

International Work In Education

Newsletter 2017

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Inside:

Integration of refugees and immigrants is highlighted in Selbu by focusing on both the newcomers and the locals' background.

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With partners from Italy and Belgium, Fosen Upper Secondary School develop tools to help schools meet pupils that have addiction related problems.

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SØR-TRØNDELAG COUNTY AUTHORITY

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International work in Upper Secondary Education

Sør-Trøndelag County Authority (STFK) is responsible for all upper secondary education in the Norwegian county of Sør-Trøndelag. The responsibility is mainly followed up through ownership of the county's 21 public upper secondary schools and through administration of apprenticeships in approximately 150 different trades.

International work and cooperation is an important and integral part of the schools' work, either through focus on international themes of the different curricula in daily education or by project partnerships with schools and enterprises, whether they are in other Nordic or European countries or further afield.

The County Authority and its schools work with partners in almost all European countries as well as a handful of countries worldwide: Indonesia, Bolivia, Chile, Palestine and Uganda, to name but a few.

This newsletter is the second of its kind for our county. Its intention is to give a glimpse of the broad and varied international work that the county authority has been involved in within education in 2016. The work is mainly done by the schools. But also the county council and the central administration is involved in international work, either by supporting and facilitating the schools' work or through a few centrally organized projects and measures.

The main measure that STFK has implemented is an overall international strategy that focuses on the needs for international know-how in the county's enterprises and on international work focusing on youth.

An action plan for upper secondary education is developed and adopted by the County Council in order to give schools and the central administration a common international framework and focus. The establishment of a county network where the schools can learn from and cooperate with each other is one of the central measures in this plan.

STFK's wish is that its schools, pupils, apprentices and staff are to be in the forefront of international work in Norway.

Hanne Moe Bjørnset
Leader of Committee for Education and Dental Health



Facts about the county

Sør-Trøndelag is one of Norway's 19 counties

Main areas of responsibility:

- Upper secondary education
- Transport and communication
- County planning and economic development
- Dental care
- Culture

Owns and runs 21 upper secondary schools located throughout the county with approximately 11 000 pupils.

All schools are designed as combined schools, giving education both in general studies and vocational programmes.

Organizes vocational education within 150 trades in partnership with schools, enterprises and vocational trading offices.

Administers approximately 2 400 running apprenticeships each year.



International Charlottenlund

Theatre Exchange Project
Ashtar Theatre in Ramallah (Palestine)

Nordplus Junior:

Technology and Industrial Production, Hairdressing and Textile & Design, Verkmenntaskólinn (VMA), Akureyri (Iceland)

Erasmus+

KA1 Mobility:

Axxell (Finland), Richard-Riemerschmid Berufskolleg (Germany) and VMA (Iceland)

KA2 Strategic Partnership:

Coach: Liceo Scientifico Righi (Italy), Research Laboratory (Austria), Liceu Technologic Alimentara (Romania), Ozel BuyukKolej (Turkey), The Performance Solution (United Kingdom), University of Northumbria (United Kingdom), Ass. ne. Prof. Ie Universico CLIL (Italy), Charlottenlund Lower Secondary School (Norway) and Norwegian University of Science and Technology (Norway)



Completing Secondary Education



The creation of values in Europe depends upon the access to skilled workers. How is it possible to share good practice and tools to develop methods to make VET-education more relevant and more attractive for the pupils as well as the working life? And may we through this project find the key and the tools to increase the completion of VET pupils all over Europe. How can education, national and local authorities, trade unions, university and research environments and companies work together to achieve this goal? Influential conditions may be the youth perspective of time, understanding of concepts and relevance, the need of flexibility and how they are received by the companies in workplacements and in apprenticeships.

Completing Secondary Education (CSE) is an Erasmus+ KA2 project that spans the period of September 2014 to August 2017 with partners from Iceland, Finland, Germany and The Netherlands..

Website: <https://prezi.com/cvlpmmfwgpppy/completing-secondary-education/>

Appmentor



How can we use mobile technology to get VET pupils more involved and engaged in their education? Open and innovative education embedded in the digital era. The use of mobile phones with other mobile technology/social media is attracting considerable interest in the field of VET and work-based learning. By creating on-line tools that support teachers and work mentors to use mobile technology and social media when mentoring will encourage pupils to be more involved in their learning activities. This will happen when pupils can get access to feedback, encouragement and support through any device. Appmentor strives to create intellectual outcomes that allow greater continuity of learning when they can continue their learning activity when the work day ends.

Appmentor is an Erasmus+ KA2 strategical partnership project spanning from September 2016 to August 2018 with partners from Finland, United Kingdom, The Netherlands, France, Iceland and Spain.

Website: <https://appmentor.vma.is/index.php/AppMentor>

My Hometown In Brest and Oppdal

The French class received a Troll Scholarship to go on a study trip to France. It started with an eTwinning-project with Lycée Sainte-Anne in Brest. The project is called "My Hometown" and the goal was to learn about the history and geography of a place different from our small village, Oppdal. As a result of receiving the Troll Scholarship we decided to continue the project. In November, the French class with four pupils and two teachers went to Brest, Bretagne, where we spent seven days in total. The pupils stayed with host families, with whom they also spent the weekends visiting Brest. Furthermore, we were two days at the school Lycée Sainte-Anne and our pupils participated in four hours of English. The project is a French-English project – so our pupils got to see the English level of the French pupils. All in all, our days in Brest were very nice, and we are looking forward to the French pupils visiting Oppdal in March.

My Hometown, a Troll Scholarship Project with Lycée Sainte-Anne, Brest (France)

Drilling Wells In Uganda and Zambia Oppdal's Local Fundraising

In 2011, Oppdal Upper Secondary School chose to organize its own fundraising action instead of participating in "Operasjon Dagsverk", primarily in order to increase pupil participation. This has been a great success. Over the years, pupils have raised money enough to open seven wells in the two countries. Drilling wells is a crucial contribution to developing a safer and healthier society in rural parts of central Africa. The search of clean water sources can be both dangerous and time-consuming, hindering community development and schooling/education. Oppdal Upper Secondary School cooperates with Lions in Oppdal and local contacts, and over the years, the relationship has grown strong and stable. The partners have contributed with financing travels to the areas at regular intervals. This is important as to keep the connection to what the fundraising means for people in the area. During these travels, pupils and teachers get to learn a great deal about society and development in Zambia and Uganda. They bring poignant stories back home, and these stories are shared with the rest of the school afterwards. The last two years, the participation in this project has been close to 100% of the pupils.



International Oppdal

Hosting Internships
for pupils from Axxel Utbildning (Finland)

Study Trip
to Brussels (Belgium), Cologne (Germany) and Copenhagen (Denmark) to learn about vocational education

Visit from Friendship School
in Ånge (Sweden) focusing on health care education

Contact Seminar
in Rome (Italy) with a focus on Erasmus+ KA1 partnerships

Erasmus+ KA2 Strategic Partnership: In Medio Stat Virtus: A KA2 Strategic Partnership with Liceo Scientifico E. Fermi, Sulmona (Italy)

KA2 Strategic Partnership: Learning By Playing: An initiated KA2 Strategic Partnership with schools and organizations in Fjerritslev (Denmark) and Akureyri (Iceland)





International Røros

Cooperation with BASF company in Ludwigshafen, Germany where we send and receive learners

Visit From Hungary

In May 2016 Røros Upper Secondary School was the host for one week for 8 Hungarian teachers and representatives from cooperating companies. The teachers came from different school and programs in Budapest, and in charge for the group was an organisation called WEXEdU (<http://www.wexedu.hu/>). This is an organisation the promotes EU programs in the area of vocational education and training.

The head line for the visit was cooperation between school and working life, and the program for the visit contained of lectures about the Norwegian vocational education system, but most of all visits to companies that are cooperating with Røros Upper Secondary School. In addition, there were of course a cultural and social program.

The cooperation between the school and WEXEdU will continue, and in spring of 2017 the school will meet with the organisation to find areas of cooperation. We will also in the future use WEXEdU as a host organisation for pupils in vocational programs.

International Placements for Vocational Pupils

For the first time Røros Upper Secondary School received money through Erasmus+ together with two apprenticeship training agencies.

9 pupils, four girls studying Sales, Service and Security, three girls studying Health work and Child Care and Youth Work and two boys studying Construction Techniques spent three weeks in international placement.

The participants from Sales, Service and Security worked in hotels in Reykjavik, Iceland. They all had a great time, but thought that there was too much job shadowing and too little real work.

The girls in England in Health Work and Child Care and Youth Work were placed through ADC College, which helped find work places and accommodation. Orkdal Upper Secondary also works with this organisation, so the two schools worked together on the placements.

The two boys from Construction techniques spent three weeks in Belgium having a rather disappointing placement with language problems since their mentors only spoke French and because they had very little work to do. We also received apprentices from the same institution in Belgium to Røros in the spring of 2016. Because of the experience for the two boys we have ended the cooperation with Belgium.



Participation In European Projects

Strinda Upper Secondary school dept. Restaurant and Food Processing, Health and youth development has in the spring 2016 participated in the mobility projects Erasmus +mobility, where Cordoba in Spain, Szentendre in Hungary and Valencia in Spain has been our destination.

The school has also been involved in a joint project called “Do It” between Germany (Bremen) and Norway (Trondheim) in the spring 2016 and also between Germany (Kempten and Lindau) and Norway (Trondheim) in the spring 2016.

The school had a total of 43 pupils and 13 teachers in these projects in 2016. pupils have participated in cultural and social initiatives and worked in different companies in a three to four-week period abroad. The teachers joined the pupils for a period of one week and he / she has also been participated in the cultural, linguistic and social activities during their stay. The Bremen project in 2016 had also pupils from the Top Sports department and they participated in the training course for kids in the Sportgarten organization and they also received individual training with the football club Werder Bremen. Useful and instructive stay for the 4 pupils that participate in this part of the project.

Strinda Upper Secondary School dept. Restaurant and Food Processing, Sports, computer electronics and automation subjects has been visited by pupils and teachers from the same cities as we have been visiting. In April - May-June, 12 pupils and 3 teachers from Bremen and 8 pupils from Kempten, all the pupils stayed for 3-4 weeks, the teachers stayed for one week. Pupils and teachers used the first 3-4 days to become familiar with Trondheim the culture and some short language lessons, and also some cultural and social happenings. The next two and a half weeks the pupils did their practical work in Scandic Nidelven Hotel, Sparebank 1 Bank canteen and Austmann microbrewery. Automation pupils from Liebherr in Kempten went to various automation Enterprises in and around Trondheim. The pupils are over 18 of age so they didn't have any teacher with them this time.

Our partner Trondheim Apartment Hotel take care of all the accommodation for the pupils and teachers during the exchange period.

External funding from the Erasmus + and “Do It” (SIU) are used as funding for implementation of the projects this year.



International Strinda

DO IT!

Bremen: Restaurant and Food Processing in partnership with Institut für Bildung in der Lebensmittelwirtschaft e.V. (Germany)

Kempten Automation and Lindau: Verzahntechnik with Liebherr-Verzahntechnik GMBH (Germany)

Erasmus+ Mobility
Cordoba: Europroyectos (Spain)

Szentendre: WEXedu (Hungary)

Valencia: Centro Superior Hosteleria Mediterraneo (Spain)

Membership in AEHT
European Association of Hotel and Tourism Schools, an organization that brings hotels and tourism education in Europe closer together through courses and seminars focusing on education, food, tourism and culture





We Do It!

Our project is a part of the «Gjør det!» program organised by SIU (Norwegian Centre for International Cooperation in Education) 6 pupils have now qualified for the project. 3 pupils from Vg2 – Child Care and Youth Work, and 3 pupils from Vg2 Construction Techniques. These pupils will spend 14 days of their compulsory 3 week-practice in the second term in Germany.

International Åfjord

Pupils from Healthcare, Child and Youth Development have visited Montenegro and Spain to learn about their field of study in these countries

The Child Care and Youth Work pupils will get a unique possibility to compare Norwegian and German studies within their own program of studies, as well as a good possibility to compare culture and values in upbringing of children through their practice in German kindergartens. Future employers will certainly appreciate and evaluate this contribution on their CV in a positive way.

The Construction Techniques pupils will certainly also get a valuable contribution to their CV through their practice period at Baufritz. This construction firm is said to be «the cradle of passive house construction» and thus giving our pupils a unique possibility to learn more about these energy saving techniques in construction work.

In addition to exciting practice and studies our pupils will also get to know Memmingen and Mindelheim better in different ways.

Facts about «Gjør det!» at Åfjord Upper Secondary

Exchange project in cooperation with Staatliche Berufsschule Memmingen – «Upbringing of and Work With Children and Youth Across Cultural Borders»

Exchange project in cooperation with Staatliche Berufsschule, Mindelheim – «From Passive Houses to Plus Houses – Energy Savings»

3 pupils attending each project
2 weeks practice and studies

Local and private accommodations
Social and cultural activities

March 11, 2017 – March 25, 2017

Mini Companies Travel Across the Border

For several years Gauldal has had an exchange programme with Jämtlands Gymnasium in Östersund, Sweden. In 2016, pupils and teachers from the vocational education study program «Service and Transport» visited the Swedish school. The pupils had a workshop together developing business ideas. They worked in mixed groups and afterwards presented solutions to the challenges, including marketing schemes.

Exchange programmes are also valuable cultural experiences, including traditional Swedish school lunch - very different from the Norwegian lunch. The pupils saw a school with ten times as many pupils as their own school. Our pupils commented that communicating with Swedish-speakers was much easier than expected.

The next part of the exchange programme is in February 2017, when the Swedish mini companies come to participate in a competition for young entrepreneurs in our district.

Facts about the project

23 Participants

3 Days

Partly funded by "Foreningen Norden"





International Hemne

FACE is the only

Erasmus+ KA2 project in Norway incorporating all three types of mobility simultaneously:

- Group Mobilities for pupils
- Individual Mobilities for pupils
- Teacher job shadowing mobilities

FACE partners:

- Ludwig-Erhard-Berufskolleg, Paderborn (Germany)
- Lycée Jean Moulin, Châteaulin (France)
- Nazilli Sosyal Bilimler Lisesi, Nazilli (Turkey)

Other International Work:

- **eTwinning projects** within both general and vocational studies
- **Annual European Field Trip** for vocational pupils studying Healthcare, Childhood and Youth Development
- **Annual European Field Trip** for 3rd year General Studies' pupils



What Challenges Do You FACE?

We are now halfway through our 3-year Erasmus + project, FACE (Faces and Challenges of Europe) and both pupils and staff in all the four partner schools have been having a wonderful time, exploring and challenging their European expectations. Topics such as Europe @ Work, Customs, The Environment and School/Life Balance are just some of the issues that our participating pupils from Norway, France, Germany and Turkey have been working upon.

We have two Norwegian pupils on long-term mobilities (10 months) in our partner school in France, making amazing progress and becoming more fluent by the day; and one of our own teachers is due to take part in a job-shadowing stay in our partner school in Germany in March. All of this is thanks to the project!

Website: www.facesofeu.com

Another KA2 Erasmus + project is in the pipeline for 2018.

BASF: Work Placement in Germany for Our Vocational Pupils

Hemne is continuing with its Leonardo da Vinci project which it joined in 2013. This project carries on its success in opening up the international workforce to our vocational pupils who study industrial and technical production. Together with our local silicium factory, Wacker Chemicals (Holla), Hemne continues its partnership with Germany's leading chemical company, BASF, in Ludwigshafen.

German apprentices come to Norway in the months of January/ February, staying for a 2 week period in Hemne, then a 2 week stay in Røros. In this period, they attend theory lessons in English at our school, as well as participating in the German classes as language assistants. An apprenticeship of roughly nine days is then spent at Wacker Chemicals (Holla) factory.

After a thorough selection process, two pupils from Hemne and two apprentices from Wacker spend a month at BASF in Ludwigshafen as apprentices in March/ April. The programme is a great success and helps everyone to gain much broader knowledge of the international workplace.

Friendship and Understanding

The friendship and cooperation between Melhus vgs and Timbila High School in Taveta, Kenya is something both schools cherish and take pride in. The exchange in 2017 is the 8th mutual visit in our exchange program, where the Norwegian group is set to visit Timbila in February and the return visit from Kenya is in March. The program has thus far allowed more than 90 pupils and 20 teachers from Melhus and Timbila to visit each other. This year's exchange is financed through Sør-Trøndelag County Authority, and Melhus municipality.

In preparation for each exchange we work on a common project involving both schools, but for all participants the highlight is the exchange. It is a valuable experience for everyone involved, both for those who take part in the exchange, but also in both schools through meetings with a new culture during the visits. The exchange creates awareness in each participant, which we believe cannot be achieved in other ways.

Inspired Teachers - Inspired Pupils

We believe that the best teachers are inspired teachers, and especially for language teachers it is important to be able to regularly practice the language they teach in a natural environment. We also see that many pupils struggle with languages, and too few pupils elect foreign languages on the highest level.

With that motivation in mind, we applied for an Erasmus + teacher mobility grant, and met the requirements. Within the next two years, most of our foreign language teachers will be able to increase their methodological and didactical competence by attending teacher courses in target language countries. In turn the aim is that these teachers will increase the pupils' enthusiasm for languages, and that more pupils choose level 3 languages.



International Melhus

Operation Days Work
www.od.no

Model UN (FN-rollespill)
www.fn.no/Skole

EYP - European Youth Parliament (www.eyp.no)





International Skjetlein

Global Learning

The work experience in Bolivia is funded through the County Authority's project "Global Learning". It is a two-year pilot that facilitates pupil workplacements in countries outside Europe.

Interreg Sweden-Norway

The program's overall aim and objective is, through cross-border cooperation, to create the best conditions for an economically strong region with an attractive living environment.

The program's aim is through cross-border cooperation to tackle common challenges identified in the border region and to utilize the unused potential. By the removal of border barriers and make use of the border region's collective resources we aim to connect regions across the border.



Coffee Plantation In the Amazon Rainforest

Travel time: 25 hours. Temperature difference: 40 degrees! Tanja and Lene arrived in Cobija, a small town in northern Bolivia just at the border of Brazil, chosen to join local farmers in Bolivia to help plant coffee in the rain forest. People in the Pando region are poor, and have basic farming skills. The Bolivian foundation FAUTAPO has offices in many regions of Bolivia with well-educated and experienced employees, help increase the locals' farming knowledge. FAUTAPO picked the pupils up at the airport- Arriving hours later at the camp in the rain forest. No hotel standard, but they had all that they needed.

The goal was to plant 1500 coffee plants. Working conditions are different to Norway. Almost 35 degrees. Humidity close to 100%. Mosquitos and heavy showers around noon. But Lene and Tanja did not complain. They helped wherever they could and after five days, the last plant was put in the ground. They were exhausted, but they have learned a lot.

As a treat, they visited the Manuripi-Heath Amazonian wildlife reserve where they experienced flora and fauna. The return trip was special – a two day trip through the rainforest by car, an adventurous flight with a small airplane from Riberalta to La Paz.

Teaching Entrepreneurship In Agricultural Schools

Green education in entrepreneurship and innovation is an "Interreg" project between secondary agricultural schools and universities in Norway and Sweden. The program's overall aim is, through cross-border cooperation, to create the best conditions for an economically strong region with an attractive living environment.

One goal of the project is to allow pupils from the participating schools to meet and compete in an innovation camp/competition. Another goal is to develop a university study course for teachers in how to teach entrepreneurship and innovation.

The study course started in November for three staff members from Skjetlein Upper Secondary School. The course is a part time course and very hands on. Bente Ryen and her equine class developed an activity day with horses and meals The activity day should be a whole day event, where the pupils use their knowledge to plan activities for guests. The goal is to have a package ready that can be "sold" to paying customers.

To Be Welcomed Warmly

Our School is engaged in the integration of refugees and immigrants by spreading knowledge of their background and circumstances, as well as that of our own emigration history one century ago. Our measures to achieve this includes:

- Renting out facilities to the Adult Education programme, and accepting refugees into our classrooms. This also includes moves such as inviting everyone to all kinds of school events during the year. It is important to establish clearly that the refugees is a resource, and that our adolescents realise that fact when they hear they have an engineer with them in class!
- Cooperation with Granby Gård, which is a centre of information on human migration, focusing especially on the emigration to America. This history is used to gain greater understanding of immigration today.
- Our school participates in the Granby Conference. Two of our pupils, one immigrant and one native Selbygg, will present the project "Building bridges between cultures".

Finally In Spain

This year, Selbu Upper-secondary School will participate in a cultural pupil exchange with Dionisio Gamallo Fierros secondary school from Ribadeo in Spain. One of our pupils will stay with a host family for 10 days, and their daughter will stay with his family in Norway this summer.

During his stay, the carnival is celebrated through a series of events in the village. His host family will show him famous cathedrals, Santiago de Compostela following the pilgrims route, the carnival parade in Ribadeo and visit Lugo, a worth-to-see Roman town.

He will spend two days in school, where he will attend the regular lessons to share his experiences in Spain with the pupils, and tell them about Norway and its culture.

The goal pursued is to educate tolerant and supportive young people who are familiarised with the social reality of both countries after exchanging our ideas to improve the quality of education and, in particular, the education of those who are to come.



International Selbu

Operation «One Day Work»
www.od.no

pupil Exchange

One of our pupils was an exchange pupil in the United States through the Norwegian organisation Explorius and the United States' organization CETUSA

Influencing Attitudes Through Knowledge and Experiences:

Safia Abdi Haase is a Norwegian-Somalian nurse, known for her active efforts to combat female genital molestation. In 2014 she was awarded the King's Medal of Merit for her work for women and children's living conditions. Safia shared strong experiences from her life and her work with our pupils in an awesome and moving lecture which included both Somalian music and dance.



Crisscrossing Indonesia

Two of our pupils won a “golden ticket” that gave them the opportunity to travel two weeks in Indonesia, from cities of millions to deserted villages. They travelled with a Trondheim based company, AquaOptima, which is offering technological solutions to operate fish farming in the tropics.

The main objective of the trip was to inspect the construction of a hatchery, which AquaOptima is building on the island Yapen, which will provide a fish farm with juveniles.

The pupils participated in sales meetings in Jakarta, Jayapura, Biak and Padang with four different potential aquaculture operators. The stay ended with a few days at Asia’s biggest fisheries exhibition in Surabaya, where the pupils presented the solutions AquaOptima can offer.

In retrospect, it appears that 3 of the 4 sales meetings resulted in actual sales of solutions and good incomes for AquaOptima for long time to come.

A memory for life for our two lucky pupils.

Adventurous Excursion To Spain

For many years, pupils from Health and Social Care classes in Rissa have travelled to Villajoyosa, Spain, to experience a practice period in a rehabilitation centre. In 2016 it was no longer a possibility to have practice in those institutions.

However, we decided that those 6 pupils, together with 3 pupils in the Spanish class, should work together and plan an excursion. In Villajoyosa there were interesting institutions for both groups.

The goal for this trip was to increase the knowledge in their respective subjects: health and social care, by visiting different organizations related to rehabilitation, humanity; and the Spanish class visiting a Spanish high school, where they had established contact by mail with some pupils in the months before departure.

In that way, pupils from both classes have experience some cultural and language understanding; they met new people to build a network for their future; they had an unique experience that helped them with their motivation to finish the school year.

International Rissa

Global Learning

Our program in Indonesia was part of the “Global Learning” project where pupils get practice in countries outside Europe.

Partner: Aqua Optima, Trondheim

The Visit to Villajoyosa

Three pupils from the Spanish class in the third year and six pupils from Health and Social Care class visited: Vistamar and Solgården (two rehabilitation centres in Villajoyosa), The Norwegian School “Costa Blanca” in Alfas del Pi; The “Seaman Church” in Albir (institution for Norwegian people in Spain), Upper-secondary school N 3, in Villajoyosa



Young Entrepreneurs Shaping the Future

What skills the future job market will ask for is hard to predict, but predicting that the job market will be different from today's is probably a good bet. Regardless of what the future brings, having entrepreneurship skills will be a great advantage.

Through our project Young Entrepreneurship in Mid-Scandinavia, we aim to give our pupils entrepreneurial skills to enable them to shape their own future. Our long term goal is to give them problem-solving skills so they can start their own business, in addition these skills will enable them to become intrapreneurs thus being an asset to any future employer.

As a result of our long-standing cooperation with Jämtlands Gymnasium we have managed to become the best entrepreneurship schools in our region. Consequently, we have started cooperating with other schools in the region in order to share best practices and disseminate the results of our project. We want to empower future generations to become their own boss, and be good problem solvers.

Making Language Learning Fun

In recent years we have seen that Norwegian pupils tend not to prioritise foreign language learning, they find it both difficult and irrelevant to study foreign languages. While pupils lack interest in language learning, the business sector wants to recruit people with language skills.

We decided that we needed show that we priorities languages at Thora Storm by giving our hard working language teachers an opportunity to develop new teaching methods, while at the same time visiting relevant countries. Through our Erasmus+ mobility project, we are able to do this. Thus, we are sending teachers to France, Spain, Germany and the UK in the upcoming year.

Following Thora Storm's focus on entrepreneurship and entrepreneurial teaching methods, our project aims to enable language teachers to develop entrepreneurial methods in their language teaching.

Our aim is that this project will give the teachers new inspiration, which in turn will reflect on their pupils, inspiring them to learn languages.



International Thora Storm

Young Entrepreneurship in Mid-Scandinavia is an Interreg Project for the period March 2015 to March 2018

New Methods and New Drive In Language Education is an Erasmus+ Mobility Project for the period September 2016 to August 2018

Internationalization at Home
We are a multicultural school with pupils from many different nationalities, among them a class for pupils who are newly arrived immigrants, in addition to offering general studies for immigrants. We try to make use of their knowledge by inviting them to share their experiences with ethnic Norwegian pupils. We also cooperate with international pupil organizations from the university, NTNU. They are invited to have different workshops and projects with our pupils. This in turn gives our pupils new insights into parts of the world which are foreign to them, and as one pupil put it, "Meeting a refugee who has crossed the Mediterranean and hearing his story, is quite different from hearing about in on the news or from a teacher".



Partnership With Vaasa Vocational Institute

How can we develop professional skills and employability among pupils through mobility in Europe?

Last February Meldal had a five-week visit two visitors from Vaasa Vocational Institute in Finland. The pupils were two young boys, both pupils of Electrical Engineering and Automation Technology. During the stay they worked two weeks in Elkem Thamshavn and Simpro. The rest of their visit they were together with our pupils in the Automation Technology class.

In addition to this, they were tourists in our region. Their teacher came on a visit during their stay in Trøndelag and we spent one day together with him and showed him Trondheim. We visited Nidarosdomen, Vitenskapsmuseet, Bakklandet and Kristiansten festning.

The two boys got to know each other very well and they also made good friends with our pupils. One weekend they went to one of our pupil's cabin in Orkdal. They learned Norwegian spare time activities like cross country skiing, playing cards and spending time with good friends.

Exploring Barcelona

How can we learn more about Spanish food culture and Spanish culture in general?

The Restaurant and food processing pupils went to Barcelona in April 2016 with two teachers. On their trip they visited La Sagrada Familia, La Rambla and the foodmarket La Boquera and other sights.

They discovered the best of Barcelona on the sightseeing tour of the city. This bus tour allows you to see the top sights and attractions Barcelona has to offer.

They also visited two restaurants. La Dreta de l'Eixample is known for its wonderfully gourmet food scene. It is a creative Catalan restaurant with one Michelin star. They also visited a Tapas restaurant in the center of Barcelona where they enjoyed a number of great dishes.

Our pupils and teachers also made a visit to Barcelona's great football stadium. The Barcelona FC tour has become a must-do tour for visitors in Barcelona, especially the football fans. The pupils thought they have learned a lot about Spanish food culture and the culture in general on this trip, and they were quite satisfied.

International Meldal

Erasmus+: Professional Skills through mobilities in Europe – pupil exchange 2017-2020. Partner: VAMIA in Vaasa, Finland.

Restaurant- and food processing:
Exploring Barcelona.

Project, Health and care pupils: "Working in multicultural Norway".

Visit from VAMIA, Vaasa: Two teachers visited Meldal vocational upper secondary school.



Newspaper, Culture and Tourism Across Borders

«I don't understand why I didn't apply to participate to this project last year!» This is a quote from one of our pupils who joined Tiller Upper Secondary Schools main international project "English through Entrepreneurship" this year.

"English through Entrepreneurship" is a KA 2 Erasmus + project" which focuses on exploring and developing new learning methods. Pupils and teachers from Croatia, Turkey, Belgium, Romania and Norway are exploring and learning how entrepreneurial learning methods can help pupils to better learn English.

The pupils are in three transnational working groups; one is creating an internet newspaper (News for Youth), the second is developing a business plan for a mobile application and the third focuses on developing a digital tourist guide.

In February 2017 Tiller Upper Secondary School is the hosts for the project. The programme for this week is relevant to the tasks the pupils are working with – from visiting Røros to working with Adresseavisen and visiting their new locations. The next mobilities are planned to take place in Romania and Turkey next school year.

Tiller Upper Secondary An International Cluster

Tiller Upper Secondary School is an international school. We have pupils from more than 30 different countries, with over 40 languages. This international orientation is visible in our general studies programme: In 2016 the new programme "general studies with internationalization and democracy development" started with 30 pupils. This programme's main objective is theme-based-learning and work across subjects, with focus on international challenges as migration, globalization and international conflicts.. This year some of the pupils participate in the Erasmus+ project, and all the pupils are going to London.

Tiller Upper Secondary School has from 2016/17 it's own humanitarian fundraising and international week. The pupil council decided to support refugees from Syria living in refugee camps in Lebanon through Salam LADC. Salam is a humanitarian organisation supporting refugees in the Bakaa Valley . Teacher Lars Korsnes and two pupils will travel to Lebanon and work as volunteers for Salam spring 2017.



International Tiller

English Through Entrepreneurship

- An Erasmus+ KA2 Strategic Partnership project
- In cooperation with the Norwegian University of Science and Technology (NTNU)
- Participating countries: Belgium, Croatia, Turkey, Romania & Norway

Strategies for Inclusion – Making high quality history and citizenship education more inclusive and accessible

- An Erasmus+ Partnership Coordinated by Euroclio (The European union for history teachers)
- Duration: three years

Highlighting Vocational English and Our Cultural Diversity



International Orkdal

Erasmus+ Project

Work placement in London, England for 3 weeks in the springtime of 2016 and 2017

Getting to know new cultures through work and language in authentic environments

Orkdal Upper Secondary school participates in «Work Experience UK» where one of the focusing areas is to highlight the vocational studies in an international perspective. This will be an important contribution to giving the English language an increased focus as a necessary communication tool for future employers in our international society.

In long terms we hope to increase the general status of vocational studies through this project.

The economic support granted has made us able to let 11 pupils, representing the subjects Health Work and Security Services, work in the London area in springtime 2016 and 2017 through the subject “deeper project work”. Primarily the pupils have a work placement for 3 weeks related to their program of study.

The pupils going in 2016 experienced a period of new knowledge, both in terms of language and working conditions. After having been working in London they claim the Norwegian working conditions to be “extremely good”. In this respect they have also learned to appreciate what they know, by learning something new.

Orkdal Upper Secondary school is situated next to the center for learning and integration of refugees of Orkdal municipality. We are gradually cooperating more with this center to increase the cultural knowledge of our pupils as well as facilitate the integration of our refugees. Cooperation within various subjects is on the agenda for the coming period. We also arranged an international day together with the center right before Christmas, where all the pupils were working together on various projects.



“We Spoke German the Whole Time”

Vicco-von-Bülow Gymnasium on the outskirts of Berlin. A mix of German and Norwegian pupils gather around five tables covered with large sheets of paper to write and draw on. At one table, the pupils laugh at a fanciful rendition of the map of Norway. At another, two Norwegian girls are trying to explain the term “russ” without resorting to English.

German teacher Anita Langørgen started planning this trip in the autumn of 2015. A substantial amount of work went into raising money. “The pupils contributed each in their own way; for instance by selling woolen products, cakes and toilet paper”, she explains. “In addition to this, we were lucky to get financial support from our school. This covered the costs for the teachers.” During the four-day long trip, the group also managed to visit the Norwegian Embassy, the Reichstag building, Bernauer Straße and the former Stasi prison.

Anita views the trip as a huge success and believes that the pupils benefited. “Some of the pupils who never spoke out in class before, are not afraid of talking German anymore”, she enthuses. Her observation was confirmed by an eager comment made by one of the pupils after the school visit in Berlin: “We spoke German the whole time!”

Remembrance and Contemporary Development

Our vg3 pupils of travel and tourism decided to go to Krakow, Poland, in April 2016. Preparations involved making an itinerary, and scripts for guiding. In addition, one of Trondheim’s most versatile musicians, Jacek Nowak, teacher at our school, came to our classroom and told us what to expect when meeting the people and culture of his home country.

History, culture and communication, and development after the Iron Curtain lifted were the main themes of this excursion. Krakow’s Old City is on the UNESCO World Heritage List, and is a great example of the impact such a listing might have on allocating resources to protect and improve a destination, and to provide tourism amenity.

In 2016, Poland and Krakow arranged World Youth Day, and we visited the site of this Catholic Festival. The study trip also included a visit to Auschwitz and Birkenau, a horrifying and heart-wrenching reminder of humanity’s terrors.



International Heimdal

Excursion program
related to the curriculum in foreign languages and travel and tourism

Nordplus Junior
cooperating with schools in Sweden, Finland and Faeroe Islands, with plans of mobility programs

Horizon 2020 and Erasmus+
teacher involvement through NTNU





International Byåsen

Use IT 2

is an Erasmus+ KA2 Project

Scandinavian Business

Company is a NordPlus Junior project for the period of November 2016 to April 2018. The project is grounded in economics, with pupil exchanges.

SBC Partners:

Lauttakylä Upper Secondary School, Huittinen (Finland)

Sudurland College, Selfoss (Iceland)

Ulvila Upper secondary school, Ulvila (Finland)

Byåsen also works with one Erasmus KA2 project and one KA1 project



Use IT 2

The project members have taken part in two visits; one school visit to Trondheim in October and one coordinator trip to Pardubice in November.

In Trondheim the group joined selected teachers during daily lessons in classrooms and they also visited Norwegian University of science and technology; the Department of Teacher Education and the Faculty of Natural Sciences. Here we heard how the university thought about what skills the teachers in the future should have and how teachers could use digital tools to improve and engage the pupils for more learning.

We also visited Charlottenlund Upper Secondary School and had a look at “the classroom for the future” and a guided tour at the school.

The coordinator trip to Pardubice took place in November 2016.

Website: useit2blog.wordpress.com

Scandinavian Business Company (SBC)

How to make the internationalization subject in the entrepreneurship curricula in a practical way? Why not start a project across borders to test out products on foreign markets and learn about the business culture in other countries? Then we got SBC.

Between each meeting they have tasks connected to already existing business companies in their own country, but also create new ideas to start their own business from environmental challenges – preferably across borders.

We use etwinning as the platform to present the products of the pupils.

In November 2016 28 pupils from Finland and Iceland arrived Byåsen for the first project meeting. We didn't know that young people from three different Nordic countries were so similar. They found each other in several ways. Many of our pupils who were the hosts during the week established friendship with the visitors, and they look forward to seeing them again in April.

Website: <https://live.etwinning.net/projects/project/116765>

The Norfolk Connection

International ST – Year 2 in England – is still the main international project at our school. For the moment we have cooperation with 8 different schools in Norfolk County.

Our 25 pupils follow the the same courses as the British pupils, and finish the year with the compulsory AS-exams in all subjects.

The experience shows that the pupils master the transition from. It is a demanding program, not only when it comes to mastering the school. Staying abroad in a new family demands flexibility and willingness to adjust in many ways.

The feedback from both the schools and host families are unambiguous positive – they are impressed both by the pupils academic skills and the way the act as ambassadors for their school and country.

The cooperation with Norfolk also include visits to Trondheim from Norfolk, teachers, headmasters and representatives from Norfolk County have visited Trondheim. As a part of this cooperation, the headmasters from all Upper Secondary Schools in Sør-Trøndelag went to a study trip to Norfolk, visiting schools and met with representatives from the Department of Education in Norfolk County

Taking the Classroom Abroad

To strengthen to international dimension in different subjects we find it valuable to organise study trips abroad for the pupils. The programme for these trips has been developed over years, and are closely linked to the curriculum in the different subjects. The pupils are creative and ambitious finding ways to finance these trips. The efforts pay off not only in better academic skills and a wider perspective, trips like these has also an important social impact and contribute to a better learning environment in the groups.

Last year two groups in Social Science and Politics visited Poland and got a wider perspective on the development in Central Europe, those taking the advanced course in French went to Provence where they were introduced to different aspect of French culture, English Literature and Culture together with Latin experienced the academic life at colleges in Oxford and the media pupils discovered the vibrant city of Berlin.



International “Katta”

Teacher´s training via workshops organized by IB (International Baccalaureate)

Erasmus+: application for school education staff mobility

European Youth Parliament
Pupils organize regional sessions and participate in national and international sessions

Unesco´s network for schools ASPnet (Associated School Project)





International Fosen

Facts about Addiction Prevention In Schools (APS)

APS is an Erasmus+KA2 Strategic partnership project for the period of August 2015 to August 2018

Participating countries:

Italy, Belgium and Norway

Partners involved in APS:

- Ørland municipality, Ressursbasen Norway
- ISS Luigi Scarambone, Italy
- L'Arcobaleno, Italy
- Azienda Sanitaria Locale Lecce, Italy
- Stedelijke Handelsschool Turnhout, Belgium
- Stad Turnhout, Belgium

Addiction Prevention

Is addiction in school a problem related to dropout? The partners from Italy, Belgium and Norway who take part in this project could all relate to this.

Addiction is a term that covers many different factors, and in our project, we have chosen to focus on addiction related to intoxication, drugs, gaming and internet overuse. The background for this definition comes from the acknowledgement of cultural differences at the beginning of the project with in the different partner schools.

Our next questions are do we have required competence and knowledge in our schools to detect, prevent and further help our pupils who are in danger of, or already have developed a problem related to addiction? In order to determine this we will conduct a survey both in the course of and at the end of the project.

The results will show if competence is increased. Through this project we also want to discover what is already done in our schools, share experiences and seek to find a "best practice".

Solidarity and Cultural Exchange

Our school has previously participated in several international projects through Erasmus +. The focus of these projects have been cultural exchange and linguistic development. Fosen Upper Secondary School also has a long tradition of attending Operation Day's Work. The principle of Solidarity is one of the most central aspects of ODW.

Solidarity is understood as shared responsibility to achieve equal opportunities. Operation Day's Work is a solidarity campaign by youth for youth. Common to most of the links are that they consist of youth between the ages of 13 and 19.

Operation Day's Work always supports and concerns marginalised groups and contribute towards girls and boys having equal rights to education.

Through participation in the ODW our pupils organizes an international day focusing on the year's theme that is different from one year to another. Pupils also spend a day working where what they earn that day goes to the project.

Creating World Citizens

We live in an increasingly interconnected world, a world where globalization is a part of everyday life. In this type of society, it is more important than ever to prepare pupils for an international future.

This year we are looking forward to a visit from a distinguished colleague from the Center for Global Studies at the University of Illinois in Urbana-Champaign. The purpose of this visit is to talk to Norwegian teachers and pupils, and planning an exchange program with teacher-training students from the University of Illinois next year. The opportunity to talk to, and be taught by, teachers from different parts of the United States will give our pupils valuable insight into American culture, and give them the chance to communicate directly with native speakers of English.

We have also applied for an Erasmus + program. The application is administrated by a German school, and it includes schools from England, France, Italy, Greece and Spain.

Website: cgs.illinois.edu

Tasting Europe

To open pupils' minds to the rest of the world is an important task for our school.

Every year pupils from restaurant and food processing take a study trip to a European city. Here, they trace the Norwegian fish from the coastal waters in Trøndelag to restaurants in Europe.

In 2016, the surplus from the pupils' own sales took them to a journey to Barcelona, Spain. Together pupils and teachers prepared and organized the trip, both in advance and after the trip.

The aim is to experience new tastes, cultures and people. The study trips include visits to cooking schools, tastes of local food in both á la carte-restaurants and in smaller establishments, and visit to local wineries.

The trip to Barcelona gave the pupils insight in Spanish food traditions, but also new ideas on how to use local resources found in Frøya. Both pupils and teachers look forward to these trips every year, as they provide motivation and different learning possibilities.

Center for Global Studies
AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



International Guri Kunna

Nordplus project:

Biodiversity with partners from Denmark and Sweden

Work practice

for aquaculture pupils in Northern Ireland

Optimal:

European aquaculture education

Blue Edu:

European aquaculture education

Pupil and teacher exchange with help workshops, South Korea





Pupil's Workshop In Germany

In the spring of 2016 10 pupils and two teachers from Malvik joined an international pupils' workshop in Goldberg Realschule in Sindelfingen, Germany.

The main theme of the project "Unsere Chancen in Europa" is exchanging experiences on the transition from upper secondary education to working life. What can we do to help pupils find permanent and meaningful work?

During the spring meeting the partners presented the different education systems to each other with a particular focus on the possibilities and challenges found in the Stuttgart area of Germany. The workshop participants got to know large and highly specialized work places, like the Daimler-Benz and Bosch companies, as well as some interesting crafts companies that employ people from a multitude of countries. In addition the participants learned to know Tübingen, Stuttgart and school life in Sindelfingen.

Teachers' Workshop In Lithuania

The autumn of 2016, the project "Unsere Chancen in Europa" organized its last teacher workshop at the partner school in Kelme, Lithuania.

During the workshop the participants shared experiences from the last two years of the project, namely to find education and work in the different partner countries.

Lithuania is a beautiful, if unknown, country in the heart of Europe. The participating teachers spent quite some time in understanding the situation for pupils, schools and teachers in the country. The Parliament in Vilnius and the regional authorities of the Kelme area were among the places visited by the group.

The visiting teachers learned that, in spite of many challenges, there are opportunities for Lithuanian pupils.

International Malvik

Pupils' workshop in Sindelfingen
(Germany)

Teachers' workshop in Kelme
(Lithuania)

Pupils' Exchange with Bruneck
(Italy)



Work Placements Abroad

Practice Europe

The second Erasmus+ project Practice Europe organized by the County Authority has been carried out in 2016 and will be completed in May 2017. Practice Europe allows apprentices and pupils in Sør-Trøndelag to do a work placement in Europe as a part of their vocational education in school or as an integral part of their apprenticeships.

During the project period 18 apprentices and 14 pupils have done professional internships in 6 different countries. The placement periods have varied in length. An average stay for apprentices has been 3 months while for pupils it has been 2-4 weeks.

By participating in the project the youngsters have been given the opportunity to enhance their knowledge, both in their fields of expertise, culturally and linguistically. They have experienced the every day and work life in a foreign country and learned to handle challenges. Their common feedback: "A great opportunity, new knowledge, new friends and memories for life".

Colleagues Meet Colleagues and Companies

In April a group of professionals visited Brussels to learn about vocational education in Europe. The group then split in two, eight leaving for Copenhagen and seven for Cologne.

The Cologne group focused on how schools cooperate with training companies and the vocational education system in Germany in talks with local such companies, teachers and school leaders. They learned that vocational education is organized in a dual system companies are responsible for and vocational schools give support with part-time education. Both companies and schools work independently, yet aligned to one another.

The Copenhagen group visited Sophienborg Plejeceter, a care home also providing apprentices training, as well as SOPU København og Nordsjælland, a school for social- and health care workers. Denmark has two types of health care workers on upper secondary level, not one as in Norway. The group learned of a dual system and cooperation between municipality and school. It met teachers and teaching supervisors at Sophienborg who talked about the change between school and practice and the different topics the pupils work with. The pupils must first work as apprentice, after which they are guaranteed schooling. This is a big difference from Norway.



Mobility Project

The County Authority's Erasmus+ mobility project is called **Practice Europe**

Partner countries:

Denmark, Germany, Ireland, England, Italy, Belgium, Iceland, Slovenia and Spain

Main Activity:

Work placements of apprentices and pupils

Additional Activities:

Staff training and study visits for professionals

Websites:

www.stfk.no/PracticeEurope
facebook.com/PracticeEurope



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