



# **Participation in democratic life, shared values and civic engagement**

News from the district  
Arnsberg 2023



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# Preface

## Dear Readers,

Commitment and diversity - this can also be seen in the many international projects submitted on the topic of "Promoting Democracy"! I would like to thank the school headmasters on behalf of the teachers, pupils, trainees and students involved. As committed Europeans, you are involved through the Erasmus+ programme, but also through the binational programmes that promote professional exchanges. Examples include the German-Polish Youth Office with the project "Together we can go further - now professionally" and the Franco-German Youth Office with ProTandem for professional exchanges. Currently, 42 out of 49 vocational colleges in the Arnsberg administrative district are accredited and can access funding for their activities every year without having to write lengthy project applications, as internationalisation is part of their school programme.

Engagement and diversity are part of a vibrant, democratic society. It is also a key component of the Erasmus+ programme, which has placed a focus on inclusion and participation in the programme period between 2021 and 2027. The Erasmus+ call for proposals emphasises that "especially in times of increasing anti-democratic tendencies, radical ideologies and growing nationalism in many places, it is important to raise awareness of the importance of tolerance, democracy, equality and respect for human rights".

Commitment and diversity - we also promote these through exemplary projects organised by the Arnsberg district gov-

ernment. In this context, I would like to draw your attention to the project "Promoting democracy in international projects". The starting point was a joint platform with references to places of remembrance in the region as well as information on programmes and organisers who organise trips to such places as Auschwitz or Krakow in neighbouring Poland. In order to achieve a common understanding of how to organise and reflect on trips on the culture of remembrance and memorial site education with schoolchildren, further training was offered for teachers. The interest in this event was so great that two groups could be set up and more than half of the vocational colleges in our administrative district took part.

Commitment and diversity - are also a valuable asset outside of the upcoming European elections. Through a shared understanding of the values of the European partners, funds are made available to enable such activities. The fact that these funds are being realised in creative and committed projects can be seen in this year's project report and clearly shows that commitment to Europe is part of what we do at vocational colleges in cooperation with all partners in vocational education.

I hope you enjoy reading this issue.

**Mr Heinrich Böckelühr, District President**

# Greeting



## Dear readers,

Throughout Europe, there is a trend towards decreasing participation in democratic life. Particularly in view of the forthcoming European elections, it is a matter of concern that the level of knowledge and awareness of European issues is often low. At the same time, more and more people are becoming susceptible to radical ideologies and democracies in Europe are coming under increasing pressure from wars and crises around the world. The Erasmus+ programme aims to address these major challenges of our time through education. Since 2021, the theme “ Participation in democratic life, shared values and civic engagement “ has been a horizontal priority. Vocational education and training is of central importance in this respect. It has access to a large and diverse group of people and can familiarise this group with the relevance of active participation in political and social life. At the same time, vocational trainers can impart skills that are necessary for living together in a democratic and diverse Europe, such as social and intercultural competences, critical thinking and media skills. Within the framework of the programme, projects can deal with all forms of learning (formal and non-formal) that aim to build and develop civic and democratic skills. Educational staff at vocational schools, companies and other vocational training institutions have a key role to play in passing on these attitudes and skills to trainees and pupils.

The initiative of the Arnsberg EU office “Strengthening democracy with international projects (DiP)” is more important and topical than ever. It supports vocational colleges in the realisation of projects in the field of democracy promotion and remembrance culture, e.g. by providing materials for lessons or teacher training. The initiative takes a holistic approach and integrates the topic of democracy education into school development. This approach is effective and sustainable and the EU office in Arnsberg is taking on a pioneering role that inspires other vocational schools and educational institutions. We can also hear more about this in a podcast produced by the NA at BIBB in March in the run-up to the European elections.

Look forward to it and let’s work together for democracy and our common European values!

### **Kristin Wilkens,**

National Agency Education for Europe at the Federal Institute for Vocational Education and Training  
Research Associate - Mobility and Internationalisation of Vocational Education and Training



# Good practice: Promoting democracy with international projects

## Part of the educational mission at vocational colleges

With its initiative “Promoting Democracy in International Projects” (DiP), the EU Office for Business and Vocational Education Arnsberg supports vocational colleges in its administrative district in the implementation of international projects in the field of remembrance culture and the promotion of democracy. “Vocational colleges are ideal places for attractive educational programmes that teach young people democratic values, tolerance and openness to the world. These values should be taught in all subjects. Part of the educational mission of vocational colleges is to transfer these values into the professional and ethical behaviour of the trainees,” explains Ludger Dieckmann, Head of Schools in Arnsberg. To ensure effectiveness and sustainability, it is important to include these topics in school development.

In addition to the “NRW cConnect extern” platform, which provides a collection of resources such as teaching materials, international training programmes for teachers and school administrators are a central component of the initiative.

## Qualification “Memorial site pedagogy”

26 teachers took part in the four-module “Memorial site education” training programme to gain inspiration and methodological knowledge for carrying out international activities to promote democracy in vocational education. In modules 1 and 2, the participants exchanged views on the status quo regarding the culture of remembrance at their own vocational college, developed project ideas for corresponding school development plans and dealt with the localisation of the topic in learning situations. The third module included a one-week job shadowing programme



at the International Meeting Centre in Owicim, Poland, with a visit to the Auschwitz concentration camp and an exchange with Polish teachers. By exploring the historical site of Auschwitz-Birkenau, the participating teachers learnt, for example, about the effect of educational methods for dealing with the impressions and can use these in their work with their pupils. The training ended with the 4th module, in which the teachers evaluated their experiences in Poland and planned the first milestones for the implementation of activities at their schools.

The training for head teachers took place in cooperation with the Institute for Democracy Education in Eupen, Belgium. In addition to raising awareness of the relevance of the topic in the school programme, the school headmasters learned about access routes for learners using practices that have been tried and tested abroad in order to open up this subject area and to clarify the possibilities of linking it with job-specific and cross-occupational con-

tent. The vocational colleges in the Arnsberg administrative district have started the 2023/2024 school year with new competences. The DiP team is now very excited to see which plans for promoting democracy will be supported in international projects.



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## EU Business and Vocational Training Office of the Arnsberg District Government

# Promoting democracy in international projects

**D**emocracy is not only in serious danger around the world and across Europe, the embers of yesterday's hatred are already smouldering on our own doorstep. "Promoting Democracy in International Projects" (DiP) supports the vocational colleges of the Arnsberg administrative district in the realisation of international projects in the field of remembrance culture and the promotion of democracy.

Authoritarian regimes are trampling on human rights, nationalist government participation in the centre of Europe, xenophobic and anti-Semitic attacks and assaults in Germany. If we want to preserve our fundamental liberal and democratic values, we must counter these threatening tendencies and strengthen European cohesion. Vocational colleges are ideal places for attractive educational programmes through which young people learn democratic values, tolerance and cosmopolitanism. They train young people who often grow up in a culturally pluralistic environment. For this very reason, they are predestined to expand their intercultural competences through international co-operation.

Since the 2021/2022 school year, the DiP team at the EU Business and Vocational Education and Training Office has been promoting exchanges between vocational colleges. Experienced teachers support the vocational colleges in the implementation of international projects in the field of remembrance culture and the promotion of democracy. A collection of resources is available for this purpose on the 'NRW connect extern' platform. All teachers responsible for this area actively contribute to the platform, e.g. by presenting projects from their own school, sharing suitable teaching materials or providing information on relevant events of all kinds.

The EU Business and Vocational Education and Training Office of the Arnsberg district government has the task of promoting internationalisation in the field of vocational education and training. It initiates and organises its own innovative educational projects, such as Erasmus+ stays abroad and European school partnerships. In doing so, it brings together various responsible stakeholders in vocational education and training at regional, national and international level and actively supports them in the planning, implementation and evaluation of EU-funded projects.





„Those who do not remember history are condemned to relive it.“

Quote by George Santayana at the entrance to Block 4 in the Auschwitz concentration camp

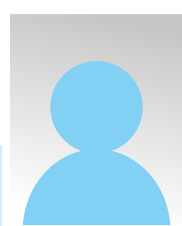
Events are offered within this framework, such as the Erasmus+-funded qualification in memorial site education in the 2022/2023 school year. In the four-module series of events, interested teachers expanded their knowledge in the field of remembrance culture and acquired the necessary skills to carry out and permanently implement their own memorial tours at their vocational colleges. An integral part of the module series was a joint excursion to Auschwitz and Krakow, which served to sensitise teachers to dealing with such a place of horror and to exchange ideas with Polish colleagues.

In August 2023, Deputy Director Andrzej Kacorzyk and educational assistant Nataliia Tkachenko from the International Centre for Education about Auschwitz and the Holocaust at the Auschwitz-Birkenau State Museum in Oświęcim presented their services at two events in Dortmund and Arnsberg. The 25 participating teachers experienced a virtual guided tour via video conference through the main camp Auschwitz I and the extermination camp

Auschwitz II (Birkenau). This was conducted live by a guide on site so that questions and interactions were possible. The tour was supplemented by film footage and a drone flight over the site. For school groups from vocational colleges, the tour can be supplemented with job-related focal points by prior arrangement.

The International Centre offers numerous seminars on a wide range of topics to deepen the visit. In one workshop, for example, the stages of discrimination according to Gordon Allport are analysed and then related to the participants' own actions. Another workshop uses objects from the archive to make the fates of the victims tangible. The programme offers starting points for connecting the historical situation with the present.

In the 2023/2024 school year, the DiP team will support the vocational colleges in implementing their plans to promote democracy in international projects by establishing professional learning communities (PLG).



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Head of School Department, Dec. 45



# Berufskolleg AHS des Kreises Siegen-Wittgenstein

## Participation through internationalisation

In a world that is becoming increasingly globalised, digital and diverse, it is important to us at the Berufskolleg AHS in Siegen to enable our learners to think outside the box. Through international experiences, learners gain self-confidence and the ability to reflect on their position in a respect- and peace-orientated society. This sustainably promotes their participation in democratic life, a consensus on shared values and a willingness to engage constructively in their school and personal environment. We were able to support them in various projects.

### School development through internationalisation

The school year began with a Pedagogical Day "School Development through Internationalisation", which fits seamlessly into the overall objective: "The programme [Erasmus+] is ... an important instrument for creating a European Education Area and for promoting strategic European cooperation in education and training and its underlying sector-specific objectives." (European Commission)

For one day, all BK AHS teachers had the opportunity to find out about a wide range of international programmes in various areas of vocational education and training and to make contacts.

With the support of the EU Business and Vocational Education and Training Office and other renowned institutions in the field of internationalisation established in vocational education and training, the teachers of the BK AHS were able to gather information with a focus on school development through internationalisation for all courses of education and prepare initial project outlines, which are now being successively developed further and lead to implementation scenarios.

### Patent in the trade

In October, our Erasmus+ year continued with the secondment of hairdressing trainees to Sanok in Poland as part of the EU Secretariat's "Patent im Handwerk" project. We have been delighted to be involved in this project with great commitment since 2021. By meeting hairdressing trainees in Poland, our trainees were able to create culturally connecting experiences with people in regions of Europe, gain significant self-confidence and develop their personalities. According to their own statements, their curiosity for new things and their 'desire to learn' increased as a result of the mobility. Mobility has also strengthened the acquisition of key competences for lifelong learning.

### Co-operation with the Campos Jouv school voor ondermeneme en sport (Turnhout, Belgium)

Six students on the AHR leisure sports leader programme at the vocational high school broadened their horizons in October and put their skills as leisure sports leaders to the test. In Turnhout, Belgium, our learners first familiarised themselves with the classes in school lessons before working on the content of target group-oriented sports activities, such as hip hop, obstacle courses and various games, and then carrying them out in practice with the Belgian pupils.

Last but not least, the German learners gave a presentation in English on selected aspects of German history and culture, giving the Belgian learners an insight into Germany. The learners took on the challenge of providing subject-related instruction, partly in English, and mastered it with flying colours. There was also praise overall for the commitment shown and the mutually respectful interaction.





## “4Steps4Health” project

At the vocational secondary school, we continued the two-year Erasmus+ project “4Steps4Health”, which began in the 2021/22 school year as part of strategic school partnerships (KA2). The aim of the project is to sensitise learners to exercise, relaxation, creativity and well-being as well as nutrition as four steps on the path to health. In our modern technology-driven world, with ever shorter reaction times at work and at home, health is the basis for being able to meet the ever-increasing demands of life. We can best fulfil these demands if we become aware of them, adapt to them mentally and physically and learn to deal with the resulting pressure.

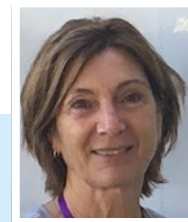
After students from Siegen were able to visit Turnhout (Belgium), Turin (Italy) and Rapla (Estonia) in previous school years, the topic of “Nutrition” was realised by the BK AHS in a project week in December 2022.

The students were able to present typical recipes from each country and then contribute these to the digitally artistic design of an international cookery book. A jointly organised shopping trip for a practically celebrated “International Lunch” cooking event was a worthy conclusion.

## Internships abroad at the FSP/FSA

The internships abroad as part of the specialised internships during the year while training as a nursery teacher have become firmly established in the FSP and FSA programmes. Our long-standing cooperation partners include the German School in Toulouse, France, and two primary schools in Sligo, Ireland. In addition to subject-related learning, our students also gain an insight into the way of life in their host countries. They return home from abroad with a stronger sense of cultural differences and a much greater awareness of social processes in Germany.

Sustainable promotion of participation in democratic life and the commitment to common values that hold the social consensus together are valuable side effects that we are happy to achieve when we carry out international projects for and with our learners. We look forward to new and old, but always exciting projects in the coming school year.



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# Berufskolleg für Wirtschaft und Verwaltung Brilon des Hochsauerlandkreises

## R.E.F.U.G.E. – stRategic alliance For encoUraginG intEgration



In August 2020, we received approval for the KA2 project as a coordinating school from the National Agency for EU Programmes in the School Sector. And then? Then came Corona!

After many preparatory meetings between the participating schools from Spain, Romania and Italy, the KA2: R.E.F.U.G.E project started right at the beginning of the coronavirus pandemic. It was unclear to us whether and what impact the coronavirus pandemic would have on the planned Erasmus mobility programme. It soon became clear that we would not be able to organise the first mobility at Berufskolleg Brilon as planned. Due to the legal corona restrictions and the dangers of possible infection, it was clear to all those responsible that no students should be exposed to an excessive risk of infection. As a result, the first mobility only took place online. Fortunately, all online platforms worked without any problems during the first week of the project.

The second meeting, which should have taken place in Spain, also had to be held online due to the pandemic.

In the week from 1 May 2022 to 6 May 2022, the first real mobility finally took place at Berufskolleg Brilon. Six students and two teachers from each of the participating countries took part in the KA2 exchange. Sunday was initially all about travelling.

After getting to know each other on Monday morning at the Berufskolleg Brilon and being welcomed by those re-

sponsible and the headmaster, the project work focussing on the topic "Situation of the refugee problem in our countries due to the war in Ukraine" began. At the same time, a joint application for an extension was submitted due to the corona pandemic. In the preparatory phase and during the corresponding project implementation, a learning outcomes unit included not only the technical aspects, but also the cultural and socially relevant aspects of the exchange. Therefore, in addition to the work on the project, numerous extracurricular activities took place with the guests: A welcome from the Mayor of Brilon, Dr Christoph Bartsch, a visit to the local history museum "Haus Hövener" and an interactive tour of Brilon. Thursday was also characterised by extracurricular activities. Together we visited the exhibitions "Mustafa's Dream" and "Escape from War" at the Ruhr Museum in Essen.

On Friday, the presentations of the group results as well as the evaluation and ceremonial awarding of the certificates took place in the auditorium of the vocational college.

The second meeting took place in Silleda/Spain (school: IES PINTOR COLMEIRO in Silleda) from 17/10/2023 to 22/10/2023. The school is located near Santiago de Compostela. In terms of content, the students worked in mixed groups on the aspect of laws and rules in the respective countries to promote integration and migration. They also designed posters with the aim of facilitating the integration of migrants into our society. In this context, the learners first addressed the question of what challenges and problems migration poses for the respective countries and



societies. For example, the learners reflected on examples of successful and failed integration in order to develop criteria to facilitate the integration of migrants and refugees.

The third mobility took place from 12/02/2023 to 18/02/2023 in Naples/Italy (school: ITIS Polo Tecnico Fermi-Gadda in Naples). In this context, the first and last days of the mobility were characterised by arrival and departure.

In addition to the work in the various groups on the project topic: “The situation in our regions: Projects and associations that promote integration”, the content was reinforced by a migration tour around and in Naples. This tour emphasised the multicultural nature of Naples. There was also a visit to Casa Fiber, a project that provides accommodation for unaccompanied underage refugees. This was an opportunity for personal dialogue between the participating students and the underage refugees being accommodated.

The last mobility of the project took place in Lugosch/Romania (school: LICEUL TEHNOLOGIC AUREL VLAICU LUGOJ). The mobility period ran from 30.04.2023 to 06.05.2023. On the first day, the programme included a reception with the mayor of Lugosch. There, the learners received important information about the city of Lugosch and information about migration in Romania. The learners then visited the city and children’s library (interesting in terms of language diversity) and the history/ethnography and art museum in Lugosch. The museum focussed on the migration movements in Lugosch. On the second day, the

mobility participants attended an event at the Ukrainian refugee centre in Timisoara. There, they were sensitised to the topic of the “Ukraine conflict” and the challenges of refugee movements. This mobility focussed on the topic of migration in the future, the challenges of migration and appropriate ways of dealing with migration in Europe. As with the previous meetings, the final presentations and evaluations took place on the last day.

It should be noted that the students worked closely together to create various presentations on the topic of migration. The experiences and impressions gained by both the students and the teachers during their stay were extremely positive.

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EU Representative





# Berufskolleg des Märkischen Kreises in Iserlohn

## Internships abroad in (almost) all of Europe

Since the 2022/23 school year, we have significantly expanded our activities abroad: With the help of ERASMUS+ short-term and pool projects and the Franco-German initiative Pro Tandem, numerous projects have been successfully realised. In addition to deepening professional and intercultural skills, participants were made more aware that a strong and democratically functioning EU is an essential prerequisite for the enriching mobility of EU citizens.

In autumn 2022, apprentices from the European Business Class and in spring 2023, apprentices from the EU Industrial Clerk programme completed 3-month internships in companies in Ireland. Here is an extract from the report by trainee Chiara de Nardo:

“I worked in a gym at the Sheraton Hotel in the centre of Athlone. After a tour of the entire hotel, including the gym, I was very well accepted into the team on the very first day and was trained within two weeks with the help of a start-up programme. My working hours were Monday to Friday from 9am to 3pm. My main task was to look after our members and potential members and to sell memberships. So I mainly worked at reception and was in constant contact with other people.

During the numerous excursions, I discovered that Ireland offers a mixture of nature, big cities and beach holidays. I was particularly impressed by the Samuel Beckett Bridge in Dublin, a 48 metre high cable-stayed bridge over the River Liffey. It looks like a harp and thus represents the coat of arms of the Republic of Ireland.

These three months, which sound like an eternity, went by very quickly. My stay in Ireland was a unique experience for me. I became much more independent and, above all, I now speak English much better than before. This was proof to me that a language is only alive when it is spoken. As I also made friends with people from France and Spain, I was able to brush up on my language skills in this area too.”

At the same time, trainees travelled to France for an internship for the first time. The initial impetus for this came from the EU office, which launched the “Patent im Handwerk” initiative with other partners. In June 2022, two representa-

tives from the Jules Ferry vocational college in Montpellier visited our vocational college. It quickly became clear that both sides were very interested in sending hairdressing trainees to their respective neighbouring countries. Motivation was also very high at school management level, with the result that Headmistress Brigitte Louge and Headmaster Josef Schulte signed the official partnership agreement following the return visit by EU Coordinator Michael F. J. Boeck to Montpellier in July 2022.

On 17 October, the 6 trainees arrived at Dortmund Central Station early in the morning. The subsequent 10-hour journey was used for a crash course in French, among other things. After the welcome at the destination station, teacher Mounya Coindet took us to the rented flat in the school's own minibus.

After breakfast together the next morning, they first explored the city centre, where the expert hairdressing trainees immediately noticed that the products in the local hairdressing salon were much more expensive than at home; the short conversation with the management “at eye level” broke the first ice. We then visited the 4 internship companies together. Despite a limited knowledge of French in some cases, communication in the companies went without a hitch: people understand each other in the trade! Otherwise, existing English skills and translation apps were used. The French trainers were already impressed by the high level of competence of our trainees on their first day of work, so that they were very quickly integrated into the salons' work processes. One thing was heard throughout: “Nous ne voulons pas les laisser partir. - We don't want to let them go.”

In their free time, they also took advantage of the local gastronomy and cultural and tourist attractions: In addition to the Musée Fabre, the trainees visited the harbour town of Sète and the beach at Palavas-les-Flots together with Clas Möller (responsible supervisor in the second week).

The return visit of 6 French trainees to Iserlohn took place in February 2023. Once again, integration into everyday working life in Germany went smoothly. However, some difficulties were caused by the local public transport system, which was a double culture shock for some: Anyone



Valencia theatre



Arrival of the hairdressing trainees in Montpellier

familiar with the well-developed public transport system of a major French city first had to get used to the 60-minute intervals of some local bus routes; the fact that bus services sometimes come to a standstill due to strikes was a cultural experience for most of them that they had previously considered unthinkable in Germany. In addition to the work in the salons, the following activities took place: Carrying out a German-French hairdressing lesson with class teacher Susanne Röhling; visiting Cologne Cathedral (and the Cologne Carnival); city tours of Iserlohn and Dortmund; bowling in Hagen; ...

In the period 15/10/2013 - 28/10/2013, this project was continued successfully and now routinely with 5 trainees in 3 already known companies in Montpellier.

The Design Technical Assistants (GTA), Higher Vocational School for Social and Health Care (HBFS) and Higher Vocational School for Nutrition and Supply Management (HBFE) programmes even started with 5 different countries:

Four dedicated GTA students completed their 8-week compulsory internship abroad last school year. Thanks to the support of the organisation Vividus International, internships were arranged in Aalborg (Denmark), Dublin (Ireland) and Gozo (Malta), so that the students were not only able to gain practical insights into the field of design, but also gain their first international work experience.

Thanks to its collaboration with the organisation Europe for you, HBFS was even able to offer 9 students the opportunity to complete internships in childcare facilities in Valencia and Malaga (Spain), Vicenza (Italy) and Valetta (Malta) last school year. However, a special highlight was yet to come. Following their internships, they were invited to the European Parliament in Strasbourg in May, where they were presented with their Europass by Sabine Verheyen, Chair of the Committee on Culture and Education in the European Parliament, and Carl Fürst, Managing Director of Europe for you, along with around 80 other Erasmus+ par-

ticipants. Headmaster Josef Schulte and Miriam Schmidt, who supports the Erasmus activities of the Social Affairs department, accompanied the six learners to this special event.

Thanks to the cooperation with Europe for you, HBFE was also able to offer two apprentices the opportunity to complete their four-week mandatory internship abroad. The two apprentices completed their internship in the catering sector in Valetta (Malta) and gained valuable experience for their professional lives.

The successful collaboration with both partner organisations will continue in the coming school year. We are also planning to introduce our own mobility programmes in order to offer even more students the opportunity to gain valuable experience abroad.



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Erasmus team



Above: Samuel Beckett Bridge in Dublin  
Below: Everyday working life in France





# Berufskolleg Meschede

## European projects and democracy on the ground

The Berufskolleg Meschede has set itself the goal of providing learners with international competences. As part of the internationalisation strategy, the focus is on overcoming difficulties when learners want to actively engage and participate in the political and social life of the European Union. In order to improve learners' understanding of the EU and promote their sense of belonging, direct contact with regional, national and European politicians is regularly sought and found in addition to regular politics lessons.

### Member of the Bundestag Dirk Wiese visits the BKM

On the occasion of Europe Day, local Member of the Bundestag Dirk Wiese visited the vocational college in Meschede. Dirk Wiese was available to answer questions from around 300 students in the assembly hall. The down-to-earth SPD politician with close ties to his home region proved to be well-informed and was able to answer all the questions from the young panellists in a professional and understandable manner.

For their part, the students were very interested and asked numerous questions. The topics of energy policy and the climate crisis, sustainability and, of course, the war in Europe and its impact on Germany were at the centre of interest for the learners from all BKM courses.

As a member of the Committees on Economic Affairs and Energy, Legal Affairs and Consumer Protection and, until 2020, Coordinator for Inter-Societal Cooperation with Russia, Wiese is a proven expert on these topics and was able to answer the learners' questions with background knowledge. However, cooperation in Europe and financial support from other countries around the world were also important for the participants. "We also benefit from the financial support of other countries. The added value pays off for us, as these countries are of course also economic partners," says Wiese.

### BKM receives eTwinning school seal

Under the heading #BKMgoesEurope, 50 trainees were sent on internships abroad in the 2022/2023 school year and eight teachers completed job shadowing programmes or further training courses in other European countries.

The BKM receives the European Seal of Quality for its outstanding work in the eTwinning project "Break the fake: media literacy and disinformation".

Since this year, the BKM has been able to call itself an "eTwinning school". The eTwinning school seal is the highest accolade and is awarded by the central eTwinning coordination centre in Brussels to schools that act as role models for other schools. eTwinning schools have incorporated eTwinning into their school concept, take measures to ensure internet safety, strengthen the intercultural and digital skills of learners, use innovative pedagogical approaches and promote the continuous professional development of teachers.

**We are one of 9 award-winning schools in NRW!**

### The author:

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EU Representative /Head of EU Team



# Berufskolleg Wittgenstein des Kreises Siegen Wittgenstein

## Visiting Poland: combining culinary delights and culture



**N**ine German and twenty Polish catering apprentices spent exciting and eventful days together in the week before the summer holidays. The group of budding chefs and trainees from the vocational preparation programme at Berufskolleg Wittgenstein (BKW) visited their Polish partner school Zespół Szkół Gastronomiczno - Hotelarskich (ZSHG) in Tarnowskie Góry.

They arrived on Monday, 12 June 2023, and in the evening the headmaster of ZSHG welcomed the guests and they got to know each other over a cosy dinner. A day trip to the capital of the Silesian Voivodeship, Katowice, and a visit to the Silesian Museum were on the agenda for Tuesday. In the museum, the young people gained interesting and fascinating insights into the history of Silesia, which, due to its historical connections, cannot be seen in isolation from its relationship with neighbouring Germany. Some of the participants were now able to categorise the family stories of their great-grandparents, who told of flight and expulsion during the Second World War. This meant that the visit to the museum and the information learnt there could be transferred into everyday life for the students, not least against the backdrop of the war in Ukraine.

Wednesday was all about a joint cookery workshop in the ZSHG training kitchen. Under supervision, the students prepared a three-course meal together. The learners exchanged ideas on how to prepare the dishes - overcoming language barriers and encouraging mutual exchange. After a hearty lunch, all participants were invited to the Zumba class in the gym - in line with the motto: After the meal, you should rest or take a thousand steps. The enthusiasm was great and everyone agreed after the sweat-inducing physical activity that doing sport together is fun and brings people together.

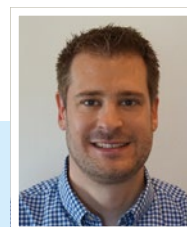
On Thursday, the participants set off on a day trip to Krakow. During a two-hour city tour, the students learnt a lot about the city, its history and the famous Polish priest of Krakow, Karol Wojtyła, who later became known worldwide as Pope John Paul II. They then travelled to the Krakow chocolate factory, where the students were able to make their own chocolates and try their hand at various decoration techniques. Afterwards, the participants were able to explore the city themselves - in small, mixed groups of Polish and German learners. After returning from Krakow, it was time to say goodbye after this eventful day, as the return flight



for the German participants in the school partnership programme was scheduled for early on Friday.

The learners exchanged contact details and were wistful, as they felt that the mutual exchange was very important, but too short in terms of time. New friendships were formed, language deficits were overcome with non-verbal communication or paraphrasing, perspectives were broadened and cultural similarities and differences were discovered. The participating students and teachers from both schools regarded their time together in Poland as an important contribution to communicating and living common (European) values. The conclusion of a participating pupil from BKW: "It was a great thing. I would take part in the programme again at any time", summarising the numerous experiences and valuable lessons learned.

Incidentally, both schools receive financial support from the German-Polish Youth Office (DPJW), which promotes encounters and cooperation between young Germans and Poles and also initiated and supported the initiation of the school partnership between ZSHG and BKW.



### The authors:

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School partnership counsellor

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EU Coordinator





# Cuno-Berufskolleg II

## Berufskolleg für Technik der Stadt Hagen

# Many projects for diversity

### Another great success at the NRW state film competition EuroVisions 2022

A group of design assistants from Cuno-Berufskolleg II have once again made it onto the winners' podium at the NRW state film competition EuroVisions 2022 ([www.mbeim.nrw](http://www.mbeim.nrw)). The entry "SWIPE" was honoured as "Best Short Film" at secondary level II.

At a ceremony on Friday, 31 March at the State Chancellery of North Rhine-Westphalia in Düsseldorf, Europe Minister Nathanael Liminski 2023 honoured the eight winning entries in the EuroVisions 2022 photo and short film competition. Under the motto "Europe4Youth - Together for Peace", students from lower and upper secondary schools in North Rhine-Westphalia were asked to address the questions of which symbols symbolise peace and solidarity in Europe, how the European Union can contribute to peace and security in the world and what young people themselves can do for peace.

A total of 2,080 students from 129 schools took part in EuroVisions 2022. 613 competition entries were received, including 494 photos and 119 short films. The jury's criteria were based on photographic and cinematic achievements, the content-related examination of the topic and the visual power and originality of the entry. EuroVisions was launched in 2006 under the motto "Europe in North Rhine-Westphalia".

**[Our short film contribution to the EuroVisions 2022 on YouTube.](#)**



### eTwinning project "Language: The key to integration"

Learners from AV01P at Cuno-Berufskolleg II and the Greek high school 1ο Γυμνάσιο Βούλας (1st Junior High School - Voula) work together and reflect on differences that lead to racist behaviour. The feelings of victims of everyday racism are defined. Furthermore, the learners compare the educa-

tion systems of the two countries, including the inclusion of learners who are "different".

After discussing the topic of racism, they create an international song against racism that includes all the native languages of the learners working together.

#### The focal points of the project

Get to know the differences and draw comparisons: Teaching the German language, possible qualifications, use of media in lessons, new technologies, strengthening and expanding media skills, language examinations, etc. We compare the German school system with the school system in Greece. How does integration take place in Germany and in Greece? How is racism dealt with? Indicators for successful inclusion and integration.

#### The work process

The learners get to know each other through profiles and avatars. They prepare a logo as part of a competition. Each school then creates a presentation on the topic: "Our school system". Learners from Germany work together in a group with learners from Greece.

They work in groups on the topic of "racism" and its aspects: Appearance, origin, social status and school performance, create an anti-racist international song and a music video is filmed for it. The songwriting and video recordings are carried out in cooperation with Caritas and Kultopia.

#### Excursion to Brussels

On 7 November 2022, classes GO13A, GO13B and GTA13 travelled to Brussels with the European Office Hagen. There we visited the European Parliament and the House of European History.

In the European Parliament, we were introduced to the way the EU is governed. We had also planned to talk to Daniel Freund (Greens/EFA group) about his work and goals in



the European Parliament. However, this was cancelled as he had a spontaneous meeting in Hungary. Nevertheless, we had the opportunity to talk to Daniel Freund's office manager about his work and goals. He then explained to us how a session in the European Parliament works, while we were allowed to visit the plenary chamber. We then walked to the House of European History, where we learnt about the origins and history of the EU.

We then took the bus to the city centre and had another three hours at our disposal. Some students went out to eat, others walked around Brussels, but almost everyone took chocolate home for their families.

## Surveying and geomatics technicians visit Helsinki

As part of our Erasmus school partnership "Surveyors' Opportunities for Collaborative Surveying", five students from the "Surveying Technician" and "Geomatics Technician" courses took part in the workshop week on "Terrestrial Laser Scanning" organised by the partner school in Helsinki from 4-10 September 2022.

The partner school had prepared a comprehensive programme to enhance skills. It consisted of ...

- presentations prepared by the learner,
- cooperation in transnational teams (e.g. on the topic of occupational safety),
- a presentation on the use of terrestrial laser scanning in forensics,
- visiting various companies that use this technology,
- and the joint planning, implementation and evaluation of a 3D survey of parts of the Finnish National Theatre.

As part of the supporting programme, learners had plenty of opportunities to get to know each other better at a barbecue, an orienteering course, a visit to a chocolate factory, an evening of bowling, billiards etc. and a dinner together. The participating teachers also discussed the organisation of the next workshop in Livorno.

## Creating a carport in Zaragoza

Ten students from HB11A/HI11A had the opportunity to take part in an Erasmus project. They were in Spain, more precisely in Zaragoza, from 03/05/2023 to 16/05/2023.

A beautiful city that has a lot to offer in terms of culture, history and technology. The local partner school is called Corona de Aragon and is a school that specialises in technology. It offers various training programmes in the technical field. There, the students worked together with the Spaniards on their "carport" project. Based on their preliminary work, they worked with the students in a construction technology class to visualise the carport. The carport was even extended to include a dream house. In addition to working on the project, our SL learners attended lessons in technology and engineering as well as foreign language lessons in English. There were also numerous excursions to various museums and trade fairs. For example, the construction fair was held in Zaragoza. This aroused the interest of many students, who were able to draw comparisons with Germany. Other attractions included the Tesla exhibition and Future Mobility. The latter took place on the former EXPO site. Historical buildings were visited to familiarise students with the different eras and architectural styles.

The cooperation and the newly acquired knowledge were a great benefit for the learners. The project turned out to be a great success and was even broadcast on regional television to report on it. We would like to give even more learners the opportunity to have this experience in the future!

## School without racism – school with courage workshop "Blogging against racism and hate speech"

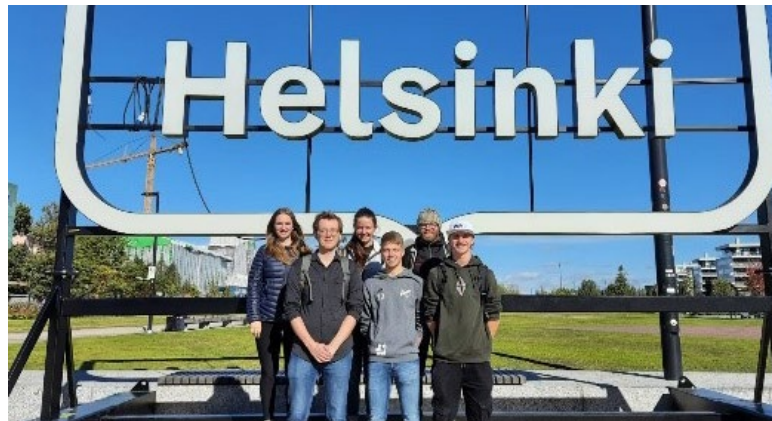
Funded by the Municipal Integration Centre of the City of Hagen, we were able to offer our students the workshop "Blogging against racism and hate speech" by the speaker Said Rezek in March, August and November 2023 as part of "School without racism - school with courage", which addresses racist hate speech on social networks.



“Everyone can stand up to online hate speech and set a positive tone for a diverse, peaceful and democratic society,” says Said Rezek. As part of the events, he informed the participants about racism in Germany in a youth-oriented and authentic way. Using concrete examples, the students learnt what positive reactions to hate comments look like and what reach they can have. For example, the young people thought about how racism can arise, how it manifests itself online and in everyday life and what young people can do about it. Students who are not directly affected by racism changed their perspective within the group work in order to put themselves more in the shoes of their fellow students who are not affected and thus become more aware of their privileges.



“I thought the workshop was good and I’m taking home with me not to look away, to help other people and to find out about more things,” said one pupil as feedback. Said Rezek’s workshops have been taking place at Cuno Berufskolleg II for several years now and are very popular with both the young people taking part and the teachers. The speaker is a political scientist, trainer and freelance journalist. He writes in particular about the media, Muslims, migration and racism.



## The authors:

### Vassiliki Kasdanastassi

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“Language: the key to integration”

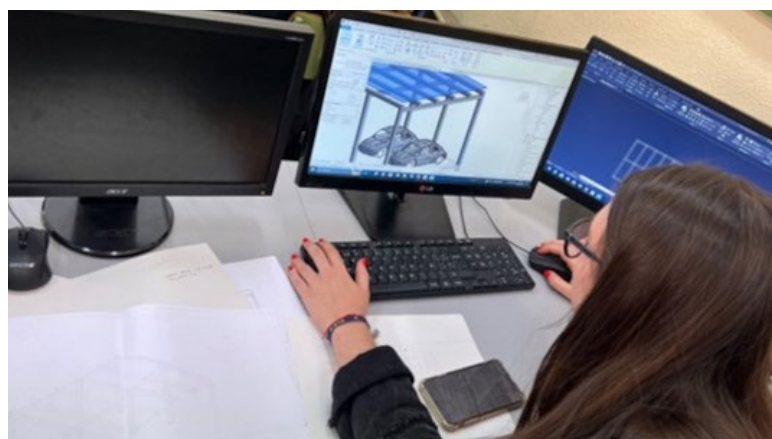
### Roland Heuel

Head of Media and Design

### Stefan Stegbauer

Study and career choice coordinator

Pictures: State of NRW/Ralph Sondermann



# Elisabeth-Lüders-Berufskolleg Hamm

## We live diversity – We live Europe!

**B**uilding on democratic life in Europe, exploring common values and strengthening civic engagement are goals that are lived and practised at an international level at the Elisabeth Lüders Vocational College in Hamm. In the calendar year 2023, we as a school were able to practise the guiding principle of the European Union through the diverse encounters of young people in various mobilities in Europe. Our pupils, trainees and interns had the opportunity to complete an internship in another European country, which is funded by the EU Erasmus+ programme. In addition to gaining professional, social and foreign language skills abroad, the young people gain important intercultural experience in the areas of living and working during their stay abroad. As a school, we have been able to make this possible in recent years, establishing many collaborations, deepening existing contacts and even expanding others.

Our participation projects focus on strengthening European identity, promoting active participation and raising awareness of European issues. Common goals such as tolerance, equality and diversity, pluralistic lifestyles, openness and critical thinking were once again promoted this year. It was particularly exciting for young Europeans to observe how the new euro country (Croatia) and an EU accession candidate (Serbia) are dealing with the innovations and current developments. In this year's programme, we carried out various course-specific projects and internships, which took place in different childcare facilities, schools and crèches, as well as bakeries/pastry shops and inclusive institutions. The countries of encounter and ex-

change were Denmark, France, Ireland, Croatia, Austria, Poland and Serbia.

At the beginning of the year, four trainee nursery teachers from the School of Social Pedagogy embarked on an internship in France and Ireland. In both Paris and Dublin, they were able to gain an insight into the demands of their profession by experiencing the similarities and differences in social pedagogical work in another European country in a practical way. The focus was on researching different educational methods, alternating international lifestyles and behaviours as well as family constellations.

As part of the internationalisation differentiation course, six students from the vocational grammar school travelled to Copenhagen in March to investigate the question "How does inclusion work in other EU countries?" at a facility where people with mental health problems can find their way back into everyday life through various services. In their day-to-day work, they realised that the Danes cultivate a special sense of community and do not discuss the mental health problems of their clients. "They don't talk about inclusion here, they just live it" - was their conclusion.

In April, four students from the vocational school for social pedagogy (practice-integrated) completed a seven-week internship at the German School in Serbia's capital Belgrade. By living and working together with the citizens of an EU accession candidate, they developed an understanding of different ways of working and living, which heightened



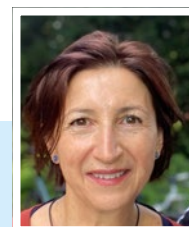
their awareness of their own prejudices. At the same time, they learnt the ability to accept other people's values and to cope with the challenges of everyday life in a country with Cyrillic script and a foreign currency.

In May, our bakery sales assistants had the opportunity to develop their professional skills in Austrian bakeries and pastry shops. During their work placement in Vienna, they learnt the basics of merchandising and sales, as well as different packaging and production techniques in a hands-on way. By gaining an insight into the tasks and areas of responsibility of an Austrian specialist in the food trade, our trainees were able to gain their first professional orientation in another European country.

In May, six students from the vocational grammar school completed a three-week internship in two bilingual daycare centres in Croatia's capital Zagreb. In addition to gaining a wide range of impressions, they made new acquaintances with whom they were able to discuss current political, cultural and economic developments in Croatia: Many Croats would appreciate the growing together of the EU states, but view the introduction of the euro with great scepticism. A further four students completed a work placement in Poland (Poznan) and Ireland (Dublin). It was a special experience and very enriching for them to work in a mixed and international team in Dublin and to experience the heterogeneity of the children. By integrating their home languages, they had the opportunity to experience the merging of EU countries, as the children learnt numbers, letters, proverbs and songs in English, Irish and Spanish through play. The

young people saw the experience of feeling foreign and linguistically restricted in a country as an expansion of their personal and professional skills, as they can now empathise more sensitively with multilingual children.

We look back with pride and gratitude on the 2023 calendar year, in which we were able to carry out many mobilities with great joy and commitment. We remain optimistic that this is just the beginning of an enriching journey into the diversity of the European (working) world that the Erasmus+ programme offers us after the coronavirus pandemic.



### The authors:

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Erasmus+ team

**Anita Stoltz**  
Erasmus+ team

Eduard-Spranger-Berufskolleg Hamm

# Our internship as prospective draughtswomen in Norway



Gaining work experience abroad – this special opportunity was made possible by our vocational school and the Stiftung Bildung und Handwerk. After our class teacher, Mrs Linkamp-Buddensiek, presented the opportunity to complete an EU-funded internship in Norway, our internship group was quickly formed. Five of us then set about preparing for our stay in Norway. In collaboration with Ms Stampa and Ms Bender from the Education and Crafts Foundation, we prepared all the necessary documents and papers for the internship. We were also able to quickly establish contact with our internship company AS Snekker Nachtigall in Molde - a town about 500 kilometres north-west of Oslo. The owner of our internship company - Peter Nachtigall - was already on hand to help us with the preparations. Our training companies also helped to ensure that everything ran smoothly.

Flights and accommodation were booked and our departure was getting closer and closer. Packing our suitcases for our three-week stay was very different to what we had been used to. Instead of bikinis and flip-flops, we packed work clothes and safety shoes. Dishwasher tabs and laundry pods also found their way into our suitcases.

On 06.05.2023 we finally set off. While part of the group, consisting of Nathalie, Johanna and Rebecca, made their way from Hamm towards the airport, Finja and Julia travelled together from the Sauerland region to Düsseldorf. Our first flight took off at 06:10. This took us to Copenhagen. After a 4-hour layover, we travelled to Molde with

another stopover in Oslo. At the airport, we were able to wave to the previous internship group before they departed, before we were met by Peter. After moving into our accommodation and doing our first shopping, we spent our first evening outside on the terrace with a view of the fjord.

On the first day, we explored Molde and the surrounding area before starting our first week of work. After a short round of introductions at the company, we split up into our construction sites. Our working days started at 06:45 and usually ended at around 17:00. From wall dismantling to laying tiles and screed work, we were able to get to know a lot in the first week. Our new colleagues took a lot of time to explain their work to us. We were allowed to carry out a lot of the work ourselves.

On the first weekend, we hiked to the panoramic viewpoint in Molde and took a road trip to the Atlantic Bridge and Kristiansund.

In the second week of work, we installed underfloor heating, carried out drywall work and installed a roof substructure.

We were also able to experience the Norwegian bank holidays this week - on 17 May. A big parade through the city centre was the highlight of the celebration. The following day we hiked to Trollkyrkja - a cave with waterfalls. We took advantage of the good weather on the following Saturday to explore the famous Geirangerfjord by speedboat or kay-



ak. After our day trip, we went in search of moose in the area around our accommodation in the evening. The fact that it was almost as bright at night as it was during the day actually helped us to find them. We marvelled at the large animals from a safe distance. The next day, with a water temperature of just 6 °C, we dared to go for a swim in the nearby fjord.

Then we started our last week of work experience. We installed several doors, helped to seal bathrooms, installed a wooden façade and carried out painting work.

On our last working day, we said goodbye to our colleagues before it was time to pack our bags again in the evening. We had to leave our accommodation on Friday morning. From there we went to the company one last time for a farewell brunch with Peter and his wife. On the way to the airport, we were all sad that our time in Molde was already over. But after saying goodbye to Peter, we didn't go home just yet. When planning our internship, we had decided to spend the last weekend in Oslo at our own expense. We arrived there in the afternoon. We explored the city and its many sights until Sunday lunchtime before travelling back to Germany. Once we landed in Düsseldorf, we returned to our normal everyday lives.

Looking back, the internship was a great enrichment for our professional career. We were able to expand our technical knowledge and develop our manual skills.



In addition to our professional development, this internship also had a positive impact on our personal development. Organising the trip on our own for the most part, experiencing everyday life in a different culture and living together with fellow students - all of this strengthened our self-confidence and sense of responsibility. Our patience and willingness to compromise also grew during the preparations and the internship. We all agree that this internship was an experience that we would all repeat immediately and would advise anyone who has the opportunity to do an internship abroad to do so.

### The authors:

**Julia Andreeva**

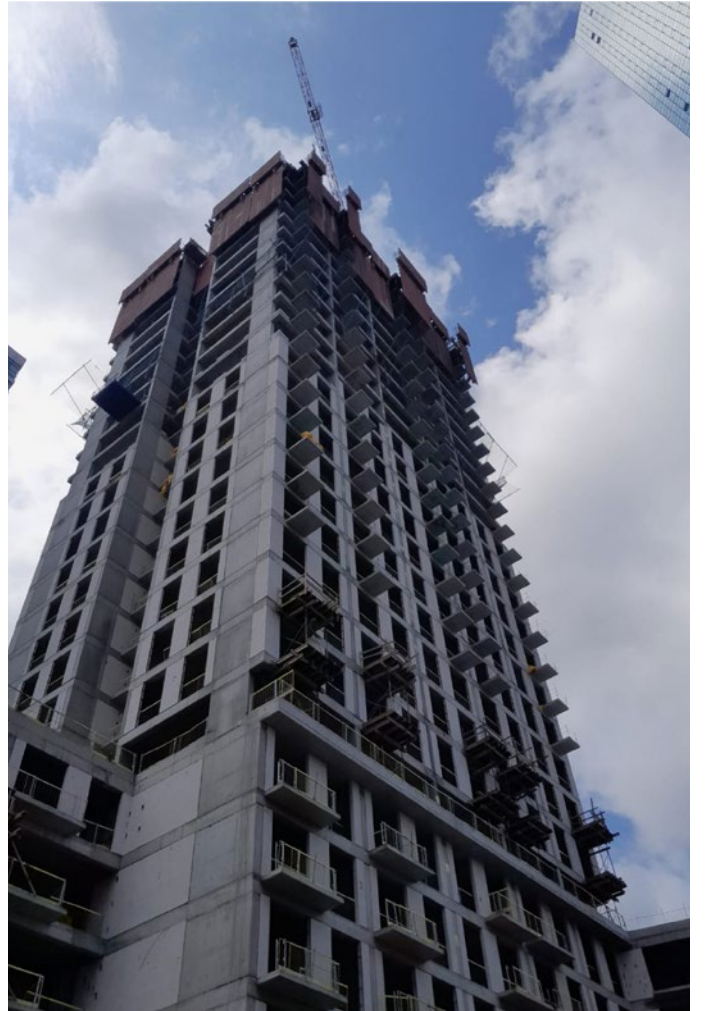
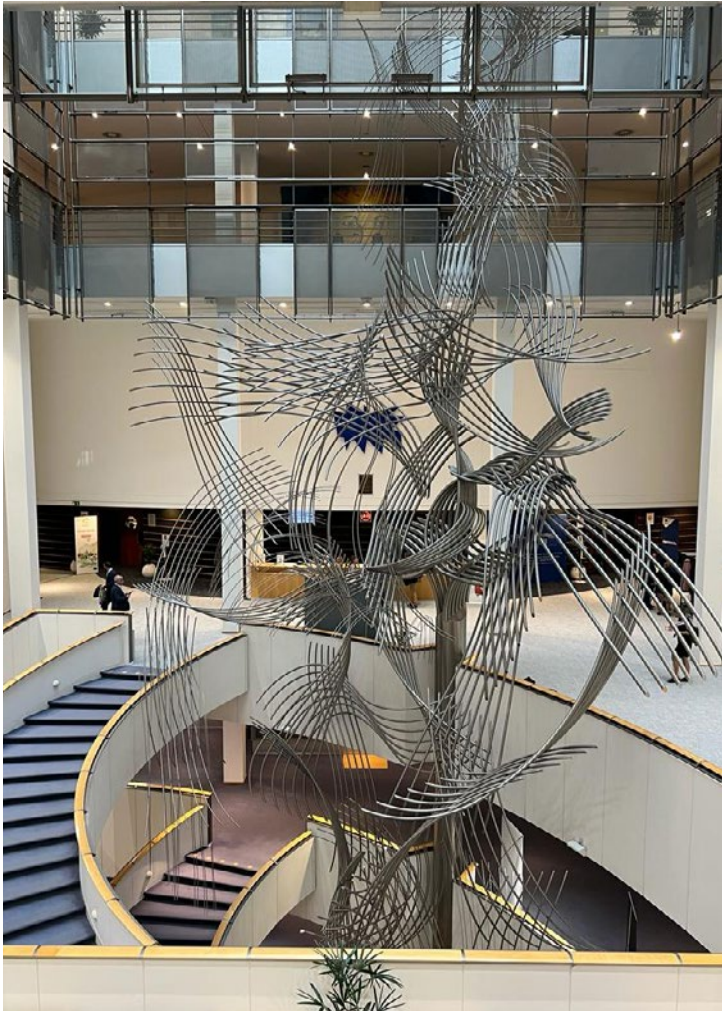
**Finja Boekholt**

**Nathalie Maring**

**Johanna Schleep**

**Rebecca Wiggers**

– Apprentice in her 2nd year as a draughtswoman





# Fritz-Henßler-Berufskolleg der Stadt Dortmund

## #Fritz goes abroad!

### #Fritz in Brussels

In October 2022, two teachers who teach politics organised a job shadowing in Brussels. This focussed on the political institutions of the EU. In addition to developing their own skills in terms of understanding the European Union, the preparatory implementation of common European values in the classroom was of particular interest. The focus was also on indirect participation in democratic processes by selected school classes in the form of students submitting questions to an MEP and building a cross-border social network. The job shadowing programme began with a visit to the plenary chamber in Brussels to find out more about the role of the European Parliament. The aim was to learn more about the powers and importance of plenary sessions. In this context, individual questions about procedures and processes could be asked during a guided tour. The visit to the parliamentary chamber was also used to familiarise the participants with the working methods and procedures of enactments. In addition, the participants learnt about the future challenges facing the EU (climate change, environmental pollution, migration) and the role of the respective group chairmen in the joint implementation and achievement of the objectives. Here, it was possible to develop appropriate links for the students' own lesson plans. Furthermore, in the House of European History, the understanding of the European Union could be deepened and preconceived opinions could be reflected upon. The visit helped to discuss the historical context and gain insights for their own lesson planning. In addition, all of the visits served as a basis for a potential activity as part of a class trip. During the meeting with MEP Dennis Radtke in the European Parliament in Brussels, the interests and concerns of the learners from the sending institution (FH-BK-Dortmund) were represented in the form of an interview containing questions and requests from the learners. In this context, the participants were given a deeper insight into the respective area of activity of a member of parliament. In addition, networking was carried out on a social and personal level in order to gain a competent contact person for potential future visits. Furthermore, future virtual discussion rounds were arranged in which learners can put their questions directly to the MP.

### #Fritz in Zaragoza

Both three trainee chemical laboratory technicians (Annex A) and three teachers from the specialised secondary school and assistant training department (Annex C) visited Zaragoza in Spain.

Two of the chemical laboratory technicians learnt about the job-specific work at the partner school Corona de Aragon in the departments of natural sciences and veterinary medicine at the university there. Another trainee was also employed at the Institute of Animal Science. All participants were able to gain new experience in analytical work, gain practical professional experience, particularly in biological-chemical work, and compare work organisation processes with those in German training companies. In addition, the vocational partner school Corona de Aragon offers comprehensive programmes in the areas of construction technology, robotics and hydraulics, which also have certain overlaps with the educational content of the construction technology department at Plant C. Interesting further education and internship opportunities are offered for technical training programmes. The school is at a very good technical level and offers very advanced training in the field of construction and 3D printing. We were given comprehensive information and in-depth insights into the work on site as part of the job shadowing programme. The school is very practice-orientated. A particular concern there is that qualifications are not an end in themselves, but should prepare graduates for working life and give them the opportunity to gain a foothold in the professional world.

The teachers also visited the architecture firm Lorente, the architecture and civil engineering firm Atbim and the (teacher) training centre Cifpa.

The city of Zaragoza also offers many nightlife options and architecturally very interesting and impressive buildings. These include the Aljaferia Palace, built in the 11th century, which was visited together with teachers from Corona de Aragon and Nigerian exchange students. In the palace museum, you can see the different cultural periods of the

city, as the building was extended and renovated in different centuries. The Aragonese regional parliament also meets every two weeks in another part of the Aljaferia Palace. Teachers were also allowed to attend one of the sessions. In May 2023, the “Corona de Aragon” sent teachers to Dortmund to take a look at the FHBK and potential internship companies. The feasibility of the joint project for “construction assistants” in Zaragoza and Dortmund was also further planned.

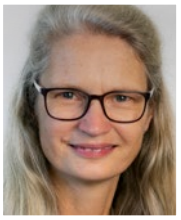
## #Fritz in Istanbul

In the following, Emre Avcı (2nd year scaffolding apprentice) describes his very personal impressions and experiences gained during a three-week work placement in a Turkish scaffolding company:

“As part of the Erasmus+ project, we, three trainees in the scaffolding trade and students from the Fritz-Henßler vocational college in Dortmund, travelled to Istanbul to gain exclusive insights into the working world of our Turkish colleagues. During our trip, we learnt about differences in working practices as well as cultural events that were unfamiliar to us. The differences in the day-to-day work of scaffolders in Turkey were to be expected. Efficiency and productivity have absolute priority here, unlike in our home country, where occupational safety is paramount. Expertise in our trade will still have to develop in Turkey if we want to keep up with our German colleagues in terms of quality. However, the euphoric work ethic in this city strikes us as positive. People seem to be satisfied with the working conditions on Turkish construction sites. Unlike what we are used to, employees here are largely provided with meals and accommodation by their employers. Shortly before our stay in the city, the important government elections take place. The election results are announced on the evening of our arrival. We are amazed at the euphoria that is evident among the people. It takes us hours to reach our destination, which is actually not far away, as the celebrations cover the whole city and even paralyse all traffic. The incumbent ruling party and the head of government of Turkey will retain their functions within the government. We are initially surprised by the intensity of the impact of these political events on society and our journey. The owner of the company where we are staying is not only the mayor of a neighbourhood in Istanbul, but also an active member of the opposition. The election defeat shakes our colleagues here on the ground, but we are given a self-confident attitude. They hardly ever talk to us about the political situation. Nevertheless, we hear various opinions on the subject from taxi drivers, pub owners, work colleagues, etc. It is clear that the city’s younger population is longing for change, while the population of older adults is strongly attached to the current government. We can hardly judge whether the election results have satisfied the general

public. However, we do notice that critics are rather cautious in expressing their opinions. The government’s aspirations to join the EU are also being openly and vociferously discussed. Regardless of which party they support, the city’s inhabitants are once again divided into two camps: while some hope for various benefits and developments as a result of EU accession, others have strong reservations. They fear an alienation of their own culture. Here, too, it is not clear which camp could be more substantial in terms of the number of citizens. The situation is astonishing for the three of us. Politics is definitely on everyone’s lips, albeit with extreme caution when it comes to criticising certain government representatives and parties. It is only through this trip that we realise how little we actually deal with politics in Germany compared to the Turkish people. We experience an exciting and eventful stay without allowing ourselves to be intensely influenced by the political circumstances, although this is almost impossible. Our attention is initially focussed on our trade, scaffolding. We will definitely be able to return to Germany with plenty of experience to tell our colleagues about our adventures in Istanbul.”

Of course, we can only present a small selection of the many Erasmus+ mobilities that were implemented from 2022 to 2023 in this annual report. We would therefore like to invite all interested readers who would like to find out more about our Erasmus+ projects to visit our website. The QR code leads directly to further Erasmus+ project reports from our participants.



## The authors:

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Scaffolding apprentice

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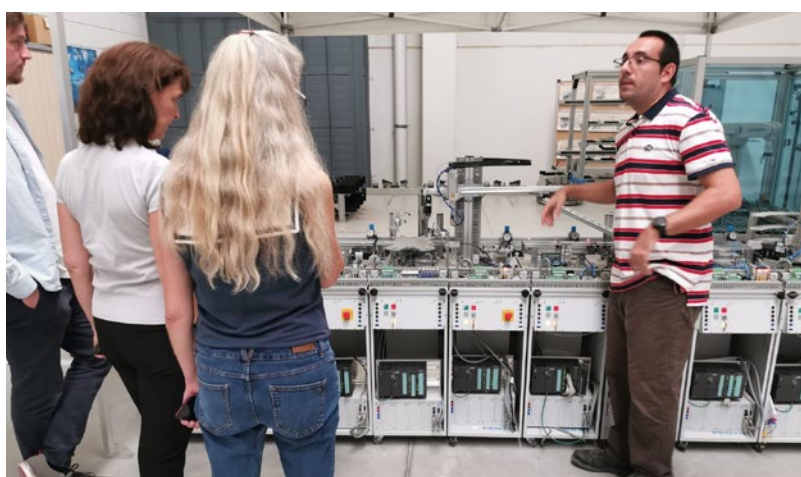
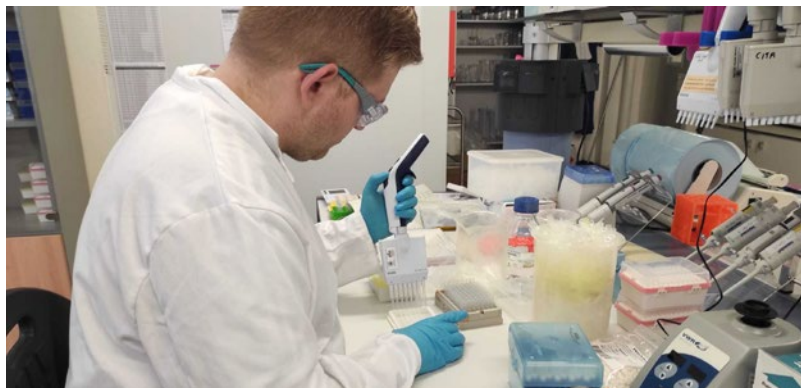
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# Berufskolleg der Stadt Hagen – Kaufmannsschule I

## Across borders

**E**xciting class trips, international co-operations, informative visits, instructive internships abroad, exciting competitions, interesting projects and, above all, new friendships - the Kaufmannsschule I offers all of this. As part of our internationalisation strategy, the following activities have already become cherished traditions at our school.

### International cooperation and virtual meetings

In September 2021, we got in touch with the Polish vocational school in Ratibor (Racibórz) via the German-Polish Youth Office's (DPJW) digital partner exchange. Together with Mrs Beata Gawlik (teacher in Ratibórz), we immediately began planning our first joint project. It was the beginning of a successful cooperation, so that the first meeting of our learners took place in Trebnitz in May 2022. The one-week exchange in May 2023 focussed on intercultural encounters as well as a barista and baking project. As all participants were accommodated in shared accommodation, they not only worked together but also spent their free time together. Another meeting is already being planned.

Since 2016, our learners have been using the European Commission's eTwinning platform to collaborate with learners from Poland. With the TwinSpace, the eTwinning platform provides a secure digital classroom in which learners can regularly exchange information virtually.

Numerous projects have already been carried out together via the platform. These were often part of the preparation

for exciting competitions. In 2022, students from industry class I20A took part in the "Encounters with Eastern Europe" competition. They received a special prize from the Ministries of Culture and Science and Schools and Education of North Rhine-Westphalia for their contributions. In the following school year, learners from Kaufmannsschule I were also honoured with a special prize. The meeting was particularly beautiful and emotional this time because our international support classes also took part. It was a new and unforgettable experience for the learners from Poland.

We hope that not only the trainees themselves but also their training companies will benefit from the international experience. The trainees expand their professional expertise and bring this to their work in the company. By supporting participation in international activities, the companies increase their attractiveness as a training organisation.

### **"Europe to go" – No matter where and when, there should be room for European ideas everywhere**

For two years now, we have been celebrating the European Union at our school as part of the Europe Weeks. The competition organised by the Münster district government for the Europe Weeks 2023 supported the in-depth exploration of European topics and aimed to strengthen the idea of Europe and inform people in our country about European issues. This year, the Europe Weeks encouraged EU citizens to come up with ideas, wishes and new solutions to make Europe more innovative. Our students produced interesting contributions on three prescribed topics:



The EU and the digital world of work and education: How do we live and learn in the Europe of tomorrow?

- Mobile in Europe: How can the EU become more attractive for skilled workers? Where and how do we want to work in Europe?
- Education across Europe: How can the EU promote lifelong learning? Lifelong learning - much more than schools and educational institutions.
- At Café Europa, many learners were able to get to know new languages, cultures and traditions in a cosy atmosphere.

## “Democracy for me”

Our international support classes take part in the “Democracy for me” project run by the State Centre for Political Education of North Rhine-Westphalia. Fundamental rights, values, norms and rules of democracy in Germany were the topics in the past school year 2022/23. The following modules were covered in cooperation with a dialogue class:

- Module 1: “Democracy for me is...”
- Module 2: “Personal freedom and physical integrity”
- Module 3: “Equality before the law and equal rights”
- Module 4: “Freedom of faith, conscience and religion”
- Module 5: “Rule of Law and Social Justice”.

The initial reticence when the two dialogue classes first met quickly gave way to warm curiosity. Everyone quickly realised that we had a lot in common.

Our positive experiences motivate us to develop and drive forward internationalisation measures. The international positioning and networking of our vocational college are exciting challenges that we are happy to take on. We are currently planning to send our trainees (warehouse logistics specialists and warehouse specialists) on an internship in Poland as part of the Erasmus+ mobility project. During this international exchange within their professional fields, the trainees should experience the importance of the internationality and interculturality of their profession. We are already looking forward to reporting on their new experiences in the near future. This means that the Kaufmannsschule I will also be crossing borders in the 2023/24 school year. That makes us very proud.



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# Berufskolleg der Stadt Hagen – Kaufmannsschule II

## Never again!

Pupils from Sicily, Silesia, Lisbon and Hagen learn from the past together. The Erasmus+ project “TRACES - Learning from past racism for a tolerant present and future” (2020-2023).

Responsible citizens live democratic values. The importance of these values is often best illustrated by historical events, as these can be viewed from a distance. At the same time, the structures and ideological constructs that have led and can lead to these values being disregarded can be communicated. The “TRACES” project team - consisting of the politics teachers Sabine Sendtko and Miriam Schulte and the EU coordinator Sandra Hansen - were aware that learners are particularly interested in the National Socialist era and were able to count on a high level of intrinsic motivation from the participants.

For the Erasmus+ project, a school partnership was established with the Instituto dos Pupilos do Exército from Lisbon, the Istituto Majorana Avola from Sicily and Zespół Szkół w Kietrzu from Silesia. The schools’ motivation for realising this project had three dimensions. On a personal level, the aim was to develop the learners’ personal skills in the areas of knowledge, awareness, communication and behaviour. The teachers aimed to convey the history of discrimination and the ideology and structures that enable it, in order to expand the national narratives of history to a European perspective. Dealing with history sensitises the participants to the current challenges in Europe and the importance of common democratic values and the protection of human rights. Furthermore, the participants reflected on their own attitudes and communication so as to promote peaceful coexistence for all in school and society.

The teachers’ decision to focus on National Socialism and fascism was made because right-wing ideologies are on the rise in various European countries. For this reason, the project was designed throughout to be applied to the current political situation and their own behaviour. The international project team had set itself the following goals:

1. Imparting knowledge about the period from 1933-1945 with conclusions for the present and future,
2. Create awareness of the problem of discrimination and its mechanisms,

3. Improving communication skills in international groups,
4. Learning at extracurricular learning centres and active participation in project activities,
5. Promotion of democratic thinking and action.

Due to the pandemic, the joint work in presence could only begin in October 2021. Teachers from the participating schools came together at Kaufmannsschule II for a joint training course. They worked on the theoretical foundations of discrimination and transcultural communication. A one-day seminar at the Wewelsburg Memorial Centre in Büren taught the basics of Nazi ideology and the mechanisms of manipulating people. The teachers also explored how the historical period of 1933-1945 is anchored in the educational plans for lower and upper secondary schools and exchanged views on their culture of remembrance.

The participating learners analysed the textbooks used with a worksheet that the teachers had developed together. They analysed the topics covered, their presentation and the tasks set and concluded with an evaluation. As part of a virtual project meeting led by the Portuguese school Instituto dos Pupilos do Exército, they compared their results and considered what a history textbook could look like if it were designed from a European perspective using modern media.

A second teacher training programme took place in Kietrz, Poland. The focus was on visiting the Auschwitz concentration camp and the Auschwitz-Birkenau extermination camp as well as preparing the pupils for their visit as part of the subsequent mobility programme. The participating teachers made a film about their impressions.

**[You can find it here on YouTube.](#)**



The following international project meeting at Zespół Szkół w Kietrzu focussed on the persecution and extermination of undesirable groups during the Nazi era. The students took part in the programme with great interest, which included a guided tour of the Auschwitz concentration camp, a workshop, a visit to Kazimierz (the former Jewish town near Kraków), a meeting with a contemporary witness and an afternoon together in the Catholic parish.

The international project meeting at the Istituto Majorana Avola in Sicily focussed on the so-called Righteous. Together, the participants designed a Wall of the Righteous to memorialise the helpers of the persecuted during the Nazi era. The presentation of the biographies of the righteous from their own region made it clear to the participants how important personal commitment to upholding human rights is for persecuted or discriminated people. In this way, they have role models.

The project was concluded with a meeting at Kaufmannsschule II, which focussed on places of remembrance. In cooperation with the Volksbund Deutsche Kriegsgräberfürsorge e.V., a workshop was held at the German war cemetery in Ysselsteyn in the Netherlands, where the pupils learnt why places of remembrance are necessary. They also learnt that not all soldiers supported the Nazi ideology and that there was also resistance within the Wehrmacht. Finally, they created an exhibition on the entire project and presented their findings in the form of artworks. In November, a group from Kaufmannsschule II helped to organise the official commemoration of the NRW National Day of Mourning in Hagen.



## The author:

Sandra Hansen  
EU coordinator



# Konrad-Klepping-Berufskolleg Dortmund

## Successful internships abroad

From 27 March to 22 April 2023, 30 apprentices from the Konrad Klepping Vocational College successfully completed a four-week internship abroad for the first time. A total of 13 of our industrial clerks, office management clerks and personnel services clerks were in Dublin (Ireland) and 13 in Zaragoza (Spain). Four further apprentices completed their internships in Telford (UK), Barcelona (Spain), Porto (Portugal) and Trabzon (Turkey). In the final days of the internships, our EU team also travelled to Dublin and Zaragoza to carry out internship visits and talk to the learners in person about their experiences and impressions. Inspired by the culture and the people, all of the trainees reported many positive moments and experiences at work and while exploring the country. All the trainees can now look back with pride on a formative experience.

### Virtual learner exchange at Konrad-Klepping Berufskolleg

Virtual student exchanges have a long tradition at Konrad Klepping Vocational College. Since the start of the 2016 school year, school classes have been working on joint teaching projects online with school classes from other European countries as part of the European Commission's eTwinning programme. In addition, since the 2019/20 school year, groups of learners have also been meeting virtually with Chinese learners from the Chongqing Technical Academy for Energy Management.

All participants regularly pass on their experiences to interested colleagues in explanatory videos and workshops. In the 2022/2023 school year, our school was also honoured with the German eTwinning Award for our commitment.

### eTwinning in Culture and Media profile class

At the Höhere Handelsschule, eTwinning work is part of the profile lessons in the Culture and Media profile class. As part of this, the students worked together with students from eight other European vocational schools in the English-language eTwinning project "Think globally, act locally" in the 2022/2023 school year.

As part of the project, the participating classes analysed the impact of the sustainability trend among consumers on the emergence of new product ideas and business concepts. At the beginning of the project, each of the participating classes first created a survey, which they then used to analyse at their respective schools whether the topic of sustainability influences young people's purchasing decisions. The results were then compared with each other via the eTwinning platform to identify differences and similarities in different regions of Europe. Building on this, the participating learners then analysed whether selected companies from the European economic area take sufficient account of young people's desire for more sustainability in the products they offer and in their corporate concept. The learners summarised their assessments in online presentations and then discussed them in the eTwinning platform forum.

The participating learners then worked in mixed European teams to develop their own ideas for business concepts that take into account as many aspects of the sustainability goals as possible. For example, they created a company logo, a product range and a marketing video for their companies. The designed business concepts were then presented to each other at the end of the project work.





## eTwinning in the vocational school

In the 2022/2023 school year, BFS 11 learners from the vocational school worked together with partner learners from France, Poland and Turkey in the German-language eTwinning project “Exploring Europe with Maths”. In one double lesson per quarter, the participating learners solved maths problems that their partner learners had previously created for them. The tasks always picked up on the mathematical content of the respective quarter. In this way, the learners introduced themselves and their class using the rule of three, explained the special features of their home city using the rule of three, compared prices in the participating countries using trade calculations and finally compared special features of the climate in the respective countries using simple statistical indicators.

## Virtual exchange with China

In the school year 22/23, teachers from our school and our Chinese cooperation school took part in the coaching programme for virtual exchange projects as part of the Germany-China School Partnership Fund.

As part of the programme, Chinese and German teachers developed joint teaching units for their learners, in which they then introduced themselves to each other virtually. In this way, learners on both sides have developed a greater understanding of the other culture.



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# Klaus-Steilmann-Berufskolleg – Kaufmännische Schule der Stadt Bochum

## Health promotion in the Netherlands and Germany

Our mobility in March took place with trainees in healthcare professions. The aim of the mobility was to identify differences in the healthcare systems, to benefit from the advantages of the healthcare system in the Netherlands, but also to identify problems in both countries. However, a particular focus was also to support local healthcare projects together with the Dutch and to get involved in the healthcare sector. In this context, I would like to present three activities within our mobility:

### Participation in the KIKA Run

The KIKA Run on Texel was a sponsored and charity run in support of children with cancer. All mobility participants took part in this run either as runners or as marshals. For organisational reasons, all participants ran 5 km and raised a considerable amount of money. The Dutch organisation was very pleased and grateful for our commitment.

### Co-operation with Stichting Integratie Texel

People with disabilities presented the foundation, which works hard to ensure that people with mobility impairments can go on holiday on Texel. The students had the opportunity to experience the integration system in the Netherlands in theory and practice.

### Climate change in the Netherlands – too much and too little water at the same time

As part of the mobility programme, the participants looked at the problems of climate change with freshwater scarcity on the island and the issue of rising sea levels at the same time. To this end, they interviewed numerous stakeholders and gathered information on site. They went on a guided tour with a forester, visited the marine biology institute and found out about projects to preserve the ecosystem. They also spoke to the “normal population” and learnt about their fears and concerns.



#### The author:

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Project management for health promotion  
in the Netherlands and Germany



# Organisational development with international activities

## What is possible?

### The Europass portal

An article describing the Europass portal can be found at the following link:

[www.europass-info.de/infotehke/passgeschichten/detail/news/wie-europa-die-schulen-staerkt](http://www.europass-info.de/infotehke/passgeschichten/detail/news/wie-europa-die-schulen-staerkt)

The Europass portal can be accessed via

<https://europa.eu/europass/de>

### Etwinning

Etwinning is a cooperation platform for digital projects between European groups of learners.

<https://school-education.ec.europa.eu>

### DINA

DINA is a cooperation platform for exchange between European organisations that want to promote international youth exchange.

<https://dina.international/>

### School-Education-Gateway

The School-Education-Gateway offers courses for teachers in education and training on the priorities of the Erasmus+ programme. The travel, accommodation and course costs are subsidised by Erasmus+.

<https://school-education.ec.europa.eu>

### Erasmus+

in Key Action 1: Learning mobility

Bildungssektor	Zielgruppe	Aktivität	Dauer
Berufsbildung	Lernende	Individuelle Lernmobilität (Kurzzeit)	10-89 Tage
		Individuelle Lernmobilität (Langzeit)	90-365 Tage
		Gruppenmobilität	2-30 Tage
		Berufswettbewerbe	1-10 Tage
		Personal (outgoing)	Job-Shadowing
	Personal (incoming)	Lehr- oder Schulungstätigkeit	2-365 Tage
		Kurse und Schulungen	2-30 Tage
		Engeladene Expertinnen und Experten	2-60 Tage
		Aufnahme von Lehrkräften in Ausbildung	10-365 Tage

(Screen excerpt from 19/04/2024, 13:25, [www.na-bibb.de/erasmus-berufsbildung/mobilitaet](http://www.na-bibb.de/erasmus-berufsbildung/mobilitaet))

in Key Action 1: Getting to know Erasmus+ “Short-term projects”

Note on the short-term project: Specific restrictions have been formulated for simplified access by means of a short-term project:

- A maximum of 30 activities can be carried out in each short-term project.
- The duration of the short-term project is 6 to max. 18 months.
- Up to 3 short-term projects may be applied for in 5 years.
- If you are already accredited in the Erasmus+ programme, you cannot carry out a short-term project.

There can be two application rounds for short-term projects in one year; a potential second application round is communicated by the NA to BIBB at an early stage. However, an organisation can only receive one funding approval per year. (Source: [www.na-bibb.de/erasmus-berufsbildung/mobilitaet/kurzzeitprojekte](http://www.na-bibb.de/erasmus-berufsbildung/mobilitaet/kurzzeitprojekte))



### in Key Action 2: “Small partnerships” to get to know the Erasmus+ programme

Small partnerships are subsidised with lump sums of €30,000 or €60,000.

You should consider the following points when writing the application:

**Relevance of the project:** Each project proposal must address a horizontal or cross-educational priority. Further information on the relevant priorities in the respective application round can be found in Part B of the Programme Guide in the chapter on Key Action 2 “Partnerships for Cooperation” and on this page in the tab “4th Priorities”.

Partnerships can be cross-educational in nature, for example by including adult education, higher education, school education and/or the youth sector. However, the education sector in which the application is submitted, i.e. vocational education and training, must be clearly emphasised.

**Formulate clearly defined goals.** Create a well-founded and appropriate needs analysis for your project for Germany and the participating countries. Describe the extent to which your proposal is innovative or complements existing initiatives. Describe the European added value that the project will achieve through its transnational activities.

**Project design and implementation:** Describe clearly and completely how the project will be prepared, implement-

ed, monitored, evaluated and disseminated. Check that the project objectives match the proposed activities and planned products. Note the cost-benefit ratio between the requested funding amount and the planned project duration.

When designing the project, also consider aspects of inclusion, the use of digital tools and methods, environmental sustainability, participation and civic engagement. Describe how people with fewer opportunities can be involved in project activities. Describe which digital tools and methods complement the physical activities and, if applicable, describe the integration of Erasmus+ online platforms such as EPALE in the individual project phases. Show how you organise various activities in the most environmentally sustainable way possible. Promote people’s participation in democratic life and social and civic engagement.

**Quality of the partnership and cooperation:** Introduce your institution and your partner organisations abroad and describe the respective roles and their specific contribution to the proposed project. Build on a consortium in which the participating organisations complement each other and all employees have the skills required for project implementation.

**Impact:** Ensure that the results are applied by all organisations involved in the project. Make statements on their utilisation after the end of the project funding. Describe the steps you will take to publicise the results within and outside the consortium and the extent to which the results

are freely accessible through open licences. Describe the extent to which the results obtained are transferable to other institutions or other legal, structural, geographical, socio-cultural or linguistic contexts. Show what sustainable impact the results will have for the participants, for the participating organisations and at system level.

**Summary:** Summarise your project in such a way that outsiders can quickly recognise what your project is about. If you are submitting your application in German, please also translate the summary into English. If a contract is concluded, the English version will be automatically transferred to the European Erasmus+ Project Results Platform (E+PRP) database and published.

**Legally valid signature:** The person authorised to sign on behalf of your institution signs the project application in the required form. (see <https://www.na-bibb.de/erasmus-berufsbildung/partnerschaften-fuer-zusammenarbeit/antragsverfahren>, accessed on 19/04/2024, 13:25)

## Training worldwide

The focus of the funding is on trainees undergoing initial training in accordance with the Vocational Training Act, the Crafts Code and federal or state law.

[www.ausbildung-weltweit.de/de/programm/programm](http://www.ausbildung-weltweit.de/de/programm/programm)

## Bilateral subsidies (excerpt)

### German-Polish Youth Organisation

The German-Polish Youth Office offers funding for various programmes for children, young people, young adults and educational staff. Further information can be found on the website <https://dpjw.org/projektfoerderung/>

### Franco-German Youth Organisation

The Franco-German Youth Office promotes encounters between French and Germans in a variety of ways. [www.dfjw.org](http://www.dfjw.org)

### ProTandem

ProTandem promotes cooperation between Germany and France in vocational education and training with a wide range of support services <https://protandem.org>.

### govet

The "GOVET - German Office for International Cooperation in Vocational Education and Training" is also of interest for international exchange in vocational education and training. GOVET can be found at [www.govet.international.de/2351.php](http://www.govet.international.de/2351.php).

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