

Project: 3xC – Leonardo da Vinci

Adoption of the Tandem-Learning concept to the needs of SMEs in the context of trans-national cooperation - WP 4 -

- A. Analysis and identification of good practices related to the tandem learning concept
- B. Contextualization of the tandem learning concept for learning programmes in the field of trans-national cooperation
- C. Annex – Good Practices

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A1. General context of WP 4

In order to solve the problem of the lack of effective educational and training programmes aimed at increasing skills and competencies of SME employees in the field of preparation and participation in trans-national projects, 3xC will adapt the methodology of tandem learning, which was originally developed for foreign language education. That approach will be supported by an IT environment developed within the framework of the project, mainly an e-learning / e-tandem environment.

Therefore the main objectives of work package 4 (WP 4) are:

- Identifying and analysing good practices related to applied tandem learning,
- Modifying the tandem learning concept for learning programmes in the field of trans-national cooperation in projects.

The adapted tandem learning concept will be used in further work packages of 3xC. Thus it represents a basic element of the entire project (training programmes for developing trans-national cooperation skills and competencies).

In order to find good practices, desk research (using Internet and libraries) was done by all partners in Germany, Greece and Poland. In Germany eight suitable examples could be identified, in Greece four, and in Poland five good practices were found. All examples located were documented in identical templates (see Annex). Sources of general information concerning tandem learning methodology included in particular materials from the “tandem foundation” (www.tandemcity.org) and “tandem

international”, the association of tandem schools (www.tandem-schools.com). Furthermore, the book “Selbstgesteuertes Sprachenlernen im Tandem”, Stauffenburg Verlag, Tübingen 2005, provided important information for our consideration.

A2. Basic elements of Tandem-Learning

The fact that two different native speakers can support each other in learning a foreign language is evident. Therefore it is difficult to find the real origins of the idea of Tandem Learning in the field of language learning. But the time when “Tandem-Learning” emerged in a didactical context of language courses was in the late 1960s. In that time, “Tandem Learning” was used in the bi-national language courses of the German-French Youth Office, which was founded to strengthen ties between German and French youth and to deepen their mutual understanding. Until the 1980s, prepared materials and designed language lessons with professional language teachers have dominated Tandem-Learning. Since then, the role of open, self-determined, self-contained and independent learning has become more and more important. A big step towards a more open approach of the tandem concept was made at the end of the 1970s, when individual and autonomic tandems between foreigners (e. g. tourists) and locals in Spain were built to learn the respective languages without a traditional course. Nowadays “Tandem-Learning” is a method for autonomic language learning.

Specific Definition for language learning in Tandems:

Language learning in tandems means communication between two persons with different mother tongues in order to learn from each other the other partner’s language.

General Definition of Tandem Learning:

Within Tandem-Learning the learners are learning in teams of two persons or two groups. The partners learn from each other and give each other feedback. The new knowledge can be put immediately into practice.

Principle of mutuality:

Language learning in tandem is done in a partnership in which each partner brings skills that the other wants to acquire, and in which both partners mutually support learning. Both sides should have an equal benefit from the partnership.

Principle of autonomy:

Each partner is responsible for his/her own learning. He/She determines what, how and when he wants to learn and what kind of help he wants to have from his partner.

There are two forms of Tandem-Learning.

- Face-to-face tandem
- E-tandem

In **face-to-face** tandems people communicate mostly orally. However, they can use written materials and make notes. A great advantage of face-to-face learning is that

learning can be corrected at any time, that the learning level can be adapted easily to the needs of the partner and that mimic can support the learning process. Therefore misunderstandings between the partners can be avoided more easily. Face-to-face tandems are supported by learning/tandem consultants.

E-Tandem enables people to learn together no matter where they live. For oral communication, tools like MSN messenger or Skype can be used. Beyond that, email, which is the most common form of e-tandem, is a proper instrument for exchanging knowledge. In addition web-conferences in the form of application-sharing can be held. E-tandem instruments are: Email, Telefon, Fax, Voice-Mail, web-conferences, chat, messenger, and MOOs. Generally, the different instruments are combined.

The main characteristic of Tandem-Learning is that both learning partners want to acquire or to enhance competencies which the other partner already has (**primary learning goals**):

- Skills / competencies to communicate in a certain language,
- Cultural competencies,
- Professional skills / competencies.

Beyond that, each tandem partner can gain new competencies resulting directly from the learning process (**secondary learning goals**):

- Autonomous learning skills,
- inter-cultural communication skills,
- Communication in the working language skills.

The basis of learning in tandems is an **authentic communication** between the learning partners. Therefore, both partners should be interested and motivated to maintain the communication and to avoid or regulate misunderstandings and frictions. One great requirement in order to achieve productive communication is to **choose the right learning content** or rather to **find the right learning level** of each partner. On this account the starting phase of the learning process must be accompanied by **tandem partner consultants**. It is assumed that in the framework of tandems of partners who work together only one day a week, enough learning content lies within the partnership. Because of that, these kinds of tandems might need only some **general hints** referring to a productive selection of issues, the learning level or learning methodology. In contrast, intensive tandem courses (partners are learning every day for a longer time) need **open tandem tasks** relating to the respective learning content. These tasks have to fulfil certain quality criteria:

- They must stimulate authentic communication,
- They must be defined broadly so that each partnership can add their own experiences and ideas,
- They will only be used as suggestions.

The following steps are recommended in starting a learning tandem:

Step 1: Start

To get a proper start in a Tandem-Learning-Partnership it is necessary to **clarify some issues**:

- What and why do I want to learn?
- What are my goals?
- What do I expect from TANDEM?
- Do I have special interests? – What are they?
- How/When/Where do I learn well?
- How much time can I spend on TANDEM-Learning?
- On which days/ at which time am I available?
- How long do I want to work with TANDEM?

Moreover, I must be aware of the **TANDEM rules**:

- meetings are held regularly
- learning-partners are exchanging their roles as teacher/student
- teacher/student-time will be divided equally

Step 2: Finding partners

After answering all questions of step 1, the person / institution who is interested in learning needs to find a partner. A Tandem-portal can help to find one (**matching**). For example: in the form of blackboards or matching tools.

Step 3: The first meeting

The first meeting between the learning partners should be informal; in order to clarify organisational issues:

- How often and how long do we meet? (recommended: 30 minutes per session, 2 -3 times a week)
- How long should the learning-partnership be?
- What are our specific issues and goals?
- How do we want to learn (materials, orally, in writing)

Step 4: Learning-contract

After clarification of the learning framework, it is recommended to enter into a written **contract** with committed goals, learning-content, and meeting-times. In order to evaluate the learning process it is helpful to document all learning units in the form of a **learning-diary**.

Description of Tandem-Learning in key words:

Philosophy:

- mutual learning in a partnership,
- mutual support in learning,
- skills and competencies the other partner wants to acquire,
- an equal benefit from the partnership,
- own responsibility for learning,
- own decision about the content, type and time of learning,
- practice orientation,
- authentic communication.

Framework:

- face-to-face or e-tandem,
- primary and secondary learning goals,
- right learning content,
- right learning level.

Supporting tools:

- tandem-partner consultants,
- general hints,
- open tandem tasks,
- clarifying questions,
- learning contract,
- tandem rules,
- feedback,
- matching,
- learning-diary.

A3. Good practices

A3.1. Scopes of Application

The evaluation of a total of 17 examples of applied tandem learning concepts outside of the offers of language learning Tandem schools has shown that the idea of learning in tandems is mainly used in three fields:

1. Language Learning
2. Development/Exchange/Improvement/Transfer of concepts and ideas
3. Mutual Support

This method appears repeatedly in the field of language learning. Apart from Tandem school offers, other providers try to connect people for mutual language learning supported by online-communication tools. For example the platform www.babelyou.com combines functions of social online-networks like “facebook” and Tandem-Learning. Babelyou is open to anybody who wants to meet people

worldwide and who likes to improve their language skills via online communication. An extensive matching tool tries to match learning goals and interests (hobbies, job etc.). Another example is the learning platform “Pangea” (www.masterd.gr). Pangea wants to enhance language skills through an online approach from an experiential perspective. It offers a course which is related to the Cambridge test and combines moderation, teaching, tutorial and interlocutor online and partly in the form of e-tandem. In Poland a free tandem learning internet exchange for students of foreign languages is provided by www.ang.pl. The platform allows interested learners to contact each other and to set up meetings outside the internet. Furthermore, face-to-face tandems are very common in many language schools (e. g. Goethe Institute)

Outside of the scope of language learning, only face-to-face approaches of the tandem methodology could be identified. More or less they take into account tandem learning elements. In some cases the part of exchange and corporate development is stronger than the aspect of learning, though processes of exchange also can generate learning between two persons. The identified examples in the field of development/exchange/improvement/transfer of concepts and ideas can be regarded as forms of change management activities in companies, either in terms of maintaining or developing know-how in order to reach or to maintain competitiveness in the market. The third area of applied tandem methodology lies in mutual support among different target groups. The transition to aspects of transfer and exchange are fluent in this field. Mutual support in tandems occurs between teachers, between teachers and educators, between students or between older and younger employees. Neither the principle of mutuality nor of autonomy is completely fulfilled in these areas.

A3.2. Target groups

In the above-mentioned scopes of applications, the following target groups were involved:

- Enterprises,
- SMEs,
- Older/Younger Employees.

- Teachers,
- Students,
- Educators of pre-school children.

- Immigrants,
- Female politicians,
- Professional translators.

It is clear that Tandem-Learning plays, in general terms, a role in business as well as in the education sector. Additionally, specific groups use tandems for learning, exchange and support processes.

A3.3. Objectives

Enhancing and developing diverse skills (mostly language skills) are the major goals of Tandem-Learning in the respective examples. In addition, different forms of tandem methodology are used in order to maintain, develop, transfer or implement know-how, strategies or specific methods. Moreover, reduction of learning barriers at work, improvement of communication, development of social skills or increase of work flexibility can be an objective of Tandem-Learning in enterprises. In the business sector, the overall objective is to enhance the competitiveness of the respective enterprise. Beyond the business background, political and social objectives play a role in tandem learning activities:

- Strengthening the cooperation between schools and pre-schools,
- Enhancement of inter-generational dialogue,
- Supporting immigrants,
- Maintaining the ability to work for older employees,
- Strengthening workers against burnout-syndrome,
- Improvement of the quality in schools,
- Mentoring of women,
- Facilitating the entry of women in politics.

These objectives describe surely only a small subset of potential targets.

A3.4. Procedures

The desk research has illustrated that diverse procedures are used within “Tandem-Learning”. They can be divided into four areas:

1. Agreements and Preparation,
2. Meetings,
3. Support,
4. Evaluation.

Just as the Tandem organisations are recommending, “learning contracts” between tandem partners are concluded regularly. Within these contracts roles, goals, tasks and organisational questions are defined. In order to connect the right partners, analysis of competencies, interests and needs combined with an appropriate matching process is a helpful additional service. Furthermore, guidance for the selected partners in the form of personal counselling and written guides is partly provided.

Agreements and Preparation:

- Learning contract,
- Analysis of competencies and needs (Interviews),
- Matching tools,
- Guidance (personal counselling, written guides).

Tandem-Learning can be held in face-to-face meetings or in online sessions (e-tandems). As mentioned, e-tandems are not very common outside of language

learning. Thus, the below-listed types of meetings are mainly referring to face-to-face tandems. However, they can be transformed to e-tandems in the form of pure online or in mixed online/offline applications.

Meetings:

- Information meeting / Kick-off meeting,
- Regular meetings,
- Workshops,
- Final meeting.

In order to facilitate the work in learning-tandems different supporting tools are provided. Support can refer to technical, substantive (learning content) or methodological (tandem learning methodology) areas. It can be given in the form of personal counselling (face-to-face or online) through external moderation or in the form of written guidelines and working materials (open tandem tasks).

Support:

- External moderation and counselling,
- Technical support,
- Written Guidelines,
- Tutorials,
- Working materials.

Finally, to ensure the quality of the learning process and to document learning results, there are evaluation instruments like offers of supervision to learners, learning diaries for evaluation of each meeting, and templates for the evaluation of the entire learning process.

Evaluation:

- Regular supervision,
- Learning diary,
- Documentation of learning process,
- Evaluation of learning process.

The analysis of the best practice examples revealed that depending on the chosen procedures several products have been developed and used within tandem-learning. These are: Tool-boxes, know-how-boxes, curricula, documentation. Among e-tandems the major product and at the same time learning instrument would be the e-tandem-platform, which might include communications and documentation tools, guidelines and tutorials as sub-products. In addition different services around these products could be provided.

B. Learning in tandems: Basic elements for Project-Tandem-Learning in SMEs

3xC will adapt the methodology of tandem learning preparation in order to increase skills and competences of SME employees in the field of preparation and implementation trans-national projects. To fulfil this requirement, the core elements of tandem methodology should be taken into account. In particular, the principles of mutuality as well as of autonomy must be included in a tandem concept for project management. That means learning must be organized in a partnership of two partners, in which each partner brings skills that the other wants to acquire and in which both partners get the same benefit. Furthermore, each partner is responsible for his/her own learning. In addition, the learning environment of tandem learning should ensure an authentic communication, an appropriate selection of partners and learning content and should provide consultancy and open tandem tasks. Special attention should be spent on the development of tandem tasks, as a supporting instrument in tandem learning partnerships. They must be defined broadly and stimulate an authentic communication.

In Tandem-Learning for project management the following requirements must be considered:

- The principle of mutuality,
- The principle of autonomy,
- Authentic communication,
- Appropriate selection of partners,
- Appropriate selection of learning content,
- Open tandem tasks.

Tandem learning is not meant for absolute beginners. In a language tandem both learners have basic or advanced understanding of the foreign language. In project tandems it can be assumed that participants have basic knowledge and experience in project management. Tandem partners help each other to achieve the individual goals. Thus, they are learners and tutors. They are not really teachers. Usually, they are limited experts in their field. Tandem partners take rather a tutoring role, supporting and encouraging each other and giving feedback.

Comparison of Language-Tandem-Learning and Project-Tandem-Learning:

	Language Tandem Learning		Project Tandem Learning	
General Goal	Improvement of language skills		Improvement of trans-national project skills	
Learner	Learner A	Learner B	Learner A	Learner B
Special Goal (example)	Wants to improve Polish language	Wants to improve Greek language	Wants to improve partner acquisition	Wants to improve project planning
Tandem Role	Learner: describes his/her deficiencies in Polish, tries to speak Polish	Tutor: encourages Learner A to speak Polish, corrects pronunciation, is giving feedback	Learner: describes his/her deficiencies, tries to acquire partners in Learner B's country	Tutor: informs about ways to approach partners in B's country, encourages Learner A to contact partners, gives feedback on acquisition results

	Tutor: encourages Learner B to speak Greek, corrects pronunciation, is giving feedback	Learner: describes his/her deficiencies in Greek, tries to speak Greek	Tutor: gives feedback on project plan, recommends (personally experienced) good practice	Learner: describes his/her deficiencies, tries to plan a project, uses training materials (open tandem tasks) as background information
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Regarding the analysed good practice examples and referring to the methodology of Tandem Learning the creation and implementation of the following tools and applications can be recommended:

Tools and Applications for learning in E-Tandems:

Area	Tools / Applications
Agreements and Preparation	<ul style="list-style-type: none"> - Template of learning contract - Guide "Learning in Tandems" - Online communication tools - Matching-Tool - Personal counselling
Meetings	<ul style="list-style-type: none"> - Training of online communication - Moderated kick-off meeting - Regular individual online meetings - Moderated online workshops - Final meeting
Support	<ul style="list-style-type: none"> - Service moderation/counselling - Personal technical support - Guidelines on specific problems (help-tool) - Working materials / Open tandem tasks (certain content)
Evaluation	<ul style="list-style-type: none"> - Template of Learning diary, - Documentation of learning process, - Evaluation of learning process.

One major task will be arranging the learning content. Tandem-Learning in e-tandems should not be an e-learning course. Thus, it is important to create all learning materials in the form of open tandem tasks, as a supporting offer to the learning tandems. According to the results of the IDI research with representatives of SMEs, the relevant content should be clustered into different areas/goals. After that, open tandem tasks in each area should be designed.

Model of developing curricula:

Problem Area: Finding partners for a European project			
Learning Outcomes / Goals	Learning Content / Open Tandem Task	Pedagogical Approach / Methods	Delivery Method / Channel
			
Area/Goal 1: Learner is able to approach/contact partners in an appropriate and proper way	Best practice, worst practice, templates	Self-Learning, asking the Tandem partner how to approach partners in his/her country, writing a sample mail to Tandem partner for feedback, contacting prospective partners via email, discussing results with tandem partner	Email, Forum, Wiki
Area/Goal 2: Learner is able to describe the project idea clearly to project partners	Best practice, worst practice, templates	Self-Learning, writing down project ideas, writing summaries, and other documents. Presentation of written ideas/text to tandem partner for feedback	Email, Forum, Wiki
Area/Goal 3...			

C. Annex - Good Practices

Example of applied tandem learning concept	
No.: 1 – Germany	
Self-Management in large enterprises and SMEs	
Short description (in key words)	Employees start the learning-process in order to enhance their competencies. Learning-Conditions in enterprises will be developed. Working-Place is becoming a learning-place. Employees and leading managers of two large enterprises are working on new learning-concepts which will be transferred to two SMEs later on.
Involved companies / institutions	2 large enterprises, 2 SMEs
Scopes of Application	Learning-concepts in terms of self-management Development and Exchange of learning-concepts between two large enterprises and transfer of concepts to two SMEs.
Target groups (teacher / student)	large enterprise / SME
Objectives	<ul style="list-style-type: none"> - preparing learning-concepts regarding self-management of employees, - developing of learning-opportunities in the working environment, - developing measures of Gender-Mainstreaming and health promotion, - transfer of developed and tested learning concepts from large enterprises to SMEs.
Structure/Procedures	<ul style="list-style-type: none"> - information meeting for all relevant actors in two large companies, - analysis, interviews, - workshops for development of concepts, - testing of concepts in large companies, - evaluation of testing, - integration of learning-tandems of large company/SME in order to transfer the concepts.
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face: Meetings, Workshops
Products	Learning-Concept including tool-box with specific instruments for enterprises
Webpage-link	www.kueso.de
Responsible / Contact	Dr. Gunhild Küpper Theodor-Heuss-Ring 24 50668 Köln, Tel.: +49(0)221-466771

Example of applied tandem learning concept	
No.: 2 – Germany	
Exchange of information and ideas between kinder-garden and primary school	
Short description (in key words)	To gain a more effective transition for children on their way from kinder-garden into primary school, educators and teachers from the two institutions have regular meetings to exchange information and ideas.
Involved companies / institutions	INA Kinder-Garden (Berlin) / Brüder Grimm primary school
Scopes of Application	Exchange of <ul style="list-style-type: none"> - educational understanding, - ideas of educational work, - ideas concerning cooperation with parents.
Objectives	<ul style="list-style-type: none"> - forming a better transition from kinder-garden to primary school, - shaping a systematic dialogue between educators and teachers, - strengthening of cooperation between kinder-garden and primary schools in order to improve the education of children.
Structure/Procedures	<ul style="list-style-type: none"> - one meeting per month, - all meetings are supported by a moderator, - learning process is evaluated by an university.
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face: Meetings
Products	-
Webpage-link	www.ponte-info.de , www.inakindergarten.de
Responsible / Contact	Sylvia Biedenweg INA.Kindergarten Brüsseler Straße 30 13353 Berlin Tel.: +49(0)30-4541884

Example of applied tandem learning concept	
No.: 3 - Germany	
Maintaining of know-how in enterprises	
Short description (in key words)	In order to keep specific know-how within an enterprise, younger and older employees form a tandem and learn from each other. Sustainable transfer of know-how. Older employees have broad experience, younger employees have new knowledge.
Involved companies / institutions	BEHR Industry GmbH
Scopes of Application	Exchange of know-how among older and younger employees within an enterprise.
Target groups (teacher / student)	Older employee / younger employee
Objectives	<ul style="list-style-type: none"> - Maintaining of know-how, - Implementation of a sustainable process regarding the transfer of know-how, - Improving communication among employees, - Enhancement of inter-generational dialogue.
Structure/Procedures	<ul style="list-style-type: none"> - Forming of tandems old / young, - Preparation of specific development-plans, - Development of daily tasks, - Mutual qualification within the working process, - Company provides technical and time resources, - Support by an external consultant.
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face: helping / training on the job
Products	<p>“Behr-know-how box” including:</p> <ul style="list-style-type: none"> - collection of tasks concerning specific scopes of learning, - collection of solutions, - guide of methods for senior partners.
Webpage-link	www.behrgroup.com
Responsible / Contact	<p>Petra Meißner Behr Industry Mylau GmbH Ernst-Thälmann-Straße 27 08499 Mylau</p> <p>Tel.: +49 3765 - 493190</p>

Example of applied tandem learning concept	
No.: 4 - Germany	
Transfer of know-how practice / theory	
Short description (in key words)	Experienced employees (mostly older) transfer their practice know-how in a working place of production (wheel production) to less experienced colleagues (mostly younger). New younger employees teach the older colleagues theoretical issues. The learning environment is the workplace (activity area). Due to the long-term experience of older employees, they have expert know-how concerning their specific practical work at their workstation. But they mostly have a limited ability to work in other work areas. Beyond that they have no theoretical and comprehensive background. Learning to ask, learning to answer, learning to describe.
Involved companies / institutions	Bochumer Verein Verkehrstechnik GmbH
Scopes of Application	Exchange of know-how among older and younger employees within an enterprise.
Target groups (teacher / student)	Older employee / younger employee
Objectives	<ul style="list-style-type: none"> - Maintaining of know-how, - Transfer of know-how, - Change of learning culture within the enterprise, - Increasing of working flexibility of employees, - Teaching of comprehensive know-how regarding the production process, - Reduction of learning barriers at work.
Structure/Procedures	<ul style="list-style-type: none"> - Analysis of competencies, - Analysis of the qualification needs, - Development of a guideline of teaching and learning methods, - Establishing of tandems – one practically experienced and one theoretically trained employee, - Preparing a workshop for all participants - Description/Documentation of the respective workstations (production areas) – development of “working-maps”, - Tandem is learning over several months.
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face: learning at the workplace and in workshops
Products	<ul style="list-style-type: none"> - CD-ROM of identified competencies and needs, - Curricula of applied process.
Webpage-link	-
Responsible / Contact	Soziale Innovation GmbH Deutsche Straße 10 44339 Dortmund, +49 231 – 880864 - 20

Example of applied tandem learning concept	
No.: 5 - Germany	
Integration of immigrants	
Short description (in key words)	Integration measure: qualification Young Russian immigrants in Germany get a better qualification. Tutors from a university and young Russian students from a secondary school are forming a learning-tandem. The Tutors help the students to improve their skills in school (German, English, Mathematics, Natural Sciences), the students help the Tutors to transfer didactical knowledge into practice and give them an example and an intensive insight into life-constellations and learning-behaviour of immigrants.
Involved companies / institutions	Pedagogical university of Heidelberg and Geschwister-Scholl-Schule Leimen
Scopes of Application	Support of students with an immigration background in school.
Target groups (teacher / student)	Tutors / young immigrants
Objectives	<ul style="list-style-type: none"> - Supporting immigrants in passing school requirements successfully, - Analysis of living conditions of immigrants, - Developing of strategies to overcome poor living conditions, - Language-learning, - Enhancing of learning competencies, - Developing of didactic competencies for tutors, - Improving of communication by the students,
Structure/Procedures	<ul style="list-style-type: none"> - Tandem-meetings twice a week, - Preparing a workshop for tutors and students, - Regular supervision for tutors - Signing of a learning-contract between tutor and student,
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face
Products	-
Webpage-link	-
Responsible / Contact	Pädagogische Hochschule Heidelberg Ingrid Dietrich / Sylvia Selke Keplerstraße 87 69120 Heidelberg

Example of applied tandem learning concept	
No.: 6 - Germany	
Exchange of know-how among young and old in SMEs	
Short description (in key words)	Older employees have broad experience and practical knowledge. Young employees have current technological know-how. Exchange is necessary.
Involved companies / institutions	Offer within an EQUAL project to SMEs.
Scopes of Application	Exchange of know-how among older and younger employees within an enterprise.
Target groups (teacher / student)	Older employee / younger employee
Objectives	<ul style="list-style-type: none"> - learning and qualification in tandems, - Exchange of know-how, - Enhancing of the competitiveness of enterprise, - Development of competencies of young employees, - Maintaining of ability to work for older employees.
Structure/Procedures	<ul style="list-style-type: none"> - Tandems are learning within an enterprise, - Analysis of qualification needs, - Definition of goals, roles, tandem, tasks, supporting tools, - Setting of learning methods, - Partly moderated through an external coach, - Documentation of learning process.
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face: workplace, workshops, Blended Learning
Products	-
Webpage-link	www.innkoop-equal.de
Responsible / Contact	ATB GmbH Herr Drechsler Neefestr. 76 09119 Chemnitz Tel.: +49 371 – 36958-16

Example of applied tandem learning concept	
No.: 7 - Germany	
Improvement of quality in schools	
Short description (in key words)	Teachers are supporting teachers. Learning Tandems of two teachers are formed regarding the work/lessons of each other six times a year. Joint analysis of the lessons in terms of methods and content.
Involved companies / institutions	Various primary schools in Berlin.
Scopes of Application	Mutual support between teachers concerning teaching methods.
Target groups (teacher / student)	teacher / teacher
Objectives	<ul style="list-style-type: none"> - Improvement of quality in schools, - Development and implementation of innovative methods, - Enlargement of didactic competencies, - Increasing the ability of self-reflection, - Promoting the joy of teaching, - Strengthening against burnout-syndrome.
Structure/Procedures	<ul style="list-style-type: none"> - Pre-phase: forming of the tandems and definition of goals, scopes, documentation, - Start-phase: planning of the lessons - Major-phase: tandem-learning through mutual observation in lessons, - Review-phase: reflecting, describing, analysing, evaluating.
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face: school-lessons
Products	- Documentation of lessons
Webpage-link	-
Responsible / Contact	<p>LISUM – Landesinstitut für Schule und Medien QuIGS Alte Jakobstraße 12 10969 Berlin</p> <p>Tel.: +49 30 – 90172235</p>

Example of applied tandem learning concept	
No.: 8 - Germany	
Support of starting female politicians in local parliaments	
Short description (in key words)	Experienced female politicians support starting female politicians on their first steps in local politics. Learning Tandems are initiated in the form of a mentoring program for women in city councils. Gender mainstreaming.
Involved companies / institutions	County Ministries of women in Germany and city councils
Scopes of Application	Support of women in local politics in order to gain a higher number of women in politics on the local level.
Target groups (teacher / student)	Established female politicians / Starting female politicians
Objectives	<ul style="list-style-type: none"> - Mentoring of women in political functions, - Increasing the number of women in political functions, - Facilitating entry in politics for women, - Encouraging women to take responsibility in political functions, - Counselling of women in political functions.
Structure/Procedures	<ul style="list-style-type: none"> - Matching/Forming of the tandems mentor/mentee (kick off meeting or applications form), - Fixing of joint goals and learning framework, rules (time, meeting point) - Documentation of contacts, - Exchange and reflection workshops, - Thematic seminars (women in leading roles, conflicts, time management) - Final meeting, press-conference, party.
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-Face
Products	- Documentation of contacts
Webpage-link	-
Responsible / Contact	<p>Ministerium für Kultur, Jugend, Familie and Frauen Rheinland-Pfalz Karin Dach Tel.: +49 6131 – 164194</p> <p>Niedersächsisches Ministerium für Frauen, Arbeit and Soziales Nicole Ewert Tel.: +49 511 – 120 29 62</p>

Example of applied tandem learning concept	
No.: 1 - Greece	
Short description (in key words)	English language learning, cultural experiences, Pangea System, on-line
Involved companies / institutions	Master D
Scopes of Application	Application of tandem learning concepts for learning (experientially) English
Target groups (teacher / student)	Professionals
Objectives	To enhance language skills through on-line approaches from an experiential perspective
Structure/Procedures	The Pangea platform is used which allows for on-line communication in English for formal and informal situations of daily life (health, work etc). The course is divided into seven levels. These relate to the levels of the Cambridge testing. The platform supports voice, terminology, spelling, grammar, etc. It combines a moderation / teacher function that supports questions and answers, tutorial support that guides learning and an interlocutor. Communication is achieved through videoconferencing
Methods/Instruments (Face to face / e-tandem / etc.)	On-line / partly e-tandem
Products	The learning platform Pangea
Webpage-link	http://www.masterd.gr
Responsible / Contact	Mr. Ioannis Barbitsis, Director of Programme of Studies (+302310241214), info@masterd.gr

Example of applied tandem learning concept	
No.: 2 - Greece	
Short description (in key words)	German Language Learning, internship
Involved companies / institutions	Goethe – Institute Deutschland
Scopes of Application	Language learning
Target groups (teacher / student)	All types of learners
Objectives	To enhance linguistic competencies
Structure/Procedures	Students engage in experiential type of activities including internships in Germany
Methods/Instruments (Face to face / e-tandem / etc.)	Face-to-face but learners are asked to practice language skills in real life situations (involving native speakers). Internships are also held.
Products	-
Webpage-link	http://www.goethe.de
Responsible / Contact	Goethe Institute operates in Greece but it is our understanding that learning concepts resembling aspects of the tandem approach are more vivid in language training offered inside Germany, especially at the advanced level. (Greeks seem to participate in such courses in Germany).

Example of applied tandem learning concept	
No.: 3 - Greece	
Short description (in key words)	Professional Translations
Involved companies / institutions	Déjà vu X –used by translators and translation firms
Scopes of Application	Solution for improving translations
Target groups (teacher / student)	Professional Translators
Objectives	Improve translation by reducing time and cost
Structure/Procedures	This is an application and its Work group provides the opportunity for translators to collaborate in jointly translating texts.
Methods/Instruments (Face to face / e-tandem / etc.)	Distance
Products	This is a product itself that encompasses the tandem approach
Webpage-link	http://www.dvx.gr
Responsible / Contact	Can not locate

Example of applied tandem learning concept	
No.: 4 - Greece	
Short description (in key words)	This is similar to example #2 but seems to be stronger on "Tandem" in that reciprocity in learning is clear.
Involved companies / institutions	Tandem Hamburg
Scopes of Application	German language learning, Tandem
Target groups (teacher / student)	As example #2
Objectives	All
Structure/Procedures	As example #2
Methods/Instruments (Face to face / e-tandem / etc.)	Learning partners meet for an hour or so twice a week. Half the time is devoted to each of the partners
Products	
Webpage-link	http://www.orbis.lingua
Responsible / Contact	(It seems that the method is run out of Thessaloniki as well but we could not trace which Language Institute, in any case Greeks participate in tandem oriented courses)

Example of applied tandem learning concept	
No.: 5 - Greece	
Short description (in key words)	Greek language learning, on-line, Lingua project
Involved companies / institutions	Anotato Technologiko Ekpedeftiko Idryma Tessalonikis (and other institutions such as Universiteit Gent –Talencentrum, BE; Leader –Lingua Formazione e Comunicazione, IT, which were partners in the project
Scopes of Application	To build the HELLO Net (Hellenic Enjoyable Language Learning on the Net) website so as to provide on-line multimedia educational materials of Elementary Greek to university students. The project / the learning process included video conferencing and other materials supported by web-based services. The tandem approach was considered as a second step in the development of the application / project.
Target groups (teacher / student)	University students preparing for exchange programmes
Objectives	As per scope above (this was a project)
Structure/Procedures	Not clear
Methods/Instruments (Face to face / e-tandem / etc.)	On-line (not really e-tandem)
Products	Linguistic model (that was the aim of the project)
Webpage-link	http://www.teith.gr
Responsible / Contact	Prof. Thaleia Kartali, Kartali@tour.teith.gr

Example of applied tandem learning concept	
No.: 1 - Poland	
Short description (in key words)	School of Integration Public primary schools Special needs students
Involved companies / institutions	Psychological-Pedagogical Board no. 4 in Krakow Poradni Psychologiczno-Pedagogicznej nr 4 w Krakowie
Scopes of Application	Learning environment in which special needs pupils are integrated within a classroom with non-special needs students. In this way both types of students learn about each other's needs and abilities. They learn to function together.
Target groups (teacher / student)	Primary school students
Objectives	Special needs children learning alongside non-special needs children develop greater social abilities and skills. The non-special needs students learn that the lack of certain physical abilities does not limit a person in every other way. The special needs students learn to function in a 'normal' environment among their peers.
Structure/Procedures	The integrated classroom has from 15 to 20 students, of whom 3 to 5 may be classified as having special needs. Two teachers run the class – the primary teacher of the subject and the special needs pedagogue. The principles applied assure full participation of the special needs students. The cooperation of the two teachers and the small number of pupils in the class allow for an individualized didactic process, continuously monitored for educational progress and adaptation to the pupils' abilities.
Methods/Instruments (Face to face / e-tandem / etc.)	Face to face (entire classroom)
Products	
Webpage-link	http://www.edukacyjnykrakow.pl/?cget=artykul&from=284
Responsible / Contact	Ewą Bochenek, psychologist and vice director of the Psychological-Pedagogical Board no. 4 in Krakow

Example of applied tandem learning concept	
No.: 2 - Poland	
Short description (in key words)	A free tandem learning internet exchange for students of foreign languages
Involved companies / institutions	Anyone interested
Scopes of Application	One-on-one The site allows interested learners to contact each other and to set up meetings outside the internet
Target groups (teacher / student)	Learners of foreign languages in Poland
Objectives	To facilitate the exchange of tandem learning opportunities in Poland
Structure/Procedures	A learner may either submit their own offer (language that they know and language they desire to learn or improve, including level) or they may select an offer that is already posted. E-mail contact is provided. The rest is up to the learners.
Methods/Instruments (Face to face / e-tandem / etc.)	Choice is up to the learners.
Products	none
Webpage-link	http://www.ang.pl/jezykzajęzyk.php
Responsible / Contact	Łukasz Karpiński redakcja@ang.pl

Example of applied tandem learning concept	
No.: 3 - Poland	
Short description (in key words)	Educational Association of Central and Eastern Europe NGO Over 300 members from Poland and Germany Organizes two-week summer courses of Polish-German which take place partly in each country with an equal number of student participants from both countries. Scholarships are for all costs except transport.
Involved companies / institutions	GFPS-Polska (since 1994) Stowarzyszenie Naukowo-Kulturalne w Europie Środkowej i Wschodniej
Scopes of Application	
Target groups (teacher / student)	Students of first three years of college with a basic knowledge of the foreign language. They may not be in study programs for that language.
Objectives	Non-linguistic students are encouraged to improve their German/Polish language schools and break the cultural barriers to their neighbors.
Structure/Procedures	Learners attend a two week course with one week in the home country and the second in the foreign country. Half of the class are Polish, half are German.
Methods/Instruments (Face to face / e-tandem / etc.)	Face to face/classroom.
Products	
Webpage-link	http://www.gfps.pl
Responsible / Contact	info@gfps.pl

Example of applied tandem learning concept	
No.: 4 - Poland	
Short description (in key words)	Its a portal offering various ways of learning foreign languages. Inside we can find information encouraging viewer to learn, tandem way.
Involved companies / institutions	Skype, ang.pl, gadu-gadu.pl
Scopes of Application	Poland
Target groups (teacher / student)	The portal is addressed to anyone, although mostly used by university students.
Objectives	To provide language for language learning exchange.
Structure/Procedures	
Methods/Instruments (Face to face / e-tandem / etc.)	Mostly face to face conversations
Products	Database
Webpage-link	http://www.hiszpanski.ang.pl/jezykzajezyk.php
Responsible / Contact	hiszpanski@ang.pl