

## **Report**

### **20<sup>th</sup> Congress of the International Network of Productive Learning Projects and Schools (INEPS)**

**“Individual Vocational Orientation in Productive Learning”  
21.-26.04.2008 in Bourgas, Bulgaria**

## **Programme**

### **21 April 2008 (Monday)**

Arrival of participants; Accommodation

### **22 April 2008 (Tuesday)**

**8.30-10.00 Congress registration**

**10.00-12.00 Congress opening**

- Welcome of participants
- Congratulatory speeches from:
  - Representatives of the Local and National authorities
  - INEPS
  - Congress hosts
  - The Bourgas Chamber of Handicrafts
- Presentation of Congress programme & Introduction to the workshops

**12.00- 13.00 Lunch**

**13.00-14.30 INEPS Plenary**

**15.00-18.00 Workshops:**

**1. Looking for young people and how to orientate them towards Productive learning**

**2. From practical activities to Productive Learning**

**3. Attracting students with special educational needs to Productive Learning**

**4. Individual vocational orientation in Productive Learning**

**5. Specific Methods and Forms of working with students aged up to 16 by Productive Learning**

**6. Integration of students from different ethnical groups and backgrounds**

**16.15 Coffee break**

**20.00 Welcome dinner**

### **23 April 2008 (Wednesday)**

**09.00-12.00 Workshops**

**12.00-13.00 Lunch**

**14.30-19.00 Visiting the Old Town of Nessebar, Sightseeing**

### **24 April 2008 (Thursday)**

**09.00-12.00            Workshops**  
**12.00-13.00            Lunch**  
**15.00-17.00            Visit to Productive Learning potential Practice sites**

**25 April 2008 (Friday)**

**09.00-11.00            INEPS- Meeting**  
**11.00-11.30            Coffee Break**  
**11.30- 13.00            Presentation of Congress results**  
**20.00                    Farewell dinner**

**26 April 2008 (Saturday)**

**Departure of participants**



**Aims of the congress:**

- to exchange experiences, methods and materials,
- to initiate and prepare activities among the members (and non-members), especially between different European countries, e.g. international Youth congress, youth exchanges etc.,
- to prepare and make decisions concerning the future of INEPS,
- to integrate new members into the network,
- to work together on topics, which are relevant for the development of *PL*,

- to deepen the participants understanding and knowledge of PL and active learning methods in general,
- to offer the participants a possibility to present their own work relevant to the topic of the congress,
- to strengthen the interaction among the network.

**22 April 2008**

***Congress opening:***



The registration and the opening of the congress took place at the Bourgas Free University. 106 participants from Germany, Finland, Greece, Spain, Sweden, Russia, Ireland, the USA and Bulgaria took part in the congress.

The opening began at 10 am sharp with a short folk show presented by the students from “Elin Pelin” school, Bourgas.

The participants were greeted by the vice-mayor of the municipality of Bourgas Mrs. Yordanka Ananieva and the executive director of the regional inspectorate of the Ministry of Education

and Science Mrs. Pepa Bacalova. They put into words their satisfaction that 20<sup>th</sup> congress of INEPS was holding in Bourgas and expressed their readiness to support the initiative of the 4 Bourgas schools in implementing the Productive Learning project.

The principal of “Ivan Vazov” High School Mr. Petko Ivanov read out a congratulatory letter to participants from Mrs. Marusya Lubcheva – a member of the European Parliament.

A short speech was delivered by Angela Passa – the president of INEPS. She introduced the members of Academic Council and traced out the aims of the congress.

On behalf of the parents the participants were congratulated by Mr. Ivailo Zartov - the chairman of the school board at “Ivan Vazov” High School, Bourgas.

Introduction to the content of the congress was announced by Mr. Holger Mirow from IPLE.

Then Mr. Russin Borislavov, a teacher in German at “Ivan Vazov” High School, presented the school hosts and the conception for realization of the Productive Learning Project in Bourgas.

The last presentation was made by Mrs. Donka Georgieva - the leader of projects in the Regional chamber of Handicrafts, Bourgas. She presented the work of that organization and declared their readiness for cooperation in the future Productive Learning project.

At the end the facilitators of each workshop acquainted the participants with the content of the workshops.





Workshop	1. Looking for young people and how to orientate them towards PL	2. Methods of attracting parents and students to PL	3. Attracting students with special educational needs to PL	4. Individual vocational orientation in PL	5. Specific methods and forms of working with students aged up to 16 by PL	6. Integration of students from different ethnical groups and backgrounds
Facilitator, Responsible persons	Nadezhda Kumanova; Angela Passa; Merce Marce	Lubka Petkova; Koljo Arabadjiev; Antje Karras	Yordanka Ivanova; Hildburg Freynik; Heike Borkenhagen	Galya Zafirova; Holger Mirrow; Dennis Huntington	Darina Koleva; Petri Hanninen; Juha Lahtinen	Todorka Simeonova; Daniel Guzman
Location	“Ivan Vazov” High School	“Ivan Vazov” High School	“Zahari Stoyanov” Evening School	“Zahari Stoyanov” Evening School	“Elin Pelin” Secondary School	“Hristo Botev” Primary School
Group 22 april	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
23 april	Group 6	Group 1	Group 2	Group 3	Group 4	Group 5
24 april	Group 5	Group 6	Group 1	Group 2	Group 3	Group 4

There are six workshops (four of them are theoretical, and two - practical) at four schools. The participants are divided into six groups, each group up to 20 people and taking part in 3 workshops – two theoretical and one practical.

The facilitators offer their workshop three times to three different groups, and they stay at one school all the time.

The groups are stable and they meet three different schools for three days.

## **Workshop 1**

“Looking for young people and how to orientate them towards Productive Learning”



Coordinated by Angela Passa, Merce Marce and Nadezhda Koumanova, this workshop took place in “Ivan Vazov” High School. During the three-day sessions the participants were provoked to discuss and explore the problem, and to bring the solutions to some practical decisions.

More than 30 participants from Germany, Finland, Russia, Greece, Spain and Ireland took part in the workshop. They were separated into 3 groups, following the day of their participation.

The first session opened with presentation of the participants themselves and their experience in PL. Then, divided into smaller groups of three or four, they were asked to go back into their school memories and to sort out the things they liked there and those they didn't like. Based on that synthesis of pros and cons, we discussed on what would be the benefits and difficulties if a student went to a PL project.

The facilitators went even further – they divided the participants into 3 groups – Parents, Students, Teachers; each group made a discussion on the positives and negatives of PL from the point of view of the group they represented. That was the end of the first session.

Again, the second day began with the presentation of the new participants. Then they started work from the point the previous group finished – split up in groups of parents, students, teachers, they discussed if they agreed or disagreed with the first –day statements. They had the freedom to bring their ideas or to mark but not correct those parts of the drafts they didn't agree. The aim, of course, was to examine deeper those ideas. The brand new moment was the practical task.

After the first simulation game, where the participants pretended to be parents, students and teachers, they were faced now to the task of making a leaflet – one from parents to parents, one from students to students, and one from teachers to teachers. The leaflets themselves were said to make those three target groups about PL and to make PL itself popular among them.

By some colour paper, magazines, scissors and glue, the participants made and presented, even some of them in an attractive way, their brochures.

On the last day, three groups of participants had to “enrich” the leaflets, if they found it necessary, and to bring the task to its real end – find how to disseminate the flyers, discuss on and elaborate an

interactive methods and a strategy for the brochures spread-away – by organizing tasks, activities, plans, etc.

All the participants dealt perfectly with the tasks given, helped and motivated by their own experiences.

## **Workshop 2**

The topic of the second workshop was “From practical activities to Productive Learning”. It took place in “Ivan Vazov” High School, which has already been famous for its Ceramics and Sculpture Children’s school for 35years. 36 participants from Germany, Finland and the USA took part in it. In that workshop we tried to find out what ceramics have to do with PL, based on our own experience. Starting from practical activities we wanted to reflect on that experience, to think about the benefits for our students and explore its possibilities for Productive Learning process.

Facilitators were Antje Karras from IPLE and Lubka Petkova from Bulgaria.

The workshop began with warm-up – just to get to know each other. Then there was a demonstration on the foot-control led potter’s wheel, did it by Ivan Arabadjiev – the creative instructor at the Ceramics school. It was followed by individual works of the participants on that wheel and on a mechanical one. They have learnt about the history of the ceramics and some specific characteristic features of the pottery in different regions of Bulgaria. The participants had the opportunity to make earthenware utensils from clay, to decorate them using sgraffito techniques or angoba. After the coffee break our work went on with making and decorating tiles – ornamental or figured. We could do glaze decoration on the faience tiles or on the ceramic vessels – subject matter by choice. During this phase we were supported by the artistic director at the Ceramics school Kolyo Arabadjiev. During the ceramic practice we had some questions to think about:

How do I feel? How do I work? What and how do I learn?  
Was I motivated to work with clay?  
How did I approach the task?  
What questions did arise?  
What can such activities give to my students?

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Because the workshop was a practical one, there were not so many items to discuss. The emotions and feelings that participants had during the activities were more important. Most of them have never even touched a ball of clay till that moment. They were a little bit confused at the beginning not knowing what and how to do, but during the process of working became more confident and excited. Maybe, it was because of the invaluable help of the ceramic teacher Kolyo – as they started to call him. One of the participants said that he had never surmised he could grave and paint. Actually, he did a great work. The generally shared opinion was that the participants felt relieved while they were working – lack of any stress and pressure – just enjoy. They found it really interesting to make something with your own hands and to see the result immediately. It was strange but excited to feel and behave like a student. It was a bit funny to watch adults walking around with hands dirty with clay and happily smiling. Due to the very warm hospitality and infectious enthusiasm of Kolyo Arabadjiev they felt like at home. And here are some more impressions of the participants:

- wonderful experience to work with clay



- not thinking of success or failure
- -successful short touch to the world of art
- work with my own ideas
- a lot of inspiration
- feel like a child by working with clay
- sort of creative meditation
- to work in something you don't know makes you understand the students better

Except working on the potter's wheel and with clay they had a look at the exhibition room, where the articles created out by children's hands, were displayed. The participants were deeply impressed by the colour display and the diversity of the children's sincerity and imagination emanating from all those different figures, table-top sculptures, module tiles, earthenware utensils, figurines of people and animals, decorative murals – everything the children had learnt to do here.

Ceramic art is among the most powerful and refined of arts. It could be a desired and easy way to incorporate students to the ideas of Productive Learning because it is always wonderful to see happy children creating beauty.

Some of the articles made by the participants were burnt in a kiln. At the end of the congress they carried them back to their homelands – maybe to show how they were participants in a Productive Learning lesson.

### **Workshop 3**

The topic of workshop 3 which was held in Zahary Stoynov Evening School in the city of Bourgas was “Attracting students with special educational needs to Productive learning”. Forty participants from Germany and Finland took part in the discussions during the three days at the workshop. Hildburg Freynik and Heike Borkenhagen were the representatives of INEPS and Yordanka Ivanova and Irina Berberova were the representatives of the hosts. Each workshop started with an interactive game, in which the participants had to “put up “ on the train of productive learning all the factors that would make it more powerful. According to everybody's personal experience, and understanding the principles of productive learning, several categories were finalized: 1/ pedagogic 2/ abilities 3/ organization 4/ competences 5/ results.

For each group the participants suggested the most important qualities to achieve the aim and make the train of productive learning has full capacity to cover the necessary route. Then the participants were asked to answer several questions:

- 1/ How is the term “children with special educational needs” defined in your country?
- 2/ How do you deal with such students in your country?
- 3/ What kind of s.e.n. do your students have?
- 4/ Which problems have to be solved in your country?

The debates in connection with the submitted questions were organized in several international groups. In this way the participants in each group recorded the common and the difference in the educational systems, in the definition of the term “special educational needs” and the priorities. In spite of the differences recognized by each country, several groups of students were established that deserve to be attracted to productive learning:

- 1/ Students with social problems /of different character/
- 2/ Students from national minorities and emigrants.
- 3/ badly off students. The participants got acquainted with such students who are very suitable for this kind of education.

So they got an idea of our educational system, the kind of students we teach, their needs and their wishes.

The participants from Germany and Finland shared their experience with respect to the way they work with such students, the methods of their motivation and the methods of their motivation and the achieved results.

Our teamwork showed that in the presence of personal motivation, much enthusiasm and love, education in Bulgaria can also acquire European look.

## **Workshop 4**

### “INDIVIDUAL VOCATIONAL ORIENTATION IN PRODUCTIVE LEARNING”

In this workshop took part fifty participants from five countries – Germany, Finland, Sweden, Spain and Bulgaria. Moderators of the workshop were Holger Mirow from Germany, Dennis Huntington and Olle Persson from Sweden, Galia Zafirova from Bulgaria.

The main questions of the workshop were:

- How can Productive Learning support young people to clarify their vocational goals?
- How can Productive Learning support young people checking out the opportunities?
- How can Productive Learning help to make vocational decisions?

The working process passed over several discussions:

- What’s the difference between discipline and upbringing?
- What makes the differences?
- How have you been socialized through work out of school?
- What freedom and “lock of freedom” does work give us?
- Is work a power of socialization?
- How to understand the unwritten rules?
- What’s the difference between written and unwritten rules?
- What is your own socialization?

In several groups the participants shared examples of their own socialization through work. That gave some reflections on the group work even the group did some kind of a “street theatre”. One participant from each country presented the educational system of his/her country and reported about the situation of vocational orientation. After that the group discussed the transition from school to work, the participants shared some difficulties in their educational work, some positive experiences and some ideas.

So, this workshop was not only a place of working, and a place of learning, because everyone found out new grains of knowledge. Here are some interesting lessons which were drawn from the workshop:

- You have to be flexible and “read” people.
- How to enter the situation. Not to start with the negative.
- The responsibilities give the students a new view.
- Teachers must respect the students.
- You can’t do the right thing if you don’t know what the right thing is.
- Difficult social situation affect the school. You have to handle the students’ problems before the learning process can start.
- Power of the group is both a bad way and a good way.

After the workshop everyone was charged with ideas and inspired of the atmosphere, creative work and conversations in this intelligent group.

## Workshop 5

### “Specific methods and forms of working with students aged up 16 by Productive Learning ”



Facilitator of Workshop 5 was Darina Koleva, co-facilitators of INEPS – Petri Hanninen and Yuha Lahtinen. Place of implementation – “Elin Pelin” Basic School. 47 participants of the 20<sup>th</sup> congress of INEPS took place in Workshop 5.

Workshop 5 was carried out in two parts – practical work at the Glass-painting Studio; Petri and Yuha introducing new forms and methods of work and “Job shadowing”.

The expectations of the participants from the work in the Glass-painting Studio were different. Basis of Workshop 5 became the productive work that leads to creativity, experimenting, searching new ideas, cooperation and positive emotions.

The participants were put into a real working environment and took part in an activity with useful results – decoration of vitrics and drawing a design on flat glass with different materials and on a different level of complicity. In the process of work, the participants gained knowledge about the painting on vitrics and painting on flat glass, about the technological process of these activities – from the project to the application of their products in real life.

The forms and the methods used in this Workshop reflect the basic idea of INEPS – integration of students in the social life through practical learning that is in harmony with their interests and needs. The participants were shown some forms of productive learning like: making school interior designs

by means of ceramic pictures and painted vitrics made by the students themselves, also organizing of Christmas and Easter sales where the students can sell the products of their handwork thus making possible with the money gained from these sales to buy new materials necessary for the work in the art studios.

During the process of work at the Glass-painting Studio the participants were the active part with their individuality, interests, preferences, creativity and their desire to learn and to be successful. The facilitator of the Workshop was cooperating and helping in the process of learning especially if there occurred a problem situation for whose solving knowledge and demonstration were needed. Working in cooperation leads to successful results – making special objects and knowledge gained in the process of work. The objects that the participants made using their hands, heart and mind gave them joy and satisfaction.

In the basis of the practical work and the methods used in it lies the idea of success. People who are successful are happy and self-confident, they are useful for themselves and for the others and they can find their way in life.

The participants shared their experience in working with students that had dropped out of school and students with problems in their families. They exchanged ideas about the difficulties and the different methods of integration of such students in the forms of the productive learning.

Petri Hanninen and Yuha Lahtinen, the co-facilitators of this Workshop, explained what is “Job shadowing” and how can we use it in practice.

## **Workshop 6**

### **Integration of Students from Different Ethnical Groups and Backgrounds**



**22 April 2008**

10 participants took part in it – 8 from Germany and 2 from Finland.

Presentation of our school  
Host's report

Discussing different ideas about integration by Productive Learning. The participants were offered the following ideas:

- Experience at practice places: chance to get a vocational training and to become respected by the society;
- Roma people should be accepted at the same level – not

trying to change them but going new ways together;

- Respecting the cultural and traditional roots – individual needs of Bulgarian and Roma people; singing, dancing, sport, ext;
- Individual curriculum from the level of learners,
- attract the students by special offers;
- To be open-minded for new ideas, concerning the regional conditions.

## **23 April 2008**

15 participants took part – 11 from Germany, 2 from Greece, 2 from Russia.

Group work. Topics for discussing:

- 1) Possibilities for integration by practice placements;
- 2) Possibilities for integration by individualization.

Group 1: At first we discussed how the Productive Learning works in Germany, Russia and Greece and what were our expectations in Bulgaria. Then the participants explained what kind of practice placements were used in their country, they told us different cases about students and their work at such places – how they coped with studying, working, sometimes traveling and how their results got better.

Group 2: They offered the following possibilities: common language, mix of learning groups, interests (sport, dance), respect the different culture.

## **24 April 2008**

11 participants took part – 5 from Germany, 1 from Spain, 5 from Finland

Integration by playing a situation – the main idea was that we could integrate students from different ethnical groups and backgrounds by accepting their culture and traditions but not entirely. The situation was the following: at first everybody sang a song in his/her language. Then the Bulgarians started dancing our national dance. The others were attracted by the dance, they said: "We're in Bulgaria, let's integrate!" They danced but still sang a song on their mother tongue.

Writing different ideas about the integration on posters.

Looking at potential practice placements.

Used methods: discussion, talk, lecture, interactive methods to introduce our guests – interview, name analyzer, drawing your image as an object, animal and ext.; role-play – a situation of integration.

## **Youth Workshop**

Modulators: Dolores Roberts,  
Gloria Brand

Facilitators: Bret Schlesinger,  
Paulina Pavlova

Participants: 24 pupils from 8th to  
12th grade ("Ivan Vazov" school)

Topic: "Youth Exchange in  
Productive Learning"

That workshop was the "youngest"  
because of its participants and it  
was also the most "colorful". At  
the beginning the students were  
eager to meet Mrs Roberts and Mrs  
Brand and a little scared to talk in

English to them. But as soon as they came into the room the children started asking questions about Sonja and Bronagh. They had hoped to meet them. They talked about their school and student life: what they liked or disliked, what they wanted to change or ameliorate. Mrs Brand and Mrs Roberts explained what Productive Learning was and what opportunities and chances it could give to them.

Through this friendly conversation they found out that in Productive Learning the needs of each child would be met to enable him or her to reach their full potential and prepare for the career part of their



choice. In other words if they were Productive Learning students they would have the possibility to try different jobs, to reach different practice places until they find the right one. They were happy with that but they were also pessimistic because they didn't believe that this was going to start as a project in Bourgas, Bulgaria. Mrs Roberts and Mrs Brand tried to explain them that if they wanted Productive Learning to start in their town they had to do something themselves like talking to the headmaster, asking him questions, writing letters to the local authorities, to the Ministry of Education etc not only waiting, complaining and being pessimistic. They also read some interesting poems ("The average Child", what are the fears that sabotage us?"), they've already known about "The Wheel of Life" and what "to be SMART" mean. They had the possibility to read Bronagh's diary about her international experience. They learnt more about her task, daily routine, what Productive Learning was according to her (which was very useful and helpful for them) and to read the class interviews. At the end of the workshop they were positive and more responsible for their own future. Four of them-Georgi, Zornitsa, Zhaneta, Mohamed were happy to take part in the presentations of all the workshops at the end of the Congress and to ask their questions or to give their opinion directly to all the PL educators.

## **23 April 2008**

### **Visiting the Old Town of Nessebar**



**24 April 2008**

**Visit to Productive Learning Potential sites**



**25 April 2008**

**INEPS – Meeting**

At the basic meeting of INEPS the following matters were discussed and then voted:

1. The date, the place and the topic of the next congress of INEPS.
2. The situation about implementing of Productive Learning in Madeira, Portugal.
3. The problem about INEPS office.
4. The problem about INEPS legalization and creating INEPS certificates.
5. The problem connected with the main server of INEPS and the structure for announcing.
6. Information about the Youth Congress and the next IPLE seminar in Vienna in October, 2008.



## Evaluation of the 20<sup>th</sup> INEPS congress in Bourgas, Bulgaria

### “Individual Vocational Orientation in Productive Learning” 21.-26.04.2008

Please, give your opinion!!!

				
Atmosphere in the congress	51	12		
Programme	31	32		
Workshops	31	29	3	
Methods in the workshops	24	35	4	
Organization	47	16		
Congress opening	37	24	2	
Welcome dinner	59	4		
Visit to Nessebar	46	9	5	3
Visit to productive learning sites	24	24	13	2
Presentation of the congress results	31	32		
Organization team	51	12		
Accommodation	48	15		
Farewell dinner	-	-	-	-
Hospitality	55	8		
The City of Bourgas	14	44	5	

**Remark: 63 participants from 90 have given their evaluation. There is no information about farewell dinner because the evaluation was given before it.**

**Please, answer the questions!**

#### 1. What is your best memory from the congress?

- Painting glass
  - meeting people from different countries and knowing about the PL in different places in the world
  - Welcome dinner
  - The visit of Nessebar
  - Communication with other teachers
  - Hospitality of our Bulgarian friends
  - Good planning of the time
  - The Bulgarian teachers were at pains to do all things for us
  - Thank you for the hospitality
  - An interesting programme
  - Bulgarian food
  - Impressed by the small historic town Nessebar
  - Shocked by the tourist resort Sunny Beach- what a mistake
  - I liked Bulgarian food and drinks
  - Excellent organization and good atmosphere
- Very good: rotation of groups
- Ceramics workshop

- colleagues
- warm people
- lots of new ideas
- I will be coming back to Bulgaria
- I'd prefer "strict" timetables or order when and where, so it is easier to orientate yourself
- Workshops
- That we were welcomed with open arms and everything was very well organized and completely free of stress
- Everything was very good
- The best was the people I met
- It was great to meet people who make the same job as me.
- Time where we were all together.
- Lovely people.
- Glass painting and Nessebar
- I was attracted by the hospitality of all people and the good working climate in our workshops. There were understanding things in all fields over borders.
- The ceramic activity was a very good example for PL
- Exchanging ideas between Finish and Bulgarians was very interesting for me.
- Meeting with students at the school
- A very good organization and preparation of Bulgarian colleagues.
- Congratulations to students from "Elin Pelin" school.
- Ceramics workshop
- Very funny atmosphere
- Good mood
- The schools were very interesting for me. I collected a lot of good impressions.
- I was very impressed by the Black sea and Bulgarian hospitality.
- To see the schools in this country
- To speak with the teachers from other countries and Bulgaria
- Day-workshop
- A good atmosphere
- To meet friends again
- A very big "thank you" to the Bulgarian congress team
- Working again at our international friendship
- Knowing more about Bulgaria, the situation of schools, presentations...
- The friendliness of the hosts
- My best memory is the visit of the ceramics workshop and the work with the other PL-teachers
- Dealing with and meeting nice people to work for a good idea
- Hospitality, good organization, open and dynamic exchange, well structured plenary
- Everybody was so friendly and helpful
- The Bulgarians showed a great interest in PL
- The preparation and organization was excellent
- The discussion and the talks with people from other countries
- I enjoyed everything, but the workshops number 3 and 4 were most enjoyable
- Friendly and interesting PL-people from many countries, fruitful discussions, and FUN
- Extremely well organized congress
- Motivated and friendly organizers with great hospitality
- The enormous interest of the Bulgarian colleagues
- It is always nice to see old friends and meet new ones
- Wonderful Bulgarian teachers-very enthusiastic, friendly, patient, warm hearted
- Meeting the students was the most impressing thing, they are so open and eager to change things -give them a chance

## 2. What is your experience from the congress and how can you use it in your work?

- international contacts
  - co-operation
  - Dolores from Ireland showed much spirit in involving young Bulgarian students and that gave me some courage in following her attempts.
  - Interest in becoming an INEPS member
  - International work/contact doesn't work without personal contact and knowledge of language
  - Our students need contact to other cultures to be more world-open, tolerant....as well as we teachers at the congress
  - My daily work at PL will be on a stronger basic after the congress.
  - I look forward to Helsinki congress next year
  - The workshops gave lots of new ideas and inspiration
  - I hope I'll be able to do co-operation with other countries
  - It is very important to be given a chance to the students from different countries to study successfully by the Productive learning.
  - Exchange of ideas, methods, problems with the colleagues from different countries. Establishing contacts.
  - Motivation.
  - I took again a deep breath of optimism to keep on struggling together with my students for good results in their school career
  - I have a great optimism, I find impulses for using the INEPS-Network in the web space
  - New ideas and friends
  - We can learn more outside of school
  - Network is very important and I would like to grow it still up. I have met a lot of wonderful people and I'll visit in their workplace like shadowing.
  - We heard a lot of news and got a lot of tips for our work. We considered that the educational problems everywhere have similar roots.
  - It was a great experience
  - Despite the language barrier, I have learnt that we have a lot of things in common and the same problems as well. Personally I decided to go deeper in studying English language for that to become more successful in our future meetings.
  - Extension of the possibilities for international exchange/using media
  - Exchange of small groups of students
  - Power of the new colleagues
  - Gave me power for the future
  - The experience of the other countries
  - The different starting points and conditions for Productive Learning.
  - It was my first congress, I can need all inspirations
  - We were creative by ordinary things
  - Good methods in the workshops
  - I got new ideas for my work and I'm sure that PL is the right method for me
  - Learned a lot about differences and similarities of PL in the world
  - Some new ideas and methods, motivations, ideas of practical working
  - I have gone through international co-operation – not only talk about it.
  - I was motivated by Productive learning. Here, I was at the right place.
  - Ideas for exchange
  - Idea: reflect on the co-operation with mentors at practice-sites
- Chances, but also difficulties
- Problems in PL are similar
  - The idea of the flyer for advertisement
  - I know that international teamwork is very important in future
  - I would like to continue international co-operation

- I found new thoughts and tools for my everyday life
- Workshops 3&4 gave me lots to think, and also lot of energy to my own work as a special education teacher
- Very wonderful and important days, inspiration, ideas, energy and knowledge to take back home
- Multicultural experiences and new connections
- Some ideas I can take and put in practice
- All output is building up my competence
- Time for this reflection comes later
- Many new fresh thoughts
- Solidarity and international networking for EU support of student exchanges
- I saw once more the distance between the engagement of teachers (working within a frame, filled with problems) and the lazy and not really interested politicians, which should lead to think about more effective methods...to make them move
- How different cultures can join together, cooperate and share experiences, feelings and the hospitality of the Bulgarian team
- I learned a lot from the culture of other participants, the way they work, new ideas of training methods. A lot of new methods will be useful in my work
- Give more time for individual creativity to focus international exchanges



## *Resume*

20<sup>th</sup> international congress of INEPS passed in a great interest not only from the participants` side but from the side of the Bulgarian community and media. The work of each group is turned into a beneficial exchange between the participants and some kind of qualification for the pedagogues from different countries. The programme and the aims of the congress were completely fulfilled. Additionally, 3 hours long workshop was done with participation of students from “Ivan Vazov” High School, concerning Productive Learning problems and the European programmes for youth exchange. Due to the initiative of Mrs. Dolores Roberts from Ireland and Mrs. Gloria Brant from Germany, that great idea was realized.

The rotation principle of working of the groups contributed for better understanding of three different problems, connected to the congress topic and Productive Learning, and gave a possibility to the participants to visit different schools as well. That way of working was accepted very well by the participants – they were very pleased and satisfied.

Despite of the short time for presenting the congress workshop results, a possibility was given to our Finish colleagues to present their experience in PL. Mrs Saara Luukannel and Mr. Juha Lahtinen made a short presentation „Flexible basic education in Finland – preliminary results of the school year 2006-2007.

The trip to the beautiful old town of Nessebar was very successful too. Except sightseeing, a group of organization team and member of IPLE had a meeting with the vice-mayor of Municipality of Nessebar, dealing with European integration. After he had known with the ideas of PL he declared his support for implementing of the future PL project in Bourgas.

Shared in small groups the participants visited potential practice sites with the help of the Regional Chamber of Handicrafts:

- A garage for car repairs
- A Confectionary workshop
- A photo laboratory
- A building under restoration
- A factory for plastic items
- The ethnographic complex “Gengera” – the town of Aitos.

The aim of those visits and the conversations made there, was the exchange of experience again and the sensibility of all participants to the process of Productive learning.

The football match between the participants and a local informal football team, organized in the free time, was accepted very well, too.

At the end it could be mentioned that 20<sup>th</sup> congress of INEPS with its concept and structure HAS converted in a powerful generator of ideas and enriched all participants.

## List of Participants

<b>Name/country</b>
1. Anett Pareigis/Germany
2. Antje Stropahl/Germany
3. Antje Karras/Germany
4. Angela Passa/Greece
5. Angela Hopfengaertner/Germany
6. Annukka Pikkutupa Vaittinen/Finland
7. Barbara Brocks/Germany
8. Bret Schlesinger/USA
9. Bodo Jäger/Germany
10. Christiane Stoschek Petrowa/Germany
11. Corinna Leichter/Germany
12. Christine Lautenbach/Germany
13. Carles Morgades/Spain
14. Christa Persson/Sweden
15. Charikleia Alexiou/Greece
16. Christina Mata Lobato/Spain
17. Dolores Roberts/Ireland
18. Doreen Polenz/Germany
19. Ditmar Bruhn/Germany
20. Daniel Guzman/Germany
21. Dirk Schumeier/Germany
22. Dennis Huntington/Sweden
23. Donka Georgieva/Bulgaria
24. Darina Koleva/Bulgaria
25. Eveline Gall/Germany
26. Elke Witzel/Germany
27. Eberhard Habryka/Germany
28. Erhard Arnold/Germany
29. Elisa Vilpas/Finland
30. Elena Simdjankina/Russia
31. Heike Borkenhagen/Germany
32. Gabriele Häußler/Germany
33. Gloria Brand/Germany
34. Galja Zafirova/Bulgaria
35. Helke Heilmann/Germany
36. Hildburg Freynik/Germany
37. Heike Langbein/Germany
38. Heidi Eichhorn/Germany
39. Horst Hagedorn/Germany

40.Holger Mirow/Germany
41.Hildburg Linke/Germany
42.Heidi Klubb Ylilauri/Finland
43.Hannu Siren/Finland
44.Hely Salmi/Finland
45.Isabel Kittler/Germany
46.Ilona Dehler/Germany
47.Ilkka Aho/Finland
48. Irina Berberova/Bulgaria
49.Jacqueline Blaurock/Germany
50.Juha Partanen/Finland
51.Jorma Nenonen/Finland
52.Juha Lahtinen/Finland
53.Johanna Huhtala/Finland
54.Karl-Heinz Freynik/Germany
55.Karin Weiß/Germany
56.Karin Ollech/Germany
57.Kerstin Stubbe/Germany
58.Katri Einio/Finland
59.Kare Ollinen/Finland
60.Kari Rajaorko/Finland
61.Katja Taimiaho/Finland
62.Katri Passila/Finland
63. Ljubka Petkova/Bulgaria
64.Michaela Seifert/Germany
65.Michael Bergmeier/Germany
66.Martina Kramer/Germany
67.Martti Rauhala/Finland
68.Merce Marce/Spain
69.Marita Leppamaki/Finland
70.Marko Lepisto/Finland
71. Milka Deskova/Bulgaria
72. Mirela Slavova/Bulgaria
73. Margarita Yorgova/Bulgaria
74. Momka Divcheva/Bulgaria
75. Nadezhda Kumanova/Bulgaria
76. Niki Arvaniti/Greece
77.Osmo Korhonen/Finland
78.Olof Persson/Sweden
79. Petko Ivanov/Bulgaria
80. Petya Georgieva/Bulgaria
81.Pasi Majasaari/Finland
82.Petri Hänninen/Finland
83.Pertti Paukkuri/Finland
84. Rusin Borislavov/Bulgaria

85.Rosemarie Stiep/Germany
86.Rudolf Hirsch-Mirre/Germany
87.Paulina Pavlova/Bulgaria
88.Simone Neumann/Germany
89.Sylvia Löchel/Germany
90.Sieglinde Wust/Germany
91.Simone Kessler/Germany
92.Silvio Kupfer/Germany
93.Susanne Scheel/Germany
94.Sylvia Agotz/Germany
95.Siegfried Kampa/Germany
96.Sari Roppo/Finland
97.Saara Luukannel/Finland
98.Seppo Järvinen/Finland
99.Tatiana Bandorina/Russia
100.Tuija Lustig/Finland
101.Todorka Simeonova/Bulgaria
102.Verena Kellmann/Germany
103.Velitchka Frank/Germany
104.Viola Päschke/Germany
105.Vesa Vanhala/Finland
106. Velitchka Foteva/Bulgaria
107. Yordanka Ivanova/Bulgaria
108.Yousri Youssef/Finland
109. Zhenja Zhelezova/Bulgaria

*Rusin Borislavov*