

Impressum

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Gabriele Heinisch-Hosek

Austrian Federal Minister of Education and Women's Affairs



A cosmopolitan and tolerant mind set is acquired in particular through personal experiences abroad. Participating in international cooperation and exchange projects not only improves language and intercultural skills but also reinforces the common idea of Europe.

Erasmus+, the EU programme for education, training, youth and sport for the period 2014-2020, offers numerous opportunities for international exchange between educational institutions within and outside of Europe.

Austrian university colleges of teacher education are already participating very successfully in the EU education programmes. For students at university colleges of teacher education and people studying at universities to become teachers, participating in mobility and cooperation activities as part of the Erasmus+ programme has a positive effect in two ways. By developing their diversity competences and language skills, (future) teachers lay the foundations to act as role models for their (future) students.

The knowledge students acquire in European projects and from acting as assistants in other countries also make them more willing to incorporate innovations into their teaching. The increased internationalisation of university colleges of teacher education is therefore very important to me.

The new Erasmus+ programme incorporates the success story of the Tempus programme in a larger context. Cooperation with non-EU countries as part of the Erasmus+ programme significantly contributes to the sustainable modernisation of educational institutions in the partner countries as well as to more comprehensive social and economic development and to forging closer ties with the EU.

I am pleased that the University college of teacher education of Carinthia is particularly engaged in the field of international cooperation and that this event allows experts from all over the world to share their experiences when it comes to the internationalisation of education. The University College of teacher

education of Carinthia is a partner organisation of the IRIS project (Fostering Academic International Relations in Israeli Colleges to Promote Education, Research and Innovation) which is helping to improve the quality and innovation of the participating Israeli educational institutions.

My ministry additionally encourages university colleges of teacher education to participate in Erasmus+ activities by offering the Austria Mundus incentive financing scheme, which gives university colleges of teacher education the opportunity to apply for financial support for the proposal phase. I would be pleased if a large number of university colleges of teacher education continue to take advantage of the opportunities offered by Erasmus+.





Gabriele Heinisch-Hosek

Bundesministerin für Bildung und Frauen

Weltoffenheit und Toleranz lernen wir besonders auch beim Sammeln persönlicher Erfahrungen im Ausland. Die Beteiligung an internationalen Kooperations- und Austauschprojekten fördert nicht nur Sprach- und interkulturelle Kompetenzen, sondern stärkt auch den europäischen Gedanken.

Das EU-Programm für Bildung, Jugend und Sport Erasmus+ (2014-2020) bietet zahlreiche Möglichkeiten des internationalen Austausches zwischen Bildungseinrichtungen innerhalb und außerhalb Europas.

Pädagogische Hochschulen nehmen bereits sehr erfolgreich an den EU Bildungsprogrammen teil. Die Teilnahme von Studierenden der Pädagogischen Hochschulen sowie von Lehramtsstudierenden an Mobilitäts- und Kooperationsaktivitäten des EU-Programms Erasmus+ hat eine positive Wirkung in doppelter Hinsicht. Durch den Erwerb von Diversitäts- und Sprachkompetenzen wird eine Basis geschaffen, die es (angehenden) Lehrkräften erleichtert, eine Vorbildfunktion für

SchülerInnen zu entwickeln. Mit dem Wissen, das Studierende aus den europäischen Projekten oder aus Assistenzaufenthalten mitbringen, steigt auch die Bereitschaft Innovationen im Unterricht einzuführen. Daher ist mir die verstärkte Internationalisierung der Pädagogischen Hochschulen ein wichtiges Anliegen.

Die Erfolgsgeschichte des Programmes Tempus wird im neuen EU-Programm Erasmus+ in einem größeren Kontext weitergeschrieben. Die Kooperation mit Nicht-EU-Ländern im Rahmen des Programms Erasmus+ leistet einen wichtigen Beitrag zur nachhaltigen Modernisierung der Bildungseinrichtungen in den Partnerländern sowie zu einer umfassenderen sozialen und wirtschaftlichen Entwicklung und zur Zusammenarbeit mit der EU.

Es freut mich, dass die Pädagogische Hochschule Kärnten im Bereich der internationalen Kooperation besonders aktiv ist und durch die Organisation dieser Veranstaltung ExpertInnen aus der ganzen Welt die Gelegenheit haben, sich über Internationalisie-

rung der Bildung auszutauschen. Das IRIS's Projekt (Fostering Academic International Relations in Israeli Colleges to Promote Education, Research and Innovation), bei der die PH Kärnten Partnerorganisation ist, trägt beispielsweise zur Verbesserung der Qualität und Innovation der teilnehmenden israelischen Bildungseinrichtungen bei.

Mein Ressort fördert die Teilnahme der Pädagogischen Hochschulen an Aktivitäten des Programms Erasmus+ zusätzlich im Rahmen der Anreizfinanzierung Austria Mundus, bei der Pädagogische Hochschulen für die Antragsphase finanzielle Unterstützung beantragen können. Ich würde mich freuen, wenn Pädagogische Hochschulen sich weiterhin zahlreich an den Möglichkeiten von Erasmus+ beteiligen.



Education as an opportunity for the future



You can read about and experience the fact that education and further education are absolutely crucial, on a daily basis. For this reason, investment in education is a must-have for our society and for politics. Education always includes looking beyond one's own horizon. Thus, inter-regionalism and internationality are inextricably linked to it. The interconnectedness of the world is proceeding swiftly and a comprehensive education is all the more indispensable as the basis for a peaceful and tolerant development in many areas. Erasmus+, the EU's new funding programme for education, training, youth and sport, for instance, provides young people with significant education opportunities and chances for the future.

As the Governor of Carinthia, in charge of education, my focus is on strengthening the framework for educational opportunities which are as optimal as possible from elementary education to age-appropriate continuous education. I also attempt to promote regional foreign policy as well as neighbourhood policy in the

context of EU funding opportunities in order to seek cross-border and cross-cultural solutions and implement common projects. Fortunately, educational co-operation and international contacts are very significant remits of the Carinthian University College of Teacher Education (Viktor Frankl Hochschule), with which I highly concur.

I am very happy with and proud of the current three-year Tempus Iris project, in which the University College of Teacher Education is actively involved as well as the 8th International Meeting of co-ordinators, researchers, partner and friends, which is taking place in this context and I would like to welcome all the participants most warmly.

The Tempus educational programme supports the modernisation of university education and encourages the co-operation of educational establishments in the EU with those in Eastern Europe, Central Asia, the Western Balkan as well as those from countries bordering the Mediterranean.

I am confident that this meeting, taking place between November 3rd – 7th, 2014 will provide an exciting international network and a platform comprising many Israeli, European and non-European establishments and partners which will be used for international exchange as well as for further co-operations.

I would like to thank the University College of Teacher Education and its rector, Marlies Krainz-Dürr, its vice-rector, Gabriele Kahn, its Head of Educational Co-operation Programmes, Pia-Maria Rabensteiner, and the entire team for encouraging the internationalisation strategy and thus further expanding the network role of the University College of Teacher Education.

With kind regards,
Dr. Peter Kaiser
Governor of Carinthia



Bildung als Zukunftschance

Man kann es täglich lesen und auch erfahren: Bildung und Weiterbildung sind von ganz zentraler Bedeutung. Daher sind Bildungsinvestitionen ein Muss für die Gesellschaft und die Politik. Zur Bildung gehört immer der Blick über die eigenen Grenzen, Interregionalität und Internationalität sind somit untrennbar mit ihr verbunden. Die Vernetzung der Welt geht in vielen Bereichen rasant voran und umso mehr ist eine umfassende Bildung auch als Grundlage für eine friedliche und tolerante Entwicklung unabdingbar. So bietet beispielsweise Erasmus+, das neue Förderprogramm der EU für allgemeine und berufliche Bildung, Jugend und Sport, enorme Bildungs- und Zukunftschancen für junge Menschen.

Als Landeshauptmann und Bildungsreferent setze ich den Schwerpunkt auf die Stärkung von Rahmenbedingungen für eine möglichst optimale Bildungschancen von der Elementarbildung bis zu altersgerechter Weiterbildung und ebenso forcieren die regionale Außen- und Nachbarschaftspolitik im Kontext der EU-Politik

und den EU-Fördermöglichkeiten, um gemeinsam und grenzüberschreitende und kulturübergreifende Lösungen zu suchen und Projekte umzusetzen. Bildungsk Kooperationen und internationale Kontakte – das ist erfreulicherweise auch ein sehr bedeutendes Aufgabenfeld der Pädagogischen Hochschule Kärnten (Viktor Frankl Hochschule), das ich nur unterstützen kann.

Ich freue mich über das laufende dreijährige Tempus Iris Projekt, in das die Pädagogische Hochschule aktiv eingebunden ist, sowie über das in diesem Zusammenhang stattfindende 8. Internationale Meeting von Koordinatoren, Forschern, Partnern und Freunden und möchte alle Teilnehmerinnen und Teilnehmer herzlich willkommen heißen.

Das Bildungsprogramm Tempus unterstützt die Modernisierung der Hochschulbildung und fördert die Kooperationen von Bildungseinrichtungen der EU mit jenen aus Osteuropa, Zentralasien, Westbalkan und der Mittelmeerrainregion.

Ich bin zuversichtlich, dass dieses Meeting vom 3. bis 7. November 2014 als spannendes internationales Netzwerk und als Plattform mit vielen israelischen, europäischen und außereuropäischen Institutionen und Partnern bildet, das zum internationalen Austausch sowie für weitere Kooperationen genutzt werden wird.

Ich danke der Pädagogischen Hochschule unter Rektorin Marlies Krainz-Dürr, Vizerektorin Gabriele Khan, der Leiterin von Bildungsk Kooperationen, Pia-Maria Rabensteiner und dem gesamten Team dafür, dass sie die Internationalisierungsstrategie forciert und damit die Netzwerkrolle der Pädagogischen Hochschule weiter ausbaut.

Mit besten Grüßen
Dr. Peter Kaiser
Landeshauptmann von Kärnten



Tomorrow's School is International



About 40 kilometers from the University College of Teacher Education in Carinthia, the Romanic, Slavic and Indo-Germanic language families meet at the border between Italy, Slovenia and Austria. The federal state of Carinthia itself is bilingual, with Slovenian as the second language beside German. This particular linguistic-geographic and – accordingly – cultural and historic situation implies a mandate as well as a program for teacher education in Carinthia. Multilingualism and intercultural education, the cultivation of neighboring languages and teacher training for the bilingual and multilingual school system are the declared focus of our college.

Moreover, the University College of Teacher Education in Carinthia is cross-linked with various educational institutions inside and outside of Europe. Our students are encouraged to gather experience abroad in Erasmus programs and practical training, foreign students bring the world straight to our institution. In the context of mobility,

our college teachers teach at foreign educational institutions and they are engaged in research and development projects with international partners.

Tomorrow's school will be international. It deals with students with different languages, cultures, religions and countries of origin and has to educate for a peaceful future in a globalized world. The University College of Teacher Education makes an effort to prepare students for these tasks and to support teachers on this way.

In my position as rector of the University College of Teacher Education I am particularly pleased about the fact that we are part of a project for the internationalization of university colleges in the context of the EU-Program Tempus. The three-year program Tempus IRIS supports education, research and innovation at university colleges and is sustained by educational institutions from Israel and Europe. Around 100 co-operation partners will convene at the International Meeting at our Uni-

versity College from Nov. 3rd – 7th, 2014 in order to exchange experiences and work together.

I want to express my special thanks to the head of the International Office, Mag. Dr. Pia-Maria Rabensteiner, BEd and her team for promoting internationalization at various levels and for organizing this conference.

Welcome to all participants, and I am looking forward to a fruitful dialogue.

Dr. Marlies Krainz-Dürr
Rector of the University College
of Teacher Education in Carinthia



Die Schule von morgen ist international

In etwa 40 Kilometer Entfernung von der Pädagogischen Hochschule Kärnten treffen die romanische, slawische und ndogermanische Sprachfamilie an der Grenze zwischen Italien, Slowenien und Österreich aufeinander. Das Bundesland Kärnten selbst ist zweisprachig, neben Deutsch ist Slowenisch die zweite Sprache des Landes. Diese besondere sprachlich-geografische - und damit zusammenhängende - kulturelle und historische Situation bedeutet für die Lehrer/innenbildung in Kärnten sowohl Auftrag als auch Programm. Mehrsprachigkeit und interkulturelle Bildung, die Pflege der Nachbarsprachen und die Ausbildung für das zwei- und mehrsprachige Schulwesen sind erklärte Schwerpunkte der Hochschule.

Die Pädagogische Hochschule Kärnten ist darüber hinaus mit zahlreichen Bildungsinstitutionen in und außerhalb Europas vernetzt. Studierende werden ermutigt, in Erasmusprogrammen und Praktika Erfahrungen im Ausland zu sammeln, ausländische Studierende bringen die

Welt direkt ins Haus. Lehrende der Hochschule unterrichten im Rahmen von Mobilitäten an ausländischen Bildungseinrichtungen, sie sind in Forschungs- und Entwicklungsprojekten mit internationalen Partnern engagiert.

Die Schule von morgen wird international sein. Sie hat mit Schüler/innen unterschiedlicher Sprachen, Kulturen, Religionen und Herkunftsländern zu tun und muss für eine friedliche Zukunft in einer globalisierten Welt erziehen. Es ist das erklärte Bemühen der Pädagogischen Hochschule Kärnten, Studierende auf diese Aufgaben vorzubereiten und Lehrer/innen auf diesem Weg zu unterstützen.

Als Rektorin freue ich mich besonders, dass die Pädagogische Hochschule Kärnten im Rahmen des EU-Programmes Tempus an einem Projekt zur Internationalisierung von Hochschulen beteiligt ist. Das dreijährige Programm Tempus IRIS unterstützt Ausbildung, Forschung und Innovation an Hochschulen und wird von Bildungs-

einrichtungen aus Israel und Europa getragen. An die 100 Kooperationspartner/innen werden bei dem internationalen Meeting vom 3. - 7. November 2014 an der Pädagogischen Hochschule zusammenkommen, um sich auszutauschen und miteinander zu arbeiten.

Mein besonderer Dank gilt der Leiterin des internationalen Büros, Mag. Dr. Pia-Maria Rabensteiner, BEd und ihrem Team, das die Internationalisierung auf vielen Ebenen vorantreibt und diese Konferenz organisiert hat.

Ich heiße alle Teilnehmenden willkommen und freue mich auf einen fruchtbaren Dialog.

Dr. Marlies Krainz-Dürr
Rektorin der Pädagogischen Hochschule Kärnten



IRIS - Fostering Academic International Relations in Israeli Colleges to Promote Education, Research and Innovation



The Project IRIS – Fostering Academic International Relations in Israeli Colleges to Promote Education, Research and Innovation – was approved by the European Commission's EACEA, under the TEMPUS (Trans-European Mobility University Studies) program's fifth call for proposals.

IRIS is a three-year project, 2012-2015, uniting nineteen Israeli and European partners. Israeli partners include peripherally and centrally situated academic institutions, engineering and social sciences colleges, educational training colleges and Arab colleges.

The participating Israeli academic colleges are:

- ORT Braude College (coordinator),
- Beit Berl College, Kaye Academic College of Education,
- Al-Qasemi Academic College of Education,
- ORT Hermelin Academic College of Engineering and Technology,
- Sapir Academic Collage, Shenkar College of Engineering, Design and Art,
- The Max Stern Academic College of Emek Yezreel.

Our partners also include:

- The National Union of Israeli Students
- Board of Public Academic Colleges
- Tel Aviv University

The European partners are:

- University of Bristol (UK)
- Warsaw University of Technology (Poland)
- Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule (Austria)
- Università Carlo Cattaneo (Italy) / Università Cattolica del Sacro Cuore (Italy),
- Centre for higher education development consult – CHE (Germany)
- European Foundation for Management Development – EFMD – (Belgium)
- European Association for International Education – EAIE (The Netherlands)

The IRIS project goals are:

- to foster academic International Relations in Israeli Colleges
- to promote education, research and innovation
- to improve the academic quality as well as the status and competitiveness of public colleges vis-à-vis universities and private

colleges through the development of international capabilities and culture at the colleges.

The IRIS project Objectives are:

- Development of a strategic plan for internationalization of academic colleges, taking into consideration national context, societal interests and the diversification, constraints and priorities of academic colleges in Israel.
- Infusing colleges' campuses with an international perspective and encouraging the engagement of faculty, administrators and students in the internationalization agenda.
- Development and delivery of training for international relations professionals in the partner colleges.
- Establishment of International Relations Offices (IRO) in the partner colleges.
- Development of pilot activities by the trained local IRO teams.
- Establishment of a network of IROs for advocacy of internationalization programs, the transfer of best practices, and further collaborative initiatives.

Dr. Vered Holzmann
Tempus IRIS Project Coordinator





Tempus IRIS Project and Israeli Participation in the International Week

There will be an Israeli delegation with representatives from 8 academic colleges participating in the International Week organized by the Pädagogische Hochschule Kärnten/Viktor Frankl Hochschule, and one of the sessions at this event will be a presentation of the Tempus Iris Project by the Project Co-ordinator. Since this visit is part of the Workshop Package that I manage, I would just like to provide you with some background to its organisation and objectives. The Tempus Iris project is organised into a number of different work packages and I manage WP4 which is running between February 2014 and 2015.

In earlier WPs, the Israeli Academic Colleges visited European partner institutions as a benchmarking exercise and developed their first strategic plans for internationalisation. Parallel to WP4 they have also been following a workshop on internationalisation of the curriculum. The intention of WP4 is to assist colleagues in considering the adequacy and effectiveness of their interna-

tional strategy, activities and operations at their institutions and, with the help of discussions with fellow participants, to map out areas of improvement and potential further directions for development. This occurs through the organisation of five workshops.

The first workshop took place at Sapir Academic College, Israel in February 2014 and focused on moving from the planning to implementation stages of internationalisation. It looked at the current plans and explored how they might best be implemented, what challenges might lie ahead and how they might be overcome. The second and third workshops took place at the Università Cattolica del Sacro Cuore, Italy in March and May respectively and were organised as institutional visits around organisation and implementation of internationalisation. The participants were given the opportunity to talk to and interact with many key actors in internationalisation at the two universities. Workshop 4 is taking place during the November International

Week at Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule and is an opportunity for the participants to experience internationalisation in action as well as to make contact with many other European partner institutions. There is only one half-day Tempus workshop taking place as a parallel event, otherwise the Israelis will be participating fully in the International Week. The series of 5 workshops will conclude at the Max Stern Academic College of Emek Yezreel in February 2015 and will focus on progress in implementation since the next stage in the project will be the organisation of institutional visits to further assist the colleges in the realisation of their plans for internationalisation. For many of the participating colleges, internationalisation is still a relatively new dimension, even though they may already have had a number of international activities and they are looking forward to exchanging their ideas and experiences with you during the International Week.

Dr. Fiona Hunter
Work Package 4 Leader



Welcome



A heartfelt welcome to the already 8th International Meeting at the Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule – University College of Teacher Education.

As the head of the Office for International Affairs it is a pleasure for me to host you during the five days from 3 till 7 November, 2014. I feel very honored that vice-rectors, deans, heads of departments, Erasmus+ coordinators and professors attend this event and make it with their lectures for local teaching and administration staff, local and incoming students, friends and partners of the Office for International Affairs once again a unique and unforgettable occurrence. The International Meeting 2014 will be attended by participants from 23 nations.

Politicians, valuing the meaningfulness of such necessary international events organized at a Higher Education Institution show with their presence and with their welcome speeches their appreciation concerning the internationalization-work at the UCTE. They also set with their coming a symbolic act that within the Erasmus+ programme era not only academics should be reached but especially future teachers who bring the Erasmus+ idea via education at the UCTE directly

into the school-classes where local and incoming students complete their school-practice. Partner schools open their doors to show the guests how the Austrian educational system works in practice, both in mono and/or bilingual education.

The networking concept of the International Meeting is that local and incoming staff, local and incoming students get into contact, pursue mutual conversation, share their experience, get directly in contact with each other when on the one hand promoting a study at their own institution and on the other hand – when thinking about studying abroad – to talk directly with responsible people of the possible future host-institution. The International Meeting can be seen also as a staff-training when attending the lectures colleagues are offering. The University College of Teacher Education profits also when welcoming a lot of participants because of self-promotion and informing the incoming staff about the study-opportunities, the modularized system, the campus` life and much more.

European and non European participants receive during the International Meeting not only information about the geography and history of Carinthia but the full-time excursion within the three-country-corner region Austria / Italy / Slovenia will let participants feel and experience why we behave like we behave. Everybody can personally experience the beauty of this region.

Having been involved over the years in different Comenius- and Erasmus-projects where the International Meeting arose also opportunities for considerations and planning activities, where one could find space and time on the “market-place” to find new project-partners and where reminiscences and gleanings concerning successful common European activities took place, it is a treat to acclaim this year also Tempus-IRIS-project-partners. This year the International Meeting is part of the International Relations Workshops within Work Package 4 inside the Tempus-“IRIS”-project. Tempus-project partners have the possibility to get to know long-time



Welcome

partners of the UCTE as well as completely new partners but should most of all get to know the networking hub in a friendly and pleasant atmosphere.

To promote, to initiate, to boost and to foster internationalization are the main tasks the Office for International Affairs has to deal with. To promote studies abroad, to encourage colleagues to use their staff-mobilities, to work with incomings (staff and students), to participate in different projects and to work in different research projects with European and non-European colleagues makes this job and profession interesting, diversifying, challenging although it is sometimes also very

stressful. The best bridge to build up long-term relations is to invest time during sometimes very long negotiations with new partners, to explain study-opportunities at the UCTE to students and staff, to give lectures around the globe when using staff-mobility, to be a very good host when staff from partner-institutions are visiting the campus, to organize events like the smaller and the annual big International Meetings.

Why doing so?

The beneficiary should first of all be the students, the young citizens, to inform them about their study opportunities at different partner institutions, to pack their suitcases and to study one term

or one year at one of the partner-institutions. Students come back more open-minded than before, more responsible than they used to be, more empathetic and with less prejudices than prior to their stay abroad and gain not only language skills but personal and social competencies. Students going abroad and studying abroad build up their own friendship-network which should be that strong to act in concert to save peace in Europe and to take an interest as active and critical citizens in peace-making activities in the world.

The International Meeting 2014 at the Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule – University College of Teacher Education should be a successful, enriching, satisfying and inspiring event. Enjoy it!

Mag. Dr. Pia-Maria Rabensteiner, BEd
Head of the Office for International Affairs at the UCTE



The Holding of International Meetings as one strong Pillar of Internationalization at the Higher Education Institution



Within this article the reader will find information about the history and motivations about the celebration of International Meetings at the Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule (PHK)-University College of Teacher Education (UCTE) from 2007 till 2014 and the benefit such an event brings along for participants as well as for local staff and students. Local and national needs and international aspects of Teacher Education should be included into the internationalization strategy and should reach all at the Higher Education Institution at home as well as all those with whom the home institution is cooperating locally, on a national and/or international level. International contacts and active partnerships, staff international experience through teaching abroad as well as research activities should play an important role when implementing the internationalization strategy at the institution. The International Meetings represent without doubt one strong pillar of internationalization at the UCTE, a facet of things the author is responsible for.

Since October 1, 2007 the UCTE has developed because of the merging of the former Federal Pedagogical Academy in Carinthia (re-

sponsible at that time for the whole initial training for primary teachers, secondary teachers and teachers for children with special needs) and the former Pedagogical Institute (responsible for further and advanced training for all Carinthian teachers). The new teacher training institution was set up as the successor institution Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule – University College of Teacher Education which also needed a new Office for International Affairs (OIA), and the author was entrusted with its management.

The tasks which must be performed are listed and described in details here and include the following work areas:

1. Coordination of national and international education cooperation and contacts
2. Cooperation with educational and other institutions / Organization and implementation of local, national, international events
3. General Services / advice, information and support / organization for students and teachers
4. Visualization / Public Relations of the OIA
5. Contact with the Austrian National Agency Lifelong Learning

At the beginning of the academic year 2007/2008, there was a very small foundation of international partnerships built up from the former institutions and the starting point for internationalization was very low. In the transition year 2006/2007, the further opening of the university towards other university education institutions was considered in addition to the redesign of the Bologna compliant curricula of the UCTE, which should be used for the first time in the academic year 2007/08. Because of the contacts with European education institutions - universities and schools - as well as the organizational experience, the author was asked to host an international meeting in January 2007. Based on this international meeting, where decision makers from ten European countries participated to discuss and engineer cooperation opportunities at different planned and research projects for the new generation of programmes of the European Union 2007-2013, the International Meetings developed. Since 2007, these International Meetings have been held at the UCTE every year in autumn and accepted by the international partners increasingly and with pleasure.

This highlight, which has been offered for the incoming staff since the year 2007, pinpoints the potential of concentrated attention and effective mutual international exchange. Some important and basic information about the historical disquisition on the International Meeting and the tasks, which have to be done in the OIA, one can find in the article "Working for Europe as a Commitment - Implementation of the European Internationalization Strategy 2007 -2013"¹. The addition now regards the long-headed and long-sighted vision to arrange and organize a trend-setting international event at that time (2007) new educational institution. The selection of partners who should be invited to the 1st International Meeting has not been arranged incidentally but has been well-grounded because of former international experience through realized Comenius- and Erasmus-activities where the author and some of the partners had been already included. The invitation to the International Meeting to work together within five days on different common ideas, visions and possible common future projects, to get to know other institutions and their point of view concerning different possibilities of cooperation better, to have time for the mutual exchange in the field of teacher education was sent also to new and at that time unknown colleagues. It was focused to invite colleagues

from different geographic directions. From the outgoing point Austria, responsible people from faculties of education of well-respected universities and university colleges from the south, north, east and west of Europe were invited to participate in this 1st International Meeting. The main meeting's mission, a brief introduction of the UCTE, the preliminary programme etc. were sent. Lots of mutual e-mails, phone-calls maintained the participation from colleagues from ten different European countries in the year 2007. Because of the programme and at that time very active correspondence and communication the curiosity grew to find mutual future reliable partners.

The aims were to initiate for the new programme era "Lifelong Learning" (2007-2013) which replaced the former "Socrates-programme" and to consider for this fact possible cooperation both in the field of school-, school-development-, school-partnership-projects as well as common projects or research within the higher education institutions. One main fact on the way to boost the UCTE in the direction of becoming and being international was well-considered in the meaning that "many activities to increase and generate new income sources need new expertise, which does not necessarily always exist within the institution. Universities may recruit professionals from

outside the sector or invest in the development of staff for them to acquire the necessary skills. When external staff is recruited, it is important that they understand the specificities of the research and education environment and are integrated in an established team. Professionalization is relevant on all fronts, including human resources management, knowledge transfer activities, research administration, financial management, etc."².

Especially for the UCTE where staff and students should be included into the internationalization process main topics of future project-opportunities have been discussed: foreign language learning, inclusion, Citizenship Education. Within the 1st International Meeting, getting to know each other with different methodical-didactical elements, discussions, planning units within the above-named topics have been talked over in smaller groups and presented during plenary sessions. There was enough time for the discussion about the future key activities and concrete main goals for a Comenius-school-partnership³ project. At that time a cooperation within the Erasmus-programme was initiated which ended up after in the academic year 2008/2009 in the new programme generation Lifelong Learning with the awarded Erasmus-Intensive-Programme "BEAM"⁴.

¹ cf. Rabensteiner P.-M., Europäischer Auftrag als Beruf/ung oder Umsetzung der europäischen Internationalisierungs-Strategie 2007-2013. (17-50 German); Working for Europe as a Commitment. Implementation of the European Internationalization Strategy 2007-2013 (51-78 English). In: Rabensteiner G., Rabensteiner P.-M. (Eds.), Internationalization in Teacher Education. Vol 1. Initiatives. Schneider Verlag. Hohengehren 2014, p. 38 an 69

² Estermann Th., Bebbetot Pruvat E., Funding of higher education: Diversifying the universities' income. In: Wächter B., Lam Qu., Ferencz I, (eds.), Tying it all together. Excellence, mobility, funding and the social dimension in higher education. ACA Papers on International Cooperation in Education. Bonn 2012, p. 161

³ Comenius School Partnership Project Learning, Language and Diversity through European Networking (europe4you) (2008-2009)

⁴ Rabensteiner P.-M., "BEAM" Building European Identity through Spirit, Sense and Meaning. Eine Erasmus-Intensiv-Programm-Erfolgsgeschichte. (7-40 German); "BEAM" Building European Identity through Spirit, Sense and Meaning. An Erasmus Intensive Programme Success Story (41-70 English) In: Rabensteiner P.-M., Ropo E. (Hrsg.), European Dimension in Education and Teaching. Vol 7: BEAM - Building European Identity through Spirit, Sense and Meaning. Schneider Verlag, Hohengehren 2013

In 2008, already 30 people from 13 countries attended. In addition to the introduction and visualizing of the institutions, colleagues worked in workshops on planned project proposals with various main focuses in small groups and in personal exchange. In the International Meeting 2008 the first and essential changes were adopted, which should be included also in the following meetings during the next years. The main change regarded the inclusion of guest lectures in the International Meeting into students' regular time-table. Guest lectures (lectures and seminars) were placed on Tuesday mornings (09.45 - 11.15) and Wednesday afternoons (14.00 - 15.30). The reason was both to push internationalization at the home institution and to make local staff and students acquainted with international colleagues and coordinators... To illustrate the value of languages and the necessity as well as the increase of the personal professionalism of future teachers, lectures could be held in English, Slovene, Italian, French. International guests did not only have the possibility to talk about their own area of expertise and special field in education and teaching but could make advertisements about either studies abroad at their home-institutions or staff-exchange there. These fixed lessons did not change till the International Meeting 2014 where further changes were made to open this event one more time for local students and staff. It should be revealed in any case that the language barriers of any language could be minimized and that ways and means of a new form of understanding can be found, if one is open for new approaching challenges, new and other or unknown matters.

Beforehand, students, teaching and administration staff have become informed which lectures were offered by whom and which local staff - internationally-oriented colleagues are needed here -, was chairing the session. In the foyer, students found lists to register for the different guest lectures. Within the first International Meetings guest lectures were of a manageable size and longer presentation and personal talks to students were possible within the 1½ hours. Because of the increase of interest concerning the participation in the International Meeting, it became necessary that three colleagues shared the 1½ hours of their presentation. The time assigned for talking was 20 to 25 minutes and the lectures adapted more and more to an international conference level. There was / is still time enough for personal talks and the face-to-face encounter between local students and incoming staff. These personal talks with possible future Erasmus/Erasmus+ coordinators, colleagues, head of departments... were/are for students very helpful and needed to receive answers to their questions and to minimize their fear when some were thinking of applying for a study abroad. Local staff had / has the possibility to get to know how international staff and staff-mobilities could / can be initiated too. Also here it turned out that the face-to-face-contact is better than emailing or phoning with unknown people.

Within the five days in the International Meeting participants have enough time and space for a personal and cultural encounter, mu-

tual international exchange as well as to receive information about the UCTE, its different departments, partner schools, projects, organization of school-practice. The first getting-to-know the Austrian and Carinthian culture takes place at the welcome where - like usual - either a children's or student's choir starts with music or staff-colleagues and/or international students present their musical talents. Meanwhile a lot of key speeches can be offered to participants on different topics as well as to receive an insight view of how UCTE colleagues work together in different fields with local and incoming students. International guests are invited to visit different schools to get to know how their outgoing students are integrated, accompanied and supervised during their school practice. To also show participants the beauty of the country and the 3-country-corner-region Austria, Italy and Slovenia and to get to know why we behave like we behave in this region, which historical, geographical, cultural conditions form the way of thinking, doing and behaving, an excursion is always offered to different places and highlights. The interpersonal relationship as the base of a good and fruitful cooperation can be established and enhanced during the UCTE's dinner-invitation or different evening programmes.

The "International Meeting", the international network and hub is the place to present from staff to staff and to talk about finished, running and planned projects, to talk about the latest research and to introduce future project ideas of one's own institution too. The purpose is to include the

incoming staff not only as teaching staff but also “as ‘stars’ lighting up the research landscape”⁵. This kind of staff, “the crème de la crème in specific disciplines from around the world”⁶ should enrich in their short-term arrangements students and local staff knowledge and skills. To invite excellent incoming staff, listening to their different host lectures plays an important role in the quality of education and teaching. The guests get information about the organization, the priorities, projects and collaborations of the UCTE. They also get information about study programmes for Incoming Students, about the care and support on-site, students can implement their school practice and how they are integrated and supported in everyday school life. There is enough time and space to get to know each other, exchange information and mutually to present one’s own institution. “In short, the gains of an International Week are simple but powerful: working together, meeting old and new partners, publishing, and building new connections with new knowledge.”⁷ The added value that teachers and students of the UCTE have through the holding of the International Meetings is that the courses (lectures / seminars), which are meanwhile being organized and offered by the participants, can be attended.

Students’ feedback and staff who were chairing the guest lectures as well as from incoming

staff at the International Meeting’s participants were collected every year. In the year 2009 37 people (Erasmus-coordinators and project-partner) coming from 15 countries attended the International Meeting. Since 2007 there have existed notes and feedback (questionnaires) from local students and local staff about how the guest lectures continued to have an effect. The International Meeting 2009 was evaluated by a Finnish student in form of a case study and this scientific work ended up as a Bachelor-Thesis. Data was collected by different surveys including open-ended questions to evaluate the meeting on the three different levels and from different points of view (local and incoming students, local staff and incoming staff). The number of respondents varied on all levels from year to year.

In the year 2012 not only European colleagues but already Chinese out of 55 participants came and attended the meeting, in the year 2013 a colleague from the Near East and more than 60 people from 22 nations were welcomed. The International Meeting 2013 was attended not only by professors and staff but as well by Master and PhD students. Three master students and one PhD student presented their home institutions and offered workshops for other colleagues during the International Meeting 2013.

Feedback (74 %) from 37 international participants from 15 dif-

ferent countries in the year 2009 was considered for International Meeting’s preparations 2010 compared to the feedback (76 %) from 62 international guests from 22 countries in the year 2013. Students’, local staff’s as well as guests’ feedback has been taken into consideration for the upcoming International Meeting 2014. Based on the feedback, it was obvious that the meeting was very successful and the delegates’ main expectations were, to a large extent, realized. The meeting worked as a good platform for networking, socializing and project planning, which were the expectations of most delegates. The survey also revealed that there are not that many similar international meetings being organized by other institutions, although there probably would be a demand for more of them. The results of the survey showed that the meeting does not require great improvements since the feedback was very positive.”⁸

Similar positive feedback has been given from different International Meeting participants also during and after the event in the year 2013. Students’ feedback after the guest lectures within the International Meeting 2013 (n=534) showed that the meeting has reached the goal to bring internationalization to the right audience and addressee. Students did not only have to answer why they enrolled a special workshop where three international guests shared 1 ½ hours but also what they have

⁵ Lam Qu., Ferencz I., A comparative overview of national mobility policies. In: Ferencz I., Wächter B. (eds.), European and national policies for academic mobility. Linking rhetoric, practice and mobility trends. ACA Papers in International Cooperation in Education. Bonn 2012. p. 54

⁶ *ibid.*, p. 54

⁷ Henrion A., Staff Mobility in Europe: A Twelve-Year-Old Programme. In: Goeth, Th., Jaritz G., Oser F (Eds.), Pains and Gains of International Mobility in Teacher Education. Sense Publishers. Rotterdam, Boston, Taipei 2011. p. 90

⁸ Uusitalo N., International Meeting 2009. Ideal platform for networking and project planning. Bachelor thesis. Tampere 2010, p.3

learnt from the lecture personally, from the information content, if and why students should be included into the International Meeting and if they gained an additional benefit (or not) because of attending the workshops. Every teacher student (primary teacher, secondary teacher, special needs teacher students) could attend two workshops. "To receive the chance to have a packed information of different school systems and grading systems and to receive a vision and intercultural understanding was the advantage of the workshop I attended. I reflect that to become more open-minded starts with careful listening to others, how they are and what they do and what they wish to do" was only one of the answers. Also teacher colleagues who chaired the different guest lectures (n = 22) gained not only a benefit for their own teaching but were satisfied that students could receive information from many experts in different languages.

To include local students and staff as well as incoming students in such an international event is part of the internationalization strategy and goal the OIA pursues, knowing that "teaching staff and other multipliers are expected to play the role of motivators"⁹. Feedback from local students and staff are kept in mind when incoming staff is visiting the institution, when intercultural, international, global competencies are in demand. The attention of the third kind of feedback - to analyze data from

participants of the International Meeting - played/plays a big role to consider and respect answers not only given concerning motivation to attend an International Meeting. Personal interest and professionalism combined with the wish to meet other European and non-European colleagues within a friendly and professional surrounding were the most frequent answers and the reader can find here a categorized compendium of participants' answers:

- Using the Erasmus mobility
- Attending the International Meeting could be an example for one's own vision to organize a meeting
- Getting to know students' host-institutions better and receiving detailed information about the study opportunities
- Partaking in an international platform, a network, a hub
- Talking to an audience about the latest research
- Holding concertation and effecting negotiations with responsible people from different higher education institutions
- Meeting old and well-known friends as well as new colleagues
- Experiencing the friendly atmosphere, the lovely, amiable and cordial hosts and professional organization
- Being a model within the life-long learning process, getting over language barriers and gaining from the partner's information when attending their workshops
- Promoting the studies at the

home-institution

- Using the example of a staff mobility and playing an ideal role within the internationalization
- Initiating new mutual scientific cooperation

The International Meeting 2014 which will be attended by more than 70 participants (Asia, Europe, Near East, United States of America) also presents the 4th IRO Workshop (International Relations Workshops) out of five within the Tempus project called "IRIS" in which the author is actively involved. This International Meeting at the PHK/UCTE should be a "best practice" in the Tempus "IRIS" which stands for "Fostering Academic International Relations in Israeli Colleges to Promote Education, Research and Innovation". The small but very active Office for International Affairs at the PHK/UCTE has been asked to contribute as one of the eight European partners in the Tempus-programme and has already welcomed and hosted twice Israeli partners during their Study-Visits (May 2013) in Klagenfurt. Meanwhile three bilateral agreements with three different Israeli Colleges have been signed with regard to further future cooperation and two research projects have been initiated. Moreover two UCTE students have been to Israel to get to know not only the Israeli educational system but to see especially how education works at the Arab College Al Quasemi¹⁰. Another

⁹ Wächter B., European mobility policies. In: Ferencz I., Wächter B. (eds.), European and national policies for academic mobility. Linking rhetoric, practice and mobility trends. ACA Papers in International Cooperation in Education. Bonn 2012., p. 26

¹⁰ Sturm R., Wolte M., Über den eigenen Tellerand blicken. Auslandsferfahrung einmal anders. (105-120 German); A View beyond one's own Nose – Experience Abroad. (121-135 English) In: Rabensteiner G., Rabensteiner P.-M. (Eds.), Internationalization in Teacher Education. Vol 7. Near-East. Schneider Verlag. Hohengehren 2014

“side-product“ of the very successful Tempus project has to be mentioned, that thanks to the author’s initiative one of the participating Israeli Colleges (Sapir College) could send an intern for 3½ months to Klagenfurt. This colleague receives a deeper insight on how internationalization takes place at the UCTE and is realized by the OIA.

Summing up the successful events and taking into consideration the upcoming International Meeting 2014 with its participants from 24 nations this will be the biggest international meeting organized by the Office for International Affairs. Networking, in the field of education and teaching, starts with the wish and step of going abroad and visiting a partner institution, to set one goal in the direction of “internationalization”. To identify one’s own strength and sharing one’s own experience, being open-minded to partners’ explanations of internationalization, wishes and visions, being involved into encounters actively and effectively at the host institution(s) one fulfills the “rationale of ‘European nation-building’“¹¹ the European Union pursues with the offer of using a staff mobility and should end up in consolidating and living “the concept of a People’s Europe”¹².

The work on preparations for the International Meeting was increasing because of the continuous progression of participants’ numbers from year to year. The higher number of attending people implicates that preparations try lon-

ger and organizers have to think about lots of small circumstantialities properly. Being a small institution everything has to be different from one meeting to the other: what was easy to plan - the welcome, music performances at the openings and welcome speeches, school visits, information about the different key-aspects of activities at the institution, rooms for guest lectures, guided tours, excursions. The top of the matter was on the one hand the organization of meals (lunches) when having reached the amount of more than 50 people because of the small size of the UCTE canteen and to balance this with the full time-table. On the other hand the long-term and short-term prearrangements as well as the concrete realization were very time-consuming because of the understaffed office.

To be able to organize besides the International Meeting the increasing number of incoming staff during the whole academic year, since 2013/2014 different dates have been arranged and offered to staff to visit the campus, to get to know the UCTE, colleagues and people who have a rich experience in internationalization, to hold guest lectures and to advertise for studies at the different home institutions. Also those “smaller“ international meetings last three to five days. Local students and staff gain benefit for the home institution when incoming staff offers guest lectures.

The International Meeting at the UCTE can be seen through the

eyes of a staff in different ways. It is on the one hand a net where staff can hold on, widen their own international experience when coming together with staff from different countries. On the other hand it can also be seen as a kind of staff training because of the ability not only to join colleague’s lectures which are given for students but to receive information about international issues such as marketing, different recruitments of students, insight view into different internationalization strategies when attending lectures from staff to staff or listening. The additional benefit can be also the information from different heads of Offices for International Affairs concerning the implementation of internationalization strategies in different countries. With international issues and international skills both staff and students are confronted. Administration staff, attending the International Meeting, get confronted with students’ problems they sometimes have to solve compared to obstacles that administration staff is not always able to communicate in English.

Internationalization has become a goal to be reached in Higher Education at the levels of teaching, curricula and research. The Office for International Affairs at the PHK/UCTE offers participants to network, helps to find trustful partners, helps to build bridges between people of different countries and culture areas. The step to take the opportunity to get to know new people and/or to work with them

¹¹ Wächter B., European mobility policies. In: Ferencz I., Wächter B. (eds.), European and national policies for academic mobility. Linking rhetoric, practice and mobility trends. ACA Papers in International Cooperation in Education. Bonn 2012., p. 28

¹² *ibid*, p.28

in the future is up to every participant in this international event.

Networking as a powerful active way of building professional relationships helps to foster contacts and to create ways to disseminate information. One yarn is here to be cocooned, to stretch and tighten yarns can enable to bind knots and links, to weave a net which ensures security. The question is not where to start and

how to include the mission and vision that internationalization becomes a success. The beneficiary of the International Meetings should first of all be all students. Students' empathy-capability can be enhanced when staff exemplifies to perform staff mobilities as a role model. The same is when showing students and other staff members that mental borders, fear, insecurity, doubts can be minimized and intercultural, multi-

cultural, transcultural, international competencies besides language skills can be obtained. Going abroad, teaching abroad, going international signifies a professional benefit as well as a personal enrichment and the discovery of a treasure¹³.

Mag. Dr. Pia-Maria
Rabensteiner, BEd

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¹³ Mylchuk A., Rabensteiner P.-M., Ergreifen Sie die Chance! Beruflich unterwegs sein – Staff-Mobilitäten“ im Hochschulbereich. (106-130 German); Take Your Chance! Tob e away on Business – Staff Mobilities within Higher Education Institutions. (131-151 English). In: Rabensteiner G., Rabensteiner P.-M. (Eds. 2014). Internationalization in Teacher Education. Vol. 5: Mobilities. Hohengehren: Schneider Verlag

PROGRAMME

Sunday, 2 November, 2014

Arrival

Monday, 3 November, 2014 - Welcome / Getting to know each other

- 08.00 - 08.45 Registration
- 09.00 - 09.50 Official Welcome / Opening / Ms Mag. Dr. Pia-Maria Rabensteiner, BEd / Head of the Office for International Affairs at the UCTE
- 09.50 - 10.00 Welcome Words /
Mr. Mag. Dr. Peter Kaiser / Governor of the Carinthian Government
- 10.00 - 10.10 Welcome Words /
Ms Mag. Dr. Marlies Krainz-Dürr, Rector of the UCTE
- 10.10 - 10.30 Key Speech: Value of Internationalization in Higher Education / Mr. Mag. Hanspeter Huber, Department Head for International Affairs - Ministry of Education
- 10.30 - 10.50 Key Speech: EducatorsAbroad – Sustainability of Studying abroad / Mr. Dr. Craig Kissock / Director of StudyAbroad, USA
- 10.50 - 11.00 Welcome with International Students
- 11.00 - 11.20 Coffee break
- 11.20 - 11.40 Key Speech: Internationalization and Internationalization Strategies in Israeli Colleges
Ms Dr. Vered Holzmann / TEMPUS-Iris-Project - Project-Coordinator
- 11.40 - 12.00 Key Speech: Internationalization at the UCTE / Ms Mag. Dr. Pia-Maria Rabensteiner, BEd / Head of the Office for International Affairs at the UCTE
- Lunchtime
- 14.00 - 14.45 “Surprise” - Lifelong Learning together with UCTE staff and students / Language teachers and students of the UCTE
- 14.45 - 15.30 Welcome to Carinthia - Culture, History and Geography of Carinthia / Dr. Theodor Domej / Superintendent for Multilingualism in Upper Secondary Schools (German lecture)
- 14.45 - 15.30 Welcome to Carinthia - Culture, History and Geography of Carinthia / Ao. Univ.-Prof. Mag. Dr. Werner Drobesch (English lecture)
- 15.30 - 16.00 Coffee-break
- 16.00 - 17.30 Mutual international introduction - Work in different groups
- 19.00 Common dinner in a typical Carinthian inn



PROGRAMME

Tuesday, 4 November, 2014 - Austrian Educational System / Carinthian Government

- 08.30 - 09.00 Plenary Session
09.00 Departure to different schools
09.45 - 11.30 School Observation
11.30 - 12.00 Reflection / Summing up
Lunchtime
14.30 - 16.00 Visit of the "Kärntner Landtag" Guided tour through Klagenfurt
15.30 - 16.00 Coffee-break
19.00 Optional offer: Book-launch "Internationalization in Teacher Education"

Wednesday, 5 November, 2014 – Mutual International Exchange

- 09.00 - 09.30 Plenary Session
09.45 - 11.15 Lectures for local students and staff and international staff
11.15 - 11.40 Coffee-break
11.40 - 13.00 Workshops for international partners - Work in different groups
Lunchtime
14.00 - 17.00 Students and participants of the International Meeting work together
14.30 - 17.30 Lecture for Tempus-IRIS-project-partners
14.00 - 15.30 Guided tour - Dome of Klagenfurt

Thursday, 6 November, 2014 – Excursion within three countries

- 09.00 - 18.00 Excursion: Austria / Italy / Slovenia

Friday, 7 November, 2014 – Mutual International Exchange

- 09.00 - 09.30 Plenary Session
09.45 - 11.15 Workshops for international partners - Work in different groups
End of International Meeting
Lunchtime



Partners

Pädagogische Hochschule Kärnten
Viktor-Frankl-Hochschule
University College of Teacher Education

Austria
Klagenfurt



The UCTE is a post-secondary college for pedagogy and education. We offer teacher training, in-service-training for teachers and scientifically founded educational opportunities for persons in pedagogical vocations. Students are also welcome to participate in research work. Due to the UCTE's location in the Alps-Adriatic region we focus on didactics of language learning/multilingualism, global learning, migration and pedagogy of peace. Taking into account Carinthia's cultural situation as a bilingual region, promoting multilingualism and the mobility of students is a natural aspect of our work.

The UCTE houses a regional Centre for Didactics of Natural Science, which focuses on didactic education and training for natural sciences at elementary and secondary level. Furthermore, we are a centre for outstanding projects in the field of school development. Top priority is given to methods of individualisation and methods derived from the pedagogies of the school reformers at the turn of the century and we cooperate with universities and university colleges all over Europe. Our day-to-day work is based on a concept influenced by Viktor Frankl and his philosophy.

Departments:

Basic Studies for Educational Science, School Development and Mentoring, Centre for Information Technologies and E-learning, Centre for Multicultural and Intercultural Education, Department for Primary Education, Department for Secondary Education, Department for Vocational Studies

Viktor Frankl's Image of Humanity

The University College of Teacher Education of Carinthia is committed to Viktor Frankl's image of humanity and ethics and therefore offers lectures and courses in the area of meaning-centred pedagogy.

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VIVES University College

Belgium
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VIVES University College, with its modern and competence-based higher education, its innovative practical research, and its services provided to society, offers an adequate response to today's and tomorrow's social challenges.

VIVES is an appreciative, friendly, and people-oriented university college which concentrates on professionally oriented Bachelor Degrees and Associate Degrees. In doing so the university college ensures that its students contribute to the globalised world both as human beings and as professionals. We believe it is important for its staff members to do their jobs with enthusiasm. That's why the university college offers them extensive opportunities to develop and spread their expertise.

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Offering all students an international experience during their bachelor education cycle (180 ECTS) is a challenge VIVES and the International Office have accepted. VIVES has more than 250 international exchange partners worldwide. Every year we have about 180 foreign degree seeking students who come to study at VIVES. We also have about 300 incoming exchange students and about 250 outgoing exchange students.

Staff Mobility is another way through which VIVES provides its students with an international experience. In the academic year 2011/12, 50 foreign lecturers came to share their knowledge and expertise with our students. Over 200 of our lecturers went abroad and came back enriched with new insights.



St. Cyril and St. Methodius University of Veliko Turnovo

Bulgaria
Veliko Turnovo

St Cyril and St Methodius University of Veliko Turnovo (UVT) is one of the major universities in Bulgaria. It offers a wide range of Bachelor's, Master's, and PhD degree programmes in its 9 faculties: Faculty of Modern Languages, Faculty of Education, Faculty of Economics, Faculty of History, Faculty of Law, Faculty of Fine Arts, Faculty of Orthodox Theology, Faculty of Philosophy, Faculty of Mathematics and Informatics. UVT has two colleges of education in the cities of Vratza and Pleven. The total number of students at UVT is approximately 12.000. They come from across Bulgaria and other countries.

UVT maintains international contacts with higher education institutions from Europe, the United States, Africa and Asia. The University has over 240 agreements for academic mobility and research with universities participating in the Erasmus+ programme. It also has more than 80 agreements for direct bilateral cooperation.

The university complex includes the main campus on the historic Sveta Gora hill and other campuses in the centre of Veliko Turnovo, a ceremonial hall (aula) of 500 seats, a central library, faculty libraries and foreign language centres, a sports centre, student dining halls, and dormitories.

UVT is located in Veliko Turnovo – a vibrant city, which combines historical grandeur and unique beauty, values and traditions. Veliko Turnovo is in northern Bulgaria, 160 miles east of Sofia, the capital of Bulgaria. The history of the Second Bulgarian State (12th-14th c.) began here when the city was the capital of Medieval Bulgaria, in a time when knowledge and culture reached their peak. Today Veliko Turnovo has a leading position in the Bulgarian academic and cultural life.

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Josip Juraj Strossmayer University of Osijek

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The Josip Juraj Strossmayer University of Osijek (abbreviation: UNIOS) was established in 1975. Today it has around 23.000 students and 1.500 members of academic staff.

UNIOS' main strategic objectives are focused on development and assurance of high quality scientific research and teaching, internationalization and promotion of student and staff mobility, promotion of international ties with partner institutions, involvement in European trends (ERA, EHEA), contribution to the social, cultural and economic life of the region and further infrastructure development. With eleven faculties, five departments and one Academy of Arts, the University offers studies in all scientific fields, within three educational cycles. All studies are fully revised according to the Bologna principles.

One of UNIOS' main priorities is the development of international cooperation. The International Relations Office at the University level has a significant role in the establishment, promotion and furtherance of ties at international level. International relations with institutions abroad usually relate to organization of joint curricula, exchange of professors and students, joint symposia, seminars, exchange of publications and information related to scientific and research activities.

Following the fact that the University of Osijek has a significant influence on regional development, it continuously seeks to respond to the needs of the region, both in society and in the academic community.



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Welcome to one of the most beautiful cities in the Czech Republic. It is not an understatement considering that the Lonely Planet professional travelers rank the capital of the Haná region amongst ten hidden treasures of Europe; and not just because of the Holy Trinity Column which has been listed as a UNESCO World Heritage site since 2000. Olomouc has a thousand years' tradition that touches you everywhere you go – Roman or Gothic churches, Baroque fountains, Renaissance palaces or Art Nouveau villas. However, sights are not the only reason for Olomouc genius loci; there are parks, culture, countless restaurants and pubs and the heart-catching surroundings with fertile land, hills and hillocks. The town's greatest asset is the young people who make it a colorful, animated and exciting university city.

Palacký University in Olomouc has a long tradition. Founded in the 16th century, it is the oldest university in Moravia and the 2nd oldest in the Czech Republic. At present, it has eight faculties and the number of students has climbed to 24 thousand. The students of the Faculty of Education form a great part of that figure. They study a wide range of bachelor, master and doctoral programmes in both full-time and combined mode. The Faculty of Education also offers programmes and courses of lifelong education. The Faculty of Education is proud to be part of the university. It is a modern educational institution where tradition and new approaches are combined. Come and study with us!

The faculty develops exchange programmes for international mobility of students within the European Union and elsewhere including USA, South America and Asia. Foreign students do not exclusively come for short-term exchange scholarships; they also choose to complete the whole programme, for example, students from China, Russia or Nigeria study in our programmes.

Faculty of Education

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Tallinn University, Rakvere College

Estonia
Rakvere



Rakvere College is one of two regional colleges of Tallinn University. Established in 1999, Rakvere College has offered higher education programmes and further training possibilities for the people living in the region as well as outside the borders of the county.

The curricula of the college have changed during the course of time and today Rakvere College provides 3 different bachelor study programmes: Early Childhood Education, Social Pedagogy and Public and Business Administration with Specialization on Environmental Studies. Although one third of the students of the College originate from the region, the programmes attract students from all over Estonia.

TLU Rakvere College

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Rakvere College is proud of its historical building in the old town of Rakvere. The building has been an educational institution for more than 200 years housing schools, kindergartens and higher education establishments and many people that have played an important role in Estonian culture, history or political life, have been studying in this building.

Rakvere is a vibrant and fast developing city with many new and innovative ideas and projects. Plenty of tourist attractions, vivacious cultural life, exciting sports events and exceptional opportunities for leisure time make Rakvere a perfect place to spend one's college years and pursue an education here.



Friedrich Alexander University Erlangen-Nürnberg

Germany
Erlangen

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) is one of the largest universities in Germany. With its five faculties, FAU offers an almost unique scope of subjects ranging from the Humanities to Law and Economics as well as Sciences, Medicine and Engineering. The close collaboration between the single disciplines is reflected by the University's Mission Statement „Advance through Networks“. FAU thus offers perfect conditions for interdisciplinary research and learning to students and scientists alike. Moreover, over the last decades, the University has established its reputation as a top-ranking institution in cutting-edge research. It is firmly anchored in a close network of interdisciplinary co-operations. These include partners from industry, specialized non-university research center and a number of leading international universities.

Centre for Teacher Education

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FAU has established contacts with more than 500 universities all over the world. The nature of these contact vary, not only in the formal terms of contract, but also in the areas of co-operation. Co-operation can take the form of student exchanges (study semesters, completion of a master's thesis, project work or a joint doctorate); teaching staff exchanges (permanent or short-term lectureships, guest lectures); or joint research projects. Other forms of co-operation include double degree programmes, joint curriculum development or the organization of Summer Schools, workshops or colloquia.

The ZfL - Zentrum für Lehrerinnen- und Lehrerbildung - is a central scientific institution. It's a Think Tank for Teacher Training. Our tasks are coordination, consulting, development, cooperation, collaboration and networking. At FAU about 5.200 students are enrolled in Teacher Training covering Secondary School Level 1+2, Middle Grades, Lower and Middle Grades Regular School, Elementary School and Vocational Education.



University of Szeged Gyula Juhász Faculty of Education

Hungary
Szeged

The predecessor of the University of Szeged, Gyula Juhász Faculty of Education was established in 1873 in Budapest with the aim of training teachers for the contemporary elementary school system. This institution was Hungary's oldest teacher training establishment.

Due to educational reforms teacher training programs were transferred to Szeged in 1928, so Szeged became a city of students and a vibrant intellectual centre of South Eastern Hungary. In November 2006 the College was integrated into the University of Szeged as the Gyula Juhász Faculty of Education.

The faculty aims to become a leading institution in the fields of pre-school, primary school and special teacher education. In addition, we have BA and MA programs in teacher training and art education.

In line with the structural changes in the Hungarian higher educational system, the Faculty introduced a wide range of adult education and higher vocational training programs as well.

In addition to delivering quality education, we aim at excellence in academic research, arts and sports activities



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Al-Qasemi Academic College of Education

Israel
Baqa El Gharbiya

Al-Qasemi College was founded in 1989 as an institute of Sharia` and Islamic studies by a sect of the Sufi movement called "Tareqat Al-Qasemi Al-khelwateya Al-Jamea". The college started with very modest physical and academic basis, and was founded on the building of a mosque. Since then, it has grown and developed remarkably into a nationally recognized academic institute, certified by the Council for Higher Education in Israel.

As a winner of Excellence and Quality Award for the year 2009, it continues to lead changes in different fields locally and internationally and functions as a socio-cultural compass for the Arab minority in Israel.

Al-Qasemi's vision is to create an academic environment which facilitates and fosters both high quality intellectual achievement and a culture of dialogue between religions, cultures and traditions. In addition to teacher training, the college has always emphasized developing human resources in the belief that advanced societies, for the most part, are substantiated on capable and empowered individuals who are qualified enough to lead processes of social and cultural changes which harmonize with the college's vision; active partnership, equality of opportunities, equity and mutual respect.

Stemming from the vision of the college, Al-Qasemi conducts a variety of study days, conferences, initiatives, projects and seminars through which we promote values of accepting diversities, cross - cultural dialogue, empowering women, interfaith understanding, long life learning, critical thinking and management skills.



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Beit Berl Academic College

Israel
Beit Berl

Beit Berl College is a multidisciplinary academic institution that focuses on education, society, art and culture.

The college is unique in its multicultural atmosphere and located on the boundary between the „Triangle“ region with its Arab villages and towns, and the Sharon region with its Jewish towns and rural settlements. At Beit Berl, Jews and Arabs work and study side by side in an atmosphere of equality and mutual respect, where education is perceived as a means of affecting social change and advancing social justice.

We offer an extensive range of undergraduate degrees, graduate degrees and certificate programs in three major faculties:

- The Faculty of Education - incorporating knowledge and specialization in the fields of education and teacher training and their professional development.
- The Faculty of Society and Culture - includes disciplinary studies in the social sciences and humanities.
- The Faculty of Arts (Hamidrasha) - incorporating studies in all fields of fine arts, film and design, including art education.

Beit Berl College seeks to establish partnerships with worldwide academic institutions in research and faculty exchange in all fields of education and teacher training e.g. comparative education, multiculturalism in education, technology in education, inclusive education - policy and practice, political education and language education. We also seek partnerships in art and art education, public administration and policy, criminology (especially with regard to youths at risk), as well as interdisciplinary studies in the humanities and social sciences.



International Relations Office

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David Yellin Academic College of Education

Israel
Jerusalem



Liaison to Foreign Educational Institutions

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Ms Ruth Bar-Sinai

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The David Yellin Academic College of Education was founded in 1913 in Jerusalem as "The Hebrew Institute for Teachers", a pioneering endeavor with teacher training programs in Hebrew designed to produce teachers who would in turn teach their own classes in Hebrew. Since its inception the college has trained intellectuals, authors and poets and thousands of Israel's teachers and decision makers in the field of education. The college's 5,000 students represent a demographic microcosm of Israeli society. Religious and secular Jews, Muslim and Christian Arabs, even new immigrants - all meet and study together at David Yellin College, fostering and nurturing a new generation of Israeli educators.

The college is a non-profit organization managed by a board of governors and an executive council who meet on a monthly basis, and employs 85 administrative staff and 460 teachers. The college offers special programs for first and second degree studies, teacher certification, diploma studies, continuing education and pre-academic preparatory courses.

In 2007 the college was awarded "green campus" status by the Ministry of Environmental Protection. Led by the science, environmental and social science teaching staff and with the Centre for Sustainability Education in the forefront, the entire college community is dedicated to the implementation of information, skills and values necessary to promote a sustainable life style for our betterment and that of future generations. As befits an institution entrusted with the training of future teachers, the college has raised the banner of community involvement. Together - students, management, teaching and administrative staff - have all committed to support and participate in the college's extensive intra- and extra-mural community involvement projects.



Kaye Academic College of Education

Israel
Beer-Sheva

Kaye College is one of the leading academic colleges for teacher education and professional development of educators in the south, serving both the Jewish and Bedouin populations of the Negev.

Its goal is to provide students an advanced academic knowledge, broad practical experience, competencies and skills to integrate themselves into the changing future of the educational system in Israel.

Students earn a B.Ed. and teacher certificate, for teaching from kindergarten to high school in a wide range of areas such as Humanities, Science, Math, Physics, Art, English, Special Education, Early Childhood Education, and Non-Formal Education. For Master in Education (M.Ed.), we offer five programs; Educational Counseling, Learning Instruction, Physical Education and Sports for Excluded Communities at Risk, Education in the Era of Technological Information, and a Master's Degree in Teaching. The college also functions as a center for research and for furthering professional development of teachers in the field. Our teaching staff implements pedagogical innovations, such as Project-Based Learning, and ICT integration in teacher education.

In 1996 & 2007 the College received a UNESCO prize for outstanding contribution in promoting multiculturalism and coexistence.

Kaye College is interested in expanding the development of new collaborative projects and promoting joint research activities. We invite new partners to join us and believe that it will be of mutual interest.



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Max Stern Yezreel Valley College

Israel
Yezreel Valley



Max Stern Yezreel Valley College (YVC) marks the border of Lower Galilee, extending from the hills of Nazareth to Mount Gilboa. Today, as Northern Israel's economy has shifted from agriculture, YVC is playing a key role in preparing successive generations to face the challenges of today's dynamic world. For young people, Jewish and Arab, growing up in the towns and villages of Yezreel Valley, the opportunity to achieve an academic degree represents an empowering leap into the 21st century.

YVC is a cultural, social, economic and educational hub for the area - indeed, for the entire North of Israel. As a public institution of higher education, YVC is undergoing a process of accelerated physical and academic development. Some 5.000 students are enrolled in the College's undergraduate programs such as Communications, operating its own television studio and radio station, Economics and Management, Management Information Systems, Human Services, Psychology, Criminology, Political Sciences, Education and many more.

In addition, the YVC College also offers Master's Degree programs in: Organizational Development and Consulting and Educational Consulting.

In the education domain we emphasize internationalization of curriculum, including both pedagogy and content. Specifically, YVC plans to offer courses in English in the area of Jewish-Christian, Diversity and Inter-Group Relations in the Work Arena, and Organizational Development and establishing a learning community (action-research team) devoted to the study and implementation of culture sensitive and competent teaching and learning.



International Relations Office

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ORT Braude College of Engineering

Israel
Karmiel

Information ORT Braude College (OBC) was established in Karmiel with the goal of developing an academic center that would teach the different engineering fields and simultaneously work in cooperation with industry.

The College's geographic location is a direct response to national and regional needs: it serves as an academic, technological and scientific center for the Galilee, increases the accessibility to higher education in the north of the country and contributes to the range and enrichment of Karmiel's educational system.

The College's goal - to broaden the accessibility of higher education - is guided by several principles, among them: to maintain high academic standards; to promote excellence among the teaching faculty; to accept students from diverse backgrounds.

The College's policy is to provide students with advanced, up-to-date engineering knowledge in sought after careers. ORT Braude College confers a Bachelor of Sciences (B.Sc.) degree in the following fields: Applied Mathematics, Biotechnology Engineering, Electrical and Electronic Engineering, Industrial Engineering and Management, Information Systems Engineering, Software Engineering, Mechanical Engineering and Optical Engineering. In addition, the College confers a Masters of Sciences (M.Sc.) degree in the following fields: Biotechnology, Software Engineering, Systems Engineering, Industrial Engineering and Management

ORT Braude College faculty conducts research and development in diverse fields while building direct ties with industry across the country and abroad.

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ORT Hermelin Netanya Academic College of Engineering and Technology

Israel
Netanya

ORT Hermelin Academic College of Engineering and Technology was established in 2009 by the ORT Israel Technological Network. This is the second academic college established by ORT Israel after ORT Braude College in Carmiel. The college campus is located in the northern sector of Netanya's Sapir Business and High-Tec Park in the center of Israel.



ORT Hermelin College was established for the purpose of developing a unique academic center for engineering and technology. The college confers Bachelor of Science (B.Sc.) degrees in the fields of Medical Engineering, Electrical and Electronic Engineering, and Mechanical Engineering.

We believe that in order to become a leading Engineering & Technological college the process of integrating an international, intercultural, or global dimension will contribute to promote best professional academic practices and research for academic staff and students.

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Sapir Academic College The Academic College of the Negev

Israel
Sderot

Sapir College is located in the northern Negev, one hour's drive from Tel-Aviv and Jerusalem, and half an hour from Beer-Sheva. The beautifully landscaped campus is composed of dozens of buildings, in the rural setting of the surrounding kibbutzim.

Over 8.000 students, from Israel and overseas, are currently attending Sapir. Among members of Sapir's teaching faculty are outstanding lecturers from Israel's leading universities, including dozens of professors and hundreds of experienced lecturers and researchers.

Sapir College offers various undergraduate programs in Law, Economics, communication, Marketing, Business, Social work, HR, and also MA studies in Administration and public policy, and Cinema Studies

In addition, the Sapir College is as an official partner of the Erasmus Mundus Email III program, and performs academic students and staff exchange with European Universities and institutes of higher education. Sapir is also part of the seven TEMPUS program, which is the Trans European Mobility Program for University Studies.

One of Sapir's main priorities is to host and participate in conferences from a various areas, such as the Sderot convention for Society and Friendship, Israeli Society and Global Crisis. In addition, many departments in the Sapir College also host and take part of conferences regarding their areas of expertise

We are looking for more internationalization collaboration opportunities.



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Shenkar College of Engineering, Design & Art is a premiere Design College in Israel. We pride ourselves on our Interdisciplinary approach combining the worlds of Design, Engineering and Multidisciplinary Art, offering our students excellent and career orientated education while promoting values of excellence and creativity. Located in lively Tel-Aviv, Shenkar offers you a unique international learning experience.

- The Azrieli Faculty of Design - One of the leading design faculties in Israel and offers studies towards a Bachelor of Design degree (B.Des) in six different fields: Fashion, Industrial, Interior building and Environment, Jewelry, Textile and Visual Communication. In addition, we offer the Azrieli Graduate program in Design (M.Des) in the fields of Fashion, Textile, Jewelry and Accessories.
- The Pernick Faculty of Engineering - The center for the promotion of research and works closely with the industry. The Faculty offers studies towards a graduate degree (M.Sc) in Plastics Engineering and Bachelor of Engineering degrees (B.Sc) in 5 different fields: Plastics, Software, Chemical, Electronics and Industrial Engineering & Management.
- The Multidisciplinary Art department - Studies towards a bachelor of Fine Arts degree (B.F.A) and includes drawing, sculpture, photography, video art, computer art, sketching, printing, art installation and environmental sculpture and encourages collaboration between the disciplines.



Shenkar International Office

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Shenkar enjoys academic exchange agreements with universities and other institutes of higher education around the world; with Europe, the USA and India, among other countries. We are partners in the Erasmus Mundus EMAIL III program and are looking forward to the opportunities that will be offered through Erasmus+ in the near future.



Università Cattolica del Sacro Cuore

Italy
Milan



With 4 campuses, 12 faculties, 41.000 students, and a teaching staff around 2.900, Università Cattolica del Sacro Cuore (UCSC) is Europe's largest private university. Founded in Milan in 1921 by Father Agostino Gemelli, the University also has campuses in Rome, Brescia, Piacenza-Cremona, and Campobasso. Just a few figures illustrate the breadth and depth of the University's core curriculum, in both humanities and sciences: 43 three-year undergraduate programmes, and among these 2 English - taught undergraduate programmes, 41 two-year graduate programmes, 2 five-year degree programmes, 49 schools of specialization, almost 100 specializing masters programmes and 7 post-graduate schools.

Centre for Higher Education Internationalisation

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Research activity draws on 51 institutes, 24 departments and 72 research centers, plus another 5 centers at the University, and is aimed towards the study and understanding of issues crucial to life and society: new frontiers in economics and bioethics, the recovery of cultural assets, changes in the field of law, family trends, the phenomenon of the mass media, the development of political systems, the aims of medicine, technological applications of mathematics and physics, and the most recent discoveries in environmental research.

Productive dialogue between teaching and research allows for an interdisciplinary approach, which helps students navigate within the sphere of scientific knowledge in an independent and responsible manner. From registration through to graduation, and beyond, students and alumni are supported by way of guidance and tutoring activities, internships, international study programmes within and outside Europe, and placement services generated by the University's strong ties with the business world, professional development training, and post-graduate programmes.



University of Latvia
Faculty of Education, Psychology and Art,
Teacher Education Department

Latvia
Riga

The University of Latvia (UL) was founded in 1919 and currently, with its 15.100 students in 13 faculties studying in 130 state accredited academic and professional study programmes, is one of the largest comprehensive and leading research universities in Baltics. UL has signed 134 bilateral agreements worldwide and more than 600 cooperation agreements with 363 higher education establishments in 31 European countries within the Erasmus Programme.

The Faculty of Education, Psychology and Art (FEPA) is the second largest of 13 UL faculties with 1.952 students, 17 foreign students, 28 incoming exchange students and 34 outgoing exchange students in the study year 2013/2014. FEPA offers 35 full-time and part-time study programmes – from professional bachelor to doctoral programmes.

Teacher Education Department

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Teacher Education Department provides the Professional Bachelor's Study Programmes - 'Social Pedagogue' and 'Teacher' which gives the possibility for students to obtain teacher qualification in 2 different subjects (11 major subjects and 16 modules). The new Professional Master's Study Programme 'Teacher' ensures professional master degree studies in teacher education directed to personal well-being and coherent development of society encouraging the improvement of teacher's competence and research activity and provides an opportunity to obtain one of the 33 subject teacher's qualifications.

Studying bilingually - in the Latvian and English languages, the students with academic degrees can obtain teacher's qualification to teach the respective school subject and professional Master's degree (120 ECTS); teachers can obtain professional Master's degree in education (60 ECTS) or professional Master's degree and qualification of teacher of another school subject (120 ECTS).



European Humanities University

Lithuania
Vilnius

The European Humanities University (EHU) is a Belarusian university in exile, based in Vilnius, Lithuania. EHU was founded in Minsk in 1992 and closed by Belarusian authorities for standing up assaults on its academic freedom in 2004. It re-launched activities in Vilnius and was granted the status of a Lithuanian university in 2006.

An education at EHU does more than immerse students in a range of subjects and disciplines. It promotes a trans-disciplinary approach as well as the critical thinking skills that empower them to develop innovative solutions, ideas, and enterprises. At EHU, students study art, business, communication, cultural heritage, visual and cultural studies, design, law, philosophy, politics and economy, psychology, public policy, sociology - combining theory and practice through interactive, hands-on learning opportunities.

EHU's participation in mobility programs like ERASMUS, Campus Europae, and EHU students' right to travel freely within the European Union's visa-free Schengen Area help acquaint them with the rest of Europe and the advantages of European integration. EHU faculty are leaders and partners in academic projects that promote international and interdisciplinary research and teaching, and EHU's Alumni Association offers ways for alumni to benefit from staying in touch with each other and their alma mater. A majority of EHU alumni lives and works in Belarus – mostly in private sector. Through their work, they are contributing to the development of an open Belarusian civil society and a vibrant Belarusian culture attuned to developments outside the country.



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Nord-Trondelag University College Faculty of Teacher Education

Norway
Levanger



Nord-Trondelag University College is located on four campuses in Central Norway (Nord-Trøndelag County) in the provincial towns of Levanger, Namsos, Steinkjer and Stjørdal. The university college was founded in 1994 as a merger of smaller regional and professional colleges. The Faculty of Teacher Education is located in Levanger.

The faculty provides research and education for general teachers, early childhood teachers, specialist teachers in music, post-graduate teacher training, actor education and master studies in physical education. The faculty has about 1.450 students and 100 full-time employees. HINT's Faculty of Teacher Education has a national responsibility for higher education in the South Saami language and culture.

An important objective of the Faculty is to enhance its cooperation with higher education institutions, schools and kindergartens abroad, within programmes like Erasmus, Comenius and Nordplus.

Study programmes

- Pre-school teacher (Bachelor of Early Childhood Care and Education), 3 years.
- Primary school teacher, bachelor level + 1 year (240 credits).
- Lower secondary school teacher, bachelor level + 1 year (240 credits).
- Subject teacher of Music, 3 years, bachelor level.
- Master's programme in Music (from 2015).
- Subject teacher of Sports and Physical Education, 3 years, bachelor level.
- Master's programme in Sports and Physical Education.
- Bachelor of Theatre Production and Acting, 3 years.
- Bachelor of Acting for students with non-western immigrant background, 3 years.

Faculty of Teacher Education

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University of Applied Sciences

Poland
Nysa

The University of Applied Sciences in Nysa is one of the faster developing university from such universities in Poland. University provides education in the following areas: humanistic, technical, economical, medical, artistic, and sociological.

Internationalization is one of the most important objectives of the University and that is why it is open and friendly for all foreigners. International co-operation is an essential element of university's strategy. Bilateral agreements, European programmes, projects and conferences contribute a great deal to developing both our students and academic staff's competences, knowledge and skills. Visitors from abroad often bring along new concepts and ideas about the educational processes.



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Our offers for International Students:

- Regular Studies in Polish, German and English language, and postgraduate studies in English.
- Erasmus + programme.
- Traineeships in the region/ companies, industry, institutions, all kinds of schools,
- Polish Language Intensive course.
- International Workshops and Conferences.
- Certified professional courses/CISCO Academy.
- English, German, Polish, Spanish and Czech Language for exchange students.
- Tutor and Buddy system within the IRO Office.
- Cultural program: excursions, concerts, cooking evenings, international meetings.

More information about the University, faculties and courses: www.pwsz.nysa.pl



Warsaw University of Technology

Poland
Warsaw



Centre for International Cooperation

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International](http://www.pw.edu.pl/engpw/International)

Warsaw University of Technology has for many years been number one Polish university of technology, which is proved not only in numerous rankings, but also by its scientific and didactic achievements. The activity of the University focuses on three main goals: education, scientific research and transfer of technology.

Warsaw University of Technology consists of 20 Faculties, which cover almost a full range of fields of engineering, as well as of an International Business School. For the purpose of didactic and research activities, WUT owns 38 buildings located in 3 different campuses. There is also Main Library with a vast collection of books, e-books and journals and access to other libraries in Warsaw.

Warsaw University of Technology offers education at all 3 levels (B.Sc., M.Sc., Ph.D.), according to the Bologna Process. WUT offers studies in both, Polish and English as medium of instruction. Apart from studies in Polish, there are full 9 B.Sc. and 14 M.Sc. programmes conducted in English. Doctoral studies are organized in form of individually tailored seminars.

The academic staff at WUT are high class professors, scientists and researchers. Students choosing to study at the Warsaw University of Technology receive the opportunity to acquire full competence in the most important fields of engineering.

Warsaw University of Technology uses its best endeavours to achieve the highest level of internationalization. International partnerships, continuous quality improvement and a stronger profile – these top priority areas are heavily emphasized and developed in order to enhance the position of WUT worldwide.



Stefan cel Mare University

Romania
Suceava

The University Ștefan cel Mare Suceava (USV) is a research and higher education institution located in the North-Eastern region of Romania, providing various educational programmes to more than 9.600 students. The University currently has 9 Faculties: Economics and Public Administration, Educational Sciences, Food Engineering, Forestry, History and Geography, Letters and Communication Sciences, Mechanical Engineering, Electrical Engineering, Sport and Physical Education. With over 348 teaching staff the university offers 66 undergraduate study programmes, 38 Postgraduate programmes and doctoral studies in 14 scientific fields. Since 1998, USV has been involved in more than 45 LLP programmes, in the different sectors of the program: ERASMUS, SOCRATES, LEONARDO DA VINCI, GRUNDTVIG, JEAN MONNET, COPERNICUS; has implemented numerous TEMPUS projects and has had over 70 bilateral partnerships with universities from Italy, France, Ireland, Great Britain, Spain, Germany, Portugal, Poland, Austria etc., also maintaining special relationships with some universities from the Republic of Moldova and Ukraine. Stefan cel Mare University signed 135 Erasmus bilateral agreements with partners from all over the Europe and since 1998 participates in various actions: mobilities, intensive programmes, thematic networks, preparatory visits. On a national level, USV collaborates with universities, elementary schools and high-schools from all over the country and various public and private institutions, research institutes, NGOs and professional associations, with Chambers of Commerce and Industry.



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Constantine the Philosopher University

Slovakia
Nitra



Constantine the Philosopher University in Nitra is a public university founded in 1992 as the University of Education in Nitra which became a successor of Pedagogic Institute established in 1959 and Faculty of Education (1964). University of Education in Nitra has been renamed to UKF (Univerzita Konštantína Filozofa v Nitre) in 1996. It has five faculties (Faculty of Arts, Faculty of Education, Faculty of Sciences, Faculty of Social Sciences and Health Care, Faculty of Central European Studies) offering study programmes in education, humanities, social and health sciences, natural sciences. At present the University has an enrolment of 12.000 students and 800 employees.

The University degree system is based on the new Higher Education Law adopted by the Slovak Parliament in 2002. It consists of Bachelor's Degree, Master's Degree and Doctoral Degree (PhD.) study programmes. UKF has also been accredited to confer degrees of associate professors and professors.

In response to the recent national, international and European development the University has increased its participation in the EU programmes (especially TEMPUS, SOCRATES, ERASMUS, ERASMUS-MUNDUS, COMENIUS, CEEPUS, Leonardo da Vinci, etc.), at present Erasmus+ and it has introduced a number of new degrees. Moreover, there have been major innovations in teaching and learning methods. The ambition of UKF is to make the study courses more flexible and challenging for its students and to respond to the vital needs of the society, while providing the applicants with different ways and forms of undergraduate, postgraduate and life-long study, including courses for further professional development of teachers.

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Trnava University in Trnava

Slovakia
Trnava

Trnava University is a public university. With its complement of Arts and Sciences, Law, Pedagogy, Social Care, Public Health and Religion, the University promotes cooperation, competition and multi-disciplinarity.

Trnava University strives to provide the very highest quality of undergraduate and postgraduate education.

Trnava University professes principles of the Great Charter of European Universities, protecting complete independence of universities from the political and economic power and their freedom to perform research and education.

Trnava University advocates Christian principles, wants to protect moral and spiritual values, provide education in the spirit of ecumenism, cooperate with universities, pedagogical and scientific institutes in the Slovak Republic and abroad.

The University established contacts not only with universities in the Slovak Republic but as well with 13 universities abroad in Czech Republic, Germany, Great Britain, Italy, Sweden, USA, Poland and Hungary, and built cooperation with them at a good level.

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The Faculty of Education (henceforth UP PEF) was established in 2003 with the passing of the University of Primorska Charter (OG RS, No 13/2003). The University of Primorska, Faculty of Education is a higher education institution that performs educational, scientific research and artistic activities in the field of educational sciences.

UP PEF is a member of the University of Primorska (henceforth UP). The bodies of the UP PEF are the Dean, the Senate, the Administrative Board and the Student Council. Organizational units of the UP PEF are departments, chairs, and the research institute, within which research groups operate, and the library. The secretariat is the technical and administrative unit of the faculty.

In the area of study activities the UP PEF performs several study programmes for education of teachers. In conformance with the KLASIUS classification the study fields of the UP PEF are field 14 - Teacher training and education science and 21 - Arts. The UP PEF performs renewed study programmes and new Bologna programmes.



Afyon Kocatepe University

Turkey
Afyonkarahisar

Afyon Kocatepe University was founded in 1992, and started education at the outset of the 1992-93 academic year. However, its history goes back to 1974 when Afyonkarahisar School of Accounting and Finance was founded under Eskişehir Academy of Economic and Commercial Sciences.

The university has three main campuses. The Ahmet Necdet Sezer Campus, which took its name from one of the former presidents of Turkish Republic, who grew up in Afyonkarahisar, Turkey, includes faculties and research centers while the Ali Çetinkaya Campus, which took its name from one of the politicians who played a significant role in the foundation of the Turkish Republic, offers health-related programs and includes the University Hospital. The Ahmet Karahisari Campus, which took its name from one of the Ottoman calligraphers, includes the Faculty of Islamic Sciences.

Today, there are a total of 13 faculties, five graduate schools, four schools, one state conservatory, and 15 vocational schools of higher education. Graduate programs are available in the Graduate School of Natural Sciences, Graduate School of Health Sciences, and Graduate School of Social Sciences. There are also several research teams in faculties as well as research laboratories. The language of instruction at Afyon Kocatepe University is Turkish. School of Foreign Languages takes the initiative to teach English to students of some undergraduate (i.e., Faculty of Economic and Administrative Sciences and Faculty of Tourism) and graduate programs (optionally). It is a great honor to provide more than 30.000 students with education and have about 80.000 alumni.



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The University of Winchester has one thousand students studying to be teachers, principally in primary settings (for children of 5-11 years old). We have a growing emphasis on supporting students and staff to participate in international exchanges including Erasmus+.

The department recognizes that school experiences in a in another European country can make an enormous contribution to a student-teacher's personal and professional development. It also supports staff mobility to a variety of conferences and international weeks because of the significant difference that this can make to the teaching and research of academic staff.

We currently host between two and ten Erasmus+ students in both semesters one and two. During their time with us they will participate in a range of relevant courses at the university and will have the opportunity to assist and observe in either a secondary or primary school.

A number of staff have recently participated in a range of educational research opportunities abroad as well disseminating their research through teaching and learning opportunities.



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Commitment - EducatorsAbroad Ltd. faculty and colleagues partner with individuals of all backgrounds who are interested in and committed to improving the effectiveness of educators in our global profession of teaching.

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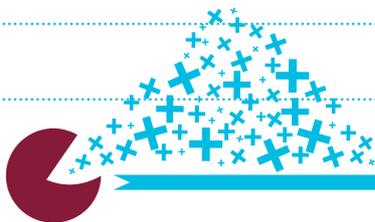
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Notes

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