



comenius

School education on the move



EUROPEAN UNION PROGRAMMES AGENCY
AGENZJA PROGRAMMI TA' L-UNJONI EWROPEA

What is Comenius?

The Comenius programme focuses on the first phase of education: from pre-school, primary, secondary up till and including the end of upper secondary education. The aim of the Comenius programme is to encourage and facilitate cooperation and mobilities between European schools.

The European Commission is targeting that three million students and teachers will participate in the Comenius Programme by the year 2013. The Comenius programme encourages language learning, innovative ICT-based content, better teaching techniques and practices as well as curriculum development on a common European level among schools.

The following actions are supported by the Comenius Programme:

- COMENIUS In-Service Training for Teachers and other Educational Staff (IST)
- COMENIUS Bilateral and COMENIUS Multilateral School Partnerships
- COMENIUS Regio Partnerships
- COMENIUS Assistantships (Outgoing Assistants)
- COMENIUS Assistantships (Host Schools).



Comenius

Who can participate?

All those involved in school education:

- pupils in school education up to the end of upper secondary education;
- schools, as specified by Member States, from pre-school up to the end of upper secondary level;
- teachers and other categories of staff within those schools;
- associations, not-for-profit organisations, NGOs and representatives of those involved in school education;
- persons and bodies responsible for the organisation and delivery of education at local, regional and national level;
- research centres and bodies concerned with lifelong learning issues;
- higher education institutions;
- bodies providing guidance, counselling and information services.

COMENIUS In-Service Training for Teachers and other Educational Staff (IST)

The objective of Comenius in-service training for teachers and other educational staff, more commonly referred to as in-service training courses, or ISTs, is to help improve the quality of school education by enabling individual members of staff to undertake training in a country other than that in which they normally work or live.

In this way, participants are encouraged to improve their practical teaching/coaching/counselling/management skills and knowledge, and to gain a broader understanding of school education in Europe.

The training must in all cases take place in a country participating in the Lifelong Learning Programme other than the home country, and must take the form of a:

- **Structured Training Course:** a structured professional development course for school education staff with a strong European focus in terms of subject matter and profile of trainers and participants, lasting at least 5 full working days;
- **Job Shadowing:** a placement or observation period in a school, in industry or in a relevant organisation involved in school education (e.g. NGO, public authority);
- **European Conference or Seminar:** participation in a European conference or seminar organised by a Comenius Network, a Comenius Multilateral Project, a National Agency or a representative European association active in the field of school education (where this is considered conducive to achieving the objectives mentioned above).

The Comenius-Grundtvig Training Database is an on-line tool that provides a list of eligible courses to assist applicants in finding a suitable training course.

<http://ec.europa.eu/education/trainingdatabase>



Ongoing professional development is essential for all those who work in the field of education. I shared what I learnt with my colleagues and my headmaster.

Daniel Buhagiar,
St. Aloysius College
In-Service Training Grant
Destination: Godollo, Hungary
Course Title: Teacher Survival Camp

The new skills and knowledge gained through this in-service training course will be included in the training that I am constantly involved in. It will also be featured as part of induction training and mentoring activities for teachers in my school and college.

Emil Vassallo,
*Directorate for Quality and Standards in Education,
Department of Curriculum and eLearning*
In-Service Training Grant
Destination: Amsterdam, the Netherlands
Course Title: Digital Audio and Video in Language Training

COMENIUS Bilateral and COMENIUS Multilateral School Partnerships

Comenius school partnership projects offer two possibilities – Multilateral school partnerships that involve at least three partners and Bilateral school partnerships which involve only two partners.

Language-oriented Bilateral school partnerships involve two schools from different participating countries and seek to encourage the use of European languages by giving pupils the possibility to practice their foreign language skills and acquaint themselves with the language of a partner country.

On the other hand Comenius Multilateral school partnerships focus primarily on pupil participation and could deal with thematic areas such as arts, sciences, languages, environmental education, cultural heritage, European citizenship, use of Information and Communication Technologies (ICT) or the fight against racism, and so on. When choosing the theme of a Comenius Multilateral school partnership, schools are strongly encouraged to choose any topic of interest and importance to the participating institutions, as it will be the motivating force for cooperation and learning within the project.

Project activities should ideally be integrated into the regular activities of the schools and be included in the curriculum of participating pupils. Pupils should be involved in all phases of the project, including the planning, organisation and evaluation of activities.

Some Comenius Multilateral school partnerships focus on pedagogical or management issues. They provide teachers and school managers with the opportunity to exchange experiences and information with colleagues in other countries, to develop together methods and approaches which meet their needs, and to test and put into practice new organisational and pedagogical approaches. In these cases, projects will often involve cooperation with bodies from the local community of

the schools, such as local authorities, social services, associations and businesses.

Activities that could form part of a Comenius school partnership may include the following;

- exchanges of staff and pupils involved in project activities (e.g. teacher exchanges, study visits, pupil exchanges);
- exchange of experiences and good practices with partner schools abroad;
- fieldwork and project research;
- drafting, publishing and disseminating documentation related to the cooperation activities;
- producing technical objects, drawings and art objects;
- performances (e.g. theatre plays and musicals);
- organisation of exhibitions, production and dissemination of information material;
- linguistic preparation of teachers and pupils to ensure they possess the necessary competences in the working language(s) of the partnership;
- cooperation with other projects in related subject areas (e.g. via Comenius Networks), including mobility to network events if relevant;
- self-evaluation activities;
- dissemination of project experience and outcomes.



EUROPEAN

The cooperation between the participating institutions was very good. All were involved, but as it was a very big group some were involved in specific areas more than others. All had produced the final wagon representing their country and cooperated in the manufacture/assembly of the locomotive.

Pierre Vella
MCAST, Poala

Comenius Multilateral School Partnership

Countries involved: Austria, Belgium, Bulgaria, Croatia, Czech Republic, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Luxembourg, Malta, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, The Netherlands, Turkey, United Kingdom

Project title: European CNC – Network: Train for Europe

The greatest impact that was felt was on the students, especially on those who had never been involved in such projects. Even the teachers involved noticed a positive impact on their teaching methods and began viewing these EU-funded projects as an important aspect to enhance the teaching profession.

Mario Apap
Ninu Cremona Lyceum Complex, Victoria, Gozo
Comenius Multilateral School Partnership
Countries involved: Holland, Italy, Malta
Project title: Our Seas

Comenius Regio Partnerships

Comenius Regio partnerships aim at enhancing the European dimension of education by promoting cooperation activities between local and regional authorities with a role in school education in Europe.

These partnerships give educational authorities, in cooperation with schools and other actors in education from different regions, the opportunity to work together on one or more topics of mutual interest.

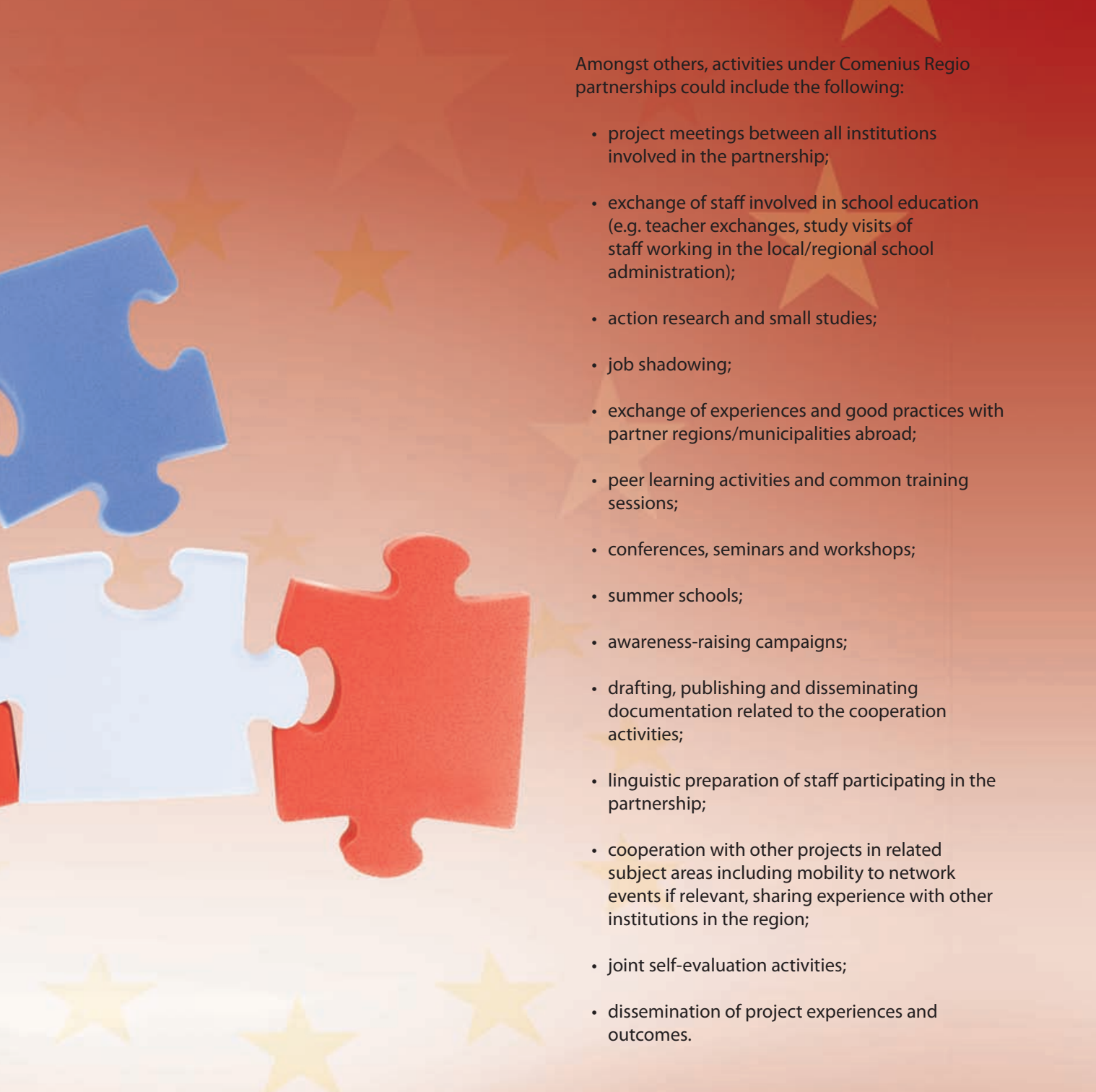
Comenius Regio partnerships help the participating regions to:

- develop and exchange good practice;
- develop tools for sustainable cooperation across borders;
- strengthen the European dimension in school education;
- offer European learning experiences to teachers and pupils and those responsible for administering school systems.

Comenius Regio partnerships must consist of two partner regions. Each partner region must involve:

- the local or regional authority with a role in school education;
- at least one school;
- at least one other relevant local partner (e.g. youth or sports clubs, parents' and pupils' associations, local teacher training institutes, other learning providers, VET institutions and local employers, museums and consulting services/advisory boards).



The background features a warm, orange-to-red gradient. On the left side, there are several interlocking puzzle pieces in shades of blue, light blue, and red. Scattered across the background are numerous five-pointed stars in various colors, including orange, yellow, and light blue, some of which are semi-transparent.

Amongst others, activities under Comenius Regio partnerships could include the following:

- project meetings between all institutions involved in the partnership;
- exchange of staff involved in school education (e.g. teacher exchanges, study visits of staff working in the local/regional school administration);
- action research and small studies;
- job shadowing;
- exchange of experiences and good practices with partner regions/municipalities abroad;
- peer learning activities and common training sessions;
- conferences, seminars and workshops;
- summer schools;
- awareness-raising campaigns;
- drafting, publishing and disseminating documentation related to the cooperation activities;
- linguistic preparation of staff participating in the partnership;
- cooperation with other projects in related subject areas including mobility to network events if relevant, sharing experience with other institutions in the region;
- joint self-evaluation activities;
- dissemination of project experiences and outcomes.

COMENIUS Assistantships (Outgoing Assistants)

The objective of this action is to give future teachers the opportunity to gain a better understanding of the European dimension to teaching and learning, to enhance their knowledge of foreign languages, other European countries and their education systems, and to improve their teaching skills.

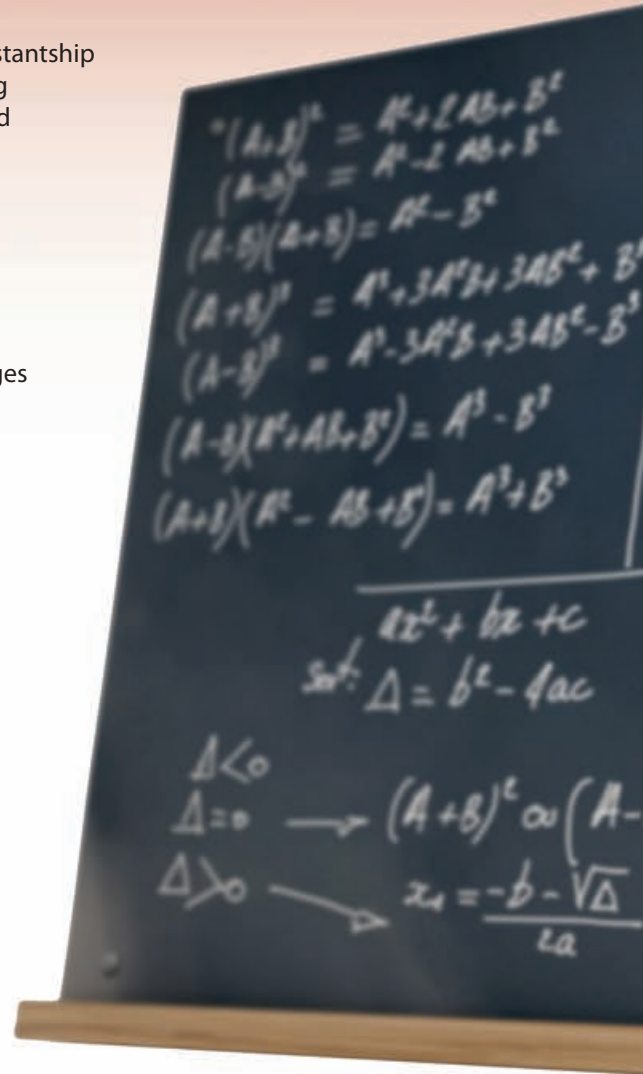
Comenius assistants receive grants to enable them to undertake an assistantship in a host school of another country participating in the Lifelong Learning Programme. The host school designates a fully qualified and experienced teacher to act as a supervisor for the assistant.

The tasks to which an assistant may contribute include:

- assisting in classroom teaching, supporting pupils' group work and project-based teaching;
- improving pupils' comprehension and expression in foreign languages through the teaching of his/her mother tongue;
- providing support for pupils with special educational needs;
- providing information on his/her country of origin;
- introducing or reinforcing the European dimension in the host institution;
- developing and implementing projects, e.g. eTwinning, Comenius school partnerships or Comenius Regio partnerships.

Comenius assistants should be fully integrated into school life. They are not supposed to act as full-time teachers but to assist in teaching and other school activities (max. 12 to 16 hours of school-based activities are recommended).

Comenius assistants may be based in more than one school, either to give extra variety to their work or to meet particular needs of neighbouring schools, but may not work in more than three schools during their assistantship. An important eligibility criteria is that applicants must be future teachers and not previously employed as a teacher.



$$(2x+3y)^2 = (2x)^2 + 2(2x)(3y) + 9y^2 = 4x^2 + 12xy + 9y^2$$

$$(x-4)(x+4) = x^2 - 16$$

$$(3x+1)(9x^2-3x+1) = 27x^3 + 1$$

$$(2+a)^3 = ?$$

$$a \neq 0$$
$$f(x) = a(x^2 + \dots)$$

$$\text{card: } x^2 + \frac{b}{a}x = (\dots)$$

$$f(x) = a \left[(x + \dots)^2 - \dots \right]$$

$$ax^2 + bx + c = a \left(x + \frac{b}{2a} \right)^2 - \frac{b^2 - 4ac}{4a}$$

$B)^2$

$$\text{ov } x_2 = \frac{-b + \sqrt{\Delta}}{2a}$$



COMENIUS Assistantships (Host Schools)

Schools can apply to host a Comenius assistant - a future teacher in any subject. While the assistantship offers the Comenius assistant the opportunity to gain teaching experience in another European country, the school gets additional support for activities such as:

- assistance in classroom teaching in the form of support during pupils' group work and project-based teaching;
- introducing or reinforcing the European dimension;
- implementing CLIL (Content and Language Integrated Learning) by teaching a subject in a foreign language;
- improving the pupils' comprehension and expression in foreign languages and enriching the language offer at the school;
- developing and implementing projects e. g. eTwinning, Comenius school partnerships or Comenius Regio partnerships;
- assistance with pupils with special educational needs.

Host schools must designate a teacher to supervise the assistant, look after his/her welfare, monitor progress and act as a contact person during the assistantship. It is important that Comenius assistants are fully integrated into school life.

assistantships



In need of partners for your Comenius project?



http://llp.eupa.org.mt/partner_search.php

A **Partner Search Database** has been developed by the Maltese National Agency (EUPA) as an effective tool to assist those who are looking for partner institutions for their projects. The **Partner Search Database** is open to organisations in all the countries participating in the Lifelong Learning Programme. By entering your details in the **Partner Search Database** a foreign institution may also approach you to join them in a project.

In order to search on the **Partner Search Database**, you are first required to register your organisation. After registration you will receive an e-mail confirmation including a password that will allow you to search for partners already registered in the database. Once you login with your personal details, the system shall then provide you with a list of organisations that match your search criteria.





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This publication has been funded with support from the European Commission. This publication reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.