

# TNC-FICHE

## ESF-Flanders

<b>Name of institution:</b>	Plantijn Hogeschool, University College Plantijn .....
<b>Type of institution</b> (click the right answer):	<input type="checkbox"/> Public <input type="checkbox"/> Private <input checked="" type="checkbox"/> <b>Institutional training providers</b> <input type="checkbox"/> Other (please specify).....
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<b>website</b>	www.plantijn.be
<b>Stage of implementation:</b> (click the right answer):	<input checked="" type="checkbox"/> <b>Preliminary project Idea (projects in preparation phase without grant awarded)</b> <input type="checkbox"/> Project under implementation
<b>Title of the Project:</b>	An extra hand, Training for Class assistants in Flanders
<b>Approximate budget of the project:</b>	200.000€
<b>Budget for transnational activities:</b>	50 000€
<b>Duration of the project –</b> starting date (in months):	From 09/2012 till 09/2014.....
<b>Duration of the transnational activities</b> within the project – starting date:	From..1/2013 till 12/2013 .....
Thematic scope of the project (click the right answer – <b>maximum 2</b> ):	<input checked="" type="checkbox"/> <b><u>Access to the labour market/employment and social inclusion, e.g.:</u></b> <input checked="" type="checkbox"/> Pathways to integration and reintegration of disadvantaged groups <input type="checkbox"/> Fighting discrimination when entering the labour market <input type="checkbox"/> Progress in promoting acceptance of diversity in the workplace <input type="checkbox"/> Customised programs for specific targeted groups <input type="checkbox"/> Stimulating and acknowledgment of working skills <input type="checkbox"/> A better flow from social economy towards the regular labour market <input type="checkbox"/> <b><u>Workers and new skills within the context of a “New Economic Environment” and social economy, e.g.:</u></b> <input type="checkbox"/> Developing systems & strategies for lifelong learning within organisations and services for enterprises <input type="checkbox"/> Training & services for workers to increase their adaptability <input type="checkbox"/> Strengthen an HR-competency policy in enterprises <input type="checkbox"/> <b><u>Business undergoing changes, e.g:</u></b> <input type="checkbox"/> Support labour organisations to adjust to rapidly changing economic & organisation standards <input type="checkbox"/> “Corporate Social Responsibility” <input type="checkbox"/> Social economy <input type="checkbox"/> <b><u>Education and training, e.g:</u></b> <input type="checkbox"/> Increasing the participation in education and training at all time in one’s life <input type="checkbox"/> Increase the transition from school towards work/labour market

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate the access to education for 45+</li> <li><input type="checkbox"/> <b><u>Women and job, e.g:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures to gain better access to jobs and achieve a more sustainable labour market participation</li> <li><input type="checkbox"/> Measures to decrease the gender gap &amp; have more women in the labour market</li> <li><input type="checkbox"/> Actions to improve the balance private-working life</li> </ul> </li> <li><input type="checkbox"/> <b><u>Fighting inactivity and discrimination at high age, e.g:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures for more and easy access to employability</li> <li><input type="checkbox"/> Measures to keep elderly people working</li> </ul> </li> <li><input checked="" type="checkbox"/> <b><u>Stimulating entrepreneurship for target groups, e.g :</u></b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Measures to increase the participation of migrants/ethnic minorities in the labour market and to stimulate social integration</li> <li><input type="checkbox"/> Innovative actions</li> </ul> </li> <li><input type="checkbox"/> <b><u>Innovative actions</u></b></li> <li><input type="checkbox"/> <b><u>Other themes</u></b> (please specify)</li> </ul> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Target group for transnational cooperation</b> (click the right answer):</p> <p><i>(ONLY final beneficiaries, NO stakeholders)</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Long term Unemployed <ul style="list-style-type: none"> <li><input type="checkbox"/> Persons not actively at work – e.g. Young people under 25 years old (Incl. school or high school/university)</li> <li><input type="checkbox"/> Employed</li> <li><input type="checkbox"/> self Employed</li> <li><input type="checkbox"/> Elderly persons (+ 50)</li> </ul> </li> <li><input checked="" type="checkbox"/> Specific target groups: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disadvantaged groups (Ethnic / national minorities)</li> <li><input checked="" type="checkbox"/> Immigrants <ul style="list-style-type: none"> <li><input type="checkbox"/> Ex-offenders</li> </ul> </li> <li><input checked="" type="checkbox"/> Women <ul style="list-style-type: none"> <li><input type="checkbox"/> Persons with mental or physical disabilities</li> <li><input type="checkbox"/> Employees in Social enterprises</li> </ul> </li> </ul> </li> </ul>

**Brief description of the Transnational cooperation:****1. Problems to be solved** (justify the need of the transnational cooperation)

Problem 1: There is no tradition of teacher assistants or class assistants in the Flemish educational system. A lot of schools are dealing with a high diversity of children with special needs so an extra hand in the classroom will be welcome.

Problem 2: In a lot of families with a low socio-economical status, or with another ethnic-cultural background, new immigrants, ... education is not often considered important as in western European cultures. Children lack stimulation to start higher education and quit schools earlier. They enter the labour market without qualifications.

Problem 3: The Flanders region has a high rate of unemployed immigrant women and youngsters

**2. Objectives to be achieved**

Develop a training program for teacher assistants

Get unemployed youngsters and immigrant women to follow the training

Obtain structural solutions for the employment of class assistants in cooperation with educational government and labour services

Get them employed in primary schools with a high diversity of children with special needs

Support the schools and class assistants after the training

**3. Main transnational activities** (as provisionally planned, to be confirmed with partners)

Get expertise from countries who have training programs for class assistants: UK, France

Visit these training programs

Visit schools where class assistants work

**4. Planned outputs, deliverables, results of TNC; expected outcomes (effects)**

Output:

A qualitative and sustainable teacher or classroom assistant program

A service that brings, guides, follows and supports these assistants in the schools

Effects:

By offering a training program for immigrant women and mothers, and unemployed youngsters or early school leavers, and by employing them as a classroom assistant we want :

- To increase the importance of education in those families where education is not evident because of their personal or cultural background
- To increase their self esteem and their position in society because they can function as a role model for children
- To help them to (re)connect with the labour market and education
- Support teachers in schools with a high diversity of children with special needs

Being a classroom assistant can be a motivation to continue education towards other qualifications ( f.ex. teacher program, social work ...)

**5. Useful and additional remarks:**