

Yearbook 2011







C O L O P H O N

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EPOS

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Preface by the Directors

EPOS has completed its fifth operational year and the present edition of the yearbook is the fourth in the series. 2011 was another busy year, packed with interesting experiences.

Partners in learning

The Lifelong Learning Programme owes its strength to the activities that the Flemish education and training community is able to generate thanks to these resources. Hence we consider it a key assignment to organise information sessions on the programme and to publicise the results of projects involved as broadly as possible. In the course of 2011, EPOS organised or took part in more than fifty events (see p 50, activities).

In our monthly newsletter, which now has more than 2,700 subscribers, we announce activities and deadlines, we inform our readers about interesting projects, good practices and European education and training policy. We issue various publications: folders, Horizon, Grundtvig-Scoops, compendia, ... The brochure 'Partnerschappen voor een leven lang leren' ('partnerships for lifelong learning') highlights the added value of partnership projects under the Comenius, Leonardo da Vinci and Grundtvig banners. The projects that we fund open up new horizons. Last year, EPOS also organised a large-scale event in the Flemish Parliament building – 'Grensverleggers' – to draw attention to the versatility of the programme and the celebration of the 50,000th Flemish Erasmus student (see pp 22 and 42).

And yet the end of the Lifelong Learning Programme is now in sight. The final call for projects for 2013 will be made in the course of 2012.

Erasmus for All

2014 will see the launch of a successor programme. The proposal of the European Commission includes a change of name ('Erasmus for All') and a substantial budget increase. Most importantly of all, though, the structure is due to be changed quite fundamentally. Today's four sector-based programmes - Comenius, Erasmus, Leonardo and Grundtvig – will be replaced by support to three types of action: 'Learning mobility for individuals', 'Institutional cooperation for innovation and good practices' and 'Support for policy reform'. Moreover, the European Commission wishes to integrate the European programmes for youth and sport into the new programme.

The purpose is to make it easier for users to apply for grants, to increase cost-efficiency, and to improve the programme's linkage with policy making, both regionally and at the European level. The proposal is currently under discussion by the Council of the European Union and the European Parliament. It speaks for itself that EPOS is committed to concluding the current programme as effectively as possible and to fully preparing the National Agency for the introduction of the new programme. In this context, special attention will be paid to informing the EPOS target audience about the forthcoming change.

Behind the figures

This yearbook provides a comprehensive overview of actions undertaken within the EPOS framework, complete with tables detailing the number of applications and grant approvals in 2011 and over the entire duration of the programme. In achieving its goals, EPOS has been able to rely on a team of individuals who are firmly committed to quality of service and client-orientation. A special mention is also due to the teachers, instructors, trainers and management staff behind the figures, who often contribute beyond the call of duty. It is thanks to their combined effort that such interesting projects are developed and experiences exchanged, making Europe a global front-runner in education and training. We take this opportunity to thank them all sincerely for their unwavering dedication.

Annemie Dewael

General Director and Director of Educational Programmes

Carl Callewaert

*Financieel Director and
Director of Training Programmes*





EPOS: European Programmes for Education, Training and Cooperation

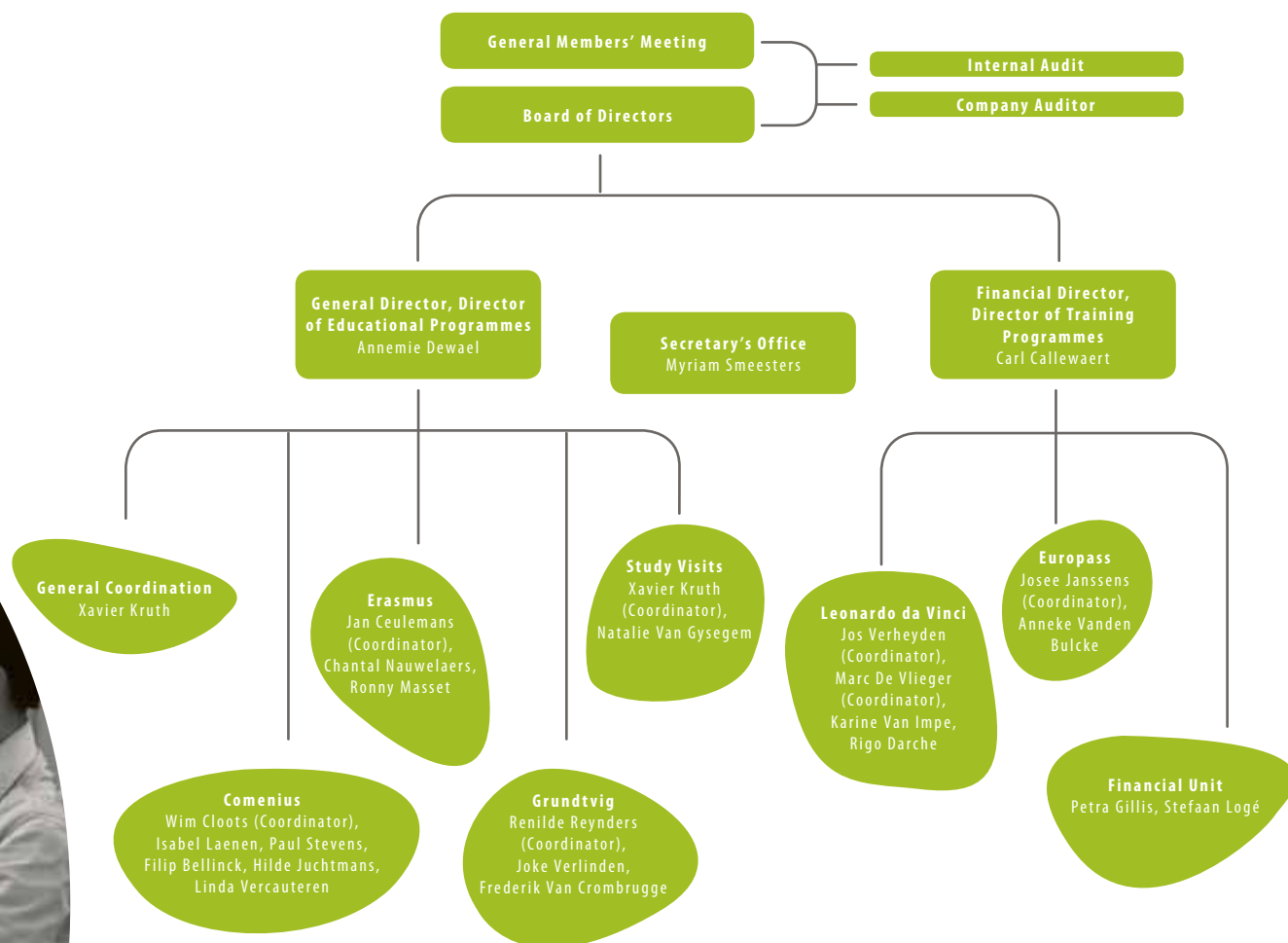
EPOS vzw is the Flemish agency responsible for the implementation of the Lifelong Learning Programme (LLP) of the European Union. In each EU Member State, a National Agency (NA) has been entrusted with this task. The LLP, which runs from 2007 to 2013, encompasses all the EU's education and training programmes. It rests on four pillars: Erasmus in higher education, Leonardo da Vinci in vocational education and training, Comenius for schools and Grundtvig for adult education.

Because of its federal state structure, Belgium has three separate agencies for Lifelong Learning. The Flemish agency is called EPOS, an acronym that stands for Europese Programma's voor Onderwijs, Opleiding en Samenwerking (European programmes for education, training and cooperation). The agency is a

collaboration between the three founder members: the Ministry of Education and Training, the Flemish public employment and vocational training service VDAB, and Syntra Flanders.

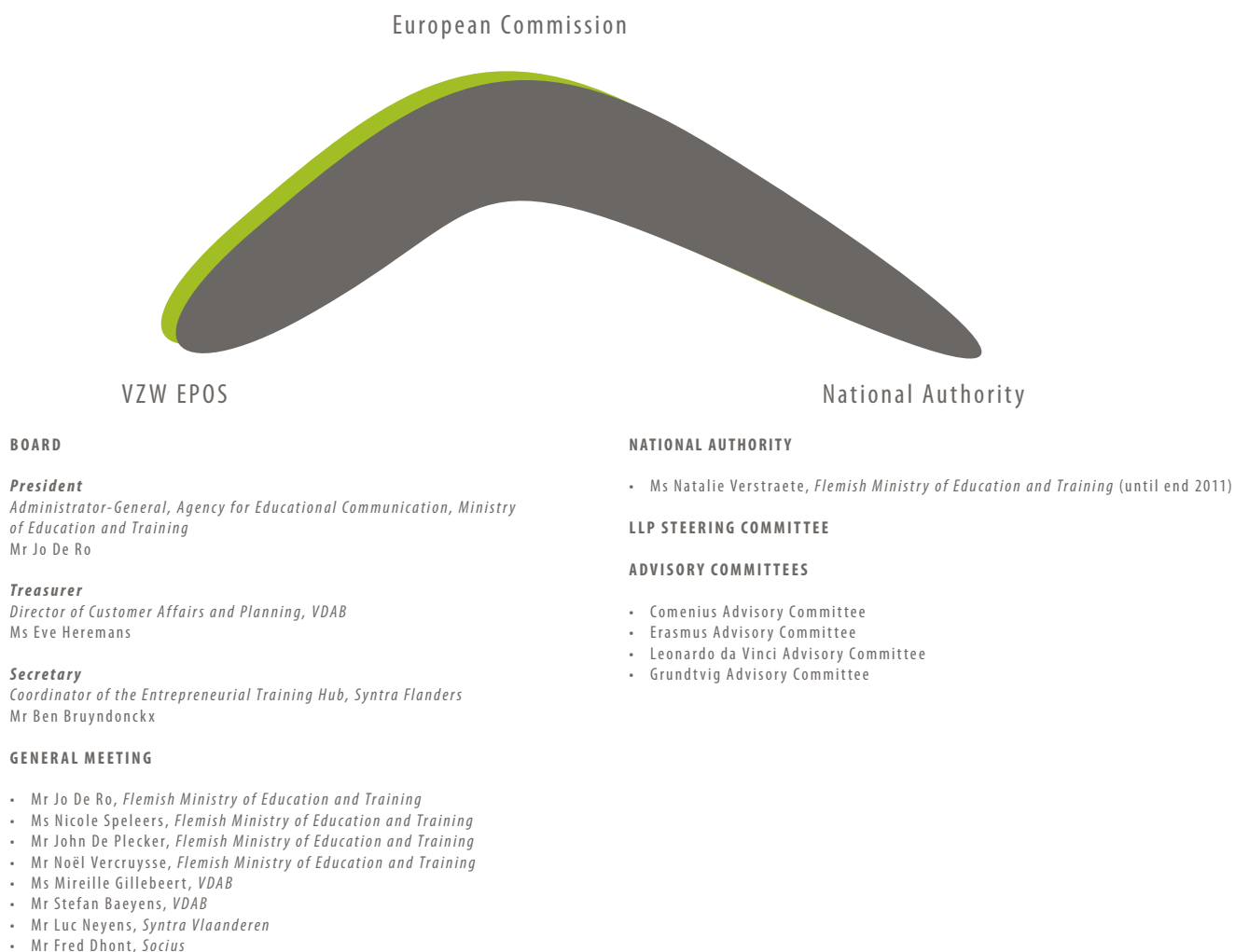
At the Flemish level, EPOS is answerable to a National Authority of the Ministry of Education and Training. At the European level, the agency reports to the European Commission, more specifically to the Directorate-General for Education and Culture. Within the Commission, EACEA (Education, Audiovisual and Culture Executive Agency) manages the centralised actions, e.g. for the multilateral partnerships and networks of Erasmus.

EPOS team 2011



The various actors in the Lifelong Learning Programme in 2011

The LLP is an initiative by the European Commission. The implementation of the programme in Flanders is entrusted to EPOS vzw. The three founding partners of EPOS are represented on its Board and in the General Meeting. The National Authority, represented by the Flemish Ministry of Education and Training, supervises the content-related aspects and the financial functioning of EPOS at the local level, assisted in this task by a steering group and an advisory committee for the four sectoral programmes.



Comenius

THE COMENIUS PROGRAMME FOCUSES ON ALL LEVELS OF SCHOOL EDUCATION, FROM PRESCHOOL AND PRIMARY TO ALL FORMS OF SECONDARY EDUCATION (GENERAL, TECHNICAL, (PART-TIME) VOCATIONAL, AND ART EDUCATION), PRIMARY AND SECONDARY SPECIAL-NEEDS EDUCATION, TEACHER TRAINING AND CONTINUING TEACHER TRAINING. THE PURPOSE OF COMENIUS IS TO ENHANCE THE EUROPEAN DIMENSION OF SCHOOL EDUCATION AND TO IMPROVE ITS QUALITY THROUGH, AMONG OTHER THINGS, THE PROMOTION OF INTERNATIONAL MOBILITY OF PUPILS AND TEACHERS AND THE CREATION OF EUROPEAN PARTNERSHIPS BETWEEN SCHOOLS.

Individual pupil mobility

The Comenius Individual Pupil Mobility projects – or IPMs for short – allow secondary schools to send one or more pupils (aged 14 or over) to one or several partner schools in a current or recently concluded school partnership, for a period of between three months and an entire school year. It is a ‘junior Erasmus’, so to speak. The sending school nominates a contact teacher and, together with the pupil, his or her parents and the host school, establishes a ‘learning agreement’. The host school selects a host family and nominates a mentor. The National Agency provides pre-departure and on-arrival training. As regards funding, a budget is provided for both the sending school and the host school, while the pupil receives a grant.

Flanders first participated in this new action in 2011. Of the seven schools to

have applied in late 2010, five ultimately took part in an IPM. In the fall of 2011, fourteen pupils departed for host institutions in Italy, Spain, Denmark and France. Eight pupils from sending schools in Spain, Italy and France spent time at host schools in Flanders (two of these visits only took place in early 2012).

At the request of EPOS, AFS Flanders provided thorough pre-departure training for the Flemish pupils, with special focus on intercultural learning, living in a host family, security and insurance, etc. The designated ‘contact teachers’ in the pupils’ own schools were informed by EPOS about the administrative and financial aspects of the exchange and about the requirements relating to the ‘learning agreement’. It is after all important that the exchange should be recognised as part of the pupils’ ‘regular’ curriculum!

The foreign pupils visiting schools in Flanders and their mentors (i.e. a designated teacher) at the host school received a two-day on-arrival training, also provided by AFS Flanders, and building on the training the pupils had received prior to departure in their own country.

“Comenius offered us an opportunity to participate in a pleasant and informative exploration of other cultures and teaching methods, and playful ways of creating value added for pupils.”

Debbie De Gruyter – *Stedelijke Basisschool, Polderstad, Hoboken*

In 2011, EPOS also prepared the second application round (2012), in which all LLP countries participated with the exception of Germany, the UK, Ireland and Cyprus (who unfortunately will not be participating in 2013 either). The 'pioneering' schools provided authentic testimonies about their experiences with the new project. Their enthusiasm helped convince seven 'newcomers' to submit an IPM application, bringing the total number of participating schools in the second round to ten. Together, these schools will send out around forty pupils and play host to around thirty foreign guest pupils. The budget for the grants for 2012 amounts to almost €65,000 (compared to €30,000 for 2011).

"Our project illustrates how young children of different linguistic backgrounds can communicate without understanding each other's language, and how open they are to other cultures and unprejudiced vis-à-vis culturally different peers. It shows how easily they adapt to computer chat sessions and video conferencing. And it highlights their predisposition to wonder and admiration. What a wonderful privilege for a teacher to be able to witness all this first-hand!"

Marc Moeyaert — *Sint-Jansschool, Knokke-Heist*

School Partnerships

Comenius School Partnerships are intended to strengthen the European dimension of education through international cooperation projects involving schools, teachers and pupils.

In multilateral school partnerships, at least three schools from different countries cooperate on a project for two years. The focus is usually on the active participation of and international cooperation between pupils. Other projects pertain to aspects of school management and / or educational policy or focus on the sharing of knowledge and experiences between teachers, school management and staff. Both types of project involve international mobility mainly on the part of teachers and school management. Applications are assessed for content by the National Agency of the school that coordinates the partnership.

In bilateral school partnerships, two schools from different countries cooperate on a two-year project. In order to boost pupils'





Evolution in applications for and approvals of Comenius school partnerships 2007-2011



(*) Data as available on 1 April 2012

(**) Up until 2007, the annual applications were for new projects as well as for project extensions. Since 2008, no extensions can be granted (all project approvals are for two years), which explains the decline in applications. An additional comparison between the number of ongoing projects and the number of new projects approvals (excluding extensions) therefore offers a more complete and accurate picture.

interest in and knowledge of other languages, they are required to cooperate internationally on a common topic. In practice, this involves reciprocal class exchanges. Applications are assessed for content by the National Agency of the coordinating school.

In 2011, the number of applications rose by around 10%: from 116 to 125 for multilateral school partnerships, and from 9 to 12 for bilateral school partnerships. This amounts to a total of 137 in 2011 compared to 125 the previous year. There were no spectacular shifts in the shares of the different types of education participating. However, the shares of primary education, and special-needs primary education in particular, did make a full recovery after the previous year's decline.

The budget applications increased more substantially than the available budget. Consequently, the number of approved applications remained more or less unchanged: 90 in 2011 (84 multilateral, 6 bilateral), 90 in 2010 (87 multilateral, 3 bilateral) and 91 in 2009 (86 multilateral, 5 bilateral). The success rate for applications declined somewhat, but remained quite high (66%).

The shifts in the shares of the various types of education corresponded with the shifts observed in the applications. The share of primary education recovered to 40%, with 60% accounted for by secondary education. Special-needs primary education saw its share increase from one project, or 1%, in 2010 to eight projects, or 9%, in 2011. The priority target groups remained equally well represented as in the previous year: 15% for both pre-school and special-needs education, and 30% for technical and vocational secondary education.

Evolution in approved Comenius School Partnerships 2007-2011, by project type and level of education

Comenius School Partnerships	2007	2008	2009	2010	2011*
Nursery and Primary	68	29	35	31	37
Multilateral	99	58	51	56	47
Secondary	5	4	5	3	6

(*) Data as available on 1 April 2012

There was little change in terms of the most popular project topics: 'New Technologies and ICT', 'Art and Culture', 'European Citizenship' and 'Foreign Languages'.

Finally, as regards funding, the ninety approved school partnerships were granted a total budget of €1,670,000 (compared to €1,547,000 in 2010).

National Agencies of both participating countries.

In 2011, EPOS received seven applications (compared to four in 2010 and two in 2009), four of which were approved (three in 2010, one in 2009) and granted a combined budget of around €166,000 (€126,000 in 2010, €45,000 in 2009).

Partnerships between school authorities

Since 2009, applications can be made for Regio Partnerships. These are bilateral cooperation projects between the local or regional school authorities of two different countries for a period of two years. In Flanders, the authority in question may be the city, the municipality, the province or the Flemish Community, but invariably in its capacity as an education authority rather than as an "organising authority". Each of the two authorities participating in these bilateral projects must associate at least one school and one other eligible local organisation (a sports club, a parents' association, a teacher training programme...). As in the case of bilateral school partnerships, the content of the projects is assessed by the

"Comenius has changed my outlook on Europe. It inspired me to take teachers out of their familiar environment and to engage with them on developing a broader vision of education in a European context. We have enjoyed the privilege of meeting some wonderful people who have made us reflect on our day-to-day activities. We have also been given a chance to explore parts of Europe we would otherwise never have seen. Comenius has taught us what hospitality between different peoples means, and it has, above all else, shown us what true friendship is about."

Rudy de Jonge – *Vrije Basisschool De Smalle, Brugge*

Approved Comenius School Partnerships by type of education: comparison of 2001-2006 (SOCRATES II) vs. 2007-2011 (LLP) (*)

	2001-2006 (SOCRATES II)	2007 (LLP)	2008 (LLP)	2009 (LLP)	2010	2011*
Nursery	18 (1%)	1 (1%)	2 (2%)	13 (14%)	4 (4%)	14 (16%)
Primary	409 (34%)	59 (34%)	25 (27%)	12 (13%)	27 (30%)	15 (17%)
Special-needs primary	59 (5%)	8 (5%)	2 (2%)	10 (11%)	0 (0%)	8 (9%)
Subtotal nursery + primary	486 (40%)	68 (40%)	29 (32%)	35 (38%)	31 (34%)	37 (42%)
General secondary	374 (31%)	50 (29%)	27 (30%)	24 (26%)	26 (29%)	22 (24%)
Technical and vocational secondary	246 (20%)	40 (23%)	28 (31%)	27 (30%)	26 (29%)	27 (30%)
Special-needs secondary	113 (9%)	14 (8%)	7 (8%)	5 (5%)	7 (8%)	4 (4%)
Subtotal secondary	733 (60%)	104 (60%)	62 (68%)	56 (62%)	59 (66%)	53 (58%)
Algemeen Total	1219	172	91	91	90	90

(*) Data as available on 1 April 2012

Preparatory visits and contact seminars

Schools or other organisations can apply for a Comenius grant (€1,500 max.) to fund a visit by one or two representatives to a potential partner organisation abroad. The purpose of a preparatory visit is to explore the feasibility of a joint Comenius project and, as the case may be, to work out an adequate project proposal.

Contact seminars are usually organised by a National LLP Agency. They are a variant of a preparatory visit. At a contact seminar, representatives of schools / organisations from different countries receive information from Comenius and they are assisted in their search for suitable project partners and in the preparation of a good project proposal. Participating in a contact seminar is ideal for schools / organisations who are unfamiliar with the Comenius programme. The Comenius grant covers travel and accommodation costs and registration fees of the participants.

EPOS also organises Comenius contact seminars, generally two each year. These normally attract around forty participants, three-quarters of whom come from abroad. In 2011, EPOS organised two contact seminars: one for pre-school and primary education (Bruges), and one for special-needs education (Alden Biesen). Both seminars were successful, attracting around fifty participants each. Eight Flemish schools were represented at Alden Biesen, six at Bruges.

In 2011, the other National Agencies unfortunately organised very few contact seminars, which impacted on the number of applications to

be approved: in 2011, just four Flemish schools/organisations participated in a contact seminar abroad (compared to twenty-nine in 2010). However, the number of preparatory visits increased from twenty-one in 2010 to thirty in 2011.

The funding comes from the European Union and the Flemish authorities. In 2011, the overall budget for grants for participation in preparatory visits and contact seminars abroad amounted to €34,000 (€10,000 co-financing by the Flemish authorities, €24,000 from the EU).

Comparison of applications / approvals 2007-2011

	2007			2008			2009			2010			2011 *		
	PV ¹	CS ²	Total	PV	CS	Total	PV	CS	Total	PV	CS	Total	PV	CS	Total
Applications	32	92	124	25	97	122	43	51	94	26	66	92	39	26	65
Approvals	30	45	75	23	44	67	38	31	69	21	45	66	30	18	48

(*) Data as available on 1 April 2012

(¹) Preparatory Visit

(²) Contact Seminar

Evolution in approved PVs and CSs by type of education 2007-2011

	2007	2008	2009	2010	2011 *
Nursery education	0	19	4	11	4
Primary education	23	13	23	10	10
Special needs primary education	0	8	4	9	2
General secondary education	21	18	13	7	12
Technical and vocational secondary education	27	6	22	20	10
Special-needs secondary education	4	3	3	4	8
Education authorities (for Regio Partnerships)	0	0	3	5	2
Total	75	67	72	66	48

(*) Data as available on 1 April 2012

In-service training for teachers and other education staff

Comenius offers grants for teachers, school principals, inspectors, administrative personnel and other education staff to enable them to take part in in-service training activities. These activities may take the form of an international training course, job-shadowing abroad, or participation in an international conference on a variety of aspects of school education. Such in-service training has been found to have a profound impact on the participants. They tend to exhibit a greater interest in and openness towards other countries and cultures, and to be more motivated to teach and train. Moreover, they tend to establish personal contacts with people from foreign organisations, and they acquire a greater knowledge of their field and better insight in their own teaching and working methods.

After the spectacular growth of the early LLP years, the results for this action would appear to have stabilised somewhat, with 201 applications in 2011 (205 in 2010, 197 in 2009) and 137 approvals (130 in 2010, 140 in 2009). It remains to be seen whether this trend will persist in 2012 en 2013.

Evolution in applications for and approvals of in-service training staff grants 2007-2011

	2007	2008	2009	2010	2011*
Applications	144	143	197	207	201
Approvals	91	116	140	140	137

(*) Data as available on 1 April 2012

As regards the type of training, most participants took part in a formal training course, with far fewer opting to attend a conference and fewer still choosing for job-shadowing. The most popular fields are still ‘Foreign Languages’, ‘ICT’ and ‘Educational Science’. Many participants (40%) are teachers in regular primary or secondary education, but school directors, teacher trainers and in-service trainers, and teachers in special-needs education also take part. Trainers of future teachers are well represented (over 30% of participants).

The 137 approved applications received a combined budget of €276,000 (compared to €260,000 in 2010).

“The coach was very motivated, punctual and always engaged with the teaching activities. He had an extensive knowledge of his field and the lessons were invariably well-prepared. The e-learning platform is well-structured and we were able to familiarise ourselves with it on a daily basis.”

Ingrid Strubbe – participated in the “Go e-Learning” training activity

Comenius

"Thanks to Comenius, our school is now firmly on the European educational map. The Comenius projects have broadened our perspective and contributed to improvements to one another's education systems; they have created a better rapport with the corporate world, and have resulted in improved language skills and in a shift from the application of standard technology to high-tech in the development of an end-product, all within a dynamic and sustainable partnership."

Peter Evens – *Gemeentelijke Secundaire School Munsterbilzen*



Comenius Assistants and host schools for Comenius Assistants

This action offers future teachers a grant to spend between three months and an entire school year abroad to assist in teaching. As a Comenius Assistant, they are expected to teach and to supervise pupils during project work and extra-mural activities. This way, they offer teachers, pupils and parents at their host school a ‘taste’ of their own country and culture. Schools may apply to be assigned a Comenius Assistant.

In 2011, EPOS received seventy-four applications for assistantships (compared to sixty in 2010) and eighteen from potential host schools (nineteen in 2010). Ultimately, Flanders sent out thirty-five Comenius Assistants (compared to thirty-four in 2010) and Flemish institutions played host to sixteen Comenius Assistants from abroad (compared to fifteen in 2010).

The total budget in grants for our thirty-five Comenius Assistants amounted to almost €210,000 (roughly the same amount as in 2010 and 2009). The budget share of this action is set to decrease rather than increase in the future (from around 12% today to 5% as suggested by the European Commission). So although at present the number of approved assistantships would appear to have stabilised, it may be expected to drop in the coming years.

Evolution in applications for and approvals of Comenius Assistantship grants 2007-2011

	2007	2008	2009	2010	2011*
Applications	21	19	21	19	18
Number of Assistants hosted	14	8	15	15	16

(*) Data as available on 1 April 2012

Evolution in number of host schools for Comenius Assistants 2007-2011

	2007	2008	2009	2010	2011*
Applications	68	61	66	60	74
Approvals	43	34	35	34	35

(*) Data as available on 1 April 2012



THE ERASMUS PROGRAMME WAS ESTABLISHED IN 1987. IT IS THE EU'S FLAGSHIP EDUCATION AND TRAINING PROGRAMME FOR MOBILITY AND COOPERATION IN HIGHER EDUCATION ACROSS EUROPE. THE VARIOUS ACTIONS OF THE PROGRAMME PROVIDE OPPORTUNITIES NOT ONLY FOR STUDENTS WISHING TO STUDY OR WORK ABROAD, BUT ALSO FOR TEACHING AND OTHER STAFF, INCLUDING FROM ENTERPRISES, INTENDING TO TEACH ABROAD AND TO HIGHER EDUCATION STAFF SEEKING TRAINING ABROAD. MOREOVER, THE PROGRAMME SUPPORTS INSTITUTIONS OF HIGHER EDUCATION TO WORK TOGETHER THROUGH INTENSIVE PROGRAMMES, ACADEMIC NETWORKS AND MULTILATERAL PROJECTS AND TO REACH OUT TO THE WORLD OF BUSINESS.

To be eligible for the programme, higher education institutions must hold an Erasmus University Charter (EUC). The Erasmus programme is also accessible to a wide spectrum of other actors (enterprises, social partners, research centres, etc.), as defined in Article 20 of the Decision of the European Parliament and of the Council establishing the Lifelong Learning Programme. These other actors are not required to apply for the Erasmus University Charter in order to be able to organise student placements or to participate in multilateral projects, networks or accompanying measures.

1. Student and Staff Mobility

Results of the 2011/2012 selection round

In 2011, the NA received thirty applications, all resulting in the conclusion of mobility grant agreements (student mobility, staff mobility and organisation of mobility). The total available budget amounted to €7,199,150.

a) Student Mobility

Erasmus students can spend three to twelve months abroad studying or participating in a work placement with an enterprise or organisation. Upon completing their study or work placement abroad, the students are awarded credits.

Results for the 2010/2011 academic year

Whereas last year the number of incoming and outgoing Erasmus students was in balance, in 2010/2011 there were more outgoing students (3,907) than incoming students (3,656). Outgoing student mobility increased in 2010/2011 by almost 11%. There were 3,265 participants in Student Mobility for Studies (SMS) and 642 in Student Mobility for Placements (SMP). It is estimated that the number of outgoing students for the 2011/2012 academic year will amount to 4,118. The definitive figure will be known in early 2013.

Little or no change was observed in terms of the most popular destinations. SMS was directed primarily towards Southern European destinations. SMP was directed much more at neighbouring countries.

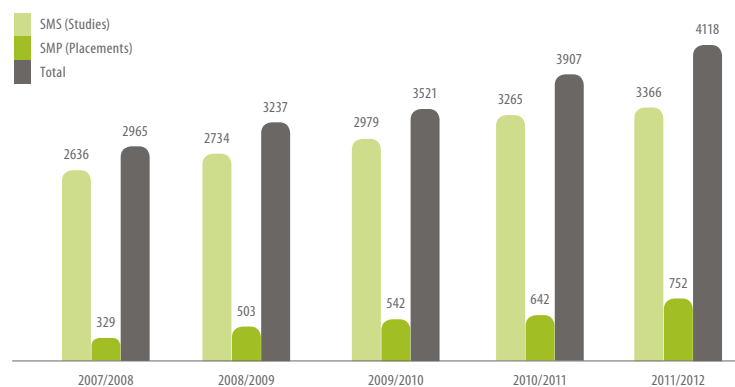
Incoming Erasmus students

	Home co untry	2007-2008	2008-2009	2009-2010	2010-2011
EU-landen	Bulgaria	55	66	59	68
	Cyprus	2	16	25	15
	Denmark	23	25	27	27
	Germany	207	201	197	204
	Estonia	11	3	22	19
	Finland	83	111	116	119
	France	205	232	229	210
	Greece	70	96	88	99
	Hungary	150	144	160	154
	Ireland	26	19	30	26
	Italy	235	287	294	335
	Latvia	57	66	45	46
	Lithuania	103	83	75	90
	Luxemburg	0	1	0	0
	Malta	6	13	28	9
	The Netherlands	145	192	153	200
	Austria	41	55	48	63
	Poland	429	340	301	309
	Portugal	117	127	127	110
	Romania	78	73	53	70
	Slovenia	22	39	29	36
	Slovak Republic	63	81	61	62
	Spain	661	750	825	885
	Czech Republic	126	145	147	152
	United Kingdom	63	68	94	68
	Sweden	48	31	44	43
Niet EU-landen	Iceland	6	1	2	5
	Croatia			5	4
	Liechtenstein	1	3	0	4
	Norway	13	48	28	17
	Turkey	214	166	202	207
Total		3.260	3.482	3.514	3.656

As in 2009/2010, the most popular fields of study for SMS were Social Sciences, Business Studies and Law. However, in SMP, a significant shift in preferences was observed: Agriculture, Forestry and Fisheries emerged as the most popular sector, whereas in 2009/2010 it had ranked only fifth.

In 2010/2011, two in three incoming Erasmus students hailed from seven countries: Spain (24%), Italy (9%), Poland (8.5%), France (6%), Germany (5.5%), Turkey (5.5%) and the Netherlands (5.5%).

Growth of Erasmus student mobility since 2007/2008



STA: Staff Mobility for Teaching Assignments / STT: Staff Mobility for Training

b) Staff Mobility

In addition to Student Mobility for Studies and Placements, the Erasmus programme also encourages various forms of staff mobility:

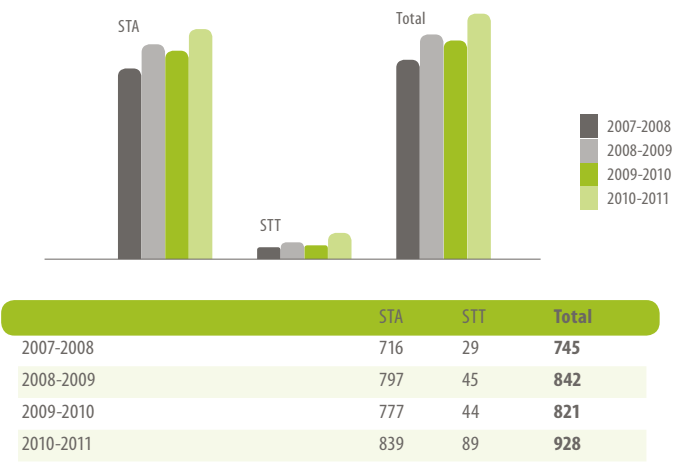
- teaching assignments by higher education institutions teaching staff and by invited staff from enterprises (STA);
- training for higher education institution staff at enterprises and at higher education institutions (STT).

Results for the 2010/2011 academic year

In 2010/2011, the number of teaching assignments by teaching staff from higher education institutions (STA) rose by 8% in comparison to 2009/2010

The numbers participating in training (STT) increased by 102% in comparison to 2009/2010.

Evolution in staff mobility



STA: Staff Mobility for Teaching Assignments / STT: Staff Mobility for Training

2. The 50,000th Erasmus Student

Flanders has participated in the Erasmus programmes from its launch in 1987/1988. The 2010/2011 academic year saw the 50,000th student from a Flemish institution of higher education depart on an Erasmus mobility trip. To mark this occasion symbolically, EPOS organised a competition. All students who participated in the Erasmus programme during the 2010/2011 academic year could enter the contest by putting their Erasmus experience into word and image. There were two competition categories: Student Mobility for Studies and Student Mobility for Placements, each of which yielded one winner.

The jury's verdict

The jury had a hard time selecting the winners. Running as a thread through all of the stories was the enthusiasm and dedication of the participants: "Erasmus: just do it!" was a commonly expressed sentiment.

Overcoming language barriers was a common theme (there were no competition entries from students having participated in an Erasmus exchange with the Netherlands). In this context, the jury was particularly impressed by a student who accepted the challenge of learning not just a foreign language, but also an unfamiliar script (Bulgarian).

There were inspirational accounts of how to adapt to life at a foreign campus, to an unfamiliar student administration, and to new living conditions and novel culinary experiences. 'Come Dine with Me' was never far away in these stories.

An Erasmus trip opens up an entirely new perspective on one's own university or institution of higher education, teaching staff and curriculum. It may be tougher or easier, the courses may be more or less interesting, and the teachers may be more or less approachable. A variety of such experiences featured in the accounts of the students, including details of tearful first days and quite a few stories of homesickness. Thank heavens for Skype . . .

A recurring sentiment was that an Erasmus student must possess a large amount of flexibility, not only in personal and social matters, but also in the realm of study. Irrespective of whether or not studying abroad lives up to expectations, the experience as such is always a buzz.

And last but by no means least there are always new friendships to foster: Erasmus friends are friends for life. Sometimes the start can be difficult: an inadequate reception by the host university, no digs, difficulties with composing a curriculum. . . In other cases, the organisation by the host institution may be impeccable: readily available accommodation, no problems with course selection, a welcoming campus and dozens of instant Erasmus friends.

Some notable statements:

“The best learning experience ever”.

“Erasmus takes tolerance a tad further”.

The laureates

Kassiopeia Devriendt

The award-winning placement story is that of a Biology student at the University of Antwerp who travelled to the Mammal Research Institute in Poland. Her account reads as a safari log, in search not of King Lion, but of an elusive elk bull in the fenlands of Biebrza National Park in eastern Poland. The tools of the trade included not only compass and GPS, but, more importantly still, the spotting of recent sleeping places and digested meals! “An intense and vast natural experience” is how the laureate described it in her report. She returned with tangible and first-hand knowledge about the importance of properly functioning ecosystems. At a personal level, the experience was an introduction to the harsh existence of EU citizens in eastern Poland.



© EPOS (left: Kassiopeia Devriendt; right: Marieke Vanderschaeghe)

Marieke Vanderschaeghe

The second laureate, a student at HOWEST in Kortrijk, provided a well-written account of her stay in Århus in Denmark. For five months she attended classes at the Danish School of Media and Journalism at Skjoldhold Kollegiet. The experience opened her mind to other cultures. Although she was sceptical at first about the benefits of international exchange programmes, five assignments during five months of intense cooperation with fellow-students from the US, Canada, the Netherlands, Denmark, Nigeria, Australia, Lithuania and Slovakia fully convinced her of the opposite. She also learnt to work as a team and how to motivate colleagues. The end-product, a 10-to-15-minute documentary about European-Asian Istanbul provided the tangible proof of the brother and sisterhood among the students of the ‘television class’. The whole experience was also enriching from an interpersonal point of view, with strong relationships developing among the students. As far as Marieke is concerned, Erasmus opened her eyes not just on Europe, but on the whole world.

3. Intensive Programmes

An Intensive Programme (IP) is a short study programme (two to six weeks). An IP brings together students and staff of institutions of higher education from at least three countries for the purpose of:

- encouraging efficient and multinational teaching of specialist topics that are otherwise rarely if ever offered in higher education
- enabling students and teachers to work together in multinational groups, so that they could benefit from special teaching and learning conditions not available in a single institution and, in this manner, gain new perspectives on the topic studied
- allowing teaching staff to exchange views with foreign colleagues on teaching content and new curricula approaches, and to test new teaching methods in an international classroom environment

Results of the 2011/2012 selection round

In 2011, EPOS received twenty-five applications for IPs and twelve contracts were concluded for a total funding amount of €587,502. The maximum number of participating students is 503 and the number of participating teachers is 137.

Intensive Programmes 2011

Naam van de instelling		Projecttitel
RENEWAL	1 Katholieke Hogeschool Kempen	Well, Man
	2 Artveldehogeschool	Intensive Programme on Technological Innovations in Audiology
	3 Artveldehogeschool	Interdisciplinary Programme on Chronic and End-of-Life Care
	4 Artveldehogeschool	Interprofessional Course on Health in a Changing World
	5 KATHO	Social Work and Sustainability
	6 Artesis Hogeschool Antwerpen	Art@muse
	7 HOWEST	New tools for non-formal educators working on Intercultural Learning
NEW	1 Katholieke Hogeschool Kempen	Quality of Food Intake & Social Exclusion
	2 Hogeschool voor Wetenschap en Kunst	Musical Interaction and Learning in Schools and Communities
	3 Karel de Grote Hogeschool	Ecological and Innovative Automotive Solutions
	4 Katholieke Hogeschool Kempen	Positive and Resource Oriented Approaches in Care Towards Elderly
	5 Artesis Hogeschool Antwerpen	Bridging the Gap

Results of the 2010/2011 Intensive Programmes

In 2010/2011, fourteen IPs were implemented. An average of forty-five students and thirteen teachers participated per IP.

IPs 2011 - Subject areas and number of participants

Subject area		Number	Participants		
			Total number of students	Incoming students	Teachers
0	General programmes	0	0	0	0
1	Education	1	43	36	14
1	Humanities and arts	3	42	30	9
3	Social sciences, business and law	5	150	127	50
4	Science, mathematics and computing	4	149	87	36
5	Engineering, manufacturing and construction	0	0	0	0
6	Agriculture and veterinary	0	0	0	0
7	Health and welfare	4	149	113	41
8	Services	0	0	0	0
99	Not known or unspecified	0	0	0	0
Totals		15	533	393	150

4. Erasmus Intensive Language Courses

Language and language acquisition are central to the Lifelong Learning Programme. Foreign language learning is often cited as an important motive for students to participate in the Erasmus programme.

The Erasmus Intensive Language Courses (EILCs) are preparatory courses in less widely used languages within the group of countries participating in LLP. All languages are eligible for EILCs, except English, French, German and Spanish. Courses last up to six weeks and are organised mainly in summer and winter.

Results of the 2011/2012 selection round

In 2011, eight institutions applied to EPOS and overall funding of €209,440 was granted for the organisation of twenty-seven summertime courses and seven wintertime courses.

EILC Results for 2010/2011

In 2010/2011, thirty-five EILC courses were organised in Flanders: twenty-six summer courses and nine winter courses. In all, 534 students took part: 516 at a beginners level and 18 at an intermediate level. The number of participants declined in comparison to 2009/2010, but from a European perspective the programme remains highly successful.

5. Preparatory Visits and Contact Seminars

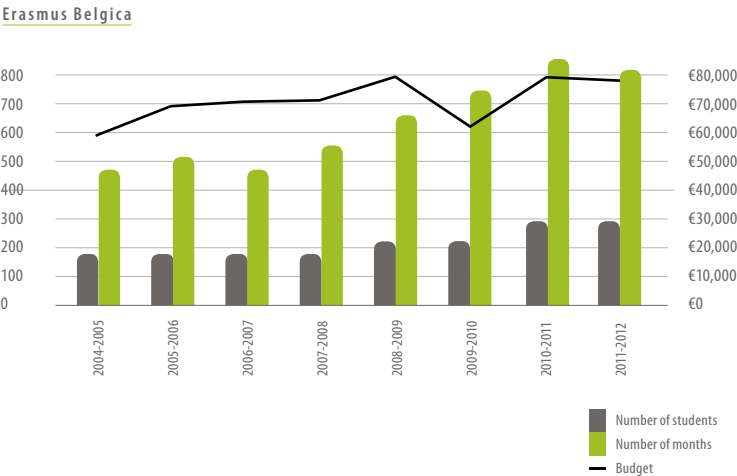
Institutions that wish to involve new partners in their student and/or staff mobility actions, or to prepare an Erasmus Intensive Programme or an application for a centralised Erasmus action, can apply for funding for a preparatory visit or contact seminar.

In 2011, five such applications were approved, amounting to a funding total of €5,012.

Erasmus Belgica

The Erasmus programme is now well established across Europe and it has become the standard for other forms of student mobility. Given Belgium's rather unique structure, with three distinct linguistic and cultural communities, it is possible for students from Belgian institutions of higher education to engage in comparable domestic mobility programmes. The first such exchanges took place in the 2004-2005 academic year.

In 2011, a budget of €80,000 was divided between twenty-five applicant institutions for 190 participating students (161 in SMS and 29 in SMP).





THE POLICY FRAMEWORK FOR THE LEONARDO DA VINCI PROGRAMME IS THE COPENHAGEN PROCESS, FIRST LAUNCHED IN 2002 AND UPDATED IN THE BRUGES COMMUNIQUÉ OF DECEMBER 2010. THE MAIN FOCUS OF THE PROCESS IS ON ENHANCING THE ATTRACTIVENESS, QUALITY AND PERFORMANCE OF VOCATIONAL EDUCATION AND TRAINING SYSTEMS, IMPROVING TRANSPARENCY, RECOGNITION OF COMPETENCES AND QUALIFICATIONS, AND STRENGTHENING THE EUROPEAN DIMENSION.

With a view to attaining those goals, the Leonardo da Vinci programme supports the following decentralised actions, all of which are managed by EPOS:

1. Preparatory Visits
2. Mobility Projects
3. Partnership Projects
4. Transfer of Innovation Projects

Preparatory Visits

Numerous Flemish organisations make use of this action to find potential partners or to work out project proposals. Funding is provided for transport and accommodation.

Like the previous year, 2011 saw an increase in the number of approved applications.

Preparatory Visits





“Thanks to our participation in this project, we were able to establish some fruitful contacts with the Departments of Social Work at Arteveldehogeschool and Karel De Grote Hogeschool. So, effectively, the educational expertise and insights of these institutions of higher education were combined with the day-to-day activities of our drugs helpline. Our staff members have become more aware of the three focal points of the project. This has inspired us to take a fresh look at some of the basic aspects of our work.”

Tom Evenepoel – *De Druglijn*

Mobility Projects

The Mobility Projects have always been the flagship action of the Leonardo da Vinci programme. In 2011, the European Commission announced that 60% of the decentralised budget would be earmarked for this action. This had a positive effect on internships for pupils, for which the budget was increased by 42 % in comparison to 2010!

Projects whereby participants are given an opportunity to complete an internship abroad (workplace learning) will help those individuals develop their competences. This action enables youngsters in initial vocational training, graduates, job-seekers, employees, trainers and training supervisors to gain such foreign experience. The projects selected show quite clearly how the applicant organisations attribute at least as much significance to the acquisition of technical competences as they do to enhancing personal and social competences.



“This was the first time I spent such a long period away from my family. Now I know what it’s like to be ‘on your own’. I’ve also gained a better understanding of how things work in a company environment. The experience has boosted my self-confidence and I have become much more sociable, which has had an impact on both my personal and my professional life.”

Myriam M’Barki – *KA Schaarbeek Evere, participant in a placement project in Madeira*

Leonardo da Vinci

Leonardo mobility projects*

Mobiliteit		2007	2008	2009	2010	2011
IVT	Number of projects	34	36	46	39	42
	Number of student grants	464	541	543	470	684
	Number of supervisor grants	51	63	60	64	78
	Budget	€662,013	€905,530	€1,068,031	€931,764	€1,327,442
PLM	Number of projects	16	17	23	22	13
	Number of student grants	181	147	151	222	148
	Budget	€731,570	€684,865	€575,796	€768,194	€598,900
VETPRO	Number of projects	7	8	12	6	7
	Number of student grants	50	66	102	48	110
	Budget	€60,055	€98,757	€187,161	€84,671	€204,236
Total	Number of projects	57	61	81	67	62
	Number of student grants	746	817	856	804	1020
	Budget	€1,453,638	€1,689,152	€1,830,988	€1,784,629	€2,130,578

(*) Based on contracts concluded
IVT: Trainees in initial vocation training, PLM: People in the labour market, VETPRO: Vocational Education and Training professionals

“This experience has learnt me a lot about land management and sheep rearing. These new insights will come in very useful in my practical lessons on sheep farming. The project also broadened my outlook on agriculture in general, which can only be a good thing !”

Annelies Vermeiren, teacher at PITO Stabroek, after a placement in Iceland

It is encouraging to see that, once again, further organisations have committed themselves to this action, while a number of regular users are establishing additional projects for new fields of study. Moreover, the number of grants approved for trainers, and supervisors (VETPRO) has more than doubled. On the other hand, EPOS regrets that hardly any grant applications were made on behalf of youngsters in part-time education.

Partnership Projects

Partnership Projects clearly satisfy a need in the field of vocational training in Flanders. The programme is a low-threshold scheme that attracts newcomers to European cooperation. The success is apparent from the steady flow of applications.

Of the eighty-six applications, twenty-six were selected. Three organisations withdrew, so that, in the end, twenty-three contracts were concluded for projects involving Flemish participants. In one of these projects, the Flemish organisation is the coordinator.

Once again, the diversity in themes is considerable. Here are some examples:

- A training framework on ‘Electric bicycles’ for bicycle repairers (Syntra West)
- European transparency instruments in vocational education (VOKA East Flanders)
- Work placements in the healthcare sectors (Vrij Katholiek Onderwijs Opwijk)
- Professional development for dance instructors (Ultima Vez)
- Bio-energy production (VVKSO)
- Professional training in fire origins (Ghent Fire Department)
- Microcontroller applications in vocational education (Kogeka 4 Geel)

PARTNERSHIPS (based on contracts concluded)

	Applications	Contracts	Budget
2008	33	23	€365,000
2009	48	29	€400,000
2010	57	23	€346,000
2011	86	23	€340,000

Transfer of Innovation Projects

Although the TOI projects remain a bit of an oddity among the decentralised actions, their importance should not be underestimated. Sustainable implementation in the partner organisations and impact on the national vocational education and training systems are still the core objectives. Additionally, these projects are an ideal support tool for European policy on vocational education and training, as they contribute to the attainment of the European priority goals that are set annually.

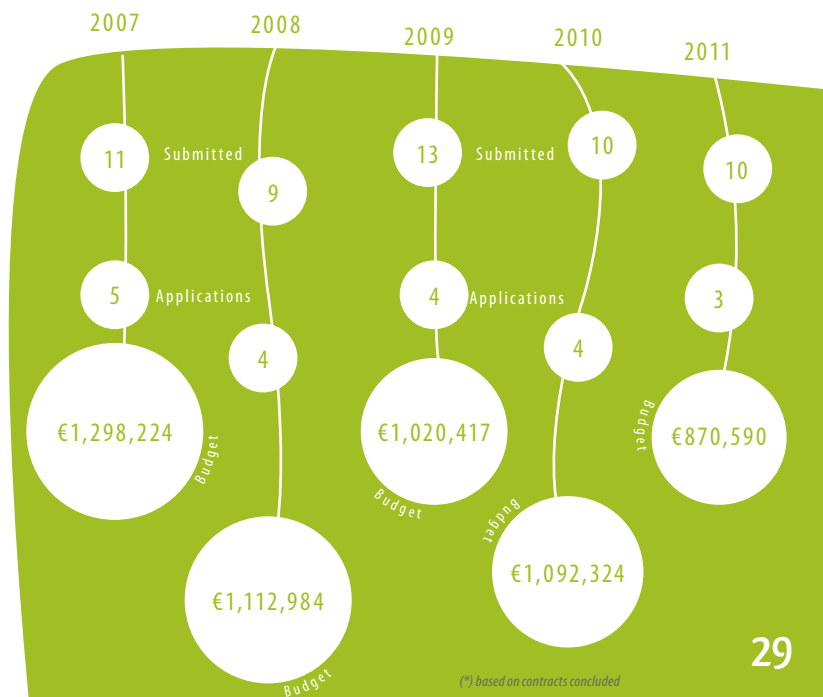
In 2011, three projects were approved:

- The 'Contracteranto' project (focusing on a 'communication tool for high-risk work environments where non-native speakers are involved') of the National Action Committee for Safety and Hygiene in the Construction Industry supports the European priority action on 'Encouragement of cooperation between VET and the world of work'.
- The project 'Comp Int!' by the VOKA – Chamber of Commerce of East Flanders contributes to the realisation of this priority.

- The project 'E-TFU (Empowering the future)' of Artesis Hogeschool Antwerpen, finally, contributes to the realisation of the European priority 'Support to initial and continuous training of VET teachers, trainers, tutors and VET institution managers'.

These three Transfer of Innovation Projects were selected from the ten project proposals submitted for 2011. A fourth project proposal was placed on the reserve list.

Transfer of Innovation Projects*



THE GRUNDTVIG PROGRAMME AIMS AT IMPROVING THE ACCESSIBILITY AND QUALITY OF (NON-)FORMAL ADULT EDUCATION WITH A VIEW TO INCREASING LIFELONG LEARNING IN AN INTERNATIONAL CONTEXT.

IN ORDER TO ACHIEVE THAT GOAL, GRUNDTVIG FINANCES AND SUPPORTS INTERNATIONAL COOPERATION PROJECTS AND MOBILITY ACTIVITIES.

THE TOTAL EUROPEAN BUDGET FOR FLANDERS AMOUNTED TO €568,827. TRANSFERS FROM OTHER PROGRAMMES MEANT THAT A TOTAL OF €600,106 WAS EARMARKED FOR GRUNDTVIG ACTIONS.

Grundtvig Learning Partnerships

Learning Partnerships (LPs) encourage the exchange of information, skills, attitudes and experiences in adult education. The ensuing learning process constitutes the core of the international cooperation projects involving at least three LLP countries.

The funding of learning partnerships depends on the number of mobility activities (4, 8, 12 or 24) undertaken by each of the organisations during the two-year project. If twenty-four mobility activities are undertaken, at least sixteen student and course participants are involved.

In 2011, sixty-one project applications were received. Once again, there were fewer applications from formal than from non-formal adult education. The type of Learning Partnership with twelve mobility activities remained the most popular, but the type involving eight mobility activities did show an increase.

Twenty-three applications (37 %) were made by organisations that had not previously participated in a Grundtvig Learning Partnership. This is an encouraging result, as it suggests we are succeeding in persuading new applicants/target groups to get involved in this action. Ultimately,

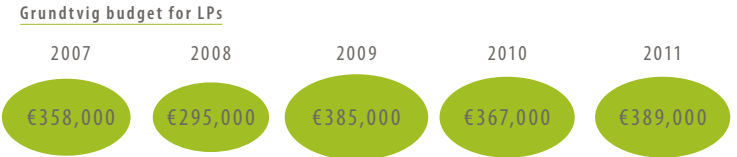
twenty-five Learning Partnerships were approved: fifteen (60 %) from non-formal and ten (40 %) from formal adult education.

In terms of topics, there is great diversity: 'Inclusion', 'Culture', 'Equal Opportunities', 'ICT', 'Methods to Motivate Adult Learners', 'Pedagogy and Didactics', ... However, '(European) Citizenship' emerges as the most popular theme for Learning Partnerships in 2011, followed by 'Intergenerational Learning' and 'Training for Adults from Disadvantaged Groups'.

The average grant amounted to €15,5560 per project per participating Flemish institution. The total budget spent on Learning Partnerships in 2011 amounted to €389,000 (a slight increase compared to 2010).

Grundtvig: Number of Flemish coordinators and partners in approved Learning Partnerships:

	Number of coordinators	Number of partners
2006-2007	11	22
2007-2008	14	20
2008-2009	2	19
2009-2010	6	20
2010-2011	3	20
2011-2012	4	21



Contact Seminars and Preparatory Visits

Grundtvig assists adult education organisations with the selection of suitable partners by enabling them to attend international contact seminars organised by National Agencies. In 2011, fourteen organisations applied for such assistance, and twelve of these were approved.

If a suitable partner has been found at a contact seminar, detailed preparations on the application can commence. This consultative process enhances the quality of the project proposal and benefits the mutual relationship between the partners.

Grundtvig also provides funds meetings with already identified prospective partners in preparation of an application. This type of action is referred to as a 'Preparatory Visit'. In addition to the fourteen applications for Contact Seminars, EPOS received seventeen applications for Preparatory Visits, eight of which were approved.

In total, thirty-one applications were made for these actions. This is an increase by 63.16 % in comparison to the previous year. As regards funding, the two actions primarily relied on Flemish resources. In 2011, this amounted to €18,429.74.

Grundtvig Contact Seminars and Preparatory Visits: applications and approvals

	Applications	Approved
2006-2007	40	29
2007-2008	25	19
2008-2009	28	22
2009-2010	32	26
2010-2011	19	12
2011-2012	31	20



The average grant amounted to €1,547 and the total budget for 2011 was €76,464.56.

More than three-quarters of the beneficiaries were women teaching in formal adult education. The number of school managers or directors participating in this action remained relatively low – as did the number administrative personnel and support staff. Together, they accounted for just 5 %.

The most popular topics for in-service training were ‘Methodologies in Language Teaching’, ‘Educational Theory’ and ‘Didactics in adult education and ICT’. Language diversity in this action remained rather limited. Most courses were taught in English. In the few remaining other courses, the spoken language was French, Spanish or Italian. The most popular destinations in 2011 were Italy and Spain, followed by France and the United Kingdom.

Professionalisation of adult education staff

	In-service training		Visits and exchanges		Total	
	Applications	Approved	Applications	Approved	Applications	Approved
2006-2007	19	11	0	0	19	11
2007-2008	58	21	3	2	61	23
2008-2009	85	47	10	5	95	52
2009-2010	84	52	33	20	117	72
2010-2011	124	66	56	27	180	93
2011-2012	99	64	40	26	139	90

Approved budget for In-service training and Visits and exchanges

2007	2008	2009	2010	2011
€27,149	€70,422	€90,706	€132,876	€126,357

Professionalisation of adult education staff

1. In-service training abroad

This action under the Grundtvig programme offers an opportunity for directors, teachers, supervisors, administrative personnel and inspectors from the adult education sector to improve their job skills by attending international courses abroad.

This action immediately caught on in Flanders. As in previous years, the bulk of the applications came from the formal adult education sector, particularly from CVOs (adult education centres). Over 90 % of the applicants chose for an activity from the Comenius & Grundtvig database, which shows that it is both widely known and popular and there fore provides an incentive for continuing to improve the quality of this database.

Sanne Rijks of CVO KHNB from Brussels and Shanna Thierens of CVO Temse participated in the course 'Motivation et stratégies d'apprentissage', offered by CAVILAM (Centre d'Approches Vivantes des Langues et des Médias), from 10 to 23 July 2011 in Vichy, France.

Sanne and Shanna: "The richly filled programme tied in perfectly with the content promised beforehand. The lessons were highly communication-oriented and interactive: the materials and facilities provided were both extensive and ultramodern (Internet, beamer, projection...). We did not only learn about differentiated course activities, but also about WebQuests, the digital blackboard... Various learning methods were dealt with, including communicative approaches to reading exercises etc. We were also given plenty of tips about specialised literature."

Sanne: "The courses, the accommodation, etc were impeccably organised; my impression was very positive! I was pleasantly surprised by the professional approach of all those involved: a well deserved 10 out of 10 !"

Shanna: "What I found very important, besides the lessons, is that I was able to establish contacts with peers from Belgium and abroad, which opens up possibilities for exchanging materials and ideas in the future. This in itself fosters international cooperation."

2. Visits and Exchanges

Adult education staff can enhance their job skills by attending a conference, conducting a study, or undertaking job-shadowing. Since 2009, all such non-formal or informal learning methods have been subsumed under a separate Grundtvig action, known as 'Visits & Exchanges'.

With just forty applications in 2011, the strong upward trend of 2010 was not continued. Twenty-six grants were awarded. Most (65,38 %) went to non-formal adult education. The budget amounted to €26,324.31 in 2011.

Hans BOONE of CVO VSPW from Ghent attended the conference on 'Domestic Violence and Child Abuse', which took place on 9-10 May 2011 in Utrecht, the Netherlands.

"I found this conference quite unique in that it combined the themes of 'Domestic Violence' and 'Child Abuse'. In my opinion, the added value lies in the confrontation of approaches and methods (at the micro, meso and macrolevels) applied in the various countries. This provided the inspiration for the systematic inclusion in our own curriculum of a paragraph/chapter/exercise that draws the course participants' attention to the international dimension of certain ortho-agogic issues.

Up until now, our own organisation made very modest use of the possibilities offered by Grundtvig. But I have noticed in internal discussions (within teams, on learning platforms, during training...) that other members of staff are becoming increasingly interested in the notion of confronting their own insights with international perspectives."

Grundtvig Assistantships in adult education

2009 saw the introduction of Grundtvig Assistantships. This action is similar to the Comenius Assistantships, but adapted to the needs of adult education. Assistantships are now available not only to final-year students or recent graduates from teacher training courses, but also to teachers already working with adult learners. Moreover, no 'matching' by the national agencies takes place: it is up to the prospective assistant and the host institution to organise their mutual contact.

In 2011, Flanders received nine applications for a Grundtvig Assistantship, four of which were approved. Four participants set off for at least twenty weeks in respectively France, Austria, Greece and Spain. The total budget for these four assistants amounted to €26,431. In 2011-12, nine organisations from the (non-) formal adult education sector are opening their doors to a Grundtvig Assistant from abroad. Most of these organisations are CVOs.

Assistants

	Applications	Approved
2009-2010	8	4
2010-2011	10	3
2011-2012	9	4

Approved budget Assistants

2009	2010	2011
€20.688,-	€19,891	€26,431

Raissa De Taeye has taught Greek at the adult education centre GLTT for four years. In 2011-12, she spent 29 weeks as a Grundtvig Assistant at the Hellenic Culture Centre in Athens, a small private school that offers courses in Greek as a second or third language and Greek refresher courses for teachers.

"As a Grundtvig Assistant, I teach a number of Greek courses and I provide didactic and teaching assistance. This means I produce teaching materials, I prepare and attend refresher courses, I maintain the course participant database... I also participate in four European projects in which the school is involved as a partner. In addition to refreshing and enhancing my knowledge of Greek, this allows me to learn about modern didactic methods and the use of multimedia applications and new technology in teaching practice. But even more interesting than the job content is the exciting opportunity the project offers for working and living together with Greeks – especially against the backdrop of the present socioeconomic and political malaise."



Daniel Izquierdo from Antwerp participated in a Grundtvig workshop 'In Between Us – Sexuality in the EU', which took place in May 2011 in Italy.

“My biggest problem was lack of time: sometimes it was impossible to pursue aspects of certain activities in greater depth. But otherwise, this Grundtvig Workshop was an altogether satisfying experience. I really enjoyed working together with twenty people from very diverse backgrounds. I’m convinced that the collaboration affected every single participant’s outlook and perception of reality. In the striving for a more ‘human-sized’ Europe, a programme such as this one can contribute meaningfully to enhancing mutual respect and celebrating diversity.”

Grundtvig Workshops

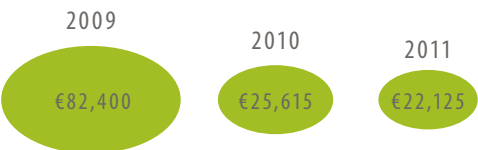
A programme that strives to promote Lifelong Learning in an international context and that aims at all sections of education and training must also reach adult learners. That is why Grundtvig started in 2009 with organising learner workshops (WS), interactive hands-on sessions lasting between 5 and 10 days.

In Flanders, funding was provided for one workshop: ‘Me and My Future – Co-creating the Future’, organised by CVO Sociale School Heverlee. Most participants were over 50. They were encouraged to give shape to their self-perception and the future identity in Europe which culminated in the creation of a common product (show, exhibition) on the topic of ‘Me and My Future’, in which all participants were given an opportunity to express themselves in an original way, both individually and as a group. The European budget for this workshop amounted to €22,125.

Workshops

	Applications	Approved
2009-2010	4	3
2010-2011	6	1
2011-2012	2	1

Budget for the workshops



Grundtvig Senior Volunteering Projects

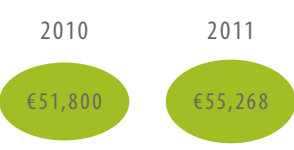
All LLP countries are experiencing the ageing of their population. In order to enhance social cohesion, and to consolidate the competences, the experience and the skills of senior citizens, the Grundtvig programme launched the Senior Volunteering Projects (SVPs) in 2009. SVPs are bilateral projects between two partner organisations from different countries by which volunteers aged fifty+ can participate in an exchange program. Each participating organisation sends and hosts between two and six participants. Volunteering takes place in the host country, in close contact with locals and for a period of three to eight weeks.

In 2011, three applications were approved. One project aims to deploy volunteers in support services for senior citizens, another involves volunteering in a community centre, and the third provides assistance to a city archives. The total budget amounts to €55,268.

Senior Volunteering Projects

	Applications	Approved
2009-2010	0	0
2010-2011	4	3
2011-2012	4	3

Approved budget Senior Volunteering Projects



Ewout Vanhoecke of *Mu-zee-um vzw* from Ostend about the 'Generation X-over' Learning Partnership.

Generation X-over is a Learning Partnership that focuses on intergenerational and intercultural crossover. In four different European countries (Belgium, Portugal, Hungary and Slovenia), a group of fifteen ageing people are actively involved at every level of the project. They follow artistically-inspired pathways, supported by different methodologies.

"The purpose of the 'Generation X-over' Learning Partnership is to encourage people to look, to learn, to discover, to explore and to create. The starting point was the observation of an intergenerational gap between seniors and youngsters. They have separate cultural identities and experience different cultural shocks. It is incredibly interesting to find links between the two in order to arrive at greater social cohesion, tolerance and enhanced quality of life. This 'bridge' or 'crossover' between generations is both the essence and purpose of the project.

The confrontation of experiences with those of similar target groups in other European countries is invaluable to effective intercultural learning and to broadening the project results. A truly unique experience!"



STUDY VISITS ARE INTENDED FOR EXPERTS AND DECISION-MAKERS IN EDUCATION AND TRAINING. THEY OFFER POLICY-LEVEL STAFF, REPRESENTATIVES OF CHAMBERS OF COMMERCE, EMPLOYERS ORGANISATIONS AND TRADE UNIONS, INSPECTORS AND EDUCATIONAL ADVISORS AN OPPORTUNITY TO PARTICIPATE IN EUROPEAN WORKING GROUPS THAT LAST 3 TO 5 DAYS. STUDY VISITS MAY COVER TOPICS SUCH AS 'COOPERATION BETWEEN EDUCATION, TRAINING AND LABOUR MARKET', 'SUPPORT FOR TEACHER TRAINING', 'KEY COMPETENCES, SOCIAL INCLUSION AND STRATEGIES FOR LIFELONG LEARNING AND MOBILITY'. THE WORKING GROUPS CONSIST OF SIX TO SIXTEEN INDIVIDUALS, EACH OF WHOM CONTRIBUTES, FROM THEIR OWN PERSPECTIVE AND EXPERIENCE, TO PRESENTATIONS AND DISCUSSIONS ABOUT GOOD PRACTICES IN THE HOST COUNTRY.

The concept underlying Study Visits is simple: each participating country offers a number of opportunities to visit examples of good practice in its own field of education and training. In view of the format (high-level international working groups) and the target group (management-level staff and experts), study visits are arguably the type of action that is directed most clearly at policy advice and enhancement. The National Agencies select the Study Visits offered. Cedefop, the European agency for support and expertise in vocational education and training, coordinates the Study Visits at the EU level. It puts together an annual catalogue with a full listing of available study visits for applicants to choose from.

Flemish participants

In 2011, EPOS was truly inundated with applications for Study Visits. Of the 141 applications, 52 were approved. Especially in the second round of applications, a large proportion of candidates had to be turned down. The available budget of €59,648 was almost entirely spent.

Study Visits are designed for the exchange of high-level and policy-making information. Here are two excerpts from the final reports of participants in successful Study Visits.

Gert Hurkmans – *Manager of Taxandria cvo Turnhout, took part in the Study Visit entitled 'Right skills for the right jobs' in the Czech Republic.*

"The Study Visit 'Right skills for the right jobs' was organised by a hotel school in the Czech town of Podebrady. Eight participants from seven countries, employed in different jobs by different organisations, received an abundance of information and were given an opportunity to get to know each other and to work together. Experiences and insights into the various backgrounds and national contexts were exchanged, including within the thematic frame of vocational training in, among other fields, the tourism sector.

The participants moreover paid a visit to the Research Institute of Central Bohemia, which is involved in the monitoring and implementation of legislation and regulation in education. The director of the centre shared some insights with the participants. He spoke about participation rates in vocational training in Bohemian and local educational projects. He also expressed concern at the high proportions of students entering higher and university education relative to the numbers opting for vocational studies.

The most informative moments of the week were undoubtedly the visits to the actual vocational training programmes. We were given detailed introductions to the hotel school of Prodebrady, the technical and

Study Visits

multimedia programmes at the institute of Kutna Hora, the vocational institution for nursing at Nymbruk and the fashion institute at Lysa nad Labem. On each of these occasions, there were opportunities for classroom visits and contacts with teachers and pupils.”

Wim Hoste, Bologna expert of Arteveldehogeschool, took part in a Study Visit in Ireland entitled ‘NQF-EQF: Frameworks for lifelong learning’.

“Ireland pioneered the development of a national qualification structure, long before the EU undertook steps to establish the European Qualification Framework (EQF). The main purpose was to bring order to the chaos of the qualifications landscape. Today, almost all countries or regions with educational competence in Europe are in the process of developing or implementing their own qualification structures. These are all linked with the EQF, but due to the great diversity, there is a danger of loss of transparency and obstacles to further mobility.

Flanders has done well in this respect, largely thanks to its reform-minded structure that ties in closely with the EQF and that is defined in terms of competences. The main challenges for Flanders lie in broadening and deepening this structure towards non-official suppliers of education and training, in order that the labour market, as well as suppliers and pupils/students/course participants, would be able to assess the value of qualifications and identify pathways to further qualifications. Special attention ought to be paid to the tuning of the Flemish framework to other national frameworks, especially in view of the fact that there is room for improvement in terms of the level of trust shown in the referencing process”

Flemish Study Visits

In 2011, Flanders organised five Study Visits, in which experts from across Europe were given an opportunity to become acquainted with good practices in the field of education and training.

The Service for Vocational Training (DBO) of the Flemish Ministry of Education and Training organised two Study Visits:

- **Improving entrepreneurial competences of teachers and trainers**

For several years now, the DBO has been organising workshops, seminars and information sessions for teachers focusing on various aspects of entrepreneurship. Quite often, companies and industrial federations are also involved. The Proleron project, which offers explorative and hands-on in-service training on entrepreneurship, was introduced.

- **Entrepreneurial learning and enterprise education, tried and tested initiatives**

This Study Visit encompassed presentations on education in Flanders, entrepreneurship projects by DBO, bridging projects such as Demotica and My Machine, the ECE project, and UNIZO projects.

The International Relations section of the Flemish Ministry of Education organised two Study Visits:

- **Educational network - Working in partnership**

This Study Visit related to the pilot projects ‘Brede School’, partnerships in working with migrants, youth carers, and psychological support services, and in parent participation, culture and sport.

- **Education for sustainable development in Flemish schools**

This Study Visit focused on Flemish examples of education in the field of sustainable development. The participants visited various schools from primary, secondary and special-needs education involved in such initiatives, as well as umbrella projects such as the Eco House and Studio Globo.

Hogeschool-Universiteit Brussel and KHLeuven also organised a Study Visit:

- **Higher education for sustainable development: guiding principles and good practices**

Participants were given an opportunity to learn more about higher education, sustainability and community-based entrepreneurship in Flanders.





EUROPASS IS A EUROPEAN PORTFOLIO OF DOCUMENTS THAT TOGETHER FORM A BLUEPRINT OF THE HOLDER'S KNOWLEDGE, SKILLS AND EXPERIENCE.

EUROPASS WAS INTRODUCED BY THE EUROPEAN COMMISSION FOR THE PURPOSE OF PRESENTING THE COMPETENCES AND QUALIFICATIONS OF EU CITIZENS IN A UNIFORM FASHION. THIS CREATES CLARITY AND TRANSPARENCY, AND IT ENHANCES THOSE CITIZENS' MOBILITY ACROSS NATIONAL BORDERS AND THROUGHOUT THE EUROPEAN EDUCATIONAL SYSTEM AND LABOUR MARKET.

History

In 2005, the European Commission decided to combine five existing documents into a single portfolio of personal competences and qualifications. The purpose of the scheme was to create maximum transparency regarding individuals' skills in order to enhance their mobility. After all, if people's skills are insufficiently recognised, their opportunities for studying or finding employment in another member state can be seriously restricted.

The harmonisation of degrees and educational systems and the recognition of qualifications in other member states is beyond the remit of the European Commission. Hence, Europass is a convenient tool for the Commission to nonetheless enhance the mobility of individuals within the EU. With Europass, it can compensate its limited scope for action by striving for maximum visibility and recognisability of citizens' competences and qualifications.

In other words, Europass serves two closely related purposes:

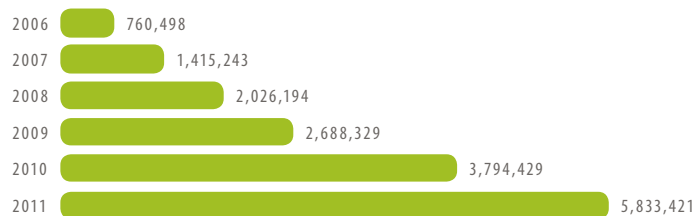
- To maximise the transparency of qualifications and competences in Europe
- To enhance personal mobility in the labour market and in education

The five Europass documents

1. The Europass CV

The Europass CV is a curriculum vitae that is standardised across the European Union. It has a uniform structure and is available in all languages of the Union. Anyone can create a Europass CV at the Europass website provided by Cedefop: www.europass.cedefop.europa.eu. The website now attracts around 1,082,831 visitors per month. In 2011, no fewer than 5,833,421 CVs were created online, including 1,538,271 in English and 39,233 in Dutch. Thanks to the uniform structure and focus on international visibility, Europass CVs are easy to compare and interpret across the EU.

Evolution in number of Europass CVs created on the Cedefop website:



2. The Europass Language Passport

The Europass Language Passport is designed to help individuals specify and document their language skills. Like the Europass CV, it can be created online at the Cedefop website (see supra). In 2011, a total of 78,709 language passports were created, including 37,715 in English and 1,449 in Dutch.

3. The Europass Mobility

The Europass Mobility provides a record of organised learning experiences in other EU member states, including exchange programmes, work placements and volunteer work. It is used mainly by participants in Leonardo mobility projects, but the Flemish NEC also receives Europass Mobility applications for other actions of the Lifelong Learning Programmes, such as Erasmus, Comenius and Grundtvig. The NEC issued 724 Europass Mobility documents in 2010 and 914 in 2011.

Evolution in number of Europass Mobility documents issued

2007	2008	2009	2010	2011
564	545	700	724	914

4. The Europass Certificate Supplement

The Europass Certificate Supplement provides additional information about the skills and knowledge that the holder has acquired in vocational education or training. In Flanders, such documents have been issued since 2008 as a supplement to the so-called Certificate of Professional Competence, which testifies to the holder's work experience and competences, and to the job training programmes organised by the Flemish public service for employment and vocational training VDAB. Ultimately, the intention is to provide Europass Certificate Supplements for all qualifications recognised under the Flemish Qualifications Structure, which will in turn be aligned to the European Qualifications Framework (EQF). In other words, supplements will be obtainable for all qualification certificates issued by recognised providers of education and training.

In early 2012, there were sixty-nine Flemish Europass Certificate Supplements online for work experience and for a number of VDAB training courses for the building industry and the logistics sector.

They are downloadable from www.europass-vlaanderen.be/cs.

5. The Europass Diploma Supplement

The final document in the Europass portfolio provides information about the holder's higher education degrees. It contains details about curriculum contents and clarifies the educational system in the country in question. This facilitates comparison between degrees acquired in different countries. In Flanders, diploma supplements are already issued for all higher education degrees. NARIC Flanders, which is also responsible for the recognition of foreign degrees, coordinates the content of the diploma supplements issued in Flanders. During the 2010-2011 academic year, the total number of such supplements issued amounted to 56,637.

Promotion of Europass

NEC not only ensures the proper administration of all Europass documents in Flanders, it also promotes the tool as such. To this end, it has established a website (www.europass-vlaanderen.be) and it distributes information through various other means, at job fairs and career expos, as well as through a network of related organisations. NEC also organises frequent presentations on the Europass scheme and an annual information day aimed at specific target groups. In 2011, the NEC collaborated with the partners of Platform Kleurrijk Vlaanderen on the organisation of an event on international mobility for all, with special focus on youngsters in technical and vocational education. This resulted in 'Move2Learn, Learn2Move: a first step to open your mind for an international experience' on 19 May 2011 in Antwerp.

www.europass-vlaanderen.be



Grensverleggers ('Crossing borders')

On Tuesday 4 October, EPOS staged 'Grensverleggers' ('Crossing borders'), an event in the Flemish Parliament building that was attended by two-hundred people. Professor Hendrik Vos gave a lively presentation on lifelong learning in European perspective. This was followed by three panel conversations moderated by Jan Leyers in which various LLP participants testified about their international experiences. A broad range of projects was covered: Leonardo Work Placements for pupils and teachers, Grundtvig Workshops and Assistantships, Comenius Job-Shadowing, Study Visits... The final panel conversation was devoted entirely to partnership projects under the Comenius, Leonardo and Grundtvig programmes, a topic on which a brochure had been published earlier in 2011. The event was concluded with a prize ceremony: Flemish Education Minister Pascal Smet presented awards to two Flemish students who symbolically represented the 50,000th Flemish Erasmus students to travel abroad.





Move2learn: Open Your Mind to International Experiences

On 19 May, Platform Kleurrijk Vlaanderen ('Colourful Flanders Platform') staged the 'Move2learn' event at Artesis Hogeschool in Antwerp. The organisation was a collaboration between AFS Interculturele Programma's vzw, the City of Antwerp, EPOS vzw, Euroguidance, Europass, GO! (the umbrella of Flemish Community education) and JINT vzw (the National Agency for the Youth in Action Programme of the European Commission). The purpose of the event was to demonstrate that participation in international exchange programmes is not reserved for higher-educated youngsters, but that opportunities are also available to pupils in technical, (part-time) vocational, arts and special-needs secondary education, as well as students in secondary-after-secondary and adult education. It was conceived as a first step towards promoting mobility among these target groups, too! Participants included youngsters, teachers and youth workers. The event was intended to inspire them and to give them an opportunity to ask questions and talk to (experiential) experts. Lieven Scheire – a Flemish comedian and television presenter – hosted the event. A number of successful educational and youth work projects were highlighted in various workshops. The day was concluded with a reception and the presentation by Lieven Scheire of a 'Europass Mobility' to the pupils of the PIVA Provincial Institute from Antwerp for their participation in a Leonardo mobility project in Malta entitled 'Hospitality and Tourism in Europe'.

The European Label for Innovative Language Teaching 2011

On 30 September, the European Day of Languages, EPOS vzw awarded the European Label for Innovative Language Teaching (ELIT) at the Conscience Building in Brussels. ELIT is an initiative by the European Commission aimed at promoting foreign language education in LLP countries. The label has been awarded biennially since 1998.

In 2011, the theme designated by the European Commission was 'Language and Community'. Foreign workers, students, tourists and immigrants often lack knowledge of the language spoken by their host communities. In order to improve their chances of local integration and enhance their access to public services, a variety of initiatives have been set up targeting these foreign-speaking newcomers/visitors. The scope of such schemes ranges from making available basic information in different languages and the organisation of activities designed to stimulate learning about the language and culture of other communities to the deployment of multilingual speakers as cultural mediators and translators.

In 2011, the ELIT jury honoured three projects: 'Taalzomer – taalturbo en onomatopée' ('Language summer - language turbo and onomatopoeia') by vzw Roeland, 'Lego Lingua' by the Foyer Regional Integration Centre, and 'Zingba(a)r' by CVO Lethas. They were presented with respectively €1,000, €600 and €300 for 1st, 2nd and 3rd prize, in addition to the official ELIT certificate and a trophy. Moreover, for the next two years (2010-2011 and 2011-2012), the three laureates are entitled to use the logo of the European Label for Innovative Language Teaching in their communication.

Thematic Networking

THE PURPOSE OF THEMATIC NETWORKING IS TO DISSEMINATE VALUABLE PROJECT RESULTS AND TO ENCOURAGE THEIR USE. WITH A VIEW TO SUPPORTING EXCHANGES OF DIRECTIONAL PROJECTS, THE EUROPEAN COMMISSION PUBLISHED A CALL IN 2009 TO ESTABLISH THEMATIC NETWORKS. EPOS PARTICIPATES IN TWO SUCH NETWORKS.

New Skills Network



New Skills Network

EPOS is a partner in the New Skills Network (NSN), a thematic network that is part of the European Commission's New Skills for New Jobs initiative. The network consists of fourteen participating countries under the coordination of the Icelandic National Agency.

The network pursues its goals through two assignment packages:

- The analysis and identification of good practice examples in the offering of LLP projects
- The organisation of a number of (trans)national events

On 9 and 10 June 2011, a seminar took place in Budapest under the title 'Bridging the Skills Gap'. Sectoral actors and training professionals shared knowledge and experiences in order to build partnerships and to develop solutions relevant to the new-skills agenda and to changing sectoral skills needs. Four key issues were addressed:

- 'Incentives for skills development and skills upgrading for individuals and employers'
- 'Bringing education, training and work closer together'
- 'Developing the right mix of skills'
- 'Better anticipating of skills needs'

Further information is available from www.newskillsnetwork.eu.

CityM

EPOS is a partner of CityM, a network that aims to improve the visibility and exploitation of LLP project results that develop methods and methodologies for the initial and in-service training of teachers and teacher training. CityM stands for 'Creative, Innovative and Transferable Methods in the Training of Teachers and Training Staff (Formal and Non-Formal Education)'.



Many LLP projects generate 'learning outcomes' that are very useful to the initial and in-service training of teachers and training staff. Together with twelve partners from other NAs participating in CityM, EPOS aims to ensure that those outcomes are put to good use. CityM is coordinated by the Romanian NA. The other partner NAs are from Austria, Cyprus, Germany, Denmark, Lithuania, the Netherlands, Norway, Poland, Spain, Sweden and the United Kingdom.

In 2010, the NAs identified LLP projects that match the CityM targets. On the basis of a questionnaire, an assessment was made of these projects' performance in respect of creativity and innovation. The responses were analysed and combined with material from three regional thematic sessions, in which project beneficiaries, policymakers and stakeholders in the field of initial teacher training participated. For further information on CityM, visit www.city-m.eu

From 15 to 17 May 2011, EPOS hosted the 3rd international partner meeting in Leuven. In December 2011, the concluding CityM conference took place in Romania. 10 Flemish participants, mainly from the teacher training sector, attended the conference. They were introduced to the brochure that resulted from the work of CityM.

For further information on CityM, visit www.city-m.eu

Besides the two Thematic Networks, EPOS is also a partner in a Grundtvig Multilateral Network:

GINCO

GINCO is an acronym for 'Grundtvig International Network of Course Organisers'. This network does not only encompass National Agencies, but different actors working on professionalizing (non)formal adult education through in-service training. Apart from EPOS, the Romanian and Britisch NAs take part. In total, there are 21 partner organisations from 19 different countries. GINCO aims at creating a European wide network of adult education organisations presently running Grundtvig courses or willing to do so in the future. The network is funded by the Grundtvig programme and is coordinated by Landcommanderij Alden Biesen.



From 27 to 31 October 2010, the network held a major conference at Izmir in Turkey, in which eight Flemish representatives participated. The conference dealt with the quality of available courses and ways of improving it, the identification of remaining lacunas, the enhanced use of ICT in Grundtvig courses, etc.

From 7 to 11 December 2011, a second international GINCO conference took place in Thessaloniki (Greece). The topic was 'Validation of Professional Development in Grundtvig Courses'. A third international conference will take place in Hasselt from 26 to 29 September 2012, dealing with 'Course provision'.

For further information on GINCO, visit www.ginconet.eu

Project Overview

	2007		2008		2009	
	Applications	Approved	Applications	Approved	Applications	Approved
COMENIUS						
In-service Training	144	91	143	116	197	140
Assistants	68	43	61	34	67	35
School Partnerships	257	172	111	91	126	91
Preparatory Visits and Contact Seminars	124	75	122	67	94	69
Regio Partnerships					2	1
Individual Pupil Mobility						
ERASMUS						
Mobility of Students and Staff	30	30	30	30	30	30
Intensive Programmes	20	20	24	22	23	15
Intensive Language Courses	8	7	7	7	7	7
Preparatory Visits	0	0	0	0	4	4
GRUNDTVIG						
In-service Training	58	21	85	47	84	52
Learning Partnerships	51	34	33	22	38	26
Assistantships					8	4
Visits and Exchanges			10	5	33	20
Workshops					4	3
Senior Volunteering Projects					0	0
LEONARDO DA VINCI						
Mobility (IVT)	47	34	46	36	63	46
Mobility (PLM)	19	16	22	17	25	23
Mobility (VETPRO)	10	7	13	8	18	12
Partnerships	0	0	33	24	48	30
Transfer of Innovation	11	5	9	4	13	4
Preparatory Visits	30	14	52	38	46	26
TRANSVERSAAL PROGRAMMA						
Study Visits	84	46	103	54	85	53

	2010		2011	
	Applications	Approved	Applications	Approved
COMENIUS				
In-service Training	205	130	201	137
Assistants	60	34	74	35
School Partnerships	125	90	137	90
Preparatory Visits and Contact Seminars	92	66	65	48
Regio Partnerships	4	3	7	4
Individual Pupil Mobility			7	5
ERASMUS				
Mobility of Students and Staff	30	30	30	30
Intensive Programmes	23	14	25	12
Intensive Language Courses	8	8	8	8
Preparatory Visits	3	3	8	5
GRUNDTVIG				
In-service Training	124	66	99	64
Learning Partnerships	46	23	61	25
Assistantships	10	3	9	4
Visits and Exchanges	56	27	40	26
Workshops	6	1	2	1
Senior Volunteering Projects	4	3	4	3
LEONARDO DA VINCI				
Mobility (IVT)	56	43	58	42
Mobility (PLM)	28	22	15	13
Mobility (VETPRO)	13	6	11	7
Partnerships	57	24	86	26
Transfer of Innovation	10	4	10	3
Preparatory Visits	57	34	60	40
TRANSVERSAAL PROGRAMMA				
Study Visits	119	51	141	52

Finances



The amounts listed below represent grants from the European Commission and the Flemish Government for the co-funding of projects, and hence do not include disbursements for operating expenses from the European and the Flemish authorities.

Europese Commissie	2007	2008	2009	2010	2011
Comenius	€1,676,685	€1,853,191	€2,257,947	€2,204,324	€2,432,510
Erasmus	€5,180,076	€5,716,237	€5,443,364	€5,843,271	€6,216,477
Leonardo da Vinci	€2,898,085	€3,120,411	€3,311,830	€3,311,529	€3,325,205
Grundtvig	€378,928	€344,422	€572,928	€584,802	€568,827
Transversaal Programma	€43,653	€58,085	€53,648	€53,648	€54,770
Total	€10,177,427	€11,092,348	€11,639,719	€11,997,574	€12,597,789
Europass	€35,000	€35,000	€37,000	€41,000	€40,500
Vlaamse financiering	2007	2008	2009	2010	2011
Comenius	€47,500	€40,000	€35,000	€30,000	€25,000
Erasmus	€605,000	€2,055,000	€1,895,000	€1,866,100	€1,866,101*
Leonardo da Vinci	€0	€0	€0	€0	€0
Grundtvig	€13,500	€21,000	€34,000	€21,394	€21,394
Gecentraliseerde acties	€0	€0	€2,000	€10,000	€15,000
Total	€666,000	€2,116,000	€1,966,000	€1,927,494	€1,927,495
Europass	€75,000	€75,000	€75,000	€73,000	€73,000

European amounts are based on contracts with the European Commission. Flemish amounts are based on the relevant Ministerial Orders.

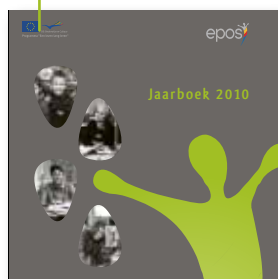
No account is taken of possible shifting of amounts between the different programmes.

* In order to allow comparison between different years, no account is taken of a one-off amount of 1718,000 euro intended to guarantee the stability of the grants (2011, 2012 and 2013 calls).

The monthly EPOS newsletter



EPOS Yearbook 2010



Compendiums of projects from Comenius, Erasmus, Leonardo da Vinci and Grundtvig



Brochure on 'Partnerships for lifelong learning'



Horizon: A guide for the organisation of transnational school projects in secondary education



Grundtvig-Scoop



Activities



2011

month	date	action	description	location
Jan	12	Comenius	(De)briefing for participants in Contact Seminars and Preparatory Visits	Brussels
Jan	18	Leonardo	Initial meeting on 2010 mobility projects (2nd round)	Brussels
Jan	18	Erasmus	Information session on Erasmus Call for 2011	Brussels
Feb	1	EPOS	Information session on centralised actions	Brussels
Feb	2	Study Visits	Information session for new participants	Brussels
Feb	16	Comenius	Induction meeting for foreign Comenius Assistants	Brussels
Mar	3	Comenius	Kick-off meeting Individual Pupil Mobility	Brussels
Mar	22	Comenius	Information session on 'A to Z of Internationalisation' for preschool & primary as well as secondary education (by Centrum Ryckelvelde)	Ghent
Mar	22	EPOS	Information session for educational supervisors VVKSO	Brussels
Apr	5	Comenius	Information session on 'A to Z of Internationalisation' for preschool & primary as well as secondary education (by Landcommanderij Alden Biesen)	Alden Biesen
May	4	Comenius	Monitoring Day' (with focus on reporting) for schools involved in a Comenius project, in combination with a thematic seminar on 'Entrepreneurship', 'ICT' and 'Job-Shadowing' (in cooperation with Landcommanderij Alden Biesen)	Alden Biesen
May	10	Leonardo	Monitoring Day for partnerships in 2010	Ghent
May	11	Grundtvig	Socius Information Session	Brussels
May	12	Leonardo	Information Meeting on Leonardo Mobility for schools in Limburg	Hasselt
May	18	Grundtvig	Information session	Ghent
May	19	EPOS	Move2Learn - Learn2Move	Antwerp
May	26	Comenius	Monitoring Day (with focus on reporting) for schools involved in a Comenius project, in combination with a thematic seminar on 'Entrepreneurship', 'ICT' en 'Job-Shadowing' (in cooperation with Centrum Ryckelvelde)	Bruges
June	6	Grundtvig	Information Session on Adult Education	Alden Biesen
June	9	Leonardo	New Skills Network Conference: 'Sectors and Skills'	Budapest
June	16	Erasmus	Thematic Monitoring Day on Mobility	Antwerp
June	27 - 28	Grundtvig	Thematic Monitoring Session on Self-Evaluation in Learning Partnerships	Alden Biesen
June	27	Comenius	Pre-departure training for outgoing pupils (IPM)	Leuven
June	29	Comenius	Pre-departure training for outgoing pupils (IPM)	Brussels
Aug	26	Grundtvig	Kick-off session for Assistantships	Brussels



month	date	action	description	location
Sept	7	Study Visits	Information meeting for new participants	Brussels
Sept	7	Comenius	Information session on Individual Pupil Mobility	Brussels
Sept	14	Comenius	Information meeting for Comenius Assistants	Brussels
Sept	18 - 19	Leonardo	Informal NA Meeting	Dinant
Sept	28	Leonardo	Kick-off meeting for Partnerships	Brussels
Sept	29 - 30	Comenius	On-arrival training for incoming pupils and host schools	Leuven
Sept	30	EPOS	European Day of Languages	Brussels
Oct	4	EPOS	Crossing borders', Flemish Parliament	Brussels
Oct	5	Comenius	Monitoring Day for Host Schools of Comenius Assistants	Brussels
Oct	5 - 6	Leonardo	Dutch-Flemish Leonardo Promotor Days: 'Creating support for your project'	Rotterdam
Oct	7	Grundtvig	3D-forum Workshop	Leuven
Oct	11	Comenius	Monitoring and Information Session on Comenius Regio Partnerships	Brussels
Oct	13	Leonardo	Leonardo da Vinci information Session, call for 2012	Brussels
Oct	13	Grundtvig	Information Session on Adult Education	Alden Biesen
Oct	17	Grundtvig	Kick-off Learning Partnerships	Leuven
Oct	17	Leonardo	Kick-off meeting on Mobility Projects	Brussels
Oct	19	Grundtvig	Grundtvig Information Session	Ghent
Oct	20	Comenius	Comenius Monitoring Day (with focus on project launch and implementation) for schools involved in a Comenius project, in combination with workshops and other activities for a broader audience	Alden Biesen
Oct	26	Leonardo	Kick-off meeting for Mobility Projects	Brussels
Nov	8	Comenius	Comenius Monitoring Day (with focus on project launch and implementation) for schools involved in a Comenius Project, in combination with workshops and other activities for a broader audience	Bruges
Nov	16 - 20	Comenius	Comenius Contact Seminar for pre-school and primary education	Bruges
Nov	16	Grundtvig	Year of the Volunteer, Closing Event & Awards Ceremony	Brussels
Nov	23 - 27	Comenius	Comenius Contact Seminar for Secondary Education	Alden Biesen
Nov	29	Grundtvig	Information Session for Students in Teacher Training	Vorselaar
Nov/Dec	30/11 - 4/12	Grundtvig	Storytelling Contact Seminar	Alden Biesen
Dec	5	Erasmus	Monitoring Dag on the Quality of Intensive Programmes (IP)	Brussels

