

## THE BEST INTERNATIONAL TRAINING AND EDUCATION PROJECTS IN HUNGARY

A collection of quality award-winning projects  
supported by the Erasmus+ and Lifelong Learning (LLP)  
programmes



Erasmus+

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## THE BEST INTERNATIONAL TRAINING AND EDUCATION PROJECTS IN HUNGARY

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*Which are the coolest apps to be used in English classes? How can a 3D programme arouse the interest of would-be carpenters in traditional European architectural shapes? How can one working with SEN students benefit from movement therapy? Why is it worth treating students as partners during foreign traineeship?*

Our publication presents the best projects of 2015, implemented through international partnerships in the field of public education, VET and adult education in Hungary.

What the interviews conducted with the coordinators of the award-winning projects are about? On the one hand, they are about new teaching methods, about teaching foreign languages or special subjects, and about virtual as well as real, physical development. And they are also about journeys and encounters. On the other hand, they are about professional and personal development, an exchange of experience in terms of culture and world-view, as well as the experience of mutual learning.

We hope that the examples shown in the publication will be inspiring for others, too.





## Dropped into the World of Work What can school do for enhancing employability?

[WWW.KAROLYI-KOZGAZD.HU](http://WWW.KAROLYI-KOZGAZD.HU)

Youth unemployment is an issue which is – although to different extents – common in each member state of the EU, and therefore its solution is a high-priority goal in the EU's employment policy. Developing skills and competences, the opportunity to gain relevant work experience, as well as driving entrepreneurial willingness can all help young people find employment after finishing their studies. Having considered all that, Károlyi Mihály Bilingual Secondary School of Economics seeks to introduce its students to the world of small and medium-sized enterprises, employing the highest number of employees in the EU. We talked to Project Coordinator Gábor Gere about their achievements.

**What do you think about the role of the school, how can it help young people adapt to the world of work, and what tools are available to you?**

In the long term, our role hides in orientation. You should see that secondary schools are in a special situation: whereas formerly graduates received a secondary school maturity certificate and a professional certificate, today they only receive the former, just like in a secondary grammar school, with the difference

that students also study pre-vocational orientation subjects. In addition, practical knowledge is now taught in the 4th and 5th year. I think the tendency of the past few years indicates that secondary vocational schools are increasingly moving away from practice; that's why we've come to consider bringing back practical knowledge to the system in a different way: let's introduce our students to the trade and make them interested.

**What's your project about?**

One of the strengths of our school is language teaching, so we decided to revive a former Leonardo project, with some modifications. We take 20 children to the UK for a month, where they attend a one-week language course and a three-week traineeship, not necessarily in the trade they had learnt, but definitely in a native and specialised linguistic environment, as they constantly need to communicate in English.

**The project involved 9-11 graders. How did they feel and what experiences did they gain?**

The first week was full of anxiety, and then from the second week on it was all smiles. Students open up more and more, and it's very interesting to see how

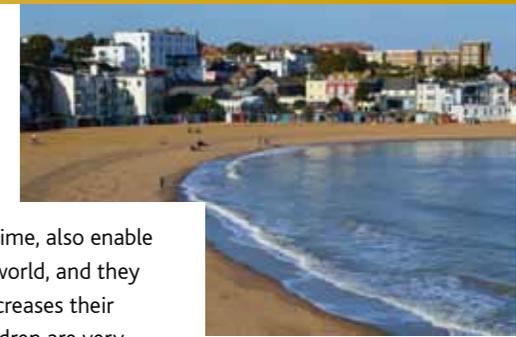
*'I've changed a lot, but that's good... I've learnt a lot about life, England, business issues, etc. I've become a better team player and everything went smoother day by day.'*

Emília Katona

their in-school relationships transform as the classes and grades begin to mix with each other and new friendships are born. They get out of their common lives and drop into the world of work, in addition, in a truly multicultural environment, as our partner also hosts groups from other countries. They become much more self-confident – and they can use it very well at home – when they realise that, for example, they speak better English than a German child; also, we teachers constantly encourage them. During these four weeks, they don't really accumulate knowledge, since you can't learn that much in such a short time, but their intercultural skills significantly improve. They realise that their linguistic skills still need some polishing, when they don't understand Irish accent, for example, whereas others learn discipline.

**You mentioned that the intercultural skills of the participants also improve. Could you be more specific?**

During the mobility period in England, children find themselves in a different culture, and they can even experience that English people are only easy-going until it comes to work. Once a student of ours who worked in a café was sent away after her first working day; although there were no customers in the café, the company considered it unacceptable that she should be checking her phone all day. She understood it then, and never made the same mistake again.



Intercultural experiences, at the same time, also enable children to position themselves in the world, and they realise how valuable they are, which increases their self-esteem. Otherwise, Hungarian children are very disciplined, reliable and hard-working – leisure organisers often compete for them, because they appreciate these characteristics a lot.

**Do the differences between English corporate culture and Hungarian circumstances appear in children's experiences? Do they draw any conclusions in this respect?**

Most of them start mobility without any work experience in Hungary, so they will only draw these conclusions in the future. The question is where they will imagine their lives afterwards. On one occasion, a child, whose responsibility was to change the beds every day, had a talk with her superior, who told her that thirty years earlier she had done the same job every morning. Such talks have a very positive impact on their attitudes. And that is exactly where they develop most: in attitude. They meet professional attitudes, and they gain experience which will accompany them for a long time.

**With your experience, what is your advice for beginner projects?**

It's worth considering the point of the grant application, that is, what the real goal is behind the opportunity. I've seen some project titles which had 'conquer Europe' in it – but we don't mean to conquer, but belong to Europe! Don't try to grab too much at once – many countries, many partners. You'd better start small, with one partner who is reliable. At the same time, it's crucial that the project should be a common cause for the school.

### PROJECT VALUES

The strengths of the project include overall, strategic thinking. The participants gained professional experience with prestigious, major trade and service provider companies, which helped them improve their linguistic and professional skills and social competences. With regard to dissemination, it should be highlighted that the channels used were ones relevant to the target group, and the outcomes were also used as classroom resource materials in language teaching, as well as to make the school more well-known.

**INSTITUTION:**  
Károlyi Mihály  
Bilingual Secondary  
School of Economics,  
Budapest

**TITLE:**  
The European System of  
Operating  
Small and Medium-sized  
Enterprises

**COORDINATOR:**  
Gábor Gere





## Exploring Sweden

### How to motivate children in the 21st century?

WWW.RAKOCZIF.HU

**INSTITUTION:**  
II. Rákóczi Ferenc  
Secondary School  
of Economics of the  
Budapest Centre of  
Economic Vocational  
Training

**TITLE:**  
A Scandinavian School  
Model, or Motivation and  
Project Method in 21st  
Century Schools

**COORDINATOR:**  
János Horváth

A large number of studies are available on Scandinavian educational methods and Swedish or Finnish school models, even in Hungarian, but for a practising teacher, there's nothing more interesting than 'field work'. That means to see and experience at first hand what methods others use in his/her own specialist field. That opportunity opened up for an English teacher of II. Rákóczi Ferenc Secondary School of Economics, who studied how his Swedish colleagues worked for two months. What professional development and experience it means for a teacher to spend a longer period abroad and what job shadowing means in practice – these were the main issues we discussed with János Horváth, beneficiary of the Erasmus+ mobility project.

#### How did you come to choose Sweden?

One of the main issues of our project was how children in the 21st century can be motivated. Our school has been an inclusive and integrating one for years, and therefore during my two-month stay I didn't only seek to learn how I could improve in the field of language teaching and methodology, but also to see how the

school organisation is structured, and how the teachers help disadvantaged students or ones with learning difficulties. In Scandinavia, integration does work, and Swedish schools – just like Swedish society – are very open and democratic. During this longer period of mobility, job shadowing allowed me to get a more profound insight into the life and operation of the school.

#### What were your daily duties as part of job shadowing?

The head of the local teaching staff – my main contact and local coordinator – made a timetable for me. Based on that, I was assigned to English teachers as an assistant, but after a few weeks I didn't only visit, but also independently held classes. Sometimes I had to substitute, but once I also co-taught a class with another substitute teacher. In Sweden, it's not unusual for a class to be held by more than one teacher. That's due mainly to integration; for example, because of disadvantaged students or ones with learning difficulties, a special educational needs teacher or a mental hygiene professional also participates in the classes, besides the teacher of the given subject.

#### What fundamental differences did you observe between the ways classwork is conducted in the two countries?

My host institution was a primary school for 7th, 8th and 9th graders; in Sweden, it's a separate school type, as secondary school only starts in the 10th grade. I was surprised to see how much teamwork they did. Swedish children do much more independent classwork than their Hungarian peers, and therefore they get used to working independently sooner. The teacher is a 'facilitator' during classes, who goes to the students when they have a question or helps teams working on the same assignment. It's a great difference between Hungarian and Swedish school models. In fact, their entire educational system is characterised by practicality, and they use extremely modern tools to motivate students.

#### What good practices did you see and learn during the project?

In Sweden, laptop computers and tablets are regularly used in the classroom. The financial situations of their schools are very different, so we can't really compare the extents to which schools are well-equipped. They use a number of applications which substitute the blackboard and the traditional methods. There's a system to which entire classes can be entered – complete with Word documents, presentations and exercises – and compiled just like a book. Students download the application and the class begins. The underlying theory is that students

today prefer using their smartphones and laptops to reading books. During my stay, I met a lot of software programmes which assist language teaching, but there was also an application (*Quizlet*) which I showed to my Swedish colleagues.

#### Besides the infrastructure and tools, what other differences did you notice?

Instead of lessons, Swedish schools think in projects. They plan together in advance what the topic within a given subject in a given grade should be during the next month. Everybody brings their own ideas, and then they plan each and every class together, even what exactly will happen there. Everybody teaches the same things the same way, there are no big differences in the curriculum, and all of them can advance at the same pace. There are, of course, some individual differences, but what matters is that the projects should have the same outcomes – in the case of English teaching, for example, it should improve all the four core skills.

#### What methods did you learn which Hungarian teachers, too, could as well use in their daily work?

Project method is highly topical in Hungarian public education today, and it's becoming more and more common for Hungarian schools to organise project weeks. It's important, because that way we can meet various goals: we don't just teach the curriculum, but, relying on their knowledge, students conduct research and realise or create something. Project method makes them think. Our school had previously held project weeks, and that's also why I wanted to see how we could fill all this with even more content.

#### How can you share all the knowledge and experience gained during the two months with your Hungarian colleagues and adapt it to your school?

When I returned home, I held a thorough presentation which was attended by the entire teaching staff, and I held a dedicated methodological workshop for language teachers, where I presented the methods and applications I'd seen, and we also tried them. During the project days held at the school in 2015, we already used, for example, the interactive application I mentioned earlier, and I also tried to use as many new methods in my own classes as possible.

#### PROJECT VALUES

For the project implementation, they found a partner that, considering its profile, practice and professional experience, could greatly contribute to developing the professional competences of the participating colleague. The goals of the applicant institution were fully in line with the general goals of the Erasmus+ programme. The period spent at the partner institution as part of the project was well organised, and it effectively helped the implementation of the project.



## Life-long Language Learning How to teach the senior generation?

WWW.SHETLAND.HU

INSTITUTION:  
Shetland U.K.  
Language School, Budapest

TITLE:  
Teaching English  
or German to  
Senior Students

COORDINATOR:  
Dr. Katalin Udvardi Tóthné  
and Dóra Horváth



As regards foreign language learning, Hungary is among those falling behind in the EU, and that's particularly true for those over the age of 45.

However, at Shetland Language School, Budapest, it was realised that in recent years there has been a growing demand for language learning among seniors. It was that demand they responded to when they applied for the Erasmus+ programme, so their teachers can learn about the special methods of teaching languages to senior students in the UK and Germany. We talked to Dr. Katalin Udvardi Tóthné, Director of the Erasmus+ Quality Award winning language school.

**It was your first such grant application. How did you decide to apply?**

We had two goals. On the one hand, it had become clear that there was a lot for us to learn about this field, and, on the other hand, we considered it important to give our teaching staff something new, something different, and this international programme proved a great opportunity that respect.

**Whose idea was it to apply?**

Basically, I was the initiator, because I personally

felt that some changes, new methods and tools had become necessary to help those over the age of 45 learn languages. I, too, belong to that age group, and the people around me made me realise that you shouldn't write off anybody because of their age, as people remain active for longer and longer in most areas of life, and that applies to labour market, too. In many cases, however, that requires maintaining or developing language skills, as it also shows in the number of our new students, but in many respects, this target group is different from the younger generation.

**What motivates your senior students to learn languages?**

More and more people realise that language learning as an intense intellectual activity can contribute to staying young and finding new activities, hobbies and communities to an incredible extent. It helps to keep your mind fresh and it opens new dimensions in people's lives. I found that these students prepare for the classes with such enthusiasm and they're so eager to learn that if we do it well, we can get a lot out of them.

Of course, many of them come to us for external motivation, for example their employer starts to open up to other countries and it becomes necessary to be



able to communicate in the given language, or there may be a new job in the background. Their active involvement is equally important, and in this respect, we've learnt a lot from our foreign partners.

**What have you been able to use of your experience gained during the study trips?**

Since then, we have launched a number of courses specifically for this age group, and we paid a lot of attention to the composition of the groups. We conduct orientation talks to decide whether someone should learn the language in a homogeneous or a mixed group, and we constantly monitor students' progress to draw the conclusions. All in all, we have become far more conscious, and we carefully choose our methods used with those over the age of 45. We saw how our partners reduced the amount of classroom work, as it's natural that they proceed more slowly. But we don't necessarily correct the mistakes, either, when somebody opens up at last and talks at length about a topic; we only call their attention to their inaccuracies afterwards. It might seem trivial, but it really is important to ensure a different learning environment for the older generation; it's harder, for example, to filter out background noises when a classroom overlooks a busy street. But my colleagues also learnt practical ways of overcoming senior students' reluctance to use ICT tools.



*'One of the most positive aspects of the course was its practical nature. We shared the experiences of our class visits with each other, our mentors and the language teachers in discussions.'*

Ildikó Prekup, Frankfurt



### PROJECT VALUES

One of the strengths of the project is that it fits in well with the EU's priorities. The training programmes aimed to instruct the methods designed to teach the 45+ target group contribute both to the professional and economic development of the institution and to a stronger motivation and more effective language learning of potential adult learners. For the organisation, the newly gained knowledge can ensure a significant competitive advantage over other language schools in the market.



Plymouth

*'Using digital technology means new motivation both for teachers and students. For example, by editing movie extracts available on the internet, we can make our classes more varied. We practised using the technology at Mayflower College, and prepared such material.'*

Borbála Párdányi, Plymouth

**Nine of your teachers were involved in the study trips. How did they share their experiences with the others?**

First of all, they told the school's management about their trips right after they returned, which I think was very important. Based on their experiences, we will compile a handbook, complete with bibliography, but the professional materials are already available for the staff to study. Also, we organised a dissemination meeting, where, besides our own staff, we also invited the secondary school language teachers from the district and South Pest, who also meet this generation at their private classes or language school classes. The workshop was held in Hungarian so not only teachers of English and German can benefit from it, but to allow anybody to use the methods we presented in their own respective classes.

**What feedback did you receive?**

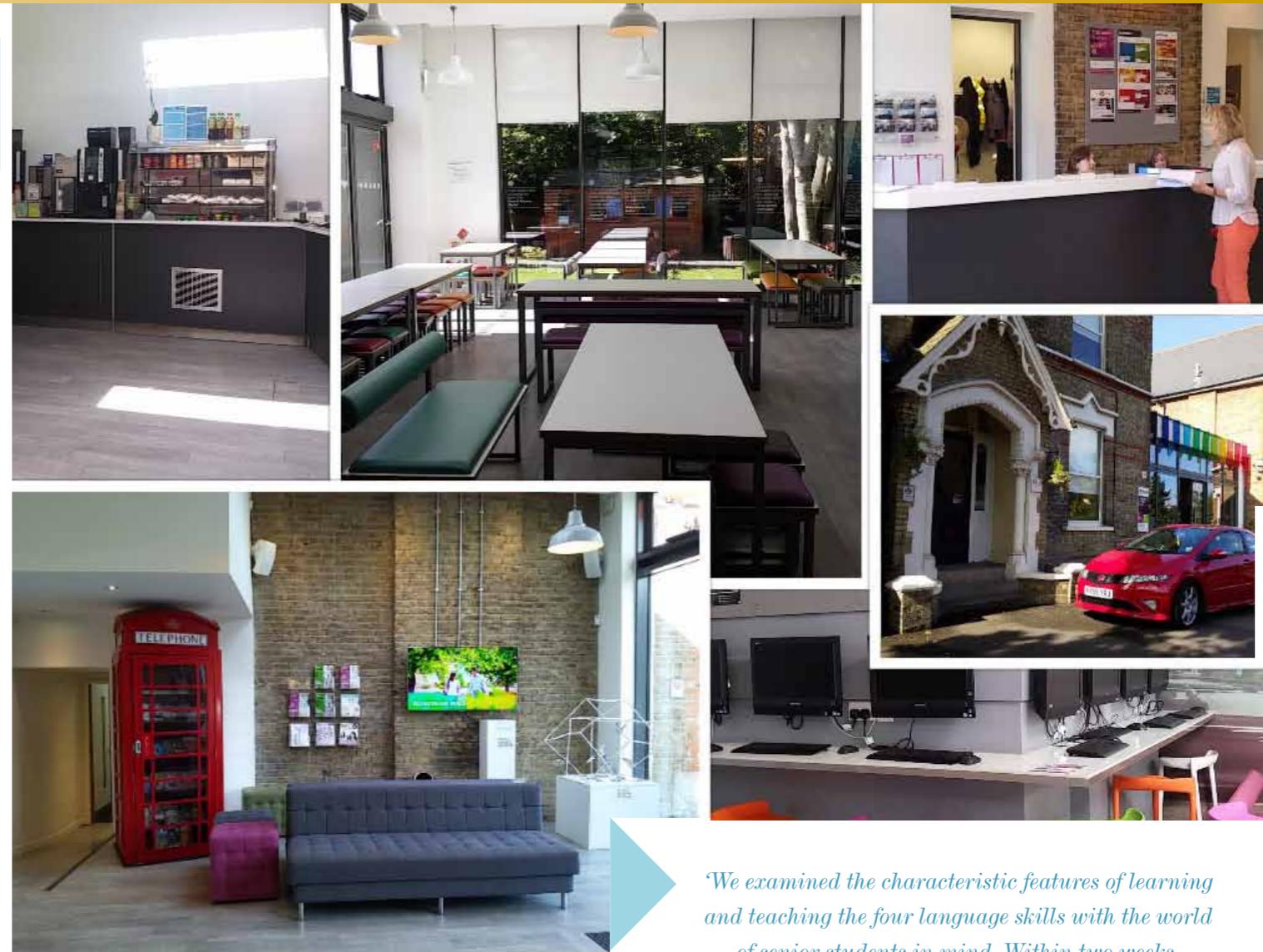
Our teachers were very interested, and not only

in actual professional experiences, but also in the opportunities offered in the Erasmus+ programme. Some of them, inspired by our project, started to seek foreign partners; as far as I know, some applications have been submitted, too.

It was also very interesting to see the enormous enthusiasm and curiosity our students received the returning language teachers with. It meant a lot to them that we seriously addressed this issue which affected them.

**What did your involvement in the project mean to you?**

It was a serious learning process, which we enjoyed thoroughly. In the beginning, we felt completely lost, because we didn't know the process of application and project implementation. But we were enthusiastic and committed; we went to all the informative events, and slowly learnt the ropes. I can say that to some extent, all of our colleagues were involved in the project, which is also a reason for our success. However, it's not the end of the process yet: we will build on our knowledge gained and relationships made to continue our work, and we have already launched our next Erasmus+ project in this subject.



*'We examined the characteristic features of learning and teaching the four language skills with the world of senior students in mind. Within two weeks, we accumulated a great amount of practical knowledge and learnt refreshingly new things. I had a chance to attend the most useful methodology course of the past decades.'*

Ernőné Futár, Edinburgh



## From Picasso to Lego Animation

[WWW.COLOURSOFEUROPE.EU](http://WWW.COLOURSOFEUROPE.EU)

**INSTITUTION:**  
Primary School and  
Basic Arts School of  
Szandaszőlős

**TITLE:**  
Colours of Europe

**COORDINATOR:**  
Széles Imréné  
Zsuzsanna Mondok

The students of the Szandaszőlős school already got a taste of learning with a project approach in their teens. These children became familiar with nearly 30 painters and their world-famous paintings while also learning, in an entertaining way, about the historical age the artists were active in or the music people of that age danced to. During the two years, they could also see the original paintings, after reproducing them using sand animation, linocut, modern 3D graphics or Lego animation, and writing compositions and poems.

Your school boasts a number of international as well as national recognitions. What kind of management attitude and teaching staff is behind such a successful institution?

*Éva Hegyiné Mladoniczki, Director:* The greatest merit of our teaching staff is, perhaps, their openness to new things and a conscious, quick response. We first joined international programmes nearly 20 years ago, such as Socrates and then the national World-Language programme. We took on each challenge consciously, which drove renewal within the community, and it was never through the exclusive decision of the manage-

ment, but with the approval of the entire teaching staff. I'm certain that it was this work culture we developed together that led us to such success. During the past few years, we learnt how to work in an international project, and interdisciplinarity, cooperation between teachers and thinking together have become natural to us. Project approach has been consolidated, and it has been a crucial part of our school's strategy ever since.

**How was project approach and interdisciplinarity represented in the Colours of Europe project?**

*Imréné Széles, Project Coordinator:* The project was based on the idea that each one of the five countries chooses 5 or 6 famous paintings to work on during the two years of the project, covering the painters' biographies, the historical background, the artistic style, the circumstances of creating the painting and other related fields of art or events. Then the groups involved created their own images and reproductions, put them in a historical context and found out how to go on. When a musical style was related to the painting, they listened to the characteristic pieces or even learnt the related dances. In drama classes, they acted out the story or captured the scene they saw in their imagination in still images. They even had an



opportunity to create works of art via computer graphic software.

**Which paintings did Hungary choose?**

*I. Sz.:* The reproductions of the Feszty Cyclorama or Szinyei-Merse's and Vasarely's paintings made by the children in teams or individually are all available on the project website to view. We studied Bertalan Székely's and Mór Than's paintings, *Women of Eger* and *The Capture of Nyáry and Pekry*, respectively, in detail. When the children had finished studying the painters' biographies, they discussed the characteristic features of historicism at art classes, and at history classes, we discussed the background of castles sieges in the age of the Ottoman rule. We studied the life of Sebestyén Tinódi Lantos, and we also learnt extracts from the historical song *I'm Writing the Chronicle of the Castle of Eger*, and the children even adapted it to the siege of the Castle of Szolnok. This, as well as a theatrical performance based on *Dobó's Oath*, were performed at the project meeting, in front of the stylised image of the Szolnok Castle.

With reference to Mór Than's painting, the students prepared a door-sized salt dough model of the Szolnok Castle of 1552, which they beautifully painted



### PROJECT VALUES

The partnership, implemented through a great choice of topic, complex goals and well-conceived, extensive activities, provided an opportunity to develop a wide range of skills. Throughout the project, the development of competences was a priority. Most of the activities could be integrated into the curriculum; besides, the project also had an indirect impact on the school's language teaching programme, as well as on the career orientation of a number of students.

afterwards. Following that, at the Hungarian project meeting we took the foreign children to see the place where the castle used to be, and then we visited the National Gallery, where we saw the original paintings, accompanied by interactive English guidance.

**The website contains a lot of ideas, moments of creation, images and animations. Can you highlight some of the most memorable moments?**

*Zsuzsa Fazekas art teacher, artistic leader of the project:* There were a lot of things like that... For example, when one of our 8th graders used Lego animation to reproduce the siege of the Eger Castle, continuing the story in 2015, when a Hungarian and a Turkish child shake hands like friends. But I could also mention the adaptation of Picasso's *Guernica*, which demonstrates the horrors of war, and at the pan-artistic festival held in Poland the children created their own map of happiness, a giant counterpart of the painting, in a contemporary painting style, marked *Colours of Europe*. The sand animation version of the Polish painter Wyspianski was also very special, with Chopin's music in the background.

**What do you consider the most important impact of the project? What was there to learn and from whom?**

*Zs. F.:* The most important aspect for me was that the students learnt about the selected works of art as part of the curriculum, but much more profoundly, and therefore it was easier for them to create their own works. Without the project, we wouldn't have been able to try the extremely rich technical palette, and our set of tools in teaching art has developed a lot.

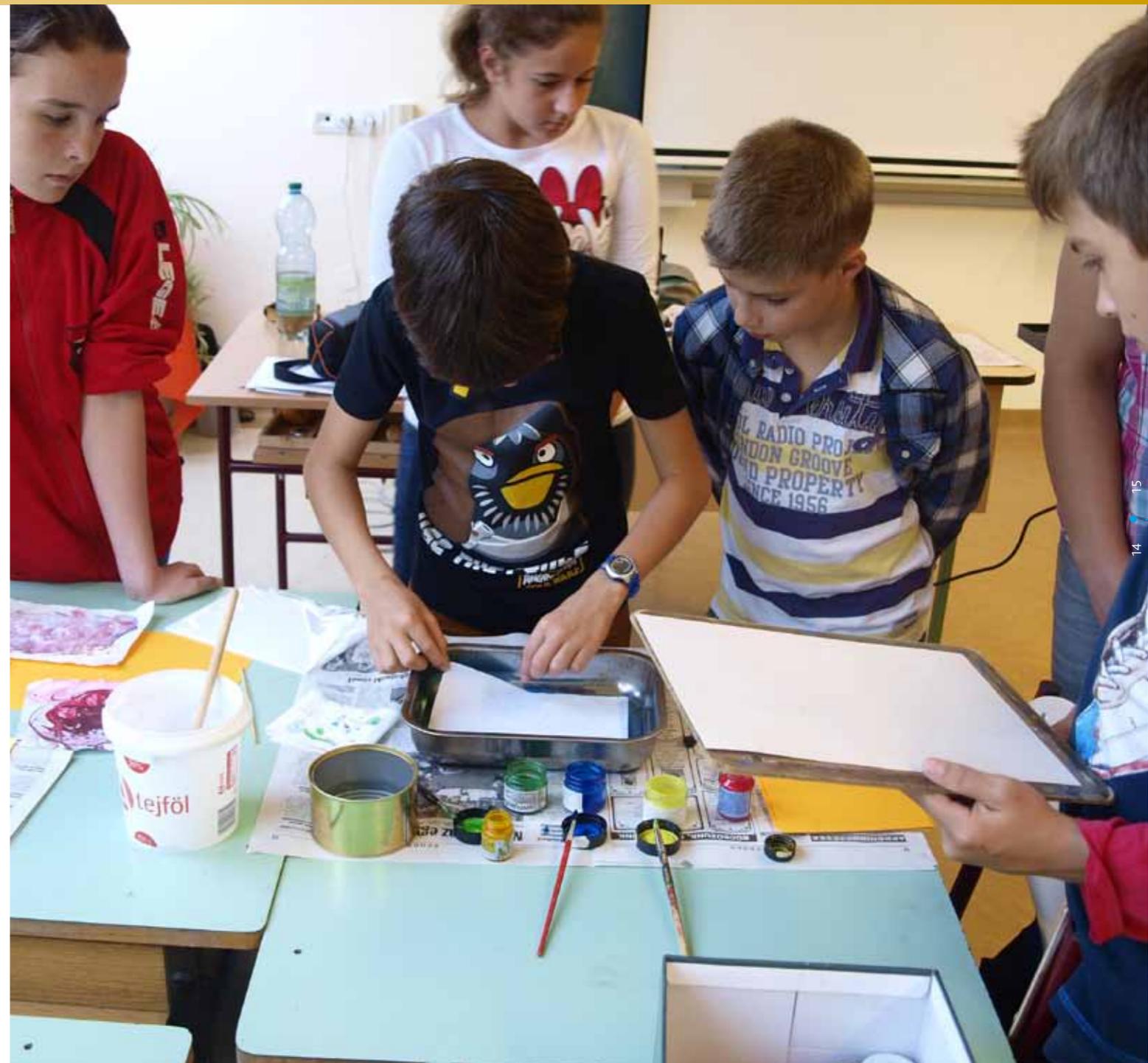


We also established important relations with the partner teachers, and there were teachers from each country. Some ideas which were published on the website can also be used in our daily work.

*I. Sz.:* It was surprising and instructive to see the Spanish and Portuguese creativity in the artistic use of various materials: they used, for example, plants and waste to reproduce the paintings. But it was also nice to see how the Polish children taught their Hungarian peers to use certain computer graphics applications. We learnt about the method of integrating SEN students at the Portuguese partner, as well as about the unique, complex approach of our Turkish partners. And the broader view, the complexity and the development of creativity will have a long-term effect.

**Your school is also characterised by talent management, as well as the special attention and equitable treatment given to more disadvantaged children. How did that appear in this partnership?**

*Zs. F.:* The project allowed us to also involve students who, owing to their disadvantageous situation, can't afford to travel or develop their skills and interests, or don't have real motivation to learn languages or up-to-date computing skills to use the internet. These two years meant a sense of achievement for all of us, as we created an opportunity for self-expression, unfolding talent and presenting independent productions in various fields of art. Thus, everybody could experience and demonstrate being talented in something, as well as being able to create beauty.





## Care Based on Art and Creativity

WWW.SPARKS-PROJECT.EU

### INSTITUTION:

ArtMan Association  
for Arts and Movement  
Therapy, Budapest

### TITLE:

SPARKS Somatic Practices,  
Arts and Creativity  
for Special Needs

### COORDINATOR:

Ferenc Kálmán

Besides the classic therapeutic methods of providing care for people with disabilities and special needs, there is a growing need for development programmes with a new approach. The SPARKS project sought to improve the life quality of people with disabilities through international research and experience exchange. The cross-cultural cooperation of the five partner organisations focused on somatic work, art and creativity. They implemented 29 national and international activities with the goal of developing a new training curriculum. We talked to Ferenc Kálmán Project Coordinator about the special artistic cooperation.

### What was the goal of your project?

We at ArtMan Association for Arts and Movement Therapy work, among others, with physically or mentally challenged adults, young people affected by autism spectrum disorder, as well as people with hearing or vision impairment.

In the project, we had partners who provide movement development training, as well as special services, to people with special educational needs and disabilities in France, Slovakia, Italy and Great Britain. One of our

goals was to learn about these various therapeutic methods and the existing diverse expertise, to start a dialogue and share interesting and proven methods and new approaches with each other. And then, based on what we'd learnt and experienced, we seek to develop a special, but easy-to-transfer body of knowledge, a training programme specialising in people with disabilities.

### What methods did you use throughout the project?

The most important one is somatic education. It's a movement and personality development method based on internal physical perception and experience. Its power lies in the fact that it creates a connection between formal knowledge (e.g. traditional therapies, psychotherapy) and informal knowledge (experiential learning, bodymind, dance techniques and creative methods). It includes the recognition and acceptance of differences, individual involvement, community development and the exchange of professional experience. As an experiential learning method balancing between formal and informal knowledge, it's an effective and innovative practical method to be used with people with disabilities. At the same time, it can also play a mediating role, through which certain



players of social care – such as the institutions, the therapeutic profession and the clients involved – can express their views and initiate a dialogue with each other. Somatic education focuses on the individual and their existing abilities, instead of the nature of their illness or the graveness of their condition, and consider health as a continuously changing thing, not a constant state. The members of the community (family, peers, carers) are, as witnesses of the persons' lives and contributors to their life quality, all important partners in care. Care, therefore, creates a community, such as care is created by a community.

### What did your activities focus on?

Each partner meeting had a similar structure: workshops, conferences, creative programmes with the involvement of the impaired, and learning about local good practices in care and rehabilitation centres. All this allowed an intense cooperation with the various project partners and participants. The activities focused on somatic education and *Body-Mind Centering*®. BMC is an innovative, people-oriented method which relies on traditional therapies, neurology, human development and clinical research, as well as on body-based exercises, performing arts and other creative processes.

### PROJECT VALUES

The project is a good example for the European cross-national cooperation, creativity and persistence of dedicated and expert professional organisations, which, besides those concerned, also involved the service provider organisations and over 500 students. The acceptance and inclusion of people with disabilities, cooperation with them, and experiencing joint creative work were in complete harmony with the basic human rights of people with disability.

*'I've worked with children with special needs and their parents for a long time. However, the SPARKS project provided me an opportunity to question my own methods, influenced by what I'd learnt from our foreign partners. This experience has really changed my work with people with disabilities.'*

Thomas Greil  
Educational Director, France



Photo: Zoltán Kadosa

**In each country, special emphasis was laid on involving, besides the usual relations, further institutions and experts in the programmes, thus ensuring an increasing number of partners in the joint thinking. How did that happen in Hungary?**

In Budapest, the first programme was an international partner meeting, organised in cooperation with six Hungarian therapeutic institutions. The meeting provided the international participants and the Hungarian partners an opportunity for an informal, informative exchange of experience, with the long-term goal of potentially joining future work. Our next programme was a professional information day on the BMC technique at Jurányi Incubator House, and then an open workshop followed at Sín Cultural Centre, where the international participants of the meeting learnt about the art therapy work of ArtMan Association in small groups at four different workshops, thus covering a field of performing arts, too. After the events, we got a lot of positive feedback, and the organisations expressed their interest in such future programmes and initiatives.

**Are you, in any way, going to continue the work that you started in the project?**

Yes, in many ways: we'll continue the cooperation with the Slovakian partners and participate in the implementation of their professional events. Besides, at the request of the ELTE Bárczi Gusztáv Faculty of Special Education, we prepared a somatic-based recreational training programme, developed for impaired groups. Also, I will continue my work with special needs children at the Early Childhood Development Centre of Budapest, along with the movement development team we'd established for the project. I will furthermore go on with the training program that I launched encouraged by the project, and we are also planning to launch an accredited BMC course in the future.

Interview: ADRIENN SZABÓ



*'The workshop held in Liverpool (for the visually impaired) was very interesting. That's what I call complete rehabilitation.'*

Gyöngyi Bóna  
visually impaired participant



## They Strive for High Quality Foreign Traineeship for Technical Students

[WWW.BEKSZI.HU/NODE/3084](http://WWW.BEKSZI.HU/NODE/3084)



**INSTITUTION:**  
Trefort Ágoston Vocational School and Student Dormitory, Békéscsaba Centre of Vocational Training

**TITLE:**  
Technical Students' Traineeship in German Industry

**COORDINATOR:**  
Ferenc Pataki

Car mechanic, engine fitter and welder students were given an opportunity to join a 4-week traineeship in Germany and Slovakia. The students from Békéscsaba made great progress professionally, but they have also become more independent and self-confident, and they gained experience which will also have an impact on their personality development. The Project Coordinator, who had also been the head of the vocational school for some time, reported their experiences with great commitment and enthusiasm. We also talked to Ferenc Pataki about the foreign traineeships completed in the past few years.

**What do you think made your projects successful?**  
I've implemented a number of projects already, with different students every year, but we always managed to build a team worth cooperating with, and it was a pleasure to work with them, too. I think students should be treated as partners in the case of foreign traineeships, too. On our last journey, we were accompanied by the head of the school, and he called the way we treated students exemplary. I should add that all of our former operators had fully supported our projects, as they have great benefits in terms of school

enrolment. However, successful project implementation does need support from the management. I also think it's important to have the right people in a project team, as in many cases it's not working time but a particular task you need to accomplish. And that's best done when you do it with pleasure.

### How did you integrate your experiences from former years into your current project?

We first organised a traineeship with our German partner in summer 2012, and lucky as we are, our relationship has been close to a friendship since then. When we're out there with a certain project, we already discuss our next partnership and plan the processes. We carry on some lesson from each of our former projects, whether good or bad, and we try to learn from our former experiences. As a result, we strive for quality and not quantity: we rather take smaller groups of 3-6 to the traineeship, because thus we can pay more attention to the students and the given tasks.

### Where do you get your energy for all this persevering work?

I get a lot of energy from the travels as they've always been a success. For me to be a part of these projects,

however, the support I get from my family is also very important. On the other hand, the students' enthusiasm at the school is motivating, too. I think the emphasis should be on hard work, not capability – one should appreciate simplicity and honesty. That's why I can work effectively with our students, and we have a very good relationship. Thus work goes smoothly, we can work together very well, and I've been in touch with most of them to this day.

### How much do you think the students involved have developed compared to the others?

Of course, professionally they developed a lot during the traineeship; they're more willing to go to competitions, and their results are better, too. But even more outstanding is their personality development. They become more independent, more self-confident, and they proudly tell others where and which traineeship they completed. Some even remain in touch with their foreign friends years later.

Unfortunately, we also get to see some hard lives; still, their school achievements and behaviour make them outstanding students, with whom the change during a foreign traineeship is perhaps even more conspicuous. On the other hand, spending their free time usefully is also terribly important during traineeship, as they gain experience which also shapes their personality. And during a traineeship, they don't only get to meet and talk to local students, but also ones from other countries, and thus their world view can become wider, too.

### How do you disseminate the opportunity and the results of the traineeship?

I call it a stand-up comedy; we continuously advertise the traineeship opportunities at the school, at various forums. We invite the classes which can potentially give us our next trainees. The students who participated in former projects prepare presentations to talk about their experiences in their own words. As we have

continuously applied for grant programmes since 2004, we have our proven channels, from the closer environment of the school through the labour centre to county-level forums.

In order to take along the right students, we must know them, and therefore it's an advantage when the project coordinator also teaches the given trade, and he or she can tell the 9th graders about where their fellow students have been. Thus, by the time the 11th graders get a chance to go abroad for a traineeship, they will have heard about it, they're excited and can't wait to go.

### During a project, difficulties may also arise. What is your advice to prevent them?

There might be some colleagues at the school who think that traineeship is almost like a holiday for the accompanying teachers, but it's a serious task. Similarly, the host institutions should also be aware that during the foreign traineeship, the students acquire additional knowledge, which can make them an even better workforce.

It's also worth paying attention to daily administrative tasks, such as how to evaluate and recognise foreign traineeship, or how to justify an absence from school or practice during foreign traineeship, and how to inform the teaching staff about all these to avoid misunderstanding.

I hear it as a frequent problem that some schools only realise in the middle of the project that they should also find substitute teachers. That's something you should consider as soon as submitting your application.

We need some kind of strategy to be able to integrate the knowledge gained into our training and specify the goal the school should move towards – even when changes in the staff occur. If we see the educational programme of the school globally, years in advance, we can develop a strategy tailored to the given institution in the field of international activities, too.

## PROJECT VALUES

The school's goal to integrate mobility into the curriculum and extend its scope as much as possible (in more trades, made available to more students) can be clearly seen. Another strength of the project is that they paid special attention to involving disadvantaged students. Enhancing and extending international activity serves to develop educational work and to make the school more popular and recognised at a local and regional level. The school plans to implement future mobility projects in accordance with the ECVET criteria.



## 3D Virtual Museum for the Carpenters of the Future

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**INSTITUTION:**  
ÉK Association

**TITLE:**  
Traditional Wooden  
Constructions of Europe  
(TRAWCOE)

**COORDINATOR:**  
Gábor Palotás

With the 3D online interactive software of TRAWCOE, the carpenters of the future can learn about the theoretical background of the trade in a far more exciting and entertaining way than ever before, through a virtual roof museum presenting European examples. The creators also expect the programme to revive carpentry, currently a less popular and shortage trade nation-wide. We talked to Project Coordinator Gábor Palotás, Vice President of ÉK Association.

As part of the project, you have established a virtual modelling workshop that lays an emphasis on European cultural heritage. How was the Museum of Traditional Carpentry built up?

We started the work with French, Latvian, Spanish, Romanian, British and Italian partners, including educational institutions, building and timber companies and cultural organisations. Each participant chose the wooden roof structures that best characterised their own respective countries and designed 3D models of them. As the project coordinator, ÉK Association was responsible for the developing and online operation of the standard technological solutions. The technological and engineering work was backed up by educational

professionals through basic educational methodology. In our case, the centralised organisation of work led to results, which, in practice, meant that we assigned the subtasks, but in order to fully overview the project that involved seven countries, we needed to coordinate implementation.

### What makes TRAWCOE special and innovative?

Gamification is seeping into education more and more; however, there's still room for improvement in vocational training. Due to the 3D interactive technology, carpenter students using TRAWCOE can discover the most important roof structure models individually in a virtual space (an online museum). The website also contains a map of Europe displaying the selected buildings, as well as a multilingual glossary. It's a prototype which can later serve as a model to teaching other trades, too; moreover, it can as well be an exciting tour for a layman.

### What makes the educational and technical solutions used in the project innovative?

The greatest innovation was using the technological solutions together in a new field. BIM (Building Information Modelling) is the proprietary product of the software developer Graphisoft; it allows 3D modelling,

and therefore enables the user to make a tour of the buildings. Other new features are online access and the Unity 3D game engine. This latter technology is today commonly used, from the most simple 3D logic games to the most complex car simulation or third person games.

### On what criteria did you base your choice of wooden construction models displayed in the software?

We had two main criteria: one was that each building should be characteristic of the given country or region. The other criterion was that the roof models from the seven countries should, together, show a diverse and varied picture. That meant the collection needed to be general and still unique. The ultimate goal was that the nine selected buildings should illustrate the history of European wooden construction as truly as possible. The choice was somewhat limited by the extent to which certain construction technologies have survived. Another important consideration was that each element in the virtual museum developed in the programme should be worth showing in isolation, too, such as the wooden vaults of the nave in the extremely spectacular Church of Saint Peter and Saint Paul in Granada. We also paid attention to choosing diverse structures in terms of function, so the sacred and the profane, the public and the residential, the agricultural and the industrial functions were all represented.

### Who is responsible for testing the resource material and what feedback have you received?

Currently, the testing is mainly done by the students of the schools involved; however, we haven't even launched a wider campaign, either in Hungary or elsewhere, because we wish to further develop the programme. We want a more uniform design, and we also want to make the application available from any device in a user-friendly way. Of course, after that we will contact all the

relevant institutions about the resource material. Besides five or six Hungarian schools, we also plan to involve French, Latvian, Romanian and British schools in testing.

### You needed to coordinate a project that involved seven countries. What were the most important lessons learnt?

Since we hadn't had any former experience in organising such international projects, we started searching in mailing lists a few months before submitting the application. It was important that the partner countries should have a strong tradition of wood construction, as well as to involve as many countries and kinds of institutions as possible. With the project closed, we can say that we have managed to find some partners with whom we can continue to work together in the future.

### What can the future hold for TRAWCOE?

We hope that the new resource material will give a fresh impetus and a new point of view to those interested in the trade, and that, at the same time, it will call wider attention to carpentry, one of the most sought-after shortage trades for years, according to statistics. That's why we are hopeful that with a more innovative approach we can contribute to the revival of an otherwise unjustly underrated trade. Certainly, we wish to integrate the programme into the educational materials, and later develop a more complex curriculum based on TRAWCOE. What we can see now is that we can probably win some new partners for the project within a year – we are having talks, for example, about a hay dryer in Slovenia and a timber house in Estonia.





## Volunteers, Guardian Angels Pensioners to Help Those in Need

[KARITASZ.HU/PROJEKTEK/PROJEKTEK-2013/GRUNDTVIG-PROGRAM](http://KARITASZ.HU/PROJEKTEK/PROJEKTEK-2013/GRUNDTVIG-PROGRAM)

INSTITUTION:  
Katolikus Karitás

TITLE:  
Let's Learn  
from Each Other

COORDINATOR:  
Eszter Kukor

The project of Katolikus Karitás was implemented with a special target group, volunteers over the age of 50 from Hungary and Transylvania. Besides activating and mobilising the elderly, their activities seek to learn about various ways and opportunities of providing help, in and outside the country. Whether disadvantaged young people – or old ones, as it happens –, or ones with disability, due to their experience and the training developed, the volunteers are well prepared to help those in need. We talked to Richárd Zagyva, Deputy Director of Katolikus Karitás and Lajosné Nagy, Director of Alba Caritas Hungarica about the partnership implemented via support from the EU.

### Did the project have any history in the past?

*Richárd Zagyva:* As early as 2008, our organisation already cooperated with Caritas Alba Iulia, who were our partners once again now. At that time we still worked with young people; they went to the volunteer camps, and we also developed a joint training curriculum. The most important aspect, however, was thinking together: how we could exchange experience that everybody can adapt and benefit from, as much as their own

circumstances allow. All this led to the *Let's Learn from Each Other* project, in which our volunteers spent longer periods locally to learn more about the circumstances there. They were supposed to do really important professional work that they could continue at home.

### What working programmes did you get to know during the project?

*R.Z.:* One such initiative was the *Guardian Angel* programme, which works excellently in Transylvania. In that programme, mentally or physically challenged and healthy young people make contact with each other. The programme aims to help the social inclusion of those with disabilities, as well as to enhance the tolerance of the community. In contrast, our Romanian partners learnt about the diverse work of our parish caritas groups, well established and organised in Hungary.

*Lajosné Nagy:* Three Hungarian dioceses received volunteers, so they got an insight into the activities at various locations. They could study the operation of our Karitás pensioners' club, established 20 years ago, too, and we also organised various programmes for them; we visited, for example, an after-school for disadvantaged children. They spent some days with the



### PROJECT VALUES

The innovative nature of the project lies in the fact that the lessons learnt in former exchange programmes were fully integrated into current planning. Due to effective management, the difficulties which arose (e.g. different volunteering laws, personnel changes) were dealt with in due time, efficiently and reassuringly. An additional success is that the results seem to have been integrated into the operation of the Hungarian organisation, and the lessons learnt are not only applied within the programmes, but they permeate the whole of the organisation and they have long-term benefits.



young disabled people of our St. Christopher's House, and they also accompanied us to a run organised for people with disabilities, as well as to some family and church programmes. For them, it was very different from what they had been used to in Transylvania.

**What were the most important goals during project implementation?**

*L.N.:* Adopting good examples. For us, it was mainly the Guardian Angel, which is operated at high professional standards, and continuously developed, too. This latter is also great pleasure for our volunteers, because social work is often hard, but when you work with people with disabilities, you always realise how much value they have in them and how much happiness they carry and mediate.

**Did you learn from each other?**

*L.N.:* Yes, we did. Our volunteer from Bicske has adopted the Guardian Angel programme, and it has been working well since then. We also managed to involve a number of service providers in the area, too: the stationery shop provides the paint and the paper, the local confectionery gives the cookies, and every

two weeks they get the community centre free of charge to organise programmes there. Due to the project, a wonderful partnership has been launched, and both people with disabilities and their healthy peers love this opportunity.

*R.Z.:* In contrast, Caritas Alba Iulia organises care through establishing social care institutions. That's why the parish volunteer network that we showed them in return was new to them. They wanted to know how they could reach and address people outside the institutional framework. They succeeded so much that the 'seeds' that the volunteers took home and sowed have started to grow steadily.

**Did the participation in the project bring any extra benefit for the volunteers?**

*R.Z.:* Many of our volunteers were amazed to find that, although the same language is spoken on both sides of the border, there are some great cultural differences. However, these differences were part of their everyday lives within the local communities. Thus, there was also some kind of exchange of experience in terms of culture and worldview among the volunteers, which added a lot to their personalities.

**Are you planning to move forward, based on your experience gained here?**

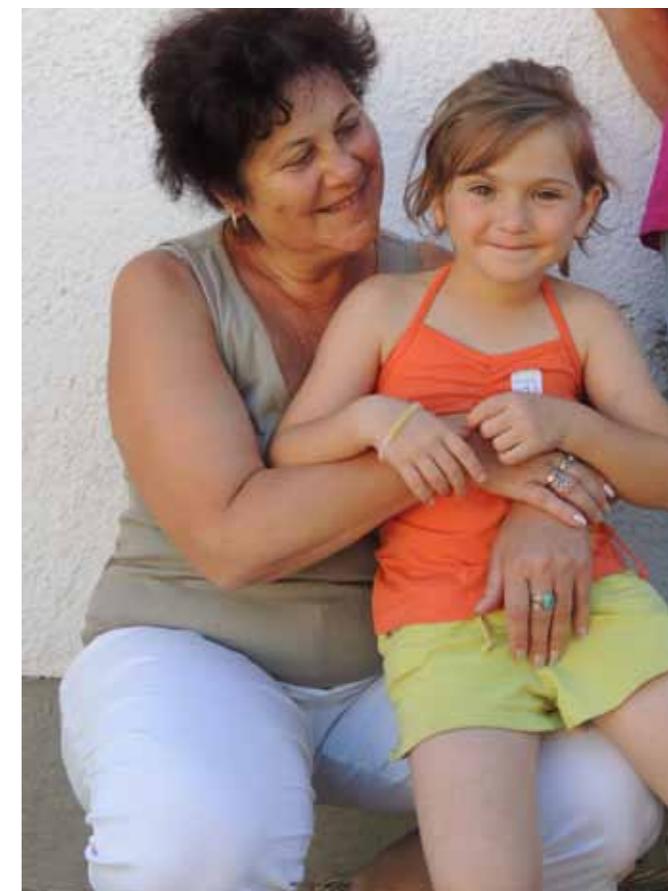
*R.Z.:* Due to the working relationship established, we have been running a number of activities based on the experience and good examples gained here. Thus, for example, we have launched a training programme for elderly people to support home care for the elderly. The details were elaborated through cooperation of the charitable organisations of the two countries in a way that it can be implemented in both countries. That's what we developed a curriculum for, and have already provided training accordingly. But I could also mention a cooperation which enabled twenty elderly people over the age of 70 to travel to Hungary from a Székely village to visit the country for the first time in their lives. The *Let's Learn from Each Other* project had a role in that, too.

*L.N.:* We have also started to share our experience gained in helping addicts, because our Transylvanian partners are still less active in this field. Thus, also taking into consideration the lessons learnt in the project, we have launched professional exchange programmes, which allowed our Romanian partners to travel to Budapest to learn about our RÉV programme.

**Is it important for elderly people to take part in some volunteering activity? What can it give to them?**

*L.N.:* Vitality! It's very important that they can feel useful. And as they proceed, they can also gain professional experience. The project helped them a lot to be able to provide help not only as 'amateurs', but also according to some social and professional criteria.

*R.Z.:* We often receive feedback that, when reaching retirement age, people feel an eagerness to do something, a new capacity to work, which later they can use in charitable work. In many cases, they outperform young people in work, which sets a great example to future generations, as well as their own age group.



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International Cooperation Quality Awards were awarded to institutions involved in public education, VET and adult education projects supported by the European Union's education and training programmes.

The partnerships recognised with the Quality Award addressed various matters, conducting excellent project management activity, and their achievements have had outstanding impacts on the entire organisational culture.

These Quality Award winning projects received funding through the *Lifelong Learning Programme* between 2007 and 2013. For the period between 2014 and 2020, the programme has been replaced by *Erasmus+*, which also provides a number of opportunities to gain international experience, to exchange views and to learn from each other, at all levels of education.

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