

MY COMMUNITY PASSPORT

KEY COMPETENCIES FOR MINOR OFFENDER REINTEGRATION

Work package 2

A study of key competencies integration in minor/juvenile offender's education

Product: State of the art inventory of EU and national initiatives & tools regarding key competencies, VET in penal system and for disadvantaged groups, reintegration of juvenile offenders, etc.

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SUMMARY OF MY COMPASS PROJECT

Most European countries lack successful resource materials and a proven method to facilitate the transition phase from vocational training in detention to vocational training in public school system, and none have the approach of using key competencies as tools for reintegration. VET offers inside the detention / correction system are based on transmitting information, with no focus on transition to other learning pathways once the juvenile is reintegrating in the community. The results are: school drop-out, lack of job skills, difficult reintegration and relapse of minor offenders.

MyCOMPASS project will develop, pilot and implement a framework of methodology, tools, learning programs and recommendation, for providing individual empowerment to learning and employment support specifically for young people in detention. The methodology will involve juvenile offenders as beneficiaries in its development and delivery as a way of enhancing skills and competencies. We aim at providing practical knowledge and tools to support juvenile offenders across the partner countries and the EU so that their chances of gaining sustainable employment and developing accredited skills are enhanced and they are better able to overcome social exclusion

The consortium consists from 5 member countries covering Northern (Lithuania), Southern (Malta), Western (Portugal), Central (Hungary) and Eastern (Romania) Europe. This is especially important in order to bridge the gap between the different approaches in juvenile education and integration of disadvantaged youngsters in vocational education. A number of these partners have already co-operated in previous projects on prison education but others are new to this experience. By this mix we want to stay true to the “Transfer of Innovation” objective of offering a learning experience to all partners, including ones involved in the initial innovation development (in our case both Romanian partners).

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MyCOMPASS project will increase participation rates in vocational training in detention/correction system and offer easier transition from inside – the – system education into formal learning pathways and recognized qualifications on labor market. An overall improvement in the quality of juvenile offenders' vocational education provision in Europe can be expected.

The envisaged impact will be on three levels:

- Short Term (learning level): raised awareness on VET for juvenile offenders , knowledge of key competencies, skills in working with key competency based programs, motivations in lifelong learning;
- Medium Term (action level): positive behavior towards learning inside and outside the detention / correction system, practice key competency based teaching, decisions in developing VET offers that bridge the gap between detention / correction system and community , policies in attractiveness of VET;
- Long Term (consequences level): social reintegration of juvenile offenders, economic & employment competitiveness.

AIMS AND OBJECTIVES OF WP 2

Objective 1: to identify the needs of the target groups in the partner countries, regarding key competencies integration in minor/juvenile offender's education.

Objective 2: to identify the innovation at European level (from previous projects and initiatives) regarding key competencies, disadvantage group reintegration and education in penal system, and to select those that will best meet the needs of the minor/juvenile offenders targeted by our partnership.

One of the products of Work Package 2 is a state of art of EU and international theoretical and operational models to support key competencies introduction in juvenile offender education, in particular for what concerns types of competencies, level of education, education reintegration models, teacher trainer needs .

Each partner (Romania, Portugal, Lithuania, Cyprus and Malta) did a research at national, but also at international level, in order to identify previous projects and initiatives that are relevant for the objectives of My Compass Project with regards to key competencies, education in penal system and education for disadvantaged groups.

The product, State of the art inventory of EU and national initiatives & tools regarding key competencies, VET in penal system and for disadvantaged groups, reintegration of juvenile offenders, will offer information regarding the name of the projects, partnership, period of implementation, summary, results and contact.

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State of the art inventory of EU and national initiatives & tools regarding key competencies, VET in penal system and for disadvantaged groups, reintegration of juvenile offenders

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I. ROMANIA

Title of the project	Organisation Coordinator	Partners	Period of implementation	Abstract	Results	web site
1. For a shared archaeology	Centro di Riabilitazione Tangram - Coop. Soc. Idea Prisma '82, Italy	Hatay Kiz Yetistirme Yurdu Mudurlugu, Turkey Centrul de Reeducare Buzias, Romania Desincoop – Desenvolvimento Económico, Social e Cultural, Portugal	2010-2012	The program “Archaeology and Disability” has two aims: to use the archaeology as a tool (one tool between all the possible tools) for rehabilitation of people with mental disabilities and to project a model to build events and exhibitions in museums thus allowing improved enjoyment for all visitors. This work had a first phase in 2008: in May, on the occasion of the International Day of Museum, promoted by International Council of Museum, some of the partners of this program made an exhibition, in the Mestni Muzej of Ljubljana, entitled “For a shared archaeology – Rehabilitating-archaeological exploration of Roman termae”, in which we opened a Laboratory of Experimental Archaeology with (and not “for”) disabled youngsters. Starting from this experience, our purpose is, now, the improvement of the program and the divulgement of the results: we want to organize a net between all “the good practices” known. In that way we could divide the program in three parts: the work on the field, the study and the divulgation: the experience we made showed us that it is possible.	Book: “For a shared archaeology” Publication: this is a collection of the experiences born by the project. In it there are all the steps of the work. We examined the individual experience and we compared what the proponent partner has built in the past years with the operative experiences of all other partners. We showed the book during the final event (Rome 28th of June 2012), in the exhibition rooms of the Museo Nazionale Preistorico Etnografico “L. Pigorini”. For a shared archaeology - Project for youth A scientific paper that present the summary of the project, activities, objectives, target group, partnership and the development of the project during his existence	http://sharedarcheology.pt.vu/

<p>2. E-learning education for prisoners and prisoners professionals</p>	<p>Dip. Sociologia e scienza della politica - Universita di Salerno, Italy</p>	<p>Casa di reclusione- ICATT, Italy</p> <p>Centrul de Reeducare Buzias, Romania</p> <p>CNRS Délégation Languedoc Roussillon, France</p>	<p>2009-2011</p>	<p>In all European countries, the rehabilitation of prisoners has serious problems and too little attention is devoted to projects for education of prisoners and for prisoners professionals. Formative experiences based on distance learning are often little known even within individual countries that have implemented, nor are accompanied by a detailed discussion on results and appropriate assessment procedures. Primary objective of the project "E-learning Education for Prisoners and Prisoners professionals-EEPP" is to establish and develop a dialogue among organizational and managerial staffs of prisons and teachers from educational organizations engaged in working with prisoners, on issues, dynamics and experiences related to the use of ICT and distance learning for those at risk of social exclusion, particularly prisoners, and prisoners professionals. The Project aims also to create a community of trainers able to talk continuously on these issues and to be the sponsoring of new learning opportunities and reintegration into society of persons at risk of exclusion. More generally, the presence of Romania into the partnership will help to overcome prejudice and hostility towards this country, very high recently in Italy and to a better european inclusion of Romania.</p>	<p>Experimentation platform : www.formationsplurielles.com</p> <p>Testing the platform (www.formationsplurielles.com) placed at everybody's disposal by the university of Montpellier CNRS Praxiling. Together with the in presence meetings, partners have been allowed discussion and training activities about the European situation of the e-learning teaching addressed to prisoners, and experimentation of the main instruments of at a distance communication.</p> <p>Guidelines to e-learning for prisoners and prisoners professionals.</p> <p>After a description of the learning partnership development and of the main learning activities the report outlines the key points for a good practice of e-learning for prisoners and prisoners professionals</p>	<p>www.elearninginprison.eu</p>
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<p>3. Cultural differences, complementarities and european citizenship</p>	<p>Adsea77 Logis formation, France</p>	<p>Asociatia Aspiratii si Motivatii pentru Viitor – AMV, Romania</p> <p>les caura - consejería de educación - junta de Andalucía, Spain</p> <p>Lietuvos krikcioniskas labdaros ir gailestingumo fondas "Samarija, Lithuania</p> <p>CTP n 2 c/o IPSSAR Karol Wojtyla, Italy</p>	<p>2010-2012</p>	<p>The objective of the project is to develop the concept of European citizenship and membership among young socially disadvantaged people, in need of reference mark, self confidence and identity, by an investigation on the differences and the complementarities between country partners, on the geographical, economic, cultural level, social life, touristic, and historical aspects. The young people, by their difficulties, have various explicit and implicit need of recognition as people which they can't easily formalize, being sometimes at the limit of school and social rupture. The project aims at sensitizing, involving our public to the European partnership, on following aspects: - Identification and acceptance of the differences by our young people, "Others are different from us" - The tolerance with respect for others, to accept different cultural modes and reference frames of social life and citizenship, to adapt and acquire new competences in these fields. - Richness of the complementarities "what one can bring to the other partners, what one can receive? - The common points between partners, an outline of common European identity established on lived and shared activities of the project, which makes it possible to widen the social and cultural reference field of our public. The partnership made up of countries with different specificities will allow leading the project on the whole themes of comparisons. This diversity will offer to identify tools for each involved organization and impacts among beneficiaries, which permit to reinforce the concepts of "tolerance" and "European identity and membership".</p>	<p>Guide: Keys for European citizenship</p> <p>The guide contains advices for learners in order to increase awareness of European membership, combating stereotypes regarding other cultures and for a better understanding between Europeans. An appendix for educators, with pedagogical advices, is associated.</p> <p>Appendix of the Guide, for educators</p> <p>This Annex is associated with the Guide - Keys for European citizenship and is dedicated to the educators and teachers. It contains pedagogical advices to use the guide and some resources.</p> <p>Guide of European Citizenship: "Keys for European Citizenship"</p> <p>It contains advices for learners in order to increase awareness of European membership, combating stereotypes regarding other cultures and for a better understanding between Europeans. An appendix for educator, with pedagogical advices, is associated.</p> <p>Guide: Keys for European citizenship</p> <p>The guide contains strategies to reach a better awareness for a complete European Citizenship, fighting the stereotypes concerning some cultures. This is intended for the students. There is also a strategic peadagogic appendix, for teachers and educators.</p> <p>Compilation of stereotypes and remedies</p> <p>Collection of various stereotypes, expressed by beneficiaries in questionnaires and interviews. This table was completed by pedagogical suggestions proposed by the partners, specific to each clichés, in order to moderate and to fight them.</p>	
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<p>4. Building Bridges - Including students with special needs into working life</p>	<p>YA! Yrkesakademien i Österbotten, Finland</p>	<p>F+U Sachsen GmbH, Germany</p> <p>MISA AB, Sweden</p> <p>Colegiul National Pedagogic Stefan cel Mare, Romania</p> <p>Cardonald College, United Kingdom</p>	<p>2009-2011</p>	<p>The projects' main aim is to improve the general awareness of adult students/participants/persons with special needs. We will compare and exchange different educational and coaching methods between the participating partners, in order to improve the quality of our actions concerning this particular group. Students will be implemented in this project, in order to give us feedback concerning both the old methods used and the new methods chosen. The project will be dealing with three groups with special needs: Unemployed persons, Disabled persons and Immigrants. Typically, members of these three groups have little or no recognised qualifications and all are in a risk zone of being excluded from participation in learning and access to normal working life. We will particularly focus on methods to increase their chances of succeeding as fully integrated people in our societies. To reach our aims, preventive as well as motivational actions will be of interest. Furthermore, we will look upon the roles schools, enterprises and companies have in the process, in order to improve the system of work place learning for students/participants/persons with special needs.</p>	<p>Educational research</p> <p>Questionnaires for students and teachers survey. Addressing targets groups with special needs.</p> <p>Website</p> <p>A project website (in english). The aim with the website is to develop and establish project activities on the eTwinning platform.</p> <p>Support plans for students</p> <p>Exchange of ideas and good practice. Individual plan models for all five partner schools.</p> <p>The Building Bridges Award 2011</p> <p>Award developed to put focus on good and systematic efforts, good cooperation and a will to improve the situation of adult students/participants/persons with special needs. To be awarded once a year in each of the participating countries.</p>	<p>new-twinspace.etwinning.ne</p>
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<p>5. Sentimentul de existență: Creșterea stimei de sine</p>	<p>National College of Art and Design, Ireland</p>	<p>Steinkjer Videregående Skole, Avdeling Fengersundervisning (Furuskogen school), Norway</p> <p>C.O.F.HU.R, Italy</p> <p>Ass. Agenti Operatori dello Sviluppo Socioculturale, Italy</p> <p>Penitenciarul Ploiesti, Romania</p> <p>C.P.F.P.A. № 3 Picassent, Spain</p> <p>Estabelecimento Prisional de Caxias, Portugal</p> <p>Estabelecimento Prisional de Pinheiro da Cruz, Portugal</p>	<p>2009-2011</p>	<p>The partnership consisted of one university, one community group, one NGO dealing with training for unemployed people, one school for prisoners, and four prisons. The countries involved were Ireland, Norway, Romania, Italy, Spain and Portugal. The participants brought a skill base and experience to the project which was multi faceted. The experience included those of teachers, teaching in and outside prisons at second and third level, being a prisoner and also an ex prisoner, being a senior administrator in prison and in university, being a Public Representative and psychologists. The group undertook workshops with themselves and prisoners in music, art and cooking and tracked the effect such activities have on self esteem. The group examined practice in each country. The conditions and education pertaining to each type of incarceration were examined i.e. short term imprisonment, long term imprisonment, open prisons, closed prisons, maximum security prisons, mother and child units. The method of research used workshops and seminars and in specific cases used the Rosenberg Self-Esteem Scale (Rosenburg, 1965). In some prisons in Portugal and Spain the workshop with prisoners was replaced by seminars and lectures. This was made necessary by the security restrictions on materials and prisoners in the prisons concerned. The outcome of the project was two fold. The tests indicated as expected that artistic activity resulted in maintaining and increasing self esteem. The mobility created a dialog between the different staff - teachers; University lecturers, prison governors and staff; artists; ex-prisoners; community activists; psychologists which identified best practice in each of the countries. It is our hope that the shared experience of these two years will influence policy in the different countries.</p>	<p>Tests results from Sense of Being</p> <p>The outcome of the research undertaken by the Portugal Partner is: The Rosenberg Test was administered to 141 participants (N = 141), involving people placed in the open and closed regimes. The test was administered at the beginning and end of the activity. 9 activities, over 1 day, 3 days, 1 month and 4 months were used by the six partners involved in the project. - An analysis of the results indicated that the activities with shorter duration increased the self-esteem of the participants.</p> <p>Treatment programmes in the Spanish prisons</p> <p>Interesting Presentation about our prisons with information on: - Inmates population in Spain since 1990. - Percentage of crimes in Spain and Europe through a comparative chart. - Crimes in Spain following a survey. - Modernization of infrastructures in prisons nowadays (20.000E per inmate/year). - Oficial teaching programmes, productive workshops and specific intervention programmes in dugs: . prevention and education . syringe exchanche . methadone programme treatment – Sports</p> <p>Psychology Seminar “Building Self Esteem in Prison: is it possible?”</p> <p>The seminar realised in Portugal about the concept of self-esteem, was directed to discuss the true meaning of Self - esteem and led to an intense exchange of ideas about it . This presentation addressed the theme of self-esteem but directing it to the prison context, making the analysis of the limitations and constraints that this kind of scenario brings in it and how we can intervene in the development/promotion of self-esteem. It was enriched by different realities and cultures.</p>	<p>http://costi-senseofbeing.blogspot.ro/</p>
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<p>6. Lifelong Learning for Marginalised Groups in European Social Enterprises</p>	<p>Trusta Regeneration & Training Limited, United Kingdom</p>	<p>Kerigma - Institute of Innovation & social Development in Barcelos, Portugal</p> <p>Light Into Europe, Romania</p> <p>Business & Innovation Centre Banská Bystrica, Slovakia</p> <p>Glenmore Trust, United Kingdom</p>	<p>2010-2012</p>	<p>The Project shared good practice and information around informal and formal adult learning in social enterprises. Partners explored what social enterprises are and do in four countries; UK, Portugal, Romania and Slovakia, and their links to lifelong learning, particularly in enabling and encouraging disadvantaged and excluded groups of adult learners to access lifelong learning opportunities. The project focussed on adult learners who have a disability, including (but not exclusively) learning and sensory disabilities (deaf and blind), and other marginalised groups. The project also enabled staff working and supporting learners with a disability to enable them to visit and learn from other European partners and implement better opportunities for lifelong learning. We shared experiences of funding of social enterprises in different European countries, and looked at the ongoing challenge of enabling social enterprises to become sustainable, particularly with little mainstream funding. The Case Study Brochure produced as part of the Partnership working is a useful resource for contacts of social enterprises in the UK, Portugal, Slovakia and Romania. The case studies visited range from waffle making to cleaning companies and re-refrigeration unit production to cafes, all of which provide meaningful activities and learning opportunities for people with learning and sensory disabilities.</p>	<p>Workshop - Exploring the Definition of a Social Enterprise</p> <p>The first workshop enabled partners to get to know each other and clarify the project's objectives. We explored the definition of a Social Enterprise in each country, and the current challenges faced by social enterprises.</p> <p>Workshop - Social Enterprises in Romania & Virtual Forum for Staff & Learners/ E-commerce & European Promotion</p> <p>The workshop visited a number of different social enterprises based in and around Bucharest. The meeting also looked at the virtual forum and website, case study brochure and final report requirements.</p>	<p>http://www.facebook.com/groups/eurolifelong</p>
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<p>7. Community Learning - Building Capacity and Empowerment for active citizenship</p>	<p>Stowarzyszenie Wzajemnej Pomocy BONA FIDES, Poland</p>	<p>Diakonisches Werk Bonn und Region gGmbH Stadtteilbüro Tannenbusch, Germany</p> <p>Centrul de Resurse pentru participare publica, Romania</p> <p>Hungarian Anti Poverty Network Foundation, Hungary</p>	<p>2010-2012</p>	<p>The general context of each institution involved in our project is that they directly work with disadvantaged and often culturally diverse people and neighborhoods (unemployed, poor people from rural areas, low-income, migrants). These people often experience social exclusion and discrimination. They are not listened to and have little influence over decisions that shape their lives and their neighbourhood/villages. The main objective in this project was to improve and develop informal learning methods that will help to more actively engage people of local communities in influencing their community life and build citizens capacity and empowerment. Besides it we built the strong partnership between EU organizations involved in learning active citizens' participation of disadvantaged groups (from different EU countries) applying the Community Organizing model. In order to achieve our aims and objectives we enacted: - four joint gatherings for sharing, comparing, and evaluating our local experiences with active citizen participation and teaching methods - two other gatherings – planning and final session - activities involving volunteers to solve community problems based on the method of community organizing.</p>	<p>Handbook on Citizen Participation - Community Organizing as a Tool of Enhancing Citizen Participation</p> <p>This Handbook presents community organizing as a practice of fuller engaging citizens in public decisions that affect their lives. Besides a general introduction to community organizing in the USA and in Europe, and a comparison with other forms of citizen participation, the Handbook depicts the methods and processes of community organizing with the help of 10 practical examples of the 4 Grundtvig partners and other members of the European Community Organizing Network (ECON).</p>	
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<p>8. Glocal (GLObal+ LOcal) Nature Of School Inclusion</p>	<p>Gymnasio Amfiklias, Greece</p>	<p>Gymnasio Amfiklias, Cyprus</p> <p>Scoala Generala nr. 3, Romania</p> <p>II. osnovna šola Celje, Slovenia</p>	<p>2008-2010</p>	<p>The title of our project is GNOSI (Global Nature of School Inclusion). It's a project involving four schools in Cyprus, Greece, Romania and Slovenia. It Deals with all types of school inclusion: minorities, children with special needs and disabled, socially disadvantaged, emigrants. It focuses on two specific priorities of the Comenius action, namely: improving the education of children coming from disadvantaged environments and promoting an intercultural education. We intend to carry out common activities in order to change mentalities and attitudes which will be reflected in a change of behaviour (at both school and local community levels) towards these categories of pupils. Promoting such values as tolerance and respect we want to capitalize the native potential of our children and to increase their self esteem through activities which focus on multi- and intercultural elements. Our partnership is interested in organizing activities that will show how inclusion can be at the same time a matter of pupils, teachers, parents and local authorities. The activities will take place in each partner's school and at the same time be shared amongst partners, and always end up in an evaluation and feedback according to the spirit of the intercultural dialogue and in a creative way promoting the value of the lifelong learning as suggested by the Lisbon strategy.</p>	<p>Electronic interactive dictionary</p> <p>This is an electronic, interactive dictionary that contains basic words and phrases that are useful in everyday communication. The linguistic axis is English and the vocabulary is presented in Romanian, Slovenian and Greek. It also contains basic information about Slovenia, Romania, Greece and Cyprus. The word or sentence the user wishes to have translated is displayed with a click and it is accompanied by a picture and phonetic transcription to help the user.</p> <p>Common Guide of Good Practice</p> <p>This is three-fold leaflet that contains instructions for properly handling pupils that belong to special categories: autistic children, children with Down Syndrome, Roma children (for Romania) and children of foreign origin.</p> <p>Website</p> <p>This website contains information about the GNOSI project and the four partner countries, the schools involved and their towns. Also, all the products of the partnership can be viewed here, displayed in English, Romanian, Slovenian and Greek. The website platform was set up in December 2008, after our first meeting, and since then we've been uploading one by one our activities, meetings' results and products. The website took its final form by the end of April 2010.</p>	<p>http://www2.arnes.si/~osceosii5/index.htm</p>
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II. PORTUGAL

Title of the project	Organization Coordinator	Partners	Period of implementation	Abstract	Results	web site
1. Poder Caminhar	Portugal	AH, EPE and Leiria and DGSP I.Zone - Knowledge Systems.	2009-2011	<p>The experience of AH intervention has indirectly touched the specific contexts of imprisonment, acting in a preventive perspective aggravated in situations of social exclusion, as well as intervening with a view to minimize the impact of the situation of imprisonment to families and communities. With the project "Power Walk" (POPH - 6.1: Training for Inclusion) proposes the implementation of an integrated intervention that has as ultimate purpose of facilitating the social inclusion of young offenders in order to pity, to prevent recurrence of crimes.</p> <p>The challenges posed by the specific context of intervention / needs identified by EPE and Leiria DGSP form the main objectives of the project "Power Walk" that unfold in turn, in two actions to be taken in two different geographical areas, autonomized in two applications:</p> <ol style="list-style-type: none"> 1. Training of prisoners by promoting the development of personal and social skills - Application "Power Walk" - POPH 6.1. It is intended that inmates develop skills (empowerment, healthy lifestyles, gender equality, creativity, planning and communication & interpersonal relationship, oral and written communication – Pt and En – computer basics, skills for employment and mathematics for life) to design a future inserted into a healthy lifestyle, build their own plans for reintegration, and understand the need to involve people who are significant in their common goals. 2. Training of social support networks of prisoners into the community through the promotion of skills development of families, the promotion of networking between institutions and skills development of mediators / as - Application "Power Walk". The importance of a coordinated intervention with families, working directly with them the skills to respond adequate to the challenges involved in reintegration plans of prisoners, both in detention, as in post-imprisonment, stems from greater consistency that is given to the social support network and self appreciation and recognition of learning undertaken by the inmates, enhancing their reintegration. 	<p>Individual plan of future</p> <p>Portfolio of acquired skills</p> <p>Report of project evaluation shows skills development achievements</p>	<p>http://www.humanus.pt/item1.php?lang=0&id_channel=12&id_page=59</p>

<p>2. Challenging Differences to Make the Difference</p>	<p>EPRALIMA_Es cola Profissional do Alto Lima, C.I.P.R.L. – Portugal</p>	<p>S. C. Concept Consulting, S.R.L – Brasov, Romania</p> <p>Centrul Pilot de Educatie Speciala Si Recuperare Pentru Copii "Primavara" – Resita, Romania</p> <p>FUTURUM - Coordination of EU Projects in Poland</p> <p>BULPORT2010 LDT – Sofia, Bulgaria</p> <p>Escuelas del Ave Maria – Spain</p> <p>Klaipeda Tourism School – Lithuania</p> <p>Wisamar Bildungsgesellschaft mbh i, Gr. – Germany</p> <p>INCOMA - International Consulting and Mobility Agency – Spain</p>	<p>2010</p>	<p>“Challenging Differences to make the Difference” is a project that seeks to promote the development of skills, sharing and transfer of good practices between teachers/trainers and other educational staff, in the ambit of education for equal opportunities and non-discriminatory access to learning tools, improvement of an active citizenship by encouraging volunteering in the school community, in order to improve a strong understanding of differences, promotion of tolerance, spirit of solidarity and respect for different social and cultural realities.</p>	<ul style="list-style-type: none"> - Develop linguistic, social e personal skills; - Each participant must write a report on the acquired experience; - The reports will be compiled and published as a Good Practice Guide, that will provide support to other professionals, as well as internal training; - Planning a school project, in partnership with local / regional institutions, in order to promote and encourage students to perform voluntary work, creating the volunteering week / month; - Organization of a seminar, open to the local community, to disseminate the experiences and practices acquired. 	
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<p>3 .Conception and implementation of training modules for professionals who support children and young people victims of crimes within the school context and of road traffic crashes.</p>	<p>Associação Portuguesa de Apoio à Vítima</p>	<p>Associação Portuguesa de Apoio à Vítima - Portugal</p>	<p>Project with multiplying effect (2000-2006)</p>	<p>The main aim of our project is to develop pedagogical contents and materials to be used in the training of professionals dealing with the victims of crime, not only victim support volunteers, but also professionals of other agencies with a direct or indirect contact with victims of crime.</p>	<ol style="list-style-type: none"> 1) pedagogical contents and materials to be implemented in training programs; 2) pedagogical contents and materials, to be made available in several languages, thus contributing to a standardization of best practice in terms of services and training provided in the field of victims of crime, at a European level; 3) implementation of training programs, specifically developed by Victim Support agencies across Europe; 4) dissemination of information concerning results of the project, namely by distributing personalized mailings to relevant agencies and institutions supporting victims of crime, by organizing meetings with professionals of relevant agencies and other entities supporting victims of crime and if possible by disseminating relevant information on the internet. 	<p>http://apav.pt/apav_v2/index.php/pt/</p>
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<p>4. Be Competent Be Sapiens</p>	<p>ISQ – Instituto de Soldadura e Qualidade, Portugal</p>	<p>Spolecnost RPIC – VIP, Czech Republic.</p> <p>Znanie Association – Sofia</p> <p>Soros Educational Center Foundation, Romania</p> <p>CINOP, Netherlands</p>		<p>According to the 2006 European Council Recommendations, key competences are essential in a knowledge society to guarantee more flexibility in the labor force, allowing it to adapt more quickly to the constant changes in an increasingly interconnected world. Within the Education and Training 2010 work program, countries are advised to promote the acquisition of these key competencies by young people at the end of their compulsory education and by adults throughout their lives. Because both Bsapiens Coaching Programme and “Competences for the Labor Market” programme were nationally identified as a solution to the promotion and valorisation of key competences in active adults, in an integrated context, we wanted to capitalize their added value, transferring the developed methodologies and products to other European countries.</p>	<p>Bsapiens Coaching Program. It is an organizational and individual development program, based in training, which enhances performances aimed at objectives, thus promoting the individual and professional development and of team performance by means of a personal supervision, which privileges sharing environments.</p> <p>Uses attractive and interactive methodologies inviting to self-evaluation and to group performance improvements, in line with the company’s objectives (e-learning, outdoor sessions, individual development plans, etc.).</p> <p>Market of competencies / Competencies for the Labour Market Program. The title of this training programme “Market of Competencies” purposefully corresponds with the title of the project Competencies for the Labour Market which was successfully carried out in the Czech Republic. At the same time, the title contains the principle of selection (we ourselves are making selections at a market).</p> <p>The aim is not only to introduce competencies required by employers in an entertaining and refreshing way, but also to ignite interest among the participants to become trainers of competencies in the near future and promoting the Czech training programmes developing strong sets of skills abroad. At the moment the majority of these training programmes is available in Czech, English, Flemish, Spanish and Polish language.</p>	<p>https://sites.google.com/site/becompetbe/sapiens/</p>
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<p>5. "Sports for Disabled - Enable to Participate"</p>	<p>Associação de Paralisia Cerebral de Coimbra</p>	<p>ADANA Egitim Gönüllüleri Dernei(Adana Volunteers of Education Association) – Turkey</p> <p>ADESPER – Spain</p> <p>INFO CENTER</p> <p>NOEMA CMI - Finland</p>	<p>2008</p>	<p>“Sports for Disabled” Project intend to transfer an innovative training itinerary (from a previous pilot project) as result of the recognition of the evaluation need to municipality services, organizations representing disabled people, training organizations, sport associations and to promote the development of the European dimension of training and education, in a sector with strong potential of growth – sports and leisure for disadvantage groups.</p> <p>To achieve this we will make the translation of the Training Manual of “Sports for Disable”. It is a training curricula to train different target groups (people with low qualifications, long term unemployed, young people, women, with problems facing the access and integration in the labour market), in the area of assistant for disabled people in sport and physic activities.</p> <p>The expected impact will be in the VET systems, that will give and create effective answers referring the demand of qualified professionals in specific activity sectors, as also the possibility to qualify people in the area of sport and physic activities (for those with low qualifications, disadvantage groups, facing problems in the labour market).</p> <p>Also for disabled people, it will represent a very positive impact in their quality of life, by giving the possibility to access and participate in sport and physics activities. In general perspective will promote the social cohesion, promoting employment, combating discrimination and contributing to a more competitive and solidary Europe.</p>	<p>The main outcomes are:</p> <ul style="list-style-type: none"> • The Edition of a Training Manual (printed in the 3 new languages – BG+FIN+TK). Also exists in PT+ES+ENG version; • The Pilot Course – to test and adapt to cultural and social context, in BG; FIN; TK; • Specific training sessions, specially addressed to key persons will work in the process of adapt and innovation transfer of products; • The implementation of a Collaborative Platform, for communication and work between partnership, visibility for the project and dissemination; • Seminars for the process of transfer, and appropriation of the product; • Dissemination Materials 	<p>http://www.sportsfor disabled.org</p>
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<p>6. Innovative Vocational Training Approaches in Social Economy Small and Micro Enterprises</p>	<p>AidLearn, human resources Consulting, Ltd Lisbon</p>	<p>Gazi University – Ankara Association POSITIVE MIND – Tukums Multidisciplinary European Research Institute Graz</p>	<p>2008</p>	<p>The strategic aim of the project in the medium term is the improvement of the innovation potential of social economy organizations which is a key factor of success and important to survive in the globalised economy as well as to accomplish the European social model.</p> <p>TSESME focuses on the specific situation of organizations into third sector, greatly the small and medium enterprises of the social economy sector, where vocational training needs are investigated insufficiently and there is lack of resources for planning vocational training actions. TSESME aims to improve the vocational training system in social economy enterprises by providing innovative and adoptable tools for the assessment of training needs and guidelines for the implementation of vocational training programs particularly in micro organizations. Selected tools will be elaborated as web based assessment application and all tools, models and guidelines will be compiled in a compendium that will be available in printed form as well as on a web platform in all partner languages.</p> <p>Based on the models, training measures will be realized in all partner regions. The consortium is composed by 4 organizations (PT; AT; LV and TR), compiling the required expertise to fulfill TSESME objectives. MERIG, the Austrian partner, was the coordinator of the prior TRAINSME project, the project that is actually being transferred. In the short term all participating organizations as well as small and micro organizations of social economy, participating in the evaluation, assessment and pilot processes, will directly profit from the new tools and models for a better assessment of learning needs and will also have the opportunity to test new tools and training models.</p> <p>The participants in the project processes will raise their human capital and directly profit from the trainings provided in the pilot studies. In general the project will raise awareness about vocational training in small and micro enterprises and will introduce ways to innovation processes. In the medium and longer term the project will provide wider access to training for managers and employees in small and micro enterprises and will encourage educational partners to develop more individualized and needs oriented training programs. The project results shall be adopted and transferred to other regions and sectors and will contribute to human resource development in small and especially micro enterprises in general.</p>	<p>Elaboration of models and guidelines: Based on the analyses and inputs of the project partners' models for the elaboration of individualized, needs oriented training programs will be elaborated. A specific focus of the models is the application of e-learning programs and the advantages and disadvantages of ICT support of vocational training in small and micro organizations of social economy.</p> <p>The handbook and web based assessment tools will be available in the languages of all participating partners on the WebPage, on CD Rom and in the printed compendium.</p> <p>Based on the models, training measures will be developed and realized in all partner regions. The development process (the models, the web applications etc.) and the realization of the pilot trainings will be assessed in detail.</p>	<p>http://www.tsesme.org/</p>
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<p>7. Transformers</p>	<p>Trasformers Youth Association</p>	<ul style="list-style-type: none"> - EDP Foundation - British Council - International Year of Youth by the United Nations - Ministry of Finance and Public Administration - Cultural Agents Harvard University - Casa Pia de Lisbon - Lisbon City Hall 	<p>2010-2013</p>	<p>Our mission is to create a generation of transformers. In few words: people that make a difference doing what you love to do. What we believe is that young people are not socially inactive because they are indifferent, but because many of us have not yet found their own way to make a difference. So our idea was to create a movement of volunteers able to give every young person the opportunity to learn what he or she likes most, with friends, at no charge, so that through this passion, talent or superpower, each find your own way to turn.</p> <p>In practice we do is discovering the activities that youngsters liked in many institutions of learning and enable them to learn from this activity with mentors who voluntarily (as) teach every week for 9 months. After those nine months, each youth group that was taught by a mentor has the challenge of using what you have learned to transform so cool your community in what we call the "payback" and thus becomes a Transformer. Everything culminates on the 10th of June, with the now legendary T Day, which brings together all the transformers to renovate a space unused.</p>	<p>There are no results yet, only reports.</p> <p>https://docs.google.com/file/d/0B1AiXJpKRp9hLVJpdVB0bnpUeEE/edit?pli=1</p>	<p>http://www.projectotransformers.org/site/</p>
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III. LITHUANIA

Title of the project	Organisation Coordinator	Partners	Period of implementation	Abstract	Results	web site
1. Fresh start	Romanian Foundation for democracy, Romania	<p>Militos emerging technologies and services, Greece</p> <p>Academy of entrepreneurship, Greece</p> <p>Hellenic American Union, Greece</p> <p>Psychological support and counseling centre, Lithuania</p> <p>NGO Best opportunities, Estonia</p> <p>Tecmaia-science and technology park of Maia, Portugal</p>	2011-2013	<p>The Fresh Start project is a 24 month initiative co-funded by the European Commission, under the Directorate-General for Education and Culture.</p> <p>The project aims to develop a specialized train-the-trainer course in order to provide European VET trainers with new skills that enable them to pass their training on developing young offenders' entrepreneurial skills.</p> <p>The main project objective is to adapt the available innovative content considering young offenders' needs and specific sociocultural and linguistic contexts. Then, the project will develop a mentoring syllabus and a multilingual e-learning platform for VET trainers in order to improve their skills and competencies to train young offenders in entrepreneurial skills. Fresh Start has been developed by a transnational consortium specifically set up for the purpose of implementing the project. It involves seven (7) partners from five (5) EU Member States i.e. Romania, Greece, Lithuania, Estonia and Portugal/ content provider with complementary expertise.</p>	<p>European VET trainers seem to lack specialized training so as to effectively support ex-offenders to acquire new entrepreneurship skills that would enable this disadvantaged group to increase their opportunities to start a business, if they want, upon their release from prison and under the proper financial conditions.</p> <p>Fresh Start project will transfer and adapt to the exact needs of young offenders innovative e-learning content from the former LdV project ENTER.</p> <p>In turn, the project aims to:</p> <ul style="list-style-type: none"> • Train European VET trainers in entrepreneurship preparing them for providing young offenders with professional orientation and entrepreneurship skills. • Provide young offenders with the required knowledge, skills and competences that will enable them to start and sustain their own business as a professional option. • Prepare and support young offenders in developing knowledge and skills for the labour market in general if they want to find a job until they can start their own business. • Achieve the opportunity to other disadvantage groups i.e. immigrants, long-term unemployed, returning workers to benefit from the outputs of the project in the future. 	http://freshstartproject.eu/

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<p>2. Integration young offenders into the labour market</p>	<p>Kaunas Juvenile Remand Prison and Correction House</p>		<p>2009 - 2012</p>	<p>Project goal - to help young offenders to integrate into the labor market or continue education in order to avoid social exclusion after penalty time.</p> <p>Project activities:</p> <p>Personal development training program design and implementation, this means to prepare the offender to integrate into society and to act and operate in all social areas;</p> <p>To teach young offenders to chef profession for more successful integration into the labor market. Purchase necessary equipment for training;</p> <p>To develop young offenders computer skills, ensuring well-being in social spaces, that they not feel discomfort in situations where the computers are used (Computer training classes with all the computer equipment and office equipment);</p> <p>Office workers who work with young offenders, education and training to assist young offenders to assess their skills and opportunities in labor market, and develop realistic professional expectations.</p>		<p>www.nti-pn.lt</p>
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<p>3. Social integration of young offenders</p>	<p>Kaunas Juvenile Remand Prison and Correction House</p>		<p>2006 - 2008</p>	<p>Project goal: to implement re-socialization policy of young offenders:</p> <ol style="list-style-type: none"> 1. To allow to acquire marketable bread artisan job competence to young offenders; 2. To provide professional counseling and conveyance knowledges to enable them to compete on an equal footing in the labor market; 3. To develop working with computers skills for job search. 	<p>Project results: young offenders will get not only the secondary education, but professional, which makes it easier to integrate into the labor market.</p> <p>Young offenders will be allowed to cognizance with cooking process equipment, their uses, operating rules, preparation of materials for the production, preparation of dough, bread making and baking. Using new technologies and materials young offenders qualification opportunities will be much better, because they have mastered it, after the sentence, they will be able to work not only to bakers of bread, but bread and pastry bakeries or companies as consultants. This again will increase the opportunities for integration into society, because they will have a considerable baggage of knowledge and experience. <i>Kaunas Juvenile Remand Prison and Correction House</i> will be a strong bread bakers and confectioners training center and for a year will teach an average of 25 young offenders, which likely at least part of them will be employed. Employed young people will be able to support themselves and will have social benefits as other workers.</p>	<p>www.nti-pn.lt</p>
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<p>4. Project simulation game "MY WAY" VERSION 2</p>	<p>Prison Department under the Ministry of Justice of the Republic of Lithuania</p>		<p>2009 - 2012</p>	<p>The project aims to help convicts to integrate into society and the labor market and to facilitate the rationalization process.</p> <p>Convict must get knowledges and skills to employ, to choose careers and employment activities, improve and develop communication skills with family, friends, employer, etc. with game help.</p> <p>Project objectives:</p> <p>To develop and implement profiling module that allows the participant's psychological portrait and activity model to assess changes in the re-socialization skills and their development dynamics, and properties. To introduce the feedback system, analysis mechanism.</p> <p>To develop and install a script, the play characters for women and youth, also for employers and supervisors.</p> <p>To develop and install the modules for the dynamic formation of the task.</p> <p>To develop and introduce enhancements and techniques of computer playing simulations to supplement table and outdoor games.</p>		<p>www.kaldep.lt</p>
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<p>5. Corrections Inspections work quality improvement, through reintegration into the labor market for ex-prisoners and convicts which delayed execution of imprisonment</p>	<p>Prison Department under the Ministry of Justice of the Republic of Lithuania</p>		<p>2009</p>	<p>The project goal - to improve work quality of the Correctional Inspections and Prisons Department employee, working with people experiencing social exclusion.</p> <p>In order to achieve the objective of the project, there are two main tasks:</p> <ol style="list-style-type: none"> 1. To improve workers; 2. To consult convicts with the suspended sentence and ex-prisoners, helping them to reintegrate into the labor market in order to develop competencies and knowledges needed to find job. 		
<p>6. Development and implementation integration into the labor market model, tools, services for convicts, ex-prisoners and their family members</p>	<p>Caritas of Vilnius archdiocese</p>	<p>Law Institute Lithuanian Prisoners Welfare Society Vilnius Correctional Inspectorate</p>	<p>2009 - 2012</p>	<p>Target group-convicts, ex-prisoners, families at risk. The project takes place in Vilnius, Druskininkai Ignalina, Visaginas, Šalčininkai, Sirvintai, Trakai, Varėna cities and regions.</p> <p>The main objective of the project - to create the target group's integration model into the labor market.</p> <p>Project objectives:</p> <ol style="list-style-type: none"> 1. To create an effective integration into the labor market model for ex-prisoners and their families 2. To encourage NGOs and voluntary participation and cooperation in the probation system. 3. To ensure effective integration into the labor market for convicted persons and ex-prisoners, testing, implementing and evaluating models developed in the project. 		<p>www.esparama.lt</p>

<p>7. Former ex-prisoners adaptation into society and integration into labor market</p>	<p>Caritas of Vilnius archdiocese</p>		<p>2006</p>	<p>Project Goal:</p> <p>To contribute to the development of support system for ex-prisoners to integrate into society and labor market.</p> <p>Project objectives:</p> <p>Establish a innovative adaptation center for ex-prisoners where can be accommodation and day services, to help target groups integrate into the labor market.</p> <p>In the end of punishment to develop practice preparing for integration into the society and the labor market outside the prison.</p> <p>To found 9 consulting centres.</p> <p>To initiate professional training and work with the public and employers in order to facilitate ex-prisoners to join the labor market and social groups.</p> <p>To create Crisis Service for ex-prisoners, to support target group in finding job.</p>		<p>www.esparama.lt</p>
<p>8. Freedom to live freely</p>	<p>Caritas of Vilnius archdiocese</p>	<p>Lithuanian Welfare Society for prisoners</p>	<p>2006</p>	<p>Purpose:</p> <p>To help support ex-prisoners to integrate into society and labor market.</p> <p>The project solves convicts and ex-prisoners integracion into the labor market and society problems.</p> <p>There are established 9 consulting centres in the Vilnius archdiocese towns (Igalina, Visaginas, Salcininku, Maišiagala, Varėna, Druskininkai, Svencioniu, Pabrade, Trakai). In Vilnius established first Crisis Service and Adaptation Center in Lithuania for ex-prisoners. Crisis Service makes individual support plans, and individual psychosocial counseling, vocational guidance and counseling services, employment services. In addition, this Service coordinates the regional consulting centers, coordinates the volunteers and project staff activities at the Lithuanian prisons, engaged in public education activities.</p>		<p>www.esparama.lt</p> <p>www.caritas.lt</p>

<p>9. Psychological counseling, vocational training and job skills training to facilitate social integration for convicts</p>	<p>Alytus Vocational Education Centre</p>	<p>Alytus penitentiary</p>	<p>2009</p>	<p>The project is intended to solve the working age convicted persons of social integration problem. Problem is related in feedbacks between the some chains - loss of the professional and working skills, overcapacity profession in the labor market, lack of motivation, lack of social skills and other social and psychological adaptation problems in society.</p> <p>The project is expected to solve problem at jail facility doing psychological counseling, work motivation, career guidance, vocational training and job skills training for convicts.</p>		<p>www.aprc.lt</p>
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IV. CYPRUS

Title of the project	Organisation Coordinator	Partners	Period of implementation	Abstract	Results	web site
<p>1. Education for young sentenced adults</p>	<p>Euro-Compétences et Initiatives pour le Développement de l'Entrepreneuriat Solidaire</p>	<p>Tmima Filakon Kyprou (CY)</p> <p>Fundacion Ramon REY ARDID (ES)</p> <p>Nazilli Cumhuriyet Bassavciligi (TR)</p> <p>Juvenile prison of Wittlich (DE)</p> <p>Rhineland-Palatinate Ministry of Justice</p> <p>Ministarstvo pravosuđa, Uprava za zatvorski sustav, Središnji ured, Služba tretmana, Odjel za maloljetnike</p> <p>Valsts Probācijas dienests Daugavpils teritoriālā struktūrvienība</p>	<p>2011 - 2013</p>	<p>It appears from audit and surveys, but also while attending contact seminars and EPEA international conference focused on Education in prison that, firstly, the theme of education for young sentenced adults has not specifically been approached and, secondly, that public bodies directly involved in this domain do not attend these range of meetings. To make a change, this partnership includes public bodies and organizations which receive delegations from their regional government to implement formal education towards sentenced minors, imprisoned or not.</p> <p>Young offenders (or their representatives), public decision makers and other education stakeholders will be invited to study visits but not take part in mobilities. This will allow presentation of national systems as well as comparisons to national legal rules/laws protecting and organizing education to sentenced minors (not under compulsory education), exchanges of experiences, practices, processes and success criteria from all partner countries on a range of topics that are interconnected within prison's education or educative pathways for young sentenced adults not imprisoned. Partners (CY-DE-ES-FR-HR-LV-TR) are all responsible for organizing and hosting study visits which will include visits of teaching units for sentenced minors inside prisons as well as workshops with local networks including prison staffs, judges for minors, social workers from integration and probation services, teachers teaching in prison, university researchers, ...</p> <p>After observations of different national experiences, including successes, brakes and failures, partners will work on the identifications of common domains which must be explored together in cooperation with the different national networks of the project' partners.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - compare and exchange about national practices for policy and decision making related to education specifically for sentenced minors - provide strategies for making individual learning processes possible - identify barriers to learning and compare methodologies and strategies to overcome them - isolate good practices for cooperation between teachers, prison staff and administration with external organizations and services (ie. associated guests) 	<p>http://www.esm-project.euro-cides.eu/news/news.php</p>

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V. MALTA

Title of the project	Organisation Coordinator	Partners	Period of implementation	Abstract	Results	Web site
<p>1. Capacity Building for the Romanian</p> <p>NRP: Promoting Quality -</p> <p><i>QUALVET@RO</i></p>	<p>Agenția Română de Asigurare a Calității în Învățământul Preuniversitar / Romanian Agency for Quality Assurance in PreUniversity Education – Romania</p>	<p>Istituto per lo Sviluppo della Formazione dei Lavoratori / Institute for the Development of Vocational Professional Training of Workers - Italy</p> <p>Centre for Innovation of education and training CINOP – The Netherlands</p> <p>Centrul Național de Dezvoltare a Învățământului Profesional și Tehnic / National Centre For TVET Development - Romania</p> <p>OeAD (Österreichische Austauschdienst)- Gesellschaft mit beschränkter Haftung / Austrian Agency for International Cooperation in Education and Research (OeAD-GmbH) - Austria</p>	<p>2011 - 2013</p>	<p>Elaborating and piloting a communication strategy for the Romanian National Reference Point of EQAVET (GNAC In Romanian Language: “Grupul National pentru Asigurarea Calitatii”, meaning the “National Group for Quality Assurance”), in order to implement the EQAVET Recommendation and the policies and the instruments elaborated within EQAVET.</p> <p>The associated objectives are:</p> <ol style="list-style-type: none"> 1. Elaborating and piloting a communication strategy - within GNAC, among Partners and with relevant stakeholders. 2. Raising the level of awareness of all stakeholders, regarding the European initiatives in QA and VET. 3. Disseminating the policies and instruments elaborated within EQAVET and by the project partners. <p>A common strategy for communication with all stakeholders is essential in order to implement the European policies (EQAVET, EQF and ECVET). From all our researches and analysis, these three initiatives (EQARF, EQF and ECVET) are not so widely known at VET providers’ level but also among other stakeholders.</p> <p>Thus, the implementation of EU Tools would be slower in the absence of a powerful Communication strategy.</p> <p>By implementing this strategy, all relevant documents, practices and tools developed at European level, the best practices identified together with our partners, will be introduced into a database of relevant documents and brought closer to the relevant stakeholders by classical and ITC means: documents translated and disseminated at national level via website and printed materials, conferences and workshops etc.</p>	<p>The main deliverables of the project are:</p> <ol style="list-style-type: none"> 1. Kick off meeting 2. Communication Strategy of the NRP-GNAC – draft and final 3. Project website and database - first version and final version 4. Eight Regional Workshops 5. Two Flyers – the presentation of the project; presentation of the project results 6. Four Newsletters 7. Two Conferences 8. Three Brochures of best practices 9. Quality assurance system – instruments and report. 10. Project final report 	<p>http://www.adam-europe.eu/adam/project/view.htm</p>

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<p>2. Europeanization of the National Initiative for Quality Assurance and Development in VET</p>	<p>BIBB - Federal Institute for Vocational Education and Training, Germany</p>	<p>OeAD/ARQA-VET Austrian Reference Point for Quality Assurance in VET FRSE, Poland DGERT, Portugal</p> <p>Associate Partners</p> <p>Bundesministerium für Bildung und Forschung, Germany; Hessisches Kultusministerium, Germany; Bundesvereinigung der deutschen Arbeitgeberverbände, Germany; DIHK – Deutscher Industrie- und Handelskammertag e.V., Germany; Zentralverband des Deutschen Handwerks, Germany; Deutscher Gewerkschaftsbund, Germany</p>	<p>The ENIQAB project aimed to combine the EQAVET initiative with the national initiative models for quality assurance and quality development launched by the Federal Ministry of Education and Research (BMBF). The overarching goal of the project was to connect the National Initiative for Quality Development and Assurance in Company-Based VET in Germany with the EQAVET process, contributing to enhancing the culture of quality in Europe.</p> <p>“The aim for the national projects in Germany, which take place as part of the National Initiative, is that they will be integrated into European quality assurance developments.”</p> <p>The project monitored 10 national pilot projects in Germany from the scientific point of view, focusing on the quality of the in-company training and the VET-trainers. The development and assurance of quality within the company-based training process form the fulcrum of both the National Initiative (pilot projects) and of the project ENIQAB.</p> <p>The project provides recommendations for European standards in quality assurance. The perspectives and experiences of partner countries are included in the national development work in Germany. At the same time, the partners gained suggestions for action and examples of best practice for implementation in their own context.</p> <p>A peer-learning process among the 10 German pilot projects and the project team was set up in order to be informed about the EQAVET, the quality assurance measures in the partner countries and the other way around. A next step was to set up transfer of information between the German stakeholders and the partner countries at project meetings, in order to provide mutual feedback on the quality assurance instruments.</p>	<p>The main deliverables of the project are:</p> <ol style="list-style-type: none"> 1. Country profiles for quality assurance in the partner countries 2. A guide containing recommendations for European quality assurance standards 3. Promotional material as website, newsletters, a brochure on the pilot projects for the partner countries 4. Project reports on ENIQAB 5. Short descriptions of the ten national pilot projects 	<p>http://www.d eqa- vet.de/eniqab</p>
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<p>3. Quality Assurance Tool for VET institutions</p>	<p>Malta Qualifications Council, Malta</p>	<p>CNDIPT National Centre for TVET Development, Romania IDEKE Institute for Continuing Adult Education, Greece MCAST Malta College for Arts Science & Technology, Malta ITS Institute for Tourism Studies, Malta ETC Employment and training Corporation, Malta CDL Clear Dimension Ltd. ED, Malta</p>		<p>This project aims to develop a Quality Assurance tool which will help vocational training institutions to check the different aspects and requirements for quality assurance of their institutions and their courses as indicated in the EQAVET documents and specifically as stated in the EQAVET framework.</p> <p>This project will have a multiplier effect. The institutions involved in the project will be able to reform their quality assurance systems. However, since the main project output will be a manual – the Quality Assurance Tool for VET institutions, this tool will allow other institutions to use the manual in order to review and restructure their quality assurance systems in order to be in line with the required Quality Assurance standards for VET as well.</p> <p>The project will review the Quality assurance standards in 4 Maltese Vet Institutions. The project will start with a review of the level, quality, strengths & weaknesses of existing Quality Assurance systems focusing on the existing problems and challenges which Malta faces with respect to EQAVET framework implementation, all this supported by an Awareness raising campaign on the importance of Quality Assurance and the EQAVET indicators and standards in VET courses.</p>	<p>Review Quality Assurance standards in Maltese VET Institutions</p> <p>Pilot an exercise in aligning existing Quality Assurance systems to EQARF standards</p> <p>Develop a Manual for Quality Assurance in VET programmes and institutions</p> <p>Raise awareness among local VET providers on the importance of Quality Assurance for VET courses</p> <p>To be incorporated in the network of activities of the QANRP & will serve as one way of disseminating the work of the project among the local VET providers' network</p>	<p>http://www.eqavetmalta.org.mt</p>
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<p>4. Supporting the implementation of EQAVET in the Netherlands</p>	<p>CINOP International Agency - National Coordination Point EQAVET</p>	<p>Ministry of Education, Culture and Science (OCW) Association of VET Colleges (MBO Raad) Opetushallitus, Finnish National Board of Education Romanian Agency for Quality Assurance in Pre-University Education Austrian Agency for International Cooperation in Education and Research (OeAD-GmbH)</p>	<p>2011 - 2012</p>	<p>This grant gives the opportunity to boost the activities for implementing EQAVET on national level. The project starts with a national survey, including in depth, face to face interviews resulting in a first overview of quality assurance at provider level. What can be learned, what are good practices? In the second phase the focus will be improving the culture of quality assurance. The experiences will result in a publication of the description of the methodologies applied.</p> <p>Zusammenfassung: The project Eqavet The Netherlands will help the Dutch National Reference Point "NationaalCoördinatie Punt Eqavet" assigned to CINOP International Agency by the Ministry of Education, Culture and Science, to activate the Dutch VET field aiming at the implementation of EQAVET. Testing and tasting Eqavet in the context of the Netherlands.</p> <p>The first phase (5 months) consists of a national survey on all VET training providers, formal and non formal, including face to face interviews with selected identified good practices regarding quality assurance, resulting in a first overview who has which quality assurance system</p> <p>The second phase (18 months) consists of a number of subprojects regarding quality assurance on VET provider level focusing on Culture of quality assurance. The result will be interventions in the selected VET providers to fully implement the Plan-Do-Check-Act cycle and make sure the professionals in the VET providers practice their quality assurance approach. The experiences will result in a publication of the description of the methodologies applied.</p> <p>The NRP EQAVET in the Netherlands will organize conferences for the launch of the national implementation plan eqavet mid 2011, introducing the ambitions from the Dutch stakeholders group eqavet and a dissemination conference end 2012 enhancing the impact of the results.</p> <p>By networking with the stakeholders group and the group of quality assurance managers of VET providers (MBO Raad) and the assistance of the international expertise of colleague</p> <p>National Reference Points of Finland, Austria and Romania the bridge between policy, Leonardo projects and practices can be built</p>	<ol style="list-style-type: none"> 1. Making at national level an inventory of quality assurance systems and knowledge sharing, EQAVET indicator 1 2. Stimulating a culture of Quality improvement at provider level to do Test and Taste for VET providers 3. Promote the EQAVET recommendation in the Netherlands, with a focus on the descriptors (PDCA) and indicators by conferences, workshops, communication strategy, website with marketplace and forum, using social media 4. Strengthen the Dutch Quality Assurance National Reference Point by boosting the activity level and placing EQAVET in the European policy context of the Copenhagen process 5. Involve all stakeholders in QA 6. Include private VET providers and all sectors in the QA system 	<p>http://www.eqavet.nl</p>
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<p>5. Bridging the Gap: Bilevel Tutorial System for imprisoned persons' career growth</p>	<p>CIK TREBNJE Slovenia</p>	<p>BRIK Institut – Germany Stiftung Bildung & Handwerk – Germany Pro-Eco d.o.o. – Slovenia EPEA Malta Branch County Governor of Hordaland - Norway</p>	<p>2010 - 2012</p>	<p>This project reconceptualises the role of the prison from one that is responsible for the prison inmate from the day they enter prison to the day of release, to a 'caring' prison that from day one starts preparing the inmate for resettlement in society, also supporting the ex-inmate after release. The idea is a simple by yet effective one. Trust and friendship is often built between educators in prison and the inmates. 'Teachers' in prison are more than that: a listening ear, a social worker, a friend, a support. The project has developed a set of 10 workshop activities that prepare the inmate for the outside world. Such workshops (already tested at CCF) include topics like preparation on leaving prison, the family and other relations, dealing with the public's perspective of an ex-inmate, health issues, job-seeking skills, managing one's finances etc. These topics deal with the kind of lifeskills an inmate needs to prepare for an independent life after prison. This is complemented by education and training, in basic literacy and numeracy, as well as vocational training. The inmate, on a voluntary basis, can decide to extent this support by keeping in touch with the CCF educator also upon release, seeking support on where and how to find help in dealing with the challenges. The first few months after release are the crucial months, and if resettlement is successful, the chance of recidivism fewer. This project has just finished, and has been successful in the countries it has been tried out.</p>	<p>The main aim of the project is to develop an alternative teaching approach – an expert bilevel tutorial system BRIDGE that will, with the help of a web application, connect the existing educational and vocational guidance practices and monitor individuals during incarceration and primarily upon completion of sentence, thus facilitating their reintegration into society. The combination of the tutorial system and the use of the web application will allow the individual to design and realize a personal educational and vocational path. The tutorial system will on the first level enable the acquirement of general education content (communication skills, social skills, job-finding skills, ICT, learning techniques), and on the second level it will provide persons both during imprisonment and especially after serving the sentence with a link to competent educational guidance institutions. The web application will enable tutors and convicts to plan and monitor the education path of each individual both inside and outside of prison, as well as provide the overview of project progress in partner states. One leader tutor will be trained in each participating country to manage and coordinate the tutorial system, and in addition, a manual for tutors and a web application user manual will be developed. During the pilot implementation lead tutors will train at least 3 tutors in each country who will come from different education institutions, NGO's, etc.</p>	<p>http://bridge-euproject.eu/index.php?option=com_content&view=category&layout=blog&id=36&Itemid=89</p>
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<p>6. SUPPORT VET Teachers for Qualification Self-assessment</p>	<p>Industry Watch Group Ltd, Bulgaria</p>	<p>EPEA Malta Branch Besiktas Campus of Bahcesehir University, Turkey Bulgarian National Agency for Vocational Education and Training</p>	<p>October 2008 – September 2010</p>	<p>The main project aim is to enable teachers and trainers to be aware of their competencies and skills in order to take the right decision for professional development by developing and piloting a framework for quality assessment of professional teachers' and trainers' qualification. . Already tested tools are a standardized questionnaire to reveal link between qualification and years of teaching experience.</p>	<p>As a trans-European project, the Project will:</p> <ul style="list-style-type: none"> Contribute to the European policy in teachers training in VET; Impact upon two new countries (Turkey and Malta) rather than just one Draw strength from, and contribute to the achievement of, important policy goals for VET at the European level Be able to draw upon a varied team with complementary expertise that reflects all project stakeholders Engage in cultural exchange and adaptation between partners and that will stimulate new ideas and have an overall multiplying effect on the quality of national outputs. Share expertise and resources across the full partnership. Share best practice in project management. Share and together develop good practice in all aspects of valorisation (where experience and expertise varies considerably between partners) Provide mutual support between project partners Maximise valorisation in all 3 countries and at European level Build national resources and expertise, focused upon each partner, in relation to the needs of teachers in VET Consolidate a basis for future collaborative work. Draw on the full range of contact-networks of each partner in relation to European policies and matters of mutual concern. 	
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<p>7. Qualification as a way to quality: Certification of persons holding functions in quality management systems in initial VET and adult education</p>	<p>The Austrian Reference Point for Quality Assurance in Vocational Education and Training ARQA-VET within the OeAD-GmbH (Österreichische Austauschdienst)</p>	<p>The Austrian Institute for Research on Vocational Training (öibf), Austria</p> <p>3s Research Laboratory, Austria</p> <p>Higher secondary college of engineering Steyr, Austria</p> <p>University of Graz, Department of Business Education and Development, Austria</p> <p>BIBB – Federal Institute for Vocational Education and Training, Germany</p> <p>FETAC – Further Education and Training Awards Council, Ireland</p> <p>CPI – National Institute for VET, Slovenia</p> <p>Associate Partners:</p> <p>Federal Ministry for Education, the Arts and Culture, General Directorate II for Vocational Education and Training, Adult Education and School Sport, Austria</p> <p>Austria University College of Teacher Education, Burgenland, Austria</p> <p>Austria Austrian Chamber of Labour, Vienna, Austria</p> <p>Austria Austrian Federal Economic Chamber, Austria</p> <p>Austria BFI (Berufsförderungsinstitut Österreich) – Institute for the Promotion of Trainings, Austria</p>	<p>2011 – 2013</p>	<p>Quality Managers in Initial and Continuing Vocational Education and Training and in work with important and challenging issues. To meet the challenges of Quality Management high level professional and personal competences are required.</p> <p>With the VET-CERT project the competence development of persons in quality management functions in initial VET and in adult education should be fostered. This will support the professional implementation of the Quality Initiative VET (QIBB) and the implementation of the Ö-CERT framework in adult education as well as the implementation of the European reference framework for quality assurance in VET (EQAVET) in both sectors.</p> <p>VET-CERT is one of the Leonardo da Vinci/EQAVET projects, aiming to make a contribution to the further professionalization of Quality Managers by developing guiding recommendations for Competence Profiles as well as for supportive training models.</p> <p>The aim of the Certification Concept is to develop a model whereby prior acquired competences of the Quality Personnel will be made transparent and recognized. On one hand VET-CERT aims to guarantee that persons dealing with quality management in VET institutions have the necessary competencies. On the other hand VET-CERT makes these competencies visible through a certification process</p>	<p>Quality Managers in Initial Vocational Education and Training (IVET) and in Continuing Vocational Education and Training (CVET) work with important and challenging issues. To meet the challenges of Quality Management high level professional and personal competences are required.</p> <p>VET-CERT is one of the Leonardo da Vinci/EQAVET projects with five national and three international partners. It aims to make a contribution to the further professionalization of Quality Managers by developing guiding recommendations for Competence Profiles as well as for supportive training models.</p> <p>The aim of the Certification Concept is to develop a model whereby prior acquired competences of the Quality Personnel will be made transparent and recognized</p>	<p>http://www.eqavet-projects.eu/wp-content/uploads/2011/07/VET-CERT_Folder_English.pdf</p>
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