Attended events

(March - April 2016)

# Creative Mindsets. Entrepreneurial Futures

Brussels, Vleva (Flemish European Liaison Agency), 1 March 2016

The challenges we face in both life and work demand a new set of skills, to develop and implement creative and entrepreneurial solutions. These skills are related to

* Thinking differently;
* Interacting with others in new ways;
* Having the creativity to put knowledge to good use ;
* Transforming innovative ideas into entrepreneurial value - either economic, social, environmental or cultural

The seminar explored whether European education systems are delivering entrepreneurship education, how education can build creative and entrepreneurial mind-sets, and what is needed to support change.

At the programme:

* Setting the scene by Åse Højlund Nielsen (Central Denmark EU Office) and Elin McCallum (Bantani Education)
* Presentation of the results of the [Eurydice Study](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page) on ‘Entrepreneurship Education at School in Europe’ by Ania Bourgeois (European Commission)
* Developing a learning outcomes approach, Margherita Bacigalupo (IPTS, European Commission)
* Professor Andy Penaluna and Kath Penaluna (International Institute for Creative Entrepreneurial Development, University of Wales Trinity Saint David, UK) on how education can develop the creative mindset.

[Programme, presentations and participants list](https://en.vleva.eu/event/documents-creative-mindsets-entrepreneurial-futures)

# Cross-border Work-Based Learning

Brussels, 22 April 2016

This seminar was co-organized by the Erasmus+ national agencies from Flanders and the Netherlands and by the Vlor, Flemish Education Council. The seminari is part of the activities of NETWBL, ‘[Network Work-Based Learning and Apprenticeships’](http://www.net-wbl.eu/), a network of 29 Erasmus+ national agencies, supporting the European Alliance for Apprenticeships.

Sigve Bjorstad, European Commission, DG EMPL gave an overview of the current situation in the EU. The policy context in Flanders and in the Netherlands was explained, and the practice of cross-border work-based learning was illustrated by four cases from both countries.

[Programme and presentations](http://www.vlor.be/evenement/grensoverschrijdend-werkplekleren-de-vlaams-nederlandse-casus) (in Dutch)

# Language, a key element to support newly arrived pupils

Organized by Vleva (Flemish European Liaison Agency) and GO!, 3 May 2016

**Introduction Luc Vernaillen, GO!**

Focus on change and transformation of pupil population in terms of nationalities and languages compared to 30 years ago.

**The linguistic challenge in schools: How can the EU help**?, by Kristina Cunningham, European Commission, DG Education and Culture

Reference to the total change of paradigm for teaching at schools (Ken Robinson): it’s all about diversity now, the production line based system does not work anymore.

Maybe it is time for the EU to rethink the Barcelona objective 2002: mother tongue + 2, starting from a very young age, especially since the objectives have not been achieved. Of course, multilingualism in the EU is much more that the Barcelona objective. Androulla Vassiliou insisted on supporting linguistic diversity, even if English tends to become the ‘lingua franca’ in the EU. The linguistic landscape is becoming even much broader, including non-European languages. The question is also linked to the important literacy problems in the EU, even in the mother tongue (especially boys have poor reading skills). What is understood by literacy?

Publication: ‘Language Teaching and Learning in Multilingual Classrooms’. These are two key conclusions:

* Schools need to take the mother tongue of every child into account, support the development of children’s individual multilingualism;
* This improves main language of instruction competence, other cognitive and social skills.

What is the EU doing?

* Policy cooperation with member states: the EU facilitates exchanges, checks transferability of good practices; this is done through peer learning activities focusing on reception, introduction and support of newly arrived migrant children;
* Funding of projects: a lot of projects targeted to the needs of migrants;

Main message: Take the home language of the children into account.

[Presentation](https://drive.google.com/file/d/0BxkCJm1xEOc_aGcyZ3Fhd21xUHc/view)

**Reception education and language support in Flanders**, by Sien Van den Hoof, policy officer in charge of language policy in Department Education and Training at the Flemish Ministry of Education and Training

* Presentation of recent facts and figures, after the recent influx of refugees and asylum seekers;
* Basic principles of the education system in Flanders;
* Reception education: overview of the overall objectives, and more specific modalities for primary and for secondary education. Insists on the autonomy of schools in terms of the organization of reception education. Reference to research project ‘Cartografie en analyse van het onthaalonderwijs voor minderjarige anderstalige nieuwkomers’ (UGent & KULeuven), results expected by August 2016;
* Other language support measures in the Flemish education system;
* Reception education is not sufficient, follow-up is needed. Reference to the research project ‘Multilingualism as a reality at school’ (MARS), results at <http://www.ond.vlaanderen.be/obpwo/> , 19 October to be presented at a conference in Ghent.

[Presentation](https://drive.google.com/file/d/0BxkCJm1xEOc_aEVoNkV1STRGeGs/view)

**Tools for language diagnostics in multilingual settings**

**Prof. Dr. Marion Döll, Austria**

* General information on language diagnostics in multilingual settings. Two types of tools, related to the objective: testing tools and analytical tools (profile analysis and observation tools);
* Focus on observation tools. Observation tools have the interesting advantage of repeatability over years;
* Introduction of a newly developed observation tool USB DaZ: Unterrichtsbegleitende Sprachstandsbeobachtung Deutsch als Zweitsprache (Observation of language competence during lessons German as second language).

[Presentation](https://drive.google.com/file/d/0BxkCJm1xEOc_YXg5ck9NR0Y0Rmc/view)

# Peer review on global education

Brussels, 18-20 May 2016

GENE – Global Education Network Europe – is the network of Ministries and Agencies with national responsibility for Global Education in European countries.

GENE brings together Ministries, Agencies and other bodies that develop national policy and provide funding for Global Education in European countries. Ministries and Agencies participating in GENE combine their expertise through structured networking, sharing strategies, and a peer learning approach that leads to enhanced results nationally. Starting in 2001 with 6 national institutions from 6 countries, GENE has now grown to facilitate the sharing of policy learning between over 40 Ministries and Agencies and other bodies from over 25 countries, through the regular GENE roundtables and networking mechanisms.

The main aim of the process of the peer reviews is to increase and improve the structures for, support for, access to, and results of Global Education in European countries. The peer review in Belgium included a general presentation of the structure, good practices related to development education/world citizenship education, obstacles that are being faced as well as challenges, dreams, and innovative ideas.

<http://gene.eu/>