

5by5 Consolidated REPORT

Short reports, recommendations, checklists developed during the
Short Term Staff Training Events



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

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WUC STORSTRØM



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I. PROJECT SUMMARY

"Five by five" stands for five educational institutions which decided to join together in a network to discuss and develop approaches for the adult training sector in following main topics:

- (1) Migration, forced migration, recognition of prior learning, labour market transition
- (2) Digitization, preparing the world of education for the future world of work
- (3) Shifting from input oriented to outcome oriented education and training, incl. ECVET
- (4) Adopting new media didactics: the use of social media, micro-learning, game-based learning and other new media types in training and education
- (5) Adopting new learner centered didactics: the use of agile and problem based approaches in training and education

For each of the five topics, members of the partner organisations will form a knowledge community for collaborative research and exchange of best practice examples. The knowledge community will break down the topics into specific sub-topics for further discussion. These discussions and further intensive work will take place at three-day-staff training events.

Participants

The primary target group of this project were the staff of participating organizations, responsible for the planning, design and delivery of training services (e.g. pedagogic staff, project developers, administrators, managers). The secondary target group were all learners benefiting from the training services delivered by the project partners. The project reached estimated 100 persons through internal and external dissemination.

Activities

The core activity was the implementation of 5 Short Term staff Training events (STSTE) + a Knowledge community – one for each topic in three phases (preparation, implementation and follow-up). Members of the partner organizations formed a knowledge community for collaborative research and exchange of best practice examples. The knowledge community broke the topics into specific sub-topics and selected the most relevant ones for further discussion. At three-day short term staff training events (one event per topic) two persons of each partner organisation will meet in person for further intensive work. The major findings and findings will be documented in short video or text and disseminated internally and externally. Small flash transfer sessions with key staff allowed us to went on with discussions on an organizational and local level.

Result / Impact

The project had an impact on all participating organisations. Newly gained knowledge, ideas and in-depth discussions contributed to the development of the partners. To set up a knowledge community we had to spread the project ideas and had to interview a number of staff-members of all partner institutes. In terms of output we disseminated the major findings of the STTSTE with the partner institutes as (article, video oral presentations) in small and big meetings (with relevant management staff). The STSTE participants were our main multipliers and they were also able to create specific network groups (e.g. Video CV exchange, planned staff-mobilities between specific departments, etc.).

Project partners:

BFI Wien, Berufsförderungsinstitut Wien (AT), www.bfi.wien

TAKK Tampere Adult Education Foundation (FI), www.takk.fi

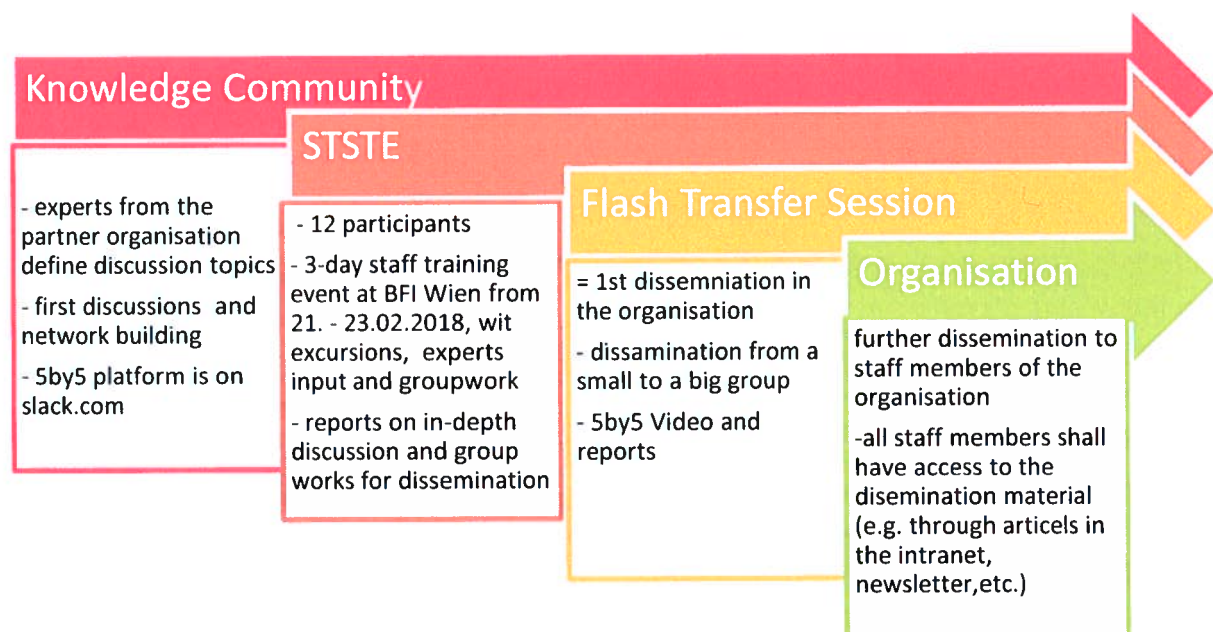
VUC Storstrøm (DK), www.vucstor.dk

ISQ Instituto de Soldadura e Qualidade (PT), www.isq.pt

OvM Oskar-von-Miller-Schule Kassel (DE), www.ovm-kassel.de

1.1. The Knowledge Community Methode

To implement the 5by5 topical cycles we decided to use the knowledge community method. This method promotes learning and innovation through a transfer from a small to a bigger group, whereas the group participants work in the same field. The target is an intensive exchange, transfer of knowledge and work on an action-oriented perspective. The STSTE target is the formulation of suggestions.



II. Topical Cycle: Migration and Recognition of Prior Learning - Background

Many European countries are faced with rising numbers of refugees and other migrants. In order to facilitate the labour market integration of migrants, and especially high numbers of recent refugees, recognition of prior learning, language training and integration has become a very important issue. This topical cycle was implemented to discuss existing tools and practices in the process of integration of migrants into the labour market and the role that educational institutions can play. In discussion the experiences of each organization, lessons learned were generated and exchanged as well as best practice examples were identified.

Participants STSTE Migration and recognition of prior learning



The Short Term Staff Training Event on Migration and Recognition of prior learning with the focus upon **2nd language training** and **competence identification** took place from 21.02 until 23.02.2018 at Berufsförderungsinstitut Wien, Alfred-Dallinger Platz 1, 1030 Wien, Austria.

2.1. Internal Input

Do be able to discuss the Short term staff training events in an effective way we decided to have some external as well as internal inputs. External inputs were defined as inputs from persons outside of our partnership. Internal inputs are the knowledge, experience of the STSTE participants. The

center of interest was upon the internal input to be able to get known various implementation processes / policies, to find similarities and differences, to get known other methods, etc. in the 5by5 partnership.

2.1.1. Internal Input

During the first day the participants shared their knowledge, projects in the partner organization, etc. with each other. See below a short summary of given presentations to the topic “language training as 2nd language” and/or “Competence evaluation / Recognition of prior learning”.

→ Project Intea – Oskar-von-Miller School

The partners from Kassel presented the project Intea.

Short summary of strategies for Intea at Oskar-von-Miller-Schule

Intea is a programme for about 73 students sent by the Ministry. 4 classes are financed by the Ministry. Participants can join the class a max. of 2 years. All students have to take various German language diplomas.

Because there are 4 classes only, but the Intea team has to train language levels from A0 – B2 (EU reference levels) at the same time. They developed new testing and teaching tools and methods. A team of trainers, and social workers work in Intea.

Basics:

- Collect as much background information as possible about the students’origins and biographies
- Basic knowledge about education in connection with trauma (esp. concerning refugees)

In class:

- drama as a method of teaching -> self-efficiency of the students, decrease of language obstacles
- support social structures within the class/group -> emphasize commonalities, give room for diversities in classroom talk, games and topics as well as methods (e.g. small groups/pair work, every student is supported to be able to work with every other student in the class - no matter what countries they come from)
- provide a diversity of methods based on the collected background information about the students of the given class
- principle of moderate monolingualism: classroom language is German; the students’ mother languages are allowed for urgent clarification
- open beginning: students are allowed to come in, ask questions, have individual talks with the teacher and among each other while drinking tea for the first twenty minutes of every school day

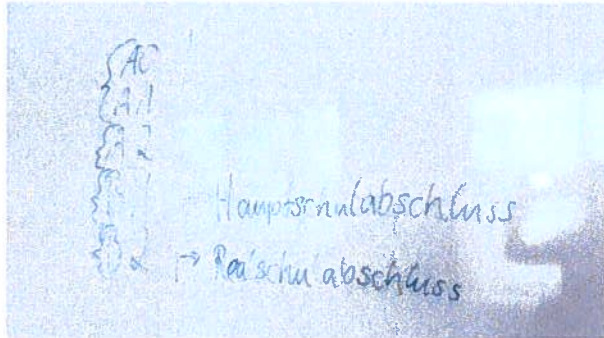
Extracurricular activities and support:

- support in many concerns of daily life by social workers
- girls’ group for female concerns
- Amboff: project to support students in finding possible apprenticeships

- support by a school psychiatrist: individual coaching and gender group projects
- class trips within our region
- class trip to Berlin

Levels:

- from A0 to B1
- currently two degree seeking classes (basic and middle school degrees, level B1 & some)



This picture shows the language training levels with respective school levels.

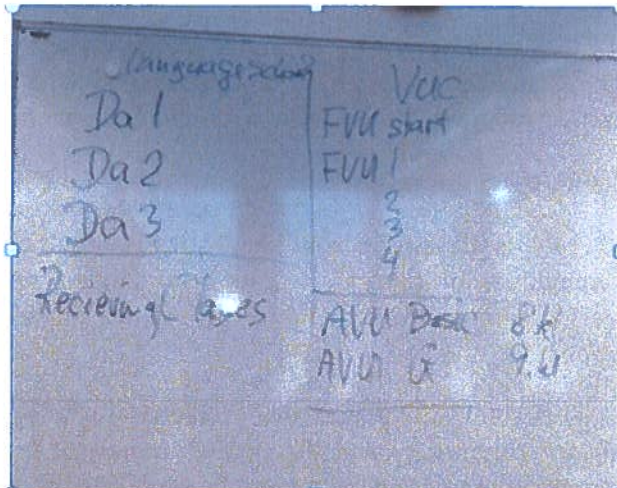
→ **Language Training at VUC Storstrøm**

VUC is a general Adult Education Center with a focus upon the low secondary level. Classes are very big 30 up to 40 persons in class. There is no special language training for migrants at the school. Migrants attend ordinary Danish training classes as foreseen in the general school curriculum.

VUC has much experience with digital education. Interactive books, e books and learning resources in training general, but also in language training. Digital media can be an asset, but actually the team experienced that talking is very important to the training.

VUC is in the start to implement and develop 2nd language training for migrants. The participants at VUC receive money from the state. They can attend various classes for max. 2 years. For a specific 2nd language training there are language schools in <http://dedanskesprogcentre.dk/en/front-page/> Denmark. There is no integration plan in Denmark.

The pictures below show the Danish language level scales and the structure of Danish classes at VUC.



→ Recognition or Prior Learning in Portugal by ISQ

Short summary of the development of the RPL system in Portugal

The RPL process was developed by the ministry and other institutions and it is a centralized system. ISQ is a counseling body in this system that means it provides support when participants are going through this process.

The launch of the RPL process in Portugal was in 2005 with the New Opportunities Initiative. Besides others a network of centers was built (schools, VET providers, companies, etc.). Important was to develop national standards, a quality assurance system, development of national information and management system. The system is based upon the NQF.

The system was further developed in 2011. Centers for Qualification and Vocational Education were implemented. They gave guidance to young people. At these centers you can take exams regarding recognition of prior learning. The RPL Process is: (1) Skills recognition (portfolio construction, skills identification, skills audit), (2) Skills validation (self-assessment 20 %, team assessment 80%).

In 2016 Centros Qualifica were implemented for adults and NEETs. The employment Public service has a strong role in it. The Flow is here: (1) Welcome (2) diagnosis, (3) guidance, (4) skills audit, (5) training, (6) training, (7) recognition and validation (jury), (8) certification.

→ Short summary on the project INTEGR8 <http://www.isq.pt/EN/project/integr8/>

Project inspire **Acronym:** INTEGR8

Project Name: INTEGR8 – Harnessing the potential of migrant women as integration experts

Grant agreement no: HOME/2015/AMIF/AG/INTE/9101

INTEGR8 is a project with the aim of training migrant women to become champions of integration in their communities. Migrant women will be supported to develop confidence and skills so that they can help to link members of their community with mainstream services in their host communities and participate more in their local communities.

INTEGR8 training will be delivered through a series of practical workshops, networking and social events, and with the support of a dedicated online platform trainees will have access to a suite of e-learning modules, information resources and an integration toolkit.

The INTEGR8 Approach

INTEGR8 is based on the belief that integration will not be achieved by doing to migrant communities, or doing for migrant communities, but rather only by doing with migrant communities. Therefore, migrant women will play a significant role in the development of all project products and actions.

A key desired outcome of this project is a change in attitude and understanding within both the migrant community and the organisations that support them. By training migrant women to be leaders of integration locally and by supporting them to establish local women's networks, we hope to make the case that, if appropriately trained and supported, migrant women are best placed to

support the integration of other migrant women. We will reflect on this approach and will make recommendations for future work in this field which will be presented in the policy paper to be written and published by the end of the project.

→ Vocational Language Training at TAKK

Participants are from many different counties. Therefore I work in long parts of the training with pictures, video and words.

What is the KIITO project? <https://kiitohanke.wordpress.com/>

KIITO (a Work and Holistic Integration Zone project) is a project funded by the European Social Fund (Theme 3: Strengthening Employment and Mobility), which is running from 01.09. 2016 – 31.08.2019. Other financiers are the city of Tampere and the town of Mänttä.

What is the **objective** of the project?

The central objective of the KIITO project is to create a new model of work oriented integration, which would promote the immigrant's faster employment and support his or her integration.

How is the **project being carried out**?

In the KIITO project, the participants' occupational competence is charted in fields that require workforce. The participants are supported in developing their task specific competence and language skills required for the job. The learning environment consists of workplaces and workshops.

The **aim of the project** is to build a step by step model that serves the needs of working life, where the immigrant's competence is evaluated and occupational development monitored step by step.

For whom is the project intended?

The main target group of the KIITO project is immigrants in stages of integration. Workplace instructors working at companies are also considered participants in the project. Furthermore, the project can test the workshop employment path with other special groups considered useful. Employers with recruitment needs are scouted for the project.

On **which fields** does the project focus?

The KIITO project is especially focused on labour intensive fields such as construction, catering, care, cleaning services, and transport and logistics.

2.1.5. Competence check and Technical language training for migrants at BFI Wien

Please see project descriptions in the section excursion 4.1. Antenne and 4.2. Competence Check.



2.1.2. External Input

→ Project Migrare

Mr. Florian Hinterberger is an Austrian expert in the field of competence evaluation of migrants. He works at Migrare (<http://www.migrare.at/cms1/index.php/angbote-kompetenzzentrum>) in the department “competence center”. At the moment he implements the project “Competence Kaleidoscope” <http://competence-kaleidoscope.eu> an Erasmus+ project with the target to develop, pilot and disseminate a new method of competence mapping which will benefit the target group and in consequence will improve their situation on the labour market.

In the interview we talked about a new competence mapping tool. Mr. Hinterberger explained the new method and gave a first insight into the pilot tests and the main challenges in the identification of competences.

→ Linguistic Landscapes – Mehrsprachigkeit from Below

An exhibition to www.vhs.at/lernraumwien/linguistic-landscape.html

VHS – Institut of Multilingualism and Lernraum Wien. **Linguistic Landscape** is a research field that makes the development of languages visible in public places. Multilingualism is one study field to see the further development of languages. The research combines sociolinguistic, sociology, geography and media studies. Multilingualism as a new approach also in the language training. Multilingualism must be seen as a resource in general and in 2nd language training. Use of multilingualism in the classroom (examples):

- Students as experts (e.g. description of various structures of their mother tongue)
- Writing: incorrect spelling – use this do a) that they get active in class. Better persons write something than nothing. B)
- Using diverse words – comparison of language (pronunciation, spelling, structure, development, etc.)
- Globalization and its effects. Which languages have I learnt at my way to Europe?

Linguistic Landscape online exhibition: <https://fusiontables.google.com/DataSource?docid=1tYM5z-vIH8PbGaKViX5gJUBD-fH6jixReLFTjJem#rows:id=1>

Guide: Mag. Thomas Fritz PhD, Expert in German as 2nd language, Institute German and German as 2nd language at the University Vienna - <https://www.univie.ac.at/germanistik/thomas-fritz/>

→ Excursions

On the 2nd training day the focus was upon excursion and in-depth discussions to the topics 2nd language training and competence identification.

Excursion 1: Antenne

Participants: Henrik, Beth, Edith Hinum Pernille, Maida. Raquel, Juri

Content: Talk to students; see the teaching (Job-Shadowing), material collection, work on portfolios for students.

Short description "Antenne":

The Antenne training combines German as a 2nd language and German as a technical language as well as mathematics (basics) and technical drawing (basics).

The technical language training is dealing with (a) technical drawing (set square, rectangular, parallel), (b) mathematics (fractions arithmetic, to add, final accounting), (c) technical language in the metal and elector field.

Facts

- Since 2004 (started as an EU-project)
- 16 participants (20-50 years old, men + women with migration background)
- 2 full-time trainers (right now: 3 part-time trainers)
- 1 social worker
- 4-16 weeks (depending on the progress of each participant)
- Start / quit: every four weeks
- Intermediate exams every two weeks
- 7 hours per day

Way of learning:

- Talking: Talking to the others, about sth., „learning by teaching“, presentation, ...
- Listening: To each other, active listening ...
- Reading: Instructions on exercise sheets, manuals in metal and electro subjects,
- Writing: Summaries, documenting what they've done,

Methods

Trainer

- Lerner-centered approach
- Supportive mindset
- Focus on individual knowledge
- Lectures for arising topics
- Conversation with each participant about the learning progress

Participant

- Self-regulated learning
- Intrinsic motivation
- Choosing the appropriate „learning material“
- „Lerning by teaching“
- Planning and documenting the learning process

- Working

Challenges in our training

- Handling a group, which changes quite often
- Teaching all topics parallel
- Keeping an overview of the individual progress of each participant
- Familiar atmosphere

Excursion 2: Competence Check

Participants: Celia, Carsten, Franziska Mühl and Ulla Sever

Content: Two former participants were interviewed. They told of their experience with the course and the integration in Austria. Job-Shadowing possibility. **Discussion points** where: Difference between man and women group in the course. Why was it implemented like this? Main barriers for migrants as language, hierarchy between migrants, etc. Various VET programs for migrants in Austria.

Short project description: Kompetenzcheck Berufliche Integration – Männer ab 25 Jahre
(Competence Check – Men 25 years +)

Duration: 02.05.2017 – 08.06.2018

Financed by: Viennese Employment Service

Partners: Best, BPI

Target Group: Persons entitled to asylum (Convention refugees) and beneficiaries of subsidiary protection Men over 25 who speak level A1 or more.

Training language: German, Arabic, Farsi/Dari

Main targets:

- Evaluation of individual competences
- Practical testing of competences and documentation
- Recognition of prior learning
- Integration into the labour market

Training Content:

The competence check is a 5 weeks training.

- Test workshop "IT competences" (IT and MS office knowledge) - (classification is ECDL compatible)
- Conduct practical testing on existing occupational competences ("competence check expertise")
- Workshop "Vocational orientation" – professional opportunities and occupations in Austria
- Information workshops on social and professional life in Austria – integration and equality
- "value training" by the ÖIF
- Recording nostrification opportunities and needs or equality of qualifications from the country of origin
- The Austrian education system, worker's rights and duties, authorities, working cultures
- Result report "Competence check vocational integration"

2.2. Development 5by5- Suggestions Guides

Two working groups worked on our suggestions guides. One group on "Competence Check" the other group on "2nd language training".

2.2.1 5by5 Suggestions Guide on Competence Check Trainings

The following notes are a result of the group discussions of the working group on Competence Check trainings or measures. It is short description of possible paths to implement such a training and a "reality check" that gives the possibility to reflect own practice.



The working group on competence identification / assessment trainings defined three phases that are important for implementing competence check trainings: (1) Start of the competence check, (2) Phase of checking/identification/assessment/evaluation of competences, knowledge and skills, (3) Support for an integration into the labour market.

The table below is divided into defined phases, possible approaches and comments. General questions for an implementation concept are listed in the beginning of the table.

Suggested Checklist for an implementation of a competence check training		
<ul style="list-style-type: none"> • What kind of professionals is needed during the process/training? (Trainers, social workers, mentors, phycologists, etc.) • Different settings for various participants in competence check training and tests, e.g. VET and higher education, persons that have an education history, persons that never or hardly went to school, etc. • Important knowledge for persons who work in a competence check training and/or openness for this knowledge: Cultural, education system, world of labour of countries of origin. • Knowing how to deal with traumatized people and where to get help in the team. • Possibility for supervision of team members. • Group size for group settings not more than 15 persons (practical test on an individual basis) • 2nd language training implemented into the competence check training. 		
Phases	Possible Approaches	Comments
Start of a competence check training		
1. Before the competence check Participants must have a clear understanding of <ul style="list-style-type: none"> • Important concepts that are going to be used during the competence checking process. Terms that are part 	<ul style="list-style-type: none"> • Glossary of terms • Group settings are possible (training in class) • On-line support and training might be possible for some parts and some participants (a guidance – direct contact 	<ul style="list-style-type: none"> • The beginning phase of a competence check shall be guided (in form of training, individual guidance, counselling, etc.) because it imparts basis knowledge on the

	<p>of the European working language / culture, like time management, teamwork, competences, communication skills, etc.</p> <ul style="list-style-type: none"> • world of labour – terms, needs, requirements, values of the specific new home countries and Europe • the education systems of their new home countries • digital competences 	<p>must be available)</p>	<p>country specific concepts, European terms, etc. It one pillar for further professional integration as well as possible further training.</p> <ul style="list-style-type: none"> • Duration – some weeks (depending on participants) • Trainers, counselors shall have an understanding of cultural differences (e.g. what means labour, education concept, etc.) from migrant countries
Checking of competences, knowledge and skills			
<p>2.</p>	<p>Beginning of the competence check</p> <ul style="list-style-type: none"> • Certificate check, as a proof of the qualifications and competences that the candidate has; (if available) • Do a self-assessment test, as a way for the candidate to learn about her-/himself by gathering data that includes information about work-related values, interests, personality type, and attitudes as well as competences, skills and knowledge. The aim is to find occupations that are suitable based on the results. • Do a diagnosis on strength and abilities, to find out in which direction the participant can be oriented. This can be compiled with the information provided by the certificates and the self-assessment test. Make visible non-formal and informal training / education. • Supported by an multidisciplinary team 	<ul style="list-style-type: none"> • Guidance & Mentoring throughout the process • Learning outcome approach – NQF (National Qualifications Framework) • Multidisciplinary team (trainers, tutors, psychologists, etc.) 	<ul style="list-style-type: none"> • Have a multidisciplinary team (trainers, tutors, psychologists, etc.) that is responsible for the competence assessment in each different phase, will have a positive effect on the training. • Duration – some weeks (this part is an intensive personal work) • Using the learning outcome approach and NQF could be good for comparisons • Formal and non-formal education must be introduced to the training. How to make visible this education is a major aspect of the training. Be aware that migrants very often bring no certificates.
<p>3.</p>	<p>During the competence check – practical phase</p> <ul style="list-style-type: none"> • Completion of a practical test to evaluate the candidate's competences, 	<ul style="list-style-type: none"> • On an individual basis • Group work (e.g. role plays in the training) • Self-made videos to show competences, skills and 	<ul style="list-style-type: none"> • On an individual basis • The competence check needs a practical phase. Only by showing competences everybody can get aware of them

	<p>skills and knowledge.</p> <ul style="list-style-type: none"> • Have a good partner network to support the assessment of the practical test. For example, when assessing the competences of a baker it is important to have a close collaboration with a VET school or a bakery. 	<p>knowledge</p> <ul style="list-style-type: none"> • Native language approach - make the practical test in the native language, at least for some topics (if necessary) 	<p>(both sides the participant as well as possible employers, trainers)</p> <ul style="list-style-type: none"> • Important for testing to be able to have the same levels – Learning Outcome Approach – level description (EQF, NQF) – Competence matrixes for partner network • Have a standard languages reference;
Support after the competence check			
4.	<p>After the competence check</p> <ul style="list-style-type: none"> • Definition of a career path • Guidance for the integration into the labour market 	<ul style="list-style-type: none"> • Guidance on an individual basis 	<ul style="list-style-type: none"> • Elaboration of supporting documents for an integration into the labour market (CV, application letter, etc.) • Support help for the formal recognition process

2.2.2. 5by5 Suggestion Guide on Second Language Training

The following notes are a result of the group discussions of the working group on Second Language Training for Migrants. It is a short description of possible paths to implement such a training and a “reality check” that gives the possibility reflect own practice.



Within the framework of teaching young migrants, second language teaching is a crucial issue in the overall effort of their integration into the society. It is obvious that there are a number of players involved – in addition to language teachers other players include social workers, governmental institutions, etc.

It takes a combined effort to tackle all the problems that come with that task and we think it is important to have the players working together during the whole process: sharing their expertise.

The working group on second language training believes that an ideal approach is based on the points described in the table below.

Suggested Checklist for the implementation of a Second Language Training for Migrants			
TEACHING ENVIRONMENT			
		Comments	Reality Check in your training?
1	Teaching must be provided in small groups with a learner centered learning environment.	A maximum of 12 persons.	
2	The courses should last at least six months per level (A1 – B2) and take place in a permanent place.		
3	There should be a high continuity of teachers and staff. A minimum of 10 hours per week.	Students get the possibility to build personal relationships.	
4	Teachers and staff need paid time for preparation and team meetings .	Because of very diverse groups and migration experiences a multidisciplinary exchange between the staff members can have a very positive effect on the training.	
5	A common language level framework should be used in all countries - Common European Framework of Reference for Languages.		
6	The environment must provide the maximum flexibility in teaching .		
7	Multidisciplinary team (social worker, teacher/trainer, psychologist, tutor, learning coach etc.)		
8	Supervision for staff members (trainers, social workers, councilors) must be provided.		
KNOWLEDGE / COMPETENCES			
		Comments	Reality Check in your training?
1	The teachers must have a knowledge about cultures and their differences.		

2	Teachers and other staff shall be aware of trauma and how to act to this.		
3	Political education should be part of the language training.	The students should have a knowledge about democratic approach.	
4	Learning approach: Make the student to an expert (e.g. explain structure of their mother tongue, show their profession, etc.)	Students should be encouraged to show their knowledge.	
SOCIAL INTEGRATION			
		Comments	Reality Check in your training?
1	Social events and group interactivities provides learning e.g. weekly meal.		
2	Social worker gives the student the opportunity to be helped with private issues.		
DIDACTICS AND METHODOLOGY			
		Comments	Reality Check in your training?
1	Flexible arriving time to start the day (15 minutes).	Student have to on time- but they get time to get themselves settled, organize their day, solve problems and "arrive".	
2	Using games or gamification.		
3	Physical and practical exercises.		
4	Help them learn how to learn , teachers should become learning coaches and put the student's learning needs in the focus.		
5	Include dialect and sociolect as a part of the target language to teach language variety.		
6	Focus on oral practice via small talks and exercises to create speaking opportunities.		
7	Self-directed learning		
8	Put students learning needs at the center		
9	Purpose orientated language level (technical language, etc.)		
10	Learning coach system		

3. Link List from the 5by5 network on slack.com

Links - Second language training for migrants

- Common European Framework of References for Languages: <https://www.coe.int/en/web/common-european-framework-reference-languages/>
- Good Resources for GERMAN as 2nd LANGUAGE and Basic Education, The general description is also in EN available <https://www.netzwerk-mika.at/en/who-mika>
- European learning network for professionals supporting work-related 2nd language training: <http://languageforwork.ecml.at/>
- Language Training for Adult Refugees with VOLUNTEERS as TRAINERS a programme by the Council of Europe: <https://www.coe.int/de/web/language-support-for-adult-refugees/list-of-all-tools>
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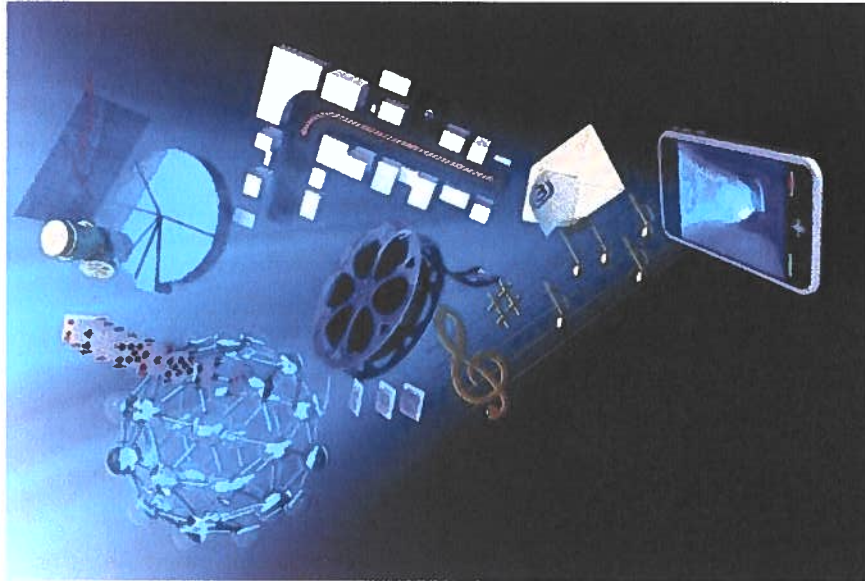
Links - Migration general

- Global migration date, Wittgenstein Centre: <http://www.global-migration.info/>
- King project: Research on Integration of Migrants in Europe: <http://king.ismu.org/the-project/objective/index.html>
- Integra8 project: Integration of female migrants: <http://integrateproject.eu/en/>
- Council of Europe: Intercultural Cities: <https://www.coe.int/en/web/interculturalcities/videos-about-intercultural-cities>

Links Competence Check

- Bertelsmann-Stiftung: Counseling – check of professional experiences <http://www.bertelsmann-stiftung.de/en/media-center/media/mid/competence-cards-for-potential-analysis-in-immigration-counseling-flexible-application-options-for/>
- Competence cards (Bertelsmann-Stiftung): <http://www.bertelsmann-stiftung.de/de/unsere-projekte/aufstieg-durch-kompetenzen/projektnachrichten/kompetenzkarten/>
- European Commission: Video to ESCO, Competences, Skills and Knowledge: <http://ec.europa.eu/avservices/video/player.cfm?ref=1144718&sitelang=EN&lg=EN/EN&devurl=http://ec.europa.eu/avservices/video/player/config.cfm>
- CEDEFOP: How to formulate LEARNING OUTCOMES, Skills and Competences: <https://fivebyfive-workspace.slack.com/messages/C8H2ZQFNJ/team/U7HAJTPHS/>
- Love VET project: Competence descriptions, Matrixes: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/bee7d7cc-ffde-4c98-9855-764a25b84161>
- ILO: Recognition of Prior Learning from the voices of experts around the world: <https://www.youtube.com/watch?v=HzinLH74bGw>

III. Topical Cycle “Digitisation”



Five by Five report: Digitisation

Henna-Riikka Ahvenjärvi & Tuuli Oksanen

| Topical Cycle Digitisation | 29.6.2018

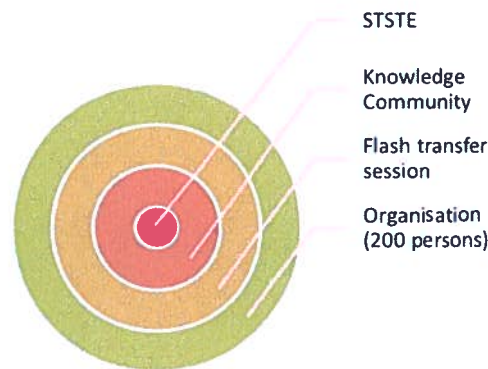
(Dissemination link to this report: <http://bit.ly/5by5digitisation>)

Background information

Digitisation is starting to have a major impact on the world of work as we know it. However, we are only seeing the beginning of a radical transformation of entire industries, job roles and labour markets. In this topical cycle, participants will discuss how to prepare the world of education for the future, increasingly digitised, world of work. Questions of discussion will include:

- How will digitisation affect the labour market? What will be the skills needed in future?
- What best practice examples exist in anticipating or addressing the impact of digitisation in the education services provided by the project partners?

Topical Cycle Units

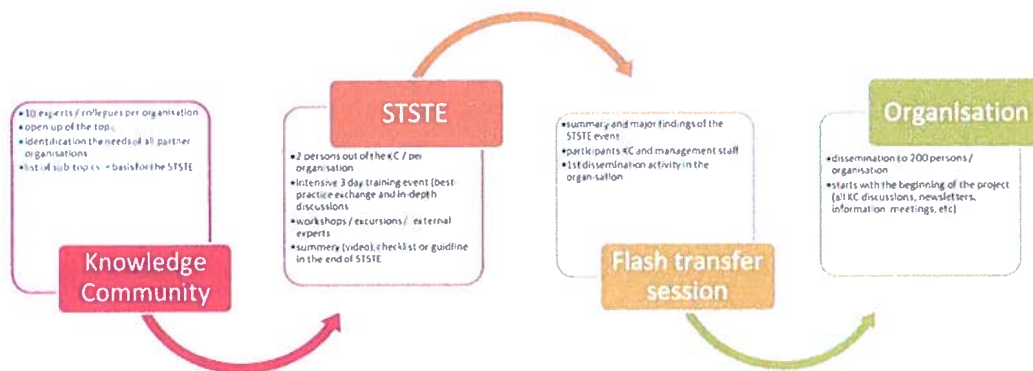


Knowledge community working was started in Slack before the training event. All participating organizations had also a task to prepare a presentation about their organizations' digital environment, tools and methods.

5by5 short term staff training event was arranged in Tampere 2.-4.5.2018. There were altogether 10 participants in this event (Henna-Riikka, Tuuli, Juri and Jyrki from TAKK¹, Pernille, Berit and Rene from VUC², Robert and Simon from BFI³ and André from from ISQ⁴). Agenda for the meeting consisted of presentations, discussions, workshops and visits:

Agenda of the training⁵

5by5 – Implementation Process



¹<http://takk.fi/>

²<https://www.vucstor.dk/>

³<https://www.bfi.wien/>

⁴<http://www.isq.pt/>

⁵<https://sway.com/8hKbAxCastD9mYu6?ref=Link>

Presentations of TAKK, BFI, VUC and ISQ: Digitisation, digital environments and tools⁶

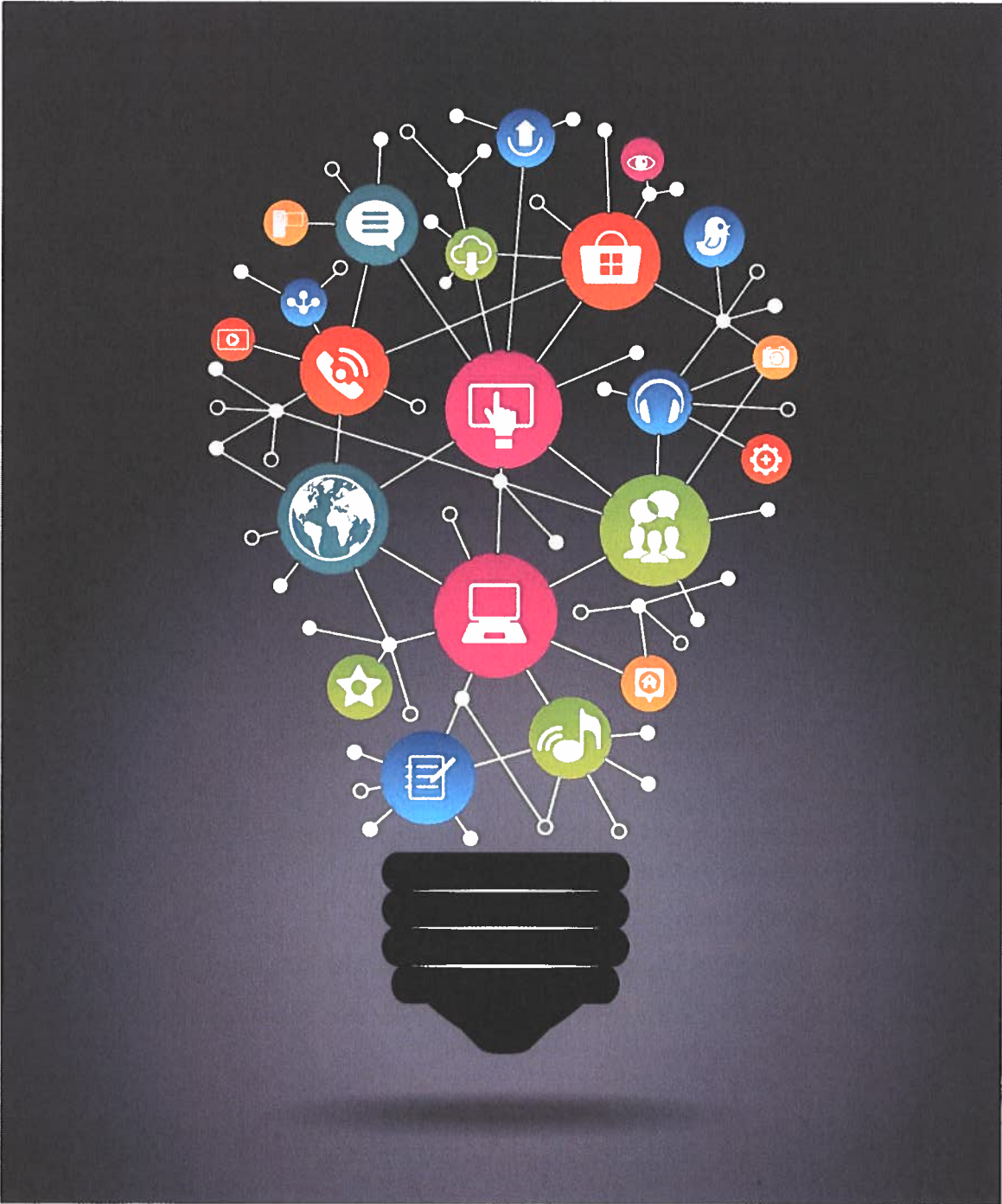


⁶https://takk-my.sharepoint.com/:b:/g/person/henna-riikka_ahvenjarvi_takk_fi/EVZOacyArRpEvGT6epsiIjYB-LhfISH6IkZC6kPRyndneQ?e=5qVive

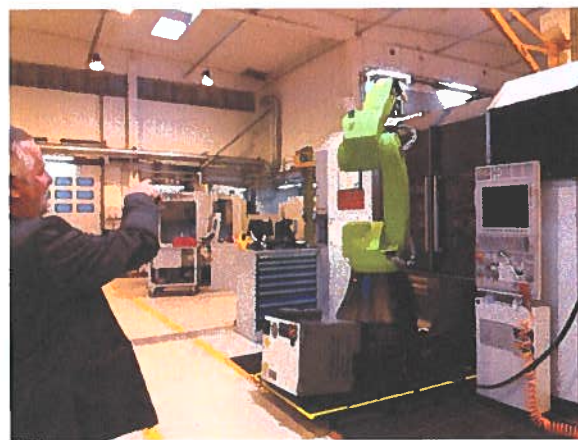


Presentations, discussions and visits were good base for workshops about digital tools. We also had a possibility to visit Portal VR and try different kind of virtual reality games and environments.

Digitalization - preparing for the needs of the future



What are the possibilities of digitalization for teachers and students?



Digitalization

- makes communication more efficient for example with faster response times. It is also easier to collect, receive and analyze feedback.
- enables better interaction regardless of time and location.
- brings forth endless new possibilities of ways to enhance and diversify ways of teaching.
- enables non-traditional pedagogical approaches and methods, for example gamification is an effective way to motivate and make learning fun.
- supports agile development and different kind of practical experiments, for example Virtual Reality, Augmented Reality and Mixed Reality or Extended reality are interesting development trends worth following up on.
- entails openness towards changes in society, worklife and learning.
- requires up-to-date equipment (hardware and software, cloudservices etc.).
- challenges equality, because not every student or teacher has the same equipment: Bring Your Own Device is a possibility, but also a challenge.
- requires adequate digital skills.
- allows more personalized learning paths (individualization).



What should the leaders of educational organization do to meet the demands of the future?
Organization

- should co-operate actively with worklife in order to detect and predict future trends, and based on this knowledge develop organizations' strategy accordingly.
- should provide up-to-date learning environments and tools.
- provide adequate training for teachers in order for them to utilize digitalization as well as possible in their work.
- support and encourage teachers to experiment new digital possibilities in their own work.

Experiences and thoughts of digitisation training

Conclusions of the short term staff training event are reported in participant videos.

All participants will continue working with the digitisation theme in their own organization through flash transfer sessions and other dissemination activities.

TAKK



<https://youtu.be/kdev0zCi2Aw>

1 - Tuuli from TAKK Tampere (in English)



<https://youtu.be/iqjn4hUUAH4>

2 - Juri from TAKK Tampere (in Finnish)

VUC



https://youtu.be/UOvG_VaiuxA

3 - Berit from VUC Storstrom (in English)



<https://youtu.be/U5inDNSHEZI>

4 - Rene from VUC Storstrom (in English)

BFI



<https://youtu.be/GziXXii2WIU>

5 - Robert from BFI (in English)



<https://youtu.be/IOkAY1PdQ1s>

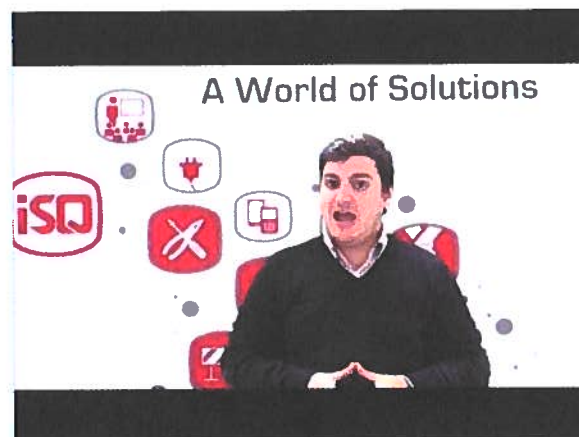
6 - Simon from BFI (in English)



<https://youtu.be/9phYuKhDJ>

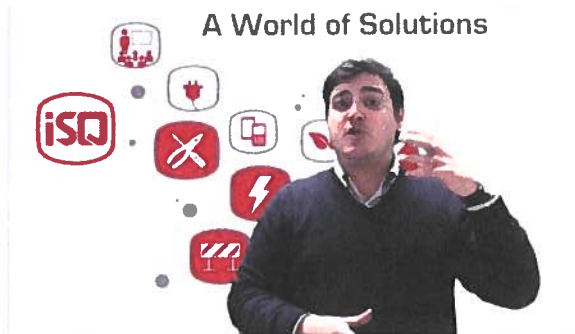
7 - Simon from BFI (in German)

ISQ



<https://youtu.be/vyW3ZGtGSK8>

8 - André from ISQ (in English)



<https://youtu.be/l3s5r5uoKuk>

9 - André from ISQ (in Portuguese)

More information - link list from Slack



- Education in Finland⁷
- Lifelong Outcome Oriented Vocational Education and Training through new teaching and learning culture⁸
- The Implications of Gartner's Top 10 Tech Trends of 2018 for Education⁹
- 8 learning trends in 2018¹⁰
- The Tech Advocate's 2018 List of 116 of the best Teaching and Learning Apps¹¹

⁷<https://padlet.com/takkhahvenjarvi/education>

⁸<http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-DE02-KA202-001431>

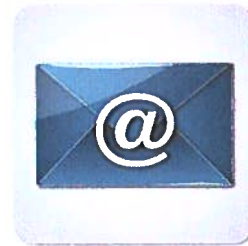
⁹<http://www.gettingsmart.com/2018/02/implications-gartners-tech-trends-education/>

¹⁰<http://www.daretolearn.fi/blog/8-learning-trends-in-2018>

¹¹<https://www.thetechadvocate.org/tech-advocates-2017-list-116-best-teaching-learning-apps/>

- Get smart: The best educational apps for iPhone and Android¹²
- Digitization, digitalization and digital transformation: the differences¹³
- Top 200 Tools for Learning 2017¹⁴
- Digital Roadmap of Education in Austria¹⁵
- Austrian Education System¹⁶
- DigCompEdu Digital Competence Framework for Educators¹⁷

Contact information



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phone: +358 44 7906 396

¹²<https://www.digitaltrends.com/mobile/best-educational-apps/>

¹³<https://www.i-scoop.eu/digitization-digitalization-digital-transformation-disruption/>

¹⁴<https://www.toptools4learning.com/>

¹⁵<https://www.digitalroadmap.gv.at/en/fields-of-action-and-measures/education/>

¹⁶<https://bildung.bmbwf.gv.at/enfr/school/schools.html>

¹⁷<https://ec.europa.eu/jrc/en/digcompedu>

¹⁸<mailto:firstname.lastname@takk.fi>

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IV. Topical Cycle “From Input Orientation to Learning Outcome Orientation”

Adapting to learning outcome oriented training and education is a major paradigm shift for many educational systems and organisations. National qualification frameworks have been, and are being, rolled out in many European countries with the objective to make education more transparent, efficient and portable. Participants in this topical cycle will explore the impact that the learning outcome oriented approach has brought to their respective projects and tasks. Best practice examples will be identified and discussed for using learning outcomes in various contexts, such as in curriculum design, e-learning, continuous assessment of learning achievement, mobility/ECVET, formal and informal learning settings, etc.

The Recommendation of the European Parliament and the Council on the establishment of the EQF (23 April 2008) explicitly stated out that the Member States shall use “(...) an approach based on learning outcomes to define and describe qualifications” and to promote the validation of informal and non-formal learning. The new recommendation from the European Parliament and the Council on EQF for lifelong learning (17 May 2017), reinforces that objective encouraging “the use of EQF by social partners, public employment services, education providers, quality assurance bodies and public authorities to support the comparison of qualifications and transparency of the learning outcomes.”.

4.1. Short Term Staff Training Event Preparation

The preparation is important to help us to identify the needs of your institution!

Assignment ☑ In order to discuss these themes and to have an overview of the current state of the art about these subjects, all partners must prepare a presentation (15 minutes) with the objective to give a national and local perspective about the general theme “from input orientation to a learning outcomes approach”.

The presentation must:

1. Include the results of a brief comparative study between the European Qualification Framework and the National Qualification Framework.

This brief study shall cover, at least, the following aspects:

- ☑ The current state of the art of NQF implementation.
- ☑ The correspondence between NQF and EQF levels.
- ☑ The current state of the art of ECVET implementation.

To prepare this study, partners must read the documents indicated in the section “References” of this document.

Reflect the answers to the following questions:

- a) What is the current situation regarding the implementation of learning outcomes in your country?
- b) How does your institution define the concept of learning outcomes? What are learning outcomes for you?
- c) To what extent have you introduced learning outcomes (or description of competences, competence, knowledge, skills etc.) in the study programmes of your institution?
- d) How were the learning outcomes formulated? Which groups (teachers, students' other stakeholders) were involved in the process of creating the learning outcomes in your institution?
- e) Did you use the national qualifications framework or the European qualifications framework in the process of formulating learning outcomes?
- f) Where did the initiative to describe learning outcomes come from?
- g) How do you use the descriptions of learning outcomes in your institution?
- h) How useful the descriptions of learning outcomes are for your institution?
- i) Do you have a plan of following up or improving the descriptions of learning outcomes? If yes, please describe it.

Note that the presentation can reflect other aspects apart from those mentioned above. The main idea is for each partner to present an overview of this matter from the point of view of own institution.

Participants at the meeting



4.2. Readings and other resources

Readings about EQF – NQF - ECVET for the STSTE

→ 2018 National qualifications framework developments in Europe 2017

This publication on the latest national qualifications framework (NQF) developments aims to share how 43 NQFs in 39 countries participating in the European qualifications framework (EQF) implementation are structured, and how national qualifications have been allocated to NQF levels and linked to the EQF.

→ 2018 National qualifications framework developments in European countries (analysis and overview 2015-26)

Most of the 36 countries involved in implementing the European qualifications framework (EQF) have defined, and largely adopted, level descriptors of learning outcomes, i.e. what an individual possessing a qualification at a particular level is expected to know and be able to do. The report shows that while the EQF has influenced national level descriptors, countries have also adjusted the learning outcomes approach to their own needs and priorities: these descriptors have mostly been the fruit of extensive discussions between government, social partners, and education and training providers.

→ 2018 Overview of national qualifications framework developments in Europe 2017

Cedefop's concise guide to national qualifications framework developments in 39 European countries (28 EU Member States as well as Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Kosovo, Montenegro, Norway, Serbia, Switzerland and Turkey) in 2017.

→ 2018 Qualifications frameworks in Europe 2017 developments

Cedefop's brief note on qualification's framework in European countries.

→ 2017 European Council Recommendation EQF Lifelong learning

→ 2017 European inventory on NQF

Austria – European inventory on NQF 2016

Portugal - European inventory on NQF 2016

Finland - European inventory on NQF 2016

Denmark - European inventory on NQF 2016

German - European inventory on NQF 2016

→ 2016 ECVET in Europe - Monitoring report 2015

Cedefop has been conducting monitoring of ECVET implementation since 2010; this report covers developments from mid-2013 till 2015. It is based on national responses provided by the ECVET users' group from 28 EU Member States and four EFTA countries. The report examines whether existing credit systems provide conditions for individuals to have their learning accumulated or transferred towards a qualification. It examines key aspects: whether qualifications are based on learning outcomes and organised in units; whether individual units are assessed and validated for further transfer and accumulation; whether units are assigned credit points; and whether VET providers use memoranda of understanding and learning agreements to understand better the learning outcomes they provide. The report also focuses on the ways ECVET is promoted among

stakeholders and beneficiaries and on examples of support materials that can be useful to ECVET promoters throughout Europe.

→ 2014 Monitoring ECVET implementation strategies in Europe in 2013

Fourth annual report on ECVET implementation in 38 European countries/regions.

As a reference, you can also check, in the provided link, the eight EQF levels:

<https://ec.europa.eu/ploteus/en/content/descriptors-page>

Reading about “Learning Outcomes” for the STSTE

→ 2017 Defining writing and applying learning outcomes

Handbook addressed to individuals and institutions actively involved in defining and writing learning outcomes in education and training. Its ambition is to act as a reference point for cooperation in this area.

→ 2016 Application of learning outcomes approaches across Europe

This Cedefop reference publication maps and analyses the shift to learning outcomes in education and training policies and practices across Europe.

→ 2015 Methodological Guide – Design of qualifications based on learning outcomes

Instrument to support the design of qualification based on learning outcomes to be integrated in the Portuguese National Catalogue of Qualifications.

Other resources

→ European Centre for the Development of Vocational Training (2014): Monitoring ECVET implementation strategies in Europe in 2013

→ Agencia Nacional para a qualificacao e o Ensino Profissional, I.P. (2015): Methodological Guidebook – Design of qualifications based on learning outcomes.

→ European Centre for the Development of Vocational Training (2016): ECVET in Europe – Monitoring Report 2015

→ European Centre for the Development of Vocational Training (2017): Defining, writing and applying learning outcomes

→ Official Journal of the European Union (2017): Council Recommendation of 22 May 2017 On the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the EQF for lifelong learning (2017/C189/03).

European Centre for the Development of Vocational Training (2018): National qualification framework. Developments in European 2017

→ European Centre for the Development of Vocational Training (2018): Overview of national qualifications framework. Development in Europe 2017.

→ European Centre for the Development of Vocational Training (2018): Briefing Note. Qualifications frameworks in Europe. 2017 developments.

→ European Centre for the Development of Vocational Training (2017): Austria – European inventory on NQF 2016.

→ European Centre for the Development of Vocational Training (2017): Denmark – European inventory on NQF 2016.

→ European Centre for the Development of Vocational Training (2017): Finland – European inventory on NQF 2016.

- European Centre for the Development of Vocational Training (2017): Germany – European inventory on NQF 2016.
- European Centre for the Development of Vocational Training (2017): Portugal – European inventory on NQF 2016.

4.3. Visit at the Laboratories

During the STSTE the participants visited the laboratories and had the chance to talk to trainers and experts. Quality assurance and definition of learning outcomes were the main topics.



4.4. Video Statements on best practice by participants from the STSTE held in Lisbon October 2018

In this section you can see the video statements taken during the STSTE.

Youtube video with English subtitles

<https://www.youtube.com/watch?v=OR72MxW53-Q>

V. Topical Cycle “New Media Didactics”

New media such as social media, computer games, micro learning apps, collaborative online tools, among others, provide opportunities for the adoption of new didactic approaches in VET and adult education. Mainly younger learners increasingly expect that new types of media are applied in various learning contexts, either out of familiarity with these media or out of an expectation that these media may facilitate the learning process. On part of the educational institutions there is often more reservation regarding new media didactics, which may be linked to lack of experience and/or capacity lack of evidence for the effectiveness and cost factors.

Participants in this topical cycle researched the latest developments related to mainstream and educational media and discuss successful applications. This topic has also a clear linkage to prepared topics and benefited from the discussion that took place in the other topical working groups.

5.1. Invitation to the Short Term Staff Training Event



Interested in NEW MEDIA DIDACTICS ?

Become part of the 5by5 - KNOWLEDGE COMMUNITY

Do you like to use digital tools in your classes and do you like to have didactical discussion together with colleagues?

In our Erasmus+ project [5by5](#) we open a new **Knowledge Community** on the topic “New media didactics” to discuss **gamification, gamified learning, online collaboration, video production and videoconferencing for guest teaching**. all with a learning perspective and with focus on the didactic.

What can you win?

- An exciting professional exchange with colleagues from Denmark, Finland, Germany and Finland.
- New approaches and methods for your work.
- New theoretical input.

How you can take part?

You are invited to take part on the **Kahoot challenge** or get in **contact** with **Ulla Sever**, u.sever@bfi.wien

The Kahoot challenge: <https://kahoot.it/challenge/0512110> (Challenge pin 0512110)

To play the quiz you have to download Kahoot for IOS or Android on mobile phone or on your PC (you don't need an Kahoot account). The quiz is separated into 3 parts, so remember to click next.

Have fun 😊



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5.2. Best Practice Examples

→ Active Floor

- Many groups can work at the same time
- Engaging
- Educative
- Awesome
- Fitness
- Vocabulary training
- Movements and activate students physical
- Use for evaluation
- Higher wellbeing
- Training language skills, communications
- Training creativity
- Good for learning common units, digital skills
- One game could include many of the units at the same time
- Practicing basic skills
- Working with group dynamics
- Usable for all ages and all subjects
- Formative assessment
- Sport activity during breaks

→ **Guest Teacher**

- To encourage discussions about clear topics
- To get insights from experts on a topic
- Distance education
- To bring in more points of views
- Guest teacher are a window out of the school
- Work life examples from company representatives
- Networking for students
- Show differences pedagogics
- Sharing of experiences
- Enables wider networking
- Can bring authenticity to the conversation / teaching
- Motivation for students

→ **Gamification**

- Collaboration
- Critical analytical thinking
- Social skills training
- Teambuilding
- Motivation
- New ideas new perspectives
- Teaching with game creation
- Problem solving
- Getting to know how to develop a product in a team
- Simultaneous studying of several subjects at the same time
- Group work
- To remember content
- Mistakes are allowed
- Makes learning fun
- Use it to gain awareness of all students

→ **Video**

- Save time
- Possible to work with content more than once
- Making the students procures help with the cognitive understanding o a theme or problem
- Assessments
- Summaries of learning
- Making the learning process more visible
- A plus for visual type of learners
- More flexibility regarding the distance learning for the trainer and the trainee
- Making videos in groups = learning about collaboration and communication skills
- Go into details
- Students can stop, replay or revisit the lesson
- Students can choose own perfect location

- Video feedback gives the teachers opportunity to use the time with students
- Students work in own tempi
- Works well with flipped learning
- Good for project learning

→ **Virtual reality**

- To achieve the impossible
- Allow to emerge into different environments
- Allow to go to different contexts and scenarios
- Create a safe environment to test and fail if necessary
- Engaging
- Simulations for dangerous work/tasks
- Working with expensive equipment
- Generate more opportunities

5.3. Video Statements

In this section you can find video statements taken at the STSTE

The final video is this one:

<https://vucstorstroem.sharepoint.com/sites/5by52/Delte%20dokumenter/4%20stste/Video%20dissertation/5by5.mp4>

VI. Topical Cycle “New Learner-Centred Didactics (Problem-Based And Agile Didactics)”

The agil mindset has changed how teams achieve milestones and objectives – what started in software development is now being applied in a wide range of industries and has been successfully applied in education as well. Problem-based didactic are a similar approach which uses teams and self-organized learning with interesting results. Such new didactic approaches may provide successful alternatives to the conventional ways of teaching in VET and adult education.

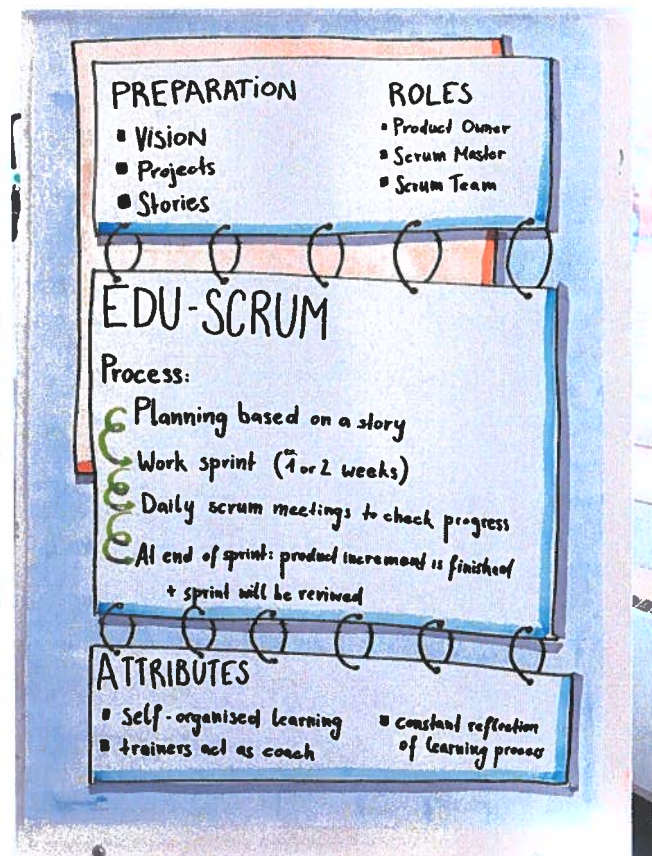
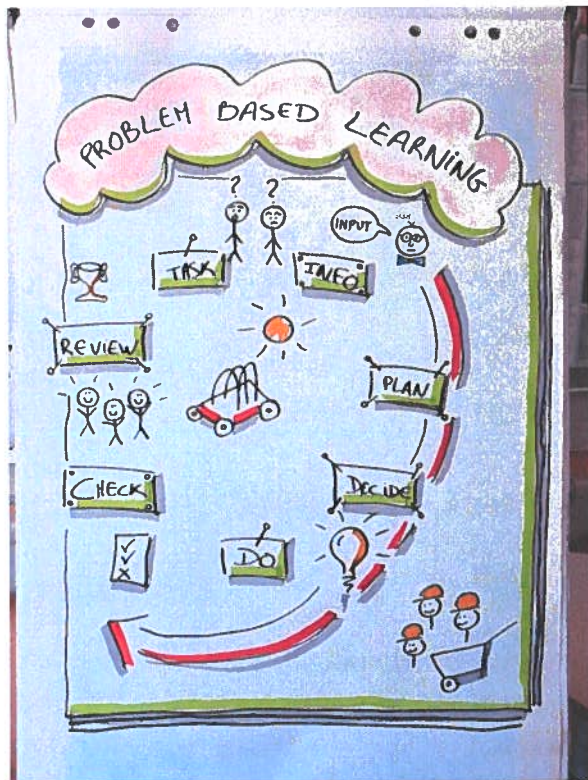
Participants in this topical cycle explored some theory being these approaches and exchanged own experiences in applying agile and problem based didactic principles. Best practice example were identified and discussed.

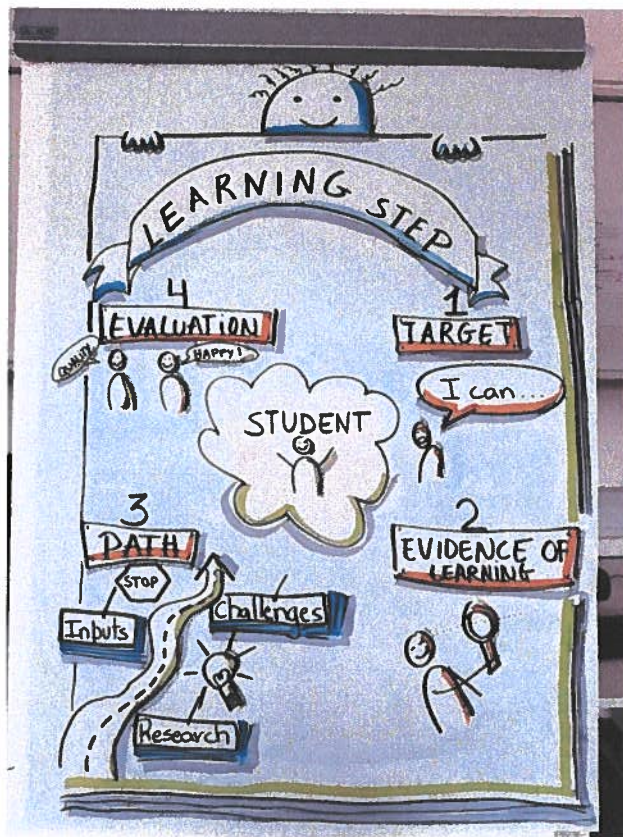
6.1. Topics and Learning Fields at the STSTE

In this section you can find the description of various learning games that were implemented in the Short Term Staff Training Event to strengthen the know-how of participants in the field of didactics with an learner-centered, problem-based and agile approach.

Examples:

- Airplane Game
- Learning Step Planner
- Creating a Blog
- EduScrum process





6.2. Games and Best practice

- Airplane Game: http://synchronit.com/downloads/CSM/CSM_Jeff_Sutherland_2012.pdf
- Learning Step Planner
- Creating a Blog
- EduScrum process

Airplane Game

Agil and Scrum inspect and adapt cycles as shown by the example of paper plane production

Source: http://synchronit.com/downloads/CSM/CSM_Jeff_Sutherland_2012.pdf

Time requirement: approx. 60-90 mins

Material:

- Rules on flipchart or presentation
- Pile of paper
- Timer

Rules:

Target: To see how well your team can do building paper planes

- Each paper plane must be folded out of ¼ of a piece of A4 paper.
- Each member of the team is only allowed to do one fold and then it must be passed on to the next team member to continue folding.
- Each paper plane must have an obtuse tip for safety reasons (because you may hit someone in the eye).

Test: each plane must be tested and fly for at least 3 meters

- Paper planes can only be tested once. Those that fail must be disqualified.
- Only those tested successfully can be considered in the final results.
- At the end of each scrum sprint/heat all planes that are only partially folded will be discarded

Teams are responsible for organizing themselves and distributing tasks and roles amongst each other. (Product Owner = Tester does not take part in the folding).

Time-boxes:

Planning-phase: 1 min.

Building phase: 3 mins.

Retrospective: 2 mins. + collect results

Preparation phase (10 mins.):

Group name/ notes on the flipchart

Role distribution

Explanation of the rules

Process:

Distribute members into groups (4-6 people per group is sensible). A short explanation of rules. Groups distribute the roles and agree to a team name (names are then written directly onto the flipchart for evaluation).

Quick start and then fixed time boxes for planning construction and retrospective (3-5 scrum sprints).

After each scrum sprint the number of paper planes per team that have been folded are notes in the table of the flipchart.

Important: no contest, but only an internal team comparison- did you improve?

After the last evaluation the final result will be looked at. In most cases the inspect and adapt approach will work and the teams will improve after each scrum sprint.

Airplane Game

Agil und Scrum-Inspect-und-Adapt-Zyklen anhand von Papierfliegerproduktion erklärt

Quelle: http://synchronit.com/downloads/CSM/CSM_Jeff_Sutherland_2012.pdf Seiten 19-23

Zeitaufwand: ca. 60-90 Minuten

Material:

- Regeln auf FlipChart oder Präsentation
- Stapel Papier
- Timer

Regeln:

Ziel: Wie gut kann Dein Team werden, die Papierflieger zu erstellen

- Jeder Papierflieger muss aus einem ¼ DIN A4-Blatt gefaltet sein.
- Jedes Teammitglied darf jeweils nur einen Falz machen und muss dann den Papierflieger an das nächste Teammitglied weiterreichen zum Weiterfalten.
- Papierflieger müssen eine stumpfe Spitze haben (falls man mal ein Auge trifft).

Zählung: Jedes Flugzeug muss getestet werden und 3 Meter weit fliegen

- Papierflieger dürfen nur EINMAL getestet werden. Falls es durchfällt, wird es verworfen.
- Nur erfolgreich getestete Papierflieger zählen zum Ergebnis.
- Am Ende jedes Sprints werden teilweise gefaltete Papierflieger entsorgt.

Teams sind verantwortlich dafür, sich selbst zu organisieren, und untereinander die Aufgaben und Rollen zu verteilen. (Product Owner – Tester, faltet nicht mit)

Time-Boxes:

- Plan-Phase: 1 Min.
- Bau-Phase: 3 Min.
- Retrospektive: 2 Min. + Ergebnis sammeln

Vorbereitungsphase (10 Min.):

- Gruppenname / notieren auf FlipChart
- Rollenverteilung
- Regeln erklären

Ablauf:

Teilnehmer in Gruppen aufteilen. Sinnvoll 4-6 Personen pro Gruppe. Kurze Erklärung der Regeln. Gruppen verteilen Rollen und einigen sich auf Gruppenname (die gleich auf FlipChart für Auswertung erfassen).

Recht zügiger Start und dann feste Time-Boxen für Plan/Bau/Retro – 3-5 Durchläufe.

Nach jedem Durchlauf wird auf FlipChart in einer Tabelle notiert, wie viele Papierflieger pro Team gefaltet wurden.

Wichtig: kein Wettbewerb, sondern nur interner Teamvergleich – haben sie sich verbessert?

Nach letzter Auswertung - Gesamtergebnis ansehen. Meist funktioniert der Inspect&Adapt-Ansatz und die Teams verbessern sich über die Durchläufe.

V. TOPICAL CYCLE “NEW LEARNER-CENTERED DIDACTICS (PROBLEM-BASED AND AGILE DIDACTICS)”

The agile mindset has changed how teams achieve milestones and objectives – what started in software development is now being applied in a wide range of industries and has been successfully applied in education as well. Problem-based didactic are a similar approach which uses teams and self-organised learning with interesting results. Such new didactic approaches may provide successful alternatives to the conventional ways of teaching in VET and adult education.

Participants in this topical cycle explored some theory being these approaches and exchanged own experiences in applying agile and problem based didactic principles. Best practice examples were identified and discussed.

5.1. Topics and Learning Fields at the STSTE

In this section you can find the description of various learning games that were implemented in the Short Term Staff Training Event to strengthen the know-how of participants in the field of didactics with an learner-centered, problem-based and agile approach.

Examples:

- Airplane Game
- Learning Step Planner
- Creating a Blog
- EduSrum process

Formulation guidance confirmation learning step planner

targets:

Targets will be formulated with „I can....“ .

Targets will be given deadlines.

Targets will be formulated SMART (specific, measureable, achievable, realistic,deadlined.).

Learning evidence:

Learning evidences are concrete products such as summaries, videos, table calculations, descriptions, role-plays, ppp`s etc.)

Learning evidences are allocated at least to single targets. (to 1, to 2 etc).

Success factors must be given!

Obstacles must be given!

The path to a goal complies with a detailed day-by-day week plan.

E.g.: Tuesday: Only two lessons (because Wiso, LF5 and Englisch), settling into own topics with documentation

Evaluation:

Evaluation includes satisfaction.

Evaluation includes ones own assessment of quality including the naming of criteria of quality.

Evaluation refers to the planned path as well

Evaluation includes the next steps based on the results.

Formulierungshilfen Rückmeldung Lernschrittplaner

Ziele:

Ziele werden mit „Ich kann....“ Formuliert.

Ziele werden terminiert.

Ziele werden SMART formuliert (spezifisch, messbar, ausführbar, realistisch, terminiert).

Lernnachweise:

Lernnachweise sind ganz konkrete Produkte (z.B: Inhaltsangabe, Video, Tabellenkalkulation, Beschreibung, Rollenspiel, Powerpointpräsentation etc.)

Lernnachweise werden mindestens den einzelnen Zielen zugeordnet (zu 1, zu 2 etc).

Die Gelingensbedingungen müssen angegeben werden.

Die Hindernisse müssen angegeben werden.

Der Weg zu einem Ziel entspricht einer tagesgenauen Wochenplanung:

Bsp: *Dienstag*: Nur 2 Stunden (weil Wiso, LF5 und Englisch), Einarbeitung in eigene Themen mit Dokumentation

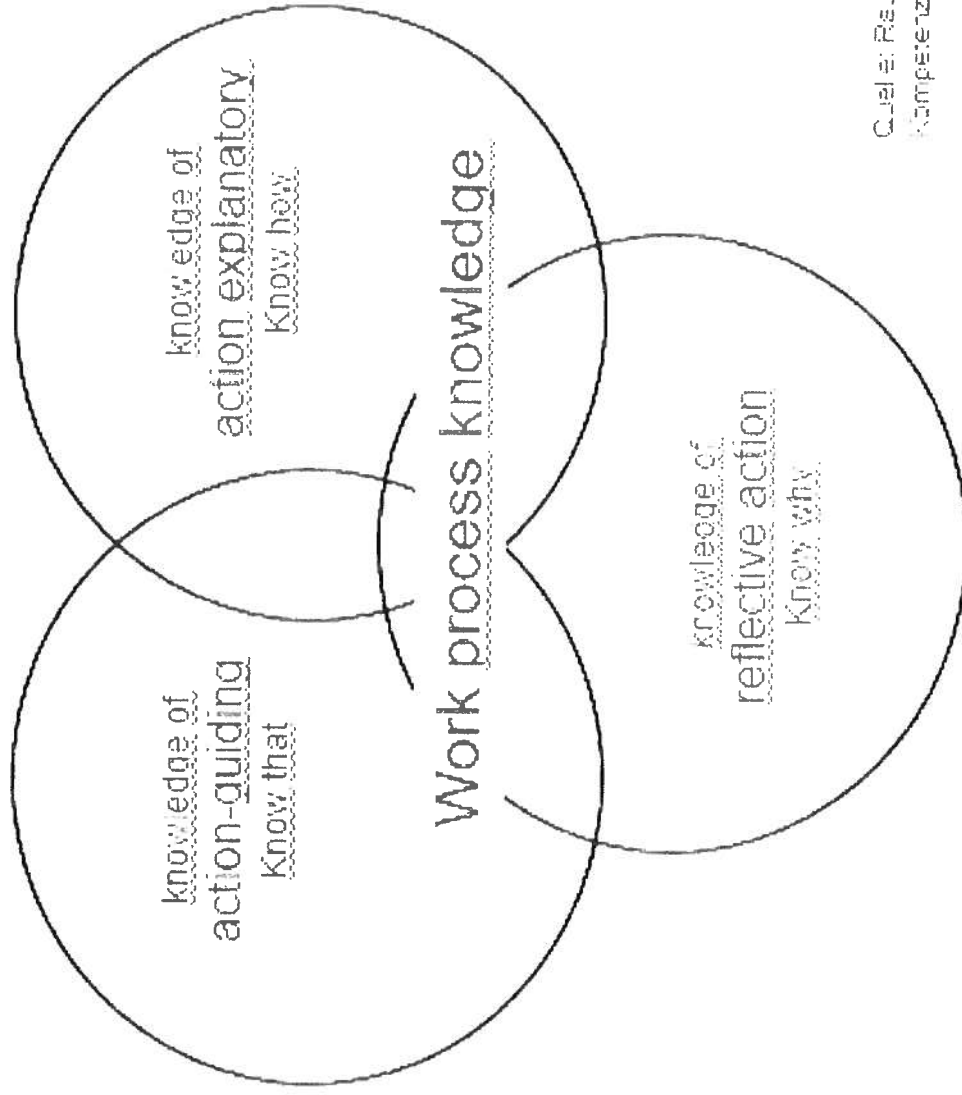
Die Auswertung:

Die Auswertung umfasst die Zufriedenheit.

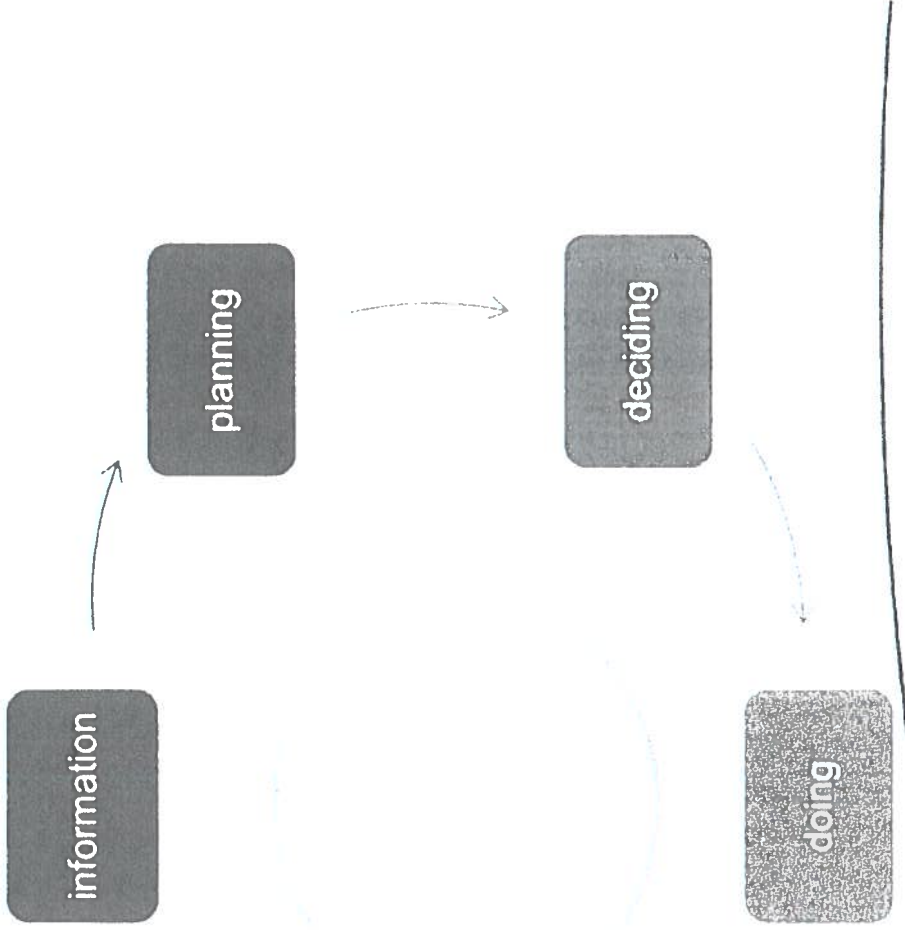
Die Auswertung umfasst die eigene Beurteilung der Qualität inkl. Nennung der Qualitätskriterien.

Die Auswertung wertet auch den geplanten Weg aus.

Die Auswertung umfasst die daraus resultierenden nächsten Schritte.



Quelle: Reuner, Felix: Berufliche
Kompetenzmessung, Bamber, 2006



CREATING A BLOG:

„POINTS OF INTEREST FOR VISITORS OF THE CITY OF KASSEL“

TEAM-MEMBERS

TEAM-NAME

DETAILED TASK: „LETTER FROM THE MAYOR“

Dear Team _____

As mayor of the city of Kassel and together with the head of the marketing office of our city I would kindly ask for your support.

In the course of the next eight weeks please create a web-blog in which five points of interest, six restaurants and three more places worth visiting are recommended for visitors and other persons interested. The recommendation should include texts and pictures and should also be linked to interesting events and/or other websites. Give your creativity a boost! You might find further inspiration on:

<https://kassel-marketing.de/de/sehen/wie-digiteilen-kultur-frei-sein>

First results should be available online after two weeks, since the next holidays are to start in four weeks only!

I am really looking forward to getting your results! Your teacher is going to present me the progress of your project every week! Your blog will be presented to all hoteliers and municipal councillors of our city!

Many thanks and a lot of success!



Harry Schön

ADDITIONAL ADVICE

Plan this project from the point of view of a mother who is going to travel to Kassel for a week with both her kids aged six and ten.

„Planning that holiday i would like to read in the tourist`s office blog which restaurants shouldought to be visited in Kassel, so i can do my estimates on food for our week in Kassel.“

(For criteria of acceptance: See also mayors letter)

„i-Planning that holiday i would like to see pictures of points of interest in the blog to get a better impression of what things look like.“

You should also take into consideration the perspective of the mayor and your teacher:

„As mayor of Kassel i would like to invite you to the presentation of the new blog to present it to all those interested.“

Develop your blog step-by-step, the progress in the development is to be presented to the mayor and the head of the tourist office every week. Take into consideration, that all the presented attraction should be suitable for children.

e.g.:

In a *first step* you could present a list of the chosen destinations,

in a *second step* you could develop a text with five points of interest, six restaurants and three more touristic destinations

and make them

in a *third step*

part of your blog

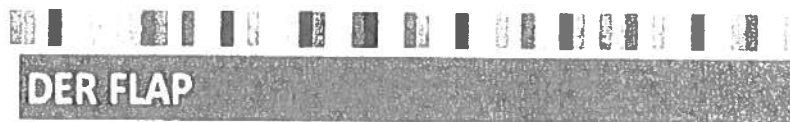
In *further steps* you can add pictures and maybe add links to similar websites and the local ticket office or youtube-videos.

Please consider, that each of you should be ready to present the blog without the help of any further jottings and should be able to answer questions concerning structure and content of the blog.

Possible questions, that might occur:

- Name three points of interest in and around Kassel.
- Name a recommendable restaurant in Kassel.
- Explain, which steps had been taken while creating the blog.
- How to embed pictures in an existing blog entry.

PROCEDURES FOR THE USE OF THE FLAP



Project		Team Name	Team Members	
Stones	Acceptation Criteria	To Do	Busy	Done
D.o.D	D.o.F	Burn Down Chart	Impediments	



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PRELIMINARY WORK

1. Create your own flap
2. Find a project name and fill it in
3. Fill in team-name
4. Fill in team members


START PLANNING

5. Coin a definition of fun
6. Write stories
7. Coin criteria of acceptance for each story
8. Coin definition of *Done*
9. Name *To Do's* and tighten DOD's where necessary
10. To Do's have to be estimated, fine-tuned and tightened where necessary, DOD's have to be tightened

11. Prepair Run-Up-Chart

START ACTUAL WORK-PHASE

12. Jobs worked on are put on „In Arbeit“/“Busy“
13. Finished jobs are put on „Done“
14. Run-Up-Chart is to be serviced on a regular basis
15. And obstacles experienced by the group are to be documented
16. Mini-Retros/Reviews can be added by the teacher/product owner at any time

www.ovm-kassel.de Lernsituation	
<p>LS-Visual Facilitating.x</p> <p>I used Visual Facilitating and know its basics deren Grundlagen.</p>	
Links	

You work in a company and are told to write the necessary minutes at meetings.

It is common agreement in your company to just write resolution minutes. Only in special cases full minutes are required.

Usually it is quite easy for you to write such text types. But you work in a rather innovative enterprise and your superior has heard of an innovative method called visual/graphic facilitating, with the help of which resolution minutes can be designed more attractively.

Since you are very busy, you haven't got the time to participate in a full training. But you have the opportunity to access means of information and you have five hours to test the technique.

The testing will take place at the 10th of April from 08.00a.m. to 01.00 p.m. .

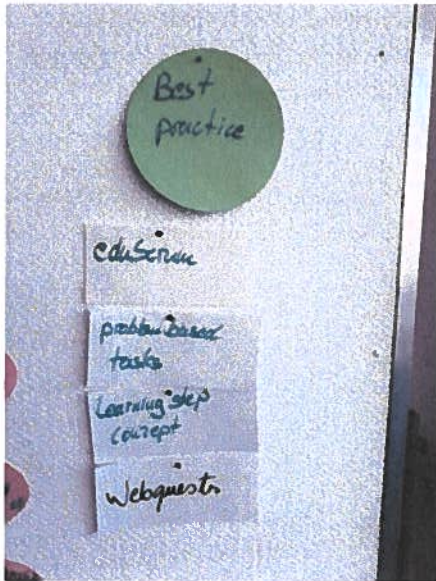
The task for this day is::

Create a Visual facilitating poster that describes your company (content, place, size etc.).

To work target-orientated, plan your procedure with the help of a learn step planner and keep record of your learning process and your results in a portfolio.

	<p><i>Freitag: Aufnahme der Powerpoint-Präsentation, Videobearbeitung, Gestaltung Mahara-Ansicht</i></p>
<p>Auswertung</p> <p>a) Wie zufrieden bin ich mit dem Ergebnis?</p> <p>b) Wie beurteile ich die Qualität? Im Vergleich zu was?</p> <p>c) Waren die Gelingensbedingungen ausreichend und wie konnte ich die möglichen Hindernisse überwinden? <i>Bitte nehmen Sie Stellung zu den unter „Weg“ zuvor genannten Punkten.</i></p> <p>d) Welches sind die nächsten Schritte und welche Konsequenzen ziehe ich?</p>	<p><i>Zufriedenheit: Ich bin einigermaßen zufrieden mit meiner Arbeit.</i></p> <p><i>Qualität: Die Qualität der Arbeit schätze ich als gut ein, da ich sehr umfangreich, aber auch in die Tiefe, gearbeitet habe. An einigen Stellen hätte ich tiefer gehen können, da hat mir aber die Zeit nicht gereicht.</i></p> <p><i>Weg: Der Zeitaufwand bei der Videobearbeitung war tatsächlich ein Hindernis. Ich bin nicht zum geplanten Zeitpunkt fertig geworden und muss in der Folgewoche noch die letzten Feinarbeiten vornehmen. Die Wochenplanung war nicht ganz angemessen.</i></p> <p><i>Nächste Schritte: Das nächste Mal muss ich Pufferzeiten einbauen und beim nächsten Inputvideo möchte ich eine extra Vertonung vornehmen.</i></p>

Best practices identified by the group.



VII. Description and Introduction Partner Institutes

1. BERUFSFÖRDERUNGSINSTITUT WIEN

BFI Wien stands for Berufsförderungsinstitut Wien (in English: Vocational Training Institute Vienna). We are one of the leading providers of vocational and adult training in Austria. BFI Wien was established by the [Federal Chamber of Labour](#) and the [Austrian Trade Union Federation](#) in 1959 as a work-related adult education institute for employees.

In 1991, BFI Wien was established as an independent regional institute, catering for the needs of the Viennese population. The BFI Wien got the legal status of an association and is a non-profit organization. Today it is among the largest providers of adult education in Vienna.

Facts and Figures, 2016

BFI Wien has about

- ❖ 15 locations across Vienna
- ❖ 650 employees (permanent staff)
- ❖ 600 freelances

Per year BFI Wien has about

- ❖ 40.000 orientation sessions
- ❖ 45.000 course participants
- ❖ 600.000 units of training

At the moment we implement three German training and literate training measures funded by official authorities. Those trainings are tailored to the participants needs (in terms of language levels). All together about 6.300 participants shall take part in these trainings within the next 10 – 14 months.

BFI Wien also implements competence check training measures. More information to these courses we will provide at the STSTE presentation as well as general information before our meeting.

Main Focus

BFI Wien also provides a wide range of adult education / life-long learning opportunities, tailor-made to labour market requirements, for individuals seeking to obtain new skills as well as for specific in-company trainings.

(a) Measures for unemployed persons:

- ❖ Vocational reorientation, measures supporting job placement and upgrading of qualification for adults
- ❖ Vocational orientation, job-supporting schemes and qualifying measures for young people and young adults, secondary school leaving exams
- ❖ Skilled-worker's qualification: special training centers for metal and electrical trades, building and wood trades, information and communication technology, motor vehicle repair, etc.

(b) Further training for employees and companies

- ❖ Upgrading of qualifications
- ❖ Evening and weekend classes
- ❖ Trainings tailor-made for company needs

Training services and target groups

BFI Wien training services target youth and adults interested in improving their status in the labour market. For unemployed persons, BFI Wien provides services under the national active labour market policy. Other training services target employed individuals or groups interested in skills upgrading or referred by companies under

tailor-made training courses. In addition, BFI operates a commercial school (secondary level vocational education) and a university of applied sciences (tertiary level vocational education).

Our customers are

- ❖ Employed and unemployed individuals
- ❖ Public institutions (Employment Service and partner institutions, various ministries, European institutions). BFI Wien is a contracting partner for the Austrian National Employment Service (AMS) and contributes to the implementation of the Austrian active labour market policy.
- ❖ Private sector companies and businesses

BFI Wien and the Labour Market Policy

In pursuit of the national active labour market policy and the government training guarantee scheme, the Austrian National Employment Service (AMS) offers various measures aimed at unemployed persons. Some measures may have very specific target groups defined by age, qualification and/or specific needs.

BFI Wien is a major implementing partner of AMS, providing services such as vocational reorientation, job placement support and training in a wide array of qualifications and occupational fields.

A major focus of BFI Wien is on provision of specific vocational and technical training, based on the Austrian dual system (i.e. the combination of theoretical training in part-time vocational schools with practical training through private sector apprenticeships), in dedicated vocational training centres. For this purpose BFI Wien operates one of the largest vocational training centers in Austria.

To meet the latest labour market and public employment policy requirements, BFI Wien updates the areas of training and curricula on annual basis, in coordination with the Ministry of Labour and Social Affairs, the Ministry of Education and the Ministry of Economy.

BFI activities related to adult education and life-long learning

The Austrian life-long learning strategy (LLL: 2020) was passed in 2011, resulting from an extensive consultation process between all relevant stakeholders (various ministries, social partners, educational institutions, civil society). Corner stone of the strategy are 10 lines of action addressing learning related challenges in all phases of life - from pre-school to post-occupational learning.

In the framework of the Austrian life-long learning strategy BFI Wien implements a comprehensive set of training courses, leading to increased employability and certified qualifications. These services are mainly offered in evening and weekend classes to meet the requirements of our clients.

Several hundred different courses are available every year to cater to the professional needs of BFI Wien's customers. Courses are offered in areas such as management, marketing, languages, media, ICT, soft skills, health, tourism and hospitality, logistics and transport, facility management, security and technical fields.

The Austrian Education system

<http://www.bildungssystem.at/en/adult-education/>

Our international projects

❖ **Digi4Adults** <https://ec.europa.eu/epale/en/blog/content-and-digital-competence-integrated-learning-cdcil-new-way-developing-digital-skills>



❖ **RefuSkills** <https://youtu.be/EAqxI7g627Q>



❖ **Video System in Education (Vise)**

❖ **Workplacement VI** <http://www.schulenbf.at/workplacement>

❖ **Staff training – ECVET, Integration of Migrants and Digitalization in the Adult Training Sector**

❖ **Five by Five**



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

2. TAMPERE ADULT EDUCATION FOUNDATION

Tampere Adult Education Foundation FR

The goal of Tampere Adult Education Foundation is to increase and maintain the vocational competence of adults to keep up with economic and technical development in the society, thus improving the chances of finding or keeping a job or being promoted. The foundation maintains Tampere Adult Education Centre, TAKK, to implement this goal.

A board, consisting of members nominated by Tampere Chamber of Commerce, City of Tampere, and labour market organizations, runs the foundation. The executive director of the foundation is the principal of TAKK, Mr Teppo Tapani. The board also acts as the governing board of Tampere Adult Education Centre; and the foundation is the employer of TAKK's personnel.

Tampere Adult Education Centre, TAKK, is a multisectoral vocational educator and working life developer. Annually, there are over 14 000 adult students, and the number of employees is around 250.

TAKK offers vocational qualifications, further vocational qualifications, specialist vocational qualifications and vocational further education. There are about 100 different qualifications in over 20 different vocational fields. The education range, operations and learning environments are developed in close cooperation with working life and companies.

TAKK offers flexible and individual services to companies and organizations to develop their operations and personnel's competence. TAKK Business Services supports companies and organizations e.g. in different changing situations, recruiting and determining funding options.

The foundation also owns Tampereen Teollisuusoppilaitos Oy (Tampere Industrial Institute Ltd.) and Lumicos Oy. The Industrial Institute aims at bringing recruiting companies and job seekers together. Recruiting and education is combined according to the company's needs. The whole spectrum of TAKK's education alternatives is available.

Lumicos Oy offers education in beauty care and maintains a beauty salon and web shop in the name of Koulutuskeskus Lumova (Education Centre Lumova). The education alternatives offered by TAKK and Lumova are interchangeable as parts of studies.

Further information: www.takk.fi

Tampere Adult Education Centre TAKK

Tampere Adult Education Centre, TAKK, is a multisectoral vocational educator and working life developer. Annually, there are over 14 000 adult students, and the number of employees is around 250. TAKK is owned by Tampere Adult Education Foundation FR

TAKK offers vocational qualifications, further vocational qualifications, specialist vocational qualifications and vocational further education in over 20 vocational fields. Education, operations and learning environments are developed in close cooperation with working life and companies.

TAKK offers flexible and individual services to companies and organizations to develop their operations and personnel's competence. TAKK Business Services supports companies and organizations e.g. in different changing situations, recruiting and determining funding options.

Further information: www.takk.fi

The Finnish Education System

<http://minedu.fi/en/education-system>

3. OSKAR VON MILLER SCHULE

Short profile of Oskar-von-Miller-Schule Kassel, Germany

- ✓ School: Oskar-von-Miller-Schule Kassel <http://www.ovm-kassel.de/>
- ✓ Staff: about 80
- ✓ Students: about 1800
- ✓ Oskar-von-Miller Schule is a vocational school specialized in IT, electro techniques/electronics, plant mechanics for climatization, sanitation, solar, renewable energies and car mechatronics.

Oskar-von-Miller Schule and a programme for refugees

- ✓ Our refugee students are taught in the program InteA within the department of qualifications.
- ✓ Currently we have 73 students in InteA divided into four language levels from A0 to B1. The students also get basic insights into metal works and electrics/electronics. They also get PE lessons (team sports and swimming).
- ✓ The main focus is on German and they are also taught in Maths, English and Civil Education.
- ✓ The average number of lessons taught per week is 24.
- ✓ The students are supported by one to two social workers who organize all kinds of issues concerning daily life. There is a project called girl's group to support esp. female issues.
- ✓ Currently we are planning a class trip to Berlin.
- ✓ We have teenagers and young adults from countries such as Syria, Afghanistan, Somalia, Eritrea and other places. The program lasts between two and three years for every student and we teach them in order to achieve language or regular school degrees and support them on their way to integration. Helping them take their next steps towards the job market is an important challenge for our team.

The German Education System

<https://www.bibb.de/govet/en/54880.php>

4. INSTITUTO DE SOLDADURA E QUALIDADE - R+I Training | 2

ISQ is a private, non-profit and independent technological institution founded in 1965, currently running operations in more than 40 countries across the world (EU, Eastern Europe, Africa, Americas and Asia), offering its experience in technical inspections, technical assistance for engineering projects, consultancy services and training activities, supported by transversal research and development activities and by 16 accredited laboratories (e.g.: chemical, bio and agro testing, non-destructive testing, Aerospace, etc). For that purpose, ISQ conducts Research and Development activities (R+I), promoting projects with national and international partners, from both public and private sector, aiming at continuous product and process innovation. ISQ has presently about 1000 collaborators around the world – 800 in Portugal - being the biggest Portuguese

technological infrastructure and the second biggest VET player in Portugal, with branches in all Portuguese regions.

Concerning the training activity of ISQ, it has a recognized experience in all areas of the training cycle (needs analyses, design, implementation, evaluation) being presently the second biggest player in Life Long Learning in PT, including expertise in creation of national standards (professional profiles) national quality references for VET, expertise in e-learning/b-learning, work based learning and apprenticeship, technological training with ECVET, training for social inclusion professional, professional marketing and social marketing for employment (including disadvantage people and NEETS) certification and recognition of knowledge and competencies.

With more than 25 years of experience of participation in EU funded projects, ISQ as a whole has promoted or participated in over 500 projects, including projects in the field of lifelong learning, support to SMEs and human capital development. From 2006 onwards, ISQ has participated in more than 50 Lifelong learning programme projects. ISQ training department has built extensive know-how in innovative learning paths and key competences, working closely with the IEFP, the Portuguese Public Institute for Employment and Training and the National Agency for Qualifications, as well as in developing tools and methodologies, including creation of national standards (professional profiles) national quality references for VET, ICT based tools, via national and international project partnerships.

ISQ also delivers to the Ministry of Labour and Employment new Qualification Standards for new emergent jobs of updated skills in traditional jobs, focused on business market needs and business market intelligence. Tailor made training solutions are also design for youth and adult employment, relying on work based solutions. Corporate Social Responsibility (CSR) and Entrepreneurship are also key areas at ISQ training services, focus of many recent studies and projects, and was the founder member of the largest national network of Corporate Social Responsibility (with more than 250 member-organisations, www.rsopt.com). Social inclusion projects for disadvantaged groups aiming different target groups (women, youngsters in risk, NEETS, long term unemployed adults, prisoners, special needs, etc.) are also part of ISQ concern and business area.

ISQ is accredited for training services and training of trainers and is certified under Quality, Environmental and Safety management model according to ISO 9001, ISO 14001 and OHSAS 18001 standards, and is also an accredited body for training of trainers and teachers. ISQ is also accredited to certify people according to ISO 17024 and our laboratories are certified by ISO 17025.

ISQ is Board member of EVBB (European association of VET Centres) and is member of SOLIDAR (European Association for Social Justice in Europe) and belongs to the National Commission for Quality in Education and VET. ISQ is also part of the ECVET national expert group and delivers ECVET workshops to different stakeholders in Portugal and in Europe.

The Portuguese Education System

<https://www.classbase.com/countries/Portugal/Education-System>

5. VUC

VUC Storstrøm is an adult education centre with approximately 240 employees, 6500 fulltime/part-time students (=1800 FTEs) in 2017 and an expected turnover in 2017 of approximately 21 million Euro.

VUC Storstrøm offers General adult education, Higher Preparatory Examination, Preparatory adult education (basic skills), and several special programs for learners with special needs, as well as costumer tailed courses for companies.

VUC Storstrøm covers a region with some 270,000 inhabitants in a rural area, and we are represented in 6 cities. The average educational level of the region is significant lower than the average for Denmark, and the

unemployment rate is relatively high, not least for the unskilled young adults under age 30). Our departments are connected with Gbit network and almost all teaching material is digitized.

Being a school under the Danish Ministry of Education we use the quality assessment system decided by the ministry. Examination is mandatory in all subjects and on all levels giving formal competences.

VUC Storstrøm has a project and development department with a staff of 7 working with organisational and strategic development, pedagogical skills development and IT-didactical developments and skills development for teachers in relation to digitization of teaching. VUC Storstrøm has a collaboration with Aalborg University and international partners with focus on gamification in our learning processes.

VUC Storstrøm has experience as lead partner from international projects, among others EC programs Grundtvig, Leonardo and Erasmus+, as well as lead partner in Danish network projects and regional development projects, development and implementation of Global Classroom. Through these projects and activities VUC Storstrøm has experience within digital facilitation of teaching, meetings and seminars.

VUC Storstrøm is a digitalized learning environment. All staff and all students have access to learning materials and download of educational software via Office 365 and a sharepoint server. Internal communication has been digitalized for many years, and the students have the right to receive all materials in a digital version uploaded to a learning management system.

To give the staff the necessary skills VUC Storstrøm have a plan for also IT-pedagogical competence development. The key persons in the project will be Pedagogical IT consultants, who are responsible for training the teachers in the use of IT and media in teaching the various target groups, subjects and levels, and experienced teachers who have a position as so called IT-pedagogical lighthouses in their departments.

Since 2012 VUC Storstrøm collaborates with Aalborg University, Copenhagen, about qualifying teachers to use videoconference (Global Classroom) and serious games in their classes. On basis of this collaboration VUC Storstrøm has developed a training programme for Global Classroom, a method for implementing serious games, and a series of reflective workshops for IT-pedagogical innovations.

The Danish Education System

<https://international.kk.dk/artikel/how-danish-school-system-structured>

