



Cap Ulysse reflections on Bordeaux workshop: 19th to 21st of May 2015

As welcoming organisation, Cap Ulysse, was in charge of the organisation and logistics of the last EVIVE meeting its X participants attended.

1st day: The first day of the fifth project meeting started at 2.30 p.m in a training centre in Bordeaux. After hosting the participants, the meeting started with an ice-breaker animated by the Cap Ulysse team. The aims were to say sentences about the values of education to the partners. They had to move around within the room according to whether they agreed or disagreed, and then a discussion was held amongst the partners. At the end, the French partners explained the French point of view. This ice-breaker allowed to create and stimulate interactions between the participants and to give practical illustrations of how values are implemented in the French educational system: secularism, gender, equality, tolerance, diversity, freedom of speech...

Then, we hosted Mr Doignies, who is in charge of an adult' training centre for continuing education at GRETA. He did an introduction on the lifelong learning system and the new reform of the continuing educational system with a focus on the values carried out by this reform: equality, social responsibility of businesses and the staff, individual responsibility of the employees' training path, social democracy.

After the end of this introduction, during which partners interacted, we went to the Les Menus Vocational High School for a presentation of the Initial Vocational Education in France related to the values promoted within the school, emphasizing on the connection between these values and the professional field. This meeting was managed and led by a group of ten learners, as part of their training path. The direction team joined us and the learners introduced their presentation. The values revealed through their vocational education were respect and precision, as well as in a professional situation by wearing the formal dress once a week; solidarity and mutual aid are developed during the internships and they learned the businesses codes. After the presentation, questions and discussions followed and then the learners did a guided visit of the vocation high school.

All partners met and ate in a typical restaurant for the first social dinner. It was a pleasant moment with interesting discussions allowing us to better get to know one another, the new staff and learners of the project.



2nd day: The morning of the second day was dedicated to the project coordination. Marc Beutner, the project leader, made a reminder of the coming work plan until the final report.

- BSCW Server: all partners have to gather all the missing documents and dissemination events and upload them on the BSCW server. Cap Ulysse will upload all the dissemination activities: local newspaper article when published, Flyer and slides, list of silent partners contacted within the project...
- EST Database: each partner is responsible for filling out his own E.S.T space and we wait for the coordinator's feedback regarding the necessity or not for each partner to upload the results of the project there.
- Website: all partners have to do a deep reading of the website's contents. Translations into our own languages are expected.
- Didactical materials: each partner will send the didactical materials in their own language (or English) for the curriculum with a short description in English.
- CD: a CD-ROM with the curriculum and the main outcomes and results will be sent to all partners by the end of the project, carried out by the project coordinator.
- Final report: it is divided into a national part (each partners have to write this national part) and a common part (which will be proposed by the coordinator for feedback and amendments).
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Then, the staffs of the project and the learners were split into two groups.

The staff slot worked on 5 modules of the curriculum: for each module, we tried to define the learning outcomes, the learning contents and activities and the assessment activities. Each partner will have to find other didactical materials fitting with this added framework.

The learners slot had to discuss about how to foster the work on European values in the future. After brainstorming to finalize the curriculum, they stated that there is a need for places with an international aim, of discussions in educational institutions about mobility and exchanges, of involvement of all the educational actors from different European countries (institutions, schools, teachers, learners...), included within the process of European values' promotion. The process of interaction aims to gather regular feedback of the educational actors in order to foster the reflection and to allow them to include it into the training activities.

The learners reflected then on the use of the curriculum: how to teach these values at schools and raise awareness in the entire educational field.



The last topic was the cooperation between the VET « suppliers », the enterprises and the national institutions. For a better implementation, the learners think that convincing the teachers to use this EVive curriculum would be a way to start the promotion of mobility. The teachers must already be convinced if the learners are interested, they must encourage them.

After the learners' restitution, the partners were invited by Cap Ulysse for a French buffet with local dishes.

During the afternoon, a round table allowed all partners to introduce what they learned during the EVive project.

UK: this partner identified 3 main values for each partner and emphasized on the critical thinking. Among the learned lessons was "Teaching for a better world, learning for sustainability".

Romania: this partner said they worked on an international definition of values through the partnership. Nowadays, they think about values system in their own schools, especially in vocational schools. Also, they think harder on European values and are able to compare them with Romanian values, underlining the cultural differences.

Bulgaria: the partner made an introduction with the acronym "*U.N.I.T.E.D*": « **U**nited in being different, **N**ational values, **I**nternational collaboration in value promotion, **T**eaching, **E**conomic and historical background, **D**ifferent approaches and methods ». According to the Bulgarian team, education reflects society and the importance of values in the learning process is really important. Working in a team, national values promoted within educational places, creativity, organization, cultural differences and new ideas are all very important for the improvement of the mobility.

Germany: the partner thinks that values have different realities according to the individual, the country... However, they have common denominators. Challenges in promoting values exist: teachers and trainers need help and information on the learning strategies concerning values, the process takes time, and even if freedom, equality and solidarity are common values shared in all the partnership's countries, they don't have the same reality.

France: the French partner said that European values are promoted in the French VET system but there is not enough legibility because values are implicit, transverse and not official. The values have different meanings and impacts under the same umbrella, and are a real topic of debate. According to the French team, the promotion of European values is possible as a topic and/or through the pedagogy implemented.



For the team, the EVive project reinforces the reflexion about European values on its daily work and reveals different interpretation even amongst the French team. They try to include the reflection on values within their guided tour of Bordeaux with European trainees discovering the city through highly symbolical monuments full of our values.

Turkey: the partner said that this project allowed for the discovery of foreign values and cultures during the transnational meetings and their team created a reflection on their own values including at school. This project contributes to the exchange of experience.

After this round table and the point of view of all partners, the participants were invited to do a guided visit of Bordeaux, emphasizing on the symbolical monuments or places revealing values.

For the last transnational evening, all partners met at a restaurant, having a pleasant time and perspectives of cooperation.

3rd day: After welcoming the partners, the participants were divided into two groups. The five learners and one member of Cap Ulysse's staff attended two workshops called "Europe4you" on the European citizenship at the CIJA (Centre of Information for Youth in Aquitaine). These workshops were organized and led by the learners of a vocational training centre in Bordeaux, and took place in English. The workshops were about transport in Europe, immigration for non-European citizens, the Schengen zone and the different administrative obligations for each EU member, and an introduction on Europe and member states of the Euro zone. These activities were the opportunity to discover some examples of actions proposed by the Centre Europe Direct of Bordeaux, and to have an overview of how European values and citizenship make up part of the vocational training path, even if the contents were too easy and vague for the EVive participants.

Concerning the staff of the Evive project, the participants worked on their future cooperation with a short reminder on the final steps. A brainstorm involving every partner allowed for the exploration of several ways in order to pursue our collaboration in promoting European values. Every partner who has an idea can send a project description for the coordinator and the other partners. It will allow the partnership to have a basis for future discussion and potential elaboration of a new project. And then, to foster the work done during those 2 years, keep collaborating.