



AN OVERVIEW OF EUROPEAN COOPERATION PROJECTS

realised by
the Faculty of Education,
Charles University in Prague
(2008–2014)

The participation of the Faculty in European projects

Dear colleagues,

The handbook which you are reading covers a total of 21 international projects in which the Faculty of Education at Charles University participated between 2008 and 2014. It is, essentially, a guidebook surveying some selected international projects funded by the European Commission (under previous funding schemes). The European Commission has recently started to support a new programme called ERASMUS+ in the fields of education, training, youth and sport for the period 2014–2020 with the aim „to support the implementation of the Europe 2020 strategy for growth, jobs, social equity and inclusion“ (EC, 2014, p. 9) and to find a solution as to how to take advantage of the challenges Europe is facing.

This publication outlines the objectives of the individual projects, while also specifying their most significant activities and outputs. The handbook features two projects implemented within the 7th EU Framework Programme, one LLP Grundtvig project, six Comenius projects, four IP ERASMUS projects, one ERASMUS EQR project, one DAPHNE project, one TEMPUS project, one CEDEFOP project, one EC EAC project, one KA1 and two KA3 projects. The Faculty of Education actively participated in all of these projects, making use of the experience with international co-operation acquired during the preceding years, e.g. the research activities performed within several projects of the 5th and 7th EU Framework Project.

We would like to draw the readers' attention to one considerable success attained by the "Image and Identity" project carried out by the Art Education Department (142345 LLP-1-2008-1-UK- COMENIUS-CMP). The output from this project is being further developed by a current project, entitled "Creative Connections" (517844-LLP-1-2011-1-UK-COMENIUS-CMP). The "Image and Identity" project was listed in the TOP 10 by the European Committee in 2012 and in November 2012 was introduced at the nationwide NAEP Valorisation Conference which is devoted to centralised, EU-wide projects.

For many years, the Education Policy Centre has participated in a number of prestigious, international research projects the outcomes and studies of which have been exploited by policy-makers for creating governmental strategies in education, by managers in higher education institutions or for solving questions related to labour market decisions in the Czech Republic. In 2008–2014 the Education Policy Centre participated, among others, in four international projects funded by TEMPUS, CEDEFOP, EC EAC and ERASMUS EQR.

The projects implemented to date were co-ordinated by an international association (Inclusion Europe), research institutions and universities in Austria (Karl-Franzens-Universität Graz), Cyprus (Cyprus Mathematical Society), Czech Republic (Charles University in Prague), Finland (University of Oulu), France (Université d'Avignon et des Pays de Vaucluse, Avignon), Germany (University Bielefeld, Centre for Research on Higher Education and Science Studies, University of Cologne), Great Britain (University of Roehampton, Sheffield Hallam University, Bangor University, University of Chichester, Institute for Employment Research, University of Warwick), Italy (University of Pisa), The Netherlands (University of Twente, University of Gröningen), Norway (Norsk Institutt For Forskning Om Oppvekst, Velferd Og Aldring, Nova), and Spain (Universitat de Barcelona).

The Faculty of Education is also involved in networks focused on particular topics and problems related to education or teacher education. For example, the network ELiNet unifies 78 partner organisations from 28 European countries (including 24 EU member states). Countries involved include: Austria, Belgium, Bulgaria, Croatia, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Lithuania, Malta, Netherlands, Norway, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland, Turkey, and Great Britain.

While participating in the projects, the Faculty of Education, Charles University, has co-operated with project teams from 30 countries, most frequently with Germany (15 teams), Great Britain (13), Finland (11), closely followed by teams from France, Serbia, the Netherlands, Italy, Austria, Spain. Further there was a more sporadic co-operation with teams from Slovakia, Slovenia, Sweden, Greece, Cyprus, Hungary, Portugal, Ireland, Estonia, Poland, Romania, Norway, Denmark, Bosna and Hercegovina, Bulgaria, Armenia, Turkey, Switzerland, Belgium, Lithuania and Monte Negro.

International co-operation at the Faculty of Education is not confined to international projects. It is also realised through a wide range of activities, for example, hosting international seminars, conferences, congresses and competitions. Contracts signed by the Faculty with a variety of reciprocal, governmental agreements or in relation to the ERASMUS+ programme, departments and institutions affiliated with the Faculty of Education also take advantage of the opportunity to send scholars on study trips abroad.

We would be pleased if the handbook functioned not only as an example of good practice in the area of international activities carried out under the auspices of the faculty, but also as inspiration for other research departments. It has become clear that if, in the course of an international project, a department gains a reputation as a responsible and scholarly partner, it is probable the department will be asked again to co-operate on future projects by some of the international partners.

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Vice-Dean for International Affairs

Zuzana Trnková
Project manager

Petra Nakládalová

■ Resource

EC (2015) ERASMUS+. Programme Guide. Version 2 (2015) 14/11/2014. Available on <http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme>

Psychology Department

Enhancing Literacy Development in European Languages (ELDEL)

FP7 Marie Curie Action – People
Project No. People-2007-1-1_ITN Marie Curie Action 215961
(2008-2012)

Project description

The project was aimed primarily at training young scholars and researchers in the field of methodologies for literacy development. By participating in multi-disciplinary projects under the guidance of seasoned research mentors, they would be on their way to becoming experts in the given field who would, in turn, further enrich and expand the relevant scholarly expertise. The second pillar of the project was research focused on the creation of a model of key cognitive and socio-cultural factors which influence the development of reading skills in European languages. The broad language context was an essential prerequisite to the elimination of specific influences of the particular language environment of the child and to comparison of transparent and non-transparent languages, which is why a total of five European countries participated in the project. The data generated by the project are currently being analysed and the first project outputs and conclusions are to be published, with the aim of highlighting major factors that foster literacy development.

The overall project focus was complemented by research contributions from the individual partners in the field of literacy. A variety of topics were presented, for example, the development of children's writing and the ability to identify key risks factors which may hamper literacy acquisition. The set of research themes were: The Basics of Literacy (providing the basis for assessment of literacy in European languages); Risk Factors (identifying key risk factors which may hamper literacy acquisition); Intervening (The development of effective intervention programmes for problematic children), Writing, The Basics of Writing development in European Languages; Implicit and Explicit Learning; Cognitive Processes in the Written Output in Romance Languages.

■ Outputs

ELDEL International Conference, Prague, June 3–5, 2011

Monothematic issues of the journal Pedagogika 1, 2/2012 (7 articles)

CARAVOLAS, M., M., SEIDLOVÁ-MÁLKOVÁ, G., et al. (2012) Common patterns of prediction of literacy development in different alphabetic orthographies. *Psychological Science* 2012 (23), 6: pp. 678–686.

CARAVOLAS, M., LERVÅG, A., DEFIOR, S., SEIDLOVÁ MÁLKOVÁ, G., & HULME, C. (2013).

Different pattern, but equivalent predictors, of growth in reading inconsistent and inconsistent orthographies, Psychological Science.

■ Co-ordinator

Bangor University, Great Britain

■ Partner organizations

University of York, Great Britain
Charles University in Prague, Faculty of Education, Czech Republic
Comenius University in Bratislava, Slovakia
Université Blaise Pascal, France
Université Poitiers, France
Universidad de Granada, Spain

■ Project websites

www.eldel.eu, www.eldel.cz

■ Contact person at PedF UK

PhDr. Hana Sotáková

IT & Technical Education Department

Generational Change in the Teaching Profession (2Agepro)

Centralised multilateral Grundtvig

Project No. 1414997-LLP-1-2008-1-FI-GRUNDTVIG-GMP
(2008-2011)

Project description

In view of the forthcoming challenges, the European Commission launched the project Grundtvig 2AgePro – Generational Change in the Teaching Profession, within the framework of the Lifelong Learning Programme. The project aims at establishing a model which would support novice teachers during their first years of teaching, yet which would also provide a motivational boost for experienced teachers. The average age of teachers has been increasing; yet these ageing teachers are educating the next generation. This consideration makes generational change within the teaching staff a very resonant topic throughout Europe. One-third of teachers in Europe are over fifty and many elderly teachers are planning to retire as soon as possible. Estimates indicate that by 2015 a total of a million new teachers will have had to be hired at primary and secondary schools, and will have to be provided with appropriate training. In addition to this, a large number of teachers already leave the profession within the first three years, typically because they resent the complex disciplining issues they have to deal with, plus the increasing workload, low salaries and excessive demands on their performance from the school managers and also from the parents.

The 2AgePro project aims to offer a modern template for continuing professional development (CPD) by creating a model of direct co-operation between fledgling and seasoned teachers at primary and secondary schools. By utilising and expanding on the existing methods of coaching and mentoring, the model provides pedagogical, social and technological support not only for the teachers, but also for other project participants. The project teams will design models for intergenerational co-operation of teachers, while taking into consideration the specific features of educational systems, the teacher-training system and CPD of teachers in individual countries. These models will then be tested during a pilot study with a sample group of teachers. The participating partners will evaluate the findings of the test run and will subsequently use the experience to draw up a common European framework for inter-generational co-operation between newly-qualified and experienced teachers.

■ Outputs

The scenarios and recommended models of inter-generational cooperation between novices and seasoned teachers; recommendations for educational policy-makers and people who draw up strategies for educational development.

■ Co-ordinator

Oulu University, Finland

■ Partner organizations

Charles University in Prague, Czech Republic

University of Oulu, Finland

Ludwig-Maximilians-Universität München, Germany

Utrecht University, the Netherlands

Umeå University, Sweden

■ Project websites

<http://www.cz.2agepro.psy.lmu.de>

■ Contact person at PedF UK

Doc. RNDr. Miroslava Černochová, CSc.

IT & Technical Education Department

Do It Yourself in Education: Expanding digital competence to foster student agency and collaborative learning (DIYLAB)

Education, Audiovisual and Culture Executive Agency, KA3 ICT Programme
Project No. 543177-LLP-1-2013-1-ES-KA3-KA3MP
(2014-2016)

Project description

DIYLab is an educational project, based on the DIY philosophy (authorship, creativity, co-operation and sharing) that enables schools and universities to develop digital competence as a result of the exchange between teachers, students and external collaborators. It allows schools to break their boundaries and put students and teachers in contact with participants from other European countries, generating exchanges that allow not only for the sustainability of the pedagogical approach, but also for its improvement.

The target groups of the project are teachers and students of compulsory education and higher education. The project aims to bridge the gap between formal and informal educational settings by taking into account the attitudes and competences developed by students out of school, and enhance creative learning processes. The project struggles to establish educational relationships and creative exchanges among project participants of all educational levels.

Three partners that come from higher education institutions in Spain, Finland and the Czech Republic have a history of working in educational innovation in both higher education and primary and secondary schools. This experience allows them to design activities for pupils from primary and secondary schools and university students established on the DIYLab philosophy and reflecting six parameters: collaboration, inquiry-based learning, self-regulation, digital literacy, interdisciplinary approach, and curriculum context. The outcomes will be published and shared on DIYLab Hub.

■ Outputs

As a result of the project, the project teams expect to directly impact the work of the six educational institutions involved, introducing the concept of DIY education and using it as a catalyst to foster the development of student's digital competence. Additionally, through the dissemination and exploitation strategies and the aforementioned workshops, it is expected the project to impact on at least five other secondary schools in each country, and to extend the DIY methodology to reach other higher education institutions. All outcomes, and primarily materials and methodical handbooks and tutorials developed for collaborative activities with pupils from primary and secondary schools and university students, will be accessible to be shared as digital objects on the DIYLab Hub.

■ Co-ordinator

Universitat de Barcelona, Spain

■ Partner organizations

Charles University in Prague, Czech Republic
University of Oulu, Finland

■ Project websites

<http://diylab.eu/>

■ Contact person at PedF UK

Doc. RNDr. Miroslava Černochová, CSc.

Czech Literature Department

Literature Framework for Teachers Secondary Education (LIFT-2)

Centralised multilateral Comenius
Project No. 502357-LLP-1-2009-1-NL-COMENIUS- CMP
(2009-2012)

Project description

The scope of the LIFT-2 project activities includes, among other things, specifying standard literacy levels for middle schools and secondary schools, while also inviting teachers from various European countries to help establish this consensual standard by voting through the project website. At the outset of the project, the participants had to clarify their starting point, i.e. to describe the situation in schooling and, more specifically, in the teaching of literature as practised in individual states. The data concerning individual educational systems and programmes have been compared, with the aim of identifying overlapping areas of agreement and specific features of individual countries. This analysis provided a baseline for the subsequently standardised reading levels – for the establishment of a common European reference framework for literature. Qualitative research was carried out in two stages, namely the national and international stage. In the course of the first stage, each of the partners organised a one-day working session with teachers who had the relevant expertise and who presented their arguments as to which 16 books should be used for individual reading levels and why. Each of the experts wrote a so-called "quick scan" for one of the representative books, (i.e. a brief, yet lucidly-structured, summary of the book, including basic information about the book, both in terms of reader appreciation and the intrinsic textual properties). These, then, provided the basis for creating the taxonomy of six reader levels, established in consideration of the readers' age group ranging between 12 and 19 years of age. The individual reading levels are informed by two concerns: (1) focus on the student and (2) focus on the text. With regard to the focus on the student, we chose categories related to reader experience; namely, hobbies, general awareness and literary erudition. With regard to the focus on text, we chose immanent textual entities: style, character, plot, composition, storyline, narrative point of view and the actual meaning of the text. The final part of the project will consist of drawing up methodical recommendations for teachers so that they know how to meet the objectives set for a particular reading level, and which methods and activities they should incorporate into the teaching of literature to help the student gradually attain a higher level of literacy. LIFT-2 may help teachers to monitor the progress of the students' reading skills, to enable students to reflect on their own reading performance, to carry out formative and summative evaluation, and to boost the self-assessment of the students and their motivation for learning. The project seeks to contribute to the general recognition of guided reading as an integral part of the school curricula and one of the pillars of literature-based education at primary and secondary schools. What we also find beneficial is the participation of teachers in the creation of the methodological instrument, and also the potential for sharing and exchanging the acquired experience between the teachers.

■ Outputs

literary framework

website of the literary framework: <http://www.literaryframework.eu/>

website of the literary framework – debating forum: <http://www.test.literaryframework.eu/forum/>

expert treatises: HNÍK, O.; KLUMPAROVÁ, Č. (2012) European Framework for Literary Education on Lower and Upper Secondary School (LIFT-2 Project). In AD ALTA: Journal of Interdisciplinary Research, 1, vol. 2, pp. 32–35.

ISSN 1804-7890 | ETTN 072-11-00001-01-4. SAMIHAIAN, F.; WITTE, T. C. H. (2013) New Chances for Literature Education. Does a developmental model for literary competences fit teaching literature tendencies in Europe today?

In L1 Educational Studies in Language and Literature. ISSN: 15676617. EISSN: 15731731. (in press, accepted October 2012 – L1 Educational Studies in Language and Literature)

■ Co-ordinator

University of Groningen, the Netherlands

■ Partner organizations

Charles University in Prague, Czech Republic
University of Hildesheim, Germany
University of Eastern Finland, Joensuu, Finland
University of Bucharest, Romania

■ Project websites

<http://www.literaryframework.eu/>

■ Contact person at PedF UK

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Mathematics & Mathematics Education Department

European Development for the Use of Mathematics Technology in Classrooms

Centralised multilateral Comenius

Project No. 503254-LLP-1-2009-1-UK-COMENIUS-CMP

(2009-2012)

Project description

Although there have been numerous measures adopted nationally and internationally aimed at fostering the integration of ICT in the secondary school mathematics' classrooms, many studies in the field of mathematics education have indicated that the progress of integration has been rather weak and slow. The studies also indicate that the slow integration of ICT into mathematics' classes is closely linked to current teacher-training strategies. It has been established that even if teachers are strongly encouraged to make the best use of new possibilities enabled by ICT, this support has very little impact towards changing their attitudes and teaching strategies. The EdUmathics project was formed by a group of major researchers in the fields of mathematics' education and the integration of digital technologies in mathematics' education. Acting in co-operation with partner schools, they created a course which seeks to improve educational methodologies with the use of ICT. The project resulted in creating and testing a course for the initial education and training and further professional development of teachers in using technologies in the classroom.

■ Outputs

The main output of the project is high-quality teaching material which uses examples in order to illustrate the best practice of using ICT in mathematics' education, drawing on the most recent research in the field. The EdUmathics project generated the development of five modules for continuing professional development:

Starting with ICT, From static to dynamic illustration, How to design functions and models, Using ICT in teaching: Approaches in teaching and Relationship between software. The course is available on a multi-language European portal at www.edumatics.eu.

■ Co-ordinator

University of Chichester Ltd., Great Britain

■ Partner organizations

Davison CE High School and Technology College for Girls, Great Britain
Charles University in Prague, Faculty of Education, Czech Republic
Na Slovance primary school and kindergarten, Czech Republic
Universität Würzburg, Germany
Hans-Leinberger-Gymnasium Landshut, Germany
Ecole normale supérieure Lyon, France
Lycée Parc Chabrières, France
Institut de Recherche sur l'Enseignement des Mathématiques
Montpellier, France
Lycée Régional Georges Clemenceau, France
Université Paris Diderot - Paris 7, France Lycée Jacques Prévert,
France
Università di Torino, Italy

Liceo Scientifico Statale Niccolò Copernico, Italy
Pädagogische Hochschule Freiburg, Germany Berthold-Gymnasium
Freiburg, Germany Universiteit Utrecht, Freudenthal Institute, the
Netherlands
CSG Liudger, locatie Raai, the Netherlands
Univerza v Ljubljana, Slovenia
Gimnazija Jozeta Plecnika Ljubljana, Slovenia

■ Project websites

www.edumatics.eu

■ Contact person at PedF UK

Prof. RNDr. Jarmila Novotná, CSc.

Mathematics & Mathematics Education Department

Multiculturalism, Migration, Mathematics Education and Language

LLP - Comenius - multilateral

Project No. 526333-LLP-2012-IT -COMENIUS-CMP
(2012-2015)

Project description

Multiculturalism is one of the most significant changes in many school systems, especially when primary and lower secondary education is concerned. So far, European countries have paid little attention to maths education in multicultural contexts. Differences in cultures and languages make the maths teaching-learning process harder than it is.

Increased attention to communication in maths classes, careful and precise use of the language, and better acknowledgment and valuation of the cultural differences in multicultural classrooms, represent the methodological change from which pupils with minority languages and the whole class could benefit.

■ Outputs

Proposals for teaching materials designed for communicating and teaching maths in multicultural classrooms, to be used in schools, and by teacher trainers and trainees will be published in English and partners' languages. The materials will include analysis and comparison of case studies in the partner countries and teaching materials prepared and co-piloted within the partnership and in the associated schools. The materials will be published also on the project website (including video-clips) and as a book (without video-clips). The full programme of courses and workshops for teachers and trainees will be offered to the public. Project results will be presented at an international conference.

■ Co-ordinator

University of Pisa, Centro di Ateneo di Formazione e Ricerca Educativa, Italy

■ Partner organizations

University of Vienna, Austria
Charles University in Prague, Faculty of Education, Czech Republic
University of Thessaly, Greece
University of Sienna, Italy
University of Adger, Norway
University Paris Est Créteil – IUFM, France

■ Project websites

m3eal.dm.unipi.it

■ Contact person at PedF UK

Prof. RNDr. Jarmila Novotná, CSc.

Mathematics & Mathematics Education Department

Le-MATH: Learning Mathematics through new Communication Factors

LLP - Comenius - multilateral

Project No. 526315-LLP-2012-CY-COMENIUS-CMP
(2012-2014)

Project description

The project used a new method of learning mathematics through the science of mathematics communication. Mathematics communication in this project is defined to be a two-fold method, learning mathematics through a mathematics theatre play method and learning mathematics through the method of trying to communicate/explain mathematics like a mathematics theorem, or a mathematics methodology or property or mathematics application in a simple language and logic that can be understood by non-experts. The project intends to help teachers and pupils in all countries of EU to use this new method and tools, which will improve pupils' motivation in learning mathematics and through the process students will be able to express their talent through mathematics. The approach brings new ideas under "play and learn". It also makes learning more attractive and enjoyable for all pupils and will strengthen students' skills for creative thinking and communication. The method could be used for other subjects of the education curricula and for other ages.

■ Outputs

The outputs of this project provide an alternative method of teaching and learning mathematics, which is expected to contribute in the improvement the understanding and appreciation to mathematics by more pupils as well as supporting creative thinking. They include books containing guidelines for the proposed activities and illustrating examples. The site developed to support the activities will be promoted through a social network platform in order to maximise dissemination and communication. New educational methods will be created, teachers will be trained, and incentives will be there as European level competitions (MATHeatre Competition and MATH-Factor Competition).

■ Co-ordinator

Cyprus Mathematical Society, Cyprus

■ Partner organizations

Thales Foundation, Cyprus

Charles University in Prague, Faculty of Education, Czech Republic

Loidl-Art, Austria

VUZF University, Bulgaria

„CALISTRAT HOGAS“ National College Piatra-Neamt, Romania

Lyckeskolan, Sweden

LEOLAB, Spain

Junior Mathematical Society Miskolc, Hungary

European Office of Cyprus, Cyprus

Collège Saint Charles, France

Institute of Communication and Computer Systems – National Technical University of Athens, Greece

COM2GO, Cyprus

■ Project websites

<http://www.le-math.eu>

■ Contact person at PedF UK

Prof. RNDr. Jarmila Novotná, CSc.

Pedagogy Department

Induction for Novice Teachers

Centralised multilateral network Comenius
Project No. 503108-LLP-1-2009-1-NL- COMENIUS-CNW
(2009-2012)

Project description

The INNOTE project dealt with the issue of inducting novice teachers within their first three years on the job. This initial stage of a teacher's professional life, generally known as "induction" in English-speaking countries, has attracted significant attention in many European countries and has even been listed as an item in the European educational policy agenda; see, for example, the European Commission document, Developing coherent and system-wide induction programmes for beginning teachers (2010). The project is aimed primarily at creating and verifying a comprehensive educational programme for novice teachers and their mentors. It is based on the outcome of a multiple source analysis. In addition to this, the project also sought to share effective approaches towards providing novice teachers with professional support, to come up with innovations in view of the different conditions in individual countries and to keep building up the professional learning community by organising international expert seminars and nation-wide workshops. The project team consisted of researchers from eight universities, which, since the partner countries implement different induction models for novice teachers, ensured a wide international paradigmatic plurality. Yet another integral part of the team was made up of experienced teachers from six European schools whose role was to guarantee the practicability of the project activities.

One of the first outputs of the project consisted of a comparison of different systems of novice teacher induction on the basis of available documents which reflected the educational policies in the partner countries. The empirical component of the output entailed in-depth interviews of novice teachers and members of the schools' management, with a view to surveying the real level of support and professional development in schools, and of identifying the educational needs of novice teachers. The output of the project was a comparative analysis presented during a symposium held at the ECER conference in Cádiz (2012) whose proceedings are now being polished for publication. The researchers also identified and described some examples of good practice in four areas: the reduction of workload, the quality of the teaching process, enculturation to the school environment, continuing professional development and professionalization. A total of three major international expert seminars were organised in the course of the project, followed by nationwide workshops held in the individual participating countries.

The ultimate project output was a curriculum of an educational programme for novice teachers and their mentors. Both programmes were listed in the Comenius and Grundtvig Training Database and were successfully pilot-tested. Online versions of both courses have been posted on the project website, along with the Mentor Handbook which offers methodological guidance and summarises the main output of the project.

The project researchers presented the output of their work at twelve major international conferences and, in co-operation with the team of the North-European network NQT-COME, co-hosted the Supporting New Teachers in Europe conference, held in Tallinn in May 2012.

■ Outputs

(Online) Courses: INNOTE Course for Newly-Qualified Teachers; Mentoring novice teachers during their induction period at school – INNOTE Course for School Mentors

(Online) Publications: Good Practices for supporting beginning teachers; Mentor Handbook

■ Co-ordinator

University of Groningen, the Netherlands

■ Partner organizations

Dr. Nassau College, the Netherlands

Charles University in Prague, Faculty of Education, Czech Republic

Gymnázium Jiřího Gutta-Jarkovského (a grammar school), Czech Republic

University of Eastern Finland, Joensuu, Finland

Joensuu Lyseon Peruskoulu, Finland

Eszterházy Károly College and Training School, Eger, Hungary

Comenius University in Bratislava, Slovakia

ZŠ Dr. Milana Hodžu – a primary school, Slovakia
Regensburg University, Germany
St. Mariengymnasium Regensburg, Germany
Edinburgh University, Great Britain
University of Tartu, Estonia

■ Project websites

<http://jomite.eu/innote>

■ Contact person at PedF UK

Ing. Karolina Duschinská, Ph.D.

Pedagogy Department

SoNetTe: Social Networks in Teacher Education

LLP - Transversal programme – KA3
Project No. 531150-LLP-1-2012-1-NL-KA3-KA3MP
(2012-2015)

Project description

Within EU there is more and more stress on improving the quality of teaching and that of education in different ways. One of the ways is (student) teachers who do research and study specific educational topics that are of interest for their own teaching. This can result in a PhD, although this happens still very seldom.

A problem in teacher education and teachers' research is that knowledge of teachers is many times solely focused on their own country. They lack the opportunity to co-operate in international study and in research groups.

A few years ago, partners in this project started a project called JoMiTE to arrange Teacher Education programmes where student teachers easily exchange between countries. Experiences in that project show the benefits of these exchanges, but the numbers of students who can exchange remains low and in-service teachers cannot easily follow such a programme.

Therefore, SoNetTE, social networks for teacher education, was begun. With SoNetTE we want to promote the knowledge of teaching (subjects) in different countries, stimulate ICT skills and give (student) teachers the possibility for participating in international research groups via online networks and social media.

■ Outputs

1. We will develop open courseware courses that are of interest for (student) teachers in different countries. This will be made accessible publicly.
2. We will develop an online structure around the OCW courses where (student) teachers can collaborate internationally via social media.
3. Each partner will start two study groups around one or two of its own OCW courses. A study group consists of (student) teachers from different countries and different levels.
4. The study groups will be monitored thoroughly. We will gather data about the process of this online collaboration which provides information about the success possibilities of such collaboration.
5. The lessons learned will be disseminated and exploited to other teacher education institutions.

■ Co-ordinator

Rijksuniversiteit Groningen (University of Groningen),
the Netherlands

■ Partner organizations

University of Tartu, Estonia
University of Regensburg, Germany
Charles University in Prague, Czech Republic
University of Coimbra, Portugal
Universidad de Oviedo, Spain
Università di Trento, Rovereto, Italy
University of Eastern Finland, Joensuu, Finland
Eszterházy Károly College, Eger, Hungary
University of Cumbria, Carlisle, Great Britain

■ Project websites

<http://www.sonette.org/>

■ Contact person at PedF UK

Ing. Karolina Duschinská, Ph.D.

Art Education Department

Creative Connections

Centralised multi-lateral Comenius
Project No. 517844-LLP-1-2011-1-UK-COMENIUS-CMP
(2011–2014)

Project description

This project seeks to reflect various perspectives on European culture, cultural identity, 'Europeanness' and democracy. In doing so, we draw on the standpoint articulated by the Council of Europe, according to which Education for Democratic Citizenship (a cross-cutting theme within the Framework Education Programme for primary schools) plays a major role in its long-term plan (2009) "...to equip young people and adults with skills and knowledge which will enable them to actively participate in a democratic life and become aware of their rights and responsibilities."

Yet another source of inspiration is UNESCO's Seoul Agenda – a strategic document for education, approved in 2010, which defines the objectives and development paths towards educating through art. It seeks primarily to ensure and provide conditions for the balanced, creative, cognitive, emotional, aesthetic and social development of children and young adults, achieved through education and lifelong learning. (The Seoul Agenda: Goals for the Development of Arts Education/UNESCO Road Map for Arts Education. <http://www.unesco.org/culture/en/artseducation>). Current educational systems are characterised by a predominant focus on performance and efficiency, which inevitably hinders the development of curricular activities that entail art production as a way of learning, its cultural ties and the connotations thereof. We have discovered that some organisations (e.g. Global Gateway), can facilitate interconnections between European schools, yet there is no platform which would purposefully make use of art by way of stimulating debate about subjects related to culture, identity and citizenship. This is why our project asks the following questions: What is a European identity and what forms can it assume? Who is a European? In what ways do students understand such concepts as 'Europe', 'subjectivity', 'identity', 'state', 'citizen', 'culture', 'art'? What roles does Europe play in the field of politics, culture and art? What is the role of pictorial images as means of communicating information? Which images shape our understanding of and attitudes to Europe? How can students develop their language skills and cultural competencies? How can students develop their creative potential?

The project aims to use interactive websites (so called The Connected Gallery) in order to open up and mediate a creative debate on these topics, both among European students and the schools they study in. The communication should be facilitated via art and multimedia creations of the students and through interpretation and critical reflection of pieces of visual art works and other cultural artefacts. This is why many notable Czech artists will participate in the project, among them David Černý, Kateřina Šedá, Alena Kotzmannová, Eduard Ovčáček, Jiří David, Veronika Bromová, Jiří Kornatovský and others.

We are convinced that the project will provide students and teachers with ample opportunity to interconnect their own artwork with the development of communication skills (the website will focus primarily on art testimonies, and the students' commentaries will always be translated into all six languages), the opportunity to formulate their position within European cultural context, and also the opportunity to reflect critically on one's own attitudes, value systems and opinions. The project also seeks to encourage and inspire teachers in their work by providing them with an open and stimulating environment which is conducive to sharing and improving professional expertise across all European countries.

■ Co-ordinator

University of Roehampton, Great Britain

■ Partner organizations

Charles University in Prague, Faculty of Education, Czech Republic
The National College of Art and Design, Ireland
University of Barcelona, Spain
University of Lapland, Finland
Viana do Castelo Polytechnic Institute, Viana do Castelo, Portugal

■ Project websites

<http://creativeconnexions.eu/>
<http://www.image-identity.eu/>

■ Contact person at PedF UK

Doc. PhDr. Marie Fulková, Ph.D.

Institute for Educational Research and Development

Impact of school inspections on teaching and learning

Centralised project Key activity No.1 from the Cross-cut programme
Project No. 511490-LLP-1-2010-1-NL-KA1-KA1SCR
(2010-2014)

Project description

Nation-wide monitoring and evaluation systems, with various elements of accountability, contribute towards ensuring the quality of education for all students. Evaluation systems vary from country to country, yet there has been a marked and growing emphasis on assessing the outputs of school education (nation-wide testing) in countries where nation-wide testing has not yet been introduced on a regular basis. Such systemic evaluation in Europe has traditionally been provided by national inspectorates (such as Czech School Inspection – CSI), which also aim to ensure appropriate quality of educational processes. The countries participating in this project (NL, GB, AUT, SWE, CZE, IRL) spend an annual sum of over 68 million Euros to fund these inspection authorities. Inspection activities assess the quality of individual schools and verify whether the schools are maintaining certain standards in terms of the teaching process, student results and the institutional management of schools. The project sought to describe the differences between inspection frameworks in individual countries, to establish a typology of inspections and define their characteristic traits. It was assumed that individual characteristics and parameters of national inspection systems vary in their impact upon the quality of educational provision and in their ability to stimulate the development and improvement of individual schools. Our analysis of inspection systems relied on the study of relevant documents and on analyses of such outputs but also, more importantly, on repeated questionnaire surveys for completion by primary school principals. The empirical data also helped us answer the question as to what kind of reputation the inspection authorities enjoy in the individual countries and what impact they have on the functioning of schools.

■ Co-ordinator

University of Twente, the Netherlands

■ Partner organizations

Centre for Evaluational Monitoring, University of Durham, Great Britain

University of Gothenburg, Sweden

Charles University in Prague, Faculty of Education, Czech Republic

Johannes Kepler University, Austria

Dublin City University, Ireland

■ Project websites

<http://schoolinspections.eu/>

■ Contact person at PedF UK

PhDr. David Greger, Ph.D.

French Language and Literature Department

Module Européen d'accompagnement des étudiants pour la construction de leur personne

IP Erasmus Project

Project No. 2008-1-FR1-ERA10-02571, 2009-1-FR1-ERA10-09345, 2010-1-FR1-ERA10-16201, 2011-1-FR1-ERA10-25389,
2012-1-FR1-ERA10-36879
(2008-2013)

Project description

European research on student personality has highlighted a number of difficulties which are situated in university studies and which may often lead to underachievement and resignation on the part of the students. The most frequent of these are the following: maladaptation; the choice of an inadequate field of study or even university; different cultural and social habits, which hinder appropriate understanding of the academic environment; socialisation difficulties; possibly even inability to comply with the required standards.

In consideration of this, it seems all the more urgent to support European study programmes which would engage a wide range of students' competences, covering their scholastic aptitude, the work and study habits they have formed, and also educational methodologies. Our Intensive study programme has undertaken to lead students towards a better understanding of their own personalities and academic leanings. It sought to make the students aware of their own cultural and social habits and their potential for further development, thereby boosting their success in university studies. An intensive, specific and multidisciplinary study programme, created by Avignon University (the working site being the Centre Universitaire de Formation des Enseignants et des Formateurs - C.U.F.E.F.) in co-operation with other European university departments, was launched in the academic year (2007/2008) and has been in operation ever since. During its first 3 years, it catered to undergraduate students (3-year BA study programme), while in the following three years it has been assisting graduate and (MA) post-graduate, and doctoral (PhD) students.

■ Outputs

A collective monograph: Basco, Louis (dir.) *Éduquer en Europe à l'heure de la Postmodernité*. Lyon: Chronique Sociale, 2011.
A collective monograph: Basco, Louis (dir.) *Être... des valeurs aux pratiques culturelles*. Lyon: L'Harmattan, 2013

■ Co-ordinator

Université d'Avignon et des Pays de Vaucluse, Avignon, France
Centre Universitaire de Formation des Enseignants et des Formateurs (C.U.F.E.F.)

■ Partner organizations

National and Kapodistrian University of Athens, Athens, Greece
University of the Aegean, Rhodos, Greece
Università della Valle d'Aosta, Aosta, Italy
Faculdade de Psicología e de Ciencias da Educacao, Lisbon, Portugal
Humanistinen Ammattikorkeakoulu, Kauniainen, Finland
Universitet Jagiellonski, Krakow, Poland
Pécsi Tudományegyetem, Pécs, Hungary
Charles University in Prague, Faculty of Education, Czech Republic
Yerevan State University, Yerevan, Armenia (since 2011/2012)

■ Contact person at PedF UK

Dr. PhDr. Renáta Listíková, MCF

German Studies Department

Humanistic education, heterogeneity and personality development

IP Erasmus Project
Project No. IP LLP/AT-230/16/10
(2011–2013)

Project description

The project seeks to create and enhance educational and expert didactic competencies. The main bulk of project activities rested in studying and reflecting on expert literature in the field of humanistic pedagogy, acquiring new experience with various alternative education methods and, last but not least, it also sought to reflect on childhood and adolescence. The main emphasis was placed on the teacher-student relationship and on the ability to envision one's own style of teaching. All this was happening in an international context which, in the case of Faculty of Education students, further underscores their professional trajectory towards the careers of foreign language teachers. Five or six students from the German Studies' Department participated in the project within each academic year.

■ Co-ordinator

Karl-Franzens-Universität Graz, Austria

■ Partner organizations

Pädagogische Hochschule Steiermark, Austria
Universita Mateja Bela in Banska Bystrica, Slovakia
Uniwersytet Wrocławski, Poland
Charles University in Prague, Faculty of Education, Czech Republic
University of Ljubljana, Slovenia

■ Contact person at PedF UK

PhDr. Tamara Bučková, Ph.D.

Foreign Relations Department

Educational Research Methodology in a European Context

IP Erasmus Project
Project No. 2010-1-GB1-ERA10-06483
(2010–2013)

Project description

IP ERMEC focused on comparing research methodologies in various European countries. Through participation in the project, the Faculty of Education (PedF) benefited (1) by having the opportunity to compare results of research carried out by doctoral students at PedF against the data resulting from research of doctoral students affiliated to institutions abroad, (2) by stimulating discussion about the preparation of joint international scientific-research projects or (3) by contacting experts from abroad, whom the Faculty may invite for lecturing in the following years. By participating in ERMEC international post-graduate schools, doctoral students may acquire expertise in presenting the results of their own research in English, become acquainted with relevant English terminology, and gain valuable feedback on their own scientific research through the responses of experts from abroad.

All activities were organised as group-work. The representatives of the different countries were divided into groups of five, each facilitated by an appointed senior researcher from one of the participating universities. Some time in advance, each doctoral student prepared a presentation on methodological aspects and technicalities of his or her work, which s/he then delivered in order to enhance the awareness of other group members, thus possibly even nudging their research in a more appropriate direction. Within one academic year, the IP ERMEC involved the participation of five doctoral students from PedF under the guidance of a senior researcher.

■ Co-ordinator

Sheffield Hallam University, Great Britain

■ Partner organizations

Charles University in Prague (PedF), Czech Republic
Aarhus University, Denmark
Univerzita Akdeniz, Antalya, Turkey
Pädagogische Hochschule Freiburg, Germany
Sheffield Hallam University, Great Britain
Tallinn University, Estonia
University of Helsinki, Finland
Latvian University in Riga, Latvia University of Ljubljana, Slovenia
University in Lodz, Poland
University of Tampere, Finland

■ Contact person at PedF UK

PhDr. Eva Vachudová, Ph.D.

Special Education Department

Children's Rights for All! Implementation of the UN Convention on the Rights of the Child for Children with intellectual disabilities

Centralised project DAPHNE III Justice
Project No. JLS/2008/CFP/DAP/2008-1
(2008-2011)

Project description

The project sought to assess the existing compliance with the rights of the child in twenty-two European countries, with a particular focus on children with intellectual disabilities. The assessment was based on five basic criteria: protection from molestation, support provided by the family, de-institutionalising, healthcare, education and general integration of children into communal life. The results of the research reflect many reports from individual countries prepared by experts from Austria, Belgium, Bulgaria, Cyprus, the Czech Republic, Estonia, Finland, France, Greece, Ireland, Italy, Latvia, Lithuania, the Netherlands, Poland, Portugal, Romania, Slovakia, Spain and Great Britain. Despite the fact that 2009 saw the 20th anniversary of the adoption of the UN Convention on the Rights of the Child (CRC), reports from individual countries mapping the situation of children with intellectual disabilities provide a rather unsettling picture. The results of our research indicate that the implementation of CRC with regard to children with intellectual disabilities is falling short of the recommended standards in all five areas under scrutiny.

Considerable attention has been paid to areas such as education and healthcare. European countries should, however, also focus on other related issues, namely child molestation and the challenge of integrating children with intellectual disabilities into everyday life. Despite some progress and positive development in the areas of education and de-institutionalisation, there are still many children with learning (and particularly severe learning) difficulties being educated only in segregated institutions or being placed in long-term care facilities.

The general public, governments and experts all concur with the view that such children are considerably more jeopardised by others and more likely to become the victims of psychological and physical abuse, sexual molestation and bullying, with institutional facilities and schools being particularly locations of this behaviour. Experts from various countries do, however, point out that there has been an alarming lack of information, data and few recommendations for action in this area. It is certainly difficult to give a comprehensive survey and assessment of the situation, given the insufficient number of studies and indicators. The available research also shows that a number of necessary measures have already been adopted, without any consideration to the needs of children with severe impairments who need complex care. Not enough attention has been paid to the situation of families which take care of their mentally-challenged children at home. Reports from individual countries indicate inadequate support for such families, but also report a lack of accessible information which would help parents provide care and education for a child with intellectual disabilities. Further, community services, particularly respite care, are either unavailable or inadequate. Case studies collected throughout the research show that discrimination is a fairly common experience for the families. The children with intellectual disabilities and their families feel strongly that there is discrimination against them. The summary report was concluded by a recommendation of steps which should be taken at European, national, regional and local levels in a way that would ensure equal opportunities for children with intellectual disabilities.

■ Outputs

ŠIŠKA, Jan; LATIMIER Camille (2011) *Children's rights for all! Implementation of the United Nations Convention on the Rights of the Child for children with intellectual disabilities*. Inclusion Europe, Brussels 2011. ISBN 2-87460-126-8

http://inclusion-europe.org/images/stories/documents/Project_CRC/Results/European_Report/EN.pdf

ŠIŠKA, Jan; LATIMIER Camille (2011) *Children's Rights for All: Monitoring the Implementation of the UN Convention on the Rights of the Child for Children with Intellectual Disabilities National Report of the Czech Republic*.

Inclusion Europe, Brussels 2011.

http://inclusion-europe.org/images/stories/documents/Project_CRC/Results/National_Reports/Czech_Republic_EN.pdf

ŠIŠKA, Jan; LATIMIER Camille (2011) *Dětská práva pro všechny děti! Implementace Úmluvy Organizace spojených národů o právech dítěte pro děti s mentálním postižením*. Evropská zpráva. Inclusion Europe, Brussels 2011.

http://inclusion-europe.org/images/stories/documents/Project_CRC/Results/European_Report/CZ.pdf

■ Co-ordinator

Inclusion Europe

■ Partner organizations

Charles University in Prague (PedF), Czech Republic
Eurochild

■ Project websites

http://inclusioneurope.org/images/stories/documents/Project_CRC/index.html

■ Contact person at PedF UK

Doc. PhDr. Jan Šiška, Ph.D.

Special Education Department

Making Persons with Disabilities Full Citizens - New Knowledge for an Inclusive and Sustainable European Social Model

Seventh Framework Programme (Call: FP7-SSH-2012-2)
Project No.320079
(2013-2016)

Project description

DISCIT aims to produce new knowledge enabling Member States, affiliated European countries and the European Union to achieve full and effective participation of persons with disabilities in society and the economy. In investigating the social and political conditions for making such participation a reality, the project adopts a multifaceted understanding of Active Citizenship. Adopting a multi-level and institutional perspective, DISCIT examines how different types of policies (social benefits, social services and social regulation instruments) can be mutually supportive in enhancing Active Citizenship for persons with disabilities. Using the UN Convention on the Rights of Persons with Disabilities (CRPD) as a framework of reference, DISCIT identifies more effective ways to remove and prevent physical, attitudinal, social and organisational barriers to Active Citizenship and participation on an equal basis with others, in a context of rapid social and economic change and evolving conceptions of disability across European societies. DISCIT synthesises policy lessons from a strategic sample of European states: 'Liberal' (Ireland, Great Britain), 'Conservative' (Germany, Italy), 'Social Democratic' (Norway, Sweden) and 'Post-Socialist' (Czech Republic, Serbia) regimes. DISCIT involves consortium members from all these countries in addition to Switzerland and Belgium. DISCIT's results provide new insight into how the European Union can support Member States and affiliated European countries in working towards the realisation of the rights of persons with disabilities as expressed in the Fundamental Rights under the EC Treaty and the CRPD.

■ Co-ordinator

Norsk Institutt For Forskning Om Oppvekst, Velferd Og Aldring, Nova,
Norway

■ Partner organizations

Universität zu Köln, UCO, Germany
Univerzita Karlova v Praze, Czech Republic
National University of Ireland, Galway, NUI, Galway Ireland
PIN SOC.CONS. A R.L. - Servizi Didattici e Scientifici per l'Università di Firenze, PIN SCRL, Italy
Uppsala Universitet, UU, Sweden
Schweizer Paraplegiker-Forschung AG SPF Switzerland
University of York UOY, Great Britain
Inicijativa za prava osoba sa mentalnim invaliditetom, MDRI-S, Serbia
European Disability Forum, Belgium

■ Project websites

<http://discit.eu/>

■ Contact person at PedF UK

Doc. PhDr. Jan Šíška, Ph.D.

Education Policy Center

CONGRAD Conducting graduate surveys for enhanced strategic management and quality improvement

TEMPUS

Project No. 517153-TEMPUS-1-2011-DE-TEMPUS-JPGR
(2011–2014)

Project description

The CONGRAD project's wider objective was to enable higher education institutions (HEIs) in Serbia, Montenegro and Bosnia and Herzegovina to conduct continuously graduate surveys for the purpose of enhancing curricular content and fields of study and of facilitating permanent modernisation processes.

CONGRAD contributed to the improvement of institutional, self-evaluation processes by collecting systematic and reliable information on the links between what is offered for study and subsequent employment of graduates. Additionally, its role was to enable the evidence-based evaluation of higher education reforms and curricular changes over the last decade. Taking into account previous study conditions and the occupational career of graduates, CONGRAD aimed to gain a general insight in country-specific conditions of the transition from higher education to labour market, and will enable partner country HEIs to make evidence-based, strategic decisions.

A specific output from CONGRAD is the implementation of an approach to systematic collection of data on alumni in partner countries' HEIs.

An initial graduate survey was conducted: data collection, verification and analysis were followed by the interpretation of findings and the production of reports. Strategic management workshops based on the reports were held in each partner countries' HEI. Additionally, a regional conference and an expert workshop were organised.

The development of an action plan for future graduate surveys including other HEIs in the Western Balkans exploited CONGRAD's results. Dissemination was ensured by the project website, career guidance services and events for new alumni, as well as open media events organised at partner countries' HEIs. A regional conference, a closing seminar for the project and a major publication on the results of the initial graduate survey also ensured dissemination of findings. The CONGRAD project was subject to systematic quality control and monitoring.

■ Co-ordinator

University Bielefeld, Germany

■ Partner organizations

Charles University in Prague, Czech Republic Universidad Politécnica de Valencia, Spain
University of Jyväskylä, Finland
University of Belgrade, Serbia
University of Novi Sad, Serbia
University of Kragujevac, Serbia
Singidunum University, Serbia
Subotica Tech – College of Applied Sciences, Subotica, Serbia
School of Higher Technical Professional Education, Niš, Serbia
Higher Business Technical School, Užice, Serbia
Centre for Education Policy, Belgrade, Serbia
University of Montenegro, Montenegro
University of Banja Luka, Bosnia and Herzegovina
University of Tuzla, Bosnia and Herzegovina

■ Project websites

<http://www.congrad.org/news/>

■ Contact person at PedF UK

Ing. Radim Ryška, Ph.D.

Education Policy Centre

Mid-term skills supply graduate and demand forecast

CEDEFOP

Project No. AO/RPA/AZU-VKVET/skill-forecast/003/12
(2009-2016)

Project description

Cedefop (the European Centre for the Development of Vocational Training) was seeking to conclude a Framework contract with a research team, Consortium, to maintain and develop the existing system for regular medium-term forecasts of skill needs (demand and supply) based on available, comparative data at a pan-European level, and to carry out and disseminate these forecasts. The levels of detail required are at least the same as in the current forecasts and should provide mid-term skills supply and demand forecast to cover the period to 2030. The main geographical scope for the project was defined as European Union Member States (EU-27), as well as the candidate country, Croatia, plus Norway, Switzerland, Turkey, Iceland and Former Yugoslav Republic of Macedonia (FYROM).

The new forecasts should, as far as is practicable, allow for consistency with previous projections (the project "Forecasting skills demand and supply"). Due to the shift to NACE Rev2, in some cases it may be necessary to aggregate to higher levels, whereas in other cases more detail may be possible (e.g. in the service sector). In addition to benchmark projections, elaboration of alternative scenarios (including policy and impact scenarios) is expected.

The project also calls for continuous improvement and refinements in the methodology and data to be used for consecutive forecasts, including matching the forecast results against actual developments in the labour market. Additional related research activities should include the development and application of models to explore the interaction between demand for and supply of skills. Labour market imbalances can be defined as positive or negative discrepancies between future skill demand and skill supply, focussing upon levels of education in the first instance, but aiming to say something at the occupational and sectoral level in the long term.

■ Co-ordinator

Institute for Employment Research, University of Warwick,
Great Britain

■ Partner organizations

Alphametrics, Great Britain Cambridge Econometrics, Great Britain
Danish Technological Institute, Denmark
Education Policy Centre, Faculty of Education, Charles University in Prague, Czech Republic
Economix Research & Consulting, Munich, Germany
Fondazione Giacomo Brodolini, Roma, Italy
Institute for Advanced Studies, Vienna, Austria
Research Centre for Education and the Labour Market, Maastricht University, the Netherlands
Visionary Analytics, Vilnius, Lithuania

■ Project websites

<http://www.cedefop.europa.eu/EN/about-cedefop/projects/forecasting-skill-demand-and-supply/index.aspx#>

■ Contact person at PedF UK

Ing. Jan Koucký, Ph.D.
Ing. Martin Lepič

Education Policy Centre

EUROGRADUATE – Feasibility study for a European graduate study

Erasmus EQR
Project No. 540284-LLP-1-2013-1DE-ERASMUS-EQR
(2013-2015)

Project description

This feasibility project aims on the one hand at exploring the demands for information on HE graduates from relevant stakeholders at European, national and institutional level. On the other hand, it will systematically monitor the current events and studies carried out in the field of graduate research in Europe. The project will provide a sound basis for future research on the situation of HE graduates in Europe. It will provide a "best-fit" solution to overcome the fragmented picture of different research designs, methods and organisations that fulfils the demands of national and supranational policy makers and stakeholders. The aim of European study is to overcome the current lack of data and to be able to provide national and international policy makers, HEI, the labour market, students and researchers with data urgently required. This data will help all aforementioned stakeholders to evaluate, monitor and compare the success of HE graduates, measure the effects of HE policies implemented and assess the attainment of benchmarks and goals, e.g. on student mobility. By linking mobility and employability, EUROGRADUATE will in the future also be helpful in assessing graduate mobility flows within Europe.

■ Outputs

Feasibility study for a European graduate study, proposal for a graduate survey

■ Co-ordinator

Centre for Research on Higher Education and Science Studies
(Das Deutsche Zentrum für Hochschul- und Wissenschaftsforschung, DZHW – former HIS), Germany

■ Partner organizations

Institute for Advanced Studies (IHS), Austria
Education Policy Centre, Faculty of Education, Charles University in Prague (EPC), Czech Republic
European Students' Union (ESU)

■ Project websites

<http://www.eurograduate.eu/>

■ Contact person at PedF UK

Ing. Jan Koucký, Ph.D.

Primary Education Department

ELiNet: European Policy Network of Literacy Organisations

EC Call EAC/S05/2013
(2014-2016)

Project description

Established in February 2014, the European Literacy Policy Network (ELINET) unifies 78 partner organisations from 28 European countries (including 24 EU member states) engaged in literacy policy-making and reading promotion in Europe. ELINET strives to improve literacy policies in all member countries, reduce the number of children, young people and adults with low literacy skills in Europe, and help increase reading skills and reading for pleasure.

■ Outputs

Ultimately, our goal is to provide one European Framework of Good Practice in Literacy Policies (EFGP) covering all age groups, best practice examples based on the EFGP, 30 country reports covering literacy performance and good practices in our network, one common European literacy communication platform, Fundraising tools, awareness raising tools, and indicators of success.

■ Co-ordinator

University of Cologne (Universität zu Köln), Germany

■ Partner organizations

Unifies 78 partner organisations from 28 European countries (including 24 EU member states). Countries involved – Austria, Belgium, Bulgaria, Croatia, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Lithuania, Malta, the Netherlands, Norway, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland, Turkey, Great Britain

■ Project websites

<http://eli-net.eu/>

■ Contact person at PedF UK

doc. PaedDr. Radka Wildová, CSc.

History & History Didactics Department

Heritage Management, Interpretation and Education

IP Erasmus

Project No. ERA-IP-2013-16
(2013-2014)

Project description

Intensive Programme Erasmus Heritage Management, Interpretation and Education (HEMAINE) took place 1. 6.-14. 6. 2014 in UNESCO town of Telč. The overall aim of the project was to develop and deliver in Central Europe an innovative programme on heritage management, interpretation and education that would provide international exchange of knowledge and interdisciplinary cooperation and allow participants to benefit from international teaching capacities and original combination of subjects. IP HEMAINE was based on the principles of international exchange of knowledge, interdisciplinary cooperation and learning by doing approach. The programme consisted of 18 lectures, 5 workshops, 5 debates with heritage and museum professionals and 11 study visits and field trips. Participants had a chance to both experience and discuss the heritage of 3 UNESCO towns, 2 chateaux, 2 historical gardens, 2 monasteries, 3 museums and other heritage sites. They took part in four site-specific educational programmes that were tailored especially for them. Study visits and field trips as well as interdisciplinary seminars and debates, have been developed in cooperation with the Centre of Advanced Vocational Training of Czech National Heritage Institute in Telč.

■ Outputs

Students have developed knowledge and understanding in three subject areas during the course of IP HEMAINE. In History and archaeology the course provided an introduction to, and intellectual framework for, the contexts in which museums, galleries and heritage sites operate worldwide. According to students' final evaluation this objective was fulfilled up to 78 % in average. Students of Travel, Tourism and Leisure were provided with the opportunity to gain the basic knowledge required to work in the museums, gallery and heritage sector in Central Europe. In Teacher training students were provided knowledge and understanding of the philosophies underlying, and practicalities of, heritage education.

■ Co-ordinator

Faculty of Education, Charles University in Prague, Czech Republic

■ Partner organizations

University of Primorska, Slovenia
Universitas Matthiae Belii, Slovakia

■ Project websites

<http://dl1.cuni.cz/enrol/index.php?id=3421>
(Password: HEMAINE)

■ Contact person at PedF UK

prof. PhDr. Kateřina Charvátová, CSc.

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Faculty on Education
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