the most important sights in city of Mělník.	Podripska skola	

16.2.2017

08.00-10.00

National cousines excursions

CONCLUSIONS	Prepare small refreshment which is typical for your country, region, city.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students and teachers were supposed to prepare small refreshment by themselves and share that with others.	Podripska skola	

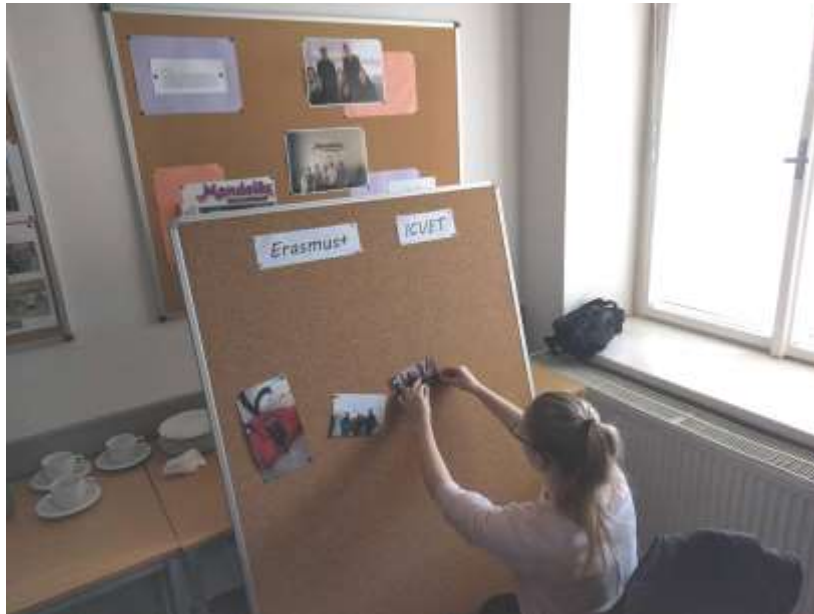
11.00-12.00

Evaluation

CONCLUSIONS	Evaluation.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Presenting the results of the week, evaluation and conclusion. Students were asked to complete questionnaires which evaluated the activities of the week.	Podripska skola	



PHOTOS





TRANSNATIONAL WEEK IN ITALY

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

Blended mobility of VET learners **12.03.2017** **18.03.2017**

TYPE OF MEETING:	Blended mobility of VET learners
COORDINATOR:	EMILIA AULICINO, president
PARTICIPANTS:	Teachers and students from Romania Colegiul Tehnic Energetic, Superior Technical Institute “ Leonardo da Vinci Potenza (Italy) Forma Orienta Association

Accommodation day

12.03.2017

CONCLUSIONS	The participating partners met all together	
ACTIONS		
Accommodation at the hotel		
Dinner together		



13.03.2017

Welcome and activity

9:00-10:30

to know each other

CONCLUSIONS	This day was the first day we met. We got to know each other and did a lot of activities. School visit- Presentation programme of the week.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>Welcome by the head of the institute and by the president of FormaOrienta Association. Presentation of the hosting partner FormaOrienta and IIS Da Vinci. Short introductory speech and visit of the school. Presentation of the ongoing and realized projects.</p> <p>The Austrian and Romanian students presented their projects in front of our students class.</p> <p>The official picture in group with the principal of the school, the students and teachers involved in the transnational visit.</p>	FORMAORIENTA	





Warming -up

10:30-11:30

INTERCULTURAL LABORATORY

CONCLUSIONS	Icebreaking activity to facilitate mutual knowledge and to introduce a fun way to learn interesting facts about each other.
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We did a lot of ice-breaking games (for example the square where they met each other and a space of the classroom walking and exchanging a handshake, a smile, a pouch on their shoulders and any other spontaneous gesture without talking). In particular EURO HUMAN BINGO, this game has been carried out, to facilitate an approach to a multicultural environment by asking, communicating, speaking to socialize each other and to work together. It allowed to find quickly information and to move easily in the classroom. The students have participated with their research and time management skills

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
EURO HUMAN BINGO		
<p>The student formed a circle. The cards and pens have been distributed to each person and then the instructions explained. Each student was asked to interview the others.</p> <p>In the grid, they had found some features belonging to someone in the group. They had to search around the students and to write the name in the corresponding space. This entire game is based around getting to know each other, so encourages chatting and getting to communicate.</p> <p>The second part of the game was dedicated to a debriefing activity by asking the students to share how they felt in the group after knowing something more about the others.</p> <p>When we take the time to get to know each other, the barriers are dissolved, people open up and learning can take place.</p> <p>In our multicultural team , this has led to discussion related to team building, team relationships and respect.</p>	FORMAORIENTA	





11:30-13:00

CONCLUSIONS	High Participation Activity to <i>Develop the ability for teamwork as a social competence. Self-reflection on tolerance, openness and respect of different points of view.</i>	
ACTIONS		
<p>EUROPA CAFÉ—It was the main activity of the day. The topic of discussion was “RACISM AND PREJUDICES AGAINST DIFFERENT CULTURES/RELIGIONS”. The classroom was turned into a Café. There were four tables with coloured tablecloths, on each table markers of different colours, a bowl full of chocolates and a sheet of paper with the following questions for reflection:</p> <ol style="list-style-type: none"> 1.What causes racism ? 2. How modern society overcomes prejudice? 3. Which are the consequences? 4. Which are the possible solutions? <p>The students sat around the tables and decided as a group which one of them had to act as coordinator of each table. The coordinator stayed near the table during the process. His role was to inform each group about the answers given by the previous groups.</p> <p>The students had to stay at each table for 10 minutes. The coordinator read the questions and each student wrote his/her opinion on the white paper. They all used the same colour each time so that the coordinator could keep in mind the opinions of each group, in order to avoid the repetition of answers. After 10 minutes the students had to move to another table. Therefore, they got a complete idea of the subject discussed. In the end, each team presented the conclusions and the main points of their discussion.</p>	<p>LINGUISTIC LYCEUM OF POTENZA (ITALY) FORMAORIENTA (ITALY)</p> <p>COLEGIUL TEHNIC ENERGETIC CLUJ-NAPOCA, ROMANIA</p> <p>BERUSFÖRDERUNGINSTITUTE</p> <p>STEYR - OÖ (AUSTRIA)</p>	
12:30 -13:00 EVALUATION OF THE MODULE		





Let's go around to know

15:00-17:30

HISTORY AND CULTURE OF POTENZA

CONCLUSIONS	Tour of historical center lead by the Italian students. We visited the historic centre of Potenza which is located in the upper part of the city and accessible by escalators. Students were asked to collect images, to answer questions about the History and everyday life of people in Potenza. A discussion with the Italian students followed.	
ACTIONS		
The Historic Centre of Potenza		
We visited the Mario Pagano square, walked along Via Pretoria the most important street of Potenza, pedestrian and commercial, that goes from the east to the west side of the city	FORMARIENTA	
Along the Via Pretoria we have also seen many major cultural, architectural and art historical buildings, i.e. " Palazzo del Governo ", the recently restored 'Stabile' theatre, and the church of San Francesco of Assisi which was built in 1274		
We saw along the route also The Torre Guevara the last tower of an old castle (X-XI century) which now hosts art exhibitions and offices. The students were lead also to admire the view from the highest point of the city.		
Near the Tower we went to the paintings exhibition within the "Palazzo Loffredo", which is one of the rare heritage of noble buildings in Potenza. Precisely, the exhibition spaces is the Municipal Civic Gallery , inaugurated in 2005. We had a special expert guide for this, prof. Giordano the teacher of history and arts of Da Vinci School. At the Gallery there are the Celestine Chapel's premises used to set up exhibitions and host cultural initiatives.		





14.03.2017 **The Mozzarella's "Saga": MILK TAKES SHAPE**

9:00-13:30

CONCLUSIONS	Visit to PACE BIO COMPANY- from the production at the market		
ACTIONS		RESPONSIBLE PARTNER	DEADLINE
<ul style="list-style-type: none"> ◦ Meeting point in company PACE BIO- Welcome coffee and some typical sweets of our region. ◦ Presentation of the production process of mozzarella and other soft cheeses ◦ See, listen and taste some biologic and eco-sustainable foods – ◦ Green marketing of PACE BIO farm ◦ Lunch at the farm 		FORMAORIENTA	

15:00-17:30 **HANDS IN PASTA**

INTERCULTURAL AND INTERCULINARY LABORATORY

CONCLUSIONS	Back to school in the open space for team building activity with handmade pasta		
THEMES INVOLVED : PASTA AS TRADITIONAL FOOD BETWEEN TRADITION AND INNOVATION- NUTRITION AND HEALTH			
ACTIONS			
<p>In the afternoon the following subjects have been focused: food education, food and territory well-being -correct lifestyles- respect for diversity and active citizenship</p> <p>Introduction on the importance of social and civic skills, which are part of a broader concept of promoting GLOBAL CITIZENSHIP, in</p>			





<p>order to train informed and responsible citizens in a modern, interconnected and interdependent society.</p> <p>Laboratory Activity has been opened with a session on Nutrition and health.</p> <p>Introduction with PPT presentation on nutrition and health - The hygienic measures in cooking.</p> <p>Game “ Colours and Tastes of Health”: the students played in couple with tastes and colours of food, of health, and well-being.</p> <p>After the presentation and the game, the classroom has been turned into a hand-made pasta processing laboratory with equipment used by the rural tradition of Basilicata (rolling pin, wooden board, pasta cutter, traditional wooden tools to dry the pasta etc.)</p> <p>5 tables have been set up as workstations for about 4-5 students, coordinated by master pasta makers.</p> <p>The groups worked and had fun amusing by making experience of group-work, shared leadership, communication, time management, respect for rules etc...</p> <p>Every 30 minutes we changed group and team composition. At the end plenary session for debriefing and reflective and emotional contributions.</p>		





15.03.2017 Discovering the World of Emperor Frederick II

8:30-13:30

CONCLUSIONS	We visited the Castle in Lagopesole (Province of Potenza) to enter in the world of Emperor Frederick II and introduce the theme about LEADERSHIP AND ITS DIFFERENT STYLES (CLIL UNIT).		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE	
The students visited the Narrative Museum. It tells the stories from the " WORLD OF FREDERICK II ".	FORMAORIENTA		
Through an interactive journey, an exhibition of art and media illuminates the personality of Frederick and his time: the arts, the crafts, the struggle against the Pope and his human side as well. In his monologue the Emperor states that he is invaded by the desire for perfection, which has been the result of his education.			

15:30-17:30

CONCLUSIONS	CLIL UNIT – Leadership Styles		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE	
<p>CLIL – Leadership Styles The activities carried out were as follows:</p> <ul style="list-style-type: none"> - To organize the classroom for the practical work and form the groups - To choose a representative by each group - To give the instructions to the leaders of the group (the members of the groups did not hear them) - Development of the practical task (representatives act as a certain type of leader and groups try to solve the task according to their instructions) - Introduction/consolidation of words/expressions in English related to leadership styles (e.g. authoritarian, participative/ 	COLEGIUL TEHNIC ENERGETIC		





<p>democratic, laissez-faire etc.)</p> <ul style="list-style-type: none"> - Discussion on the topic <p>At the end plenary session for debriefing and reflective and emotional contributions about experience.</p>		

16:45 -17:30 EVALUATION OF THE MODULE

16.03.2017 **EURO-VISION: BROADCASTING FROM EUROPE**

9:00-13:30

CONCLUSIONS	Students organized a RADIO STATION TALKSHOW	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>Euro- Vision- broadcasting from Europe involved team- work and role-play. Preliminary work:</p> <ul style="list-style-type: none"> - Premise and preparation of the talk-show - Preparation of the subject and the questions - Check the equipment into a Radio Station - Microphones - Radio console 		

15.30-17:30 **Radio Station: ON AIR FROM AVIGLIANO**

CONCLUSIONS	The Radio Show had five guests form Austria, Italy and Romania. All of them analyzed the situation in Europe in 2030 under social, economical, cultural point of view and possible
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consequences		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>Euro- Vision: broadcasting from Europe involved team- work and role-play. Radio show has been applied in a real Radio Station at detached branch of Da Vinci school in Avigliano. The students and teachers went to Avigliano by train.</p> <p>Every student played a role: two students the radio producers, two the role of responsible for the music and the rest were the audience.</p> <p>The Radio show starts with the question : “How do you imagine Europe in ...2030?</p> <p>The conversation went on:</p> <ul style="list-style-type: none"> ◦ What are the risks of being part of E.U.? ◦ What are your personal feelings towards E.U. today? ◦ Do you think that Europe will stay united in the following years? <p>Plenary session on debriefing and assessment</p>	<p>BERUSFÖRDERUNGINSTITUTE STEYR - OÖ (AUSTRIA)</p>	
16:45 -17:30 EVALUATION OF THE MODULE		

CLIL Unit THE SIXTIES: LESSONS AND SINGING BOB DYLAN SONGS

17.03.2017

9:00-13:30

CONCLUSIONS	The student organized a conference on the sixties. They represented three communication styles about different aspects of the same topic	
ACTIONS	RESPONSIBLE	DEADLINE





	PARTNER	
<p>The student organized a conference on all aspects: rules, tasks, conference speakers, responsible for the audio and video service, multimedia supports. The participants to the round table were:</p> <ul style="list-style-type: none"> ◦ Journalist (presentation with journalistic style) ◦ sociologist expert (formal presentation with scientific style) ◦ witness of the sixties (informal presentation with storytelling style) <p>ARGUMENTS</p> <ul style="list-style-type: none"> ◦ The 1960s timeline of events ◦ The counterculture of the 1960s ◦ Movements, Culture and lifestyles ◦ Key figures of the new left ◦ Most Popular Feature Movies Released 1960 to 1969 ◦ Contemporary poetry ◦ The Beat Generation <p>Audiovisual supports: video, slides, wireless headphones MUSICAL BREAK –A student sang a Bob Dylan song playing the guitar live The rest of the group played the role of the audience asking questions and reactions with applauses, whistles, non-verbal reactions and any other spontaneous contribution. At the end the audience sang in chorus with the speakers, transforming into one big group that had shared a week of multi-cultural experience, exchanging, playing and learning together. And friendship too.</p>	<p>FORMAORIENTA (ITALY) IIS DA VINCI ITALY</p>	

14:30-16:30

CONCLUSIONS	Intercultural laboratory: evaluations, conclusions and greetings	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
tests and questionnaires Post-it with words, impressions and emotions	FORMAORIENTA (ITALY)	



PHOTOS





TRANSNATIONAL WEEK IN GERMANY

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. TRANSNATIONAL STRATEGIC PARTNERSHIP

TRANSNATIONAL VISIT **27.03.2017-** **9.30-17.30** **OSZ LAUSITZ**
PROCEEDINGS **30.03.2017**

TYPE OF MEETING:	Transnational visit
COORDINATOR:	Thomas Müller
PARTICIPANTS:	Representatives from OSZ Lausitz (Germany), Colegiul Teknik Energetic Cluj Napoca (Romania), Iskilip Mesleki ve Teknik Anadolu Lisesi (Turkey).

Subjects of discussion

27.03.2017

9.30-12.30 INTRODUCTION

CONCLUSIONS	Ice-Breaking Activities. Euro Euro Fun Game	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>Short presentation of the school by the school's director and some students.</p> <p>Ice-breaking activity: The students were divided in pairs. All students were asked to hold a white piece of paper on the top of their heads and try to draw the face of their partner. They were given 6 minutes to introduce themselves to each other and share information about themselves. In the end each student was asked to present his/her partner.</p> <p>The students played the game: they were divided in three groups and the coordinators changed tables asking questions about Europe. In the end, they presented a short cultural story from their countries.</p>	OSZ LAUSITZ	



13.30-17.00

**CULTURAL AFTERNOON AT THE OPEN
COAST MINE AT WELZOW**

CONCLUSIONS	The students were guided around the mine at Welzow and made notes about the function of a mine, the working conditions and its products.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The German students presented the history and the purpose of the mine, while the students from Romania and Turkey were keeping notes about its function and products.	OSZ LAUSITZ	

RESPONSIBLE PARTNER	DEADLINE
GENERAL LYCEUM OF LAVRIO	

17.00-18.00: EVALUATION OF THE MODULES

28.03.2017

10.00-16.00

CULTURAL DAY IN DRESDEN

CONCLUSIONS	Guided tour in Dresden by the German students: implementation of the Clil Unit about tour guides.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students from Romania and Turkey experienced a guided tour around Dresden by the German students. They visited the Drewag Museum and the Panometer Dresden. In the end they played different roles: some as tourists and others as tour guides.	OSZ LAUSITZ	





29.03.2017

9.30- 11:00 SOLAR ENERGY (CLIL UNIT)

CONCLUSIONS	The Romanian students presented a Clil Unit about Solar Energy.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The Romanian students presented worksheets about Solar Energy. They all wrote phrases and words related to Solar Energy and discussed the use of alternative power sources.	- COLEGIUL TECHNIK ENERGETIC, CLUJ NAPOCA	

11:20-12:30 NOAH' S ARK

CONCLUSIONS	The Romanian students presented the Module "Noah's Ark".

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided in four groups. They were given four different situations that they may come across at their workplace. They presented their arguments on big cartons and they chose an animal for Noah's Ark.	COLEGIUL TECHNIK ENERGETIC, CLUJ NAPOCA	



13:50-15:00 VISIT AT THE BASF COMPANY

CONCLUSIONS	The students from Romania and Turkey were guided by the German students around the facilities of BASF Schwarzheide.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students had the opportunity to discuss with employees of BASF and exchange ideas about the way a company is organized in Germany, its structure, products and the competences required to get hired.	OSZ LAUSITZ	

17.00-18.00: EVALUATION OF THE MODULES

30.03.2017

09.00-10.30 A KIND OF PEDDY PAPER IN SENFTEMBERG

CONCLUSIONS	The students from the three countries had the opportunity to learn their way around the town of Senftenberg.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students answered questions about the cultural background of Senftenberg. The purpose of this tour was to collect clues about the cultural profile of Germany which mainly refer to the local history and everyday life.	OSZ LAUSITZ	



**11.00-13.00 VISIT AT THE BTU
(BRANDENBURGISCHE TECHNISCHE UNIVERSITAET)
SENFTEMBERG**

CONCLUSIONS	The students from Romania and Turkey along with some German students attended a lecture at the Technical University of Senftenberg and met the Eco-Marathon Team.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were informed about the German educational system and the opportunities this system offers to students who want to go further with their studies at the University.	OSZ LAUSITZ	

**14.00-16.00 VISIT TO THE FORMER
BRIQUETTING PLANT IN KNAPPERODE**

CONCLUSIONS	The students visited the briquetting plant in Knapperode.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were informed about the function of briquette machines and how they are used in industries.	OSZ LAUSITZ	

17.00-18.00: Evaluation of the Modules/activities.



31.03.2017

09.00-11.00 RASPBERRY PI-CLIL UNIT

CONCLUSIONS	The German teacher with his students presented the Raspberry pi Clil Unit.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were asked to collect as many words and phrases about technology as possible. Then, they used these phrases in dialogues that they created and performed in the classroom.	OSZ LAUSITZ	

**11.30-15.00 VISIT AT THE EUROSPEEDWAY
LAUSITZ & THE MUSEUM OF THE FORMER FORGE
FACTORY AT GROEDITZ**

CONCLUSIONS	The students visited the Eurospeedway Lausitz and the forge factory at Gröditz.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students had the opportunity to learn some possibilities to produce Green Energy.	OSZ LAUSITZ	

17.00-18.00: Evaluation of the Modules/activities.





PHOTOS





TRANSNATIONAL WEEK IN AUSTRIA

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. TRANSNATIONAL STRATEGIC PARTNERSHIP

Transnational visit proceedings **19.06.2017-23.06.2017**

Berufsförderungsinstitut Steyr, OÖ

TYPE OF MEETING:	Transnational visit
COORDINATOR:	Michael Pfaffenhuemer, Teacher (Berufsförderungsinstitut OÖ, Steyr)
PARTICIPANTS:	Representatives from Escola Profissional de Aveiro (Aveiro, PRT) and Podřipská škola (Roudnice, CZ)

Subjects of discussion

19.06.2017

8.30-09.45 INTRODUCTION

CONCLUSIONS	“Getting to know each other” – Icebreaking activities	
	Presentation of BFI Steyr and the city Steyr.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE





<p>Presentation of the hosting partner BFI OBERÖSTERREICH, Steyr and the Austrian Dual Apprenticeship System. Two of the Austrian students did a presentation of the city of Steyr via Powerpoint. Afterwards each student had to design his/her own “Wanted Poster” (Name, Profession, Hobbies, Interests etc.) in order to let another student introduce him/her to the rest of the group. The point was to find similarities and/or same interests. Also some “Ice-Breaking” games were done (for example: let the students “order” themselves in a row starting from the youngest to oldest or alphabetically)</p>	<p>BERUFSPFÖRDERUNGSINSTITUT OÖ STEYR</p>	
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09.00-10.30 EURO EURO FUN

<p>CONCLUSIONS</p>	<p>EURO EURO FUN Game</p>	
<p>ACTIONS</p>	<p>RESPONSIBLE PARTNER</p>	<p>DEADLINE</p>
<p>The students were mixed and divided in teams and had to find the right answers to the given questions.</p>	<p>BERUFSPFÖRDERUNGSINSTITUT OÖ STEYR & PODŘIPSKÁ ŠKOLA</p>	

**10.30.-11.15 CLIL UNIT – Group work:
“cultural differences of teenagers”**

<p>CONCLUSIONS</p>	<p>Finding similarities and/or differences concerning the life as a teenager/student in the participating countries. The questions ranged from topics regarding the everyday life to topics regarding the (youth) labour market.</p>	
<p>ACTIONS</p>	<p>RESPONSIBLE PARTNER</p>	<p>DEADLINE</p>





<p>The students were given a worksheet with questions regarding their life as a teenager in their home country. They were divided in a way so that in each group there was one student of each participating country. The task was to go through the questions and find similarities and/or differences. The questions ranged from topics regarding the everyday life (School, free-time, family etc.) to topics regarding the (youth) labour market.</p>	<p>BERUFSFÖRDERUNGSINSTITUT OÖ STEYR</p>	
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20.06.2017

9.00-10.30 PRESENTATIONS OF PARTNER SCHOOLS/INSTITUTES and hometowns/COUNTRIES

CONCLUSIONS	Presentation of the partner schools/institutes and their hometowns/countries	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students of Escola Profissional de Aveiro (Aveiro, PRT) and Podřipská škola (Roudnice, CZ) prepared and presented Powerpoint presentations of their schools and their hometowns/countries.	ESCOLA PROFISSIONAL DE AVEIRO & PODŘIPSKÁ ŠKOLA	

10.00-12.00 CONTINUATION OF CLIL UNIT – Group work: “cultural differences of teenagers”

CONCLUSIONS	Continuation of last days’ CLIL UNIT “Cultural differences of teenagers”





ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were given a worksheet with questions regarding their life as a teenager in their home country. They were divided in a way so that in each group there was one student of each participating country. The task was to go through the questions and find similarities and/or differences. The questions ranged from topics regarding the everyday life (School, free-time, family etc.) to topics regarding the (youth) labor market.	BERUFSFÖRDERUNGSINSTITUT OÖ STEYR	

12.30-14:00 “CRAFT YOUR OWN wooden spoon”

CONCLUSIONS	The students were given the task to produce their own wooden spoon

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students had the task to produce their own wooden spoon with the help of instructors of the BFI Produktionsschule Steyr (Wood Workshop). The had to cut, file and grind the raw wood in order make a spoon using the proper tools and machines. For some of the students it was the first time they ever worked with some of the materials and tools but in the end everyone managed to complete the workpiece.	BERUFSFÖRDERUNGSINSTITUT OÖ STEYR	



21.06.2017

**08:30-15:00 CULTURAL DAY IN LINZ –
CAPITAL OF UPPER AUSTRIA (Oberösterreich)**

CONCLUSIONS	Whole day trip to the capital of Upper Austria, Linz. Visit to “ARS ELECTRONICA – Museum Of The Future”. The students were asked to collect phrases and words about electrical devices, their use and benefits in everyday life. They also filled in a questionnaire about Linz, its History, culture, the habits of the people living in Linz etc.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The hosting teacher and students and teachers from the visiting partners went on a trip to Linz and visited the Pöstlingberg (nearby mountain with observation deck overlooking the city). Afterwards they visited the ARS ELECTRONICA – Museum Of The Future. They had a room with an 8K-video installation (DEEP SPACE 8K) which showed gigapixel photographs, 3D-animations/movies and even “offered” a lightspeed journey through our galaxy and universe www.aec.at	BERUFSFÖRDERUNG GSINSTITUT OÖ STEYR	



22.06.2017

08.30-12.00 CRAFT YOUR OWN PADLOCK

CONCLUSIONS	The students were given the task to produce their own metal-made padlock
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students had the task to produce their own metal-made padlock with the help of instructors of the BFI Metallzentrum Steyr (Metal Workshop). They had to cut, file, bend, drill and polish the raw materials in order to make a padlock using the proper tools and machines. For some of the students it was the first time they ever worked with those kinds of materials and tools but in the end everyone managed to complete the workpiece. In the end they had the chance to engrave the padlock with a name using an electro-engraver.	BERUFSFÖRDERUNGSINSTITUT OÖ STEYR	

**13.00 – 16.00 EURO VISION – Broadcasting
from Europe**

CONCLUSIONS	The students had to create their own radio-show.
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>The students were divided into to two smaller groups (it was a really big class). That way everyone student was able to contribute to the radio show. We extended the existing concept of EURO VISION and went even further so that each group had to fill a half hour show. The students had to choose a program director, a male and a female host, a weather host, a technology host, a fashion/beauty host and a sports host. They had come up with a name for their radio station and had to prepare a time schedule. They were allowed to play songs (preferably from the participating countries and the students' countries of origin). The whole show was videotaped and showed back to the students in order to improve their speaking and body language skills.</p>	<p>BERUFSFÖRDERUNGSINSTITUT OÖ STEYR</p>	

22.06.2017

8:30-13:00 INTERNATIONAL BUFFET

<p>CONCLUSIONS</p>	<p>The students and teachers prepared an International Buffet consisting of typical dishes of the participating countries (Austria, Portugal, Czech Republic).</p>
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ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>Each visiting group had the task to prepare a typical national meal from their home-country from scratch (cutting, slicing, measuring, cooking etc.). The group from Portugal made a tasty “Feijoda a transmontana” (Pork, Cabbage and Chickpea Stew), the Czech Group made a selection of open sandwiches and the Austrian group a sweet “Kaiserschmarrn” for dessert. Meanwhile the rest of the Austrian students prepared the table and decorated the dining room. After lunch the whole group cleaned up the kitchen and dining area together.</p>	<p>BERUFSFÖRDERUNGSINSTITUT OÖ STEYR</p>	

13.00 – 14.30 CLIL Unit: European cv

CONCLUSIONS	The students were introduced to the “Europass”-Online Editor.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>The students were introduced to the “europass”-Online editor in order to make their own European CV -> https://europass.cedefop.europa.eu/de The hosting teacher explained the structure of the editor and the specific sections and guided the students throughout the process.</p>	<p>BERUFSFÖRDERUNGSINSTITUT OÖ STEYR</p>	



13.00 – 14.30 CLIL Unit: “GOING ABROAD”

CONCLUSIONS	The students had to think about proper preparations before going abroad for studying or working

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided in mixed groups and had to think about proper preparations before going abroad to study or to work. They were given a few suggestions by the teacher (written on a flipchart or whiteboard) but had to find out what regulations, requirements each country has in order to be able to work/study there. They had to think about and research topics like visa, vaccinations, job opportunities, labor market, political status, living and getting there. This unit works best if the group is given a specific country in order to make a proper research. At the end of the unit each group has to present what they found out.	BERUFSFÖRDERUNGSINSTITUT OÖ STEYR	





Intercultural Competences in Vocational
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PHOTOS





TRANSNATIONAL WEEK IN CZECH REPUBLIC

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

**Transnational visit
proceedings** **8.10.2017-
14.10.2017**

OSZ Lausitz, Germany

TYPE OF MEETING:	Transnational visit
COORDINATOR:	Richard Červený, teacher, principal
PARTICIPANTS:	Representatives from OSZ Lausitz and Podripska skola Roudnice nad Labem

Subjects of discussion

9.10.2017

10.00-11.15 **INTRODUCTION and Ice-breaking**

CONCLUSIONS	Ice-Breaking Activities	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
<p>Short presentation of the school. Practical info.</p> <p>Ice-breaking activity: The students and teachers were standing in the circle and they had to tell the names of students standing next to them and add their own. In the end, the last one should tell all the names correctly. Another activity was similar. But the names were replaced by showing a gesture.</p>	Podripska skola	



11.15-12.15 **Presentation**

CONCLUSIONS	Presentation about school, country and town	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Czech students were responsible for presenting important things about their school, country and town	Podripska skola	

13.30-14.30 **Euro, Euro Fun Game**

CONCLUSIONS	Playing a Euro, Euro fun game	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided into three groups and playing the game about general knowledge of Europe.	Podripska skola	

Cultural afternoon in Roudnice nad Labem

14.30-15.30

CONCLUSIONS	Visit of the most important sights in Roudnice nad Labem.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Czech students were responsible for preparing a sightseeing in Roudnice nad Labem. The students collected clues about the cultural life of people in Roudnice (their way of living, how they spend their leisure time etc.)	Podripska skola	

10.10.2017

9.00-9.30 ice-breaking

CONCLUSIONS	Ice-breaking activity		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE	
Ice-breaking activity: The students were divided in pairs. All students were asked to hold a white piece of paper on the top of their heads and try to draw the face of their partner. They were given 6 minutes to introduce themselves to each other and share information about themselves. In the end, each student was asked to present his/her partner.	Podripska skola		

9.30-12.00 Europa café

CONCLUSIONS	Discussion in Europa Café		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE	
Students were divided into 4 tables, teachers played just the role of waitress. At each table, there was a big sheet of paper with different topic to discuss – racism, terrorism, extremism in politics, migration. The coordinators remained at their tables and the groups were moving to another tables with different topics. The coordinators wrote the notes and conclusions on the paper and then presented it to the rest.	Podripska skola		



13.30-17.30

Meeting common history in Terezin

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Students went to the city of Terezin to visit Small Fortress which was used as a concentration camp during the WWII. They also visited Big Fortress which was used as a Jewish ghetto. A discussion about human rights and freedom in our days.	Podripska skola	





11.10.2017

9.00-17.30

Cultural Day in Prague

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Visit of the most important sights in Prague. The students were asked to fill in a kind of peddy-paper about Prague, its History, monuments, way of life, people etc. A discussion with the Czech students followed.	Podripska skola	

12.10.2017

9.00-10.00

Upgrade of Euro Euro fun game

CONCLUSIONS	New questions in the game	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Students were supposed to add 10 one word questions, 10 images and 10 multiple-choice questions to upgrade the game.	Podripska skola	

10.30-12.30

Clil unit – key competences of tour guides

CONCLUSIONS	Students get know about the competences of tour guides.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The CLIL unit has several stages, students were rotating. Role playing, new vocabulary, explanation of used competences...	OSZ Lausitz	



13.30-17.30

Presentation of the Clil Unit (second part)

CONCLUSIONS	The students from Germany presented situations and dialogues that a tour guide may across.		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE	
Role-play.	Podripska skola/OSZ LAUSITZ		

13.10.2017

08.00-10.00

National cousines excursions

CONCLUSIONS	Prepare small refreshment which is typical for your country, region, city.		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE	
The students and teachers were supposed to prepare small refreshment by themselves and share that wit others.	Podripska skola		

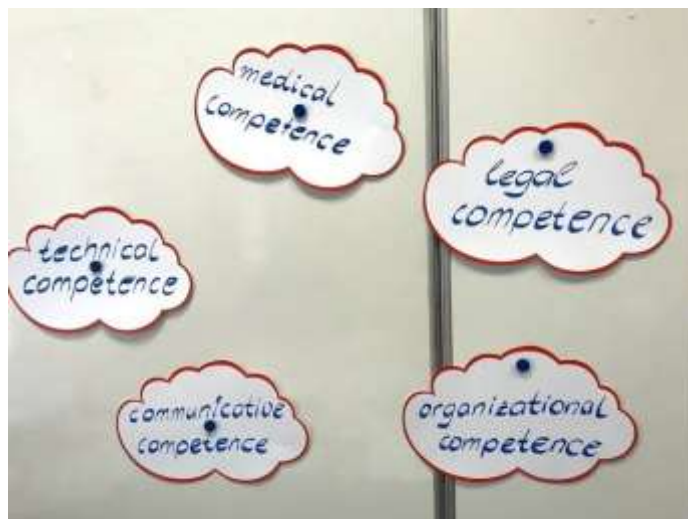
11.00-12.00

Evaluation

CONCLUSIONS	Evaluation, conclusion		
ACTIONS	RESPONSIBLE PARTNER	DEADLINE	
Presenting the results of the week, evaluation and conclusion.	Podripska skola		



PHOTOS





TRANSNATIONAL WEEK IN ROMANIA

INTERCULTURAL COMPETENCES IN VOCATIONAL TRAINING. *TRANSNATIONAL STRATEGIC PARTNERSHIP*

TRANSNATIONAL VISIT **20.11.2017-** **9.30-17.30** **Colegiul Tehnic Energetic**
PROCEEDINGS **24.11.2017**

TYPE OF MEETING:	Transnational visit
COORDINATOR:	Octavia Oltean, Director & Anka Petriuc, Teacher
PARTICIPANTS:	Representatives from Podripska skola Roudnice nad Labem, Czech Republic, Greece Lyceum Lavrio, Colegiul Tehnic Energetic, Romania

Subjects of discussion

20.11.2017

9.30-10.00 **INTRODUCTION**

CONCLUSIONS	Welcome and practical information. Introduction of the school. Welcome from the Headmaster.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Intercultural Questionnaire.	ROMANIA	

10.00-11.00 **ICE-BREAKING ACTIVITIES**

CONCLUSIONS	The students from the three different schools and countries had the chance to get to know each other, exchange information about their schools and have fun by engaging themselves into the ice-breaking activities.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Warming up exercises (the animal family-describe your partners)	ROMANIA, GREECE & CZECH REPUBLIC	

11.30-13.30

EUROPA CAFÉ

CONCLUSIONS	The students from the three countries formed mixed groups, which had to answer questions regarding contemporary “social problems”.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students were divided in 4 groups each of which had to give answers or propose solutions to the following questions: 1. Which are the most important social problems, 2. Which are the causes, 3. Which are the consequences and 4. Which are the possible solutions. At the end each group chose different ways to present their arguments (poster, interview, carton with main points).	ROMANIA, GREEC & CZECH REPUBLIC	

21.11.2017

9.00-11.00

EURO EURO FUN GAME

CONCLUSIONS	“Euro Euro Fun” is a game which involves team- work and introduces a fun way to gain knowledge about Europe, its history and culture. Three teams of 9 students participated in this game. Three tables were set in the classroom in advance. Each team sat around a table. The Greek students and their teacher played the role of the “leader” whose task was to ask the questions, mark the score, keep the time and coordinate the team. Each team selected a “representative” who answered the questions. After each round was completed, the team moved on to the next table to answer the next set of questions. The questions referred to personalities, historical facts and monuments mainly from the countries participating in the project. In the last round the students are asked to present in a short theatrical play a cultural story from their country.	
ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The EURO EURO FUN game had a very good appeal to the students and they participated with great interest. They seemed to enjoy it.	GREECE, ROMANIA & CZECH REPUBLIC	



11.30-13.30

INTERCULTURAL TREASURE HUNT

CONCLUSIONS	Students are divided in 4 groups and they seek letters around the school in order to form a word in the end.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Students were given maps of the school. They had to follow different routes to get each letter after completing a task at each stop point. They were asked to sing, run, jump, solve problems of physics, make origamis. In the end they returned to their starting point where they had to form a word with the letters they had collected. The first team to succeed that is considered to be the winner. Team work and imagination!	ROMANIA, GREECE & CZECH REPUBLIC	

22.11.2017

9:00-16:00 CULTURAL DAY: VISIT OF THE ALBA JULIA.

CONCLUSIONS	Students visited the Fortress of Alba Calorina. The students from Greece and Czech Republic were guided by the Romanian students, who implemented the CLIL UNIT about Tour guides.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
Students from the three countries had the chance to spend time together in a more relaxed context and get to know each other better. They also tested the Clil Unit about Tour Guides and played roles: some played the visitors and others the tour guides.	ROMANIA	





23.11.2017

POKING & POSTING HISTORY ON FACEBOOK

10:10- 16:30

CONCLUSIONS	The students were divided in three groups, one of which was responsible for creating a Facebook profile for a historical personality: the Greek General Themistocles, the Czech Composer Dvorak and the Romanian playwright Ionesco.
Evaluation of all the activities: the students as well as the teachers were asked to fill in the evaluation forms for all three activities.	

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The three teams made three big posters with images and material for the lives and the careers of the three historical figures. At the end they presented them to the other teams. They also added some comments by the friends, critics or relatives of the three men.	GREECE, ROMANIA & CZECH REPUBLIC	

TRADITIONAL & INTERCULTURAL DANCE

15:00- 17:00

CONCLUSIONS	The students exchanged dancing lessons with traditional dances from their countries. At the end they wrote on big papers what they learned during the week about Greece, Romania and Czech Republic.
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24.11.2017

09:00-10:30 CLIL MODULE: LEADERSHIP

CONCLUSIONS	The students were divided into three teams which were led by three different kinds of
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	leaders: the participative, the indifferent and the authoritative one.

ACTIONS	RESPONSIBLE PARTNER	DEADLINE
The students had to create a paper tower without using any scissors, glue or other material. All three teams managed to build a tower and two of them reached the requested one meter. Then they discussed about the three types of leaders.	ROMANIA, GREECE & CZECH REPUBLIC	

NOAH'S ARK

10:45- 13:30

CONCLUSIONS	The students were divided in four groups and they were given different situations for which they should offer solutions from the point of view of the manager, the colleagues and the person of interest. They presented their arguments with mind maps, drawings, coloured notes. Then they had to choose an animal and draw it on Noah's Ark which had been already drawn on the whiteboard.
Evaluation of all the activities: the students as well as the teachers were asked to fill in the intercultural questionnaire.	



PHOTOS





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Participating Schools/Organizations



BFI Oberösterreich: <http://www.bfi-ooe.at/bfiweb/>



Podřipská škola

SPSOS, Roudnice: <http://www.podripskaskola.cz/>



WEQUA GmbH: <http://www.wequa.de/>



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Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V.:
<http://www.oszlausitz.de/>



IHK-Projektgesellschaft: moH
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IHK- Projektgesellschaft: <https://www.ihk-projekt.de/>



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Υπουργείο Παιδείας και Θρησκευμάτων, Πολιτισμού και Αθλητισμού

General Lyceum of Lavrio: <http://blogs.sch.gr/lyklavri/author/lyklavri/>

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Formaorienta: <http://www.formaorienta.org/>



Escola Profissional Aveiro: <http://www.epa.edu.pt/>



Colegiul Teknik Energetic: <http://www.energetic-cluj.ro/>



Iskilip Vocational High School: <http://iskilipeml.meb.k12.tr/>