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ASSUNTO: VISITAS DE ESTUDO - CONVITE À APRESENTAÇÃO DE CANDIDATURAS

Exmos. Senhores,

Junto se envia informação recebida do PROALV, divulgando a abertura de candidaturas para potenciais interessados em realizar visitas de estudo a outros países da União Europeia (e associados ao programa).

Estas visitas de estudo destinam-se a *decisores políticos e/ou especialistas dos sectores da educação e da formação profissional*.

Os interessados poderão candidatar-se até às **11h do dia 12 de Outubro de 2012**, seguindo as orientações abaixo referidas.

Com os melhores cumprimentos,

Ana Vieira
Secretária-Geral

PROGRAMA TRANSVERSAL – COOPERAÇÃO POLÍTICA E INOVAÇÃO

VISITAS DE ESTUDO 2012-2013

CONVITE À APRESENTAÇÃO DE CANDIDATURAS

(bolsas para mobilidade individual)

Está aberta a 2ª fase de submissão de candidaturas às Visitas de Estudo do Programa Transversal **até ao próximo dia 12 de Outubro de 2012** para atividades a decorrer entre Março de 2012 e Junho de 2013.

As Visitas de Estudo são uma atividade de curta duração (3-5 dias úteis) que decorre num país pertencente ao PALV e que possibilita o encontro de um grupo de 10-15 decisores políticos e/ou especialistas dos sectores da educação e da formação profissional, de diferentes países, para debaterem ou examinarem aspetos específicos da aprendizagem ao longo da vida.

Estas Visitas de Estudo são **fóruns de discussão** que visam promover a qualidade e a transparência dos sistemas de Educação e Formação Profissional dos Estados-membros, através do intercâmbio de experiências e da implementação de medidas de política e/ou de gestão. Tais medidas pressupõem mudanças ao nível institucional e político nos sistemas educativo e de formação profissional nacionais, com vista a alcançarem os objetivos identificados para a ação, nomeadamente:

- Apoiar a definição de políticas e a cooperação a nível europeu no domínio da aprendizagem ao longo da vida, designadamente no contexto da Estratégia de Lisboa e de Copenhaga e do Programa de Trabalho "Educação e Formação 2020", bem como do Processo de Bolonha e seus sucessores.^[1]
- Facilitar o intercâmbio de informação e de experiências entre responsáveis e especialistas dos sectores da educação e da formação profissional;
- Tomar conhecimento de abordagens adoptadas noutros países sobre o sector da educação e da formação profissional;
- Proporcionar aos responsáveis dos sectores da educação e da formação profissional informações fiáveis e actualizadas sobre ambos os sistemas a nível europeu.

Sendo as Visitas de Estudo um elemento de suporte à cooperação e definição de políticas a nível europeu, o papel a desempenhar pelas instituições ligadas aos sectores da Educação e da Formação Profissional reveste-se da maior importância nomeadamente na exploração de temas como:

- **Encorajar a cooperação entre os mundos da educação, da formação profissional e do trabalho;**
- **Suporte à formação inicial e contínua de professores, formadores e diretores de instituições de ensino e formação profissional;**
- **Promover a aquisição de competências-chave através dos sistemas de educação e formação profissional;**

^[1] Processo de Bolonha (http://ec.europa.eu/education/higher-education/doc1290_en.htm) ; Processo de Copenhaga (http://ec.europa.eu/education/policies/2010/doc/council13832_pt.pdf)

- Promover a inclusão social e igualdade de género na educação e na formação profissional, incluindo a integração de populações migrantes;
- Desenvolvimento de estratégias para a aprendizagem ao longo da vida e mobilidade.

O PÚBLICO-ALVO

O presente convite destina-se aos decisores e aos especialistas em matéria de educação e formação profissional, designadamente:

- **Diretores de estabelecimentos de ensino, formação e orientação profissionais;**
- **Diretores de serviços de acreditação (RVCC e CNO);**
- **Inspetores;**
- **Gestores de PME**
- **Gestores de Recursos Humanos e de Formação;**
- **Coordenadores de departamentos;**
- **Formadores de Professores;**
- **Conselheiros pedagógicos e de orientação profissional;**
- **Representantes de autoridades locais, regionais e nacionais;**
- **Representantes de Câmaras de Comércio / Indústria / Artesanato;**
- **Representantes de Organizações Patronais;**
- **Representantes de Organizações Sindicais;**
- **Representantes de Redes e de Associações de Educação e Formação Profissional;**
- **Investigadores.**

COMO ESCOLHER UMA VISITA DE ESTUDO?

As visitas de estudo são escolhidas através de um Catálogo e devem estar sempre relacionadas com a atividade profissional do candidato.

O QUE É UM CATÁLOGO DE VISITAS DE ESTUDO?

O Catálogo é uma compilação de visitas de estudo, organizadas por instituições provenientes dos diversos Estados-Membros, que decorrem de Setembro a Junho e exploram temas através de três perspetivas diferentes:

- Educação geral (General Education type)
- Educação e formação vocacional (VET type)
- Aprendizagem ao longo da vida (Mixed type)

O Catálogo foi desenhado de forma a adequar-se aos diversos interesses profissionais e calendários do público-alvo.

Para aceder ao catálogo com as visitas disponíveis poderá consultar o anexo em versão PDF ou consultar os seguintes endereços:

<http://studyvisits.cedefop.europa.eu/> e www.proalv.pt.

A SUBMISSÃO DA CANDIDATURA

A candidatura deverá respeitar os critérios definidos no [Convite Nacional](#) e ser submetida *online*, **até ao meio-dia hora central europeia (11 horas da manhã, hora local) do dia 12 de Outubro de 2012**, através da página do CEDEFOP em <http://studyvisits.cedefop.europa.eu/> .

Uma vez validada, a candidatura deverá ser **impressa, assinada** (pelo candidato e representante legal da instituição) e **enviada** para a seguinte morada dentro do prazo legal de submissão:

Agência Nacional para o Programa Aprendizagem ao Longo da Vida

Praça de Alvalade, N.º 12 D

1749-070 Lisboa

Todas as regras de submissão de candidaturas encontram-se disponíveis para consulta em

http://www.proalv.pt/Enterprise%20Portals/SystemFiles/Downloads/CONVITE_NACIONAL_PALV_2012.pdf



Study visits programme for education and vocational training specialists and decision-makers 2012/13

Categories of themes

1. Encouraging cooperation between the worlds of education, training and work

1.1. Description

Europe 2020 strategy puts strong emphasis on education and training to promote ‘smart, sustainable and inclusive growth’ (Council of the European Union, 2010e). In the strategic framework for European cooperation in education and training after 2010, the Council of the European Union stresses that it is important to develop partnerships between education and training providers and businesses, research institutions, cultural actors and creative industries to promote innovation and increase **employability** and **entrepreneurial potential** of all learners (Council of the European Union, 2009a). Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted to create a climate conducive to creativity and better reconciling professional and social needs, as well as individual wellbeing (Council of the European Union, 2009b).

The economic crisis facing Europe requires immediate and efficient measures that will aid long-term economic and social development, reinforce competitiveness, support employability and strengthen social cohesion. The European Commission in its communication, *A shared commitment for employment* (2009a), outlined three key priorities that should help Member States design and implement appropriate and effective employment policies: maintaining employment, creating jobs and promoting mobility; upgrading skills and matching labour market needs; and increasing access to employment.

Initial education and training provides the skills base to build on. The knowledge, skills and competences people acquire during initial education and training can help them move successfully into employment and later adjust to emerging requirements, working methods and jobs. The Council conclusions on **new skills for new jobs** (Council of the European Union, 2010d) reflect on how people can be better educated and trained to take up jobs that do not yet exist. The 2011 Cedefop’s skills forecast update for sectors and occupations suggests that demand for skills, as measured by formal qualifications, will increase, yet many young Europeans leave school without an upper secondary level qualification. Of job openings expected to arise by 2020, 32 million will require high qualifications, 36.5 million will require medium-level qualifications and 6.7 million will require low qualifications (Cedefop, 2011b). The skills in many current jobs will change and require people to update them continuously, in other cases people will need to adapt to new jobs.

It is important to make **education and training more relevant to the world of work**. To achieve this, it is necessary to encourage dialogue between education and training institutions at all levels - from schools to vocational, adult and higher educational institutions – and partners in the labour market, more specifically enterprises and employers (Council of the European Union, 2009d). As highlighted in the Bruges communiqué on enhanced European cooperation in vocational education and training (VET), **partnerships between education and training providers, social partners**, enterprises, employment services and other stakeholders can create conditions for young people to acquire the knowledge, skills and competences to **integrate quickly into the labour market** and adjust to emerging working requirements (Bruges communiqué, 2010). This kind of cooperation can take different forms (Council of the European Union, 2009a), such as:

- creating education and training programmes based on learning outcomes that reflect the needs of the labour market;
- curriculum development aimed at developing key competences and complementing theoretical content with practical components from the world of business;
- work placements and internships of teachers and learners that make them familiar with a real work environment;
- participation of professionals and entrepreneurs in the teaching-learning process;

The European social partners have developed their own framework of actions for lifelong learning competence development and qualifications, but are also partners in the Commission's and countries' efforts to **make VET in Europe better and more attractive**. Social partners should be supported to play their part in organising, providing and financing training, but should also promote **workplace learning** improving employability prospects of workers and broadening access to lifelong learning (European Commission, 2010a). For lifelong learning to become a reality for all, irrespective of age and qualification levels, ordinary workplaces must become primary places of learning (Cedefop, 2011a).

Study visits will present approaches and examples of good practice on:

- (a) education and training's contribution to improving knowledge, skills and competences for the labour market;
- (b) analysing emerging skills needs and gaps in EU Member States labour markets and developing policies to address these;
- (c) designing and implementing activities such as transition from education and training to work, occupational guidance and workplace learning to increase employability;
- (d) incentives and initiatives developed at national and regional levels for education and training institutions to cooperate with external partners, including parents, municipalities, enterprises, social partners, NGOs, etc.;
- (e) national, regional and local examples of participative governance.

1.2. List of topics for study visits

- Transition from education and training to the world of work

- Workplace learning
- Integration of disadvantaged groups into the labour market
- Increasing attractiveness of VET
- Social partners' contribution to lifelong learning
- Cooperation between education and training institutions, enterprises and local communities.
- New skills for new jobs
- Fostering entrepreneurship and employability

1.3. Keywords

- Adult learning,
- apprenticeship,
- entrepreneurship,
- financing,
- key competences,
- leadership and management,
- lifelong guidance,
- older workers,
- school environment,
- skill needs,
- social inclusion,
- social partners,
- sustainable development,
- validation of non formal and informal learning,
- work placement.

2. Supporting initial and continuous training of teachers, trainers and education and training institutions' managers

2.1. Description

The strategic framework for European cooperation in education and training (Council of the European Union, 2009b) after 2010 reiterates the need for high quality teaching through adequate **initial teacher education** and **continuous professional development** and through making teaching an attractive career choice. Flexible training provision and investment must be provided to initial and continuing training for teachers and trainers due to the changing labour markets and working environments (Bruges communiqué, 2010). More attention should be given to induction and probation programmes to deal with shortages of teaching skills and large numbers of young teachers leaving the profession. Coherent **induction programmes** should offer professional, social and personal support for beginning teachers (European Commission, 2010 1, p.16-18).

Perception of the role of the teacher (trainer) has changed in recent years with more expectation from teachers as well as from schools in general. Key players in supporting the learning experience of learners, teachers and trainers need to take greater responsibility for updating and developing their own knowledge and skills (Council of the European Union, 2009c) and adapt their skills and working practices to a changing context. There is convergence in the roles of teachers and trainers: a trainer in a work-based setting will need more pedagogical competences and must play a supportive and mentoring role; while a teacher in a school will need, like a trainer, a good understanding of work practices (European Commission, 2010a).

Teachers need to work with more heterogeneous groups of students and improve integration of disadvantaged students into mainstream education and training. Teachers and trainers need to master, develop and apply new teaching and training approaches and reflective thinking. This also implies more individualised approaches to teaching and learning, good communication skills, methods of teamwork, democratic schooling management and supportive mechanisms for pupil assessment and school evaluation. Teachers should be more involved and active in school improvement processes.

New demands have made policy-makers and leaders of educational and training institutions look much more forward than before and changed **the role of school leaders** across Europe. School leaders nowadays are at the forefront and central actors of school improvement efforts. There is a need for effective leadership skills and competences (including financial management, ICT skills, staff motivation, quality assurance, communication, etc.) to embrace change and new roles. During the informal meeting of Ministers for Education in Gothenburg in September 2009, it was stressed that with students and teachers, school leaders should benefit from 'opportunities to share good practice and professional development across national boundaries' (Swedish Presidency of the European Union, 2009).

Improving quality and efficiency of education and training remains a strategic objective for European cooperation in education and training. Council conclusions on a strategic framework

for cooperation (Council of European Union, 2009b) stressed the importance of improving governance and leadership of education and training institutions and **developing effective quality assurance systems**.

Building quality includes capacity building of teachers, school leaders, trainers and training managers, policies to build bridges with parents, modernising curricula and broadening extra-curricular activities, improving infrastructure and establishing a respectful environment. Quality assurance mechanisms are important at all levels of education including assessing students' competences, institutional self-assessments, external and internal evaluations, transparency and validating results. Involving, for example, social partners and actors from the labour market ('learning communities') in evaluation and validation of results is becoming more and more frequent.

In vocational education and training, the Bruges communiqué emphasises the need to give high priority to quality assurance in European cooperation in vocational education and training for the period 2011-20 (Bruges communiqué, 2010). Quality assurance is necessary to build up common trust which will ease mobility and recognition of skills and competences between VET systems. Member States should establish by 2015 **quality assurance frameworks for VET providers**, which also applies to associated workplace learning in accordance with the EQAVET recommendation (European Parliament; Council of the European Union, 2009b).

Study visits will present developments and measures making teaching and training more attractive, improving leadership and raising quality by highlighting:

- (a) programmes designed to recruit and retain highly qualified staff in all educational and training professions;
- (b) the quality and competences of leaders of education and training providers;
- (c) ongoing professional development of teachers and trainers;
- (d) initiatives easing mobility of teachers and trainers;
- (e) measures to increase quality of education and training provision.

2.2. List of topics for study visits

- Quality assurance mechanisms in schools and training institutions
- Teachers' and trainers' initial training, recruitment and evaluation
- Teachers' and trainers' continuing professional development and career opportunities
- Leadership and management in schools and training providers

2.3. Keywords

- Autonomy (school or institution),
- evaluation (school or institution),
- leadership and management,
- quality assurance,
- status of teachers and trainers,
- teachers' and trainers' competences,
- teachers' and trainers' mobility,

- teachers' and trainers' qualifications.

3. Promoting acquisition of key competences throughout the education and training system

3.1. Description

The recommendation of the European Parliament and the Council on key competences for lifelong learning (European Parliament; Council of the European Union, 2006a) defined a framework combining knowledge, skills and attitudes which all individuals need for personal fulfilment, active citizenship, social inclusion and employment. It is a reference tool to support policy-makers, education and training providers, employers and learners.

Key competences are a priority for all age groups. Young people should acquire key competences by the end of initial education and training to a level that equips them for adult life and provides a basis for further learning and working life. Adults need to develop and update their key competences throughout their lives to adapt flexibly to a rapidly changing world.

Key competences are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

The strategic framework for European cooperation in education and training (ET 2020) (Council of the European Union, 2009b) reinforced the need for everyone to acquire key competences, placing it as one of the strategic objectives **to improve creativity and innovation, including entrepreneurship** at all levels of education and training. Education for entrepreneurship, meaning a sense of initiative, ability to turn ideas into practice, creativity and self-confidence, should be encouraged and accessible to all VET students, across all curricula and fields of study, enabling practical experiences in enterprises, and involving experts from businesses (Council of European Union, 2010f). It should build awareness of self-employment as a career option and train them to start their own businesses. Entrepreneurship must become a normal part of the competence framework of teachers and trainers (European Commission, 2010a).

Recent research shows there is a trend across the EU towards **competence-based teaching and learning and a learning outcomes approach** (Council of the European Union, 2010a) that forms part of an innovative approach to teaching and learning. European countries have made good progress in developing school curricula with more emphasis on cross-curricular approaches and ‘real-life’ applications that support development of students’ key competences necessary for personal fulfilment, active citizenship and employability. Although improving literacy and basic skills still requires effort, **transversal competences** (digital competence, social skills, cooperation skills and learning skills) are gaining more and more attention. They are essential to people for adapting to various working environments and being active citizens. There is also growing demand from employers for these competences (Council of the European Union, 2010b).

The European year of voluntary activities promoting active citizenship 2011 supported efforts of the EU, Member States, local and regional authorities to create the conditions in civil society conducive to volunteering in the EU.

For the first time in 2010 the Council tackled the issue of **education for sustainable development (ESD)** integrating economic, social and environmental perspectives. It calls in its conclusions the Member States to mainstream sustainable development in all areas of education and training and to support ESD in their national lifelong learning strategies (Council of the European Union, 2010g).

Those attending study visits on these themes will get acquainted with measures taken by participating countries to develop key competences for young people and adults and promote creative and innovative approaches to education and training, such as:

- (a) national, regional, local policies to increase the level of key competences and support creativity and innovation;
- (b) national curricular reforms of or regional and local developments in school curricula;
- (c) specific initiatives and projects which promote development of key competences, creativity and innovation;
- (d) new approaches to organising learning and teaching;
- (e) innovative methods, learning environments, learning materials or assessment techniques.

3.2. List of topics for study visits

- Increasing literacy and numeracy levels
- Language teaching and learning
- Use of ICT in learning
- Education for entrepreneurship
- Education for active citizenship and sustainable development
- Developing creativity in learning and teaching
- Learning mathematics and science

3.3. Keywords

- Adult learning,
- communication in foreign languages,
- communication in the mother tongue,
- competences in science and technology,
- content and language integrated learning (CLIL),
- cultural awareness and expression,
- curriculum,
- digital competence,
- extra-curricular activities,
- health education,
- innovative approaches,
- intercultural education,
- learning to learn,

- mathematical competence,
- parents involvement,
- personalised learning,
- skill needs,
- social and civic competences,
- social inclusion,
- student assessment,
- sustainable development,
- volunteering,
- young people.

4. Promoting social inclusion and gender equality in education and training, including integration of migrants

4.1. Description

The strategic framework for European cooperation in education and training (ET 2020) (Council of the European Union, 2009b) sets promoting equity, social cohesion and active citizenship as a strategic priority for Member States until 2020. Education and training systems should aim to ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, through, where appropriate, second-chance education and more personalised learning. By doing this, education and training systems contribute to reducing social inequalities and enable citizens to realise their full potential (Council of the European Union, 2011b).

Reducing the share of **early school leavers** to 10% from the current level of 14.4% in both general education and VET is one of the headline targets of Europe 2020 strategy. The Commission approved in 2011 an action plan that will help Member States to achieve this headline target by the end of the decade. (Council of the European Union, 2011a). VET in particular can contribute to reducing the percentage of early school leavers through a combination of both preventive and remedial measures for example, through labour market relevant VET, increased work-based learning and apprenticeships, flexible learning pathways, effective guidance and counselling, and by learning content and methods that acknowledge young people's lifestyles and interests, while maintaining high-level quality standards for VET (Bruges communiqué, 2010).

Access to pre-primary education is essential for a good start in life as it promotes children's sociability and lays the basis for further learning. It is especially important for children from families with low incomes, ethnic minorities and migrants.

Member States have introduced **alternative (more flexible) forms of education and training**, second-chance programmes, mechanisms for informing parents about absences and reduced costs by providing free course materials and transportation. Close cooperation between general education and vocational sectors and 'second-chance' schools for adults is important. For children with special needs, access is increasingly considered as being given the possibility to attend general or special education based on what provides the best learning possibilities for the individual child. At higher education level, free education is key as tuition fees may reduce access.

Member States should **develop diverse pathways through VET** to further learning and employment. They should also improve public training programmes for the unemployed and disadvantaged learners. The quality and relevance of such programmes can be improved by encouraging stakeholder partnerships at regional and local levels and by promoting private sector involvement.

All students should have an equal chance to succeed; success should not be dependent on circumstances outside the control of the pupil or student, such as the financial position of the family, parental education, parental occupational status, geographic location, ethnic and racial

identity, gender and disability. At compulsory school level, the possibility for pupils who drop out of school to get a ‘second chance’ to learn has also received considerable attention. The role of initial vocational training in equipping these pupils with skills, knowledge and qualifications is important for their integration into society. More initiatives are still needed in most Member States to reduce the number of early school leavers and fight inequity due to socioeconomic disadvantages. **Individualised support** for pupils at risk can include provision of personalised learning, counselling, mentorship and tutorship systems, welfare support and extracurricular activities in support of learning (Council of the European Union, 2010c).

Study visits will present developments and measures on the following:

- (a) developing and implementing measures to improve access to education and training for disadvantaged groups;
- (b) designing and carrying out activities to achieve equity.

4.2. List of topics for study visits

- Early learning opportunities
- Personalised learning approaches
- Measures to prevent early school leaving
- Equal opportunities for disadvantaged groups

4.3. Keywords

- Adult learning,
- drop-outs,
- education and training attainment,
- gender equity,
- lifelong guidance,
- migrants and minorities,
- older workers,
- pre-primary learning,
- social inclusion,
- special needs,
- volunteering.

5. Developing strategies for lifelong learning and mobility

5.1. Description

Making **lifelong learning and mobility** a reality is one of the strategic objectives for European cooperation in education and training after 2010 (Council of the European Union, 2009b). Most countries have made progress in defining unified and overarching lifelong learning strategies. Cooperation should address learning in all contexts – whether formal, non-formal or informal – and at all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning. The Bruges communiqué on enhanced European cooperation in vocational education and training calls for more actions to ensure maximum access to lifelong learning so that people have opportunities to learn at any stage in life and by making routes into education and training more open and flexible (Bruges communiqué, 2010).

Exchanging information on different policy options can help advance reforms of national education and training systems and, with other common learning activities, progress towards the common objectives and benchmarks for lifelong learning. **Coherent and comprehensive lifelong learning strategies** integrating education, higher education, adult learning and VET still need to be implemented. A holistic approach connecting lifelong learning and VET with other policy areas such as macroeconomics, employment, competition, enterprise, research and innovation, and social policies is crucial.

Mobility of citizens, especially as part of education and training, helps promote a feeling of belonging to Europe, developing European awareness and emergence of European citizenship. More practically, it allows young people to improve their personal skills and employability, and teachers and trainers to broaden their experience and improve their skills. Finally, in an international economy, ability to educate oneself and work in a multilingual environment is essential for the competitiveness of the European economy. The lifelong learning programme supports exchanges and connections between people, institutions and countries.

The **youth on the move** initiative (Council of the European Union, 2010h) underlines the value of learning mobility and proposes that its benefits should be made more available to all young people. In line with it, new innovative approaches should be explored on how mobility in VET, particularly of apprentices, can be strengthened. The 2006 European quality charter for mobility (European Parliament; Council of the European Union, 2006b) provides guidance on mobility arrangements for learning or other purposes, such as professional improvement, to both young people and adults while the European Commission's green paper on promoting the learning mobility of young people (European Commission, 2009b) deals with issues from preparation until the follow up of a mobility period. It also addresses the main barriers and obstacles to mobility and asks for suggestions and examples of good practice to overcome them.

To promote mobility of European citizens as well as their qualifications and learning achievements, several common tools, principles and frameworks have been or are being

developed at European level. They all aim to strengthen European cooperation and improve transparency, recognition and quality assurance in all sectors of education and training.

The **European qualifications framework (EQF, 2011)** is a common European reference framework which links countries' qualifications to make them more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and lifelong learning. The EQF also serves as a common European reference point for those international sector organisations that wish to develop their own qualifications across countries. More and more European countries are developing and implementing comprehensive **national qualifications frameworks (NQFs)** which cover all subsystems and which are closely – although not exclusively – related to EQF. An NQF is a tool supporting coherence of policy development and lifelong learning aiming at improving access, progression and recognition of learning outcomes.

Europass (2010) is a tool to make citizens' knowledge, skills and qualifications clearly and easily understood, and foster mobility in Europe. It consists of five documents: curriculum vitae, language passport, Europass mobility, certificate supplement and diploma supplement. According to the Bruges communiqué, a European Skills Passport will be developed as part of Europass by 2012, to help citizens record their skills gained during formal or non-formal learning experiences.

Transparency of qualifications and recognition of learning outcomes is further supported by tools that help learners transfer credits gained during learning periods in their own country or abroad. These are: the **European credit system for vocational education and training (ECVET)** (European Parliament; Council of the European Union, 2009a) for vocational education and training (VET) and the European credit transfer and accumulation system (ECTS) for higher education. In 2009, the European Parliament and Council adopted a recommendation on establishing a European credit system for vocational education and training (ECVET). The **European quality assurance reference framework for vocational education and training** (European Parliament; Council of the European Union, 2009b) was adopted by the European Parliament and Council in 2009 as a reference instrument to help authorities of Member States to promote and monitor continuous improvement of their national VET systems.

High quality **guidance and counselling services** support citizens' lifelong learning, career management and achievement of personal goals. Lifelong guidance contributes to achieving wider goals of full employment, high educational attainment and economic growth. In 2008, the Council of the European Union adopted a resolution on better integrating lifelong guidance into lifelong learning strategies (Council of the European Union, 2008d) that reinforced the role of lifelong guidance in European education, training and employment policy development and implementation.

Although Member States have achieved a lot of progress in lifelong learning strategies, very strong inequalities exist in learning participation for adults (Council of the European Union 2008a). One of the big challenges until 2020 is to increase participation in learning opportunities for the low skilled adults and in particular older workers. The European Parliament endorsed 2012 as the European year for active ageing and solidarity between

generations aiming to create better job opportunities and working conditions for the growing number of older people in Europe. Member States should implement efficient **adult learning** systems that provide adults with key competences and increased labour market access.

Study visits will present developments on:

- (a) reforms in education and training, policy measures for implementing integrated lifelong learning strategies;
- (b) policy measures to increase adult participation in lifelong learning;
- (c) implementation of flexible learning pathways and transition between different parts of national systems;
- (d) initiatives and projects on learning mobility in different learning contexts;
- (e) initiatives and projects which promote the widest access to mobility for individuals;
- (f) developing and implementing qualifications frameworks with reference to the EQF;
- (g) recognition of the knowledge, skills and competences people acquire outside formal education systems, for example, at work, in voluntary activities or their family lives.

5.2. List of topics for study visits

- National and sectoral qualifications frameworks linked to EQF
- Tools to promote transparency of qualifications and mobility of citizens
- Validation of non-formal and informal learning
- Reforms in national education and training systems
- Developing links between VET and higher education
- Implementation of flexible learning pathways
- Increasing adult participation in education and training
- Lifelong guidance for learning and working
- Learning mobility in education and training

5.3. Keywords

- Adult learning,
- disadvantaged groups
- Europass,
- European credit system for vocational education and training (ECVET),
- European credit transfer system (ECTS),
- European qualifications framework (EQF),
- learners' mobility,
- learning outcomes,
- lifelong guidance,
- lifelong learning programme,
- low skilled,
- migrants and minorities,
- national qualifications frameworks,
- older workers,
- skill needs,
- social partners,

- teachers' and trainers' mobility,
- transparency of qualifications,
- validation of non-formal and informal learning,
- workers' mobility.

Appendix

Selected sources on policy at EU level

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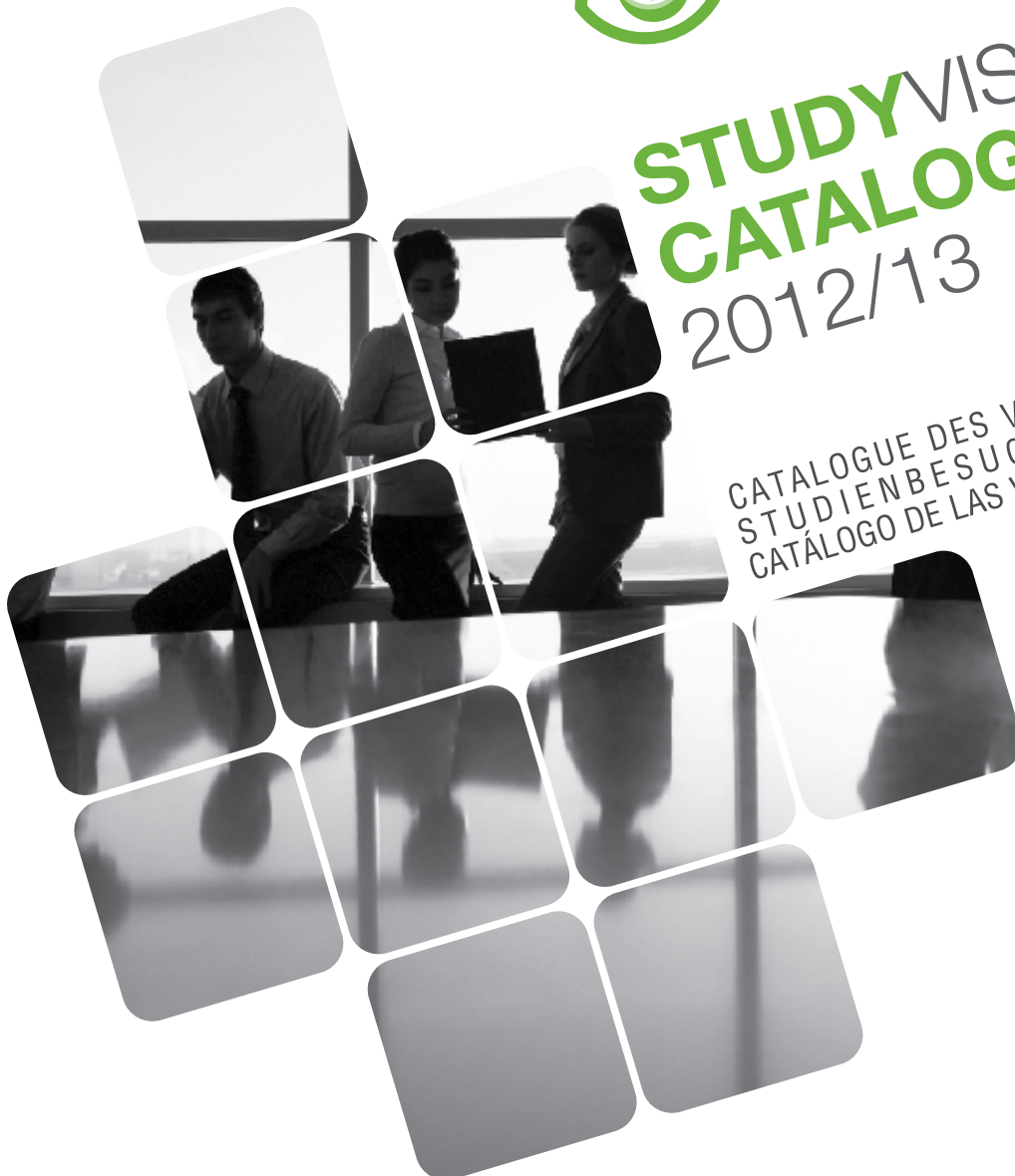
Lifelong Learning Programme



STUDY VISITS CATALOGUE

2012/13

CATALOGUE DES VISITES D'ÉTUDE
STUDIENBESUCHE: KATALOG
CATÁLOGO DE LAS VISITAS DE ESTUDIO





Study visits catalogue

2012/13

Каталог на учебните посещения
Katalog studijních pobytů
Katalog over studiebesøg
Studienbesuche: Katalog
Õppelähetuste kataloog
Κατάλογος επισκέψεων μελέτης
Catálogo de las Visitas de Estudio
Catalogue des visites d'étude
Clár Cuairte Staidéir
Catalogo visite di studio
Mācību braucienu katalogs
Mokomųjų vizitų katalogas
Tanulmányút katalógus
Żjarat ta' Studju Katalgu
Catalogus voor Studiebezoeken
Katalog wizyt studyjnych
Catálogo das visitas de estudo
Programul vizitelor de studii
Katalóg študijných návštev
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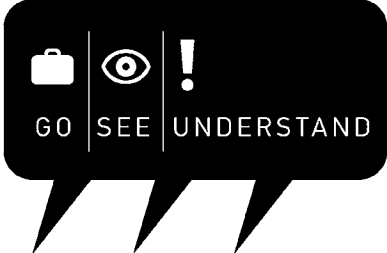
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About the study visits programme

The study visits programme for education and vocational training specialists and decision makers, part of the lifelong learning programme 2007-13 (LLP), is an initiative of the European Commission's Directorate-General for Education and Culture. Its objective is to support policy development and cooperation at European level in lifelong learning, notably in the context of the Lisbon process and the education and training agenda 2020 (E&T2020), as well as the Bologna and Copenhagen processes and their successors.

As from 1 January 2008, Cedefop (European Centre for the Development of Vocational Training) coordinates, on behalf of the European Commission, the study visits for education and vocational training specialists and decision-makers from 2008 to 2013.

A study visit is a short-term visit of three to five days for a small group of specialists and decision-makers representing various groups of education and vocational training. They are stakeholders who want to examine a particular aspect of lifelong learning in another country. The profile of a participant corresponds mainly to one of the following categories:

- company training managers;
- directors of education and vocational training institutions, centres or providers;
- directors of guidance centres;
- directors of validation or accreditation centres;
- educational and vocational training inspectors;
- head teachers, teacher trainers;
- heads of departments;
- human resource managers;
- owners/managers of SMEs;
- pedagogical or guidance advisers;
- representatives of chambers of commerce/ industry/crafts;
- representatives of education and training networks and associations;
- representatives of educational services, labour offices or guidance centres;
- representatives of employers' organisations;
- representatives of local, regional and national authorities;
- representatives of trade unions;
- researchers.

The groups usually consist of 10 to 15 participants.

Study visits are organised locally or regionally and coordinated by the National Agency.

They provide a forum for discussion, exchange and learning on themes of common interest and on European and national priorities. By exchanging innovative ideas and practices, participants promote the quality and transparency of their education and training systems.

HOW TO APPLY

If you want to participate in a visit, please contact your National Agency to check eligibility and other procedures. They evaluate and select candidates, and also provide any further information or clarification. A list of contact persons in your country is available online at: <http://studyvisits.cedefop.europa.eu> .

Read the catalogue carefully. Having selected the visits you are interested in, you will have to submit an application online at: <http://studyvisits.cedefop.europa.eu> .

Please note that there will be **two application rounds in 2012/13**. For study visits taking place from September 2012 to February 2013, you can apply by **30 March 2012** and for study visits taking place from March to June 2013, you can apply by **12 October 2012**.

HOW TO USE THIS CATALOGUE

This catalogue comprises the study visits that will take place from September 2012 to June 2013 exploring the themes from three different perspectives:

- general education (in the catalogue - the general education type);
- vocational education and training (the VET type);
- comprehensive lifelong learning (the mixed type).

Descriptions of the visits on education, vocational education and training and lifelong learning have been submitted by the national agencies of the participating countries specifically for this catalogue.

Study visits will be organised around 5 categories of themes (mentioned below), which reflect and encompass the latest policy developments in education and training in Europe:

1. Encouraging cooperation between the worlds of education, training and work
2. Supporting initial and continuous training of teachers, trainers and education and training institutions' managers
3. Promoting acquisition of key competences throughout the education and training system
4. Promoting social inclusion and gender equality in education and training, including integration of migrants
5. Developing strategies for lifelong learning and mobility

In Annex (pp. 300 – 311), you will find descriptions for each of the categories that present the European context and latest developments on the theme, highlight aspects for approaching the theme by study visits and provide a list of reference sources. It also defines possible topics for study visits and keywords for each category of theme.

This catalogue has been designed to allow you to choose the visits that suit your professional interests and schedules best.

Study visits are classified by theme in chronological order, divided into two rounds: September 2012 to February 2013 and March to June 2013. The summary table (overview) allows you to find a visit quickly according to several criteria: category of theme, topic, round and date, country, working language and the page on which the content of the visit is described.

You can use more search possibilities in the online version of this catalogue at: <http://studyvisits.cedefop.europa.eu> .

HOW TO USE THE DESCRIPTION PAGE

The description of a study visit contains information on its content and objectives and the socio-economic context of its specific country or region. Each description contains the following information:

TOPIC

Economic sector, if applicable

Title of visit

Group No: xx

Round

You can choose between visits that take place either in the first or the second application round.

Type of visit:

You can choose between the visits that examine the themes from either a general education or vocational education and training perspective, or from a lifelong learning perspective.

Dates of the visit

dd/mm/yyyy

Venue, Host country

Working language:

The working language of the visit

Number of places:

Number of places in a group

Minimum required:

Minimum number of participants for a visit to take place

Keywords:

- Keywords will help to better identify the focus of the visit.

CATEGORY OF THEMES:

The visits in 2012/2013 will be organised around five categories of themes which are broad and cover the most important education and vocational training policies

WHY?

This section provides the general background or the socio-economic context in which the visit will take place.

WHAT?

In this section the organisers describe the main objectives and learning outcomes for the group.

HOW?

This section outlines the main activities through which the organisers plan to achieve the objectives of the visit.

WHOM?

This section describes who is expected to apply for the visit.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

This section contains a short description of the study visit in the language of the host country.

Organiser(s):

The contact details of the organisers. You will be able to contact them for any additional information on the visit.

WWW.

This section includes links to websites recommended by the organisers where you can find additional information on the theme and places of the visit.

À propos du programme de visites d'étude

Le programme de visites d'étude pour spécialistes et décideurs de l'éducation et de la formation professionnelle, qui constitue l'un des volets du programme pour l'éducation et la formation tout au long de la vie 2007-2013, est une initiative de la Direction générale Éducation et culture de la Commission européenne. Il vise à soutenir l'élaboration des politiques et la coopération en matière d'éducation et de formation tout au long de la vie au niveau européen, notamment dans le contexte du processus de Lisbonne et du cadre stratégique Éducation et formation 2020, ainsi que des processus de Bologne et de Copenhague et de leurs successeurs.

À compter du 1er janvier 2008, le Cedefop (Centre européen pour le développement de la formation professionnelle), agissant au nom de la Commission, coordonne les visites d'étude pour spécialistes et décideurs de l'éducation et de la formation professionnelle se déroulant de 2008 à 2013.

Une visite d'étude est une visite de courte durée (entre trois et cinq jours) réalisée par un petit groupe de spécialistes et de décideurs représentant différents groupes d'éducation ou de formation professionnelle. Il s'agit de parties prenantes désireuses d'analyser un aspect particulier de l'éducation et de la formation tout au long de la vie dans un autre pays participant. Le profil des participants correspond essentiellement à l'une des catégories suivantes:

- responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- directeurs de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- responsables des ressources humaines,
- propriétaires/administrateurs de PME,
- conseillers pédagogiques ou d'orientation,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs,
- autres.

Les groupes se composent habituellement de 10 à 15 participants.

Les visites d'étude sont organisées au niveau local ou régional et coordonnées par l'Agence nationale.

Elles servent de cadre à des discussions, des échanges et autres réflexions sur des sujets d'intérêt commun ainsi que sur les priorités européennes et nationales. En échangeant des idées et des pratiques innovantes, les participants stimulent la qualité et la transparence de leurs systèmes d'éducation et de formation.

COMMENT POSER SA CANDIDATURE

Si vous souhaitez participer à une visite, veuillez prendre contact avec votre Agence nationale afin de vérifier si vous remplissez les conditions requises et de connaître les autres procédures nécessaires. Cette agence évalue et sélectionne les candidats, tout en leur offrant des

informations complémentaires ou des précisions. La liste des personnes de contact dans votre pays est disponible à l'adresse suivante: <http://studyvisits.cedefop.europa.eu>.

Veillez lire le catalogue attentivement. Lorsque vous aurez sélectionné les visites qui vous intéressent, vous devrez poser votre candidature en ligne: <http://studyvisits.cedefop.europa.eu>.

Veillez noter qu'il y aura **deux phases de candidatures en 2012/2013**: pour les visites d'étude se déroulant de septembre 2012 à février 2013, vous pouvez poser votre candidature jusqu'au **30 mars 2012**; pour les visites d'étude se déroulant de mars à juin 2013, vous pouvez poser votre candidature jusqu'au **12 octobre 2012**.

COMMENT UTILISER CE CATALOGUE

Ce catalogue comprend les visites d'étude se déroulant de septembre 2012 à juin 2013 dans le cadre desquelles les sujets seront examinés de trois points de vue différents:

- éducation générale (dans le catalogue – le type éducation générale);
- enseignement et formation professionnels (le type EFP);
- éducation et formation tout au long de la vie (le type mixte).

Les descriptions des visites orientées sur l'éducation, sur la formation et l'enseignement professionnels et sur l'éducation et la formation tout au long de la vie ont été soumises par les agences nationales des pays participants spécifiquement pour ce catalogue. Les visites d'étude s'articulent autour de cinq catégories thématiques (mentionnées ci-après) qui reflètent et couvrent les événements les plus récents concernant les politiques de l'éducation et de la formation en Europe:

1. Encourager la coopération entre les mondes de l'éducation, de la formation et du travail
2. Soutenir la formation initiale et continue des enseignants, des formateurs et des chefs d'établissements d'enseignement et de formation
3. Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation
4. Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants
5. Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

Vous trouverez ci-joint en annexe (p. 312-325) une description de chaque catégorie thématique, présentant le contexte européen, les derniers développements dans le domaine, expliquant comment couvrir le thème dans le contexte de la visite d'étude, le tout accompagné d'une liste de sources de référence. Vous y trouverez également des suggestions de sujets de visites d'étude ainsi que des mots clés sur chaque catégorie thématique.

Ce catalogue a été conçu pour vous permettre de choisir une visite qui corresponde le mieux à vos intérêts professionnels ainsi qu'à votre emploi du temps.

Les visites d'étude sont classées par thème et par ordre chronologique, et sont divisées en deux phases: septembre 2012 à février 2013, et mars à juin 2013. Le tableau synoptique vous permet de sélectionner rapidement une visite selon plusieurs critères (catégorie thématique, sujet, phase et date, pays, langue de travail) et renvoie à la page qui en présente le contenu.

Des possibilités de recherche complémentaires vous sont proposées dans la version en ligne de ce catalogue: <http://studyvisits.cedefop.europa.eu> .

COMMENT UTILISER LA PAGE DE DESCRIPTION

La description des visites d'étude contient des informations sur leur contenu et leurs objectifs, de même que sur le contexte socioéconomique du pays ou de la région concernés. Chaque description contient les informations suivantes:

SUJET

Secteur économique, le cas échéant

Titre de la visite

Numéro de groupe: xx

Phase

Vous pouvez choisir entre les visites se déroulant au cours de la première ou de la seconde phase de candidature.

Type de visite:

Vous avez le choix entre les visites qui examinent les thèmes du point de vue de l'éducation générale, de l'enseignement et la formation professionnels ou de l'éducation et de la formation tout au long de la vie.

Dates de la visite

jj/mm/aaaa

Lieu, pays d'accueil

Langue de travail:

Langue de travail de la visite

Nombre de places:

Nombre de places dans le groupe

Minimum requis:

Nombre minimal de participants pour qu'une visite ait lieu

Mots clés:

- Le but est d'aider les participants à mieux identifier le sujet de la visite.

Organisateur(s):

Coordonnées des organisateurs. Vous pourrez les contacter pour toute information complémentaire sur la visite.

CATÉGORIE THÉMATIQUE:

Les visites en 2012/2013 seront organisées autour de cinq grands thèmes couvrant les principales politiques d'éducation et de formation professionnelle.

POURQUOI?

Cette section présente le cadre général ou le contexte socioéconomique dans lequel la visite doit avoir lieu.

QUOI?

Dans cette section, les organisateurs décrivent les principaux objectifs et résultats d'apprentissage de la visite.

COMMENT?

Cette section détaille les principales activités grâce auxquelles les organisateurs prévoient d'atteindre les objectifs de la visite.

QUI?

Cette section décrit les personnes susceptibles de poser leur candidature pour la visite.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Cette section contient une brève description de la visite d'étude dans la langue du pays d'accueil.

WWW.

Cette section contient des liens vers des sites web recommandés par les organisateurs où vous trouverez des informations complémentaires sur le thème et les lieux de la visite.

Das Studienbesuchsprogramm

Das Studienbesuchsprogramm für Bildungs- und Berufsbildungsfachleute und Entscheidungsträger ist eine Initiative der Generaldirektion Bildung und Kultur der Europäischen Kommission und als solche Teil des Programms für lebenslanges Lernen (2007-2013). Ziel des Studienbesuchsprogramms ist es, die Erarbeitung politischer Maßnahmen und die europäische Zusammenarbeit beim lebenslangen Lernen zu unterstützen, insbesondere im Kontext des Lissabon-Prozesses und des Arbeitsprogramms „Allgemeine und berufliche Bildung 2020“ (E&T 2020), sowie des Bologna- und des Kopenhagen-Prozesses und deren Nachfolgeinitiativen. Ab dem 1. Januar 2008 wird das Cedefop von 2008 bis 2013 im Auftrag der Kommission die Studienbesuche für Bildungs- und Berufsbildungsfachleute und Entscheidungsträger koordinieren.

Ein Studienbesuch besteht darin, dass eine kleine Gruppe von Experten und Entscheidungsträgern, die verschiedene Bildungs- und Berufsbildungsgruppen vertreten, drei bis fünf Tage einen Mitgliedstaat der EU besucht, um dort einen bestimmten Aspekt des lebenslangen Lernens zu untersuchen. Die Teilnehmer lassen sich zumeist einer der folgenden Kategorien zuordnen:

- Bildungsbeauftragte in Unternehmen;
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern;
- Leiter von Berufsberatungszentren;
- Leiter von Validierungs- oder Akkreditierungszentren;
- Bildungs- und Berufsbildungsinspektoren;
- Schulleiter, Lehreraus- und -fortbilder;
- Abteilungsleiter;
- Personalbeauftragte;
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen;
- Bildungs- oder Berufsberater;
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern;
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen;
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren;
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen;
- Vertreter von örtlichen, regionalen und nationalen Behörden;
- Vertreter von Arbeitnehmerorganisationen und Interessenvereinigungen;
- Forscher.

Die Gruppen bestehen üblicherweise aus zehn bis fünfzehn Teilnehmern.

Studienbesuche werden lokal oder regional organisiert und von der jeweiligen Nationalen Agentur koordiniert.

Sie bieten ein Forum, in dem Themen von allgemeinem Interesse sowie europäischer und nationaler Prioritäten erörtert und Lernmöglichkeiten geboten werden. Durch den Austausch von innovativen Ideen und Verfahrensweisen fördern die Teilnehmer die Qualität und Transparenz ihrer Bildungs- und Berufsbildungssysteme.

WIE SIE SICH BEWERBEN KÖNNEN

Wenn Sie an einem Besuch teilnehmen möchten, wenden Sie sich bitte an Ihre Nationale Agentur, um u. a. Ihre Förderfähigkeit prüfen zu lassen. Die Agentur prüft die Anträge, wählt Kandidaten aus, erteilt Auskünfte und klärt Fragen. Eine Liste von Ansprechpartnern in Ihrem Land können Sie online abrufen unter:

<http://studyvisits.cedefop.europa.eu>

Lesen Sie den Katalog aufmerksam durch. Nachdem Sie sich für Besuche entschieden haben, die für Sie interessant sind, können Sie sich online bewerben unter: <http://studyvisits.cedefop.europa.eu>.

Bitte beachten Sie, dass es für 2012/2013 **zwei Antragsrunden gibt**:

Für Studienbesuche, die zwischen September 2012 und Februar 2013 stattfinden, können Sie sich bis zum **30. März 2012** bewerben, und für Studienbesuche, die von März bis Juni 2013 stattfinden, können Sie sich bis zum **12. Oktober 2012** bewerben.

WIE SIE DIESEN KATALOG BENUTZEN

Dieser Katalog enthält die Studienbesuche, die zwischen September 2012 und Juni 2013 stattfinden. Diese sind drei Rahmenthemen zugeordnet:

- Allgemeinbildung (im Katalog Typ Allgemeinbildung);
- Berufsbildung (Typ Berufsbildung);
- umfassendes lebenslanges Lernen (Mischtyp).

Die Beschreibungen der Besuche zur Bildung, Berufsbildung und zum lebenslangen Lernen wurden von den Nationalen Agenturen der teilnehmenden Länder speziell für diesen Katalog eingereicht.

Die Studienbesuche sind nach fünf Themen gegliedert (nachstehend aufgeführt), die die jüngsten politischen Entwicklungen im Bereich der Bildung und Berufsbildung in Europa widerspiegeln und erfassen:

1. Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt;
2. Unterstützung der Erstausbildung und Weiterbildung von Lehrkräften, Ausbildern und Leitern von Einrichtungen der allgemeinen und beruflichen Bildung;
3. Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung;
4. Förderung der sozialen Eingliederung und der Gleichstellung der Geschlechter in der allgemeinen und beruflichen Bildung, einschließlich der Integration von Migranten;
5. Entwicklung von Strategien für lebenslanges Lernen und Mobilität.

In der Anlage (S. 326 – 339) finden Sie Erläuterungen zu den Themenbereichen (europäischer Kontext, jüngste Entwicklungen, Aspekte, wie man das jeweilige Thema in einem Studienbesuch angehen kann), eine Liste der wichtigsten Quellen sowie konkrete Themenvorschläge für Besuche und Schlüsselwörter zu jedem Thema.

Dieser Katalog soll Ihnen helfen, Besuche auszuwählen, die Ihren beruflichen Interessen und Ihren terminlichen Vorstellungen am ehesten entsprechen.

Die Studienbesuche sind nach Rahmenthemen geordnet und dann in chronologischer Reihenfolge aufgeführt – unter Berücksichtigung der zwei „Runden“: September 2012 bis Februar 2013 und März bis Juni 2013. Die Tabelle mit der Zusammenfassung (Überblick) erlaubt es Ihnen, einen Besuch anhand verschiedener Kriterien schnell zu finden: Themenbereiche, Themen, „Runde“ und Datum, Land, Arbeitssprache und Seite, auf der der Besuch beschrieben wird.

In der Online-Version dieses Katalogs können Sie weitere Suchkriterien anwenden. Sie finden den Katalog unter: <http://studyvisits.cedefop.europa.eu> .

WIE DIE SEITE MIT DER BESCHREIBUNG ZU VERSTEHEN IST

Die Beschreibung eines Studienbesuchs enthält Informationen über den Inhalt und die Ziele des Besuchs sowie über den sozioökonomischen Kontext des jeweiligen Landes oder der Region. Jede Beschreibung enthält die folgenden Informationen:

THEMA

Wirtschaftssektor, falls zutreffend

Titel des Besuchs

Gruppennummer: xx

Antragsrunde

Sie können Besuche aussuchen, die entweder in der ersten oder der zweiten Antragsrunde stattfinden.

Typ des Besuchs:

Sie können einen Besuch unter dem Gesichtspunkt der Allgemeinbildung, der Berufsbildung oder des lebenslangen Lernens auswählen.

Datum des Besuchs:

TT/MM/JJJJ

Besuchsort, Gastland

Arbeitssprache:

Die Arbeitssprache des Besuchs

Anzahl der Plätze:

Anzahl der Plätze in einer Gruppe

Mindestanzahl:

Mindestanzahl der Teilnehmer, damit ein Besuch stattfindet

Schlüsselwörter:

- Schlüsselwörter sollen dem Bewerber helfen, den Schwerpunkt des Besuches leichter zu erkennen.

Organisator(en):

Einzelheiten für die Kontaktaufnahme zu den Organisatoren. Sie können sich an die Ansprechpartner wenden, wenn Sie weitere Informationen über den Besuch wünschen.

THEMENBEREICHE:

Die Besuche 2012/2013 sind acht breit gefassten Themenbereichen zugeordnet, die die wichtigsten Politiken auf dem Gebiet der allgemeinen und beruflichen Bildung widerspiegeln.

WARUM?

Dieser Abschnitt enthält den allgemeinen Hintergrund oder den sozio-ökonomischen Kontext, in dem der Besuch stattfindet.

WAS?

In diesem Abschnitt beschreiben die Organisatoren die Hauptziele und Lernergebnisse der Gruppe.

WIE?

Dieser Abschnitt legt die Hauptaktivitäten dar, durch die die Organisatoren die Ziele des Besuchs erreichen wollen.

WER?

Dieser Abschnitt beschreibt die Zielgruppe für den Besuch.

KURZE BESCHREIBUNG IN DER SPRACHE DES GASTGEBENDEN LANDES:

Dieser Abschnitt enthält eine kurze Beschreibung des Studienbesuchs in der Sprache des gastgebenden Landes.

WWW.

Dieser Abschnitt enthält von den Organisatoren empfohlene Links zu Webseiten, wo Sie weitere Informationen über das Rahmenthema und die Besuchsorte finden.

Acerca del programa de visitas de estudio

El programa de las visitas de estudio para especialistas y responsables de toma de decisiones en educación y formación profesional, integrado en el programa para el aprendizaje a lo largo de la vida. 2007-13 (LLP), es una iniciativa de la Dirección General Educación y Cultura de la Comisión Europea. Su objetivo es apoyar el desarrollo de políticas y la cooperación a escala europea en el ámbito del aprendizaje permanente, particularmente en el contexto del proceso de Lisboa y la agenda sobre educación y formación 2020 (E&T2020), así como en los procesos de Bolonia y Copenhague y sus sucesores.

Desde el 1 de enero de 2008, el Cedefop coordina, en nombre de la Comisión Europea, las visitas de estudio para especialistas y responsables de toma de decisiones en educación y formación profesional para el periodo 2008 -2013.

Una visita de estudio consiste en una breve visita, de tres a cinco días, para un pequeño grupo de especialistas y responsables de la política educativa que representan a varios grupos de educación y formación profesional. Se trata de partes interesadas que quieren examinar un aspecto particular del aprendizaje permanente en otro país. El perfil de un participante se corresponde principalmente con una de las siguientes categorías:

- responsables de formación de empresas;
- directores de instituciones, centros y escuelas de educación y formación profesional;
- directores de centros de orientación;
- directores de centros de validación o acreditación;
- inspectores de educación y formación profesional;
- directores escolares, formadores de profesores
- jefes de departamento;
- directores de recursos humanos;
- propietarios/directores de PYME;
- asesores pedagógicos u orientadores;
- representantes de cámaras de comercio/industria/artesanía;
- representantes de redes y asociaciones de educación y formación profesional;
- representantes de servicios educativos, oficinas de empleo o centros de orientación;
- representantes de organizaciones de empresarios;
- representantes de autoridades locales, regionales y nacionales
- representantes de sindicatos;
- investigadores;
- otros.

Normalmente, los grupos están compuestos por 10 a 15 participantes.

Las visitas de estudio se organizan tanto a nivel local como regional y se coordinan por la Agencia Nacional.

Ofrecen un foro para el debate, el intercambio y el aprendizaje sobre temas de interés común y sobre las prioridades nacionales y europeas. El intercambio de ideas y prácticas innovadoras contribuye a que los participantes fomenten la calidad y la transparencia de sus sistemas educativos y de formación.

CÓMO PARTICIPAR

Si desea participar en una visita, rogamos se ponga en contacto con su Agencia Nacional para comprobar si reúne los requisitos de admisibilidad y otros procedimientos. Esta evalúa y selecciona a los candidatos y también facilita cualquier información o

clarificación que precise. Está disponible en línea una lista de personas de contacto en su país en: <http://studyvisits.cedefop.europa.eu>.

Lea atentamente el catálogo. Después de seleccionar las visitas en las que esté interesado, deberá presentar una solicitud por vía electrónica en: <http://studyvisits.cedefop.europa.eu>.

Le señalamos que en 2012/2013 se organizarán **dos procesos de selección**. Para las visitas de estudio organizadas entre septiembre de 2012 y febrero de 2013, puede presentar su candidatura hasta el **30 de marzo de 2012**; para aquellas que tengan lugar entre marzo y junio de 2013, puede presentar su solicitud hasta el **12 de octubre de 2012**.

CÓMO UTILIZAR ESTE CATÁLOGO

El catálogo abarca las visitas de estudio que tendrán lugar entre **septiembre de 2012 hasta junio de 2013** y exploran estas cuestiones desde tres perspectivas distintas:

- educación general (en el catálogo - el tipo de educación general);
- enseñanza y formación profesional (el tipo VET);
- aprendizaje permanente (el tipo mixto).

Las agencias nacionales de los países participantes han facilitado las descripciones de las visitas que tratan de educación, formación profesional y aprendizaje a lo largo de la vida, especialmente para este catálogo.

Las visitas de estudio se organizarán alrededor de cinco categorías de temas (mencionados abajo), que reflejan y abarcan los últimos desarrollos sobre las políticas de educación y formación en Europa:

1. Favorecer la cooperación entre los mundos de la educación, la formación profesional y el trabajo
2. Apoyar la formación inicial y continua del profesorado, el personal formador y los gestores de las instituciones de educación y formación profesional;
3. Promover la adquisición de competencias clave en el sistema educativo y de formación profesional;
4. Potenciar la inclusión social y la igualdad de género en la educación y la formación profesional, incluyendo la integración de la población inmigrante
5. Desarrollar las estrategias de formación a lo largo de la vida y promocionar la movilidad

En el Anexo (pp. 340 – 353), usted encontrará las descripciones para cada una de las categorías que se presentan así como los últimos desarrollos del contexto Europeo en los temas, destacando los aspectos para abordar el tema organizando una visita de estudio y una lista de fuentes de referencia. A su vez, se definen posibles materias para visitas de estudio y las palabras clave para cada tema.

Este catálogo ha sido concebido para que pueda elegir las visitas que mejor se ajusten a sus intereses y programas profesionales.

Las visitas de estudio están clasificadas por tema en orden cronológico, estructuradas en torno a dos procesos de selección, de septiembre de 2012 a febrero de 2013 y de marzo a junio de 2013. La tabla de resumen (visión general) permite que pueda encontrar una visita rápidamente según varios criterios: categoría de temas, tema, selección y fecha, país, idioma de trabajo y la página en la que se describe el contenido de la visita.

Puede utilizar más posibilidades de búsqueda en la versión electrónica de este catálogo en: <http://studyvisits.cedefop.europa.eu>.

CÓMO UTILIZAR LA PÁGINA DE DESCRIPCIÓN

La descripción de una visita de estudio contiene información sobre su contenido y objetivos, así como sobre el contexto socioeconómico de su país o región específicos. Cada descripción incluye la información siguiente:

TEMA

Sector económico, si procede

Título de la visita

Número de grupo: xx

Turno

Puede elegir entre las visitas que tienen lugar tanto en el primero como en el segundo turno.

Tipo de visita:

Puede elegir entre las visitas que examinan los temas o bien desde la perspectiva de la educación general, de la educación y formación profesional o del aprendizaje permanente.

Fechas de la visita:

dd/mm/aaaa

Lugar (país de acogida)

Idioma de trabajo:

Idioma de trabajo de la visita

Nº de plazas:

Nº de plazas en un grupo

Mínimo requerido:

Nº mínimo de participantes para que tenga lugar una visita

Palabras clave:

- Las palabras clave se utilizarán para ayudar a los participantes a identificar mejor el objeto de la visita.

Organizador(es):

Los datos de contacto de los organizadores. Podrá ponerse en contacto con ellos para cualquier información adicional que precise sobre la visita.

CATEGORÍA DE TEMAS:

En el período 2012/2013 las visitas se organizarán alrededor de cinco categorías de temas amplios que cubren las políticas más relevantes en materia de educación y formación profesional.

¿POR QUÉ?

Esta sección ofrece el contexto general o socioeconómico en el que se desarrollará la visita.

¿QUÉ?

En esta sección, los organizadores describen los principales objetivos y resultados del aprendizaje para el grupo.

¿CÓMO?

Esta sección esboza las principales actividades a través de las cuales los organizadores prevén alcanzar los objetivos de la visita.

¿QUIÉN?

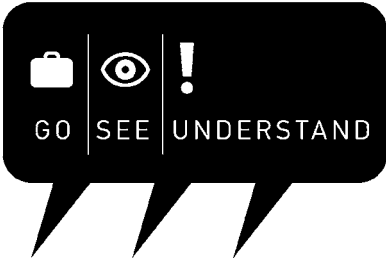
Esta sección describe el tipo de persona que se espera que solicite participar en la visita.

BREVE DESCRIPCIÓN EN EL IDIOMA DEL PAÍS ANFITRIÓN:

Esta sección contiene una breve descripción de la visita de estudio en el idioma del país anfitrión.

WWW.

Esta sección incluye enlaces a sitios web recomendados por los organizadores donde podrá encontrar información adicional sobre el tema y lugares de la visita.



Catalogue 2012/13

■ ROUND 1/PHASE 1/ANTRAGSRUNDE 1/TURNO 1: 01/09/2012 - 28/02/2013

Deadline/délais/Bewerbungsschluss/plazo: 30/03/2012

■ ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 01/03/2013 - 30/06/2013

Deadline/délais/Bewerbungsschluss/plazo: 12/10/2012

**ENCOURAGING COOPERATION BETWEEN THE WORLDS OF EDUCATION, TRAINING AND WORK
ENCOURAGER LA COOPÉRATION ENTRE LES MONDES DE L'ÉDUCATION, DE LA FORMATION ET DU TRAVAIL
FÖRDERUNG DER ZUSAMMENARBEIT ZWISCHEN ALLGEMEINER UND BERUFLICHER BILDUNG UND ARBEITSWELT
FAVORECER LA COOPERACIÓN ENTRE LOS MUNDOS DE LA EDUCACIÓN, LA FORMACIÓN PROFESIONAL Y EL TRABAJO**

**TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK
ÜBERGANG VON DER ALLGEMEINEN UND BERUFLICHEN BILDUNG ZUM ARBEITSLEBEN**

round	group	title of visit	wl	country	date	page
1	1	Cooperation with regional partners on adult learning in work, life and family	EN	Poland	19/09/12 - 21/09/12	31
1	2	Correlating school strategies to dynamics of the labour market	EN	Romania	02/10/12 - 05/10/12	32
1	3	Transition of arts-related students into the world of work	EN	Lithuania	08/10/12 - 12/10/12	33
1	4	Future scenarios for vocational training during crises and market uncertainty	EN	Czech Republic	15/10/12 - 19/10/12	34
1	5	Best practice of vocational preparation in a European context	EN	Germany	15/10/12 - 19/10/12	35
1	6	Den Übergang Schule - Beruf zukunftsorientiert und nachhaltig gestalten	DE	Deutschland	15/10/12 - 19/10/12	36
1	7	Easing transition to the job market: effective measures for reducing unemployment	EN	Switzerland	03/12/12 - 07/12/12	37
2	131	Vocational orientation in Germany: improving vocational choices	EN	Germany	18/03/13 - 22/03/13	172
2	132	Hobby schools and extracurricular activities as bridges between pupils and their career choices	EN	Estonia	18/03/13 - 22/03/13	173
2	133	Training and certification of competences in vocational training	EN	Czech Republic	15/04/13 - 19/04/13	174
2	134	Vocational training system in the Azores: ultraperipheral regions	EN	Portugal	15/04/13 - 19/04/13	175
2	135	Accepting mentally-disabled youth	EN	Lithuania	22/04/13 - 26/04/13	176
2	136	Guidance and vocational counselling	EN	Poland	23/04/13 - 26/04/13	177
2	137	Traineeships in VET and an approach towards the labour market	EN	Portugal	17/06/13 - 20/06/13	178

WORKPLACE LEARNING

round	group	title of visit	wl	country	date	page
1	8	Apprenticeships for workplace learning in the creative and cultural sector and schools	EN	United Kingdom	08/10/12 - 12/10/12	38
1	9	Exploring best practices in workplace learning	EN	Spain	24/10/12 - 26/10/12	39
1	10	Helping SMEs to achieve business growth through coaching	EN	United Kingdom	05/11/12 - 08/11/12	40
2	138	Health and social care: education for employment and career progression	EN	United Kingdom	11/03/13 - 14/03/13	179

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date	page
1	11	Support systems for professional integration of people in difficulty	EN	France	01/10/12 - 05/10/12	41
1	12	Getting Britain working – The role of VET in active labour market policies	EN	United Kingdom	19/11/12 - 23/11/12	42
1	13	Meeting educational needs of the population in rural areas	EN	Greece	26/11/12 - 30/11/12	43
2	139	Designing, delivering and marketing a programme of education and training for disadvantaged groups	EN	United Kingdom	01/05/13 - 03/05/13	180

INCREASING ATTRACTIVENESS OF VET**RENFORCEMENT DE L'ATTRAIT DE L'ENSEIGNEMENT ET DE LA FORMATION PROFESSIONNELLS
STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG**

round	group	title of visit	wl	country	date	page
1	14	Using 3D technology to increase students' motivation in workplace training	EN	Hungary	12/11/12 - 16/11/12	44
1	15	L'insertion professionnelle – De la salle de classe au marché du travail	FR	Bulgarie	19/11/12 - 23/11/12	45
1	16	Imageverbesserung und Aufwertung der beruflichen Bildung in Europa ...aber wie?	DE	Frankreich	21/01/13 - 25/01/13	46
2	140	VET to develop cooperation between schools and the labour market	EN	Italy	18/03/13 - 22/03/13	181

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING**BEITRAG DER SOZIALPARTNER ZUM LEBENSLANGEN LERNEN**

round	group	title of visit	wl	country	date	page
1	17	The role of social partners in VET	EN	Sweden	15/10/12 - 19/10/12	47
1	18	Österreichische Gewerkschaftsschule - Lehrgang für Engagement in der Zivilgesellschaft	DE	Österreich	22/01/13 - 25/01/13	48
1	19	Coordinated community-based learning as a tool to engage learners	EN	United Kingdom	11/02/13 - 15/02/13	49
2	141	Older workers in companies and on the labour market	EN	Germany	13/05/13 - 17/05/13	182

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES
COOPÉRATION ENTRE LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION, LES ENTREPRISES ET LES COMMUNAUTÉS LOCALES

round	group	title of visit	wl	country	date	page
1	20	Cooperation and communication between local authorities and NGOs to meet labour market needs	EN	Turkey	10/09/12 - 14/09/12	50
1	21	Ressources territoriales et nouvelles professions dans la province de Sienna	FR	Italie	10/09/12 - 14/09/12	51
1	22	La préservation des savoir-faire en Europe	FR	Belgique	10/09/12 - 13/09/12	52
1	23	Adapted professional training programmes for employees in middle management	EN	Luxembourg	17/09/12 - 21/09/12	53
1	24	Towards better cooperation between schools, companies and local communities	EN	Netherlands	24/09/12 - 27/09/12	54
1	25	Learning cities: from theory to practice	EN	Italy	25/09/12 - 27/09/12	55
1	26	Ideas of Tomas Bata for the education system in the 21 st century	EN	Czech Republic	02/10/12 - 05/10/12	56
1	27	Improving personal skills by cooperating with educational and business institutions	EN	Italy	08/10/12 - 12/10/12	57
1	28	School-based apprenticeship – Improving employability skills of young people	EN	Romania	08/10/12 - 12/10/12	58
1	29	Importance of social partners in VET	EN	Turkey	15/10/12 - 18/10/12	59
1	30	Strategies to implement lifelong learning in IVET and working life	EN	Germany	15/10/12 - 19/10/12	60
1	31	Understanding the local context and building networks to identify skill needs	EN	Italy	06/11/12 - 09/11/12	61
1	32	Bridging the gap between education, training and industry to improve skills and responsiveness	EN	United Kingdom	26/11/12 - 30/11/12	62
1	33	Adult education: a key for lifelong social and professional integration	EN	Belgium	26/11/12 - 30/11/12	63
1	34	Partnership and diverse learning opportunities in adult education	EN	Ireland	04/12/12 - 07/12/12	64
1	35	Schools and companies: how to bring them closer	EN	France	21/01/13 - 25/01/13	65
1	36	Improving pupil's chances on the job market through experience-based training	EN	France	11/02/13 - 15/02/13	66
2	142	Innovation, industry and education in a regional perspective	EN	Belgium	18/03/13 - 22/03/13	183
2	143	Offrir des formations adaptées aux besoins du territoire et des apprenants	FR	France	18/03/13 - 22/03/13	184
2	144	EU dimension of VET to respond to labour market needs	EN	Turkey	08/04/13 - 12/04/13	185
2	145	Preparing graduates for the world of work	EN	United Kingdom	09/04/13 - 11/04/13	186
2	146	Approaching schools and enterprises: how to improve quality of VET	EN	Spain	23/04/13 - 26/04/13	187
2	147	Vocational education in cooperation with kindergartens, schools and organisations	EN	Estonia	06/05/13 - 10/05/13	188
2	148	How cooperation between NGOs, schools and SMEs contribute to vocational training	EN	Turkey	13/05/13 - 17/05/13	189
2	149	Un partenariat local afin de créer des parcours culturels pour tous les élèves	FR	France	13/05/13 - 16/05/13	190

2	150	How can social partners, authorities and schools cooperate to improve VET in Romania	EN	Romania	14/05/13 - 17/05/13	191
2	151	'Services to business': a new approach to meeting employers' needs	EN	United Kingdom	15/05/13 - 17/05/13	192
2	152	Valuable contribution of partnerships to education	EN	Turkey	20/05/13 - 24/05/13	193
2	153	Increasing students' employability skills in partnership with employers	EN	United Kingdom	22/05/13 - 24/05/13	194
2	154	Sustainable agriculture - Challenges and opportunities for vocational schools	EN	Germany	10/06/13 - 14/06/13	195
2	155	Integrating senior citizens into the learning community	EN	Poland	11/06/13 - 14/06/13	196
2	156	Cooperation between the worlds of education and work	EN	Italy	17/06/13 - 21/06/13	197

NEW SKILLS FOR NEW JOBS

round	group	title of visit	wl	country	date	page
1	37	Green jobs and the agricultural vocational training system	EN	France	08/10/12 - 10/10/12	67
1	38	Renewable energy and energy saving in VET - Skills for a booming labour market	EN	Germany	16/10/12 - 19/10/12	68
2	157	Training, skills and green jobs: learning for sustainability	EN	Spain	09/04/13 - 12/04/13	198
2	158	Using creativity for promoting social awareness in the school/labour market relationship.	EN	Portugal	21/05/13 - 24/05/13	199

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY FOMENTAR EL ESPÍRITU EMPRENDEDOR Y LA EMPLEABILIDAD

round	group	title of visit	wl	country	date	page
1	39	Community enterprise: a tool for progression into employment and training	EN	United Kingdom	16/10/12 - 19/10/12	69
1	40	Education and development of rural areas	EN	Poland	28/01/13 - 01/02/13	70
2	159	El programa de emprendimiento en el sistema educativo de Galicia	ES	España	13/03/13 - 15/03/13	200
2	160	Promoting entrepreneurship and start-ups in Switzerland	EN	Switzerland	03/06/13 - 07/06/13	201
2	161	Entrepreneurship and villages: employment and social ties in remote rural areas	EN	France	04/06/13 - 07/06/13	202

SUPPORTING INITIAL AND CONTINUOUS TRAINING OF TEACHERS, TRAINERS AND EDUCATION AND TRAINING INSTITUTIONS' MANAGERS

SOUTENIR LA FORMATION INITIALE ET CONTINUE DES ENSEIGNANTS, DES FORMATEURS ET DES CHEFS D'ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

UNTERSTÜTZUNG DER ERSTAUSBILDUNG UND WEITERBILDUNG VON LEHRKRÄFTEN, AUSBILDERN UND LEITERN VON EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

MÉCANISMES D'ASSURANCE QUALITÉ DANS LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

round	group	title of visit	wl	country	date	page
1	41	Implementing and evaluating sustainable quality management systems in schools	EN	Germany	24/09/12 - 28/09/12	71
1	42	Improving quality management systems at educational centres	EN	Turkey	08/10/12 - 12/10/12	72
1	43	How to manage and assess innovative action in schools	EN	France	15/10/12 - 19/10/12	73

1	44	Formes et finalités de l'évaluation d'un établissement scolaire	FR	France	15/10/12 - 19/10/12	74
1	45	Effective leadership skills and competences to improve quality management in schools	EN	Romania	15/10/12 - 18/10/12	75
1	46	The impact of school evaluation on quality improvement	EN	Portugal	22/10/12 - 26/10/12	76
1	47	Quality assurance in Dutch vocational training	EN	Netherlands	05/11/12 - 08/11/12	77
2	162	Developing learners' potential for the 21st century global economy	EN	United Kingdom	04/03/13 - 08/03/13	203
2	163	Assessment in primary, secondary and higher education	EN	Greece	11/03/13 - 15/03/13	204
2	164	Linking activities - Strategies for quality development in general education	EN	Germany	22/04/13 - 26/04/13	205
2	165	School evaluation as a path towards its development	EN	Poland	22/04/13 - 26/04/13	206
2	166	Quality in-service teacher training	EN	Spain	22/04/13 - 26/04/13	207
2	167	Adult education: validation of former learning and assessing progress and achievement	EN	Norway	22/04/13 - 26/04/13	208

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS

round	group	title of visit	wl	country	date	page
2	168	Professeurs et formateurs: études des systèmes européens de sélection, formation et évaluation	FR	Espagne	11/03/13 - 15/03/13	209
2	169	The teaching profession, teacher education and basic education	EN	Finland	18/03/13 - 22/03/13	210
2	170	Devising and managing a training programme for teachers	EN	France	18/03/13 - 22/03/13	211
2	171	Supporting a starting-out teacher	EN	Hungary	15/04/13 - 19/04/13	212

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES BERUFLICHE WEITERENTWICKLUNG VON LEHRKRÄFTEN UND AUSBILDERN UND KARRIEREMÖGLICHKEITEN

round	group	title of visit	wl	country	date	page
1	48	Continuing training and professional development of in-company trainers	EN	Germany	12/11/12 - 16/11/12	78
1	49	Teacher training in VET and general upper secondary schools	EN	Finland	26/11/12 - 30/11/12	79
1	50	Professional development of language teaching in bilingual schools	EN	Spain	18/02/13 - 22/02/13	80
1	51	Continuous training of teachers and ongoing professional development of teachers and trainers	EN	Norway	18/02/13 - 22/02/13	81
2	172	Teachers training for improving learners' literacy and numeracy	EN	Ireland	12/03/13 - 15/03/13	213
2	173	Teaching entrepreneurship: training and support	EN	Belgium	26/03/13 - 29/03/13	214
2	174	Professional profile of teachers today	EN	Spain	08/04/13 - 12/04/13	215
2	175	How to help disadvantaged students achieve success at school	EN	Poland	22/04/13 - 25/04/13	216
2	176	Recruiting, developing and qualifying school management	EN	Germany	22/04/13 - 26/04/13	217
2	177	Verbesserung der allgemeinen und beruflichen Lehrerausbildung und deren Wahrnehmung von aussen	DE	Polen	06/05/13 - 10/05/13	218
2	178	New skills for old jobs: recycling and upcycling training for the fashion industry	EN	Portugal	15/05/13 - 17/05/13	219

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS
DIRECTION ET GESTION AU SEIN DES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

round	group	title of visit	wl	country	date	page
1	52	Developing key competences – Whole school approach	EN	Hungary	01/10/12 - 05/10/12	82
1	53	Les établissements scolaires du secondaire: quelle autonomie, quel pilotage?	FR	France	15/10/12 - 19/10/12	83
1	54	Management in education - Järfälla model	EN	Sweden	22/10/12 - 26/10/12	84
1	55	Strategic leadership in schools	EN	Romania	06/11/12 - 09/11/12	85
2	179	How to catch EU standards in education	EN	Turkey	24/06/13 - 28/06/13	220

PROMOTING ACQUISITION OF KEY COMPETENCES THROUGHOUT THE EDUCATION AND TRAINING SYSTEM
ENCOURAGER L'ACQUISITION DE COMPÉTENCES CLÉS DANS TOUT LE SYSTÈME D'ÉDUCATION ET DE FORMATION
FÖRDERUNG DES ERWERBS VON SCHLÜSSELKOMPETENZEN IM GESAMTEN SYSTEM DER ALLGEMEINEN UND BERUFLICHEN BILDUNG
PROMOVER LA ADQUISICIÓN DE COMPETENCIAS CLAVE EN EL SISTEMA EDUCATIVO Y DE FORMACIÓN PROFESIONAL

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date	page
2	180	Improving schools and education systems in a Norwegian region through cooperation	EN	Norway	22/04/13 - 26/04/13	221

LANGUAGE TEACHING AND LEARNING
ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES
SPRACHUNTERRICHT UND SPRACHERWERB
ENSEÑANZA Y APRENDIZAJE DE IDIOMAS

round	group	title of visit	wl	country	date	page
1	56	Pour une Europe plurilingue: le rôle des médias dans l'apprentissage des langues étrangères	FR	Pologne	19/09/12 - 21/09/12	86
1	57	Innovative approaches to learning and teaching languages for 4 to 16 year olds	EN	United Kingdom	24/09/12 - 26/09/12	87
1	58	Language learning and intercultural understanding in primary education	EN	United Kingdom	24/09/12 - 28/09/12	88
1	59	Innovative methods for foreign language teaching and learning	EN	Turkey	15/10/12 - 19/10/12	89
1	60	CLIL skills to support teacher and trainer mobility	EN	Italy	22/10/12 - 25/10/12	90
1	61	L'éducation plurilingue: méthodes d'enseignement dans les classes bilingues	FR	Roumanie	24/10/12 - 26/10/12	91
2	181	The future of CLIL	EN	Italy	04/03/13 - 08/03/13	222
2	182	Developing young learners' communicative competences in a foreign language	EN	Poland	04/03/13 - 08/03/13	223
2	183	Be creative: how to relate language competences to visual arts	EN	Italy	11/03/13 - 15/03/13	224
2	184	Sprache macht Menschen zu Menschen	DE	Tschechei	11/03/13 - 15/03/13	225
2	185	Language learning and teaching methods in a multilingual country	EN	Switzerland	01/04/13 - 05/04/13	226

2	186	Improving early, bilingual and trilingual language teaching	EN	Netherlands	08/04/13 - 12/04/13	227
2	187	State-run language schools in Spain: communicative skills for everyone	EN	Spain	15/04/13 - 18/04/13	228
2	188	El Programa de Centros Bilingües de la Comunidad de Madrid	ES	España	15/04/13 - 19/04/13	229
2	189	Language learning spaces: diversity and transversality	EN	Spain	22/04/13 - 26/04/13	230
2	190	Trilingual framework in Basque education	EN	Spain	22/04/13 - 26/04/13	231
2	191	The ABC of plurilingualism in Andalucía	EN	Spain	06/05/13 - 10/05/13	232
2	192	Improving foreign language learning with innovative methods	EN	Spain	13/05/13 - 17/05/13	233
2	193	Teaching a vocation in a foreign language for use in future work	EN	Poland	03/06/13 - 07/06/13	234
2	194	Language teaching as a key to promote professional skills and improve cultural integration	EN	Italy	10/06/13 - 14/06/13	235
2	195	Languages in primary school – The story so far	EN	United Kingdom	17/06/13 - 21/06/13	236

USE OF ICT IN LEARNING

UTILISATION DES TIC DANS L'APPRENTISSAGE

round	group	title of visit	wl	country	date	page
1	62	School of the future: how to innovate through creativity and ICT	EN	Italy	01/10/12 - 04/10/12	92
1	63	How ICT techniques improve teaching and learning processes	EN	Poland	03/10/12 - 05/10/12	93
1	64	Use of ICT in formal and non-formal education	EN	Italy	08/10/12 - 12/10/12	94
1	65	ICT for creating a better future	EN	Turkey	15/10/12 - 19/10/12	95
1	66	Promoting use of ICT in learning and teaching	EN	Portugal	22/10/12 - 26/10/12	96
1	67	Not only teach but also learn all together with technology	EN	Turkey	12/11/12 - 16/11/12	97
2	196	Studying English via distance or e-learning	EN	Spain	04/03/13 - 08/03/13	237
2	197	Regional and local innovation in secondary schools through ICT	EN	Denmark	06/03/13 - 08/03/13	238
2	198	Science and ICT: a new way to teach science	EN	Italy	11/03/13 - 15/03/13	239
2	199	Arts et culture numériques: les enjeux pour l'école	FR	France	26/03/13 - 29/03/13	240
2	200	Improving vocational education through ICT and language skill development	EN	Spain	08/04/13 - 11/04/13	241
2	201	Designing technology-enriched educational environments	EN	Turkey	06/05/13 - 10/05/13	242
2	202	Developing creativity through use of ICT in learning and teaching	EN	Poland	06/05/13 - 10/05/13	243
2	203	Supporting teachers with technology-improved learning	EN	Croatia	20/05/13 - 24/05/13	244
2	204	University of the third age - Experience of distance education	EN	Slovakia	21/05/13 - 24/05/13	245
2	205	L'école et les TIC en zone rurale: enjeux, intérêts, perspectives	FR	France	27/05/13 - 31/05/13	246
2	206	ICT deployment and implementation in the educational system	EN	Spain	03/06/13 - 07/06/13	247
2	207	IC3T (information and communication technology for teacher trainers)	EN	Bulgaria	24/06/13 - 28/06/13	248

**EDUCATION FOR ENTREPRENEURSHIP
BILDUNG FÜR UNTERNEHMERISCHE KOMPETENZ**

round	group	title of visit	wl	country	date	page
1	68	Learning creativity for fostering innovation	EN	Slovenia	17/09/12 - 20/09/12	98
1	69	Young entrepreneurs and the education system	EN	United kingdom	01/10/12 - 05/10/12	99
1	70	Fostering entrepreneurial talent in education	EN	Belgium	16/10/12 - 19/10/12	100
1	71	Entrepreneurship in curriculum-based education through regional networks	EN	Finland	16/10/12 - 19/10/12	101
1	72	Innovation and entrepreneurship - Connecting education, business and local communities	EN	Denmark	22/10/12 - 26/10/12	102
2	208	Das fächerübergreifende Unterrichtsprinzip 'Entrepreneurship Education'	DE	Österreich	04/03/13 - 08/03/13	249
2	209	Cultivating innovative minds and brave hearts - How schools can foster tomorrow's entrepreneurs	EN	Sweden	18/03/13 - 22/03/13	250

**EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT
ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE
ERZIEHUNG ZUR AKTIVEN BÜRGERSCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG**

round	group	title of visit	wl	country	date	page
1	73	The role of school in drug abuse prevention	EN	Croatia	11/09/12 - 14/09/12	103
1	74	Environmental education centres: supporting actions for sustainability	EN	Greece	01/10/12 - 05/10/12	104
1	75	Be active and make it sustainable	EN	Turkey	15/10/12 - 19/10/12	105
1	76	Outdoor learning for active citizenship and sustainability	EN	United Kingdom	05/11/12 - 09/11/12	106
1	77	Aktive Bürger und Bürgerinnen dank formalem und informellem Lernen	DE	Polen	14/01/13 - 18/01/13	107
1	78	Education - Participation - Citizenship	EN	Netherlands	21/01/13 - 25/01/13	108
2	210	Approaches to intercultural and civic competences in early childhood education	EN	Germany	11/03/13 - 15/03/13	251
2	211	Embedding environmental education into the curriculum	EN	France	18/03/13 - 22/03/13	252
2	212	New approaches to raising young people sense of responsibility	EN	Germany	08/04/13 - 12/04/13	253
2	213	Ressources locales et éducation - Formation au développement durable	FR	France	08/04/13 - 12/04/13	254
2	214	Towards an innovative health education curriculum: theory and practice	EN	Cyprus	08/04/13 - 12/04/13	255
2	215	Raising awareness of protection of the environment	EN	Greece	22/04/13 - 26/04/13	256
2	216	Education for active citizenship and sustainable development in schools	EN	Ireland	23/04/13 - 26/04/13	257
2	217	Bildung für nachhaltige Entwicklung, zukunftsorientiertes Denken	DE	Österreich	13/05/13 - 17/05/13	258
2	218	Promoting European volunteering for humanitarian and development issues	EN	France	27/05/13 - 31/05/13	259

DEVELOPING CREATIVITY IN LEARNING AND TEACHING
DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT
ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

round	group	title of visit	wl	country	date	page
1	79	Opportunities in various educational settings	EN	Iceland	24/09/12 - 28/09/12	109
1	80	Using student-engaging teaching methods to promote learning	EN	Denmark	24/09/12 - 28/09/12	110
1	81	Building strong professional learning communities	EN	Sweden	24/09/12 - 28/09/12	111
1	82	Developing competencies, talents and creativity outside formal education	EN	Latvia	08/10/12 - 12/10/12	112
1	83	How to promote entrepreneurial learning and creativity in schools for the 21st century	EN	Sweden	15/10/12 - 19/10/12	113
1	84	Competence and creativity for successful teaching and learning	EN	Italy	10/12/12 - 14/12/12	114
2	219	Better school design for better, safe and creative learning	EN	Turkey	08/04/13 - 12/04/13	260
2	220	How cities can innovate education	EN	Portugal	08/04/13 - 12/04/13	261
2	221	Expérimentation de l'approche orientante	FR	Belgique	13/05/13 - 15/05/13	262
2	222	Kunst und Kultur in der Schulausbildung und im Studium	DE	Slovakei	20/05/13 - 24/05/13	263
2	223	Web-based tools for flexible, innovative and creative teaching and learning	EN	Spain	17/06/13 - 21/06/13	264

LEARNING MATHEMATICS AND SCIENCE

round	group	title of visit	wl	country	date	page
1	85	Teaching science in primary and secondary education	EN	Austria	04/02/13 - 08/02/13	115
2	224	Development of key competences in mathematics and science	EN	Bulgaria	11/03/13 - 15/03/13	265
2	225	Cross-curricular application of mathematics for 4-to-16 year-olds in England	EN	United Kingdom	11/03/13 - 15/03/13	266
2	226	Outdoor science: using the natural world for teaching science	EN	United Kingdom	18/03/13 - 22/03/13	267
2	227	Teaching natural science in practical and experimental learning settings	EN	Denmark	17/04/13 - 19/04/13	268

PROMOTING SOCIAL INCLUSION AND GENDER EQUALITY IN EDUCATION AND TRAINING, INCLUDING INTEGRATION OF MIGRANTS
FAVORISER L'INTÉGRATION SOCIALE ET L'ÉGALITÉ ENTRE LES GENRES DANS L'ÉDUCATION ET LA FORMATION, NOTAMMENT L'INTÉGRATION DES MIGRANTS

PERSONALISED LEARNING APPROACHES
APPROCHES D'APPRENTISSAGE PERSONNALISÉES

round	group	title of visit	wl	country	date	page
1	86	An innovative and inclusive VET school - Best practices	EN	Portugal	19/11/12 - 23/11/12	116
1	87	Maîtrise de la langue: identité culturelle et réussite professionnelle	FR	France	04/02/13 - 08/02/13	117
1	88	Preventing school failure through multi professional teamwork	EN	Finland	18/02/13 - 22/02/13	118
2	228	Garantir à tous les élèves la réussite scolaire et une insertion professionnelle	FR	France	18/03/13 - 22/03/13	269
2	229	Developing competences of learning support teachers: key for inclusive teaching	EN	Italy	08/04/13 - 12/04/13	270

MEASURES TO PREVENT EARLY SCHOOL LEAVING MESURES VISANT À PRÉVENIR L'ABANDON SCOLAIRE

round	group	title of visit	wl	country	date	page
1	89	Training guarantee for everyone	EN	Finland	17/09/12 - 21/09/12	119
1	90	Cooperation and good practices for a safe and supportive learning environment	EN	Estonia	08/10/12 - 12/10/12	120
1	91	Alliance between formal and informal education to prevent early school leaving	EN	Italy	15/10/12 - 19/10/12	121
1	92	An approach to limit-crossing behaviour in schools	EN	Belgium	19/11/12 - 23/11/12	122
2	230	Tackling early school-leaving	EN	Netherlands	11/03/13 - 14/03/13	271
2	231	Preventing early leaving from high school	EN	France	18/03/13 - 22/03/13	272
2	232	Je n'aime pas l'école, je n'aime pas étudier... Que faire?	FR	Portugal	15/04/13 - 19/04/13	273
2	233	Retaining young people in education and training	EN	Sweden	15/04/13 - 19/04/13	274
2	234	Student retention in VET and high schools – How to prevent student drop-outs	EN	Denmark	06/05/13 - 10/05/13	275

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

round	group	title of visit	wl	country	date	page
1	93	Adult education: second chance for a better life	EN	Bulgaria	03/09/12 - 07/09/12	123
1	94	Promote social inclusion and gender equality in education and training, including integration	EN	Netherlands	01/10/12 - 05/10/12	124
1	95	Work and education of socially excluded groups in small cities and rural areas	EN	Slovakia	01/10/12 - 05/10/12	125
1	96	Pratique d'intégration entre l'enseignement spécialisé et l'enseignement ordinaire	FR	Belgique	08/10/12 - 12/10/12	126
1	97	Creating access to science technology engineering and maths careers for all	EN	United Kingdom	09/10/12 - 12/10/12	127
1	98	Language teaching as a key factor of socialisation	EN	Lithuania	09/10/12 - 12/10/12	128
1	99	Vocational education for young people with special needs: challenges of unfair competition	EN	Latvia	15/10/12 - 17/10/12	129
1	100	Empowering Roma youngsters in higher education	EN	Hungary	05/11/12 - 08/11/12	130
1	101	Promoting education and training opportunities for learners from disadvantaged backgrounds	EN	United Kingdom	07/11/12 - 09/11/12	131
1	102	Achieving inclusion in school education	EN	Ireland	13/11/12 - 16/11/12	132
1	103	Using vocational education and training to foster gender equity and social inclusion	EN	Spain	19/11/12 - 22/11/12	133
1	104	Vocational learning and civic education	EN	Germany	26/11/12 - 30/11/12	134
1	105	Successful innovations in education and training for students with special needs	EN	Hungary	03/12/12 - 07/12/12	135
1	106	Les parents acteurs de l'école: dynamique de réseau en milieux défavorisés	FR	France	03/12/12 - 07/12/12	136
1	107	Améliorer l'inclusion des élèves handicapés dans l'enseignement général	FR	France	21/01/13 - 25/01/13	137

1	108	Inclusion in vocational education and training	EN	Ireland	19/02/13 - 22/02/13	138
1	109	Using informal education pedagogy to engage and motivate hard-to-reach learners	EN	United Kingdom	25/02/13 - 01/03/13	139
2	235	My new me	EN	Slovenia	04/03/13 - 08/03/13	276
2	236	School inclusion for migrant children: a networking approach	EN	Italy	18/03/13 - 22/03/13	277
2	237	Mieux accueillir les élèves ne maîtrisant pas la langue de scolarisation	FR	France	18/03/13 - 22/03/13	278
2	238	Accueil d'un public scolaire défavorisé	FR	France	19/03/13 - 22/03/13	279
2	239	S'adapter et différencier: l'individualisation des parcours scolaires	FR	France	08/04/13 - 12/04/13	280
2	240	Steps toward inclusion and social cohesion	EN	Spain	22/04/13 - 26/04/13	281
2	241	Schools of inclusion: access to mainstream education for Roma children	EN	Bulgaria	13/05/13 - 17/05/13	282
2	242	Join us at sunrise: mainstreaming education for students with special needs	EN	Turkey	13/05/13 - 15/05/13	283
2	243	Challenges for education and teacher training of the Roma	EN	Hungary	13/05/13 - 17/05/13	284
2	244	Implementation of special education: opportunities and challenges	EN	Turkey	20/05/13 - 24/05/13	285
2	245	Awareness of being together through preventing discrimination	EN	Turkey	03/06/13 - 05/06/13	286
2	246	Including underrepresented groups in VET	EN	Germany	10/06/13 - 14/06/13	287
2	247	Integration of ethnic minorities into Gateshead schools	EN	United Kingdom	17/06/13 - 21/06/13	288
2	248	Community cohesion in schools	EN	United Kingdom	17/06/13 - 21/06/13	289

DEVELOPING STRATEGIES FOR LIFELONG LEARNING AND MOBILITY

CONCEVOIR DES STRATÉGIES POUR L'ÉDUCATION ET LA FORMATION TOUT AU LONG DE LA VIE ET LA MOBILITÉ

ENTWICKLUNG VON STRATEGIEN FÜR LEBENSLANGES LERNEN UND MOBILITÄT

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

CADRES NATIONAUX ET SECTORIELS DE CERTIFICATIONS LIÉS AU CEC

round	group	title of visit	wl	country	date	page
1	110	Role of social partners in implementing national qualification frameworks	EN	Germany	24/09/12 - 28/09/12	140
1	111	NFQ and EQF - Policy development and lifelong learning	EN	Ireland	02/10/12 - 05/10/12	141
1	112	A comprehensive NQF: policy-makers, stakeholders and project-based implementation	EN	Romania	15/10/12 - 18/10/12	142
1	113	National qualifications framework in Austria: a new policy instrument	EN	Austria	05/11/12 - 07/11/12	143
1	114	European vocational education and training system for the hospitality and tourism industry	EN	United Kingdom	04/02/13 - 08/02/13	144
2	249	Modularisation de l'enseignement qualifiant: la certification par unité d'apprentissage	FR	Belgique	13/05/13 - 17/05/13	290

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

round	group	title of visit	wl	country	date	page
1	115	Moving throughout Europe with self-awareness and knowledge	EN	Italy	03/09/12 - 07/09/12	145
2	250	Improving students' cultural awareness and mobility	EN	Poland	03/06/13 - 07/06/13	291

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING VALIDATION DES ACQUIS NON FORMELS ET INFORMELS

round	group	title of visit	wl	country	date	page
1	116	Lifelong learning and recognition of qualifications - Key to the future of crafts	EN	Portugal	08/10/12 - 11/10/12	146
1	117	Validation des acquis de l'expérience dans l'enseignement supérieur	FR	France	21/01/13 - 25/01/13	147

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

round	group	title of visit	wl	country	date	page
1	118	Education for the future - Developing autonomy in the formal education system	EN	Poland	02/10/12 - 05/10/12	148
2	251	Economic downturn as catalyst for promoting education reforms	EN	Latvia	20/05/13 - 24/05/13	292

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

round	group	title of visit	wl	country	date	page
1	119	Flexible learning pathways in lifelong learning	EN	Estonia	15/10/12 - 19/10/12	149

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

round	group	title of visit	wl	country	date	page
2	252	Bolstering attractiveness of VET in Malta	EN	Malta	20/05/13 - 24/05/13	293

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

round	group	title of visit	wl	country	date	page
1	120	Lifelong learning as an answer to the ageing society	EN	Poland	01/10/12 - 05/10/12	150
1	121	Making adult education more attractive	EN	Italy	02/10/12 - 05/10/12	151
1	122	Mobile learning facilitators for non-routine skills development in SMEs	EN	Italy	10/10/12 - 12/10/12	152
1	123	Opportunities for adult learning	EN	Netherlands	26/11/12 - 29/11/12	153
2	253	Adult education in Spain: a look at Galicia	EN	Spain	08/04/13 - 12/04/13	294
2	254	An answer to a challenge: innovation in adult education	EN	Spain	13/05/13 - 17/05/13	295

LIFELONG GUIDANCE FOR LEARNING AND WORKING

ORIENTATION TOUT AU LONG DE LA VIE POUR L'APPRENTISSAGE ET LE TRAVAIL LEBENSBLANGE BERATUNG BEIM LERNEN UND ARBEITEN

round	group	title of visit	wl	country	date	page
1	124	Health and education: quality health services	EN	Turkey	24/09/12 - 28/09/12	154
1	125	Effizienz schulpsychologischer Dienste in der lebenslangen Beratung beim Lernen	DE	Belgien, Deutschland, Luxemburg	15/10/12 - 19/10/12	155
1	126	Better learning and life quality through lifelong guidance	EN	Finland	22/10/12 - 26/10/12	156
2	255	Les professionnels développent la qualité en orientation	FR	France	09/04/13 - 12/04/13	296
2	256	Pôle Emploi: articuler des missions complémentaires «orientation et emploi»	FR	France	10/06/13 - 13/06/13	297

LEARNING MOBILITY IN EDUCATION AND TRAINING

MOBILITÄT ZU LERNZWECKEN IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

round	group	title of visit	wl	country	date	page
1	127	New opportunities for mobility	EN	Slovenia	22/10/12 - 25/10/12	157
1	128	Mobility in vocational training - Opportunities and challenges	EN	Germany	12/11/12 - 16/11/12	158
1	129	Mobility in higher education: a must, a challenge and an unprecedented opportunity	EN	Austria	19/11/12 - 23/11/12	159
1	130	New horizons - How to support careers through mobility	EN	Germany	03/12/12 - 06/12/12	160
2	257	Effektive Motivation von Arbeitgebern zur Teilnahme an Mobilitätsprojekten	DE	Ungarn	22/04/13 - 26/04/13	298
2	258	Increasing attractiveness of VET through Leonardo da Vinci mobility	EN	Romania	20/05/13 - 24/05/13	299

VISITS BY SECTOR

VISITES PAR SECTEUR

BESUCHE NACH SEKTOREN

VISITAS POR SECTORES

	Round 1 (group number)	Round 2 (group number)
Accommodation and food service activities	4, 28, 114	200
Agriculture, forestry and fishing	13, 37 40	154
Arts, entertainment and recreation	3, 8, 22, 69, 116	158, 222
Electricity, gas, steam and air conditioning supply	38	
Human health and social work activities	26, 99, 124	135, 138, 235
Manufacturing	31	144, 148, 178

VISITS FOR HIGH-LEVEL DECISION-AND POLICY-MAKERS

These visits are organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

round	group	title of visit	wl	country	date	page
1	110	Role of social partners in implementing national qualification frameworks	EN	Germany	24/09/12 - 28/09/12	140
1	113	National qualifications framework in Austria: a new policy instrument	EN	Austria	05/11/12 - 07/11/12	143
2	146	Approaching schools and enterprises: how to improve quality of VET	EN	Spain	23/04/13 - 26/04/13	187

Round 1

Phase
Antragsrunde
Turno

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Cooperation with regional partners on adult learning in work, life and family

Group No: 1

Round 1

Type of visit:
VET19/9/2012-21/9/2012
Katowice, PolandWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- adult learning
- lifelong guidance
- social partners

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Our institution, the Foundation Gaudete, provides a wide range of support for families through creation of dynamic educational environments. We have more than 19 years' experience working with partners to promote and support formal and non-formal education. This visit offers an approach to the challenge of integrating work and family life. Our basic premise requires a well-informed collaborative effort of all key actors involved in these issues. Employers, vocational associations, adult learning centres, vocational guidance and communities all have roles to play in integrating work and family life. The region of Silesian Voivodeship has created favourable conditions for gaining knowledge and developing vocational interests.

WHAT?

Participants will learn about:

- cooperation between NGOs, employers organisations and educational institutions;
- identification of adult skill needs in working and family life;
- regional practices implemented by the Work-Life balance institution;
- initiatives to cooperate with regional partners on adult learning.

HOW?

Participants will:

- meet representatives of regional partners and vocational institutions;
- meet representatives of labour offices, education and training associations;
- visit adult education centres in an urban environment;
- discuss and analyse experiences.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Fundacja Gaudete tworzy dynamiczne środowiska edukacyjne wspierające rozwój życia zawodowego i rodzinnego. Od założenia (1992) wspomaga edukację formalną i pozaformalną oraz promuje Uczenia się przez całe życie. Wizyta studyjna ma na celu wymianę doświadczeń i nawiązanie kontaktów zawodowych w temacie godzenia życia zawodowego i rodzinnego, co stanowi przedmiot zainteresowania na poziomie europejskim. Miejsce wizyty to Katowice – miasto położone w sercu Górnego Śląska. Wizerunek regionu tworzą zadowoleni, energiczni ludzie, bogate życie edukacyjne i kulturalne oraz gospodarka, która kojarzy się ze stylem życia i przedsiębiorczością. Zaprezentowane będą działania na obszarze regionalnym.

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Correlating school strategies to dynamics of the labour market

Group No: 2

Round 1

Type of visit:
VET2/10/2012-5/10/2012
Târgu-Jiu, RomaniaWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- drop-outs
- lifelong guidance
- young people

Organiser(s):**BUZERA Marius**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Technical college Gheorghe Magheru has good facilities and results regarding rate of employment of school-leavers. We implemented different techniques to stimulate career choices of students. We applied skill tests, introduced optional curricula, attended professional counselling and meetings and debates with parents, economic agents and decision-makers, and signed partnerships agreement for private scholarships, part-time jobs and future cooperations. School programmes were designed with local and regional stakeholders (SMEs, NGOs, chambers of commerce, universities) who consider VET a supporting tool for local development.

WHAT?

Participants will learn about:

- negotiation partnerships with economic agents, NGOs, local community;
- initiatives to ease the transition from school to work;
- cooperation between actors involved in the transition towards an active life;
- techniques of identifying problems according to the specificity of the community;
- educational management techniques to avoid students' failure.

HOW?

Participants will:

- visit and talk to representatives of partner institutions such as: university C. Brancusi, local agency for employment, national authority for youth, town hall, economic companies, NGO;
- meet officials in the education field, representatives of the local community;
- participate in counseling and guidance activities;
- meet with the students' committee.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Colegiul Tehnic Gheorghe Magheru este implicat de mai mulți ani într-un proiect regional alături de agenți economici, universități (Universitatea „Al. Vlaicu” din Arad, Universitatea „Politehnică” din Timișoara, Universitatea „C-tin. Brâncuși” din Tg. Jiu), agenții guvernamentale (Agenția Județeană pentru Ocuparea Forței de Muncă, Agenția de Șomaj, Inspectoratul Teritorial de Muncă, Autoritatea Națională pentru Tineret) precum și cu ONG-uri locale (ProVertical și Tineri Fără Frontiere). În cadrul vizitei de studiu ne propunem să prezentăm rezultatele acestui proiect și abordările manageriale specifice dezvoltării unui astfel de parteneriat.

WWW.

www.ctgm.ro – www.enec2010.rdsweb.ro – www.citeste.ctgm.ro – <http://isj.gj.edu.ro>
www.verticalpro.ro

Transition of arts-related students into the world of work

Group No: 3

Round 1

Type of visit:
VET

8/10/2012-12/10/2012
Vilnius, Lithuania

Working language:
English

Number of places: 14
Minimum required: 6

Keywords:

- curriculum
- key competences
- work placement

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Successful transition of students to the world of work is a strategic educational objective set by the Lithuanian government and the EU. One of the main problems in the youth labour market is related to unsuccessful pathways from education to the world of work: many graduates' work expectations do not fit with their personal abilities and competences or development of the labour market. This is very important for graduates of arts-related professions, who often face serious difficulties integrating into the labour market and have complicated pathways from education to employment. Vilnius College of Design would like to share its experience on transition of students to the world of work and jointly find indicators, criteria and solutions at individual, institutional, national and European levels.

WHAT?

Participants will learn about:

- national education policies and programmes;
- models of cooperation with associations of artists, businesses, social partners and employment organisations;
- tailoring educational approaches;
- efficient curriculum development;
- learning through goal-directed activity;
- tentative models of workplace learning;
- cross-curricular practices.

HOW?

Participants will:

- visit businesses, associations of professional artists;
- take part in a creative workshop;
- take part in presentations and discussions on practices and policies;
- brainstorm on innovative approaches strengthening cooperation between the worlds of education and work.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Pažintinio vizito tema – sklandaus perėjimo iš mokymo į darbo pasaulį užtikrinimas bei galimybių įsidarbinti studentams didinimas:

1. skatinant mokymo institucijų bendradarbiavimą su socialiniais partneriais, įmonėmis, užimtumo tarnybomis, valdžios institucijomis;
2. paruošiant į darbo rinkos poreikius orientuotą studijų programą;
3. taikant pažangius ir praktinius mokymo metodus. Ypatingą dėmesį atkreipsime į su menu susijusių profesijų studentų integravimą į darbo rinką, kurie dažniau nei kitų profesijų absolventai, susiduria su sunkumais pereinant iš mokymo į darbo pasaulį.

Organiser(s):

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WWW.

www.dizainokolegija.lt/en/ – www.latia.lt/ – www.icclietuva.lt/en
www.europe-institute.com/?lang=en – www.smm.lt/en/index.htm

Future scenarios for vocational training during crises and market uncertainty

Group No: 4

Round 1

Type of visit:
VET15/10/2012-19/10/2012
Poděbrady, Czech RepublicWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- education and training attainment
- key competences
- work placement

Organiser(s):**SVOBODOVA Eva**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Vocational secondary schools and colleges are of key importance in the Czech Republic. Every year their graduates easily find work on the labour market. Unfortunately, global economic crises affect even key industries of many economies, hospitality and tourism included. What are the potential chances for emplacement of future graduates? Do they have the skills demanded by employers? Do vocational schools react in time to new demands and changes on the labour market? Is the education provided relevant to new trends in businesses? Does demographic development represent any risks or threats to vocational schools? These are the questions we would like to answer with the visiting team.

The hosting institution is an association of vocational colleges and includes a secondary hotel school which focuses more on practical skills and a college (tertiary level of education) which trains students in managing skills.

WHAT?

Participants will learn about:

- good results achieved with local municipalities, social partners, enterprises and employers;
- cooperation between the school and employers when organising practical training;
- theoretical and practical ways of vocational learning;
- ways of supervising practical training;
- tools used to assess practical training of students.

HOW?

Participants will:

- attend classes and meet teachers and students;
- visit training kitchens and restaurants, the school junior hotel, its restaurants and cooperating hotels.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Existenci a další budoucnost školy v době ekonomické krize a tržní nejistoty zajišťují jen nejkvalitnější absolventi, kteří mohou zaručit další zájem veřejnosti o tento typ studia. Jak překonávat nepříznivý demografický vývoj a vyrovnávat se s konkurenčním prostředím bude náplní zamýšlené studijní návštěvy.

Vyšší odborná škola zahájila výuku nově akreditovaného studijního programu a dopad inovovaných teoretických i praktických předmětů na zkvalitnění profilu absolventů bude též předmětem jednání..

Pozornost bude rovněž věnována novým učebním metodám a pomůckám, které na školách vznikají a přispívají ke zkvalitnění výuky. Účastníci se seznámí s výukou zejména odborných předmětů a cizích jazyků. Právě ony ztraktivují absolventy na trhu práce v České republice a v EU zvlášť.

WWW.

www.hsvos.cz – www.asociacevos.cz – www.nuv.cz – www.nuov.cz – www.visk.cz

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Best practice of vocational preparation in a European context

Group No: 5

Round 1

Type of visit:
Mixed15/10/2012-19/10/2012
Erfurt, GermanyWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- **apprenticeship**
- **key competences**
- **sustainable development**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The approaches and methods to organising the transition from school to working life adopted in Thuringia are practical, future-oriented and considered exemplary throughout Germany. Strongly orientated towards the labour market and aimed at more sustainable and comprehensive vocational preparation, the project 'BERUFSSTART plus' is a very good example of successful cooperation between all partners involved in the education and training process. In 2012, this project will be part of an ESF-funded evaluation which, in addition will describe practices in selected regions of six further European countries. Both initiatives, 'BERUFSSTART plus' and the evaluation, set up the central core of the visit and will provide the basis for a fruitful exchange of experiences.

WHAT?

Participants will learn about:

- the significance of vocational preparation in Thuringia;
- how cooperation between school and parental home, or school and economy takes place;
- how chambers, employment agencies, ministries and other economic and vocational institutions cooperate;
- how a European exchange of experiences was carried out focusing on this topic.

HOW?

Participants will:

- experience the project 'BERUFSSTART plus' in practice and assess its effectiveness;
- discuss with initiators and persons responsible for different activities and contribute their own experiences;
- have the opportunity to meet pupils and students at general and vocational schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres and pedagogical or guidance advisers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Ansätze und Methoden, die im Freistaat Thüringen bei der Gestaltung des Übergangs von der Schule zum Arbeitsleben angewendet werden, sind zukunfts- und praxisorientiert und werden bundesweit als beispielgebend bewertet. Das Projekt „BERUFSSTART plus“ z.B. ermöglicht die Zusammenarbeit aller am Bildungsprozess mitwirkender Partner, so dass eine arbeitsmarktorientierte, nachhaltige und flächendeckende Berufswahlvorbereitung realisiert werden kann. Zudem wird das Projekt 2012 Teil einer vom ESF geförderten Studie sein, welche darüber hinaus die Praxis in 6 weiteren Regionen Europas darstellt. Beide Initiativen bilden den Schwerpunkt des Besuchs und sollen zum Erfahrungsaustausch anregen.

WWW.

www.berufsstartplus-thueringen.de
www.sabel.de/saalfeld/regelschule/ueber_uns.aspx
www.ihk-suhl.de – www/ihkst/navi-main/aus-weiterbildung/ausbildung/berufsorientierung-berufsvorbereitung/index.htm
www.gfaw-thueringen.de/cms/index.php5?s=gfaw_gesellschaft&pid=3&spid=3&

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ÜBERGANG VON DER ALLGEMEINEN UND BERUFLICHEN BILDUNG ZUM ARBEITSLEBEN

Den Übergang Schule - Beruf zukunftsorientiert und nachhaltig gestalten

Gruppennummer: 6

Antragsrunde 1

Art des Besuches:
Gemischt

15/10/2012-19/10/2012
Sindelfingen, Deutschland

Arbeitsprache:
Deutsch

Anzahl der Teilnehmerplätze: 12
Erforderliche Mindestanzahl: 6

Schlüsselwörter:

- **Nachhaltige Entwicklung**
- **Schlüsselkompetenzen**
- **Sozialpartner**

Organisator(en):

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THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

WARUM?

Ein reibungsloser Übergang von der Schule in den Beruf setzt einen nachhaltigen Ansatz bei der Berufswegeplanung und -begleitung voraus. Daher werden bereits ab Schulbeginn innovative Wege beschritten: kooperative Lernformen, Kinder und Technik, spezielle Integrations- und Sprachförderungsangebote für Eltern und Schüler, Berufswegebegleitung sowie Bildungspartnerschaften im Sinne der Strategie Europa 2020.

Durch die Zusammenarbeit mit zahlreichen Kooperations- und Sozialpartnern gelingt es unserer Schule, überdurchschnittliche Berufsbildungsziele zu erreichen, die auch zu unserer Zertifizierung und Rezertifizierung im Rahmen des Berufswahlsiegels Baden-Württemberg (BoriS) geführt haben.

WAS?

Die Teilnehmer werden Folgendes lernen:

- kooperative Lernmethoden in der Praxis;
- nachhaltige Integrations- und Sprachförderungsangebote;
- wie Bildungspartnerschaften mit Unternehmen funktionieren können;
- wie Kooperations- und Sozialpartner sinnvoll und gewinnbringend eingebunden werden können;
- wie Berufswegeplanung initiiert und gelebt werden kann.

WIE?

Die Teilnehmer werden:

- die Anwendung kooperativer Lernmethoden im Klassenzimmer beobachten;
- Kooperations- und Sozialpartner der Schule kennen lernen;
- moderne Unternehmen (z.B. Mercedes-Benz-Werk) besichtigen, die Praktika und Ausbildungsplätze für unsere Schüler/innen zur Verfügung stellen;
- den Erwerb von Schlüsselkompetenzen im Sinne des Bildungsstandards Baden-Württembergs in Unterricht und Praxis beobachten.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Bildungs- oder Berufsberater,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

WWW.

www.eichholzschnle.de – www.berufswahlsiegel-bw.de – www.sindelfingen.de
www.schnle-bw.de – www.caritas-schwarzwald-gaeu.de

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Easing transition to the job market: effective measures for reducing unemployment

Group No: 7

Round 1

Type of visit:
Mixed

3/12/2012-7/12/2012
Zurich, Switzerland

Working language:
English

Number of places: 15
Minimum required: 6

Keywords:

- social inclusion
- young people

Organiser(s):

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studienbesuche

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Switzerland has the second lowest unemployment rate in Europe because various job market integration measures and bridging programmes have been developed and made available to job-seekers. Experience has shown that close cooperation between businesses, educational organisations, the Swiss State and cantons is extremely important for success.

WHAT?

Participants will learn about:

- strategies and concepts for reducing unemployment rates in Switzerland;
- forms of cooperation between the Swiss State, cantons, businesses and educational establishments;
- successful programmes and measures for integration of young people and adults into the employment process.

HOW?

Participants will:

- visit advisory and placement agencies for job-seekers;
- meet advisors and coaches who work with job-seekers;
- visit foundations and institutions that offer bridging programmes;
- engage in discussions with experts and political decision-makers.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- human resource managers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

WWW.

www.ch-go.ch/studienbesuche

WORKPLACE LEARNING

Arts, entertainment and recreation

Apprenticeships for workplace learning in the creative and cultural sector and schools

Group No: 8

Round 1

Type of visit:
Mixed8/10/2012-12/10/2012
Birmingham, England,
United KingdomWorking language:
EnglishNumber of places: 16
Minimum required: 8**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

WHY?

In the UK many young people leave education with a qualification but find it challenging to find employment. Employers find that young people cannot easily adjust to realities of the workplace. There is an evident skills gap and the UK government is currently focusing on developing more apprenticeships to overcome this.

In Birmingham and the West Midlands, we have been working successfully with employers, young people and educational institutions to bridge this gap through apprenticeships. We have developed a collaborative approach for employers and young people.

Creative Alliance has been working for 10 years on developing and delivering courses and qualifications for the creative and cultural sector to make young people more employable.

WHAT?

Participants will learn about:

- Creative Alliance's approach to designing learning programmes;
- how to develop a meaningful apprenticeship model within government frameworks;
- how to work collaboratively with employers, educational institutions and young people;
- how the programme equips apprentices with skills that make them employable.

HOW?

Participants will:

- visit organisations that employ creative apprentices;
- meet employers and apprentices;
- attend a workshop on how to apply the model to participants' own situation.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

Keywords:

- apprenticeship
- skill needs
- young people

Organiser(s):**BERTZ Iris**

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WWW.<http://creativealliance.org.uk>

WORKPLACE LEARNING

Exploring best practices in workplace learning

Group No: 9

Round 1

Type of visit:
VET24/10/2012-26/10/2012
Valencia, SpainWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- apprenticeship
- work placement

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The Valencian Employment Service Foundation is an entity which develops tasks supporting labour intermediation. Its aim is to improve employment opportunities of citizens living throughout the Valencia region.

The current financial situation, which Europe is facing, requires that governments and entities take immediate and effective measures to support employment opportunities. Consequently, we favour lifelong learning, to improve workers' possibilities of getting a job and keeping it through workplace learning.

In the framework of lifelong learning, our organisation settles in a learning space. It plays a decisive role in applying and consolidating competences previously acquired and also in achieving new skills.

WHAT?

Participants will learn about:

- training programmes of outstanding companies that favour job opportunities and qualifications of workers;
- the AEDIPE association (Spanish association of management and human resources development) in the Valencia region;
- good practices in workplace learning and professional qualifications.

HOW?

Participants will:

- attend meetings to exchange good practices on supporting workplace learning;
- visit human resources and training departments of companies that carry out programmes of workplace learning;
- observe different and innovative method of workplace learning.

WHOM?

- Company training managers,
- directors of guidance centres,
- human resource managers,
- owners/managers of SMEs,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita dará a conocer experiencias y estrategias sobre "Aprendizaje en el lugar de trabajo" de empresas de reconocido prestigio de la Comunidad Valenciana, mostrando buenas prácticas de formación y cualificaciones profesionales. La Asociación AEDIPE (entidad colaboradora de la Fundación Servicio Valenciano de Empleo) aportará información sobre las empresas que destacan en sus planes de formación en el lugar de trabajo. Se realizarán visitas a empresas que desarrollan actividades de formación y planes de aprendizaje innovadores. A través de estas visitas se considerarán enfoques relacionados con la contribución de la formación en la empresa a la mejora de los conocimientos, capacidades y competencias para el mercado de trabajo.

Organiser(s):**AMOR BRAVO Elias**

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WWW.www.sve.es – www.aedipecomunitatvalenciana.eswww.educacion.gob.es/educa/incual/ice_incual.html – www.edu.gva.es – www.gva.es

WORKPLACE LEARNING

Helping SMEs to achieve business growth through coaching

Group No: 10

Round 1

Type of visit:
VET5/11/2012-8/11/2012
Leicester, England,
United KingdomWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- innovative approaches
- leadership and management
- personalised learning

Organiser(s):**MOORE John**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Governments need to stimulate economic recovery and create new jobs. To achieve this, SMEs with growth potential and their managers need to be developed and supported.

As a result of delivering projects sponsored by regional development agencies, government agencies and the EU, Exponential Training has developed expertise in supporting SMEs and their managers. Delivering programmes in Europe, Asia and Africa using simple, innovative and effective delivery methods, Exponential Training believes more countries should be using business coaching to support growth of SMEs as European and global markets develop.

WHAT?

Participants will learn about:

- the role, skills and competences required by a business coach;
- the challenges and barriers SMEs face, and use of business and management coaching as a development tool;
- the skills and challenges in a management and leadership role;
- the tools and techniques used by business coaches to develop and support managers and SMEs.

HOW?

Participants will:

- meet business coaches and companies that use business coaches to help them grow;
- visit the Chartered Management Institute and learn about its innovative continuous professional development services;
- identify how to support growth of SMEs and managers through action learning, coaching and use of a compendium of tools;
- explore how business coaching can be implemented in other EU countries to help achieve business growth.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- human resource managers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations.

WWW.

www.exponentialtraining.com – www.perspectives360.com

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Support systems for professional integration of people in difficulty

Group No: 11

Round 1

Type of visit:
Mixed1/10/2012-5/10/2012
Toulouse, FranceWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- **disadvantaged groups**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Located in the south of France, Toulouse is attractive for its quality of life and its aviation industry. There are an increasing number of job-seekers especially in rural areas. In response, public authorities have implemented systems adapted to support the social and labour market integration of these different groups. The centre for agricultural vocational training and promotion of Auzeville (Centre de formation professionnelle et de promotion agricole - CFFPA) has been working more than 20 years on these issues for youth in academic failure, adults on conversion programmes, isolated women and short- and long-sentenced prisoners.

WHAT?

Participants will learn about:

- collective support systems for job-seekers;
- individualised monitoring actions for persons in difficulty towards further social and labour market integration;
- an example of an integration programme;
- a training programme conducted in a prison.

HOW?

Participants will:

- meet people benefiting from specific support programmes;
- meet trainers, training managers and officials of regional programmes;
- visit the site of a prisoner integration programme on the banks of the Canal du Midi;
- observe classes at a specific building of the detention centre.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Afin de faire face aux difficultés d'insertion socio-professionnelles de certaines catégories de publics de la Région Midi Pyrénées, les pouvoirs publics ont imaginé et mis en place des actions et des dispositifs d'accompagnement de ces publics. Ceux-ci prennent différentes formes (individuelle/collective) et s'adressent à des catégories de publics divers (femmes isolées, jeunes, seniors, détenus). Le CFPPA d'Auzeville met en œuvre ces dispositifs et dispose de résultats qui seront présenter à travers des visites de terrain, des échanges avec les formateurs, la direction et des partenaires, des observations d'interventions en direction des publics concernés.

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WWW.

www.eduter.fr/menu-secondaire/dossiers/individualisation/individualisation-de-la-formation-dans-lenseignement-agricole.html – www.socialinclusion.eu/
www.thearbour.org.uk/young_women.php

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Getting Britain working – The role of VET in active labour market policies

Group No: 12

Round 1

Type of visit:
VET19/11/2012-23/11/2012
Exeter, England,
United KingdomWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- disadvantaged groups
- low skilled
- young people

Organiser(s):**DEAN Andrew**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Following the economic downturn, the UK has implemented 'active labour market policies' under the 'Get Britain working' banner. Central to these is the work programme which provides vocational education and training (VET) for the unemployed to get them back to work. This programme is the largest active labour market intervention of its kind in Europe. During the visit there will be specific focus on how effective the programme is in supporting disadvantaged groups, the low skilled and young people. Getting the unemployed back to work is a major EU concern. The host has experience of many EU projects and would like the study visit to be a basis for future innovative partnerships.

WHAT?

Participants will learn about:

- active labour market policies in the UK;
- VET provision and its link to work outcomes;
- assessment of unemployed individuals and their assignment to VET providers;
- innovative VET for unemployed disadvantaged groups, low skilled and young people (including those with a disability).

HOW?

Participants will:

- visit VET providers from private and voluntary sectors working with the disabled, young people and other disadvantaged and excluded groups;
- meet assessment and referral staff in Jobcentres and management level staff from organisations responsible for delivering the programme;
- observe VET classes for disadvantaged groups, low skilled and young people;
- visit a work club and meet social partners' representatives.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- heads of departments,
- human resource managers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

WWW.

www.swslim.org.uk – www.marchmont.ac.uk – www.ukces.org.uk

Meeting educational needs of the population in rural areas

Group No: 13

Round 1

Type of visit:
VET

26/11/2012-30/11/2012
Rethymno, Greece

Working language:
English

Number of places: 15
Minimum required: 8

Keywords:

- adult learning
- key competences
- skill needs

Organiser(s):

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Human capital is fundamental to agricultural development. EU and Greece spend a huge amount of money on educating and training people living in rural areas.

Crete and specifically the regional unit of Rethymno and Psiloritis mountain, have many disadvantageous areas which need additional attention for two reasons. First, to prevent abandonment of rural areas through education and training of the local population, and second to create balanced development conditions on Crete island.

The vocational educational training centre (KEKAPER) is located in Rethymno. Since 1997, it has implemented many educational programmes and training in the rural area of Rethymno. It would be useful for our centre and Crete as well, to create a model to help recognise the educational needs of school-leavers be they young or adults.

WHAT?

Participants will learn about:

- the local and regional self-administrative system of Crete;
- educational needs of the local population;
- educational activities in Crete;
- educational programming of local and regional authorities;
- orientation of the agricultural sector in Crete;
- educational programmes for young people in the agricultural sector.

HOW?

Participants will:

- visit local and regional authorities;
- visit national, local and VET institutions;
- meet Greek teachers, trainers and students in rural areas;
- visit farms, schools, institutions and educational organisations.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η ΕΕ και η Ελλάδα αφιερώνουν ένα πολύ σημαντικό ποσό για την εκπαίδευση και την κατάρτιση του ανθρώπινου δυναμικού της υπαίθρου. Η Κρήτη και ειδικότερα η περιφερειακή ενότητα Ρεθύμνου, με τις ορεινές περιοχές του Ψηλορείτη παρουσιάζει μεγάλη παραλλακτικότητα και ιδιαιτερότητες στις εκπαιδευτικές ανάγκες. Η κάλυψη των εκπαιδευτικών αναγκών των κατοίκων της υπαίθρου θα συμβάλλει καθοριστικά στη συγκράτηση του τοπικού πληθυσμού καθώς και στη ισόρροπη ανάπτυξη της Κρήτης. Το ΚΕΚ της Περιφερειακής Ενότητας Ρεθύμνης από το 1997 έχει υλοποιήσει ένα μεγάλο αριθμό προγραμμάτων εκπαίδευσης και κατάρτισης μέσω των προγραμμάτων της λαϊκής επιμόρφωσης. Θα ήταν χρήσιμη η μελέτη και η δημιουργία ενός μοντέλου, το οποίο θα βοηθήσει στην αναγνώριση των εκπαιδευτικών αναγκών σε τοπικό & περιφερειακό επίπεδο.

WWW.

www.pkr.gov.gr – www.ogeeka-dimitra.org.gr – www.kekanar.gr
www.nelereth.gr – www.equal-krikos.gr

INCREASING ATTRACTIVENESS OF VET

Using 3D technology to increase students' motivation in workplace training

Group No: 14

Round 1

Type of visit:
VET12/11/2012-16/11/2012
Dabas, HungaryWorking language:
EnglishNumber of places: 16
Minimum required: 8

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **work placement**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

VET content changes very fast as a result of technological development. Stereo 3D proved to be effective in VET areas needing high quality visualisation (for example, to show the internal parts of a functioning engine). This technology supports students in quicker acquisition and better retention of knowledge. The visit aims to show how 3D can be integrated into theoretical teaching and practical training.

The host organisation, Országközepe TISZK, a VET centre, was among the first training institutions in Europe to introduce stereo 3D technology into VET education through a Leonardo project called 4DSMILE aimed at introducing digital vocational curricula using 3D and 4D technology.

WHAT?

Participants will learn about:

- methods of identifying relevant subjects that can be taught with 3D;
- management approaches to extend cooperation between schools and workplaces based on 3D technology;
- outlines of 3D projection technology from the user point of view;
- teaching techniques applied in a stereo 3D lesson.

HOW?

Participants will:

- visit schools that have successfully integrated 3D into everyday teaching;
- meet students and teachers with experience in using stereo 3D;
- participate in stereo 3D presentations;
- visit companies that use knowledge gained through 3D applications.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A tanulmányutat az új módszerek / technológiák iránt nyitott, szakképzésben érintett intézményvezetők, kutatók, kamarai és gyakorlati oktatásvezetők számára ajánljuk, tartalma a sztereó 3D technológia oktatási és gyakorlati alkalmazása. A tapasztalatcsere kevésbé fókuszál a 3D technológiai vonatkozásaira, sokkal inkább az alkalmazás olyan kézzel fogható gyakorlati előnyeire, mint a 3D szakképzési használatának értelme és kimenete; az alkalmazás bevezethetőségének feltételei vagy a sztereó 3D gyakorlati, vállalati képzésen való felhasználásának módjai. A tanulmányút továbbá esélyt ad arra, hogy más európai jó gyakorlatokat is megismerjenek a résztvevők és a szervezők.

Organiser(s):**HALÁSZ József**

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WWW.www.4dsmile.eu – www.oktiszkh.hu/koszonto_en.php

RENFORCEMENT DE L'ATTRAIT DE L'ENSEIGNEMENT ET DE LA FORMATION PROFESSIONNELS

L'insertion professionnelle – De la salle de classe au marché du travail

Numéro de groupe: 15

Phase 1

Type de visite:
EFP

19/11/2012-23/11/2012
Silistra, Bulgarie

Langue de travail:
Français

Nombre de places: 12
Minimum requis: 5

Mots clés:

- communication dans une langue étrangère
- orientation tout au long de la vie
- stage

Organisateur(s):

MILUSHEVA Dochka

Lycée professionnel de gestion, administration et services « Atanas Burov »

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CATÉGORIE THÉMATIQUE:

Encourager la coopération entre les mondes de l'éducation, de la formation et du travail

POURQUOI?

Afin d'optimiser leur motivation pour l'apprentissage de la profession choisie et favoriser l'insertion professionnelle des étudiants, le lycée professionnel Atanas Burov mène des projets de mobilité dans le cadre de Léonardo. La réalisation de stages professionnels en France comme «Développer et enrichir les compétences pratiques et l'utilisation des nouvelles technologies dans le domaine du commerce», «L'expérience de l'Europe touristique - pratiquer pour motiver» est décisive pour l'intégration des jeunes sur le marché du travail, l'expansion de leur vision du monde et leur ouverture au travail et aux autres. Les participants à la mobilité sont significativement plus motivés par l'apprentissage des disciplines professionnelles, des connaissances théoriques et des langues étrangères.

QUOI?

Le participant découvrira:

- les dispositifs pour valoriser les filières professionnelles;
- nos méthodes d'information sur les professions et sur l'enseignement professionnel;
- des pratiques innovantes et des outils pédagogiques d'orientation tout au long de la vie;
- l'organisation des cours interactifs et l'utilisation de la simulation comme moyen de faciliter la transition de la salle de classe au marché de travail;
- l'utilisation des TICE dans l'enseignement professionnel pour l'apprentissage des langues vivantes, la formation et l'évaluation à distance;
- l'identification des liens entre scolarité, monde professionnel, connaissance des métiers, itinéraire de formation et insertion.

COMMENT?

Le participant:

- visitera des établissements proposant des dispositifs d'enseignement professionnel;
- observera des pratiques en classes;
- visitera des entreprises de différents secteurs avec lesquelles notre lycée est en relations contractuelles et où nos étudiants effectuent leur stage professionnel;
- rencontrera des professionnels d'orientation, des responsables des stages et des tuteurs des stagiaires.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels, de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- propriétaires/administrateurs de PME,
- conseillers pédagogiques ou d'orientation,
- représentants d'organisations d'employeurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Професионалната подготовка играе ключова роля в бъдещата реализация на учениците. За да засили тяхната мотивация за изучаване на избраната професия, гимназията предоставя различни методи, средства за личностното им развитие и пригодността за заетост. Работим за осигуряване на по-добро обучение, мотивиране на младите хора в техните проекти за успешна професионална и социална интеграция, използвайки иновативни педагогически практики, чрез които учениците да придобият основни теоретични знания и практически умения.

WWW.

<http://lyceeprofessionnel.wordpress.com> – www.crefeco.org/fr_version/pages/8@vesela%20antonova.pdf

www.maison-europe-gap.eu/upload/presse/des-jeunes-francais-en-formation-a-241.pdf

STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

Imageverbesserung und Aufwertung der beruflichen Bildung in Europa ...aber wie?

Gruppennummer: 16

Antragsrunde 1

Art des Besuches:
Berufsbildung21/1/2013-25/1/2013
Poitiers, FranceArbeitsprache:
DeutschAnzahl der Teilnehmerplätze: 15
Erforderliche Mindestanzahl: 7

Schlüsselwörter:

- **Europäisches Leistungspunktesystem für die Berufsbildung (ECVET)**
- **Praktikum**
- **Unternehmerische Kompetenz**

Organisator(en):**CHAPU Jean Claude**Ecole Supérieure de l'Education Nationale (ESEN)
Boulevard des frères Lumière –

Téléport 2 – BP 72000

Futuroscope Chasseneuil, 86963

Tel. +33 (0) 5 49 49 25 34

Fax + 33 (0) 5 49 49 26 08

Email: jean-claude.chapu@education.gouv.fr

Website: <http://www.esen.education.fr>**THEMENBEREICHE:**

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

WARUM?

Im Auftrag des französischen Erziehungsministeriums hat die ESEN die Aufgabe, die französischen Fachschulinspektoren mit den bedeutenden europäischen Erziehungsproblematiken zu konfrontieren und sie mit anderen europäischen Führungskräften in Kontakt zu bringen. Das ESEN gehört zu einem "Bildungscluster", welches sich in dem Freizeitpark "Futuroscope" befindet, zu dem u.a. auch das nationale Zentrum für Fernunterricht, eine Ingenieurschule sowie eine Berufsschule gehören. Die Teilnehmer werden während dieses Studienbesuches das französische Berufsschulwesen kennenlernen und darüber nachdenken, wie man das Image dieses Schulwesens in Europa verbessern kann.

WAS?

Die Teilnehmer werden Folgendes lernen :

- das berufliche Schulwesen: insbesondere wird hier auf Unterrichtsmethoden, Kontakte mit den Betrieben, Stellenwert des Praktikums, Berufseinstieg sowie auf die Berufsfähigkeit eingegangen;
- die verschiedenen politischen Ausrichtungen des beruflichen Schulwesens in den vertretenden Ländern;
- die Strategien und Aktionspläne, die in den verschiedenen europäischen Ländern eingesetzt werden, um das berufliche Schulwesen aufzuwerten und sein Image zu verbessern.

WIE?

Die Teilnehmer werden :

- mit den anderen Teilnehmern vor und nach dem Studienbesuch über eine Internetplattform und Email Informationen austauschen;
- Vorträge über das berufliche Schulwesen in Frankreich und anderen europäischen Ländern hören;
- an Arbeitsgruppen teilnehmen, in denen Ideen und Vergleichsanalysen ausgetauscht werden;
- berufsbildende Schulen besichtigen;
- Vertreter der Arbeitswelt treffen (Betriebe, Behörden).

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Opérateur du Ministère, l'Ecole Supérieure de l'Education Nationale, située sur le pôle de formation du site du Futuroscope, veut amener les cadres français en formation de l'enseignement professionnel à s'ouvrir sur des cadres européens, pour qu'ils réfléchissent ensemble à améliorer l'image de l'enseignement professionnel. Le participant à la visite d'étude découvrira l'enseignement professionnel français, mais aussi celui des autres pays européens représentés (stratégies, spécificités, méthodes et outils). L'emploi du temps sera partagé entre présentations des systèmes, groupes d'analyse et de réflexion et déplacements dans des lycées professionnels et des entreprises.

WWW.

www.esen.education.fr – www.eduscol.education.fr
www.education.gouv.fr – www.cndp.fr

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

The role of social partners in VET

Group No: 17

Round 1

Type of visit:
VET15/10/2012-19/10/2012
Stockholm, SwedenWorking language:
EnglishNumber of places: 16
Minimum required: 8

Keywords:

- education and training attainment
- skill needs
- social partners

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

In ongoing development of VET social partners play an important role. The key is to meet the needs of the future with a skilled workforce. To achieve this cooperation between VET institutions and working life is crucial. Different sectors choose various ways of strengthening VET. In Stockholm there is a big variety of enterprises, national agencies and organisations for social partners. The unit for vocational education and training at the International Programme Office will coordinate the visit due to its good connections with the abovementioned actors. The visit will focus on concrete examples and cooperation initiatives between social partners.

WHAT?

Participants will learn about:

- national initiatives of cooperation in different sectors;
- central social organisations;
- regional cooperation between VET institutions and social partners.

HOW?

Participants will:

- visit national, regional and local VET institutions with strong cooperation experience between VET and working life;
- meet stakeholders, representatives at national, regional and local levels, students and teachers involved.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations,
- representatives of trade unions.

Organiser(s):

LANDFELDT Bengt

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WWW.

www.lo.se/home/lo/home.nsf/unidview/E2A56001E93D5F3EC1256E760040952D
www.svensktnaringsliv.se/english/
www.teknikforetagen.se/templates/index_en_1122.aspx
www.bilproffs.se/templates/Page_390.aspx
www.tya.se/tya/in_english/tya_english.asp

BEITRAG DER SOZIALPARTNER ZUM LEBENSLANGEN LERNEN

Österreichische Gewerkschaftsschule - Lehrgang für Engagement in der Zivilgesellschaft

Gruppennummer: **18**Antragsrunde **1**Art des Besuches:
Allgemeine Bildung**22/1/2013-25/1/2013**
Linz, ÖsterreichArbeitsprache:
DeutschAnzahl der Teilnehmerplätze: **18**
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Personalisiertes Lernen**
- **Soziale Kompetenz und Bürgerkompetenz**
- **Sozialpartner**

THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

WARUM?

Die „Gewerkschaftsschule“ ist europaweit ein einzigartiges Bildungsangebot über 2 Jahre für politische Bildung und Engagement in der Bürger- und Zivilgesellschaft. Sie richtet sich in erster Linie an Arbeitnehmer-VertreterInnen (gewählte BetriebsrätInnen) und Gewerkschaftsmitglieder, und fordert sie auf als aktive StaatsbürgerInnen ihr Engagement für Demokratie, Gerechtigkeit und Solidarität an ihrem Arbeitsplatz und in ihrer Lebensumgebung zu leben. Die Pädagogik ist geprägt von der Idee des selbstbestimmten Lernens als Individuum und in Gruppen. Emanzipatorisches Lernen ist Ziel und Methode, Persönlichkeits- und Demokratieerziehung stehen im Mittelpunkt. Die TeilnehmerInnen leisten eine individuelle Themenarbeit und eine kollektive Gruppenarbeit. Der Name kommt daher, weil der ÖGB als wichtiger Sozialpartner diese Ausbildung zur Gänze bezahlt. Linz wurde als Veranstaltungsort gewählt, weil hier ein Zentrum der Entwicklung der Gewerkschaftsschule ist. Der Veranstalter ist Organisator der Gewerkschaftsschule in Oberösterreich.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Inhalte und Ziele der Gewerkschaftsschule;
- Pädagogik und Didaktik: Gruppenprozesse, Themenarbeiten, Projektarbeiten;
- die Organisation der Gewerkschaftsschule von der: Bewerbung, Infoabende, Semesterpläne, Trainings, Kongress, Lernwerkstatt, Bildungsreise, Rekrutierung von ReferentInnen, TrainerInnen und Coaches, bis zur Zertifikatsverleihung am Ende eines Lehrganges;
- die Auswirkungen dieser Ausbildung im Leben der TeilnehmerInnen.

WIE?

Die Teilnehmer werden:

- sich zu Gesprächen mit den wichtigsten Akteuren – ReferentInnen, TrainerInnen und Coaches treffen;
- sich mit AbsolventInnen der Gewerkschaftsschule treffen;
- eine Gewerkschaftsschule vor Ort besuchen und Gespräch mit TeilnehmerInnen führen.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Arbeitnehmerorganisationen und Interessenvereinigungen,
- Forscher.

Organisator(en):

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Fax +43732 66 53 91-6099
Email: sepp.wall-strasser@oegb.at
Website: www.gewerkschaft-ooe.at

WWW.

www.voegb.at – www.gewerkschaft-ooe.at

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

Coordinated community-based learning as a tool to engage learners

Group No: 19

Round 1

Type of visit:
Mixed11/2/2013-15/2/2013
Hemel Hempstead, England,
United KingdomWorking language:
EnglishNumber of places: 14
Minimum required: 8

Keywords:

- disadvantaged groups
- personalised learning
- social inclusion

Organiser(s):**MITCHELL Mark**

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Website: www.
communityactiondacorum.
org.uk

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

In the UK many people choose not to engage in formal education due to reasons of low self-confidence and encountered set backs. An informal community-led approach leads to engagement, improved confidence/quality of life and a stepping stone to more formal learning. Hemel Hempstead has a strong network of community learning providers, who come together in a learning partnership. Through an innovative local approach to corporate social responsibility, the host institution effectively engages the business community in providing support to learners facing social exclusion. The companies we work with see a business case for providing support through volunteering, mentoring and expertise transfer. Dacorum Council for Voluntary Service (CVS) provides learning opportunities, both accredited and non-accredited. The visit will showcase this activity and outline how it fits into a local coordinated approach.

WHAT?

Participants will learn about:

- benefits of a multiagency coordinated approach to delivery and planning of learning;
- community learning subject courses to engage socially excluded groups (language, music, arts and crafts, computers);
- working with the business community to develop team volunteering, mentoring and expertise.

HOW?

Participants will:

- visit community-based venues and local businesses;
- observe tutors and meet learners;
- meet Dacorum learning partnership members and discuss delivery tools and methods.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- owners/managers of SMEs,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

WWW.

www.communityactiondacorum.org.uk – www.hertsinterpreting.org
www.dacorumlearningp.btck.co.uk/ – www.connectdacorum.org.uk

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Cooperation and communication between local authorities and NGOs to meet labour market needs

Group No: 20

Round 1

Type of visit:
VET10/9/2012-14/9/2012
Nevşehir, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- adult learning
- innovative approaches
- leadership and management

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Students need to acquire skills and competences for transition from school to working life and that satisfy the changing needs of the labour market, especially digital competences. Nevşehir Governorship is the decision-maker responsible for education policies and their implementation in the province. We use a system (including surveys, questionnaires) for analysing changes and trends of the labour market. The results obtained are discussed with NGOs, companies and educational institutions to find solutions and innovative approaches, such as modules and workflows among institutions to adapt to requirements of the community-wide labour market.

WHAT?

Participants will learn about:

- strengthening cooperation between education providers and decision-makers of the labour market;
- working and learning periods result from continuous and active cooperation between vocational and adult education institutions, local authorities and NGOs;
- developing a model vocational and adult education strategy with related institutions and their roles in vocational education to satisfy the needs of partners;
- ensuring better employment for vocational school graduates through vocational education systems in participants' countries.

HOW?

Participants will:

- meet the Governor of Nevşehir, Mayor of Nevşehir and representatives of the strategical development unit, head of chamber of commerce and representatives of the research and development unit;
- participate in information sessions at a university and vocational high school;
- observe workers at the workplace;
- visit adult training centres.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kurumlar arasındaki işbirliğini geliştirmek için en etkili unsurlar yeni sertifika programlarını, iş gücü piyasasında istihdam sorunlarına yönelik ihtiyaç analizlerini, staj, işçi ve işveren arasındaki işbirliğine mesleki eğitimin rolünü ve teknik kayıt tutma sistemini geliştirmek için bu konulardaki en iyi uygulamalardır. Nevşehir'de kurumlar arasında uygulanan; işgücü piyasasındaki değişiklikleri ve trendleri, mesleki ve yetişkin eğitiminin rolünü, staj sistemini, mesleki ve yetişkin eğitimi veren kurumlarla yerel yönetim ve STK'lar arasındaki işbirliğini geliştirme yollarını analiz eden bir sistem mevcuttur. Bu kurumlar toplumsal boyutta iş gücü piyasasının gereksinimlerine uyum sağlamak için birimler ve kurumlar arası çalışma döngüsü üzerine odaklanmaktadır.

Organiser(s):**ERIM Ali Kemal**

Nevşehir Governorship
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WWW.www.nevsehir.gov.tr – www.nevsehirab.gov.tr

COOPÉRATION ENTRE LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION,
LES ENTREPRISES ET LES COMMUNAUTÉS LOCALES

Ressources territoriales et nouvelles professions dans la province de Sienne

Numéro de groupe: 21

Phase 1

Type de visite:
EFP

10/9/2012-14/9/2012
Chiusi, Italie

Langue de travail:
Français

Nombre de places: 15
Minimum requis: 8

Mots clés:

- besoins de compétences
- développement durable
- esprit d'entreprise

CATÉGORIE THÉMATIQUE:

Encourager la coopération entre les mondes de l'éducation, de la formation et du travail

POURQUOI?

En réponse à d'importants changements sociaux et économiques survenus dans le sud de la région, la Province de Sienne a conçu un projet de reconversion professionnelle. En opérant notamment un passage du thermalisme social vers le thermalisme touristique et de bien-être et en exploitant l'ensemble des ressources territoriales, les savoir-faire humains et les réseaux d'entreprises, les autorités locales ont su donner une nouvelle impulsion. Pour développer ces activités, de nouvelles compétences professionnelles et les formations adéquates ont dû être définies. La Sfinge, organisme de formation professionnelle travaillant avec les autorités provinciales de Sienne, a une connaissance approfondie des ressources locales et une bonne expérience auprès de ses entreprises.

QUOI?

Le participant découvrira:

- le processus de reconversion économique, sociale et professionnelle mis en œuvre dans la région: un modèle de développement durable capable de renforcer la compétitivité et la cohésion sociale et de soutenir l'employabilité;
- les parcours stratégiques et formatifs nés à partir du projet de développement intégré;
- comment cette reconversion entrepreneuriale s'est traduit dans le concret et comment l'expérience, désormais assez forte, peut permettre de mieux planifier les stratégies futures;
- des expériences similaires menées dans les pays représentés dans le groupe.

COMMENT?

Le participant:

- visitera des entreprises impliquées dans le projet, notamment des structures thermales;
- rencontrera les responsables des institutions culturelles, des organismes de promotion touristique, des établissements thermaux et des réseaux impliqués dans le projet ;
- rencontrera des représentants des autorités locales, provinciales et régionales impliquées dans le projet dont les responsables de la Direction Provinciale de la Formation et le délégué au thermalisme;
- échangera sur les différents modèles de reconversion professionnelle présentés dans le groupe.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- responsables des ressources humaines,
- propriétaires/administrateurs de PME,
- conseillers pédagogiques ou d'orientation,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

La visita propone il viaggio attraverso un sistema territoriale, il sud della provincia di Siena, cercando di analizzarne peculiarità e vocazioni. In rapporto agli obiettivi di sviluppo e rilancio turistico e culturale, alla evoluzione del mercato del lavoro e delle professioni ed in relazione agli specifici fabbisogni d'istruzione e formazione, verrà analizzato un sistema su cui la crisi economica ha pesato fortemente e che sta cercando di reinventarsi mediante la valorizzazione del proprio patrimonio termale, culturale e naturalistico.

WWW.

www.lasfinge.info/ – www.chianciano.com/ – www.sancascianodeibagni.org/

Organisateur(s):

MENEHINI Giordano

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Fax +39-0578 23 22 25
Email: info@lasfinge.it
Website: www.lasfinge.info

La préservation des savoir-faire en Europe

Numéro de groupe: **22**

Phase 1

Type de visite:
EFP

10/9/2012-13/9/2012
Bruxelles, Belgique

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **6**

Mots clés:

- **apprentissage**
- **besoins de compétences**
- **programmes d'études et de formation**

CATÉGORIE THÉMATIQUE:

Encourager la coopération entre les mondes de l'éducation, de la formation et du travail

POURQUOI?

L'objectif de cette rencontre est d'échanger autour des savoir-faire pointus et spécifiques aux métiers de la mode, caractérisés par des approches artistiques et des maîtrises techniques. Nous voulons surtout susciter la réflexion autour de ces métiers en perdition et encourager les synergies entre les organismes de formation, les artisans et les entreprises.

La catégorie des Arts appliqués de la Haute Ecole Francisco Ferrer et principalement les sections stylisme-Modélisme et arts du tissu sont particulièrement actives dans des projets et des collaborations entre les différents organismes de formation, des entreprises et des communautés locales. A travers cette visite, la Haute Ecole Francisco Ferrer mettra en lumière les artisans Bruxellois réputés pour leur savoir-faire et soucieux de communiquer la passion et la vocation de leur métier.

Les défis sont la transmission des savoir-faire et des compétences artistiques et techniques aux générations futures, afin que ces métiers perdurent.

QUOI?

Le participant découvrira:

- les savoir-faire d'excellence des artisans bruxellois;
- le moyen de créer des synergies entre organismes de formation, artisans et entreprises;
- différentes techniques et approches artistiques locales (telles que la dentelle, la chapellerie, la passementerie, etc.).

COMMENT?

Le participant:

- visitera les ateliers de la maroquinerie Delvaux ainsi que les ateliers de jeunes créateurs belges;
- rencontrera des maîtres artisans et des spécialistes de l'enseignement professionnel qui témoigneront de la transmission des savoir-faire aux jeunes générations;
- analysera et échangera sur les divers aspects mis en place dans les systèmes éducatifs pour préserver les savoir-faire en perdition;
- participera à des ateliers sur des savoir-faire locaux et réalisera une production personnelle.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- chefs de départements,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

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WWW.

www.he-ferrer.eu – www.delvaux.com – <http://musees.bruxelles.be>
www.bruxelles.be/artdet.cfm/4209

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Adapted professional training programmes for employees in middle management

Group No: 23

Round 1

Type of visit:
VET17/9/2012-21/9/2012
Munsbach, LuxembourgWorking language:
EnglishNumber of places: 15
Minimum required: 6

Keywords:

- learning outcomes
- quality assurance
- validation of non-formal and informal learning

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The existence of the National Institute for Professional Training proves the importance of lifelong learning. Each enterprise has to report annually on their training. Employers need offers that match their needs, fulfil legal prescriptions and constantly exchange with training institutions to assure a well-defined offer.

The IUIL, a Luxembourgish training institution will present a quality assurance system they developed and implemented, including tools developed to monitor each step of the process: analysis of needs; conception of adapted training programmes in cooperation with different partners and an intensive evaluation phase. In recent times social competences became important, so they added development reports and specific interviews to their training. The next big challenge is validation of non-formal and informal learning. Several institutions have made the first steps, and others have to join this process.

WHAT?

Participants will learn about:

- methods to develop programmes adapted to the needs of learners as well as companies;
- a quality assurance system to improve training for middle management employees in enterprises and institutions;
- organisation of professional training including its legal obligations;
- ways to implement development of social competences in training;
- approaches to introduce a system of validation of non-formal and informal learning.

HOW?

Participants will:

- visit VET centres in Luxembourg;
- meet and talk to decision-makers, entrepreneurs and learners as well as key representatives of VET training institutes;
- discuss training for middle-management-level;
- debate with stakeholders from training institutions the opportunities for validation of non-formal and informal learning.

WHOM?

- Company training managers and human resource managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres, validation or accreditation centres,
- educational and vocational training inspectors,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le Luxembourg accueille chaque jour 150 000 travailleurs transfrontaliers. Ce contexte international influence la formation continue. Les entreprises ont l'obligation de permettre à leurs employés de participer à une formation et doivent rédiger des rapports annuels pour l'Institut National de Formation Professionnelle Continue. Les employeurs veulent disposer d'offres de formations continues adaptées.

En tant qu'institut de formation continue, l'IUIL a développé une démarche pour répondre aux besoins des entreprises et de leurs collaborateurs offrant ainsi des programmes de formation de qualité. La démarche est régulièrement adaptée afin de bien répondre aux besoins du marché.

WWW.

www.iuil.lu – www.infpc.lu – www.lsc.lu – www.illc.lu – www.men.lu

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Towards better cooperation between schools, companies and local communities

Group No: 24

Round 1

Type of visit:
VET24/9/2012-27/9/2012
Breda, the NetherlandsWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- skill needs
- social partners

Organiser(s):**NAFZGER Joop**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

To make education and training more relevant to the world of work, it is necessary to encourage dialogue between education and training institutions at all levels – from schools to vocational, adult and higher education institutions – and partners in the labour market, more specifically enterprises and employers. As highlighted in the Europe 2020 strategy, partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning.

WHAT?

Participants will learn about:

- examples of good practice on cooperation between government, education institutes and business;
- the Dordrecht knowledge park, a joint initiative of Dordrecht City Council, Da Vinci College, and three local secondary schools which provide young talent to local business.

HOW?

Participants will:

- visit schools;
- visit companies;
- visit local government;
- attend presentations and workshops;
- discuss and reflect on transferability of best practices.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Het is van het grootste belang dat het huidige beroepsonderwijs aansluit bij de arbeidsmarkt. Om dit te bereiken, is het noodzakelijk om de dialoog tussen de opleidingsinstellingen en bedrijven op alle niveaus te stimuleren. Zoals is aangegeven in "Europa 2020", zijn partnerschappen tussen stakeholders in het beroepsonderwijs en in het bijzonder de betrokkenheid van sociale partners in het ontwerp, de organisatie, de levering en de financiering van beroepsonderwijs een voorwaarde om te voorzien in de behoeften van de arbeidsmarkt. Partnerschappen kunnen bijdragen aan een betere focus op de vaardigheden en competenties die nodig zijn op de arbeidsmarkt. Tevens zal dit de innovatie en ondernemerschap in alle vormen van leren bevorderen.

WWW.

<http://cms.dordrecht.nl/dordt?waxtrapp=fzlnkGsHaKnPvBILEJ&1ctrl>

<http://english.minocw.nl/> – http://english.minlnv.nl/portal/page?_pageid=116,1640354&_dad=portal&_schema=PORTAL – www.colo.nl/homepage.html

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Learning cities: from theory to practice

Group No: **25**

Round 1

Type of visit:
Mixed

25/9/2012-27/9/2012
Udine, Italy

Working language:
English

Number of places: **15**
Minimum required: **5**

Keywords:

- **adult learning**
- **innovative approaches**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

A learning city is a big or small city or region able to mobilise and organise all its resources in various sectors, to develop and improve citizens' potential. It promotes personal growth, social cohesion, wellbeing and prosperity. It spreads the concept of learning in its wider meaning, develops local cooperation between different sectors and encourages citizens to take part in education. It involves economical, political, educational, cultural and environmental institutions, such as local authorities, educational bodies (schools or associations acting in formal and non-formal education fields), social services, enterprises or cultural associations. Key stakeholders (decision-makers, teachers and directors; universities and their research departments; private learning centres for adults, etc.) set aims, support initiatives, adapt methods and transform theory into practice. Our institution and the Municipality of Udine are involved in a project Xploit to develop our city into a learning city.

WHAT?

Participants will learn about:

- tools to encourage the community to become a learning community through participation of citizens;
- initiatives to get support from local industries and companies to increase quality of activities offered;
- research centres for lifelong learning in universities and lifelong learning centres (such as adult education providers, third age universities, civic centres, associations and libraries).

HOW?

Participants will:

- attend a conference on learning cities held by experts and researchers;
- visit different lifelong learning centres and innovative vocational institutions;
- meet local stakeholders and decision-makers involved in a wider project for transforming Udine into a learning city.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La "Città che apprende" connette le strutture economiche, politiche, didattiche e culturali per lo sviluppo culturale e sociale della popolazione. Essa espande l'apprendimento nel più ampio senso del termine, sviluppa la cooperazione locale tra i vari settori, sostiene ed incoraggia cittadini ed imprenditori a partecipare all'istruzione per raggiungere gli obiettivi di una generale espansione economica. Offriremo ai partecipanti opportunità di approfondimento, discussione, scambio di buone prassi e metodologie innovative per portare l'idea di una Città che apprende dalla teoria alla pratica. Verranno chiamati a confrontarsi sul tema esperti e amministratori locali.

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www.libereta-fvg.it/joomla/ – www.comune.udine.it/opencms/opencms/release/ComuneUdine/index.html – www.civiform.it/index.php?PAGE=-1

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS,
ENTERPRISES AND LOCAL COMMUNITIES

Human health and social work activities

Ideas of Tomas Bata for the education system in the 21st century

Group No: 26

Round 1

Type of visit:
Mixed

2/10/2012-5/10/2012
Zlin, Czech Republic

Working language:
English

Number of places: 12
Minimum required: 6

Keywords:

- language skills
- work placement

Organiser(s):

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The host of this visit are the secondary nursing school and higher school of nursing in Zlin. They educate nursing assistants and nurses and cooperates closely with the town hospital, mostly through practical training.

The hosts embrace the ideas of Thomas Bata, the founder of Bata shoes company at the beginning of the 20th century. Thomas Bata was inspired by Taylor's theory and functionalism and believed in the following principles: close cooperation of theory and practice, positive approach to work, work/job discipline, responsibility at work, mastering of knowledge and skills. He supported his employees' education, welfare and social advancement and emphasised rationality and intensity of the working process.

As the mayor of Zlin (1923-32), Bata introduced a public education system reform and implemented a programme of experimental education focusing on links between education and practice. Learning foreign languages was one of the core activities of this programme. The aim of this visit is to compare Bata's experimental education to today's teaching practice.

WHAT?

Participants will learn about:

- how organisation of the professional education programme influences interaction between theory and practice;
- efforts to bridge the gap between theoretical knowledge in secondary schools and practical training in hospitals;
- Bata's pillars of the educational system and his legacy;
- methods and new approaches to teaching a foreign language.

HOW?

Participants will:

- observe teachers' work in the classroom and visit training institutions;
- visit secondary schools that have connections with the real world of work;
- attend a seminar at Tomas Bata University;
- walk in the footsteps of Tomas Bata and Jan A. Bata in Zlin;
- compare teaching styles of English in our country.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vzor Tomáše Bati v systému vzdělávání - úzké propojení teorie, praxe a výchovy. Cílem návštěvy je vyměnit si zkušenosti o propojování teoretické výuky s praxí a diskutovat o přínosech tohoto způsobu vzdělávání.

Tomáš Baťa tvrdil, že pro lepší uplatnitelnost absolventů je třeba klást důraz na spolupráci škol s praxí a byl také zastáncem prohlubování jazykových dovedností. Chceme šířit jeho myšlenky a jít v jeho šlépějích. A pomoci touto cestou zkvalitnit vzdělávací přístupy na středních školách.

WWW.

<http://tomasbata.com/index.html?lang=en>
www.lukasrichter.sk/wp-content/uploads/2011/05/Richter-Batas-ideas-as-inspiration.pdf
www.batova-vila.cz/EN/Thomas-Bata-Foundation-History.html
www.zlin.eu/en/page/5.welcome-to-zlin/
www.szsvszlin.cz/clanky/kategorie/200--english/blok/right

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Improving personal skills by cooperating with educational and business institutions

Group No: 27

Round 1

Type of visit:
Mixed8/10/2012-12/10/2012
Cerreto Sannita, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- entrepreneurship
- European credit system for vocational education and training (ECVET)
- innovative approaches

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Our school is a technical (industrial, commercial and architectural design) and vocational (artistic) high school for 13 to 18 year-olds. We support our students in planning their futures from the start of secondary school. We develop partnerships between VET providers, businesses, social and cultural actors and creative industries to increase employability skills and business competences of our students. We encourage dialogue between education and training institutions at all levels, for example by creating a network with the Italian employers' federation, local employment agencies and private companies. We promote and create European networks to develop learners' key competences and innovative approaches to education and training.

WHAT?

Participants will learn about:

- how to implement VET and create networks with the labour market according to new Italian policy;
- policies to develop key competences, creativity and innovation and new approaches to learning and teaching;
- vocational training offered by education institutions in close cooperation with employers;
- how to simplify validation and recognition of work-related skills and knowledge acquired during a stay in another country through use of European credit system for vocational education and training (ECVET).

HOW?

Participants will:

- present their countries policies regarding cooperation between schools, VET institutions and the labour market;
- observe our practical work in laboratories (such as ceramic activities, electric panels' activities);
- visit local companies and talk to their heads.

WHOM?

- Company training managers and human resource managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L' IIS "Carafa-Giustiniani" , tra i più importanti del territorio, offre una scelta diversificata di percorsi di studi e attività extrascolastiche. Si pone come centro formativo che coinvolge alunni, famiglie, enti locali, Comuni, aziende. Ha già sperimentato con successo lo svolgimento di diverse attività formative, dal consolidamento dei rapporti e delle collaborazioni a un'elevata integrazione, all'interno di una comunità diversificata per estrazione sociale, interessi e propensione alla vita scolastica. L'Istituto con la realizzazione del progetto ha l'intento di creare una rete europea che permetta un trasferimento di competenze e conoscenze.

WWW.

www.iis-carafagiustiniani.org/ – www.bn.camcom.it/ – www.unisannio.it/
www.provincia.benevento.it/ – www.comune.cerretosannita.bn.it/
www.confindustria.campania.it/

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 Email: bnis022003@istruzione.it
 Website: www.iis-carafagiustiniani.org

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, **Accommodation and food service activities**
ENTERPRISES AND LOCAL COMMUNITIES

School-based apprenticeship – Improving employability skills of young people

Group No: 28

Round 1

Type of visit:
VET

8/10/2012-12/10/2012
Râmnicu Vâlcea, Romania

Working language:
English

Number of places: 15
Minimum required: 6

Keywords:

- **apprenticeship**
- **education and training attainment**
- **key competences**

Organiser(s):

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The new Law of National Education issued in January 2011, creates a framework for developing partnerships between education and training providers and social partners to promote a learning environment that helps students to be in contact with real world demands. Vocational schools from Vâlcea county are offering school-based apprenticeships and traineeships in private facilities to increase employability skills of young people by developing school curricula in the accommodation and food service fields. Agreements between schools and local restaurants/hotels/companies, allow students to prepare for future jobs and increase their employability. Vâlcea's county School Inspectorate would like to share experiences and good practice with participants.

WHAT?

Participants will learn about:

- learning methods and evaluation tools used in school-based apprenticeship;
- setting the local curriculum in accommodation and food services;
- workplace learning in accommodation and food services;
- initiatives and projects preparing students for the world of work.

HOW?

Participants will:

- meet representatives in charge of education and training;
- meet directors and training guidance teachers;
- visit vocational schools and facilities for professional training;
- discuss ways to improve quality of training in accommodation and food services.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Potențialul turistic al județului Vâlcea, constituie motivul pentru care oferta educațională în domeniul serviciilor hoteliere și de deservire este prezentă în mai multe instituții școlare din județ. Conținutul teoretic este completat cu perioade de practică realizate în parteneriat cu diverse organisme publice și private, pentru a susține dezvoltarea abilităților și competențelor profesionale cerute absolvenților pe piața muncii. Legea Educației Naționale oferă cadrul legal pentru dezvoltarea consorțiilor educaționale și crearea unui mediu propice dezvoltării elevilor. Împărtășind experiența noastră, vom crea mediul propice schimbului de bune practici cu toți participanții la vizită.

WWW.

www.vl.edu.ro – www.grupoltchim.dap.ro

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Importance of social partners in VET

Group No: 29

Round 1

Type of visit:
VET15/10/2012-18/10/2012
Istanbul, TurkeyWorking language:
EnglishNumber of places: 12
Minimum required: 5

Keywords:

- apprenticeship
- social partners
- work placement

Organiser(s):**DEMIRER Mustafa**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Established in 2011, the Association for Development of Technical/Vocational Education and Training has hundreds of members from universities and vocational schools with experience of vocational training. The main problem for vocational education is the relationship between school and workplace. It is necessary to improve cooperation between vocational technical schools and industry. The labour market needs qualified workers and we want to stress the key role of social partners, especially in the manufacturing sector, in adjusting education and training to attract students to VET. Cooperation between sectors, VET institutions, local and central authorities is crucial to identify present and future needs.

Some VET schools have succeeded in cooperating with Mercedes, Toyota, Fiat and EAE Electric AG. These companies founded their workshops in schools. One of the most important benefits of this cooperation is to give job guarantees to students after graduation.

WHAT?

Participants will learn about:

- regional cooperation between VET institutions and the social partners;
- initiatives taken by various sectors, for example, a workshop of EAE Electric AG founded by the company's own resources.

HOW?

Participants will:

- visit Istanbul's Educational Directorate, local authorities of VET, VET institutions with strong cooperation between VET and the world of work, social partners' organisations;
- meet VET schools principals, students and teachers, companies' representatives.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- owners/managers of SMEs,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mesleki ve Teknik Eğitimi Geliştirme Derneği (METEGDER); Avrupa Birliği yolunda ilerleyen ülkemizin bu yoldaki çabalarına katkıda bulunmak, mesleki ve teknik eğitimde sivil toplum kurumlarının faaliyetlerinin etkinleştirilmesi ve geliştirilmesini sağlamak, mesleki eğitimin gelişmesine katkıda bulunmak amacıyla çalışmalar yapmak, yapılan uluslararası ve ulusal projelerde rol almak, bu alanda çalışmalar yapan kişi ve kuruluşlarla işbirliği yapmak ve destek vermek amacı ile kurulmuştur. METEGDER, meslek liselerinde görev yapan idareci ve öğretmenler, çeşitli üniversitelerde görevli akademisyenler ve teknik alanlarda faaliyet gösteren alanda uzman kişilerin kurduğu bir dernektir. Üyeleri arasında hem özel hem de tüzel kişiler mevcuttur.

WWW.www.eae.com.tr – www.dogusotomotiv.com.tr – www.globalpayment.com.tr

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Strategies to implement lifelong learning in IVET and working life

Group No: **30****Round 1**Type of visit:
VET**15/10/2012-19/10/2012**
Mainz, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **apprenticeship**
- **key competences**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Demographic change leads to new challenges for companies. Lifelong learning strategies must now be implemented in initial vocational education and training (IVET) to face increasing shortage of skilled staff and match labour market needs in the long run. In the Rhine-Main metropolitan region, worldwide and technologically sophisticated companies compete for a skilled workforce with small, family-run enterprises, which requires schools to prepare students for diversified work environments.

The visit will show strategies and cooperation between different stakeholders: vocational schools which prepare for the lifelong learning process in IVET; companies and how they qualify their staff in vocational training and provide ongoing upskilling; chambers and unions which offer scaffolding measures (such as courses to prepare for IVET and a support system during apprenticeship) to integrate poorly-qualified youths into the labour market; regional authorities responsible for policies to implement and promote lifelong learning.

WHAT?

Participants will learn about:

- measures and initiatives to face demographic change and new labour market needs, such as upskilling and IVET assistance programmes;
- approaches to implement lifelong learning;
- the particular situation of a multifaceted region.

HOW?

Participants will:

- meet experts in IVET (from schools, universities, companies, chambers, unions, regional authorities, etc.);
- visit large and small innovative companies to learn about their strategies to compete successfully for skilled staff and train them for their needs;
- observe teachers' work in the classroom;
- discuss future challenges and the strategies taken to cope with them.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS,
ENTERPRISES AND LOCAL COMMUNITIES

Manufacturing

Understanding the local context and building networks to identify skill needs

Group No: 31

Round 1

Type of visit:
VET

6/11/2012-9/11/2012
Cento, Italy

Working language:
English

Number of places: 15
Minimum required: 5

Keywords:

- apprenticeship
- skill needs
- social partners

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Centoform is a VET provider agency, whose main mission is to deliver innovative and qualified services in the following sectors: human resources development; vocational training for employees, unemployed, senior and young managers; professional lifelong learning and updating; courses for improving SMEs and their human resources' professional competences; ICT; business consulting; organisation consulting.

In a difficult economic period, cooperation between local actors from the worlds of VET and work is fundamental to achieve the objectives of a smart, sustainable and inclusive economy. This is important for Centoform because, especially in the mechanical engineering sector, it developed an integrated system for matching skills' supply and demand. Focus on the mechanical engineering sector is due to the local economic context with 11 years experience in design and management of VET courses on mechanics and metal work (CAD-CAM designers, machine operators and other specific job profiles).

WHAT?

Participants will learn about:

- good practices of dialogue and cooperation between VET actors, enterprises, entrepreneurial associations, trade unions and local public authorities;
- identification of skill needs through an integrated system for matching market supply and demand;
- practices of apprenticeship and in-company training both for young workers and senior experts.

HOW?

Participants will:

- visit VET institutions in Emilia Romagna region;
- visit local companies in the mechanical engineering and manufacturing sectors;
- meet professionals of the VET sector to promote internationalisation of the VET system;
- meet local authorities, representatives of entrepreneurial associations and trade unions;
- visit Technopole of Cento, a centre of applied research at the University of Ferrara.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- heads of departments,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

CENTOFORM, ente di formazione accreditato della Regione Emilia Romagna, vanta un efficiente sistema di matching tra domanda e offerta di competenze sul mercato del lavoro, grazie al dialogo con mondo imprenditoriale, centri di formazione, sindacati, uffici del lavoro e autorità locali. Oltre alla vasta offerta formativa, ha sviluppato l'area progettazione europea, al fine di inserire processi di cooperazione locale in un contesto internazionale. La visita studio, grazie a incontri con parti sociali e autorità pubbliche, contribuirà allo scambio di buone prassi di cooperazione tra mondo della formazione e mondo del lavoro e alla costruzione di reti per future progettualità internazionali.

WWW.

www.centoform.it – http://eacea.ec.europa.eu/education/eurydice/index_en.php
<http://euroguidance.it/pagina.php?codice=5052>

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Bridging the gap between education, training and industry to improve skills and responsiveness

Group No: 32

Round 1

Type of visit:
VET26/11/2012-30/11/2012
Nottingham, England,
United KingdomWorking language:
EnglishNumber of places: 14
Minimum required: 8

Keywords:

- apprenticeship
- disadvantaged groups
- skill needs

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The increasingly knowledge-intensive global marketplace has directly affected education and training, resulting in the need for stronger partnerships between industry and education to improve the economy and keep it competitive. Against a backdrop of recession and unemployment, skills levels are not increasing at a sufficient rate. Education and training providers must train people to be adaptable and flexible in a cycle of continuous learning, and businesses need to help shape the provision of training to produce a workforce with economically valuable skills and qualifications in a fast-growing technological world. EMFEC (East Midland-Further Education College) works for and with learning and skills professionals in colleges, schools, independent training providers, adult and community and voluntary sector networks and awarding bodies and we are able to demonstrate examples of good practice and innovation through our partners and stakeholders.

WHAT?

Participants will learn about:

- initiatives to improve skills and employer responsiveness;
- apprenticeships at intermediate and advanced levels, higher level apprenticeships and apprenticeship training agencies;
- employer engagement and training quality standards;
- improving chances for those not in employment, education or training (NEET);
- meeting demand for sustainable skills and qualifications through employer specification and sector skills councils.

HOW?

Participants will:

- visit colleges and schools with successful employer engagement strategies;
- observe a centre for those in NEET;
- meet staff and apprentices at a successful apprenticeship training agency and representatives of the National Apprenticeship Service and Unionlearn;
- visit and observe colleges, training providers and employers developing and/or running programmes to meet regional and national targets for economic sustainability.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Adult education: a key for lifelong social and professional integration

Group No: 33

Round 1

Type of visit:
Mixed26/11/2012-30/11/2012
Brussels, BelgiumWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- adult learning
- learning to learn
- skill needs

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Adult education is legally required to promote socioprofessional integration through professional certification and encourage social cohesion by motivating all learners to be involved in their training. Feprosoc represents 26 catholic schools at administrative and political levels, to conclude partnership projects developing training in response to needs of labour and public sectors, and to organise training offers. It caters for needs of a heterogeneous adult population (people with low levels of qualifications, immigrants, early school-leavers, people seeking change in their careers or specialisation, etc.) and the socioeconomic environment (employers, local communities, public and private institutions requiring training).

WHAT?

Participants will learn about:

- modular structures of the offers, validation of learning outcomes, flexibility of hours, pedagogical continuum between secondary and higher education, etc;
- how schools meet this challenge (varying according to the local partnership environment, economic sector or level of training courses offered, etc.);
- obstacles to lifelong learning (such as heavy bureaucracy in validation of skills and prior learning) and how we overcome them;
- what partners outside the adult education world think of this system.

HOW?

Participants will:

- visit schools in different regions of the French-speaking community;
- meet headteachers, teachers and students;
- meet partners of adult education such as actors in socioeconomic sectors, administration, employment services and political representatives.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le participant découvrira :

- les caractéristiques principales garantissant l'ouverture de ce type d'enseignement à tous (modularité, valorisation des acquis, flexibilité des horaires, continuum pédagogiques entre le secondaire et le supérieur, etc.);
- différentes manières, pour les écoles, de se saisir de ce défi (variables selon l'environnement partenarial local, le secteur économique concerné ou le niveau secondaire ou supérieur des formations organisées, etc.);
- le regard que posent les partenaires extérieurs sur ce système;
- les bonnes pratiques du système et les difficultés qu'il pose.

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<http://enseignement.catholique.be/segec/index.php?q=&qq=&TRI=1&f=6&det=1&id=1029>
<http://enseignement.catholique.be/segec/index.php?id=1023>

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Partnership and diverse learning opportunities in adult education

Group No: 34

Round 1

Type of visit:
Mixed4/12/2012-7/12/2012
Dublin, IrelandWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- adult learning
- disadvantaged groups
- work placement

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Lifelong learning and skills development play an important role in response to the current economic crisis; this is highlighted in the Europe 2020 strategy for smart, sustainable and inclusive growth. Formal and non-formal learning in the adult education sector are key to increase skills and competences. Ireland offers a range of responses to diverse needs of the adult education sector to address this, from partnership with training providers to community education, which engages hard-to-reach learners and links with the business community to increase skills for work.

This visit is hosted by Léargas, the national agency for managing the lifelong learning programme in Ireland.

WHAT?

Participants will learn about:

- the national framework of qualifications, access, transfer and progression;
- flexible and responsive training provision to combat barriers to training for adults;
- community education and the response to diverse needs of adult learners;
- initiatives and programmes to increase literacy and numeracy, to improve language skills and to enable adults to learn in areas relevant to the world of work;
- lifelong guidance.

HOW?

Participants will:

- discuss the topic with policy-makers and adult education specialists;
- visit adult education providers and community-based learning providers;
- meet with learners and trainers.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Schools and companies: how to bring them closer

Group No: 35

Round 1

Type of visit:
VET21/1/2013-25/1/2013
Poitiers, FranceWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- apprenticeship
- entrepreneurship
- work placement

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The relationship between schools and companies is essential in vocational training although it varies from one country to another. ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff. It is also a national reference centre for digital resources and its role includes fostering use of ICT in education. ESEN proposes to present its activities and products, show examples of cooperation of French schools with the world of enterprises, relevant training of educational staff and discuss results and necessary improvements.

WHAT?

Participants will learn about:

- the school-company relationship in France and different countries represented in the group;
- tools and devices set up in schools for teaching and acquisition of knowledge in a vocational training period;
- different trends of vocational training policies in France and Europe;
- strategies and actions implemented in different countries represented in the group.

HOW?

Participants will:

- attend and contribute to a presentation of the school-company relationship in France and other European countries;
- work in groups to analyse, compare, reflect and share ideas;
- exchange experience with ESEN'S students (administration and pedagogical managerial staff in continuing training) wishing to engage in European partnerships;
- visit vocational training schools;
- meet representatives of companies which provide training to youth at school.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- owners/managers of SMEs,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opérateur du Ministère, l'Ecole Supérieure de l'Education Nationale, située sur le pôle de formation du site du Futuroscope, veut amener des cadres européens à échanger avec des cadres français en formation sur les expériences menées en Europe pour rapprocher école et entreprise.

Le participant à la visite d'étude découvrira la relation école-entreprise dans le système français; un débat s'ouvrira pour voir s'il est possible de l'améliorer à partir des bonnes pratiques des autres pays européens participant à la visite.

L'emploi du temps sera partagé entre présentations des systèmes, groupes d'analyse et de réflexion et déplacements dans des lycées professionnels et des entreprises.

Organiser(s):

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Improving pupil's chances on the job market through experience-based training

Group No: **36****Round 1**Type of visit:
Mixed**11/2/2013-15/2/2013**
Salignac-Eyvignes, FranceWorking language:
EnglishNumber of places: **16**
Minimum required: **8**

Keywords:

- **parents involvement**
- **work placement**
- **young people**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The Dordogne is essentially a rural environment with an economy heavily reliant on tourism. The job market is difficult with job-seekers chasing a few jobs which are often seasonal. This problem is recognised in the Périgord Noir where relevant training for the needs of local employers is being put into place to prepare young people for the job market. The "Maison familiale rurale" (MFR) of Périgord Noir specialises in job orientation and training for work offering an alternating programme combining basic skills training and work experience in equal measure thus improving employment chances for young people.

WHAT?

Participants will learn about:

- the teaching tools needed to implement a system of alternation effectively;
- how work experience abroad increases pupil's confidence, improves their language and communication skills and broadens their vision and expectations;
- importance of cooperation between school, parents and partners from local and business communities;
- how former pupils have benefited from this system.

HOW?

Participants will:

- visit educational establishments using this system and talk to students and tutors;
- observe classroom teaching practice and how specific teaching tools are used to implement alternation;
- visit local businesses offering work placements;
- meet parents;
- meet local job centre staff to find out about the employment situation in our area and what needs to be done to address it;
- meet former pupils and hear about life after MFR.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Fortement ancré sur son territoire, la MFR du Périgord Noir accueille des jeunes qui ont choisi la formation scolaire par alternance. Cette pédagogie permet à chacun de réussir son orientation professionnelle, de faire des expériences pratiques ciblées aux besoins des employeurs et d'avoir le niveau requis pour éventuellement poursuivre leurs études.

Cela passe par le suivi individualisé des élèves, de réunions ponctuelles entre l'équipe, le jeune et les parents, de visites professionnelles, et périodes de stage en France et à l'étranger. A travers cette visite, nous souhaitons partager notre savoir faire dans ce domaine et envisageons un échange de pratiques avec les participants.

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www.ebz-online.net – www.eaea.org – www.mdepn.com – www.mfr.asso.fr
www.fafih.com – www.ofaj.org – www.kreis-tir.de

Green jobs and the agricultural vocational training system

Group No: 37

Round 1

Type of visit:
VET

8/10/2012-10/10/2012
Dijon, France

Working language:
English

Number of places: 12
Minimum required: 7

Keywords:

- national qualifications frameworks
- sustainable development
- young people

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Sustainable development is becoming a social issue as shown by political commitments such as the Grenelle de l'environnement (France, 2007) and the Declaration for green growth (European Union, 2009). AgroSup is a higher college of education composed of a school and an institute. The institute - Eduter - has been entrusted by the French Ministry of Agriculture to support the development of vocational training in agriculture. It is adapting its mission to the needs of sustainable development and the relevant development of green jobs. Its work includes defining new qualifications and certification standards. The objective of the visit is to show and discuss how agricultural vocational education copes with new competences required by professionals.

WHAT?

Participants will learn about:

- how certification standards for green jobs are defined within the national qualification framework;
- how sustainable growth is taken into account when defining these standards;
- how learners are oriented towards green jobs;
- the impact of sustainable growth on professionals' activities.

HOW?

Participants will:

- meet representatives of the French agricultural training support system;
- visit a vocational training school involved in environmental certification;
- visit one or two professional organisations involved in a sustainable development process (garden centre, local authorities, cooperative or vineyard).

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Agrosup Dijon est un établissement d'enseignement supérieur. Il est composé d'une école et d'un Institut, Eduter auquel le Ministère français de l'éducation a confié plusieurs missions de soutien à l'enseignement professionnel agricole (rénovation de certifications ou écriture de référentiels par exemple). Dans un contexte où le développement durable devient un enjeu de société (Grenelle de l'environnement, déclaration pour une croissance verte..), Eduter doit adapter ses missions.

L'objectif de la visite proposée est de découvrir comment le système de formation professionnelle agricole répond aux nouvelles exigences des professionnels.

Organiser(s):

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Renewable energy and energy saving in VET - Skills for a booming labour market

Group No: 38

Round 1

Type of visit:
VET

16/10/2012-19/10/2012
Hamburg, Germany

Working language:
English

Number of places: 14
Minimum required: 7

Keywords:

- apprenticeship
- sustainable development

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Renewable energy industries and energy-saving construction represent a booming labour market in Germany. Enterprises are seeking qualified staff. This is a challenge for the German vocational training system. What subjects should young people learn during their apprenticeship? How will these subjects be incorporated into training regulations and curricula? There are several pilot projects trying to answer these questions by developing special, extracurricular modules in wind, solar, and biogas energy as well as in energy-saving construction. The Federal Ministry of Education and Research supports development of this training structure through its JOBSTARTER programme. The regional office in Hamburg is involved in three of these projects and wants to improve exchange of experiences at European level.

WHAT?

Participants will learn about:

- needs of qualifications in the renewable energy and energy-saving sectors in Germany;
- developing curricula and modules in cooperation with enterprises and chambers;
- methods of teaching apprentices these skills;
- European cooperation projects.

HOW?

Participants will:

- visit vocational schools, training centres and enterprises (such as a biogas plant);
- talk to project developers, teachers, trainers and students;
- discuss how VET in Europe needs to react to increasing demand for qualified staff in renewable energy and how awareness of sustainable development can be integrated in to VET curricula and systems.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Umwelttechnologien und Erneuerbare Energien sind eine Zukunftsbranche. Das Programm JOBSTARTER des BMBF fördert u. a. Projekte, die Zusatzqualifikationen für die Erstausbildung in diesem Bereich entwickeln. Anhand von Projektbeispielen bei Bildungsträgern, Ausbildungszentren und Berufsschulen wird diskutiert, welche Qualifikationsanforderungen sich an Fachkräfte in der Branche Erneuerbare Energien /Energieeffizientes Bauen in Europa stellen, wie die Berufsausbildung darauf reagieren muss und wie das Bewusstsein für eine nachhaltige Entwicklung in die Ausbildung junger Menschen einfließen kann.

Organiser(s):

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www.ready-for-europe.de/index.php/en/start
www.azb-hamburg.de/index.php?id=34&L=1 – www.inbas.com

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

Community enterprise: a tool for progression into employment and training

Group No: 39

Round 1

Type of visit:
Mixed

16/10/2012-19/10/2012
Ashton under Lyne, England,
United Kingdom

Working language:
English

Number of places: 15
Minimum required: 8

Keywords:

- entrepreneurship
- social inclusion
- volunteering

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

At present, countries face challenges to meet the gaps in training and employment budgets – a current issue in the UK where spending from local and national government is being reduced.

St Peter's Partnerships (SPP) is a development trust, a community-focused organisation which has, over the past decade, been working to find new, sustainable solutions, offering learning and training opportunities through a range of initiatives. By applying a model called 'Grow our own', SPP has successfully engaged local people in volunteering activities which lead to qualifications and employment. The organisation delivers services including youth work, drug and alcohol support and administration. SPP works with local partners including the local authority and businesses to assist residents in taking up local employment opportunities once qualified.

WHAT?

Participants will learn about:

- engaging local people in education and training and how to turn this into jobs;
- using civil society and social enterprise as tools to create and sustain employment;
- engaging and bringing people from different backgrounds together, creating social cohesion.

HOW?

Participants will:

- visit social enterprises under the SPP umbrella;
- meet local people who have made the transition to work through volunteering and training opportunities;
- meet stakeholders, including representatives from the local authority and local businesses;
- participate in a workshop to discuss good practice and how to transfer it to participants' own countries.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

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Education and development of rural areas

Group No: **40**

Round 1

Type of visit:
VET

28/1/2013-1/2/2013
Krakow, Poland

Working language:
English

Number of places: **12**
Minimum required: **6**

Keywords:

- **entrepreneurship**
- **innovative approaches**
- **learners' mobility**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The visit will address how to strengthen key competences of students from schools located mainly in rural areas and youth coming from impoverished regions. Examples include teaching them entrepreneurship and improving their ability to develop their careers on the EU labour market. European agrotourism and ecological farms will be key issues for discussion. The host is Europea PL - member of a network of over 1000 schools and institutions which educate students in areas such as agriculture, landscape design, agribusiness, forestry, farming and environmental protection in Europe.

WHAT?

Participants will learn about:

- how students from the countryside apply their knowledge in their future careers;
- how theoretical and practical education coexist in the Polish educational system;
- providing career opportunities for young people in the green sector and increasing its attractiveness;
- how vocational schools cooperate with enterprises.

HOW?

Participants will:

- visit regional, local VET institutions;
- visit farms and institutions involved in rural development;
- visit vocational schools cooperating with enterprises.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- Directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wizyta studyjna odbędzie w ramach EUROPEA PL - stowarzyszenia szkół i placówek edukacyjnych na obszarach wiejskich. Uczestnicy poznają kierunki zmian i przykłady dobrej praktyki w edukacji dla zrównoważonego rozwoju środowiska – rolnictwa – przemysłu - usług. Wizyty w instytucjach, gospodarstwach agroturystycznych i centrach praktycznej nauki zawodu mają pokazać jak wzmocnić kompetencje kluczowe uczniów szkół na terenach wiejskich, kształcących w zawodach okołorolniczych i przygotować ich do poruszania się na europejskim rynku pracy czy prowadzenia działalności pozarolniczej. Cel wizyty to rozpowszechnianie oraz dzielenie się wiedzą i doświadczeniem na poziomie regionalnym i europejskim.

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www.kcer.pl – www.bratne.republika.pl

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Implementing and evaluating sustainable quality management systems in schools

Group No: 41

Round 1

Type of visit:
Mixed24/9/2012-28/9/2012
Straubing, GermanyWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- **evaluation (school or institution)**
- **leadership and management**
- **quality assurance**

Organiser(s):**HEYDER Friedrich**

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

It has become an important aim of education policy to assure and increase quality of schools through a continuous improvement process. Sustainable quality development in schools requires systematic introduction, control and evaluation. In Straubing and its vicinity, schools have implemented a standardised quality management system. Institutions such as public services or companies will also be able to report on their quality management. As an institution responsible for school supervision we have a wide range of expertise on quality assurance and development. We would like to share it and encourage international dialogue.

WHAT?

Participants will learn about:

- quality management at vocational schools in Bavaria;
- experience that directors and teachers at education and vocational training institutions have gained;
- the role school supervisors play in quality management systems;
- different methods of quality management;
- best-suited instruments for implementation, control and evaluation of quality management.

HOW?

Participants will:

- visit schools and institutions which have implemented quality management systems;
- discuss quality management with advisors and school supervisors in Straubing and Munich;
- get to know a wide range of successful instruments whose efficacy has been confirmed in the quality management process;
- present and discuss their own quality management measures.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Qualität von Schule zu sichern und in einem kontinuierlichen Verbesserungsprozess zu steigern ist - insbesondere angesichts steigender Eigenverantwortung der Schulen - eine sehr bedeutende bildungspolitische Zielsetzung geworden. Als Schulaufsicht für Fachoberschulen und Berufsoberschulen, die durch ihre Praxisnähe zur freien Wirtschaft besondere Synergieeffekte erzielen, möchten wir unsere Erfahrung mit Instrumenten und Methoden einer nachhaltigen Qualitätssicherung weitergeben und good-practice-Beispiele international diskutieren. Die Wissenschaftsstadt Straubing bietet - auch dank ihrer intensiven Kooperation mit der Technischen Universität München - dafür einen idealen Rahmen.

WWW.

www.isb.bayern.de – www.qmbs-bayern.de – www.vlb-bayern.de – www.schule-bw.de

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving quality management systems at educational centres

Group No: 42

Round 1

Type of visit:
Mixed8/10/2012-12/10/2012
Sanliurfa, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- evaluation (school or institution)
- leadership and management
- quality assurance

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Quality management is voluntary for schools in Turkey but they are encouraged to implement it through an award process managed by the Ministry of National Education. To make it easier, we have developed a method to follow when implementing the system that includes all the steps (criteria lists, questionnaires, etc.). The Provincial Directorate of National Education has two quality trainers and is responsible for about 1500 schools in the province. We have the best school in Turkey for quality management. We would like to show participants how we implement this method and share our experience.

WHAT?

Participants will learn about:

- examples of good practice;
- impact of evaluation and implementation on educational institutions;
- the internal evaluation system and its instruments;
- awarding process and its benefits.

HOW?

Participants will:

- meet experts responsible for internal evaluation at local government, municipality and educational institution levels;
- visit pre-primary, primary, secondary and vocational education institutions with a successful quality management system;
- meet school management and other members of the school community;
- discuss strong and weak points of internal evaluation;
- share experiences on quality management systems.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Okullarda Kalite Yönetimi gönüllü bir süreç olmakla birlikte M.E.B. tarafından teşvik etme adına Ödül Süreci düzenlenmektedir. Uygulamaları kolaylaştırma adına kalite sistem basamaklarının tamamını içeren bir sistem kullanılmaktadır. 2 kalite formatörü ve 1500'ün üzerinde okul/kurum bulunan şehrimizde, okul/kurum çalışanlarına sürekli eğitimler verilip sürece dahil edilmektedirler. Katılımcılara ilimizdeki örnek uygulamaları, kullanmakta olduğumuz uygulama işlem basamaklarını, özdeğerlendirme kriterlerimizi, belediyelerde, kamu kurumlarında, mesleki ve genel eğitimde kalite yönetim sürecini yakından tanıma, liderlik ve yöneticilik kavramlarını tartışma, örnek okul/kurum ziyaretleri gerçekleştirme ve tecrübe paylaşımında bulunma fırsatı sunulacaktır.

Organiser(s):**YILMAZ Veysi**

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www.urfamemerge.gov.tr – <http://pgm.meb.gov.tr/daireler/yodged/index.html>

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

How to manage and assess innovative action in schools

Group No: 43

Round 1

Type of visit:
General education15/10/2012-19/10/2012
Poitiers, FranceWorking language:
EnglishNumber of places: 15
Minimum required: 7**CATEGORY OF THEMES:**

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff. It is also a national reference centre for digital resources and its role includes fostering use of ICT in education.

ESEN proposes to present its activities and its products and show a sample of non-traditional educational methods initiated by the French Ministry of Education such as classroom debates, project working groups, use of I-pads, interactive whiteboards, Internet, digital schoolbags, etc, and how to train for, manage and supervise the implementation of these methods, assess their results and disseminate them.

WHAT?

Participants will learn about:

- experiences led at regional level in France as well as in different countries taking part in this visit;
- managing strategies of innovative actions;
- supervising and assessing these actions;
- communicating these actions.

HOW?

Participants will:

- take part in discussions with a panel of experts and teachers involved;
- work in groups to run comparative analysis of these actions, reflect and share ideas;
- exchange experience with ESEN'S students (administration and pedagogical managerial staff in continuing training) wishing to engage in European partnerships;
- visit primary and secondary schools and meet people involved in implementation of these actions.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opérateur du Ministère, l'École Supérieure de l'Éducation Nationale, située sur le pôle de formation du site du Futuroscope, se doit de faire connaître les bonnes pratiques des académies en matière d'actions innovantes dans l'enseignement et d'ouvrir les cadres français en formation sur des cadres européens.

Le participant à la visite d'étude découvrira des actions menées en France, mais aussi dans les différents pays européens participant à la visite.

L'emploi du temps sera partagé entre interventions de spécialistes et d'enseignants, périodes d'analyse et de réflexion en groupe et déplacements dans des établissements scolaires ou organismes mettant en place des actions innovantes.

Keywords:

- digital competence
- innovative approaches
- learning to learn

Organiser(s):**CHAPU Jean Claude**

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MÉCANISMES D'ASSURANCE QUALITÉ DANS LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

Formes et finalités de l'évaluation d'un établissement scolaire

Numéro de groupe: 44

Phase 1

Type de visite:
Enseignement général

15/10/2012-19/10/2012
Poitiers, France

Langue de travail:
Français

Nombre de places: 15
Minimum requis: 7

Mots clés:

- autonomie (école ou établissement)
- direction et gestion
- évaluation (école ou établissement)

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Soutenir la formation initiale et continue des enseignants, des formateurs et des chefs d'établissements d'enseignement et de formation

POURQUOI?

L'évaluation des établissements scolaires fait l'objet d'une réflexion constante en France. Il y a eu récemment un changement d'orientation avec un passage de l'inspection individuelle des enseignants à l'évaluation des établissements. En France, l'évaluation est conduite par les acteurs éducatifs eux-mêmes tandis que certains autres pays européens font appel à une évaluation externe.

ESEN, l'École supérieure de l'éducation nationale, est un service à compétence nationale dont la mission principale est d'assurer la formation initiale et continue des cadres de l'éducation nationale, de l'enseignement supérieur et de la recherche (inspecteurs, chefs d'établissement, cadres administratifs et financiers, etc.). Avec cette visite, l'ESEN souhaite présenter globalement ses activités, formations, outils numériques et audiovisuels et, plus particulièrement, ses propres pratiques de formation des inspecteurs et chefs d'établissement en matière d'évaluation des établissements scolaires. Elle souhaite notamment échanger sur les bonnes pratiques développées dans ce domaine dans les pays participants.

QUOI?

Le participant découvrira:

- l'évaluation des établissements, telle qu'elle est pratiquée en France;
- les méthodes et outils d'évaluation utilisés;
- l'évaluation des établissements, telle qu'elle est pratiquée dans les autres pays représentés dans le groupe;
- les résultats, en termes d'amélioration de la qualité de l'enseignement et de la formation, produits par les manières différentes d'évaluer;
- la complexité et la diversité des problèmes posés.

COMMENT?

Le participant:

- participera à la présentation du mode d'évaluation des établissements scolaires en France et dans les différents pays représentés;
- échangera avec des cadres français en formation - élèves de l'ESEN - désireux de poursuivre une coopération européenne;
- participera à des groupes d'analyse comparative, de réflexion et de partage d'idées;
- visitera des établissements d'enseignement et aura l'occasion d'y observer les pratiques mises en œuvre.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

WWW.

www.esen.education.fr – www.eduscol.education.fr – www.education.gouv.fr – www.cndp.fr

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Effective leadership skills and competences to improve quality management in schools

Group No: 45

Round 1

Type of visit:
Mixed15/10/2012-18/10/2012
Bucharest, RomaniaWorking language:
EnglishNumber of places: 13
Minimum required: 6

Keywords:

- **evaluation (school or institution)**
- **leadership and management**
- **quality assurance**

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Improving quality and efficiency of education and training remains a strategic objective for European cooperation in education and training and important for the Romanian education and training system.

The Teacher Training Centre of Bucharest stressed the importance of improving governance and leadership in education and training institutions and effective quality assurance systems, and has developed various initiatives.

During the visit we will share our experience and promote good results of an EU-funded project for improving quality of school management and leadership.

WHAT?

Participants will learn about:

- new approaches to school inspection and external evaluation;
- how self-evaluation can improve quality of education;
- methods and tools used in quality assurance training for head teachers and inspectors;
- role of leaders and stakeholders in improving quality of school inspection.

HOW?

Participants will:

- visit adult education centres, secondary schools, schools inspectorate;
- observe school inspectors and head teachers during a school inspection;
- meet partners and stakeholders interested in quality assurance of schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizita își propune să evidențieze practicile naționale în domeniul asigurării calității în educație și să disemineze rezultatele proiectului POS-DRU"- Calitate în managementul unității școlare" finanțat din fonduri europene. Participanții la vizită vor cunoaște preocupările comune ale partenerilor proiectului pentru îmbunătățirea managementului școlar, pentru armonizarea abordărilor privind standardelor de calitate, între reprezentanții inspectoratelor școlare, pe de o parte și managerii școlari, pe de cealaltă parte. Vor fi efectuate vizite la Inspectoratul Școlar București, Inspectoratul Școlar Prahova, Agenția Română de Asigurare a Calității, Asociația SHOTRON, Casa Corpului Didactic București, în care se vor prezenta rolurile și rezultatele obținute prin implementarea proiectului.

Organiser(s):**SUBA Gabriela**

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

The impact of school evaluation on quality improvement

Group No: **46****Round 1**Type of visit:
General education**22/10/2012-26/10/2012**
Lisbon, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **8****CATEGORY OF THEMES:**

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

This is relevant in Portugal as the current model of external evaluation of schools has been applied for five years now. The first cycle has just finished and the second is about to begin. Schools are already establishing their own evaluation mechanisms. Therefore it is possible to reflect upon a programme that has been consistently developed and some results are already visible. Lisbon is the headquarters of a regional delegation of the inspectorate and there are a range of institutions linked to school evaluation processes.

WHAT?

Participants will learn about:

- school evaluation approaches;
- a school external evaluation programme undertaken by the Portuguese Inspectorate of Education;
- school responses after evaluation;
- impact of evaluation on school improvement;
- development of school autonomy;
- school community participation in school life;
- interaction between schools and stakeholders' roles in decision-making processes.

HOW?

Participants will:

- visit schools that have gone through evaluation: a secondary school and school clusters, rated differently and located in different contexts;
- meet management teams and other members of the school community;
- discuss self-evaluation processes and school improvement strategies;
- visit a higher education institution;
- discuss training programmes focused on management and evaluation.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Visita incidirá sobre o trabalho avaliativo realizado pela IGE e dará a conhecer alguns dos impactos que tem tido nas escolas. Haverá uma partilha sobre práticas de avaliação noutros países. O acolhimento será feito em Lisboa e as visitas decorrerão nesta região, de 22 a 26 de Outubro de 2012.

A visita tem uma componente teórica de enquadramento sobre o programa de avaliação externa e o modelo de gestão das escolas. Por outro lado, os participantes apresentarão os processos de avaliação em curso nos seus países e as estratégias de melhoria.

Keywords:

- **evaluation (school or institution)**
- **leadership and management**
- **quality assurance**

Organiser(s):**GUERREIRO Helder**

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality assurance in Dutch vocational training

Group No: 47

Round 1

Type of visit:
VET5/11/2012-8/11/2012
Utrecht, the NetherlandsWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **evaluation (school or institution)**
- **quality assurance**

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Quality assurance is an important lever of European vocational education and training (VET) policy. The European quality assurance reference framework (EQARF) has been adopted to promote better VET.

In the Netherlands, educational institutions have a high level of autonomy, working within the framework set by the government where schools are responsible for providing high quality services. The inspectorate monitors schools' capacity to assure and improve quality, working with risk-based inspection. Self-evaluation by schools is a starting point for analyses.

WHAT?

Participants will learn about:

- quality assurance in Dutch VET;
- risk-based inspection;
- self-evaluation and quality assurance systems in VET schools;
- EQAVET in the Netherlands.

HOW?

Participants will:

- meet stakeholders: Ministry of Education, inspectorate, association of VET providers, VET school and national coordination point EQAVET;
- reflect on good practices;
- discuss the strong and weak points of quality assurance systems and their implementation.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Quality Assurance is een belangrijke hefboom van de Europese BVE beleid. Dit Europese referentiekader voor kwaliteitsborging is aangenomen om beter beroepsopleiding en opleiding te bevorderen.

In Nederland hebben de onderwijsinstellingen, die werkzaam zijn binnen de aangegeven kaders van de overheid, een hoge mate van autonomie. Binnen dit kader zijn scholen verantwoordelijk voor het verstrekken van diensten van hoge kwaliteit. De onderwijsinspectie verzekert de capaciteit van de scholen door hierop toezicht te houden. Verbetering van de kwaliteit, het werken met Risk Based Inspection, een vorm van zelfevaluatie door de scholen, vormen het uitgangspunt voor analyses.

WWW.www.eqavet.eu/index.html – www.onderwijsinspectie.nl/englishwww.onderwijsinspectie.nl/binaries/content/assets/Actueel_publicaties/2010/Risk-based+Inspection+as+of+2009.pdf

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Continuing training and professional development of in-company trainers

Group No: **48****Round 1**Type of visit:
VET**12/11/2012-16/11/2012**
Munich, GermanyWorking language:
EnglishNumber of places: **12**
Minimum required: **6****CATEGORY OF THEMES:**

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Due to demographic changes and internationalisation of markets, companies in Bavaria and all over Europe have to take an active part in preventing lack of a specialised work force. Of particular importance is commitment to train young workers so companies will be able to fill specialist positions with qualified personnel in the future. To meet demands of high-quality training, companies need in-company trainers qualified and educated to the best of their abilities. To ensure this, trainers should be trained on an ongoing basis to update and improve their skills and knowledge.

The Chamber of Industry and Commerce of Munich and Upper Bavaria supports training and continuing professional development of in-company trainers. We are interested in discussing and generating new ideas on further training of in-company trainers with other European experts.

WHAT?

Participants will learn about:

- tasks and functions of in-company trainers;
- training of in-company trainers in Germany;
- possibilities of continuing professional training and development of in-company trainers.

HOW?

Participants will:

- visit institutions and further education providers;
- visit companies and speak to human resource managers and training managers;
- discuss with experts from the dual vocational training system.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Der demographische Wandel und die Internationalisierung der Märkte zwingt Unternehmen in Bayern und ganz Europa immer stärker selbst aktiv zu werden, um dem Fachkräftemangel entgegenzuwirken. Dazu gehört insbesondere das Engagement für die Ausbildung junger Arbeitnehmer, damit Spezialistenpositionen weiterhin mit qualifizierten Mitarbeitern besetzt werden können. Voraussetzung dafür sind betriebliche Ausbilder, die bestmöglichst qualifiziert und weitergebildet sind - so werden die Unternehmen den Ansprüchen einer hochqualitativen Ausbildung der Nachwuchskräfte gerecht.

Keywords:

- **social partners**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Teacher training in VET and general upper secondary schools

Group No: 49

Round 1

Type of visit:
Mixed26/11/2012-30/11/2012
Tampere, FinlandWorking language:
EnglishNumber of places: 14
Minimum required: 7

Keywords:

- innovative approaches
- teachers' and trainers' competences
- teachers' and trainers' qualifications

Organiser(s):**SIIRTONEN Anna Maija**

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Teacher training and teachers' competences are of a high level in Finland. This study visit introduces Finnish pathways to become an upper secondary and IVET teacher as well as possibilities to develop further teachers' competences. Participants will also visit modern work environments in schools and companies.

Tampere is the second largest educational city in Finland and a dynamic centre of industry, business and logistics. It provides modern solutions for Finnish upper secondary and VET environments as well as cooperation with employers and social partners.

All types of teacher training centres are located in Tampere. The host organisation, Tampere Upper Secondary Education, is an important training centre which has participated in many research, development projects and international activities.

WHAT?

Participants will learn about:

- upper secondary and VET school life and teachers' requirements;
- diversity of education such as preventing drop-outs, immigrant education, special needs education, support services, individual study arrangement plans;
- support services for teachers involved in virtual learning and pedagogical development;
- teaching in English and combining IVET and matriculation examinations (four years);
- regional needs to modify national core curricula;
- quality management at schools such as peer review and QM systems;

HOW?

Participants will:

- visit teacher education centres, upper secondary schools and VET campus areas;
- attend lectures and observe education and learning environments;
- meet teachers, teacher students and personnel teams working with special needs students, support services, immigrants, VET start and vocational 10th year;
- meet teachers' representatives, social partners and employers;
- test virtual learning environments and virtual learning services.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vierailun tarkoituksena on saada kattava kokonaiskuva toisen asteen koulutuksen opettajien pedagogisesta koulutuksesta ja täydennyskoulutusmahdollisuuksista sekä samalla tutustua opettajan pätevyteen liittyviin vaatimuksiin monipuolisissa ja kehittyvissä oppimisympäristöissä. Tampereen kaupunki on Suomen toiseksi suosituin koulutuskaupunki, jossa tarjolla ovat kaikki väylät opettajuuteen. Tampereen toisen asteen koulutus on ensimmäisenä Suomessa yhdistänyt lukio- ja ammatillisen koulutuksen organisaation, jolla on yhteisiä kehittämisspalveluja ja myös englanninkielisiä opintoja. Vierailun aikana tutustutaan opettajuuteen nuorisosteella, aikuiskoulutuksessa sekä opettajuuteen liittyviin kehittämishankkeisiin.

WWW.

www.tampere.fi/english/ – www.tao.tampere.fi/tao/TAOWWTAO/briefly_in_english.html

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Professional development of language teaching in bilingual schools

Group No: 50

Round 1

Type of visit:
General education18/2/2013-22/2/2013
Malaga, SpainWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- content and language integrated learning (CLIL)
- status of teachers and trainers
- teachers' and trainers' competences

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Bilingual education in primary and secondary schools has proliferated in Andalusia. Escuelas Oficiales de Idiomas (EOIs), the official language schools, are responsible for training primary and secondary school teachers to teach their subjects in a foreign language. The timetable, content and methodology of these courses are tailor-made to meet the teacher's needs and profile. The linguistic adaptation courses for teachers are called Cursos de Adaptación Lingüística (CAL). Andalusia is one of the regions in Spain offering this type of training and EOIs in Málaga are highly committed to this project.

WHAT?

Participants will learn about:

- linguistic education of teachers;
- operation of official language schools in Andalusia;
- methodology and contents of language education for primary and secondary teachers;
- initial training with new secondary English or French teachers;
- permanent teachers' education

HOW?

Participants will:

- get to know EOI teachers;
- observe teachers' work in the classroom;
- talk to teachers giving and receiving CAL;
- visit a teachers' centre and a teachers' association.

WHOM?

- Head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Continuous training of teachers and ongoing professional development of teachers and trainers

Group No: 51

Round 1

Type of visit:
General education18/2/2013-22/2/2013
Tromsø, NorwayWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- curriculum
- teachers' and trainers' competences
- teachers' and trainers' qualifications

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

The aim of the visit is to give participants an insight into a new development in Norwegian teacher education. The University in Tromsø offers a master's degree which combines subject, pedagogical and practical work in a new way. The new curriculum was developed by educational scientists, teachers and bureaucrats. There is new focus on science, language, practical experience and adjusted teaching after signals given by politicians. The university works with several schools where teachers cooperate with teaching departments for practical guidance of students, and the school is open for field work connected to educational research.

WHAT?

Participants will learn about:

- main teacher training aims and background for the new degree;
- teacher training curriculum;
- principles and practices for practical teaching guidance;
- cooperative projects between university and primary/secondary schools;
- continuing professional development of teachers.

HOW?

Participants will:

- visit Tromsø University and schools;
- meet students, teachers and representatives of the faculty of education at the university.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ved Universitetet i Tromsø har man en ny femårig lærerutdanning som gir studentene en master i lærerutdanning. Den 5-årige lærerutdanningen skal ikke bare sikre faglig fordypning i sentrale skolefag, studentene skal også trenes i forsknings- og utviklingsarbeid. Målet med dette er å gjøre fremtidige lærere bedre i stand til å delta i praksisbaserte forskningsprosjekter, og til å trekke ny kunnskap inn i undervisningen. Universitetet samarbeider med en del skoler om praksisveiledning for studentene. Samtidig skal skolen bygge opp kompetansen hos ansatte lærere. Studentene skal bruke praksisskolene som grunnlag for feltarbeid i forbindelse med sine bachelor- og masteroppgaver.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Developing key competences – Whole school approach

Group No: 52

Round 1

Type of visit:
General education1/10/2012-5/10/2012
Budapest, HungaryWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- innovative approaches
- key competences
- leadership and management

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

School development is a central issue in reform of the Hungarian educational system. The host organisation, the Hungarian Institute for Educational Research and Development, has considerable expertise in this field. We regularly initiate and implement development projects for schools working in close collaboration with teachers. We intend to support the whole school development. We pay special attention to competence-based education, the role of school maintaining bodies and school leadership, use of ICT and sustainable development issues.

WHAT?

Participants will learn about:

- initiatives to create projects that can have a whole school development effect;
- initiatives to open schools to the public;
- possible roles and involvement of school maintaining bodies;
- new approaches to develop key competences, for example, non-subject-based methods;
- how schools improve quality of education through self-evaluation using ICT.

HOW?

Participants will:

- meet national experts, researchers, representatives of school maintaining bodies and policy-makers;
- visit the agency which promotes implementation of educational reform in Hungary and other institutions, for example, Educatio, an agency for school and education development;
- observe examples of good practice in competence development in schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Az ötnapos tanulmányutat „A kreativitás fejlesztése a tanulásban és a tanításban” témakörben szervezzük meg. Célja a nemzetközi tudásmegosztás és tapasztalatcsere a kompetenciák egész intézményre kiterjedő, komplex fejlesztéséről. A résztvevők öt résztémában vizsgálják a kulcskompetenciák integrált fejlesztésének lehetőségeit. Az ezekhez kapcsolódó workshopokat az Oktatáskutató és Fejlesztő Intézetben dolgozó magyar szakemberek vezetik majd. A programot a téma szempontjából fontos oktatási intézmények és helyszínek meglátogatása egészíti ki, és társasági alkalmak is segítik a szakmai és személyes kapcsolatépítést.

Organiser(s):**HUNYA Márta**

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DIRECTION ET GESTION AU SEIN DES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

Les établissements scolaires du secondaire: quelle autonomie, quel pilotage?

Numéro de groupe: **53**

Phase 1

Type de visite:
Enseignement général

15/10/2012-19/10/2012
Poitiers, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **7**

Mots clés:

- **autonomie (école ou établissement)**
- **direction et gestion**
- **évaluation (école ou établissement)**

CATÉGORIE THÉMATIQUE:

Soutenir la formation initiale et continue des enseignants, des formateurs et des chefs d'établissements d'enseignement et de formation

POURQUOI?

Le positionnement du chef d'établissement, en Europe, est différent selon les pays, notamment en ce qui concerne sa marge d'autonomie. Cette diversité peut être source d'interrogation. Y-a-t-il un fonctionnement d'établissement qui favorise la réussite des élèves ? ESEN, l'École supérieure de l'éducation nationale, est un service à compétence nationale dont la mission principale est d'assurer la formation initiale et continue des cadres de l'éducation nationale, de l'enseignement supérieur et de la recherche (inspecteurs, chefs d'établissement, cadres administratifs et financiers, etc.). Avec cette visite, l'ESEN souhaite présenter globalement ses activités, formations, outils numériques et audiovisuels. Elle souhaite notamment échanger avec les participants sur les bonnes pratiques développées dans leurs pays respectifs en matière d'autonomie des établissements scolaires, et faire part de sa propre expérience de formation des chefs d'établissement et autres cadres concernés.

QUOI?

Le participant découvrira:

- le fonctionnement d'un établissement scolaire en France;
- le rôle et la fonction de chef d'établissement en France;
- les établissements scolaires et leur autonomie dans les pays représentés dans le groupe de participants;
- les rôles, missions et responsabilités des chefs d'établissement dans les pays représentés.

COMMENT?

Le participant:

- participera à la présentation de la fonction de chef d'établissement en France et dans les différents pays représentés;
- échangera avec des cadres français en formation - élèves de l'ESEN - désireux de poursuivre une coopération européenne;
- participera à des groupes d'analyse comparative, de réflexion et de partage d'idées;
- réfléchira avec l'ensemble du groupe au pilotage le plus efficace pour un bon fonctionnement de l'établissement;
- visitera des établissements d'enseignement et aura l'occasion d'y observer les pratiques mises en œuvre.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Management in education - Järfälla model

Group No: 54

Round 1

Type of visit:
Mixed22/10/2012-26/10/2012
Järfälla, SwedenWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **autonomy (school or institution)**
- **leadership and management**
- **lifelong learning programme**

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Järfälla is a municipality near Stockholm. It offers a lot but most people commute to Stockholm. Many students choose schools in Järfälla but not all. Changes of curricula, lifelong learning, fast technical development and globalisation challenge education managers. We would like to share our experience concerning the very independent role of managers in Järfälla. The hosting institution is Järfälla Kommun, with a wide range of municipal and independent schools that are well developed, experienced and interested in internationalisation. So, how can we learn from one another in Europe to improve school education and management?

WHAT?

Participants will learn about:

- Järfälla leadership model;
- leadership of chief executive education officer;
- different ways of management;
- education directors' influence on managers;
- model for healthy workplaces;
- LLP as a tool for school development;
- chief development group leading managers via in-service training.

HOW?

Participants will:

- meet education managers;
- meet directors of education and chief education officer;
- share expertise and experience;
- discuss networking.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Järfälla Kommun är en kommun med många elever i skolåldern och har kundvalsmetoden vilket ger barn, ungdomar och föräldrar möjlighet att välja skola. Vi har många intressanta undervisningsmetoder och inriktningar. Vi har på senare tid satsat på en fördjupning för skolpersonal inom IKT, både kompetensutveckling och materiellt. Vi vill verka för internationalisering och vill därför få nya influenser och har därför satsat på att bjuda in experter och beslutsfattare för att både visa upp och för att få nya influenser i en allt tuffare konkurrens om eleverna.

Organiser(s):

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Strategic leadership in schools

Group No: 55

Round 1

Type of visit:
Mixed6/11/2012-9/11/2012
Arad, RomaniaWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- **autonomy (school or institution)**
- **key competences**
- **quality assurance**

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

New demands have made policy-makers and leaders of educational and training institutions look forward and change the role of school leaders across Europe. There is a need for effective leadership skills and key competences (including financial management, ICT skills, staff motivation, quality assurance, communication) to embrace change and new roles. The county school inspectorate has an objective to support school leaders improve results of their institutions. It is the main county authority for education and training. The visit will provide an opportunity to share good examples and successful practices in school leadership and staff development, and discuss common challenges among participants.

WHAT?

Participants will learn about:

- links between leadership and decision-making;
- teamwork and sharing leadership in schools;
- models of strategic leadership;
- collaborative and distributed leadership in school improvement.

HOW?

Participants will:

- visit pre-primary, primary, secondary and vocational schools;
- meet and exchange information with different school leaders/managers;
- talk to regional experts and trainers about leadership and management;
- attend workshops with local authorities;
- exchange good practice on efficient management and/or leadership.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

În concordanță cu documentele Uniunii Europene referitoare la strategia europeană de cooperare în educație și formare și Noua Lege a Educației, nr.1/2011 din România, orice manager/leader trebuie să aibă ca viziune promovarea în școală a unui învățământ orientat pe valori, creativitate, capacități cognitive, volitive și acționale. În acest context, Inspectoratul Școlar al Județului Arad își propune să ofere participanților oportunitatea de a vizita instituții școlare și de a dezbate cu directori de școli, autorități locale, experți, subiecte de actualitate în management școlar și leadership precum: eficiența și ineficiența în management, leadership colaborativ, leadership prin munca în echipa, leadership și luarea deciziilor etc.

Organiser(s):

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ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Pour une Europe plurilingue: le rôle des médias dans l'apprentissage des langues étrangères

Numéro de groupe: 56

Phase 1

Type de visite:
Mixte

19/9/2012-21/9/2012
Katowice, Poland

Langue de travail:
Français

Nombre de places: 15
Minimum requis: 8

Mots clés:

- communication dans une langue étrangère
- compétences des enseignants et formateurs
- éducation interculturelle

Organisateur(s):

KLIMEK-KOWALSKA Renata
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CATÉGORIE THÉMATIQUE:

Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation

POURQUOI?

Partant du constat que le multilinguisme favorise l'intégration des jeunes dans un monde multiculturel et sur le marché du travail européen, l'association polonaise Europe des Langues et des Cultures, membre de REAL (le réseau européen des professeurs de langues), monte des projets impliquant des graphistes, des représentants des médias, des institutions culturelles, des universités et des ambassades étrangères. Nous organisons ainsi des formations sur l'utilisation des ressources culturelles et linguistiques offertes par les médias. La Silésie est depuis plusieurs années la première région francophone en Pologne avec le plus grand nombre d'élèves apprenant le français au niveau national.

QUOI?

Le participant découvrira:

- comment s'organise le réseau des classes francophones en Silésie;
- la nécessité de sensibiliser et d'impliquer les entreprises locales (nous collaborons avec des entreprises de design et de graphisme), les médias, l'université, les institutions culturelles, autorités locales et entités diplomatiques et culturelles étrangères;
- des outils accessibles sur Internet liés à l'enseignement des langues;
- comment élaborer du matériel de promotion innovant et créatif;
- comment promouvoir le plurilinguisme.

COMMENT?

Le participant:

- visitera des classes francophones et découvrira les résultats de leur travail;
- participera à la formation pour experts du monde des médias francophones;
- participera aux ateliers avec des graphistes;
- découvrira le site REAL et ses nombreuses applications;
- rencontrera enseignants et représentants des communautés locales de Silésie impliqués dans nos projets.

POUR QUI?

- Professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Polskie Stowarzyszenie – Europa Języków i Kultur, członek sieci REAL -Stowarzyszeń nauczycieli języków obcych w Europie (WWW.real-association.eu), prowadzi projekt Klas frankofońskich na Śląsku, dzięki któremu ok. 60 nauczycielom języka francuskiego z woj. śląskiego udało się wdrożyć rozszerzony wymiar godzin nauczania, wsparty przez władze lokalne. Nawiązując współpracę z frankofońskimi partnerami zagranicznymi, możemy mieć wpływ na przełamywanie barier i kształtowanie postaw tolerancji. By ułatwić młodym integrację w wielokulturowym świecie, dzięki projektom międzynarodowym otwieramy, często zamknięte na inne nacje okna. Kultury coraz częściej się przenikają, powinniśmy je poznawać, akceptować i chcieć zrozumieć, zapewniając młodzieży lepszy start na europejskim rynku pracy.

WWW.

www.frankofonia.pl – www.francuski.fr – www.tv5.org – www.real-association.eu
www.rtb.be – www.caravanedesdixmots.com

LANGUAGE TEACHING AND LEARNING

Innovative approaches to learning and teaching languages for 4 to 16 year olds

Group No: 57

Round 1

Type of visit:
General education

24/9/2012-26/9/2012
Bath, England,
United Kingdom

Working language:
English

Number of places: 12
Minimum required: 8

Keywords:

- communication in foreign languages
- innovative approaches
- language skills

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Language teaching and learning is facing a changing and challenging time in the UK with low take up of languages in secondary phase balanced by strong interest in the primary phase and new government policies.

The International Learning and Research Centre is an innovation and development centre, with an international reputation for its innovative work; programmes involve teachers as practitioner-researchers who test pedagogy and are supported to develop innovative approaches to learning languages. As European award for languages' (2006 and 2009) winners and the Mary Glasgow innovation award winners (2011) we seek to share our practice as widely as possible in Europe.

WHAT?

Participants will learn about:

- programmes to improve students' confidence and competence in oral and written languages;
- innovative approaches to developing multilingualism;
- methods and tools used in learning how to learn a language;
- methods for engaging teachers as practitioner-researchers and impact of this approach.

HOW?

Participants will:

- visit primary and secondary schools involved in the centre's innovative programmes;
- observe teachers and children in classroom settings;
- engage in structured professional dialogue with leader representatives from higher education institutions, local authorities and schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- researchers.

WWW.

www.ilrc.org.uk

LANGUAGE TEACHING AND LEARNING

Language learning and intercultural understanding in primary education

Group No: 58

Round 1

Type of visit:
General education24/9/2012-28/9/2012
Wolverhampton and Telford,
England, United KingdomWorking language:
EnglishNumber of places: 15
Minimum required: 8**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

WHY?

Multilingualism is a key feature of European citizenship; language teaching and learning has become increasingly important over the past decade. Emphasis is placed on developing language skills and intercultural understanding in primary education as this is seen as an optimal stage to start learning a foreign language.

More recently, England has declared a stronger commitment to learning foreign languages as it aims to introduce modern foreign languages to children below the age of 11 in line with many other European countries.

WHAT?

Participants will learn about:

- effective strategies used to engage pupils in foreign language learning and develop intercultural understanding;
- use of ICT to integrate international collaboration in everyday learning across the curriculum;
- new approaches to engage staff in developing a more creative curriculum with integrated partnership work;
- cooperation of teachers to develop shared curriculum objectives;
- planning a curriculum which integrates language learning, community cohesion and intercultural understanding.

HOW?

Participants will:

- visit specialist centres that support teacher training;
- take part in seminars delivered by specialist practitioners;
- observe teachers' work in the classroom;
- meet ICT practitioners to view software used in primary education to develop collaborative areas for international learning;
- attend a workshop on international learning.

WHOM?

- Head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities.

Keywords:

- communication in foreign languages
- curriculum
- intercultural education

Organiser(s):**ALLEN Amy**

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WWW.

www.languagenetworksforexcellence.org.uk – www.wlv.ac.uk – www.globaldimension.org.uk/

LANGUAGE TEACHING AND LEARNING

Innovative methods for foreign language teaching and learning

Group No: 59

Round 1

Type of visit:
Mixed15/10/2012-19/10/2012
Konya, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- communication in foreign languages
- language skills
- teachers' and trainers' competences

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The aim of the visit to Konya is to demonstrate how language learning and teaching is implemented in Turkish schools. Language teaching is one of the most important topics in national education in Turkey and different models have been developed in search of an adequate one. We have innovative models, which use daily life and artistic skills as tools. This visit will gather foreign language teaching experts, teachers and teacher candidates from different European countries, and will disseminate the current foreign language teaching policy of the Council of Europe.

WHAT?

Participants will learn about:

- the importance of learner mobility in English language teaching;
- different intelligences and learning styles;
- ideal class size and number of hours for language teaching;
- pupil self-evaluation as part of the learning to learn process;
- curricular flexibility of schools and individual teachers to respond to needs of a changing society.

HOW?

Participants will:

- visit primary and secondary schools and observe lessons;
- meet the education faculty dean and get information about our institution;
- watch a presentation of how we work together with NGOs, SMEs, vocational centres;
- attend a seminar on Mevlana, a 13th century Anatolian philosopher, and his education philosophy;
- discuss practices in participants' countries.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Bu ziyarette farklı Avrupa ülkelerinden gelecek yabancı dil öğretimi uzmanları, öğretmenleri, öğretmen adayları ve ilgili yetkilileri aynı platformda bir araya getirerek fikir ve deneyimlerini paylaşmalarını sağlamayı ve Etkili İngilizce Eğitim Yöntemlerini tartışmayı ve iki dilli eğitimin gerçek tanımını ve nasıl organize edilmesi gerekliliğini belirlemeyi amaçlıyoruz. Ayrıca, öğrencilerin hedef dile maruz kalmaları gereken boyutları konusunda da fikir alışverişinde bulunulmasını amaçlamaktayız.

WWW.

www.selcuk.edu.tr – www.ydyo.selcuk.edu.tr – www.mevlana.edu.tr
www.konyameb.gov.tr – www.prodem.net – www.fle.metu.edu.tr/
www.amerikankultur.org.tr – www.komek.org
www.bilkent.edu.tr/bilkent/academic/matefl/index.html

Organiser(s):**CINAR Kevser**

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 Website: www.selcuk.edu.tr

LANGUAGE TEACHING AND LEARNING

CLIL skills to support teacher and trainer mobility

Group No: **60****Round 1**Type of visit:
Mixed**22/10/2012-25/10/2012**
Monfalcone, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **content and language integrated learning (CLIL)**
- **intercultural education**
- **teachers' and trainers' mobility**

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The CLIL approach has become a distinguishing characteristic of the FVG region school system thanks to synergy created between schools' administrators, academic and VET management of the network RETE CLIL.

In this multicultural context, IAL FVG (IAL Innovazione Apprendimento Lavoro Friuli Venezia Giulia) provides specialised language training in the Friuli Venezia Giulia region and hosts teachers, trainers and students from different countries to improve cooperation and sharing good CLIL practice in a European dimension.

WHAT?

Participants will learn about:

- CLIL implementation strategies (planning, teaching and assessing);
- CLIL good practice from pre-primary to secondary levels;
- tools used to integrate the European dimension into the curriculum;
- European initiative for exchanging upper secondary students, students, young graduates, apprentices, unemployed, volunteers, young workers, educators, teachers and business people, etc.

HOW?

Participants will:

- visit a range of schools and institutions to share experiences and observe new European projects (Comenius, Leonardo da Vinci mobility);
- have a round table on creative and critical thinking with head teachers, university professors and those responsible for the foreign language department.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Visita di Studio in oggetto:

- permette ai partecipanti di incontrare gli esperti della metodologia CLIL operanti nelle scuole, università e imprese del territorio del Friuli Giulia e non solo;
- fa conoscere le buone pratiche CLIL applicate negli istituti della Regione FVG; Europass Passaporto Europeo delle Lingue; la certificazione TKT:CLIL rilasciata dall'Università di Cambridge;
- diffondere le opportunità di Mobilità e Scambio del Programma LLP, Gioventù in Azione, Erasmus Mundus.

WWW.

www.ialweb.it – www.liceocopernico.it/progetti/clil/files/clil_corso.doc
www.liceocopernico.it/progetti/clil/files/ToolkitCLIL.pdf
www.didatticazanon.net/clil/documenti/clil_comp.doc
http://clil.istruzioneego.eu/index.php/Portal:Current_Events/it
http://venus.unive.it/ladils/index.php?name=EZCMS&page_id=12
<http://venus.unive.it/labclil/>

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

L'éducation plurilingue: méthodes d'enseignement dans les classes bilingues

Numéro de groupe: **61**

Phase 1

Type de visite:
Enseignement général

24/10/2012-26/10/2012
Craiova, Roumanie

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **6**

Mots clés:

- **compétences des enseignants et formateurs**
- **enseignement d'une matière par l'intégration d'une langue étrangère (EMILE)**
- **programmes d'études et de formation**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation

POURQUOI?

Certaines écoles de la ville de Craiova sont impliquées dans l'éducation bilingue. Elles s'intéressent à l'application des méthodologies pour l'apprentissage intégré des langues étrangères. Ces écoles sont parmi les premières dans le pays qui ont mis en œuvre des politiques innovantes dans l'enseignement intégré des langues étrangères.

Notre collège, le Collège national Elena Cuza, a une tradition de plus de 40 ans dans l'enseignement bilingue (français, anglais, espagnol, allemand). Il fait partie du groupe de 24 lycées qui sont impliqués, au niveau national, dans l'enseignement bilingue aux élèves des filières francophones avec pour but l'obtention d'un baccalauréat à mention francophone pour les élèves de la classe bilingue. Le curriculum scolaire, qui relève de la décision de l'école, a également été adapté à l'enseignement bilingue.

Cette visite offre la possibilité d'échanger sur les méthodologies de l'enseignement et de l'apprentissage des langues.

QUOI?

Le participant découvrira:

- des nouveaux concepts de l'enseignement plurilingue;
- des exemples pratiques d'utilisation des instruments méthodologiques tels que CLIL/EMILE;
- les politiques éducatives roumaines;
- des manuels scolaires roumains utilisés en classe de langue.

COMMENT?

Le participant:

- prendra part aux débats sur l'enseignement interdisciplinaire bilingue;
- rencontrera des professeurs et des étudiants de notre collège et d'autres lycées;
- rencontrera des représentants de l'Inspection scolaire de notre département;
- observera le travail des élèves et des enseignants en classe;
- établira des contacts pour de futures collaborations.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- représentants de réseaux et d'associations d'enseignement et de formation.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Colegiul Național Elena Cuza a efectuat experimente inovatoare în domeniul predării și învățării limbilor străine, în special în limba franceză. Printr-un Acord guvernamental elevii săi susțin bacalaureatului după sistem francez. Colegiul este în prezent și centru regional de evaluare DELF.

În Craiova, sunt și alte școli implicate în învățământul bilingv și interesate în aplicarea unor metodologii pentru învățarea integrată a limbilor străine. Aceste școli sunt printre primele din țară care au pus în aplicare politici inovatoare în predarea integrată a limbilor străine, inclusiv prin curriculumul școlar la dispoziția școlii.

Vizita are drept scop crearea de oportunități pentru schimbul de bune practici referitoare la noi metodologii de predare și învățare a limbilor străine.

WWW.

www.elenacuza.ro

USE OF ICT IN LEARNING

School of the future: how to innovate through creativity and ICT

Group No: 62

Round 1

Type of visit:
General education1/10/2012-4/10/2012
Iglesias, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- content and language integrated learning (CLIL)
- digital competence
- innovative approaches

Organiser(s):**CUCCU Roberto**

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Website: www.liceoasproni.it

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Sardinian schools, thanks to a regional plan, will be supplied with whiteboards, tablets and online resources in every classroom. The IIS Asproni of Iglesias is one of the first schools experimenting with this innovation. The school of the future will require a new approach to learning, new settings and most of all creative methodologies that exploit ICT to their full. Different learning styles need different teaching approaches to create a motivated learner. Hands-on experience and social learning are important. Creative use of ICT can create a community of learners, ready to cooperate and learn from one another. Science and art meet again to help students promote a learning environment primarily based on observation of natural phenomena, where students and not books are at the centre of the process.

WHAT?

Participants will learn about:

- how to integrate art and science;
- how schools have experimented with new learning environments for their classes;
- how to support both teachers and students in a CLIL project;
- how to improve language learning through ICT;
- how to stimulate creativity of teachers and students.

HOW?

Participants will:

- meet students involved in projects dealing with innovation at school;
- observe teachers and students in CLIL activities;
- join an art/science laboratory;
- discuss common critical issues in the process of introducing the tools and possibilities of Web 2.0 in our schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Grazie alla Regione Sardegna le scuole sarde stanno per essere rivoluzionate grazie ad un progetto che porterà in ogni classe LIM, tablet and risorse on line per la didattica. L'IIS Asproni di Iglesias è una delle poche scuole che è stata scelta per sperimentare l'innovazione prima delle altre. La scuola del futuro richiederà un nuovo approccio verso l'apprendimento, nuovi ambienti e soprattutto nuove metodologie che siano creative e sfruttino a pieno le potenzialità delle TIC. Diversi stili di apprendimento richiedono diversi approcci didattici per motivare gli studenti. Esperienze concrete e apprendimento sociale sono un fattore ugualmente decisivo. Un utilizzo creativo delle TIC consentirà alle classi di creare comunità di apprendimento.

WWW.

www.liceoasproni.it – www.liceoasproni.it/scuoladigitale.html
<http://wikitravel.org/en/Sardinia>

USE OF ICT IN LEARNING

How ICT techniques improve teaching and learning processes

Group No: 63

Round 1

Type of visit:
General education3/10/2012-5/10/2012
Tuchowicz, PolandWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- innovative approaches
- language skills

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Implementing ICT into general education is currently one of the most important elements of Polish educational policy.

In our region, many educational institutions have successfully introduced innovative ICT solutions in training, teaching and learning, including languages. We would like to share examples of good practice. Participants will have the chance to exchange ideas on innovative teaching and learning approaches, creative actions and good practices at many levels. Visits to a lower secondary school in Tuchowicz, a language school in Lukow and Cardinal Wyszynski University in Warsaw are part of the programme.

WHAT?

Participants will learn about:

- use of ICT in primary, secondary and tertiary education;
- use of ICT in teaching foreign languages from the perspectives of students, teachers and trainers;
- how to enrich learning, teaching and training with different multimedia tools;
- how to increase interest and motivation of students through virtualisation of teaching and self-teaching;
- methods, techniques and educational tools used in classrooms and training.

HOW?

Participants will:

- visit primary, lower secondary schools, a private school and university;
- meet local directors, head teachers, trainers, authorities;
- attend lectures, round table discussions, workshops.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Celem programu wizyty studyjnej jest zapoznanie uczestników z nowoczesnymi technologiami komputerowymi (ICT) włączonymi w proces nauczania na wielu poziomach od szkoły podstawowej do uczelni wyższej, również w sektorze prywatnym, a także w nauczaniu języków obcych. Uczestnicy będą obserwować prowadzone zajęcia na każdym z poziomów, dyskutować prezentowane i używane narzędzia ICT, oceniać ich rolę w kształtowaniu samokształcenia i kreatywności uczniów oraz ich roli w motywacji. Uczestnicy spotkają się również z lokalnymi władzami, dyrektorami szkół i osobami odpowiedzialnymi za edukację.

Organiser(s):**BARANOWSKI Artur**Zespół Szkół w Tuchowiczu
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Website: <http://studyvisitintuchowicz.blogspot.com/>**WWW.**

http://studyvisitintuchowicz.blogspot.com/2011_10_01_archive.html
www.wbns.uksw.edu.pl/en

USE OF ICT IN LEARNING

Use of ICT in formal and non-formal education

Group No: **64****Round 1**Type of visit:
Mixed**8/10/2012-12/10/2012**
Vimercate, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **adult learning**
- **learning to learn**
- **special needs**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Vimercate is a town near Milan where universities, schools and organisations are using ICT in education and training. As Vimercate is the site of an old IBM establishment, it is a high-tech ICT district. ICT is also used in schools for adults, students with special needs and students in hospital.

Liceo Banfi uses multimedia learning objects composed of text, video and other digital material through e-learning platforms, wiki, blogs and cooperative learning. It has four laboratories for using new technologies.

WHAT?

Participants will learn about:

- initiatives to improve use of ICT in education and training;
- cooperative learning, a new methodology which uses ICT to improve relations between learners and teachers;
- new approaches to develop collaborative networks;
- methods, tools and strategies used in ICT education and training;
- digital, social and language skills improvement through use of ICT.

HOW?

Participants will:

- visit schools, centres for education and training of adults and students with special needs;
- meet teachers, headmasters and representatives of local education authorities;
- attend a workshop and lectures on pedagogical approaches related to use of ICT.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Questa visita nasce dall'esperienza di come l'uso delle ICT possa aumentare la motivazione dei discenti: questi strumenti sono diffusi anche nelle scuole primarie e nei centri di educazione permanente che si occupano dell'educazione degli adulti, che organizzano corsi per l'apprendimento delle tecnologie digitali e che usano le ICT per l'insegnamento disciplinare e per l'integrazione delle fasce più deboli. Il Liceo "Banfi" si è proposto come centro di raccordo perché crede profondamente nella cooperazione, nel confronto e nel dialogo tra popoli di diverse regioni europee. Lo scambio di esperienze, in ambito tecnologico, migliorerà le buone pratiche già in uso e si costituirà un importante network.

Organiser(s):**RUNFOLA Caterina**

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WWW.

www.liceobanfi.brianzaest.it – www.liceobanfi.brianzaest.it/europa/
www.itiseinstein.it – www.comune.vimercate.mi.it/ – www.provincia.mb.it/
www.iisfloriani.it/ – www.itiscastelli.it/cms/index.php – www.dongnocchi.it/

USE OF ICT IN LEARNING

ICT for creating a better future

Group No: **65****Round 1**Type of visit:
Mixed**15/10/2012-19/10/2012**
Kayseri, TurkeyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **digital competence**
- **key competences**
- **personalised learning**

Organiser(s):**DIKMEN Mustafa**

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Website: <http://melikgazi.meb.gov.tr/>

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Using ICT in education to improve key competences is a major policy of the Turkish Ministry of Education. Kayseri is a town with about 500 000 inhabitants, 118 000 students, 132 all-level schools and two regional universities.

Our local authority implements new and innovative projects to improve key competences of both learners and teachers through ICT, to support disadvantaged groups through online/distance education and especially vocational training to meet demands of the labour market. E-school, 'Fatih' or 'the conqueror' project, ICT use in language learning and distance vocational learning projects for disadvantaged groups are some good practices. In our region, all stakeholders (educational institutions, business sectors and civil society) cooperate to improve quality of lifelong learning.

WHAT?

Participants will learn about:

- ICT use in teaching and learning in pre-school, primary and secondary schools;
- national and local ICT projects, including distance vocational learning projects for disadvantaged groups;
- cooperation between stakeholders such as governmental, non-governmental and business sectors.

HOW?

Participants will:

- visit primary and secondary schools, adult education centres and a textile vocational secondary school built and equipped with ICT-based machinery by the Textile Employers' Association;
- meet teachers, students and administrators, representatives of chambers of commerce and trade;
- share ideas and discuss challenges and good practices in participant countries and institutions.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ev sahibi kurum, bölgesindeki eğitimin kalitesini arttırmak amacıyla başta BIT alanında olmak üzere farklı alanlarda çalışmalarını yürütmekte ve işveren-sivil toplum-eğitimci işbirliği alanında eğitimin kalitesini arttırmaya hizmet eden tüm altyapı, teknik donanım ve eğitime desteğin sağlanmasında diğer illere hatta ülkelere örnek olacak işbirliği örneklerine ve çalışmalara sahiptir. Düzenleyeceği bu evsahipliği ile yürüttüğü bu çalışmalarını diğer AB ülkelerinden katılımcılarla paylaşmayı amaçlamaktadır.

WWW.

<http://egitek.meb.gov.tr/> – www.derstakip.com/melikgazi/

USE OF ICT IN LEARNING

Promoting use of ICT in learning and teaching

Group No: **66****Round 1**Type of visit:
Mixed**22/10/2012-26/10/2012**
Maia, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **adult learning**
- **competences in science and technology**
- **digital competence**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The municipality of Maia acknowledges that use of ICT is a way of contributing to inclusion of every citizen in the world today. Taking advantage of its entrepreneurial characteristics, the municipality has implemented successful ICT use in schools throughout learning and teaching processes.

Twelve years ago Maia park of science and technology was created, now hosting more than 60 enterprises with more than 1300 work places. Many of these enterprises have high technological density, making this place an important research and development centre. This structure intends to induce regional development and dynamics of enterprises for innovative and technology-based activities in a qualified and multicompetence environment.

WHAT?

Participants will learn about:

- ICT methods and tools for learning;
- new approaches to use of ICT in the learning process;
- increasing students' motivation and interest through use of ICT;
- interactive methods in managing educational institutions.

HOW?

Participants will:

- visit general, vocational schools and a university using ICT successfully;
- observe teachers' work in the classroom;
- meet experts and teachers involved in ICT projects;
- meet representatives of the municipality and its institutions;
- exchange information, experience and share examples of good practice.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

O Município da Maia reconhece que o uso das TIC constitui uma forma de inclusão dos cidadãos no mundo em que vivemos actualmente. Tirando vantagem das suas características empreendedoras, o Município da Maia implementou, nas suas escolas, práticas que permitem o uso das tecnologias por parte de alunos e professores durante o processo de ensino e aprendizagem para atingir resultados. Temos uma larga experiência na promoção desta área, o que, aliado aos recursos de que dispomos, oferece a estrutura necessária para a organização de uma visita desta natureza.

Organiser(s):**VIEIRA Marta**

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www.ciccopn.pt/ – www.ismai.pt/MDE/INTERNET/PT/SUPERIOR/ESCOLAS/ISMAI/Default.htm
www.brugowebdev.com/tecmaia/
www.educar.maiadigital.pt/MDE/Internet/PT/Basico/Agrupamentos/Gueifaes/InformacaoGeral/Historia/HistoriaEB23.htm
www.secundario.maiadigital.pt/NR/exeres/224B0284-D529-4311-B5C4-0C86A9DC85C9.frameless.htm

USE OF ICT IN LEARNING

Not only teach but also learn all together with technology

Group No: 67

Round 1

Type of visit:
Mixed12/11/2012-16/11/2012
Karabük, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- digital competence
- innovative approaches
- key competences

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

In recent years, the sense of education has been changed by computer technology. The curriculum and students' books have been adapted to these changes. All teachers have been trained in the new curriculum and the education ministry decided to give tablet computers with electronic boards to all students. All these rapid changes have created enormous synergy. The Provincial Directorate of National Education in Karabük is a public institution working under the Ministry of National Education. It is responsible for management of all education and training activities in the region. The Karabük e-knowledge and Karabük e-document are two examples of sharing knowledge and ideas effectively between teachers, students and parents via the Internet.

WHAT?

Participants will learn about:

- use of information technologies from pre-school education to university and its effects on students' success;
- advantages and disadvantages of ICT technologies in primary and secondary schools;
- monitoring use of ICT by the Directorate of National Education;
- application of Karabük e-knowledge and Karabük e-document.

HOW?

Participants will:

- visit a special primary school, a vocational secondary school, an Anatolian school (labs) and two village schools with more traditional education;
- share information with teachers and directors;
- meet department of information technologies officials.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Karabük İl Milli Eğitim Müdürlüğü olarak İlimiz genelindeki 117 okul ve kurumda eğitim öğretim hizmetleri alanında çalışmaktayız. Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü ülke genelinde çok önemli alan Fatih Projesini uygulamaktadır. Projenin ana teması eğitimde teknolojinin öğretmenler ve öğrenciler tarafından sınıflarda kullanılması. İl Milli Eğitim Müdürlüğü olarak 2007 yılında düzenlediğimiz aynı konulu çalışma ziyaretinden aldığımız geri dönüşlerle ve o zamandan günümüze kadar olan gelişmelerde bu çalışma ziyaretinde Avrupa Birliğinden gelen uzmanlarla paylaşmış olacaktır. Ziyaretçiler, okul öncesi eğitimden üniversiteye kadar olan eğitim kurumlarımızı da inceleme fırsatı bulacaktır.

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<http://karabuk.meb.gov.tr> – <http://karabuk.meb.gov.tr/ogretmen>
<http://karabuk.meb.gov.tr/e-evrak>

EDUCATION FOR ENTREPRENEURSHIP

Learning creativity for fostering innovation

Group No: **68****Round 1**Type of visit:
Mixed**17/9/2012-20/9/2012**
Ljubljana, SloveniaWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **adult learning**
- **entrepreneurship**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Creativity as part of the innovation process is becoming a crucial driving force in terms of differentiation and competitiveness in national and international markets, especially in the goals of the Lisbon strategy. Design, innovation and creativity play a crucial role for SMEs, where people are the main source of innovation. SMEs usually experience a lack of financial resources, therefore they have to mobilise human resources to achieve development and growth. Supporting SMEs in learning creativity can improve their innovation potential and at the same time represent an approach to human resources development. Skupina Primera believes more countries should be supporting learning creativity in SMEs to help with their development.

WHAT?

Participants will learn about:

- the latest findings on approaches to innovation, where the end users are at the centre of product or service development;
- creativity thinking techniques (Edward de Bono's techniques and design method);
- creativity techniques and lateral thinking tools;
- leadership for easing the innovation process;
- teaching creativity as an integral part of the innovation process;
- case studies and innovation in a retail company and industry design company.

HOW?

Participants will:

- meet trainers and professors, who teach creativity, innovation and entrepreneurship;
- visit retail and industry design companies and explore their innovation systems;
- attend workshop on creativity thinking tools;
- discuss different approaches to teaching creativity and innovation.

WHOM?

- Company training managers and human resource managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kreativnost kot del inovacijskega procesa je ključni dejavnik za diferenciacijo in konkurenčnost podjetij na nacionalnih in mednarodnih trgih, še posebej v luči ciljev, sprejetih v Lizbonski strategiji. Kreativnost in inovacije so ključne v malih in srednjih podjetjih, ki imajo za razvoj na voljo le malo finančnih sredstev, zato morajo za razvoj in rast toliko bolj mobilizirati človeški potencial. Podpora malim in srednjim podjetjem pri učenju kreativnosti razvija njihov inovacijski potencial in predstavlja zanimiv pristop k razvoju zaposlenih. Z učenjem tehnik razmišljanja, študijami primerov, predstavitvami najnovejših spoznanj s področja pristopov k inovativnosti in diskusijami o poučevanju inovativnosti bo študijski obisk prispeval k novemu znanju udeležencev.

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Young entrepreneurs and the education system

Group No: **69**

Round 1

Type of visit:
Mixed

1/10/2012-5/10/2012
Birmingham, England,
United Kingdom

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **digital competence**
- **entrepreneurship**
- **young people**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Creative industry is a major growth sector for the UK. More small businesses are being started by young people, sometimes while at school. Some schools encourage young entrepreneurs by teaching leadership and financial skills and some run clubs for 14-16 year olds to set up their own businesses. But what else can schools do to teach and encourage entrepreneurship?

Birmingham has a vibrant youth culture which supports new creative and digital industries. Birmingham is part of a major urban area which was at the heart of the first industrial revolution. Until recently, many people were employed in traditional manufacturing industries. We now need to encourage new industries, including those in the creative sector.

MADE is a not-for-profit organisation which promotes cultural activities to improve towns and cities. We engage people in the heritage of places, we advise developers on good design, and we offer vocational experiences to young people in built environment professions.

WHAT?

Participants will learn about:

- initiatives to teach entrepreneurship and business development to 14-16 year olds, for example, supporting young people to set up and run their own businesses from school premises and in school time;
- teaching skills which encourage entrepreneurship;
- support mechanisms for novice young entrepreneurs;
- Birmingham's growing creative and digital industries.

HOW?

Participants will:

- visit schools and meet teachers and students involved in small businesses;
- visit new creative businesses run by young people;
- meet organisations which encourage and support young entrepreneurs;
- take part in digital media activities (tweeting, blogging for our websites, download photos).

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities,
- researchers.

Organiser(s):

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EDUCATION FOR ENTREPRENEURSHIP

Fostering entrepreneurial talent in education

Group No: 70

Round 1

Type of visit:
Mixed16/10/2012-19/10/2012
Antwerp, BelgiumWorking language:
EnglishNumber of places: 14
Minimum required: 5

Keywords:

- entrepreneurship
- key competences
- young people

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Europe needs more entrepreneurs. Promotion of entrepreneurship and the entrepreneurial mindset has to start already at school. In 2002, DBO (an agency of the Flemish Department of Education and Training) started to run its first project to foster entrepreneurship among young people in schools. Since then several new (international) projects, initiatives and competitions have been developed to stimulate entrepreneurship and improve the image of an entrepreneur, not only in VET but also in general education. During this visit we would like to share our experiences and good practices.

WHAT?

Participants will learn about:

- educational projects in Flanders to promote entrepreneurship;
- the 'action plan entrepreneurial education in Flanders';
- teaching methods, instruments and material;
- e-support for teachers and schools;
- examples of good practice;
- the Flemish business plan competition.

HOW?

Participants will:

- meet teachers and people responsible for educational projects to promote entrepreneurship;
- meet pupils participating in projects and good practices;
- exchange ideas and experiences;
- visit secondary schools;
- take part in an entrepreneurial quest in the centre of Antwerp.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Europa heeft nood aan meer ondernemers. Het promoten van het ondernemerschap en het ontwikkelen van de ondernemingszin dient reeds te gebeuren op school. Reeds in 2002 startte DBO (een onderdeel van het Vlaams ministerie van onderwijs en vorming) met zijn eerste project om het ondernemerschap bij jongeren op school te promoten.

Sindsdien bouwde DBO heel wat ervaring op met het ontwikkelen en uitvoeren van allerlei (internationale) ondernemerschapprojecten, initiatieven, competities en wedstrijden voor secundaire scholen. Tijdens dit bezoek willen we graag onze ervaringen en goede praktijkvoorbeelden delen.

Organiser(s):**SCHRAM Paul**

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www.omoo.be – www.rys.be – www.ond.vlaanderen.be/dbo
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EDUCATION FOR ENTREPRENEURSHIP

Entrepreneurship in curriculum-based education through regional networks

Group No: 71

Round 1

Type of visit:
Mixed16/10/2012-19/10/2012
Kerava, FinlandWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- curriculum
- entrepreneurship
- young people

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Both internal and external entrepreneurship are important key competences when preparing young people for working life today and tomorrow. It is also the theme of the Uusimaa region for the year 2012. In Finland, we have built a nationwide network to support teacher education and integration of entrepreneurship into the curriculum both in general and vocational education. At the same time we support cooperation between schools and working life as well as between different levels of education.

WHAT?

Participants will learn about:

- integration of entrepreneurship into curriculum;
- methods in entrepreneurship education at comprehensive school, upper secondary school, vocational school and university of applied sciences;
- creating a functional network between learning institutions and enterprises;
- networks to support teachers in entrepreneurial learning;
- ways to integrate different groups of students and methods of learning into vocational institutes.

HOW?

Participants will:

- visit a comprehensive school, upper secondary school, vocational school, and university of applied sciences;
- participate in lectures given by experts in entrepreneurship;
- participate in an innovative workshop on how to plan cooperation between comprehensive and upper secondary schools and enterprises;
- meet representatives of enterprises and business-related federations;
- have a possibility to benchmark different project results and methodologies.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vuosi 2012 on Uudellamaalla yrittäjyyden teemavuosi, jonka yhtenä tavoitteena on kehittää verkostoyhteistyötä eri oppilaitosten ja yritysten välillä tulevaisuuden yrittäjien ja työntekijöiden kouluttamiseksi. Laurea-ammattikorkeakoulu, Keski-Uudenmaan koulutuskuntayhtymä Keuda, Riihenmäen koulu ja Mäntsälän lukio ovat jo usean vuoden ajan kehittäneet yrittäjyyskasvatuksen opetusmenetelmiä, opettajien koulutusta ja koulu-yritysyhteistyön malleja. Oppilaitosten välille on muodostunut yhteistyöverkosto, jonka tavoitteena on rakentaa yrittäjyyden polku perusopetuksesta aina korkea-asteelle.

Opintovierailun aikana osallistujalla on mahdollisuus tutustua eri oppilaitoksissa tehtävään työhön sekä yhteistyöprojektien tuotoksiin ja tuloksiin.

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EDUCATION FOR ENTREPRENEURSHIP

Innovation and entrepreneurship - Connecting education, business and local communities

Group No: 72

Round 1

Type of visit:
General education22/10/2012-26/10/2012
Herning, DenmarkWorking language:
EnglishNumber of places: 15
Minimum required: 6

Keywords:

- entrepreneurship
- innovative approaches
- learning to learn

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The Danish education system plays an important role in stimulating entrepreneurship and innovation, key issues for growth and development. That is why the Danish government has worked out strategies for education in entrepreneurship to help with mastering innovative methods and competences to develop students' entrepreneurial skills. Herning maintains this as a key focus.

WHAT?

Participants will learn about:

- didactics and educational methods for entrepreneurship and innovation through theoretical and hands-on experience;
- cooperation of schools with the local business community;
- support from local business and the chamber of trade and commerce for school initiatives;
- guidelines for best practices for entrepreneurship and innovation in education of children and young people.

HOW?

Participants will:

- take part in an initial course on entrepreneurship and innovation (the 'creative platform');
- visit municipal primary and lower secondary schools focusing on entrepreneurship and innovation and VIA, Teachers Resource Centre in Herning;
- observe teachers' and students' work in the classroom;
- meet representatives of the community, municipal schools and local business.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Herning kommune satser på entreprenørskab og innovation i undervisningen i folkeskolen. Deltagerne får mulighed for at deltage i hands-on kursus i den kreative platform, der danner grundlag for undervisningen ude på skolerne. Derudover kommer deltagerne på skolebesøg på både store og små skoler, hvor entreprenørskab og innovation er centrale dele af undervisningen. Her vil man se best-practice og kunne udveksle synspunkter med elever, lærere og ledere fra skolerne og Herning kommune. Desuden besøger deltagerne Herning kommunes kulturelle seværdigheder og VIA, Center for Undervisningsmidler.

Organiser(s):**THYBO Kurt**

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WWW.www.herning.dk/partnerskab

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

The role of school in drug abuse prevention

Group No: 73

Round 1

Type of visit:
Mixed

11/9/2012-14/9/2012
Zagreb, Croatia

Working language:
English

Number of places: 15
Minimum required: 8

Keywords:

- health education
- school environment
- young people

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Today education systems should not only ensure teaching, learning and academic achievement. They should also help to develop social skills, including responsible citizenship. Substance abuse and its consequences ask for proactive prevention and/or reducing its effects on individuals, their families and wider community. Schools have great potential for prevention by designing and implementing targeted programmes and paying special attention to vulnerable groups of students as children and youth spend most of their time at educational institutions. We hope that through exchanges among participants on prevention models and examples of good practice in Croatia and their countries, prevention programmes at national and local levels can be improved.

WHAT?

Participants will learn about:

- models of cooperation and partnership between institutions involved in drug abuse prevention;
- examples of good practice in health education and drug abuse prevention (for example, educational and social projects in health promotion) in participants' countries;
- in-service teacher training programmes related to drug abuse prevention.

HOW?

Participants will:

- visit local authorities, schools and non-governmental organisations;
- meet heads of schools, teachers and trainers involved in prevention programmes and students;
- exchange information, experience and examples of good practice.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Djeca i mladi od najranije dobi provode najveći dio svoga vremena u odgojno-obrazovnim ustanovama što predstavlja značajan preventivni potencijal u pripremi i provođenju prevencije zlouporabe droga i brige za ranjive i rizične skupine učenika. Cilj posjete je predstaviti modele rada na prevenciji ovisnosti u Hrvatskoj i kroz prikaze modela prevencije i primjera dobre prakse iz zemalja sudionika unaprijediti preventivne programe na nacionalnoj i lokalnoj razini. Sudionici će imati priliku posjetiti relevantne vladine i civilne institucije koje se bave provedbom preventivnih programa.

WWW.

www.azoo.hr

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Environmental education centres: supporting actions for sustainability

Group No: 74

Round 1

Type of visit:
Mixed1/10/2012-5/10/2012
Olympia, GreeceWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- lifelong guidance
- social partners
- sustainable development

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Environmental education is important in a country with diverse but endangered ecosystems. In ancient Olympia, active communities are struggling to consolidate environmental consciousness in a region hard hit by wild fires and agricultural pollution. The environmental education centre of Krestena is working to encourage cooperation between schools, institutions and local government on sustainability. Exchange of experience at international level is expected to have multiple benefits, including propagation of environmentally responsible behaviour.

WHAT?

Participants will learn about:

- efforts to promote environmental education on a national scale;
- implementation of environmental education programmes in primary and secondary schools;
- the role of environmental education centres in Greece;
- local action for sustainability undertaken by active citizens, non-governmental organisations and institutions;
- effects of the economical crisis in efforts to propagate environmental consciousness.

HOW?

Participants will:

- observe outdoor education in protected areas;
- visit two world heritage sites and discuss their environmental context;
- meet education and local government officials to discuss sustainability issues;
- visit schools active in environmental education and discuss novel approaches with teachers;
- study cases of private initiatives in the direction of sustainability.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η Περιβαλλοντική Εκπαίδευση στην Ελλάδα λειτουργεί θεσμοθετημένα για περισσότερο από μια εικοσαετία. Σήμερα λειτουργούν 41 Κέντρα Περιβαλλοντικής Εκπαίδευσης σε όλη τη χώρα με αποστολή τη διαμόρφωση και υλοποίηση προγραμμάτων Περιβαλλοντικής Εκπαίδευσης για μαθητές, την παραγωγή αντίστοιχου παιδαγωγικού υλικού, την επιμόρφωση εκπαιδευτικών με σεμινάρια και ειδικές δράσεις, με έμφαση τελευταία και στη Δια Βίου Μάθηση. Θεωρούμε χρήσιμη μια αμφίδρομη ανταλλαγή εμπειριών, ώστε αφενός να διαδοθεί το ελληνικό παράδειγμα της Περιβαλλοντικής Εκπαίδευσης στο εξωτερικό, αφετέρου να ενημερωθούν οι οικείοι εκπαιδευτικοί φορείς σχετικά με πρακτικές που εφαρμόζονται πάνω στο θέμα από διάφορες χώρες.

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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Be active and make it sustainable

Group No: 75

Round 1

Type of visit:
General education15/10/2012-19/10/2012
Afyonkarahisar, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- key competences
- social and civic competences
- sustainable development

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Sustainable development is a topic of common interest to government and non-government organisations in our region and to citizens living in the city. It is also in line with the Turkish development plan for building an information society, growing stability, equity and global competitiveness to prepare Turkey for joining the EU.

In Afyonkarahisar and its region, the concept of sustainable development is rapidly developing and there is a need for education and training in this field. Proper teaching and learning are two essential requirements to make students and learners more aware of and active about sustainable development.

WHAT?

Participants will learn about:

- different applications of sustainable development education;
- how to raise learners' awareness of and how to involve them in sustainable development through education in classrooms, schools and homes;
- how to attract public interest in the topic.

HOW?

Participants will:

- visit the solid waste disposal facility of Afyonkarahisar Municipality, Afyonkarahisar environment services union, three eco-schools, a university;
- take part in informative sessions given by practitioners, academics and experts;
- have group discussions.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Sürdürülebilir kalkınma eğitimi oldukça yeni bir eğitim konusu olmakla beraber son yıllarda önemi daha fazla hissedilmektedir. Bu eğitimi, öğrenci gelişimi ile gelecekte karşılaşılabilecek muhtemel sorunlar arasında bir bağ olarak düşünmek konunun önemini daha iyi anlaşılmasını sağlayacaktır. Her ne kadar pek çok okul çevre düzenlemesi ile ilgili uygulamalarla sürdürülebilir kalkınma konusundaki hassasiyetlerini ortaya koymuş olsalar da öğretmenlerin ve öğrencilerin sınıf içi ve dışı faaliyetlerle bu konudaki eğitim uygulamalarını çeşitlendirmeleri gerekmektedir. Bu çalışma ziyareti belirtilen gereklilik üzerine planlanmış olup katılımcıların bu alandaki bilgi ve tecrübelerinin artırılması hedeflenmiştir.

Organiser(s):**AKAR Tugba**

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WWW.

www.rec.org.tr/ – www.undp.org.tr/Gozlem3.aspx?WebSayfaNo=325 – www.tbcsd.org/
www.yesilufuklar.info/rec-bulten/rec-avrupa/1193-surdurulebilir-kalkinma-egitimi
www.turcev.org.tr/home.php

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Outdoor learning for active citizenship and sustainability

Group No: 76

Round 1

Type of visit:
General education5/11/2012-9/11/2012
Lake District National Park,
England, United KingdomWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- curriculum
- innovative approaches
- sustainable development

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The educational value of hands-on outdoor learning is now well-established. A report by UK government inspectors states that it can lead to greater motivation and creativity, raise standards and improve students' personal, social and emotional development. Learning through direct experience in the outdoors can encourage environmental awareness and help promote active citizenship and sustainable lifestyles. Low Bank Ground is a residential outdoor education centre situated in the Lake District national park, and it has an international reputation for its good practice in outdoor teaching based on adventurous activities and environmental awareness. It holds a 'Gold Standard Award' for the quality of its work, is an Ecocentre and runs a programme of environmental awards.

WHAT?

Participants will learn about:

- innovative educational activities included in outdoor learning;
- how outdoor learning can be used to develop personal and social skills and encourage active citizenship;
- the value of outdoor learning in promoting environmental awareness and sustainable lifestyles;
- how to plan, organise and evaluate outdoor learning.

HOW?

Participants will:

- observe outdoor learning in action;
- visit educational providers who work to encourage active citizenship and sustainable development;
- participate in guided outdoor and environmental activities;
- meet teachers, education advisers and outdoor tutors.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- researchers.

Organiser(s):**COOPER Geoff**Low Bank Ground Outdoor Education
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com**WWW.**

www.lakelandoutdoorcentres.com – www.lotc.org.uk – www.outdoor-learning.org.uk
www.cdec.org.uk – www.se-ed.co.uk

ERZIEHUNG ZUR AKTIVEN BÜRGERSCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG

Aktive Bürger und Bürgerinnen dank formalem und informellem Lernen

Gruppennummer: 77

Antragsrunde 1

Art des Besuches:
Gemischt14/1/2013-18/1/2013
Krzyżowa, PolenArbeitsprache:
DeutschAnzahl der Teilnehmerplätze: 15
Erforderliche Mindestanzahl: 7

Schlüsselwörter:

- Ehrenamtliche Tätigkeit
- Soziale Kompetenz und Bürgerkompetenz
- Validierung nicht formalen und informellen Lernens

Organisator(en):**KRETSCHMANN Dominik**

Fundacja "Krzyżowa"

Krzyżowa 7

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Website: www.krzyzowa.org.pl

THEMENBEREICHE:

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

WARUM?

Auf der einen Seite hat in Polen eine aktive Bürgerbewegung zu den Systemumbrüchen Ende der 80er Jahre geführt; auf der anderen aber ist das bürgerschaftliche Engagement gerade in der offiziellen Politik eher schwach ausgeprägt (z.B. sehr geringe Wahlbeteiligung bei regionalen und überregionalen Wahlen); das Thema aktive Bürgerschaft ist daher von hoher Relevanz.

Die Stiftung Kreisau ist aus einer internationalen Bürgerinitiative heraus entstanden und vermittelt in ihrer Bildungsarbeit soziale und bürgerschaftliche Kompetenzen. Im nahe gelegenen Breslau/Wroclaw gibt es viele Nichtregierungsorganisationen mit unterschiedlichen Profilen, die im Bildungsbereich aktiv sind.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Initiativen, mit denen die Lese-, Schreib- und Rechenfähigkeit Erwachsener verbessert werden soll;
- formales und informelles Bildungsangebot verschiedener Einrichtungen;
- Validierungskriterien staatlicher Einrichtungen für die Förderung des formalen und informellen Lernens (Kreis Schweidnitz/Swidnica und Stadt Breslau/Wroclaw).

WIE?

Die Teilnehmer werden:

- Bildungsstätten für Erwachsene und Jugendliche besuchen (z.B. das Foundation House of Peace - Dom Pokoju);
- Nichtregierungsorganisationen kennenlernen, die sich mit Bildung und bürgerschaftlichem Engagement befassen;
- Mitarbeiter in kommunalen Verwaltungen treffen, die über finanzielle Förderung im Bereich Bildung entscheiden.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Leiter von Validierungs- oder Akkreditierungszentren,
- Schulleiter, Lehreraus- und -fortbildner,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Wizyta skierowana jest m.in. do kadr kierowniczych centrów, instytucji szkolenia i doskonalenia zawodowego oraz władz publicznych na szczeblu krajowym, regionalnym i lokalnym. Podczas wizyty uczestnicy zapoznają się z różnymi formami oraz walidacji edukacji formalnej i nieformalnej oraz wpływem na budowanie społeczeństwa obywatelskiego. Poszczególne części programu realizowane będą w małych grupach, w formie dyskusji panelowych, prezentacji, podróży studyjnych oraz szeregu praktycznych zajęć. Ważną rolę odgrywać będzie wymiana doświadczeń pomiędzy uczestnikami i uczenie się od siebie dobrych praktyk.

WWW.

www.krzyzowa.org.pl – www.powiat.swidnica.pl – www.edytastein.org.pl/
www.dompokoju.org – <http://synagoguefund.com/> – www.ngo.pl

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Education - Participation - Citizenship

Group No: 78

Round 1

Type of visit:
General education21/1/2013-25/1/2013
Rotterdam, the NetherlandsWorking language:
EnglishNumber of places: 14
Minimum required: 6

Keywords:

- cultural awareness and expression
- social and civic competences
- social inclusion

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The city of Rotterdam is a place where traditionally a lot of minorities live together and get along fine. Each minority has an opportunity of being taught, besides Dutch, in their own language and can preserve their culture, customs and traditions. Our aim is to stress the importance of internationalisation of multicultural and intercultural approaches on a European scale and concentrate on areas where intercultural dialogue is more likely to contribute to better living for people in the EU.

WHAT?

Participants will learn about:

- European citizenship;
- values, pedagogical and didactic aspects of building a European identity;
- promoting intercultural dialogue and European cooperation.

HOW?

Participants will:

- visit primary and secondary schools with citizenship education;
- meet students, teachers, heads of schools and experts;
- meet representatives of NEAC (network of European active citizens);
- have a lecture from a higher education perspective (the University of Rotterdam or the Hogeschool van Amsterdam).

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Opportunities in various educational settings

Group No: 79

Round 1

Type of visit:
General education24/9/2012-28/9/2012
Reykjavík, IcelandWorking language:
EnglishNumber of places: 14
Minimum required: 8

Keywords:

- innovative approaches
- school environment

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The overall structure of school buildings in industrial countries has remained remarkably unaffected by changing times over the past century. Architects and educationalists have introduced and promoted convincing ideas about new kinds of learning environments based on new knowledge about learning. Educational authorities in Reykjavík implemented a policy few years ago, emphasising individualised and cooperative learning. This was supposed to have consequences for all aspects of schools, including school buildings. New schools, according to the policy, are supposed to offer flexible spaces for different assignments and group sizes. A new research project takes a close look at Icelandic primary school buildings (age group 6 to 15). The aim is to identify features of change in school buildings, reflecting new challenges over the past few decades involving architecture, educational ideology, school policy and digital technology.

WHAT?

Participants will learn about:

- the individualised school;
- how different educational settings offer different educational approaches;
- the pros and cons of different approaches in designing schools.

HOW?

Participants will:

- visit schools with different educational settings in the Reykjavík area;
- meet and have discussions with teachers, head teachers and school designers;
- take part in workshops about teaching and learning in the 21st century, modern educational settings and different approaches in designing schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Hönnun skóla hefur haldist nánast óbreytt í hinum vestræna heimi alla seinustu öld. Arkitektar og menntunarfræðingar hafa boðað nýjar lausnir í hönnun skóla byggðar á nýrri þekkingu á námi og kennslu. Fyrir nokkrum árum mörkuðu fræðsluþyrirvöld í Reykjavík stefnu þar sem einstaklings- og samvinnunám var sett í öndvegi. Þessi stefna átti að lita allt skólastarf, þar með talið hönnun skólabygginga. Í nýrri rannsókn voru skoðaðir íslenskir grunnskólar.

WWW.

<http://eng.menntamalaraduneyti.is/> – http://lme.is/page/lme_english

www.sjalandskoli.is/ – www.laugarnesskoli.is/

www.nordlingaskoli.is/images/stories/pdf/kynningar/kynning_skola_enska_heimasida.pdf

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Using student-engaging teaching methods to promote learning

Group No: **80****Round 1**Type of visit:
General education**24/9/2012-28/9/2012**
Aarhus, DenmarkWorking language:
EnglishNumber of places: **20**
Minimum required: **8**

Keywords:

- **innovative approaches**
- **learning to learn**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Founded in 2005, Egaa Gymnasium is a high school catering for 16 to 19-year-olds. The same year, national reform of high school teaching was launched and we soon realised that the structural changes were not enough; it was necessary to change the way of teaching too. Teachers needed new tools as students demand more action and variety during lessons. We have worked a great deal on this and have gained experience in student engaging teaching methods, which we would like to share with colleagues from other countries as well as exchange ideas.

WHAT?

Participants will learn about:

- changes in the teacher's role and self-esteem;
- students engaging teaching methods, advantages and disadvantages of different teaching methods;
- cooperation with museums and enterprises;
- innovative working methods involving students' creativity;
- new use of writing (learning by writing and teaching to write).

HOW?

Participants will:

- visit schools and other institutions, enterprises and museums;
- meet teachers and school leaders;
- attend lessons where different methods are used.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vi vil gerne fortælle andre kolleger fra udlandet om de erfaringer vi har med udvikling af alternative elevaktiverende arbejdsformer. Vi har siden skolens start i 2005 haft som målsætning at udvikle elevaktiverende arbejdsformer. Vi har derfor deltaget i forskellige projekter, der har haft dette som omdrejningspunkt. Vi vil gerne formidle og diskutere de erfaringer vi f.eks. har fået med museologi, innovation, ny skriftlighed, nye lærerroller og i det hele taget kreative arbejdsformer.

Organiser(s):

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WWW.

www.egaa-gym.dk – <http://en.egaa-gym.dk/index.php?id=300>

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Building strong professional learning communities

Group No: 81

Round 1

Type of visit:
General education24/9/2012-28/9/2012
Sundsvall, SwedenWorking language:
EnglishNumber of places: 16
Minimum required: 8

Keywords:

- digital competence
- entrepreneurship
- learning outcomes

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

There has been increased emphasis on importance of teachers and school leaders learning about teaching and learning as a basis for educational change. The region has a project leader employed especially for running school-development work based on teachers and school leaders' learning about the problems they encounter in their daily activities. We have secondary schools with hardware and software in digital classrooms where methods, tools and strategies used in ICT education and training can be observed and discussed. During the visit we would like to show participants our experiences and examples of good practice in turning entrepreneurship into action plans in many schools.

WHAT?

Participants will learn about:

- Swedish school system;
- development based on teachers and school leaders' learning about the problems they encounter in daily work;
- structure of communication and contacts between schools and parents through the Internet and SMS;
- organisation of ICT and its usage in different municipalities in the region;
- project for entrepreneurship and its integration in some schools;
- structure and organisation of schools in the region.

HOW?

Participants will:

- meet politicians, directors, deputy heads and project leaders;
- visit secondary schools with varying numbers of children and pedagogical activities;
- meet teachers who will share their experiences of systematic learning and knowledge-building basis for school development;
- observe teachers' work with children aged 10 to 15;
- work with ICT in classrooms, using the web for communication between schools and parents.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Västernorrlands län gör nu en satsning på regional skolutveckling med inriktning mot internationellt arbete. Länet har ett antal mindre kommuner som har varit dåligt representerade i internationella projekt. Med Sundsvall och Örnsköldsvik som utgångspunkt har länet under föregående år "tagit för sig" av det programutbud som LLP-programmet ger möjligheter till. Vi har skolformer från förskola till vuxenundervisning och länets kommuner samverkar för att på så sätt kunna erbjuda ett brett utbud av besök och pedagogiska aktiviteter. Vår fortsatta planering är att förlägga ytterligare ett studiebesök till Sundsvall/Timrå/Härnösand under hösten 2012 med fokus på pedagogiskt utvecklingsarbete, samarbete hem och skola via Internet och entreprenörskap.

WWW.
www.kau.se/pbs/pbs-in-english
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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Developing competencies, talents and creativity outside formal education

Group No: **82****Round 1**Type of visit:
Mixed**8/10/2012-12/10/2012**
Riga, LatviaWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **extra-curricular activities**
- **young people**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Young people have different needs for their self-expression and self-development. They want to try different roles to prepare themselves for future careers. Formal education systems usually have no time for such activities, so a special extracurricular education (or hobby education) system has been developed in Latvia. Hobby education programmes are implemented at schools of general and vocational education, institutions of hobby education, pre-school education and professional institutions. Almost 80% of pupils are involved irrespective of age, ethnicity, gender, social status, special needs and residence. Fields of activities include cultural education (music, art, dance), environmental education, technical creativity, scientific research, etc. Hobby education is coordinated by the National Centre for Education under the Ministry of Education and Science. We would like to share our experience with colleagues from other EU countries, to gain new ideas and improve our work.

WHAT?

Participants will learn about:

- coordination system of hobby education in Latvia;
- significance of hobby education in lifelong education, inclusive education and career education;
- various ways to organise extracurricular activities (hobby groups, youth clubs, camps, projects, etc.);
- different institutions, providing hobby education;
- examples of best practice in cultural education (music, art, dance), environmental education, technical creativity, students' scientific research, etc.

HOW?

Participants will:

- visit different schools and hobby centres;
- meet practitioners, experts, representatives of regional educational authorities, parents and youth;
- discuss advantages and disadvantages of hobby education;
- reflect on what they have learned and plan what best practice examples can be taken back to participants' countries.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizītes laikā dalībnieki iepazīsies ar interešu izglītības nozīmi Latvijas izglītības sistēmā, daudzveidīgām iespējām un piedāvājumu interešu izglītībā, arī mūžizglītības un iekļaujošās izglītības aspektā, apmeklēs dažādas interešu izglītības iestādes, tiksies un diskutēs ar pedagogiem kultūrizglītības, vides izglītības un tehniskās jaunrades jomās.

Organiser(s):**LIEPINA Inese**

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Fax 371 67 22 65 35
Email: inese.liepina@visc.gov.lv
Website: www.visc.gov.lv

WWW.

<http://visc.gov.lv/intizglitiba/jomas/info.shtml>,
www.jaunatneslietas.lv/page/1223, – <http://rds.lv/>

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

How to promote entrepreneurial learning and creativity in schools for the 21st century

Group No: 83

Round 1

Type of visit:
Mixed15/10/2012-19/10/2012
Region Halland, SwedenWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- entrepreneurship
- innovative approaches
- key competences

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Region Halland has worked with entrepreneurial learning and developing creativity in learning and teaching since 2007. Entrepreneurial learning is not just about getting more youths to start their own companies. It is more about promoting certain skills like initiative, responsibility, problem-solving, etc. It is about developing creativity in learning and teaching. It is also a national goal of the Swedish government. During the visit we would like to share what we have learned and achieved in our schools in the region. We view this as a good opportunity to get contacts that can evolve into new projects over time.

WHAT?

Participants will learn about:

- methods and tools used in entrepreneurial learning in Halland;
- methods of how school, local community and businesses work together to promote learning;
- culture as a means to develop creativity in education;
- methods and tools to promote gender equality in schools;
- a wider view of health to increase both physical and psychological wellbeing in schools;
- how everything mentioned comes together to develop creativity in learning and teaching.

HOW?

Participants will:

- visit schools;
- meet principals and teachers having participated in projects such as Entrepreneurial learning, SMIL(E) (a project to increase children's interest in science, technology and math), STEPS (to promote initiative and responsibility) and Healthy learning (concept based on the belief that good health and good learning go hand in hand);
- meet people in charge of projects in Halland;
- observe teachers' work in classrooms;
- meet local counsellors and chairpersons of educational committees in municipalities.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

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WWW.

www.regionhalland.se/skolutveckling – www.smil-e.eu/ – www.steps.nu/ – www.halmstad.se

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Competence and creativity for successful teaching and learning

Group No: **84****Round 1**Type of visit:
Mixed**10/12/2012-14/12/2012**
Taranto, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **innovative approaches**
- **key competences**
- **learning outcomes**

Organiser(s):**ESPOSITO Gennaro**

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Email: istitutopacinottita@libero.itWebsite: www.pacinottitaranto.it**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

WHY?

Today we need competence-based more than content-based education. Apulia, a crisis-stricken area endowed with considerable resources needs innovative educational practices. As a secondary vocational school for teenagers we encourage creativity in teaching and learning through a wide range of curricular and extracurricular activities. We prepare flexible professionals and go beyond our specialisations to give learners room for self-expression in numerous fields. Our Russian project network is an example of how dynamic and open we are to language and intercultural competences and, in general to evolving demands of society. We are also interested in establishing lifelong learning partnerships.

WHAT?

Participants will learn about:

- how we use CLIPs (content and language integrated projects) to encourage creativity and autonomous learning (CLIP goes beyond CLIL and is successfully used both by foreign language and subject teachers);
- effects of CLIP on students and teachers especially in terms of competence;
- how rigour does not exclude flexibility and creativity, stimulating learners and teachers;
- how we identify new competences required by the world of work and society as a whole.

HOW?

Participants will:

- make a comparative study of foreign language and IT syllabuses in the last year of school in their countries and analyse their outcomes;
- observe lessons where syllabuses are modified and creatively patterned to students' real needs;
- talk to school staff;
- reflect on topics presented and draw conclusions.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La scuola richiede una ridefinizione non tanto dei programmi ministeriali quanto della loro applicazione pratica. Urge uno spostamento effettivo del processo di apprendimento dai contenuti alle competenze. Se ne parla già da tempo ma la difficoltà sta nel definire dette competenze con chiarezza tenendo conto delle reali esigenze del mondo del lavoro (e non solo). Impresa ancor più ardua ma indispensabile è quella di operare nella consapevolezza che le competenze richieste oggi possono essere diverse da quelle che serviranno domani. La Visita di Studio ha lo scopo di promuovere e condividere con gli ospiti idee innovative e approcci flessibili nella sfera delle competenze.

WWW.

www.progettoria.it – www.minorsforminors.eu – www.pacinottitaranto.it

LEARNING MATHEMATICS AND SCIENCE

Teaching science in primary and secondary education

Group No: **85****Round 1**Type of visit:
Mixed**4/2/2013-8/2/2013**
Salzburg, AustriaWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **digital competence**
- **key competences**
- **teachers' and trainers' competences**

Organiser(s):**GROGGER Martina**

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Email: marina.grogger@phsalzburg.atWebsite: www.phsalzburg.at**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

WHY?

Science is taught in compulsory education all over Europe in different ways depending on the country, the type of school and the class. This visit will generate an exchange of experiences and good practice between the host country and participants from the science field teaching in primary and secondary education. It has been a goal to promote scientific literacy in schools after seeing results from the last OECD Pisa report. Competences of teachers are relevant to improve methods of teaching. For this reason two centres for biology and geography were set up in the region of Salzburg.

WHAT?

Participants will learn about:

- scientific literacy and how to develop and assess methods of teaching science subjects;
- specific curriculum in several subjects such as physics, chemistry, biology, mathematics and geography;
- how basic science education in primary schools is transferred and how to support gifted and talented children in science education;
- methodological and didactical improvement in science education;
- the continuous improvement of teacher training in science, mathematics and informatics implemented by the Ministry of Education and Cultural Affairs.

HOW?

Participants will:

- visit schools with main emphasis on science subjects;
- see interdisciplinary projects led by the regional centre for teaching geography;
- visit the regional centre for didactics in geography;
- discuss present and future cooperation between schools and universities (lifelong learning programme);
- discuss about models of teacher education and in-service training (curricula, competence orientation, cross curricular training, interdisciplinary projects, workshops).

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Teilnehmer/innen lernen Initiativen zur Verbesserung der Kompetenzen im naturwissenschaftlichen Unterricht kennen. Besuche an Schulen mit naturwissenschaftlichem Schwerpunkt und Diskussionen mit Experten bilden die Grundlage des Besuchs, dabei werden Erfahrungen und Beispiele guter Praxis zum Unterricht in Mathematik, Physik, Biologie, Chemie und Geographie ausgetauscht. Aktuelle Projekte, wie Science Day, Kinderuniversität und digital.earth.at werden vorgestellt wobei der Schwerpunkt auf der Entwicklung der Kompetenzen der Lehrer/innen liegt.

WWW.

www.nawi-netzwerk.salzburg.at – www.imst.ac.at – www.fforte.at – www.umweltbildung.at

PERSONALISED LEARNING APPROACHES

An innovative and inclusive VET school - Best practices

Group No: **86****Round 1**Type of visit:
Mixed**19/11/2012-23/11/2012**
Aveiro, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **disadvantaged groups**
- **personalised learning**
- **special needs**

Organiser(s):**RIBEIRO Ana**

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Portuguese vocational day school AEVA-EPA, with over 800 students attending the full national vocational curriculum, has 57 students with permanent special education needs, 93 pupils with a need for constant psychological and specific support and 147 students with serious learning problems. This is uncommon in VET schools, but with a team of 11 psychologists and special education teachers, we were able to develop an innovative programme to provide SEN students with autonomy they need in the society. Subject-specialist teachers, experienced in working with SEN students, promote development of basic skills, specific knowledge and skills, and socioemotional skills to prepare these pupils for both successful participation in their communities and access to further education and/or work. A significant percentage of pupils come from disadvantaged backgrounds.

WHAT?

Participants will learn about:

- inclusion strategies and approaches to integrating learners with special needs into regular and vocational schools;
- specific working programmes and conditions for SEN students;
- initiatives and successful cases;
- support system offered;
- cooperation between institutions at local and regional levels.

HOW?

Participants will:

- meet education professionals and experts in inclusive education;
- observe teachers and students in classrooms;
- participate in debates and round-table discussions.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Na AEVA-Escola Profissional de Aveiro, uma escola inclusiva, mais de 800 alunos frequentam cursos de educação e formação de jovens e cursos profissionais, incluindo 57 alunos com necessidades educativas especiais. Por outro lado, temos 93 outros alunos que necessitam de apoio específico e psicológico regular, uma vez que mostram graves distúrbios no seu desenvolvimento, e 147 alunos com graves problemas de aprendizagem. Isto não é uma situação comum neste tipo de escolas, mas a equipa de 11 psicólogos e professores de educação especial, é capaz de desenvolver um programa especial e inovador para estes alunos e desenvolver-lhes a autonomia necessária numa sociedade global.

WWW.

www.epaveiro.edu.pt – www.ua.pt – www.escoladasvirtudes.pt – www.efptaveiro.edu.pt
<http://eb23abarb.prof2000.pt/joomla> – <http://agrupamentodeescolasdeaveiro.pt>
www.pai.pt/centro-social-de-esgueira-esgueira-3800-190 – <http://casci.pt>
www.cerciag.pt – www.cerciav.pt

APPROCHES D'APPRENTISSAGE PERSONNALISÉES

Maîtrise de la langue: identité culturelle et réussite professionnelle

Numéro de groupe: **87**

Phase 1

Type de visite:
Mixte

4/2/2013-8/2/2013
Paris, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **6**

Mots clés:

- **communication dans la langue maternelle**
- **insertion sociale**
- **suivi des acquis des élèves**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

Maîtriser sa langue maternelle, c'est pouvoir maîtriser son destin personnel et professionnel. Le lycée Marcel Deprez est un lycée professionnel accueillant un public très fragilisé et majoritairement composé de jeunes issus de l'immigration; nous avons donc mis en place des dispositifs spécifiques liés à la maîtrise de la langue française et d'autres liés à la lutte contre l'illettrisme.

Nous proposons à nos collègues européens des échanges sur la maîtrise de la langue maternelle, dont la lutte contre l'illettrisme; le public issu de l'immigration et non-francophone pour qui une meilleure maîtrise de la langue française est un facteur d'intégration sociale, sera aussi au cœur de nos échanges. En nous appuyant sur les spécificités de chacun des systèmes représentés dans le groupe, nous nous interrogerons sur les meilleures méthodes d'enseignement de la lecture, sur l'aide personnalisée et les parcours individualisés.

QUOI?

Le participant découvrira:

- la mise en œuvre de différentes pratiques pédagogiques pour la maîtrise de la langue française, de la maternelle au lycée professionnel;
- le plan anti-illettrisme, de l'élémentaire au lycée y compris dans les lycées technologiques et professionnels;
- la démarche de l'aide personnalisée qui fait partie des référentiels officiels au lycée;
- la mise en œuvre du socle commun (la maîtrise de la langue est l'un des 7 piliers);
- la validation des acquis de l'expérience qui s'appuie, dans certains cas, sur une reconnaissance de la maîtrise de la langue.

COMMENT?

Le participant:

- confrontera, sur le thème de la maîtrise de la langue, les démarches pédagogiques mises en œuvre dans son pays avec celles d'autres pays représentés;
- recherchera, autour du thème central, une problématique commune aux pays représentés;
- visitera plusieurs établissements scolaires de la maternelle au lycée;
- assistera à des séances d'enseignement;
- découvrira les cours pour adultes de la Ville de Paris;
- visitera le Conservatoire Nationale des Arts et Métiers et la Sorbonne.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation et de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- chercheurs.

WWW.

<http://eduscol.education.fr/cid50487/savoir-parler-lire-ecrire.html>

http://media.eduscol.education.fr/file/socle_commun/00/0/socle-commun-decret_162000.pdf

www.education.gouv.fr/cid215/le-lycee.html#le-lycee-d-enseignement-professionnel

www.anlci.gouv.fr – <http://lyc-marcel-deprez.scola.ac-paris.fr>

<http://ec-28-cambon.scola.ac-paris.fr>

PERSONALISED LEARNING APPROACHES

Preventing school failure through multi professional teamwork

Group No: 88

Round 1

Type of visit:
General education18/2/2013-22/2/2013
Raahe, FinlandWorking language:
EnglishNumber of places: 12
Minimum required: 5

Keywords:

- personalised learning
- social inclusion
- special needs

Organiser(s):**NENONEN Jaana**

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Preventing school failure and experiencing an increasing number of students with special needs are of current interest in Europe as well as Finland in recent years. The Ministry of Education in Finland launched in 2008 an educational reform, implementation of the special education strategy (2007). One focus of the strategy is support for pupils in comprehensive school. The former two-level model (general and special support) has been superseded by a new three-level system (general, intensified and special support).

The host institution Raahe Department of Education has successfully participated in developing the new policies regionally and preventing school failure. The host institution wants to share and discuss its practices with other European professionals.

WHAT?

Participants will learn about:

- the educational reform for supporting pupils by the Ministry of Education;
- the three levels of support designed to prevent school failure: general, intensified and special support and how they work in Raahe;
- methods and measures to develop personalised learning solutions;
- participants in multi professional teamwork and their areas of expertise.

HOW?

Participants will:

- meet and discuss with teachers, head teachers, special education teachers, school counsellor and school psychologist;
- visit primary and secondary classrooms and observe how different levels of support work;
- meet students on different levels of support.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opetuksen saralla ajankohtainen aihe lähiaikoina on ollut erityistä tukea tarvitsevien oppilaiden lisääntyminen sekä Opetusministeriön Erityisopetuksen strategiassa (2007) julkaisema tehostetun ja erityisen tuen malli. Opintovierailumme teemana on tukea tarvitsevien oppilaiden oppimisvaikeuksien syvenemisen ehkäiseminen varhaisen tunnistamisen ja yksilöllisten opetusjärjestelyiden avulla. Raahen kaupungin opetustoimi on ollut valtakunnallisessa KELPO -hankkeessa mukana sen alusta lähtien. KELPO- hankkeen oleellinen asia on oppilaan tukitarpeitten huomioiminen kolmella tasolla, ns. kolmiportainen tukimalli sekä moniammatillinen yhteistyö lapsen tilannetta tarkastellessa. Opintovierailulla tutustutaan kolmiportaisen tuen malliin sekä siihen, miten se käytännön tasolla Raahen kouluissa toimii.

WWW.

www.oph.fi/english/publications/2011/learning_and_competence_2020

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Training guarantee for everyone

Group No: **89****Round 1**Type of visit:
Mixed**17/9/2012-21/9/2012**
Turku, FinlandWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

- **lifelong guidance**
- **social inclusion**
- **young people**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

In Finland, it has been estimated that for every youngster who drops out permanently from the labour market, it will cost to society EUR 1 million before they reach the age of sixty. The aim of this study visit is to give participants a view of guidance from comprehensive education to vocational education and from vocational education to working life, and support in vocational education in Turku, Finland. A new law to guarantee youngsters a study or working place after studies is coming, so guiding and transition from education and training to the world of work is very current. Turku Vocational Institute supports students' learning and personal growth, development of personnel, development of teaching methods and connections with working life and regional cooperation.

WHAT?

Participants will learn about:

- guidance, support, cooperation and flexible models that help youngsters get into or stay in secondary education;
- guidance system from comprehensive education to vocational education and from vocational education to working life;
- support system for vocational education in Turku targeting youngsters (especially those with special needs), providing teachers and guidance personnel with new tools and models;
- cooperation between teachers and guidance personnel;
- flexible learning environments.

HOW?

Participants will:

- visit a vocational institution, upper secondary schools, comprehensive schools and guidance centre that have developed new guidance systems for youngsters;
- meet guidance staff working with youngsters and observe teachers and students at work;
- have discussions with decision-makers and managers.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres, pedagogical or guidance advisers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opintovierailun tarkoituksena on esitellä osallistujille suomalaista oppilaiden ja opiskelijoiden ohjausjärjestelmää, eri kouluasteitten yhteistyötä oppilaiden ja opiskelijoiden ohjaamiseksi kouluasteelta toiselle, ammatillisesta koulutuksesta työelämään tapahtuvaa ohjausta sekä tukitiimin toimintaa ammatillisessa koulutuksessa. Uusi laki koulutustakuusta koulutuspaikan tai työpaikan takaamiseksi valmistumisen jälkeen ja siihen liittyvät toimenpiteet ovat ajankohtaisia Suomessa. Turun kasvatus- ja opetustoimi on ollut kehittämässä monia oppilaiden ja opiskelijoiden ohjaukseen tarkoitettuja työskentelymalleja koulutusasteelta toiselle ja/tai työelämään siirtymisen helpottamiseksi.

WWW.

www.turku.fi – www.turkuai.fi – www.koulutustakuu.fi/traininng_guarantee.html
www.oph.fi/english

Organiser(s):**SUOMINEN Teija**

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Fax +358 2 2664102
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Website: www.turku.fi

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Cooperation and good practices for a safe and supportive learning environment

Group No: 90

Round 1

Type of visit:
General education8/10/2012-12/10/2012
Tallinn, EstoniaWorking language:
EnglishNumber of places: 12
Minimum required: 5

Keywords:

- drop-outs
- key competences
- school environment

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

To prevent students from dropping out of school there have been several developments in Estonia: assuring a safe school environment and raising competences of schools in preparation for emergency and individual crisis situations; making educational counselling services accessible for all students, parents and teachers; inclusive education; implementation of supportive teaching and learning practices. In these areas a legislative framework has been renewed and programmes launched. The Estonian Ministry of Education and Research would like to share approaches and reflect on them with input from participants on experience of their systems.

WHAT?

Participants will learn about:

- creating a safe and supportive learning environment (crisis plan, school curriculum development, key competences, cross-curricular topics);
- mechanisms to support parents, teachers and students;
- school crisis team for acting in crisis situations;
- supportive teaching and learning practices (CLIL, formative assessment, outdoor learning, discovery learning);
- preventive programmes created for schools by police and rescue services.

HOW?

Participants will:

- visit general education institutions and regional education counselling centres;
- participate in school crisis team meetings;
- meet police and rescue services.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Õppelähetusel osalejad:

- külastavad üldhariduskoole ja koolieelseid lasteasutusi;
- arutlevad koolijuhtidega rõõme ja väljakutseid, millega on kokku puutunud turvalise ja toetava õppekeskkonna kujundamisel uue seadusandluse ja uute riiklike õppekavade valguses (kriisiplaan, kooli õppekava arendus, üldpädevused, läbivad teemad);
- külastavad piirkondlikke õppenõustamiskeskusi ja tutvuvad õpilaste, lastevanemate ja õpetajate õppenõustamise süsteemiga;
- osalevad kooli kriisimeeskonna kokkusaamisel ja õpivad tundma, kuidas läbi kohaliku tasandi koostöö suurendatakse kooli teadlikkust ja valmisolekut tegutseda hädaolukordades ning üksikisiku kriisilukordades;
- vaatlevad, kuidas õpetajad rakendavad õpilast toetavaid õpetamismetoodikaid (nt lõimitud aine- ja keeleõpe, kujundav hindamine).

Organiser(s):**LEPASAAR Siiri**

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Website: www.hm.ee

WWW.

www.hm.ee/?1 – www.ekk.edu.ee/the-esf-programmes/developing-an-educational-couns
www.rescue.ee/index.aw/set_lang_id=2 – www.meis.ee/eng-keelekumblus

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Alliance between formal and informal education to prevent early school leaving

Group No: 91

Round 1

Type of visit:
General education15/10/2012-19/10/2012
Udine, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- disadvantaged groups
- innovative approaches
- social inclusion

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

There are many immigrant students in our school. We have developed an innovative approach for them based on three main pillars:

- reinforcing self-esteem through activities with non-verbal communication, game-based approach and small-group interaction with professional social workers (clown therapy);
- reinforcing self-effectiveness through an individualised school path which allows students to close the gap in terms of age and school level and to experiment with their chances of success at school;
- strengthening partnerships with NGOs and civil society organisations at local level to support students out of school and during the summer time. The result is a more inclusive school environment preventing early school-leaving.

We have developed professional expertise at teacher level where these teachers use tutoring techniques in teaching and learning, and in vocational training. Excellent students are encouraged to assume peer tutoring roles towards newly arrived students, at social and linguistic levels.

WHAT?

Participants will learn about:

- protocols to prevent early school leaving;
- methods and tools used to support disadvantaged groups in compulsory school;
- integrated approaches to ensure an inclusive school environment.

HOW?

Participants will:

- visit the school;
- observe teachers and social workers in the classroom;
- take part in a seminar with local stakeholders involved in supporting students.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La scuola Piazza Garibaldi di Udine è collocata in una zona centrale della città di Udine. Si tratta di una scuola collocata in area a rischio sia per quanto riguarda i parametri relativi alla presenza di immigrati sia per quanto riguarda il rischio di dispersione.

Abbiamo elaborato un protocollo di prevenzione della dispersione e metodologie diversificate di intervento sia in ambito educativo che didattico.

Proponiamo una visita basata sull'osservazione del lavoro in classe e su seminari di discussione con gli stakeholder.

Organiser(s):

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WWW.

www.clownterapia.it/

MEASURES TO PREVENT EARLY SCHOOL LEAVING

An approach to limit-crossing behaviour in schools

Group No: **92**Round **1**Type of visit:
Mixed**19/11/2012-23/11/2012**
Brussels, BelgiumWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

- **drop-outs**
- **parents involvement**
- **school environment**

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Early school leaving is a hot topic in Flanders, as it is all over Europe.

As one of the measures to prevent early school leaving, the Ministry of Education of Flanders created an action plan against limit-crossing behaviour, including truancy. We developed a policy for pupils, parents, schools, pupil guidance centres and other partners to prevent limit-crossing behaviour, to give guidance to pupils and their parents when limit-crossing behaviour has occurred and to sanction pupils and parents when all these actions had no results. We put a lot of responsibility in local communities of schools: they implement actions and adapt them to their local situation.

They analyse their situation and find solutions that suit them best. Central government supports them in this task.

WHAT?

Participants will learn about:

- the Flemish approach to limit-crossing behaviour: central policy as well as local implementation of it (good practices);
- approaches to limit-crossing behaviour in participants' countries;
- projects for pupils at risk of dropping out of school (such as time-out projects, personal development trajects).

HOW?

Participants will:

- visit secondary schools with a clear policy on limit-crossing behaviour;
- visit projects for pupils at risk for dropping out of school;
- visit pupil guidance centres, who support pupils, parents and schools in case of problems;
- visit other actors involved in approaches to limit-crossing behaviour.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vroegtijdig schoolverlaten is een 'hot topic' in Vlaanderen, net als in de rest van Europa.

Eén van de maatregelen om vroegtijdig schoolverlaten te voorkomen, is het actieplan grensoverschrijdend gedrag op school van de minister van Onderwijs. Hierin is ook spijbelen inbegrepen. In dit actieplan wordt een beleid ontwikkeld voor leerlingen, ouders, scholen, centra voor leerlingenbegeleiding en andere partners om grensoverschrijdend gedrag te voorkomen, om leerlingen en ouders te begeleiden als dit toch voorkomt en om sancties te voorzien wanneer dit nodig blijkt.

In het actieplan leggen we sterk de nadruk op de verantwoordelijkheid van de lokale gemeenschappen: zij implementeren de acties die op Vlaams niveau worden uitgewerkt en passen ze aan aan hun specifieke lokale situatie.

WWW.

www.ond.vlaanderen.be/English/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Adult education: second chance for a better life

Group No: 93

Round 1

Type of visit:
General education3/9/2012-7/9/2012
Kyustendil, BulgariaWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- drop-outs
- migrants and minorities
- social inclusion

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

The visit showcases a successful model which aims at the educational and social integration of Roma adults. The Roma education fund has funded an adult education project for reintegration of Roma adults, who have dropped out of the education system and have not finished their secondary education. The project also aims to increase their knowledge, self-reliance and acquisition of social skills which are necessary for their successful social integration and increasing their opportunities for work on the local labour market.

WHAT?

Participants will learn about:

- successful approaches to adult education;
- difficulties that Roma without proper education face;
- difficulties of Roma people living in the wall-surrounded Roma ghetto "Iztok" in Kyustendil;
- teaching skills for working with adult Roma;
- successful cooperation between NGOs and school institutions.

HOW?

Participants will:

- observe teacher's consultation classes with adult Roma students;
- visit a partner secondary school and the office of the implementing organisation in the Roma neighbourhood;
- meet students, teachers, project staff and representatives of public authorities.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ромският образователен фонд финансира дейности за повишаване на образованието на възрастни роми в Кюстендил за трета поредна година. Резултатите до момента показват, че 99% от участниците успешно завършват определеното образователно ниво. Учениците са хора от ромски произход над 18 г., които по някаква причина са отпаднали от образователната система и не са завършили средно образование. За тях, това е втора възможност да подобрят социалното си и икономическо състояние, което ще им позволи да променят начина си на живот в позитивна посока.

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WWW.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Promote social inclusion and gender equality in education and training, including integration

Group No: **94**

Round 1

Type of visit:
General education

1/10/2012-5/10/2012
Leeuwarden, the Netherlands

Working language:
English

Number of places: **14**
Minimum required: **6**

Keywords:

- **bullying**
- **school environment**
- **social and civic competences**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Due to factors such as influence of Internet, early independence of children, instabilities in family life and integration of migrants, development of social and civic competences and skills is increasingly becoming part of a school's tasks.

The visit will take place in Leeuwarden in the north of the Netherlands, in a green and peaceful province with its own language and culture. Leeuwarden has a high unemployment rate and many students live in deprived areas.

The visit will explore the contrast in incidences of violence and conflicts in schools in the Netherlands and the challenge of improving education with regard to intellect and social emotional fields. The 'peaceable school', a programme which originated in New York in 1995, will show how to build bridges among parents, pupils and teachers at school regarding violence, conflict resolutions and peer mediation. The programme is actually transformed into a way of life. Many schools in the Netherlands (450) have a better school climate, but also better results at intellectual level, thanks to 'the peaceable school' and 'active citizenship and positive integration'.

WHAT?

Participants will learn about:

- peer mediation and conflict resolution for 10 to 12 year-old pupils ;
- interactive education where all stakeholders take responsibility for creating a safe school environment;
- a 'school with a heart' with a role for the family in which children feel their voices are heard.

HOW?

Participants will visit:

- a regional educational centre;
- primary and secondary schools in Leeuwarden and the province of Fryslân;
- an academy for nautical education that uses 'a peaceable school' system as a guideline.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities.

Organiser(s):

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Work and education of socially excluded groups in small cities and rural areas

Group No: 95

Round 1

Type of visit:
Mixed1/10/2012-5/10/2012
Hnúšťa and Tisovec,
SlovakiaWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- disadvantaged groups
- personalised learning
- social inclusion

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Despite Malohont region is full of beautiful natural resources it belongs to one of the most excluded regions in Slovakia. Until the Velvet revolution in 1989 all regions were in a fairly equal position without unemployment, with the same low productivity levels and almost no income variations between social groups. The revolution generates dramatic changes which have also had economic implications. Inhabitants, local authorities, teachers and trainers all had to deal with unemployment, early school drop-outs as well as integrating marginalised groups. These issues led to creation of personalised educational systems, special approaches for Roma people, young mothers, unemployed young people, seniors 50+ and mentally disabled people. Our Agency provides guidance through schools, local authorities and third sector institutions.

WHAT?

Participants will learn about:

- methods, tools and approaches used by teachers and social workers to include marginalised groups in the learning process;
- projects of regional development agencies to include marginalised groups;
- cooperation of municipalities, schools, NGOs, volunteers;
- social inclusion of children with special needs and supervision of children with special talents;
- developing individual education plans;
- non-formal learning tools.

HOW?

Participants will:

- visit local schools and authorities, NGOs working with marginalised groups;
- see the special approach of community workers to include Roma people;
- attend presentations and workshops on non-formal tools in schools, mother care centres, centres for care of disabled children, social workers centres and municipalities.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Študijná návšteva jedného z najzaostalejších regiónov Slovenska – Gemer-Malohontu, pozostáva najmä z prezentácií, príkladov dobrej praxe a praktických workshopov jednotlivých subjektov pôsobiacich v regióne. Cieľom študijnej návštevy je ukázať návštevníkom, že aj napriek tomu, že región je považovaný za jeden z najchudobnejších regiónov, funguje tu komunitná práca a vzdelávanie znevýhodnených občanov na všetkých úrovniach. Cieľom je aj ukázať vôľu občanov, škôl, miestnych autorít, neziskového sektora a dobrovoľníkov zaradiť marginalizované skupiny ako napr. rómsku komunitu, mladé mamičky, dlhodobo nezamestnaných a mentálne postihnutých do života a dať im prostredníctvom rôznych nástrojov a prístupov šancu zaradiť sa nielen do pracovného ale aj sociálneho života.

WWW.

www.rozvojemera.sk – www.hnusta.sk – www.dedeso.sk – www.klenovec.sk
www.tisovec.com – www.muranskadlhaluka.sk – www.muran.sk

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ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Pratique d'intégration entre l'enseignement spécialisé et l'enseignement ordinaire

Numéro de groupe: **96**

Phase 1

Type de visite:
Mixte

8/10/2012-12/10/2012
Bruxelles, Belgique

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **approches innovantes**
- **besoins particuliers**
- **insertion sociale**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

L'enseignement spécialisé à destination des enfants souffrant d'un handicap physique, intellectuel ou comportemental a fait l'objet de réformes importantes. L'un des aspects les plus importants de ces réformes vise le renforcement depuis 2004 de l'intégration de ces élèves dans l'enseignement ordinaire. Cette politique d'intégration vise à conserver les aspects positifs de l'enseignement spécialisé (encadrement renforcé et pluridisciplinaire) avec la volonté d'éviter la ségrégation et de sensibiliser les élèves de l'enseignement ordinaire à la différence.

La structure organisatrice, en tant que ministère en charge de l'éducation, pilote ce système et a accès aux différentes parties prenantes concernées par l'enseignement spécialisé (inspectorat, formation en cours de carrière, écoles, etc.).

QUOI?

Le participant découvrira:

- la manière dont l'enseignement spécialisé est organisé en Belgique francophone;
- la manière dont les élèves de l'enseignement spécialisé sont intégrés dans l'enseignement ordinaire;
- des informations concernant la formation en cours de carrière des enseignants dans le contexte de la politique d'intégration;
- la manière dont le processus d'intégration est évalué afin de se dérouler au mieux.

COMMENT?

Le participant:

- visitera des écoles d'enseignement spécialisé et ordinaire travaillant ensemble à des projets d'intégration;
- visitera une école mettant en œuvre un projet d'intégration innovant;
- rencontrera un responsable de la formation en cours de carrière pour les enseignants participant à des activités d'intégration;
- rencontrera des inspecteurs de l'enseignement ordinaire et spécialisé travaillant en commun à l'évaluation de projets d'intégration.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation.

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WWW.

www.enseignement.be
www.enseignement.be/index.php?page=0&navi=16&rank_navi=16

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Creating access to science technology engineering and maths careers for all

Group No: 97

Round 1

Type of visit:
Mixed9/10/2012-12/10/2012
Sandwell, England,
United KingdomWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- competences in science and technology
- gender equity
- young people

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Students in the UK have shown reluctance to participate in science/technology/engineering and maths (STEM) subjects in education. As a result, they cannot access highly-skilled career opportunities in growth areas of employment. The UK government introduced an initiative to promote these subjects, ensure that the best students are recruited, perceived barriers are broken down and the economy benefits.

Sandwell is an area rich in its engineering and technological industry. Through mentoring, careers clubs, events, teacher and lecturer involvement Sandwell has been successful in encouraging underrepresented groups to take up these subjects and use them in their careers. Sandwell has a high unemployment rate of young people and the area is multicultural. Sandwell MBC is a local authority in the West Midlands which assists schools and colleges to provide a curriculum preparing young people for the future.

WHAT?

Participants will learn about:

- initiatives to address young peoples' barriers to participation in STEM education;
- employers methods for involving students and teachers at the work place;
- mentoring approaches and students feedback;
- university involvement in promotion and recruitment.

HOW?

Participants will:

- visit a major employer and university to understand their work with STEM;
- discuss their work with stakeholders ;
- interact with students about their experiences;
- participate in school activities.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

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WWW.

www.imagineeringweb.co.uk/ – www.britishscienceassociation.org/web/
www.stemnet.org.uk/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Language teaching as a key factor of socialisation

Group No: **98****Round 1**Type of visit:
General education**9/10/2012-12/10/2012**
Vilnius, LithuaniaWorking language:
EnglishNumber of places: **14**
Minimum required: **6**

Keywords:

- **language skills**
- **migrants and minorities**
- **social inclusion**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Each year, the immigrant and reimmigrant population in Lithuania is constantly growing. Immigration is mainly from Belarus, Ukraine, Russian Federation, England, Germany, Poland and Latvia. Development of a legal framework for social integration of foreigners is intense in Lithuania and education is an essential area. State language teaching plays a key role in ensuring successful socialisation of foreign children.

The organiser of the study visit Vilnius Lithuanian House has the most experience of State language teaching and integration of foreign children in Lithuania. To ensure easier socialisation for immigrant children, Vilnius Lithuanian House develops a specific learning culture and takes care of both their formal and informal education.

WHAT?

Participants will learn about:

- issues of State education, training and socialisation policy for foreign children;
- language learning models and teaching methods;
- experience of intercultural education.

HOW?

Participants will:

- meet representatives from the Ministry of Education and Science;
- attend theoretical lectures and discussions with policy-makers and practitioners;
- take part in open classes and observe practical work;
- present, compare and discuss their experiences.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Lietuva - ES šalis ir jos bendrojo lavinimo mokyklų paslaugomis naudojasi ne tik Lietuvoje gimę ir augę piliečiai, bet ir dėl ekonominių, šeimyninių, politinių ir kt. priežasčių atvykusiujių, tremtinių, politinių kalinių, reemigrantų vaikai. Šių žmonių socialinės integracijos teisinis pagrindas kuriamas labai intensyviai ir švietimas yra laikomas vienu iš svarbiausių aspektų. Vizito dalyviams savo patirtį pristatys Vilniaus lietuvių namai. Dalyviai susipažins su Lietuvos švietimo politika užsieniečių vaikų mokymo bei socializacijos klausimais, dalyvaus paskaitose, diskutuos, analizuos stebėtas veiklas, lygins savo ir kitų šalių patirtį, siūlys probleminių klausimų sprendimo būdus.

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Vocational education for young people with special needs: challenges of unfair competition

Group No: 99

Round 1

Type of visit:
Mixed

15/10/2012-17/10/2012
Riga, Latvia

Working language:
English

Number of places: 12
Minimum required: 6

Keywords:

- school environment
- social inclusion
- special needs

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

There are more than 90 vocational education institutions in Latvia with more than 35.000 students. Vocational education is one of the most suitable tools for disabled children and youth to obtain a profession leading to participation in the labour market. The number of disabled students and pupils in these institutions as well as the number of programmes implemented is rising. However, vocational schools do not yet have a unified mechanism to deal with social inclusion of disabled pupils into their educational programmes. Even though it is a challenge for Latvian vocational education institutions and the system in general, some success stories have emerged and can be shared by Latvia Children's Fund.

WHAT?

Participants will learn about:

- the vocational education system;
- innovative approaches and best practice projects concerning vocational education of disabled students and pupils;
- implementation of vocational education programmes;
- methods of integration of disabled students and pupils in vocational schools.

HOW?

Participants will:

- visit vocational schools;
- meet policy-makers, school directors, field experts and other professionals;
- meet pupils and students with and without disability;
- observe teachers in classrooms;
- participate in discussions;
- share experience.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Profesionālā izglītība skolēnu ar īpašām vajadzībām vidū kļūs arvien pieprasītāka. Tā ir iespēja šiem skolēniem iekļauties un integrēties vispārējā profesionālās izglītības sistēmā. Tomēr viens no lielākajiem izaicinājumiem profesionālajām skolām ir šādu skolēnu apmācība metodiskajā līmenī. Lai arī valsts līmenī šāda metodika nav pieejama un pastāv vairāki labās prakses piemēri šo skolēnu profesionālai izglītošanai, pastāv arī skolas, kurās nav šāda mehānisma skolēnu ar invaliditāti iekļaušanai vispārējās profesionālajās izglītības programmās.

Organiser(s):

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WWW.

www.lbf.lv/ – <http://izm.izm.gov.lv/58.html>
https://www.latvija.lv/EN/WebLinks/Education_and_science/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Empowering Roma youngsters in higher education

Group No: **100****Round 1**Type of visit:
General education**5/11/2012-8/11/2012**
Budapest and Pécs, HungaryWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **cultural awareness and expression**
- **migrants and minorities**
- **social inclusion**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

In Hungary, only 0.2 % of the Roma population finish tertiary education. Although there is an emerging need for Roma professionals, there are no relevant State-supported programmes. The visit will present the Romaversitas, a successful programme aiming at academic, social and cultural empowerment of Roma students in higher education. The programme provides scholarships for students, offers academic tutoring and career guidance and strengthens students' cultural awareness. The mentoring and guidance programme has been a successful model for supporting socially and academically disadvantaged Roma youth for more than 14 years. Based on the Hungarian experience, it has been introduced in Serbia and the former Yugoslav Republic of Macedonia with support from the host organisation. The host, the Roma Education Fund, works to close the gap in educational outcomes between Roma and non-Roma students.

WHAT?

Participants will learn about:

- a complex approach and mentor practice for supporting disadvantaged Roma students in tertiary education;
- individual pathways leading to university;
- difficulties and dilemmas of becoming a first generation intellectual;
- relevant features of the Hungarian education system.

HOW?

Participants will:

- meet government experts and researchers;
- debate relevant topics with experts of the host organisation;
- meet current and graduate Roma students who benefited from the Romaversitas programme and their families;
- observe the programme in action: participate in seminars, presentations, lectures and discussions.

WHOM?

- Directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A tanulmányút célja, hogy bemutassa a Romaversitas programot, mely több, mint tíz éve folytatja a felsőoktatásban tanuló roma hallgatók mentorálását és támogatását. A diplomával rendelkező romák aránya ma Magyarországon nagyon csekély. A program komplex módon igyekszik kompenzálni azokat a szociális, anyagi és akadémiai hátrányokat, amikkel a roma hallgatók többsége küzd. Az évtizedes tapasztalat azt mutatja, hogy a program sikerrel kezeli a nehézségeket és csökkenti a hátrányokat, miközben egy erős roma értelmiségi közösség megteremtését segíti. A tanulmányút minisztériumi szakértőkkel, kutatókkal, és hallgatókkal való találkozás révén biztosít lehetőséget a program elemeinek megismerésére.

Organiser(s):**FÖLDESI Éva**

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Email: efoldesi@romaeducationfund.org

Website: www.romaeducationfund.org

WWW.

www.romaeducationfund.org – www.romaversitas.hu

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Promoting education and training opportunities for learners from disadvantaged backgrounds

Group No: 101

Round 1

Type of visit:
Mixed7/11/2012-9/11/2012
Armagh, Northern Ireland,
United KingdomWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- adult learning
- disadvantaged groups
- innovative approaches

Organiser(s):**FARRELLY Diana**

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Southern Regional College is the second largest college in Northern Ireland with over 35 000 learners each year. The college has previously been awarded a Beacon award for its community cohesion and work with disadvantaged communities. Under the government's people and place: A strategy for neighbourhood renewal, 36 localities across Northern Ireland were designated as neighbourhood renewal areas (NRAs).

Southern Regional College has developed a unique partnership with the voluntary community and statutory sector to provide qualifications and training opportunities (for example, certificate for IT Users, diploma in child care and education, etc) to enable disadvantaged individuals to access education and training. The college has been successful in securing funding from the Northern Ireland Executive to provide support, training and qualifications to some of the most disadvantaged within the community.

WHAT?

Participants will learn about:

- an innovative approach to engaging people from poor areas in education and training, gain qualifications;
- how the further education sector works with statutory bodies to tackle deprivation, social inclusion and provide second chance education;
- working with community groups and how qualifications are designed to meet individuals' needs;
- how deprived communities work and interact to tackle social exclusion and inequality;
- flexible and diverse learning pathways for disadvantaged groups.

HOW?

Participants will:

- visit adult education and community education centres;
- engage with representatives from NRAs;
- meet with funders and participants in neighbourhood renewal programmes;
- meet with staff responsible for promoting education to disadvantaged groups.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

WWW.

www.src.ac.uk/index.php/neighbourhood-renewal-research
www.ninis.nisra.gov.uk/nra/settlementSearch.asp

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Achieving inclusion in school education

Group No: **102****Round 1**Type of visit:
General education**13/11/2012-16/11/2012**
Dublin, IrelandWorking language:
EnglishNumber of places: **12**
Minimum required: **7**

Keywords:

- **disadvantaged groups**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

One of the objectives of the Irish Education Act (1998) is 'to promote equality of access to and participation in education and to promote the means whereby students may benefit from education'. Measures and support have been developed and implemented to ensure successful inclusion and participation of students. Those with special educational needs, disability, early school-leavers, students disadvantaged due to socioeconomic reasons and those with diverse cultural backgrounds all receive an equal chance to access and benefit from education.

This visit is hosted by Léargas, the national agency for managing the lifelong learning programme in Ireland.

WHAT?

Participants will learn about:

- policy for inclusion and equality of access and participation;
- strategies promoting inclusion and quality learning;
- measures to improve access to education;
- tools for inclusion in the classroom;
- integration of special needs students;
- approaches to mixed ability teaching;
- supports provided by government and non-governmental organisations.

HOW?

Participants will:

- discuss the topic with policy-makers and national experts;
- visit schools and meet students and teachers;
- observe innovative projects and classroom practice;
- meet representatives of specialist organisations providing support to schools.

WHOM?

- Directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

Organiser(s):**D'ARCY Ivanna**

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Using vocational education and training to foster gender equity and social inclusion

Group No: **103**

Round 1

Type of visit:
VET

19/11/2012-22/11/2012
Madrid, Spain

Working language:
English

Number of places: **12**
Minimum required: **8**

Keywords:

- **gender equity**
- **social and civic competences**
- **social inclusion**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Many initiatives have been taken in Spain in past years to foster gender equity and guarantee equal opportunities for people from migrant backgrounds to gain access to employment. Some of these initiatives and programmes are related to vocational education and training. Nowadays, there are specific institutions and training programmes focused on making these people more competitive on the labour market.

WHAT?

Participants will learn about:

- approaches to overcome barriers to learning;
- legal frame and vocational education programmes for these groups;
- systematic measures focused on low-skilled females;
- importance of institutions to support gender equity in access to the labour market.

HOW?

Participants will:

- visit training centres with specialised courses for these specific groups;
- attend presentations with experts and social partners;
- talk to stakeholders.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- human resource managers,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Uno de los desafíos más importantes que tienen en este momento las instituciones relacionadas con la formación profesional es conseguir que todas las personas tengan la formación necesaria para acceder a un empleo. Es muy importante que las personas con riesgo de exclusión social, así como la población femenina con baja cualificación, puedan beneficiarse de los programas específicos que determinadas instituciones tienen programados con el fin de facilitar su acceso al mercado laboral.

Organiser(s):

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WWW.

www.sepe.es – www.inmujer.es

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Vocational learning and civic education

Group No: **104****Round 1**Type of visit:
Mixed**26/11/2012-30/11/2012**
Duesseldorf, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **migrants and minorities**
- **social partners**

Organiser(s):

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

In North Rhine-Westphalia and especially in the Ruhr area, 24% of the population have a migrant background and some have special needs in education as well as special competencies which have to be noticed or developed. Women in Germany still earn 23% less than men but often have a better (also formal) education. Of the population, 28% retire because of health problems.

Adult learning has a key role to play in responding to social exclusion. In North Rhine-Westphalia there always have been lots of activities that work on equal opportunities in adult learning. Many are situated between vocational learning and civic education. 'Arbeit und Leben' is an institution for adult education supported by the German Federation of Trade Unions (Deutscher Gewerkschaftsbund – DGB NRW) and the Association of Adult Education Centers (Volkshochschule - VHS) in the state of North Rhine-Westphalia (NRW).

WHAT?

Participants will learn about:

- developing and implementing measures to improve access to education and training for disadvantaged groups;
- designing and carrying out activities to achieve equity;
- the special role of social partners in vocational learning and civic education.

HOW?

Participants will:

- meet representatives of social partners, foundations and research institutes;
- meet members of a works council and speakers for disabled employees;
- visit a company and talk to representatives (workforce and employer);
- meet representatives from a network (institutions for qualifications and public institutions).

WHOM?

- Company training managers and human resource managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

2006 trat in Deutschland das allgemeine Gleichstellungsgesetz in Kraft. Mit der Ausrufung des Jahres 2010 zum Europäischen Jahr zur Bekämpfung von Armut und sozialer Ausgrenzung sollte für das Phänomen der sozialen Ausgrenzung sensibilisiert und die aktive Eingliederung gefördert werden. Die Erwachsenenbildung nimmt bei der Bekämpfung der sozialen Ausgrenzung eine zentrale Rolle ein. Bei diesem Studienbesuch werden Entwicklungen und Maßnahmen in folgenden Bereichen vorgestellt:

- Entwicklung und Umsetzung von Maßnahmen zur Verbesserung des Zugangs zu allgemeiner und beruflicher Bildung für benachteiligte Gruppen;
- Planung und Durchführung von Maßnahmen zur Erzielung von Gleichbehandlung.

WWW.

www.antidiskriminierungsstelle.de/ADS-en/anti-discrimination-agency.html
<http://doku.iab.de/discussionpapers/2007/dp3107.pdf>

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Successful innovations in education and training for students with special needs

Group No: 105

Round 1

Type of visit:
Mixed3/12/2012-7/12/2012
Budapest, HungaryWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- lifelong guidance
- social inclusion
- special needs

Organiser(s):**SZAUER Csilla**

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Website: www.fszk.hu

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

People with disabilities are entitled to the same political, civil, economic and social rights as their counterparts with no disabilities. Our mission is to support realisation of these rights in Hungary based on the U.N. convention.

The Public Foundation for Equal Opportunities of People with Disabilities is the only institution in Hungary engaged exclusively in disability affairs. Our key activities are providing equal opportunities in education and training (in terms of lifelong learning), and rehabilitation (from medical measures to open labour market integration). We implement professional development activities that make life for people with disabilities easier in kindergartens, schools, workplaces, sports facilities and in everyday life.

WHAT?

Participants will learn about:

- complex and personalised systems of services based on individual development plans for students with special educational needs and early school-leavers;
- autism-specific education and training in compulsory schooling;
- a project which gives hearing-impaired students vocational guidance in schools;
- (re)integration programmes from vocational education to employment.

HOW?

Participants will:

- visit schools specialised in autism which run second chance projects;
- meet experts, teachers and researchers working with people with special needs;
- discuss good examples of inclusive education in workshops.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Fogyatékos Személyek Esélyegyenlőségéért Közalapítvány a fogyatékos és megváltozott munkaképességű emberek komplex rehabilitációját és teljes körű társadalmi integrációját segítő szervezet. A tanulmányút során elsősorban a fogyatékos gyermekek és fiatalok oktatásának és képzésének területén elért eredményeinket kívánjuk megosztani a résztvevőkkel és a gyakorlatban is bemutatni nekik néhányat a Közalapítvány innovációi közül. A program lehetőséget biztosít a külföldi szakemberekkel történő személyes tapasztalatcserére, hazai jó példák ismertetésére, népszerűsítésére, de teret ad a résztvevő országokban lévő jó gyakorlatok megvitatásának is.

WWW.

www.fszk.hu – www.nefmi.gov.hu/english/acts – www.disability-europe.net/countries/hungary

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Les parents acteurs de l'école: dynamique de réseau en milieux défavorisés

Numéro de groupe: **106**

Phase 1

Type de visite:
Enseignement général

3/12/2012-7/12/2012
Lyon, France

Langue de travail:
Français

Nombre de places: **20**
Minimum requis: **8**

Mots clés:

- **approches innovantes**
- **besoins particuliers**
- **environnement scolaire**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

A Lyon, les acteurs sociaux se mobilisent auprès des parents dont les enfants sont en échec scolaire. Alors qu'on les dit démissionnaires, la recherche montre qu'ils sont très préoccupés par la réussite de leurs enfants. Cependant leur histoire et la non compréhension du système scolaire les empêchent de franchir le portail réel et symbolique de l'École. D'importants réseaux travaillent en faveur de l'intercompréhension entre ces familles et les acteurs de l'institution scolaire. Le centre A.Savary, centre national sur les difficultés sociales et scolaires, est directement concerné par ce sujet.

QUOI?

Le participant découvrira:

- un état de la recherche en France sur les familles populaires et l'École;
- les institutions, les associations mobilisées sur l'aide à la parentalité dans leur dimension d'accompagnement à la scolarité;
- des dispositifs et des démarches innovantes de travail en réseau interinstitutionnels et interassociatifs pour la (re)mobilisation et l'autonomie des parents dans le suivi actif du parcours scolaire de leurs enfants.

COMMENT?

Le participant:

- visitera des établissements scolaires avec un espace d'accueil des parents;
- rencontrera la médiatrice nationale qui fera état des problématiques relationnelles entre l'école et les familles populaires;
- participera à une université populaire de parents avec plusieurs chercheurs et des parents en grande précarité;
- rencontrera des services d'état, de la ville et les associations qui travaillent en réseau sur l'aide à la parentalité pour la réussite scolaire des enfants.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

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WWW.

<http://centre-alain-savary.inrp.fr/CAS>
www.inrp.fr/vst/DA/detailsDossier.php?dossier=63&lang=fr
<http://eduscol.education.fr/pid23372-cid53753/soutien-a-la-parentalite.html>
www.fpp.anlci.fr/fileadmin/Medias/PDF/AEF/AEF_cadre_national__reference_dec2010.pdf
www.upp-acepp.com/ – www.ecoleetfamille.fr/

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Améliorer l'inclusion des élèves handicapés dans l'enseignement général

Numéro de groupe: **107**

Phase 1

Type de visite:
Enseignement général

21/1/2013-25/1/2013
Poitiers, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **7**

Mots clés:

- **apprentissage personnalisé**
- **besoins particuliers**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

Le Ministère de l'éducation français mène une politique volontariste dans le domaine de l'inclusion des élèves handicapés.

ESEN, l'École supérieure de l'éducation nationale, est un service à compétence nationale dont la mission principale est d'assurer la formation initiale et continue des cadres de l'éducation nationale, de l'enseignement supérieur et de la recherche (inspecteurs, chefs d'établissement, cadres administratifs et financiers, etc.). Avec cette visite, l'ESEN souhaite présenter globalement ses activités, formations, outils numériques et audiovisuels. Elle souhaite notamment échanger avec les participants sur les bonnes pratiques développées dans leurs pays respectifs en matière d'inclusion des élèves handicapés, et faire part de sa propre expérience de formation, dans ce domaine, des inspecteurs spécialisés, chefs d'établissement spécialisés et autres cadres concernés.

QUOI?

Le participant découvrira:

- la situation de l'inclusion des élèves handicapés en France et dans les différents pays représentés;
- les méthodes et outils utilisés;
- les différentes orientations nationales et les enjeux;
- les stratégies et actions mises en place pour améliorer les résultats obtenus;
- les différents points de vue (utilisateurs, responsables éducatifs, économiques).

COMMENT?

Le participant:

- assistera et participera à la présentation de la situation de l'inclusion des élèves handicapés en France et dans les différents pays représentés;
- échangera avec des cadres français en formation - élèves de l'ESEN - désireux de poursuivre une coopération européenne;
- participera à des groupes d'analyse comparative, de réflexion et de partage d'idées;
- visitera des établissements d'enseignement et aura l'occasion d'y observer les pratiques mises en œuvre.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

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www.esen.education.fr – www.eduscol.education.fr – www.education.gouv.fr – www.cndp.fr

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Inclusion in vocational education and training

Group No: **108**

Round 1

Type of visit:
VET

19/2/2013-22/2/2013
Dublin, Ireland

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **adult learning**
- **disadvantaged groups**
- **national qualifications frameworks**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Investing in equality and diversity is central to development and mobility of a changing workforce and for gaining employment. Education and training programmes should be delivered and designed to accommodate diversity and promote social inclusion. Developing and implementing measures to meet the needs of disadvantaged groups in society is key to creation of flexible and diverse learning pathways and removing barriers to vocational education and training (VET). Ireland promotes the principle of inclusion through a range of legislative provision and through initiatives in further and vocational education and training. This visit is hosted by Léargas, the national agency for managing the lifelong learning programme in Ireland.

WHAT?

Participants will learn about:

- equality and social inclusion policy and development;
- the national framework of qualifications and access, transfer and progression;
- strategies and initiatives in VET promoting inclusion and quality learning and removing barriers to VET;
- flexible and diverse learning pathways;
- vocational guidance.

HOW?

Participants will:

- discuss the topic with policy-makers and national experts;
- visit VET organisations implementing equality and social inclusion initiatives;
- observe innovative projects and practice;
- meet representatives of specialist organisations providing support for inclusion and equality.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

Organiser(s):

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Using informal education pedagogy to engage and motivate hard-to-reach learners

Group No: **109**

Round 1

Type of visit:
Mixed

25/2/2013-1/3/2013
Nuneaton, England,
United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **innovative approaches**
- **social inclusion**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Following the worldwide economic downturn and the recent recession, the UK is facing unprecedented challenges to remain competitive. The Leitch report calls for all UK adults to have at least Level 2 qualifications in literacy and numeracy; however, it is recognised that for many 'hard-to-reach' groups traditional education strategies and methodologies are not always effective. Nuneaton and Bedworth has three of the most deprived wards in the country according to the UK indices of multiple deprivation. North Warwickshire and Hinckley College, a Grade 1 'outstanding' education provider, and our partners, have developed strategies to engage and retain people in education at all levels and in a variety of settings - from compulsory and further education to work within communities.

WHAT?

Participants will learn about:

- the purpose, values and processes of informal education;
- strategies and approaches to engage disadvantaged groups successfully;
- usefulness of informal education methodologies in compulsory and further education and widening participation projects.

HOW?

Participants will:

- visit organisations that utilise informal education methods successfully;
- meet practitioners from a range of organisations that engage learners from disadvantaged groups;
- take part in a seminar with students studying youth and community development degrees;
- meet experts from the youth, community and education fields;
- experience a 'marketplace' networking event showcasing organisations and practitioners from across the field.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

Organiser(s):

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www.nwhc.ac.uk – www.dmu.ac.uk – www.cypnow.ac.uk – www.tes.co.uk
www.infed.org – www.lifelonglearning.co.uk – www.official-documents.gov.uk
www.cdf.org.uk – http://birmingham.schooljotter.com/valueseducation
www.arleycommunitycentre.co.uk

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

Role of social partners in implementing national qualification frameworks

Group No: **110****Round 1**Type of visit:
VET**24/9/2012-28/9/2012**
Berlin, GermanyWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **national qualifications frameworks**
- **social partners**
- **transparency of qualifications**

Organiser(s):**SENA Katarzyna**

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

This visit is organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

WHY?

Developing quality vocational education and training is central to achieving the Lisbon goals and to making Europe a knowledge society. Implementing a national qualification framework (NQF) has become a priority for the initial vocational education and training sector in Germany and other Member States. This process requires involvement of all relevant stakeholders in VET especially the social partners.

WHAT?

Participants will learn about:

- relevance of national qualification frameworks;
- specific role of social partners in the process of developing NQF;
- relationship between EQF and NQF;
- implications of NQF for the employment system.

HOW?

Participants will:

- visit VET schools and companies;
- visit actors involved in the NQF implementation process: the Federal ministry of education and research and the Confederation of German trade unions;
- discuss with management representatives and trade union representatives;
- exchange experiences in developing NQF.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Aktuell werden in EU-Ländern nationale Qualifikationsrahmen entwickelt. Es ist davon auszugehen, dass diese Qualifikationsrahmen die Bildungs- und Berufsbildungspolitik beeinflussen werden. Den Sozialpartnern kommt eine zentrale Rolle bei der Entwicklung dieser Qualifikationsrahmen zu, da sie die entscheidenden Akteure im Bereich der Qualifikationen auf dem Arbeitsmarkt und in einzelnen Ländern auch in der Berufsbildung sind. Es soll ein Austausch über die Frage geben, inwieweit Sozialpartner bei der Entwicklung nationaler Qualifikationsrahmen beteiligt werden, welche spezifischen Vorstellungen sie haben und wie die Relevanz/Auswirkungen eingeschätzt werden.

WWW.

www.dgb.de – www.bibb.de – www.bmbf.de – www.dihk.de – www.zdh.de
www.bda.de – www.dqr.de

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

NFQ and EQF - Policy development and lifelong learning

Group No: 111

Round 1

Type of visit:
VET2/10/2012-5/10/2012
Dublin, IrelandWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- **European qualifications framework (EQF)**
- **learning outcomes**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Credit systems need to allow transparency of education and training qualifications, for meeting learner mobility and employment needs, for flexible delivery, promoting alternative learning pathways and recognising all learning achievements and outcomes.

In 2003, the Irish national framework of qualifications (NFQ) was launched establishing a single, coherent system of awards promoting flexibility and integration of qualifications and establishing learning outcomes as the common reference point. Referencing to the European qualifications framework was completed in Ireland in 2009 further strengthening European cooperation, transparency and increasing mobility opportunities.

This visit is hosted by Léargas, the national agency for managing the lifelong learning programme in Ireland.

WHAT?

Participants will learn about:

- national policies relating to education and training, NFQ and EQF;
- development and implementation of the NFQ and referencing to the EQF;
- quality assurance;
- recognition of prior learning;
- benefits and implications for learners, training providers, employers with regard to quality assurance, validation of formal, informal and non-formal learning.

HOW?

Participants will:

- discuss the topic with policy-makers and education specialists;
- visit education and training providers to look at practical implementation and impact;
- meet employers and employee organisations, learners, trainers and training providers.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

Organiser(s):**D'ARCY Ivanna**

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WWW.

www.education.ie – www.leargas.ie – www.nqai.ie

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

A comprehensive NQF: policy-makers, stakeholders and project-based implementation

Group No: **112****Round 1**Type of visit:
Mixed**15/10/2012-18/10/2012**
Bucharest, RomaniaWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **learning outcomes**
- **transparency of qualifications**
- **validation of non-formal and informal learning**

Organiser(s):

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

According to Romanian education law, the main priority of the National Qualifications Authority of Romania, host of the study visit, is to establish a comprehensive and coherent national qualifications framework (NQF) comprising all qualifications described in terms of learning outcomes and all education and training awards delivered in Romania. We proposed this study visit to consider both the necessity to ensure comparability of the national qualifications system with qualifications systems in other countries and the referencing process of NQFs to the European qualifications framework (EQF) which is ongoing in many European countries, as well as Romania. We would like to share expertise and examples of good practice with specialists who have worked on or are working towards similar goals.

WHAT?

Participants will learn about:

- development and implementation of NQF using a project-based approach;
- methods and tools for validation of non-formal and informal learning;
- new approaches to promote transparency of qualifications;
- benefits and implications for learners, training providers, employers in NQF development.

HOW?

Participants will:

- meet national experts and policy-makers from general education, VET and HE and discuss progress made in NQF implementation;
- visit a range of education and training organisations, providers and social partners to look at practical implementation and impact;
- observe results of several European Social Fund projects as best practices.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

În concordanță cu prevederile noii Legi a Educației Naționale, principala prioritate a Autorității Naționale pentru Calificări o reprezintă stabilirea Cadrului Național al Calificărilor ce cuprinde toate calificările descrise în termeni de rezultate ale învățării și toate titlurile/diplomele acordate în domeniul educației și formării profesionale în România. Am propus această vizită de studiu luând în considerare atât necesitatea comparării sistemului național de calificări cu sistemele altor țări, cât mai ales faptul că procesul de referențiere a cadrelor naționale ale calificărilor față de Cadrul European al Calificărilor este în desfășurare în mai multe țări din Europa. În acest context, dorim să încurajăm schimbul de expertiză și exemple de bună practică între specialiști în domeniu.

WWW.

www.edu.ro – www.anc.edu.ro – www.tvet.ro – www.docis.acpart.ro – www.ugir.ro

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

National qualifications framework in Austria: a new policy instrument

Group No: 113

Round 1

Type of visit:
VET5/11/2012-7/11/2012
Vienna, AustriaWorking language:
EnglishNumber of places: 15
Minimum required: 8**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

This visit is organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

WHY?

Development of a national qualifications framework (NQF) as a new policy instrument has become more and more important in Austria. The implementation process started in 2006 and is driven by the Federal Ministry of Education, Arts and Culture. This process is strongly influenced by current developments in the entire vocational education and training sector and involves several challenges. For instance, description of qualifications based on learning outcomes is a long-term task and requires close cooperation between VET stakeholders and coordination of various projects currently pursued the Austrian vocational education and training system.

The Federal Ministry of Education, Arts and Culture is hosting this study visit and would like to highlight and discuss current developments and challenges regarding implementation of a NQF, as well as the importance of effective cooperation between important stakeholders.

WHAT?

Participants will learn about:

- developments related to implementation of the Austrian NQF and challenges;
- perspectives of different stakeholders;
- NQF projects in tourism, electrical engineering and architecture and two LdV projects ("EQF-Ref" and "TransEQFrame");
- other projects of the Austrian VET system linked to implementation of NQF (VET standards, competence-oriented education, competence-oriented curricula, ECVET, etc.).

HOW?

Participants will:

- meet NQF and VET experts;
- visit education and training institutions involved in the implementation process (chamber of labour, chamber of commerce, Federal Ministry of Science and Research, universities, etc);
- observe the Austrian approach to implementing an NQF through presentations and expert input;

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Seit dem Jahr 2006 wird in Österreich intensiv an der Umsetzung des Nationalen Qualifikationsrahmens (NQR) gearbeitet. Der geplante Studienbesuch soll die aktuellen Entwicklungen hinsichtlich der Implementierung des NQR in Österreich und die damit verbundenen Herausforderungen beleuchten. Zentral bei der Implementierung eines NQR ist die Kooperation der unterschiedlichen Stakeholder in der Berufsbildung. Daher werden die TeilnehmerInnen auch unterschiedliche Stakeholder-Institutionen, wie z.B.

Wirtschaftskammer, Arbeiterkammer und das Wissenschaftsministerium besuchen, mit BerufsbildungsexpertInnen in Kontakt treten und einen regen Informationsaustausch betreiben können.

WWW.

www.bmukk.gv.at – www.lebenslanges-lernen.at/nqr – www.oead.at

Keywords:

- learning outcomes
- national qualifications frameworks
- transparency of qualifications

Organiser(s):**WILLENSHOFER Katrin**BMUKK - Bundesministerium für
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**NATIONAL AND SECTORAL QUALIFICATIONS
FRAMEWORKS LINKED TO EQF**

Accommodation and food service activities

European vocational education and training system for the hospitality and tourism industry

Group No: **114**

Round 1

Type of visit:
VET

4/2/2013-8/2/2013
Colwyn Bay, Wales,
United Kingdom

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **European credit system for vocational education and training (ECVET)**
- **European qualifications framework (EQF)**
- **national qualifications frameworks**

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

The hospitality, tourism and catering industry is of prime importance to the economy in North Wales. The host institution is a further education college specialising in hospitality and catering. Coleg Llandrillo is recognised as a centre of vocational excellence since 2000. Coleg Llandrillo has been one of the lead partners in the ECVET TC (European credit system for vocational education and training for tourism and catering) project for the past three years. We have been involved in carrying out the pilot project implementation of competence developed by the group, specifically related to chefs and restaurant service professions. This visit will allow results of this project to be disseminated to other European countries.

WHAT?

Participants will learn about:

- ECVET project in tourism and catering completed in 2011;
- the process used in achieving the objective set for the project from the point of view of employers, students and lecturers;
- the role of credit and qualifications framework for Wales (CQFW);
- the qualifications credit framework developed in Wales, England, Scotland and Northern Ireland.

HOW?

Participants will:

- discuss challenges and issues faced by ECVET TC project partners;
- observe lecturers and students in theory and practical classes;
- visit hospitality and catering providers to observe on-the-job training and assessment at the work place;
- attend a focus group of employers, students and lecturers.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- researchers.

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WWW.

www.ecvet.org.uk – www.ecvet-projects.eu – www.ecvet-tc.net – www.scqf.org.uk
www.wales.gov.uk – www.nicats.ac.uk
www.wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualifications-framework

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

Moving throughout Europe with self-awareness and knowledge

Group No: 115

Round 1

Type of visit:
Mixed3/9/2012-7/9/2012
Pavia, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- European credit system for vocational education and training (ECVET)
- European credit transfer system (ECTS)
- European qualifications framework (EQF)

Organiser(s):**DEL PIO Danilo**

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pavia

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

The local office of the Italian Ministry of Education, Research and University in Pavia is a hub for linking schools engaged in supporting lifelong learning and implementing the European qualifications framework (EQF). It promotes mobility and innovation at all levels, harmonising the European quality assurance reference framework for VET with the new national qualifications framework (NQF), in line with the Italian school reform launched in 2010. The city of Pavia is home to an old university strongly committed to defining international policies and involved in statistical analysis of the Italian school system and its interaction with Europe. We aim to overcome obstacles to mobility through tools such ECTS, ECVET and EQF, creating a network of institutions for developing common principles to promote mobility.

WHAT?

Participants will learn about:

- European education systems and curricula, starting with practical experiences;
- state of NQF in secondary schools, the vocational system and universities in recognising transferability of skills acquired in formal, informal or non-formal settings;
- methodological aspects of content and language integrated learning (CLIL) introduced in the Italian school reform and their impact on learning;
- European tools (ECVET, ECTS, EQF) and their development and implementation in participants' countries.

HOW?

Participants will:

- visit education centres, secondary schools involved in European cooperation in education and training;
- visit institutions devoted to issue and certify competences at regional level;
- discuss with representatives of the Italian Ministry of Education, Research and University.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La possibilità per i cittadini europei di allargare anche geograficamente i propri spazi di apprendimento e di far viaggiare con sé anche i propri titoli e curricula è diventata un'importante priorità che accomuna le Istituzioni Europee e i governi nazionali sin dal disegno di una "Europa della conoscenza" delineato dal Consiglio europeo di Lisbona del 2000. Il riconoscimento in Europa di titoli, qualifiche e competenze si è trasformato in politica attiva dal varo della raccomandazione sul "European Qualification Framework" - EQF - e con la proposta del Sistema Europeo per il riconoscimento dei crediti, ECVET. Pare dunque importante lavorare sull'allestimento delle condizioni strutturali e culturali necessarie per l'allargamento degli orizzonti nazionali.

WWW.

www.istruzione.lombardia.it/pavia/ – www.istruzione.lombardia.it/ – www.isfol.it

Lifelong learning and recognition of qualifications - Key to the future of crafts

Group No: **116**

Round 1

Type of visit:
VET

8/10/2012-11/10/2012
Coimbra, Portugal

Working language:
English

Number of places: **12**
Minimum required: **8**

Keywords:

- **adult learning**
- **lifelong learning programme**
- **validation of non-formal and informal learning**

Organiser(s):

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Website: www.cearte.pt

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Vocational education, lifelong learning and recognition of skills acquired through informal and non-formal ways are important for keeping craftsmen's qualifications up-to-date. Portugal launched two integrated policies in the national qualification system: national catalogue of professional qualifications (which includes crafts as a specific item) and professional certification system (validation of non-formal and informal learning). The host institution Cearte is a professional training centre for the crafts sector aiming to meet vocational training needs, create strategies supporting craftsmanship recovery, and update and certify professional skills.

WHAT?

Participants will learn about:

- national catalogue of qualifications;
- development of occupational profiles and vocational training curricula;
- partnerships between public agencies and industrial organisations;
- model of certification of craftsmen through experience and several studies;
- innovation projects in crafts;
- legislation concerning the crafts sector in Portugal.

HOW?

Participants will:

- visit a professional training centre for crafts (Cearte);
- visit public entity responsible for statement of employment and training (IEFP);
- visit public entity for crafts sector (PPART) responsible for legislation;
- visit Portuguese Federation of Arts and Crafts Associations (FPAAO);
- discuss the role of professional associations in developing vocational training and lifelong learning for the crafts sector;
- visit small businesses of artisans.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Os participantes poderão, através do CEARTE, conhecer e debater as estratégias e as medidas de política que estão a ter sucesso em Portugal: aposta na formação profissional ao longo da vida e no reconhecimento das competências profissionais adquiridas pela via não formal, como instrumentos valiosos e decisivos para a qualificação e actualização das competências dos artesãos e para a inovação no artesanato. Estes são instrumentos imprescindíveis para criar valor e colocar o artesanato e os artesãos Europeus no caminho da Inovação e da Excelência – um sector que poderá ter, na Agenda Europeia para 2020, uma excelente oportunidade dado que responde na íntegra aos 4 vectores em que assentará o desenvolvimento da Europa: sustentabilidade, inovação, cultura e a coesão social e territorial.

WWW.

www.cearte.pt – www.iefp.pt – www.ppart.gov.pt – www.fpao.org/ – www.anq.gov.pt/
www.turismodecoimbra.pt/en/about-coimbra/5.html

VALIDATION DES ACQUIS NON FORMELS ET INFORMELS

Validation des acquis de l'expérience dans l'enseignement supérieur

Numéro de groupe: **117**

Phase 1

Type de visite:
Enseignement général

21/1/2013-25/1/2013
Castanet-Tolosan, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **acquis d'apprentissage**
- **compétences des enseignants et formateurs**
- **qualification des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

Depuis la réforme de la formation des enseignants en France en 2010, les enseignants recrutés sont désormais diplômés de Master. L'École nationale de formation agronomique (ENFA), en tant qu'établissement en charge de la formation des enseignants de l'enseignement agricole mais également détenteur d'un Master d'enseignement, a ouvert ce dernier à la validation des acquis de l'expérience (VAE), notamment dans l'optique de permettre à des enseignants contractuels d'acquérir le niveau Master requis pour être titularisé.

La cellule d'appui à la VAE de l'ENFA a mis en place une structuration et un accompagnement en direction de ces publics.

QUOI?

Le participant découvrira:

- la réalité de la VAE dans un établissement d'enseignement supérieur français;
- les opportunités de ce dispositif mais aussi ses contraintes;
- la nécessité de travailler dans un réseau d'acteurs élargi;
- l'intérêt et les difficultés de ce dispositif pour ses bénéficiaires;
- l'accueil de ce dispositif par des employeurs.

COMMENT?

Le participant:

- visitera des structures d'enseignement supérieur mettant en œuvre la VAE;
- rencontrera des bénéficiaires de la VAE: étudiants, salariés, entreprises, etc;
- échangera avec des membres d'un groupe de pilotage national de VAE.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- professeurs principaux, formateurs d'enseignants,
- responsables des ressources humaines,
- conseillers pédagogiques ou d'orientation.

Organisateur(s):

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WWW.

www.enfa.fr/formation/vae/ – www.vae.gouv.fr/

www.travail-emploi-sante.gouv.fr/informations-pratiques,89/fiches-pratiques,91/formation-professionnelle,118/la-validation-des-acquis-de-l,1074.html

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

Education for the future – Developing autonomy in the formal education system

Group No: **118****Round 1**Type of visit:
Mixed**2/10/2012-5/10/2012**
Gdańsk, PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **autonomy (school or institution)**
- **key competences**
- **national qualifications frameworks**

Organiser(s):**BUKOWSKA-ULATOWSKA****Małgorzata**Centrum Edukacji Nauczycieli w
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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Since 2008 the general and vocational education system in Poland has been subject to serious reforms, to adjust it to challenges of the future.

Inspiration for many proposed solutions came from a document 'The citizen of Gdańsk 2020', prepared by the education council of Gdańsk. Numerous experts from the Pomerania region participated in designing and introducing the reforms.

Centrum Edukacji Nauczycieli w Gdańsku is a professional development centre for teachers and educational authorities in the Pomerania region. Our main goal is to improve quality of education. To do so, we are constantly looking for ideas on how to prepare students for challenges of the future. A possible solution is developing autonomy in the formal education system.

WHAT?

Participants will learn about:

- necessary changes in formal education caused by challenges of the future;
- solutions proposed by the Polish general and vocational educational system for autonomy development;
- practical examples of introducing reforms in schools;
- examples of initiatives by companies and non-governmental organisations for developing autonomy in formal education.

HOW?

Participants will:

- visit general and vocational schools working in the new framework;
- meet representatives of the regional education superintendent's office, self-government units and professional development centre;
- visit a company and non-governmental organisations supporting education for the future;
- share experience and opinions on developing autonomy.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

W polskim systemie oświaty wprowadzane są istotne zmiany dot. kształcenia ogólnego i zawodowego. Centrum Edukacji Nauczycieli w Gdańsku, jako wojewódzka placówka doskonalenia kadry oświatowej, aktywnie uczestniczy we wdrażaniu reform edukacyjnych. Nieustannie poszukujemy odpowiedzi na pytanie, jak przygotować uczniów na wyzwania czekające ich w przyszłości. Jednym z rozwiązań jest rozwijanie autonomii w systemie formalnej edukacji. Niniejsza wizyta studyjna, podczas której spotkają się przedstawiciele środowisk oświatowych z kilku państw europejskich, to okazja do spojrzenia na zagadnienie edukacji dla przyszłości z wielu perspektyw, do wymiany doświadczeń i opinii w grupie międzynarodowej.

WWW.

www.eurydice.org.pl – <http://badania.ibe.edu.pl/en> – www.koweziu.edu.pl/
www.woj-pomorskie.pl/ – www.gdansk.pl – www.cen.gda.pl – www.ibngr.pl/
www.hewelianum.pl – www.teatrzekspirowski.pl

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

Flexible learning pathways in lifelong learning

Group No: 119

Round 1

Type of visit:
Mixed15/10/2012-19/10/2012
Pärnu, EstoniaWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- adult learning
- lifelong guidance
- validation of non-formal and informal learning

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Due to economic recession the value of education is growing in Estonia. Non-formal and informal education is developing; lifelong learning is becoming an inseparable part of ageing. Pärnu adult gymnasium has good examples of flexible learning pathways and career counselling. Active elderly people can participate in studies, implemented under the project 'University for wise people' at Tartu university Pärnu college. The study visit will provide an overview of flexible learning pathways to raise qualifications and maintain skills of elderly people on the labour market.

WHAT?

Participants will learn about:

- adult education in the formal education system;
- projects focusing on informal and non-formal ways of learning;
- career counselling and retraining opportunities;
- lifelong learning as a means for active and quality life during ageing;
- experiential learning and best practice examples using the method.

HOW?

Participants will:

- visit adult education institutions and non-educational agencies that offer training (for example, Guild of St Mary Magdalene);
- visit Kihnu school, community centre, museum and local community associations providing adult education;
- meet students, teachers, trainers and counsellors.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Õppelähetuse käigus:

- külastame Töötukassat ja tutvume sealse karjäärinõustamise korralduse ning pakutavate ümberõppe võimalustega;
- külastame täiskasvanute gümnaasiumi ja tutvume erinevate õppevormidega, mis muuhulgas võimaldavad omandada põhi- ja keskkharidust ka väljaspool Eestit elavatel õppuritel;
- külastame kutsehariduskeskuse täiskasvanute koolituskeskust ja tutvume õppetöö korralduse ning erinevate õppekavadega;
- külastame väärivate ülikooli;
- külastame erinevaid mitte- ja informaalset haridust võimaldavaid koolituskeskusi, sh Maarja-Magdaleena Gildi;
- teeme väljasõidu Kihnu saarele, mis kuulub UNESCO kultuuripärandite hulka ning kus toimib kogemusõpe.

WWW.

www.tootukassa.ee/?lang=en – http://maarjamagdaleenagild.ee/in_english.html
www.pc.ut.ee/en – www.parnu.ee/lang/eng/ – www.visitparnu.ee/en/visitor/kihnu
www.visitparnu.ee/

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INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Lifelong learning as an answer to the ageing society

Group No: **120****Round 1**Type of visit:
General education**1/10/2012-5/10/2012**
Bytom, PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **adult learning**
- **digital competence**
- **gender equity**

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Since 2012 is the European year for active ageing, issues concerning ageing societies will play a central role in social policies. Citizens of Bytom constitute an ageing society where wellbeing of adults, gender equity and social awareness are of vital importance to the authorities. Equable development in Bytom is directed at culture and education. The University of the Third Age is an important centre for adult education in the region. Our focus is balanced adult competence development including digital communication. The host institution, Department of Education of Bytom is responsible for establishing and developing the university. It has experience in organising training at various levels.

WHAT?

Participants will learn about:

- the model for managing and organising the University of the Third Age;
- expertise necessary to make the process of education interesting and beneficial to adults;
- how to integrate objectives of State and private HEIs with objectives of the University of the Third Age;
- how to improve its functioning through evaluation involving all participants.

HOW?

Participants will:

- visit the seat of the university and take part in lectures and activities;
- talk to management;
- meet authorities responsible for integration of adult education into the whole education system at city level;
- adapt a model of the University of the Third Age to participants' needs.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- representatives of employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Celem wizyty jest prezentacja modelu funkcjonowania Bytomskiego Uniwersytetu Trzeciego Wieku jako instytucji wspierającej edukację dorosłych, szczególnie nieaktywnych zawodowo. Wizyta prezentuje organizację i zarządzanie uniwersytetu trzeciego wieku jako platformy zrównoważonego rozwoju dorosłych w sferze społecznej i kulturalnej z uwzględnieniem rozwijania nowoczesnych kompetencji komunikacji i zdobywania wiedzy. Podczas wizyty zostaną zaprezentowane modele współpracy Uniwersytetu Trzeciego Wieku z partnerami; zostaną poruszone problemy charakterystyczne dla tego typu formy kształcenia dorosłych ze szczególnym uwzględnieniem motywacji zewnętrznej oraz procesu ewaluacji podejmowanych zadań.

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WWW.

www.en.cku.bytom.pl/main.php?d=1&p=17
<http://worldu3a.org/resources/u3a-poland.htm> – www.univ.gda.pl/en/?id_cat=43&lang=en

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Making adult education more attractive

Group No: 121

Round 1

Type of visit:
VET2/10/2012-5/10/2012
Perugia, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 6

Keywords:

- **adult learning**
- **innovative approaches**
- **validation of non-formal and informal learning**

Organiser(s):

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

How can VET at both local and national levels attract low-skilled adults in lifelong learning pathways, to combat marginalisation of older people and prevent their social exclusion? Around Perugia, there is significant experience of adult education courses that aim to reduce marginalisation of low skilled adults. A project (GEMMA) is a set of different training courses on ICT, foreign languages (English, French, Spanish), public speaking, communication and entrepreneurship, and is recognised as a good practice at European level. The Associazione FORMA.Azione srl is specialised in adult education and VET services and wants to share interesting experiences at local level with other European VET providers, networks and associations to improve quality and attractiveness of its training offer. It is also important for us to share information and learn about tools on validation of non-formal and informal learning from European colleagues.

WHAT?

Participants will learn about:

- methods and strategies to make adult education more attractive;
- new approaches to develop key competences for low-skilled adults;
- pedagogical methods and didactic games to acquire the competence of learning to learn.

HOW?

Participants will:

- observe different adult education courses of GEMMA or other projects;
- observe benefits for low-skilled adults of learning in informal and non-formal contexts and how this learning can be validated;
- interview adult learners who attended training courses and take part in a session of evaluation;
- participate in a workshop on transnational European peer review.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita di studio pone al centro l'esperienza del Progetto Gemma, attuata quasi continuamente a Perugia, dal 2002 ad oggi e rivolta ad adulti interessati ad approfondire le proprie competenze linguistiche, informatiche, sociali e relazionali. Gemma, già buona pratica europea, necessita di migliorarsi per rispondere sempre meglio ai fabbisogni di apprendimento degli adulti, promuovendo anche uno spirito europeo ed una reale cittadinanza attiva europea. Dal confronto con gli esperti e i diversi stakeholder europei che parteciperanno deriveranno interessanti spunti sia per Gemma che per dar vita a nuovi interessanti progetti finalizzati ad accrescere la capacità attrattiva dell'educazione permanente.

WWW.

www.isfol.it – www.europafacile.net – www.english.regioneumbria.eu
www.infonet-ae.eu/en/adult-education-in-italy-1117 – www.servizilavoro.it

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Mobile learning facilitators for non-routine skills development in SMEs

Group No: 122

Round 1

Type of visit:
VET10/10/2012-12/10/2012
Rome, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- innovative approaches
- key competences
- teachers' and trainers' competences

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Website: www.ciape.it

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

This visit will present the m-learning facilitator: a new European professional able to bring 'non-routine' competences (transversal key skills for performing non-routine tasks) to SMEs via tailored mobile learning games.

The m-learning facilitator will motivate SMEs to integrate learning with working life, promoting continuous informal and individual learning to increase their competitive advantage. New generations of place-bound and busy employees will develop crucial non-routine skills.

The m-learning facilitator knows how to properly use mobile technologies for empowering working adults, and is endowed with innovative tools conceived in the Leonardo da Vinci 'Intouch' project. The visit is organised by CIAPE, one of nine partners in the 'Intouch' project. All partners of the project will bring their points of view from different parts of Europe.

WHAT?

Participants will learn about:

- the top 10 European skills for competitiveness: communication, planning, conflict management, openness to change, decision-making, teamwork, flexibility, strategic thinking, initiative and learning improvement;
- the m-learning kit. An open learning environment with much greater interest for adults - extensive use of working scenarios and dynamic interactive games;
- use of e-HOW for cooperative learning. An online community and a wiki for sharing ideas on how to use skills among SME employees;
- guidelines on how mobile technologies can be used for teaching, learning and empowering in SMEs.

HOW?

Participants will:

- be endowed with tools for transforming companies into learn-conducive workplaces;
- attend seminars and take part in discussions to exchange professional experience with consultants from eight different European countries;
- visit SMEs and attend presentations of good practice in promoting non-routine skills via use of mobile learning.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Il mercato del lavoro nel prossimo futuro richiederà di saper affrontare al meglio i cosiddetti compiti "non routinari", ovvero di mettere a frutto le competenze trasversali, risolvendo i problemi in maniera autonoma e attraverso un uso sapiente delle capacità comunicative ("competenze non routinarie").

Il nuovo m-Learning facilitator consentirà ai lavoratori - con molte responsabilità e poco tempo a disposizione - di accedere a percorsi di formazione flessibili in maniera snella ed attraente, rafforzando le proprie competenze non-routinarie attraverso l'uso intensivo del mobile learning, e sarà in grado di creare ambienti didattici aperti e di promuovere il cambiamento all'interno delle imprese.

WWW.

www.intouch-project.eu/

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Opportunities for adult learning

Group No: **123**

Round 1

Type of visit:
Mixed

26/11/2012-29/11/2012
The Hague, the Netherlands

Working language:
English

Number of places: **14**
Minimum required: **6**

Keywords:

- **adult learning**
- **drop-outs**
- **older workers**

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

A characteristic of adult education in the Netherlands is that it takes place in various schools and organisations and is provided in various forms and shapes, depending on the learning needs of adults. The specific needs of adults have been the incentive for adult education providers to develop tailor-made solutions. In the highly urbanised regions of the Netherlands good practices of formal adult education as well as non-formal and informal adult education can be shared.

WHAT?

Participants will learn about:

- adult education centres in an urban environment;
- adult education in the formal educational system (regional education centres);
- initiatives within non-formal or informal adult education.

HOW?

Participants will:

- visit the Ministry of Education, a regional education centre;
- visit a 'volksuniversiteit' and a foundation or association involved in adult education;
- visit instruction rooms and, if possible, observe lessons;
- meet teachers, instructors and students.

WHOM?

- Directors of guidance centres,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

Organiser(s):

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Fax +31- 235 42 71 74
Email: studyvisits@epf.nl
Website: www.europeesplatform.nl

WWW.

www.minocw.nl – www.europeesplatform.nl/grundtvig

Health and education: quality health services

Group No: **124**

Round 1

Type of visit:
Mixed

24/9/2012-28/9/2012
Istanbul, Turkey

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **education and training attainment**
- **health education**
- **key competences**

Organiser(s):

OZKAN Serpil

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KOSE Devrim

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Website: www.istanbuleah.gov.tr

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

This visit will give a brief overview of studies on standardisation in education and training for professionals in the health sector and implementation for better and friendlier hospitals in Turkey.

Our institution has played an important role in healthcare and health education and training for 50 years. We know that quality of education and training for professionals working in the health sector is decisive for the quality of the health service. We have developed models for determining key competences of professionals in the sector, and lifelong training for them to understand the psychology of patients and deal with both young and elderly patients.

WHAT?

Participants will learn about:

- models for improving healthcare professionals behaviour toward and understanding of the public;
- training programmes implemented in the city for professionals working in the health sector;
- projects undertaken by public and private partnerships.

HOW?

Participants will:

- share and discuss examples of good practice in educating and training professionals in the health sector with an academic panel;
- visit organisations educating and training healthcare professionals: public and private training centres, non-governmental organisations, hospitals;
- meet decision-makers in the health sector.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- heads of departments,
- human resource managers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Çalışma ziyareti, tarihi boyunca bir çok devlete başkentlik yapan, binlerce yıllık tarihi, 15 milyon nüfusu ile Türkiye'nin aynası niteliğindeki İstanbul'da yapılacaktır. 1960 yılında balkanların en modern hastanesi olarak kurulan ve ilkleri her zaman kendine misyon edinen İstanbul Eğitim ve Araştırma Hastanesi tarafından organize edilecek olan çalışmanın konusu Klaiteli Sağlık Hizmeti'dir. Bu anlamda İl Sağlık Müdürlüğü ile mutabakata varılmış ve İl Performans ve Kalite Koordinatörlüğünün desteği alınmıştır. Yapılacak çalışmada kurumumuzda ve ülkemizde sağlık kurum ve kuruluşlarında yetişkin eğitimleri ve Kalite sistemlerine ilişkin çalışmalar, yetişkin eğitim modelleri ve sağlıkta kalite sistemleri ile ilgili uygulamalar gözlemlenecek ve aktif katılımları sağlanacaktır.

WWW.

www.istanbuleah.gov.tr

LEBENS-LANGE BERATUNG BEIM LERNEN UND ARBEITEN

Effizienz schulpsychologischer Dienste in der lebenslangen Beratung beim Lernen

Gruppennummer: 125

Antragsrunde 1

Art des Besuches:
Gemischt

15/10/2012-19/10/2012
Eupen, Belgien/ Aachen,
Deutschland/ Luxemburg,
Luxemburg

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: 12
Erforderliche Mindestanzahl: 5

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Evaluierung (Schule oder Einrichtung)**
- **Lebenslange Bildungs- und Berufsberatung**

Organisator(en):

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THEMENBEREICHE:

Entwicklung von Strategien für lebenslanges Lernen und Mobilität

WARUM?

In der EU fehlen vergleichbare Daten und Best-practice-Modelle von schulpsychologischen Diensten (SPD) im Rahmen des lebenslangen Lernens. Zur Implementierung der Bildungsreformen ist die Entwicklung von effizienten schulischen Unterstützungsstrukturen notwendig. Dieser Studienbesuch dient dazu, verschiedene SPD-Strukturen zu analysieren und zu vergleichen sowie Empfehlungen für Modelle zu entwickeln. Eupen ermöglicht aufgrund seiner Lage im Dreiländereck BE, DE, LUX einen europäischen Vergleich dieser Strukturen. Dieser Studienbesuch entspricht den Zielsetzungen des „Regionalen Entwicklungskonzeptes“ der deutschsprachigen Gemeinschaft Belgiens (DG BE), speziell dem Bereich „Gerechter Zugang zu Bildung“ mit dem Teilprojekt „Modernisierung und Neustrukturierung der Psycho-medizinisch-sozialen Zentren (PMS)“. Letztere sind schulische Begleitdienste, die sowohl vorbeugende als auch begleitend-beratende Aufgaben im psycho-sozialen und medizinischen Bereich wahrnehmen.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Geschichte und Brennpunkte der Schulpsychologie in BE, DE, LUX;
- Methoden der Evaluierung von SPD in Bezug auf lebenslanges Lernen;
- verschiedene Arbeits-, Funktions- und Organisationsweisen der SPD in BE, DE, LUX.

WIE?

Die Teilnehmer werden:

- SPD in der DG BE, DE, LUX besuchen;
- die Arbeit der Schulpsychologen vor Ort beobachten;
- Interviews mit Mitarbeitern der SPD und ihres Umfeldes durchführen;
- mit Hilfe eines Evaluierungsinstrumentes die SPD analysieren, vergleichen und die Ergebnisse in einem Bericht zusammenfassen;
- an einer europäischen Konferenz zur Schulpsychologie teilnehmen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Schulleiter, Lehreraus- und -fortbildner,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Forscher.

WWW.

www.freiespms.be – www.nepes.eu – www.cpos.public.lu/

LIFELONG GUIDANCE FOR LEARNING AND WORKING

Better learning and life quality through lifelong guidance

Group No: **126****Round 1**Type of visit:
Mixed**22/10/2012-26/10/2012**
Helsinki, FinlandWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **lifelong guidance**
- **social inclusion**

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

In modern society the significance of lifelong learning has been emphasised and it is seen as a central tool for promoting employment, wellbeing and life quality as well as active citizenship. To support individuals coping with career and lifelong learning, several kinds of counselling and guidance services are provided in Finland throughout the whole life span. The Finnish Ministry of Education and Culture launched a strategy for lifelong guidance in March 2011, based on EU policy developments in lifelong guidance.

The host institution, University of Helsinki, Palmenia Centre for Continuing Education, is the largest institute for continuing education in Europe and offers a large selection of training for several branches of guidance and counselling.

Palmenia would like to present how Finnish system of lifelong guidance, the results it produces for individuals, enterprises and authorities and the national strategy put in place to improve services and actions.

WHAT?

Participants will learn about:

- national strategy of lifelong guidance and measures already taken in Finland;
- guidance and interaction between two or more parties who represent different ethnic backgrounds (multicultural guidance);
- sharing national experiences and good practices of lifelong guidance;
- new ideas for providing personal professional guidance and for possible joint projects in the European Union;
- methods of multicultural guidance.

HOW?

Participants will:

- visit different institutions which deal with lifelong guidance for children in early childhood, pupils at school, students of vocational schools, students in higher education and employees during working life;
- meet authorities responsible for lifelong guidance policies and talk to counsellors working with different people in different phases of the life span;
- discuss methods used in guidance and counselling.

WHOM?

- Directors of guidance centres,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Modernissa yhteiskunnassa elinikäisellä oppimisella on vahva rooli. Yksilön näkökulmasta mahdollisuudet hallita uraa koulutuspolkujen ja työelämän aikana ovat lisääntyneet, samoin tiedon tarve. Yhteiskunnan kannalta elinikäinen oppiminen ja ohjaus edistävät myös kansantaloudellista hyvinvointia. Vierailun aikana esitellään Suomessa käytössä olevia elinikäisen ohjauksen palveluita, joita on luotu kehittämään urapolkuja ja tukemaan elinikäistä oppimista. Tarjolla on erilaisia ohjauksellisia palveluita ja tukimuotoja, joita on saatavissa koko elinkaaren ajan ja valittavissa asiakkaan elämäntilanteen mukaan. Palveluiden lähtökohta on yksilö- ja asiakaslähtöinen lähestymistapa sekä yksilön vahvuuksien tunnistamisessa että uusien mahdollisuuksien luomisessa ja uusien elämäntilanteiden tukemisessa.

WWW.

www.helsinki.fi/palmenia/english/index.htm – www.minedu.fi/OPM/?lang=en
www.opintoluotsi.fi/en-GB/

Organiser(s):**SEPPÄLÄ Tea**

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LEARNING MOBILITY IN EDUCATION AND TRAINING

New opportunities for mobility

Group No: 127

Round 1

Type of visit:
Mixed22/10/2012-25/10/2012
Maribor, SloveniaWorking language:
EnglishNumber of places: 12
Minimum required: 5

Keywords:

- intercultural education
- learners' mobility
- volunteering

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Mobility contributes to understanding and convergence of EU citizens, spreading awareness about the values of European citizenship, developing professional skills and to personal growth thus increasing employability.

To achieve the most positive effects of mobility it is important that all EU members have the same proportion of incoming and outgoing participants.

The host organisation Zavod za novodobno izobraževanje (Institute for New Age Education) in Maribor promotes integration and participation of people in society regardless of cultural, linguistic, national, professional and other diversity.

Our policy has resulted in a series of experiences and insights which we wish to share with representatives of other EU countries working on mobility projects to find new possibilities for reciprocal mobility.

WHAT?

Participants will learn about:

- advantages of mobility and the importance of reciprocal mobility and how to achieve it;
- the way participants and project partners can benefit from reciprocal mobility and how these benefits can affect quality of mobility;
- study cases of reciprocal mobility from Zavod za novodobno izobraževanje (ZNI);
- possible obstacles and problems that may arise when carrying out such projects.

HOW?

Participants will:

- visit CMEPIUS (Slovenian national agency for lifelong learning programme);
- visit ZNI (to observe and present the way we work and our reciprocity projects);
- visit the Ministry of Education ;
- visit the Employment Office;
- meet other relevant representatives with experience of reciprocal mobility in Slovenia.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Študijski obisk je namenjen srečanju in izmenjavi izkušenj med različnimi akterji ki delujejo na področju učne mobilnosti v EU. Zavod za novodobno izobraževanje bo v sodelovanju s kompetentnimi službami v Sloveniji predstavi obstoječe prakse in izhodišča na katerih temeljijo programi učne mobilnosti pri nas, predvsem s stališča trenutne situacije Slovenije kot gostujoče destinacije in novih priložnosti na tem področju. Ob tem bomo poiskali tudi odgovore na vprašanja zakaj so nekatere države na področju gostovanja mobilnosti privilegirane in kaj bi lahko storili za enakovreden položaj vseh članic. Cilj je poiskati nove rešitve, ki bodo prispevale k povečanju števila mobilnosti, njenih učinkov, hkrati pa bodo odprle enake možnosti za vključitev vseh skupin udeležencev in držav.

Organiser(s):

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http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf
http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf

LEARNING MOBILITY IN EDUCATION AND TRAINING

Mobility in vocational training - Opportunities and challenges

Group No: **128****Round 1**Type of visit:
VET**12/11/2012-16/11/2012**
Berlin, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **Europass**
- **European credit system for vocational education and training (ECVET)**
- **national qualifications frameworks**

Organiser(s):**RITZ Beate**

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Economic development and the European labour market require cooperation in vocational education and training in Europe.

The team of Friedrich-List-Schule/International supports vocational training centres and training firms in Berlin with their applications for subsidies from educational programmes, their searches for partners in international school projects and by providing job placements in Berlin for vocational training students.

Through cooperation between the team of Friedrich-List-Schule and the University of Potsdam, the project 'Scientific assistant to internships for vocational students in companies in other EU countries' started in 2009/10.

WHAT?

Participants will learn about:

- initiatives to improve mobility of vocational students;
- measures to achieve high quality and efficiency of internships for vocational students;
- development of the European credit system for vocational education (ECVET), national qualifications frameworks and Europass in other countries.

HOW?

Participants will:

- get to know the Friedrich-List-Schule, courses of studies, equipment, students, teachers and managers;
- visit companies that have sent vocational students abroad;
- take part in measures to prepare for going abroad – references to professional sources, intercultural questions, language lessons.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die deutlich angestiegene Nachfrage nach Auslandsaufenthalten in der Berufsbildung zeigt, dass grenzüberschreitende Mobilität in der Berufsbildung immer mehr gelebte Praxis wird. Eine qualitätsgerechte Gestaltung transnationaler Beziehungen rückt damit mehr und mehr in den Blickpunkt: die Qualität von Bildungs- und Praxisangeboten, das Gelingen der Unternehmensziele und -strategien, sowie nicht zuletzt der Nutzen für die Lernenden.

WWW.**www.friedrich-list-berlin.eu – www.uni-potsdam.de**

LEARNING MOBILITY IN EDUCATION AND TRAINING

Mobility in higher education: a must, a challenge and an unprecedented opportunity

Group No: 129

Round 1

Type of visit:
Mixed19/11/2012-23/11/2012
Vienna, AustriaWorking language:
EnglishNumber of places: 12
Minimum required: 8**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

WHY?

Mobility is one of the cornerstones of European higher education and serves to strengthen European identity and citizenship, and increases employability and knowledge transfer between our countries. In the framework of the Bologna process a mobility strategy is being elaborated working on indicators and benchmarks to monitor progress.

Austria has been very active in promoting mobility at European and international levels. We rank third in outgoing mobility compared to the student population (after Luxembourg and Lichtenstein). This is because Austria provides national funds to increase the aggregate ERASMUS grant. The Ministry of Science and Research is hosting the visit. It supports mobility initiatives at higher education level.

WHAT?

Participants will learn about:

- mobility schemes and programmes;
- best practice examples of how to abolish mobility obstacles;
- how curricula structure can either obscure or promote mobility;
- financial support schemes for mobility which allow students to take a study grant abroad for a complete study programme.

HOW?

Participants will:

- discuss mobility policies with experts;
- visit at least one type of public higher education institution (university, university of applied sciences, teacher training college);
- meet and exchange information and practical experience with vice-rectors, professors and international officers of HEIs;
- visit the Austrian Agency for International Cooperation in Education and Research;
- meet the Austrian ombudsperson for universities, Bologna experts and others representing ministries, HEI, etc.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mobilität ist eine der tragenden Säulen des europäischen Hochschulraums. Sie trägt zur Stärkung der europäischen Identität bei und erlaubt es dem Individuum, sich mannigfaltige Kompetenzen anzueignen, die im nationalen Kontext nicht möglich wären.

Österreich kann mit Beispielen guter Praxis in der Mobilitätsförderung aufwarten, wie zum Beispiel die Teilnahme an ERASMUS, die Mitnahmemöglichkeit von Stipendien ins Ausland für Gesamtstudienprogramme, AUSTRIA MUNDUS, etc.

Durch den Austausch mit VertreterInnen von Universitäten, Fachhochschulen, pädagogischen HS und dem BMWF soll den TeilnehmerInnen am Besuchsprogramm die österreichische Praxis der Mobilitätsförderung und –umsetzung nähergebracht werden.

Keywords:

- curriculum
- learners' mobility
- teachers' and trainers' mobility

Organiser(s):**SCHANDL Regina**

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www.oead.at – www.fh-krems.ac.at – www.bmwf.gv.at – www.univie.ac.at

LEARNING MOBILITY IN EDUCATION AND TRAINING

New horizons - How to support careers through mobility

Group No: **130****Round 1**Type of visit:
VET**3/12/2012-6/12/2012**
Bremen, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **learners' mobility**
- **lifelong guidance**
- **workers' mobility**

Organiser(s):**BORGSMANN Heike**

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

A main part of the German economy is export and international cooperation. To meet the requirements of a changing global labour market it is more and more important to have international work experience and language skills. Bremen is a location of some global enterprises such as Mercedes Benz, Airbus, Beck's Beer, Kraft Foods, etc. and the city also looks back on a long history of emigration and mobility.

The main task of the international department at the German Federal Employment Service is to support people in working, learning and living abroad. This is on behalf of the European Commission and our membership in the EURES and Euroguidance networks.

WHAT?

Participants will learn about:

- different approaches to career counselling and guidance for different target groups;
- the tools implemented in training and education to promote mobility among workers and the unemployed;
- how to use different European networks such as EURES and the Leonardo da Vinci project 'Job Gate'.

HOW?

Participants will:

- meet experts in counselling and guidance;
- visit local authorities, enterprises and universities, such as the Chamber of Commerce, University of Bremen, EADS;
- talk to representatives of international mobility projects such as the Leonardo da Vinci mobility project 'Job Gate'.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- human resource managers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

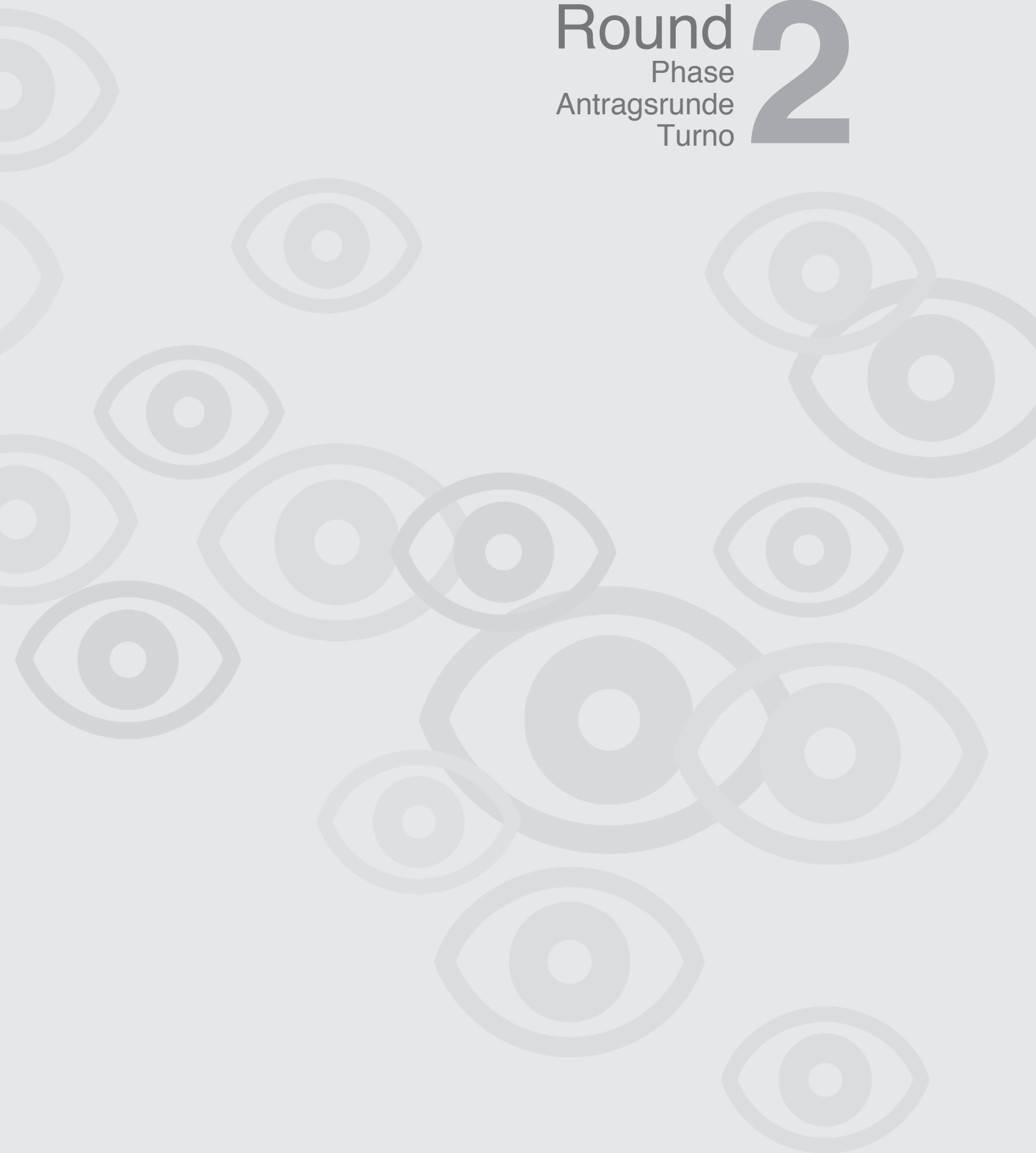
SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Export und internationale Kooperationen sind ein wichtiger Bestandteil der deutschen Wirtschaft. Um den Anforderungen eines sich verändernden, globalen Arbeitsmarktes zu entsprechen, wird es zunehmend wichtiger internationale Erfahrungen und Fremdsprachenkenntnisse zu erwerben. Bremen ist Standort einiger bedeutender Global Player wie z. B. Mercedes, Airbus, Beck's etc. Die Stadt hat außerdem eine lange Geschichte im Zusammenhang mit Mobilität und Auswanderung. Die Hauptaufgabe der ZAV Auslandsvermittlung als Internationaler Dienstleister der BA ist die Unterstützung der Arbeits- und Bildungsmobilität im Auftrag der Europäischen Kommission durch Mitgliedschaft im EURES und Euroguidance Netzwerk.

WWW.

www.arbeitsagentur.de – www.zav-auslandsvermittlung.de – www.eures.europa.eu

Round **2**
Phase
Antragsrunde
Turno



Catalogue 2012/13

ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 01/03/2013 - 30/06/2013

Deadline/délais/Bewerbungsschluss/plazo: 12/10/2012

ENCOURAGING COOPERATION BETWEEN THE WORLDS OF EDUCATION, TRAINING AND WORK ENCOURAGER LA COOPÉRATION ENTRE LES MONDES DE L'ÉDUCATION, DE LA FORMATION ET DU TRAVAIL FAVORECER LA COOPERACIÓN ENTRE LOS MUNDOS DE LA EDUCACIÓN, LA FORMACIÓN PROFESIONAL Y EL TRABAJO

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

round	group	title of visit	wl	country	date	page
2	131	Vocational orientation in Germany: improving vocational choices	EN	Germany	18/03/13 - 22/03/13	172
2	132	Hobby schools and extracurricular activities as bridges between pupils and their career choices	EN	Estonia	18/03/13 - 22/03/13	173
2	133	Training and certification of competences in vocational training	EN	Czech Republic	15/04/13 - 19/04/13	174
2	134	Vocational training system in the Azores: ultraperipheral regions	EN	Portugal	15/04/13 - 19/04/13	175
2	135	Accepting mentally-disabled youth	EN	Lithuania	22/04/13 - 26/04/13	176
2	136	Guidance and vocational counselling	EN	Poland	23/04/13 - 26/04/13	177
2	137	Traineeships in VET and an approach towards the labour market	EN	Portugal	17/06/13 - 20/06/13	178

WORKPLACE LEARNING

round	group	title of visit	wl	country	date	page
2	138	Health and social care: education for employment and career progression	EN	United Kingdom	11/03/13 - 14/03/13	179

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date	page
2	139	Designing, delivering and marketing a programme of education and training for disadvantaged groups	EN	United Kingdom	01/05/13 - 03/05/13	180

INCREASING ATTRACTIVENESS OF VET

round	group	title of visit	wl	country	date	page
2	140	VET to develop cooperation between schools and the labour market	EN	Italy	18/03/13 - 22/03/13	181

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

round	group	title of visit	wl	country	date	page
2	141	Older workers in companies and on the labour market	EN	Germany	13/05/13 - 17/05/13	182

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES
COOPÉRATION ENTRE LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION, LES ENTREPRISES ET LES COMMUNAUTÉS LOCALES

round	group	title of visit	wl	country	date	page
2	142	Innovation, industry and education in a regional perspective	EN	Belgium	18/03/13 - 22/03/13	183
2	143	Offrir des formations adaptées aux besoins du territoire et des apprenants	FR	France	18/03/13 - 22/03/13	184
2	144	EU dimension of VET to respond to labour market needs	EN	Turkey	08/04/13 - 12/04/13	185
2	145	Preparing graduates for the world of work	EN	United Kingdom	09/04/13 - 11/04/13	186
2	146	Approaching schools and enterprises: how to improve quality of VET	EN	Spain	23/04/13 - 26/04/13	187
2	147	Vocational education in cooperation with kindergartens, schools and organisations	EN	Estonia	06/05/13 - 10/05/13	188
2	148	How cooperation between NGOs, schools and SMEs contribute to vocational training	EN	Turkey	13/05/13 - 17/05/13	189
2	149	Un partenariat local afin de créer des parcours culturels pour tous les élèves	FR	France	13/05/13 - 16/05/13	190
2	150	How can social partners, authorities and schools cooperate to improve VET in Romania	EN	Romania	14/05/13 - 17/05/13	191
2	151	'Services to business': a new approach to meeting employers' needs	EN	United Kingdom	15/05/13 - 17/05/13	192
2	152	Valuable contribution of partnerships to education	EN	Turkey	20/05/13 - 24/05/13	193
2	153	Increasing students' employability skills in partnership with employers	EN	United Kingdom	22/05/13 - 24/05/13	194
2	154	Sustainable agriculture - Challenges and opportunities for vocational schools	EN	Germany	10/06/13 - 14/06/13	195
2	155	Integrating senior citizens into the learning community	EN	Poland	11/06/13 - 14/06/13	196
2	156	Cooperation between the worlds of education and work	EN	Italy	17/06/13 - 21/06/13	197

NEW SKILLS FOR NEW JOBS

round	group	title of visit	wl	country	date	page
2	157	Training, skills and green jobs: learning for sustainability	EN	Spain	09/04/13 - 12/04/13	198
2	158	Using creativity for promoting social awareness in the school/labour market relationship.	EN	Portugal	21/05/13 - 24/05/13	199

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY
FOMENTAR EL ESPÍRITU EMPRENDEDOR Y LA EMPLEABILIDAD

round	group	title of visit	wl	country	date	page
2	159	El programa de emprendimiento en el sistema educativo de Galicia	ES	España	13/03/13 - 15/03/13	200
2	160	Promoting entrepreneurship and start-ups in Switzerland	EN	Switzerland	03/06/13 - 07/06/13	201
2	161	Entrepreneurship and villages: employment and social ties in remote rural areas	EN	France	04/06/13 - 07/06/13	202

SUPPORTING INITIAL AND CONTINUOUS TRAINING OF TEACHERS, TRAINERS AND EDUCATION AND TRAINING INSTITUTIONS' MANAGERS

SOUTENIR LA FORMATION INITIALE ET CONTINUE DES ENSEIGNANTS, DES FORMATEURS ET DES CHEFS D'ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

UNTERSTÜTZUNG DER ERSTAUSBILDUNG UND WEITERBILDUNG VON LEHRKRÄFTEN, AUSBILDERN UND LEITERN VON EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

round	group	title of visit	wl	country	date	page
2	162	Developing learners' potential for the 21st century global economy	EN	United Kingdom	04/03/13 - 08/03/13	203
2	163	Assessment in primary, secondary and higher education	EN	Greece	11/03/13 - 15/03/13	204
2	164	Linking activities - Strategies for quality development in general education	EN	Germany	22/04/13 - 26/04/13	205
2	165	School evaluation as a path towards its development	EN	Poland	22/04/13 - 26/04/13	206
2	166	Quality in-service teacher training	EN	Spain	22/04/13 - 26/04/13	207
2	167	Adult education: validation of former learning and assessing progress and achievement	EN	Norway	22/04/13 - 26/04/13	208

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS

round	group	title of visit	wl	country	date	page
2	168	Professeurs et formateurs: études des systèmes européens de sélection, formation et évaluation	FR	Espagne	11/03/13 - 15/03/13	209
2	169	The teaching profession, teacher education and basic education	EN	Finland	18/03/13 - 22/03/13	210
2	170	Devising and managing a training programme for teachers	EN	France	18/03/13 - 22/03/13	211
2	171	Supporting a starting-out teacher	EN	Hungary	15/04/13 - 19/04/13	212

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

BERUFLICHE WEITERENTWICKLUNG VON LEHRKRÄFTEN UND AUSBILDERN UND KARRIEREMÖGLICHKEITEN

round	group	title of visit	wl	country	date	page
2	172	Teachers training for improving learners' literacy and numeracy	EN	Ireland	12/03/13 - 15/03/13	213
2	173	Teaching entrepreneurship: training and support	EN	Belgium	26/03/13 - 29/03/13	214
2	174	Professional profile of teachers today	EN	Spain	08/04/13 - 12/04/13	215
2	175	How to help disadvantaged students achieve success at school	EN	Poland	22/04/13 - 25/04/13	216
2	176	Recruiting, developing and qualifying school management	EN	Germany	22/04/13 - 26/04/13	217
2	177	Verbesserung der allgemeinen und beruflichen Lehrerausbildung und deren Wahrnehmung von aussen	DE	Polen	06/05/13 - 10/05/13	218
2	178	New skills for old jobs: recycling and upcycling training for the fashion industry	EN	Portugal	15/05/13 - 17/05/13	219

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

round	group	title of visit	wl	country	date	page
2	179	How to catch EU standards in education	EN	Turkey	24/06/13 - 28/06/13	220

PROMOTING ACQUISITION OF KEY COMPETENCES THROUGHOUT THE EDUCATION AND TRAINING SYSTEM

ENCOURAGER L'ACQUISITION DE COMPÉTENCES CLÉS DANS TOUT LE SYSTÈME D'ÉDUCATION ET DE FORMATION

FÖRDERUNG DES ERWERBS VON SCHLÜSSELKOMPETENZEN IM GESAMTEN SYSTEM DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

PROMOVER LA ADQUISICIÓN DE COMPETENCIAS CLAVE EN EL SISTEMA EDUCATIVO Y DE FORMACIÓN PROFESIONAL

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date	page
2	180	Improving schools and education systems in a Norwegian region through cooperation	EN	Norway	22/04/13 - 26/04/13	221

LANGUAGE TEACHING AND LEARNING

SPRACHUNTERRICHT UND SPRACHERWERB

ENSEÑANZA Y APRENDIZAJE DE IDIOMAS

round	group	title of visit	wl	country	date	page
2	181	The future of CLIL	EN	Italy	04/03/13 - 08/03/13	222
2	182	Developing young learners' communicative competences in a foreign language	EN	Poland	04/03/13 - 08/03/13	223
2	183	Be creative: how to relate language competences to visual arts	EN	Italy	11/03/13 - 15/03/13	224
2	184	Sprache macht Menschen zu Menschen	DE	Tschechei	11/03/13 - 15/03/13	225
2	185	Language learning and teaching methods in a multilingual country	EN	Switzerland	01/04/13 - 05/04/13	226
2	186	Improving early, bilingual and trilingual language teaching	EN	Netherlands	08/04/13 - 12/04/13	227
2	187	State-run language schools in Spain: communicative skills for everyone	EN	Spain	15/04/13 - 18/04/13	228
2	188	El Programa de Centros Bilingües de la Comunidad de Madrid	ES	España	15/04/13 - 19/04/13	229
2	189	Language learning spaces: diversity and transversality	EN	Spain	22/04/13 - 26/04/13	230
2	190	Trilingual framework in Basque education	EN	Spain	22/04/13 - 26/04/13	231
2	191	The ABC of plurilingualism in Andalucía	EN	Spain	06/05/13 - 10/05/13	232
2	192	Improving foreign language learning with innovative methods	EN	Spain	13/05/13 - 17/05/13	233
2	193	Teaching a vocation in a foreign language for use in future work	EN	Poland	03/06/13 - 07/06/13	234
2	194	Language teaching as a key to promote professional skills and improve cultural integration	EN	Italy	10/06/13 - 14/06/13	235
2	195	Languages in primary school – The story so far	EN	United Kingdom	17/06/13 - 21/06/13	236

USE OF ICT IN LEARNING

UTILISATION DES TIC DANS L'APPRENTISSAGE

round	group	title of visit	wl	country	date	page
2	196	Studying English via distance or e-learning	EN	Spain	04/03/13 - 08/03/13	237
2	197	Regional and local innovation in secondary schools through ICT	EN	Denmark	06/03/13 - 08/03/13	238
2	198	Science and ICT: a new way to teach science	EN	Italy	11/03/13 - 15/03/13	239
2	199	Arts et culture numériques: les enjeux pour l'école	FR	France	26/03/13 - 29/03/13	240
2	200	Improving vocational education through ICT and language skill development	EN	Spain	08/04/13 - 11/04/13	241
2	201	Designing technology-enriched educational environments	EN	Turkey	06/05/13 - 10/05/13	242

2	202	Developing creativity through use of ICT in learning and teaching	EN	Poland	06/05/13 - 10/05/13	243
2	203	Supporting teachers with technology-improved learning	EN	Croatia	20/05/13 - 24/05/13	244
2	204	University of the third age - Experience of distance education	EN	Slovakia	21/05/13 - 24/05/13	245
2	205	L'école et les TIC en zone rurale: enjeux, intérêts, perspectives	FR	France	27/05/13 - 31/05/13	246
2	206	ICT deployment and implementation in the educational system	EN	Spain	03/06/13 - 07/06/13	247
2	207	IC3T (information and communication technology for teacher trainers)	EN	Bulgaria	24/06/13 - 28/06/13	248

EDUCATION FOR ENTREPRENEURSHIP BILDUNG FÜR UNTERNEHMERISCHE KOMPETENZ

round	group	title of visit	wl	country	date	page
2	208	Das fächerübergreifende Unterrichtsprinzip 'Entrepreneurship Education'	DE	Österreich	04/03/13 - 08/03/13	249
2	209	Cultivating innovative minds and brave hearts - How schools can foster tomorrow's entrepreneurs	EN	Sweden	18/03/13 - 22/03/13	250

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE ERZIEHUNG ZUR AKTIVEN BÜRGERSCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG

round	group	title of visit	wl	country	date	page
2	210	Approaches to intercultural and civic competences in early childhood education	EN	Germany	11/03/13 - 15/03/13	251
2	211	Embedding environmental education into the curriculum	EN	France	18/03/13 - 22/03/13	252
2	212	New approaches to raising young people sense of responsibility	EN	Germany	08/04/13 - 12/04/13	253
2	213	Ressources locales et éducation - Formation au développement durable	FR	France	08/04/13 - 12/04/13	254
2	214	Towards an innovative health education curriculum: theory and practice	EN	Cyprus	08/04/13 - 12/04/13	255
2	215	Raising awareness of protection of the environment	EN	Greece	22/04/13 - 26/04/13	256
2	216	Education for active citizenship and sustainable development in schools	EN	Ireland	23/04/13 - 26/04/13	257
2	217	Bildung für nachhaltige Entwicklung, zukunftsorientiertes Denken	DE	Österreich	13/05/13 - 17/05/13	258
2	218	Promoting European volunteering for humanitarian and development issues	EN	France	27/05/13 - 31/05/13	259

DEVELOPING CREATIVITY IN LEARNING AND TEACHING DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

round	group	title of visit	wl	country	date	page
2	219	Better school design for better, safe and creative learning	EN	Turkey	08/04/13 - 12/04/13	260
2	220	How cities can innovate education	EN	Portugal	08/04/13 - 12/04/13	261
2	221	Expérimentation de l'approche orientante	FR	Belgique	13/05/13 - 15/05/13	262
2	222	Kunst und Kultur in der Schulausbildung und im Studium	DE	Slovakei	20/05/13 - 24/05/13	263
2	223	Web-based tools for flexible, innovative and creative teaching and learning	EN	Spain	17/06/13 - 21/06/13	264

LEARNING MATHEMATICS AND SCIENCE

round	group	title of visit	wl	country	date	page
2	224	Development of key competences in mathematics and science	EN	Bulgaria	11/03/13 - 15/03/13	265
2	225	Cross-curricular application of mathematics for 4-to-16 year-olds in England	EN	United Kingdom	11/03/13 - 15/03/13	266
2	226	Outdoor science: using the natural world for teaching science	EN	United Kingdom	18/03/13 - 22/03/13	267
2	227	Teaching natural science in practical and experimental learning settings	EN	Denmark	17/04/13 - 19/04/13	268

**PROMOTING SOCIAL INCLUSION AND GENDER EQUALITY IN EDUCATION AND TRAINING, INCLUDING INTEGRATION OF MIGRANTS
FAVORISER L'INTÉGRATION SOCIALE ET L'ÉGALITÉ ENTRE LES GENRES DANS L'ÉDUCATION ET LA FORMATION, NOTAMMENT
L'INTÉGRATION DES MIGRANTS**

**PERSONALISED LEARNING APPROACHES
APPROCHES D'APPRENTISSAGE PERSONNALISÉES**

round	group	title of visit	wl	country	date	page
2	228	Garantir à tous les élèves la réussite scolaire et une insertion professionnelle	FR	France	18/03/13 - 22/03/13	269
2	229	Developing competences of learning support teachers: key for inclusive teaching	EN	Italy	08/04/13 - 12/04/13	270

**MEASURES TO PREVENT EARLY SCHOOL LEAVING
MESURES VISANT À PRÉVENIR L'ABANDON SCOLAIRE**

round	group	title of visit	wl	country	date	page
2	230	Tackling early school-leaving	EN	Netherlands	11/03/13 - 14/03/13	271
2	231	Preventing early leaving from high school	EN	France	18/03/13 - 22/03/13	272
2	232	Je n'aime pas l'école, je n'aime pas étudier... Que faire?	FR	Portugal	15/04/13 - 19/04/13	273
2	233	Retaining young people in education and training	EN	Sweden	15/04/13 - 19/04/13	274
2	234	Student retention in VET and high schools – How to prevent student drop-outs	EN	Denmark	06/05/13 - 10/05/13	275

**EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS
ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS**

round	group	title of visit	wl	country	date	page
2	235	My new me	EN	Slovenia	04/03/13 - 08/03/13	276
2	236	School inclusion for migrant children: a networking approach	EN	Italy	18/03/13 - 22/03/13	277
2	237	Mieux accueillir les élèves ne maîtrisant pas la langue de scolarisation	FR	France	18/03/13 - 22/03/13	278
2	238	Accueil d'un public scolaire défavorisé	FR	France	19/03/13 - 22/03/13	279
2	239	S'adapter et différencier: l'individualisation des parcours scolaires	FR	France	08/04/13 - 12/04/13	280
2	240	Steps toward inclusion and social cohesion	EN	Spain	22/04/13 - 26/04/13	281
2	241	Schools of inclusion: access to mainstream education for Roma children	EN	Bulgaria	13/05/13 - 17/05/13	282
2	242	Join us at sunrise: mainstreaming education for students with special needs	EN	Turkey	13/05/13 - 15/05/13	283

2	243	Challenges for education and teacher training of the Roma	EN	Hungary	13/05/13 - 17/05/13	284
2	244	Implementation of special education: opportunities and challenges	EN	Turkey	20/05/13 - 24/05/13	285
2	245	Awareness of being together through preventing discrimination	EN	Turkey	03/06/13 - 05/06/13	286
2	246	Including underrepresented groups in VET	EN	Germany	10/06/13 - 14/06/13	287
2	247	Integration of ethnic minorities into Gateshead schools	EN	United Kingdom	17/06/13 - 21/06/13	288
2	248	Community cohesion in schools	EN	United Kingdom	17/06/13 - 21/06/13	289

DEVELOPING STRATEGIES FOR LIFELONG LEARNING AND MOBILITY
CONCEVOIR DES STRATÉGIES POUR L'ÉDUCATION ET LA FORMATION TOUT AU LONG DE LA VIE ET LA MOBILITÉ
ENTWICKLUNG VON STRATEGIEN FÜR LEBENSLANGES LERNEN UND MOBILITÄT

CADRES NATIONAUX ET SECTORIELS DE CERTIFICATIONS LIÉS AU CEC

round	group	title of visit	wl	country	date	page
2	249	Modularisation de l'enseignement qualifiant: la certification par unité d'apprentissage	FR	Belgique	13/05/13 - 17/05/13	290

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

round	group	title of visit	wl	country	date	page
2	250	Improving students' cultural awareness and mobility	EN	Poland	03/06/13 - 07/06/13	291

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

round	group	title of visit	wl	country	date	page
2	251	Economic downturn as catalyst for promoting education reforms	EN	Latvia	20/05/13 - 24/05/13	292

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

round	group	title of visit	wl	country	date	page
2	252	Bolstering attractiveness of VET in Malta	EN	Malta	20/05/13 - 24/05/13	293

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

round	group	title of visit	wl	country	date	page
2	253	Adult education in Spain: a look at Galicia	EN	Spain	08/04/13 - 12/04/13	294
2	254	An answer to a challenge: innovation in adult education	EN	Spain	13/05/13 - 17/05/13	295

ORIENTATION TOUT AU LONG DE LA VIE POUR L'APPRENTISSAGE ET LE TRAVAIL

round	group	title of visit	wl	country	date	page
2	255	Les professionnels développent la qualité en orientation	FR	France	09/04/13 - 12/04/13	296
2	256	Pôle Emploi: articuler des missions complémentaires «orientation et emploi»	FR	France	10/06/13 - 13/06/13	297

LEARNING MOBILITY IN EDUCATION AND TRAINING MOBILITÄT ZU LERNZWECKEN IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

round	group	title of visit	wl	country	date	page
2	257	Effektive Motivation von Arbeitgebern zur Teilnahme an Mobilitätsprojekten	DE	Ungarn	22/04/13 - 26/04/13	298
2	258	Increasing attractiveness of VET through Leonardo da Vinci mobility	EN	Romania	20/05/13 - 24/05/13	299

VISITS BY SECTOR VISITES PAR SECTEUR BESUCHE NACH SEKTOREN VISITAS POR SECTORES

	Round 2 (group number)
Accommodation and food service activities	200
Agriculture, forestry and fishing	154
Arts, entertainment and recreation	158, 222
Human health and social work activities	135, 138, 235
Manufacturing	144, 148, 178

VISIT FOR HIGH-LEVEL DECISION-AND POLICY-MAKERS

The following visit will be organised by the host institution in cooperation with the European Commission to address specifically policy- and decision-makers in education and training to transfer and share experience:

round	group	title of visit	wl	country	date	page
2	146	Approaching schools and enterprises: how to improve quality of VET	EN	Spain	23/04/13 - 26/04/13	187

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Vocational orientation in Germany: improving vocational choices

Group No: **131****Round 2**Type of visit:
VET**18/3/2013-22/3/2013**
Cologne, GermanyWorking language:
EnglishNumber of places: **16**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **key competences**
- **social inclusion**

Organiser(s):**SENA Katarzyna**

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Bonn, 53175
Tel. +49-228- 107 16 47
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Email: Sena@bibb.de
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Bonn, 53175
Tel. +49-228 107 13 18
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Email: Kunert@bibb.de
Website: www.bibb.de

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

In Germany, more than 7 % of an age cohort leave school without a degree and plenty do not proceed to proper training or apprenticeship. At the same time, many companies are no longer able to fill their training places. To deal with the situation, policy established a 'chain' of different measures to provide individual support in the vocational orientation process and development of necessary skills during school days.

One core element is the 'vocational orientation programme' funded by the Federal Ministry of Education and Research (BMBF) and implemented by the Federal Institute for Vocational Education and Training (BiBB). It combines competence assessment and practical experience in at least three occupational fields.

WHAT?

Participants will learn about:

- VET in Germany, including the 'dual' system and regional and federal cooperation mechanisms guiding youngsters in vocational decisions;
- composition and impact of the vocational orientation programme;
- different competence assessment methods;
- collaboration among schools, vocational training centres and enterprises;
- qualification and training of trainers;
- the impact of vocational orientation on demography.

HOW?

Participants will:

- visit vocational training centres and other institutions involved in vocational orientation and education;
- meet politicians, directors of training centres and other stakeholders;
- participate in workshop exercises and competence assessment methods;
- discuss different topics of vocational orientation and guidance.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

WWW.**www.bibb.de – www.bibb.de/berufsorientierung**

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Hobby schools and extracurricular activities as bridges between pupils and their career choices

Group No: 132

Round 2

Type of visit:
Mixed18/3/2013-22/3/2013
Tallinn, EstoniaWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- extra-curricular activities
- innovative approaches
- young people

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Lack of workers in some parts of the labour market and a surplus in others reflect career choices people make. It is important to help young people choose the best possible career and more attention should be paid to extracurricular activities. Waldorf (Steiner) education based on alternative pedagogic philosophy and innovative approaches has proved its success in developing creativity as a key factor when choosing the right career.

Hobby schools enable young people to discover what skills and talents they have and which activities they enjoy. Tallinn extracurricular school of arts 'Kullo' is the biggest hobby school in Estonia, offering non-formal education and many innovative ideas that could also be used in regular schools and career counselling. We want to share experience and examples of good practice in non-formal education.

WHAT?

Participants will learn about:

- positive aspects of non-formal and alternative education for pupils choosing careers;
- non-formal and alternative approaches with priority on supporting every talent with a humanistic approach.

HOW?

Participants will:

- visit extracurricular schools of arts, hobby centres, Waldorf/Steiner schools and vocational training institutions;
- meet career counselling experts for pupils and teachers working in extracurricular education.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Õppelähetuse korraldamise ajendas erialavaliku teema lastel ja noortel. Kui tuleb peale põhikooli või keskkooli teha valik mingi ameti kasuks, siis kuidas seda kõige paremini teha ja kuidas sellele kaasa aidata läbi huvikoolide ja alternatiivset pedagoogikat pakkuvate õppeasutuste, et kõik inimesed jõuaksid ametite juurde, milles nad ka andekad on.

Organiser(s):**IDLA Andres**

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Kullo

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Website: www.kullo.ee

WWW.www.tallinn.waldorf.ee – www.kullo.ee – www.loodusjatehnika.eewww.waldorfkool.info/ – www.nnm.ee/ – www.haridus.ee – www.rajaleidja.eewww.innove.ee

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Training and certification of competences in vocational training

Group No: **133****Round 2**Type of visit:
VET**15/4/2013-19/4/2013**
Prague, Czech RepublicWorking language:
EnglishNumber of places: **12**
Minimum required: **7**

Keywords:

- **key competences**
- **transparency of qualifications**
- **work placement**

Organiser(s):**SVOBODOVÁ Eva**Asociace vyšších odborných škol/
Association of Vocational Colleges

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Website: www.asociacevos.cz

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The organiser, the Association of Vocational Colleges in the Czech Republic, was founded in 1997 and lists 113 vocational colleges. The association looks after the interests and development of colleges which represent a very specific form of education in the tertiary sphere. A significant part of study is practical vocational education either in the classroom or in work placements. With higher demand for college graduates their studies have been complemented with additional vocational courses. Regular certification in colleges and external courses will be the target of the visit. The association wants to present best examples of vocational education and graduates who are easily 'grabbed' by the labour market, as they are the best equipped with theoretical knowledge, manual skills and practical working experience.

WHAT?

Participants will learn about:

- vocational colleges in the Czech Republic;
- activities of the Association of Vocational Colleges: how to raise education levels and standards in tertiary professional schools, how activities are coordinated, what methodological support is provided;
- qualifications demanded by employers such as higher language skills, latest skills in professional areas (gastronomy, medicine, arts, industrial technologies);
- cooperation between schools, public and private sector organisations.

HOW?

Participants will:

- visit regional or national offices coordinating and supporting vocational education;
- attend classes and meet teachers and students in selected schools in Prague and surroundings;
- visit training classrooms and work places.

WHOM?

- Directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Asociace vyšších odborných škol (AVOŠ) byla založena v roce 1997 s cílem sjednocovat a koordinovat úsilí vyšších odborných škol při řešení problémů, s nimiž se při své běžné činnosti setkávají. AVOŠ napomáhá rozvíjet spolupráci se zaměstnavatelskou sférou a vzájemně si vyměňovat poznatky z praktické výuky a podporovat tak její odborný charakter. Předkládaný projekt studijní návštěvy chce představit vybrané vyšší odborné školy v Praze a okolí a zaměřit se na způsoby zajišťování praktické výuky, ale též kurzů, které doplňují základní studijní program. Pozornost bude rovněž věnována certifikaci těchto kurzů i studia na vyšších odborných školách obecně. Cílem studijní návštěvy je také diskuse o adekvátnosti praktických dovedností získaných během studia pro budoucí profesní kariéru.

WWW.

www.hsvos.cz – www.vosherecka.cz – www.podskalska.cz – www.zas-me.cz
www.asociacevos.cz – www.nuv.cz – www.nuov.cz

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Vocational training system in the Azores: ultraperipheral regions

Group No: 134

Round 2

Type of visit:
Mixed

15/4/2013-19/4/2013
Ponta Delgada, São Miguel,
Azores, Portugal

Working language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- apprenticeship
- entrepreneurship
- validation of non-formal and informal learning

Organiser(s):**MARQUES Isabel**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Vocational training is important in the Azores, as an ultraperipheral region struggling to be integrated into the world. Sao Miguel is a small island in the Azores Archipelago in the middle of the Atlantic ocean trying to overcome its geostrategical position using technology and preparing young students for vocational work. The host institution Escola Profissional da Santa Casa da Misericórdia de Ponta Delgada (MEP) is a vocational school that prepares its students for the world of work through social activities in local society.

WHAT?

Participants will learn about:

- vocational training approaches to minimise ultraperipheral effects;
- competences in science and technology;
- different ways of apprenticeship;
- local entrepreneurship.

HOW?

Participants will:

- visit vocational, secondary schools, University of the Azores (entrepreneurship centre) and technological parks;
- visit validation and accreditation centres and a local institution that supervises all vocational schools;
- meet directors of education and vocational training institutions, guidance centres and head teachers and teacher trainers;
- observe students practising specific projects and professions.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Esta visita de estudo subordinada ao tema "Sistema de Ensino Profissional: Regiões Ultraperiféricas" visa essencialmente demonstrar como a Região Autónoma dos Açores luta para se integrar no mundo através do Ensino Profissional.

S. Miguel é uma das ilhas deste arquipélago situado no meio do oceano atlântico que tenta ultrapassar esta localização geográfica, usando tecnologia e preparando os jovens estudantes para o mundo do trabalho. A MEP-Escola Profissional da Santa Casa da Misericórdia de Ponta Delgada, instituição anfitriã, é uma destas escolas que prepara os seus formandos para o mundo do trabalho através de formação profissional na área social e pessoal.

WWW.

www.mep-escolaprofissional.com – www.azores.gov.pt
www.redevalorizar.azores.gov.pt – www.uac.pt

Accepting mentally-disabled youth

Group No: **135**

Round 2

Type of visit:
Mixed

22/4/2013-26/4/2013
Panevėžys, Lithuania

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **low skilled**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Lifelong learning (LLL) and integration into the labour market of learners with special needs is a top issue in Lithuania and other EU countries. Infrastructure of formal education for these learners is well developed in most countries. But what can mentally-disabled youngsters do after their education? Panevėžys youth day centre in Lithuania provides day activities for disabled young adults with physical and intellectual impairment. These activities include small work tasks, arts, sports, IT, informal education and social care. Being officially approved as a methodical centre of social work with mentally-disabled learners we are very motivated to solve the key problem of mentally-disabled students – transition to the labour market and social inclusion.

WHAT?

Participants will learn about:

- possibilities of LLL and best examples of transition into the labour market of learners with special needs;
- methods and tools used in formal and informal education for mentally-disabled learners;
- different viewpoints in defining interest and abilities of learners with mental retardation.

HOW?

Participants will:

- visit special education institutions for mentally-disabled learners;
- visit day occupation centres and an independent living house for mentally-disabled youngsters;
- meet local authorities and discuss policies;
- attend a lecture about LLL and independent life system in Lithuania for learners with mental retardation;
- share and discuss best examples of LLL and integration into the labour market of learners with special needs in their countries.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- human resource managers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Galimybė proto negalios jaunimui mokytis visą gyvenimą ir sėkmingai integruotis į darbo rinką yra labai aktuali tema. Ar proto negalios jaunuolis gali įsidarbinti, turėti poreikius atitinkančią veiklą, sėkmingai integruotis į visuomenę? Mes motyvuoti padėti neįgaliam jaunimui spręsti didžiausias nūdienos problemas: integruotis į darbo rinką, turėti profesiją, gauti žemos kvalifikacijos darbą; gauti darbo asistento pagalbą, išeiti iš namų dienos metu; integruotis į visuomenę, turėti lygias galimybes. Pažintinio vizito metu tikimės dalintis patirtimi su kitų šalių specialistais, kurti naujus mechanizmus, užtikrinančius lygias galimybes proto negalios jaunimui.

WWW.

www.pjdc.lt/english/ – www.socmin.lt/index.php?66043300

www.socmin.lt/index.php?1009885970 – www.idb.lt/en/Information/Pages/default.aspx

www.smm.lt/en/index.htm

Organiser(s):

TREBIENĖ Lina

Youth Day Center

Kranto str. 16

Panevėžys, LT-35173

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Fax 00370 45 58 25 98

Email: dienos_centras@yahoo.com

Website: www.pjdc.lt/english/

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Guidance and vocational counselling

Group No: **136****Round 2**Type of visit:
VET**23/4/2013-26/4/2013**
Torun, PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **lifelong guidance**
- **work placement**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

OHP (Ochotnicze Hufce Pracy - the Voluntary Labour Corps) is a government agency covering all of Poland. The organiser is one of 16 district headquarters of OHP, located in Torun and carrying out State tasks in education, training, upbringing and employment of youth. We offer basic services for the labour market. We act as a job agency, organise training, guidance and vocational counselling. All our services are addressed at young people, less than 25 years old. During the visit we would like to exchange tools and methods of vocational counselling with participants and show them work carried out by Polish institutions related to the labour market and employment policies.

WHAT?

Participants will learn about:

- local and regional examples of good practice to support employability of young people;
- qualifications and duties of vocational counsellors in Poland;
- differences in a career counsellor's job according to client groups;
- tools and methods of vocational counselling;
- comparison of tasks of vocational counsellors in other countries.

HOW?

Participants will:

- visit vocational schools, university, office, training centre and other local institutions;
- meet vocational counsellors;
- have group discussions with other participants.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tematem wizyty studyjnej jest doradztwo i poradnictwo zawodowe, zaś celem możliwość analizowania i doskonalenia pracy doradcy zawodowego oraz wymiana doświadczeń. Wizyta odbędzie się w dniach 23-26 kwietnia 2013 roku w Toruniu. Organizatorem jest Kujawsko-Pomorska Wojewódzka Komenda Ochotniczych Hufców Pracy w Toruniu.

Organiser(s):

WRZEŚNIEWSKA Joanna
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Email: j.wrzesniewska@ohp.pl
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ohp.pl

WWW.

www.kujawsko-pomorska.ohp.pl – www.biurokarier.umk.pl/eng
www.wup.torun.pl/ciipkz/index.php – www.pup.torun.pl/strona-45-Poradnictwo_.html
www.prosperus.com.pl – www.torun.pl/portal/index.php?lang=en

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Traineeships in VET and an approach towards the labour market

Group No: **137****Round 2**Type of visit:
VET**17/6/2013-20/6/2013**
Fátima, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **entrepreneurship**
- **work placement**

Organiser(s):**FERNANDES Sérgio**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Portugal is facing an increase in unemployment. This is especially important among young adults. Ourém teaching and training association Insignare owns two vocational schools and a continuous validation training centre. In Insignare vocational schools students develop their hard skills, and time spent in a company increases during the study process. People from organisations are invited to talk to students, which helps to develop of their entrepreneurial skills during the course and afterwards to find a job or create their own. INSIGNARE also helps students to apply for a State programme that funds their integration into a company. Ourém municipality has a lower unemployment rate than the rest of the region. It is still increasing and a significant percentage suffers from seasonality. It is therefore important to provide people with the right mix of hard and soft skills to increase their employability.

WHAT?

Participants will learn about:

- school integration into labour market;
- traineeship process under four dimensions: preparation, accompanying, evaluation, insertion;
- improving quality of internships;
- successful integration of trainees into daily company activities;
- increasing efficiency of trainees in business.

HOW?

Participants will:

- visit companies with students involved in a traineeship;
- meet students, tutors and school traineeship organisers;
- visit companies where alumni work and assess their career evolution;
- visit a business association and incubation centre.

WHOM?

- Company training managers and human resource managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A organização da Visita de Estudo seguirá uma abordagem vertical focada em quatro grandes temas:

1. Preparação –necessidades do Mercado de Trabalho; perfis profissionais e sociais dos alunos por ano curricular; o mesmo local de estágio de ano anterior ou novo; as expectativas dos alunos; as expectativas das empresas; o “casamento” empresa-aluno.
2. Acompanhamento – as visitas; as dificuldades dos alunos; as dificuldades das empresas; a valorização do papel do Tutor.
3. Avaliação – o relatório do aluno; o relatório da empresa; a ponderação na nota final do curso;
4. Inserção – o apoio da Escola na procura de emprego; apoio do Estado na criação do posto de trabalho; apoio ao empreendedorismo.

WWW.**www.insignare.pt – www.aciso.pt**

WORKPLACE LEARNING

Human health and social work activities

Health and social care: education for employment and career progression

Group No: **138**Round **2**Type of visit:
VET
11/3/2013-14/3/2013
Leicester, England,
United Kingdom
Working language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **adult learning**
- **apprenticeship**
- **national qualifications frameworks**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Leicester health and social care community is committed to helping adults and young people to consider caring as a career. With a growing elderly population and people living with long-term illness we need to attract local people into care employment. Partners work closely to ensure accredited education/learning is delivered to meet employer needs and provide career progression. Local NHS (national healthcare system) organisations are keen to share their experience and demonstrate how investing in our workforce improves patient care.

WHAT?

Participants will learn about:

- working in partnership to provide preemployment training;
- using the qualification credit framework to plan funded education pathways;
- engaging training providers to deliver flexible quality accredited training
- supporting apprentices to achieve success and gain employment;
- developing a workforce to be competent and qualified;
- clear progression routes from vocational education to higher education.

HOW?

Participants will visit :

- South Leicestershire College which delivers preemployment programme/apprenticeships;
- university hospitals of Leicester and a social care home which deliver vocational education to health workers;
- observe palliative and end-of-life care provision and educational provision to support staff;
- explore progression into higher education from a vocational learning background at Northampton university;
- visit National Apprentice Service to observe how they support employers and young people.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- owners/managers of SMEs,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations.

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WWW.

www.apprenticeships.org.uk – www.nhscareers.nhs.uk
www.leicestershospitals.nhs.uk – www.leicspt.nhs.uk

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Designing, delivering and marketing a programme of education and training for disadvantaged groups

Group No: **139****Round 2**Type of visit:
Mixed**1/5/2013-3/5/2013**
Reading, England,
United KingdomWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **key competences**
- **low skilled**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The UK government has developed a range of policies aimed at promoting employability of unemployed and economically inactive people. Many providers, including Reading College have developed short-and longer-term employability interventions to put these policies into practice: some focusing on a quick return to work and some on human capital development targeting personal development in a much broader sense.

The definition of employability skills has now moved beyond communication and interpersonal skills to encompass a much wider range of skills such as learning and study, body language, numeracy, literacy, teamworking, problem-solving, decision-making, critical thinking and information gathering. The focus of employability is now on building strong relationships with industry and employers, governments and training providers. This visit aims to inspire and inform; providing examples of quality, innovation and creativity in skills training where the UK is a market leader.

WHAT?

Participants will learn about:

- key competences viewed from the perspectives of different stakeholders;
- coaching and mentoring initiatives;
- strategies to increase motivation and confidence and develop communication skills of young people.

HOW?

Participants will:

- meet project workers, employers, theorists, practitioners and students;
- observe multiagency projects at the forefront of delivering employability skills in a deprived area;
- visit further and higher education centres involved in integrating disadvantaged groups into employment.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

Organiser(s):

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www.reading-college.ac.uk; – www.employeevolunteering.co.uk;
www.audit-commission.gov.uk/nationalstudies/localgov/againsttheodds/Pages/default.aspx
http://educationandskills.cbi.org.uk/employability_policy/what-are-employability-skills/
<http://t1p.excellencegateway.org.uk/t1p/xcurricula/employability/>

INCREASING ATTRACTIVENESS OF VET

VET to develop cooperation between schools and the labour market

Group No: 140

Round 2

Type of visit:
VET18/3/2013-22/3/2013
Turin, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- apprenticeship
- innovative approaches
- learning to learn

Organiser(s):**ZAN Maddalena**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

VET is an important sector in our region and town. It covers a wide range of industries that have been the main sector for jobs for years to other fields, such as tourism, cooking and wine, arts, etc. We have good examples of VET and have developed our competences over the years. During the past 20 years, VET has prepared people for new jobs in different and new fields to overcome the crisis that has affected the industry sector in the same period.

La casa degli Insegnanti is an association created in 2008 and run by teachers and heads of institutions. Members are teachers and head teachers, experts in school organisation, school curricula and teacher training. It offers courses, organises conferences and working groups for teachers in different fields of education.

WHAT?

Participants will learn about:

- initiatives to improve VET in different fields of secondary education;
- methods and tools used by teachers focused on school labs for students' training;
- apprenticeships offered such as alternation between school and work for 15 to 17 year-old students and placements for 17 to 19 year-olds;
- how theory and practice help prepare young people for work;
- examples of cooperation between vocational schools and enterprises to offer young people a working experience while they attend school and support their integration into the labour market.

HOW?

Participants will:

- visit secondary schools that show examples of good practice on VET;
- observe teachers at work and students in the classroom;
- meet teachers and students to share experiences;
- visit the area around Turin where there are good examples of VET;
- visit exhibitions on arts and crafts, wine cellars and take part in a slow food experience.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita di studio vuole mettere a fuoco l'importanza della formazione professionale in vari ambiti, specialmente quelli più legati al territorio (turismo, arte, viticoltura, cucina...). Vuole altresì evidenziare la nuova importanza delle competenze sviluppate nella tradizione, che per molti anni sono state offuscate dallo sviluppo industriale.

WWW.**www.lacasadegliinsegnanti.it**

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

Older workers in companies and on the labour market

Group No: **141****Round 2**Type of visit:
Mixed**13/5/2013-17/5/2013**
Düsseldorf, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **older workers**
- **social partners**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Because of demographic change new models for human resources development and job structures in companies are needed to cope with the age and health of the workforce. They also need to consider existing qualifications and innovative ability of companies. On the labour market older workers have significant problems in finding new jobs. Hence, there are new challenges for employees, companies, social partners and politicians. In North Rhine-Westphalia and especially in the Ruhr area various initiatives have been developed. Arbeit und Leben is an institution for adult education supported by the German Federation of Trade Unions (Deutscher Gewerkschaftsbund – DGB NRW) and the Association of Adult Education Centres (Volkshochschule - VHS) in the state of North Rhine-Westphalia.

WHAT?

Participants will learn about:

- social partners' contribution to lifelong learning of older workers;
- change processes within companies to implement measures to ensure a balanced age mix and capacity to innovate;
- models for labour policy and staffing policy which cope with demographic processes in companies;
- active employment policy and development of new fields of activity for the older workforce.

HOW?

Participants will:

- meet representatives of social partners, foundations, research institutes;
- visit a steel producer and talk to representatives from both the workforce and the employer about qualifications of older employees;
- visit a DASA exhibition with focus on health protection of older workers;
- meet representatives from a network (institutions for qualifications, consultants and public institutions).

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Im Rahmen des demografischen Wandels müssen innerbetrieblich im Rahmen von Personalpolitik und Organisationsentwicklung Modelle zur alters- und gesundheitsgerechten Arbeitsgestaltung entwickelt werden, die zugleich den Erhalt und Ausbau der vorhandenen Qualifikationen und betriebliche Innovationsfähigkeit einbeziehen. Auf dem Arbeitsmarkt haben ältere Arbeitnehmer große Probleme. Daraus ergeben sich neue Herausforderungen für ArbeitnehmerInnen, Unternehmen, Tarifparteien und Politik. In Nordrhein-Westfalen und insbesondere im Ruhrgebiet sind dazu verschiedenste Initiativen entwickelt worden.

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www.bertelsmann-stiftung.de – www.proage-online.de

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Innovation, industry and education in a regional perspective

Group No: 142

Round 2

Type of visit:
VET18/3/2013-22/3/2013
Brussels, BelgiumWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- innovative approaches
- social partners
- work placement

Organiser(s):**GEETJENS Johan**

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The Bruges Communiqué introduces future challenges for VET in the EU. In Flanders regional technological centres (RTCs) have a significant role in realising these goals. RTCs are taking measures in:

- increasing attractiveness of VET;
- providing innovative equipment to learners;
- stimulating work-based and workplace learning;
- easing the transition from education and training to the world of work;
- creating opportunities for improved cooperation between VET institutions and enterprises.

These challenges correspond to many of the short-term deliverables EU Member States have to accomplish. Combining responsibilities and the bottom-up structure of the organisation makes RTCs extraordinary.

WHAT?

Participants will learn about:

- the structure and activities of regional technological centres;
- innovation and technology in education;
- cooperation education/business/social partners/public employment service;
- workplace learning and internships of teachers and learners.

HOW?

Participants will:

- meet actors and stakeholders (coordinators, social partners, school directors, teachers, civil servants, etc);
- visit RTC network (responsible for coordinating projects relevant for the whole of Flanders);
- observe several projects coordinated by an RTC ;
- visit an RTC and a competence centre of VDAB (public employment service).

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

De Regionale Technologische Centra zijn netoverschrijdende samenwerkingsverbanden tussen het onderwijs en het bedrijfsleven die op provinciaal niveau acties ondernemen op vlak van infrastructuur, leerlingenstages en bedrijfsstages/nascholing voor leerkrachten. Ze hebben in 2011 een nieuwe beheersovereenkomst met de overheid afgesloten en staan voor heel wat uitdagingen op het snijvlak onderwijs-arbeidsmarkt. De organisatie van deze week beoogt deelnemers te introduceren in de dagelijkse werking van de RTC door hen onder te dompelen en te betrekken bij de vraagstukken en projecten waarmee de RTC dag in dat uit bezig zijn. Zowel heden, verleden als mogelijke toekomstige ontwikkelingen en uitdagingen voor de RTC plaatsen we in de schijnwerpers.

WWW.

www.ond.vlaanderen.be/english – www.ond.vlaanderen.be/rtc
www.rtcoostvlaanderen.be – www.rtc limburg.be – www.rtc-antwerpen.be

COOPÉRATION ENTRE LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION,
LES ENTREPRISES ET LES COMMUNAUTÉS LOCALES

Offrir des formations adaptées aux besoins du territoire et des apprenants

Numéro de groupe: **143**

Phase 2

Type de visite:
EFP

18/3/2013-22/3/2013
Bordeaux, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **6**

Mots clés:

- **besoins de compétences**
- **formation des adultes**
- **partenaires sociaux**

CATÉGORIE THÉMATIQUE:

Encourager la coopération entre les mondes de l'éducation, de la formation et du travail

POURQUOI?

Pour construire l'Aquitaine de demain, notre région mène une politique de développement de l'emploi visant à répondre aux besoins socio-économiques et à favoriser le retour à l'emploi des jeunes et adultes par des actions de formation. Dans ce contexte, la Fédération Régionale des Maisons familiales rurales (MFR) représentant 25 établissements, travaille avec son environnement, les entreprises et les autorités territoriales pour offrir et conduire des formations par alternance (sanitaire et sociale, commerce, tourisme, agriculture...) en adéquation avec les besoins du territoire et les attentes des apprenants.

QUOI?

Le participant découvrira:

- comment répondre aux attentes du territoire en tissant des liens avec les acteurs locaux;
- comment être à l'écoute des entreprises pour proposer des formations cohérentes avec les réalités professionnelles;
- comment créer un contexte de concurrence responsable entre acteurs de formation pour des formations pertinentes;
- les atouts des formations nées d'un partenariat durable établissement/entreprise/acteurs territoriaux;
- l'alternance pour réussir les formations.

COMMENT?

Le participant:

- visitera 3 centres de formation qui proposent des formations par alternance pour jeunes et adultes en adéquation avec les besoins du territoire;
- rencontrera des apprenants (jeunes et adultes), des acteurs du territoire, des entreprises;
- observera des pratiques en lien avec la conduite de formation par alternance;
- participera à des débats, tables rondes avec des directeurs et formateurs.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- responsables des ressources humaines,
- propriétaires/administrateurs de PME,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs.

Organisateur(s):

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<http://aquitaine.fr/politiques-regionales/formation-apprentissage/formation-apprentissage.html>
www.mfr.asso.fr/education.../repondre-aux-besoins-locaux.pdf
<http://youtube/54bGjVmfipA>

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS,
ENTERPRISES AND LOCAL COMMUNITIES

Manufacturing

EU dimension of VET to respond to labour market needs

Group No: 144

Round 2

Type of visit:
VET

8/4/2013-12/4/2013
Izmir, Turkey

Working language:
English

Number of places: 16
Minimum required: 8

Keywords:

- disadvantaged groups
- European qualifications framework (EQF)
- quality assurance

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The western part of Turkey, especially Izmir, has very big industrial areas, which need thousands of qualified workers. To meet these needs, professional competences of young workers and VET students must be improved.

Ödemiş Industrial and Technical High School, the host institution, is the most successful school providing training in engineering and sustainable technologies for young people aged 14+. It has a strong link with the work environment and is positioned strategically for developing Küçük Menderes industrial area. Our school provides tailored training for engineering technicians. Qualifications are offered to suit academic and practical requirements of employers and students, and to provide access to higher education.

WHAT?

Participants will learn about:

- cooperation between school and the sector and how to improve it;
- how a VET school takes advantage of the industrial and agricultural capacity of Küçük Menderes industrial area;
- embedding skills training into industrial practice;
- benefits of work-based learning.

HOW?

Participants will:

- meet social partners in the industrial sector responsible for continuous vocational training, teachers, trainers, students;
- visit local vocational centres, schools and colleges;
- see in-company training practice provided at enterprises in the Küçük Menderes industrial area.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mesleki ve Teknik eğitimde okulun sanayinin ihtiyaçlarına cevap vermedeki yeterliliğini ve okul sanayi işbirliğini artırmak için yapılan bu ev sahipliği organizasyonu için gerekli altyapı okulumuzda mevcuttur. Okulumuz çeşitli Avrupa Birliği projelerinde yeterli deneyime sahiptir. Bu yapılacak olan ev sahipliği organizasyonunda güçlü sosyal partnerlerimiz mevcuttur. Ödemiş Organize Sanayi Bölgesinin güçlü bir yapısı olması ve Mesleki eğitime Ödemiş ve çevresinde yoğun talep olması organizasyonda bizleri güçlü kılmaktadır. İzmir Yaşar Üniversitesi, Ankara Gazi Üniversitesi, Ödemiş Organize Sanayi Bölgesi, Ödemiş Ticaret Odası ile karşılıklı imzalanan protokoller ve gerçekleştirilen Mesleki fuar,sergi,panel, kurs ve seminer faaliyetleri ile bizleri bolgede etkili kılmaktadır.

Organiser(s):

USTUN Dr. Suleyman

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Preparing graduates for the world of work

Group No: **145****Round 2**Type of visit:
Mixed**9/4/2013-11/4/2013**
Birmingham, England,
United KingdomWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **key competences**
- **skill needs**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Birmingham City University (BCU) has a history of developing and delivering learning programmes with emphasis on employability and entrepreneurship skills so graduates are well prepared for the world of work. The faculty of technology, engineering and the environment is especially strong in this area, having formed links with major global organisations and industry bodies, enabling delivery of learning programmes which have technical competences and business skills to enable graduates to find suitable employment.

We want to showcase partnerships of the university with businesses to deliver employability skills for graduates through initiatives such as knowledge transfer partnerships (KTPs), academy programmes and embedding vocational skills into learning programmes.

WHAT?

Participants will learn about:

- partnerships between higher education institutions (HEIs) and businesses;
- partnerships between HEIs and industry training bodies to deliver learning programmes that meet skill needs of relevant industries;
- links between HEIs and professional bodies to develop accredited learning programmes that ensure appropriate competences of graduates;
- involvement of local government in shaping the nature of HEIs.

HOW?

Participants will:

- meet key decision-makers at BCU and local council, representatives of industry bodies, staff and students;
- visit a company involved in a KTP, a local council and a technical college.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations.

Organiser(s):**SQUIRES George**

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WWW.

www.bcu.ac.uk – www.ktponline.org.uk – www.worcester.gov.uk

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Approaching schools and enterprises: how to improve quality of VET

Group No: 146

Round 2

Type of visit:
VET23/4/2013-26/4/2013
Alicante, SpainWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- entrepreneurship
- skill needs
- social partners

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

This visit is organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

WHY?

Poor quality of VET leads to high unemployment of school-leavers, because their knowledge is not matched to qualifications demanded by employers. Teachers at VET schools are not well informed of new trends because VET is often organised independently from the labour market. Improving quality of VET is a priority of Spanish educational policy. Encouraging cooperation between VET schools and the most innovative enterprises in the production sector is a measure that should be taken. The visit will be organised in cooperation with the education government in Valencia community, town hall of Elda (Alicante) and the chamber of commerce in Alicante.

WHAT?

Participants will learn about:

- political strategies to increase quality and relevance of VET to labour market needs;
- agreement between regional government and employers associations to fund training courses and mobility as a measure for quality improvement of VET;
- cooperation between VET schools and enterprises to develop quality training programmes to focus on labour markets needs;
- mobility programmes for work practices;
- accreditation of professional competences.

HOW?

Participants will:

- meet officials from the innovation, quality and training unit of the Department of Education of the Generalitat Valenciana;
- meet officials of the Valencian Institute of Professional Qualifications;
- visit OHIM, European agency for trademarks and designs located in Alicante;
- visit the chamber of commerce of Alicante and social partners;
- visit the integrated vocational training centre in Elda.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Se mostrarán estrategias de innovación y mejora de la calidad de la formación profesional para que ésta sea eficaz y se adecúe a las necesidades del mercado de trabajo, teniendo en cuenta que éste está sujeto a drásticos cambios y la crisis es el principal escenario que se van a encontrar nuestros futuros titulados. Para lograrlo la principal herramienta es la conexión con los sectores productivos más innovadores y creativos, ofreciendo una Formación en Centros de trabajo o prácticas profesionales de calidad tanto en España como en países de la Unión Europea.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Vocational education in cooperation with kindergartens, schools and organisations

Group No: **147****Round 2**Type of visit:
VET**6/5/2013-10/5/2013**
Narva, EstoniaWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **leadership and management**
- **social partners**
- **young people**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Each year Narva vocational training centre organises special events to promote different jobs needed in society. Our teachers and students meet kindergarten children aged 5 to 7 to introduce different occupations. Good cooperation between vocational training centres, kindergartens, local communities and enterprises is essential to prepare good specialists for the labour market. Narva vocational training centre, provides training in 29 different study fields, including construction, energy, financial services, information technology, commerce, light industry, mechanics, catering and service, with an average of 1 300 students enrolled and 146 people employed.

WHAT?

Participants will learn about:

- cooperation possibilities between educational institutions, companies and the local community to promote occupations;
- methods and tools used in vocational guidance;
- examples of good practice.

HOW?

Participants will:

- visit vocational training centres, kindergartens, basic and secondary schools, organisations;
- discuss the role of vocational training providers in helping youth make decisions for their studies and careers;
- observe teachers' work in the classroom and participate in e-lectures.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Narva Kutseõppekeskuse õppelähetuse korraldamise motivaatoriks on meie igapäevane tegevus, mida tahame jagada kolleegidega erinevate maade kutseõppeasutustest. Peame oluliseks adekvaatse info jagamist meie siht- ja huvigruppidele. Meie positiivsed kogemused koostööst lasteaedadega ja asutustega, kogemused üldhariduskoolidega julgustavad meid oma teadmisi jagama. Õppelähetuse korraldamise lisaväärtuseks loeme vestlusingides saadavaid kogemusi õppelähetusel osalejatelt. Õppelähetuse koolipoolsel korraldajal on positiivsed kogemused 2006.a. ja 2010.a. õppelähetustest ja tahe korraldada õppelähetus kolleegidele. Õppelähetuse ajal saavad osalejad ülevaate Narva KÕK, siht- ja huvigruppidega toimivast koostööst kui kooli turundamise olulisest valdkonnast.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS,
ENTERPRISES AND LOCAL COMMUNITIES

Manufacturing

How cooperation between NGOs, schools and SMEs contribute to vocational training

Group No: 148

Round 2

Type of visit:
VET

13/5/2013-17/5/2013
Ankara, Turkey

Working language:
English

Number of places: 18
Minimum required: 8

Keywords:

- European qualifications framework (EQF)
- transparency of qualifications
- validation of non-formal and informal learning

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Vocational training and qualifications of pupils become more important in difficult times. In Turkey, there is a board working on recognition of qualifications gained through informal or non-formal learning. There is also a special policy on having national qualifications referenced to the European qualifications framework (EQF). Our vocational centre practises national methods and instruments of recognising and validating informal learning. Such centres have strong cooperation with the labour market and are placed in the heart of industrial regions, for which they train students. We would like to present our centre that delivers training in engineering and sustainable technologies for young people aged 14+.

WHAT?

Participants will learn about:

- current status of recognition of non-formal and informal learning in the manufacturing sector;
- benefits of training based on labour market needs and work-based learning;
- providing certificates/diplomas for recognised qualifications;
- structures and working mechanisms of NGOs working in VET.

HOW?

Participants will:

- visit local vocational centres and schools; NGOs that contribute to vocational training in our country;
- meet representatives of companies in the industrial region and local, regional and national authorities.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- heads of departments,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ülkemizde sanayinin AB normlarında gelişebilmesi, ancak İşletmelerin, Avrupa işgücü standartlarında, kalifiye eleman ihtiyacının karşılanabilmesiyle doğru orantılıdır. Bu Kapsamda, Avrupa Birliğine üye ve aday Ülkelerin Mesleki Eğitim kurumları, Sivil Toplum Kuruluşları, KOBİler, Mesleki Kuruluşlar arasında mesleki eğitimin geliştirilmesi, yaygınlaştırılması konusunda İşbirliğini zorunlu kılmıştır. AB Müktesebatı ve Lizbon Stratejilerinin en önemli konularından olan Avrupa İşgücü Piyasasında çalışabilecek, gerekli yeterliliğe sahip kaliteli kalifiye eleman yetiştirilmesi için çalışmalarımız sürdürülecektir.

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COOPÉRATION ENTRE LES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION,
LES ENTREPRISES ET LES COMMUNAUTÉS LOCALES

Un partenariat local afin de créer des parcours culturels pour tous les élèves

Numéro de groupe: **149**

Phase 2

Type de visite:
Enseignement général

13/5/2013-16/5/2013
Agen, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **6**

Mots clés:

- **besoins de compétences**
- **programmes d'études et de formation**
- **sensibilité et expression culturelles**

CATÉGORIE THÉMATIQUE:

Encourager la coopération entre les mondes de l'éducation, de la formation et du travail

POURQUOI?

Dans le département du Lot-et-Garonne, un partenariat particulier permet une meilleure connaissance et exploitation des ressources éducatives locales et régionales dans le cadre de l'éducation artistique et culturelle.

Dans le cadre d'une expérimentation menée depuis deux ans, chaque élève de 12 à 16 ans au collège La plaine dispose d'un «parcours culturel» qui lui permet de se sensibiliser à tous les champs culturels par la rencontre des œuvres et des artistes ainsi que par la fréquentation de lieux culturels.

Ce projet s'articule avec les enseignements disciplinaires et/ou interdisciplinaires.

QUOI?

Le participant découvrira:

- la politique nationale dans le domaine de l'éducation artistique et culturelle;
- la manière dont la collectivité départementale et l'Inspection académique y répondent en proposant un outil adapté aux scolaires;
- l'adaptation de cet outil aux différents niveaux scolaires et aux réformes des programmes nationaux;
- différents modèles de parcours culturels et leur intérêt pédagogique (ouverture culturelle et transdisciplinarité).

COMMENT?

Le participant:

- rencontrera les partenaires de la convention éducative qui est à l'origine des parcours culturels: Conseil général, Éducation Nationale, collectivités, associations locales;
- visitera des établissements qui s'appuient fortement sur les offres de la convention éducative;
- découvrira comment sont élaborés les parcours culturels;
- observera les acteurs en activité: élèves, enseignants et professionnels du monde culturel;
- assistera à une représentation théâtrale qui est la production finale de plusieurs ateliers artistiques.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

How can social partners, authorities and schools cooperate to improve VET in Romania

Group No: 150

Round 2

Type of visit:
VET14/5/2013-17/5/2013
Bucharest, RomaniaWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- social partners

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Constant changes in legislation and reforms of the education and training system lead to new arrangements for governance in schools and in relations with the community. As social partners are becoming more involved in education and professional training, the General Union of Romania's Industrialists has obtained good results in cooperation with relevant authorities and VET schools as well as with other social partners. The purpose of this visit is to explore models and initiatives of cooperation among social partners, public authorities and VET institutions for the community's benefit and to share successful practices.

WHAT?

Participants will learn about:

- involvement and responsibility of social partners in vocational education and training;
- mechanisms of cooperation between social partners, authorities and schools;
- efforts of social partners, authorities and schools to adapt and function effectively, for the community's benefit;
- examples of good practice in VET.

HOW?

Participants will:

- meet representatives of national authorities in charge of vocational education and training;
- visit and observe vocational education institutions in the Bucharest - Ilfov region;
- meet social partners' representatives;
- meet managers who have created strong partnerships with schools and enterprises;
- talk to representatives of employers involved in education projects.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Uniunea Generală a Industriaşilor din România, este o confederaţie patronală reprezentativă la nivel naţional cu sediul în Bucureşti.

Având în derulare proiectul strategic naţional „PASII FPI – parteneriate active şcoală-intreprindere pentru îmbunătăţirea formării profesionale iniţiale” finanţat prin Fondul Social European, confederaţia patronală UGIR doreşte să împărtăşească experienţa sa în acest domeniu. Scopul vizitei este acela de a explora modele şi iniţiative de cooperare între partenerii sociali, autorităţile publice şi instituţiile de învăţământ tehnic şi profesional în beneficiul comunităţii locale şi de a împărtăşi practicile de succes în domeniul.

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<http://colegiulviilor.3x.ro/> – www.cnslr-fratia.ro/ – www.unibuc.ro/en/

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

‘Services to business’: a new approach to meeting employers’ needs

Group No: **151****Round 2**Type of visit:
VET**15/5/2013-17/5/2013**
Guildford, England,
United KingdomWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **innovative approaches**
- **skill needs**
- **social partners**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Businesses are facing a challenging environment while the working population is experiencing high levels of redundancy and unemployment. Our young school leavers are coming onto a job market where opportunities are limited and having the right skills is more important than ever. Guildford College Group has established a ‘services to business’ operation which engages directly with employers on a business to business (B2B) basis. Working with other institutions and consortia, the group is able to meet the needs of employers, assist people into work and to change careers as well as work effectively to meet both local and regional agendas. The group is pleased to share solutions it developed to move from being a traditional public sector college providing only on-campus education to students to establishing an effective training and education service to both business and the community.

WHAT?

Participants will learn about:

- developing a business unit within the institution to work with employers in a style they understand;
- cooperation between the college, local community and business sector;
- establishing a flexible approach to leadership and management courses delivery both on and off campus;
- embedding a change in culture within the college.

HOW?

Participants will:

- visit local training venues providing VET;
- meet directors and staff of training institutions, representatives of Sector Skills and local businesses.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Valuable contribution of partnerships to education

Group No: 152

Round 2

Type of visit:
Mixed20/5/2013-24/5/2013
Mersin, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- innovative approaches
- leadership and management
- social partners

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Our visit will show successful practices of cooperation between educational institutions, schools and the social partners as well as VET initiatives. Through partnerships of government and private institutions at local and national levels as well as international LLP projects, educational projects to raise the image and attractiveness of general and vocational education have been developed.

WHAT?

Participants will learn about:

- Turkish VET system: structure, practice, modernisation, board of stakeholders;
- initiatives of the local authority to promote and help improve VET;
- examples of good practice of cooperation between institutions and social partners;
- the role of schools in implementing innovative solutions.

HOW?

Participants will:

- visit different educational establishments and organisations;
- meet teachers, heads of schools, university teachers, policy-makers, managers, counsellors, students, employers, employees, consultants, trainers, coordinators;
- discuss strong and weak points of implementation;
- share information about education and training in their countries.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Milli Eğitim Bakanlığı adına ilimizdeki tüm örgün ve yaygın eğitimi yürüten ve denetleyen Müdürlük olduğumuzdan mevcut başarılı işbirliklerinin altını çizmeyi, desteklemeyi ve hayat boyu öğrenmeye aktif katılımı arttırmada olası fırsatlara liderlik etmeyi planlıyoruz. Çalışma ziyaretimizde, özellikle mesleki eğitim olmak üzere mevcut genel ve mesleki eğitim durumu ve ildeki rolleri ve uygulamalarını göstermeyi planlamaktayız.

WWW.

<http://mersin.meb.gov.tr/en> – www.mersin.gov.tr/ – www.mtso.org.tr/ – www.mtosb.org.tr/

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Increasing students' employability skills in partnership with employers

Group No: **153****Round 2**Type of visit:
Mixed**22/5/2013-24/5/2013**
Plymouth, England,
United KingdomWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **skill needs**
- **work placement**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

There are high and increasing numbers of young people not in employment, education or training (NEETs). Plymouth has lower than average incomes, low levels of education and a high percentage of youth unemployment. Young people do not have the right skills to find employment and at the same time, local businesses cannot find employees with the right skills to meet their workforce needs. There is a definite mismatch between the skills required and the unemployed labour available.

City College Plymouth is a large general further education college with a wide range of strong, productive links and partnerships with local employers and other organisations supporting work-based activities. It runs many initiatives on business start-ups and entrepreneurship to increase students' opportunities to gain employment and/or self-employment. The college will share its experience of running innovative partnership activities for young people and employers.

WHAT?

Participants will learn about:

- initiatives to increase students' employability skills and improve their work experience and work readiness, for example, a knowledge exchange project, business incubation units for student entrepreneurs;
- methods of working with employers to transfer knowledge and ensure training needs are met to build their workforce.

HOW?

Participants will:

- visit the college's workspace employability centre and observe its training and activities;
- meet local business start-up organisations, employment agencies supporting young people into work and local employers supporting employability initiatives.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS,
ENTERPRISES AND LOCAL COMMUNITIES

Agriculture, forestry and fishing

Sustainable agriculture - Challenges and opportunities for vocational schools

Group No: 154

Round 2

Type of visit:
VET

10/6/2013-14/6/2013
Goeppingen, Germany

Working language:
English

Number of places: 15
Minimum required: 7

Keywords:

- apprenticeship
- entrepreneurship
- teachers' and trainers' competences

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The market for organic food is increasing by 1 to 5 % annually. The EU is planning to raise the sales share of organic farms. To achieve this aim well-trained specialists are necessary. How can vocational schools contribute in cooperation with private enterprises? It is the aim of this visit to discuss these questions and compare the situation with other EU countries and identify potential common solutions.

Goeppingen (near Stuttgart) is situated near the central offices of the two most important organic farming associations in southern Germany. Additionally, two of the biggest manufacturers of natural cosmetics and homoeopathic medicines are close by, as well as many organic farms.

The host is a vocational school (focus on horticulture and floristic) very experienced in planning and managing training programmes for foreign teachers and representatives of education.

WHAT?

Participants will learn about:

- the dual vocational system in Germany (focus on agriculture);
- innovative topic-related lessons and current teaching materials;
- examples of cooperation between private enterprises and vocational schools;
- integration of EU political targets into the curriculum of vocational schools.

HOW?

Participants will:

- visit vocational schools and organic farms and talk to teachers and training instructors;
- share experiences with members of organic farming associations;
- talk to politicians about funding for organic farming;
- get an overview of teaching material;
- meet with an organic farming consultant and representatives of an authority responsible for creation of curricula for vocational schools.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Der Markt für ökologisch erzeugte Lebensmittel ist eines der wenigen Wachstums-Segmente im deutschen Lebensmittelmarkt. Ökologische Anbaumethoden spielen jedoch im Unterricht an beruflichen Schulen häufig nur eine geringe Rolle. In der EU wird angestrebt, den Umsatzanteil ökologisch wirtschaftender Betriebe zu erhöhen. Dazu sind gut ausgebildete Fachkräfte nötig. Welchen Beitrag kann die berufliche Bildung dazu leisten?

Organiser(s):

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www.wala.de – www.weleda.de

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Integrating senior citizens into the learning community

Group No: **155****Round 2**Type of visit:
Mixed**11/6/2013-14/6/2013**
Łosice, PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **adult learning**
- **key competences**
- **social inclusion**

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Towarzystwo Ziemi Łosickiej (Łosice Land Association) is an organisation working for the benefit of the local community. Our main task is to promote senior citizens' activities, including inhabitants of rural areas. By integrating senior citizens into educational activities we improve their personal development and enable them to gain new competences. We use the human capital of senior citizens to create educational programmes based on local tradition and history. In our educational activities for the benefit of senior citizens we cooperate with local entrepreneurs, authorities and other organisations.

WHAT?

Participants will learn about:

- the role of adult education in the local community;
- participation of local public and private institutions in adult education;
- examples of Grundvig and LdV projects regarding cooperation between schools and local community.

HOW?

Participants will:

- visit schools and other educational institutions;
- meet local authorities
- observe volunteers at work;
- participate in local cultural events.

WHOM?

- Head teachers, teacher trainers,
- human resource managers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Celem wizyty jest podzielenie się doświadczeniami na temat tego, jak włączyć większą część społeczeństwa lokalnego, od dzieci począwszy na aktywnych emerytach skończywszy, w rozwój regionu tak, by zaowocowało to lepszym poziomem życia w małych miejscowościach w Polsce i Europie. Wykorzystujemy potencjał osób starszych do tworzenia programów Edukacyjnych opartych na lokalnej tradycji i historii.

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WWW.**www.tpzl.info**

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Cooperation between the worlds of education and work

Group No: **156****Round 2**Type of visit:
Mixed**17/6/2013-21/6/2013**
Pisa, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **skill needs**

Organiser(s):

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

The aim of the visit is to show how different bodies in the educational sector work in synergy with small and medium-sized enterprises (SMEs) to develop labour competitiveness and help young students to fight unemployment. We want to discuss with other European colleagues the importance of offering new and innovative subjects because of continuous changes in technology and the economy and how to respond to these needs by observing the world of work and updating continuously the didactical offer. We will have the opportunity to develop further knowledge from participants' experiences and build partnerships with European colleagues to develop future projects.

WHAT?

Participants will learn about:

- how we promote and manage courses;
- how the chamber of commerce and educational organisations collaborate with the world of work;
- how labour market requirements are taken into consideration when planning an educational offer;
- how we deal with courses for entrepreneurial training, mainly in hi-tech sectors, with particular focus on creation of new businesses.

HOW?

Participants will:

- visit the Nkey educational centre;
- talk to representatives of local employers' organisations dealing with vocational training;
- visit the chamber of commerce and university departments to see how collaboration with the world of work is developed;
- visit enterprises and local enterprise association;
- meet teachers of educational institutions using effective collaboration with enterprises.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Nkey è un centro di formazione che coopera con varie realtà toscane appartenenti al mondo del lavoro e della formazione. Con la crisi economica globale i centri di formazione e le scuole devono condurre una continua ricerca di programmi didattici innovativi per fornire un valore aggiunto alla formazione tradizionale da dare ai nostri dei giovani e ai lavoratori. La Nkey è una struttura flessibile che si pone come punto di incontro tra scuola e mondo del lavoro per sviluppare attraverso una rete di collaborazioni internazionali una ricerca sostenibile e al passo con i tempi. La decisione di organizzare una visita di studio è perché crediamo nella crescita comune attraverso la condivisione di buone pratiche, il rafforzamento delle competenze alla varie sollecitazioni.

WWW.

www.asev.it – www.coesoempoli.it – www.comune.santacroce.pi.it – www.cscs.it
www.forium.it – www.pi.camcom.it – www.provincia.pisa.it

NEW SKILLS FOR NEW JOBS

Training, skills and green jobs: learning for sustainability

Group No: **157****Round 2**Type of visit:
Mixed**9/4/2013-12/4/2013**
Malaga, SpainWorking language:
EnglishNumber of places: **12**
Minimum required: **6**

Keywords:

- **entrepreneurship**
- **skill needs**
- **sustainable development**

Organiser(s):**MARTINEZ VILLAR Alberto**

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ingles

CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Without suitable skills, potential to provide a greener future for necessary employment growth cannot be realised.

There is a current need to incorporate environmental awareness within society as a whole but also into particular occupations and professional practices related to the environment and the entire system of production.

It is necessary to tackle changes in educational systems essential for sustainable development (SD) and environmental education (EE); and also to look at equally essential changes that must be made to training for employment. Ecology and economy are common subjects of debate and it is important to train for green jobs.

WHAT?

Participants will learn about:

- new approaches, skills, competences and qualifications related to green jobs;
- pedagogical tools and didactic aspects of learning for sustainable development;
- innovation in cooperation between educational centres and green jobs;
- sharing innovation and best practices for integrating sustainable development into VET centres.

HOW?

Participants will:

- visit educational institutions, foundations and other business centres and trade unions;
- meet representatives of local and regional educational authorities, directors, teachers, decision-makers and students;
- discuss new opportunities and the ethos required for environmental sustainability as well as key concepts.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Es necesario incorporar una cultura ambiental en la sociedad en general y en particular en las ocupaciones y prácticas profesionales que contribuyen a su inclusión, tanto en yacimientos de empleo relacionados con el Medio Ambiente, como en el sistema productivo en su conjunto. Es necesario abordar los cambios desde la perspectiva del sistema educativo, tanto desde la práctica de una educación ambiental para la sostenibilidad, como en la formación que prepara para el empleo. Las oportunidades creadas con la implementación de las nuevas cualificaciones ayudarán a crear empleo en áreas de economía verde, tales como energías renovables, gestión de residuos, depuración de aguas, agricultura ecológica, aprovechamiento forestal y educación ambiental, en las que Forem trabaja desde hace años.

WWW.

www.greeneconomycoalition.org – www.foremandalucia.es – www.ilo.org/skills
www.unesco.org/en/esd
www.desd.org ec.europa.eu/environment/eussd ecoforman.blogspot.com

Using creativity for promoting social awareness in the school/labour market relationship.

Group No: 158

Round 2

Type of visit:
VET

21/5/2013-24/5/2013
Lisbon, Portugal

Working language:
English

Number of places: 14
Minimum required: 8

Keywords:

- key competences
- skill needs
- work placement

Organiser(s):

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

ETIC is a professional technical school of image and communication providing training in animation, graphic design, interior design, multimedia, photography, video, sound, production, journalism and acting.

It implements a training strategy with different kinds of work experience. This strategy aims at developing students' social awareness and technical skills realising institutional films, advertising campaigns, websites, etc. and keeping quality products at low cost to social institutions. The school promotes partnerships that cover several social institutions and usually involve different training areas in a multidisciplinary production team.

This visit aims to draw attention to the need for developing social conscience as part of students' curriculum in creative fields. Our aim is to show how creative work is socially useful, relevant and credible.

WHAT?

Participants will learn about:

- the relationship between school and the labour market;
- methodologies for development of students' social conscience;
- development of students' technical and professional skills through creative work.

HOW?

Participants will:

- visit companies in the image and communication field;
- visit social institutions with experience in creative work projects developed by students;
- watch project presentations.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A ETIC – Escola Técnica de Imagem e Comunicação é uma escola de ensino técnico e profissional que lecciona cursos nas áreas criativas, como Design, Design de Interiores, Multimedia, Fotografia, Vídeo, Som, Animação, Comunicação, Jornalismo e Representação. A visita tem como objectivo alertar para a importância do desenvolvimento de uma consciência social, enquanto parte integrante do curriculum individual dos alunos das áreas criativas. A ETIC propõe dar a conhecer as suas boas práticas neste campo, mostrando como o trabalho criativo é socialmente útil, relevante e credível.

WWW.

www.etic.pt – www.epi.edu.pt

FOMENTAR EL ESPÍRITU EMPRENDEDOR Y LA EMPLEABILIDAD

El programa de emprendimiento en el sistema educativo de Galicia.

Número de grupo: **159****Turno 2**Tipo de visita:
Mixto**13/3/2013-15/3/2013**
Santiago de Compostela,
EspañaLengua de trabajo:
EspañolNúmero de plazas: **12**
Número mínimo requerido: **5**

Las palabras clave:

- **enfoques innovadores**
- **espíritu emprendedor**
- **integración en el mercado laboral**

CATEGORÍA DE TEMAS:

Favorecer la cooperación entre los mundos de la educación, la formación profesional y el trabajo

¿POR QUÉ?

Galicia tiene un déficit importante de emprendedores. La sociedad gallega parece reacia a optar por el emprendimiento como salida profesional. Por ello, la Consejería de Educación ha desarrollado un programa educativo destinado a fomentar y promover la adquisición de cualidades emprendedoras, con la finalidad de estimular, desde las edades más tempranas, las habilidades y conocimientos necesarios para emprender, apoyar al alumnado para poner en marcha sus proyectos e ideas innovadoras de negocio, aprovechando a su vez cualquier otra iniciativa que lleven adelante otros organismos e instituciones por medio de la coordinación. Durante la visita, nos gustaría compartir nuestras experiencias y analizar el grado en el que este programa ha permitido el desarrollo de las capacidades emprendedoras en nuestro sistema educativo.

¿QUÉ?

Los participantes aprenderán acerca de:

- proyecto educativo en Galicia destinado a promover el espíritu emprendedor EDUEMPRENDE;
- iniciativas y prácticas docentes que tienen lugar en los centros integrados de formación profesional;
- el marco normativo y las ofertas formativas dirigidas a la población adulta;
- actividades y programas que tienen lugar en la educación secundaria obligatoria y el bachillerato.

¿CÓMO?

Los participantes:

- conocerán profesores y orientadores responsables de proyectos dirigidos a promover el emprendimiento;
- conocerán alumnos que han participado en los diferentes proyectos educativos del programa FP PLUS para el emprendimiento en el nivel de la formación profesional;
- visitarán centros integrados de formación profesional que cuentan con viveros de empresa, y observarán el procedimiento de asesoramiento en el diseño del plan empresarial;
- intercambiarán ideas y experiencias en los encuentros con profesores y orientadores participantes en el proyecto.

¿PARA QUIÉN?

- Responsables de formación en empresas,
- directores de instituciones y centros de educación y formación profesional,
- directores de centros de orientación,
- inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- asesores pedagógicos u orientadores,
- representantes de redes y asociaciones de educación y formación profesional,
- representantes de servicios educativos, oficinas de empleo o centros de orientación,
- representantes de organizaciones empresariales.

Organizador(es):**RODRIGUEZ BUJAN Jesús**

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Website: www.edu.xunta.es/fp

WWW.

www.edu.xunta.es/fp – www.bicgalicia.org – www.igape.es

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

Promoting entrepreneurship and start-ups in Switzerland

Group No: **160**

Round 2

Type of visit:
Mixed

3/6/2013-7/6/2013
Berne, Switzerland

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **entrepreneurship**
- **innovative approaches**
- **young people**

Organiser(s):

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

In terms of innovation from young entrepreneurs, Switzerland compares well with other European countries. It is a frontrunner in the European start-up scene, thanks to its extremely enterprise-friendly environment.

The study visit will look at the key traits of entrepreneurship and present practical examples of businesses and funding bodies. It will also introduce means and methods of assessment. While focusing mainly on the technology sector and product innovation, participants will also look at entrepreneurial activity and social enterprises.

WHAT?

Participants will learn about:

- historical shift in the notion of enterprise in Switzerland;
- cooperation projects between higher education establishments and businesses;
- technology transfer processes, instruments and methods;
- support, mentoring and training programmes and special incentives for young start-ups;
- new developments and Swiss innovations in the technology and product sectors;
- successful young Swiss companies and social enterprises.

HOW?

Participants will:

- visit research institutes and companies;
- meet young entrepreneurs;
- meet mentors, advisors and training employers;
- engage in discussions with experts and political decision-makers;
- visit social enterprises.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

WWW.

www.ch-go.ch/studienbesuche

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

Entrepreneurship and villages: employment and social ties in remote rural areas

Group No: **161****Round 2**Type of visit:
Mixed**4/6/2013-7/6/2013**
Limoges, FranceWorking language:
EnglishNumber of places: **12**
Minimum required: **4**

Keywords:

- **social and civic competences**
- **social inclusion**
- **sustainable development**

Organiser(s):

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CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

WHY?

Unemployment, isolation, newcomers, competitiveness, aging population or inadequate social policies are now jeopardising European rural areas. In villages of the Périgord-Limousin region, innovative entrepreneurial measures to improve personal and social wellbeing are becoming key elements to sustainability, providing support for effective and constructive participation in social and working life, in particular by generating self-employment. Promoting entrepreneurship and maintaining strong links as village survival strategy is a challenge which the host organisation wishes to share experience and views.

WHAT?

Participants will learn about:

- how social networks where individuals connect through friendship, kinship, exchanges of services and goods become engines for local economy opportunities;
- policies, public/private initiatives and pedagogical tools to develop self-employment;
- result of research on entrepreneurship;
- how to tackle rural entrepreneurship in a European context and with individual and environmental approaches: considering the person as a whole and uniqueness of each socioeconomic environment.

HOW?

Participants will:

- talk to experts, decision-makers and researchers from public institutions, local authorities, local development agencies and training centres;
- participate in entrepreneurship training and exchanges on good practices;
- observe how rural inhabitants and newcomers cope with rural life through self-employment;
- discuss rural entrepreneurs' success stories.

WHOM?

- Company training managers, human resource managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres, validation or accreditation centres,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Les enjeux sociaux, économiques, environnementaux et alimentaires ont progressivement amené le thème de la pauvreté des zones rurales au cœur des débats. En France, cette pauvreté prend de multiples visages. Chômage, difficultés pour les agriculteurs et artisans à lutter contre le modèle économique et productiviste en vigueur, difficultés d'intégration pour les nouveaux arrivants, faibles revenus chez les retraités, isolement, politiques sociales inadéquates. Lors de cette visite d'étude, l'i2er propose d'échanger autour de certaines mesures entrepreneuriales sociales et innovantes développées au cœur du Périgord-Limousin et devenues élément clé pour la survie de ses communautés rurales.

WWW.

www.i2er.eu/ – <http://ec.europa.eu/social/main.jsp?catId=104&langId=en>
www.ecotec.com/idele/
http://jentreprends-et-jaime-ca.typepad.com/mon_weblog/2007/04/mime_mthode_din.html
www.entreprenariat.com/actualites-de-lacademie/detail/?tx_ttnews%5Btt_news%5D=193&tx_ttnews%5BbackPid%5D=5&cHash=15951273e29c60e17e55e51ed17ae632

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Developing learners' potential for the 21st century global economy

Group No: 162

Round 2

Type of visit:
General education4/3/2013-8/3/2013
Cardiff, Wales,
United KingdomWorking language:
EnglishNumber of places: 16
Minimum required: 8

Keywords:

- disadvantaged groups
- key competences
- quality assurance

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Wales aspires to provide world-class education services to develop young people for the challenges of the 21st century global economy. The Welsh government, with the Association of Directors of Education in Wales (ADEW) and key partners aim to raise standards for all learners in Welsh schools. Wales government with ADEW aims to build a culture of challenge, intervention and support, contributing to expected outcomes of raising standards for all pupils in Wales. ADEW, the professional group of local authority officers has a track record in advising the Welsh government on strategic development and delivery of education in schools in Wales. Consequently, ADEW as host organisation is able to draw upon Wales-wide examples of effective practice in schools, school improvement teams and local education authorities.

WHAT?

Participants will learn about:

- the school effectiveness framework (SEF) and system leadership;
- strategies and approaches to improve literacy and numeracy levels across Wales;
- development of education consortia working across the four regions in Wales to support implementation of Welsh education policy;
- quality assurance processes to improve standards for learners in Wales.

HOW?

Participants will:

- visit primary and secondary schools;
- meet learners, education professionals and school leadership teams, Estyn education inspectorate and systems leaders who have developed government policy and the SEF;
- take part in a conference on quality assurance including workshops with leading education researchers, Wales Local Government Association, schools standards unit staff, Estyn (Inspectorate for education and training) and Welsh Assembly Government officials and policy-makers to discuss how policy is developed, implemented and monitored.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

WWW.

www.sefwales.co.uk/sef-p2-home.htm – www.adew.org.uk
www.wlga.gov.uk/english/adew/ – www.swamwac.org/sef/index.asp – www.wales.gov.uk
www.learningobservatory.com

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Assessment in primary, secondary and higher education

Group No: **163****Round 2**Type of visit:
General education**11/3/2013-15/3/2013**
Corfu, GreeceWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **quality assurance**
- **student assessment**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Assessment has always been a delicate and controversial issue and has undergone remarkable changes over the years in the Greek educational system. There are different approaches to primary, secondary and higher education. Secondary schools especially use strict exams for candidates to enter university. It would be of great interest and value to compare different systems in other European countries. We would like to present the portfolio, school/institution self-assessment and evaluation methods of school advisors and managers of education and analyse them with specific examples.

WHAT?

Participants will learn about:

- types of tests Greek students take in various subjects;
- objectives of testing, assessment techniques and frequency of test administration;
- exchange information on the different testing systems in European countries;
- discuss efficiency of the system and the role of teachers in supporting learners;
- portfolio assessment, self-assessment in schools and the university testing framework;
- evaluation criteria of school advisors and managers of education.

HOW?

Participants will:

- visit schools of primary, secondary and higher education and review test samples;
- join colleagues teaching the same subject to discuss assessment techniques;
- talk to education specialists and school advisors involved in certification through testing;
- have the opportunity to present their own teaching reality;
- experience how the portfolio and self-assessment framework are implemented in schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η προτεινόμενη Επίσκεψη Μελέτης αποσκοπεί στην κριτική παρουσίαση του συστήματος αξιολόγησης στην πρωτοβάθμια, δευτεροβάθμια και τριτοβάθμια εκπαίδευση των κρατών μελών. Οι συμμετέχοντες θα επισκεφθούν σχολεία όλων των δομών, θα συζητήσουν με εκπαιδευτικούς, συμβούλους, μαθητές, θα ενημερωθούν για τον τρόπο αξιολόγησης σε διάφορα μαθήματα με έμφαση στον τρόπο διεξαγωγής και αξιολόγησης των εισαγωγικών εξετάσεων στη τριτοβάθμια εκπαίδευση, αλλά και για τον τρόπο που λειτουργεί η αυτοαξιολόγηση του εκπαιδευτικού έργου στα σχολεία και το portfolio γλωσσών. Θα έχουν την ευκαιρία να παρουσιάσουν τη δομή του εξεταστικού συστήματος της χώρας τους, να συγκρίνουν στόχους και πρακτικές που έχουν υιοθετηθεί σε κάθε χώρα της Ευρώπης και να υποβάλουν προτάσεις για τη βελτίωση των συστημάτων αυτών.

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Website: www.iky.gr

WWW.

www.pi-schools.gr – www.eduportal.gr/index.php – www.ealta.eu.org – www.inca.org.uk
www.kee.gr – www.aea-europe.net – www.minedu.gov.gr
www.pi-schools.gr/content/index.php?esson_id=5&ep=72&c_id=1349

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Linking activities - Strategies for quality development in general education

Group No: 164

Round 2

Type of visit:
General education22/4/2013-26/4/2013
Stuttgart, GermanyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- evaluation (school or institution)
- quality assurance

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Different forms of quality assurance, such as internal and external evaluation, standards for education and standardised comparative tests have been implanted in schools. It is essential for development of schools quality that varying procedures are adjusted and linked intelligently. The State Institute for Educational Development in Stuttgart is the authority responsible for quality development in schools and curriculum work in the state of Baden-Wuerttemberg. The institute designs instruments for quality assurance and supports schools in realising activities. We would like to exchange experiences with representatives from other countries and build up a network for further cooperation.

WHAT?

Participants will learn about:

- different procedures of school development;
- how internal and external evaluation helps schools to optimise their work and how the State Institute supports them;
- how central comparative tests can be used for instruction development;
- how external evaluation can be helpful for quality development;
- how to establish regional educational networks and partnerships;
- how quality of instruction and school can be supported by linking evaluation and comparative tests.

HOW?

Participants will:

- see examples of linking different activities of school development;
- observe activities of school and instruction development in situ;
- visit institutions of general education.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

An baden-württembergischen Schulen wurden verschiedene Maßnahmen zur Qualitätssicherung eingeführt, etwa Selbst- und Fremdevaluation, Bildungsstandards sowie Vergleichsarbeiten. Von entscheidender Bedeutung für die schulische Qualitätsentwicklung sind die sinnvolle Verknüpfung und die Abstimmung dieser verschiedenen Aktivitäten.

Als zentrale Einrichtung für die Qualitätsentwicklung, für die Bildungsplanarbeit und für innovative Projekte im Bereich Unterricht in Baden-Württemberg konzipiert das Landesinstitut für Schulentwicklung Instrumente der Qualitätssicherung und unterstützt Schulen bei der Umsetzung von Maßnahmen.

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WWW.

www.baden-wuerttemberg.de/en/learning/86214.html

www.kmk.org/information-in-english/the-education-system-in-the-federal-republic-of-germany.html – www.ls-bw.de

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

School evaluation as a path towards its development

Group No: **165****Round 2**Type of visit:
Mixed**22/4/2013-26/4/2013**
Rzeszow, PolandWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **evaluation (school or institution)**
- **quality assurance**

Organiser(s):

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Our institution is a regional State government administration unit. Its main task is pedagogical supervision over educational activity of all types of schools. Recently many changes have taken place. We have introduced new solutions for supervision in a good quality system project to raise the quality of schools' work. We will acquaint participants with the Polish system of supervision that embraces support, evaluation and control and implemented tools and platform for external evaluation. We want to exchange opinions on the competences necessary to exercise pedagogical supervision and education developments in the European Union.

WHAT?

Participants will learn about:

- aims of superintendency of education in Poland;
- pedagogical supervision;
- organisation of support, control, internal and external evaluation of schools;
- methods and implementations of evaluation;
- innovative solutions in the Subcarpathian Voivodeship;
- competences of people exercising pedagogical supervision;
- school evaluation in participants' countries.

HOW?

Participants will:

- meet inspectors responsible for support, control and evaluation;
- meet headmasters and other actors in education;
- visit schools;
- take part in a conference, debates and presentations;
- discuss school evaluations in other countries.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kuratorium Oświaty sprawuje nadzór pedagogiczny nad szkołami. Celem jest podnoszenie efektów nauczania. W związku z reformą nadzoru wdrożyliśmy rozwiązania organizacyjne, wprowadziliśmy nowe narzędzia kontroli i ewaluacji zewnętrznej. Zapoznamy gości z polskim systemem obejmującym wspomaganie, ewaluację i kontrolę, podzielimy się wiedzą i doświadczeniem. Podejmiemy dyskusję o tym jakiego nadzoru potrzebują europejskie szkoły dla podnoszenia jakości pracy i wpływu ewaluacji na efekty kształcenia. Podejmiemy temat kompetencji osób prowadzących nadzór jak również kierunków rozwoju oświaty w UE. Liczymy, że wizyta będzie cennym doświadczeniem, poszerzy profesjonalną wiedzę uczestników.

WWW.

www.pcen.pl – www.ore.edu.pl

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality in-service teacher training

Group No: **166****Round 2**Type of visit:
General education**22/4/2013-26/4/2013**
Murcia, SpainWorking language:
EnglishNumber of places: **12**
Minimum required: **6****CATEGORY OF THEMES:**

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

The aim of this Visit is to show actions and measures established by the Council of Education, Training and Employment in the region of Murcia in terms of quality in education and teacher training. We are working on quality certification in our teacher training centres and have obtained the ISO 9001 certificate of quality since 2008.

WHAT?

Participants will learn about:

- different aspects of the Spanish educational system and teacher training network, as the main goal of the visit will be quality;
- implementation of quality resources in teacher training centres.

HOW?

Participants will:

- visit the council of education teacher training service;
- visit two teacher training centres as examples of good practice;
- visit three educational centres: primary school, secondary school and vocational training centre.

WHOM?

- Head teachers, teacher trainers,
- heads of departments.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Durante la Visita de Estudio se explicará el sistema de formación permanente del profesorado que la Consejería de Educación, Formación y Empleo desarrolla en la Región de Murcia. Se abordará de manera especial: el estudio de la red de formación del profesorado, el proceso de calidad de los Centros de Profesores y Recursos por el cual han conseguido el certificado ISO 9001.

Se realizarán visitas al Servicio de Formación del Profesorado, a los Centros de Profesores y Recursos de Murcia y Cartagena y a centros de Primaria, Secundaria (FQM) y Formación Profesional (ISO 9000), facilitando el intercambio de experiencias entre los asistentes.

Keywords:

- **quality assurance**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

Organiser(s):

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WWW.

www.educarm.es – www.cprmurcia1.com – www.cprcartagena.com

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Adult education: validation of former learning and assessing progress and achievement

Group No: **167****Round 2**Type of visit:
Mixed**22/4/2013-26/4/2013**
Oslo, NorwayWorking language:
EnglishNumber of places: **14**
Minimum required: **6**

Keywords:

- **adult learning**
- **migrants and minorities**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Many adults have not finished secondary or upper secondary education and are former drop-outs. They may need vocational rehabilitation, more education in special programmes, etc. Also, over past years, Norway has received many new immigrants.

Assessment for learning helps adults to succeed in education. The authorities in Oslo offer a wide range of education of different types and at different levels for adults. Oslo VO Sinsen provides lower and higher upper secondary education and a wide range of vocational education certificate courses.

WHAT?

Participants will learn about:

- adult education in Oslo and Norway;
- approaches to testing adults;
- validation of formal, non-formal and informal learning;
- implementation of flexible learning pathways and assessment for learning;
- using libraries/open learning areas and senior tutors in the learning process.

HOW?

Participants will:

- visit adult education units offering basic learning in Norwegian for immigrants;
- visit an adult education centre for formal vocational education;
- visit an adult education centre for formal education preparing for university;
- meet teachers, assessors and students who have gone through a validation process;
- observe assessment for learning;
- discuss and share best practice.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers.

Organiser(s):**HAUGLAND Bjørg**

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Fax +47- 23 46 67 01

Email: bjorg.haugland.ovo@ude.oslo.kommune.noWebsite: www.sinsen.oslovo.no**WWW.**www.sinsen.oslovo.no – www.oslovo.no

FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS

Professeurs et formateurs: études des systèmes européens de sélection, formation et évaluation

Numéro de groupe: **168**

Phase 2

Type de visite:
Mixte

11/3/2013-15/3/2013
Zaragoza, Espagne

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **compétences des enseignants et formateurs**
- **qualification des enseignants et formateurs**
- **statut des enseignants et formateurs**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Soutenir la formation initiale et continue des enseignants, des formateurs et des chefs d'établissements d'enseignement et de formation

POURQUOI?

Les différents systèmes éducatifs européens ont tendance à se rapprocher. Les étapes de la formation des étudiants et les différents dispositifs tels que Erasmus, Europass et autres indiquent que les domaines de formation deviennent plus étroits tandis que les liens entre les différents systèmes se resserrent.

Afin de faciliter les échanges entre professionnels de l'éducation et de la formation professionnelle au niveau européen, il nous semble important d'analyser les critères d'accès aux formations universitaires de type Master d'éducation et les systèmes de formation et d'évaluation des enseignants et autres professionnels de l'éducation.

En Espagne, un débat est ouvert sur le changement des critères d'accès des étudiants au Master d'éducation. Saragosse, capitale de l'Aragon, est le siège administratif des autorités éducatives. L'Inspection de l'éducation, qui organise et accueille cette visite, est responsable de la coordination et de la supervision du processus de sélection des étudiants en vue du Master d'éducation.

QUOI?

Le participant découvrira:

- le système éducatif espagnol et le cadre légal relatif aux enseignants et autres professionnels de l'enseignement;
- les critères de sélection pour l'accès au Master d'enseignement;
- la formation initiale et continue et le système d'évaluation des enseignants et autres professionnels de l'enseignement;
- la réalité de l'emploi.

COMMENT?

Le participant:

- visitera des établissements scolaires et des centres de formation des enseignants;
- rencontrera des experts du Master d'éducation, des inspecteurs et enseignants membres du jury des concours et des responsables départementaux et régionaux de l'Éducation aragonaise;
- participera à une réunion avec des représentants de l'association nationale des inspecteurs et une représentation syndicale d'enseignants;
- présentera la situation en vigueur dans son pays.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Pretendemos analizar los diferentes sistemas de formación, selección y evaluación de los docentes y de otros profesionales que actúan en los centros educativos. Para ello, presentaremos el sistema educativo español y seguiremos todo el itinerario de formación de los docentes y otros profesionales. De la comparación analítica de nuestros diversos sistemas, intentaremos encontrar los puntos comunes que deberían facilitar los intercambios entre nuestro profesorado en el marco europeo.

WWW.

www.educaragon.org – www.educacion.es – www.todofp.es

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

The teaching profession, teacher education and basic education

Group No: **169****Round 2**Type of visit:
General education**18/3/2013-22/3/2013**
Joensuu, FinlandWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **school environment**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

Organiser(s):

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

The aim of the visit is to give participants a general view of Finnish teacher education for general education, practice teaching and teacher training schools. It will include an introduction to the Finnish education system and special features including its success in the programme for international student assessment, PISA. Participants will become familiar with the teacher training curriculum and main aims of teacher training and the ways in which these are realised. They will also learn about the principles and practices of teaching guidance.

The host institution, University of Eastern Finland, Joensuu campus has a strong orientation to teacher training. In the Finnish teacher training system, university teacher training schools play pivotal role in teaching practice. The university teacher training school is situated in the campus area.

WHAT?

Participants will learn about:

- Finnish teacher education, teaching practice, teaching qualifications;
- Finnish teacher trainings schools and their role in teacher education;
- the strengths of Finnish education;
- the Finnish educational system and its special features;
- the reasons for Finland's successful performance in PISA.

HOW?

Participants will:

- visit Joensuu university teacher training school and its campus;
- visit one or two other schools;
- meet local teachers and teacher trainers as well as teacher students and representatives of the faculty of education;
- meet school pupils and students of different age groups and class levels;
- observe teaching and discuss with teachers and student teachers.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tavoitteena on luoda yleiskuva suomalaisesta yleissivistävän koulun opettajankoulutuksesta, opetusharjoittelusta sekä harjoitteluista. Samalla esitellään suomalaista koulutusjärjestelmää ja sen erityispiirteitä sekä keskustellaan Suomen hyvän menestymisen taustoista PISA-arvioinneissa.

Osallistujille esitellään suomalaisen opettajankoulutuksen opetussuunnitelmien yleispiirteitä sekä opetusharjoittelusuunnitelmien keskeiset tavoitteet ja toteuttamismuodot. Tutustutaan opetusharjoittelun ohjauksen periaatteisiin sekä keskeisiin ohjauskäytänteisiin.

Osallistujat tapaavat paikallisia opettajankouluttajia, harjoittelukoulun opettajia ja muita opettajia.

Ohjelmaan liittyy opetuksen ja opetusharjoittelun seuraamista ja keskustelua opettajaopiskelijoiden kanssa harjoittelukoulussa.

WWW.

<http://jnor.joensuu.fi> – www.uef.fi

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Devising and managing a training programme for teachers

Group No: 170

Round 2

Type of visit:
General education18/3/2013-22/3/2013
Poitiers, FranceWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- curriculum
- teachers' and trainers' competences
- teachers' and trainers' qualifications

Organiser(s):**CHAPU Jean Claude**

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

One of the missions of the Ministry of Education is to cater for quality and efficiency of teacher training. This lies at the heart of current reform of teachers training in France. ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff. It is also a national reference centre for digital resources and its role includes fostering use of ICT in education. We will present our activities and products and current reform of teacher training. We will exchange experience on designing, implementing and assessing teacher training programmes.

WHAT?

Participants will learn about:

- how the teacher training programme (initial and continuous training, assessment, appointment to a permanent post, retraining) is devised and managed;
- how teachers themselves feel about this programme;
- how teacher training programmes are devised and managed in participants' countries and what results are obtained;
- possibly having several points of view (the user, school authorities, economic leaders).

HOW?

Participants will:

- attend conferences by executives of the Ministry of Education;
- work in groups to analyse, reflect, compare and share ideas;
- exchange experience with ESEN'S students (administration and pedagogical managerial staff in continuing training) wishing to engage in European partnerships;
- meet teachers, training managers and directors of adult education centres;
- reflect on new prospects shared by participants.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opérateur du Ministère, l'Ecole Supérieure de l'Éducation Nationale, située sur le pôle de formation du site du Futuroscope, souhaite encourager des échanges et des confrontations de points de vue sur la conception et le pilotage du programme de formation des enseignants entre cadres français en formation et cadres européens.

Le participant à la visite d'étude découvrira le système de formation français et la réforme en cours et l'organisation de la formation dans les différents pays européens participant à la visite. L'emploi du temps sera partagé entre présentations des différents programmes de formation, groupes d'analyse et de réflexion et rencontres de cadres et d'enseignants.

WWW.

www.esen.education.fr – www.eduscol.education.fr – www.education.gouv.fr
www.cndp.fr

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Supporting a starting-out teacher

Group No: **171****Round 2**Type of visit:
General education**15/4/2013-19/4/2013**
Szombathely, HungaryWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

Organiser(s):**N. TÓTH Ágnes**

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Common research projects are in progress to improve the effectiveness of education in Hungary. In accordance with European trends, development of teachers' competences in teacher training is key in reform of the Hungarian educational system. The University of West Hungary was the first to develop a system which connects initial teacher education to teachers' continuous professional development. The system operates in close cooperation with the Teacher Education Institute and other partner schools, under guidance of the Regional Pedagogical Service and Research Centre. We believe it can be interesting in a wider European context, so we would like to get acquainted with results achieved in participants' countries.

WHAT?

Participants will learn about:

- initial teacher training;
- the induction system at the University of West Hungary;
- effective pedagogical practice;
- teachers' roles and competences;
- conflict management practices;
- reflective thinking in pedagogy;
- importance of continuous professional development.

HOW?

Participants will:

- attend teacher training lectures and seminars at the University of West Hungary;
- meet future and practising teachers;
- visit primary and secondary schools and observe teachers' work in the classroom;
- observe a discussion session between co-trainer and trainee.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A tanulmányút célja, hogy bemutassa a Nyugat-magyarországi Egyetem pedagógusképzési, és továbbképzési gyakorlatát. A résztvevők megismerkednek a tanári kompetenciák fejlesztésével a hallgatók és a kezdő tanárok körében, szemináriumokon és előadásokon kapnak képet a helyi gyakorlatról, meglátogatják az egyetem különböző intézeteit. Lehetőségük lesz arra, hogy tanórákon vegyenek részt általános és középiskolákban, valamint az egyetem gyakorló iskolájában, de bepillantást nyerhetnek a mentortanár és hallgató közös munkájába is. A résztvevők természetesen lehetőséget kapnak a tapasztalatok megvitatására és arra, hogy bemutassák a témában intézményi, vagy nemzeti szinten elért eredményeiket.

WWW.www.uniwest.hu/index.php/458/?&L=4

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Teachers training for improving learners' literacy and numeracy

Group No: 172

Round 2

Type of visit:
Mixed12/3/2013-15/3/2013
Dublin, IrelandWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- key competences
- quality assurance
- teachers' and trainers' competences

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

In July 2011, the national strategy, 'Literacy and numeracy for learning and life 2011-20', was launched by the Department of Education and Skills. It aims to improve literacy and numeracy standards among children and young people in the education system. Teachers and trainers initial and continuous professional development (CPD) play a key role in this strategy as teachers and trainers provide high quality education and training. Their CPD cultivates development of competences to promote quality learning and caters for the priority of literacy and numeracy.

This visit is hosted by Léargas, the national agency for managing the lifelong learning programme in Ireland.

WHAT?

Participants will learn about:

- the national strategy, 'Literacy and numeracy for learning and life 2011-20';
- initial teacher education;
- development, implementation, assessment and evaluation of CPD courses in literacy and numeracy for those in formal education and those involved in lifelong learning;
- innovative programmes developed for teachers and trainers and their impact on students and learners.

HOW?

Participants will:

- discuss the topic with policy-makers and education specialists;
- visit education and training providers;
- meet learners, trainers and training providers.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

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WWW.

www.education.ie – www.leargas.ie – www.teachingcouncil.ie

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Teaching entrepreneurship: training and support

Group No: **173****Round 2**Type of visit:
Mixed**26/3/2013-29/3/2013**
Brussels, BelgiumWorking language:
EnglishNumber of places: **14**
Minimum required: **5**

Keywords:

- **entrepreneurship**
- **key competences**
- **teachers' and trainers' competences**

Organiser(s):**SCHRAM Paul**

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Website: www.ond.vlaanderen.be/dbo**CATEGORY OF THEMES:**

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Qualified teachers and trainers with an entrepreneurial mindset and the right competences are needed to promote entrepreneurship in schools. For many years, DBO, an agency of the Flemish Department of Education and Training, offers teachers and trainers the possibility to develop their entrepreneurial competences by organising workshops, training sessions, information markets, study visits and even practical training in cooperation with enterprises, financial institutions and employers' organisations. DBO also supports teachers by offering free teaching and course material, e-learning material and by organising school competitions.

WHAT?

Participants will learn about:

- bridge projects between schools and enterprises;
- ready-to-use tools, teaching material, methods and games;
- examples of school competitions;
- e-support for teachers;
- results of the Proleron project (teachers professionalisation on entrepreneurship);
- cooperation with VLEW (teachers organisation), enterprises, employer's organisations, financial institutes.

HOW?

Participants will:

- meet teachers and trainers and visit secondary schools;
- attend presentations of good practices;
- observe the use of e-support platforms for teachers;
- take part in an entrepreneurial quest in the centre of Brussels;
- learn more about international projects;
- have the opportunity to look into detailed business plans submitted for school competitions.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wil je ondernemerschap en het zelfstandig beroep als mogelijke beroepskeuze op school promoten en stimuleren, dan heb je leraren nodig die over ondernemerscompetenties beschikken. DBO bouwde heel wat ervaring op in het organiseren van workshops, studiedagen, infosessies en stages voor leraren rond de verschillende aspecten van ondernemen. Dit gebeurt in nauwe samenwerking met werkgeversorganisaties, financiële instellingen, bedrijven en federaties. DBO ondersteunt ook leraren door het gratis ter beschikking stellen van tools, les- en cursusmateriaal, e-learningtoepassingen en wedstrijdformules. Via dit bezoek willen we onze ervaringen en goede praktijkvoorbeelden op dit vlak delen. Bovendien willen we de eindresultaten en bevindingen van het succesvolle EU-project Proleron tonen.

WWW.

www.omoo.be – www.rys.be – www.europapreneur.info
www.ond.vlaanderen.be/dbo – www.competento.be

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Professional profile of teachers today

Group No: **174****Round 2**Type of visit:
Mixed**8/4/2013-12/4/2013**
Malaga, SpainWorking language:
EnglishNumber of places: **12**
Minimum required: **8****CATEGORY OF THEMES:**

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

It is necessary for education to keep up to date with the fast changes society is experiencing. We consider permanent training of teachers to make them capable of meeting our future citizens' education needs extremely important.

The Teacher's Training Centre in Málaga is a good example of how official organisations deal with all the changes in contemporary Europe. Málaga is a place where teachers are trained in specific issues such as interculturality, bilingualism, equal opportunities, new technologies, environment, innovation projects, workshops, etc.

WHAT?

Participants will learn about:

- how teacher training centres are organised in Andalucía and their main objectives;
- organisation of training activities and how we provide teachers with information and materials;
- benefits that schools acquire when developing projects or plans;
- how European programmes are integrated in to different projects, such as e-twinning, Comenius, etc.;
- our educational system and differences and similarities of training in participants' countries.

HOW?

Participants will:

- visit 'Centro del profesorado de Málaga' and different schools according to their interests (pre-primary, primary, secondary, arts, vocational training studies, languages and music schools);
- meet head teachers, heads of studies and different members of the educational community;
- participate in workshops to exchange experiences of teacher training;
- observe our educational network.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Durante la visita se mostrará cómo se realiza la formación del profesorado en el Centro del Profesorado de Málaga desde donde se procederá a:

- Explicar las líneas prioritarias de la Consejería de Educación.
- Exponer los planes y proyectos educativos: Plurilingüismo, Interculturalidad, Planes de Autoevaluación y Mejora, etc.
- Mostrar las distintas vías de formación que ofrece el Centro del Profesorado para desarrollar esos planes y proyectos.
- Crear debates sobre las distintas vías de formación en los sistemas educativos de los países representados.
- Establecer lazos de comunicación para realizar un proyecto de colaboración entre distintas instituciones europeas.

WWW.

www.eurydice.org/ – www.cepmalaga.com/

Keywords:

- **status of teachers and trainers**
- **teachers' and trainers' competences**

Organiser(s):**RUIZ Maria Dolores**

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

How to help disadvantaged students achieve success at school

Group No: 175

Round 2

Type of visit:
Mixed22/4/2013-25/4/2013
Gdansk, PolandWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- digital competence
- special needs
- teachers' and trainers' competences

Organiser(s):

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

The host institution is an in-service teacher training centre. The visit intends to improve teacher competences for educating students with special needs. Nowadays teachers face many new challenges, identifying different types of disabilities at schools. We want to face this challenge by taking advantage of the latest achievements in special pedagogy by sharing experiences and exchanging best practice with educators from different countries.

Our methodological advisors have valuable experience in working with disadvantaged students. Participants will learn about innovative and successful practices and policies, as well as to be able to present their own experience. We will pay special attention to use of ICT for students requiring an individual approach.

WHAT?

Participants will learn about:

- common challenges in dealing with problems of disadvantaged students;
- new innovative methods and tools for special needs students' education;
- new approaches, methodologies and other countries' achievements in special needs education.

HOW?

Participants will:

- visit schools and observe lectures and workshops in a classroom and individual or group therapeutic sessions;
- meet teachers and exchange views and experiences;
- talk to teacher trainers and teachers–advisers;
- attend training sessions for teachers about working with pupils with special needs.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

OKUN organizując różnorodne formy szkoleniowe wychodzi naprzeciw potrzebom nauczycieli. Staramy się sprostać wymaganiom przed jakimi stoi współczesna szkoła. Obecnie w szkole szczególne znaczenie ma umiejętność pracy z uczniami o specjalnych potrzebach edukacyjnych oraz zorganizowanie systemu nauczania, który będzie uwzględniał ich indywidualne potrzeby.

Celem wizyty studyjnej jest stworzenie możliwości poznania innowacyjnych metod pracy z uczniami z grup defaworyzowanych oraz wymiany informacji i doświadczeń związanych z tą tematyką.

Program wizyty przewiduje sesje szkoleniowe, wizyty w szkołach i obserwację zajęć oraz spotkania z kadrą. Ponadto proponujemy ciekawy program kulturalny.

WWW.

www.men.gov.pl – www.univ.gda.pl – <http://dzieckowsieci.fdn.pl/>
www.niepelnosprawni.gov.pl/

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Recruiting, developing and qualifying school management

Group No: 176

Round 2

Type of visit:
Mixed22/4/2013-26/4/2013
Bremen, GermanyWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- **autonomy (school or institution)**
- **leadership and management**
- **quality assurance**

Organiser(s):**FABISCH Werner**

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CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

To improve performance of schools, schools are given more autonomy by government authorities to enable them to recognise and make use of development potential. Growing autonomy of schools leads to changing tasks, functions and structures and presents a new challenge for management of schools. The age structure in many schools can cause problems in recruitment of qualified personnel for school management. This visit wants to explore strategies and develop solutions to qualify personnel in school management to meet future challenges.

WHAT?

Participants will learn about:

- measures for personnel development in Bremen's schools;
- defining new requirements for school managers and developing a specific job profile;
- how to identify and promote future school managers;
- determining strategies and requirements for sustainable personnel development;
- benefiting from the experience of other sectors of the economy in personnel development.

HOW?

Participants will:

- visit schools and discuss individual measures of personnel development with the head of school / heads of departments;
- visit relevant institutions such as chamber of commerce, companies, teacher training centre, University of Bremen.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Neue Anforderungen verändern die Rolle von Führungskräften in Schulen. Neue Führungsfähigkeiten und –kompetenzen müssen erworben werden.

Gerade die Leistungsfähigkeit der mittleren Führungsebene ist ein entscheidender, leider oft vernachlässigter Aspekt erfolgreicher Arbeit in Schulen. Daneben führt die zunehmende Eigenverantwortlichkeit von Schulen zu einer deutlichen Erweiterung und inhaltlichen Veränderung des Aufgabenfeldes von Schulleitung und damit der erforderlichen Qualifikationen und Kompetenzen.

Zu klären ist daher, welches Anforderungsprofil an Führungskräfte in Schulen heute besteht, mit welchen Maßnahmen geeignete Führungskräfte gewonnen werden können und wie die Förderung und Qualifizierung schulischer Führungskräfte gestaltet werden kann.

WWW.

www.bildung.bremen.de – www.lis.bremen.de – www.sz-grenzstrasse.de

BERUFLICHE WEITERENTWICKLUNG VON LEHRKRÄFTEN UND AUSBILDERN UND KARRIEREMÖGLICHKEITEN

Verbesserung der allgemeinen und beruflichen Lehrerbildung und deren Wahrnehmung von aussen

Gruppennummer: 177

Antragsrunde 2

Art des Besuches:
Gemischt**6/5/2013-10/5/2013**
Szczecinek, PolandArbeitsprache:
DeutschAnzahl der Teilnehmerplätze: **15**
Erforderliche Mindestanzahl: **5**

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Kompetenzen von Lehrkräften und Ausbildern**
- **Qualifikationen von Lehrkräften und Ausbildern**

Organisator(en):

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THEMENBEREICHE:

Unterstützung der Erstausbildung und Weiterbildung von Lehrkräften, Ausbildern und Leitern von Einrichtungen der allgemeinen und beruflichen Bildung

WARUM?

Wir möchten die Lern- und Ausbildungsqualität der Lehrerbildung mit Hilfe moderner Lerntechniken und neuer Technologien vorstellen und zeigen, wie sie die Berufswahl von Schulabsolventen beeinflusst. Lehrkräfte müssen sich Herausforderungen stellen können, die mit der wachsenden Autonomie der allgemeinen und beruflichen Bildung der Lernenden einhergehen. Modernes Schulmanagement und enge Zusammenarbeit von Führungskräften im Bildungswesen ermöglichen die Durchsetzung hoher Qualitätsstandards - in ganz Europa. Wir wollen zeigen, dass man Herausforderungen im Bereich der Ausbildung von Lehrern und Ausbildern nur lösen kann, wenn man sie in einen europäischen Kontext stellt. Wir möchten diesen Kontext in Bezug auf eine mögliche Berufswahl aufzeigen, Vergleiche anstellen und den Stellenwert neuer Technologien erörtern.

WAS?

Die Teilnehmer werden Folgendes lernen:

- wie die Qualität und Effektivität der Lern- und Ausbildungssysteme als wichtiges Element bei der Berufswahl von Schulabsolventen verbessert werden kann;
- wie neue Lernmethoden und Techniken ausgearbeitet werden und auf jeder Schulstufe bei der Berufswahl von Schulabsolventen in unserer Region eingesetzt werden;
- wie neue Qualifikationen und Lehrkompetenzen der Lehrkräfte entwickelt werden;
- wie wir Berufe im Bereich der Lehre und des lebenslangen Lernens attraktiver gestalten;
- was wir tun, um die Qualifikationen, Kompetenzen und die Mobilität der Lehrkräfte und Ausbilder anzuheben.

WIE?

Die Teilnehmer werden:

- Praxisbeispiele kennenlernen und analysieren, die die Qualität und Effektivität der Lern- und Ausbildungssysteme bei der Berufswahl von Schulabsolventen verbessern;
- neue polnische Lerntechniken und Lernmethoden für einzelne Schulsysteme in Theorie und Praxis als EU-Systeme kennenlernen;
- durch Besuche, geplante Konferenzen usw. einen Vergleich mit anderen europäischen Schulsystemen anstellen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Przedstawimy funkcjonowanie placówek oświatowych, organizacji samorządowych oraz ośrodków kształcenia nauczycieli kształcących na poszczególnych szczeblach edukacji. akcentując jakość nauczania dających nowe umiejętności i kompetencje przydatne w regionie oraz EU. Ukażemy sposób zarządzania i finansowania szkolnictwa publicznego, społecznego i prywatnego oraz szkolenie podnoszące kwalifikacje nauczycieli. Ukażemy konieczność podnoszenia jakości pracy w szkołach, ich promowania w regionie z celu zwiększenie atrakcyjności nauczania i szkolenia ukazując nowoczesne formy i techniki nauczania pozwalające na ustawiczny rozwój młodzieży i nauczycieli.

WWW.

www.powiat.szczecinek.pl – www.szczecinek.pl – www.psnt.edu.pl – www.cen.edu.pl

New skills for old jobs: recycling and upcycling training for the fashion industry

Group No: 178

Round 2

Type of visit:
VET15/5/2013-17/5/2013
Lisbon, PortugalWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- status of teachers and trainers
- teachers' and trainers' competences
- teachers' and trainers' qualifications

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Textile and clothing industry is of great importance for economic development of our country. However, fashion is a very demanding sector, with a need for constant updating of methods, techniques and knowledge. Facing these demands, specialised training centres need to be attentive to market needs. As a training centre dedicated to the fashion industry, Modetex's ultimate challenge is constanting to upgrade trainers' know-how. As knowledge delivery is a dynamic issue, constant update of methodologies and teaching techniques becomes a priority and new skills for old traditional jobs in fashion have to be developed.

WHAT?

Participants will learn about:

- national changes in vocational education and training in the textile and clothing industry;
- trainers' 'recycling': vocational training teaching methods and pedagogical concerns;
- trainers' 'upcycling': new solutions and competences to deliver knowledge of traditional techniques.

HOW?

Participants will:

- visit vocational teaching classes in technical areas;
- meet national experts and representatives from textile and clothing associations and institutions providing teacher training;
- meet trainers and education managers from training organisations.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

O MODATEX, enquanto centro de abrangência nacional, ambiciona ser o centro de formação de referência para a criação de valor no cluster da Moda em Portugal. A experiência acumulada ao longo dos anos no relacionamento com as empresas revela-se como uma mais-valia que visa contribuir para a melhor coordenação estratégica e operacional da formação no sector, respondendo mais eficazmente às necessidades de qualificação, aperfeiçoamento e reconversão das pessoas e das organizações, bem como, apoiar tecnicamente e de forma próxima todos os players do sector. Para atingir este objectivo, é fundamental a constante actualização dos seus recursos humanos, com especial atenção ao seu núcleo de formadores, e às suas competências técnicas e pedagógicas, fundamentais para assegurar a continuidade.

Organiser(s):

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WWW.

www.modatex.com

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

How to catch EU standards in education

Group No: **179****Round 2**Type of visit:
Mixed**24/6/2013-28/6/2013**
Ordu, TurkeyWorking language:
EnglishNumber of places: **16**
Minimum required: **5**

Keywords:

- **lifelong learning programme**
- **parents involvement**
- **quality assurance**

CATEGORY OF THEMES:

Support initial and continuous training of teachers, trainers and education and training institutions' managers

WHY?

Ordu is situated in one of the most disadvantaged regions of Turkey according to standards set by the Turkish Ministry of National Education. The Provincial Directorate of National Education in Persembe is a public institution working under the Ministry of National Education and is responsible for management of all education and training activities in the region.

We would like to show improvements in our schools for teachers, students, parents, principals and decision-makers following our involvement in LLP projects (Leonardo, Comenius, Grundtvig, Youth in action). Our directorate ensures that educational institutions in the region use these projects to improve quality of education and find solutions to ongoing problems. We would also like to learn how this system works in different EU countries and how key competences in formal and non-formal education are developed.

WHAT?

Participants will learn about:

- positive effects of LLP partnership projects in Turkish schools;
- school development and management teams' work on quality of education;
- cooperation with parents concerning basic educational values;
- examples of good practice from participants' countries.

HOW?

Participants will:

- visit VET schools, general education schools and universities;
- meet head teachers, teachers and pupils, parents, local educational authorities, other staff;
- observe teachers in class;
- share experience and identify good practice.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Bu çalışma ziyareti ile eğitimde kaliteyi Avrupa Birliği standartlarını nasıl yakalarız sorusunun izini sürerek, bölgemizde bu konuyla ilgili örnek teşkil edebilecek iyi uygulamaları paylaşarak anahtar yeterlilikler, AB bireysel ve kurumsal hibe araçları (Comenius-Grundtvig-Leonardo-YIA) ile eğitimde yakalanan kalitenin ortaya konulması ve paylaşılması hedeflenmektedir.

Organiser(s):**ARIK Bulent**Ordu Persembe District Directorate of
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WWW.**www.meb.gov.tr/ – http://ordu.gov.tr/ – www.gazi.edu.tr/ – www.ua.gov.tr/**

INCREASING LITERACY AND NUMERACY LEVELS

Improving schools and education systems in a Norwegian region through cooperation

Group No: **180****Round 2**Type of visit:
General education**22/4/2013-26/4/2013**
Leirvik, NorwayWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **key competences**
- **learning outcomes**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Sunnhordland is a region between Bergen and Stavanger which consists of many small municipalities. Facing the same educational challenges, six municipalities decided to cooperate on educational issues. The forum for Oppvekst i Sunnhordland (FOS) was established to help solve common challenges in the region. The idea is that cooperating at regional level leads to better results than each municipality working alone. The organisation provides both in-service training and further education for teachers and initiates measures to improve the quality of education.

The visit will present the advantages of regional cooperation as well as show various methods used to solve pedagogical challenges in the region.

WHAT?

Participants will learn about:

- cooperation of municipalities to improve literacy and other basic skills at different levels of the education system;
- improving in-service training and further education of heads of schools, teachers and pre-school personnel;
- our approach to individual assessment;
- methods and tools to support the above.

HOW?

Participants will:

- visit and observe different activities in a kindergarten, schools and a university college in three municipalities;
- meet representatives of local and regional authorities.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Under opphaldet i Sunnhordland blir det informasjon om det norske skulesystemet, besøk i barnehage, grunnskule og vidaregåande skule i tre av samarbeidskommunane. Siste dagen er det også besøk på Høgskulen Stord/Haugesund for å få orientering om lærarutdanning og førskulelærarutdanning. Deltakarane vil og få sjå Sunnhordland og oppleve den vakre naturen. Kultur og kjennskap til lokale tradisjonar vil og stå på kjøreplanen under opphaldet.

Organiser(s):**ENERSTVEDT Jan**

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WWW.**www.fos-sunnh.no**

LANGUAGE TEACHING AND LEARNING

The future of CLIL

Group No: **181**

Round 2

Type of visit:
General education

4/3/2013-8/3/2013
Pavia, Italy

Working language:
English

Number of places: **15**
Minimum required: **5**

Keywords:

- **content and language integrated learning (CLIL)**
- **education and training attainment**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

In Italy, CLIL is becoming more and more important to the point where national school reform has made CLIL teaching compulsory in secondary high schools from 2013/14. Pavia has more than 10 years' experience of CLIL teaching. A network of 11 high schools was founded four years ago to promote and foster CLIL teaching in our province. Training courses for teachers and educators, conferences, seminars and workshops were organised. Up to now 1000 students and more than 50 teachers have been involved in CLIL. ITIS Cardano and Rete CLIL della Provincia di Pavia are ready to share a wealth of ideas, materials and proposals with participants.

WHAT?

Participants will learn about:

- assessment and evaluation tools of CLIL;
- how teachers select and adapt CLIL materials for students' language competences, knowledge and cognitive structure;
- integrating ICT and Web 2.0 tools into CLIL teaching;
- improving cooperation between students through peer teaching and peer assessment;
- implementation of scaffolding techniques in CLIL through use of ICT.

HOW?

Participants will:

- have access to our wide database of CLIL units and modules;
- observe CLIL teaching in the classroom;
- meet CLIL experts and university professors;
- interact with students and teachers in CLIL laboratory tests.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Questa visita di studio intende fare il punto sulla situazione delle sperimentazioni CLIL oggi in atto per fare emergere le migliori pratiche e dare la possibilità a insegnanti, educatori, ricercatori in genere di confrontarsi e di capire quale futuro possa avere il CLIL nei vari sistemi educativi.

Organiser(s):

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WWW.

www.aecilil.eu – www.progettolingue.net – www.lend.it – www.tiecilil.org

LANGUAGE TEACHING AND LEARNING

Developing young learners' communicative competences in a foreign language

Group No: 182

Round 2

Type of visit:
General education4/3/2013-8/3/2013
Warsaw, PolandWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- communication in foreign languages
- curriculum
- language skills

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

European policy stresses the need to ensure quality of intercultural language education as early as possible. Unfortunately, foreign language teaching for young learners is accompanied by many concerns and misunderstandings. On the one hand, early learning provides good knowledge of a foreign language and has a positive impact on attitudes to other languages and cultures. Simultaneously, the early start – in itself – does not guarantee better results than later learning. Children who interact successfully in a foreign language (knowing just a few words from the pre-school period) at the start of compulsory language learning at school, often do not show progress – or even retreat – in developing their speaking skills. There is a research project undertaken by the department of early childhood education (Academy of Special Education in Warsaw) which deals with these issues.

WHAT?

Participants will learn about:

- strategies teachers use to develop communicative competence in foreign languages at kindergarten and primary school (grades I-III);
- national curricula for early language learning;
- innovative approaches to organising early language teaching and developing communicative competence of students.

HOW?

Participants will:

- visit authorities responsible for national language policy;
- observe teachers and children at kindergarten and in classroom settings;
- discuss psychological, pedagogical and organisational issues of early foreign language teaching.

WHOM?

- Head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kwestii wczesnego nauczania języków obcych towarzyszy wiele obaw i nieporozumień. Z jednej strony, wczesne nauczanie gwarantuje dobrą znajomość języka obcego i ma pozytywny wpływ na stosunek do innych języków i kultur. Jednocześnie wczesny start - sam w sobie - nie gwarantuje lepszych wyników niż późny. Można zaobserwować, że dzieci w wieku przedszkolnym, które z powodzeniem komunikują się w języku obcym, znając tylko kilka słów, na początku nauki języka w szkole nie wykazują dalszych postępów. W Katedrze Pedagogiki Małego Dziecka APS prowadzony jest projekt badawczy, który zajmuje się tymi kwestiami. Chcielibyśmy wymienić się doświadczeniami z innymi krajami europejskimi.

Organiser(s):

KOTARBA-KAŃCZUGOWSKA Marta

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WWW.

www.aps.edu.pl

LANGUAGE TEACHING AND LEARNING

Be creative: how to relate language competences to visual arts

Group No: **183****Round 2**Type of visit:
General education**11/3/2013-15/3/2013**
Rome, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **content and language integrated learning (CLIL)**
- **innovative approaches**
- **key competences**

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The artistic liceo ‘Via di Ripetta’ has a long tradition rooted in the centre of Rome. The school represents excellence among the formative agencies in its way of coping with current educational challenges. It promotes innovative didactic strategies and shares ideas and good practices for further LLP projects to develop students’ creativity and critical thinking competences. In particular, we have started some pilot experiments with CLIL approach: empowering Language 2 (English) through study of visual arts (painting, architecture, sculpture, drawing, graphic and design).

WHAT?

Participants will learn about:

- new methodologies that integrate English and visual arts;
- new educational interactive resources for CLIL and visual arts;
- initiatives to study English through some pilot CLIL class experiments (English and visual arts);
- the ways we use the CLIL approach and its results both in terms of Language 2 learning and motivation for students, teachers and local entrepreneurs;
- how teachers collaborate and prepare experiments with CLIL in their classrooms.

HOW?

Participants will:

- visit the ‘Artistic Liceo’ and participate in classes experimenting CLIL in English and visual arts;
- explore design of new curriculum, programme implementation and planning scheme;
- visit various schools and exchange experiences with other participants on CLIL;
- meet teachers, coordinators and principals responsible for planning and organising CLIL and lifelong learning programmes;
- share ideas on CLIL and work with an e-learning platform for dissemination at European level.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY’S LANGUAGE:

Il Liceo Artistico “Via di Ripetta”, situato nel centro di Roma, vanta una lunga tradizione di collaborazione con le Istituzioni culturali e artistiche limitrofe. L’Istituto si presenta come una realtà d’eccellenza nell’ambito delle istituzioni formative per l’attivazione di progetti pilota di innovazione in sinergia con il Ministero dell’Istruzione, dell’Università e della Ricerca, il Ministero dei Beni Culturali, l’Accademia di Belle Arti, il Museo Nazionale delle Arti del XXI secolo, l’Accademia di S.Luca, l’Archivio di Stato, la Galleria Nazionale d’Arte Moderna. In particolare l’Istituto mira a promuovere l’innovazione di strategie didattiche e la costruzione di buone pratiche di metodologia CLIL per integrare e rafforzare l’apprendimento della lingua Inglese e delle Arti visive.

WWW.**www.liceoripetta.it**

SPRACHUNTERRICHT UND SPRACHERWERB

Sprache macht Menschen zu Menschen

Gruppennummer: **184**

Antragsrunde 2

Art des Besuches:
Allgemeine Bildung

11/3/2013-15/3/2013
Prag, Tschechien

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **12**
Erforderliche Mindestanzahl: **7**

Schlüsselwörter:

- **Fremdsprachliche Kompetenz**
- **Soziale Eingliederung**
- **Sprachkenntnisse**

Organisator(en):

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THEMENBEREICHE:

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

WARUM?

In der heutigen globalisierten Welt erhöht das Beherrschen von wenigstens zwei Fremdsprachen erheblich die Auswahlmöglichkeiten auf dem Arbeitsmarkt. Gute Sprachkenntnisse sind auch eine der wichtigsten Voraussetzungen der sozialen Eingliederung für die Jugendlichen mit Migrationshintergrund.

In Prag haben viele Institutionen ihren Sitz, die sich mit dem Thema fremdsprachliche Kompetenz und damit verbundener Problematik beschäftigen und Erfahrung haben.

Auf unserem achtjährigen Gymnasium werden moderne Methoden des Fremdsprachenunterrichts angestrebt. Wir möchten gerne neue Erfahrungen auf diesem Gebiet auf allen Ausbildungsstufen austauschen und verschiedene methodische Ansätze und Motivierungsmittel beim Fremdsprachenunterricht mit dem Schwerpunkt auf Ausbildung der künftigen Fremdsprachenlehrer vorstellen.

WAS?

Die Teilnehmer werden Folgendes lernen:

- staatliche Politik des Fremdsprachenunterrichts in Tschechien;
- Aufgaben des Schulträgers in Tschechien und Unterstützung des Fremdsprachenunterrichts durch das Prager Stadtamt;
- Ausbildungssystem und didaktische Vorbereitung der künftigen Fremdsprachenlehrer an der Pädagogischen Fakultät der Karlsuniversität in Prag.

WIE?

Die Teilnehmer werden:

- das Schulministerium besuchen und einen Vortrag über die Staatspolitik im Bereich des Fremdsprachenunterrichts hören;
- im Prager Rathaus empfangen werden und mehr über die Zusammenarbeit von Schulen und deren Trägern erfahren;
- am Unterricht der Fremdsprachendidaktik an der Karlsuniversität teilnehmen und die Aufgaben des Fremdspracheninstitutes kennen lernen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Abteilungsleiter,
- Bildungs- oder Berufsberater,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

V dnešním globalizovaném světě znalost alespoň dvou cizích jazyků dramaticky zvyšuje uplatnění na mezinárodním trhu práce. Zároveň dobrá znalost českého jazyka je jeden z důležitých předpokladů úspěšného začlenění mladých migrantů do společnosti. Výuka cizích jazyků v rámci celoživotního vzdělávání se stala nezbytnou součástí českého vzdělávacího systému. Cílem studijní návštěvy je získání a výměna zkušeností v oblasti výuky cizích jazyků ve všech stupních vzdělávání, a to i v oblasti přípravy budoucích učitelů cizích jazyků, způsobů motivace k výuce cizích jazyků, inovativních metod v jazykovém vzdělávání, podpory vzdělávání v této oblasti ze strany státu a zřizovatelů škol. Zaměříme se také na možnosti úspěšného začleňování mladých cizinců do systému českého školství.

WWW.

www.msmt.cz/areas-of-work – www.meta-os.cz/pic/ – www.pedf.cuni.cz/?lang=en

LANGUAGE TEACHING AND LEARNING

Language learning and teaching methods in a multilingual country

Group No: **185****Round 2**Type of visit:
Mixed**1/4/2013-5/4/2013**
Berne, SwitzerlandWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **communication in foreign languages**
- **key competences**
- **language skills**

Organiser(s):**SEOANE Cristina**

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studienbesuche

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Language plays an essential role in producing and conveying knowledge. As experience and studies have proved, linguistic diversity is conducive to high-quality work and, as such, is considered a core skill for being competitive on the job market. Switzerland has a long tradition of promoting multilingualism. Linguistic diversity is a fact of everyday life and a major asset. Switzerland has four official languages (German, French, Italian and Rhaeto-Romanic), which are spoken in four linguistic regions. While these regions correspond by and large to cantonal borders, there are some cantons where two or even three languages have official language status. These unique Swiss traits are embodied in the country's language policy. How Switzerland approaches providing multilingual education in a linguistically diverse country is the subject of this study visit.

WHAT?

Participants will learn about:

- the importance of multilingualism in knowledge production and transfer;
- the language policy of the Swiss State and cantons;
- methods and instruments for learning a foreign language;
- projects to promote language in early childhood;
- bilingual teaching methods;
- methods of evaluating language skills;
- training and further education models for teachers;
- innovative didactic approaches to promoting multilingualism.

HOW?

Participants will:

- visit language centres and research institutes;
- become familiar with schools and experience teaching methods on site;
- meet children, young people and adults who are attending language lessons;
- engage in discussions with experts and political decision-makers;
- become familiar with new instruments and teaching materials.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

WWW.www.ch-go.ch/studienbesuche

LANGUAGE TEACHING AND LEARNING

Improving early, bilingual and trilingual language teaching

Group No: **186****Round 2**Type of visit:
General education**8/4/2013-12/4/2013**
The Hague and Leeuwarden,
the NetherlandsWorking language:
EnglishNumber of places: **14**
Minimum required: **6**

Keywords:

- **communication in foreign languages**
- **curriculum**
- **language skills**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Since the early 1990s, when the official curriculum reduced the number of hours for language teaching, several innovations have been introduced into the Dutch school system, for example, bilingual education in more than 120 secondary schools, where pupils are taught both in English (50%) and Dutch (50%). More and more primary schools (600 today) start teaching English, French and German at the age of four. The objective of the visit is to inform participants about the most recent developments in language learning in the Netherlands.

WHAT?

Participants will learn about:

- initiatives that support early language learning in primary schools;
- content and language integrated learning (CLIL) and reinforced language learning in secondary schools;
- a trilingual approach in Frisian, the second official language of the Netherlands;
- use of e-twinning, the online community for schools in Europe, to improve early language learning.

HOW?

Participants will:

- visit the Ministry of Education and municipalities with a role in education;
- visit primary and secondary schools and a regional education centre;
- observe classes and talk to teachers and pupils.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

Organiser(s):

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WWW.

www.tweetaligonderwijs.nl – www.europeesplatform.nl/vvto – www.etwinning.nl

LANGUAGE TEACHING AND LEARNING

State-run language schools in Spain: communicative skills for everyone

Group No: **187****Round 2**Type of visit:
Mixed**15/4/2013-18/4/2013**
Corunna, SpainWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **lifelong learning programme**
- **teachers' and trainers' competences**

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

In Spain there is a network of public institutions (Escuelas Oficiales de Idiomas (EOIs) – State-run language schools) which promote a lifelong learning programme that allows many people from different walks of life to update their competences in foreign languages. Coruña is a coastal town visited by thousands of tourists every year, attracted by its mild weather, food and kind people. It is also one of the most important cities in Galicia, where government has started a programme towards bilingualism in primary and secondary education. Our EOIs provide training courses to help primary and secondary school teachers reach their goals in the classrooms.

WHAT?

Participants will learn about:

- implementation of the common European framework of references for languages (CEFR);
- the non-compulsory school system of EOIs: syllabus, organisation, languages involved;
- how to fulfil different people's needs and demands in updating their skills;
- resources for foreign language learning lessons;
- strengthening ties in working life through specific and refresher courses in a lifelong learning context;
- integrating ICT into foreign language lessons (moodle, skype) and European actions.

HOW?

Participants will:

- observe teachers' and students' work in the classroom and interact with them;
- visit other similar institutions and secondary schools with bilingual programmes;
- exchange information on new ideas, projects, problem-solving.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

En la Europa global del siglo XXI el conocimiento de varias lenguas extranjeras es fundamental para la mayor parte de los ciudadanos de la UE. Las Escuelas Oficiales de Idiomas son un referente en el sistema educativo español porque ofrecen una educación pública de calidad a un amplio sector de la población (desde los 14 años en adelante) con un precio asequible.

Con esta visita nos gustaría ser la carta de presentación de este tipo de institución académica, altamente desconocida en otros países de nuestro entorno.

Nos sentimos orgullosos de poder ofrecer este tipo de formación a aquellos que quieren mejorar sus competencias lingüísticas y a los que por circunstancias varias no han tenido la oportunidad de aprender idiomas en el pasado y quieren hacerlo en algún momento de su vida.

WWW.**www.eoicoruna.org – www.edu.xunta.es/web/node/2534**

ENSEÑANZA Y APRENDIZAJE DE IDIOMAS

El Programa de Centros Bilingües de la Comunidad de Madrid

Número de grupo: **188**

Turno 2

Tipo de visita:
Educación general

15/4/2013-19/4/2013
Madrid, España

Lengua de trabajo:
Español

Número de plazas: **12**
Número mínimo requerido: **6**

Las palabras clave:

- **aprendizaje integrado de contenidos e idiomas (AICI)**
- **comunicación en lenguas extranjeras**
- **enfoques innovadores**

Organizador(es):

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CATEGORÍA DE TEMAS:

Promover la adquisición de competencias clave en el sistema educativo y de formación profesional

¿POR QUÉ?

La Consejería de Educación de la Comunidad de Madrid, con el fin de mejorar la competencia en lengua inglesa del alumnado, inició en 2004 el Programa de Bilingüismo en 26 colegios. Desde entonces ha seguido implantando progresivamente el Programa en colegios e institutos de su territorio hasta alcanzar los 340 centros actuales.

Los alumnos de los primeros colegios bilingües han completado la Educación Primaria y cursan 2º de Secundaria en los 64 nuevos Institutos Bilingües.

La Dirección General de Mejora de la Calidad de la Enseñanza, organizadora de esta visita, tiene entre sus competencias la planificación, el desarrollo y la gestión del Programa de Bilingüismo, por lo que está en condiciones óptimas de ofrecer información y formación de primera mano al respecto.

¿QUÉ?

Los participantes aprenderán acerca de:

- la selección de los Centros del Programa (colegios e Institutos);
- el profesorado; habilitación lingüística; formación de entrada y continua;
- el alumnado (niveles, grupos);
- organización de los centros;
- los auxiliares de conversación;
- hermanamientos con centros extranjeros;
- la evaluación externa del Programa.

¿CÓMO?

Los participantes:

- asistirán a una presentación inicial del Programa de Bilingüismo por parte de los responsables y asesores docentes de la Dirección General de Mejora de la Calidad de la Enseñanza;
- visitarán centros bilingües (colegios e Institutos);
- observarán prácticas docentes;
- tendrán la oportunidad de preguntar e intercambiar impresiones con los agentes del Programa (Directores / coordinadores / profesorado, auxiliares de conversación, alumnado, gestores.).

¿PARA QUIÉN?

- Directores de instituciones y centros de educación y formación profesional,
- inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- jefes de departamento,
- asesores pedagógicos u orientadores,
- investigadores.

WWW.

www.madrid.org – www.educa.madrid.org/portal/c/portal/layout?p_l_id=7939.1
www.educa2.madrid.org/web/aicole

LANGUAGE TEACHING AND LEARNING

Language learning spaces: diversity and transversality

Group No: **189**

Round 2

Type of visit:
General education

22/4/2013-26/4/2013
Barcelona, Spain

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **content and language integrated learning (CLIL)**
- **language skills**
- **social and civic competences**

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Catalonia (Spain) has two official languages (Catalan and Spanish). Plurilingualism is an aim in our educational system, for developing professional, social and academic expectations. Our main challenge is to help students to develop a plural identity by accepting many contextual languages, as a pathway towards social cohesion in diversity. To reach EU 2020 aims, Catalonia is developing specific programmes for reading and implementing CLIL approaches to language teaching.

We have developed several projects for inclusion, community building and cultural interaction through language learning.

The Department of Ensenyament in Catalonia has increased resources for this project and deals with language learning in both formal and non-formal environments.

WHAT?

Participants will learn about:

- language policies, projects and programmes;
- initiatives to improve the language of instruction to ease social inclusion and increase professional expectations of learners;
- singular experiences and good practices of induction language classes for newcomers (such as immigrants);
- CLIL language learning and ICT.

HOW?

Participants will:

- visit both primary and secondary schools in multilingual contexts;
- observe innovative and collaborative projects with ICT resources and strategies;
- observe students' and teachers' work;
- meet and interact with expert teachers, advisers and project coordinators.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

El Departament d'Ensenyament prioriza el aprenzaje de lengua y contenidos (AICLE) para promover el éxito escolar. La competencia lectora, la comunicación oral y el uso de tecnologías digitales constituyen ejes temáticos significativos en el Proyecto Lingüístico Plurilingüe de los centros escolares. El aprendizaje de lenguas, autóctonas y extranjeras, busca la convivencia en la diversidad, con el desarrollo de clases en las lenguas de origen, vinculadas al proyecto de Convivencia. Se mostrarán buenas prácticas en la enseñanza plurilingüe, en las políticas educativas inclusivas y de proyectos globales para el desarrollo de las competencias básicas y la mejora de la competencia comunicativa y lingüística, que facilitan la inclusión de todo el alumnado y la mejora de sus expectativas.

WWW.

www.xtec.cat – www.xtec.cat/pap – www.edu3.cat – <http://phobos.xtec.cat/pluriling>
www.xtec.cat/lic/

LANGUAGE TEACHING AND LEARNING

Trilingual framework in Basque education

Group No: **190****Round 2**Type of visit:
General education**22/4/2013-26/4/2013**
Bilbao, SpainWorking language:
EnglishNumber of places: **16**
Minimum required: **6**

Keywords:

- **communication in foreign languages**
- **content and language integrated learning (CLIL)**
- **teachers' and trainers' competences**

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

As a bilingual community we are fully aware of the importance of good language teaching practices. For the past 15 years different programmes have been implemented focused on two main methodological approaches: CLIL and language-integrated curriculum .

As a result, and after implementation of a new curriculum in 2007, the Basque education department promoted the trilingual framework in 2010, currently piloted in 108 schools at primary and secondary levels. This new policy considers the following issues: in-service teacher training, external assessment process and coherent language practices. Teacher centres and the inspectorate service are the host organisations.

WHAT?

Participants will learn about:

- the Basque education system and language policy;
- the role of school management, School 2.0 and European exchange programmes in implementing the trilingual framework;
- the leading roles played by teacher centres, inspectorate service and office of evaluation;
- good practices in primary and secondary schools;
- language policies in other participant countries.

HOW?

Participants will:

- attend talks given by education authorities and experts;
- meet advisers, inspectors and staff from the evaluation office involved in the trilingual framework;
- observe teachers in the classroom in a range of schools;
- meet pupils, teachers and management units;
- share and exchange experiences with European colleagues.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Siendo una Comunidad bilingüe, en Euskadi se han desarrollado programas para la enseñanza de Lenguas durante 25 años, algunos con reconocimiento internacional. El Departamento de Educación lanzó en 2010 el Marco Trilingüe, desarrollado en 108 centros de Ed. Primaria y Secundaria. Se busca ofrecer un marco conceptual y metodológico para el aprendizaje integrado de lengua y contenido en las dos lenguas de instrucción y una tercera lengua extranjera, basado en tres ejes: formación del profesorado, procesos de evaluación externos y prácticas de aula coherentes y coordinadas.

WWW.

www.studyvisitbilbao.tk/ – www.hezkuntza.ejgv.euskadi.net/r43-2722/en – www.isei-ivei.net

LANGUAGE TEACHING AND LEARNING

The ABC of plurilingualism in Andalucía

Group No: **191****Round 2**Type of visit:
General education**6/5/2013-10/5/2013**
Cordoba, SpainWorking language:
EnglishNumber of places: **18**
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **digital competence**
- **teachers' and trainers' competences**

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The Andalusian Regional Ministry of Education has made a huge effort since the beginning of the past decade to create a network of bilingual schools, realising the importance of foreign languages for future generations. After several pilot projects, the Andalusian plan for promoting plurilingualism was launched in 2005, allowing schools to become bilingual, mainly in three different languages: English, French and German. Schools wanting to offer bilingual education have had the opportunity to become involved in this plan.

As a result, more than 800 schools in Andalusia (of which 84 in Cordoba) carry out linguistic projects based on plurilingualism.

Educative training services are also highly committed to provide these schools and staff with maximum facilities and pedagogical background to make them better teachers and better schools.

WHAT?

Participants will learn about:

- general notions of the Andalusian plan for promoting plurilingualism;
- internal organisation of bilingual schools, curriculum, CLIL methodology, integrated language curricula, innovative and good practices;
- complementary actions: language study grants for students and teachers, immersion and exchange programmes;
- implementation of the European language portfolio.

HOW?

Participants will:

- visit teacher training centres working for the bilingual plan;
- meet and talk to teachers and trainers in bilingual schools;
- discuss plurilingualism projects and resources in a local training centre;
- discuss experience of plurilingualism in their countries, regions or schools.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

El Plan de Fomento del Plurilingüismo en Andalucía ha supuesto una auténtica revolución educativa para un gran número de centros en todas las provincias. Desde su inicio en 2005 ha permitido que más de 800 centros suscriban y desarrollen diferentes tipos de programas lingüísticos en más de una lengua. De ellos, cerca de un centenar se encuentran en nuestra provincia, en la que más de 10.000 alumnos, 320 profesores, 6 Escuelas Oficiales de Idiomas y casi un centenar de Auxiliares lingüísticos desarrollan su labor durante el presente curso, cifras que se incrementan cada año.

La Visita de Estudio dará una visión sobre esta realidad en la que los Centros de Profesorado desempeñan una labor crucial.

WWW.

www.juntadeandalucia.es/educacion/ – www.juntadeandalucia.es/averroes/
www.cepcordoba.org

LANGUAGE TEACHING AND LEARNING

Improving foreign language learning with innovative methods

Group No: **192****Round 2**Type of visit:
General education**13/5/2013-17/5/2013**
Oviedo, SpainWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **content and language integrated learning (CLIL)**
- **teachers' and trainers' competences**

Organiser(s):**CORTEJOSO M^a Pilar**

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Communication in foreign languages is the first key competence of the Spanish curriculum. Content language-integrated learning (CLIL) is heavily supported by the European Commission as one of the best methods to improve foreign language learning and plurilingualism. The Regional Education Administration in Asturias is developing an innovative programme in infant, primary, secondary and vocational schools on teaching foreign languages through content in bilingual classes and in schools with an integrated Spanish – English curriculum. We will demonstrate in-service training of teachers of non-linguistic subjects since our institution is in charge of planning in-service teacher training and editing support materials.

WHAT?

Participants will learn about:

- the most innovative CLIL methods being developed in the region;
- the special in-service teacher training plan;
- the impact on increasing motivation and improving foreign language competence, etc.;
- the integrated language curriculum project; (school policy where similar strategies are used to teach and learn all languages, including mother tongue).

HOW?

Participants will:

- visit infant, primary, secondary, vocational schools with CLIL projects;
- observe lessons of different subjects and talk to teachers and students;
- discuss the regional strategy with responsible people in the Regional Education Administration.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

En la visita se mostrarán iniciativas de la Administración Educativa de Asturias en la Enseñanza y Aprendizaje de Lenguas Extranjeras: Programa Bilingüe, enseñanza precoz de lenguas, uso de las TIC, experiencias piloto para la mejora de la competencia comunicativa a través de un planteamiento global de enseñanza de lenguas, Enseñanza Integrada de Contenidos y Lenguas (CLIL) en las Secciones Bilingües y en el Proyecto de Currículo Integrado español-inglés. Se mantendrán conversaciones / reflexiones con los responsables y se visitarán centros de Educación Infantil, Primaria, Secundaria y Formación Profesional que desarrollan CLIL y Centros de Formación del Profesorado. Se potenciará la contribución que los participantes hagan al tema desde sus conocimientos y experiencia profesional.

WWW.

www.beclil.com/index_eng.htm – www.cn4clil.eu – www.isabelperez.com/clil.htm

LANGUAGE TEACHING AND LEARNING

Teaching a vocation in a foreign language for use in future work

Group No: **193****Round 2**Type of visit:
VET**3/6/2013-7/6/2013**
Wodzislaw Slaski, PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **6**

Keywords:

- **communication in foreign languages**
- **language skills**
- **learners' mobility**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Improving quality and attractiveness of VET is a priority of Polish educational policy. Our school has a lot of experience in teaching vocational subjects. It prepares students for specific jobs (such as hotelier, chef, waiter, economist, trader, shop assistant, IT specialist, etc). Every vocational subject includes vocational English lessons in addition to regular foreign language lessons. The school takes part in Comenius and Leonardo Da Vinci projects, so our students need to use a foreign language freely. Integrated language skills and competences are keys for success in any labour market. We want to present our ways of teaching and compare them to European ideas on how to prepare students for future jobs.

WHAT?

Participants will learn about:

- international and national strategies for VET;
- changes in competence requirements of VET teachers and challenges for teacher education;
- strategies to integrate teaching and learning of language and content successfully;
- programmes to encourage and improve learners' mobility.

HOW?

Participants will:

- visit local vocational centres, schools and colleges;
- visit companies providing training for students;
- observe teachers' work;
- meet guidance counsellors;
- exchange information, experiences and share good practices.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

W dzisiejszym świecie znajomość przynajmniej jednego języka obcego to absolutna konieczność. Umiejętność posługiwania się językiem branżowym otwiera uczniom możliwości znalezienia pracy zarówno na rynku krajowym jak i zagranicznym. Jesteśmy szkołą z doświadczeniem w nauczaniu języka zawodowego oraz przedmiotów zawodowych. Proponujemy kształcenie w dziewięciu zawodach technika oraz w dwóch klasach szkoły zawodowej. Nasi uczniowie odbywają praktyki w instytucjach krajowych jak również zagranicznych. Chcemy podzielić się naszym doświadczeniem, zaprezentować i poznać przykłady dobrych praktyk i rozwiązań, które wpłyną na podniesienie atrakcyjności i efektywności kształcenia zawodowego.

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WWW.

www.cke.edu.pl – www.ekonomik.wodzislaw.pl – www.podn.wodzislaw.pl

LANGUAGE TEACHING AND LEARNING

Language teaching as a key to promote professional skills and improve cultural integration

Group No: **194****Round 2**Type of visit:
General education**10/6/2013-14/6/2013**
Reggio Calabria, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **communication in foreign languages**
- **intercultural education**
- **language skills**

Organiser(s):**STILO Serena**

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Reggio Calabria - through the Università per Stranieri, Italy's only southern university for foreigners - has gained an increasingly important role in multicultural exchanges, taking full advantage of its position at the centre of the Mediterranean region. Visiting our institution - engaged in teaching Italian as a foreign language and in training teachers of Italian for foreigners - will be an opportunity to compare ideas and experiences about competences, encourage international cooperation and exchanges with other institutions and share techniques about teaching Italian and training Italian and foreign teachers. This visit will allow participants to learn how our teaching, training and learning system works, interacting with our region and local community.

WHAT?

Participants will learn about:

- methods and tools used in training teachers of the Italian language;
- training methodology for foreigners to become teachers of Italian;
- strategies and guidelines for teaching Italian to foreign students;
- foreign students' integration, reception and incentives through scholarships;
- how to improve intercultural education in language courses.

HOW?

Participants will:

- visit the university and meet students, teachers and trainees;
- meet local and regional authorities and educational representatives;
- observe lectures of Italian language, refresher and training courses for Italian and foreign teachers;
- participate in conferences and workshops on promoting language teaching centres;
- establish agreements for students and teachers' exchanges;
- share experiences and good practices

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'Università per Stranieri si è consolidata come centro di diffusione dell'italiano e anche come strumento per l'integrazione e la formazione dei migranti, nell'ottica di una cultura dell'accoglienza e del mutuo incontro tra popoli. Inoltre, essa ospita un corso di Laurea per "Docenti di Italiano" ed uno in "Operatore sociale pluridisciplinare", che attirano ex-studenti dei corsi di italiano che desiderano completare la propria formazione ottenendo un titolo universitario. La visita mira a far conoscere le metodologie didattiche e di formazione dei docenti adottate dall'Università e a condividere metodi didattici, strategie organizzative, progetti di cooperazione con altri centri europei.

WWW.**www.unistrada.it**

LANGUAGE TEACHING AND LEARNING

Languages in primary school – The story so far

Group No: **195****Round 2**Type of visit:
General education**17/6/2013-21/6/2013**
Carlisle, England,
United KingdomWorking language:
EnglishNumber of places: **14**
Minimum required: **8**

Keywords:

- **curriculum**
- **language skills**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The UK has both a lot to offer and a lot to learn in early language learning. Policy and projects on language learning in primary schools continue to evolve and develop, resulting in some innovative approaches and solutions.

The North West of England offers opportunities and contexts in which to experience the challenges and successes of introducing, sustaining and developing language learning in primary schools.

The University of Cumbria is the largest provider of initial teacher education in the UK. Colleagues have extensive experience of language teacher education projects at regional, national and international levels, and experience of attending and hosting study visits.

WHAT?

Participants will learn about:

- strategies used in development and introduction of the entitlement to language learning in UK primary schools at local authority, teacher education, school and classroom levels;
- progress and challenges so far to introduce foreign language learning into the UK primary curriculum;
- plans for future embedding, development and sustainability of foreign language learning in primary schools.

HOW?

Participants will:

- visit schools and institutions specialising in initial teacher education for early language learning;
- meet learners, trainee and experienced teachers, school leaders, teacher educators, consultants and inspectors involved in the primary language project;
- share experiences, ideas and solutions to support successful early language learning.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities.

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USE OF ICT IN LEARNING

Studying English via distance or e-learning

Group No: **196****Round 2**Type of visit:
Mixed**4/3/2013-8/3/2013**
Valencia, SpainWorking language:
EnglishNumber of places: **12**
Minimum required: **5**

Keywords:

- **adult learning**
- **communication in foreign languages**
- **digital competence**

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The Centro Específico de Educación a Distancia de la Comunidad Valenciana (CEEDCV) is the only State-run distance learning centre for adults in the region which offers, apart from primary and secondary education, educational programmes and vocational training plus internships in companies. Our learners include people at risk of social exclusion, or already excluded from society, immigrants, unemployed and those wishing to secure a job or improve their CVs. Our centre tries to provide them with vocational training qualifications to help them enter the labour market.

The CEEDCV plays a major role and has huge experience in use of ICT in all its programmes and teaching practice and subjects.

WHAT?

Participants will learn about:

- the current state of distance learning in the Valencian community and rest of the country;
- strategies used to encourage use of ICT and foreign language learning for adults in e-learning and distance-learning;
- new challenges in distance learning for adults: virtual classrooms for adults learning in different programmes: A-levels, vocational studies.

HOW?

Participants will:

- attend a presentation on the current state and strategies used in distance learning for adults;
- visit our school and associated institutions;
- take part in a meeting about European projects in which our school is involved;
- observe e-learning practices carried out in a distance learning school;
- share ideas about foreign language e-learning.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita pretende ofrecer una oportunidad de conocer un centro de educación a distancia para adultos desde la perspectiva del aprendizaje permanente. Asimismo, es una oportunidad para compartir y mostrar métodos de enseñanza que utilizan las nuevas tecnologías de la información y la comunicación en el aprendizaje de lenguas y otras disciplinas.

WWW.

<http://ceedcv.edu.gva.es/> – http://ceedcv.edu.gva.es/el_ceed/centros_asociados
www.edu.gva.es/eva/es/ip_distancia.htm – www.edu.gva.es/ocd/areaord/val/ivaded.htm

USE OF ICT IN LEARNING

Regional and local innovation in secondary schools through ICT

Group No: **197****Round 2**Type of visit:
General education**6/3/2013-8/3/2013**
Gladsaxe, DenmarkWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **digital competence**
- **innovative approaches**
- **learning to learn**

Organiser(s):**LJUNGBO JENSEN** *Sofie*

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Innovative use of ICT in learning contributes to meeting the requirements of a knowledge-based society. At Gladsaxe upper secondary school, application of ICT in learning has been a top priority. Our school is an active participant in a regional ICT collaboration team (six upper secondary schools with approximately 500 teachers and 5000 students). Gladsaxe upper secondary school has experience in projects focusing on reaching curricular goals in science and languages and stimulating interdisciplinary cooperation through practical use of ICT. Use of ICT is reflected both in pedagogical practice in each project, related to the academic subject, and in students' digital products resulting from projects. We would like our experience to serve as a forum for exchange of ideas and inspiration.

WHAT?

Participants will learn about:

- organisation and coordination of regional and local collaboration groups;
- implementation of initiatives;
- new approaches to ICT to improve students' motivation, creativity, activity and communication skills.

HOW?

Participants will:

- visit two upper secondary schools;
- meet local experts with practical experience in developing and using ICT innovatively;
- meet students involved in projects, teachers;
- observe teachers' use of ICT in the classroom.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Gladsaxe Gymnasium har lokalt haft IT i undervisningen som indsatsområde, og punktet prioriteres højt, både pædagogisk og økonomisk. Gladsaxe Gymnasium deltager aktivt i det regionale IT-fællesskab med 6 gymnasier i regionen. IT-fællesskabet var indledningsvis et driftsfællesskab, men har i de seneste år været udvidet til nu i høj grad at være strategisk pædagogisk udviklings samarbejde. Udbyttet af samarbejdet har været meget stort, da det har faciliteret og inspireret den praktiske brug af IT samt sikret gennemførelse af lokale initiativer i undervisningen. Studiebesøget vil byde på præsentationer af organisering og koordinering af samarbejdet regionalt og lokalt, besøg på to skoler i IT-fællesskabet, lokale eksperter erfaringer med praksis.

WWW.www.gladgym.dk

USE OF ICT IN LEARNING

Science and ICT: a new way to teach science

Group No: **198**Round **2**Type of visit:
General education**11/3/2013-15/3/2013**
Vimercate, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **competences in science and technology**
- **digital competence**
- **learning to learn**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Vimercate is a town near Milan where universities, schools and organisations are involved in using ICT in education and training. There are many examples of good practice in different types of education (formal, informal, non-formal) that can be shared in environmental education and active citizenship.

Liceo Banfi uses multimedia learning objects composed of text, video and other digital material through e-learning platforms, wiki, blogs and cooperative learning to motivate students and increase their interest in environmental issues.

The aim of the visit is to assess the impact of urbanisation in the area. Presentations and discussions will be used to prepare a 'reportage' on environmental protection that will be made available on the school's electronic platform.

WHAT?

Participants will learn about:

- initiatives to improve use of ICT in education and training;
- cooperative learning in teaching science and education for active citizenship;
- methods, tools and strategies used in teaching science through ICT;
- improving digital, social and language skills;
- how to develop sustainable behaviour and increase awareness of environmental issues.

HOW?

Participants will:

- visit schools and centres for education and training of adults;
- meet teachers, headmasters, representatives of local education authorities;
- attend a workshop and lectures on topics related to science and culture.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Questa visita nasce dall'esperienza di come l'uso delle ICT possa aumentare la motivazione dei discenti: questi strumenti sono diffusi anche in istituti che usano le ICT sia per l'insegnamento disciplinare sia per l'integrazione delle fasce più deboli. Il Liceo "Banfi" si è proposto come centro di raccordo perché crede profondamente nella cooperazione, nel confronto e nel dialogo tra popoli di diverse regioni europee. Lo scambio di esperienze in ambito tecnologico migliorerà le buone pratiche già in uso e si costituirà un importante network. Il progetto mira a valutare l'impatto dell'urbanizzazione sul territorio implementando da una parte la cultura ecologia, dall'altra l'incontro di culture diverse che per analogia e confronto può stimolare il dibattito della protezione naturale.

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UTILISATION DES TIC DANS L'APPRENTISSAGE

Arts et culture numériques: les enjeux pour l'école

Numéro de groupe: **199**

Phase 2

Type de visite:
Mixte

26/3/2013-29/3/2013
Marseille, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **5**

Mots clés:

- **approches innovantes**
- **compétences des enseignants et formateurs**
- **sensibilité et expression culturelles**

CATÉGORIE THÉMATIQUE:

Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation

POURQUOI?

Le CRDP d'Aix-Marseille, centre régional de documentation pédagogique, organise depuis 17 ans des rencontres nationales (Orme 2.13 en 2013) réunissant 2500 experts des TIC, travaillant dans et pour l'enseignement primaire et secondaire. En 2013, avec Marseille-Provence, capitale européenne de la culture, ces rencontres porteront sur le numérique comme outil de création, de diffusion et de médiation des arts et de la culture. En quoi le numérique modifie-t-il l'éducation artistique et l'action culturelle, dans les attentes comme dans les pratiques, dans le temps scolaire ou péri-scolaire? Avec cette visite d'étude, le CRDP propose d'échanger sur cette question et montrer certains usages pédagogiques des TIC, dispositifs de médiation et ressources numériques dans le domaine culturel.

QUOI?

Le participant découvrira:

- des usages pédagogiques des TIC dans les domaines artistiques et culturels;
- les politiques éducatives et de médiation culturelle au niveau national et leur application régionale;
- des ressources numériques éducatives culturelles à destination des enseignants et des élèves.

COMMENT?

Le participant:

- participera aux rencontres Orme 2.13 en assistant aux débats, aux ateliers, aux démonstrations;
- rencontrera des opérateurs culturels de niveau national tels que le Musée du Louvre, la Bibliothèque Nationale de France, l'Institut National l'Audiovisuel;
- rencontrera des enseignants, des responsables d'éducation et des politiques publiques, des entreprises du multimédia éducatif, pendant Orme 2.13 et lors de rendez-vous dédiés;
- aura la possibilité de contribuer aux ateliers de Orme 2.13 en apportant son propre témoignage;
- visitera une exposition d'œuvres numériques proposée dans le cadre de Orme 2.13 et sa médiation culturelle.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

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Improving vocational education through ICT and language skill development

Group No: **200**

Round 2

Type of visit:
VET

8/4/2013-11/4/2013
Granada, Spain

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **digital competence**

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Many Andalusian schools have been immersed in two programmes in the past decade. One is use of information technology in the classroom and the other is the plurilingual programme that involves teaching different subjects in a foreign language through CLIL (content and language-integrated learning) methodology. Some VET schools in Granada province in tourism, administration and finances, have experienced successful results in both programmes. Integrating both learning languages and digital competences in any labour market is obviously important.

WHAT?

Participants will learn about:

- computer-based approaches to teaching and learning in vocational education;
- strategies to integrate teaching and learning languages and content successfully;
- examples of good practice in using information technology in different vocational learning contexts, particularly in tourism, administration and finance sectors.

HOW?

Participants will:

- meet experts in both ICT and CLIL, in vocational education and training;
- discuss examples of how to improve ICT skills and languages;
- visit VET schools;
- observe good practices in the classroom;
- exchange information, experiences and share good practices.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

En la última década un gran número de centros educativos andaluces se ha visto inmerso en una doble experiencia. Una de estas es el programa que implica el uso de las tecnologías de la información en el aula y el otro es el programa Plurilingüe que implica que la enseñanza de distintas materias en una lengua extranjera y con un enfoque metodológico AICLE (aprendizaje integrado de contenido y lengua extranjera). En particular algunos centros educativos de formación profesional de la provincia de Granada llevan experimentando ambos programas con buenos resultados. Es obvia la importancia de la integración de ambos aspectos, la competencia digital y el aprendizaje de lenguas para la inserción en el mercado laboral.

WWW.

www.hurtadodemendoza.es/ – <http://iespedrojimenezmontoya.es/>
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USE OF ICT IN LEARNING

Designing technology-enriched educational environments

Group No: **201****Round 2**Type of visit:
General education**6/5/2013-10/5/2013**
Istanbul, TurkeyWorking language:
EnglishNumber of places: **12**
Minimum required: **5**

Keywords:

- **digital competence**
- **innovative approaches**
- **young people**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Our department has created and managed new technological tools and methods for schools and other educational institutions for 10 years. Our department is currently managing two important projects supported by the national career development programme for young researchers run by the Scientific and Technological Research Council of Turkey and our university. We believe that sharing our experience will help to identify new aspects and lead to effective cooperation in future.

WHAT?

Participants will learn about:

- methods and tools used in educational processes;
- new approaches to online educational environments;
- managing projects related to technology-enriched environments.

HOW?

Participants will:

- visit a primary school in Istanbul, educational organisations, a company developing online educational tools;
- participate in an international educational conference;
- meet academics working on educational technology.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Yıldız Teknik Üniversitesi Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü olarak, yıllardır yeni teknolojilerin eğitim ortamlarına entegrasyonu yoluyla eğitimin kalitesini ve verimliliğini artırmaya yönelik çalışmalar sürdürmekteyiz. Bu çerçevede, gerek bölüm olarak bireysel bazda, gerek sivil toplum kuruluşları ile gerekse özel sektör ve kamu kuruluşları ile ortak çalışmalar sayesinde yeni ürünler ve metotlar geliştirme çabası içerisindeyiz. 2011 yılı itibarı ile bölümümüzün öğretim elamanları TÜBİTAK Ulusal Genç Araştırmacı Kariyer Geliştirme Programı (3501) ve Yıldız Teknik Üniversitesi Bilimsel Araştırma Projeleri Koordinatörlüğü desteği ile iki farklı proje yürütmektedir.

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USE OF ICT IN LEARNING

Developing creativity through use of ICT in learning and teaching

Group No: 202

Round 2

Type of visit:
General education6/5/2013-10/5/2013
Kielce, PolandWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- adult learning
- digital competence
- teachers' and trainers' competences

Organiser(s):**ŁYSAK Krzysztof**

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The visit is compatible with regional policy. In 2011, the Marshall's Office equipped 105 schools in Świętokrzyskie Voivodeship with interactive boards. Our centre in Kielce is going to host the visit as we are running a project called 'the teacher of the 21st century', with about 1400 teachers involved. The project aims to increase teachers' ICT competences and develop their knowledge in this area. In 2012, the second phase of the project will start. Our teacher training centre wants to show participants how trainers work with interactive boards and share its experience of ICT and new solutions to education.

WHAT?

Participants will learn about:

- initiatives to improve the educational system in Świętokrzyskie Voivodeship;
- methods and tools used by teachers during work with interactive boards;
- ways of solving difficulties with introducing interactive boards to schools;
- how development of ICT competences helps to improve quality of education.

HOW?

Participants will:

- attend presentations on use of interactive boards;
- meet stakeholders in the teacher of the 21st century project;
- talk to teachers and trainers;
- exchange experiences on working with interactive boards in their countries.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Uczestnicy wizyty będą mieli możliwość poznania sposobu rozwijania warsztatu pracy i kształcenia kompetencji ICT przez nauczycieli województwa świętokrzyskiego. Jako firma wprowadzamy innowacyjne formy nauczania i chcemy się nimi podzielić jak również nauczyć się czegoś nowego od innych. Uczestnicy wizyty będą mogli zapoznać się ze sposobami wykorzystania i etapami wdrażania tablic interaktywnych w szkołach na terenie województwa świętokrzyskiego. Wspólnie spędzony czas pozwoli nam na wymianę doświadczeń w zakresie rozwijania kompetencji ICT u nauczycieli. Wartością dodaną wizyty będzie poznanie przez uczestników tradycji i obyczajów regionu Świętokrzyskiego.

WWW.**www.scdn.pl**

USE OF ICT IN LEARNING

Supporting teachers with technology-improved learning

Group No: **203****Round 2**Type of visit:
Mixed**20/5/2013-24/5/2013**
Zagreb, CroatiaWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **digital competence**
- **innovative approaches**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

In response to new demands of today's society and modernisation of education, implementation of ICT has become a standard component of many university courses and has spread to general education. In implementing e-learning, educational institutions need to provide appropriate, high quality and sustainable support for teachers and learners. The university computing centre (SRCE) of the University of Zagreb is an expert centre for education and support in ICT applications. The e-learning centre at SRCE has experience in providing and maintaining e-learning tools and technologies as well as in organising support and training in e-learning for users, especially teachers. SRCE has participated in international projects in information technology for more than 30 years.

WHAT?

Participants will learn about:

- organised support for e-learners and use of ICT in education;
- examples of good practice in user support;
- policies for e-learning implementation;
- practical methods and tools for technology-improved learning;
- potential of ICT for teaching and learning processes.

HOW?

Participants will:

- visit educational institutions, e-learning centre, university computing centre;
- observe technology-improved learning in schools;
- meet teachers, deans, ICT specialists, experts;
- take part in a workshop/seminar on organised support for technology-improved learning;
- share and discuss experiences.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Važan segment u implementaciji ICT i tehnologija e-učenja u obrazovanju je podrška korisnicima u korištenju tih alata i tehnologija. Sveučilišni računski centar Sveučilišta u Zagrebu (Srce) pruža praktičnu, savjetodavnu i obrazovnu podršku članovima akademske i istraživačke zajednice u korištenju ICT-a. Centar za e-učenje u Srcu pruža mogućnost korištenja i održavanja alata i tehnologija kao i organiziranu podršku korisnicima u e-učenju. Cilj studijskog posjeta je sudionicima pokazati kako organizirati podršku korisnicima i koje alate i tehnologije koristiti za unaprjeđenje nastave te zajedno promišljati i diskutirati na ovu temu u cilju stjecanja novih saznanja i prakse.

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www.unizg.hr/homepage/

USE OF ICT IN LEARNING

University of the third age - Experience of distance education

Group No: 204

Round 2

Type of visit:
General education21/5/2013-24/5/2013
Zvolen, SlovakiaWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- adult learning
- innovative approaches
- older workers

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The ageing population in Slovakia creates a need to strengthen support for education of adults. The Technical University in Zvolen responded to the increased interest in lifelong learning and established the University of the Third Age (U3A). To become more flexible and efficient in providing education for seniors age of 50+, the U3A developed, thanks to its valuable 20-year experience, new approaches and methods based on use of information and communication technologies (ICT). Discussion on the strengths and weaknesses of supporting education through use of ICT, presentation of examples of good practice and comparison of various approaches to adult education are the main goals of our visit that we would like to share with participants.

WHAT?

Participants will learn about:

- management of U3A in different regions in Slovakia (Bratislava, Zilina, Zvolen);
- use and benefits of distance education for students of U3A;
- examples and advantages of distance learning.

HOW?

Participants will:

- meet management of U3A (Bratislava, Zilina, Zvolen);
- discuss with students of U3A the advantages of distance learning;
- try out ICT instruments used in distance education;
- visit a university and take part in lectures and activities at U3A.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Univerzita tretieho veku pri Technickej univerzite vo Zvolene má viac ako 20 ročnú tradíciu. S nástupom nových zručností v oblasti IKT vytvárajú aj študenti U3V tlak na zlepšujúcu sa podporu vzdelávania. Dištančná podpora študentov U3V je nová forma vzdelávania, ktorú študenti vítajú. Študenti si nájdu v systéme prednášky, prezentácie, diskusie. Chceli by sme sa podeliť o skúsenosti s dištančnou metódou vzdelávania s kolegami z EÚ a zvýrazniť možnosť podpory vzdelávania v staršom veku, ale aj pre znevýhodnené skupiny.

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UTILISATION DES TIC DANS L'APPRENTISSAGE

L'école et les TIC en zone rurale: enjeux, intérêts, perspectives

Numéro de groupe: **205**

Phase 2

Type de visite:
Enseignement général

27/5/2013-31/5/2013
Privas, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **6**

Mots clés:

- **apprendre à apprendre**
- **compétences des enseignants et formateurs**
- **évaluation (école ou établissement)**

CATÉGORIE THÉMATIQUE:

Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation

POURQUOI?

Les écoles françaises rurales ont bénéficié d'un programme gouvernemental d'équipement numérique en 2009. Quatre-vingt-douze écoles ardéchoises ont été équipées de tableaux numériques interactifs, d'ordinateurs portables et ont été formées à l'usage de ces matériels.

D'autres établissements ont profité de ce plan pour s'équiper et utiliser les outils numériques au quotidien.

L'Inspection académique de l'Ardèche souhaite évaluer les effets et la pertinence de cet équipement sur les apprentissages des élèves, partager cette évaluation, échanger et s'enrichir de l'expérience de nos partenaires européens.

QUOI?

Le participant découvrira :

- les différents usages des TIC, dont les tableaux numériques, dans les écoles et collèges ruraux;
- les points forts, les limites, et les effets de ce programme sur les apprentissages des élèves et la formation des maîtres;
- les perspectives, les évolutions et les prolongements possibles.

COMMENT?

Le participant:

- observera le travail des enseignants et des élèves en classe, dans différentes disciplines;
- rencontrera des enseignants, des conseillers pédagogiques, des inspecteurs et des responsables de collectivités locales;
- contribuera par son expérience à enrichir l'analyse de la situation et les perspectives à court et moyen terme de cette opération.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- chercheurs.

Organisateur(s):

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WWW.

<http://ardocol.inforoutes.fr/lve/> – <http://primtice.education.fr/>
<http://eduscol.education.fr/pid25652/numerique.html>

USE OF ICT IN LEARNING

ICT deployment and implementation in the educational system

Group No: **206****Round 2**Type of visit:
General education**3/6/2013-7/6/2013**
Barcelona, SpainWorking language:
EnglishNumber of places: **15**
Minimum required: **8****CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

WHY?

ICT tools have become extremely relevant as a means to achieve outstanding digital as well as communicative competence.

During this visit, we will analyse policies followed in Catalonia on the implementation of ICT tools in the educational system, and see how this deployment has helped to improve digital competence among students. Combining curriculum development, creativity, collaboration (class-group-pair work), and ICT tools are the ingredients for introducing this methodology into a system.

WHAT?

Participants will learn about:

- policies adopted by the department of education to introduce ICT tools into the educational system;
- initiatives in schools to use ICT tools to foster creativity and collaborative learning;
- assessment of the learning process in a 2.0 environment;
- state-of-the-art practices: benefits and drawbacks;
- ways of fostering digital competence: learning communities, collaborative learning systems, repositories, social and open software;
- national level teacher training policies.

HOW?

Participants will:

- visit primary and secondary schools involved in ICT projects;
- visit institutions responsible for initial and in-service training for teachers;
- meet experts and discuss policies and visions;
- communicate with principals, teachers and pupils.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita permitirá compartir políticas y actuaciones para optimizar el proceso de aprendizaje mediante el uso de las TIC en centros de primaria y secundaria europeos, como elemento clave para la adquisición de la competencia digital. Se analizará la formación continua del profesorado para la integración de las aplicaciones 2.0 en su práctica docente. Su rápido y fácil aprendizaje permite acercar al profesorado a su alumnado y acompañarlos en su crecimiento académico y cognitivo. En esta visita se expondrán propuestas teóricas, estudios, recursos, proyectos e iniciativas TIC en Cataluña. Los participantes visitarán centros educativos de primaria y secundaria y de formación del profesorado. Se compartirá la situación en los países representados y se debatirán perspectivas de futuro.

Keywords:

- **communication in foreign languages**
- **digital competence**
- **intercultural education**

Organiser(s):

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USE OF ICT IN LEARNING

IC3T (information and communication technology for teacher trainers)

Group No: **207****Round 2**Type of visit:
General education**24/6/2013-28/6/2013**
Sofia, BulgariaWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **digital competence**
- **innovative approaches**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The New Bulgarian University (NBU) is a private university dedicated to incorporating blended e-learning for languages successfully. The centre for foreign languages within NBU is a faculty offering language courses to students in eight languages. Among our priorities is to provide quality Internet-based learning. We organise regular in-house training for teachers. We learn from one another's best practices as we recognise the need to constantly update our Internet-based teaching methods to meet the dynamics of life and students' needs.

WHAT?

Participants will learn about:

- use of Moodle and Web 2.0 tools in pedagogically effective ways;
- developing e-learning content for blended learning;
- professional networking.

HOW?

Participants will:

- share best practices and learn from one another's experience;
- attend demonstration sessions where tutorials are delivered step by step;
- participate in practical hands-on sessions and learn while doing;
- explore the learning environment for themselves.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Курсът, който Центърът по чужди езици, НБУ предлага е насочен към обучители на учители по чужд език, директори/мениджъри на центрове по чужди езици и всеки който се интересува от това как да използва интернет базирани платформи в ЧЕО. Ще се демонстрират нови и полезни идеи как да се работи още по-ефективно с Мудъл и Уеб 2.0, където онлайн сътрудничеството, съвместната работа и обмена между потребителите са от голямо значение.

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WWW.**www.nbu.bg – www.nbu.bg/index.php?l=1008**

BILDUNG FÜR UNTERNEHMERISCHE KOMPETENZ

Das fächerübergreifende Unterrichtsprinzip “Entrepreneurship Education”

Gruppennummer: 208

Antragsrunde 2

Art des Besuches:
Berufsbildung4/3/2013-8/3/2013
Innsbruck, ÖsterreichArbeitsprache:
DeutschAnzahl der Teilnehmerplätze: 15
Erforderliche Mindestanzahl: 8

Schlüsselwörter:

- Allgemeines und berufliches Bildungsniveau
- Qualitätssicherung
- Unternehmerische Kompetenz

Organisator(en):

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THEMENBEREICHE:

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

WARUM?

In der schulischen Ausbildung in Tirol werden unternehmerische Kompetenzen vermittelt. Entrepreneurship Education ist in den kaufmännischen Schulen ein fächerübergreifendes Unterrichtsprinzip. Der Landesschulrat für Tirol ist die zuständige Behörde für alle berufsbildenden Schulen in Tirol und ist auch für Qualitätssicherung und Evaluierung verantwortlich. In Tirol gibt es ausgezeichnete berufsbildende Schulen.

WAS?

Die Teilnehmer werden Folgendes lernen:

- in Schulen eingebettete Übungsfirmen;
- „Unternehmerführerschein“, ein international anerkanntes Zertifikat zum Nachweis von Wirtschaftskompetenzen;
- Zusammenarbeit von Wirtschaft und Schule anhand von Ingenieurprojekten;
- Kooperationsmodelle zwischen Wirtschaft und Schule;
- beispielhafte Trainee – Programme in Unternehmen;
- Businessplan Wettbewerb, während dieses internationalen Wettbewerbs entwickeln Schülergruppen Businessideen und Konzepte;
- Marketingtrophy, während dieses Wettbewerbs entwickeln Schülergruppen Marketingkonzepte.

WIE?

Die Teilnehmer werden:

- verschiedene Schulen und Unternehmen besuchen, die sich in der Zusammenarbeit mit den Schulen für die Vermittlung unternehmerischer Kompetenz einsetzen;
- in Form von Fachvorträgen die verschiedenen Möglichkeiten der Vermittlung von Entrepreneurship kennenlernen.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Bildungs- oder Berufsberater,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden,
- Vertreter von Arbeitnehmerorganisationen und Interessenvereinigungen.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

V dnešním globalizovaném světě znalost alespoň dvou cizích jazyků dramaticky zvyšuje uplatnění na mezinárodním trhu práce. Zároveň dobrá znalost českého jazyka je jeden z důležitých předpokladů úspěšného začlenění mladých migrantů do společnosti. Výuka cizích jazyků v rámci celoživotního vzdělávání se stala nezbytnou součástí českého vzdělávacího systému. Cílem studijní návštěvy je získání a výměna zkušeností v oblasti výuky cizích jazyků ve všech stupních vzdělávání, a to i v oblasti přípravy budoucích učitelů cizích jazyků, způsobů motivace k výuce cizích jazyků, inovativních metod v jazykovém vzdělávání, podpory vzdělávání v této oblasti ze strany státu a zřizovatelů škol. Zaměříme se také na možnosti úspěšného začleňování mladých cizinců do systému českého školství.

WWW.

www.lsr-t.gv.at – www.hak-imst.ac.at – www.eesi-impulszentrum.at

EDUCATION FOR ENTREPRENEURSHIP

Cultivating innovative minds and brave hearts - How schools can foster tomorrow's entrepreneurs

Group No: **209****Round 2**Type of visit:
Mixed**18/3/2013-22/3/2013**
Skelleftea, SwedenWorking language:
EnglishNumber of places: **12**
Minimum required: **6**

Keywords:

- entrepreneurship
- key competences
- young people

Organiser(s):

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The northern part of Sweden is characterised by youth drain, mainly caused by high levels of unemployment among young people. Traditionally, young people in our region do not see entrepreneurship/self-employment as a natural alternative to employment. Skelleftea municipality has, for a long time, worked systematically to promote and develop a spirit of creativity and enterprise among pupils and young adults, with an aim to provide them with the necessary tools to find work in their home community.

The municipality of Skelleftea's work on creativity and entrepreneurship has attracted great interest over the years at regional, national and international levels, and has been presented as examples of best practice in both national and international contexts. The work on creativity and enterprise in Vasterbotten schools is closely linked to the Research Centre for Enterprise Learning at Umea University.

WHAT?

Participants will learn about:

- practical examples of schools' work to strengthen young people's creativity and spirit of enterprise;
- methods and instruments used to promote entrepreneurship in schools and pre-schools;
- local and regional policy initiatives and strategies for promoting enterprise learning at schools and pre-schools;
- spirit of entrepreneurship among children and teenagers throughout the entire school system in a medium-sized municipality in the northern part of Sweden.

HOW?

Participants will:

- visit primary, secondary and vocational schools;
- meet pupils and teachers working on innovations in the framework of young enterprise businesses;
- meet policy-makers and school office executives, teacher trainers and researchers from a teacher training college and the Research Centre for Enterprise Learning at Umeå University.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Norra Sverige karaktäriseras av youth drain bl a pga hög ungdomsarbetslöshet. Av tradition har få ungdomar i vår region sett företagande som ett självklart alternativ till anställning, och det faktum att många ungdomar flyttar från orten riskerar att också utgöra en negativ påverkan på den lokala och regionala tillväxten. Skellefteå kommun har under en lång period arbetat på bred front med att systematiskt och strategiskt stimulera och utveckla barns kreativitet och företagsamhet, och därigenom ge dem verktyg för att lättare skaffa sig försörjning i sin hemkommun. En uttalad målsättning är att samtliga barn och elever i kommunens skolor, i åldrarna 1-19 år, under hela sin skolgång ska få möjlighet att utveckla såväl sin inre som yttre företagsamhet.

WWW.

www.skelleftea.se – www.ungentreprenor.se – <http://destinationskelleftea.se/en/Destination>

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Approaches to intercultural and civic competences in early childhood education

Group No: **210****Round 2**Type of visit:
Mixed**1/3/2013-15/3/2013**
Aurich, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

- **cultural awareness and expression**
- **intercultural education**
- **social and civic competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Life at present in Europe and even more in the future, makes high demands on children and on their professional educators.

The new generation has to find its way in an enlarged Europe, develop mobility across borders and at the same time handle multicultural diversity in their own countries. For professionals in early education, it is necessary to know methods to encourage cultural awareness and to exchange across national boundaries to strengthen steady professionalisation of early years education. Since 2009, our organisation has offered a wide range of training courses for early childhood educators on intercultural learning and democratic participation.

WHAT?

Participants will learn about:

- innovative approaches and methods for strengthening cultural awareness, intercultural competences and civic competences for children between three and eight years;
- how to give advice to pre-school institutions on LLP;
- develop recommendations for 'European competence in early education'.

HOW?

Participants will:

- visit pre-school institutions (kindergarten, Krippe, Hort) involved in civic and intercultural education;
- see methods and practical tests for compatibility in early childhood;
- investigate initiatives for a pan-European network of early childhood educators.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Der Gedanke einer europäischen interkulturellen Bildung macht auch vor dem Kindergarten nicht halt. Die neue Generation soll sich in einem erweiterten Europa zurechtfinden, Mobilität über die Grenzen hinweg entwickeln und gleichzeitig mit der multikulturellen Vielfalt im eigenen Lande umgehen können. Für frühpädagogische Fachkräfte ist es notwendig, einen Austausch über nationale Grenzen hinweg zu stärken, um eine stetige Professionalisierung zu garantieren und um die gesellschaftliche Anerkennung des eigenen Berufsfeldes voranzutreiben. Unsere Institution führt seit 2009 ein viel beachtetes Modellprojekt zur Qualifizierung frühpädagogischer Fachkräfte für die europabezogene Bildung durch.

Organiser(s):

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WWW.

**www.europakinder.org – www.verlagdasnetz.de – www.childrenineurope.org/
www.decet.org/ – www.kinderwelten.net/**

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Embedding environmental education into the curriculum

Group No: **211****Round 2**Type of visit:
Mixed**18/3/2013-22/3/2013**
Castanet-Tolosan, FranceWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **sustainable development**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Environmental education, a strategic topic at European level, has reached a significant point the past few years in southwestern France, particularly in Midi-Pyrénées, where national and regional policies are quite efficient and successful. The local context is conducive to the visit, which will encompass several presentations of various exemplary local projects. The école nationale de formation agronomique (ENFA) of Toulouse, host organisation, is a training institution for secondary school teachers in the green sector (agriculture, forestry and environment).

WHAT?

Participants will learn about :

- environmental education policies in Europe, through exchanges of experience and observation of practical examples in Midi-Pyrénées;
- environmental education embedded in curricula in different European countries;
- relationships between the school system, authorities and organisations involved in environmental education;
- new partnerships for future European projects.

HOW?

Participants will:

- visit local secondary, vocational and agricultural schools, most of which are involved in European projects;
- talk to teachers and students;
- attend presentations of pilot projects, involving the whole school community (teachers, staff, students, parents), to preserve the environment and prevent or repair damage to it;
- meet with regional authorities and non-profit organisations.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le but de la visite est de donner aux participants une vision d'ensemble sur les récents développements de l'éducation à l'environnement dans le Sud-Ouest de la France et une occasion d'échanger sur les politiques menées dans leurs pays d'origine.

Visites de lycées et collèges autour de Toulouse, dont la plupart sont engagés dans des projets européens.

Discussions avec les professeurs et les élèves.

Présentation de projets-pilotes sur la thématique étudiée.

Présentation des programmes publics d'encouragement et d'incitation aux actions d'éducation à l'environnement.

Organiser(s):

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WWW.

http://ec.europa.eu/environment/youth/index_en.html

http://ec.europa.eu/environment/youth/pdf/envedu_en.pdf

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

New approaches to raising young people's sense of responsibility

Group No: 212

Round 2

Type of visit:
Mixed8/4/2013-12/4/2013
Stuttgart, GermanyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- social and civic competences
- sustainable development
- young people

Organiser(s):**KUGLER Susanne**

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The principle of sustainable development is one of five main aspects of the government of Baden-Württemberg (BW), which is currently composed of the Green Party and the Social Democrats. BW therefore set up a project (2011-14) for sustainable and global development in VET.

The current project aims to support schools in strengthening young people's characters and enable them to examine social, economic, political and environmental developments critically. They need to learn how to assess and comprehend the options in a global world in order to acquire the skills to manage future challenges in their professional and everyday lives.

One expected result of the visit is initiation of a European-wide project.

WHAT?

Participants will learn about:

- implementation of education for sustainable development in vocational education;
- measuring competences gained through education for sustainable development;
- fostering cooperation and networks between schools and NGOs.

HOW?

Participants will:

- see education of sustainable development in theory and practice as a principle in VET;
- discuss the outcome of the current project in BW;
- discuss aspects of sustainable development with students, teachers and vocational trainers;
- receive information, ideas and practical advice for implementing sustainable development in vocational education;
- possibly visit the international fair for fair trade and globally responsible and sustainable trade in Stuttgart.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Das Prinzip der Nachhaltigkeit ist eine von fünf Leitlinien, an denen sich die Regierungsarbeit in den kommenden Jahren orientieren wird. Bildung für nachhaltige Entwicklung soll sich dabei als roter Faden durch alle Bildungspläne ziehen, im Leitbild aller Bildungseinrichtungen und in der Ausbildung aller Pädagogen/innen verankert werden. Durch den Studienbesuch lernen die Teilnehmer/innen Implementierungsmöglichkeiten von BNE in die schulische Bildung und Erziehung kennen. Im Mittelpunkt steht hierbei ein Projekt der Kultusministerkonferenz und des Bundesministeriums für wirtschaftliche Zusammenarbeit zur Umsetzung des Orientierungsrahmens für den Lernbereich Globale Entwicklung in der beruflichen Bildung.

WWW.

www.kultusportal-bw.de – www.wir-ernten-was-wir-saeen.de/
www2.um.baden-wuerttemberg.de/servlet/is/22334

ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

Ressources locales et éducation - Formation au développement durable

Numéro de groupe: **213**

Phase 2

Type de visite:
Mixte

8/4/2013-12/4/2013
Agen, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **7**

Mots clés:

- **compétences des enseignants et formateurs**
- **compétences sociales et civiques**
- **développement durable**

CATÉGORIE THÉMATIQUE:

Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation

POURQUOI?

L'Institut Universitaire de Formation des Maîtres (IUFM) forme tous les enseignants (Master). L'éducation et la formation au développement durable sont des grands axes de la politique de l'IUFM d'Agen. Il offre deux parcours en Master: l'un dans le domaine de l'éducation pour former les futurs enseignants des écoles primaires, l'autre pour former des spécialistes du développement durable dans le domaine de la formation professionnelle (qui peuvent devenir des interlocuteurs d'enseignants à l'occasion de partenariats). La formation s'articule aux ressources locales grâce à des partenariats avec des structures de médiation. L'IUFM d'Agen est engagé dans un processus participatif destiné à atteindre, au niveau local, les buts de l'Agenda 21 (plan d'action signé par 173 chefs d'état lors du sommet de la Terre à Rio en 1992); il participe également au processus engagé par le Conseil Général de notre région, dans ce même contexte, autour des questions d'éducation et de formation.

QUOI?

Le participant découvrira:

- l'intégration du développement durable en formation professionnelle des enseignants et des formateurs;
- l'exploitation des ressources locales en éducation-formation au développement durable (E.D.D.);
- les partenariats avec des acteurs de différents horizons (collectivités territoriales, entreprises, associations);
- l'utilisation des technologies de l'information et de la communication en E.D.D.;
- l'évaluation d'une formation en E.D.D.

COMMENT?

Le participant:

- alternera visites de terrain et rencontres d'acteurs;
- échangera avec des acteurs de l'éducation au développement durable: formateurs, médiateurs, chargés de projet;
- visitera des structures d'éducation au développement durable (école labellisée «éco-école», structures de médiation);
- échangera avec les étudiants en formation;
- utilisera une plate-forme de mutualisation (créée et administrée par l'IUFM) pour le suivi et les échanges entre participants pendant et après la visite d'étude.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- conseillers pédagogiques ou d'orientation,
- chercheurs.

Organisateur(s):

DESSAGNE Denis

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WWW.

<http://crdp.ac-amiens.fr/edd/> – <http://iufm.u-bordeaux4.fr/accueil>
www.cg47.fr/fr/le-conseil-general/lagenda-21.html – www.gensdegaronne.com/
www.education-developpement-durable.fr/ – www.eduscol.education.fr

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Towards an innovative health education curriculum: theory and practice

Group No: 214

Round 2

Type of visit:
General education8/4/2013-12/4/2013
Nicosia, CyprusWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- curriculum
- health education
- innovative approaches

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The need for systematic introduction of health education programme in schools constitutes an engagement of the Ministry of Education and Culture in Cypriot educational reform. An innovative health education curriculum has been developed whose central goal is to activate students, parents and others within the community, to develop skills to work together and bring changes fruitful for their own and others' health. Its emphasis is not on how to persuade the individual to change behaviour, but on how to equip individuals to collaborate, develop partnerships and create supportive environments conducive to health. The new curriculum was developed to help with its health promotion aspiration and prevent the individualistic perspective of health education. The study visit aims to enrich participants' knowledge of theoretical perspectives of the new health education curriculum and observe examples of good practice.

WHAT?

Participants will learn about:

- the theoretical perspective of the new health education curriculum;
- examples of good practice on promoting innovative approaches towards health education;
- activating students, parents and others within the community;
- new approaches for collaboration, development of partnerships and creation of supportive environments conducive to health.

HOW?

Participants will:

- visit urban/rural primary schools;
- observe classroom lessons;
- meet health education experts;
- visit the University of Cyprus and the Pedagogical Institute.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations.

Organiser(s):**IOANNOU Soula**

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WWW.

www.moec.gov.cy/agogi_ygeias/

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Raising awareness of protection of the environment

Group No: **215****Round 2**Type of visit:
Mixed**22/4/2013-26/4/2013**
Corinth, GreeceWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **extra-curricular activities**
- **innovative approaches**
- **social and civic competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Ill treatment of the environment resulting in degradation of our quality of life, raises the alarm to make us aware of the crucial need to help nature's "soul" stay alive. Participants will get acquainted with innovative approaches and policies that constitute inspiring points of reference for initiatives and action in both formal and non-formal education. These practices, which promote development of young people's key competences while joining extra-curricular activities, will help all age groups combine knowledge, skills and attitudes to attain personal fulfilment.

WHAT?

Participants will learn about:

- initiatives that raise awareness of the need to protect the environment;
- innovative approaches that help children to learn easier and faster and trigger their interest and esteem;
- practices that promote development of young people's key competences;
- effective approaches that lead to development of social and civic competences and increase self-esteem of young people;
- activities that help to learn how to learn.

HOW?

Participants will:

- meet teachers and teacher-trainers who raise awareness of environmental issues;
- visit primary and secondary schools that have implemented projects on environmental education;
- share effective methods leading to protection of the environment;
- visit an environmental museum;
- participate in 'learning by doing' environmental activities.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η κακοποίηση του περιβάλλοντος που αναμφισβήτητα οδηγεί στην υποβάθμιση της ζωής μας, κρούει τον κώδωνα για την ανάγκη μέτρων που θα κρατήσουν την "ψυχή" της φύσης ζωντανή. Οι συμμετέχοντες θα ενημερωθούν για καινοτόμες προσεγγίσεις και πολιτικές που αποτελούν σημεία αναφοράς για πρωτοβουλίες και δράση που πρέπει να αναληφθεί τόσο στην τυπική όσο και στην μη τυπική εκπαίδευση για έμπρακτη συμμετοχή σε δραστηριότητες που οδηγούν στην αειφορία. Αυτές οι πρακτικές που προωθούν την ανάπτυξη των βασικών δεξιοτήτων νέων και ενηλίκων θα βοηθήσουν τους συμμετέχοντες να συνδυάσουν γνώση, δεξιότητες και στάση ζωής για να επιτύχουν την εκπλήρωση των προσωπικών τους στόχων.

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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Education for active citizenship and sustainable development in schools

Group No: 216

Round 2

Type of visit:
General education23/4/2013-26/4/2013
Dublin, IrelandWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- curriculum
- social and civic competences
- sustainable development

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

From 2005 to 2014 is the UN decade of education for sustainable development. Education is the foundation for sustainable social and economic development and active citizenship, allowing students to acquire the values, knowledge and skills required for a more sustainable future. Education for sustainable development is a comprehensive approach to teaching and learning. It includes key issues such as human rights, poverty reduction, sustainable living, environment, equality, corporate social responsibility and protection of cultures. In Ireland, schools offer a holistic approach to education for sustainable development and active citizenship that encourages critical thinking and responsible attitudes through the curriculum and through programmes and support provided by NGOs.

This visit is hosted by Léargas, the national agency for managing the lifelong learning programme in Ireland.

WHAT?

Participants will learn about:

- principles of education for sustainable development and active citizenship;
- integration of sustainable development and active citizenship into the curriculum;
- support and programmes provided by NGOs to schools;
- transition year, a school year dedicated to preparing and developing students as responsible, participative and autonomous members of society.

HOW?

Participants will:

- discuss the topic with policy-makers, national experts and representatives of NGOs;
- visit schools and projects outside the classroom;
- meet students and teachers;
- observe innovative projects and classroom practice.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

Organiser(s):**D'ARCY Ivanna**

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ERZIEHUNG ZUR AKTIVEN BÜRGERSCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG

Bildung für nachhaltige Entwicklung, zukunftsorientiertes Denken

Gruppennummer: 217

Antragsrunde 2

Art des Besuches:
Allgemeine Bildung

13/5/2013-17/5/2013
Krems an der Donau, Austria

Arbeitsprache:
Deutsch

Anzahl der Teilnehmerplätze: **15**
Erforderliche Mindestanzahl: **7**

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Lernkompetenz**
- **Nachhaltige Entwicklung**

THEMENBEREICHE:

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

WARUM?

Erziehung zur aktiven Bürgerschaft an Praxisbeispielen; Gestaltungskompetenz durch Umweltbildung im Unterricht erwerben; Ziel: aktive Unionsbürgerschaft
Fachwissen durch Referent/innen (Umweltbildung) und Praxisbeispiele von ÖKOLOG-Schulen kennen lernen: Umwelt – Energie - Gesundheit;
Austausch der Teilnehmer/innen zur Bildung für nachhaltige Entwicklung an Schulen auf europäischer Ebene.

WAS?

Die Teilnehmer werden Folgendes lernen:

- ökologische, ökonomische und soziale Fragen der Gegenwart im Unterricht an Schulen implementieren;
- kritisches und vernetztes Denken fördern – Themen diskutieren – Lösungsstrategien gemeinsam entwickeln – Kommunizieren, Konsens herstellen;
- Unterrichtsmethoden kennen lernen: Teamarbeit – Partizipation - Qualitätskriterien für erfolgreichen Projektunterricht.

WIE?

Die Teilnehmer werden:

- Vorträge zu den Themen Partizipation, Werteerziehung, Umwelt – und Gesundheitserziehung hören und sich an Diskussionen beteiligen;
- das ÖKOLOG-Schulprogramm (derzeit 400 Schulen in Österreich, davon 100 in Niederösterreich) kennen lernen;
- ÖKOLOG-Schulen besuchen;
- an Exkursionen teilnehmen (Obst- und Weinbau, ökologische Landwirtschaft) - Natur- und Kulturgüter in Wien, Krems und Umgebung besichtigen - die Landesregierung und den Landesschulrat für Niederösterreich in St. Pölten besuchen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen.

Organisator(en):

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www.lrs-noe.gv.at/ – www.umweltbildung.at/ – www.umweltbildung.at/cgi-bin/cms/af.pl?navid=48
www.umweltbildung-noe.at/schule_oekolog.asp – www.bmukk.gv.at/schulen/unterricht/prinz/umweltbildung.xml – <http://ensi.bmukk.gv.at/>

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Promoting European volunteering for humanitarian and development issues

Group No: 218

Round 2

Type of visit:
Mixed27/5/2013-31/5/2013
Seysssel, FranceWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- lifelong learning programme
- social and civic competences
- volunteering

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

France has developed a new concept of 'social and solidarity-based economics (ESS)', which combines social entrepreneurship and values of solidarity from civil society organisations, non governmental organisations, associations, foundations, cooperatives, and many other institutions from the non-profit sector. It represents more than 10% of the wage mass, 9% of enterprises and more than 2 million employees.

Under the lifelong learning programme, Afromedianet conducts a traineeship programme on cooperation and development for students and recent graduates seeking to pursue a career in international development and humanitarian work. Promoting cross-border volunteering as a means to engage young people translates the fundamental values of justice, solidarity, inclusion and citizenship upon which Europe is founded into action.

WHAT?

Participants will learn about:

- youth mobility and volunteering: adding value to European citizenship;
- professionalisation of the non-profit sector: challenges, successes and opportunities;
- validation of non-formal and informal learning through volunteering;
- EU's external relations: EU policies, cross-border and international volunteering as an expression of corporate social responsibility;
- EU funding programmes for humanitarian aid and volunteering.

HOW?

Participants will:

- attend presentations on cross-border volunteering activities in Europe;
- discuss volunteering and social and solidarity-based economy at interregional level;
- improve openness and awareness that volunteering is positive for promoting European citizenship;
- visit the United Nations and Red Cross museum.

WHOM?

- Company training managers and human resource managers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Afromedianet est une organisation non gouvernementale basée à Seysssel (France) et spécialisée sur les droits de l'homme, les questions de développement et les affaires humanitaires. Afromedianet accueille de jeunes diplômés de l'enseignement supérieur pour des stages pratiques en coopération et développement. Cette visite d'étude a pour objectif de promouvoir le volontariat des jeunes européens dans les affaires humanitaires et de développement en regard des valeurs fondamentales de l'Union européenne que sont la justice sociale, la solidarité et la citoyenneté européenne.

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WWW.www.afromedianet.comwww.bpw.fr/fr/clubs/rhonealpes/agenda/evenement-55/l-entreprenariat-solidaire-et-social.html – <http://europa.eu/volunteering/> – www.eyv2011.eu/www.unog.ch/virtual_tour/palais_des_nations.html – <http://ec.europa.eu/citizenship/eyv2011/doc/National%20report%20FR.pdf> – www.francebenevolat.org/

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Better school design for better, safe and creative learning

Group No: **219****Round 2**Type of visit:
Mixed**8/4/2013-12/4/2013**
Ankara, TurkeyWorking language:
EnglishNumber of places: **12**
Minimum required: **5**

Keywords:

- **innovative approaches**
- **parents involvement**
- **school environment**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Creativity will be a benchmark for professional success in the global economy. School design should nurture students to think creatively, apply critical thinking and problem-solving skills. The government launched a programme to review design of all State schools to improve teaching and learning and place educational institutions at the heart of communities. They initiated a study involving parents, staff and students as quality of education depends on students, teachers, parents, standards, discipline and motivation. Students, teachers, staff and the local community deserve to work, learn and play in pleasant conditions. Good facilities where young people can learn and grow are an important piece of the education puzzle and can give inspiration for creativity.

WHAT?

Participants will learn about:

- government strategy to improve the educational system and the State schools;
- initiatives to improve design of educational institutions in Ankara;
- effect of a well-designed educational environment on educational aims;
- how individual needs (special educational needs, disability) are met;
- differences between State and private schools, including physical space;
- cooperation of design teams with students and teachers/trainers for an optimal design.

HOW?

Participants will:

- visit State and private schools, higher education institutions' campuses, historical educational buildings in and around Ankara;
- visit an ideal educational institution that considers lighting, energy, safety, technology, functionality and aesthetics;
- meet representatives of the national authority and academics.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres and pedagogical or guidance advisers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations and representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Çocuklara sunulan eğitim durumları kadar, eğitim ortamları da önemlidir. Çocukların içinde buldukları çevre, yaptıkları etkinlikler ve gelişimleri birbiriyle yakından ilişkilidir. Fiziksel ortam; sosyal ve psikolojik yaşantıda, streste, kişisel ve grup hedeflerinde başarılı olmakta, bireyin sosyal etkileşimlerinde ve olumlu duygular geliştirmesinde önemli ölçüde etkilidir. Mimari olarak iyi düzenlenmemiş, aydınlatılmamış ve gri gibi renklerle renklendirilen mekanlar olumsuz yüz ifadelerine ve yaratıcılıktan uzak eğitim deneyimine neden olmaktadır.

Organiser(s):**KUMDAKCI CAN Mehtap**

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WWW.www.better-building.eu/en/welcomewww.theage.com.au/national/education/better-designs-that-lead-to-better-learning-20110225-1b8c7.htmlwww.guardian.co.uk/commentisfree/2010/jul/11/education-school-building-projectswww.oecd.org/document/41/0,3746,en_2649_35961311_8002921_1_1_1_1,00.htmlwww.communityplaythings.co.uk/resources/articles/better-building-design.html

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

How cities can innovate education

Group No: 220

Round 2

Type of visit:
General education8/4/2013-12/4/2013
S. João da Madeira, PortugalWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **competences in science and technology**
- **extra-curricular activities**
- **social partners**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

The city education project of São João da Madeira is an instrument of educational governance based on community participation and strategic planning in formal, non-formal and informal education. Within the project framework, different departments of city hall, non-governmental organisations, a museum, public libraries, health and police departments, enterprises and companies see themselves as educating agents and promote more than 40 programmes throughout the year. Our city is an active member of the International Association of Educating Cities. The visit aims at sharing ideas, experiences and best practices for further cooperation.

WHAT?

Participants will learn about:

- importance of partnerships for the success of education policy;
- transformation of school culture, social and institutional relations;
- organisation of extracurricular activities;
- local practices in science education at kindergarten and primary schools;
- interactive education programmes provided by museums, libraries, exhibitions, enterprises;
- equal opportunities for socially disadvantaged children in access to general education.

HOW?

Participants will:

- visit kindergartens and primary schools;
- observe teachers' work in the classroom;
- meet guidance counsellors working in disadvantaged areas;
- visit museums, libraries, exhibitions, enterprises;
- attend a workshop with Portuguese and foreign teachers and trainers from 16 cities;
- participate in daily meetings to discuss curriculum, experience and practice.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

O Projeto Educativo Municipal de S. João da Madeira tem como parceiros escolas, instituições e empresas. Mais de 40 programas são organizados para todos os públicos, contribuindo para favorecer a criação de relações de cooperação Escola/Família, tratar o conhecimento de forma interdisciplinar e estimular atitudes de solidariedade para a construção de uma atitude democrática. A visita de estudo pretende contribuir para partilhar experiências entre diferentes atores, colocando os participantes em contacto com as escolas que recebem os projetos e as instituições que os organizam. Daremos um especial enfoque à educação artística e à ciência experimental nas EB1/JI, com tradição na comunidade.

Organiser(s):**COSTA Nelson**

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WWW.

www.projectoeducativomunicipal.wordpress.com
www.pequenoscientistassanjoanenses.wordpress.com
http://en.wikipedia.org/wiki/Education_in_Portugal – www.portugal.gov.pt/Portal/EN
www.pequenoscientistassanjoanenses.wordpress.com

DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT

Expérimentation de l'approche orientante

Numéro de groupe: **221****Phase 2**Type de visite:
Mixte**13/5/2013-15/5/2013**
Saint Ghislain, Leuze et
Soignies, BelgiqueLangue de travail:
FrançaisNombre de places: **12**
Minimum requis: **6**

Mots clés:

- **approches innovantes**
- **orientation tout au long de la vie**
- **validation des acquis non formels et informels**

CATÉGORIE THÉMATIQUE:

Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation

POURQUOI?

L'expérience d'approche orientante s'inscrit dans une campagne de revalorisation de l'enseignement qualifiant. L'ambition est de renverser l'image négative développée autour de cette filière – l'éducation et la formation professionnelle formelle pour élèves de 14 à 18 ans – en reconstruisant l'orientation scolaire. L'approche orientante vise à développer la maturité vocationnelle des élèves afin de leur permettre d'assumer leur choix d'orientation. Mais elle concerne aussi les méthodes destinées à aider les élèves à faire ce choix. L'orientation conçue comme une faculté de réflexion, d'autonomie et d'adaptation doit permettre aux jeunes de construire leur avenir, de réussir leur intégration sociale et leur épanouissement personnel. La Province de Hainaut a amorcé avec l'appui de la Faculté de psychologie et des sciences de l'éducation de l'Université de Mons, une expérience d'approche orientante, un concept qui concerne l'ensemble de l'équipe pédagogique – enseignants et coordinateurs pédagogiques. Cette visite sera l'occasion d'échanger sur de telles expérimentations.

QUOI?

Le participant découvrira:

- l'expérimentation de l'approche orientante: instruire, socialiser et qualifier;
- le contexte global de la revalorisation de l'enseignement qualifiant;
- la participation de l'Université de Mons dans cette démarche.

COMMENT?

Le participant:

- observera des cours (généraux, techniques et professionnels) délivrés dans des écoles pilotes de la Province de Hainaut pour étudiants en cursus scolaire selon les principes de l'approche orientante. Ces cours répondent à trois questionnements: comment donner du sens aux apprentissages, comment articuler motivation et apprentissage et comment inscrire le développement de carrière au cœur du processus scolaire.
- aura l'occasion d'échanger avec les personnes impliquées dans cette expérimentation.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- inspecteurs d'enseignement et de formation professionnels,
- conseillers pédagogiques ou d'orientation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):**ROSSI Bruno**

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Kunst und Kultur in der Schulausbildung und im Studium

Gruppennummer: **222**

Antragsrunde 2

Art des Besuches:
Gemischt

20/5/2013-24/5/2013
Košice, Slowakei

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **12**
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Interkulturelle Bildung**
- **Kulturbewusstsein und kulturelle Ausdrucksfähigkeit**
- **Schlüsselkompetenzen**

THEMENBEREICHE:

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

WARUM?

In dieser Region der Slowakei (Ostslowakei) leben mehrere ethnische Minderheiten, die ihre Kultur pflegen und entwickeln. Die Aufgabe der Schule auf diesem Gebiet sollte sein, das Kulturerbe von Minderheiten nicht nur anzuerkennen, sondern auch zu fördern. Kosice ist seit vielen Jahren eine multikulturelle Stadt und wird im Jahr 2013 die europäische Kulturhauptstadt. Das Schulbezirksamt ist verantwortlich für die methodische Beratung und Weiterbildung der Schulleiter und Lehrer im Bezirk Kosice.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Bedingungen der Entwicklung von Kreativität an verschiedenen Schultypen;
- Arbeitsmethoden zur Entwicklung des Kulturbewusstseins an Schulen;
- Methoden und Formen der interkulturellen Bildung;
- wie die Kultur zur persönlichen Entwicklung beiträgt.

WIE?

Die Teilnehmer werden:

- verschiedene Schultypen und Kultureinrichtungen besuchen;
- die Arbeit der Lehrer in den Klassenräumen beobachten;
- Lehrer, Schüler und Studenten treffen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Na východnom Slovensku žije viacero národností, ktoré rozvíjajú svoju kultúru. Úlohou školy je nielen oboznamovať mladú generáciu s identickou kultúrou predkov, ale aj učiť deti a mládež kultúrne dedičstvo zachovávať a ďalej rozvíjať. Košice sú oddávna multikultúrnym mestom a v roku 2013 sa stanú európskym hlavným mestom kultúry. KŠÚ v Košiciach poskytuje metodické poradenstvo pre riaditeľov a učiteľov škôl Košického kraja. Účastníci návštevy spoznajú prácu učiteľov na rôznych školách, ich pracovné metódy pri rozvoji kultúrneho povedomia žiakov, ako aj pri rozvoji interkultúrnych kompetencií. Budú mať možnosť stretnúť sa s učiteľmi, žiakmi a študentmi a zúčastniť sa rôznych diskusií. Navštívia kultúrne inštitúcie ako aj kultúrne podujatia.

Organisator(en):

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WWW.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Web-based tools for flexible, innovative and creative teaching and learning

Group No: **223****Round 2**Type of visit:
Mixed**17/6/2013-21/6/2013**
Santiago of Compostela,
SpainWorking language:
EnglishNumber of places: **16**
Minimum required: **6**

Keywords:

- **content and language integrated learning (CLIL)**
- **digital competence**
- **innovative approaches**

Organiser(s):**TRIGO MIRANDA Milagros**

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CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

In Santiago de Compostela, schools and university cooperate on students competences (eight competences), development of personalised learning, and assessment techniques to acquire key competences and integrate web-based tools into teaching and learning. Teaching strategies of the host institutions focus on implementing problem-solving, content and language integrated learning (CLIL) methodology and significant learning. They also include pedagogies for lifelong learning, updating assessment methods, developing an entrepreneurial mindset and strategies to evaluate learning outcomes. Host institutions have much experience in European projects and teacher training.

WHAT?

Participants will learn about:

- online training and support for teachers;
- e-learning content and collaborative project methodologies;
- examples of best practice on e-learning materials, interactive multimedia content and collaborative learning;
- strategies to evaluate learning outcomes;
- how to select suitable e-learning software.

HOW?

Participants will:

- visit educational settings to observe use of web-based tools and how they are integrated into teaching and learning;
- meet teachers and talk to students about collaborative learning methodologies;
- discuss examples of good practice on e-learning material.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Los centros educativos deben contar con personas capacitadas para dinamizar y difundir la integración de herramientas digitales en el proceso de enseñanza-aprendizaje, ofrecer una enseñanza innovadora y creativa y conectar la enseñanza- aprendizaje con el mundo laboral. Los organizadores de esta visita han participado en proyectos de investigación y han desarrollado un modelo de e-learning. Los participantes aprenderán a: desarrollar competencias digitales, integrar herramientas web en la enseñanza-aprendizaje y conocer las mejores estrategias y metodologías, conectar la enseñanza con el mundo del trabajo. Se realizarán talleres para la alfabetización digital e integración de recursos TIC en la enseñanza, cursos para desarrollar mentes creativas, innovadoras y emprendedoras.

WWW.

<http://europensemble.eu> – <http://centros.edu.xunta.es/cpiocruce/etm>
<http://centros.edu.xunta.es/cpiocruce/comeniusregio/> – <http://efelcren.cesga.es>

LEARNING MATHEMATICS AND SCIENCE

Development of key competences in mathematics and science

Group No: 224

Round 2

Type of visit:
General education11/3/2013-15/3/2013
Sofia, BulgariaWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- competences in science and technology
- mathematical competence

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Bulgaria has a good tradition in mathematics and science education. This is confirmed by successful performance of Bulgarian students in international mathematics and science olympiads and forums. The host organisation is an institution associated with the development and application of models and mechanisms for monitoring and evaluating the quality of education. Participants will be introduced to models for monitoring and evaluating progress in students's key competences in mathematics and science.

WHAT?

Participants will learn about:

- good practices of teaching mathematics and science in comprehensive schools;
- good practice of extracurricular activities in mathematics and science;
- training students for olympiads and competitions;
- opinions and estimates of representatives of various educational institutions;
- models for monitoring and assessment.

HOW?

Participants will:

- visit primary, general secondary schools, vocational secondary schools;
- observe teachers' work in classrooms;
- talk to teachers and pupils;
- meet teachers from the university, developers, heads of schools and a local politician.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Учебната визита ще даде представа на участниците как се формират и развиват ключови компетенции по математика и природни науки в българските училища. Участниците ще се запознаят с моделите на мониторинг и оценка на напредъка във формирането на тези ключови компетенции у учениците, прилагани от ЦКОКУО. Ще бъдат осигурени посещения и работни срещи в различни видове училища и образователни институции. Ще бъдат споделени добри практики на извънкласни форми на обучение и подготовка на изявени ученици за олимпиади и състезания.

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LEARNING MATHEMATICS AND SCIENCE

Cross-curricular application of mathematics for 4-to-16 year-olds in England

Group No: **225****Round 2**Type of visit:
General education**11/3/2013-15/3/2013**
Solihull, England, United KingdomWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **curriculum**
- **innovative approaches**
- **key competences**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

In 2008, an independent review of mathematics teaching in early years settings and primary schools identified the need for increased focus on use and application of mathematics and in 2011 a world class mathematics education for all our young people recommended that children should also meet mathematics as often as possible when covering the rest of the curriculum as well as in other school activities.

Schools in Solihull have a history of working creatively and innovatively to prepare children for life beyond school and Solihull has links with national organisations and companies that engage children in work and related learning and development of applied numeracy skills. Solihull local authority is a high-achieving authority in the heart of the country with excellent cultural and industrial links.

WHAT?

Participants will learn about:

- initiatives to embed mathematics teaching and learning across the curriculum;
- improved effectiveness of using and applying mathematics in primary and secondary education;
- how links with local industry and business have improved learning mathematics.

HOW?

Participants will:

- visit primary and secondary schools that have developed outstanding practice in using and applying mathematics;
- observe teachers' working in the classroom and discuss impact of approaches;
- meet local leaders of education and in-service trainers who have supported schools in developing their practices.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

Organiser(s):**WORRALL Clive**

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WWW.

www.education.gov.uk/publications/standard/Mathematics/Page1
www.ima.org.uk/viewItem.cfm?cit_id=383790 – www.nationalstemcentre.org.uk/

LEARNING MATHEMATICS AND SCIENCE

Outdoor science: using the natural world for teaching science

Group No: 226

Round 2

Type of visit:
General education18/3/2013-22/3/2013
Grange-over-Sands, Cumbria,
England, United KingdomWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- competences in science and technology
- innovative approaches
- sustainable development

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

Europe faces key issues of global importance: climate change, energy use and transport to name a few. The economic and social future of the EU rests on meeting these challenges. Science will play a key role in exploring and developing viable solutions. A recent report by the Association for Science Educators says there is compelling evidence of the wide-ranging benefits of science through fieldwork in natural environments. However, much teaching of science does not connect the learner to the real world. This visit will explore how, through outdoor learning, students can connect science taught in the classroom to the community science needs and showcase approaches to achieve this.

The visit will take place at Castle Head Field Centre, in Cumbria. The Field Studies Council is one of Europe's leading organisations promoting learning through the outdoor classroom and has recently established a Life Sciences Centre, which offers inspirational access to workplace science for both teachers and students.

WHAT?

Participants will learn about:

- outdoor learning approaches to teaching science;
- how local science experiments can link to issues of regional and global significance;
- use of effective teamwork in scientific investigation;
- use of assessment for learning in monitoring student progression.

HOW?

Participants will:

- observe education programmes that demonstrate differing approaches to outdoor science and where students can take part in real science research;
- experience first-hand practical outdoor science activities;
- meet practitioners and policy-makers from the UK;
- reflect upon and assess current methods and share good practice.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers.

Organiser(s):**DAWSON Richard**

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Email: richard@field-studies-council.
org
Website: www.field-studies-council.org

WWW.

www.field-studies-council.org – www.lotc.org.uk – www.britainenergycoast.com/
www.ase.org.uk/resources/outdoor-science

LEARNING MATHEMATICS AND SCIENCE

Teaching natural science in practical and experimental learning settings

Group No: **227****Round 2**Type of visit:
General education**17/4/2013-19/4/2013**
Høje Taastrup, DenmarkWorking language:
EnglishNumber of places: **16**
Minimum required: **10**

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **young people**

CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

WHY?

In Denmark, focus on innovative practices in natural science and technology teaching started with establishing public schools with science profiles. The host school, Gadehaveskolen, is one such school. Our ambition is to increase students' key competences through hands-on and cross-curricular approaches, which put students' natural curiosity and creativity into play. Acquiring and applying transversal competences, students should develop a sense of initiative to become active and entrepreneurial citizens.

WHAT?

Participants will learn about:

- innovative learning environments;
- new approaches to organising science learning;
- initiatives to improve science teaching, including use of hands-on projects in biology, natural science and physics in collaboration with external natural science centres;
- experience of and ideas for practical and innovative science teaching from participants' countries.

HOW?

Participants will:

- visit science schools and institutions in the Copenhagen region with focus on cross-disciplinary approaches to science teaching;
- meet partners in science teaching, for example, the 'Experimentarium' in Copenhagen and rural nature centres;
- participate in group discussions and workshops.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Gadehaveskolen er fra skoleåret 2011-12 blevet udpeget til natur-faglig profilskole i Høje Taastrup Kommune og med denne beslutning vil vi gerne udvikle og etablere interne og eksterne naturfaglige læringsmiljøer. Ved at være vært for et studiebesøg vil vi gerne sætte fokus på den naturfaglige vinkel i undervisningen i folkeskolen, ved dels at: udveksle erfaringer og ideer med kollegaer og fagfolk fra såvel Danmark som resten af Europa; profilere den naturfaglige vinkel på skoleområdet; skabe et studiebesøg for deltagerne, hvor det praktiske kombineres med teori; forelæsning, workshops og besøg hos interessenter.

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APPROCHES D'APPRENTISSAGE PERSONNALISÉES

Garantir à tous les élèves la réussite scolaire et une insertion professionnelle

Numéro de groupe: **228**

Phase 2

Type de visite:
Mixte

18/3/2013-22/3/2013
Guebwiller, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **abandons**
- **apprentissage personnalisé**
- **groupes défavorisés**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

L'égalité des chances est une priorité de la politique éducative française. Pour les élèves de 12 à 18 ans ayant des difficultés cognitives, familiales et sociales, la politique éducative prévoit des dispositifs répondant aux besoins d'individualisation afin de les mener vers la réussite. L'académie de Strasbourg met en œuvre ces dispositifs dans un territoire transfrontalier.

La ville de Guebwiller possède un internat d'excellence à dimension européenne, pour élèves de la voie générale aussi bien que de la voie professionnelle.

Des actions partenariales innovantes découlent de la synergie entre deux systèmes d'éducation.

Le service académique d'information et d'orientation (SAIO), support du centre Euroguidance, partenaire de la région allemande Bade-Wurtemberg pour les services d'orientation, souhaite mutualiser à l'échelle européenne ses réflexions et pratiques.

QUOI?

Le participant découvrira:

- les dispositifs d'individualisation des parcours des élèves pour une égalité des chances;
- l'internat d'excellence (structure d'accueil propice aux études pour élèves ayant un potentiel scolaire) et sa dimension transfrontalière (stages ou séjours linguistiques de l'autre côté de la frontière, participation croisée à des événements culturels) visant à donner le goût de la mobilité;
- les actions concrètes et innovantes mises en place en rencontrant les acteurs et les partenaires;
- le point de vue des élèves engagés dans ces actions (internat d'excellence, cordées de la réussite, dispositif ECLAIR);
- des pratiques innovantes transfrontalières (Alsace - Bade-Wurtemberg).

COMMENT?

Le participant :

- rencontrera les responsables et acteurs des dispositifs;
- dialoguera avec les élèves impliqués;
- rencontrera les partenaires extérieurs : institutionnels, professionnels du monde économique, sportifs, etc.;
- visitera l'internat d'excellence, des établissements mettant en place des dispositifs d'égalité des chances;
- visitera l'agence pour l'emploi de Fribourg (D), partenaire des services d'orientation alsaciens;
- recevra de la documentation européenne sur l'égalité des chances.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

WWW.

www.education.gouv.fr
<http://eduscol.education.fr/pid23251/personnalisation-des-parcours.html>

Organisateur(s):

BOSCATO Graziana

SAIO/Service académique
d'information et d'orientation

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Strasbourg, 67000

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Fax 0033 3 88 36 85 16

Email: euroguidance@ac-strasbourg.fr

Website: www.ac-strasbourg.fr

PERSONALISED LEARNING APPROACHES

Developing competences of learning support teachers: key for inclusive teaching

Group No: **229****Round 2**Type of visit:
General education**8/4/2013-12/4/2013**
Labico, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- innovative approaches
- social inclusion
- special needs

Organiser(s):

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Italian legislation establishes that learning support teachers should work with the whole class, but often this does not happen and pupils with special needs work outside the classroom with their teachers. This kind of teaching is not a good personalised learning approach, as it does not aim at integration. In cooperation with professors of special education at ‘Roma Tre’ university, we work in some classes of our public lower secondary school (11 to 14 year-olds) to keep special need pupils in the classroom during regular lessons. Lessons are conducted with animation/interactive strategies and all students participate according to their capabilities. These lessons represent an underlying project built from learning support teachers’ competences (for instance music or foreign language).

WHAT?

Participants will learn about:

- experiences of inclusive/non-inclusive approaches and work carried out in the sample class in our school: presentation of study data, observations and conclusions;
- using the ‘index for inclusion’ and the ‘international classification of functioning, disability and health’ (ICF);
- lessons on multiple levels to meet pupils’ different learning approaches;
- impact of the learning support teacher on the ‘whole’ classroom: how to create a teaching/learning interdisciplinary path starting from the teacher’s key competences.

HOW?

Participants will:

- take part in a workshop organised at Roma3 university;
- visit public lower secondary schools (11 to 14 year-olds) involved in a Roma 3 project;
- share experiences on how really inclusive teaching stimulates the learning process;
- see a model of ‘support for the classroom activity’ based on interaction, animation and games;
- observe how music, foreign languages and non-verbal communication can promote participation of all pupils in the learning process.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY’S LANGUAGE:

Nella pratica didattica quotidiana gli insegnanti non sono preparati ad adottare una prospettiva inclusiva, soprattutto se le loro classi comprendono alunni con bisogni educativi speciali, che si pensa debbano lavorare in modo “diverso”. Nel nostro istituto, in cooperazione con l’Università Roma 3, è in atto un’esperienza di insegnamento/apprendimento in un’ottica inclusiva, che può trasformare la presenza di un alunno con bisogni educativi speciali in una vera risorsa per tutta la classe. I partecipanti conosceranno il modello teorico del progetto e ne vedranno l’applicazione pratica nelle classi, nell’ambito di uno scambio di esperienze sulle prospettive più interessanti dell’insegnamento “di sostegno”.

WWW.

www.icldavinci-labico.it – www.accaparlante.it – www.eenet.org.uk/resources/
www.eenet.org.uk/resources/docs/Index%20EY%20English.pdf
www.lionsquest-italia.it – www.lionsquest.org – <http://www.uniroma3.it>

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Tackling early school-leaving

Group No: **230**Round **2**Type of visit:
VET**11/3/2013-14/3/2013**
Delft, the NetherlandsWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **social inclusion**

Organiser(s):

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Involving regions more strongly in development of measures against early school-leaving, giving them financial support and setting incentives has proved to be successful in the Netherlands. Municipalities, schools and care institutions can decide themselves on the measures to be implemented. Via local authorities, schools can also call on the services of care institutions, the police and judicial authorities.

For the Netherlands introduction of the 'individual education number', and online monitoring of early school-leaving are also regarded as main success factors in reduction of early school-leaving.

WHAT?

Participants will learn about:

- the Einstein4All project which consists of:
 - (a) the competence guide, which is a digital tool that allows students to display the competence gap on a route they have chosen themselves;
 - (b) an experience-based programme, which helps to create insight into students' own competences with regard to the study programme and the profession;
 - (c) the supervision model, which includes joint preparatory steps in learning continuity pathways of preparatory secondary vocational education (VMBO) and senior secondary vocational education (MBO).
- other initiatives in the Netherlands.

HOW?

Participants will:

- meet the Ministry of Education, stakeholders, association of VET providers, VET schools, etc.;
- reflect on good practices;
- discuss the strong and weak points of systems, projects and implementation.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres and pedagogical or guidance advisers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Regio's nauwer betrekken bij de totstandkoming van maatregelen om voortijdig schoolverlaten tegen te gaan en ze daartoe (o. a. financiële) prikkels bieden is een succes gebleken in Nederland. Gemeenten, scholen en zorginstellingen kunnen zelf beslissen welke maatregelen ze willen uitvoeren. Via de plaatselijke overheden kunnen scholen ook een beroep doen op de diensten van zorginstellingen, de politie en gerechtelijke instanties. Daarnaast wordt voor Nederland de invoering van het 'individueel onderwijs nummer' en de on-line monitoring van voortijdig schoolverlaten ook beschouwd als de belangrijkste succesfactoren in het terugdringen van het voortijdig schoolverlaten.

WWW.

www.einstein4all.eu/einstein4all_algemeen.asp
<http://english.minocw.nl/documenten/key%20figures%202004-2008.pdf>
www.nji.nl/eCache/DEF/1/05/642.html – www.aanvalopschooluitval.nl/english.php

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Preventing early leaving from high school

Group No: **231**Round **2**Type of visit:
General education**18/3/2013-22/3/2013**
Poitiers, FranceWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

- **drop-outs**
- **parents involvement**
- **special needs**

Organiser(s):**CHAPU Jean Claude**

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gouv.frWebsite: <http://www.esen.education.fr>**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Fighting early leaving from high school is a priority of French education authorities.

ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff. It is also a national reference centre for digital resources and its role includes fostering use of ICT in education.

During this visit, ESEN wishes to exchange experience and opinions on the reasons behind early leaving from high school and ways of fighting it. The aim is to find efficient remedies at European level to pave the way for success for all pupils.

WHAT?

Participants will learn about:

- the early leaving from high school situation in France as well as in participants' countries;
- preventive and remedial actions in France and in participants' countries;
- management of these actions at different levels of decision;
- possibly having several perspectives (pupils, school authorities, economic officials).

HOW?

Participants will:

- meet high school head teachers, trainers and researchers with expertise on early high school leaving;
- work in groups to analyse, reflect, compare and share ideas;
- exchange experience with ESEN'S students (administration and pedagogical managerial staff in continuing training) wishing to engage in European partnerships;
- visit schools faced with this problem and organisations proposing ways to solve it;
- reflect on new prospects shared by participants.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opérateur du Ministère, l'Ecole Supérieure de l'Éducation Nationale, située sur le pôle de formation du site du Futuroscope, souhaite engager une réflexion et encourager des échanges entre cadres français en formation et cadres européens sur une priorité nationale: la lutte contre le «décrochage scolaire».

Le participant à la visite d'étude découvrira la situation du décrochage scolaire en France, mais aussi chaque pays européens représenté, ainsi que les actions de prévention et de remédiation.

L'emploi du temps sera partagé entre des interventions d'experts et d'enseignants, des groupes d'analyse et de réflexion en groupe et des déplacements dans des établissements scolaires concernés.

WWW.www.esen.education.fr – www.eduscol.education.fr – www.education.gouv.fr – www.cndp.fr

MESURES VISANT À PRÉVENIR L'ABANDON SCOLAIRE

Je n'aime pas l'école, je n'aime pas étudier... Que faire ?

Numéro de groupe: **232**

Phase 2

Type de visite:
Mixte

15/4/2013-19/4/2013
Maia et Ovar, Portugal

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **6**

Mots clés:

- **abandons**
- **insertion sociale**
- **qualification des enseignants et formateurs**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

La lutte contre le décrochage scolaire est une priorité majeure du système éducatif portugais. Dans les municipalités de Maia et Ovar des écoles ont mis en place des formations professionnelles valorisant les composantes pratiques plus attractives pour les jeunes découragés par l'enseignement traditionnel. En leur permettant de terminer leurs études et obtenir une certification professionnelle, ces formations élaborées à la suite d'une étude des besoins de la communauté économique locale attirent beaucoup plus d'étudiants et leur permettent d'obtenir une formation adaptée à la vie active et au marché de travail. Cette initiative permet d'autre part de soutenir l'industrie et le commerce local en formant la main d'œuvre qualifiée nécessaire.

Les deux écoles organisatrices représentent deux bons exemples de création et de réussite de ces programmes de formation, dans les domaines du tourisme et de la gestion sportive. Elles souhaitent partager leur expérience avec d'autres pays européens.

QUOI?

Le participant découvrira:

- le contenu et les modalités de mise en œuvre de ces cours;
- les certifications obtenues et les résultats de cette initiative;
- l'infrastructure nécessaire préparée par les écoles;
- comment faire le lien entre l'école et le tissu économique local, les partenariats à l'origine de cette initiative et notamment le rôle de la municipalité et des entreprises;
- les stratégies utilisées pour lutter contre l'échec et l'abandon.

COMMENT?

Le participant:

- observera les pratiques de formation en classe;
- visitera divers établissements de formation professionnelle;
- visitera les institutions d'appui à la formation des jeunes;
- aura l'occasion de s'entretenir avec des étudiants, des enseignants, des employeurs et des représentants des autorités locales;
- découvrira la réalité économique et culturelle des villes de Maia et Ovar.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- professeurs principaux, formateurs d'enseignants.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

O combate ao abandono e insucesso escolares têm sido uma das grandes prioridades dos diferentes governos. Cada vez mais se procura que o ensino seja mais abrangente e, para isso, é fundamental que a Escola responda às necessidades e interesses dos alunos, das famílias e da sociedade em geral.

Os Cursos de Educação e Formação, bem como os cursos profissionais, no ensino secundário, são a forma privilegiada de fazer a ligação entre o ensino escolar e as necessidades do mundo do trabalho. Ainda não existem estudos muito estruturados mas os primeiros números comprovam o sucesso deste tipo de cursos e a forma como têm sido aceites pelos alunos e famílias.

WWW.

www.anq.gov.pt – www.min-edu.pt – www.poph.qren.pt
www.iefp.pt/perfil/Paginas/formador.aspx

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Retaining young people in education and training

Group No: **233****Round 2**Type of visit:
Mixed**15/4/2013-19/4/2013**
Gothenburg, SwedenWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **drop-outs**
- **education and training attainment**
- **personalised learning**

Organiser(s):**LOSENBORG Ann - Marie**The Education Authority in the city of
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goteborg.seWebsite: www.goteborg.se/utbildning**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

In most European countries dropping out of education and training is a major issue. Young people lacking proper qualifications and exams have difficulties finding stable jobs and risk of unemployment is much higher among this group. Education and training institutions need to develop methods of helping young people to remain in education and to carry out their educational and vocational plans. Upper secondary schools and training centres in Gothenburg work with methods preventing pupils/students from dropping out. It is our mandate to offer education to everyone, irrespective of the circumstances of each individual. It is our challenge as professionals to find a suitable solution for each pupil/student and to organise learning environments and content to fulfil their needs.

A new approach to deal with these tasks was introduced in the academic year 2011/12 in upper secondary schools in Gothenburg. The aim is to increase education and training attainment.

WHAT?

Participants will learn about:

- common basic values;
- drop-out definitions;
- successful experiences and methods used to prevent dropping-out.

HOW?

Participants will:

- visit schools working with preventive actions;
- meet teachers and students and discuss the topic;
- participate in seminars;
- get acquainted with various methods to help students to fulfil their study plans;
- share experiences and examples of good practice from the study visit and different countries.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Studiebesöket kommer fokusera på metoder för att förhindra att elever avslutar sin utbildning i förtid med ofullständiga betyg. Deltagarna får en introduktion i det svenska utbildningssystemet och får delta i seminarier där olika förebyggande metoder presenteras.

Studiebesöket innehåller också skolbesök där deltagarna får träffa lärare och elever för diskutera och utbyta erfarenheter. Vi kommer att visa exempel på arbetsätt och arbetsformer i syfte att förhindra avhopp samt exemplifiera kontinuerliga fortbildningsinsatser.

Deltagarna ges möjlighet att delge varandra goda exempel från sina egna erfarenheter samt diskutera och analysera detta i relevanta sammanhang under studiebesöket.

WWW.

www.skolverket.se/sb/d/190 – www.skolinspektionen.se/ – www.spsm.se/Startpage/
www.retainproject.net/ – www.goteborg.com/en/

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Student retention in VET and high schools – How to prevent student drop-outs

Group No: **234****Round 2**Type of visit:
Mixed**6/5/2013-10/5/2013**
Viborg, DenmarkWorking language:
EnglishNumber of places: **20**
Minimum required: **10**

Keywords:

- **apprenticeship**
- **innovative approaches**
- **social and civic competences**

Organiser(s):**HJULMAND Ulla**

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

The Danish government aims to ensure that by 2015, 95% of the young get a secondary education, either in VET or high school. But Denmark, as many other countries, has to overcome obstacles to meet this goal.

Mercantec is one of Denmark's largest educational institutions that provides two kinds of high school diploma, vocational educational training, lifelong learning programmes and others. It has set up a student retention system – a comprehensive pedagogical strategy and model that also focuses on so-called 'strong' students ensuring that their talent is not wasted. Since creation of the pedagogical model, our drop-out rates have decreased in all departments (in some from more than 40% to less than 13%).

WHAT?

Participants will learn about:

- management/leadership philosophy and drop-out prevention strategy;
- pedagogical approach in everyday school life to reduce drop-out;
- roles of psychologists, student coaches, mentors and others involved in drop-out prevention;
- work of apprenticeship officers and cooperation with local companies to provide apprenticeships for our students;
- our fundraising efforts helping to obtain public and private funds for our drop-out prevention programme;
- models to develop talents of gifted students, for example, centres of excellence;
- streaming system for some courses to be taken at several levels and for provision of several types of support.

HOW?

Participants will:

- visit a company which provides apprenticeships for our students;
- meet managers, teachers, staff, students who have been at risk but no longer are;
- talk to our 'grandparents', retired persons who provide informal support to students;
- observe classes.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mercantec har i de sidste år nedbragt frafaldet både på erhvervsuddannelserne og de gymnasiale uddannelser. Vi har bevidst fokuseret på BÅDE de svage og de stærke elever. Vi ønsker at udbrede vores erfaringer, samt få indblik i andres politikker på området. Vores arbejde er beskrevet her: <http://www.mercantec.dk/Vis.aspx?id=2291>

WWW.**www.mercantec.dk**

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Human health and social work activities

My new me

Group No: **235****Round 2**Type of visit:
Mixed**4/3/2013-8/3/2013**
Ljubljana, SloveniaWorking language:
EnglishNumber of places: **12**
Minimum required: **5**

Keywords:

- **disadvantaged groups**
- **personalised learning**
- **special needs**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Acquired brain injuries (ABI) are an international scourge and a silent epidemic of modern society. Despite injury or disease, a person can have meaningful life if given the proper training, which should be individual, adjusted to the needs of each person. There are different techniques of learning to find new meaning of life after ABI and it is important to engage different stakeholders in the lifelong process of learning to find new meaning of life. Centre Zarja is the oldest and largest private organisation for long-term rehabilitation of persons with ABI. In March 2013, Zarja will organise a conference titled 'My new me'. The conference will address the issue of finding new goals and a meaning of life after ABI, and will present an integrative approach to suicide and its prevention.

WHAT?

Participants will learn about:

- acquired brain injury (ABI) consequences;
- impact of ABI persons on the society and financial implications;
- finding different techniques and learning methods to find the meaning of life after ABI;
- life-long support for persons with ABI;
- ethical dilemmas that professionals are facing supporting persons with ABI;
- importance of cooperation between different professionals in the field;
- current regulations in the field of mental health;
- initiatives to improve depression and suicide rates for persons with ABI.

HOW?

Participants will:

- visit organisations which support persons with ABI;
- see different initiatives and projects to tackle mental health issues in Slovenia;
- meet relevant stakeholders working in the Ministry of Health, the Institute of Public Health of the Republic of Slovenia and other associations in the field;
- attend the fourth international conference 'My new me'.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Pridobljene možganske poškodbe so mednarodni problem in tiha epidemija sodobne družbe. Ljudje s poškodbo možganov se težko spoprijemajo s poškodbo, kar pogosto vodi k depresiji, samomorilnim mislim in poskusom samomora, zato je osmišljanje življenja po možganski poškodbi bistvenega pomena. Za to obstajajo številne tehnike, pomembno pa je, da se v vseživljenjski proces osmišljanja življenja vključi čim več deležnikov. Center Zarja je organizacija, namenjena dolgotrajni rehabilitaciji oseb po poškodbi možganov in njihovim družinam. Skozi različne programe in storitve Center Zarja spodbuja in podpira posameznike za delo na sebi, za iskanje novih ciljev in smisla življenja po možganski poškodbi.

Organiser(s):**MELITA Oven**

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

School inclusion for migrant children: a networking approach

Group No: **236****Round 2**Type of visit:
General education**18/3/2013-22/3/2013**
Milan, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **drop-outs**
- **intercultural education**
- **migrants and minorities**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Presence of many migrant students (aged 6 to 16) has been a challenge for Milan schools to plan new forms of cooperation between education structures (schools, local municipalities) and other institutions. The aim is to promote social inclusion thus reducing a risk of early school-leaving by migrant students. We have been working on a project that shows how combined efforts between different institutions can provide concrete answers to difficulties schools might face when dealing with new migrant students. We would like to compare our experience with other European schools.

WHAT?

Participants will learn about:

- experience carried over the past three years based on reference centres where teachers and experts from municipalities work together;
- organisation and coordination of literacy programmes and courses, intercultural projects and activities, specialist teacher training.

HOW?

Participants will:

- visit primary and secondary schools working on the project;
- observe teachers' work in the classroom;
- meet decision-makers and managers in charge of Milan education services.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'esperienza che proponiamo ha visto la costituzione di un gruppo di lavoro che, in collaborazione con la municipalità e altre agenzie, ha dato vita a un progetto di governance dell'integrazione dei bambini migranti riconosciuto come benchmark a livello nazionale.

Il confronto con esperienze straniere è un elemento di valore aggiunto poiché il risultato complessivo di un'attività è molto se mi considero, poco se mi confronto. La visita prevede relazioni di esperti per illustrare lo sfondo pedagogico di riferimento, incontri con i decisori territoriali e i responsabili dei diversi servizi, visite a centri di riferimento (Poli Start) e a scuole, incontri con insegnanti e formatori.

Organiser(s):**GARLASCHELLI Rita**

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www.istruzione.lombardia.it/milano/ – www.ismu.org/start/poli_start.php

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Mieux accueillir les élèves ne maîtrisant pas la langue de scolarisation

Numéro de groupe: **237**

Phase 2

Type de visite:
Enseignement général

18/3/2013-22/3/2013
Poitiers, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **7**

Mots clés:

- **apprentissage personnalisé**
- **compétences linguistiques**
- **migrants et minorités**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

Les mouvements de population de plus en plus importants font que les établissements scolaires doivent accueillir des élèves ne maîtrisant pas la langue de scolarisation. Des dispositifs spéciaux sont alors mis en place.

ESEN, l'École supérieure de l'éducation nationale, est un service à compétence nationale dont la mission principale est d'assurer la formation initiale et continue des cadres de l'éducation nationale, de l'enseignement supérieur et de la recherche (inspecteurs, chefs d'établissement, cadres administratifs et financiers, etc.). Avec cette visite, l'ESEN souhaite présenter globalement ses activités, formations, outils numériques et audiovisuels. Elle souhaite notamment échanger avec les participants sur les bonnes pratiques développées dans leurs pays respectifs en matière de scolarisation des élèves étrangers, et faire part de sa propre pratique de formation, sur ce sujet, des chefs d'établissement et autres cadres concernés.

QUOI?

Le participant découvrira:

- la manière dont on accueille, en France, les élèves ne maîtrisant pas la langue de scolarisation;
- les méthodes, outils et dispositifs mis en place;
- certaines initiatives locales;
- les résultats obtenus;
- ce qui se fait dans ce domaine dans les différents pays participant à la visite;
- la diversité des problèmes posés selon les publics concernés.

COMMENT?

Le participant:

- assistera et participera à la présentation des dispositifs mis en place en France et dans les différents pays représentés dans le groupe;
- échangera avec des cadres français en formation - élèves de l'ESEN - désireux de poursuivre une coopération européenne;
- participera à des groupes d'analyse comparative, de réflexion et de partage d'idées;
- se rendra dans des établissements scolaires et aura l'occasion d'y observer les pratiques mises en œuvre.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- conseillers pédagogiques ou d'orientation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales.

Organisateur(s):

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WWW.

www.esen.education.fr – www.eduscol.education.fr – www.education.gouv.fr – www.cndp.fr

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Accueil d'un public scolaire défavorisé

Numéro de groupe: **238**

Phase 2

Type de visite:
Enseignement général

19/3/2013-22/3/2013
Toulon, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **besoins particuliers**
- **compétences sociales et civiques**
- **environnement scolaire**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

La région Provence - Alpes - Côte d'Azur présente un taux de chômage élevé. La population scolaire qui fréquente le collège Pierre Puget vient d'un quartier défavorisé où la population majoritairement issue de l'immigration et des familles à très faible revenu vivent regroupées dans des tours d'immeubles. Les élèves ont des difficultés accumulées de maîtrise de la langue et connaissent peu les règles de la vie collective; les cas d'incivilités et de violences sont nombreux.

Il est important d'avoir une approche adaptée à nos élèves et de se donner les moyens de corriger les inégalités sociales par l'éducation et la formation.

Le collège agit depuis quelques années pour améliorer le niveau des élèves et pour faire baisser le taux d'incivilités. Les enseignants sont engagés dans plusieurs projets qui proposent des traitements innovants des difficultés des élèves. En parallèle, le collège développe des sections d'excellence et des classes à thème.

QUOI?

Le participant découvrira:

- comment est traité le problème de la dyslexie dès la classe de 6ème;
- les classes à thème (développement durable, patrimoine) destinées à développer un esprit citoyen;
- les sessions de formation à la médiation en classe de 5ème pour apaiser le climat scolaire, le but étant d'aider les élèves à être capables d'aider à résoudre des conflits en se posant comme médiateur;
- les sections d'excellence sport-études et les sections européennes.

COMMENT?

Le participant:

- rencontrera les équipes pédagogiques et d'encadrement du collège et les porteurs de projets;
- observera le travail des enseignants sur trois projets précis: médiation, traitement de la dyslexie et classes à thèmes;
- visitera une école primaire du secteur de recrutement du collège;
- visitera un lycée professionnel vers lequel certains de nos élèves sont orientés;
- rencontrera les partenaires locaux et des responsables des associations du quartier qui travaillent en lien étroit avec le collège.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- chercheurs.

Organisateur(s):

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WWW.

www.apedys.org/dyslexie/article.php?sid=337 – <http://cmfm.fr/> – www.onisep.fr
<http://eduscol.education.fr>

www.ac-toulouse.fr/automne_modules_files/pDocs/public/r9993_61_a3-prevention_et_la_gestion_des_perturbations_scolaires_en_cycle3.pdf

www.viescolaire.org/info/?tag=violence-scolaire – www.ffgym.com

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

S'adapter et différencier: l'individualisation des parcours scolaires

Numéro de groupe: **239**

Phase 2

Type de visite:
Enseignement général

8/4/2013-12/4/2013
Tulle, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **6**

Mots clés:

- **approches innovantes**
- **besoins particuliers**
- **jeunes**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

La visite a pour objectif de présenter l'éventail des formules de scolarisation des élèves handicapés en France.

Parmi les associations qui participent à l'éducation et à la formation des enfants, des jeunes et des adultes, l'ADPEP de la Corrèze est une association incontournable par:

- le nombre d'élèves accueillis;
- la diversité des institutions qu'elle gère;
- les dispositifs innovants dans lesquels elle est impliquée;
- sa complémentarité avec l'Éducation nationale;
- son engagement pour l'égalité des chances de chaque jeune.

QUOI?

Le participant découvrira:

- les différents dispositifs permettant de scolariser des enfants handicapés, de 3 ans à l'âge adulte;
- les nombreuses formules intermédiaires développées;
- la diversité des dispositifs (temps partiel ou temps plein) et les modes de coopération entre les écoles ordinaires et spécialisées;
- comment un projet personnalisé de scolarisation organise la scolarité de l'élève de manière individuelle ou collective, en classes d'inclusion scolaire ou dans une unité localisée.

COMMENT?

Le participant:

- visitera un large éventail d'établissements scolarisant des élèves handicapés : ordinaires ou spécialisés, primaires et secondaires, médico-sociaux, de cure ambulatoire, de formation d'apprentis;
- rencontrera responsables de l'éducation, professionnels de la scolarisation des handicapés, professeurs, élèves, élus;
- échangera avec ses collègues quant à leurs pratiques respectives.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- chercheurs.

Organisateur(s):

ROY Joel

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WWW.

www.correze.net – www.lespep.org – <http://ad.pep19.free.fr>

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Steps towards inclusion and social cohesion

Group No: **240****Round 2**Type of visit:
General education**22/4/2013-26/4/2013**
Albacete, SpainWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **intercultural education**
- **parents involvement**
- **teachers' and trainers' competences**

Organiser(s):

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

During past academic years, we have developed an intercultural approach in our schools in the region of Castilla-La Mancha for improving of coexistence and social cohesion in our communities. This has been achieved through models and methodologies directly included in the regional curriculum by the regional board of education. Different initiatives have also been supported by the Ministry of Education and with some European funding: programmes for curricular diversification, educational support and reinforcement (PROA), accompanying measures, early school-leavers, school-buddy, educational success and cooperative learning. These successful practices and policies can be transferred to other educational contexts throughout Europe.

WHAT?

Participants will learn about:

- regional policy initiatives and legislation on intercultural education;
- family and community involvement in education and upgrading key competences;
- output of adult education providers and educational bodies in coordinating actions in the lifelong learning programme.

HOW?

Participants will:

- visit primary and secondary schools, as well as some other institutions, where an interculturalism model has been implemented;
- have discussions with and meet pupils, teachers, parents, advisors, inspectors, stakeholders and experts;
- observe good practice and explore inclusive initiatives in Castilla-La Mancha.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Educación Intercultural debe responder a la diversidad cultural de las aulas. El modelo educativo en Castilla-La Mancha ofrece a todo el alumnado el desarrollo de sus capacidades en una escuela inclusiva, buscando la reducción del abandono escolar, a través de un currículo flexible y abierto, la práctica de la convivencia y resolución de conflictos y las redes de colaboración con otras instituciones. Se conocerán líneas metodológicas y organizativas para promover el aprendizaje en competencias, actuaciones que mejoran la práctica docente y la atención a la diversidad del alumnado en contextos inclusivos. Se presentarán los resultados de proyectos europeos de éxito: PARTEA (Parents and Teachers: partners in intercultural dialogue) and ISTCD (In-Service Training on Cultural Diversity).

WWW.

www.educa.jccm.es – http://partea.eu – http://istcd.eu

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Schools of inclusion: access to mainstream education for Roma children

Group No: **241****Round 2**Type of visit:
General education**13/5/2013-17/5/2013**
Sofia, BulgariaWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **migrants and minorities**
- **social inclusion**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

The visit will showcase a successful model of educational and social integration of Roma pupils from segregated Roma neighbourhoods into mainstream society. The model desegregates education of Roma children from Fakulteta neighbourhood in Sofia and provides them with equal access to mainstream primary schools in the municipality of Krasna Polyana. This model is a good process which contributes to close the gap in educational outcome between Roma and non-Roma. For almost a decade the process was led by a local grass root Roma NGO, but currently it is an initiative undertaken by the central municipality of Sofia. The process is financed by the implementer and the Roma education fund.

WHAT?

Participants will learn about:

- successful approaches to school desegregation at local level;
- the difficulties that Roma children face while moving out of low-quality segregated schools into mainstream schools.

HOW?

Participants will:

- meet representatives of the Roma education fund organisation and municipality of Sofia, government experts and local schools;
- talk to the local authority and civil organisations about motivation, participation and sustainability of local education policy implementation;
- meet Roma children involved in the project.

WHOM?

- Head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Община София е първата община в България, която припозна процесът на десегрегация на ромските деца и достъпа до масови училища като важен елемент от образователната си политика. „Училища на включването“ е проект, който има за цел да предостави достъп до качествено образование за ромски ученици от кв. Факултета в София. По време на визитата, участниците ще имат възможност да посетят приемните училища, включени в проекта; да разговарят с ученици, родители и помощник-учители от ромски произход, директори и учители, с екипа на проекта както и с представители на обществени институции.

Organiser(s):

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WWW.**www.romaeducationfund.org**

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Join us at sunrise: mainstreaming education for students with special needs

Group No: 242

Round 2

Type of visit:
Mixed13/5/2013-15/5/2013
Ankara, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- disadvantaged groups
- social inclusion
- special needs

Organiser(s):**CEBECI Sulbiye**

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Fax +90 312 368 42 44
Email: sulbiyecemeci@gmail.com
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UCAK Feyza

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Website: www.mamakram.com

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Mamak guidance and research centre is an educational organisation that coordinates guidance and counselling activities in schools, and also identifies and places individuals in need of special education.

There is an urgent need for new approaches to and methods for mainstreaming students with special education needs. How to place students with special needs in educational settings is a common topic in Turkey and EU countries. We would like to learn from participants how other EU countries handle this issue. Through this visit, we want to improve the professional competence of our teachers and school leaders to work with students with special learning needs.

WHAT?

Participants will learn about:

- new approaches and methods used in placement and guidance of students with special needs;
- assessment of students with special needs and their placement in schools;
- difficulties faced in mainstream education.

HOW?

Participants will visit:

- special education schools and mainstream schools;
- organisations, centres and unions working with special education needs;
- universities that prepare teachers to work with students on special needs.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

WWW.

www.mamakram.gov.tr – <http://orgm.meb.gov.tr> – www.ozida.gov.tr – www.shcek.gov.tr
www.iskur.gov.tr – www.education.ankara.edu.tr – www.gazi.edu.tr – www.tsk.org.tr

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Challenges for education and teacher training of the Roma

Group No: **243****Round 2**Type of visit:
General education**13/5/2013-17/5/2013**
Pécs, HungaryWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **disadvantaged groups**
- **intercultural education**
- **social inclusion**

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

The social status, level of education, health status and unemployment ratio of the Roma population is a challenge for most Member States of the European Union. In Hungary, Pécs is the only city where education is provided in Romani from kindergarten to university level. It is a multicultural venue - nine ethnic minority governments operate in local municipalities. The department of theory of education at the University of Pécs closely examines the challenges of multicultural environments. Our courses focus not only on relevant knowledge but skills, attitudes and structural behaviour as well.

WHAT?

Participants will learn about:

- cooperative paradigm: from theory to personal practice;
- assertive communication: from theory to personal awareness;
- inclusive education of minorities;
- transdisciplinary approaches to Romany studies.

HOW?

Participants will:

- visit primary and secondary schools dedicated to meet students' special needs and improve social inclusion;
- meet educational policy-makers and representatives of ethnic minority governments;
- exchange ideas in interactive workshops facilitated by university lecturers;
- discuss their relevant experience with members of the hosting university department and teachers of the schools to be visited.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A PTE BTK Neveléstudományi Intézetének munkatársai különösen érzékenyek a multikulturális oktatással kapcsolatos kihívásokra. A szakértői tanulmányút célja az elmúlt években megszerzett releváns tapasztalataink megosztása, különös tekintettel a cigányság és az oktatás kapcsolatára. Nem csak a tudásra, de a képességek, attitűdök és strukturális viselkedés-minták közös formálására is igyekszünk koncentrálni. A politikai döntéshozókkal történő beszélgetések, résztvevői workshopok, iskolalátogatások és a nemzetközi tapasztalatcsere megvalósításával e szakértői tanulmányút keretei közt is biztosítani kívánjuk a gondolkodj globálisan cselekedj lokálisan elv gyakorlati megvalósítását.

Organiser(s):

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WWW.

http://nevtud.btk.pte.hu/files/tiny_mce/ERAS_EDU_PROG1.pdf – <http://english.pte.hu/www.btk.pte.hu/menu/56> – <http://gandhi.dravanet.hu/#>

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Implementation of special education: opportunities and challenges

Group No: 244

Round 2

Type of visit:
Mixed20/5/2013-24/5/2013
Balıkesir, TurkeyWorking language:
EnglishNumber of places: 12
Minimum required: 5

Keywords:

- disadvantaged groups
- lifelong guidance
- teachers' and trainers' competences

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Edremit National Education Directorate is a local public authority and an umbrella organisation that deals with all education and youth matters, including special education, in the province. We follow a holistic approach and offer special education for students either in private or public schools. We would like to share best practices in special education as well as identify and discuss challenges such as vocational training for all with special needs and teacher training. We would like to develop strategies and methods to overcome such challenges through international cooperation.

WHAT?

Participants will learn about:

- attitudes toward special education in Turkey;
- implementation of special education in schools;
- teachers' competences for special education;
- links between special education and vocational education;
- environment, methods, tools in special education.

HOW?

Participants will:

- visit special education and rehabilitation centres, guidance and research centres, general schools with special education classrooms and integrated collaborative classes, vocational school and adult training centre for all with special needs;
- meet teachers, guidance counsellors and managers working in special education;
- observe classrooms and school activities.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Milli Eğitim Bakanlığı 2010 yılında özel eğitim konusunun stratejik önceliklerinden biri olduğunu açıkladı. Ülke çapında 2014 yılına kadar özel eğitim kurumlarının sayısını artırmak, özel eğitimi daha fazla erişilebilir hale getirmek, özel eğitimin kalitesini ve çeşitliliğini artırmak, öğretmenlerin bu konuda yeterliliklerini geliştirmek bu stratejik amacın alt hedefleridir. Edremit İlçe Milli Eğitim Müdürlüğü olarak bu çalışma ziyaretini düzenlemekte ki amacımız bölgemizde özel eğitim alanında gerçekleştirilen iyi uygulamaları ve proje örneklerini paylaşmak ve özel eğitim alanında karşılaşılan sorunlara uluslararası katılımcılarında atkılarıyla çözüm önerileri geliştirmektir.

Organiser(s):

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WWW.

<http://edremit10.meb.gov.tr/> – <http://orgm.meb.gov.tr/> – www.edremitram.meb.k12.tr
www.balikesir-edremit.gov.tr/ – www.edremit.bel.tr/default.php

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Awareness of being together through preventing discrimination

Group No: 245

Round 2

Type of visit:
Mixed3/6/2013-5/6/2013
Bursa, TurkeyWorking language:
EnglishNumber of places: 12
Minimum required: 5

Keywords:

- disadvantaged groups
- migrants and minorities
- social inclusion

CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Yenişehir is a district with rapidly developing industry and a continuously increasing number of migrants. More learners come from families with economic and social problems and they often feel isolated. Seeing this, students do not want to go to school. However, all students should have an equal chance to succeed and success should not depend on circumstances outside their control.

Our institution, responsible for all schools and the education sector in Yenişehir, aims at social inclusion. We have been trying to address it through various initiatives, for example, we try to have more integrated than segregated schools and we provide mentoring in cooperation with teacher trainers from universities.

WHAT?

Participants will learn about:

- new approaches to mentoring for disadvantaged groups;
- providing equal opportunities in desegregated schools;
- research on educational and cultural diversity.

HOW?

Participants will:

- visit schools and take part in class activities with mentors' support for students from disadvantaged groups such as Roma people and migrants;
- attend an exhibition prepared by learners from various geographic locations and disadvantaged families at an education centre;
- meet parents of disadvantaged pupils (learn about their habits and culture).

WHOM?

- Head teachers, teacher trainers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ötekileştirmeyi engelleyerek, biz bilincini oluşturma" başlığıyla oluşturduğumuz çalışma ziyaretinde dezavantajlı grupların sosyal ortamlara adaptasyonunu sağlamak için yaptığımız etkinlikleri ve başarılarımızı katılımcılarla paylaşacağız. İş bulma yoluyla göç eden ailelerin çocuklarının yaşadığı sıkıntıları ele alıp, çözüm yollarını sunacağız. Ayrıca oluşturduğumuz özel gruplarla (müzik, resim, tiyatro) öğrencileri meslek liselerine, yetenek okullarına yönlendirerek, okuma isteği kazandırılacaktır. Amacımız, başarının ve iletişimin tek kaynağının, ön yargıları bırakıp, güzellikleri ortaya çıkarmak ve böylece yaptığımız çalışmalarla, kutuplaşma veya toplumdaki dışlanmanın olmayacağını kanıtlamaktır.

Organiser(s):**SEKER Osman**

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Website: http://yenisehir.meb.gov.tr/

WWW.**www.runningstars.net**

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Including underrepresented groups in VET

Group No: **246**Round **2**Type of visit:
VET**10/6/2013-14/6/2013**
Cologne, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **migrants and minorities**
- **social inclusion**
- **special needs**

Organiser(s):**SENA Katarzyna**

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

In Germany, 16.2 % of all young people aged 18 to 29 have no vocational qualification: consequently, German VET policy aims to provide opportunities for all young people wishing to obtain a qualification.

For certain groups of young people, it is extremely difficult to participate, such as young people not entitled to training, with learning difficulties or unskilled young people, socially disadvantaged and young immigrants. Specific support is required to enable these people to access training or work. Supporting disadvantaged young people is understood as an important permanent task and is an integral part of VET.

It is important to use efficiently and combine intelligently existing, diverse funding measures before and during training and in transition to the world of work.

Several national and regional measures and good practice examples for inclusion will be shown and discussed.

WHAT?

Participants will learn about:

- flexible and diverse learning pathways for disadvantaged groups;
- overcoming barriers and supporting access to VET;
- initiatives in VET promoting access to participation and social inclusion;
- vocational guidance.

HOW?

Participants will:

- discuss access, transfer and progression in VET with national experts and policy-makers;
- visit vocational education and training organisations implementing a range of inclusion initiatives;
- meet trainers, teachers and learners involved in inclusion programmes;
- explore inclusive initiatives in German and European contexts.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

WWW.

www.bibb.de – www.bmbf.de – www.dji.de – www.gpc.de

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Integration of ethnic minorities into Gateshead schools

Group No: **247****Round 2**Type of visit:
General education**17/6/2013-21/6/2013**
Gateshead, England,
United KingdomWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **intercultural education**
- **migrants and minorities**

Organiser(s):**SONI Veena**

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

The North East of England has seen an increase in children from different ethnic backgrounds joining schools with over 60 languages spoken in our classes. Many of these children have limited English and struggle to access the curriculum.

The EMTAS (ethnic minority and traveller achievement service) provides support in developing policies, strategies and resources for both schools and children, starting from an initial assessment to in-class support, liaising with parents and providing training for school staff and trainee institutions. To foster early community spirit, it is important that all new arrivals from different backgrounds feel valued and supported in integrating easily into the local community.

WHAT?

Participants will learn about:

- how the education system meets the needs of diverse groups;
- providing in-class support to Roma and traveller pupils and learners for whom English is an additional language;
- supporting trainee teachers to deliver an inclusive curriculum;
- best practice in promoting community cohesion and dealing with controversial issues, such as racial discrimination.

HOW?

Participants will:

- visit schools and education institutions from early years to university;
- talk to pupils, teachers and specialist education staff;
- visit a range of local teacher training providers;
- look at school-based and community projects for promoting inclusion and community cohesion.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

WWW.

www.gateshead.gov.uk/Education%20and%20Learning/Schools/emtas/home.aspx

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Community cohesion in schools

Group No: **248**

Round 2

Type of visit:
General education

17/6/2013-21/6/2013
Leicester, England,
United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **cultural awareness and expression**
- **migrants and minorities**
- **social inclusion**

Organiser(s):

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CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

WHY?

Over 50% of Leicester pupils are of minority ethnic origins. For over 30 years, Leicester has been developing policies and practice with regard to diversity. The city has achieved national education awards for race equality and community cohesion.

The School Development Support Agency (SDSA) is a not-for-profit organisation owned by Leicester city council as an arms-length organisation. The SDSA operates in the following policy areas: schools, local authorities, pupil/student participation, interfaith projects and community cohesion. We wish to continue the tradition of hosting study visits to Leicester and develop European links in partnership with the Institute for Community Cohesion and local head-teachers and other key players in the region.

WHAT?

Participants will learn about:

- Leicester's educational responses to diversity and promotion of community cohesion;
- national policy initiatives and legislation and role of city council education organisations;
- local community cohesion and diversity projects on race equality, citizenship and intercultural education;
- work with schools on language support, multicultural curriculum and how to tackle racism.

HOW?

Participants will:

- visit schools;
- visit community-based organisations;
- talk to pupils and teachers;
- discuss issues with specialist education department staff who support schools;
- discuss experiences and practice across Europe.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of employers' organisations,
- researchers.

WWW.

<http://schools.leicester.gov.uk/mce> – www.sdsa.net – www.theiceproject.com

CADRES NATIONAUX ET SECTORIELS DES CERTIFICATIONS LIÉS AU CEC

Modularisation de l'enseignement qualifiant: la certification par unité d'apprentissage

Numéro de groupe: **249**

Phase 2

Type de visite:
Mixte

13/5/2013-17/5/2013
Bruxelles, Belgique

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **programme pour l'éducation et la formation tout au long de la vie**
- **système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET)**
- **transparence des qualifications**

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

Dans le contexte de la mise en place du système européen de crédits d'apprentissage pour l'enseignement et la formation professionnels (ECVET) et du cadre francophone des certifications, la Belgique francophone a décidé de réformer son enseignement de qualification (éducation et formation professionnelle formelle pour élèves de 14 à 18 ans) en introduisant dans certains secteurs une modularisation à travers la certification par unité d'apprentissage. Il s'agit d'une organisation de l'enseignement fondée sur la culture de la valorisation des acquis plutôt que sur la culture de la sanction des échecs; un enseignement concret et motivant dont les jeunes peuvent mieux percevoir les objectifs et dans lequel ils sont plus à même de s'investir. Cette réforme se place dans le contexte plus large de la revalorisation de l'enseignement qualifiant.

Le ministère de la Fédération Wallonie-Bruxelles en charge notamment des politiques d'enseignement secondaire, organise cette visite car il s'agit d'une réforme en phase avec les priorités européennes (processus de Copenhague).

QUOI?

Le participant découvrira:

- comment s'organise la réforme de l'enseignement qualifiant dans le contexte de la mise en œuvre du cadre francophone des certifications (modularisation);
- comment s'organise, dans ce contexte, la formation en cours de carrière des enseignants;
- la mise en œuvre, dans ce contexte, de la validation des compétences;
- la mise en commun, entre plusieurs écoles ou institutions de formation actives dans un même secteur industriel, des moyens technologiques de manière à partager les coûts.

COMMENT?

Le participant:

- visitera des écoles participant à la modularisation de l'enseignement qualifiant;
- visitera un centre de technologie avancée visant à accroître le niveau de la formation (professionnelle initiale) par la mise à disposition de matériels de pointe;
- rencontrera un responsable du Service francophone des métiers et des qualifications en charge notamment des profils de formation réalisés en partenariat avec le monde de l'entreprise;
- rencontrera un responsable du consortium de validation des compétences.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants d'organisations d'employeurs.

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WWW.

www.enseignement.be
www.enseignement.be/index.php?page=0&navi=215&rank_navi=215

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

Improving students' cultural awareness and mobility

Group No: **250****Round 2**Type of visit:
General education**3/6/2013-7/6/2013**
Lodz, PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **intercultural education**
- **learners' mobility**

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

The host institution is the Technical University of Lodz (TUL), the fourth technical university in Poland, and the first technical university in Poland to incorporate the ECTS label in to our curriculum. We would be proud to present, some of our units including IFE (international faculty of engineering), established in 1992, which offers:

- a mobility semester,
 - European project semester,
 - problem-based learning – small team projects specific to particular study programmes.
- We would also like to show how new policies were implemented in a language centre a secondary high school and the Open University.

WHAT?

Participants will learn about:

- organising a mobility week to improve students' cultural awareness and mobility;
- developing intercultural communication and teamwork skills of international students;
- promoting multilingualism;
- implementing a learning outcome-approach;
- implementing ECTS labels.

HOW?

Participants will:

- meet heads of TUL units;
- see official documents such as study programmes, etc.;
- observe teachers' work in the classroom;
- visit supporting institutions such as the radio broadcasting centre or foreign affairs department to learn how they support students' cultural awareness and mobility.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Jesteśmy pierwszą techniczną uczelnią w Polsce, która wdrożyła system punktów ECTS. Chcielibyśmy podzielić się naszym doświadczeniem w obszarze promowania wielokulturowości i wielojęzyczności. Uczestnicy wizyty studyjnej spotkają się z przedstawicielami władz uczelni odpowiedzialnymi za innowacje w obszarach kształcenia, a szczególnie kształcenia językowego.

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www.p.lodz.pl/en/index.htm – www.ife.p.lodz.pl/index.php/lang-en – www.esn-eye.pl/
<http://liceum.p.lodz.pl/> – <http://sjo.p.lodz.pl/>

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

Economic downturn as catalyst for promoting education reforms

Group No: **251****Round 2**Type of visit:
General education**20/5/2013-24/5/2013**
Rīga, LatviaWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **autonomy (school or institution)**
- **financing**
- **leadership and management**

Organiser(s):

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

In recent years the Latvian education system has undergone a range of changes affecting all levels of education. Reforms themselves are usually not budget cuts and require additional funds. However, during the crisis of 2008-10 the national government faced a series of budget cuts in the education sector resulting in system reform. Although general education has suffered a lack of funds, the economic downturn has helped policy-makers to promote long-needed education reforms (due to the demographic situation) without reducing the quality of education provision. The visit will provide information and possibilities to contact people in three areas of transformation: implementation of student financing, school network optimisation without reducing education availability, and revision of general education curriculum.

WHAT?

Participants will learn about:

- general education system management aspects during budget cuts;
- per-student financing formula and its implementation for financing general education institutions;
- optimisation of general education network.

HOW?

Participants will:

- visit the Ministry of Education and Science and institutions under the ministry;
- visit different types of general education institutions in rural and urban areas;
- meet key policy-makers in charge of reforms;
- discuss reform issues with social partners.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Latvijas izglītības sistēmā, skarot visus izglītības līmeņus pēdējos gados ir veiktas vairākas izmaiņas. Reformas parasti prasa papildu finanses, bet krīzes apstākļos valdība sastapās ar nepieciešamību vienlaikus ievērojami samazināt budžetu un uzsākt izglītības sistēmas reformu. Lai gan vispārējā izglītībā ir finanšu līdzekļu trūkums, tomēr ekonomiskā lejupslīde ir palīdzējusi politikas veidotājiem uzsākt reformas, kas sekmēs izglītības efektivitāti ilgtermiņā, vienlaikus saglabājot izglītības kvalitāti. Mācību brauciena laikā dalībniekiem būs iespēja satikties ar reformu veidotājiem un īstenotājiem, kā arī saņemt informāciju par reformas trim pīlāriem:

1. finansēšanas modeļa "Nauda seko skolēnam" ieviešana,
2. vispārējās izglītības iestāžu tīkla optimizācija un
3. izglītības satura pilnveide.

WWW.www.izm.gov.lv

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

Bolstering attractiveness of VET in Malta

Group No: **252****Round 2**Type of visit:
VET**20/5/2013-24/5/2013**
Valletta, MaltaWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **key competences**
- **teachers' and trainers' competences**

Organiser(s):**ATTARD Reinhard**

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Making VET systems more open, flexible and attractive has been identified as a major part of the European economic, employment and social agenda, especially with today's economic crisis. Opening a range of new pathways between VET and higher education is therefore essential to prepare and train individuals and equip them with the necessary skills and competences for them to be properly integrated into the labour market. A significant and successful achievement in recent years in Malta was to include VET at higher education level as an alternative to university education. This came into being with a desire to improve the status and quality of vocational education by including VET at higher education level or in other words to develop a parity of esteem between VET and university education.

WHAT?

Participants will learn about:

- initiatives on a range of new pathways linking VET and higher education;
- methods and practices to increase the number of students in VET;
- methods and training for teachers and trainers actively involved in VET;
- new training approaches from VET institutions on preparing individuals for the labour market;
- methods and tools on how leading VET institutions in Malta collaborate with industry.

HOW?

Participants will:

- visit the leading VET institutions in Malta: the College of Arts, Science and Technology (MCAST) and the Institute for Tourism Studies (ITS);
- visit the main training organisation in Malta: the Employment and Training Corporation (ETC);
- observe teaching methods in a VET classroom;
- meet Directors of VET institutions, training organisations and key policy-makers;
- discuss and analyse strengths and weaknesses of local approaches and training methods;
- visit a workplace dependent on VET skills.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L-ghan illi s-sistemi tal-edukazzjoni u taħriġ vokazzjonali isiru aktar aċċessibbli, flessibbli u attraenti huwa fost il-prioritajiet ewlenin tal-aġenda Ewropea rigward l-ekonomija, ix-xogħol u s-soċjeta', b'mod partikolari minhabba l-kriżi ekonomika kurrenti. Għaldaqstant jeħtieġ illi toroq godda jinfethu bejn l-edukazzjoni vokazzjonali u dik terzjarja għall-preparament u taħriġ ta' individwi b'abilitajiet u kompetenzi neċessarji għad-dinja tax-xogħol. Il-progress sinjifikattiv li sar dan l-aħħar f'Malta jikonċerna l-inkluzjoni tal-edukazzjoni u taħriġ vokazzjonali fi hdan fuq l-istess livell tal-edukazzjoni terzjarja bħala alternattiv għall-edukazzjonni offruta mill-univerista' (dik terzjarja). Dan kien sar bit twemmin li tizzied il-kwalita' tal-edukazzjoni vokazzjona.

WWW.

www.mcast.edu.mt – www.its.edu.mt – www.education.gov.mt – www.etc.gov.mt
www.mqc.gov.mt – www.llp.eupa.org.mt

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Adult education in Spain: a look at Galicia

Group No: **253****Round 2**Type of visit:
Mixed**8/4/2013-12/4/2013**
Santiago de Compostela,
SpainWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **social inclusion**

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Adult education is a basic issue for the economical and social development of our country, especially in less developed regions such as Galicia.

Santiago de Compostela is the capital of the region (autonomous community), where the regional Ministry of Education is based and where all education policy of the region is developed.

The host institution is the service of adult education of the regional Ministry of Education. This service is responsible for coordinating all initiatives on adult education developed in Galicia region.

WHAT?

Participants will learn about:

- general organisation of adult education in Galicia;
- connections between adult education and VET;
- specific initiatives on adult education in Galicia: schools of different levels.

HOW?

Participants will:

- receive general information from experts on adult education in Galicia;
- visit adult education schools in different social contexts;
- exchange information and opinions with teachers working in adult education.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Esta visita ofrecerá una panorámica general de la educación de adultos en la Comunidad Autónoma de Galicia. En el presente contexto socioeconómico, muchos adultos retornan al sistema educativo para mejorar su formación y facilitar así el acceso al mundo laboral. Igualmente, los jóvenes buscan en esta modalidad de enseñanza una segunda oportunidad para obtener el título básico del sistema o enseñanza postobligatorias. En Galicia existe una oferta variada y flexible de educación de personas adultas, que abarca desde las enseñanzas básicas iniciales hasta el bachillerato o los ciclos superiores de formación profesional. A través de exposiciones de expertos, visitas a centros e intercambio con los profesionales, esta visita constituirá un acercamiento significativo a la educación de adultos.

Organiser(s):**LOSADA ALDREY Jose Alejo**

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www.educacion.gob.es/ – www.faea.es/

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

An answer to a challenge: innovation in adult education

Group No: 254

Round 2

Type of visit:
Mixed

13/5/2013-17/5/2013
Toledo, Spain

Working language:
English

Number of places: 12
Minimum required: 8

Keywords:

- adult learning
- social inclusion
- validation of non-formal and informal learning

CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Lifelong learning is a priority for the government of Castilla-La Mancha. The education department has set up different kinds of provision to encourage adults to continue to participate in learning, including outreach support for surrounding areas where distance learning is available to students who cannot attend class.

The Provincial Office of Education in Toledo is an institution responsible for analysing reality, providing and managing all kinds of resources to meet every necessity identified in adult education. It emphasises a wide range of provision that meets flexibly both individual learners' needs and changing needs of the economy and labour market.

WHAT?

Participants will learn about:

- adult education provision policies in Castilla-La Mancha;
- how adult education has focused on flexible learning to improve quantity and quality of programmes offered;
- initiatives and teaching practice models implemented in adult education;
- participation of other public and private institutions in adult education;
- participation of adult education centres in the lifelong learning programme.

HOW?

Participants will:

- observe the legal framework for adult education in Castilla-La Mancha;
- interact with officials, teachers and adult learners;
- visit adult education centres which offer flexible and varied programmes in lifelong learning;
- observe different teaching practice models.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

En el informe de situación de 2008 del Consejo y de la Comisión Europea sobre la ejecución del programa de trabajo "Educación y Formación 2010", se aprecia una evolución muy positiva en el porcentaje de participación en el aprendizaje permanente en España.

En Castilla La Mancha se consideró necesario crear un marco avanzado que permitiera a cada persona adaptarse a las rápidas transformaciones de la sociedad y participar como agente activo en la misma. La oferta es, por tanto, flexible y acorde con la realidad socio-demográfica de la región y las demandas del mercado laboral. Además, tiene una función compensadora y propone acciones para promover la integración social de grupos con necesidades específicas (bolsas residuales de analfabetismo o inmigración).

Organiser(s):

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www.educa.jccm.es/
www.educacion.gob.es/educacion/que-estudiar-y-donde/aprendizaje-largo-vida.html
<http://edu.jccm.es/cea/gutierrezdecardenas/> – <http://edu.jccm.es/cea/poligono/>
<https://centrovirtual.educacion.es/mentor/inicio.html>

ORIENTATION TOUT AU LONG DE LA VIE POUR L'APPRENTISSAGE ET LE TRAVAIL

Les professionnels développent la qualité en orientation

Numéro de groupe: **255**

Phase 2

Type de visite:
Mixte

9/4/2013-12/4/2013
Lyon, France

Langue de travail:
Français

Nombre de places: **18**
Minimum requis: **8**

Mots clés:

- **assurance qualité**
- **orientation tout au long de la vie**
- **validation des acquis non formels et informels**

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

Le PRAO (Pôle Rhône-Alpes de l'Orientation) est un organisme qui anime et professionnalise les 21 réseaux de l'orientation tout au long de la vie identifiés de la région Rhône-Alpes (600 structures, 4000 professionnels). Pour cela, il développe des actions et des outils en partenariat avec les réseaux.

Trois activités innovantes pourraient être mises en valeur dans le cadre de cette visite d'étude:

- la démarche qualité en orientation créée au niveau européen,
- les outils de professionnalisation VAE à distance,
- la création d'un référentiel de la fonction d'accueillant information généraliste.

QUOI?

Le participant découvrira:

- l'organisation singulière des réseaux de l'orientation en Rhône-Alpes;
- la démarche d'amélioration de la qualité en orientation construite au niveau européen et son utilisation;
- l'amélioration des services «Accueil Information Généraliste»;
- l'organisation de la Validation des Acquis de l'Expérience en Rhône-Alpes et les outils créés.

COMMENT?

Le participant:

- connaîtra le PRAO, le système d'orientation et les spécificités Rhônalpines;
- connaîtra et échangera avec les membres du groupe et intervenants;
- connaîtra la démarche qualité européenne AQOR et des exemples d'utilisation;
- testera et expérimentera cette démarche;
- connaîtra la VAE et ses outils dont les modules e-learning;
- visitera et échangera avec des structures d'orientation mettant en œuvre les actions ou dispositifs présentés;
- échangera avec les autres membres du groupe et les intervenants sur ses pratiques au regard des sujets abordés.

POUR QUI?

- Directeurs de centres d'orientation,
- directeurs de centres de validation,
- conseillers pédagogiques ou d'orientation,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats.

Organisateur(s):

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www.enseignement.be
www.prao.org/partenariats-et-cooperations/qualite-de-l-orientation/
www.prao.org/vae/vae-et-entreprise/ – www.univ-ubs.fr
www.fc.univ-ubs.fr/43217835/0/fiche_pagelibre/&RH=FC_FR&RF=1305643190717
www.crijrhonealpes.fr – www.federation-cibc-rhonealpes.fr
www.ac-lyon.fr/rubrique-orientation-de-l-academie-de-lyon,129371,fr.html
www.intermife.fr

ORIENTATION TOUT AU LONG DE LA VIE POUR L'APPRENTISSAGE ET LE TRAVAIL

Pôle Emploi: articuler des missions complémentaires «orientation et emploi»

Numéro de groupe: 256

Phase 2

Type de visite:
Mixte10/6/2013-13/6/2013
Paris, FranceLangue de travail:
FrançaisNombre de places: 12
Minimum requis: 6

Mots clés:

- besoins de compétences
- mobilité des travailleurs
- orientation tout au long de la vie

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

La mise en place récente du service public de l'orientation français (SPO) en lien avec les directives européennes sur l'orientation tout au long de la vie, donne au Pôle Emploi deux nouvelles missions: l'orientation professionnelle et la formation. Il s'engage dans la réalisation de différents projets: mise en place de services à distance (téléphone, internet), renouvellement de l'offre de service orientation et formation, développement de la méthodologie et des outils adaptés, renforcement des compétences des intervenants.

L'implantation de la nouvelle direction de l'Orientation et de la Formation, permet de proposer aux participants de visiter des structures délivrant des services variés.

QUOI?

Le participant découvrira:

- l'organisation mise en place pour délivrer les prestations d'accompagnement;
- les agences de services spécialisés (A2S) répondant à des besoins ou des publics particuliers (accompagnement des licenciés économiques, définition de projets professionnels, construction de parcours de formation, etc.);
- l'articulation entre agences spécialisées et généralistes;
- comment Pôle Emploi s'est saisi de l'opportunité offerte par la mise en place du SPO pour développer de nouvelles prestations;
- les divers canaux de délivrance des services d'information et d'orientation.

COMMENT?

Le participant :

- suivra une conférence sur le nouveau paysage français de l'orientation;
- visitera une agence de service spécialisée délivrant la nouvelle offre de services orientation et une Cité des Métiers (ou autre structure) pour laquelle Pôle Emploi intervient comme partenaire;
- rencontrera des conseillers et des psychologues du travail;
- assistera à une présentation détaillée d'outils spécifiques conçus et déployés par la Direction de l'Orientation et de la Formation.

POUR QUI?

- Directeurs de centres d'orientation,
- directeurs de centres de validation,
- conseillers pédagogiques ou d'orientation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation.

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www.pole-emploi.fr/accueil – www.pole-emploi.org – www.pole-emploi-evenements.fr
www.webtv.pole-emploi.fr – www.pole-emploi.fr/informations/-/@/spectacle/
www.pole-emploi-international.fr – www.centre-inffo.fr

MOBILITÄT ZU LERNZWECKEN IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

Effektive Motivation von Arbeitgebern zur Teilnahme an Mobilitätsprojekten

Gruppennummer: **257**Antragsrunde **2**Art des Besuches:
Berufsbildung**22/4/2013-26/4/2013**
Szentendre, UngarnArbeitsprache:
DeutschAnzahl der Teilnehmerplätze: **15**
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Ältere Arbeitnehmer**
- **Nationale Qualifikationsrahmen**

THEMENBEREICHE:

Entwicklung von Strategien für lebenslanges Lernen und Mobilität

WARUM?

Ein gemeinsames Ziel von Ungarn und der EU ist die Steigerung der Mobilität in der Berufsbildung. Einer der wichtigsten Akteure in der qualitativen Mobilität sind Wirtschaftsunternehmen, deshalb ist ihre Kooperationsbereitschaft in der Verwirklichung von Mobilitätsprojekten von großer Bedeutung. Die Stiftung Wexedu hat langjährige Erfahrungen mit der Organisation von internationalen Projekten gesammelt. Die Einrichtung hat es sich zum Ziel gesetzt, durch die Präsentation von guten Beispielen und erfolgreichen Projekten und durch Erfahrungsaustausch die Qualität von Mobilitätsprogrammen zu verbessern und die Zusammenarbeit zwischen der Welt der Bildung und der Welt der Arbeit effektiver zu gestalten.

WAS?

Die Teilnehmer werden Folgendes lernen:

- erstklassige internationale Mobilitätsprojekte kennen lernen;
- die effektive Zusammenarbeit zwischen berufsbildenden Schulen, Stiftungen und Unternehmen untersuchen;
- ein Programm zusammenstellen, mit dessen Hilfe sie die Wirtschaftsunternehmen zur Teilnahme an Mobilitätsprogrammen motivieren können;
- einen Katalog für Techniken und Methoden zur Argumentation und zur Kommunikation für die Kontaktaufnahme erstellen.

WIE?

Die Teilnehmer werden:

- Schulen und Einrichtungen besuchen, die erfolgreiche Leonardo-Mobilitätsprojekte durchgeführt haben;
- Arbeitgeber mit langjährigen Erfahrungen auf dem Gebiet internationaler Zusammenarbeit treffen;
- an Workshops zum Thema „direkter und indirekter Nutzen von Mobilitätsprojekten für das Unternehmen“ teilnehmen.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Schulleiter, Lehreraus- und -fortbildner,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Bildungs- oder Berufsberater,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von Arbeitnehmerorganisationen und Interessenvereinigungen.

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WWW.

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LEARNING MOBILITY IN EDUCATION AND TRAINING

Increasing attractiveness of VET through Leonardo da Vinci mobility

Group No: **258****Round 2**Type of visit:
VET**20/5/2013-24/5/2013**
Brasov, RomaniaWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **Europass**
- **learners' mobility**
- **lifelong learning programme**

Organiser(s):**ANTAL Annamaria**

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CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

WHY?

Raising attractiveness of VET is vital as rates of unemployment are increasing in Brasov county. Local policies of Brașov and Săcele aim to increase employability.

In the past decade, the host institutions Colegiul Tehnic Remus Răduleț and Grup Școlar Victor Jinga, both VET organisations with expertise in carrying out Leonardo da Vinci mobility projects since 1998, have made considerable efforts to attract students from Brasov county and provide local companies with a highly-skilled and competitive workforce. Other VET institutions can also share their experiences and good practices as VET mobility already represents a successful tool in developing learners' skills more efficiently and according to labour market needs.

WHAT?

Participants will learn about:

- ways to improve and develop VET through Leonardo da Vinci mobility projects;
- experiences of VET organisations in Brasov county;
- successful methods and good practices for developing competences through mobility;
- cooperation networks with local, regional, national and international organisations and companies.

HOW?

Participants will:

- visit VET organisations with experience in Leonardo da Vinci mobility;
- exchange ideas and good practices on VET mobility;
- meet local companies directors, head teachers, guidance counsellors, participants to mobility.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Scopul vizitei de studiu îl constituie realizarea unui schimb de idei și experiențe privind rolul mobilităților Leonardo da Vinci în optimizarea inserției sociale, pentru toate categoriile de participanți la mobilități. Organizațiile gazdă vor împărtăși participanților rezultatele experienței de peste un deceniu în implementarea mobilităților și exemple de bună practică privind creșterii atractivității VET. Activitățile vor cuprinde, dezbateri, mese rotunde, ateliere de lucru, vizite la instituții cu experiență în derularea mobilităților. Activitățile vor fi axate pe identificarea influenței perioadei de mobilitate asupra dezvoltării personale și profesionale a participanților.

WWW.www.europass-ro.ro/

STUDY VISITS PROGRAMME FOR EDUCATION
AND VOCATIONAL TRAINING SPECIALISTS AND DECISION-MAKERS 2012/13

Categories of themes

1. ENCOURAGING COOPERATION BETWEEN THE WORLDS OF EDUCATION, TRAINING AND WORK

1.1. Description

Europe 2020 strategy puts strong emphasis on education and training to promote ‘smart, sustainable and inclusive growth’ (Council of the European Union, 2010e). In the strategic framework for European cooperation in education and training after 2010, the Council of the European Union stresses that it is important to develop partnerships between education and training providers and businesses, research institutions, cultural actors and creative industries to promote innovation and increase **employability** and **entrepreneurial potential** of all learners (Council of the European Union, 2009a). Broader learning communities, involving representatives of civil society and other stakeholders, should be promoted to create a climate conducive to creativity and better reconciling professional and social needs, as well as individual wellbeing (Council of the European Union, 2009b).

The economic crisis facing Europe requires immediate and efficient measures that will aid long-term economic and social development, reinforce competitiveness, support employability and strengthen social cohesion. The European Commission in its communication, *A shared commitment for employment* (2009a), outlined three key priorities that should help Member States design and implement appropriate and effective employment policies: maintaining employment, creating jobs and promoting mobility; upgrading skills and matching labour market needs; and increasing access to employment.

Initial education and training provides the skills base to build on. The knowledge, skills and competences people acquire during initial education and training can help them move successfully into employment and later adjust to emerging requirements, working methods and jobs. The Council conclusions on **new skills for new jobs** (Council of the European Union, 2010d) reflect on how people can be better educated and trained to take up jobs that do not yet exist. The 2011 Cedefop’s skills forecast update for sectors and occupations suggests that demand for skills, as measured by formal qualifications, will increase, yet many young Europeans leave school without an upper secondary level qualification. Of job openings expected to arise by 2020, 32 million will require high qualifications, 36.5 million will require medium-level qualifications and 6.7 million will require low qualifications (Cedefop, 2011b). The skills in many current jobs will change and require people to update them continuously, in other cases people will need to adapt to new jobs.

It is important to make **education and training more relevant to the world of work**. To achieve this, it is necessary to encourage dialogue between education and training institutions at all levels - from schools to vocational, adult and higher educational institutions – and partners in the labour market, more specifically enterprises and employers (Council of the European Union, 2009d). As highlighted in the Bruges communiqué on enhanced European cooperation in vocational education and training (VET), **partnerships between education and training providers, social partners**, enterprises, employment services and other stakeholders can create conditions for young people to acquire the knowledge, skills and competences to **integrate quickly into the labour market** and adjust to emerging working requirements (Bruges communiqué, 2010). This kind of cooperation can take different forms (Council of the European Union, 2009a), such as:

- creating education and training programmes based on learning outcomes that reflect the needs of the labour market;
- curriculum development aimed at developing key competences and complementing theoretical content with practical components from the world of business;
- work placements and internships of teachers and learners that make them familiar with a real work environment;
- participation of professionals and entrepreneurs in the teaching-learning process;

The European social partners have developed their own framework of actions for lifelong learning competence development and qualifications, but are also partners in the Commission’s and countries’ efforts to **make VET in Europe better and more attractive**. Social partners should be supported to play their part in organising, providing and financing training, but should also promote **workplace learning** improving

employability prospects of workers and broadening access to lifelong learning (European Commission, 2010a). For lifelong learning to become a reality for all, irrespective of age and qualification levels, ordinary workplaces must become primary places of learning (Cedefop, 2011a).

Study visits will present approaches and examples of good practice on:

- (a) education and training's contribution to improving knowledge, skills and competences for the labour market;
- (b) analysing emerging skills needs and gaps in EU Member States labour markets and developing policies to address these;
- (c) designing and implementing activities such as transition from education and training to work, occupational guidance and workplace learning to increase employability;
- (d) incentives and initiatives developed at national and regional levels for education and training institutions to cooperate with external partners, including parents, municipalities, enterprises, social partners, NGOs, etc.;
- (e) national, regional and local examples of participative governance.

1.2. List of topics for study visits

- Transition from education and training to the world of work
- Workplace learning
- Integration of disadvantaged groups into the labour market
- Increasing attractiveness of VET
- Social partners' contribution to lifelong learning
- Cooperation between education and training institutions, enterprises and local communities.
- New skills for new jobs
- Fostering entrepreneurship and employability

1.3. Keywords

- Adult learning,
- apprenticeship,
- entrepreneurship,
- financing,
- key competences,
- leadership and management,
- lifelong guidance,
- older workers,
- school environment,
- skill needs,
- social inclusion,
- social partners,
- sustainable development,
- validation of non formal and informal learning,
- work placement.

2. SUPPORTING INITIAL AND CONTINUOUS TRAINING OF TEACHERS, TRAINERS AND EDUCATION AND TRAINING INSTITUTIONS' MANAGERS

2.1. Description

The strategic framework for European cooperation in education and training (Council of the European Union, 2009b) after 2010 reiterates the need for high quality teaching through adequate **initial teacher education** and **continuous professional development** and through making teaching an attractive career choice. Flexible training provision and investment must be provided to initial and continuing training for teachers and trainers due to the changing labour markets and working environments (Bruges communiqué, 2010). More attention should be given to induction and probation programmes to deal with shortages of teaching skills and large numbers of young teachers leaving the profession. Coherent **induction programmes** should offer professional, social and personal support for beginning teachers (European Commission, 2010 I, p.16-18).

Perception of the role of the teacher (trainer) has changed in recent years with more expectation from teachers as well as from schools in general. Key players in supporting the learning experience of learners,

teachers and trainers need to take greater responsibility for updating and developing their own knowledge and skills (Council of the European Union, 2009c) and adapt their skills and working practices to a changing context. There is convergence in the roles of teachers and trainers: a trainer in a work-based setting will need more pedagogical competences and must play a supportive and mentoring role; while a teacher in a school will need, like a trainer, a good understanding of work practices (European Commission, 2010a).

Teachers need to work with more heterogeneous groups of students and improve integration of disadvantaged students into mainstream education and training. Teachers and trainers need to master, develop and apply new teaching and training approaches and reflective thinking. This also implies more individualised approaches to teaching and learning, good communication skills, methods of teamwork, democratic schooling management and supportive mechanisms for pupil assessment and school evaluation. Teachers should be more involved and active in school improvement processes.

New demands have made policy-makers and leaders of educational and training institutions look much more forward than before and changed **the role of school leaders** across Europe. School leaders nowadays are at the forefront and central actors of school improvement efforts. There is a need for effective leadership skills and competences (including financial management, ICT skills, staff motivation, quality assurance, communication, etc.) to embrace change and new roles. During the informal meeting of Ministers for Education in Gothenburg in September 2009, it was stressed that with students and teachers, school leaders should benefit from ‘opportunities to share good practice and professional development across national boundaries’ (Swedish Presidency of the European Union, 2009).

Improving quality and efficiency of education and training remains a strategic objective for European cooperation in education and training. Council conclusions on a strategic framework for cooperation (Council of European Union, 2009b) stressed the importance of improving governance and leadership of education and training institutions and **developing effective quality assurance systems**.

Building quality includes capacity building of teachers, school leaders, trainers and training managers, policies to build bridges with parents, modernising curricula and broadening extra-curricular activities, improving infrastructure and establishing a respectful environment. Quality assurance mechanisms are important at all levels of education including assessing students’ competences, institutional self-assessments, external and internal evaluations, transparency and validating results. Involving, for example, social partners and actors from the labour market (‘learning communities’) in evaluation and validation of results is becoming more and more frequent.

In vocational education and training, the Bruges communiqué emphasises the need to give high priority to quality assurance in European cooperation in vocational education and training for the period 2011-20 (Bruges communiqué, 2010). Quality assurance is necessary to build up common trust which will ease mobility and recognition of skills and competences between VET systems. Member States should establish by 2015 **quality assurance frameworks for VET providers**, which also applies to associated workplace learning in accordance with the EQAVET recommendation (European Parliament; Council of the European Union, 2009b).

Study visits will present developments and measures making teaching and training more attractive, improving leadership and raising quality by highlighting:

- (a) programmes designed to recruit and retain highly qualified staff in all educational and training professions;
- (b) the quality and competences of leaders of education and training providers;
- (c) ongoing professional development of teachers and trainers;
- (d) initiatives easing mobility of teachers and trainers;
- (e) measures to increase quality of education and training provision.

2.2. List of topics for study visits

- Quality assurance mechanisms in schools and training institutions
- Teachers’ and trainers’ initial training, recruitment and evaluation
- Teachers’ and trainers’ continuing professional development and career opportunities
- Leadership and management in schools and training providers

2.3. Keywords

- Autonomy (school or institution),
- evaluation (school or institution),
- leadership and management,
- quality assurance,

- status of teachers and trainers,
- teachers' and trainers' competences,
- teachers' and trainers' mobility,
- teachers' and trainers' qualifications.

3. PROMOTING ACQUISITION OF KEY COMPETENCES THROUGHOUT THE EDUCATION AND TRAINING SYSTEM

3.1. Description

The recommendation of the European Parliament and the Council on key competences for lifelong learning (European Parliament; Council of the European Union, 2006a) defined a framework combining knowledge, skills and attitudes which all individuals need for personal fulfilment, active citizenship, social inclusion and employment. It is a reference tool to support policy-makers, education and training providers, employers and learners.

Key competences are a priority for all age groups. Young people should acquire key competences by the end of initial education and training to a level that equips them for adult life and provides a basis for further learning and working life. Adults need to develop and update their key competences throughout their lives to adapt flexibly to a rapidly changing world.

Key competences are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

The strategic framework for European cooperation in education and training (ET 2020) (Council of the European Union, 2009b) reinforced the need for everyone to acquire key competences, placing it as one of the strategic objectives **to improve creativity and innovation, including entrepreneurship** at all levels of education and training. Education for entrepreneurship, meaning a sense of initiative, ability to turn ideas into practice, creativity and self-confidence, should be encouraged and accessible to all VET students, across all curricula and fields of study, enabling practical experiences in enterprises, and involving experts from businesses (Council of European Union, 2010f). It should build awareness of self-employment as a career option and train them to start their own businesses. Entrepreneurship must become a normal part of the competence framework of teachers and trainers (European Commission, 2010a).

Recent research shows there is a trend across the EU towards **competence-based teaching and learning and a learning outcomes approach** (Council of the European Union, 2010a) that forms part of an innovative approach to teaching and learning. European countries have made good progress in developing school curricula with more emphasis on cross-curricular approaches and 'real-life' applications that support development of students' key competences necessary for personal fulfilment, active citizenship and employability. Although improving literacy and basic skills still requires effort, **transversal competences** (digital competence, social skills, cooperation skills and learning skills) are gaining more and more attention. They are essential to people for adapting to various working environments and being active citizens. There is also growing demand from employers for these competences (Council of the European Union, 2010b).

The European year of voluntary activities promoting active citizenship 2011 supported efforts of the EU, Member States, local and regional authorities to create the conditions in civil society conducive to volunteering in the EU.

For the first time in 2010 the Council tackled the issue of **education for sustainable development (ESD)** integrating economic, social and environmental perspectives. It calls in its conclusions the Member States to mainstream sustainable development in all areas of education and training and to support ESD in their national lifelong learning strategies (Council of the European Union, 2010g).

Those attending study visits on these themes will get acquainted with measures taken by participating countries to develop key competences for young people and adults and promote creative and innovative approaches to education and training, such as:

- (a) national, regional, local policies to increase the level of key competences and support creativity and innovation;
- (b) national curricular reforms or regional and local developments in school curricula;
- (c) specific initiatives and projects which promote development of key competences, creativity and innovation;
- (d) new approaches to organising learning and teaching;
- (d) innovative methods, learning environments, learning materials or assessment techniques.

3.2. List of topics for study visits

- Increasing literacy and numeracy levels
- Language teaching and learning
- Use of ICT in learning
- Education for entrepreneurship
- Education for active citizenship and sustainable development
- Developing creativity in learning and teaching
- Learning mathematics and science

3.3. Keywords

- Adult learning,
- communication in foreign languages,
- communication in the mother tongue,
- competences in science and technology,
- content and language integrated learning (CLIL),
- cultural awareness and expression,
- curriculum,
- digital competence,
- extra-curricular activities,
- health education,
- innovative approaches,
- intercultural education,
- learning to learn,
- mathematical competence,
- parents involvement,
- personalised learning,
- skill needs,
- social and civic competences,
- social inclusion,
- student assessment,
- sustainable development,
- volunteering,
- young people.

4. PROMOTING SOCIAL INCLUSION AND GENDER EQUALITY IN EDUCATION AND TRAINING, INCLUDING INTEGRATION OF MIGRANTS

4.1. Description

The strategic framework for European cooperation in education and training (ET 2020) (Council of the European Union, 2009b) sets promoting equity, social cohesion and active citizenship as a strategic priority for Member States until 2020. Education and training systems should aim to ensure that all learners – including those from disadvantaged backgrounds, those with special needs and migrants – complete their education, through, where appropriate, second-chance education and more personalised learning. By doing this, education and training systems contribute to reducing social inequalities and enable citizens to realise their full potential (Council of the European Union, 2011b).

Reducing the share of **early school leavers** to 10% from the current level of 14.4% in both general education and VET is one of the headline targets of Europe 2020 strategy. The Commission approved in 2011 an action plan that will help Member States to achieve this headline target by the end of the decade. (Council of the European Union, 2011a). VET in particular can contribute to reducing the percentage of early school leavers through a combination of both preventive and remedial measures for example, through labour market relevant VET, increased work-based learning and apprenticeships, flexible learning pathways, effective guidance and counselling, and by learning content and methods that acknowledge young people's lifestyles and interests, while maintaining high-level quality standards for VET (Bruges communiqué, 2010).

Access to pre-primary education is essential for a good start in life as it promotes children's sociability and lays the basis for further learning. It is especially important for children from families with low incomes, ethnic minorities and migrants.

Member States have introduced **alternative (more flexible) forms of education and training**, second-chance programmes, mechanisms for informing parents about absences and reduced costs by providing free course materials and transportation. Close cooperation between general education and vocational sectors and 'second-chance' schools for adults is important. For children with special needs, access is increasingly considered as being given the possibility to attend general or special education based on what provides the best learning possibilities for the individual child. At higher education level, free education is key as tuition fees may reduce access.

Member States should **develop diverse pathways through VET** to further learning and employment. They should also improve public training programmes for the unemployed and disadvantaged learners. The quality and relevance of such programmes can be improved by encouraging stakeholder partnerships at regional and local levels and by promoting private sector involvement.

All students should have an equal chance to succeed; success should not be dependent on circumstances outside the control of the pupil or student, such as the financial position of the family, parental education, parental occupational status, geographic location, ethnic and racial identity, gender and disability. At compulsory school level, the possibility for pupils who drop out of school to get a 'second chance' to learn has also received considerable attention. The role of initial vocational training in equipping these pupils with skills, knowledge and qualifications is important for their integration into society. More initiatives are still needed in most Member States to reduce the number of early school leavers and fight inequity due to socioeconomic disadvantages. **Individualised support** for pupils at risk can include provision of personalised learning, counselling, mentorship and tutorship systems, welfare support and extracurricular activities in support of learning (Council of the European Union, 2010c).

Study visits will present developments and measures on the following:

- (a) developing and implementing measures to improve access to education and training for disadvantaged groups;
- (b) designing and carrying out activities to achieve equity.

4.2. List of topics for study visits

- Early learning opportunities
- Personalised learning approaches
- Measures to prevent early school leaving
- Equal opportunities for disadvantaged groups

4.3. Keywords

- Adult learning,
- drop-outs,
- education and training attainment,
- gender equity,
- lifelong guidance,
- migrants and minorities,
- older workers,
- pre-primary learning,
- social inclusion,
- special needs,
- volunteering.

5. DEVELOPING STRATEGIES FOR LIFELONG LEARNING AND MOBILITY

5.1. Description

Making **lifelong learning and mobility** a reality is one of the strategic objectives for European cooperation in education and training after 2010 (Council of the European Union, 2009b). Most countries have made progress in defining unified and overarching lifelong learning strategies. Cooperation should address learning in all contexts – whether formal, non-formal or informal – and at all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning. The Bruges communiqué on enhanced European cooperation in vocational education and training calls for more actions to ensure maximum access to lifelong learning so that people have opportunities to learn at any stage in life and by making routes into education and training more open and flexible (Bruges communiqué, 2010).

Exchanging information on different policy options can help advance reforms of national education and training systems and, with other common learning activities, progress towards the common objectives and benchmarks for lifelong learning. **Coherent and comprehensive lifelong learning strategies** integrating education, higher education, adult learning and VET still need to be implemented. A holistic approach connecting lifelong learning and VET with other policy areas such as macroeconomics, employment, competition, enterprise, research and innovation, and social policies is crucial.

Mobility of citizens, especially as part of education and training, helps promote a feeling of belonging to Europe, developing European awareness and emergence of European citizenship. More practically, it allows young people to improve their personal skills and employability, and teachers and trainers to broaden their experience and improve their skills. Finally, in an international economy, ability to educate oneself and work in a multilingual environment is essential for the competitiveness of the European economy. The lifelong learning programme supports exchanges and connections between people, institutions and countries.

The **youth on the move** initiative (Council of the European Union, 2010h) underlines the value of learning mobility and proposes that its benefits should be made more available to all young people. In line with it, new innovative approaches should be explored on how mobility in VET, particularly of apprentices, can be strengthened. The 2006 European quality charter for mobility (European Parliament; Council of the European Union, 2006b) provides guidance on mobility arrangements for learning or other purposes, such as professional improvement, to both young people and adults while the European Commission's green paper on promoting the learning mobility of young people (European Commission, 2009b) deals with issues from preparation until the follow up of a mobility period. It also addresses the main barriers and obstacles to mobility and asks for suggestions and examples of good practice to overcome them.

To promote mobility of European citizens as well as their qualifications and learning achievements, several common tools, principles and frameworks have been or are being developed at European level. They all aim to strengthen European cooperation and improve transparency, recognition and quality assurance in all sectors of education and training.

The **European qualifications framework (EQF, 2011)** is a common European reference framework which links countries' qualifications to make them more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and lifelong learning. The EQF also serves as a common European reference point for those international sector organisations that wish to develop their own qualifications across countries. More and more European countries are developing and implementing comprehensive **national qualifications frameworks (NQFs)** which cover all subsystems and which are closely – although not exclusively – related to EQF. An NQF is a tool supporting coherence of policy development and lifelong learning aiming at improving access, progression and recognition of learning outcomes.

Europass (2010) is a tool to make citizens' knowledge, skills and qualifications clearly and easily understood, and foster mobility in Europe. It consists of five documents: curriculum vitae, language passport, Europass mobility, certificate supplement and diploma supplement. According to the Bruges communiqué, a European Skills Passport will be developed as part of Europass by 2012, to help citizens record their skills gained during formal or non-formal learning experiences.

Transparency of qualifications and recognition of learning outcomes is further supported by tools that help learners transfer credits gained during learning periods in their own country or abroad. These are: the **European credit system for vocational education and training (ECVET)** (European Parliament; Council of the European Union, 2009a) for vocational education and training (VET) and the European credit transfer and accumulation system (ECTS) for higher education. In 2009, the European Parliament and Council adopted

a recommendation on establishing a European credit system for vocational education and training (ECVET). The **European quality assurance reference framework for vocational education and training** (European Parliament; Council of the European Union, 2009b) was adopted by the European Parliament and Council in 2009 as a reference instrument to help authorities of Member States to promote and monitor continuous improvement of their national VET systems.

High quality **guidance and counselling services** support citizens' lifelong learning, career management and achievement of personal goals. Lifelong guidance contributes to achieving wider goals of full employment, high educational attainment and economic growth. In 2008, the Council of the European Union adopted a resolution on better integrating lifelong guidance into lifelong learning strategies (Council of the European Union, 2008d) that reinforced the role of lifelong guidance in European education, training and employment policy development and implementation.

Although Member States have achieved a lot of progress in lifelong learning strategies, very strong inequalities exist in learning participation for adults (Council of the European Union 2008a). One of the big challenges until 2020 is to increase participation in learning opportunities for the low skilled adults and in particular older workers. The European Parliament endorsed 2012 as the European year for active ageing and solidarity between generations aiming to create better job opportunities and working conditions for the growing number of older people in Europe. Member States should implement efficient **adult learning** systems that provide adults with key competences and increased labour market access.

Study visits will present developments on:

- (a) reforms in education and training, policy measures for implementing integrated lifelong learning strategies;
- (b) policy measures to increase adult participation in lifelong learning;
- (c) implementation of flexible learning pathways and transition between different parts of national systems;
- (d) initiatives and projects on learning mobility in different learning contexts;
- (e) initiatives and projects which promote the widest access to mobility for individuals;
- (f) developing and implementing qualifications frameworks with reference to the EQF;
- (g) recognition of the knowledge, skills and competences people acquire outside formal education systems, for example, at work, in voluntary activities or their family lives.

5.2. List of topics for study visits

- National and sectoral qualifications frameworks linked to EQF
- Tools to promote transparency of qualifications and mobility of citizens
- Validation of non-formal and informal learning
- Reforms in national education and training systems
- Developing links between VET and higher education
- Implementation of flexible learning pathways
- Increasing adult participation in education and training
- Lifelong guidance for learning and working
- Learning mobility in education and training

5.3. Keywords

- Adult learning,
- disadvantaged groups
- Europass,
- European credit system for vocational education and training (ECVET),
- European credit transfer system (ECTS),
- European qualifications framework (EQF),
- learners' mobility,
- learning outcomes,
- lifelong guidance,
- lifelong learning programme,
- low skilled,
- migrants and minorities,
- national qualifications frameworks,
- older workers,
- skill needs,

- social partners,
- teachers' and trainers' mobility,
- transparency of qualifications,
- validation of non-formal and informal learning,
- workers' mobility.

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Catégories thématiques

1. ENCOURAGER LA COOPÉRATION ENTRE LES MONDES DE L'ÉDUCATION, DE LA FORMATION ET DU TRAVAIL

1.1. Description

La stratégie *Europe 2020* fait de l'éducation et de la formation un domaine d'action prioritaire pour œuvrer à une «croissance intelligente, durable et inclusive» (Conseil de l'Union européenne, 2010d). Le cadre stratégique actualisé pour la coopération européenne dans le domaine de l'éducation et de la formation après 2010 souligne l'importance de développer des partenariats entre les prestataires d'enseignement et de formation et les entreprises, les instituts de recherche, les acteurs culturels et les industries créatives pour promouvoir l'innovation ainsi que pour «améliorer l'**aptitude à l'emploi** et l'**esprit d'entreprise** de l'ensemble des apprenants» (Conseil de l'Union européenne, 2009c). Il convient de promouvoir des communautés d'apprentissage plus étendues, associant des représentants de la société civile et d'autres parties prenantes, afin de créer un climat propice à la créativité et de mieux concilier les besoins professionnels et sociaux, ainsi que le bien-être individuel (Conseil de l'Union européenne, 2009a).

La crise économique qui frappe l'Europe exige des mesures immédiates et efficaces pour stimuler le développement économique et social à long terme, renforcer la compétitivité et la cohésion sociale et soutenir l'employabilité. La Commission européenne, dans sa communication intitulée «Un engagement commun en faveur de l'emploi» (2009a), énonce trois priorités essentielles qui devraient aider les États membres à élaborer et à mettre en œuvre des politiques de l'emploi appropriées et efficaces: préserver les emplois existants, en créer de nouveaux et encourager la mobilité; mettre à niveau les compétences et assurer leur cohérence avec les besoins du marché du travail; faciliter l'accès à l'emploi.

L'enseignement général et professionnel fournissent les compétences de base sur lesquelles pourront s'appuyer des apprentissages ultérieurs. Les savoirs, aptitudes et compétences acquis dans le cadre de l'enseignement général et professionnel peuvent aider les individus à réussir leur entrée dans le monde du travail et à s'ajuster ensuite aux nouvelles exigences, aux nouvelles méthodes de travail et aux nouveaux emplois. Les conclusions du Conseil sur les **compétences nouvelles pour des emplois nouveaux** (Conseil de l'Union européenne, 2010c) se penchent sur la façon de mieux éduquer et former les individus en vue de pourvoir des emplois qui n'existent pas encore. Les prévisions du Cedefop (mises à jour en 2011) relatives aux compétences, par secteur et par groupe de professions, indiquent une hausse de la demande future de compétences, en termes de qualifications formelles. Or, de nombreux jeunes européens sortent du système scolaire sans qualification de niveau secondaire supérieur. L'emploi devrait connaître une croissance d'ici à 2020; parmi les emplois proposés, 32 millions exigeront un niveau de qualification élevé, 36,5 millions un niveau de qualification moyen et 6,7 millions un faible niveau de qualification (Cedefop, 2011a). Les compétences de nombreux emplois actuels évolueront et nécessiteront que les individus réactualisent leurs connaissances en permanence; dans d'autres cas, les individus devront s'adapter à de nouveaux emplois.

Il est important de **rendre l'éducation et la formation plus pertinentes pour le monde du travail**. Pour y parvenir, il est nécessaire d'encourager le dialogue entre les institutions d'éducation et de formation à tous les niveaux, depuis les écoles jusqu'aux institutions d'enseignement professionnel, supérieur et pour adultes, et les partenaires du marché du travail, en particulier les entreprises et les employeurs (Conseil de l'Union européenne, 2009d). Comme le souligne le communiqué de Bruges sur la coopération européenne renforcée en matière d'enseignement et de formation professionnels (EFP), les **partenariats entre les prestataires d'éducation et de formation, les partenaires sociaux**, les entreprises, les services de l'emploi et les autres parties concernées peuvent créer les conditions propices à l'acquisition des savoirs, aptitudes et compétences qui permettront aux jeunes d'**intégrer rapidement le marché du travail** et de s'adapter aux nouvelles exigences du monde du travail (Communiqué de Bruges, 2010). Cette coopération peut prendre différentes formes (Conseil de l'Union européenne, 2009c), par exemple:

- la création de programmes d'éducation et de formation basés sur des résultats d'apprentissage qui reflètent les besoins du marché du travail;

- l'élaboration de programmes destinés à développer les compétences essentielles et dont le contenu théorique serait complété par des éléments pratiques du monde de l'entreprise;
- des stages et expériences en entreprise pour les enseignants et les apprenants afin de les familiariser avec le véritable environnement de travail;
- la participation des professionnels et des entrepreneurs au processus d'enseignement-apprentissage.

Les partenaires sociaux européens ont développé leur propre cadre d'actions pour le développement des compétences dans une optique d'éducation et de formation tout au long de la vie et pour les qualifications, mais participent aux efforts de la Commission et des pays visant à **améliorer l'EFP en Europe et à les rendre plus attractifs**. Il convient que les partenaires sociaux soient encouragés à remplir leur rôle dans l'organisation, la prestation et le financement de la formation. Ils devraient également promouvoir l'**apprentissage sur le lieu de travail** qui renforce l'employabilité des travailleurs et qui élargit l'accès à l'éducation et à la formation tout au long de la vie (Commission européenne, 2010c). Pour faire de l'éducation et de la formation tout au long de la vie une réalité pour tous, indépendamment de l'âge ou du niveau de qualification, les lieux de travail, quels qu'ils soient, doivent devenir des foyers actifs d'apprentissage (Cedefop, 2011b).

Les visites d'étude présenteront des approches et des exemples de bonnes pratiques concernant:

- (a) la contribution de l'éducation et de la formation en vue d'améliorer les connaissances, les qualifications et les compétences pour le marché du travail;
- (b) l'analyse des déficits et des besoins de compétences émergents sur les marchés du travail des États membres de l'UE et l'élaboration de politiques visant à traiter ce problème;
- (c) la conception et la mise en œuvre d'activités (transition de l'éducation et de la formation à la vie active, orientation professionnelle et apprentissage sur le lieu de travail, etc.) en vue d'accroître l'employabilité;
- (d) les incitations et les initiatives mises en place sur le plan national et régional en faveur de la coopération entre les établissements d'enseignement et de formation et les partenaires extérieurs, dont les municipalités, les entreprises, les partenaires sociaux, les ONG, les parents, etc.;
- (e) des exemples nationaux, régionaux et locaux de gouvernance participative des établissements d'enseignement et de formation.

1.2. Liste de sujets pour les visites d'étude

- Transition de l'éducation et de la formation à la vie active
- Apprentissage sur le lieu de travail
- Intégration des groupes défavorisés sur le marché du travail
- Renforcement de l'attrait de l'enseignement et de la formation professionnels
- Contribution des partenaires sociaux à l'éducation et à la formation tout au long de la vie
- Coopération entre les établissements d'enseignement et de formation, les entreprises et les communautés locales
- Compétences nouvelles pour des emplois nouveaux
- Encourager l'esprit d'entreprise et l'employabilité

1.3. Mots clés

- Apprentissage
- besoins de compétences
- compétences clés
- développement durable
- direction et gestion
- formation des adultes
- environnement scolaire
- esprit d'entreprise
- financement
- insertion sociale
- orientation tout au long de la vie
- partenaires sociaux
- stage
- travailleurs âgés
- validation des acquis non formels et informels

2. SOUTENIR LA FORMATION INITIALE ET CONTINUE DES ENSEIGNANTS, DES FORMATEURS ET DES CHEFS D'ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

2.1. Description

Le cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation (Conseil de l'Union européenne, 2009a) après 2010 réaffirme la nécessité de dispenser un enseignement de grande qualité et, à cet égard, de proposer aux **enseignants** une **formation initiale** adéquate et un **développement professionnel continu** et de faire de la profession d'enseignant un choix de carrière intéressant. Eu égard aux mutations qui s'opèrent sur les marchés du travail et dans les environnements de travail, il importe d'améliorer la formation, tant initiale que continue, des enseignants et formateurs grâce à des possibilités de formation souple et à des investissements (Communiqué de Bruges, 2010). Il importe également d'accorder une plus grande attention aux programmes d'initiation et de stage, afin de remédier aux déficits de compétences des enseignants et aux nombreux abandons en début de carrière. Les **programmes d'initiation** cohérents doivent offrir aux enseignants débutants un soutien à la fois professionnel, social et personnel (Commission européenne, 2010f, p. 19-21).

La perception du rôle de l'enseignant (formateur) s'est modifiée ces dernières années et l'on attend désormais davantage des enseignants mais aussi des établissements en général. Acteurs clés du soutien au processus d'apprentissage des élèves/étudiants, les enseignants et les formateurs doivent assumer davantage la responsabilité d'actualiser et de développer leurs propres savoirs et compétences (Conseil de l'Union européenne, 2009b) et adapter leurs compétences comme leurs pratiques de travail à un contexte en mutation. Les rôles des enseignants et des formateurs convergent: le formateur, en milieu professionnel, doit devenir davantage pédagogue et remplir un rôle d'accompagnateur et de tuteur, tandis que l'enseignant, en milieu scolaire, doit avoir une bonne compréhension des pratiques de travail, à l'instar du formateur (Commission européenne, 2010c).

Les enseignants doivent désormais intervenir auprès de groupes plus hétérogènes et mieux intégrer les apprenants désavantagés dans l'éducation et la formation ordinaires. Les enseignants et les formateurs sont tenus de maîtriser, de développer et d'appliquer de nouvelles approches de l'enseignement et de la formation et des modes de pensée réflexifs. Cela exige en outre des démarches d'enseignement et d'apprentissage plus individualisées, de solides compétences en communication, des méthodes de travail en équipe, une gestion démocratique de la scolarité et des mécanismes qui se prêtent à l'évaluation des élèves comme des établissements. Les enseignants devraient s'investir plus activement dans les processus d'amélioration de la vie scolaire.

Les nouvelles exigences incitent les décideurs politiques et les cadres de direction des établissements d'éducation et de formation à adopter des approches beaucoup plus progressistes que par le passé et modifient **le rôle des chefs d'établissement** dans l'ensemble de l'Europe. Ceux-ci sont désormais des acteurs de premier plan et jouent un rôle crucial dans les efforts d'amélioration des établissements. Cela exige des aptitudes et des compétences de direction efficaces (y compris dans les domaines de la gestion financière, des TIC, de la motivation des personnels, de l'assurance qualité, de la communication, etc.), à la hauteur des changements et des nouveaux rôles. Lors de leur réunion informelle tenue à Göteborg en septembre 2009, les ministres de l'éducation ont souligné que les chefs d'établissement devraient, au même titre que les apprenants et les enseignants, bénéficier de «possibilités transnationales de partage des bonnes pratiques et de perfectionnement de leurs compétences professionnelles» (Présidence suédoise du Conseil de l'Union européenne, 2009).

Améliorer la qualité et l'efficacité de l'éducation et de la formation demeure un objectif stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation. Les conclusions du Conseil relatives au cadre stratégique pour cette coopération (Conseil de l'Union européenne, 2009a) soulignent l'importance d'améliorer la gouvernance et l'encadrement des établissements d'enseignement et des organismes de formation et **d'élaborer des systèmes efficaces d'assurance qualité**.

Le renforcement de la qualité implique d'accroître les capacités des enseignants, directeurs d'établissement, formateurs et responsables de formation, et des politiques à établir des liens avec les parents, moderniser les programmes et d'élargir les activités périscolaires, d'améliorer les infrastructures et instaurer un environnement basé sur le respect. Les mécanismes d'assurance qualité sont importants à tous les niveaux de l'enseignement, notamment l'évaluation des compétences des élèves, les autoévaluations des établissements, les évaluations externes et internes, la transparence et la validation des résultats. Il devient par exemple de plus en plus courant d'impliquer les partenaires sociaux et les acteurs du marché du travail («communautés d'apprentissage») dans les évaluations et la validation des résultats.

Dans le domaine de l'enseignement et la formation professionnels(EFP), le communiqué de Bruges souligne la nécessité d'accorder une priorité de premier plan à l'assurance qualité dans la coopération européenne au cours de la période 2011-2020 (Communiqué de Bruges, 2010). L'assurance qualité est nécessaire pour instaurer une confiance mutuelle qui facilitera la mobilité ainsi que la reconnaissance des aptitudes et compétences entre les différents systèmes d'EFP. D'ici à 2015, les États membres devraient mettre en place des **cadres d'assurance qualité pour les prestataires d'EFP**, ce qui s'applique aussi à l'apprentissage sur le lieu de travail, conformément à la recommandation relative à l'établissement d'un cadre européen de référence pour l'assurance de la qualité dans l'EFP (Parlement européen; Conseil de l'Union européenne, 2009b).

Les visites d'étude présenteront les développements et les mesures destinées à rendre la profession d'enseignant et la formation plus attrayantes, en mettant l'accent sur la direction et la qualité, grâce aux aspects suivants:

- (a) élaboration de programmes visant à recruter et retenir des personnels hautement qualifiés dans toutes les professions de l'enseignement et de la formation;
- (b) renforcement de la qualité et des compétences des responsables des prestataires d'enseignement et de formation;
- (c) développement professionnel continu des enseignants et formateurs;
- (d) initiatives favorisant la mobilité des enseignants et des formateurs;
- (e) élaboration et mise en œuvre de mesures visant à accroître la qualité de l'offre d'éducation et de formation.

2.2. Liste de sujets pour les visites d'étude

- Mécanismes d'assurance qualité dans les établissements d'enseignement et de formation
- Formation initiale, recrutement et évaluation des enseignants et formateurs
- Développement professionnel continu et perspectives de carrière des enseignants et formateurs
- Direction et gestion au sein des établissements d'enseignement et de formation

2.3. Mots clés

- Assurance qualité
- autonomie (école ou établissement)
- compétences des enseignants et formateurs
- direction et gestion
- évaluation (école ou établissement)
- mobilité des enseignants et formateurs
- qualification des enseignants et formateurs
- statut des enseignants et formateurs

3. ENCOURAGER L'ACQUISITION DE COMPÉTENCES CLÉS DANS TOUT LE SYSTÈME D'ÉDUCATION ET DE FORMATION

3.1. Description

La recommandation du Parlement européen et du Conseil (2006b) sur les compétences clés pour l'éducation et la formation tout au long de la vie a défini un cadre combinant les connaissances, compétences et attitudes dont tous les individus ont besoin pour leur épanouissement personnel, la citoyenneté active, l'insertion sociale et l'emploi. Il s'agit d'un outil de référence sur lequel peuvent s'appuyer les responsables politiques, les prestataires d'éducation et de formation, les employeurs et les apprenants.

Les compétences clés sont une priorité pour tous les groupes d'âge. Les jeunes doivent avoir acquis des compétences clés à la fin de leur éducation et formation initiales pour être suffisamment préparés à la vie adulte et dotés de moyens de base appropriés pour leur formation ultérieure et leur vie professionnelle. Les adultes doivent développer et actualiser leurs compétences clés tout au long de leur vie afin de s'adapter aisément à un environnement en mutation rapide.

Les compétences clés sont les suivantes: communication dans la langue maternelle, communication dans une langue étrangère, culture mathématique et compétences de base en sciences et technologies, compétence numérique, capacité d'apprendre à apprendre, compétences sociales et civiques, sens de l'initiative et esprit d'entreprise, sensibilité et expression culturelles.

Le cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020») (Conseil de l'Union européenne, 2009a) a renforcé la nécessité pour tout

individu d'acquérir des compétences clés, en énonçant parmi les objectifs stratégiques visant à **encourager la créativité et l'innovation, y compris l'esprit d'entreprise**, à tous les niveaux de l'éducation et de la formation. Il convient de favoriser l'enseignement de l'entrepreneuriat – qui désigne l'esprit d'initiative, l'aptitude à mettre ses idées en pratique, la créativité et la confiance en soi – et de le rendre accessible à tous les apprenants de l'EFPP, tous programmes d'études et toutes disciplines confondus, en permettant des stages pratiques en entreprise et en faisant appel à des professionnels du monde du travail (Conseil de l'Union européenne, 2010g). Cet enseignement devrait sensibiliser les apprenants à la possibilité de faire carrière en tant qu'indépendants et les former à la création de leur entreprise. L'entrepreneuriat doit devenir un élément normal du cadre des compétences des enseignants et des formateurs (Commission européenne, 2010c).

Les récents travaux de recherche font apparaître une tendance, dans l'ensemble de l'UE, à **une conception de l'enseignement et de l'apprentissage basée sur les compétences et sur les acquis de l'apprentissage** (Conseil de l'Union européenne, 2010h), qui relève d'une approche innovante de l'enseignement et de l'apprentissage. Les pays européens ont bien avancé dans le développement de programmes scolaires faisant une plus large place à la transdisciplinarité et aux applications «en situation réelle», propices à la construction des compétences clés nécessaires à l'épanouissement personnel, à la citoyenneté active et à l'employabilité. Bien que des efforts soient encore à faire pour améliorer les niveaux d'alphabétisation et les compétences de base, une attention croissante est accordée aux **compétences transversales** (compétence numérique, compétences sociales, capacité de coopération et capacité d'apprendre), qui sont indispensables pour permettre aux individus de s'adapter à divers environnements de travail et pour devenir des citoyens actifs. De plus, ces compétences font l'objet d'une demande croissante de la part des employeurs (Conseil de l'Union européenne, 2010b).

L'Année européenne des activités de volontariat pour la promotion de la citoyenneté active 2011 visait à soutenir les efforts accomplis par la Communauté, les États membres et les autorités régionales et locales pour créer les conditions d'une société civile propices au volontariat dans l'UE.

En 2010, le Conseil s'est pour la première fois penché sur la question de **l'éducation au développement durable**, qui comporte trois dimensions fondamentales: économique, sociale et environnementale. Dans ses conclusions, il invite les États membres à intégrer le développement durable dans tous les domaines de l'éducation et de la formation et à soutenir l'éducation au développement durable dans leur stratégie nationale en faveur de l'éducation et de la formation tout au long de la vie (Conseil de l'Union européenne, 2010e).

Les participants aux visites d'étude sur ce thème se familiariseront avec les mesures prises par les pays participants en vue de développer les compétences clés des jeunes et des adultes et de promouvoir les approches créatives et innovantes dans l'éducation et la formation, mesures parmi lesquelles figurent entre autres:

- (a) des politiques locales, régionales et nationales visant à relever le niveau des compétences clés et à promouvoir la créativité et l'innovation;
- (b) des réformes nationales des programmes ou des évolutions régionales et locales des programmes scolaires;
- (c) des initiatives et projets spécifiques destinés à promouvoir le développement des compétences clés, la créativité et l'innovation;
- (d) de nouvelles approches de l'organisation de l'apprentissage et de l'enseignement;
- (e) des méthodes, des environnements d'apprentissage, du matériel pédagogique ou des techniques d'évaluation innovants.

3.2. Liste de sujets pour les visites d'étude

- Consolidation des niveaux d'alphabétisation et de compétences en calcul
- Enseignement et apprentissage des langues
- Utilisation des TIC dans l'apprentissage
- Enseignement de l'entrepreneuriat
- Éducation pour une citoyenneté active et un développement durable
- Développement de la créativité dans l'apprentissage et l'enseignement
- Apprentissage des mathématiques et des sciences

3.3. Mots clés

- Activités périscolaires
- apprendre à apprendre
- apprentissage personnalisé

- approches innovantes
- besoins de compétences
- communication dans la langue maternelle
- communication dans une langue étrangère
- compétences en sciences et technologies
- compétences sociales et civiques
- culture mathématique
- compétence numérique
- développement durable
- éducation à la santé
- éducation interculturelle
- enseignement d'une matière par l'intégration d'une langue étrangère (EMILE)
- formation des adultes
- implication des parents
- insertion sociale
- jeunes
- programmes d'études et de formation
- sensibilité et expression culturelles
- suivi des acquis des élèves
- volontariat

4. FAVORISER L'INTÉGRATION SOCIALE ET L'ÉGALITÉ ENTRE LES GENRES DANS L'ÉDUCATION ET LA FORMATION, NOTAMMENT L'INTÉGRATION DES MIGRANTS

4.1. Description

Favoriser l'équité, la cohésion sociale et la citoyenneté active constitue l'un des objectifs stratégiques du cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020») (Conseil de l'Union européenne, 2009a). Les systèmes d'éducation et de formation devraient viser à ce que tous les apprenants, y compris ceux qui proviennent de milieux défavorisés, ceux qui ont des besoins particuliers et ceux qui sont issus de l'immigration, achèvent leur formation, notamment, le cas échéant, dans des écoles de la seconde chance et grâce à un enseignement plus personnalisé. De la sorte, les systèmes d'éducation et de formation contribueront à réduire les inégalités sociales et permettront aux citoyens de réaliser pleinement leur potentiel (Conseil de l'Union européenne, 2011a).

L'un des objectifs phares de la stratégie *Europe 2020* est de ramener le **taux d'abandon scolaire** – actuellement de 14,4 % – à 10 %, tant dans l'enseignement général que dans l'EFP. En 2011, la Commission a approuvé un plan d'action qui aidera les États membres à atteindre cet objectif d'ici la fin de la décennie (Conseil de l'Union européenne, 2011b). L'EFP en particulier peut contribuer à réduire la proportion de jeunes en décrochage scolaire en combinant des mesures préventives et correctrices, par exemple grâce à des programmes en phase avec les besoins du marché du travail, au développement de la formation en milieu de travail et de la formation en apprentissage, à des parcours d'apprentissage flexible, à des interventions efficaces d'orientation et de conseil et à des programmes et méthodes d'enseignement prenant en compte le mode de vie et les intérêts des jeunes tout en maintenant des normes de qualité élevées pour l'EFP (Communiqué de Bruges, 2010).

L'accès à un enseignement préprimaire est essentiel pour un bon départ dans la vie, car il favorise la sociabilité des enfants et facilite l'apprentissage ultérieur. Il est particulièrement important pour les enfants de familles aux revenus modestes, de minorités ethniques et de migrants.

Les États membres ont introduit des **formes alternatives (plus flexibles) d'éducation et de formation**, des programmes de la seconde chance, des dispositifs pour informer les parents sur les absences et ont réduit les coûts en fournissant du matériel scolaire gratuit et en assurant la gratuité du transport. Il importe d'assurer une étroite coopération entre les secteurs de l'enseignement général et de l'enseignement professionnel et les écoles de la seconde chance pour les adultes. Pour les enfants présentant des besoins particuliers, l'accès est de plus en plus considéré comme le fait d'avoir la possibilité de bénéficier d'un enseignement général ou spécialisé, selon que l'un ou l'autre offre les meilleures possibilités d'apprentissage pour un enfant donné. Au niveau de l'enseignement supérieur, la gratuité de l'éducation est déterminante, étant donné que

les droits d'inscription peuvent limiter l'accès.

Les États membres devraient **développer différentes passerelles dans l'enseignement et la formation professionnels (EFP)** vers l'enseignement ultérieur et l'emploi. Ils devraient également améliorer les programmes de formation publics pour les chômeurs et pour les apprenants issus de milieux défavorisés. La qualité et la pertinence de ces programmes peuvent être améliorées en encourageant les partenariats avec les parties prenantes au niveau régional et local et en promouvant l'implication du secteur privé.

L'égalité des chances de réussite devrait être garantie pour tous les apprenants; la réussite ne devrait pas dépendre de circonstances indépendantes de la volonté de l'élève ou de l'étudiant, telles que la situation financière de la famille, l'éducation des parents ou leur situation professionnelle, la localisation géographique, l'identité ethnique et raciale, le genre et le handicap. En ce qui concerne la scolarité obligatoire, une attention particulière a été apportée à la possibilité d'offrir aux élèves ayant quitté prématurément l'école une «seconde chance» d'apprendre. La formation professionnelle initiale joue un rôle important pour leur intégration dans la société en leur apportant les compétences, les connaissances et les qualifications nécessaires. La plupart des États membres devraient prendre encore davantage d'initiatives pour réduire le nombre des jeunes quittant l'école prématurément et pour lutter contre l'inégalité découlant des désavantages socio-économiques. Une **aide personnalisée** pour les élèves à risque pourra inclure un enseignement individualisé, des conseils, des systèmes de parrainage et de tutorat, l'assistance sociale et l'offre d'activités périscolaires à l'appui de l'apprentissage (Conseil de l'Union européenne, 2010a).

Les visites d'étude présenteront les évolutions et les mesures relatives aux éléments suivants:

- (a) développement et mise en œuvre de mesures destinées à améliorer l'accès des groupes défavorisés à l'éducation et à la formation;
- (b) élaboration et réalisation d'activités favorisant l'équité.

4.2. Liste de sujets pour les visites d'étude

- Possibilités d'apprentissage dès le plus jeune âge
- Approches d'apprentissage personnalisées
- Mesures visant à prévenir l'abandon scolaire
- Égalité des chances pour les groupes défavorisés

4.3. Mots clés

- Abandons
- besoins particuliers
- éducation préprimaire
- égalité entre les genres
- formation des adultes
- insertion sociale
- migrants et minorités
- niveau d'enseignement et de formation
- orientation tout au long de la vie
- travailleurs âgés
- volontariat

5. CONCEVOIR DES STRATÉGIES POUR L'ÉDUCATION ET LA FORMATION TOUT AU LONG DE LA VIE ET LA MOBILITÉ

5.1. Description

Faire en sorte que **l'apprentissage tout au long de la vie et la mobilité** deviennent une réalité est l'un des objectifs stratégiques pour la coopération européenne dans le domaine de l'éducation et de la formation après 2010 (Conseil de l'Union européenne, 2009a). La plupart des pays ont progressé dans la définition de stratégies unifiées et globales d'éducation et de formation tout au long de la vie. Cette coopération devrait porter sur l'apprentissage dans tous les contextes – qu'il soit formel, non formel ou informel – et à tous les niveaux: de l'enseignement préscolaire et scolaire jusqu'à l'enseignement supérieur, l'EFP et l'éducation et la formation des adultes. Le Communiqué de Bruges sur la coopération européenne renforcée en matière d'enseignement et de formation professionnels préconise davantage d'actions pour garantir un accès maximal

à l'apprentissage tout au long de la vie afin que les individus aient la possibilité d'apprendre à n'importe quel stade de leur vie, notamment en mettant en place des itinéraires d'accès à l'éducation et à la formation plus ouverts et plus souples (Communiqué de Bruges, 2010).

Les échanges d'informations sur les différentes options politiques peuvent contribuer à faire progresser les réformes des systèmes nationaux d'éducation et de formation et, avec d'autres activités d'apprentissage communes, à avancer vers les objectifs et les références communs pour l'éducation et la formation tout au long de la vie. Il convient d'appliquer **des stratégies d'apprentissage tout au long de la vie cohérentes et exhaustives** intégrant l'éducation, l'enseignement supérieur, l'éducation des adultes et l'EFP. Il est essentiel d'adopter une approche intégrée mettant en relation l'apprentissage tout au long de la vie et l'EFP avec d'autres domaines politiques tels que la macroéconomie, l'emploi, la concurrence, l'entreprise, la recherche et l'innovation ainsi que les politiques sociales.

La mobilité des citoyens, notamment dans le cadre de l'éducation et de la formation, contribue à promouvoir le sentiment d'appartenance à l'Europe en renforçant la conscience européenne et l'émergence d'une citoyenneté européenne. D'un point de vue plus pratique, elle permet aux jeunes d'améliorer leurs compétences personnelles et leur capacité d'insertion professionnelle et aux enseignants et formateurs d'élargir le champ de leurs expériences et d'améliorer leurs compétences. Enfin, dans une économie internationalisée, la capacité à se former et à travailler dans un environnement plurilingue est essentielle à la compétitivité de l'économie européenne. Le programme pour l'éducation et la formation tout au long de la vie soutient les échanges et les relations entre personnes, établissements et pays.

L'initiative **Jeunesse en mouvement** (Conseil de l'Union européenne, 2010f) souligne l'utilité de la mobilité dans l'éducation et la formation et propose d'en élargir les possibilités afin d'en faire bénéficier tous les jeunes. À cet égard, il convient d'explorer de nouvelles approches innovantes visant à renforcer la mobilité dans l'EFP, tout particulièrement pour les apprentis. La charte européenne de qualité pour la mobilité de 2006 (Parlement européen; Conseil de l'Union européenne, 2006a) dégage des orientations concernant les modalités de la mobilité à des fins d'apprentissage ou à d'autres fins, comme l'évolution professionnelle des jeunes et des adultes, tandis que le Livre vert de la Commission européenne «Promouvoir la mobilité des jeunes à des fins d'apprentissage» (Commission européenne, 2009b) traite des divers aspects d'une période de mobilité, de sa préparation à son prolongement, ainsi que des principaux obstacles à la mobilité, et invite à formuler des propositions et à présenter des exemples de bonnes pratiques en vue d'éliminer ces obstacles.

Plusieurs outils, principes et cadres communs ont été ou sont développés au niveau européen en termes de promotion de la mobilité des citoyens européens ainsi que de leurs qualifications et acquis d'apprentissage. Ils visent tous à renforcer la coopération européenne et à améliorer la transparence, la reconnaissance et l'assurance qualité dans tous les secteurs de l'éducation et de la formation.

Le **cadre européen des certifications (CEC, 2011)** est un cadre de référence commun, qui permet aux pays européens d'établir un lien entre leurs systèmes de certification et de faciliter la lecture et la compréhension des certifications dans différents pays et systèmes européens. Il a deux objectifs principaux: promouvoir la mobilité des citoyens entre les pays et l'éducation et la formation tout au long de la vie. Le CEC sert également de référence européenne commune aux organisations internationales qui souhaitent mettre en place leurs propres certifications à travers les pays. De plus en plus de pays européens mettent en place et appliquent des **cadres nationaux de certifications** qui englobent l'ensemble des sous-systèmes et qui sont étroitement liés – mais pas exclusivement toutefois – au CEC.

Un cadre national des certifications est un outil qui permet d'assurer une meilleure cohérence en matière de développement des politiques et d'éducation et de formation tout au long de la vie et qui vise à faciliter l'accès, la progression et la reconnaissance des acquis.

L'**Europass (2010)** est un outil qui permet aux citoyens de faire comprendre clairement et facilement leurs connaissances, leurs compétences et leurs qualifications et qui favorise la mobilité en Europe. Il comprend cinq documents: le curriculum vitae, le passeport de langues, l'Europass mobilité, le supplément descriptif du certificat et le supplément au diplôme. Le communiqué de Bruges préconise de créer, d'ici à 2012, un passeport européen des compétences dans le cadre de l'Europass, afin d'aider les citoyens à consigner les compétences acquises par l'apprentissage tant formel que non formel.

La transparence des qualifications et la reconnaissance des acquis d'apprentissage sont également soutenues par des outils qui aident les apprenants à transférer les crédits obtenus au cours de périodes d'apprentissage dans leur propre pays ou à l'étranger. Il s'agit du **système européen de crédit d'apprentissages pour l'enseignement et la formation professionnels (ECVET)** (Parlement européen;

Conseil de l'Union européenne, 2009a) et, pour l'enseignement supérieur, du **système européen de transfert et d'accumulation de crédits (ECTS)**. En 2009, le Parlement européen et le Conseil ont également adopté une recommandation établissant un **cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels** (Parlement européen; Conseil de l'Union européenne, 2009b). Il s'agit d'un instrument de référence destiné à aider les pouvoirs publics des États membres à promouvoir et à contrôler l'amélioration permanente de leurs systèmes nationaux d'EFP.

Des **services d'orientation et de conseil** de grande qualité aident les citoyens à apprendre tout au long de leur vie, à gérer leur carrière et à réaliser leurs objectifs personnels. L'orientation tout au long de la vie s'inscrit dans le cadre d'objectifs plus larges de plein emploi, d'élévation des niveaux d'éducation et de croissance économique. En 2008, le Conseil de l'Union européenne a adopté une résolution pour une meilleure inclusion de l'orientation dans les stratégies d'éducation et de formation tout au long de la vie (Conseil de l'Union européenne, 2008c) qui renforce le rôle de l'orientation tout au long de la vie dans le développement et la mise en œuvre des politiques européennes d'éducation, de formation et d'emploi.

Malgré les nettes avancées réalisées par les États membres dans leurs stratégies d'éducation et de formation tout au long de la vie, de très fortes inégalités subsistent en termes de participation des adultes à l'apprentissage (Conseil de l'Union européenne, 2008a). L'un des défis majeurs à relever d'ici à 2020 est d'accroître cette participation parmi les adultes faiblement qualifiés, et tout particulièrement les travailleurs plus âgés. Le Parlement européen a approuvé la proposition de proclamer l'année 2012 «Année européenne du vieillissement actif et de la solidarité intergénérationnelle», l'objectif étant d'améliorer les perspectives d'emploi et les conditions de travail des seniors en nombre croissant en Europe. Les États membres devraient mettre en œuvre des systèmes efficaces **d'éducation et de formation des adultes** qui fournissent aux adultes des compétences clés et augmentent leurs possibilités d'accéder au marché du travail.

Les visites d'étude présenteront les évolutions concernant:

- (a) les réformes de l'éducation et de la formation ainsi que les mesures politiques visant à mettre en œuvre des stratégies intégrées d'éducation et de formation tout au long de la vie;
- (b) les mesures politiques permettant d'accroître la participation des adultes à l'éducation et à la formation tout au long de la vie;
- (c) la mise en œuvre de filières d'apprentissage souples et de possibilités entre différentes parties des systèmes nationaux;
- (d) les initiatives et les projets relatifs à la mobilité des apprenants dans différents contextes d'apprentissage;
- (e) les initiatives et les projets promouvant un meilleur accès de tous les individus à la mobilité;
- (f) l'élaboration et la mise en œuvre des cadres de certifications en référence au CEC;
- (g) la reconnaissance des savoirs, aptitudes et compétences acquis en dehors des systèmes éducatifs formels, par exemple au travail, dans le cadre d'activités bénévoles ou dans la vie de famille.

5.2. Liste de sujets pour les visites d'étude

- Cadres nationaux et sectoriels de certifications liés au CEC
- Outils visant à promouvoir la transparence des qualifications et la mobilité des citoyens
- Validation des acquis non formels et informels
- Réformes des systèmes nationaux d'éducation et de formation
- Établissement de liens entre l'enseignement et la formation professionnels et l'enseignement supérieur
- Mise en œuvre de filières d'apprentissage souples
- Renforcement de la participation des adultes à l'éducation et à la formation
- Orientation tout au long de la vie pour l'apprentissage et le travail
- La mobilité des apprenants dans l'éducation et la formation

5.3. Mots clés

- Acquis d'apprentissage
- besoins de compétences
- cadre européen des certifications (CEC)
- cadres nationaux de certifications
- Europass
- formation des adultes
- groupes défavorisés
- migrants et minorités

- mobilité des apprenants
- mobilité des enseignants et des formateurs
- mobilité des travailleurs
- orientation tout au long de la vie
- partenaires sociaux
- programme pour l'éducation et la formation tout au long de la vie
- système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET)
- système européen de transfert et d'accumulation de crédits (ECTS)
- transparence des qualifications
- travailleurs âgés
- travailleurs peu qualifiés
- validation des acquis non formels et informels

SÉLECTION DE SOURCES SUR LA POLITIQUE COMMUNAUTAIRE

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STUDIENBESUCHSPROGRAMM FÜR BILDUNGS- UND BERUFSBILDUNGSFACHLEUTE UND ENTSCHEIDUNGSTRÄGER 2012/2013

Themengruppen

1. FÖRDERUNG DER ZUSAMMENARBEIT ZWISCHEN ALLGEMEINER UND BERUFLICHER BILDUNG UND ARBEITSWELT

1.1. Beschreibung

Die Strategie Europa 2020 misst der allgemeinen und beruflichen Bildung einen hohen Stellenwert bei, um ein „intelligentes, nachhaltiges und integratives Wachstum“ zu fördern (Rat der Europäischen Union, 2010e). Innerhalb des strategischen Rahmens für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung in der Zeit nach 2010 betont der Rat der Europäischen Union, dass die Gründung von **Partnerschaften** der Bildungs- und Ausbildungseinrichtungen (Rat der Europäischen Union, 2009a) mit Unternehmen, Forschungseinrichtungen, kulturellen Akteuren und kreativen Branchen wichtig ist, um Innovation zu fördern und die **Beschäftigungsfähigkeit** und das **unternehmerische Potenzial** aller Lernenden zu verbessern. Um ein der Kreativität zuträgliches Klima zu erzeugen und die beruflichen Anforderungen und die sozialen Bedürfnisse sowie das persönliche Wohl des Einzelnen besser miteinander in Einklang zu bringen, sollten größere Lerngemeinschaften gefördert werden, in die auch Vertreter der Zivilgesellschaft und anderer Interessengruppen einbezogen werden (Rat der Europäischen Union, 2009b).

Die Wirtschaftskrise in Europa erfordert sofortige und wirksame Maßnahmen, die die langfristige wirtschaftliche und soziale Entwicklung fördern, die Wettbewerbsfähigkeit und Beschäftigungsfähigkeit stärken und den sozialen Zusammenhalt festigen. In ihrer Mitteilung *Ein gemeinsames Engagement für Beschäftigung* (Europäische Kommission, 2009a) legte die Europäische Kommission drei Schlüsselprioritäten fest, die die Mitgliedstaaten bei der Planung und Durchführung geeigneter und wirksamer Beschäftigungspolitik unterstützen sollen: Erhaltung und Schaffung von Arbeitsplätzen und Förderung der Mobilität; Steigerung des Kompetenzniveaus und Anpassung an die Erfordernisse des Arbeitsmarkts und Ausweitung des Zugangs zur Beschäftigung.

Die allgemeine und berufliche Erstausbildung liefert die Grundlage an Qualifikationen, auf der die weitere Bildung aufbaut. Die Kenntnisse, Fähigkeiten und Kompetenzen, die die Menschen während ihrer allgemeinen und beruflichen Erstbildung erwerben, können sie dabei unterstützen, erfolgreich eine Beschäftigung aufzunehmen und sich in der Folge neuen Anforderungen, Arbeitsmethoden und Arbeitsplätzen anzupassen. In seinen Schlussfolgerungen zu neuen Qualifikationen für neue Arbeitsplätze (Rat der Europäischen Union, 2010d) befasst sich der Rat mit der Frage, wie die Menschen durch allgemeine und berufliche Bildung besser auf noch nicht vorhandene Beschäftigungen vorbereitet werden können. Die aktualisierte Qualifikationsprognose des Cedefop von 2011 für Sektoren und Berufe deutet darauf hin, dass die Nachfrage nach Qualifikationen (gemessen an formalen Qualifikationen) sich erhöhen wird, während gleichzeitig viele junge Europäer die Schule ohne Abschluss des Sekundarbereichs II verlassen. Von den bis 2020 erwarteten neuen Beschäftigungsmöglichkeiten werden 32 Millionen hohe Qualifikationen, 36,5 Millionen mittlere Qualifikationen und 6,7 Millionen Qualifikationen mit niedrigem Niveau erfordern (Cedefop, 2011b). Für viele derzeitige Arbeitsplätze werden sich die Anforderungen an die Qualifikationen ändern, was für die Menschen entweder die kontinuierliche Anpassung an diese Neuerungen bedeutet oder die Vorbereitung auf die Anforderungen an neuen Arbeitsplätzen.

Es ist wichtig, die **praktische Bedeutung der allgemeinen und beruflichen Bildung für die Arbeitswelt zu stärken**. Zu diesem Zweck muss der Dialog zwischen den Einrichtungen der allgemeinen und beruflichen Bildung auf allen Ebenen – angefangen von den Schulen bis hin zu Einrichtungen der Berufs-, Erwachsenen- und Hochschulbildung – und Partnern des Arbeitsmarkts insbesondere Unternehmen und Arbeitgebern zu fördern (Rat der Europäischen Union, 2009d). Wie im Brücke-Kommuniqué zu einer verstärkten europäischen Zusammenarbeit in der Berufsbildung hervorgehoben wird, können **Partnerschaften zwischen den Akteuren** der beruflichen Aus- und Weiterbildung, Sozialpartnern, Unternehmen, Arbeitsverwaltungen und anderen Akteuren die Voraussetzungen dafür schaffen, dass junge Menschen die Kenntnisse, Fertigkeiten und Kompetenzen erwerben, **die ihnen eine rasche Eingliederung in den Arbeitsmarkt** und die Anpassung an neue Anforderungen am Arbeitsplatz **ermöglichen** (Brücke-Kommuniqué, 2010). Eine solche Zusammenarbeit kann verschiedene Formen annehmen (Rat der Europäischen Union, 2009a), z. B.:

- Auflegung von Programmen für allgemeine und berufliche Bildung auf der Grundlage von Lernergebnissen, die die Anforderungen des Arbeitsmarkts widerspiegeln;
- Ausarbeitung des Lehrplans mit dem Ziel, Schlüsselkompetenzen zu entwickeln, wobei der theoretische Inhalt mit praktischen Komponenten aus der Berufswelt ergänzt wird;
- Praktika und Firmenpraktika für Lehrer und Lernende, die sie mit den Gegebenheiten eines realen Arbeitsumfelds vertraut machen;
- Einbindung von Berufspraktikern und Unternehmern in den Lehr-/Lernprozess;

Die europäischen Sozialpartner haben einen eigenen Aktionsrahmen für die Entwicklung von Kompetenzen des lebenslangen Lernens und Qualifikationen entworfen, unterstützen jedoch auch die Kommission und die Mitgliedstaaten dabei, **die Berufsbildung in Europa zu verbessern und attraktiver zu gestalten**. Die Sozialpartner sollten dabei unterstützt werden, ihren Beitrag zur Organisation, Bereitstellung und Finanzierung der Ausbildung zu leisten, aber sie sollten auch das **Lernen am Arbeitsplatz** fördern, um die Beschäftigungsfähigkeit der Arbeitnehmer zu verbessern und den Zugang zum lebenslangen Lernen zu erleichtern (Europäische Kommission, 2010a). Damit das lebenslange Lernen für alle, ungeachtet ihres Alters oder Qualifikationsniveaus, zur Realität werden kann, müssen reguläre Arbeitsplätze die wichtigsten Orte des Lernens werden (Cedefop, 2011a).

Bei den Studienbesuchen werden Ansätze und Beispiele bewährter Praxis vorgestellt:

- (a) Beitrag der allgemeinen und beruflichen Bildung zur Verbesserung von Kenntnissen, Qualifikationen und Kompetenzen für den Arbeitsmarkt;
- (b) Analyse von Qualifikationserfordernissen und -lücken, die auf den Arbeitsmärkten der EU-Mitgliedstaaten entstehen, und Ausarbeitung von politischen Problemlösungen;
- (c) Planung und Umsetzung von Aktivitäten wie den Übergang von der allgemeinen und beruflichen Bildung zum Arbeitsleben, Berufsberatung und Lernen am Arbeitsplatz zur Verbesserung der Beschäftigungsfähigkeit.
- (d) Anreize und Initiativen, die auf nationaler und regionaler Ebene für die Einrichtungen der allgemeinen und beruflichen Bildung entwickelt wurden, damit diese mit externen Partnern, wie Kommunen, Unternehmen, Sozialpartnern, Nichtregierungsorganisationen (NRO), Eltern usw. zusammenarbeiten;
- (e) nationale, regionale und lokale Beispiele für partizipative Führung.

1.2. Liste der Themen für Studienbesuche

- Übergang von der allgemeinen und beruflichen Bildung zum Arbeitsleben
- Lernen am Arbeitsplatz
- Eingliederung benachteiligter Gruppen in den Arbeitsmarkt
- Steigerung der Attraktivität von Berufsbildung
- Beitrag der Sozialpartner zum lebenslangen Lernen
- Zusammenarbeit zwischen Einrichtungen der allgemeinen und beruflichen Bildung, Unternehmen und lokalen Gemeinschaften
- Neue Kompetenzen für neue Beschäftigungen
- Förderung von Unternehmertum und Beschäftigungsfähigkeit

1.3. Schlüsselwörter

- Ältere Arbeitnehmer
- Erwachsenenbildung
- Finanzierung
- lebenslange Bildungs- und Berufsberatung
- Lehrlingsausbildung
- Leitung und Management
- Nachhaltige Entwicklung
- Praktikum
- Qualifikationsbedarf
- Schlüsselkompetenzen
- schulisches Umfeld
- soziale Eingliederung
- Sozialpartner
- unternehmerische Kompetenz
- Validierung nicht formalen und informellen Lernens

2. UNTERSTÜTZUNG DER ERSTAUSBILDUNG UND WEITERBILDUNG VON LEHRKRÄFTEN, AUSBILDERN UND LEITERN VON EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

2.1. Beschreibung

In dem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (Rat der Europäischen Union, 2009b) nach 2010 wird die Notwendigkeit bekräftigt, einen Unterricht von hoher Qualität sicherzustellen und zu diesem Zweck eine adäquate Grundausbildung für Lehrer sowie Fortbildungsmöglichkeiten für Lehrer und Ausbilder zu bieten und die Lehrberufe zu einer attraktiven Karriereoption zu machen. Angesichts eines im Wandel begriffenen Arbeitsmarkts und -umfelds sollten flexible Möglichkeiten der Erstausbildung und Weiterbildung für Lehrkräfte und Ausbilder zur Verfügung gestellt und entsprechende Investitionen getätigt werden (Brügge-Kommuniqué, 2010). Um dem Mangel an Lehrkräften zu begegnen und um zu verhindern, dass eine große Zahl von jungen Lehrkräften den Beruf vorzeitig aufgibt, sollten verstärkt Einarbeitungsprogramme und Modelle für Probezeiten aufgelegt werden. Es sollten kohärente Einarbeitungsprogramme durchgeführt werden, die Junglehrern berufliche, soziale und persönliche Unterstützung bieten (Europäische Kommission 2010 I, S. 18-20).

Die Wahrnehmung der Rolle von Lehrkräften (Ausbildern) hat sich in den letzten Jahren gewandelt, sodass die Erwartungen an Lehrkräfte und an die Schulen generell gestiegen sind. Als Schlüsselakteure für die Unterstützung der Lernerfahrung der Lernenden müssen Lehrkräfte und Ausbilder mehr Verantwortung für die Aktualisierung und Fortentwicklung ihrer eigenen Kenntnisse und Fähigkeiten übernehmen (Rat der Europäischen Union, 2009c) und ihre Fähigkeiten und Arbeitsmethoden an ein verändertes Umfeld anpassen. Die Rollen von Lehrkräften und Ausbildern nähern sich an: Ein Ausbilder an einem Arbeitsplatz wird künftig mehr pädagogische Kompetenzen benötigen und muss eine Unterstützungs- und Mentorrolle übernehmen; von einer Lehrkraft dagegen wird, wie von einem Ausbilder, ein genaues Verständnis der Arbeitsabläufe erwartet (Europäische Kommission, 2010a).

Lehrkräfte müssen mit heterogeneren Schülergruppen arbeiten und die Integration benachteiligter Schüler in die reguläre Schul- und Berufsbildung verbessern. Lehrkräfte und Ausbilder müssen neue Unterrichts- und Ausbildungsansätze sowie reflektives Denken beherrschen, weiterentwickeln und anwenden. Dies beinhaltet auch stärker individualisierte Unterrichts- und Lernansätze, gute Kommunikationsfähigkeit, Teamarbeitsmethoden, ein demokratisches Schulmanagement und unterstützende Mechanismen für die Schülerbeurteilung und die Schulevaluierung. Die Lehrkräfte sollten stärker und aktiver in die Prozesse zur Verbesserung der Schulen einbezogen werden.

Aufgrund neuer Anforderungen müssen politische Entscheidungsträger und Leiter von Bildungs- und Berufsbildungseinrichtungen sehr viel vorausschauender agieren, wodurch sich **die Rolle der Schulleiter** überall in Europa verändert hat. Schulleiter stehen heute an vorderster Front und sind zentrale Akteure bei den Anstrengungen zur Verbesserung der Schulbildung. Es besteht ein Bedarf an wirkungsvollen Führungsfähigkeiten und –kompetenzen (einschließlich Finanzmanagement, IKT-Kompetenzen, Personalmotivierung, Qualitätssicherung, Kommunikation usw.), um den Wandel und neue Funktionen anzunehmen und zu bewältigen. Bei einer informellen Sitzung der Bildungsminister in Göteborg im September 2009 wurde betont, dass die Schulleiter gemeinsam mit Schülern und Lehrkräften die „Chancen zum Austausch guter Praxis und zur beruflichen Weiterbildung über nationale Grenzen hinweg“ nutzen sollten (Schwedischer Ratsvorsitz der Europäischen Union, 2009).

Die **Verbesserung von Qualität und Effizienz** der allgemeinen und beruflichen Bildung bleibt ein strategisches Ziel der europäischen Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung. In seinen Schlussfolgerungen zu einem strategischen Rahmen für diese Zusammenarbeit betonte der Rat, wie wichtig es ist, die **Verwaltung und Leitung der Bildungs- und Ausbildungseinrichtungen** zu optimieren und wirksame **Qualitätssicherungssysteme** zu entwickeln (Rat der Europäischen Union, 2009b).

Die Ausrichtung auf Qualität beinhaltet die Stärkung der Kapazitäten von Lehrkräften, Schulleitern, Ausbildern und Ausbildungsleitern, Strategien zur besseren Verständigung mit den Eltern, die Modernisierung der Curricula und die Ausweitung außerschulischer Aktivitäten, die Verbesserung der Infrastruktur und die Schaffung eines respektvollen Umfelds. Die Einführung von Qualitätssicherungssystemen ist auf allen Bildungsebenen wichtig, unter anderem bei der Bewertung der Kompetenzen von Lernenden, bei institutionellen Selbstbewertungen, externen und internen Bewertungen, in Bezug auf Transparenz und die Validierung von Ergebnissen. Immer häufiger werden beispielsweise Sozialpartner und Akteure des Arbeitsmarkts zu Bewertungen und zur Validierung von Ergebnissen hinzugezogen („Lerngemeinschaften“).

Im Hinblick auf die **berufliche Aus- und Weiterbildung** unterstreicht das Brügge-Kommuniqué die Notwendigkeit, der Qualitätssicherung in der europaweiten Zusammenarbeit im Bereich der beruflichen Bildung während des Zeitraums 2011-20 hohe Priorität einzuräumen (Brügge-Kommuniqué, 2010). Die Qualitätssicherung ist unerlässliche Voraussetzung für die Entwicklung von gegenseitigem Vertrauen zwischen den Berufsbildungssystemen, welches die Mobilität und die gegenseitige Anerkennung von Qualifikationen und Kompetenzen erleichtern wird. Die Mitgliedstaaten sollten bis 2015 Qualitätssicherungsrahmen für Berufsbildungseinrichtungen einführen, die auch für begleitende Berufspraktika gelten und mit dem EQAVET-Rahmen vereinbar sind (Europäisches Parlament, Rat der Europäischen Union, 2009b).

Bei den Studienbesuchen werden Entwicklungen und Maßnahmen vorgestellt, die Unterricht und Ausbildung attraktiver gestalten, die Leitung verbessern und die Qualität erhöhen. Dabei werden vor allem folgende Schwerpunkte gesetzt:

- (a) Entwicklung von Programmen zur Einstellung und Bindung von hoch qualifizierten Mitarbeitern in allen Berufsgruppen der allgemeinen und beruflichen Bildung;
- (b) Steigerung der Qualität und der Kompetenzen von Führungskräften in Einrichtungen der allgemeinen und beruflichen Bildung;
- (c) kontinuierliche berufliche Weiterentwicklung von Lehrkräften und Ausbildern;
- (d) Initiativen zur Erleichterung der Mobilität von Lehrkräften und Ausbildern;
- (e) Qualitätssicherungssysteme in Schulen und Ausbildungseinrichtungen.

2.2. Liste der Themen für Studienbesuche

- Qualitätssicherungssysteme in Schulen und Ausbildungseinrichtungen
- Erstausbildung, Einstellung und Evaluierung von Lehrkräften und Ausbildern
- Berufliche Weiterentwicklung von Lehrkräften und Ausbildern und Karrieremöglichkeiten
- Leitungsfunktion und Management bei Schulen und Berufsbildungsanbietern

2.3. Schlüsselwörter

- Autonomie (Schule oder Einrichtung)
- Evaluierung (Schule oder Einrichtung)
- Kompetenzen von Lehrkräften und Ausbildern
- Leitung und Management
- Mobilität von Lehrkräften und Ausbildern
- Qualifikationen von Lehrkräften und Ausbildern
- Qualitätssicherung
- Status von Lehrkräften und Ausbildern

3. FÖRDERUNG DES ERWERBS VON SCHLÜSSELKOMPETENZEN IM GESAMTEN SYSTEM DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

3.1. Beschreibung

In der Empfehlung des Europäischen Parlaments und des Rates zu Schlüsselkompetenzen für lebensbegleitendes Lernen (2006a) wurde ein Rahmen festgelegt, der Kenntnisse mit Qualifikationen und Einstellungen vereint, die alle Menschen für ihre persönliche Entfaltung, für aktive Bürgerschaft, soziale Integration und Beschäftigung benötigen. Er dient als Referenzinstrument zur Unterstützung von politischen Entscheidungsträgern, Bildungs- und Ausbildungsanbietern, Arbeitgebern und Lernenden.

Schlüsselkompetenzen haben für alle Altersgruppen Priorität. Junge Menschen sollten bis zum Ende der allgemeinen und beruflichen Erstausbildung ausreichende Schlüsselkompetenzen erworben haben, um für das Erwachsenenleben gerüstet zu sein und über eine solide Grundlage für das Arbeitsleben und für weiteres Lernen zu verfügen. Erwachsene müssen ihre Schlüsselkompetenzen ihr Leben lang weiterentwickeln und aktualisieren, um sich flexibel an den raschen Wandel anpassen zu können.

Zu den Schlüsselkompetenzen zählen muttersprachliche Kompetenz, Fremdsprachenkenntnisse, mathematische Kompetenz und grundlegende naturwissenschaftlich-technische Kompetenz, Computerkompetenz, Lernkompetenz, soziale Kompetenz und Bürgerkompetenz, Eigeninitiative und unternehmerische Kompetenz, Kulturbewusstsein und kulturelle Ausdrucksfähigkeit.

In dem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020) (Rat der Europäischen Union, 2009b) wird die Notwendigkeit, dass jeder Einzelne Schlüsselkompetenzen erwirbt, erneut bekräftigt und zu einem strategischen Ziel erhoben, **um Kreativität und Innovation sowie unter anderem unternehmerisches Denken auf allen Ebenen der allgemeinen und beruflichen Bildung zu fördern**. Gleichzeitig sollte die Vermittlung von unternehmerischem Denken – d. h. Initiativegeist, Fähigkeit zur Umsetzung von Ideen in die Praxis, Kreativität und Selbstvertrauen – gefördert und allen Berufsbildungsteilnehmern, in allen Fächern und Fachbereichen, zugänglich gemacht werden, indem praktische Erfahrungen in Unternehmen und die Einbindung von Fachleuten aus Unternehmen ermöglicht werden (Rat der Europäischen Union, 2010f). Die Lernenden sollten auf Selbständigkeit als Karriereoption aufmerksam gemacht und auf die Gründung eines eigenen Unternehmens vorbereitet werden. Unternehmerisches Denken muss ein fester Bestandteil des Kompetenzrahmens für Lehrkräfte und Ausbilder werden (Europäische Kommission, 2010f).

Neuere Forschungen belegen in der gesamten EU einen Trend zu **kompetenzbasiertem Unterrichten und Lernen und zu einem an Lernergebnissen** (was Lernende wissen, verstehen und zu tun in der Lage sind) orientierten Ansatz (Rat der Europäischen Union, 2010a), der Teil eines innovativen Unterrichts- und Lernansatzes ist. Die europäischen Länder haben gute Fortschritte bei der Entwicklung schulischer Curricula erzielt, die stärkeres Augenmerk auf fächerübergreifende Ansätze und die Anwendbarkeit von Wissen in realen Lebenssituationen legen und damit die Schüler bei der Entwicklung von Schlüsselkompetenzen unterstützen, die für Selbstverwirklichung, aktive Bürgerschaft und Beschäftigungsfähigkeit erforderlich sind. Obwohl die Verbesserung von Lese- und Schreibkompetenzen sowie von Grundfertigkeiten weiterhin Anstrengungen erfordert, rücken die **bereichsübergreifenden Kompetenzen** (digitale Kompetenz, soziale Fähigkeiten, Kooperationsfähigkeit und Lernkompetenz) immer stärker in den Blickpunkt des Interesses. Sie sind eine wesentliche Voraussetzung dafür, dass Menschen sich an unterschiedliche Arbeitsumgebungen anpassen und ein Leben als aktive Bürger führen können. Auch bei den Arbeitgebern ist eine wachsende Nachfrage nach diesen Kompetenzen zu beobachten (Rat der Europäischen Union, 2010b).

Das Europäische Jahr der Freiwilligentätigkeit zur Förderung der aktiven Bürgerschaft 2011 unterstützte die Bemühungen der Gemeinschaft, der Mitgliedstaaten, lokaler und regionaler Behörden um die Schaffung der Voraussetzungen in der Zivilgesellschaft für freiwilliges Engagement in der Europäischen Union.

2010 befasste sich der Rat erstmals mit dem Thema „**Bildung für nachhaltige Entwicklung**“ (BNE), die wirtschaftliche, soziale und Umweltaspekte berücksichtigen soll. In seinen Schlussfolgerungen fordert der Rat die Mitgliedstaaten auf, die nachhaltige Entwicklung in alle Bereiche der allgemeinen und beruflichen Bildung einzubeziehen und die BNE im Rahmen ihrer nationalen Strategien für lebenslanges Lernen zu unterstützen (Rat der Europäischen Union, 2010g).

Bei den Studienbesuchen zu diesem Themenkreis werden Maßnahmen vorgestellt, die Teilnehmerländer ergreifen, um Schlüsselkompetenzen für junge Menschen und Erwachsene sowie kreative und innovative Konzepte für den Bereich der allgemeinen und beruflichen Bildung zu fördern. Beispiele für solche Maßnahmen sind:

- (a) nationale, regionale und lokale politische Strategien zur Verstärkung der Schlüsselkompetenzen und zur Unterstützung von Kreativität und Innovation;
- (b) Reformen der nationalen Curricula bzw. Erarbeitung regionaler und lokaler Schulcurricula;
- (c) spezifische Initiativen und Projekte zur Förderung des Erwerbs von Schlüsselkompetenzen, von Kreativität und Innovation;
- (d) neue Ansätze für die Organisation von Lernen und Lehre;
- (e) innovative Methoden, Lernumgebungen, Lernmaterialien oder Bewertungstechniken.

3.2. Liste der Themen für Studienbesuche

- Ausbau der Lese-, Schreib- und Rechenfähigkeiten
- Sprachunterricht und Spracherwerb
- Einsatz von IKT beim Lernen
- Bildung für unternehmerische Kompetenz
- Erziehung zur aktiven Bürgerschaft und zur nachhaltigen Entwicklung
- Entwicklung von Kreativität im Bereich Lernen und Lehre
- Erlernen von Mathematik und Naturwissenschaften

3.3. Schlüsselwörter

- Außercurriculare Maßnahmen
- Bewertung der Lernenden
- Computerkompetenz
- Curriculum
- ehrenamtliche Tätigkeit
- Elternbeteiligung
- Erwachsenenbildung
- fremdsprachliche Kompetenz
- Gesundheitserziehung
- innovative Ansätze
- Integriertes Inhalts- und Sprachenlernen (CLIL)
- interkulturelle Bildung
- junge Menschen
- Kulturbewusstsein und kulturelle Ausdrucksfähigkeit
- Lernkompetenz
- mathematische Kompetenz
- muttersprachliche Kompetenz
- Nachhaltige Entwicklung
- naturwissenschaftlich-technische Kompetenz
- personalisiertes Lernen
- Qualifikationsbedarf
- soziale Eingliederung
- soziale Kompetenz und Bürgerkompetenz

4. FÖRDERUNG DER SOZIALEN EINGLIEDERUNG UND DER GLEICHSTELLUNG DER GESCHLECHTER IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, EINSCHLIESSLICH DER INTEGRATION VON MIGRANTEN

4.1. Beschreibung

Der strategische Rahmen für die europäische Zusammenarbeit in der allgemeinen und beruflichen Bildung („ET 2020“) (Rat der Europäischen Union, 2009b), legt fest, dass die Förderung der Gerechtigkeit, des sozialen Zusammenhalts und des aktiven Bürgersinns eine strategische Priorität für die Mitgliedsstaaten bis 2020 ist. Die Systeme der allgemeinen und beruflichen Bildung sollten darauf ausgerichtet sein, dass alle Lernenden, einschließlich jener aus benachteiligten Verhältnissen, jener mit besonderen Bedürfnissen sowie Zuwanderer, einen Bildungsabschluss erreichen, gegebenenfalls auch über den zweiten Bildungsweg und durch Bereitstellung von stärker auf persönliche Bedürfnisse zugeschnittenen Lernangeboten. Auf diese Weise können die Systeme der allgemeinen und beruflichen Bildung dazu beitragen, soziale Ungleichheiten zu verringern, und die Bürger in die Lage versetzen, ihr Potenzial voll auszuschöpfen (Rat der Europäischen Union, 2011b).

Die Senkung des Anteils der **Schulabbrecher** von gegenwärtig 14,4 % auf 10 % in den allgemeinen und beruflichen Bildungssystemen ist eines der Leitziele der Strategie „Europa 2020“. 2011 nahm die Kommission einen Aktionsplan an, der den Mitgliedstaaten helfen wird, dieses Leitziel bis Ende des Jahrzehnts zu erreichen (Rat der Europäischen Union, 2011a). Insbesondere die berufliche Bildung kann durch eine Kombination von Präventiv- und Abhilfemaßnahmen zur Senkung der Schulabbrecherquote beitragen, wie z. B. durch arbeitsmarktrelevante berufliche Bildung, mehr praxisorientiertes Lernen und Ausbildungspraktika, flexible Bildungswege, wirkungsvolle Orientierung und Beratung sowie Lerninhalte und -methoden, die dem Lebensstil und den Interessen junger Menschen Rechnung tragen, gleichzeitig aber ein qualitativ hohes Niveau der beruflichen Bildung aufrechterhalten (Brügge-Kommuniqué, 2010).

Der **Zugang zu Vorschulbildung** ist für einen guten Start ins Leben wesentlich, da so die Sozialkompetenz der Kinder gefördert und eine Grundlage für weiteres Lernen gelegt wird. Dies ist besonders wichtig für Kinder aus Familien, die über ein niedriges Einkommen verfügen, einer ethnischen Minderheit angehören oder einen Migrationshintergrund haben.

Die Mitgliedstaaten haben **alternative (flexiblere) Formen der allgemeinen und beruflichen Bildung**, Nachqualifizierungsprogramme sowie Mechanismen zur Information von Eltern über Fehlzeiten eingeführt und die Kosten durch die Bereitstellung kostenloser Unterrichtsmaterialien und durch kostenlose Beförderung

reduziert. Von Bedeutung ist auch eine enge Zusammenarbeit des Sektors der allgemeinen und beruflichen Bildung mit Ausbildungsstätten des zweiten Bildungswegs für Erwachsene. Für Kinder mit besonderen Erfordernissen wird die Zugangsmöglichkeit zunehmend als Chance gesehen, eine allgemeinbildende Schule oder eine Förderschule zu besuchen, je nachdem, welche Option für das einzelne Kind die besten Lernmöglichkeiten bietet. Kostenlose Hochschulbildung ist ein entscheidender Faktor, denn Studiengebühren können ein Hindernis für den Zugang darstellen.

Die Mitgliedstaaten **sollten im Rahmen der Berufsbildung verschiedene Wege zur Förderung von Lernen und Beschäftigung entwickeln**. Auch öffentliche Ausbildungsprogramme für Erwerbslose und benachteiligte Lernende sollten verbessert werden. Die Qualität und praktische Bedeutung solcher Programme kann durch die Förderung von Partnerschaften mit Interessengruppen auf regionaler und lokaler Ebene und durch die Beteiligung des privaten Sektors optimiert werden.

Alle Lernenden sollten die gleiche Chance auf Erfolg haben; Erfolg sollte nicht von Umständen abhängen, die sich dem Einfluss des Lernenden entziehen, z. B. von der finanziellen Situation der Familie, der elterlichen Erziehung, dem Beschäftigungsstatus der Eltern, der geografischen Lage, der ethnischen und rassischen Zugehörigkeit, von Geschlecht oder Behinderungen. Im Bereich der Pflichtschulzeit wurde zudem der Möglichkeit der Nachqualifizierung für Schulabbrecher („zweite Chance“) große Aufmerksamkeit geschenkt. Die berufliche Erstausbildung zur Vermittlung von Kompetenzen, Kenntnissen und Qualifikationen ist für die Eingliederung dieser Schüler in die Gesellschaft von entscheidender Bedeutung. In den meisten Mitgliedstaaten sind noch weitere Initiativen notwendig, um die Abbrecherquote zu senken und Ungleichheit aufgrund von sozioökonomischer Benachteiligung zu bekämpfen. **Individuelle Hilfe** für Risikoschüler kann aus auf persönliche Bedürfnisse zugeschnittenen Lernangeboten, Beratung, Mentoren- und Nachhilfesystemen, Sozialleistungen und außerschulischen lernunterstützenden Maßnahmen bestehen (Rat der Europäischen Union, 2010c).

Bei den Studienbesuchen werden Entwicklungen und Maßnahmen in folgenden Bereichen vorgestellt:

- (a) Entwicklung und Umsetzung von Maßnahmen zur Verbesserung des Zugangs zu allgemeiner und beruflicher Bildung für benachteiligte Gruppen;
- (b) Planung und Durchführung von Maßnahmen zur Erzielung von Gleichbehandlung.

4.2. Liste der Themen für Studienbesuche

- Lernangebote für Vorschulkinder
- Personalisierte Lernansätze
- Maßnahmen zur Prävention von Schulabbruch
- Chancengleichheit für benachteiligte Gruppen

4.3. Schlüsselwörter

- Allgemeines und berufliches Bildungsniveau
- ältere Arbeitnehmer
- besondere Erfordernisse
- ehrenamtliche Tätigkeit
- Erwachsenenbildung
- Gleichstellung der Geschlechter
- lebenslange Bildungs- und Berufsberatung
- Migranten und Minderheiten
- Schulabbrecher
- soziale Eingliederung
- vorschulische Erziehung

5. ENTWICKLUNG VON STRATEGIEN FÜR LEBENSLANGES LERNEN UND MOBILITÄT

5.1. Beschreibung

Die Verwirklichung **des lebenslangen Lernens und der Mobilität** ist ein strategisches Ziel der europäischen Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung nach 2010. Die meisten Länder haben bei der Festlegung einheitlicher und übergeordneter Strategien für lebenslanges Lernen Fortschritte gemacht. Die Zusammenarbeit sollte sich auf das Lernen in allen formalen, nicht formalen oder informellen Umgebungen beziehen: angefangen bei der frühkindlichen Erziehung über Schulbildung bis hin zur

Hochschulbildung, Berufsbildung und Erwachsenenbildung. Das Brügge-Kommuniqué zu einer verstärkten europäischen Zusammenarbeit in der beruflichen Bildung fordert mehr Maßnahmen, um möglichst vielen Menschen den Zugang zum lebenslangen Lernen zu eröffnen, sodass die Menschen die Möglichkeit haben, in jeder Lebensphase zu lernen, was unter anderem durch offenere und flexiblere Einstiegswege in die allgemeine und berufliche Bildung gewährleistet werden sollte (Brügge-Kommuniqué, 2010).

Der Austausch von Informationen über verschiedene politische Alternativen kann sich positiv auf die Durchführung von Reformen nationaler Systeme der allgemeinen und beruflichen Bildung auswirken und zusammen mit anderen gemeinsamen Lernaktivitäten die Erreichung der gemeinsamen Ziele und Benchmarks für lebenslanges Lernen vorantreiben. Noch steht die Durchführung **kohärenter und umfassender Strategien für lebenslanges Lernen** aus, die die Bereiche Bildung, Hochschulbildung, Erwachsenenbildung und Berufsbildung umfassen. Hierbei ist ein ganzheitlicher Ansatz, der lebenslanges Lernen und berufliche Bildung mit anderen Politikfeldern wie Makroökonomie, Beschäftigung, Wettbewerb, Unternehmen, Forschung und Innovation sowie Sozialpolitik verknüpft, von entscheidender Bedeutung.

Die Mobilität der Bürger, insbesondere bei der allgemeinen und beruflichen Bildung, trägt dazu bei, ein Zugehörigkeitsgefühl zu Europa, ein europäisches Bewusstsein und eine europäische Bürgerschaft zu fördern. Konkret bedeutet dies für junge Menschen, dass sie ihre persönlichen Kompetenzen und ihre Beschäftigungsfähigkeit stärken können, und für Lehrkräfte und Ausbilder, dass sie ihren Erfahrungsschatz erweitern und ihre Kompetenzen verbessern können. In einer internationalen Wirtschaft ist schließlich die Fähigkeit, selbständig zu lernen und in einer mehrsprachigen Umgebung zu arbeiten, eine Voraussetzung für die Wettbewerbsfähigkeit der europäischen Wirtschaft. Das Programm für lebenslanges Lernen unterstützt den Austausch und Verbindungen zwischen Personen, Einrichtungen und Ländern.

In der Initiative **„Jugend in Bewegung“** (Rat der Europäischen Union, 2010h) wird unterstrichen, wie wichtig die Mobilität zu Lernzwecken ist, und vorgeschlagen, deren Vorteile allen jungen Menschen besser zugänglich zu machen. In diesem Sinne sollten neue innovative Konzepte dazu erkundet werden, wie die Mobilität in der beruflichen Aus- und Weiterbildung, insbesondere die Mobilität von Auszubildenden, gestärkt werden kann. Die Europäische Qualitätscharta für Mobilität aus dem Jahr 2006 (Europäisches Parlament, Rat der Europäischen Union, 2006b) dient als Bezugsdokument für Mobilitätsmaßnahmen zum Lernen oder zu sonstigen Zwecken, wie die berufliche Verbesserung für Jugendliche und Erwachsene. Das Grünbuch über die Förderung der Mobilität junger Menschen zu Lernzwecken (Europäische Kommission, 2009b) der Europäischen Kommission hingegen, behandelt verschiedene Aspekte von der Vorbereitung bis zur Nachbereitung von Mobilitätsphasen. Zudem werden die wichtigsten Hindernisse für Mobilität beleuchtet und Anregungen und Beispiele bewährter Praxis zur Beseitigung dieser Hindernisse erbeten.

Zur Förderung sowohl der Mobilität der Bürger Europas als auch ihrer Qualifikationen und Lernleistungen wurden oder werden zurzeit mehrere gemeinsame Instrumente, Grundsätze und Rahmen auf europäischer Ebene entwickelt. Sie alle dienen dem Zweck, die Zusammenarbeit in Europa zu stärken und in allen Bereichen der allgemeinen und beruflichen Bildung Transparenz, Anerkennung und Qualitätssicherung zu verbessern.

Der **Europäische Qualifikationsrahmen** (EQR, 2011) ist ein gemeinsamer europäischer Referenzrahmen, der die Qualifikationen in den einzelnen Ländern miteinander verbindet, um sie über Länder- und Systemgrenzen hinweg in Europa besser vergleichbar und verständlicher zu machen. Er verfolgt dabei zwei Kernziele: Förderung der grenzüberschreitenden Mobilität von Bürgern und Unterstützung des lebenslangen Lernens. Der EQR dient außerdem als gemeinsamer europäischer Bezugspunkt für im Bildungswesen tätige internationale Organisationen, die länderübergreifend eigene Qualifikationen entwickeln möchten.

Der **Europass** (2010) wurde entwickelt, um den Bürgern dabei zu helfen, ihr Wissen, ihre Kompetenzen und Qualifikationen in klarer und leicht verständlicher Form nachzuweisen, und um die europaweite Mobilität zu fördern. Er setzt sich aus fünf Dokumenten zusammen: Lebenslauf, Sprachenpass, Mobilitätsnachweis, Zeugnisrklärung und Diplomzusatz. Gemäß dem Brügge-Kommuniqué soll bis 2012 ein europäischer Kompetenzpass entwickelt werden, der Teil des Europass sein und den Bürgern helfen wird, ihre durch formales oder nicht formales Lernen erworbenen Kompetenzen zu dokumentieren.

Die Transparenz von Qualifikationen und die Anerkennung von Lernergebnissen werden zudem durch Instrumente gefördert, die Lernenden die Anrechnung von Lernleistungen, die sie während Lernperioden im eigenen Land oder im Ausland erbracht haben, erleichtern sollen. Diese Instrumente sind: das **Europäische Leistungspunktesystem für die Berufsbildung** (ECVET) (Europäisches Parlament und Rat der Europäischen Union, 2009a) und das Europäische System zur Übertragung von Studienleistungen (ECTS) in der Hochschulbildung. 2009 verabschiedeten das Europäische Parlament und der Rat die Empfehlung zur Einrichtung eines europäischen Leistungspunktesystems für die Berufsbildung (ECVET). Der **Europäische**

Bezugsrahmen für die Qualitätssicherung in der beruflichen Aus- und Weiterbildung (Europäisches Parlament und Rat der Europäischen Union, 2009b) wurde 2009 vom Europäischen Parlament und vom Rat als Referenzinstrument eingeführt, um die Behörden der Mitgliedstaaten im Hinblick auf die Förderung und die Überwachung der kontinuierlichen Verbesserung ihrer nationalen Berufsbildungssysteme zu unterstützen.

Qualitativ hochwertige **Beratungsdienste** unterstützen die Bürger beim lebenslangen Lernen, beim Karrieremanagement und bei der Verwirklichung persönlicher Ziele. Die lebenslange Bildungs- und Berufsberatung leistet einen Beitrag zur Umsetzung der umfassenderen Ziele Vollbeschäftigung, hohes Bildungsniveau und Wirtschaftswachstum. 2008 verabschiedete der Rat der Europäischen Union eine Entschließung zu einer besseren Integration lebensumspannender Beratung in die Strategien für lebenslanges Lernen (Rat der Europäischen Union, 2008d), in der die Bedeutung der lebenslangen Bildungs- und Berufsberatung im Rahmen der Ausarbeitung und Durchführung politischer Strategien in den Bereichen Bildung, Ausbildung und Beschäftigung bekräftigt wurde.

Obwohl die Mitgliedstaaten erhebliche Fortschritte bei der Entwicklung von Strategien für lebenslanges Lernen gemacht haben, gibt es immer noch sehr große Unterschiede bezüglich der Lernbeteiligung von Erwachsenen (Rat der Europäischen Union, 2008a). Eine der großen Herausforderungen bis zum Jahr 2020 wird darin bestehen, die Lernbeteiligung gering qualifizierter Erwachsener und insbesondere älterer Arbeitnehmer zu erhöhen. Das Europäische Parlament hat 2012 zum „Jahr für aktives Altern und die Solidarität zwischen den Generationen“ erklärt, das die Schaffung von mehr Beschäftigungsmöglichkeiten und besseren Arbeitsbedingungen für die wachsende Zahl älterer Menschen in Europa zum Ziel hat. Die Mitgliedstaaten sollten effiziente Systeme der **Erwachsenenbildung** aufbauen, die Erwachsenen Schlüsselkompetenzen vermitteln und ihnen den Zugang zum Arbeitsmarkt erleichtern. Bei den Studienbesuchen werden Entwicklungen in folgenden Bereichen vorgestellt:

- (a) Reformen der allgemeinen und beruflichen Bildung, politische Maßnahmen zur Umsetzung der integrierten Strategien für lebenslanges Lernen;
- (b) politische Maßnahmen zur Förderung der Beteiligung von Erwachsenen am lebenslangen Lernen;
- (c) Einführung flexibler Bildungswege und Übergänge zwischen verschiedenen Bereichen der nationalen Systeme;
- (d) Initiativen und Projekte für Mobilität zu Lernzwecken in verschiedenen Lernumgebungen;
- (e) Initiativen und Projekte zur Förderung des größtmöglichen Zugangs zu Mobilitätsmaßnahmen für Einzelpersonen;
- (f) Erstellung und Umsetzung von Qualifikationsrahmen, die sich am EQR orientieren.
- (g) Anerkennung der Kenntnisse, Fertigkeiten und Kompetenzen, die Menschen außerhalb der formalen Bildungssysteme erwerben, wie z. B. bei der Arbeit, bei Freiwilligentätigkeiten oder im Rahmen des Familienlebens.

5.2. Liste der Themen für Studienbesuche

- Nationale und sektorale Qualifikationsrahmen, die sich auf den EQR beziehen
- Instrumente zur Förderung der Transparenz von Qualifikationen und der Mobilität der Bürger
- Validierung nicht formalen und informellen Lernens
- Reformen der nationalen Systeme der allgemeinen und beruflichen Bildung
- Schaffung von Verbindungen zwischen Berufsbildung und Hochschule
- Einführung flexibler Bildungswege
- Förderung der Beteiligung von Erwachsenen an allgemeiner und beruflicher Bildung
- Lebenslange Beratung beim Lernen und Arbeiten
- Mobilität zu Lernzwecken in der allgemeinen und beruflichen Bildung

5.3. Schlüsselwörter

- Ältere Arbeitnehmer
- Benachteiligte
- Erwachsenenbildung
- Europass
- Europäischer Qualifikationsrahmen (EQR)
- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET)
- Europäisches System zur Übertragung von Studienleistungen (ECTS)
- Geringqualifizierte

- lebenslange Bildungs- und Berufsberatung
- Lernergebnisse
- Migranten und Minderheiten
- Mobilität von Arbeitnehmern
- Mobilität von Lehrkräften und Ausbildern
- Mobilität von Lernenden
- nationale Qualifikationsrahmen
- Programm für lebenslanges Lernen
- Qualifikationsbedarf
- Sozialpartner
- Validierung nicht formalen und informellen Lernens
- Transparenz von Qualifikationen

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PROGRAMA DE VISITAS DE ESTUDIO PARA ESPECIALISTAS Y RESPONSABLES DE TOMA DE DECISIONES EN EDUCACIÓN Y FORMACIÓN PROFESIONAL 2012/2013

Categorías temáticas

1. FAVORECER LA COOPERACIÓN ENTRE LOS MUNDOS DE LA EDUCACIÓN, LA FORMACIÓN PROFESIONAL Y EL TRABAJO

1.1. Descripción

La Estrategia Europa 2020 pone un énfasis decidido en la educación y la formación para promover un «crecimiento inclusivo, sostenible e inteligente» (Consejo Europeo, 2010c). En el marco estratégico para la cooperación europea en el ámbito de la educación y la formación posterior a 2010, el Consejo Europeo subraya que es importante desarrollar asociaciones entre los centros de educación y formación y las empresas, los institutos de investigación, los agentes culturales y las industrias creativas para promover la innovación e incrementar la **empleabilidad** y el **potencial emprendedor** de todos los alumnos (Consejo Europeo, 2009a). Deberán fomentarse unas comunidades de aprendizaje más amplias, con participación de representantes de la sociedad civil y otras partes interesadas, a fin de crear un clima que conduzca a la creatividad y a una mejor conciliación de las necesidades profesionales y sociales, así como al bienestar individual (Consejo Europeo, 2009b).

La crisis económica a la que se enfrenta Europa requiere medidas inmediatas y eficaces que fomenten el desarrollo económico y social a largo plazo, refuercen la competitividad, mejoren la empleabilidad y fortalezcan la cohesión social. En su comunicación “*A shared commitment for employment*” (“Un compromiso común para el empleo”) (Comisión Europea, 2009a), la Comisión Europea presentó tres prioridades esenciales que deberían poder ayudar a los Estados miembros a diseñar y aplicar políticas de empleo adecuadas y eficaces: mantenimiento del empleo, creación de puestos de trabajo y fomento de la movilidad; mejora de los conocimientos y satisfacción de las necesidades del mercado laboral; y mejora del acceso al empleo.

En la educación y formación inicial se adquieren capacidades básicas que habrán de desarrollarse más adelante. Los conocimientos, habilidades y competencias que los individuos desarrollan a lo largo de la educación y la formación iniciales son fundamentales para acceder con éxito a un empleo, así como para adaptarse más adelante a nuevos requisitos profesionales que puedan plantearse, métodos de trabajo y empleos. Las conclusiones del Consejo sobre **nuevas competencias para nuevos empleos** (Consejo Europeo, 2010d) recogen cómo formar mejor a los ciudadanos para los empleos que aún no existen y que se crearán en el futuro. El estudio de la previsión de competencias, llevado a cabo por el Cedefop en el 2011 para sectores y profesiones apunta que habrá un aumento de la demanda de competencias (medida como niveles de estudio formales), sin embargo, muchos jóvenes europeos dejarán los estudios sin finalizar el ciclo superior de enseñanza secundaria. De los empleos que oferte el mercado de trabajo en el 2020, 32 millones requerirán niveles de estudio superiores, 36,5 millones estudios de nivel medio y 6,7 millones cualificación básica (Cedefop, 2011b). Dado que las competencias exigidas en muchos puestos de trabajo cambiarán, los trabajadores tendrán que actualizarlas regularmente e incluso adaptarse a un cambio de empleo.

Es preciso que **la educación y la formación que se proporcionan tengan mayor relevancia para el mundo laboral**. Para ello, es necesario promover un diálogo entre instituciones de todos los niveles de la educación y la formación – tales como las escuelas, la formación profesional, la educación de personas adultas y la educación superior – y los actores principales del mercado laboral, las empresas y los empresarios (Consejo Europeo, 2009d). Como se subraya en el Comunicado de Brujas sobre una cooperación europea reforzada en materia de formación profesionales (FP), **la colaboración entre proveedores de educación y formación, los interlocutores sociales**, las empresas, los servicios de empleo y otras partes interesadas puede crear las condiciones necesarias para que los jóvenes adquieran los conocimientos y competencias que precisan para **integrarse rápidamente en el mercado de trabajo** y adaptarse a las nuevas exigencias laborales (Comunicado de Brujas, 2010). Este tipo de cooperación puede seguir distintas modalidades (Consejo Europeo, 2009a), tales como:

- el desarrollo de programas de formación en función de los resultados del aprendizaje que reflejen las necesidades del mercado laboral;

- la elaboración del curriculum, de modo que se estimule la adquisición de competencias clave, impartiendo contenidos teóricos junto a componentes prácticos relacionados con el mundo empresarial;
- prácticas en empresas tanto para profesores como para estudiantes con el fin de que se familiaricen con la realidad del mundo laboral;
- la participación de profesionales y empresarios en los procesos de aprendizaje.

Los interlocutores sociales europeos han desarrollado su propio marco de actuación para promover la adquisición y actualización de competencias y cualificaciones a lo largo de la vida, pero también colaboran en las iniciativas emprendidas por la Comisión Europea y los distintos países con objeto de **mejorar la FP y de que ésta resulte más atractiva en Europa**. Los interlocutores sociales necesitan respaldo para cumplir su papel en la organización, prestación y financiación de formación, pero deberían también promover el **aprendizaje en el lugar de trabajo**, mejorando las perspectivas de empleabilidad de los trabajadores y sus posibilidades de acceso al aprendizaje permanente (Comisión Europea, 2010a). Para que el aprendizaje permanente sea una realidad para todo el mundo, con independencia de la edad y del nivel de cualificación, el puesto de trabajo habitual ha de convertirse en el principal lugar de aprendizaje.

Las visitas de estudio considerarán enfoques y ejemplos de buenas prácticas relacionados con:

- (a) contribución de la educación y formación a la mejora de los conocimientos, capacidades y competencias para el mercado de trabajo;
- (b) análisis de nuevas necesidades y carencias de capacidades en los mercados laborales de los Estados miembros de la UE y formulación de políticas para atender dichas necesidades;
- (c) diseño y ejecución de iniciativas como la transición de la educación y formación al mundo laboral, la orientación profesional y el aprendizaje en el espacio laboral.
- (d) incentivos e iniciativas de ámbito nacional y regional que fomentan la colaboración de los centros de enseñanza y formación con interlocutores externos, incluidos padres, municipios, empresas, agentes sociales, ONG, etc.;
- (e) ejemplos nacionales, regionales y locales de gestión participativa y evaluación de los centros de educación y formación.

1.2. Lista de temas para las visitas de estudio

- Transición entre la educación y la formación y el mundo laboral
- Aprendizaje en el lugar de trabajo
- Integración de grupos desfavorecidos en el mercado de trabajo
- Aumento del atractivo de la FP
- Contribución de los interlocutores sociales al aprendizaje permanente
- Cooperación entre instituciones de educación y formación profesional y las empresas y la comunidad local
- Nuevas capacidades para nuevos empleos
- Fomentar el espíritu emprendedor y la empleabilidad

1.3. Palabras clave

- Aprendizaje de adultos,
- aprendizaje profesional,
- competencias clave,
- desarrollo sostenible,
- dirección y gestión,
- entorno escolar,
- espíritu emprendedor,
- financiación,
- inclusión social,
- integración en el mercado laboral,
- interlocutores sociales,
- necesidades de cualificaciones,
- orientación permanente,
- trabajadores mayores,
- validación del aprendizaje formal, no formal e informal.

2. APOYAR LA FORMACIÓN INICIAL Y CONTINUA DEL PROFESORADO, EL PERSONAL FORMADOR Y LOS GESTORES DE LAS INSTITUCIONES DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

2.1. Descripción

El marco estratégico europeo para la cooperación en el ámbito de la educación y la formación (Consejo de la Unión Europea, 2009b) después de 2010 recalca la necesidad de contar con una enseñanza de alta calidad mediante la **formación inicial del profesorado** adecuada así como un desarrollo **profesional continuo de profesores y formadores** y hacer de la docencia una opción atractiva de carrera. Ante los cambios en los mercados y entornos laborales, hace falta una oferta y una inversión en formación flexibles para la formación inicial y continua de los profesores y formadores (Comunicado de Brujas, 2010). Hay que prestar más atención a los programas de iniciación y prácticas para resolver los problemas de escasez de competencias docentes y la gran cantidad de jóvenes profesores que abandonan la profesión. Un **programa de iniciación** coherente debe ofrecer apoyo profesional, social y personal a los profesores principiantes (Comisión Europea 2010 I, pp. 16-18).

La percepción de la función del profesor y del formador ha cambiado en los últimos años, con mayores expectativas tanto de los profesores como de las escuelas en general. Profesores y formadores han de asumir mayores responsabilidades, en particular, en relación con su propio aprendizaje permanente actualizando y desarrollando sus propios conocimientos y aptitudes (Consejo Europeo, 2009c) y adaptando sus habilidades y prácticas de trabajo a un contexto cambiante. Hay convergencia en los papeles de profesores y formadores: un formador de una estructura de aprendizaje en el trabajo necesitará más competencias pedagógicas y tendrá que desempeñar un papel de apoyo y de tutoría; mientras que un profesor de una escuela necesitará, como un formador, una buena comprensión de las prácticas de trabajo (Comisión Europea, 2010a).

Los profesores se enfrentan a grupos más heterogéneos de estudiantes y han de mejorar la integración de los alumnos con problemas en la educación y la formación ordinaria. Profesores y formadores tienen que conocer en profundidad, desarrollar y aplicar nuevos planteamientos de enseñanza y formación, y una actitud reflexiva. Ello implica también la adopción de enfoques más individualizados en la docencia y el aprendizaje, una buena capacidad de comunicación, métodos de trabajo en equipo, una gestión escolar democrática y mecanismos que favorezcan la evaluación del alumno y de la escuela. Los profesores deben implicarse más activamente en los procesos de mejora de la escuela.

A causa de las nuevas demandas, los responsables políticos y los directores de centros docentes tienen mayores expectativas que antes, y ha cambiado **el papel de los directores de escuelas** en toda Europa. En la actualidad, los directores de centros docentes se encuentran en primera línea y son el pilar de la mejora de las escuelas. Existe la necesidad de disponer de unas competencias de dirección más eficaces (incluida la gestión financiera, competencias en las TIC, motivación del personal, garantía de la calidad, comunicación, etc.) que respondan al cambio y a nuevas funciones. Durante la reunión informal de los Ministros de Educación celebrada en Gotemburgo en septiembre de 2009, se resaltó que junto con los alumnos y los profesores, los directores de centros docentes deberían disfrutar de la posibilidad de compartir buenas prácticas y de desarrollarse profesionalmente más allá de las fronteras (Presidencia sueca de la Unión Europea, 2009).

La mejora de la calidad y la eficiencia en la educación y la formación continúan siendo un objetivo estratégico para la cooperación europea en el ámbito de la educación y la formación después de 2010. Las Conclusiones del Consejo (Consejo Europeo, 2009b) subrayaron la importancia de mejorar la gobernanza y la dirección de los centros de educación y formación e **impulsar unos sistemas eficaces de aseguramiento de la calidad**.

La mejora de la calidad exige desarrollar las capacidades de profesores, directores de los centros escolares, formadores y responsables de formación, adoptar medidas que estrechen las relaciones con los padres, modernizar los programas de estudios y ampliar las actividades extracurriculares, mejorar las infraestructuras y crear un entorno respetuoso. *Los mecanismos de garantía de la calidad* son importantes en todos los niveles de educación, e incluyen la evaluación de las competencias de los alumnos, la autoevaluación de los centros, las evaluaciones externas e internas, la transparencia y la validación de resultados. Es cada vez más frecuente la participación, por ejemplo, de los agentes sociales y otros actores del mercado laboral (a través de «comunidades de aprendizaje») en la evaluación y la validación de los resultados de los centros educativos.

En la formación profesional, el Comunicado de Brujas destaca la necesidad de dar mayor prioridad a la garantía de la calidad en la cooperación europea en materia de formación profesional para el periodo 2011-2020 (Comunicado de Brujas, 2010). La garantía de calidad es necesaria para generar una confianza común que facilite la movilidad y el reconocimiento de las competencias entre sistemas de FP. Los Estados

miembros deben establecer **marcos de garantía de calidad para los proveedores de FP** en el horizonte de 2015, que también han de aplicarse al aprendizaje en el lugar de trabajo de conformidad con la recomendación EQAVET (Parlamento Europeo y Consejo de la Unión Europea, 2009b).

En las visitas de estudio se valorarán las iniciativas y medidas que pretenden aumentar el atractivo de la enseñanza y la formación, mejorar el liderazgo pedagógico y elevar el nivel de calidad, haciendo hincapié en:

- (a) los programas diseñados para la contratación y retención de personal altamente cualificado en todas las profesiones relacionadas con la educación y la formación;
- (b) la mejora de la calidad y las competencias de los responsables de la educación y formación;
- (c) el desarrollo profesional continuo de profesores y formadores;
- (d) las iniciativas que sostienen la movilidad de profesores y formadores;
- (e) formulación y puesta en práctica de medidas que refuercen la calidad en la educación y formación.

2.2. Lista de temas para las visitas de estudio

- Mecanismos de garantía de la calidad en escuelas y centros de formación
- Formación inicial, contratación y evaluación de profesores y formadores
- Desarrollo profesional continuo de profesores y formadores y oportunidades profesionales
- Liderazgo y gestión en escuelas y centros de formación

2.3. Palabras clave

- Autonomía (escuela o centro),
- competencias de profesores y formadores,
- cualificación de profesores y formadores,
- dirección y gestión,
- evaluación (escuela o centro),
- garantía de calidad,
- movilidad de profesores y formadores,
- situación de profesores y formadores.

3. PROMOVER LA ADQUISICIÓN DE COMPETENCIAS CLAVE EN EL SISTEMA EDUCATIVO Y DE FORMACIÓN PROFESIONAL

3.1. Descripción

La Recomendación del Parlamento Europeo y del Consejo sobre las competencias clave para el aprendizaje permanente (Parlamento Europeo y Consejo de la Unión Europea, 2006a) establece un marco que combina los conocimientos, las capacidades y las actitudes que todos necesitamos para la realización personal, la ciudadanía activa, la inclusión social y el empleo. Se trata de una herramienta de referencia para respaldar a los responsables de la formulación de políticas, las instituciones de educación y formación, los agentes sociales y los propios alumnos.

Las competencias fundamentales constituyen una prioridad para todos los grupos de edad. Los jóvenes deben haber adquirido estas competencias al final de su educación y formación inicial para enfrentarse a la vida adulta, como punto de partida para el aprendizaje permanente y la vida laboral. Los adultos han de desarrollar y actualizar estas competencias fundamentales a lo largo de la vida con el fin de adaptarse con flexibilidad a un mundo sujeto a rápidos cambios.

Las competencias fundamentales son las siguientes: comunicación en la lengua materna, comunicación en lenguas extranjeras, competencias en matemáticas, ciencia y tecnología, competencia digital, la capacidad de aprender a aprender, competencias sociales y cívicas, espíritu emprendedor, y la expresión cultural.

El marco estratégico europeo para la cooperación en el ámbito de la educación y la formación (ET 2020) (Consejo Europeo, 2009b) reforzó la necesidad de que todas las personas adquieran competencias clave, estableciéndola como uno de los objetivos estratégicos para **incrementar la creatividad y la innovación, incluido el espíritu empresarial** a todos los niveles de la educación y la formación. La educación para el espíritu emprendedor, concepto que enmarca el sentido de la iniciativa, la capacidad de llevar ideas a la práctica, la creatividad y la confianza en sí mismo, debe fomentarse y ponerse al alcance de todos los alumnos de FP, a través de todos los planes y ramas de estudios, permitiendo las experiencias prácticas en empresas e involucrando expertos de las mismas (Consejo Europeo, 2010f). Su objetivo debe ser sensibilizar

ante la actividad autónoma como opción de carrera y formar a los jóvenes para que creen sus propias empresas. La capacidad emprendedora debe convertirse en una parte normal del marco de competencias de los profesores y formadores (Comisión Europea, 2010a).

Según la investigación más reciente, la UE se dirige hacia **una enseñanza y un aprendizaje basados en las competencias y en los resultados del aprendizaje** (Consejo Europeo, 2010e), lo que constituye un enfoque innovador de la enseñanza y el aprendizaje. Los países europeos han logrado avances notables en el desarrollo de planes de estudios escolares que favorecen enfoques transversales y aplicaciones prácticas que permiten desarrollar las competencias clave de los alumnos, necesarias para una realización personal plena, la ciudadanía activa y el empleo. Aunque la mejora de la alfabetización y las competencias básicas siga requiriendo esfuerzos, **las competencias transversales** (la competencia digital, las habilidades sociales, la capacidad de cooperación y de aprendizaje) reciben cada vez más atención. Son esenciales para facilitar que la persona empleada se adapte a diversos entornos laborales y se convierta en ciudadana activa. También los empresarios esperan cada vez más que sus empleados posean estas competencias (Consejo Europeo, 2010b).

En el 2011, el “Año Europeo para las Actividades de Voluntariado que promueven la Ciudadanía Activa” ha respaldado todo esfuerzo por parte de la Comunidad, los Estados Miembros, las autoridades locales y regionales por suscitar una sociedad civil que incite al voluntariado en la UE.

En el 2010, el Consejo abordó por primera vez la cuestión de la **educación para el desarrollo sostenible (EDS)** que integra aspectos económicos, sociales y medioambientales. En sus conclusiones, insta a los Estados miembros a integrar el desarrollo sostenible en todos los ámbitos de la educación y la formación y a respaldar el EDS en sus estrategias nacionales de aprendizaje permanente (Consejo Europeo, 2010g).

En las visitas de estudio que abordan este tema, se explorarán las medidas adoptadas por los países participantes con el fin de fomentar la adquisición de estas competencias fundamentales en jóvenes y adultos y fomentar los enfoques innovadores en el ámbito de la educación y la formación, tales como:

- (a) políticas nacionales, regionales y locales que tienden a incrementar el nivel de competencias fundamentales y apoyar la creatividad y la innovación;
- (b) reformas nacionales de los programas de estudios o reformas regionales y locales de los programas de estudios de los centros escolares;
- (c) iniciativas y proyectos específicos para promover la creación de competencias fundamentales, la creatividad y la innovación;
- (d) nuevos enfoques en la organización del aprendizaje y la enseñanza;
- (e) innovaciones en métodos, entornos de aprendizaje, materiales didácticos o técnicas de evaluación.

3.2. Lista de temas para las visitas de estudio

- Incremento de los niveles de competencia lectora y matemática
- Enseñanza y aprendizaje de idiomas
- Uso de TIC en el aprendizaje
- Educación para un espíritu emprendedor
- Educación para la ciudadanía activa y el desarrollo sostenible
- Desarrollo de la creatividad en el aprendizaje y la enseñanza
- Aprendizaje de matemáticas y ciencias

3.3. Palabras clave

- Actividades extracurriculares,
- aprender a aprender,
- aprendizaje de adultos,
- aprendizaje integrado de contenidos e idiomas (AICI),
- aprendizaje personalizado,
- competencia digital,
- competencias en ciencia y tecnología,
- competencias en matemáticas,
- competencias sociales y cívicas,
- comunicación en la lengua materna,
- comunicación en lenguas extranjeras,
- desarrollo sostenible,

- educación en materia de salud,
- educación intercultural,
- enfoques innovadores,
- evaluación de alumnos,
- inclusión social,
- jóvenes,
- necesidades de cualificaciones,
- participación de los padres,
- programas de estudios,
- sensibilidad y expresión cultural,
- voluntariado.

4. POTENCIAR LA INCLUSIÓN SOCIAL Y LA IGUALDAD DE GÉNERO EN LA EDUCACIÓN Y LA FORMACIÓN PROFESIONAL, INCLUYENDO LA INTEGRACIÓN DE LA POBLACIÓN INMIGRANTE

4.1. Descripción

El marco estratégico europeo para la cooperación en el ámbito de la educación y la formación (Consejo Europeo, 2009b) define entre las prioridades estratégicas que los Estados Miembros han de alcanzar hasta 2020 la promoción de la equidad, la cohesión social y la ciudadanía activa. Los sistemas de educación y formación deberían tener el objetivo de garantizar que todos los educandos, incluidos los procedentes de medios desfavorecidos, aquellos con necesidades especiales y los migrantes, completen su educación, recurriendo cuando proceda a la educación compensatoria y facilitando un aprendizaje más personalizado. De este modo, los sistemas de educación y formación contribuyen a reducir las desigualdades sociales y permiten a los ciudadanos desarrollar plenamente sus posibilidades (Consejo Europeo, 2011b).

Una de las metas principales de la Estrategia Europa 2020 es reducir el porcentaje de **abandono escolar** del 14,4 % actual al 10 %, tanto en la educación general como en la FP. La Comisión aprobó en 2011 un plan de acción que ayudará a los Estados miembros a cumplir este importante objetivo a finales de la década. (Consejo Europeo, 2011a). La FP en particular puede contribuir a reducir el porcentaje de abandono escolar gracias a una combinación de medidas tanto preventivas como correctoras, como por ejemplo, con una FP adecuada al mercado laboral, más aprendizaje y prácticas en un entorno laboral, unos itinerarios de aprendizaje flexibles, una orientación y un asesoramiento eficaces, y unos contenidos y métodos de enseñanza que tengan en cuenta los modos de vida e intereses de los jóvenes, manteniéndose al mismo tiempo unos niveles de calidad elevados (Comunicado de Brujas, 2010).

El acceso a la educación preescolar es esencial para empezar la vida con buen pie, ya que promueve la sociabilidad del niño y sienta las bases para el aprendizaje posterior. Es especialmente importante para los niños procedentes de familias con un bajo nivel de ingresos, así como para los pertenecientes a minorías étnicas e inmigrantes.

Los Estados miembros han introducido **formas alternativas (más flexibles) de educación y formación**, programas que ofrecen una segunda oportunidad, mecanismos para informar a los padres del ausentismo escolar, iniciativas que reducen los costes mediante la entrega de materiales escolares y un servicio de transporte gratuito. Es importante establecer una estrecha cooperación entre, por un lado, la educación general y la formación profesional y, por otro, las escuelas «de segunda oportunidad» que se dirigen a los adultos. Para los niños con necesidades especiales, el acceso ha de entenderse como la posibilidad de recibir educación general o especial, dependiendo de lo que mejor responda a sus necesidades de aprendizaje. En la enseñanza superior, es fundamental la gratuidad, puesto que las tasas de matrícula pueden restringir el acceso a la misma.

Los Estados miembros deben **desarrollar distintos itinerarios en la FP** para facilitar el aprendizaje complementario y la empleabilidad de los ciudadanos. Asimismo, han de mejorar los programas públicos de formación que se dirigen a los desempleados y a las personas desfavorecidas. La calidad y relevancia de este tipo de programas pueden mejorarse fomentando las cooperaciones regionales y locales entre todas las instituciones interesadas y promoviendo la participación del sector privado.

Todos los alumnos deben recibir las mismas oportunidades de éxito; independientemente de circunstancias externas, como la situación económica familiar, la educación y la situación laboral de los padres, el lugar de residencia, la pertenencia étnica y racial, el género y la discapacidad. En la enseñanza obligatoria, se tiende a

ofrecer una “segunda oportunidad” a los alumnos que abandonan los estudios prematuramente. La formación profesional inicial contribuye a dotarles de capacidades, conocimientos y cualificaciones fundamentales para su integración en la sociedad. En la mayoría de los Estados miembros siguen necesitándose iniciativas encaminadas a reducir el abandono escolar y la desigualdad motivada por desventajas socioeconómicas. El **apoyo individualizado** a los alumnos de riesgo puede incluir la oferta de enseñanza personalizada, sistemas de asesoramiento, orientación y tutoría, asistencia social y actividades extracurriculares en apoyo del aprendizaje (Consejo Europeo, 2010a).

Las visitas de estudio considerarán iniciativas y medidas relacionadas con los siguientes aspectos:

- (a) formulación y adopción de iniciativas para mejorar el acceso de grupos desfavorecidos a la educación y formación;
- (b) diseño y ejecución de actividades para conseguir la equidad.

4.2. Lista de temas para las visitas de estudio

- Oportunidades de aprendizaje precoz
- Métodos de aprendizaje personalizados
- Medidas para prevenir el abandono prematuro de los estudios
- Igualdad de oportunidades para los grupos desfavorecidos

4.3. Palabras clave

- Abandono escolar,
- aprendizaje de adultos,
- aprendizaje preescolar,
- igualdad de género,
- inclusión social,
- inmigrantes y minorías,
- necesidades especiales,
- orientación permanente,
- rendimiento en la educación y formación,
- trabajadores mayores,
- voluntariado.

5. DESARROLLAR LAS ESTRATEGIAS DE FORMACIÓN A LO LARGO DE LA VIDA Y PROMOCIONAR LA MOVILIDAD

5.1. Descripción

Hacer realidad **el aprendizaje permanente y la movilidad** es un objetivo estratégico de la cooperación europea en materia de educación y formación después de 2010 (Consejo Europeo, 2009b). La mayoría de los países han hecho avances en lo referente al diseño de estrategias para el aprendizaje permanente concertadas y globales. La cooperación debería abordar el aprendizaje en todos los contextos – formal, no formal e informal – y en todos los niveles – desde la educación en la primera infancia y la escuela hasta la enseñanza superior, la educación y formación profesional y el aprendizaje de adultos. El Comunicado de Brujas sobre una cooperación europea reforzada en materia de formación profesional insta a adoptar más medidas para garantizar al máximo el acceso al aprendizaje permanente para que los ciudadanos tengan oportunidades para aprender en cualquier etapa de su vida creando itinerarios de educación y formación más abiertos y flexibles (Comunicado de Brujas, 2010).

El intercambio de información sobre iniciativas políticas puede impulsar reformas en los sistemas nacionales de educación y formación y, junto a otras actividades comunes de aprendizaje, progresar en el cumplimiento de los objetivos comunes y los criterios de referencia establecidos para el aprendizaje permanente. En este ámbito, todavía queda por implantar **estrategias coherentes y globales**, que integren la educación, la enseñanza superior, la educación de adultos y la FP. Es fundamental adoptar un enfoque global que vincule el aprendizaje permanente y la FP con otros ámbitos políticos, como la macroeconomía, las políticas de empleo, la competitividad económica, la empresa, la investigación e innovación y las políticas sociales.

La movilidad de los ciudadanos, especialmente en el marco de la educación y formación, contribuye a crear un sentimiento de pertenencia a Europa, desarrollando una conciencia europea y estimulando la

ciudadanía europea. Desde un punto de vista práctico, ofrece a los jóvenes la oportunidad de mejorar sus capacidades personales y su empleabilidad, y a los profesores y formadores la posibilidad de ampliar su experiencia y mejorar sus capacidades. Por último, en una economía internacional, la capacidad de actualizar competencias y de trabajar en un entorno multilingüe es esencial para la competitividad de la economía europea. El programa para el aprendizaje permanente promueve los intercambios y contactos entre personas físicas, centros y países.

La iniciativa «**Juventud en Movimiento**» (Consejo Europeo, 2010h) subraya el valor de la movilidad para el aprendizaje, y defiende que sus ventajas se pongan al alcance de todos los jóvenes. En esta línea, es interesante explorar enfoques innovadores sobre la manera de reforzar la movilidad en la FP, particularmente de los aprendices. La Carta de calidad de la movilidad europea 2006 (Parlamento Europeo y Consejo de la Unión Europea, 2006b) ofrece orientación sobre los mecanismos de movilidad con fines educativos y de otro tipo, como la promoción profesional, tanto para jóvenes como para adultos. A su vez el Libro Verde de la Comisión relativo al fomento de la movilidad en la formación de los jóvenes (Comisión Europea, 2009b) aborda cuestiones que engloban desde la preparación hasta el seguimiento de un periodo de movilidad. También considera las principales barreras y obstáculos que frenan la movilidad y presenta sugerencias y ejemplos de buenas prácticas para superarlos.

Para favorecer la movilidad de los ciudadanos europeos y promover sus cualificaciones y logros educativos, se han desarrollado o se están desarrollando algunas herramientas, principios y marcos comunes a escala europea. Todos ellos tienen como fin reforzar la cooperación europea y mejorar la transparencia, el reconocimiento y la garantía de la calidad en todos los sectores de la educación y formación.

El **Marco Europeo de Cualificaciones (MEC, 2011)** es un marco de referencia europeo común que enlaza las cualificaciones nacionales para que resulten más inteligibles y comprensibles en los diferentes países y sistemas. Sus dos objetivos principales son promover la movilidad transnacional de los ciudadanos y el aprendizaje permanente. El MEC también es un referente europeo común para las organizaciones sectoriales internacionales que desean desarrollar sus propias cualificaciones en distintos países. Cada vez son más los países europeos que elaboran e implantan **marcos nacionales de cualificaciones (MNC)** estrechamente relacionados – aunque no de forma exclusiva – con el MEC. Un MNC es un instrumento que ayuda a mantener la coherencia en la elaboración de políticas y en el aprendizaje permanente con el fin de mejorar el acceso, el progreso y el reconocimiento de los resultados del aprendizaje.

Europass (2010) es una herramienta que permite que los conocimientos, capacidades y cualificaciones de los ciudadanos sean más inteligibles, fomentando así la movilidad en Europa. Consta de cinco documentos: curriculum vitae, pasaporte de lenguas europeas, movilidad Europass, suplemento de certificado y suplemento de diploma. De acuerdo con el Comunicado de Brujas, se creará un pasaporte europeo de capacidades como parte integrante del Europass antes de 2012, con el fin de ayudar a los ciudadanos a demostrar las competencias adquiridas durante procesos de aprendizaje formal o no formal.

La transparencia de las cualificaciones y el reconocimiento de los resultados del aprendizaje se apoyan también en otras herramientas que permiten a los alumnos transferir los créditos obtenidos en el curso de distintos periodos de aprendizaje tanto en sus países de origen como en extranjero. Se trata del **Sistema Europeo de Créditos para la Formación Profesional (ECVET)** (Parlamento Europeo y Consejo de la Unión Europea, 2009a) y el Sistema Europeo de Transferencia y Acumulación de Créditos (ECTS) para la enseñanza superior. En 2009, el Parlamento Europeo y el Consejo aprobaron una Recomendación relativa a la creación de un Sistema Europeo de Créditos para la Formación Profesional (ECVET). El **Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación Profesionales** (Parlamento Europeo y Consejo de la Unión Europea, 2009b) fue adoptado por el Parlamento Europeo y el Consejo en 2009 como instrumento de referencia para ayudar a las autoridades de los Estados miembros a promover y supervisar la mejora continua de sus sistemas nacionales de FP.

La **orientación** de alta calidad y los **servicios de asesoría** apoyan el aprendizaje permanente de los ciudadanos, sus carreras profesionales y el logro de sus objetivos personales. La orientación permanente contribuye a lograr los objetivos más amplios de pleno empleo, un elevado nivel educativo y crecimiento económico. En 2008, el Consejo de la Unión Europea aprobó una resolución titulada «Incluir mejor la orientación permanente en las estrategias permanentes de educación y formación permanente» (Consejo Europeo, 2008d) que reforzó el papel de la orientación permanente en la educación y formación europeas y la elaboración y aplicación de las políticas de empleo.

Aunque los Estados miembros han avanzado mucho en sus estrategias de aprendizaje permanente, existen graves desigualdades en la participación de los adultos en el aprendizaje (Consejo Europeo, 2008a).

Uno de los grandes retos que se plantean para el 2020 es aumentar las oportunidades de aprendizaje por parte de las personas adultas de baja cualificación profesional y, en particular, de los trabajadores más mayores. El Parlamento Europeo designó 2012 como “Año Europeo del Envejecimiento Activo y de la Solidaridad Intergeneracional” con el fin de crear mejores oportunidades de empleo y condiciones laborales para el creciente número de personas mayores de Europa. Los Estados miembros deben implantar sistemas de **aprendizaje para adultos** eficaces que proporcionen a las personas adultas competencias clave y mayor acceso al mercado laboral.

Las visitas de estudio presentarán desarrollos relacionados con:

- (a) reformas en materia de educación y formación, medidas políticas para la aplicación de estrategias integrales de aprendizaje permanente;
- (b) iniciativas políticas para aumentar la participación de los adultos en actividades de aprendizaje permanente;
- (c) implantación de itinerarios flexibles de aprendizaje y transición entre distintas secciones de los sistemas nacionales.
- (d) iniciativas y proyectos sobre la movilidad en el aprendizaje en distintos contextos de aprendizaje;
- (e) actividades y proyectos que promuevan un acceso más generalizado a la movilidad de las personas;
- (f) creación e implantación de marcos de cualificaciones con referencia al MEC.
- (g) reconocimiento de los conocimientos y competencias que adquieren las personas fuera de los sistemas de educación formal, como por ejemplo en el trabajo, en actividades de voluntariado o en su vida familiar.

5.2. Lista de temas para las visitas de estudio

- Marcos nacionales y sectoriales de cualificaciones vinculados al MEC
- Herramientas para promover la transparencia de las cualificaciones y la movilidad de los ciudadanos
- Validación del aprendizaje no formal e informal
- Reformas de los sistemas nacionales de educación y formación
- Establecimiento de vínculos entre la FP y la enseñanza superior
- Implantación de itinerarios flexibles de aprendizaje
- Aumento de la participación de los adultos en la educación y formación
- Orientación permanente para la educación, la formación y el trabajo
- Movilidad en el aprendizaje en el ámbito de la educación y la formación

5.3. Palabras clave

- Aprendizaje de adultos,
- Europass,
- grupos desfavorecidos,
- inmigrantes y minorías,
- interlocutores sociales,
- Marco Europeo de Cualificaciones (MEC),
- Marcos Nacionales de Cualificaciones,
- movilidad de alumnos,
- movilidad de profesores y formadores,
- movilidad de trabajadores,
- necesidades de cualificaciones,
- orientación permanente,
- programa de aprendizaje permanente,
- resultados del aprendizaje,
- Sistema Europeo de Créditos para la Formación Profesional (ECVET),
- Sistema Europeo de Transferencia de Créditos (ECTS),
- trabajadores mayores,
- trabajadores poco cualificados,
- transparencia de las cualificaciones,
- validación del aprendizaje formal, no formal e informal.

FUENTES SELECCIONADAS SOBRE POLÍTICAS DE LA UE

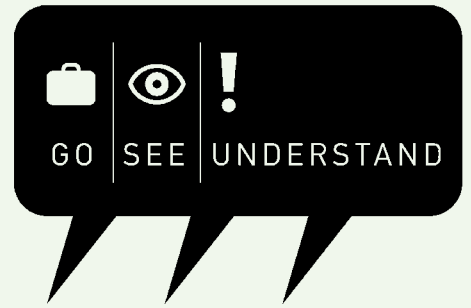
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