



**20-22 NOVEMBER 2016**

# CONTACT SEMINAR

—

**FINDING NORDIC AND BALTIC PARTNERS  
FOR A FUTURE NORDPLUS PROJECT!**



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# PROGRAMME

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## SUNDAY

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14:00-16:00

Registration of participants and room check-in

16:00-17:00

Opening speech

**Anders Geertsen**, Head of department,  
Nordic Council of Ministers Secretariat

Nordic educational cooperation and Nordplus, **Anna Mikander**,  
Nordplus Programme Committee Chair

The seminar programme, **Henrik Neiiendam Andersen**,  
Nordplus Main Coordinator

18:00-21:00

Reception buffet with music and Nordic/Baltic country fair

## MONDAY

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09:00-11:00	<b>Partner matching and project building</b>
11:00-12:30	<b>Parallel workshops on seminar themes</b>  <b>Theme 1</b> Integration of refugees and immigrants Speakers: Karolis Žibas & Heidi Layne  <b>Theme 2</b> Nordic Languages Speakers: Stian Hårstad & Auður Hauksdóttir  <b>Theme 3</b> Teacher education and continued professional development of teachers and educators Speakers: Per Ramberg & Martin Saar
12:30-13:30	<b>Lunch</b>
13:30-15:30	<b>Project building</b>
15:30-16:15	<b>Parallel workshops on Nordplus programmes</b>  Workshop on Nordplus Junior Workshop on Nordplus Adult Workshop on Nordplus Higher Education Workshop on Nordplus Horizontal Workshop on Nordplus Nordic Language
16:15-18:00	<b>Project building</b>
19:00-22:00	<b>Dinner at hotel</b>

## TUESDAY

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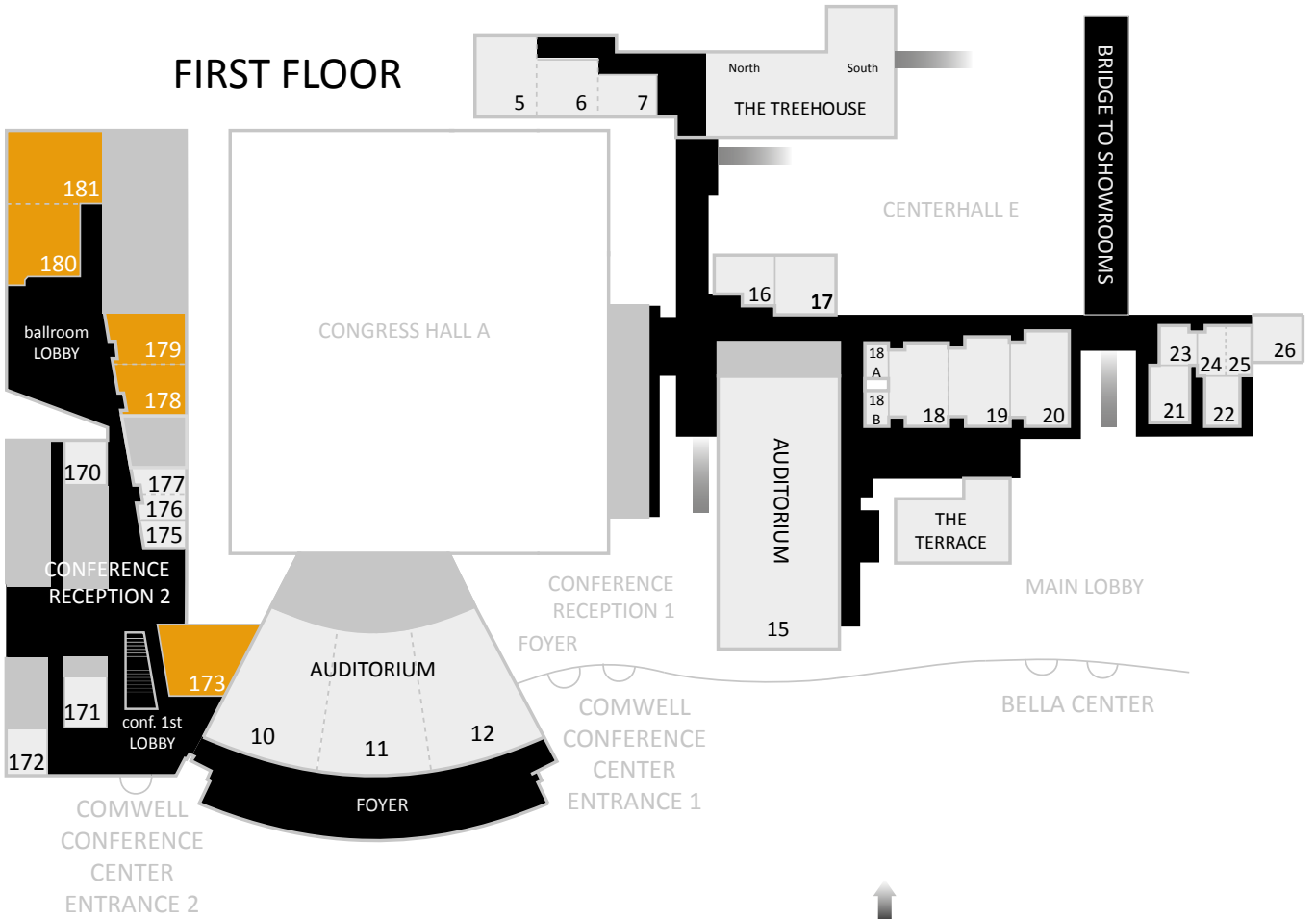
09:00-12:00	<b>Finalising project ideas</b>
12:00-12:30	<b>Concluding remarks</b>
12:30-14:00	<b>Lunch and farewell</b>



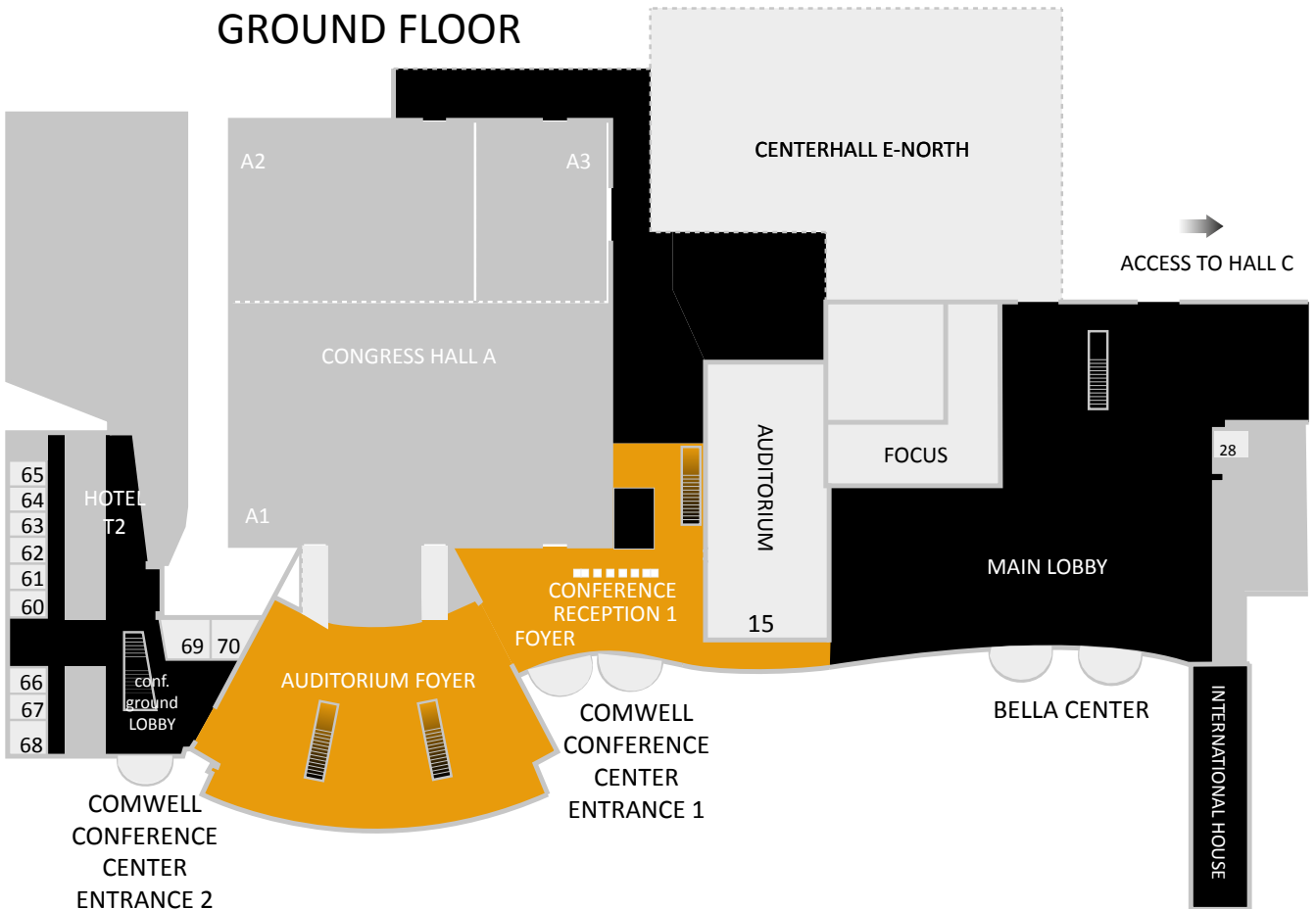
# FLOOR PLAN



# FIRST FLOOR



# GROUND FLOOR





# PROJECT OVERVIEW





## ODENSE AFTENSKOLE

DENMARK

### DESCRIPTION OF ORGANISATION

Odense Evening School was founded in 1907. We deal with international and national projects in adult learning, arts, culture and preservation of ancient traditions and crafts.

### PROJECT DESCRIPTION

Our project idea is to develop and test new innovative learning programs for adult refugees and migrants and also resident adults in the program countries. The learning process should revolve around various culture exchanges of e.g. food culture and handcraft. Food culture and handcraft is something we all bring from our background and can easily share with others. In the project we will highlight the good stories as successful examples of progress and development of integration. We would like to collaborate with the non-formal adult education such as adult educational schools, public libraries, culture centers etc.

### ORGANISATION TYPE

School within liberal education (e.g. folk high schools, evening schools)

### THEME

Integration of immigrants and refugees

### CONTACT

Jan Johansen  
janjoh@mail.dk

## SPROGSKOLEN KOLDING

DENMARK

### DESCRIPTION OF ORGANISATION

Sprogskolen Kolding is a language school providing Danish as a second language to adults from all over the world. We have 60 teachers and about 700 students. Our language school has two departments - Teaching Danish as a second language and Integration of refugees and immigrants in the Labour market.

### PROJECT DESCRIPTION

Our aim is to exchange ideas and knowledge within language learning and integration and if possible to create new common standards within our field. We are primarily looking for language schools for adults - but also other institutions dealing with integration of refugees and immigrants.

### ORGANISATION TYPE

Language school

### THEME

Nordic languages. Integration of immigrants and refugees

### CONTACT

Per Bjørnholt  
perb@kolding.dk

**DESCRIPTION OF ORGANISATION**

ed-consult is an educational consultancy and training organisation with a focus on promoting innovation and sustainability in rural and remote areas. In the last 15 years areas of activity have been designing eLearning venues, methodologies, and facilitating online learning, development, management, and implementation of projects, mainly in the areas of natural and cultural heritage, clean-tech, and renewable development. Another focus area is supporting unemployed, disadvantaged, and vulnerable groups to start up social and economic enterprises, with mentoring, coaching, and training.

Further competencies: Evaluation, monitoring, and impact assessments of projects, Lego Serious Play facilitation to promote innovation, business creation, project design, and change management.

**PROJECT DESCRIPTION**

My main field of interest is inclusion of immigrants and refugees. We would like to collaborate in future projects with other Nordic partners to develop innovative methods and training, also for people who have problems expressing themselves, to develop business ideas and social and other enterprises. We'd like to develop an inclusive network Start-up-Europe and find ways to organise funding, mentoring, and coaching for our target groups.

**ORGANISATION TYPE**

Educational consultancy providing general and vocational training for adults

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Jolande Leinenbach  
jolande@ed-consult.dk

**DESCRIPTION OF ORGANISATION**

It is the local public school with a great variety of social classes represented. We have currently 830 pupils. 12 % of these are from foreign countries representing 19 different areas/countries of the world. Grades 0 to 6 (age 5 to 12) are from the local area, whereas grades 7 to 9 (age 13 to 15) incorporate pupils from smaller villages in the surrounding area.

**PROJECT DESCRIPTION**

We search secondary schools in the Nordic and Baltic areas. We search partners similar to ourselves who have successfully integrated refugees and immigrants in the classroom and the local community. We are focused on how we work with 21st century skills and visible learning in a heterogenic classroom. We are interested in creating the opportunity for friendships across cultural, social and environmental borders.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Marie Vibeke Hersom  
marie.vibeke.hersom@skolekom.dk

**DESCRIPTION OF ORGANISATION**

Sønderskov-skolen is situated in the city of Sønderborg in the Southern part of Denmark, close to the German border. The school has an enrolment of about 800 students from kindergarten to 10th grade. The school receives refugee students from Syria, but there are also many other nationalities, like Icelandic, Albanian, Afghan, Bosnian, Palestinian pupils. Bilingual pupils represent about 25 percent of the total number of pupils. The school has big experience in teaching of bilingual pupils, especially by using IT.

The school has good cooperation with the asylum centre in the City of Sønderborg, where our students often visit and tell about Danish culture.

The school is equipped smart boards in all classrooms and meeting rooms. More than that, all classes have access to wifi. Sønderskov-skolen has also big experience with using IT in teaching. Pupils are familiar with using both iPads and computers. The school has a plan of action for IT, and all the teachers have their own computer. The use of IT in international projects has been practiced since early 90'es. The students from the 7th grade can choose the international class where they can get additional teaching in international themes.

**PROJECT DESCRIPTION**

We are interested in collaboration with other schools from other Nordic and Baltic countries, where we can involve our international class, "international linje". Project ideas:

Refugee in my town:

Where students can come closer to a refugee to learn more about different cultures and where the refugee can learn about the local culture. This can be realized by:

Inviting refugees to our school to have some cultural activities with the pupils

Visiting the local refugee centre, the language school, and the "volunteers' house"

Visiting classes from other Nordic and Baltic countries that worked with integration

Involving and preparing students from teachers training college to work with refugee pupils

Collaborate and exchange of experiences with possible partners from other Nordic and Baltic countries.

**ORGANISATION TYPE**

Lower secondary school

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Hayssam Gheith  
hg@soenderskov-skolen.dk

### DESCRIPTION OF ORGANISATION

Venture Cup is a common platform for all Danish universities from which we identify and support the entrepreneurs of tomorrow among the students.

We host two national and one international competition annually. We run Scandinavia's largest mentor program for university students with more than 300 mentors from the business community and a Startup Booster Program, a pre-accelerator program, with products and services to hand-picked startups.

### PROJECT DESCRIPTION

My involvement in Venture Cup has been since January this year and as a Regional Manager since June.

I would find very relevant to work under the theme: Teacher education and continued professional development of teachers and educations and under the Nordplus Horizontal Program.

Venture Cup has close collaborations with university professors and other organizations that run junior competitions in cooperation with high school teachers. Mostly this is to involve educators in assisting students' entrepreneurial ideas and encourage them to group and use course examples as inspirations for ideation. Sometimes, for certain classes, there is skepticism on the power of entrepreneurship and innovation.

As it is pointed, awareness should be raised (by good examples, research, cause-effect relations) and info sessions/ training should be held for teachers to increase their capacity on dealing with creativity and innovation toward "social"/ "business" startups.

### ORGANISATION TYPE

University

### THEME

Teacher education and continued professional development of teachers and educators. Education in social/business start-ups.

### CONTACT

Serena Leka  
sela@venturecup.dk

## SOCIAL- OG SUNDHEDSSKOLEN FREDERICIA-VEJLE-HORSENS

### DESCRIPTION OF ORGANISATION

The Basic and Health Care College Fredericia-Vejle-Horsens (SOSU FVH) trains personnel for the social and health care and child care fields. The college has a staff complement of around 150, 2,000 students and is based in the South Western part of Denmark with departments in the cities Fredericia, Vejle and Horsens. The college runs four different study programmes, all based on dual training which is a mix of theory and practice: First Year Introductory Course, Social and Health Care Helper, Social and Health Care Assistant and Child Care Assistant.

All staff members are organized in teams that are responsible for developing concrete syllabi and plans for teaching, instructions, realization and evaluation of defined programs for groups of students. All teachers use a wide range of methodology as instructions, lecturing, individual guidance and counselling and problem based and project orientated learning in order to provide different possibilities for enhancing the learning processes. Pedagogy and pedagogical development incl. development talent and innovation, which includes great focus on simulation, is one of the key policy areas at the Basic Health Care College.

### PROJECT DESCRIPTION

The college and department for further education related to our college are active and leading on several projects and courses regarding integration of immigrants and refugees. We are very interested in developing these with Nordic partners and also to learn best practices from our Nordic neighbors.

### ORGANISATION TYPE

Vocational school

### THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

### CONTACT

Thomas Thomsen  
tth@sosufvh.dk

**DESCRIPTION OF ORGANISATION**

Hovedstadens privatskoler - Filipskolen is a Christian private general primary and lower secondary school. The focus is general education of children from the age of 5 to 16, preparing them for further education at either a vocational school or for A-level studies. It's a small school by choice with only 200 pupils and 25 employees. From 2015 the school has been working on getting an international profile. The international dimension is being implemented in different areas of the teaching in order to prepare the pupils for an active and involved life as world citizens. Networking across borders with fellow pupils and teachers has become a main focus for the school.

**PROJECT DESCRIPTION**

At Hovedstadens privatskole – Filipskolen we seek to broaden the horizon of both pupils and teachers. Our goal is to bring an international dimension into every class and activity at our school. Last year we send teachers on a course in Norway to become language pilots (Sprogpiloter) focusing on teaching and using the Nordic languages in our classrooms. This year we really hope to be part of this Nordplus contact seminar to find partners for a project on what's the best teaching practice. With this project we wish to cooperate with our Nordic colleagues on how to ensure a high quality and relevance in both teaching methods as well as in chosen materials. All though we have a lot in common in the North, we are sure, that we also have a lot of different approaches and styles in the field of teaching. As we seek to develop our school every day, we find it crucial to look outside Denmark's borders for inspiration. We want to add to as well as benefit from the treasure of common teaching experience that is found in the Nordic countries.

**ORGANISATION TYPE**

Primary school (incl. kindergarden)

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

Berit Okholm  
bokholm@hotmail.com

## KOLLEGIEVEJENS SKOLE

**DESCRIPTION OF ORGANISATION**

"Kollegievejens Skole" is a special needs school for 52 students with autism. At the school there is an attached after-school center. There are 50 staff members (24 social workers and 26 teachers)

We meet the child at his or her individual level. Here we find the basis for their optimal development in relation to both the human and the academic dimension. For each student the staff forms individual teaching plans, which determine how we work with the students.

We have decided to focus on the international dimension. We participated in a Comenius project from 2013-2015 and now we would like to participate/plan a new project.

We are still in the initial phase and would like to invite interested partners to cooperate regarding the project's form and content.

**PROJECT DESCRIPTION**

Kollegievejens skole wants to be a leading special school with an international profile. Therefore we are looking for partners in the north + region. And preferably in cooperation with ordinary schools. Our goal with the participation at the conference is to establish contacts and learn about how to make a good project.

The school is ready for - exchanges off staff and students- skype and other digital communication. We would like to be in contact with schools which have pupils with special needs (autism spektrum) and the pedagogical approaches may be appreciative. Topics can be: nature, seafood, communication, learning management, Nordic wars, language and cultural understanding.

**ORGANISATION TYPE**

Special needs school for students with autism

**THEME**

Pupils with special needs in primary and secondary schools

**CONTACT**

Rie Nielsen  
nielsenrie@live.dk

### DESCRIPTION OF ORGANISATION

Social & SundhedsSkolen Herning offers VET. Our programmes consists of a basic and a main programme within the field of health care and pedagogy.

We educate about 700 full time students per year.

### PROJECT DESCRIPTION

Type of partners: VET schools.

Target groups: Students and teachers.

Project: Employability - (How to) make students aware that they are learning skills which will help them become job ready.

### ORGANISATION TYPE

Vocational school

### THEME

VET and employability

### CONTACT

Rita Hedegaard Kristensen  
rhk@sosuherning.dk

### DESCRIPTION OF ORGANISATION

HANSENBERG er en moderne erhvervsskole med stort fokus på fællesskabet. Skolen danner rammen om 5 brancheskoler: Organia, Vitia, Teknia og Designia udbyder en lang række erhvervsuddannelser, og HANSENBERG GYMNASIUM (HTX) er skolens tekniske gymnasium med 6 studieretninger. På HANSENBERG kan du også tage 10. klasse.

### PROJECT DESCRIPTION

Målgruppen er elever som har personlige og sociale kompetencer på et niveau, hvor vi vurderer de kan gennemføre et 4 ugers mobilitetsophold i en udenlandsk virksomhed. Vi planlægger at have aktiviteter før, under og efter mobiliteterne som understøtter elevernes læring.

Eleverne får praktiske opgaver i skolernes arbejdende værksteder så de lærer at planlægge, samarbejde og udføre brancherelevante opgaver som de møder under et udlandspraktik. Eleverne træner deres færdigheder i praksis i 4 uger i udenlandske virksomheder og afslutter med at træne mundtlig og skriftlig formidling på skolen efter hjemkomst.

Projektets langtidseffekt er, at vi målrettet arbejder med unge som forventes at få brug for internationale erfaringer for at konkurrere på det europæiske og globale arbejdsmarked. Vi forventer at vores stærke netværk bliver endnu stærkere, så vi beholder og udbygger vores stærke position på markedet for praktikpladser i Norge, Island og Danmark.

### ORGANISATION TYPE

Vocational school

### THEME

Internship of VET students

### CONTACT

Tina Haarbo Kristensen  
thk@hansenberg.dk

### DESCRIPTION OF ORGANISATION

We are a lower secondary school with 720 pupils and 80 employees in Hørning.

We are citizens in a municipality called Skanderborg (Jutland). We are close to Aarhus. Aarhus are European Capital of Culture in 2017. (<http://www.aarhus2017.dk/da/>)

### PROJECT DESCRIPTION

The municipality Skanderborg has visible learning as a development project with Visible Learning Plus (<http://visiblelearningplus.com/>) – a 2 years development project for all the schools in the municipality. In 2016-18 Mitchell's (<http://www.education.canterbury.ac.nz/edstudies/people/mitchell.shtml>) Inclusive and Evidence-based teaching strategies are supplemented to the Visible Learning project.

Our main interest is to find contacts to the same main field - visible and inclusive learning.

We are also working with a project about global citizenship and UNESCO 17 Sustainable Development Goals. We cooperate closely with our municipality Skanderborg.

### ORGANISATION TYPE

Lower secondary school

### THEME

Teacher education and continued professional development of teachers and educators. Visible and inclusive learning.

### CONTACT

Steen Agger  
steen.jonsson.agger@skanderborg.dk

## METROPOLITAN UNIVERSITY COLLEGE, DEPARTMENT OF TEACHER EDUCATION

### DESCRIPTION OF ORGANISATION

I represent the Department of Teacher Education within Metropolitan University College. Our daily focus is on educating future teachers, and internationalisation is becoming increasingly important in the way we perceive the necessary fundamental competences of future teachers.

### PROJECT DESCRIPTION

The past two year we have focused greatly on increasing the international dimension of our teacher education program, both with regards to student and staff mobility and in terms of internationalisation at home.

So far our department has had very little Nordplus-activity, mainly due to a lack of knowledge regarding the possibilities and practical aspects of the program. As Head of the Internationalisation of the Department of Teacher Education, I see a great potential in strengthening our participation in Nordplus collaborative projects focusing on the exchange and development of relevant knowledge and skills aimed directly at the practice and professional development of school teachers. I would like to increase our limited knowledge about how to enter into and run Nordplus projects.

### ORGANISATION TYPE

University college

### THEME

Teacher education and continued professional development of teachers and educators. Practice and professional development of school teachers

### CONTACT

Anders Chami  
andc@phmetropol.dk

**DESCRIPTION OF ORGANISATION**

CSV Odense is a center for special education for adults and we are specialized in educating young vulnerable adults 18-30 year old to be ready for a life with job or education.

**PROJECT DESCRIPTION**

Education as a tool – using philosophy! We live in a time where a large percentage of the young people are classified as vulnerable and in danger of being marginalized both in jobs and education. We are an adult education institution using informal, existential learning. By practice philosophy, sociology, psychology and creative processes move young people from a closed, isolated and marginalized situation to job or education.

We would like to share experience and develop better practice for young vulnerable 18-30 year olds, who have been marginalized because of anxiety, depression or other mental vulnerability. We use education as a tool to get young people to be active, open and conflict robust and getting chiefs in their own lives.

We want to work with others who is pedagogically working to get young people out of marginalization and in to jobs and education. Exchange experiences and didactic considerations. How do you do it? Which methods work? Which organization works?

We would like to cooperate with teachers who have experience with similar educational programs. We would like teacher visits, exchange experiences and workshops, develop materials and methods and build networks.

**ORGANISATION TYPE**

Special needs education for adults

**THEME**

Teacher education and continued professional development of teachers and educators. Adult learners with special needs

**CONTACT**

Bjarne Petersen  
sl.csv.odense@gmail.com

**DESCRIPTION OF ORGANISATION**

University College Lillebælt has programs for nurses, occupational therapist, physiotherapist and other health og social undergraduate bachelor educations.

**PROJECT DESCRIPTION**

Co-operation concerning improvement of inter-professional and international collaboration in teaching, in order to optimize the use of teacher resources and learning platforms. Specific educational fields are sexual health, sexual rehabilitation and sexuality education for health care professionals, since this field needs to be developed in health care professionals´ education in Denmark. There are some educational programs in health care in the Nordic countries, where sexual health, sexual rehabilitation and sexuality are addressed and a reason for attending the Nordplus seminar is to explore the possibilities to collaborate in learning activities to enable improved education in those fields by learning both by others and together. The reason for a Nordplus collaborative is both to develop the competence of the lecturees/teachers/students involved and also to increase the quality of the educational interventions by inter-professional, international co-operation and knowledge exchange. The collaboration will explore how education in sexual health and sexology can be cost-effective (for example by increased use of online technology) and of high quality by sharing teaching experiences, and together search and apply new innovative ways of teaching in this field.

**ORGANISATION TYPE**

University college

**THEME**

Teacher education and continued professional development of teachers and educators. Sexuality education for health care professionals

**CONTACT**

Helle Gerbild  
heng@ucl.dk



### DESCRIPTION OF ORGANISATION

We are an informal education with a production school of 170 students and a day highschool of 70 students. The students of the production school are between 15 and 25 years of age. In AFUK they are working in workshops in circus artistry, visual arts, theater, design, skating and the making of food. The day highschool has two lines: circus artistry and performing.

The objective of the production school is to help young people back into the educational system, when they for some reason have dropped out.

### PROJECT DESCRIPTION

I would like to meet and develop projects together with other educational institutions both with formal as well as informal educations for young people, to exchange pedagogical methods and if possible to let our students meet each other.

### ORGANISATION TYPE

Vocational school

### THEME

Teacher education and continued professional development of teachers and educators. Exchange of teachers and adult learners

### CONTACT

Kresten Thomsen  
kresten@afuk.dk

## FOF`S LANDSORGANISATION

### DESCRIPTION OF ORGANISATION

Adult education(evening school) activating around 250.000 participants every year. The school has approximately 2500 teachers.

### PROJECT DESCRIPTION

Target group: Adult education teachers. Field of interest: Teachers education and continued professional development and the transfer of experiences and co-created developments across the Nordic and Baltic area with respect to the individual cultural differences.

Outcome: Nordic and Baltic organisations for cooperation in the mentioned field of interest.

### ORGANISATION TYPE

School within liberal education (e.g. folk high schools, evening schools)

### THEME

Teacher education and continued professional development of teachers and educators. Professional development of teachers in adult education

### CONTACT

Otto Juhl Nielsen  
ojn@fof.dk

**DESCRIPTION OF ORGANISATION**

Kalundborg High School is a public high school with approx. 700 students from the surrounding communities. At Kalundborg High School we strive to bring out the best in the students. Our key values are respect, acknowledgement, development and desire to learn.

**PROJECT DESCRIPTION**

At Kalundborg High School the vision is to have a teacher/student relationship that takes into account the student's individual learning needs. To reach this aim the school is using the self-assessment method CLARA (Crick Learning for Resilient Agency Profile). The method focuses on eight learning power dimensions related to the attitudes, values and dispositions of students and teachers, which are required to acquire and apply new knowledge. Central to our work is coaching conversations about the student's progression over time and Authentic Enquiry consisting of a Learning Journey which moves progressively from purpose to performance. Kalundborg High School is looking for partners in the Nordic countries who would be interested in a collaboration based on the ideas in CLARA. We are seeking partners for projects where teachers and students will enter into transformative learning which will make the participants more reflective and aware of themselves as learners. The result of this would be more confident students who are motivated to learn and more willing and able to take responsibility and 'own' their learning.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Teacher education and continued professional development of teachers and educators. Students' individual learning needs and transformative learning methods

**CONTACT**

Marie Sandvad  
ms@kalgym.dk

## FONDEN FOR ENTREPRENØRSKAB

**DESCRIPTION OF ORGANISATION**

The Danish Foundation for Entrepreneurship is a non-profit organization that works to ensure that the ability to be innovative becomes a fundamental element in all educations from primary school to PhD. The Foundation allocates funding to educational institutions and student startups, generates new knowledge about the spread and impact of entrepreneurship education in Denmark, advises on the implementation of entrepreneurship in teaching, and facilitates the cooperation and networking about entrepreneurship education.

**PROJECT DESCRIPTION**

Innovation and entrepreneurship have increasingly become part of the education discourse, also in a Nordic context. This is due to the globalisation and pervasive societal changes. There is a great focus on implementing innovation and entrepreneurship in the education system and ensuring pupils' and students' entrepreneurial competences. In the project 'Nordic Entrepreneurship Islands' we map the spread of entrepreneurship education on seven selected islands. The results will entail recommendations to 'a plan of action' on each of the islands including teacher training, co-curricular activities etc. Next step is to find out how and where this should take place. An interesting theme in the field of entrepreneurship education is the co-curricular activities we see emerge on Danish universities. However, how many students benefit from these extra-curricular activities and do they have an effect and what is the knowledge about co-curricular activities in other Nordic Countries? We want to use the contact seminar to: Enhance and strengthen the network for both entrepreneurship educators and extra-curricular activities on Nordic higher education institutions and share good practices and search for partners that are interested in entrepreneurship education and co-curricular effects.

**ORGANISATION TYPE**

Foundation

**THEME**

Teacher education and continued professional development of teachers and educators. Entrepreneurship education and co-curricular effects

**CONTACT**

Tilde Reffstrup  
tilde@ffe-ye.dk

### DESCRIPTION OF ORGANISATION

"Tysklærerforeningen for Gymnasium og HF" is the organisation which organises all German teachers in the secondary school /gymnasium in Denmark. We provide courses and release magazines for secondary school teachers who want to develop their skills and add new themes to their teaching.

As I am the head of the organisation I would very much like to cooperate with equivalent organisations and teachers from other countries in order to inspire the Danish teachers and develop new materials.

### PROJECT DESCRIPTION

Firstly I would like to connect with participants who also organise courses for teachers. Secondly I would like to develop new ideas in order to integrate immigrants and refugees together with other participants.

### ORGANISATION TYPE

Association for language teachers

### THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

### CONTACT

Lise Høyer  
tyskformand@gmail.com

## LEDERNE

### DESCRIPTION OF ORGANISATION

The Danish Association of Managers and Executives (Lederne) is a Danish trade union. Lederne is the largest organization for managers in Denmark with more than 110.000 members.

### PROJECT DESCRIPTION

Moocs and other OER are to a large extent untapped resources as knowledge resources for teachers in DK. There could be a potential to use Moocs as a way to enhance the knowledge input in management education - just like we provide textbooks to students. We are interested in experimenting with various combinations of Moocs and traditional management education. Moocs are a large field and combining these with other forms of education, requires teacher competencies to curate and facilitate new educational formats.

The target group is teachers within management education and secondly managers. We are looking for partners that provide management education (schools, universities etc).

### ORGANISATION TYPE

Association of managers and executives

### THEME

Teacher education and continued professional development of teachers and educators. MOOCs in management education

### CONTACT

Marianne Rasmussen  
mra@lederne.dk

**DESCRIPTION OF ORGANISATION**

Tallinn University is the third largest university in Estonia. It has about 8500 students and 850 employees. Its main strengths lie in the fields of humanities and social sciences. It also has a notable tradition of teacher training and educational research: Tallinn University has acted as a promoter of new educational ideas and as a centre for teacher training in Estonia for more than 80 years.

Educational innovation, cultural competences, healthy and sustainable lifestyle and society are three out of five interdisciplinary focus fields. Each focus field is represented by a separate School. Tallinn University also has 2 regional colleges, 5 centres of excellence and 8 research centres.

The university has committed itself to the strategic goal of becoming an international university with a strong social conscience and a flexible and collegial environment for learning and personal growth. The international dimension today is an integral part of the university and is reflected in all of its core areas. Internationalization is not a target in itself, but rather the means for developing academic quality in all activities of the university.

**PROJECT DESCRIPTION**

School of Governance, Law and Society (represented by Kadri Ausmaa): cross-sectoral network building to learn from each other and to develop innovative practices in the field of integration of refugees and immigrants. How to establish support systems for refugees and immigrants is a relatively new but increasing topic in Estonia and to prevent possible problems and conflicts in society it is essential to learn from Nordic countries' decade long experience.

**ORGANISATION TYPE**

University

**THEME**

Integration of immigrants and refugees

**CONTACT**Kadri Ausmaa  
Kadri.Ausmaa@tlu.ee**DESCRIPTION OF ORGANISATION**

Tallinn University is the third largest university in Estonia. It has about 8500 students and 850 employees. Its main strengths lie in the fields of humanities and social sciences. It also has a notable tradition of teacher training and educational research: Tallinn University has acted as a promoter of new educational ideas and as a centre for teacher training in Estonia for more than 80 years.

Educational innovation, cultural competences, healthy and sustainable lifestyle and society are three out of five interdisciplinary focus fields. Each focus field is represented by a separate School. Tallinn University also has 2 regional colleges, 5 centres of excellence and 8 research centres.

The university has committed itself to the strategic goal of becoming an international university with a strong social conscience and a flexible and collegial environment for learning and personal growth. The international dimension today is an integral part of the university and is reflected in all of its core areas. Internationalization is not a target in itself, but rather the means for developing academic quality in all activities of the university.

**PROJECT DESCRIPTION**

School of Humanities (represented by Kristel Toom): network building for sharing best practices and innovative approaches in the field of continued professional development of teachers and educators; providing internship opportunities, network strengthening opportunity for teachers and students in the field of Nordic languages. The previous R&D projects indicated the development needs. The main target groups will be teachers, educators – already fieldworkers through continued education and also students and their teachers at Tallinn University, but also in other Estonian universities and Higher Education institutions.

**ORGANISATION TYPE**

University

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**Kristel Toom  
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**DESCRIPTION OF ORGANISATION**

Iisaku Gymnasium is located in eastern Estonia and here are children from Iisaku and neighbouring villages. Surrounded by beautiful nature, the school has ample opportunities for extracurricular and sports activities. Iisaku Gymnasium has a modern educational environment. Students can take up drama, shooting, eSport or robotics, participate in a traffic-themed educational club, sing in a choir or play music in a band. There are several outdoor and indoor structures for sporting opportunities: a gym, a stadium, a black-iron gym, a shooting range and a lighted roller rink as well as a skiing trail in the winter. The students can join coached clubs for skiing, football and basketball. Playing musical instruments, dance and arts are taught in Iisaku School of Fine Arts, which is located in the same building as the gymnasium. The main goal of extracurricular activities is developing students' creativity, giving them more opportunities for cultural and physical development as well as developing their talents.

**PROJECT DESCRIPTION**

Since our school is in a rural location, it is important that children coming from a different environment would be able to adjust into ours. Although one of the most important first steps is learning to communicate in a new language, we also consider becoming capable in a new environment to be a priority.

We wish to introduce, in collaboration with locals, the environment and nature of our country, in order to improve the integrational opportunities of foreign-born children. The goal is for them to acquire the necessary new skills and knowledge to cope in our society.

The activities:

- Teaching camping and trail rules through practical activities
- Promoting active lifestyle, equanimity, friendliness, leadership skills, decision-making skills and independence of participants
- Promoting healthy lifestyle and following personal hygiene

The goals are achieved by:

- Learning through activities
- Offering multiple ways of interpersonal communication to children
- Including volunteers, having them engage with children

Possible activities: studying maps, navigating an obstacle course, first aid, tying knots, team games, putting up a tent, boating, learning to know animals and birds. Survival skills course and sports activities.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Integration of immigrants and refugees

**CONTACT**

Diana Aunap  
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## DESCRIPTION OF ORGANISATION

Small lower secondary school in Kernu Parish, Estonia (about 150 students, 30 teachers and 60 kindergarten students). Our school is situated in old manor and we are part of an organisation "Manor schools". We have modern facilities, newly renovated gym and up-to-date possibilities for handicraft.

As non-compulsory subjects we have computer training, dancing, performance studies and riding. We start learning English in second grade. Special attention is paid to coherence between lessons and local heritage, culture and nature. Beside lessons we offer wide range of hobbies. Our purpose is to offer hobbies for everybody and mostly free so that everybody could attend. We offer athletics, football, dance lessons, art, handicraft, pottery, chess, and different kind of choirs, acting and an opportunity to learn different kind of instruments. We have our annual music competition. This year we try to participate in Estonian Dance Festival with our younger students.

We have a great opportunity to learn riding in fifth grade. Those who wish can start learning riding in advanced group in sixth grade. We participate in the programme "Forgotten manors" arranged by the Association of Estonian Manor Schools. That gives us an opportunity to present our school and manor to our community and for all the tourist who visit us at specific dates. At those dates our students give visitors a guided tours and even sell specific "manor cake" that is developed specially for us.

In free time our parents can also do pottery, sports or sing in a choir. Our school has and will compete in many sports competitions like "TV 10 Olümpiastarti".

We also have a special annual competition "Välek" where students have to form small groups and compete in teamwork and orienteering. As a small community school we have an opportunity to concentrate individually to each child's needs and talents. Our school's motto is "We'll find the best in each child and we will make them shine".

## PROJECT DESCRIPTION

We are interested in integration of immigrants and refugees because the topic is quite current in Estonia right now. Many schools started teaching refugee children this year but the topic is quite undeveloped and new for many of us: for teachers and for students.

Our idea is to collaborate with different schools all around Europe that have developed good supporting system and ideas how to support refugee children in schools. The idea is that we have two groups: students and teachers. Students from different schools and countries discuss the topic, generate good ideas how they can support refugee children and then practice the learnt knowledge.

Our other choice is teacher education and continued professional development of teacher and educators because we want to learn new ideas and bring fresh ideas to our educational system.

## ORGANISATION TYPE

Lower secondary school

## THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

## CONTACT

Aire Ansen-Kure  
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## DESCRIPTION OF ORGANISATION

Kindergarden Põngerjas is an educational institution; its main objective is providing preschool education. There are 186 children (1,5-7 years old). Children are formed in 10 separate groups according to their age. Mostly, there are homogeneous groups of children of the same age, however, there are also 3 heterogeneous groups of children of mixed ages. The kindergarten programme strictly follows the national curriculum established 9 years ago. The kindergarten has the mission in Narva city: to educate children with fewer opportunities (learning, social, cultural, economic obstacles, some kids live in remote rural communities, majority of children is immigrants). The highlight of the kindergarten mission is teaching and inclusion of children belonging to national and ethnic minorities. Traditions, academic achievements of every single child, personal development and the spirit of a big family are feature characteristics of the kindergarten Põngerjas. The kindergarten sets own work to build positive relationships between children, their parents and the staff, and among the children. These relationships help to motivate personal growth and development that includes understanding of life's values. It may sound too ambitious and unrealistic but it is how we all, the staff, the children and kindergarten's guests feel about our kindergarten. The teachers are trying to follow any new comes just to offer a full useful educational packet. Our kindergarten teachers are experienced and went through pedagogical professional examinations. Our staff introduces new teaching methods in bilingual education and try to be informed by seminars and other inner educational ways. Kindergarten Põngerjas cooperates with other schools, local communities, and businesses, parents in efforts to reduce risk factors for vulnerable children and improve longer-term outcomes for them. That is why the kindergarten Põngerjas intends to set new school cooperation in international projects.

## PROJECT DESCRIPTION

Working in kindergarten Põngerjas as deputy head teacher and making SWOT analyses work, I with likeminded teachers intend to set necessary work which will be taken into development of kindergarten. This work focuses perfect of methods and approaches for bilingual education of children with immigrant background. We are going to run project "GPS: Green Planet Story". Children are involved in kindergartens activities to research nature's process in outdoors area and at the same time immersing into language environment. With this project we would like to develop different methods to develop a) language skills through the process of acquiring the natural surroundings and b) develop behaviour-based environmental attitude. We create inspirational base for sharing good ideas and practice about environmental approach to bilingual teaching. Through exchange of experiences and best practice between potential partners, continuing professional development of my colleagues will be supported that is main provision toward qualitative and attractive education. Using acquired knowledge, we will get new perspective to daily work. We are looking for partner-educational institutions providing pre-school education that are interested in this approach and want to work on similar things.

## ORGANISATION TYPE

Primary school (incl. kindergarten)

## THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

## CONTACT

Veera Osis  
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**DESCRIPTION OF ORGANISATION**

Tallinn University is the largest university of humanities in Tallinn and the third biggest public university in Estonia with more than 9,000 students (with 5.5% of them international) and over 900 employees, including over 400 researchers and lecturers.

The five interdisciplinary focus fields are educational innovation, digital and media culture, cultural competences, healthy and sustainable lifestyle and society and open governance.

Wishing to contribute more to the society, Tallinn University has set a goal to become the promoter of intelligent lifestyle in Estonia. We interpret intelligent lifestyle as making research-based decisions in order to improve society in general and the well-being of its citizens.

**PROJECT DESCRIPTION**

I would be interested to find partners from Sweden and/or Finland and some Baltic countries in order to establish a network of Swedish teachers specialized in teaching health-care vocabulary (Swedish). There is the rising demand for healthcare services and competence of personnel in Scandinavia and there is a big need for Estonian/Latvian/Lithuanian - Swedish dictionary. The aim of the planned project would be to create a (online)-dictionary.

**ORGANISATION TYPE**

University

**THEME**

Nordic languages

**CONTACT**

Kristiina Tedremaa-Levorato  
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**ASSOCIATION MARITI****DESCRIPTION OF ORGANISATION**

Association Mariti was founded in 1999 and has its base in Haapsalu, Estonia. The organisation focuses on female enterprising but also has a wide range of, for instance, social and cultural activities as project. The organisation's first achievement was arranging of innovative activities for women during Estonia's relatively recent independence. Since then, the organisation has completed a number of projects to support women on the labour market and for positions in the society. Activities has been arranged in sectors as culture, social engagement and enterprising. The association works in the following fields:

- Advisory capacity for female entrepreneurs
- Education and training for female entrepreneurs
- Meeting point for female entrepreneurs and for active women in general
- Lobby organisation to promote women's decision making in society
- Node in cooperation between networks of women around the Baltic Sea

**PROJECT DESCRIPTION**

The target groups is women. We need a more balanced understanding of culture. Culture is underestimated as a factor of change. Culture, in the broad sense of the term, results from human interaction with nature and generalized ways of social interaction, including knowledge, languages and belief systems shared by a number of people.

Transfer of good practice in intercultural dialogue to gender relations is possible, and vice versa. Key qualifications for intercultural dialogue such as empathy, the ability to look at things from different perspectives and appreciation of pluralism and diversity can be learned, developed through cultural creation and communicated through quality media.

**ORGANISATION TYPE**

Association for vocational education and training for female entrepreneurs

**THEME**

Intercultural dialogue in gender relations

**CONTACT**

Mare Sepp  
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**DESCRIPTION OF ORGANISATION**

City Keeltekool is a language school for adults and it was founded 5 years ago and the school offers courses for people interested in studying Estonian, Russian, Finnish, English, Swedish, Norwegian, Danish, German, French, Spanish, Italian and Chinese languages from levels A 1–C 1. We offer some general language courses as well as work-related language trainings for our clients.

In addition to our daily work our school is very active in different other fields. It is essential that we are a good partner of the Estonian Unemployment Insurance Agency Töötukassa. Last week we were representing our school in the fair of Töötukassa by hiring new language teachers and inviting new students to our courses. City Keeltekool works closely together with the Norwegian Embassy and belongs due to our CEO to the Scandinavian network in Estonia.

In 2016 we have also started with international cooperation. This year Britt, our CEO had some intensive teaching experience in a training centre Stamina Kurssenter in Oslo, where she was teaching Norwegian language several times for a group of Estonian immigrants in Norway. In January 2016 we applied for Erasmus+ KA1 project grant and received funding to carry out some job-shadowing visits in other European language schools, in Norway, Germany and Spain.

There are both Estonian and Russian students in our school who need to learn the language to be competitive in the job market. Lots of Estonians and Russians would like to live and work in Scandinavian countries and that brings us the need for Nordplus project to improve the methodology of teaching Scandinavian languages, to make cooperation with Scandinavian companies that hire staff with the Nordic language skills and to support our clients by developing their career.

**PROJECT DESCRIPTION**

The aim of our project is to improve the teaching skills of our trainers and to find new interactive methods, to learn from our partner schools' experience of dealing with people from different cultural background and develop a web-based language learning platform.

On focus will be the aim to create an online resource with the work-related vocabulary (construction, engineering, medicine sector) in Scandinavian languages because lot of Estonians go to work to Nordic countries but we do not have enough materials to use in the classroom. We are planning to use project outcomes in our lessons. As a result of the project we have effective cooperation with Scandinavian schools, institutions our teaching methods will be more interactive and effective which will be supported by the online platform. International collaboration will guarantee the quality of language courses based on clients' needs and will help us to teach languages more effectively.

Our school is also interested in teachers' and students' exchange activities to give more opportunities for everyone and make people aware of the Nordic culture.

**ORGANISATION TYPE**

School within liberal education (e.g. folk high schools, evening schools)

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

Kirsti Sinivee  
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### DESCRIPTION OF ORGANISATION

Kuressaare Gymnasium (KG) is a public school with over 1000 pupils, administrated by local municipality, that provides basic compulsory education (primary and basic school) as well as general secondary education (upper secondary school). In 1996 a separate unit - Education and Training Centre Osilia – was created as a part of KG to organise adult education, including teacher training and further education as well as non-formal adult education (dealing with entrepreneurship, language, work motivation, ICT skills and special education additional training courses, to name a few). Osilia is a strong and active partner in local and national adult education networks. Kuressaare Gymnasium has been and is involved in different EU`s projects (Erasmus+, Euroscola, Comenius, Leonardo etc programmes), also in Nordplus programme projects. Some of the most recent ones for example are: „Motivation to Grow“, project SAFE (Seeking actively for employment) in Nordplus Adult and in Erasmus+ programme „Tools 4 Trainers to Empower NEETs“ (KA2), „Sustainable lifelong learning in Saare County“(KA1).

### PROJECT DESCRIPTION

The main field of interest for Kuressaare Gymnasium (KG) at the moment is continued professional development of teachers and educators, to develop and engage modern know-how and practices to (adult) education field in general. We are interested in various types of partners, who would be willing to address the issues of changing learner populations, new learning environments and modes, as well as new reform requirements and challenges that global changes tend to bring. KG has always tried to be innovative and forward-looking, both in creating learning environments as well as in shaping the staff. Key words would be cross-generic teaching competencies, teachers' self-evaluation and -development, management of multifaceted groups of learners, opportunities of education technology, collaborative and innovative practices etc. within all education sectors, stronger cooperation and exchange of skills and knowledge, mobility of teachers/educators between Nordic and Baltic countries, joint development projects.

### ORGANISATION TYPE

Primary, lower secondary and upper secondary school providing formal adult and liberal education

### THEME

Teacher education and continued professional development of teachers and educators. Cross-generic teaching competencies and teachers' self-evaluation in adult education.

### CONTACT

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## TARTU TERVISHOIU KÕRGKOOL

### DESCRIPTION OF ORGANISATION

Tartu Health Care College is a higher education institution providing training to healthcare specialists in Estonia.

### PROJECT DESCRIPTION

At the contact seminar I am looking for partners in the field of sexuality education (sexual health, sexual rights, sexual rehabilitation).

In Estonia there is a lack of such themes in health care providers' curricula, yet covering issues of sexuality is an integral part of holistic patient management. My target group are professionals who can share their experiences in teaching sexology as well as explore new possibilities in incorporating sexuality issues into health care professionals education programmes.

### ORGANISATION TYPE

University college

### THEME

Teacher education and continued professional development of teachers and educators. Sexuality education for health care professionals

### CONTACT

Eeva-Liisa Sibul  
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**DESCRIPTION OF ORGANISATION**

Tallinn University is the largest university of humanities in Tallinn and the third biggest public university in Estonia. It hosts more than 9,000 students (with 5.5% of them international), and over 900 employees, including over 400 researchers and lecturers. TU has a modern and spacious campus. Tallinn University consists of six institutes and two regional colleges, and hosts five centers of excellence. Tallinn University's five interdisciplinary focus fields are educational innovation, digital and media culture, cultural competences, healthy and sustainable lifestyle and society and open governance.

**PROJECT DESCRIPTION**

Main field of interest: Digitalization of school and education. TLU is interested in exploring opportunities of digitalization of teaching and learning in higher education with focus on teacher education. We are interested in mapping out practices, sharing experiences and comparing processes against national policies and contexts. For instance, what are the best practices in preparing future teachers for the digital era? What competences do teacher educators need and how are these supported through different staff development initiatives in Nordic countries? How can teacher education programs support schools in preparing pupils for life in digital society? We seek opportunities to network for collaboration in benchmarking, and creating training, and research projects.

Target group: Student teachers, teacher educators.

Type of partners: While we are at this point primarily focused on higher education institutions offering teacher training, we are also interested in exploring university-school-industry collaboration in digitalization of teaching and learning. Tallinn University has established collaboration/partnerships with Finland, Latvia and Lithuania. By this project we hope to expand university collaboration with Nordic countries.

**ORGANISATION TYPE**

University

**THEME**

Teacher education and continued professional development of teachers and educators. Digitalization of teaching and learning in higher education

**CONTACT**

Erika Löfström  
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## UNIVERSITY OF TARTU

**DESCRIPTION OF ORGANISATION**

UT is Estonia's leading centre of research and training. It preserves the culture of the Estonian people and spearheads the country's reputation in research and provision of higher education. UT belongs to the top 3% of world's best universities.

As Estonia's national university, UT stresses the importance of international co-operation and partnerships with reputable research universities all over the world. The robust research potential of the university is evidenced by the fact that the University of Tartu has been invited to join the Coimbra Group, a prestigious club of renowned research universities.

UT includes four faculties. To support and develop the professional competence of its students and academic staff, the university has entered into bilateral co-operation agreements with 64 partner institutions in 23 countries.

**PROJECT DESCRIPTION**

Relevant target groups are teachers, students. Partners are the Universities and health care institutions. I look forward to interprofessional and international collaboration in teaching Sexual health, Sexual rehabilitation and Sexual education for health care professionals. The goal is create the possibilities to collaborate in learning activities that can improve education in those fields. To develop the competence of the teachers and increase the quality of the educational interventions by inter-professional, international co-operation and knowledge exchange.

**ORGANISATION TYPE**

University

**THEME**

Teacher education and continued professional development of teachers and educators. Sexuality education for health care professionals

**CONTACT**

Jelena Sokk  
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### DESCRIPTION OF ORGANISATION

The Estonian Association of Teachers of German connects teachers of German, organizes workshops and courses for teachers and competitions for pupils. The aim of the association is to promote the German language.

### PROJECT DESCRIPTION

Lifelong learning is very important and we are highly interested in educational cooperation. Our association wants to find partners to exchange good practice and experiences of teaching methods of German Language and potential teachers/educators to hold workshops in our events.

### ORGANISATION TYPE

Estonian Association of Teachers of German

### THEME

Teacher education and continued professional development of teachers and educators. Professional development of German teachers

### CONTACT

Margit Laidvee  
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## VASTSE-KUUSTE SCHOOL

### DESCRIPTION OF ORGANISATION

Vastse-Kuuste School is a state school where students of the age 7-16 obtain their compulsory primary and secondary education. Our school follows the national curriculum.

Vastse-Kuuste School is located in South-Estonia, 230 km from the capital Tallinn. The population of Vastse-Kuuste is 1200 people and the school is the only one in the area. Our school has 87 students all living in the same district. Many of them come from families with relatively low income. The main economical activity is agriculture and in recent years the migration rates to the cities nearby and to Finland have been increasing which accordingly has reduced the number of students. Despite those constraints Vastse-Kuuste School is the center of local educational and cultural life offering sustainable learning opportunities.

Vastse-Kuuste School allows specialization in the field of foreign languages and natural sciences, with active folk-dance group and children choirs, regularly participating successfully in song and dance festivals.

Special attention is paid to the students with special educational needs, for this the school organises individual lessons and implements special curricula.

### PROJECT DESCRIPTION

The main field of interest is to enhance cooperation between different school systems and to share good practices. One of our biggest challenges today is to develop digital competences and to promote the integration of ICT in teaching and learning in school and for that the teacher from different schools and countries can work out new methods. It should also include assessment both by teachers and by students.

Our other project idea is connected with building confidence among students and teachers and increasing aspirations through problem solving activities. We will do this by raising self-esteem, breaking down the negative barriers to education and to learn through practical and fun activities.

### ORGANISATION TYPE

Lower secondary school

### THEME

Teacher education and continued professional development of teachers and educators. Digital competences and integration of ICT in teaching

### CONTACT

Siiri Hommik  
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**DESCRIPTION OF ORGANISATION**

Estonian Foundation for the Visually Impaired (EFVI) is a non-profit organization working for better inclusion of visually impaired people into society. The main areas of the activity of the Estonian Foundation for the Visually Impaired have been:

- Organizing of supplementary training courses (computer training, typewriting training, courses of psychology etc.) for the visually impaired adults;
- Promoting eLearning among the disabled people;
- Counselling of the educational specialists about the methods of - teaching visually impaired people and assistive technology;
- Counselling of the museum educators about the accessibility of museums and their educational programs with the special focus on visually impaired visitors.

EFVI has been involved as a partner in several EU funded projects such as ENABLE - Network of ICT supported Learning for Disabled People (<http://www.i-enable.eu>), EADEA - Equal Access to Development Education for All ([www.eadea.eu](http://www.eadea.eu)), HEFORE - Heritage for Everybody (<http://hefore.blogspot.com.ee/>).

**PROJECT DESCRIPTION**

Our main field of interest for collaboration is development and design of the accessible educational programs for educational and cultural institutions. Our project idea is related to (universal) design of educational programs and professional development of educators.

Project „Cultural Institutions for All“ will address the following problem. Nowadays the museums and other cultural institutions are using more and more ICT solutions to attract new target groups. At the same time modern technology (for example touch screens, videos) is not always usable by all visitors. Also different physical barriers don't allow all visitors participate in the educational activities organized in cultural institutions. Our project aim is to develop a toolkit for the museum specialists to assess the accessibility of museums and training module how to make cultural institutions and their educational programs accessible for all target groups including visitors with special needs.

Target groups: museum educators, ICT and other specialists creating educational programs, exhibitions etc. in the cultural and educational institutions.

Partners: cultural institutions (museums), educational institutions having experience or intention of working with people with special needs.

**ORGANISATION TYPE**

NGO in the field of adult education of visually impaired people

**THEME**

Teacher education and continued professional development of teachers and educators. Educational offers in cultural institutions for visitors with special needs

**CONTACT**

Erik Loide and Ülle Lepp  
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**DESCRIPTION OF ORGANISATION**

Ida-Virumaa Vocational Education Centre is one of the largest VET school in Estonia offering a wide range of vocational courses to around 3000 students both after basic and secondary school, as well as adult training courses to around 1500 people annually.

**We offer courses in the following areas:**

- Construction
- Energetics and automatics
- ICT
- Business and commerce
- Multimedia
- Mechanics and metalwork
- Textile work
- Food processing technology
- Automotive
- Tourism, hospitality and catering
- Entrepreneurship
- Beauty Services and Hairdressing
- Mining and Mineral Processing
- Chemical Industry

Our school is quite active on the international level. In 2015 we were awarded the VET Mobility Charter 2015-2020 as an acknowledgement of successful project management and internationalization strategy. We have set partnerships with VET schools and organizations in 12 different states both in EU and among the neighboring countries to implement cooperation and mobility projects.

**PROJECT DESCRIPTION**

I am more interested in mobilities for both learners and staff, maybe some preparatory visits, student exchanges or sharing experience with educational staff. Another important and interesting theme for me is networking.

Since the cooperation between Estonia and Nordic countries goes deeper and deeper, it definitely affects the economy, the labour market and accordingly the labour force. A lot of young people work permanently or temporarily in Sweden, Denmark and Norway. Projects and mobilities with Nordic partners will enable us to develop properly the professional skills and competences of our staff and enhance the employability of our learners who will meet the standards of partner countries at the stage of learning and set a solid ground for future career .

**ORGANISATION TYPE**

Vocational school

**THEME**

Teacher education and continued professional development of teachers and educators. Student and teacher mobility in VET

**CONTACT**

Karen Sukiasyan  
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**DESCRIPTION OF ORGANISATION**

Dugni is a rehabilitation institution for people within the working age - from age 18 to 67 years. People who for some reason have stopped working or never finished primary school and need a new start in life. The target group is people with social-psychological- and physical disabilities.

The structure and activity of Dugni can be divided into three major programmes: rehabilitating / sheltered jobs for clients with early retirement, rehabilitating /retraining (job training), rehabilitating / education (school - 9th grade at skúlin við Áir)

At Dugni's school "skúlin við Áir" we offer two classes - 9th grade and a preparation class for 9th grade. We can have up to 30 students each year - in 9th grade we aim for 18 students and in the preparation class we aim for 12 students. The students are from age 18 up to 67.

**PROJECT DESCRIPTION**

We are interested in:

- different kind of programmes that consist of lifelong learning
- adult guidance counselling
- adults with reading and spelling disabilities(including dyslexia)
- adults with math learning disabilities (including dyscalculia)
- different kinds of recycling projects
- projects containing empowerment by employment
- Faroese/Scandinavian as a second language
- integration

**ORGANISATION TYPE**

Special needs education for adults

**THEME**

Adults with special needs.  
Teacher education and continued professional development of teachers and educators

**CONTACT**

Stig Elttør  
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**GLASIR, SMÍÐJUGERÐI  
(FORMER: TEKNISKI SKÚLIN Í TÓRSHAVN)****DESCRIPTION OF ORGANISATION**

Our students often have a background as carpenters or building work. The education is "byggetekniker" or construction-arcitect.

**PROJECT DESCRIPTION**

I want to come in contact with groups or clases in the field of building, design or planning. Concerning travelling Bergen, Reykjavik or Denmark is most convenient, but other places are possible as well.

**ORGANISATION TYPE**

University college

**THEME**

Exchange of students in the field of building, design or planning

**CONTACT**

Tummas Lauritsen  
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### DESCRIPTION OF ORGANISATION

Miðnám á Kambsdali – Kambsdal College - is an upper secondary school situated about 60 km from the capital of the Faroes, Tórshavn.

In the school there are 80 teachers and about 600 students. The greater part of the students (mostly age 16-20 years) attend the day school which comprises 1) a three-year undergraduate education, which qualifies for further study for instance in business schools and universities. 2) A one year basic education which qualifies students to become apprentices.

In addition to that the school offers evening school with different academic courses.

Until summer 2015 there were two different upper secondary schools in Kambsdal: Handilsskúlin á Kambsdali, a business school, and Studentaskúlin og HF-skeiðið í Eysturoy, a grammar school. In 2015 the two schools were gathered into Miðnám á Kambsdali – Kambsdal College - which offers the public in the northern part of The Faroe Islands education on levels mentioned above.

Both schools have a long tradition for cooperating with schools abroad, mostly the Nordic countries. This tradition is brought in to the new school.

### PROJECT DESCRIPTION

The Nordic and Baltic languages are relatively small, as is our national culture. Therefore, there is a danger that the languages and the culture could be affected and threatened by bigger languages and global culture.

We are interested in being part of a project, where emphasis is put on youth, language and national culture.

The project is to examine what importance young people think that their own language and culture has for them and their identity. The aim is, among other things, to examine what they think about the language. For instance, whether they think that the language is threatened and what they think about the future of the language. The aim is also to examine how the young people use the language and how they communicate. In addition to that, the plan is to examine what they think about their own national culture – whether they think it is going to change, possibly weaken, and how or if they adjust their national culture to the global culture.

We want pupils working (together) with the topics mentioned above and meet each other during the period. We want to cooperate with upper secondary schools in the Nordic and Baltic countries.

### ORGANISATION TYPE

General upper secondary school

### THEME

Nordic languages

### CONTACT

Karl Asbjørn Olsen  
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## SKÚLIN Á GILJANESI

### DESCRIPTION OF ORGANISATION

We are a school with about 320 pupils 7 - 16 years of age, and we have around 35 teachers. We are located near the airport in the Western part of Faroe Island. The community has 2100 inhabitants.

### PROJECT DESCRIPTION

Our main interest is creating connections and friendship through different cultures as well as learning to work across borders. And our opinion is that doing this by working with interesting subjects, presenting them, and having mutual visits is the very natural and best way to reach our goals.

### ORGANISATION TYPE

Lower and upper secondary school

### THEME

Pupil and culture exchange in primary and lower secondary education

### CONTACT

Oddmar Ravnsfjall  
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**DESCRIPTION OF ORGANISATION**

A primary school with 113 pupils in eastern Finland, Mikkeli. Children age 7-12 years, refugee pupils 11-16 years old.

**PROJECT DESCRIPTION**

Our school has recently received refugees from different countries. The school didn't have much time for planning and organizing things beforehand. This rapid change caused a real challenge to react. The teachers and other staff instantly developed ways to communicate and work with enthusiasm with these young people. Even though the teachers didn't have any coaching for the situation, everything has gone well. But what would it be, if we were prepared appropriately? We believe a lot more could be done to help this integration.

Our school, a primary school in Finland, is looking for a primary school for collaboration. The main goal would be to find some tools and professional support for the teachers who work with the children with refugee background. This new "era" is something totally new for the teachers. Changing thoughts and experiences with the colleagues abroad would help the teachers to cope with the current situation.

We already have a kind of "two teachers -system" and transitions between the age groups. These are the topics we would still like to develop. We also would like to learn more about the coaching process of the newcomers to help the children adapt to our integrated learning environment.

**ORGANISATION TYPE**

Primary school (incl. kindergarden)

**THEME**

Integration of immigrants and refugees

**CONTACT**

Katja Kuusela  
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**DESCRIPTION OF ORGANISATION**

The city of Oulu has about 20 000 pupils in primary and lower secondary schools. We receive about 100-200 immigrant pupils yearly. One of the four regional headmasters (the applicant) is in charge of organizing the teaching for the new immigrants and the integration of the immigrants and refugees.

**PROJECT DESCRIPTION**

We are interested in the integration of the immigrants and refugees. Oulu is a city in northern Finland and we receive about 100-200 new immigrant pupils yearly. These pupils study the first year mostly in a preparing class. At the moment we have six groups for preparing teaching in primary schools and seven groups in the lower secondary schools. We are planning a more inclusive way to teach the new immigrants and refugees. We have started the inclusive teaching with a couple of pupils. In these cases we want to offer the teachers in the normal classes consultation and training to the needs of these pupils. We are interested the ways of integration and inclusion in other Nordic countries. The possible project would concern both the administration of the education in the city and the teachers (in the preparing classes and a few teachers in the normal classes). We are interested of developing the 'expert' teachers' skills in consultation. At the same time we need to give training to the new teachers in integrating the immigrants and the refugees in the normal classes. Which are the critical factors to success in the inclusion of the new immigrants and refugees?

**ORGANISATION TYPE**

Municipal authority - educational services for primary and lower secondary schools

**THEME**

Integration of immigrants and refugees

**CONTACT**

Seija Karvonen  
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**DESCRIPTION OF ORGANISATION**

Hyvinkään Sveitsin lukio is a modern, future-oriented upper secondary school with a special focus on the natural sciences. Our students can choose either the natural science syllabus or the general syllabus. There are about 400 students in our school. Our students have had the opportunity to participate in international activities.

**PROJECT DESCRIPTION**

We would like to teach students diversity and tolerance and to broaden the concept of Finnishness, preventing segregation and how to deal with the many social challenges that immigration may bring. What efforts needed to prevent inequality and ghettoisation. The type of partners could be for example upper secondary school or vocational social and health care school or organization

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Integration of immigrants and refugees

**CONTACT**

Pirjo Paulamäki  
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**DESCRIPTION OF ORGANISATION**

South Ostrobothnia Folk High School is an international adult education centre. It was founded in 1892 based on N.F.S. Grundtvig's principle of a "School for Life". Today the school still embraces the Grundtvig principle and encourages students to take control over their education with the support of teachers, resources and the staff. The important principles in the learning process include promoting sustainable development as well as international and cultural awareness.

South Ostrobothnia Folk High School is recognized by the Finnish Ministry of Education and abides by its regulations. It is owned and maintained by the Korpisaari Foundation. The 14 buildings on campus provide a variety of educational and recreational facilities. There are dormitories housing 150 students.

**South Ostrobothnia Folk High School offers:**

- Study programs that prepare for university studies (Educational science, Psychology, English, Law, Medical Science, Health Education etc.)
- Study programs for art and culture studies (Dance, Drama, Rhythm Music, Ostrobothnia Writers' School).
- Finnish languages and culture studies for immigrants.
- Open University studies. Through the Open University you can take courses and programmes that follow requirements for university degrees.
- Vocational education for Youth and Leisure Instructors as well as Further vocational and Specialist vocational education.

**PROJECT DESCRIPTION**

The target group of the project is teachers and school staff, as well as our partners in working life in Finland. We are looking for partner adult education providers or organizations, which are working with immigrants, asylum seekers and refugees promoting integration. The aim is to explore the work of colleagues and find new methods for language and integration training by using job shadowing method.

**ORGANISATION TYPE**

School within liberal education (e.g. folk high schools, evening schools)

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Tuija Jaakonaho  
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### DESCRIPTION OF ORGANISATION

Vuosaari Upper Secondary school is a general upper secondary school in Helsinki, Finland. We have 500 students aged 15-19 and 25 teachers. Besides the national curriculum we have special courses in logistics (we are located near the harbour) and a special 16-student line for recently arrived immigrant students willing to achieve the required Finnish language skills to attend upper secondary school studies. Our school is one of the most multicultural upper secondary schools in Finland. A large part of the students come from first or second generation migrants to Finland (30% of the students having a native language other than Finnish). To address these challenges in our school we try to develop more functional activities on learning (learning by doing). We have started to use individual digital learning portfolios and would like to develop new tutorial practices.

### PROJECT DESCRIPTION

Vuosaari upper secondary school (Helsinki, Finland) is a multicultural school with one third of students having a migrant background. This challenges us with the question of inclusion of students in Finnish society and sufficient skills for tertiary education. The migrant students tend to form their own groups and use their own languages, a tendency of reducing oral and written skills of Finnish. We would like to develop new ideas of remixing students with different backgrounds, not only to enhance the language and study skills of migrant students, but to develop the multicultural knowledge of both the migrant and native students. This "ReMixEd"-project will be a challenge for both students and teachers. We are looking for partnerships with upper secondary schools in Scandinavia and Baltic states which have similar challenges. Besides sharing and testing new methods, the project should include student and teacher visits between schools.

### ORGANISATION TYPE

General upper secondary school

### THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

### CONTACT

Riitta Karvonen-Pena Hauri  
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### DESCRIPTION OF ORGANISATION

We are a government school of about 350 students and 30 teachers. Our students come from varied economical backgrounds. Our preparatory classroom started last January and now we are trying to find the best practices to integrate the immigrant students to the mainstream classrooms.

Our school emphasizes the value of everyday physical activity and tries to find new and interesting ways to introduce active lifestyle to our students.

### PROJECT DESCRIPTION

We are looking for partners who would share an interest in outdoor education, sports and integration of immigrant students.

We would like to develop a project that would include sharing typical (traditional and modern) Nordic games and sports. This would enable natural interaction between different students.

We are well aware that integration of immigrant students is a challenge and an opportunity that many schools are facing around Europe. We would like to share best practices and develop new ones alongside our Nordic colleagues!

### ORGANISATION TYPE

Lower secondary school

### THEME

Integration of immigrants and refugees

### CONTACT

Sari Rajakangas  
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**DESCRIPTION OF ORGANISATION**

Oulu UAS is a strong and multidisciplinary University of Applied Sciences. Here you can study culture, natural resources, business and information, health and social care and engineering. We provide bachelor and master degree programme studies, professional specialisation studies, pedagogic studies at the School of Vocational Teacher Education, Open University studies as well as supplementary training.

As Finland is a bilingual country, all students at Oulu UAS have to study the minimum of 3ects of Swedish language and they have to pass an oral and a written exam with the minimum language level of B1.1. regardless of their background knowledge of Swedish language.

I work in the field of health and social care and there are 2000 students studying in ten different degree programmes eg. nursing, midwifery, social work, optometry, physiotherapy, paramedics and biomedical laboratory science.

**PROJECT DESCRIPTION**

Oulu UAS in Finland coordinated a Nordplus Nordic Languages project in 2013-2015 and the partners were from Sweden and Estonia. We would like to continue with a new project and find more partners who are interested in teaching Swedish as a second or foreign language by using new technologies and e-learning, for example.

**ORGANISATION TYPE**

University college

**THEME**

Nordic languages

**CONTACT**Marita Metsävainio  
marita.metsavainio@oamk.fi**KEMIN LYSEON LUKIO****DESCRIPTION OF ORGANISATION**

We are a college to prepare the students to university.

**PROJECT DESCRIPTION**

We are interested in having projects with other high schools in Nordic countries to increase student´s interest in language skills and encourage them to establish contacts with other Nordic people. The contacts are helping them to get more possibilities in living and studying. The contacts will help our students to expand their consciousness of the united future. We want to get contacts to be able to collaborate with other teachers too.

**ORGANISATION TYPE**

University college

**THEME**

Nordic languages

**CONTACT**Marja Alaperä  
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**DESCRIPTION OF ORGANISATION**

Schildt Upper Secondary School is a general upper secondary school with approximately 1200 students. The school functions in two distinct campuses, Viitaniemi and Voionmaa, but will be in one campus in two years. In addition to the standard national study programme, it is possible to apply to two special programmes, one specialising in Sports and another in Music. Students especially interested in Science and Mathematics can also apply to a programme emphasising these subjects after they have been accepted to the standard national programme.

**PROJECT DESCRIPTION**

I consider collaboration with schools from other Nordic countries very important when motivating students to learn more Swedish. Furthermore, it is essential for students to see that also Nordic languages and the Nordic perspective is of value in their future studies and working life. For these reasons I would like to collaborate by using Swedish (or Scandinavian) as a common language for the project and the theme could relate e.g. to future studying and working possibilities in Nordic countries.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Nordic languages

**CONTACT**

Mervi Kapanen  
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**DESCRIPTION OF ORGANISATION**

NEST Centre, The Network for Global Excellence in Upper Secondary Education and Training, is a specialised agency of the Upper Secondary Schools of Eastern Finland. The centre has offices in Kuopio and in Joensuu and it advances the international skills of the school staff and students with various methods. First, NEST centre delivers information on international affairs and possibilities to upper secondary schools. Second, the international NEST team develops and enhances the global and local networks of the schools. Third, the centre organises events and training which promote the international competences of the upper secondary schools. Moreover the NEST team supports the schools in the identification of funding opportunities as well as assists the school staff in the composition of project proposals, partner search and project management. In addition to the international competences the centre aims at developing capacities for future work and entrepreneurial skills of the education in upper secondary schools in Eastern Finland.

**PROJECT DESCRIPTION**

In recent years, learning of the Swedish language has decreased radically in all educational levels but especially in upper secondary schools in Eastern Finland. Unlike in Western and Southern Finland, the language is not heard or used in everyday life and it is difficult for the youth to see the benefits of learning the language. Nordplus project together with other Nordic countries would encourage the students to learn Nordic languages and cultures in and outside their class room in Eastern Finland.

Awakening the interest for the languages is done in the context of Arctic cooperation, STEM education and business life. The youth will solve the real life cases in selected sectors in order to understand the relation between the learned skills and future work scenarios. Especially the Nordplus Horizon enables a cross- sectorial project cooperation between different organizations and educational institutions in order to support the schools' linkage to Arctic cooperation.

**ORGANISATION TYPE**

Agency for upper secondary education and training

**THEME**

Nordic languages

**CONTACT**

Maarit Sinikangas  
maarit.sinikangas@kuopio.fi

**DESCRIPTION OF ORGANISATION**

Salo Upper Secondary School has 600 students aged 15-19 and is situated in Western Finland. Our school is modern and inspiring and we try to be one step ahead in the winds of change of education. Our school has used several learning platforms for four years now and we have actively collaborated in improving some of these learning platforms like Ville and Opintoverkko. We have also educated colleagues in other schools in the field of digitalization and digital testing. We co-operate with the University of Turku and participate in projects like new pedagogies for deep learning, LUKE, KOPPI and Lukiofoorumi. We also have some experience of KA1 and KA2. We are now interested in getting Nordic contacts.

**PROJECT DESCRIPTION**

We are highly interested in collaborating with other upper secondary schools from Sweden, Norway, Denmark and Iceland. Our target groups are Swedish learners and other foreign language learners. We would like to link together the following themes: Nordic Languages and Continued Professional Development. We are open to different project ideas but we are particularly interested in ICT and digitalization as well as innovative practices in language learning. We wish to exchange experiences and best practices. The Nord+ project could include several minor projects with different groups working on the Internet in applications like Padlet, Kahoot, Socrative, Kid's blog etc. The emphasis could be on learning games and useful free applications in language learning.

Our school offers to choose the advanced level in Swedish and 35 % of our students seize this opportunity. It would be rewarding to enable contacts with other Nordic students to strengthen our students' motivation and furthermore hype the students who find learning Swedish difficult. Another aim from the student perspective is to strengthen the Nordic cultural identity by personal contacts with other Nordic cultures, values and lifestyles.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

Annika Soljama  
annika.soljama@salo.fi

## UNIVERSITY OF EASTERN FINLAND

**DESCRIPTION OF ORGANISATION**

University of Eastern Finland has 15 000 students, 1 300 of them study 5 different languages and of these approximately 110 have Swedish as their main subject and 120 has Swedish as their second subject. The university is located near the Russian border and it consists of three campuses, language campus is in Joensuu. The region is Finnish speaking.

**PROJECT DESCRIPTION**

University of Eastern Finland is located in monolingual Finnish environment and most of our students in Swedish are going to be teachers. The Swedish department has been a traditional department with monologue teaching methods (teacher lectures and students are mainly passive) with focus on semantics, language structure and translation. We are beginning to develop new methods, new ways of examination and to at least discuss curriculum questions. With big changes in the Finnish school curriculum we should as a teacher training institution lead the development, now this is not case. We would like to discuss these kinds of issues with institutions who are developing new methods of learning, new ways of examination in a region where the learner does not really have the opportunity to hear and train the language outside the classroom except for the internet and TV. In autumn 2016 and spring 2017 we are going to develop a new curriculum with more focus on teaching Swedish than just Swedish. Good and working examples of this would help this work.

Theme could be: New ways of teaching Swedish in a non-Swedish speaking region.

**ORGANISATION TYPE**

University

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

Antti Ylikiiskilä  
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### DESCRIPTION OF ORGANISATION

It is a small comprehensive school in a rural area in Osthrobotnia in Northern Finland. We have about 120 pupils and 15 teachers in our school. We are a part of "Active School" -project in Finland and we are interested in international contacts, especially in Scandinavia.

### PROJECT DESCRIPTION

The theme could be a common lexicon for nature and animals vocabulary in Nordic languages. The groups could make leaflets or a magazine together in virtual learning environments. There would be collaboration between the partners via a common blog and Skype-connection and e-mail. We would photograph animals and flora and make posters and do videos as well. Real life meetings by visiting each other at least twice. The pupils would be between 12-15 years in comprehensive school (final year of primary and the whole secondary school). All Baltic and Scandinavian countries could participate.

### ORGANISATION TYPE

Lower secondary school

### THEME

Nordic languages. Teacher education and continued professional development of teachers and educators

### CONTACT

Heidi Koutonen  
hkoutonen@hotmail.com

## VÄSTRA NYLANDS FOLKHÖGSKOLA

### DESCRIPTION OF ORGANISATION

VNF är en folkhögskola i västra Nyland som hör till det fria bildningsfältet. Studerandeantalet varierar årligen mellan 105-150 och skolan erbjuder i år 9 stycken ettåriga linjer ex. konstlinjer och mera humanistisk-matematiska inriktningar. De senaste två åren har VNF haft ett Nordplus utbyte med 2 skolor men önskar nu nya samarbetsprojekt eftersom projektet tar slut under vårterminen 2017. För en folkhögskola är nya kontakter och nätverk livsviktiga och p.g.a detta är deltagandet i kontaktseminariet mycket viktigt och en möjlighet att utveckla skolmiljön och erbjuda studerande ett högklassigt nytt innehåll i studierna.

### PROJECT DESCRIPTION

VNF önskar skapa samarbetsnätverk med andra skolor och aktörer med nordiskt intresse. Målgruppen är ungdomar och unga vuxna och i språkundervisningen utgör språket ett funktionellt verktyg. Språket är närvarande i allt det man gör. Viktiga temaområden för målgruppen är bl.a. det livslånga lärandet, framtid, yrken och välmående. Nätverkandet kan dels ske via digitala medel men också genom autentiska samarbetsseminarier där studerande och lärare får möjlighet att träffa varandra i nya sociala och språkliga miljöer. Allt detta resulterar i att skriva en inlärningsdagbok som kan publiceras för allmänheten och den kan också fungera som marknadsföring för projektet och deltagande skolorna i fråga.

### ORGANISATION TYPE

School within liberal education (e.g. folk high schools, evening schools)

### THEME

Nordic languages. Teacher education and continued professional development of teachers and educators

### CONTACT

Katri Konttinen  
katri.vepsa@gmail.com

**DESCRIPTION OF ORGANISATION**

Satakunta University of Applied Sciences is a high-grade international university which serves the Satakunta region and its neighbouring areas by providing them with education and skilled labour as well as research, development and innovation activities for the business sector.

Satakunta University of Applied Sciences is a limited liability company, which is owned by the municipalities and local business organizations.

SAMK's operations is managed by the Managing Director, President and two Vice Presidents, one of whom is in charge of education and the other in charge of research, development and innovation activities and business services.

Each faculty has a Dean in charge of its operations. In addition, SAMK's management comprise the Director of Higher Education Services in charge of the internal services and the Director of Finance and Administration.

**Faculties:**

- Welfare and Health
- Service Business
- Logistics and Maritime Technology
- Technology

The faculties implement education, R&D activities and business operations.

**Facts:**

- Faculties: 4
- Campuses: 5
- Cities and towns: Pori, Rauma, Huittinen and Kankaanpää
- Staff members: approx. 400
- Bachelor degree Programmes: 19
- Master degree Programmes: 9
- Total number of students: approx. 6,000
- Degrees awarded yearly: 1,000
- Degrees awarded totally: over 17 000

[www.samk.fi](http://www.samk.fi)

**PROJECT DESCRIPTION**

At SAMK, we have developed online language teaching and our teaching methods to better meet challenges of digitalization. We are interested in language teachers' professional development related to pedagogical knowledge and ICT skills. The technological backbone in our teaching is an online learning environment called HILL, developed in cooperation with SAMK, IBM, Cisco and AKG. See our video at <https://www.youtube.com/watch?v=PHmFgTux1do>

We are interested in co-operation between Nordic and Baltic language teachers, especially in higher education. We would like to create a network to share good practices and further develop online language teaching. We could contribute to the upskilling of teachers in ICT skills, combining digitalization and pedagogical basis in language teaching, making language studying more versatile and creating new contacts between students and teachers in Nordic and Baltic countries. With HILL, we believe we could be hosting this kind of network in the future. In particular, we are interested in Finnish and Swedish and higher education.

**ORGANISATION TYPE**

University college

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

Mari Linna  
[mari.linna@samk.fi](mailto:mari.linna@samk.fi)



### DESCRIPTION OF ORGANISATION

Our organisation is a folk high school which offers two kinds of education. During the basic academic year we have 145 16-18-year-old students who study e.g. music, home economy, handcraft, religion, physical education, English and courses from the Finnish high school. The academic year is from the end of August until the first week in May. We are a boarding school so our students live at dormitories during the weeks. Every year we have 10-20 Basic students from Sweden and the United States.

During the weekends we offer different kinds of short courses around variable themes. At these courses the participants are mostly adults. These courses are mainly organised from Friday till Sunday.

Our school operates on the grounds of the Christian values of the Laestadian Lutheran movement.

### PROJECT DESCRIPTION

The aim of our school is to become a trilingual organisation in the near future since we have several international students here every year. The majority of our international students are from Sweden and it is, therefore, important that all our staff members would be able to communicate with these students in Swedish. That is why we seek partners among other Nordic schools who would want to co-operate with us in continued professional development of teachers and other personnel.

We could offer our partners an insight in the Finnish school system and especially in how studies in a boarding school are organized. Our school is specialised in music and has a high-quality music education program. This could also be an interesting subject for our partners to familiarise themselves with.

### ORGANISATION TYPE

School within liberal education (e.g. folk high schools, evening schools)

### THEME

Nordic languages. Teacher education and continued professional development of teachers and educators

### CONTACT

Reetta Lakanen  
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### DESCRIPTION OF ORGANISATION

KSL Study Centre is a state-funded adult education institute of liberal adult education. KSL organizes courses together with NGOs and associations and by doing so strengthening democracy and civil society. KSL organizes also vocational further training and cultural activities, especially craftivism. KSL is a privately owned educational institute. We are interested in the Red-green Co-operation Project.

### PROJECT DESCRIPTION

We are interested in a project that will emphasize red /green cooperation on informal learning and public education in order to strengthen active citizenship and local democracy. We are interested in the inclusion of the local population, in forming a flourishing life in the countryside, in local issues with particular emphasis on environment, energy and climate.

Target groups are liberal adult education organizations and NGOs in the Nordic and Baltic countries.

### ORGANISATION TYPE

School within liberal education (e.g. folk high schools, evening schools)

### THEME

Active citizenship and local democracy

### CONTACT

Anna Kirstinä  
anna.kirstina@ksl.fi

**DESCRIPTION OF ORGANISATION**

Porvoo International College is upper secondary level VET provider in fields of Business and Social/Health Care. The College is trilingual, offering vocational qualifications in three languages: Finnish, Swedish and English. Strategically the college aims at developing content and quality of VET in cooperation with working life and other education providers, considerable investments to technical and intellectual capacity in order to utilize digital learning environments. The College also has its own adult education department and good connections to Finnish universities of applied science. In vocational education performance and result index of the Finnish Ministry of Education and Culture Porvoo International College was evaluated the most effective middle-sized VET provider in Finland and was best in this class in 2014, 2015 and 2016.

**PROJECT DESCRIPTION**

The project idea is related to teacher education and continued professional development of teachers and educators. The target group of the possible project is VET institutions and teaching staff. Project activities will focus on effective teaching of 21st century skills. It will aim to discuss different educational strategies, best teaching practices and enjoyable learning environment. The development of this project idea is strongly connected to assuming that 21st century teaching is an altogether different phenomenon.

These are the key-words we would like to discuss and learn about 21st century MEASURES for effective teaching: learner centered environment, effective teaching methods, digitalization and new teaching tools, go global, cooperate, innovate, new curricula, different educational strategies, student/customer centered learning, team-based student evaluation skills.

It should support teachers in changing their role not only to be a provider of knowledge and skills, but also to have a positive attitude towards innovations, feel the necessity for self-education and adopt a student centered teaching approach.

**ORGANISATION TYPE**

Vocational school

**THEME**

Teacher education and continued professional development of teachers and educators. Effective teaching of 21st century skills in VET

**CONTACT**

Anita Eglite-Osmane  
anita.eglite@pointcollege.fi

**HALIKKO ARMFELT**

**DESCRIPTION OF ORGANISATION**

Armllets school in Halikko has 540 pupils. Our school offers education to age group 7 to 16 years. We have some special groups in the lower secondary school who are studying more science than normal classes.

**PROJECT DESCRIPTION**

I am interested in projects witch includes new teaching methods in activating students in classroom and taking an advantage of other learning environments nearby or in internet. I would like to participate a project where the main target would be to make students active and participating in and out of the classroom. I am teaching biology and geography and I am interested in experimental way of studying and I would like to share and learn new ideas of making teaching more like doing than just listening and doing "paperwork". I have tried out many kind of different ways of learning in my classroom and I would like to observe and share ideas of these new methods of learning. My target groups would be students in lower secondary school and primary partners would be biology and geography teachers or other teachers interested in doing things differently.

**ORGANISATION TYPE**

Lower secondary school

**THEME**

Teacher education and continued professional development of teachers and educators. New methods of learning in natural sciences in primary and lower secondary schools

**CONTACT**

Kati Ahlqvist  
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**DESCRIPTION OF ORGANISATION**

Metropolia, Finland’s largest university of applied sciences, had 16,454 students in 2015. Measured by the number applicants, we were the largest university of applied sciences, and third in terms of attractiveness. Metropolia offered 65 degree programmes in 2015 of which 13 were taught in English.

Metropolia’s strategy for 2017–2020 was created in cooperation with the staff, students and stakeholders. It profiles Metropolia to focus – in accordance with its strengths – on key issues which are: high-quality learning and working life development, renewal, supported by changes in our operating culture; the tighter campus structure that is on its way; and digitalisation, seeking of new growth through business and international RDI operations.

**PROJECT DESCRIPTION**

Nordplus co-operation project regarding inter-professional and international collaboration in teaching Sexual health, Sexual rehabilitation and Sexuality education for health care professionals. The goal is to further explore the possibilities to collaborate in learning activities that can enable improved education in those fields. The reason for a Nordplus collaborative is both to develop the competence of the teachers involved and also to increase the quality of the educational interventions by inter-professional, international co-operation and knowledge exchange. The collaboration will explore how education in sexual health and sexology can be cost-effective (for example by using online technology) and of high quality by sharing teaching experiences and together search and apply new ways of teaching in this field.

**ORGANISATION TYPE**

University college

**THEME**

Teacher education and continued professional development of teachers and educators . Sexuality education for health care professionals

**CONTACT**

Maarit Sinisaari-Eskelinen  
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**DESCRIPTION OF ORGANISATION**

Länsirannikon Koulutus Oy WinNova is a regional provider of vocational education for young people and adults in South-Western Finland. WinNova offers a wide variety of educational services for the needs of youth, adult and business education. The customer segments of WinNova include the following: youngsters (vocational qualifications); adults (pragmatic education based on individual needs, adult education, additional professional training); business (pragmatic and company customized education based on the needs analysis). WinNova has approx. 6000 students and approx. 550 members of staff of which 470 are teachers.

**PROJECT DESCRIPTION**

Digital learning and learning environments.

How digital tools help students during their mobilities (documentation and validation of learning).

Teachers’ digital skills and added value in pedagogics.

**ORGANISATION TYPE**

Vocational school

**THEME**

Teacher education and continued professional development of teachers and educators. Digital learning and learning environments in secondary education

**CONTACT**

Anne Vaahtio  
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**DESCRIPTION OF ORGANISATION**

Yrkesinstitutet Prakticum is a vocational school with 1200 students and 120 teachers. We are located in Helsinki and our language of instruction is Swedish. Our curriculum spans 8 different fields and about 20 different exams. Our strategy includes building strong strategic partnerships with vocational institutions in the Nordic region.

**PROJECT DESCRIPTION**

Yrkesinstitutet Prakticum is interested in projects regarding student and teacher mobility and exchange in the Nordic countries and Baltic region, including on-the-job learning. We are also interested in projects regarding educational content development and joint-ventures in developing new courses. Our main partner interests are on the vocational school level/the Swedish gymnasium-level. We operate in many sectors including health care, computer sciences, media, economics and hospitality.

**ORGANISATION TYPE**

Vocational school

**THEME**

Teacher education and continued professional development of teachers and educators. Student and teacher mobility in VET

**CONTACT**

Christian Mikander  
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**ARTS ACADEMY, TURKU UNIVERSITY OF APPLIED SCIENCES****DESCRIPTION OF ORGANISATION**

TUAS Arts Academy has about 600 students, some of whom are adult degree students. Continuing education offers an opportunity to maintain and develop professional skills. Our multidisciplinary approach ensures an innovative learning community and a unique environment for learning, development and inspiration. The Arts Academy is a prominent regional producer in the field of culture.

Research, development and innovation (RDI) activities in collaboration with the regional community is an important mission of our institution. Our RDI projects enable students to familiarise themselves with their future professional field and engage in multidisciplinary collaboration with project partners.

**PROJECT DESCRIPTION**

The Green Actions Network / GAN integrates university level arts/science programs and public primary schools. HEI teachers and students working in multi-professional teamwork/MPT will engage and empower primary school pupils (7 – 12 years old) and their teachers towards environmental consciousness and sustainability through innovative art and sustainable design/environmental based methods: we include “A” into STEM—“STEAM: Science Technology, Engineering, ARTS, and Math”. Green Actions is a collaborative development of the arts, sustainable engineering, and environmental studies towards interdisciplinary curricula / pedagogical methods for elementary/primary school level environmental education. This project is initiated by the N+ ECA Network. There has been a pilot 2015 GA week in Reykjavik, Iceland:

<http://ecanetwork2015reykjavik.tumblr.com/url>

The GAN includes Greenlandic Inuit and Sami Nordic indigenous populations as critically important partners in the context of land rights and an indigenous/authentic perspective of climate change that is so radically impacting our lives in the Nordic region. We seek partnership with HEIs (N+ Higher Education) and public primary schools (N+ Junior) from Greenland, Iceland, Faroe Islands, Denmark, Norway, Sweden, Finland, and Estonia.

**ORGANISATION TYPE**

University

**THEME**

Teacher education and continued professional development of teachers and educators. Environmental consciousness and sustainability in primary education through innovative art and sustainable design

**CONTACT**

David Yoken  
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**DESCRIPTION OF ORGANISATION**

Our school is the only upper secondary school in our town. We don't have any specific curriculum but we are running a project funded by European Social Fund (concerning entrepreneurial education and life after school). We have a little over 300 students in our school.

**PROJECT DESCRIPTION**

Partner: Upper secondary school, target group: students, teachers. We are searching for a partner to develop and experiment new ways of implementing entrepreneurial education into practice in our schools. We are also interested in finding new ways to educate teachers to use social media and its applications in their teaching work.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Teacher education and continued professional development of teachers and educators. Entrepreneurial education in upper secondary schools

**CONTACT**

Juha Hieta  
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**DESCRIPTION OF ORGANISATION**

Perniön yhteiskoulu is a Lower secondary school situated ca. 20 kilometers from Salo town centre. Since 2014 we have shared the same school building with the local upper secondary school, Perniön lukio. Our location in the countryside combined with the relatively small number of pupils (ca.300) contribute to the school's amicable atmosphere. Our school offers a peaceful learning environment for the pupils and it provides our teachers an opportunity to engage with the pupils on a more personal level. The teachers have the time and energy to actively improve their own professional skills. At the moment our focal points is a new curriculum and it's so called transversal competence skills or 21st century skills. We are also keen on experimenting with new and innovative teaching strategies that will motivate the students to take a more active role in their learning process. Individual and collaborative learning is taking more and more space in our school. Our school is participating in the Erasmus+ program named Way to go, paths of life. This program ends at spring 2017.

**PROJECT DESCRIPTION**

Main field of interest: Teachers' education and exchange, different learning methods like individual and collaborative learning and pupils' cultural competence and exchange.

Target group and type of partner: Lower secondary school, pupils between 13-16 years old.

Project idea: I have been asked to hold a workshop in Iceland (Reykjavik) to Icelandic teachers next August. The theme of the workshop is individual and collaborative biology learning. I hardly know anything about Icelandic school system or curriculum. So I think that it would be helpful and interesting to get to know the school system in Iceland better. Nordplus Junior program could be a possibility to get funds for teachers' mobility/exchange between Iceland and Finland. At the same I'm interested in pupils' exchange and their cultural competences.

**ORGANISATION TYPE**

Lower secondary school

**THEME**

Teacher education and continued professional development of teachers and educators. Individual and collaborative learning and teacher exchange

**CONTACT**

Rita Keskitalo  
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### DESCRIPTION OF ORGANISATION

Símenntunarmiðstöðin is a nonprofit organization and owned by municipalities in the area, the local labour unions, the local colleges, and some key companies.

The main objective of Símenntunarmiðstöðin is to promote and assist with adult education in the West part of Iceland, with special attention to the increase of continuing education, increased qualification as well as well-being of the population. Símenntunarmiðstöðin provides courses for unemployed and/or unskilled employees, continuing education for skilled personnel and other educational and offers various leisure courses for adults. Courses are prepared in cooperation with other educational institutions and organizations. Furthermore Símenntunarmiðstöðin targets those who have not completed the upper secondary level of education. This target group comprises 30% of people in the labour market, although the ration varies between years and regions. People in this group are often not motivated to attend school and one of the important tasks for Símenntunarmiðstöðin is to find and use new methods to motivate people to continue and finish their education. Símenntunarmiðstöðin provides career counselling for adults. Over the past years the emphasis has increased in service to immigrants, providing tailored courses, language learning and guidance in the field of career.

### PROJECT DESCRIPTION

For the past years I have been an active volunteer and a board member of the Red Cross division in Borgarnes. Through that I have worked and assisted many asylum seekers. As a career counselor and a project manager at work I am in charge of all educational projects for immigrants including guidance. Currently I am a participant on behalf of Iceland in a Nordic project of refugees, supported by the Nordic Council of Ministers. This aim of this project is to find best practice cases from each Nordic country. I have written a curriculum for immigrants, which has been approved by the Ministry of Education and is being taught in various adult educational centers in Iceland. I would like to work further on the subject of education/career guidance for immigrants/asylum seekers and look forward to meet others who would like to collaborate with me and my organisation on the subject.

### ORGANISATION TYPE

Municipal authority - educational services for adult education

### THEME

Integration of immigrants and refugees

### CONTACT

Guðrún Vala Elísdóttir  
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## MODURMAL - ASSOCIATION ON BILINGUALISM RUS GROUP IN ICELAND

### DESCRIPTION OF ORGANISATION

The main objective of the company is to give bilingual children the opportunity to learn and maintain their native language and culture. Research has demonstrated that children who learn the language of their parents find it easier to learn a new language. In this case the company seeks to support teachers, gain knowledge of bilingualism and encourage parents of bilingual children to give their children the opportunity to learn their native language and culture.

Mother tongue teaching or guidance for bilingual children has been available in Iceland since 1994 and the company was formally established in 2001. The company's purpose was and is to develop a language with clear goals and curriculum. The program is funded through tuition fees and grants.

The courses held in mother tongue are particularly aimed at children living with two or more languages in their homes. The company offers courses in English, Dutch, Italian, Japanese, Lithuanian, Russian, Spanish, and Thai.

### PROJECT DESCRIPTION

The main objective of the company is to give bilingual children the opportunity to learn and maintain their native language and culture. With our work with children, the children keep the memory of their ancestors and their customs (culture). We want to share their experiences in other countries with the children and help them to live.

### ORGANISATION TYPE

Primary school (incl. kindergarden)

### THEME

Nordic languages. Integration of immigrants and refugees

### CONTACT

Lyudmila Zadorozhny  
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## DESCRIPTION OF ORGANISATION

Verzlunarskoli Islands (The Commercial College of Iceland) was founded in 1905. The school has 4 streams, business, science, social science and languages. The main objectives of the college are to promote the competitiveness of Icelandic industries, both internally and internationally, by providing and furthering education in general and business education at secondary level. For the students personally the school aims at giving them a European vision and a feeling of belonging to that community. For this purpose the college has for many years been involved in cooperation with schools in Europe through Comenius, Erasmus+, Nordplus junior, eTwinning and Leonardo da Vinci, both with students' exchanges and project work with several schools at a time. The school has great emphasis on foreign languages and the languages Danish, English, French, German and Spanish are taught for 2-4 school years, depending on which stream the students attend. At present the school has 1200 students between the age 16-19, 94 teachers and 25 management and other staff. As mentioned earlier, one of the aims of the Verzlunarskoli Islands is to give its students a European vision and a feeling of being part of a wider community. We therefore think it is of great value for the whole school community, both students and teachers, to work together with partners from all over Europe and thus become a closer part of the continent of Europe.

We have some students that are disabled, some have a different cultural background than the majority and some come from families with financial difficulties. Reykjavik is the capital of Iceland and our school is a national school so we get students with different backgrounds, mostly from the great Reykjavik area but also from other parts of the country.

## PROJECT DESCRIPTION

A growing number of cities in Europe are recognizing the challenge / benefits of welcoming communities and the importance of a welcoming culture that will benefit the integration of refugees and immigrants. The aim of the project is to work with other secondary schools and students in order to develop an understanding of the migration of young people. How do we make our cities inviting to young refugees and what role can the secondary schools play here? It is recognized in Europe that schools and education play an important role in fostering and developing young people's innovative and creative capacities but how do they tackle the challenge of newcomers and what device do they have to promote inclusion and integration in the school. We want to motivate our students as active citizens in their schools/communities. It helps them become aware of the current refugee problems and encourages activities where they want to make a difference regarding the inclusion of young refugees and immigrants in their schools/communities.

## ORGANISATION TYPE

General upper secondary school

## THEME

Integration of immigrants and refugees and Nordic languages

## CONTACT

Bertha Sjurdardottir  
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### DESCRIPTION OF ORGANISATION

The Nordic Association is an organisation for promoting Nordic co-operation in all fields, officially as well as unofficially.

The aim of the association is to stimulate and improve Nordic cooperation at all levels, especially in the fields of education, culture, the labour market, industry, mass media, international aid and environmental care.

You can find Nordic Associations in all the Nordic countries and interact through the umbrella organisation Norden Associations Federal, FNF.

### PROJECT DESCRIPTION

We are looking for partners that can improve how we target and address adults that have common knowledge in one of the Scandinavian language but hesitate to use it and the youngest that have no platform to use language they know. We would like to meet someone that is working on how to get the people in the Nordic countries to use the Scandinavian language when meeting each other.

The result of a recent study "Man skal bare kaste sig ud i det.." by Eva Theilgaard Brink is that it takes Icelandic and Finish people 5 months to use the Scandinavian language even after yearlong learning in school. The Nordic Association in Iceland has over the year focused on the Nordic languages, how it is learned and used. Our main target groups are adults that have not used the Danish (or other Scandinavian) language they learned in school and the youngest that have moved back to Iceland from one of the Scandinavian country and are not old enough to get suitable lectures in school.

### ORGANISATION TYPE

Association for language teachers

### THEME

Nordic languages

### CONTACT

Asdis Eva Hannesdottir  
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## ICELANDIC WOMEN'S RIGHTS ASSOCIATION

### DESCRIPTION OF ORGANISATION

The Icelandic Women's Rights Association was created in 1907 and since that moment it has fought for women's rights in Iceland. It has been a member of the International Alliance of Women for over a century and has participated in several multicultural projects, developing an extensive experience in international cooperation. The Association's goal is gender equality, and in order to reach this aim, it focuses on several sectors of the society, as women's political representation and power, women in the labour market and leadership, women's culture. Moreover, it is important for the Association to raise awareness on gender issues between young people and adults - reason why the Association organizes projects, events, meetings and publishes books on women's rights and gender equality, and it is lobbying to make gender studies mandatory in secondary schools.

### PROJECT DESCRIPTION

The Icelandic Women's Rights Association is working for reaching gender equality by improving women's rights in several fields of the society. Currently, the Association is working on online violence against women and women's participation in politics. Therefore, we would like to cooperate with Associations or Educational institutions which are willing to develop a project on these topics. There are several possible activities that could be involved in this project, as conferences, workshops, researches, exchanges, depending on the organisations or institutions involved. It would be particularly interested to cooperate with organisations or educational institutions from both the Nordic and the Baltic countries, in order to strengthen the networks between these European regions and to enhance knowledge exchange among them.

### ORGANISATION TYPE

Association for women's rights

### THEME

Gender equality and women's rights

### CONTACT

Brynhildur Heiðar- og Ómarsdóttir  
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**DESCRIPTION OF ORGANISATION**

Reykjavík University offers a program of Preliminary Studies within the Department of Preliminary Studies. The main objective is to prepare students, who have a vocational training and/or sufficient practical experience in industry, with the knowledge and competence necessary for further studies at university level.

Theoretical as well as practical prerequisites are required to enter the Preliminary Studies program. If the applicant does not have a journeyman's examination, he/she must have completed a vocational school or have at least two years of practical experience. The Department of Preliminary Studies also offers courses in Chemistry, Mathematics and Physics for those who have a matriculation examination but need more preparation in especially Mathematics and Physics before entering studies at the university.

The average age of the students in the department is 28 years.

**PROJECT DESCRIPTION**

In the Department of The Preliminary Studies we teach foreign languages, Danish and English. Many of our students want to study in the Nordic countries but are not so interested in learning the Nordic languages. The common linguistic comprehension and understanding in the Nordic countries is generally seen as one of the main components of the Nordic community. Nordplus is an important tool to create, support and develop the Nordic linguistic community. We would like to work with organisations that have adult learners like we have and want to reinforce the importance of being a part of the Nordic community through learning Nordic languages. We have seen in our job how important it is for the students to be able to participate in the Nordic community and the key to that are the Nordic languages.

**ORGANISATION TYPE**

University

**THEME**

Nordic languages

**CONTACT**

Gunnhildur Grétarsdóttir  
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## GARÐASKÓLI

**DESCRIPTION OF ORGANISATION**

Garðaskóli is a lower secondary school, ages 13-15, in Garðabær, Iceland. The school has around 500 students registered for the school year 2016-2017. All the teachers at Gardaskoli are specialized in their subject. Heads of academic departments oversee the work within their department in cooperation with their colleagues. Each department works as a team concerning lesson plans, exams, grading and daily professional work. In grade 8, the classes are of mixed abilities and the emphasis is on giving the students space and time during their first school year to adjust to the working methods, traditions, values and the communication system within the institution. In grades 9 – 10, there is streaming in the core subjects of Icelandic, Maths, English and Danish, but mixed ability classes in other subjects. This means, individual schedules for each student and they attend their classes according to the subject, similar to the upper-secondary school system in Icelandic schools.

In order to meet the needs of gifted students the school offers upper-secondary level courses in Icelandic, English and Math. Several students are also taking upper-secondary courses outside of school in Danish, Swedish and French.

**PROJECT DESCRIPTION**

I work as an Educational Technology Specialist at Garðaskóli and my main job is teachers' professional development in IT, as well as design (design thinking/maker spaces). There is a lot of interest within our language department for projects that are cross-national and we have been active participants in Erasmus and eTwinning for a few years now.

Communicating with students and teachers from other countries is probably one of the best ways of using technology in education but I would like to organize the projects better, with more emphasis on e.g. Danish over English, since English is becoming a bigger part of our students' daily lives through media. I am especially interested in developing projects with other teachers that make use of podcasts, filmmaking and photography as a means to communicate.

**ORGANISATION TYPE**

Lower secondary school

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

Hildur Rudolfsdóttir  
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**DESCRIPTION OF ORGANISATION**

Verkmenntaskóli Austurlands (VA) is a vocational school in Neskaupstaður (Fjardabyggd) in East Iceland. We are small school with 240 students. Our school it is the only VET school from Akureyri to Selfoss. We have 7 trades for vocational educations; electrician, house building, engineer, industrial Mechanics, practical nurses, hairdresser, assistant in kindergarten and elementary schools. We also offer students two ways in general education; study programme in Natural Science and in Social Sciences. Next year we will start a new trade, in Innovation and Technology - a new line of education we've just started and is kind of mix between vocational studies and general education.

The school is located in East-Iceland which is a rural area. Here in the East-Iceland we have couple of small towns and it can be difficult to travel between them in the wintertime. That's why it is very important for us to develop our distance learning. We opened a fabrication laboratory (Fab Lab) in the school two years ago and we are now aiming more towards technology, entrepreneurship and innovation in our new

We are now working on ISO9001 in our school for our engineer study in cooperation with VMA (Akureyri Vocational School). We are also working with 12 schools that all are schools in the rural in Iceland. Our goal is to increase the offer in trades both in general education and in vocational schools.

**PROJECT DESCRIPTION**

I would like to make contact with people who are interested in distance learning and how we can use ICT tools to improve that learning environment. Our school, VA, is situated in a rural part of East Iceland so it's really important for us to make our distance learning as good as possible so that we can reach out to more students.

**ORGANISATION TYPE**

Vocational school

**THEME**

Distance learning

**CONTACT**

Lilja Johannesdóttir  
lilja@va.is

## BORGARHOLTSSKOLI

**DESCRIPTION OF ORGANISATION**

Borgarholtsskóli is a comprehensive college offering academic and vocational studies. It is located at Grafarvogur, a suburb of 20 thousand inhabitants. The school offers a wide variety of programs for students from the age of sixteen ranging from academic preparation to social help and car mechanics. The school also offers a variety of programs for adult learners.

Each semester about 1400 students attend Borgarholtsskóli. This year the school celebrates its 20th birthday.

**PROJECT DESCRIPTION**

Most classes at our school are based on the well-known model where one teacher is responsible for a class of students which meets according to a class schedule in a class room for a given number of hours each week. Our primary interest is to cooperate in developing modules for courses at the secondary level based on a different approach from the usual teacher – students – classroom model. We would like to collaborate with teachers and directors at various schools in developing modules for various subjects (e.g. information technology, sociology, economics, philosophy and natural sciences). The modules would subsequently be taught at each participating school for experimental purposes and the results discussed as a part of the project.

The purpose is to give students opportunity to work on various subjects that are not popular among the general student body, to enable schools to run study groups with fewer students than usual and give teacher opportunity to utilize their expertise and develop their teaching methods.

**ORGANISATION TYPE**

General upper secondary and vocational School

**THEME**

Teacher education and continued professional development of teachers and educators. Alternative education modules for secondary students

**CONTACT**

Anton Már Gylfason  
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### DESCRIPTION OF ORGANISATION

Hringsjá was founded in 1987 and is a school for adults who need an educational and vocational training. The school's overall objective is empowerment through education and enhancement of personal development. Students are both men and women, 18 years and older with diverse background and experience. Their common goal at Hringsjá is to enter mainstream work or enter "regular school" after they finish their studies at Hringsjá. Hringsja is a small school with approx 70 students attending full program at a time: the full program is three semesters. In addition approx 400 students attend shorter courses and consultation per year. The full program consists of basic skills as reading, writing, arithmetics as well as social studies, social skills, creative thinking and drama.

### PROJECT DESCRIPTION

1. Target group: adult learners with dyslexia, dyscalculia, dysgraphia. Types of partners: Primary schools, secondary schools, high schools, adult learning centers, vocational centers. Possible project idea: An interactive web page where educators can share good practice ideas and information about teaching people with LD such as dyslexia dyscalculia and dysgraphia.

2. Target group: adult learners with low education. Type of partners: Adults learning centers, vocational centers, pref. art teachers, drama teachers, and persons into creative thinking methods.

Possible project idea: Emerging Good Practice in Promoting Creativity. An interactive web page where educators can share good practice ideas and information or build together a solid course material for educators/students where they are trained to learn in a wide variety of ways, through: brainstorming and exploring ideas, designing and making, solving problems, seeing links and connections, imagining and expressing perceptions.

### ORGANISATION TYPE

School for formal adult education

### THEME

Teacher education and continued professional development of teachers and educators. Adult learners with special needs

### CONTACT

Gígja Baldursdóttir  
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## HÁTEIGSSKÓLI

### DESCRIPTION OF ORGANISATION

The school has over 400 students from 1st - 10th grade (6 - 15 years old). There are two classes in every grade and teachers in every year class work together.

### PROJECT DESCRIPTION

I'm a science teacher, I teach biology, physics and chemistry in grade 8th - 10th in Iceland. I would like to participate in a project where I can have a friendship class with 7th grade in Finland and also work with a teacher from Finland. I would get opportunity to learn about the Finnish school system and a teacher from Finland would get the opportunity to learn about the Icelandic school system.

### ORGANISATION TYPE

Lower secondary school

### THEME

Teacher education and continued professional development of teachers and educators. Pupil exchange and natural sciences

### CONTACT

Sigrún Þóra Skúladóttir  
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### DESCRIPTION OF ORGANISATION

Barnaskólinn í Garðabæ is a compulsory school with pupils from age 5 to 9, and I am the headmaster now. In Tálknafjarðarskóli, with pupils aged 3-15, I work as a distance teacher on lower-secondary level. Both schools are administered by Hjallastefnan.

For the last three years I have been an advisor in school development for Tálknafjarðarskóli, leading a Nordplus project in 2013-15, see [iseproject.is](http://iseproject.is)

### PROJECT DESCRIPTION

I aim for a project of cooperation between teachers in compulsory schools, related to teachers in teacher education, meeting a need for a creative and inspiring CPD. Giving teachers the opportunities to visit each other, and to work closely together focusing on practice, is a promising way in CPD.

It is also important to relate different school stages, e.g. compulsory schools and teachers' educational institutions, in promoting school development.

### ORGANISATION TYPE

Primary school (incl. kindergarden)

### THEME

Teacher education and continued professional development of teachers and educators. Teacher exchange

### CONTACT

Kristín Jónsdóttir  
[kristinjons@hjalli.is](mailto:kristinjons@hjalli.is)

## TUKUMA 2.VIDUSSKOLA

### DESCRIPTION OF ORGANISATION

The school was opened in 1969 as a school for Latvian and Russian children- there were separate classrooms and separate staff for Latvian and Russian students. It was intended as "the school of friendship" but this idea never really worked. After independence in 1993 the school was reorganized into the educational institution with Latvian as the language of education. We are the biggest school in the region, having students, aged from 7-19. We have a motto "The school for all and for everyone". As a result we have students from different social backgrounds as well as students at risk of social exclusion because of their social status. Some students come from poor families and returnees' families. We have mainly Latvian students but there are also students who represent other national minorities in our school. Our town has the same problems as the whole country and other European countries- emigration, unemployment. All these problems influence young people - our pupils. We expect to have refugee students in our town and exactly in our school. We have a general secondary education program as well as a program of mathematics, nature science and technics. The school has been working on developing different teaching methods and techniques. Recently we have introduced different approaches to educational process.

### PROJECT DESCRIPTION

Some time ago we already wanted to set up strategic partnership project related to integration immigrants and refugees. Surprisingly we could not find partners for it - teachers who were interested did not want to participate because they were afraid of disapproval in local communities. We already have many returnees and expect to have refugees as well because we are located 60 km from our capital.

We would like to collaborate with educational institutions from Nordic countries (preferably- lower or upper secondary schools) to work out approaches and methods to deal with children from immigrants and refugees' families, to integrate them in community as well as to find ways how to work in classes where are not only native speakers as but also immigrant children who have different level of language as well as different experience and knowledge in other subjects. We would be happy to look for solutions for these problems in collaboration with foreign partners who have more experience in this area than us.

### ORGANISATION TYPE

Primary, lower secondary and upper secondary school

### THEME

Integration of immigrants and refugees

### CONTACT

Kristīne Gereiša  
[kristineg.2002@inbox.lv](mailto:kristineg.2002@inbox.lv)

**DESCRIPTION OF ORGANISATION**

Rezekne Art and Design Secondary School is a significant institution of creatively-oriented and professional painters-teachers' education and collaboration in Rezekne and Latgale in general. Initially in 1959 Rezekne Art and Design School was founded as a branch institution of Riga Secondary School of Applied Arts (headmaster--painter Janis Unda). The school launched professional art education in Latgale – the eastern part of Latvia. Every school year the school enrolls new students. Annually 50 to 60 students take up the studies. There are accredited four-year and two-year educational programs on the elementary and secondary school basis. After graduation students are conferred a designer's qualification in the following fields: fashion design, ceramics design, woodwork design, metal work design, textile design, environment design, applied arts (sub-program "Handicraft", qualification of handicraft designer), visual plastic art (qualification of illustrator) and restoration.

The School is also a methodological centre for teachers of visual art. Professional courses and seminars are organized regularly. As a result, a wide range of information about school encourages youth from Latgale and other regions to study here. In collaboration with the City Council and manufacturing enterprises students are involved in development and implementation of improvement and decoration projects during their studies. School activities, creative achievements of students and teachers, as well as their attitude towards city environment and participation in creation of city environment are reflected in the regional and national press.

**PROJECT DESCRIPTION**

The project idea - new methods in art and design education (teacher education and continued professional development of teachers and educators): how to include the immigrants and refugees in the new system, how to teach them art and design, also: cooperation with art and design schools from other Baltic and Nordic countries - joint activities in the future: art plenaries, design symposia, workshops, methods, how to organize it.

We would like to search partners from other Nordic and Baltic countries: art and design, music schools (cultural education). We need the new contacts, build partnerships, collaborate and understand good practices.

**ORGANISATION TYPE**

Vocational school

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Inga Čekša-Ratniece  
inga.ceksa@inbox.lv

## JĒKABPILS VALSTS ĢIMNĀZIJA

**DESCRIPTION OF ORGANISATION**

We are located around 150 km from the capital city Riga. Our school is one of the biggest in the city. There are 535 students aged 13-19 and 65 teachers. We offer 2 different study programmes for pupils of primary school and 3 different programmes for secondary school.

In the school our pupils are offered with a variety of extra curricular activities such as choir, brass band, sport section etc.

**PROJECT DESCRIPTION**

We are interested in exchange of experiences between schools in the field of inclusive education. We would love to learn new, different methods and ways of how to make an inclusive education a reality. Moreover, we are ready to share with the methods we use in our institution.

We would like to have an exchange project between schools in the field of professional development as well in the integration of refugees and immigrants; we would like to work on a new study material for those students, in order to make process of integration in school more useful and less complicated. We also want to help teachers working in those classrooms, as we lack practical understanding how it is going to happen.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Karīna Mikāžāne  
karina.mikazane@gmail.com

**DESCRIPTION OF ORGANISATION**

Cesis Primary school nr.2 is one of 5 primary education institutions in the Cesis parish. The school prides itself being one of the rare schools in Latvia participating in inclusive education, providing opportunities for children with disabilities. With just around 400 students participating in the general education programme, it would be considered a medium-sized school in the area.

The school has some experience with inter-school cooperation, participating in Erasmus+ projects in 2016 and previously in 2011, yet largely cooperates with other schools on a teacher to teacher basis. One of the main aims for the school, however, in the current and the next school year is to cooperate with other schools within the area, as well as abroad, in attempt to provide holistic education for all students involved.

In lines with the Nordplus contact seminar topics, the school has students from immigrant countries, namely China and South Korea, as well as local minorities, such as Roma people, which receive little additional training and preparation for general subjects, thus them and their teachers are a target group, where improvements could and should be made, yet Latvia has little to no experience in such situations even though it is a growing trend for such children to be in the classroom.

**PROJECT DESCRIPTION**

As mentioned in the organisation description, the primary school is open to all students and strives for inclusiveness. Providing education where pupils have others, sometimes, with physical disabilities besides them, which is rare in Latvia.

However, there is little to no experience working with children who have a different cultural background. Cesis is somewhat of a mono-national city, yet more and more immigrants choose the school for their children's education. Within this context there are two possible fields of cooperation.

1) Emotional intelligence trainings and general culture sensitivity trainings for teachers, gathering experience from colleagues in other countries, that have experience working with children from other cultures. This could mean professional exchanges and methodology. Engaging with students has proven to be an issue, where the faculty is unsure of how to approach the cultural differences.

2) Within the same line, unfortunately, it can be observed that not all pupils feel comfortable with immigrants being in their classrooms and studying besides them. A lot of this can be attributed to lack of experience with people from other cultures. Therefore, mobility projects for our students could prove to be beneficial for the school and their futures as such.

**ORGANISATION TYPE**

Primary school (incl. kindergarden)

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Karlis Caune  
karlis.caune@gmail.com

### DESCRIPTION OF ORGANISATION

We are privately held primary school including kindergarten in the suburbs of Riga. Our school welcomes 200 children age 1,5 up to 6 grade (12 years). As a private school our main goal is to give the best opportunities for each child to develop his or hers individual talents, personality, creative and critical thinking regardless their previous education, their nationality, religion and/or cultural background. We focus on socially emotional learning among other things to help students to develop tolerance, understanding and compassion.

### PROJECT DESCRIPTION

We are looking for collaboration with public or private primary school to work on the project "The Language of Emotions". How to teach foreign language through social emotional learning? We are bilingual school where Latvian and English have been taught already in pre-school. We are implementing social emotional learning strategies during the English lessons by teaching kids to express their feeling and putting them into the words. We are looking for the cooperation with partners who are interested to give our students possibility to expand horizon by learning and understanding emotions through learning Nordic language.

### ORGANISATION TYPE

Primary school (incl. kindergarten)

### THEME

Nordic languages

### CONTACT

Evita Vincevica  
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## LATVIAN ACADEMY OF CULTURE

### DESCRIPTION OF ORGANISATION

The Latvian Academy of Culture is the higher education institution founded in 1990.

The Academy realizes accredited higher education study programmes at Bachelor's, Master's, and Doctoral levels. The Research Centre and the Creative Activity Centre of the Academy as well as the students and the lecturers take part in the realisation of the scientific research and artistic creation.

The main goal of the Academy is to administer studies in such fields as: the Arts and Social Sciences, Theatre Studies, Audiovisual Arts, Contemporary Dance, and others. The Academy also undertakes research projects in the fields of the Arts and the Social Sciences as well as realizes artistic creation.

### PROJECT DESCRIPTION

We are mainly interested in two fields that are closely linked, i.e. development and publication of educational aid and teaching materials and development projects focusing on the development and improvement of pedagogical and didactic methods. We are teaching Nordic languages (focusing on Swedish at this point) in our higher education establishment and we would like to find partner in other Nordic and/or Baltic countries to organize seminars where we could discuss most current teaching methods, exchange our views on development of teaching materials and built contacts to create a platform for further corporation.

The relevant target groups could be university lecturers teaching Nordic languages (Swedish would be of particular interest during the upcoming years) in e.g. Sweden, Finland, Estonia and Lithuania.

### ORGANISATION TYPE

University

### THEME

Nordic languages. Teacher education and continued professional development of teachers and educators

### CONTACT

Signe Kazaka  
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**DESCRIPTION OF ORGANISATION**

Our school is located in Madona, a town of 8000 people in central Latvia. There are 707 students in grades 1-12, and 59 teachers. After graduating grade 9, more than half the students continue their education in our secondary school, and after grade 12, approximately 70% study in universities in Latvia and abroad. We have taken part in some international projects including the Comenius Program and eTwinning. In addition, we are proud of our extracurricular activities such as music, sports, and art classes. Our school is equipped with facilities that can educate students with disabilities, as well as classes for students with learning difficulties in both primary and secondary levels.

**PROJECT DESCRIPTION**

Madona Secondary School No. 1 is interested in collaborating with colleagues in Nordplus countries to improve the capacity of our teachers to educate students with learning difficulties, such as dyslexia and ADHD, using IT and modern teaching methods. For example, mobile devices including tablets and smartphones could provide necessary additional help and support for these students. Because an increasing number of students with learning difficulties are entering our school each year, we believe it is important to address this issue in order to meet the needs of our community. In Latvia, teachers are not trained enough to use the tools properly and include all students' needs. Currently, teachers have theoretical knowledge about educating those with learning difficulties, but we are interested in gaining practical knowledge and experience in order to continue the professional development of our educators. We believe that educators from other Nordplus countries can share their skills and techniques, and we would like to partner with other primary and secondary schools. Through this collaborative program we hope to become a regional leader in using IT methods in innovative ways.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Teacher education and continued professional development of teachers and educators. Pupils with special needs

**CONTACT**

Antra Berķe  
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**UNIVERSITY OF LATVIA****DESCRIPTION OF ORGANISATION**

The University of Latvia with its 15,000 students, 13 faculties and more than 20 research institutes is one of the largest comprehensive and leading research universities in the Baltic States. The University offers more than 130 state-accredited academic and professional study programmes.

At University of Latvia, research is conducted in over 50 research fields which represent four main areas of inquiry: the humanities, sciences, social sciences, and education sciences. The University of Latvia pays great attention to the development of international collaboration. At present the University of Latvia has signed more than 500 agreements with 326 institutions in 31 European countries within ERASMUS programme.

**PROJECT DESCRIPTION**

We are looking for collaboration partners in science teachers' education – Higher Education Institutions (Universities or Education Centres, etc) that provide future teacher education. Main field of interest for collaboration are issues: how to offer and provide science education courses for future teachers; ICT in teaching/learning process; outdoor education; examples of good practice; mindfulness in the science education.

Possible project idea: share experiences about teacher education in each collaborate countries; students and educators mobility to observe of good practice in action; to develop activities for science education courses in cooperation with colleagues.

**ORGANISATION TYPE**

University

**THEME**

Teacher education and continued professional development of teachers and educators. Provision of science courses for future teachers

**CONTACT**

Inese Dudareva  
inese.dudareva@lu.lv



## DESCRIPTION OF ORGANISATION

Ventspils secondary school 3 represents a state-funded, day school, which is situated near the Baltic Sea.

The aim of our school is to provide our students with qualitative education, inspiring them to achieve the best results in their studies and become multilingual, tolerant and highly educated citizens, successful in chosen profession. We are interested in sharing and exchanging our experience with colleagues from other countries. The number of students at school is about 400.

The curriculum of our school is developed according to the humanistic approach to teaching and traditions of classical education, especially concentrating on the study of languages and science. Our school is well equipped with modern technologies. Various lessons are often organised using IT technologies in specially equipped computer rooms. All our students have the opportunity to participate in extracurricular activities at the basic school level.

There are workshops and seminars, based on various subjects such as art, history and literature. Most of our students appreciate the opportunity and take active part in this extracurricular work. Our students are also engaged in research activities starting from grade 9 and they conduct their researches in various fields such as linguistics, humanitarian and exact sciences.

This year our school started full-time day for 1st class pupils. It is like a "health school" with interesting after school activities, relax, walking and fulfilling homework. Pupils are at school until 17:00. It is very big help to parents who work long hours and do not have possibility to take them home. Also, it helps pupils to organize a day and develops them. We will develop this full-time day strategy throughout next years and use this system for all primary school pupils.

## PROJECT DESCRIPTION

We would like to show a broad spectre of the pedagogical methods taken at our school. For three year our staff has participated in educational groups organized by representatives of Latvian University, gave lessons and participated in colleagues' lessons. The main goal of teacher education was to increase personal efficiency and professional competence.

We would like to change our pupils from being passive receivers of information into active learners, thinkers, and ICT promoters. We also intend to make them aware of the necessity to work on international projects to improve not only local or national situation but also the global one. Moreover, learning will raise pupils' self-confidence by challenging them with achievable tasks and will develop key competences in different ways.

We must educate pupils to be ready for real life, so dealing with the necessary development of limitations in a broader perspective should allow them to create an overall picture of the world processes and identify their role in the present day society as well as in the society of tomorrow.

We will use educational cooperation project to contribute to the development of quality and innovation in the educational systems for lifelong learning, using our and all partners experience and skills.

## ORGANISATION TYPE

General upper secondary school

## THEME

Teacher education and continued professional development of teachers and educators. Pupils as active learners, thinkers, and ICT promoters

## CONTACT

Irina Lucina  
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### DESCRIPTION OF ORGANISATION

Municipal authority "Ventspils Digital centre" was founded in 2003 as an institution of Ventspils City Council. It is a public institution of Ventspils municipality (Latvia).

Municipal authority "Ventspils Digital centre" in addition to its basic functions: development and maintenance of ICT infrastructure in Ventspils city municipality (administration, institutions, schools) fulfill a lifelong learning centre functions as well that is delegated from Ventspils City Council.

Since year 2009 Ventspils Digital centre is registered in The State Education Quality Service (Latvia) as an official educational institution. We provide courses, training, interest education to people starting from pre-school until seniors, including teacher and educator education.

### PROJECT DESCRIPTION

Municipal authorities "Ventspils Digital centre" lifelong learning centre's main field of interest is to collaborate with other education institutions to educate teachers and educators. We are interested to educate in different fields but especially in Information and communications technology (ICT) field.

Nowadays in internet and computer era oftentimes there are situations when in some specific fields children are smarter than teachers. We want to train teachers in order to create an equivalent level of knowledge.

Training directions: ICT field, interactive training tools.

Municipal authority "Ventspils Digital centre" lifelong learning centre is interested also in distance learning - establishment and development.

### ORGANISATION TYPE

Municipal authority - educational services for primary, secondary and adult education

### THEME

Teacher education and continued professional development of teachers and educators. ICT and interactive training tools in adult learning

### CONTACT

Raitis Roze  
raitis.roze@ventspils.lv

## IKSKILES SECONDARY SCHOOL

### DESCRIPTION OF ORGANISATION

The roots of Ikšķile school can be found in year 1864. The existing building of our school was found in year 1966. Development of Ikšķile town has not stopped since then. Because of this reason there were additional facilities built to extend the school. That was an important step that brought an opportunity to develop the secondary school in Ikšķile. The reconstruction of the school building was carried out from year 1989 to 1990. The school was renamed to Ikšķile Secondary school after that in year 1990.

New learning programs were developed since Year 2014. They were already implemented in year 2016/2017. There are three programs carried out in primary school level at the moment beginning from the 7th grade (one program till the 7th grade) and two programs in secondary school. In addition, a special program for pupil with learning difficulties is also realized in the school.

### PROJECT DESCRIPTION

Ikšķile secondary school has started to work with new programs. They are related to three different thematic courses. One of the courses that is related to additional learning of foreign languages is a humanitarian course. It would be a great chance to meet colleagues from Scandinavia in this seminar. That would be good opportunity to develop cooperation and implement Scandinavian language course in our school.

### ORGANISATION TYPE

Lower secondary school

### THEME

Nordic languages

### CONTACT

Anita Avisane  
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**DESCRIPTION OF ORGANISATION**

“homo ecos:” is a Latvian non-profit environmental organization. Its mission is to create and strengthen a social movement that not only promotes environmentally friendly ideas, but also puts them in practice and lives them out through activities that are beneficial for both the environment and humans. We also work towards promoting wide everyday use of environment- and human-friendly materials and technologies. Our main issues are: green lifestyle, climate change, green workplace, reducing food and packaging waste, and promoting the use of environmentally friendly materials. The NGO was established in 2007. It has board composed of three persons. Currently there are six paid staff/employees, around 70 volunteers and around 600 supporters.

“homo ecos:” is registered in the registered of Societies and Establishments in Latvia. It has been officially acknowledged as an NGO that works for public benefit. Our main target audiences are: public sector, other NGO's, youths (starting from primary school up to university students), young families and people living in cities.

**PROJECT DESCRIPTION**

“homo ecos:” has interest in developing environmental education for children both in schools and in free time activities and in cooperation with schools to bring horizontal perspective for teaching and learning natural sciences. The idea is to make nature lessons more attractive and creative, offering kids to do eco crafts that would illustrate correspondent lesson theme. The other option would be to bring environmental issues in housekeeping lessons, drawing lessons, crafting lessons etc. The extra competences for teachers should be developed and lessons/workshops organized.

The relevant target groups would be teachers, children (school attenders), municipality (future idea supporters). Possible project motto: “Eco Arts for Creative Learning”.

**ORGANISATION TYPE**

NGO

**THEME**

Teacher education and continued professional development of teachers and educators.  
Environmental education for pupils in primary education

**CONTACT**

Elina Peksenā  
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### DESCRIPTION OF ORGANISATION

The main activities of Rezekne Municipality are the following:

- Organization of training courses for teachers and methodological work in the field of education;
- Organization of the formal education in the municipality (pre-school, basic, secondary);
- Organization of the sporting activities in the district level and ensuring of the participation of the district sporting teams in regional, national and international sporting competitions;
- Co-ordination and management of the culture activities in the district, promotion of the maintenance and purposeful use of cultural traditions and heritage, elaboration and implementation of the cultural activities plan;
- Insuring of the out-of-school and cultural education of children by the means of supervision of music and art schools of the district and cooperation with educational and out-of school institutions;
- Maintenance of the social care institutions established by the Rezekne Municipality, preparation of the documentation for the placement of the children and old people in the social care institutions;
- Elaboration of the social-economical development program and territory plan and coordination of their implementation;
- Training of the employees of institutions and enterprises of self-governments;
- Coordination of international activities in Rezekne district, etc.

### PROJECT DESCRIPTION

We are interested in education activities for teachers and educators from pre-schools, primary schools, vocational schools, out of school learning, especially the topic of interdisciplinary, ITC, multimedia, etc.

### ORGANISATION TYPE

Municipal authority - educational services for primary and lower secondary schools

### THEME

Teacher education and continued professional development of teachers and educators. Interdisciplinary learning and ICT across schools sectors

### CONTACT

Sanita Puncule  
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## PAVILOSTA SECONDARY SCHOOL

### DESCRIPTION OF ORGANISATION

Pavilosta secondary school is regional state school from class 1 to 12 with 125 students. The school has developed cooperation with Liepaja University in region with aim to connect education research with practice. The school realizes projects: Erasmus+ K1 "The Wind of Change" which stresses changes in education approaches and incorporation of creative and non-formal education into practice. Just finished Nordplus project "SmallSmartSchool" with the purpose to develop goal-oriented-teaching based on theories of visible learning and student-centered leadership into practice. It has proposed application for Nordplus Contact Seminar to find new developments for started directions in field of school leadership.

### PROJECT DESCRIPTION

Tomorrow's Nordic School Leadership. Traditionally the school curriculum has been viewed as a document focusing on school subjects. However, changes in approaches in education, in its aims, that influence school curriculums in many countries of Nordic and Baltic region expand understanding of the school culture as a learning community. It requires the broader approach to school leadership and brings new professional challenges.

The main aim of the project would be to enlarge cooperation between school leaders for common understanding of necessary quality components, to promote the links between theory and practice and enlarge understanding of complex educational contexts, focusing on equity and quality in education, in accordance to OECD demands and standards.

In the light of society demands in Europe I want to investigate the possible cooperation between school leaders and researchers in Nordic region. Therefore I look for a school leadership and research partnership with colleagues from the Nordic and Baltic countries.

### ORGANISATION TYPE

General upper secondary school

### THEME

Teacher education and continued professional development of teachers and educators. School leadership

### CONTACT

Inguna Griskevica  
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**DESCRIPTION OF ORGANISATION**

Our gymnasium is located near Vilnius in the town Eiskas, it is close to the Lithuanian and Belorussian border. Eiskas S. Rapolionio gymnasium has 12 classes in which we currently have 340 students, ages ranging from 4 years to 19 years and a staff of 40 teachers. Our town is bilingual so our students are bilingual as well (Poles /Russians/ Lithuanians). In our gymnasium we use various innovative teaching methods and look for new and effective ways to gain experience from other institutions and their staff. Our gymnasium has never participated in an international project but took part in international summer camps. Also our teachers develop their knowledge in international workshops and seminars.

**PROJECT DESCRIPTION**

Nowadays it is important to be skilled to communicate and live among cultural variety and be tolerant of differences. We would like to collaborate in an intercultural exchange project about integration of immigrants and refugees based on multiculturalism and bilingualism: Discover, Explore, Tolerate - bringing together a range of middle/high schools (students are from 14 to 17) across Nordic and Baltic countries. This idea is aimed at facilitating academic and cultural program developing the use of English language through discovering and exploring the rich natural heritage of the diversity that multiculturalism gives us. We think it is a unique opportunity to engage in valuable research skills and also gain an appreciation for cultural diversity, and further their personal growth. The point is to show that ethnic groups bring with them different religions, contributes its own culture and languages. This project also aims to involve students of low academic achievement and from disadvantaged backgrounds to help them find a path to broaden their horizons.

Teachers will exchange knowledge in history, traditions and support children of immigrants for creation of self-understanding in new host country environment.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Integration of immigrants and refugees

**CONTACT**

Emilija Zuziene  
emilijazuzo@gmail.com

**DESCRIPTION OF ORGANISATION**

Kaunas Christ's resurrection parish is an NGO with a status of traditional religious community acting at a micro level as a community based organization. It is one of the largest and most attended parishes in Kaunas city (more than 2000 active members, 42 various groups), providing inhabitants of Kaunas with various social, charitable, cultural and educational services. All the provided services are free of charge to all people in need despite their religious beliefs, attitudes or social circumstances. Great attention is paid to organizing various lifelong learning and educational programs for the disadvantaged youth and adults, aiming to help their integration in to labour sector.

**PROJECT DESCRIPTION**

Our organization is interested in partnership with all types of organizations, working actively in sectors of adult education, lifelong learning, integration fields, willing to cooperate in the following areas:

-how to promote Nordic languages and culture, as well as mutual Nordic-Baltic linguistic and cultural understanding within members of local Lithuanian communities, especially the ones affected by the emigration (relatives or family members have moved- or are preparing to move to one of the Nordic countries);

-fostering cooperation in development of projects, exchanges and building of networks aiming at exchange of experiences and best practices within the topic of formal and informal adult education and "train the trainer" activities.

**ORGANISATION TYPE**

Religious organization

**THEME**

Nordic languages. Integration of immigrants and refugees

**CONTACT**

Juratė Matikovienė  
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**DESCRIPTION OF ORGANISATION**

NGO 'Diversity Development Group' (DDG) is a non-profit organisation with an objective to carry out scientific, applied and infrastructural projects in the fields of human rights, education, equal opportunities, diversity, migration and integration. The main aim of organisation is to improve and manage diversity towards a sustainable, tolerant and socially responsible society. DDG activities include the following areas:

- Monitoring of contemporary processes of migration and integration of migrants in order to accumulate, develop and disseminate the theoretical and empirical knowledge about contemporary migration processes in Lithuania;
- The development of equal opportunities for migrants and other vulnerable groups: monitoring of living and working conditions, human rights and social inclusion, social mobility and networks;
- Promotion and consolidation of fundamental rights and freedoms: equal rights for migrants and other vulnerable groups in areas of employment, housing, health care, social services and education; policy analysis and recommendations;
- Preventative actions against xenophobia, racism and intolerance;
- Fighting against human trafficking.

**PROJECT DESCRIPTION**

DDG is working mainly in an area of immigration and migrant integration policies and processes, with an emphasis on education and active civic/political participation/engagement (see at [www.diversitygroup.lt](http://www.diversitygroup.lt)).

Ideas for collaborative work:

1. Blended/innovative educational technologies for different vulnerable immigrant groups;
2. Inter-sectional cooperation in providing educational policies and measures for relocated refugees (especially - adult refugees);
3. Institutional cooperation between educators (service providers) and (migrant) associations;
4. Shifting educational measures from traditional approach (language, vocational training, etc...) towards civic and political participation.

**ORGANISATION TYPE**

Independed think tank

**THEME**

Integration of immigrants and refugees

**CONTACT**

Vija Plataciute  
[vija@diversitygroup.lt](mailto:vija@diversitygroup.lt)

**DESCRIPTION OF ORGANISATION**

Aukštelkė School is in the suburb area of Šiauliai town. We have the kindergarten groups and 1st-8th grade students. Teachers and students of our school are actively involved in the design and implementation of school and community activities, projects. The third school year our school is guided by the principles of democratic education. We have committees and students actively participate in their activities, make suggestions, discuss and prepare questions for voting in the meetings. Children and adults as equal members of the community are actually involved in school management. Aukštelkė School takes part and integrates into the curriculum the project of Global education. We also collaborate with the Aukštelkė Social Care Home, Aukštelkė community „Aukštarūžė“ and have common projects. We have the experience of successful integration of the 4th grade student with the reduced mobility into our community. Our school has faced with the challenge of newcomers. Some families return from the foreign countries and settle in our village. So we face with the people of different cultures, nationalities, religions. Children of returnees continue their education at our school. So we closely collaborate with our local community in order to help them with the easiest integration into our community.

**PROJECT DESCRIPTION**

Our school would like to create more inclusive environment for democratic citizenship, human rights education and integration of immigrants. We'd like to find partner institutions from Primary or Lower secondary schools to develop our project ideas. The aim of our project is to gain competencies required to integrate students of different cultures, nationalities, religions. We're are planning to have meetings with the immigrants in our school during one day per month when we have the Guest day at our school and famous and interesting people are invited. The individual projects of our students will be orientate into activities and researches about refugees, migrants, reintegration of returnees and education of children from mixed families, human rights. We'd like to organize integrated days, "Focus" group discussion, video conferencing with the partner institution when newcomers, migrants, returnees of our schools will present culture, history, festivals of the countries they lived before. And we together will find similarities between different countries. Then the video film and the calendar, presenting similarities will be created. At the end of the project communities will acquire the competencies needed to work with students of different cultures, nationalities, religions.

**ORGANISATION TYPE**

Lower secondary school

**THEME**

Integration of immigrants and refugees

**CONTACT**

Vida Šarauskiene  
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**DESCRIPTION OF ORGANISATION**

Jaunimo karjeros centras (JKC) is an NGO with more than 10 years' experience supporting youth and adults through non-formal education programmes and guidance services. It aims to meet public needs through educational, scientific, cultural, social and legal initiatives. JKC has 5 permanent staff members and a strong network of trainers, experts, consultants and advisers (~50 persons) providing education and guidance all around the country. JKC's specific fields of expertise are career education and guidance, effective communication and life skills, global citizenship, ICT in education, human rights education. Its activities include career guidance, career planning, conflict and communication, team building, leadership and citizenship skills trainings for youth; training and guidance support for educators and parents; programs and projects to introduce new approaches and methodologies in education. JKC's target audiences are students, educators (teachers, school managers, psychologists), community members, parents.

JKC's implements its activities with the financial support of the European Commission, funding from the EU structural funds, public tender contracts as well as private funds.

**PROJECT DESCRIPTION**

Our organization is mostly interested in working in the area of professional development for teachers and other education professionals, as well as developing modern, relevant and engaging resources and training programmes both for formal and non-formal education settings with possible topics of online identities, new media and career education or volunteering

We have recently tried out a new peer learning and evaluation method "Learning Rounds" for schools and teachers that is based on teacher cooperation within the school and learning via observation and feedback, and we would like to develop it further as it received positive feedback from participants.

Also, as forced migration is one of the topics of global education (an area in which we have been working for quite some time now) and one of the most relevant today, we would like to organize a series of events/discussions/seminars that would involve pupils/young people and provide them with an opportunity to discuss the issue of forced migration, possible actions/solutions and implement them in their schools/communities.

**ORGANISATION TYPE**

NGO

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Greta Gedgaudaite  
greta.gedgaudaite@vdu.lt



## DESCRIPTION OF ORGANISATION

The school was founded in year 2000 after joining Kaunas Vocational School of Household Services and Business (KVSHSB) and Kaunas Tricot School established in 1966. KVSHSB is located in Kaunas, the second largest city in Lithuania. Currently the school has more than 800 students, more than 50 teachers and 50 administration staff. Our school is a training institution which operates to provide vocational and secondary education. The duration of studies varies between 2 and 3 years; the school system is based on two levels, depending on whether the students enter our school obtaining basic or secondary education. Nowadays the list of specialty programmes in our school include: trade consultants of industrial enterprises, insurance consultants, providers of small business services, tailors, cutter-designers, nursemaids, visual advertisement producers, florists, hotel workers, ceremonies managers, tourism, and travel agents. Each student has choice of a study program according to his or her educational background and personal priorities.

In 2015 our school has participated in the national conference "Emotional intelligence" and become a member of association "Association of Social Emotional Developing". We have a lack in communication between teachers and students. Developing emotional intelligence is as a tool and method really effective and could give many advantages now and in future.

Every year the school participates in projects for staff or (and) students mobility, to develop communication in the mother tongue; communication in foreign languages; learning to learn; cultural awareness and expression; social and civic competences. The school has participated in projects activities since 2010 and since then implemented or participated in 13 projects.

## PROJECT DESCRIPTION

We look to develop innovative ideas which prepare our students for being active individuals/ citizens in the community. We aim at trying to make more interesting formal education, using non-formal education methods, so everything that is related to the non-formal education methods into the formal education is very interesting. The main thing is that all knowledge could be applied in practice.

Other reason is to expand the network of partners and to make it long-term, not only for one project. It's really important for our school to create partnerships based on trust, mutual and common goals, transferring good practice from one organisation (country) to another, develop awareness and open thinking between students and teachers.

Study visits, job shadowing, student exchanges and (or) teacher exchanges, common conferences, events, tandem learning are only some of tools that are interesting.

## ORGANISATION TYPE

Vocational school

## THEME

Non-formal adult education methods in formal education. Teacher education and continued professional development of teachers and educators

## CONTACT

Neringa Lenciauskaite  
neringa.lenciauskaite@outlook.com

#### **DESCRIPTION OF ORGANISATION**

Kėdainiai Language School <http://kalbumokykla.lt/> is a non-formal education institution where people study languages. Initially it was founded to provide extra English and other foreign language classes (the program of 4 years accredited by the Ministry of Education) supplementing formal education. The age of pupils is 14-18.

Nowadays, including the 4 year program, the school offers language courses for primary school children and for adults. The school offers English, Lithuanian, German, French, Spanish and Russian language courses. The school is public, non-profit institution; the owner is the municipality of Kedainiai town.

The school has 400 pupils, the staff is little but experienced and qualified consisting of 20 teachers.

The school is very popular in the town as it offers non-formal ways of learning a language and the environment of the school is "teenager-friendly" and liberal. The most important is the pupil's creativity.

#### **PROJECT DESCRIPTION**

There are 3 main factors: 1.The participation in the contact seminar would give a great opportunity to find new partners for future projects. The school is mostly interested in mobility and language projects. Within the mobility projects we seek cooperation for developing our citizenship, language, eco- friendly, future- planning skills. How to make our study process practice-oriented? The experience sharing among different cultures would raise our pupils' cultural understanding awareness; develop tolerance, and social-responsibility.

2. We are interested in languages, as a language school we feel the demand for Scandinavian languages, this comes with new investors from Scandinavia where the skills of knowing a Nordic language would expand the chances of employment of young workers, and motivate the young people to work in a native country. The other factors of the demand of Nordic languages, is the immigration issue. I would like to find the partners for creating a distant language course or job shadowing.

3. To meet our old partners, we would like to improve the application and resubmit it in 2017 call. The meeting during the seminar would be the only chance to meet eye to eye as this year the preparatory visits are cancelled.

#### **ORGANISATION TYPE**

Language school

#### **THEME**

Nordic languages

#### **CONTACT**

Ieva Zubaviciene

[ieva.zubaviciene@kalbumokykla.lt](mailto:ieva.zubaviciene@kalbumokykla.lt)

### DESCRIPTION OF ORGANISATION

Located in the centre of Plungė (a small town in the North West of Lithuania), near the Baltic sea, Plunge Senamiestis school provides a quality learning environment which challenges all students to achieve their personal best and develop a positive vision for future. Established in 1975 our school exists within mature grounds and enjoys 2 spacious playing fields. A wide variety of opportunities are offered across all curriculum areas from the Arts, with choir and technologies through to Physical Education and Sports. Senamiestis school serves approximately 830 students in grades one through ten (the age of students 7-17). The teaching staff consists of 67 enthusiastic and qualified teachers, all of whom have a bachelor's degree. Our students participate in extracurricular and multicultural activities. Our school has been participating in local and international projects (Comenius, Erasmus and many national and local projects). The parent population is active and shows a great interest in school events. In an effort to encourage continuing improvement in technology, interactive learning, and communication, classrooms are equipped with laptops for teachers, document cameras, and LCD Projectors.

### PROJECT DESCRIPTION

We are looking for lower and upper secondary schools from any Nordic and Baltic countries to develop cooperation and promote knowledge and understanding of Nordic and Baltic languages and cultures. The content for cooperation may be linked to curricular and mobility activities. We would like to work with partner schools together on a subject related to language, literature, culture and nature (or in the nature!),

### ORGANISATION TYPE

Lower secondary school

### THEME

Nordic languages

### CONTACT

Sandra Jankauskiene  
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## PANEVĖŽIO RAJONO ŠVIETIMO CENTRAS/ PANEVEZYS DISTRICT EDUCATION CENTRE

### DESCRIPTION OF ORGANISATION

Educational Centre is a public and non-profit organization founded by the Council of Panevėžys District Municipality in 1995 and located in Panevėžys City, Lithuania. The purposes of the Centre are to develop professional competence of the members of schools' communities, and promote the dissemination of pedagogical innovations. It provides in-service training for (33) school communities situated mainly in Panevėžys District. The Centre's activity tends to respond to the priorities of national educational, school needs and individual trainees' requests and fulfill the vision of a life-long learning society.

The Centre sees its principal task as offering training, workshops, seminars and consultations which are in keeping with the time, and which emphasize quality from which trainees, their organizations and pupils could benefit, now and in the future. The service of freelance experts of education and acknowledged trainers-practitioners is available for the district teachers and school managers.

The team of the Centre offers research activities and learning partnership projects, developing a relationship with different community groups, governmental organizations, non-governmental organizations, foreign partners. It responds to the qualification, professional, cultural, consultation needs of the local community. The Education Centre is coordinator of Panevezys district Third Age University.

### PROJECT DESCRIPTION

The following teachers' qualification issues are relevant to our education centre. The participation in the Nordic countries project could help us to solve them:

What teaching methods and strategies can help manage the class?

What kind of teacher training forms can help teachers achieve better skills in student reading and creative problem-solving development?

### ORGANISATION TYPE

Adult education and teacher training centre

### THEME

Teacher education and continued professional development of teachers and educators. Classroom management in adult education

### CONTACT

Renata Jankevičienė  
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**DESCRIPTION OF ORGANISATION**

Velžys Gymnasium is a modern, learning, communicating and collaborating school, which is looking forward to changing and creating an open, safe and comfortable learning environment. Our school cherishes unique corporate culture and traditions providing the opportunity to develop honest, independent, creative and innovative students who are capable to independently apply the knowledge and abilities as well as form their value orientations. The philosophy of the gymnasium is the core of our everyday work: „Learning is the creation of meaning for yourself” (M. Teresevičienė). Currently there are 525 students studying and nearly 60 teachers working at the gymnasium. Both the students and the teachers are highly interested in participating in various national (e.g. „Lyderių laikas 2”, „Kūrybinės partnerystės”, „Mukis”, etc.) and international (e.g. Comenius, eTwinning, AKIM, eTwinning, etc.) projects. The strategic plan 2014-2016 of the gymnasium is to strengthen and develop the spheres of teaching foreign languages and ICT.

**PROJECT DESCRIPTION**

Having in mind the strategic plan of 2014-2016 of our organization we would like to focus on the development of learning foreign languages and application of ICT in personalized learning for primary education students. However, the majority of our primary teachers are middle aged and think they are too old to start applying technology into primary education. The partners we are looking for are the primary schools which have undergone the integration of various ICT into primary education. Thus the project idea would be to follow the steps of our partner school and to have them as our advisers on our timid path towards experienced application of ICT in primary education. Thus we hope that this project could encourage our teachers to mingle the two: the application of ICT and using the foreign language.

**ORGANISATION TYPE**

Primary, lower secondary and upper secondary school

**THEME**

Teacher education and continued professional development of teachers and educators. ICT in foreign language learning for primary education pupils

**CONTACT**

Vaida Šiaučiūnė  
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**DESCRIPTION OF ORGANISATION**

Siauliai Logopedic School is the only boarding school in Lithuania for children with severe special needs caused by speech, language and communication disorders. There are more than 300 kids educated in the school from 3 years old up to 16 years old from all the country. The school provides pre-school education, primary education and lower secondary education. There are 68 pupils in pre-school education department (aged 3-6 years) and 235 children in the primary and secondary department. There are more than 80 pedagogues and specialists working in the school: speech therapists, special educators, psychologists, social pedagogue, subject pedagogues and others.

Only 1/3 of the pupils are from Siauliai region, the rest of them are from more distant districts and regions of Lithuania. Due to the fact that most of the pupils live in the school's dormitory during the week, it is very important to organize an effective non-formal education and daily life activities alongside the intensive teaching programs. Many pupils are actively involved in various clubs at the school: music, drama, dance, sports, and crafts.

The school's management encourages the teaching staff to initiate and participate in local and international projects aiming to enrich study process and foster teachers' professional development. In 2015-2017 we are implementing an Erasmus+ project with three foreign partner schools and hosting 2 European volunteers.

**PROJECT DESCRIPTION**

We are interested in teacher education and continued professional development of teachers and educators in the field of special education. We are looking for partners experienced in special education, especially in preschool and primary education. The main topics in which we'd like to share our experience, learn from possible partners and create new knowledge are as follows: multisensory teaching and learning techniques, practice, tools and environment, ABA (applied behavior analysis) teaching practice, methods working with complex disorders (speech, language disorders and autism). A possible project idea – to apply the multisensory digitalized teaching in preschool and/or primary education. Working together with the partners we will: 1) share teaching experience (job shadowing, peer-to-peer learning, collaborative learning, seminars), 2) create multisensory teaching/learning resource, 3) collect the best practice examples for teachers working with pupils with special needs, 4) test the project's product and gained knowledge in the daily teaching routines.

**ORGANISATION TYPE**

Special needs school incl. kindergarden, primary and lower secondary education

**THEME**

Teacher education and continued professional development of teachers and educators. Special needs education in pre school and primary education

**CONTACT**

Zivile Nakciuniene  
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## DESCRIPTION OF ORGANISATION

Jonava people with disabilities activity centre is a budgetary institution. The center has been operating for 17 years. The center provides day care for the social and mental disabilities and supports their families, have a qualified team to successfully participate in the integration of persons with disabilities and other social services infrastructure. The implementation of various projects aimed at integrating the disabled into society, non-formal education and competence development. Activity center provides social day care services for 22 disabled young people and the long-term social care structural unit of Life House - 11 populations. Institutions vision - a happy, safe disabled person, able to communicate and collaborate in their community, society, favorable attitude of society with equal rights and opportunities for him to needed services, housing, work, recreation, treatment, a constant education, social culture. The main goal - the independence of a disabled person's education and integration into society, assistance to families for caring for mentally retarded persons. Center carried out various employment activities such as - working occupancy, art therapy, theater activities, educational continuity, music therapy, social activities and so on.

## PROJECT DESCRIPTION

Jonava's activity center for disabled people believe in the idea that all disabled people, who are experienced social exclusion can help them to become more social active and successful in integration into a society and education system.

Using special methods of non-formal training educate disabled people to become more socially active and to give them special skills which can be useful during their integration into society and education system.

We are planning these activities:

- a) trainings for staff (during such non-formal trainings partners will share their good practice and will identify some common methods for working with disabled group)
- b) research how non-formal training methods can afford disabled people to become more active and successful in integration into society and education system (before and after trainings - to evaluate the real effect);
- c) special non-formal trainings for disabled.

## ORGANISATION TYPE

NGO

## THEME

Teacher education and continued professional development of teachers and educators. Adult learners with special needs

## CONTACT

Aurika Matutienė  
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**DESCRIPTION OF ORGANISATION**

5000 inhabitants. The river Sesupe winds its way through the town which is in a remote region of the country. Thus, its geographical position and socio economic situation are likely to impact on conformity of local people and pupils, as well. Pupils seem to be less motivated to learn as they face a huge unemployment rate in the town.

Kalvarijos gymnasium is the largest educational institution in the municipality. Nearly 800 students aged 7-19 attend this school and around 70 teachers teach them. Kalvarija gymnasium seeks to promote humanistic and democratic values to students, regardless of their background and learning level. This can be demonstrated by the fact that, one third of pupils who attend this school live in neighboring villages and some of them have special learning needs, as well.

The idea of participating in international partnership will certainly open more opportunities for our students to foster not only their foreign language skills, but also gain more confidence and creativity. What is more it is the perfect chance to attract more students to our school since we face demographic issues too as the number of students is shrinking gradually and other students are likely to search for other more attractive schools close to our municipality.

**PROJECT DESCRIPTION**

The strategy of our gymnasium aims at developing teachers competences so that our institution can become a better school for students aged 12-19. Since we face demographic problems, teachers are eager to enhance their skills. Firstly, most of teachers would like to install individual teaching methods of presenting educational materials regarding students' learning style and personal success. Secondly, we strive for assisting students in order to decrease the number of students having low and adequate grades. Thirdly, by implementing Science in English classes would contribute well in developing teachers professional competencies. For instance, teachers of Biology, Maths, Chemistry would kindly work on environmental issues. Finally, another subject that could be involved in the cooperation would be history as we have done several national projects on history.

The target partners for the partnership could be either a lower secondary or upper secondary school which would like to cooperate within the framework of Nordplus Junior.

**ORGANISATION TYPE**

Primary, lower secondary and upper secondary school

**THEME**

Teacher education and continued professional development of teachers and educators. Pupil exchange and natural sciences

**CONTACT**

Giedrė Guzavičienė  
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**NATIONAL REGIONS DEVELOPMENT AGENCY (ŠIAULIAI BRANCH)****DESCRIPTION OF ORGANISATION**

National Regions Development Agency is a public body, whose main goals are to make an influence to government's economic and social development's policy initiatives of region execution; to encourage social, economic and environmental requirements corresponding infrastructure formatting; to reduction of advocate life, cultures and education level differences in regions measures implementation and to participate by supporting economic and social development in Lithuania's regions, create long-term development programs.

National Regions Development Agency has (and educate school children and adults) 12 informal educational programs registreted to in-service trainings program and events register (KTPRR) in Lithuania.

**PROJECT DESCRIPTION**

As teachers are the main drivers behind any development in the education system, also according to the agencies' experience on projects for vocational schools teachers' creativity ("Today's competences for the future business. Breathe! Share! Encourage!" No. 2004-LT0009-TES-2NOR-2-035), we have idea to strengthen a social partnership in entrepreneurship encouraging and increasing any (primary, secondary or high) schools teachers' competences and creativity, educate learners entrepreneurship, entrepreneurial qualities, also to co-operate with educators and businesses, show Nordic countries experience (mobility) and etc.

**ORGANISATION TYPE**

Public body

**THEME**

Teacher education and continued professional development of teachers and educators. Entrepreneurship education

**CONTACT**

Akvilė Jagučskytė  
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### DESCRIPTION OF ORGANISATION

Lillehammer Læringscenter is a center for many different groups. It is first off all a school for formal adult education for refugees and immigrants. We also have teachers who train adult people with learning difficulties and we have social workers who work with integration of refugees.

### PROJECT DESCRIPTION

The main idea with the introduction act is to strengthen the newly arrived immigrants' possibilities to quickly have a job. Our challenge is to find quick and good ways into working life. Our assumption is that for participants with low or no education/school background it happens quicker and better through participation in work than with ordinary/traditional classroom training/-education.

In a larger study: <http://www.imdi.no/om-imdi/rapporter/2014/komparativ-ana-lyse-av-introduksjonsprogram/> a main conclusion is: «In all countries, a combination of language learning and practical training is recommended. This may show better results than if a participant end his/her language learning before entering vocational training».

We want to cooperate with other schools/institutions that run parallel vocational training and language learning. Our goal is to prepare models for vocational introduction programs, where learning Norwegian and social studies can happen in a workplace and/or in a classroom/workplace. We need to know what benefits each participant. An important issue is also to find out through surveys how each participant benefits in the best way.

We are looking for partners from schools, centers or institutions who work with integration of refugees and immigrants.

### ORGANISATION TYPE

School for formal adult education

### THEME

Integration of immigrants and refugees

### CONTACT

John Amundsen  
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## HEIMDAL VG SKOLE

### DESCRIPTION OF ORGANISATION

We are an upper secondary school in Trondheim, Norway. Most students take general academic courses, but we also have programmes for sports and music/drama, and we have vocational courses in ICT and electronics.

### PROJECT DESCRIPTION

We are looking for collaboration on projects relating to inter-Nordic communication. It could involve student and teacher mobility, but also digital collaboration between students from different Nordic countries.

### ORGANISATION TYPE

General upper secondary school

### THEME

Digital collaboration and inter-Nordic communication

### CONTACT

Astrid Haugdahl  
astrid.haugdahl@stfk.no



### DESCRIPTION OF ORGANISATION

Guri Kunna Videregående Skole is an upper secondary school located in Hitra and Frøya municipalities on the coast of South-Trøndelag county in Norway. The school has approx. 350 students and teaches at 9 different study directions.

### PROJECT DESCRIPTION

The coast of South-Trøndelag is probably the best place in the world for farming Atlantic salmon, and one of the largest actors in the industry, with also several supply industry company's, are located in the Hitra/Frøya region. Guri Kunna Upper Secondary School plays an important role in vocational training of workers in this industry. The salmon companies have a very large part of the staff from labor immigration from the Baltic nations and the need for improved language training is urgent. We like to look for project partners for improved language training. This is very important for a better integration of labor immigrants to the community.

### ORGANISATION TYPE

General upper secondary school

### THEME

Nordic languages. Integration of immigrants and refugees

### CONTACT

Dag Willmann  
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### DESCRIPTION OF ORGANISATION

Fyllingsdalen Upper Secondary School is situated 10 minutes bus-trip outside the city of Bergen. 600 students. We also have students in Healthcare Studies and Theatre Studies. We are situated in a suburban area. We have many students with non-Norwegian origin.

### PROJECT DESCRIPTION

We are looking for other upper secondary schools that provide Healthcare Studies and Theatre Studies. We are also looking for upper secondary schools that have students from different countries and cultures. Key words for us are: care, creativity and culture.

### ORGANISATION TYPE

General upper secondary school

### THEME

Health care and theatre studies.  
Integration of immigrants and refugees

### CONTACT

Rolf Eriksen  
roleri@hfk.no

### DESCRIPTION OF ORGANISATION

The school has 2 campuses, one in Flekkefjord and one in Kvinesdal. We have a variety of programmes: Art, Design and Architecture, Media and communication, General subjects, Building and construction, Electricity, Healthcare, Childhood and Youth Development, Restaurant and Food, Service and Transport and Technical and Industrial Production.

We have a long and strong tradition of international work through Erasmus, Leonardo and so on, and we have a plan. In this area of Norway we have a large number of refugees in our school and we are very aware of the possibilities and challenges. We want focus on projects in Scandinavia and maybe Greenland. And we already have been working with the Baltic countries.

### PROJECT DESCRIPTION

Mostly:

1. The integration of refugees and immigrants:

Language is important but we want to focus on the UN global goals, Health and well-being, decent work, gender equality. We see that we are different but also alike. Sometimes we can have more in common with a woman from Syria than with the lady next door. It is important to look at how we define culture and how we include and exclude. It is important to talk about how we judge and what we believe is the right thing to do. When are we in the private world and when are we in the official world? What can we allow inside the private life? We must address these things, and a good place to start is the global goals because they are relevant to everyone.

I would love to have someone from Greenland since they really feel the global changes.

Another side is the importance of teachers' knowledge about refugees and a very good way to do that is to visit other teachers and schools.

### ORGANISATION TYPE

General upper secondary school

### THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

### CONTACT

Elizabeth Andersen  
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## BRYNE VIDEREGÅENDE SKOLE

### DESCRIPTION OF ORGANISATION

Our school is the biggest school in the region, there are 1600 students. We are a combined vocational and general upper secondary school, approximately 900 students participate in vocational courses and 700 follow upper secondary courses. Our school is relatively new and we moved in august 2015. For the moment we participate in two Erasmus + Projects. We also have regular student exchange projects with schools in France.

### PROJECT DESCRIPTION

Best practice successfully integrating immigrants. Learning from each other, job shadowing projects combined with sharing of best practice and good experiences. Organising conferences for sharing and learning "New ways".

The most important target group is teachers. We need to get them out and understand and work with challenges that are equal to most Baltic countries and Scandinavia.

Another target group in Norway would be industries employing foreign work force.

### ORGANISATION TYPE

General upper secondary and vocational School

### THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

### CONTACT

Klaus Beschel  
Klaus.Beschel@skole.rogfk.no

**DESCRIPTION OF ORGANISATION**

Strømmen videregående is a vocational school with about 800 students. The school is divided into different departments as the Healthcare, childhood and youth development department, the Electrical department, the department of Design, the Hairdressers department, the department of Refugees and immigrants with a short time of living in Norway and The technical and industrial production department.

We started last school year with opening our eyes up towards international projects and this year we hope to find partners.

**PROJECT DESCRIPTION**

Foremost we would like to come in contact with vocational schools which have a department of childcare and youth work. Furthermore we would like to work with the students' intercultural competences (specific knowledge, perceptions and skills when communicating with people of other culture in their everyday work life and in a global world).

We believe that we can make a project which consists of students from both the department of Childcare and youth, and with students from the Department of Refugees and Immigrants with short time of living in Norway, and of course two partner schools.

**ORGANISATION TYPE**

Vocational school

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Marit Dovland Lund  
marit.dovland.lund@strommen.vgs.no

**DESCRIPTION OF ORGANISATION**

Frogn vgs is a upper secondary school situated 30 minutes from Oslo. We have approximately 750 pupils. Most of these attend a programme for general studies, but we also have pupils in vocational training. Our school is engaged in several international activities such as teacher exchange projects and student visits in connection with various subjects. Our latest project, financed by Nordplus, is "Scandinavian awareness in a global time" and is a collaboration with schools in Århus and Stockholm.

**PROJECT DESCRIPTION**

My main field of interest is "Nordic languages". I wish to organize a meeting for Nordic pupils of upper secondary school, 19 – 21 September 2017. My project idea is based on the possibilities that lie in the programme of the Nordic language- and culture festival that will be held in Århus at this time, and on activities planned by Nordic teacher colleagues. To ensure a successful meeting it is crucial to have a programme of relevant activities. My aim is to get in contact with teachers/schools from Nordic countries – including the Baltic states - that might be interested in sending 3-4 students. The teachers (or some of them) should also be ready to participate in planning activities. The meeting should result in a product, such as films, language games, texts, presentations or other that the students bring home to their schools. I already have contacts at Århus Statsgymnasium who will provide host families for the visitors. I believe that such a meeting will be an excellent opportunity for the pupils to get an insight into the different Nordic cultures and languages, an insight that they will be expected to share with fellow students upon their return home.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Nordic languages

**CONTACT**

Marit Lund  
marit.lund@frogn.vgs.no

**DESCRIPTION OF ORGANISATION**

Singsaker primary School has around 400 pupils. The children are between 6 and 13 years old. You will find the school close to the center of Trondheim, a city with 185.000 inhabitants. The school celebrated 100 year anniversary in 2015 with a lot of cultural performances. Some of our main priority areas are guided reading, assessment for learning, variation in teaching methods/out-of-doors learning and increasing quality in cultural project.

**PROJECT DESCRIPTION**

Singsaker primary school was lucky and got money for a student exchange with Norrköping i Sweden in 2014/2015. We made some good experience through this project. 30 students around 11 or 12 years old visited Norrköping for a week in the fall of 2014 and we had a revisit in May 2015. We would like to do some similar project and bring our experience into this next project. We would like to build this exchange on similarities and distinctiveness in language and culture/ performing arts, and we would like to find a partner to share this project with.

**ORGANISATION TYPE**

Primary school (incl. kindergarden)

**THEME**

Nordic languages

**CONTACT**

Sten Frode Solvang  
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## NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, NTNU

**DESCRIPTION OF ORGANISATION**

The Norwegian University for Technology and Science is the largest university in Norway with 39.000 students and 7.900 employees. NTNU's main profile is in science and technology, with great academic breadth that includes the humanities, social sciences, economics, medicine, health sciences, educational science, architecture, entrepreneurship, art disciplines and artistic activities.

**PROJECT DESCRIPTION**

NTNU and the University of Gothenburg (UoG) have during the last two years investigated how immediate or nearly immediate two-way feedback to students learning and progression may improve their learning of languages. Methods that apply response systems in combination with mobile technology have been an important component in this framework.

Language teachers in upper secondary schools and high schools in Norway and Sweden have participated in testing of response tools in their classes. The teachers report that response tools introduce a new dimension into language learning. They enhance student's motivation and engagement and change how students communicate during classes.

Response tools let the teachers and students start using new teaching and learning activities, while at the same time it is possible to start using new types of explorative and interactive outdoor learning activities.

NTNU and UoG search for organisations that want to participate in setting up a project and/or a network of teachers from the Nordic and Baltic countries that start testing, evaluating and applying response tools in language learning for students age 14-19. This includes piloting of methods and tools, sharing of experiences and development of new teacher training programs.

**ORGANISATION TYPE**

University

**THEME**

Teacher education and continued professional development of teachers and educators. Language learning for students age 14-19

**CONTACT**

John B. Stav  
john.b.stav@ntnu.no

**DESCRIPTION OF ORGANISATION**

We are presently the largest institution of higher education for Teachers and Nurses in Norway, and for international students in those fields in Norway. Presently more than 300 students from 63 countries are enrolled as international students at the Oslo and Akershus University College <http://www.hioa.no/eng/>

**PROJECT DESCRIPTION**

The Oslo and Akershus University College has newly developed a master's degree level 10 s. credits online course in sexual health and sexuality education. <http://www.hioa.no/Studier-og-kurs/HF/Evu/Seksuell-helse-og-seksualitetsundervisning>.

There is a Nordic interest in systematic Collaboration for developing master's degree courses in this Field further, both online and taught on campus, in English Language, including Baltic countries Collaboration. There is a need to coordinate efforts for mutual benefit for resource conscious development. One motivational factor is exploring innovative combinations of online teaching and campus based Development, including English speaking students both minorities, immigrants and broader.

**ORGANISATION TYPE**

University college

**THEME**

Health and sexuality education

**CONTACT**

Ann-Karin Valle and Gerd Hilde Lunde  
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## OSLO VOKSENOPLÆRING SKULLERUD

**DESCRIPTION OF ORGANISATION**

Oslo voksenopplæring Skullerud is an organization offering Norwegian language instruction and special education for adults. At the moment we have approximately 600 students who learn the norwegian language and 350 students who get special needs education.

We represent special educational part of our center. Our organization is municipal organization. The special needs education is free of charge. Our students are in the age 20-60 years.

**PROJECT DESCRIPTION**

We represent the special needs education and are interested to get in touch with others who are working with special needs education. Many causes: adults with physical and mental challenges, different diagnoses, attention and memory challenges, reading and writing difficulties, multi disabled people etc.

We want to get in touch and cooperate with schools/institutions where we can exchange pedagogical ideas and together develop the special needs educational area for adults.

**ORGANISATION TYPE**

School for formal adult education

**THEME**

Special needs education for adults

**CONTACT**

Elisabeth Elle Eikeri  
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## TRONDHEIM KOMMUNE, FAGENHET OPPVEKST OG UTDANNING V/UNGDOMMENS BYSTYRE

NORWAY

### DESCRIPTION OF ORGANISATION

The Youth City Council in Trondheim is a group of approximately 30 youths, democratically elected from secondary schools and high schools in Trondheim. The council works with the same cases as the City Council, trying to see them from the children's point of view. The council also has informal contact with youth around the city and tries to lift their concerns to the City Council.

The members of the Youth City Council are between 13 and 18 years old, and they are elected for two years at a time. The council also has a big emphasis on international cooperation, in particular with Trondheim's twin cities. By sharing experiences and ideas with youth from cities that are both similar to and different from Trondheim, the Youth city council try to improve the youth democracy in Trondheim.

### PROJECT DESCRIPTION

Our main field of interest is "student councils and learning about democracy". We would like to join this seminar because of the request from the Municipality of Odense in Denmark. Our city Trondheim has developed the participation of young people in several arenas, however our aim is to expand our knowledge with other countries by further looking into structure, methods and how to engage the young people to learn and practice democracy.

### ORGANISATION TYPE

Lower secondary school

### THEME

Student council and democracy learning.

### CONTACT

May-Iren Skamfer Evenmo  
vwf@trondheim.kommune.no

## DALANE VIDEREGÅENDE SKOLE

NORWAY

### DESCRIPTION OF ORGANISATION

Dalane Upper Secondary School is located in Egersund, in the southwestern part of Norway. The nearest international airport is Stavanger Airport Sola (1 hour).

Dalane is an upper secondary school with 125 employees and about 700 students in eight different programs, both in Academics and Vocational Education and Training.

Dalane upper secondary school has defined internationalization as a key target area, firmly rooted in both leadership, other staff and students. We've been heavily involved in both Erasmus+ and Nordplus-projects enabling us to broaden our horizons, both professionally and socially.

### PROJECT DESCRIPTION

1. We are interested in coming in touch with a Baltic partner school within the fields of social sciences and/or history and/or related subjects. We'd like to discuss actual chances and problems related to democracy and how we can engage our students to participate in democratic processes.

2. We are interested in developing our focus on the area of economics, marketing and/or travel management. Therefore, we'd love to come in contact with a Scandinavian or Baltic partner school to see what we can learn from each other regarding e.g. branding our own region.

### ORGANISATION TYPE

General upper secondary and vocational School

### THEME

Teacher education and continued professional development of teachers and educators. Social sciences and democratic processes

### CONTACT

Rieko van Silfhout  
rieko.van.silfhout@skole.rogfk.no

**DESCRIPTION OF ORGANISATION**

Tyskforum is a politically independent, member-fee based NPO for teachers of German and other experts of German in Norway. The association was founded in 2001, has currently about 280 members (mostly teachers at secondary schools) and is led by a volunteer board of six members. Our main objectives are 1) to strengthen the status of the languages and cultures of the German speaking countries in Norway, 2) to promote the status of teachers and learners of German in Norway and 3) to support our members in their daily work and their desire for professional development. We do so by 1) communicating the rationale and value of learning German to policy makers and the public, by distributing information (and hosting discussions) on all aspects of the language/ German teaching profession, including seminars, workshops, teaching materials etc. and 3) by organizing educational trips and national or regional conferences for German teachers on a regular basis. For these purposes we maintain a homepage ([www.tyskforum.no](http://www.tyskforum.no)), an open Facebook-community, a monthly newsletter and a member magazine published twice a year. We also award small grants to German teachers who want to participate in in-service teacher training measures.

**PROJECT DESCRIPTION**

In recent years we cooperated at national level with the Goethe-Institut and the Norwegian associations for teachers of Spanish and French to promote German / foreign language teaching and learning in Norway, e.g. by organizing joint teacher seminars or educational trips for teachers. Nevertheless, we find it quite difficult to reach relevant policy makers, our members and our goals. At the same time, we feel that our sister associations in the Nordic and Baltic countries face similar challenges. Therefore, we contacted all these associations and proposed to apply for participation in Copenhagen. Here, our motivation corresponds to the main objectives of the seminar. We would like to a) get acquainted with each other and the work (and major challenges) of our associations, b) share and explore ideas on language teacher education, continued professional development and our role as German teachers' associations in these matters, c) explore ways to cooperate in selected areas in the future, d) eventually develop concrete project ideas and proposals and e) eventually develop first steps of an application.

**ORGANISATION TYPE**

Association for language teachers

**THEME**

Teacher education and continued professional development of teachers and educators. Professional development of German teachers

**CONTACT**

Jan Paul Pietzuch  
styret@tyskforum.no

**DESCRIPTION OF ORGANISATION**

Upper secondary school, general and vocational, and various basic courses (vocational, ICT, language). Education is for both Norwegian and foreign inmates.

**PROJECT DESCRIPTION**

Searching for partner(s) within Baltic region for the following purpose:

Transforming and documenting vocational training done by foreign inmates in Norway to experience and documentation valid in the persons home country.

Sharing experience with other vocational education institutions on vocational training/courses, both on upper secondary level and on lower level.

**ORGANISATION TYPE**

Prison education

**THEME**

Prison education. Integration of immigrants and refugees

**CONTACT**

Øyvind Lunde  
oyvind.lunde@jessheim.vgs.no

**DESCRIPTION OF ORGANISATION**

Østfold University College has around 100 studies taught in new and modern premises. The university college has a total of just under 7,000 students. There are nearly 3,600 ordinary students at campus Halden, nearly 2,400 ordinary students at campus Fredrikstad, and nearly 1,000 students are taking continuing and further education programs under the auspices of HiØ VIDERE (Centre for Continuing Education) at both campuses.

The school has more than 550 members of staff. Students have good opportunities to take parts of their studies abroad. Østfold University College facilitates flexible education solutions.

Østfold University College is a member of the Oslo Fjord Alliance – a cooperation with Buskerud and Vestfold University College and the Norwegian University of Life Sciences (NMBU).

Østfold University College was founded on 1 August 1994. On this date, five university colleges in Østfold county merged to create the new institution. One of these was Halden teacher training college, founded in 1963. Today, the Faculty of Education today offers the following study programs:

Teacher Education for Primary and Secondary School

Educational Studies, Pre-school Practical Educational Studies, PPU (teacher training)  
Master's Degree Programme in Special Education-

The HiØ staff is engaged in basic research, applied research, professionally oriented and vocationally relevant research and development work in most areas covered by the university college's portfolio of study programs.

Applied research and development work is often carried out in collaboration with business and industry in the region and with the public sector.

The students' competence is developed through research-based teaching and by introducing them to student-active research and development. The research carried out at HiØ also helps to safeguard and realize a multitude of values and cultures in society, and to develop new knowledge that is communicated to other researchers and users and to society at large.

<http://www.hiof.no/about-us?lang=eng>

**PROJECT DESCRIPTION**

For a number of years I have been engaged in school development projects in Norway and Sweden, with cultural analysis as an important working tool. I have recently made a qualitative study of school culture targeted at 450 students in a Swedish primary school, using an autobiographic method.

The main aim of my research is to strengthen the links between theory and practice and promote critical analysis and deep understanding of complex and varied educational contexts and issues. To understand these concepts we need deeper knowledge of how they manifest themselves in everyday school life. Reconciling Max Weber with student culture in elementary school, I visualize an ideal type for a school leader focusing on equity and quality in education, in accordance to OECD demands and standards. Ideal type is not intended as an illustration of the absolute or perfect, but an exciting and valuable analytical tool in how to explain and understand the universal and accepted in a certain context. In the light of today's Europe I want to investigate the possible existence of an ideal type of Nordic school leadership. Therefore I look for a research partnership with colleagues from the Baltic States.

**ORGANISATION TYPE**

University college

**THEME**

Teacher education and continued professional development of teachers and educators. Nordic school leadership

**CONTACT**

Dan Roger Sträng  
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**DESCRIPTION OF ORGANISATION**

HMN educational consulting AB is a consulting company with office in Gothenburg, Sweden. Our company provides support and assistance to the educational sector worldwide. We have a wide experience in working with educational activities and projects that focus on immigration, resettlement and integration of immigrants in the labour market of their new host countries. With our knowledge and expertise we can assist you in achieving your educational goals.

**PROJECT DESCRIPTION**

Using digital methods to facilitate learning for immigrants and refugees. We believe that education is the best way to include these people into the new society. We have huge international experience in the field and we will like to develop our methods even further hopefully with help of new partners with similar experience and interest in the nordic countries.

**ORGANISATION TYPE**

Private enterprise

**THEME**

Integration of immigrants and refugees

**CONTACT**

Jim Nieminen  
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**SWEDISH PRISON AND PROBATION SYSTEM**

**DESCRIPTION OF ORGANISATION**

The Swedish Prison and Probation Service has almost 50 prisons in Sweden. Two of these prisons are solely specialized in handling young male offenders in the age of 18-24 and are located in Luleå and Haparanda in the northern part of Sweden. It is small sized units with only 9 inmates in Luleå and 19 in Haparanda. The reason for these small size units is to create conditions where everybody meets each other every day and where there is a great sense of safety, social harmony and confidence. Every prison needs to be as open as possible to the surrounding society because that is where every inmate is going to be after they are released. If we could inspire someone on the ground of the work we do with the young adults and be inspired back by others we will have reached the goal with "Nordplus".

**PROJECT DESCRIPTION**

We are a happy group of people working at two prisons for young offenders, age 18-24, in Luleå and Haparanda in the northern part of Sweden near the Arctic Circle.

We have a lot of experience with Grundtvig programmes ("Erasmus+") and now we would like to cooperate with you within the Nordic and Baltic region.

First and foremost – please don't be intimidated by the fact that we are working with prisoners. We are very open to the surrounding community despite that the prisons as such are closed communities.

The only risk you take in being a project partner with us is to get an insight into a world you otherwise probably would never have experienced. All of us working at the prisons such as officers, nurses, teachers, administrators and coordinators are dedicated to take care of young adults who haven't had the easiest start in life.

We are open to all kind of cooperation concerning young adults who have a variety of problems concerning social behavior, abuse etc. If you have experience with young adults with other ethnic and cultural background we would definitely be a potential program partner for you.

**ORGANISATION TYPE**

Prison education

**THEME**

Integration of immigrants and refugees. Prison education

**CONTACT**

Henrik Hvid  
henrik.hvid@kriminalvarden.se

### DESCRIPTION OF ORGANISATION

NKC is a formal adult education centre with three sectors: Swedish for immigrants, regular adult education (grades 7-12), and vocational programmes (e.g. for work in nursery schools, restaurants, and care for the elderly).

### PROJECT DESCRIPTION

NKC is committed to two things: inclusion and preparing people for employment, whatever their previous backgrounds. We seek inspiring examples from across the Nordic countries and hope to take part in creating a viable future for the many newly arrived citizens. A possible project could be to study relations between language studies, vocational training, and other formal studies, and to what extent these are connected to the students' previous education, given that employment is a crucial factor for successful integration.

### ORGANISATION TYPE

School for formal adult education

### THEME

Integration of immigrants and refugees

### CONTACT

Magnus Bjerner  
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nynashamn.se

## VUXENUTBILDNINGEN UPPLANDS-BRO

### DESCRIPTION OF ORGANISATION

I work as Headmaster of the Adult Education Department in Upplands-Bro municipality in the northwest of Stockholm region, Sweden. The adult education centre has approximately 1000 students of which most are in the age between 20 and 40 years. We offer: General adult education, for students who want to complete their high school diploma at an adult age. Vocational education and training and Swedish for immigrants, all levels, from illiterate students to academics.

Integration of disadvantaged groups into studies and into the labour market is a key concern for us. Most of our students are immigrants and often come with short or none previous school background.

I manage a staff of 35 employees (teachers, student counsellors, project managers and administrators). I am responsible for quality assurance and for reaching the goals of our organisation.

### PROJECT DESCRIPTION

"A project for finding new ways for integrating immigrants with poor educational and working experience into the labour market". Sweden has experienced a large inflow of immigrants over the past years, of which many have poor previous school background. They also often lack the relevant work experience to fit into the highly specialized labour market in Sweden.

At the same time that we have unemployed low educated people, there is a big lack of work force in many professions on "mid-level", for example construction workers, cooks, welders, car mechanics, elderly care workers, bakers, truck drivers etc.

What is needed is Swedish language, but taught with a methodology suited for people who have a low educational background and in a context that aim more directly towards working life than the general Swedish courses. We need also efficient training in the workplace that trains both the work language and skills for that specific profession.

Last but not least there is a need of professional coaching and guidance to create a reachable goal and a clear path for each student towards a job.

We think that most of our countries share the same challenges and would like to work in a project for sharing ideas and develop methodology around this theme.

### ORGANISATION TYPE

School for formal adult education

### THEME

Integration of immigrants and refugees

### CONTACT

Tomas Stens  
tomas.stens@upplands-bro.se

### DESCRIPTION OF ORGANISATION

Kvarnby folk high school is situated in Malmö and offers formal as well as non-formal adult education. The school has about 300 full-time students and is a centre for e-learning classes.

### PROJECT DESCRIPTION

We are interested in projects on informal learning and public education in order to strengthen active citizenship and local democracy and local issues with particular emphasis on environment, energy and climate.

### ORGANISATION TYPE

School within liberal education (e.g. folk high schools, evening schools)

### THEME

Active citizenship and local democracy

### CONTACT

Henning Süssner Rubin  
henning.suessner.rubin@kvarnby.fhsk.se

## DANDERYDS GYMNASIUM

### DESCRIPTION OF ORGANISATION

Upper secondary school located 10 km outside of central Stockholm.

1400 students who study in a great variety of programs: natural science, social science, art programs, law etc. We also have a special program for students with different disabilities such as Asperger Syndrom.

### PROJECT DESCRIPTION

We would like to create a collaboration with an upper secondary school in Finland and a third school somewhere in Europe. Our motivation is as mentioned above to inspire and deeper knowledge in using art and theatre as a method in language training.

### ORGANISATION TYPE

General upper secondary school

### THEME

Art and theatre in language training

### CONTACT

Martin Lange  
martin.lange@dagydanderyd.se

## VÄGLEDNING & KOMPETENS MÖLNDAL, MÖLNDALS STAD

### DESCRIPTION OF ORGANISATION

Vägledning & Kompetens Mölndal (Career Counseling & Competence Mölndal) is an organization within the Municipality of Mölndal. Here thirteen career counsellors (studie- och yrkesvägledare) work to support and help residents of Mölndal city. Our residents are within the school system (general upper secondary school, vocational school, school for formal adult education) or are residents interested in guidance for support in planning their career and vocational future. The career counsellors work within these different school forms and come in contact with resident who are between the ages of 13 – 65.

### PROJECT DESCRIPTION

As career counsellors we are in daily contact with immigrants and refugees and find that our profession is highly involved in their and the society's integrating process. In our meetings with these individuals we find it necessary to within our organization talk about the multicultural aspects of career guidance. We have participated in a course within the first theme held by Swedish National Agency for Education and have as a result of this created a guidebook that we use as a base in our meetings with our clients. We are interested in participating in this conference since we feel that other professions can enrich our work with this group as well as we believe that our profession can enrich other professions in working with this group.

At the same time we feel that it would be of high interest to find ways to start bonding projects with other career counselors within our career guiding process as we feel that career guidance is part of lifelong learning. One important part of this is good knowledge of the education systems within the countries participating in Nordplus and of course our view of career guidance.

### ORGANISATION TYPE

Career counsellor center

### THEME

Integration of immigrants and refugees

### CONTACT

Sandra Hahn  
sandra.hahn@molndal.se

**DESCRIPTION OF ORGANISATION**

Uddevalla Gymnasieskola is a big school with about 3800 pupils. In my building there are 1000 pupils studying the Social Science programme, the Economy programme and the vocational programmes Trade, Gastronomy, Hotel and Tourism. In other Buildings there are programme of Science, Technology, Music, Arts, Theatre and other vocational programmes.

I work for the principal in charge of the Social Science programme. These studies focus on Social Science, Swedish, English, modern languages like Spanish, German, French, Russian and Italian, Religion, Sociology, Psychology and Geography. Every year there is an increase in number with pupils with a migratory background and there are many migrant pupils practicing at the Social Science programme. The headmaster is very interested in working for the success of immigrant pupils' studies and their integration. In my department of Modern Languages and Swedish there are teachers from all the programmes, as every pupil has the possibility to learn modern language. Our school works with international Erasmus projects and exchanges with France, Spain and Germany. Our school has had two Comenius projects and one Erasmus project, two of these with the main focus on immigration and integration. Nevertheless, the Nordic or Baltic dimension is missing.

**PROJECT DESCRIPTION**

At school we actively work with reading projects and multiliteracy and the integration of pupils recently immigrated to Sweden. In order to rapidly become more fluent in Swedish they can practice at our programme before having passed the Swedish test.

Multilingual persons learn foreign languages more quickly and it is utterly important to take advantage of newly arrived immigrants' linguistic and intercultural competence because these competences create increased flexibility, tolerance and competence in solving problems and conflicts.

The Nordic and Baltic dimension is missing in our international work of our school. Knowledge in Scandinavian languages is a competence which often is neglected. The Nordic and the Baltic countries have many similarities and therefore it would be interesting to compare and learn from experiences with work of integration and immigration.

I am the coordinator of the exchanges with Spain and Germany and I have been the international coordinator of two Comenius projects. I am a first teacher in Modern Languages and Swedish. In this group of teachers we cooperate on themes as intercultural learning, integration, multilingualism, foreign languages and Nordplus project with focus on these themes could involve a lot of teachers and pupils.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Integration of immigrants and refugees. Nordic languages

**CONTACT**

Yvonne Andersson  
yvonne.andersson.ag@uddevalla.se

**DESCRIPTION OF ORGANISATION**

Tycho Brahe is an upper secondary school with a technical profile. It is also a vocational school and we educate assistant nurses. This year we have also started education for unaccompanied refugee children.

**PROJECT DESCRIPTION**

An exchange with students and teachers within the vocational program for assistant nurses and within the other programs at our school. This would improve the language and cultural comprehension which is of utter importance. Another issue to address is the teaching of the Nordic languages in second language learning.

**ORGANISATION TYPE**

General upper secondary and vocational School

**THEME**

Nordic languages

**CONTACT**

Helena Flisberg  
helena.flisberg@helsingborg.se

### DESCRIPTION OF ORGANISATION

Fria InterMiliaskolan were I work is a privately owned elementary school with approximately 220 students (in the ages 6-15) and 25 teachers. The school is located close to Lake Vättern with close proximity to the woods.

Our classes are comprised of students with the same age, however at times all classes regardless of age work together on predefined projects. We apply the Reggio Emilia – philosophy which has as its main paradigm that all children are able to learn and that all senses should be used in the learning process.

Our school has an international profile. Therefore all our teachers work intensively with international topics. Since 2009 we have participated in three different Comenius projects. The last one “Knocking on Europe’s door “ we coordinated successfully. Our pre-school has participated in one Nordplus Junior project.

### PROJECT DESCRIPTION

It is important for our school to be able to participate in international projects, since we are convinced that our pupils as well as our teachers will grow through meeting of other students, places and cultures.

We are looking for partners in pre-schools and primary schools.

### ORGANISATION TYPE

Primary school (incl. kindergarden)

### THEME

International collaboration and exchange for pupils and teachers in primary education

### CONTACT

Camilla Wettergren  
camilla.wettergren@intermilia.se

## JÄRFÄLLA LÄRCENTRUM

### DESCRIPTION OF ORGANISATION

“Community college”. Adult learners. Swedish for immigrants, disabled adults and adult “grund”- and “gymnasie”-students in a municipality near Stockholm.

### PROJECT DESCRIPTION

My main field of interest is inclusion. Many of our students have a school background where they haven’t succeeded. Some of them also have NPF (neuro psychiatric functional disablements). We need to develop a better way to “meet” these students and adjust our reception and teaching to better fit their needs.

### ORGANISATION TYPE

School for formal adult education

### THEME

Adults with special needs.  
Teacher education and continued professional development of teachers and educators

### CONTACT

Patrik Marinilli  
patrik.marinilli@gmail.com

## SPRÅKCENTRUM

### DESCRIPTION OF ORGANISATION

Language Centre that provides language support, mother tongue education and counselling to approximately 13 000 children and students from kindergarten to high school across Gothenburg and the surrounding municipalities.

### PROJECT DESCRIPTION

Providing language and culture support to refugees in order to help them integrate in a more efficient way in the society and guide them to choose their best way to successfully use their potential.

### ORGANISATION TYPE

Language school

### THEME

Nordic languages. Integration of immigrants and refugees

### CONTACT

Pavlina Veljanoska  
pavlinka\_v@hotmail.com

### DESCRIPTION OF ORGANISATION

Campus Lidköping is a publicly funded school in the formal school system. The organization consists of different branches. First branch is Municipal Adult Education which is divided into:

- Swedish tuition for immigrants, with about 400 learners
- Basic courses at compulsory school level, with about 50 learners;
- Courses at upper secondary school level with about 650 learners;
- Courses for adult learners with learning disabilities, with about 55 learners;

Second branch is a study support Center for university distance learning. The students attend courses at colleges and universities across Sweden and follow lectures via video conferencing equipment or as streaming video. A total of about 600 students study through our study support center.

Third branch is a municipal center for study/career counselling and validation, which is attached to the organization.

For our visitors satisfaction Campus Lidköping Adult Education take care 85 people working staff at Campus Lidköping every day.

### PROJECT DESCRIPTION

The municipality's statement: The international work is one of the success factors in the municipal strategy for local development in a global perspective participation and resource management. The ruling politicians in Lidköping municipality have given us the task to develop the adult education in the international arena. It was some years ago since we were able to take part in any contact seminars. Now we really feel that it's time to develop and apply for new exchange programs. Campus Lidköping as an organization needs new international partners to develop the skills for the staff and the organization. We are right now in a situation when the campus has grown both in number of classes, staff and students. We have started a lot of vocational education classes and the number of immigrant's students is more than ever due to the immigrant situation in Sweden. So are the target groups of teachers and staff at Campus Lidköping that work with vocational students education for disadvantage (handicapped) students that needs extra support or a second (or third chance) and the migrants and refugees.

### ORGANISATION TYPE

School for formal adult education

### THEME

Adults with special needs.  
Integration of immigrants and refugees

### CONTACT

Lennart Frändén  
lennart.franden@lidkoping.se

## HAGAGYMNASIET

### DESCRIPTION OF ORGANISATION

Hagagymnasiet is a public upper secondary school with 500 students and 40 teachers. Our school is situated in Borlänge in the beautiful region of Dalarna, three hours north of Stockholm. The students are 16-19 years old and they can choose between five national programmes; Social Science, Economics, Child and Recreation, Business and Administration, Health and Social Care.

### PROJECT DESCRIPTION

Our main field of interest is Nordic languages since learning about this is part of the Swedish curriculum for the upper secondary school. We would like to find partners mainly in the Scandinavian countries but other Nordic or Baltic countries can also be of interest. We are hoping to collaborate with upper secondary schools on both teacher and student level. A possible project could include sharing experiences between teachers and classes, school visits, learning about the language and culture of each country and finding common grounds regarding the Scandinavian or the Nordic/Baltic identity.

### ORGANISATION TYPE

General upper secondary school

### THEME

Nordic languages

### CONTACT

Theres Graas  
theres.graas@edu.borlange.se

**DESCRIPTION OF ORGANISATION**

Kunskapsförbundet Väst is owned by the city of Trollhättan and the city of Vänersborg and provides citizens with voluntary school forms. The adult education centers in Trollhättan and Vänersborg provide students with basic education as well as vocational training within several fields such as social and health care, industry etc. The adult education centers enroll nearly 3000 students.

**PROJECT DESCRIPTION**

Reports in Sweden have shown that the school system does not support multilingual students to a desirable extent. Also within our organisation (adult education in Trollhättan and Vänersborg) we see a growing need for our educators to support multilingual students and focus on helping them in how to use specific terms and ways of expressing oneself within a spectrum of different subjects.

Our demography of students is constantly changing and we need to adapt to a situation where a lot of our adult education students do not have Swedish as mother tongue. Consequently our educators need to develop how to use the Swedish language, in for example math class, with students not as equipped to take in what is being taught due to different levels of language barriers.

The adult education within Kunskapsförbundet Väst therefore wishes to explore potential projects where adult education centers can learn from each other on different ways of addressing these issues. This theme is therefore linked to both integration and continued professional development of teachers and educators.

**ORGANISATION TYPE**

School for formal adult education

**THEME**

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

**CONTACT**

Rebecka Hellman  
rebecka.hellman@kunskapsforbundet.se

## KALLINGESKOLAN F-6

**DESCRIPTION OF ORGANISATION**

Kallingskolan is a primary school with 220 pupils in six classes. The school is situated in Ronneby municipality in the area of Blekinge. We also have a lower secondary school with 360 pupils.

The cooperation between the two types of education has been going on in our school for many years. This term the teachers in the compulsory school level and the teachers in the compulsory education for pupils with learning disabilities are working together. The pupils in the fifth grade are just now working together with a project about fairy tales. The pupils work in mixed groups with listening, writing and drama.

**PROJECT DESCRIPTION**

We would like to cooperate even more. The "dream" is to have all pupils from both types of education in the same classroom all the time, working with tasks on their own level. Of course there will be possibilities to work in a smaller group when needed.

We will get new ideas from teachers who have worked with this type of cooperation in other ways than we have, so we can develop our work in the classroom. We think there is a great knowledge in other countries that we can learn a lot from. We also want to spread information about the inclusion to nearby schools.

We would like to learn from the knowledge of other teachers, for example through meetings where we tell each other about our different ways of teaching all pupils.

We would like to cooperate with teachers from the Nordic countries to share ideas through a project that will give us possibilities to improve our teaching and to try new ideas.

A continuing education course including this would be a great help for the teaching of all pupils in our school. We also want to invite professors and universities for the exchange of inclusion.

**ORGANISATION TYPE**

Primary school (incl. kindergarden)

**THEME**

Teacher education and continued professional development of teachers and educators. Inclusion of pupils in primary schools

**CONTACT**

Bodil Olofsson  
bodil.olofsson@ronneby.se

## DESCRIPTION OF ORGANISATION

Rudbeck is an upper secondary school with approximately 2,000 students in the municipality of Sollentuna, on the outskirts of Stockholm, Sweden. The school is Sollentuna's largest public high school and at the same time is one out of approximately 230 upper secondary schools in the Stockholm region.

Rudbeck is one of the top picks by teenagers in the region. Rudbeck's profile is all about the students' possibilities to choose and have influence over their own curriculum. Rudbeck offers hundreds of courses that can be combined individually. In this way thousands of unique study plans are being made that fit into the national programs for the upper secondary schooling in Sweden. Security, satisfaction and a positive study environment are, alongside freedom of choice, the important parts that, when combined, create the Rudbeck concept.

Rudbeck has now implemented a one-2-one concept regarding access to iPads for the entire student body. This entails demands on our economy, our infrastructure and our teachers' abilities to use these resources offensively in the education as a pedagogic tool. Several international projects have been developed to help further this endeavor.

The leadership of the school has recently adopted an action plan for internationalisation. This entails supporting initiatives for projects with schools in other Nordic countries as well as EU member states and Asia. Our international coordinator has initiated the International Forum a working group amongst interested teachers to inform, discuss and develop new projects.

At the present time 10% of the student body is newly arrived refugees. The city of Sollentuna has recently approved plans for expanding the capacity of our school to accommodate the growing interest of students who want to attend Rudbeck.

## PROJECT DESCRIPTION

We have gone to great efforts to develop a stabile digital learning environment for students and faculty at our school. We are presently working with a transnational collaborative learning project using iPads as a basis for schoolwork over borders. Our broad use of iPads in the teaching and learning process can always be improved and we are looking for good methods in competence-raising programs for teachers and pedagogical practices with students. We have experience now with international projects in this area and are interested in sharing our work with other teachers and IT support organisations that want to join forces to explore further these vital areas.

We are also very interested in sharing ideas and practices in the area of inclusion for newly arrived refugees in schools in other Nordic countries. We are aware that this is a challenge that many schools are facing now. We have a mentoring project amongst established students to build up a network for friendship, study help, language development and recreational activities. These types of activities connected to language introduction initiatives are a priority for our high school.

## ORGANISATION TYPE

General upper secondary school

## THEME

Teacher education and continued professional development of teachers and educators. Digital learning

## CONTACT

Ted Weisberg  
ted.weisberg@rudbeck.se



**DESCRIPTION OF ORGANISATION**

The Childcare and Education Department is responsible for all education from pre-school to adult learning and is also responsible for Swedish for immigrants (SFI) and community orientation as part of the establishment reform. The department is responsible for 25 pre-schools and pre-school classes, 11 compulsory (9 year comprehensive) schools, one upper secondary school and one school campus for adult and immigrant education. All together around 3500 children and students and 300 pedagogical personnel. In addition we also have speech therapist, psychologist and student health care personal that works with children and students on everyday base. In the education department there are about 10 administrators working with operational planning, development work, evaluation, budget and statistics.

**PROJECT DESCRIPTION**

We are looking for partners interested in developing strategies and methods to increase literacy capacity and reading comprehensive in education. In national goals and guidelines for public school, publicly organized preschool, childcare and adult education in Sweden the authorities stress the importance of awareness of reading comprehensive and literacy as well as local culture heritage and different culture expressions trough out life-long learning. It is up to the local authorities to fulfill these goals and make it possible for children and students to develop their reading and writing skills, be a part of and develop own skills regarding culture expressions. Due to the fact that the author Astrid Lindgren was born in Vimmerby we like to use local Nordic authors as a theme in the project. Using their stories and text in books as inspiration to shape, portray and develop an interest and knowledge for Nordic authors. Depending on the children/students level they could use different tools and ways of expression. Target group could be children and students from pre-school to adult education and main partners would be schools and school/ education authorities, other interesting partners would be art and culture schools and organizations promoting reading and writing.

**ORGANISATION TYPE**

Lower secondary school

**THEME**

Teacher education and continued professional development of teachers and educators.  
Literacy capacity and reading comprehension

**CONTACT**

Alf Olsson  
alf.olsson@vimmerby.se

**UDDEVALLA GYMNASIESKOLA AGNEBERG****DESCRIPTION OF ORGANISATION**

Our school Uddevalla Gymnasium has 13 principals and are outsourced in 5 buildings.

We all have national representation, and there is about 3,000 students who study here.

We are one of the programme Business and administration who wants to find a new partner to work with. And the headmaster is Britta Oddevall-Mäki.

**PROJECT DESCRIPTION**

We are interested in working with young entrepreneurial UF. We have worked with a school in Brazil where the youth opened a business together. This was a very positive experience and instructive. We therefore want to continue with similar projects in the Nordic countries or the EU.

**ORGANISATION TYPE**

Vocational school

**THEME**

Entrepreneurship

**CONTACT**

Pia Johansson  
pia.a.johansson@uddevalla.se

### DESCRIPTION OF ORGANISATION

Increased Nordic cooperation gives better possibilities for peace and justice in the world. We have worked towards that for almost a hundred years now. The Norden Association is an organization for promoting Nordic co-operation in all fields, officially as well as unofficially.

Norden Association, founded in 1919, is a politically and religiously independent organization, open to anyone who wants to get involved and work with Nordic issues and Nordic cooperation. The aim of the association is to stimulate and improve Nordic cooperation at all levels, especially in the fields of education, culture, the labour market, industry, mass media, international aid and environmental care.

The Norden Association works with a broad variety of issues. Policy-making, information, friendship-town systems, publications and mobility projects are important issues to the association. We have our own organization for young people between 16 and 30, FNUF. They arrange trips, seminars about Nordic topics and events of special interest to young people. You can find Norden Association in all the Nordic countries and interacts through the umbrella organization Norden Associations Federal, FNF.

Our activities are both broad and deep. Through our local organizations, we arrange travel, workshops and lectures.

### PROJECT DESCRIPTION

The Norden Association main goal is to promote cross-boarder cooperation and life-long learning, through many different mediums. We are especially interested in finding ways to promote Nordic language and promoting that in teacher education throughout the Nordic countries and finding ways to help teacher get the continuing training they need.

### ORGANISATION TYPE

NGO

### THEME

Nordic languages. Teacher education and continued professional development of teachers and educators

### CONTACT

Eydís Inga Valsdóttir  
eydis@norden.se

## BRUKSSKOLAN

### DESCRIPTION OF ORGANISATION

We work in a Community with five lower primary schools with approximate 200 students at each school. We are a small Community called Degerfors in the middle of Sweden, with about 10 000 inhabitants. Our school is working hard in the subject of including students in our teaching Environment, and we have alot of students from all over the World. In this matter we would like to take this school out in the world for learning about education in other countries culture and their way of Life. We would like to broaden our students knowledge of the World.

### PROJECT DESCRIPTION

We would like to get in touch with teachers and students from other countries to start an Exchange of experience and ways to teach and exchange ideas. To begin with, we would like to start a mailcorrespondens with other classes similar to the age we are teaching in, and later on getting the teachers from each school to pay a visit to each other. By that we can learn new ways of teaching, Exchange ideas and extend our students knowledge of first of all the English language, but later on, the Nordic languages as well.

We are looking forward hearing from you!

Thank you!

### ORGANISATION TYPE

Primary school (incl. kindergarden)

### THEME

Teacher education and continued professional development of teachers and educators. Pupil exchange.

### CONTACT

Linda Högvist  
linda.hogkvist@edu.degerfors.se

**DESCRIPTION OF ORGANISATION**

Polhemsgymnasiet is an upper secondary school which is situated in a very dynamic area in Göteborg, "Lindholmen Science Centre. We are on the northern banks of the Göta river in a previous shipbuilding area in the city centre on the west coast of Sweden.

The number of students is around 1100 and teaching staff about 60. The students can choose between four different national programmes: economics, natural sciences, social sciences and technology with industrial design. Our students are very well motivated. Each programme has relatively high admission credits. Problems concerning drop outs, students who do not complete their studies, are rather rare.

**PROJECT DESCRIPTION**

Polhemsgymnasiet has never participated in any Nordplus project. We are a large school with project partners in Germany, Ireland, the Netherlands and China. International projects are important in our school. We work with the Nordic languages and we have a project with our year 11 students where they read short texts in Danish and Norwegian and write an essay. Many students find this very challenging and would prefer to read and listen to English instead. We would like to participate in a project or further education for our teaching staff to get some inspiration/motivation for our students/teachers. We believe that it is important to strengthen the collaboration with our neighboring countries.

We do not yet have a specific project idea but would like to participate in the seminar to learn more about the possibilities and get some inspiration.

We would like to cooperate with upper secondary schools within the Nordic languages but possibly also with our Baltic neighbors. Possible theme for project: Being young - now and then.

**ORGANISATION TYPE**

General upper secondary school

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

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## SÖDERTÖRNS FRISKOLA

**DESCRIPTION OF ORGANISATION**

Södertörns friskola is a primary school with 450 pupils in the ages of 12-15. The teachers in our school are always trying to better themselves, and we try to use modern teaching techniques.

**PROJECT DESCRIPTION**

We would like to try combine IT and nordic languages in a future project. You could for instance let the pupils work together to create computer games where their language is used in some way, so that the player will have to combine both languages to complete the game. So we are basically looking for other primary schools, and perhaps partners in the computer game sector (but we think that could be hard to find).

**ORGANISATION TYPE**

Primary school (incl. kindergarden)

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

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**DESCRIPTION OF ORGANISATION**

University of Gävle is a small university approximately 14 500 students, more than 50 study programmes and second-cycle programmes. 500 courses are offered in the fields of Humanities, Social and Natural Sciences and Technology.

University of Gävle is a university with regional connections and a contact network reaching all over the world.

**PROJECT DESCRIPTION**

My main field of interest for collaboration within Nordplus is to develop educational courses and/or educational materials for teaching the Swedish language in an extended context (language, culture, literature and social life) as a foreign language in primarily the Baltic countries and Finland.

The type of partners I am looking for is university teachers. The organisations I am interested to collaborate with are universities and university colleges.

**ORGANISATION TYPE**

University college

**THEME**

Nordic languages. Teacher education and continued professional development of teachers and educators

**CONTACT**

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## JÄRNÅKASKOLAN LUND

**DESCRIPTION OF ORGANISATION**

Järnåkraskolan is a secondary school in Lund Sweden. The school has in the age group 4-9 (10 – 16 years old) approximately 460 pupils.

6 classes in the age groups 4-6 and 11 classes in the age groups 7-9.

Järnåkraskolan also has special school classes age groups 4-9.

Responsible headmaster is Pelle Persson.

**PROJECT DESCRIPTION**

In order to get included into society, work and getting job are some of the most important things for a human being.

Everyone should be entitled to this, regardless different backgrounds. In our society today this applies in particular to immigrants and refugees.

Very important is to individualize education and strengthen the pupils self-confidence, to identify things the pupils are good at, which means to be able to validate both formal and informal knowledge.

Järnåkraskolan Lund, Sweden, this year has its first unaccompanied refugee children. Their knowledge backgrounds are very different as well as their knowledge of Swedish language. To learn to be really good at working with these children, we would like to learn more about how to handle these matters in other countries and from more experienced schools and organisations, in order to help more pupils with non-Swedish background to get integrated into Swedish schools and, as a later result, to a successful and good life.

Our school is very interested in finding partners for a Nordplus Junior project. The results of such a project will also be disseminated to all teachers in our school via Järnåkraskolans internal "education in assessment" for learning groups.

**ORGANISATION TYPE**

Lower secondary school

**THEME**

Integration of immigrants and refugees

**CONTACT**

Clas Koverberg  
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### DESCRIPTION OF ORGANISATION

Preschool Zinket is a newly built kindergarten, which opened in November 2014. It is part of Grimsta pre-school unit. We are working age divided groups which are divided in the two planes. The pre-school environment is adapted to the different ages and offers exciting encounters where learning, exploring and joy is in focus.

Our business is permeated by our joint approach to learning and development. Children create their own knowledge and identity along with other children and educators. Because we believe that each individual is important, and we encourage the children to feel: I can, I'm good as I am, I want to and dare to move on in life!

### PROJECT DESCRIPTION

The modern Europe becomes more and more intercultural, therefore, one of the purposes of the project

would be to build a bridge between our neighbouring countries where we wish to share experience and

learn from each other. With the help of the teachers experience exchange and IT, the project can be

a bridge for the children to walk, meet, communicate and learn, and for the teachers to have different

possibilities of learning and views of teaching.

### ORGANISATION TYPE

Primary school (incl. kindergarten)

### THEME

Teacher education and continued professional development of teachers and educators. Teacher exchange and ICT in education

### CONTACT

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## JÖNKÖPING ACADEMY FOR IMPROVEMENT OF HEALTH AND WELFARE/JÖNKÖPING UNIVERSITY

### DESCRIPTION OF ORGANISATION

The Jönköping Academy for Improvement of Health and Welfare was a collaboration platform for the Jönköping University, the County Council of Jönköping and the thirteen municipalities in the Jönköping county. Our ambition is to function as a national and international forum for research and education in improvement knowledge and leadership within health care and social care. Target groups are practitioners and decision makers from health care and social care, as well as researchers and students.

### PROJECT DESCRIPTION

The main fields of co-operation concerns improvement regarding inter-professional and international collaboration in teaching in order to optimize the use of teacher resources and various models of learning platforms. Specific educational fields are sexual health, sexual rehabilitation and sexuality education for health care professionals, since this area is under developed in health care professionals' education in Sweden. In the Nordic countries there are some educational programs in health care, where sexual health, sexual rehabilitation and sexuality are addressed. Attending the Nordplus seminar gives an opportunity to explore the possibilities to collaborate in learning activities to enable improved education by learning both by others and together. The reason for a Nordplus collaborative is both to develop the competence of the teachers/students involved and also to increase the quality of the educational interventions by inter-professional, international co-operation and knowledge exchange. The collaboration will explore how education in sexual health and sexology can be cost-effective (for example by increased use of online technology) and of high quality by sharing teaching experiences, and together search and apply new innovative ways of teaching in this field.

### ORGANISATION TYPE

University

### THEME

Teacher education and continued professional development of teachers and educators. Sexuality education for health care professionals

### CONTACT

Kristina Areskoug Josefsson  
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### DESCRIPTION OF ORGANISATION

At the Platengymnasium five national academic programs are offered for young students in their 10-12th year in education. These programs are Economics, Humanities and Social Studies, Natural Sciences and Engineering Studies.

There are two further departments in the gymnasium for particular groups of students. One is the International Program for Young Refugees arriving in Sweden on their own. The other program is a 3-4 years educational program for students with different disabilities.

The staff consists of 124 teachers and additional administrative personnel. The school is an old school known for high standards and is the only academic gymnasium in the borough of Motala and the largest in this part of the region.

### PROJECT DESCRIPTION

The group of teachers from the different departments at our school (Natural Sciences, Social Sciences, Physical Education, History and Philosophy) are interested in studying the issue of sustainable development in a wider meaning. We will focus, not only on climate change, but on the role of the whole individual prepared for life as a critical thinking, conscious, responsible and engaged citizen of today's and tomorrow's society.

In a possible future project together with colleagues from other Nordic countries we hope to study this issue and develop educational strategies for achieving optimal results in motivating students' interest in studying contemporary global issues.

We hope that through cooperation with and learning from each other through the exchange of students and staff may strengthen the teaching skills of all partners and that all the students in the project may obtain a valuable experience preparing them for life.

### ORGANISATION TYPE

General upper secondary school

### THEME

Teacher education and continued professional development of teachers and educators. Sustainable development

### CONTACT

Lioudmila Outchaneva Öster  
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## STRANDNÄS SKOLA

### DESCRIPTION OF ORGANISATION

We are a primary/lower secondary school. We have students from 7 to 15 years old. We have about 400 students and 45 teachers.

### PROJECT DESCRIPTION

We are situated in the middle of the Baltic Sea in between the Finnish and Swedish school systems. We have our own educational legal system which is influenced by both these countries. We are interested in further taking part of all educational systems around the Baltic Sea. We would like to watch, learn and discuss their environmental awareness concerning the Baltic Sea and how we can mediate that to our students. The result would preferably be model lessons about the Baltic Sea, how the situation is now and what we can do about it together.

### ORGANISATION TYPE

Lower secondary school

### THEME

Teacher education and continued professional development of teachers and educators. Environmental awareness and the Baltic Sea region

### CONTACT

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### DESCRIPTION OF ORGANISATION

Ålands Yrkesgymnasium is a vocational school. We are the only vocational school in Åland Islands and we have about 700-800 students in our system.

We offer a variety of educational areas. Social and health care, engineering and manufacturing, construction, electricity, hotel and restaurant training, hairdressing, etc. We also train adults who have been working and want training in their profession or in any new profession.

The recent years, we have had groups who all have a mother language other than Swedish, and we have invested a lot in language teaching parallel with vocational training.

### PROJECT DESCRIPTION

Ålands Yrkesgymnasium is looking for partners in vocational schools who work with integration (inclusion) and have a lot of students with different languages in their classes. The aim is to explore how to work with integration of language parallel while learning your profession by using different kinds of tools (digitation, social media, networking, working life etc). Our target is both youth and adults who do their studies.

In Finland the curriculum has changed much in the past and focus is individualization of studies. It is a challenge to measure the knowledge and learning process of students and find good individual solutions. We are looking for vocational schools who work a lot with personal plans for the students so we can compare and learn from each other.

### ORGANISATION TYPE

Vocational school

### THEME

Integration of immigrants and refugees. Teacher education and continued professional development of teachers and educators

### CONTACT

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### DESCRIPTION OF ORGANISATION

See more on [www.abf.ax](http://www.abf.ax). We are adult organisation.

### PROJECT DESCRIPTION

Over all we are trying to educate people in local and global issues that the public wants to know more about and what they are in need of learning more about, anything from new regulations by EU to learning how to work in a group. For 2017 a primary topic of interest is to create sustainable integration processes.

### ORGANISATION TYPE

School for formal adult education

### THEME

Integration of immigrants and refugees

### CONTACT

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