



CEDEFOP

European Centre  
for the Development  
of Vocational Training



Education and Culture DG

Lifelong Learning Programme



# STUDYVISITS catalogue 2011/12

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





# Study visits catalogue

## 2011/12

Каталог на учебните посещения  
Katalog studijních pobytů  
Katalog over studiebesøg  
Studienbesuche: Katalog  
Õppelähetuste kataloog  
Κατάλογος επισκέψεων μελέτης  
Catálogo de las Visitas de Estudio  
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Luettelo opintomatkoista  
Studiebesökskatalogen

**The European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies, research and practice. Cedefop was established in 1975 by Council Regulation (EEC) No 337/75.

Europe 123, GR-570 01 Thessaloniki (Pylea), GREECE  
PO Box 22427, GR-551 02 Thessaloniki, GREECE  
Tel. +30 2310490111, Fax +30 2310490020  
E-mail: [info@cedefop.europa.eu](mailto:info@cedefop.europa.eu)  
**[www.cedefop.europa.eu](http://www.cedefop.europa.eu)**

**Cedefop – Study Visits**

Tel. +30 2310490154, Fax +30 2310490044  
E-mail: [studyvisits@cedefop.europa.eu](mailto:studyvisits@cedefop.europa.eu)  
**<http://studyvisits.cedefop.europa.eu>**

Christian F. Lettmayr, *Acting Director*  
Tarja Riihimäki, *Chair of the Governing Board*

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu>).

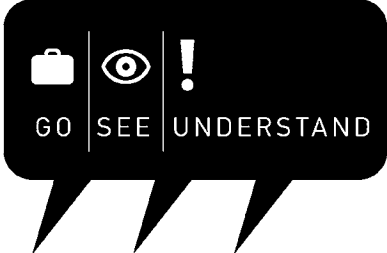
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# About the study visits programme

The study visits programme for education and vocational training specialists, 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 (ET 2020), 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 policy-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 2011/12. For study visits taking place from September 2011 to February 2012, you can apply by **31 March 2011** and for study visits taking place from March to June 2012, you can apply by **14 October 2011**.

## HOW TO USE THIS CATALOGUE

This catalogue comprises the study visits that will take place from September 2011 to June 2012 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 five categories of themes (mentioned below), which reflect and encompass the latest policy developments in education and training in Europe:

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

In Annex (pp. 284-294), 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 themes.

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 2011 to February 2012 and March to June 2012. 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 2011/2012 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.**

# Acerca del programa de visitas de estudio

El programa de las visitas de estudio para especialistas en educación y formación, 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 gestores en temas de 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 2011/2012 se organizarán **dos procesos de selección**. Para las visitas de estudio organizadas entre septiembre de 2011 y febrero de 2012, puede presentar su candidatura hasta el **31 de marzo de 2011**; para aquellas que tengan lugar entre marzo y junio de 2012, puede presentar su solicitud hasta el **14 de octubre de 2011**.

## CÓMO UTILIZAR ESTE CATÁLOGO

El catálogo abarca las visitas de estudio que tendrán lugar entre septiembre de 2011 hasta junio de 2012 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. 295-306), 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 2011 a febrero de 2012 y de marzo a junio de 2012. 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

**Número de plazas:**

Nº de plazas en un grupo

**Número mínimo requerido:**

Nº mínimo de participantes para que tenga lugar una visita

**CATEGORÍA DE TEMAS:**

En el período 2011/2012 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.

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.

**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.**

# Das Studienbesuchsprogramm

Das Studienbesuchsprogramm für Bildungs- und Berufsbildungsfachleute bildet eine Initiative der Generaldirektion Bildung und Kultur der Europäischen Kommission und ist 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 politische 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 2011/2012 **zwei Antragsrunden gibt**:

Für Studienbesuche, die zwischen September 2011 und Februar 2012 stattfinden, können Sie sich bis zum **31. März 2011** bewerben, und für Studienbesuche, die von März bis Juni 2012 stattfinden, können Sie sich bis zum **14. Oktober 2011** bewerben.

## WIE SIE DIESEN KATALOG BENUTZEN

Dieser Katalog enthält die Studienbesuche, die zwischen September 2011 und Juni 2012 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. 307-318) 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 2011 bis Februar 2012 und März bis Juni 2012. 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 Besuchs 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 2011/2012 sind fünf 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.**

# À propos du programme de visites d'étude

Le programme de visites d'étude pour spécialistes 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 1<sup>er</sup> 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 2011/2012: pour les visites d'étude se déroulant de septembre 2011 à février 2012, vous pouvez poser votre candidature jusqu'au **31 mars 2011**; pour les visites d'étude se déroulant de mars à juin 2012, vous pouvez poser votre candidature jusqu'au **14 octobre 2011**.

## COMMENT UTILISER CE CATALOGUE

Ce catalogue comprend les visites d'étude se déroulant de septembre 2011 à juin 2012 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. 319-330) 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 2011 à février 2012, et mars à juin 2012. 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

**CATÉGORIE THÉMATIQUE:**

Les visites en 2011-2012 seront organisées autour de cinq catégories thématiques 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 du groupe.

**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.

Mots clés:

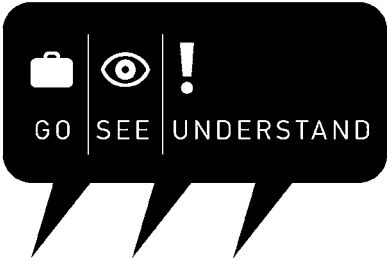
- **Le but est d'aider les participants à mieux identifier le sujet de la visite.**

**Organisateur(s)**

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

**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.**



# Catalogue 2011/12

## ■ ROUND 1/PHASE 1/ANTRAGSRUNDE 1/TURNO 1: 01/09/2011 – 29/02/2012

Deadline/délais/Bewerbungsschluss/plazo: 31/3/2011

## ■ ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 01/03/2012 - 30/06/2012

Deadline/délais/Bewerbungsschluss/plazo: 14/10/2011

### ENCOURAGE 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

#### TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK TRANSITION DE L'ÉDUCATION ET DE LA FORMATION À LA VIE ACTIVE

| round | group | title of visit   | wl | country        | date                | page |
|-------|-------|--|----|----------------|---------------------|------|
| 1     | 1     | Building our future - the fate of unemployed youngsters                                | EN | Turkey         | 26/09/11 - 30/09/11 | 29   |
| 1     | 2     | Du local au glocal: l'école comme système ouvert au territoire                         | FR | Italie         | 04/10/11 - 07/10/11 | 30   |
| 1     | 3     | Right skills for the right jobs  | EN | Czech Republic | 17/10/11 - 21/10/11 | 31   |
| 1     | 4     | The Bologna process and graduate career tracking system                                | EN | Hungary        | 17/10/11 - 21/10/11 | 32   |
| 1     | 5     | Exploring new ways to increase the effectiveness of adult training                     | EN | Turkey         | 14/11/11 - 18/11/11 | 33   |
| 1     | 6     | From school to work or school and work -<br>Integration better than transition         | EN | Italy          | 12/12/11 - 16/12/11 | 34   |
| 2     | 141   | VET in Spain - Strategies to merge learning and the labour market                      | EN | Spain          | 26/03/12 - 29/03/12 | 179  |
| 2     | 142   | L'enseignement en alternance, une clé vers un emploi qualifié                          | FR | Belgique       | 24/04/12 - 27/04/12 | 180  |
| 2     | 143   | Improving informed student choices through collaboration<br>of schools and enterprises | EN | Norway         | 07/05/12 - 11/05/12 | 181  |
| 2     | 144   | Bridging VET and the workplace: Malta as a case study                                  | EN | Malta          | 21/05/12 - 25/05/12 | 182  |

#### WORKPLACE LEARNING

| round | group | title of visit   | wl | country        | date                | page |
|-------|-------|--|----|----------------|---------------------|------|
| 1     | 7     | Upgrading skills and competence development in and for companies                     | EN | Germany        | 04/10/11 - 06/10/11 | 35   |
| 1     | 8     | Building relationships with and supporting employers to upskill staff                | EN | United Kingdom | 07/11/11 - 11/11/11 | 36   |
| 1     | 9     | Work-based learning and skill building in Wales                                      | EN | United Kingdom | 14/11/11 - 18/11/11 | 37   |
| 1     | 10    | Supporting growth of SMEs through effective leadership<br>and management development | EN | United Kingdom | 20/02/12 - 23/02/12 | 38   |
| 2     | 145   | Challenges and opportunities for skills development<br>in the labour market          | EN | Ireland        | 06/03/12 - 09/03/12 | 183  |

## INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

| round | group | title of visit   | wl | country | date                | page |
|-------|-------|--|----|---------|---------------------|------|
| 1     | 11    | Adult education - A stepping stone for immigrants entering the labour market     | EN | Sweden  | 27/09/11 - 30/09/11 | 39   |
| 1     | 12    | Volunteer networking to address unfair competition and sustainable development   | EN | France  | 17/10/11 - 20/10/11 | 40   |
| 1     | 13    | Development of special need education in vocational training in Styria           | EN | Austria | 14/11/11 - 18/11/11 | 41   |
| 2     | 146   | Marketable professions for young Roma: reintegration into the labour market      | EN | Hungary | 02/04/12 - 05/04/12 | 184  |
| 2     | 147   | Integration of young people with disabilities into the labour market and society | EN | Germany | 24/04/12 - 27/04/12 | 185  |

## INCREASING ATTRACTIVENESS OF VET

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

### STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

| round | group | title of visit   | wl | country        | date                | page |
|-------|-------|--|----|----------------|---------------------|------|
| 1     | 14    | Schools in enterprises, enterprises in schools – How to bring them closer  | EN | Czech Republic | 10/10/11 - 13/10/11 | 42   |
| 1     | 15    | Zukunftsorientierte Berufsausbildung                                       | DE | Deutschland    | 10/10/11 - 14/10/11 | 43   |
| 1     | 16    | New skills for new jobs: the importance of improving the quality of VET    | EN | Italy          | 24/10/11 - 26/10/11 | 44   |
| 1     | 17    | Increasing attractiveness of vocational education through correct guidance | EN | Turkey         | 24/10/11 - 27/10/11 | 45   |
| 1     | 18    | How to attract elementary school leavers to technical VET schools          | EN | Czech Republic | 07/11/11 - 11/11/11 | 46   |
| 2     | 148   | Das duale Ausbildungssystem in Tirol                                       | DE | Österreich     | 12/03/12 - 16/03/12 | 186  |
| 2     | 149   | Improving vocational education through ICT and language skill development  | EN | Spain          | 19/03/12 - 22/03/12 | 187  |
| 2     | 150   | Active development of in-company training as a tool for more employability | EN | Germany        | 24/04/12 - 27/04/12 | 188  |
| 2     | 151   | La formation à l'enseignement professionnel: le référentiel de compétences | FR | Espagne        | 07/05/12 - 11/05/12 | 189  |

## SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

| round | group | title of visit  | wl | country        | date                | page |
|-------|-------|---|----|----------------|---------------------|------|
| 1     | 19    | The role of the social partners in vocational education and training                      | EN | Sweden         | 17/10/11 - 21/10/11 | 47   |
| 1     | 20    | Trade unions creating a learning culture in the workplace                                 | EN | United Kingdom | 07/11/11 - 11/11/11 | 48   |
| 1     | 21    | Challenges for developing competences in the chemical sector in Europe                    | EN | Germany        | 27/02/12 - 02/03/12 | 49   |
| 2     | 152   | Elderly workers in companies and the labour market  | EN | Germany        | 12/03/12 - 16/03/12 | 190  |
| 2     | 153   | 'Competent': an instrument for efficient career guidance and other labour market services | EN | Belgium        | 30/05/12 - 01/06/12 | 191  |

**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**  
**ZUSAMMENARBEIT ZWISCHEN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, UNTERNEHMEN UND LOKALEN GEMEINSCHAFTEN**

| round | group | title of visit   | wl | country        | date                | page |
|-------|-------|--|----|----------------|---------------------|------|
| 1     | 22    | Recognising and measuring in archaeological research fields                        | EN | Italy          | 05/09/11 - 09/09/11 | 50   |
| 1     | 23    | Environmental engineering education perspectives in the Mediterranean region       | EN | Turkey         | 05/09/11 - 08/09/11 | 51   |
| 1     | 24    | New horizons for adult education   | EN | Turkey         | 19/09/11 - 23/09/11 | 52   |
| 1     | 25    | Raising quality of VET in cooperation with employers and higher education          | EN | Poland         | 19/09/11 - 23/09/11 | 53   |
| 1     | 26    | Triple helix dynamics in rural areas   | EN | Iceland        | 20/09/11 - 23/09/11 | 54   |
| 1     | 27    | Chiusi en terre de Sienne: une communauté d'apprentissage                          | FR | Italie         | 03/10/11 - 07/10/11 | 55   |
| 1     | 28    | Acquiring formal education in a non-formal way: meeting labour market requirements | EN | Czech Republic | 10/10/11 - 14/10/11 | 56   |
| 1     | 29    | Sustainable network of research and education in natural science and technology    | EN | Austria        | 10/10/11 - 13/10/11 | 57   |
| 1     | 30    | Cooperation of VET institutions and employers' organisations in northern Hungary   | EN | Hungary        | 10/10/11 - 14/10/11 | 58   |
| 1     | 31    | Collaborative networks developing new sustainable technologies in VET              | EN | United Kingdom | 11/10/11 - 13/10/11 | 59   |
| 1     | 32    | Cooperation of schools, the world of work and social partners                      | EN | Germany        | 07/11/11 - 11/11/11 | 60   |
| 1     | 33    | Réussite éducative et rythmes scolaires: méthodes et résultats                     | FR | France         | 14/11/11 - 18/11/11 | 61   |
| 1     | 34    | A community-based approach to delivering diverse learning opportunities            | EN | United Kingdom | 22/11/11 - 25/11/11 | 62   |
| 1     | 35    | Promoting synergy between business and education                                   | EN | Lithuania      | 06/12/11 - 09/12/11 | 63   |
| 1     | 36    | Learning by doing, the road to achievement   | EN | France         | 06/02/12 - 10/02/12 | 64   |
| 1     | 37    | Partnership in the educational network   | EN | Ireland        | 07/02/12 - 10/02/12 | 65   |
| 2     | 154   | Developing local campus - different schools and systems living together            | EN | Denmark        | 19/03/12 - 23/03/12 | 192  |
| 2     | 155   | Partnership between enterprises and vocational education                           | EN | Denmark        | 23/04/12 - 27/04/12 | 193  |
| 2     | 156   | Berufsbildende Schulen als Gestalter von Übergängen                                | DE | Deutschland    | 07/05/12 - 11/05/12 | 194  |
| 2     | 157   | Developing the spirit of entrepreneurship in young people                          | EN | Italy          | 30/05/12 - 01/06/12 | 195  |

**NEW SKILLS FOR NEW JOBS**

| round | group | title of visit   | wl | country        | date                | page |
|-------|-------|--|----|----------------|---------------------|------|
| 1     | 38    | Diversifying vocational education and training to amplify employment possibilities   | EN | Spain          | 17/10/11 - 20/10/11 | 66   |
| 1     | 39    | Cooperation between education and companies to provide the right mix of skills       | EN | Netherlands    | 07/11/11 - 10/11/11 | 67   |
| 2     | 158   | Raising the quality of teaching and training to improve skills for the labour market | EN | United Kingdom | 16/04/12 - 20/04/12 | 196  |

## FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY ENCOURAGER L'ESPRIT D'ENTREPRISE ET L'EMPLOYABILITÉ

| round | group | title of visit  | wl | country  | date                | page |
|-------|-------|---|----|----------|---------------------|------|
| 1     | 40    | From innovative professional training to success on the labour market                 | EN | Poland   | 19/09/11 - 23/09/11 | 68   |
| 1     | 41    | Labour market engagement in competence-based VET                                      | EN | Finland  | 03/10/11 - 07/10/11 | 69   |
| 2     | 159   | A comprehensive regional approach to entrepreneurship education in Asturias           | EN | Spain    | 05/03/12 - 09/03/12 | 197  |
| 2     | 160   | De l'école à l'entreprise: favoriser les synergies à dimension européenne             | FR | France   | 27/03/12 - 29/03/12 | 198  |
| 2     | 161   | Cross-curricular entrepreneurial activities   | EN | Portugal | 04/06/12 - 08/06/12 | 199  |
| 2     | 162   | Developing entrepreneurial culture: university-enterprise partnerships for innovation | EN | Italy    | 11/06/12 - 14/06/12 | 200  |

## SUPPORT 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 QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

| round | group | title of visit  | wl | country        | date                | page |
|-------|-------|---|----|----------------|---------------------|------|
| 1     | 42    | Development of management and quality systems of educational institutions in Tallinn municipality | EN | Estonia        | 19/09/11 - 23/09/11 | 70   |
| 1     | 43    | Implementing and evaluating sustainable quality management systems in schools                     | EN | Germany        | 26/09/11 - 30/09/11 | 71   |
| 1     | 44    | Quality assurance in Dutch vocational education and training                                      | EN | Netherlands    | 26/09/11 - 29/09/11 | 72   |
| 1     | 45    | Raising the quality of education  | EN | Turkey         | 10/10/11 - 14/10/11 | 73   |
| 1     | 46    | ICT in national assessment and examinations reform in Romania                                     | EN | Romania        | 10/10/11 - 14/10/11 | 74   |
| 1     | 47    | Qualitative Bildung und Ausbildung - Tradition und Weiterentwicklung                              | DE | Bulgarien      | 10/10/11 - 14/10/11 | 75   |
| 1     | 48    | What pedagogical supervision do schools need for quality assurance?                               | EN | Poland         | 17/10/11 - 21/10/11 | 76   |
| 1     | 49    | Impact of school evaluation on quality improvement  | EN | Portugal       | 24/10/11 - 28/10/11 | 77   |
| 1     | 50    | Pädagogische Schulaufsicht als Instrument zur Verbesserung von Schulqualität                      | DE | Polen          | 21/11/11 - 25/11/11 | 78   |
| 1     | 51    | Driving up standards in VET through continuous professional development and quality assessment    | EN | United Kingdom | 28/11/11 - 02/12/11 | 79   |
| 2     | 163   | Quality assurance and governance in education and training  | EN | Netherlands    | 26/03/12 - 29/03/12 | 201  |
| 2     | 164   | Control and evaluation in education   | EN | Turkey         | 16/04/12 - 20/04/12 | 202  |
| 2     | 165   | Quality for teacher's continuous professional development   | EN | Spain          | 23/04/12 - 27/04/12 | 203  |
| 2     | 166   | Leading innovation. In-service training priorities: quality, multilingualism and ICT              | EN | Spain          | 23/04/12 - 27/04/12 | 204  |
| 2     | 167   | Internal evaluation system in general education in Estonia  | EN | Estonia        | 23/04/12 - 27/04/12 | 205  |
| 2     | 168   | Developing quality assurance mechanisms through EU programmes                                     | EN | Romania        | 07/05/12 - 11/05/12 | 206  |

|   |     |   |    |                |                     |     |
|---|-----|---|----|----------------|---------------------|-----|
| 2 | 169 | Pilotage du système éducatif, une réforme globale des mécanismes d'évaluation | FR | Belgique       | 07/05/12 - 11/05/12 | 207 |
| 2 | 170 | School self-evaluation: setting up a new system and support for schools       | EN | Czech Republic | 14/05/12 - 18/05/12 | 208 |
| 2 | 171 | School internal evaluation - A way to improve education                       | EN | Romania        | 28/05/12 - 31/05/12 | 209 |

#### 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 |
|-------|-------|--|----|---------|---------------------|------|
| 1     | 52    | Innovative approaches to teachers' training  | EN | Turkey  | 03/10/11 - 07/10/11 | 80   |
| 1     | 53    | Quelles compétences pour enseignants et formateurs dans un système de formation de qualité | FR | Italie  | 12/12/11 - 16/12/11 | 81   |
| 2     | 172   | The teaching profession, teacher training and basic education in Finland                   | EN | Finland | 26/03/12 - 30/03/12 | 210  |
| 2     | 173   | Teachers' initial training - Recruitment and evaluation                                    | EN | Germany | 23/04/12 - 27/04/12 | 211  |

#### TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES DÉVELOPPEMENT PROFESSIONNEL CONTINU ET PERSPECTIVES DE CARRIÈRE DES ENSEIGNANTS ET FORMATEURS

| round | group | title of visit  | wl | country        | date                | page |
|-------|-------|---|----|----------------|---------------------|------|
| 1     | 54    | E-learning and other forms of teachers' continuing professional development   | EN | Hungary        | 03/10/11 - 07/10/11 | 82   |
| 1     | 55    | Further training and professional development of in-company trainers          | EN | Germany        | 24/10/11 - 28/10/11 | 83   |
| 1     | 56    | Qualification of vocational teachers in Germany                               | EN | Germany        | 28/11/11 - 02/12/11 | 84   |
| 1     | 57    | La formation continue des enseignants au sein de l'établissement scolaire     | FR | Espagne        | 30/01/12 - 03/02/12 | 85   |
| 1     | 58    | Improving entrepreneurial competences of teachers and trainers                | EN | Belgium        | 31/01/12 - 03/02/12 | 86   |
| 1     | 59    | The professional development of teachers in Scotland                          | EN | United Kingdom | 06/02/12 - 10/02/12 | 87   |
| 2     | 174   | Qualifications and competences for today's teachers                           | EN | Spain          | 19/03/12 - 23/03/12 | 212  |
| 2     | 175   | Continuous professional development of teachers and trainers                  | EN | Ireland        | 27/03/12 - 30/03/12 | 213  |
| 2     | 176   | Pratiques de formation continue des enseignants et des chefs d'établissements | FR | Roumanie       | 07/05/12 - 11/05/12 | 214  |
| 2     | 177   | Continuing professional development easing innovation and change in schools   | EN | United Kingdom | 14/05/12 - 18/05/12 | 215  |
| 2     | 178   | New media in education and professional development of librarians             | EN | Poland         | 14/05/12 - 18/05/12 | 216  |
| 2     | 179   | Academic writing skills, a necessity for education and work                   | EN | Poland         | 14/05/12 - 17/05/12 | 217  |
| 2     | 180   | Managing career development in a multicultural society                        | EN | Romania        | 14/05/12 - 17/05/12 | 218  |
| 2     | 181   | Promoting excellence in VET teacher education in Finland                      | EN | Finland        | 21/05/12 - 25/05/12 | 219  |
| 2     | 182   | Teachers' professional development for raising the quality of teaching        | EN | Poland         | 11/06/12 - 15/06/12 | 220  |



**LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS**

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| 1     | 60    | Leadership and change management in an education and training environment | EN | Turkey   | 03/10/11 - 07/10/11 | 88   |
| 1     | 61    | Management in education - The Järfälla model                              | EN | Sweden   | 24/10/11 - 28/10/11 | 89   |
| 1     | 62    | School leaders as actors for improvement                                  | EN | Portugal | 24/10/11 - 28/10/11 | 90   |
| 2     | 183   | Leadership and management in VET: national and local practices in Finland | EN | Finland  | 23/04/12 - 27/04/12 | 221  |
| 2     | 184   | Leadership and management at school - A lifelong challenge                | EN | Germany  | 07/05/12 - 11/05/12 | 222  |
| 2     | 185   | All_together@school   | EN | Portugal | 14/05/12 - 18/05/12 | 223  |
| 2     | 186   | Innovative leadership and teacher training in autonomous schools          | EN | Germany  | 21/05/12 - 25/05/12 | 224  |
| 2     | 187   | An integrative approach to school leadership development programmes       | EN | Romania  | 04/06/12 - 08/06/12 | 225  |

**PROMOTE 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**

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| 1     | 63    | School libraries for increasing reading skills and literacy            | EN | Portugal | 10/10/11 - 14/10/11 | 91   |
| 2     | 188   | From kindergarten to school - Differentiated school entry phase        | EN | Austria  | 19/03/12 - 23/03/12 | 226  |
| 2     | 189   | Cooperation of municipalities to improve schools in a Norwegian region | EN | Norway   | 07/05/12 - 11/05/12 | 227  |

**LANGUAGE TEACHING AND LEARNING**  
**ENSEÑANZA Y APRENDIZAJE DE IDIOMAS**

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| 1     | 64    | Innovative approaches to learning and teaching languages for 4 to 16 year-olds | EN | United Kingdom | 26/09/11 - 28/09/11 | 92   |
| 1     | 65    | Instill CLIL   | EN | Czech Republic | 07/11/11 - 11/11/11 | 93   |
| 1     | 66    | Effective foreign language teaching for young learners                         | EN | Cyprus         | 07/11/11 - 11/11/11 | 94   |
| 1     | 67    | An early start: education at an early age promotes learning and social life    | EN | Turkey         | 07/11/11 - 11/11/11 | 95   |
| 1     | 68    | CLIL - A strategic approach to enhancing key qualifications                    | EN | Austria        | 28/11/11 - 02/12/11 | 96   |
| 1     | 69    | Improving language learning in primary schools                                 | EN | France         | 16/01/12 - 20/01/12 | 97   |
| 1     | 70    | Improving early, bilingual and trilingual language teaching                    | EN | Netherlands    | 06/02/12 - 10/02/12 | 98   |
| 2     | 190   | Teaching languages in formal and non-formal education                          | EN | Greece         | 19/03/12 - 23/03/12 | 228  |
| 2     | 191   | Successive bilingual modules in general and vocational schools                 | EN | Germany        | 19/03/12 - 23/03/12 | 229  |
| 2     | 192   | Social dimension of language learning  | EN | Spain          | 19/03/12 - 23/03/12 | 230  |
| 2     | 193   | El Programa de centros bilingües (inglés/español) de la Comunidad de Madrid    | ES | España         | 16/04/12 - 20/04/12 | 231  |

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| 2 | 194 | Integrating ICT and foreign language learning in language schools in Spain       | EN | Spain | 23/04/12 - 27/04/12 | 232 |
| 2 | 195 | Plurilingualism in the Galician educational system                               | EN | Spain | 07/05/12 - 10/05/12 | 233 |
| 2 | 196 | Towards a plurilingual society: the Andalusian foreign language education system | EN | Spain | 14/05/12 - 18/05/12 | 234 |

## USE OF ICT IN LEARNING UTILISATION DES TIC DANS L'APPRENTISSAGE

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| 1     | 71    | Methods, tools and strategies for using ICT in education and training                 | EN | Italy          | 19/09/11 - 23/09/11 | 99   |
| 1     | 72    | New humanities in the e-era   | EN | Poland         | 26/09/11 - 30/09/11 | 100  |
| 1     | 73    | Innovative use of ICT in general and vocational education                             | EN | Poland         | 03/10/11 - 07/10/11 | 101  |
| 1     | 74    | Improving learning and teaching by institutional collaboration supported by ICT       | EN | Croatia        | 10/10/11 - 14/10/11 | 102  |
| 1     | 75    | New learning approaches by using digital learning resources                           | EN | Germany        | 17/10/11 - 21/10/11 | 103  |
| 1     | 76    | Use of ICT and interactive methods in pre-primary school                              | EN | Bulgaria       | 21/11/11 - 25/11/11 | 104  |
| 1     | 77    | Effective use of ICT in developing numeracy skills for compulsory education           | EN | United Kingdom | 05/12/11 - 08/12/11 | 105  |
| 1     | 78    | Innovative approaches for delivering e-learning to a new generation of learners       | EN | United Kingdom | 06/12/11 - 08/12/11 | 106  |
| 2     | 197   | Developing digital competence through innovative approaches                           | EN | United Kingdom | 12/03/12 - 16/03/12 | 235  |
| 2     | 198   | 'Abalar' project in Galicia, part of 'School 2.0' programme for the digital classroom | EN | Spain          | 20/03/12 - 23/03/12 | 236  |
| 2     | 199   | Usages des TIC: pratiques et enjeux   | FR | France         | 26/03/12 - 30/03/12 | 237  |
| 2     | 200   | Creating and developing sustainable Internet-based partnerships                       | EN | Bulgaria       | 23/04/12 - 27/04/12 | 238  |
| 2     | 201   | 'School 2.0' - A school we want in the 21st century                                   | EN | Spain          | 07/05/12 - 11/05/12 | 239  |
| 2     | 202   | Wide minds – Human face of digital learning   | EN | Italy          | 07/05/12 - 11/05/12 | 240  |
| 2     | 203   | 'Log on to education': improving methodology and teaching techniques through ICT      | EN | Spain          | 07/05/12 - 11/05/12 | 241  |
| 2     | 204   | Media literacy - An important democratic issue for all students                       | EN | Sweden         | 07/05/12 - 11/05/12 | 242  |
| 2     | 205   | E-learning, ICT in education  | EN | Estonia        | 07/05/12 - 11/05/12 | 243  |
| 2     | 206   | Expanding horizons for prospective methods in education                               | EN | Turkey         | 21/05/12 - 25/05/12 | 244  |
| 2     | 207   | Supporting teachers through technology-enhanced learning                              | EN | Croatia        | 21/05/12 - 24/05/12 | 245  |
| 2     | 208   | Towards flexible, innovative and creative teaching and learning using web-based tools | EN | Spain          | 25/06/12 - 29/06/12 | 246  |

## DEVELOPING ENTREPRENEURSHIP

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| 2     | 209   | Entrepreneurship and villages: employment and social ties in remote rural areas | EN | France  | 06/03/12 - 09/03/12 | 247  |

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

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| 1     | 81    | Innovative approaches to reinforcing respect for the environment                    | EN | Greece         | 26/09/11 - 30/09/11 | 109  |
| 1     | 82    | Climate change and climate protection. What is it all about?                        | EN | Austria        | 03/10/11 - 07/10/11 | 110  |
| 1     | 83    | Retisser le lien social par la formation avec les habitants des quartiers           | FR | France         | 05/10/11 - 07/10/11 | 111  |
| 1     | 84    | The theory and practice of active inclusion in general and minority education       | EN | Hungary        | 10/10/11 - 14/10/11 | 112  |
| 1     | 85    | Les compétences de citoyenneté dans l'Europe de la connaissance                     | FR | Italie         | 17/10/11 - 20/10/11 | 113  |
| 1     | 86    | Europakompetenz in der Frühpädagogik  | DE | Deutschland    | 17/10/11 - 21/10/11 | 114  |
| 1     | 87    | Handeln für Andere – Schlüsselkompetenzen stärken                                   | DE | Polen          | 17/10/11 - 21/10/11 | 115  |
| 1     | 88    | Higher education for sustainable development: guiding principles and good practices | EN | Belgium        | 24/10/11 - 28/10/11 | 116  |
| 1     | 89    | Improving quality of education  | EN | Latvia         | 24/10/11 - 28/10/11 | 117  |
| 1     | 90    | Developing key competences through active citizenship and volunteering              | EN | Turkey         | 07/11/11 - 11/11/11 | 118  |
| 1     | 91    | Education for sustainable development in Flemish schools                            | EN | Belgium        | 21/11/11 - 25/11/11 | 119  |
| 1     | 92    | Education - Participation - Citizenship   | EN | Netherlands    | 23/01/12 - 27/01/12 | 120  |
| 1     | 93    | Learning from nature: effective learning for sustainability and citizenship         | EN | United Kingdom | 30/01/12 - 03/02/12 | 121  |
| 2     | 210   | Play, learn and live in the educating city!   | EN | Portugal       | 05/03/12 - 09/03/12 | 248  |
| 2     | 211   | Embedding environmental education into the curriculum                               | EN | France         | 19/03/12 - 23/03/12 | 249  |
| 2     | 212   | Innovative practices in environmental education                                     | EN | Spain          | 26/03/12 - 30/03/12 | 250  |
| 2     | 213   | Rural activity leaders: ensuring territorial cohesion in rural communities          | EN | France         | 27/03/12 - 30/03/12 | 251  |
| 2     | 214   | How to develop active, autonomous and responsible citizenship                       | EN | France         | 09/04/12 - 13/04/12 | 252  |
| 2     | 215   | Health + school = wellbeing   | EN | Poland         | 23/04/12 - 27/04/12 | 253  |
| 2     | 216   | Environmental education in primary and secondary schools                            | EN | Greece         | 07/05/12 - 11/05/12 | 254  |
| 2     | 217   | Bildung für nachhaltige Entwicklung - ein Motor für neue Schulen                    | DE | Deutschland    | 07/05/12 - 11/05/12 | 255  |
| 2     | 218   | Health education and promotion in society   | EN | Poland         | 22/05/12 - 25/05/12 | 256  |

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

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| 1     | 95    | Soft skills in everyday life or how to develop key competences | EN | Czech Republic | 03/10/11 - 07/10/11 | 123  |
| 1     | 96    | Creative ways to motivate and innovate in education            | EN | Italy          | 03/10/11 - 06/10/11 | 124  |
| 1     | 97    | CLIL in an inquiry-based classroom experience                  | EN | Poland         | 03/10/11 - 07/10/11 | 125  |
| 1     | 98    | Creativity and critical thinking in education and training     | EN | Turkey         | 17/10/11 - 21/10/11 | 126  |

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| 1 | 99  | La place de l'artiste dans l'éducation artistique et culturelle                              | FR | France         | 17/10/11 - 19/10/11 | 127 |
| 1 | 100 | Supporting students' skills and passions – A challenge for contemporary school               | EN | Poland         | 18/10/11 - 21/10/11 | 128 |
| 1 | 101 | How does the brain learn?<br>Neurodidactic answers to increasing social challenges           | EN | Turkey         | 24/10/11 - 28/10/11 | 129 |
| 1 | 102 | Itinéraires croisés: sciences, littérature, art  | FR | Italie         | 07/11/11 - 11/11/11 | 130 |
| 1 | 103 | Supporting innovation in education in Teruel   | EN | Spain          | 13/02/12 - 17/02/12 | 131 |
| 2 | 219 | Creativity - A key competence for learning, participating, inclusion and developing new jobs | EN | Italy          | 19/03/12 - 23/03/12 | 257 |
| 2 | 220 | Learning outside the classroom in the natural world  | EN | United Kingdom | 26/03/12 - 30/03/12 | 258 |
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| 2 | 222 | Les écritures: sujet transdisciplinaire pour travailler en arts                              | FR | France         | 23/04/12 - 27/04/12 | 260 |
| 2 | 223 | Identifying and supporting gifted children in Poland   | EN | Poland         | 07/05/12 - 11/05/12 | 261 |
| 2 | 224 | Developing creativity in all age groups by playing chess                                     | EN | Lithuania      | 07/05/12 - 11/05/12 | 262 |
| 2 | 225 | L'histoire des arts dans l'éducation et la formation tout au long de la vie                  | FR | France         | 14/05/12 - 18/05/12 | 263 |
| 2 | 226 | Improving, engaging and empowering teaching and learning through use of ICT                  | EN | United Kingdom | 11/06/12 - 15/06/12 | 264 |

## LEARNING MATHEMATICS AND SCIENCE

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| 1     | 105   | Innovation and creative approaches – Precondition for qualitative education             | EN | Latvia   | 03/10/11 - 07/10/11 | 133  |
| 1     | 106   | New approaches to competence-based teaching and learning science                        | EN | Germany  | 10/10/11 - 14/10/11 | 134  |
| 2     | 227   | Bulgarian school experience of forming key competencies in mathematics and science      | EN | Bulgaria | 19/03/12 - 22/03/12 | 265  |

## PROMOTE 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 FÖRDERUNG DER SOZIALEN EINGLIEDERUNG UND DER GLEICHSTELLUNG DER GESCHLECHTER IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, EINSCHLIESSLICH DER INTEGRATION VON MIGRANTEN

### EARLY LEARNING OPPORTUNITIES POSSIBILITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

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| 1     | 108   | Une vision globale du développement de l'enfant – quelques initiatives innovantes | FR | Belgique | 10/10/11 - 14/10/11 | 136  |

### APPROCHES D'APPRENTISSAGE PERSONNALISÉES

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**MEASURES TO PREVENT EARLY SCHOOL LEAVING**

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| 2     | 228   | Social inclusion – Keep in the dropout                | EN | Portugal | 05/03/12 - 09/03/12 | 266  |
| 2     | 229   | Inclusive educational approaches - An Arctic approach | EN | Norway   | 19/03/12 - 23/03/12 | 267  |

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

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| 1     | 112   | Local implementation of lifelong learning  | EN | Turkey         | 26/09/11 - 30/09/11 | 140  |
| 1     | 113   | Ensuring the appropriate environment for citizens in inclusive schools               | EN | Latvia         | 26/09/11 - 30/09/11 | 141  |
| 1     | 114   | Moving out of segregation:<br>Roma support programmes in primary education           | EN | Hungary        | 03/10/11 - 07/10/11 | 142  |
| 1     | 115   | The role of schools in creating a safe environment for pupils                        | EN | Netherlands    | 03/10/11 - 07/10/11 | 143  |
| 1     | 116   | New perspectives in inclusion of people with disabilities                            | EN | Italy          | 04/10/11 - 07/10/11 | 144  |
| 1     | 117   | Developing inclusion in vocational education and training                            | EN | Finland        | 10/10/11 - 14/10/11 | 145  |
| 1     | 118   | Equal opportunities in lifelong learning for all                                     | EN | Germany        | 10/10/11 - 14/10/11 | 146  |
| 1     | 119   | L'éducation prioritaire: du concept à la salle de classe                             | FR | France         | 10/10/11 - 14/10/11 | 147  |
| 1     | 120   | Managing equality in changing times in the VET sector                                | EN | Ireland        | 15/11/11 - 18/11/11 | 148  |
| 1     | 121   | Equal opportunities in school education  | EN | Ireland        | 29/11/11 - 02/12/11 | 149  |
| 1     | 122   | Supporting disadvantaged groups<br>in primary and secondary education                | EN | Greece         | 23/01/12 - 27/01/12 | 150  |
| 1     | 123   | Concepts and good practice for the integration<br>of disadvantaged groups into VET   | EN | Germany        | 23/01/12 - 27/01/12 | 151  |
| 1     | 124   | Cultures et intégrations   | FR | France         | 24/01/12 - 27/01/12 | 152  |
| 1     | 125   | Helping children achieve more  | EN | United Kingdom | 30/01/12 - 03/02/12 | 153  |
| 2     | 230   | New tools for training the disadvantaged   | EN | Spain          | 05/03/12 - 08/03/12 | 268  |
| 2     | 231   | Where does our brain drive?  | EN | Slovenia       | 12/03/12 - 16/03/12 | 269  |
| 2     | 232   | Creative community learning for social inclusion                                     | EN | United Kingdom | 13/03/12 - 16/03/12 | 270  |
| 2     | 233   | Les programmes d'éducation à l'attention de l'enfant malade<br>de la ville de Madrid | FR | Espagne        | 16/04/12 - 20/04/12 | 271  |
| 2     | 234   | Le défi de l'école: égalité des chances pour femmes<br>et hommes dans l'enseignement | FR | Espagne        | 24/04/12 - 27/04/12 | 272  |
| 2     | 235   | Elèves à besoins particuliers: éthique professionnelle,<br>pratiques et dispositifs  | FR | France         | 30/04/12 - 04/05/12 | 273  |
| 2     | 236   | Prise en charge des élèves à besoins particuliers dans le second degré               | FR | France         | 14/05/12 - 17/05/12 | 274  |
| 2     | 237   | Community cohesion in Leicester schools  | EN | United Kingdom | 11/06/12 - 15/06/12 | 275  |

## DEVELOP 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

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| 1     | 126   | The role of social partners in developing national qualifications frameworks                      | EN | Germany        | 26/09/11 - 30/09/11 | 154  |
| 1     | 127   | The qualifications and credit framework: delivering vocational qualifications                     | EN | United Kingdom | 03/10/11 - 05/10/11 | 155  |
| 1     | 128   | Improving links between education and training and the labour market - Mechanisms and instruments | EN | Portugal       | 10/10/11 - 12/10/11 | 156  |
| 1     | 129   | NFQ and EQF, frameworks for lifelong learning   | EN | Ireland        | 11/10/11 - 14/10/11 | 157  |

### TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS INSTRUMENTE ZUR FÖRDERUNG DER TRANSPARENZ VON QUALIFIKATIONEN UND DER MOBILITÄT DER BÜRGER

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| 1     | 130   | Ausbildungsangebote in der Tourismusbranche - Kompetenzen fördern und transparent machen | DE | Österreich | 07/11/11 - 09/11/11 | 158  |
| 2     | 238   | How development of quality profiles contributes to improve mobility in higher education  | EN | Belgium    | 12/03/12 - 16/03/12 | 276  |
| 2     | 239   | Development of a credit system for vocational education and training in Germany          | EN | Germany    | 25/06/12 - 28/06/12 | 277  |

### VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

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| 2     | 240   | Recognition and validation of informal and non-formal learning in Germany | EN | Germany | 04/06/12 - 07/06/12 | 278  |

### REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS RÉFORMES DES SYSTÈMES NATIONAUX D'ÉDUCATION ET DE FORMATION

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| 1     | 131   | Reforming the Greek educational system                                     | EN | Greece  | 05/12/11 - 09/12/11 | 159  |
| 2     | 241   | L'internat d'excellence: une expérience innovante de l'égalité des chances | FR | France  | 26/03/12 - 30/03/12 | 279  |

### MISE EN ŒUVRE DE FILIÈRES D'APPRENTISSAGE SOUPLES

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| 1     | 132   | La formation modulaire au service de l'orientation et de la formation tout au long de la vie | FR | Belgique | 24/10/11 - 27/10/11 | 160  |

### INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING FÖRDERUNG DER BETEILIGUNG VON ERWACHSENEN AN ALLGEMEINER UND BERUFLICHER BILDUNG

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| 1     | 133   | University of the third age fostering adult education  | EN | Poland      | 03/10/11 - 07/10/11 | 161  |
| 1     | 134   | Better working skills through lifelong adult education | EN | Finland     | 17/10/11 - 21/10/11 | 162  |
| 1     | 135   | Integrating seniors into non-formal education          | EN | Slovenia    | 15/11/11 - 17/11/11 | 163  |
| 1     | 136   | Increasing opportunities for adult learning            | EN | Netherlands | 28/11/11 - 01/12/11 | 164  |

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| 1 | 137 | Förderung der Bildungsteilnahme älterer Menschen | DE | Litauen | 21/02/12 - 23/02/12 | 165 |
| 2 | 242 | Adult education practices in Norway              | EN | Norway  | 23/04/12 - 27/04/12 | 280 |

### LIFELONG GUIDANCE FOR LEARNING AND WORKING

| round | group | title of visit                         | wl | country     | date                | page |
|-------|-------|--|----|-------------|---------------------|------|
| 1     | 138   | Guidance – A tool for today's training | EN | Romania     | 27/09/11 - 30/09/11 | 166  |
| 2     | 243   | Vocational guidance in the Netherlands | EN | Netherlands | 26/03/12 - 29/03/12 | 281  |

### LEARNING MOBILITY IN EDUCATION AND TRAINING

#### LA MOBILITÉ DES APPRENANTS DANS L'ÉDUCATION ET LA FORMATION

| round | group | title of visit  | wl | country  | date                | page |
|-------|-------|---|----|----------|---------------------|------|
| 1     | 139   | Cross-border cooperation and mobility in VET in the Euregion Meuse-Rhine    | EN | Germany  | 01/11/11 - 04/11/11 | 167  |
| 1     | 140   | Linking EU programmes on educational mobility and lifelong learning         | EN | Turkey   | 14/11/11 - 18/11/11 | 168  |
| 2     | 244   | L'impact des programmes européens sur la formation continue des enseignants | FR | Roumanie | 07/05/12 - 11/05/12 | 282  |

### VISITS BY SECTOR

#### VISITES PAR SECTEUR

#### BESUCHE NACH SEKTOREN

#### VISITAS POR SECTORES

|   | group / round 1 | group / round 2 |
|---|-----------------|-----------------|
| Accommodation and food service activities | 3, 130          | 160             |
| Agriculture, forestry and fishing         | 29, 40          |                 |
| Arts, entertainment and recreation        | 98, 99          | 222             |
| Human health and social work activities   |                 | 231             |
| Manufacturing                             | 13, 21, 31      |                 |
| Transportation and storage                | 39              |                 |

### VISITS FOR HIGH-LEVEL DECISION- AND POLICY-MAKERS

The following visits 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 |
|-------|-------|---|----|---------|---------------------|------|
| 1     | 25    | Raising quality of VET in cooperation with employers and higher education             | EN | Poland  | 19/09/11 - 23/09/11 | 53   |
| 1     | 126   | The role of social partners in developing national qualifications frameworks          | EN | Germany | 26/09/11 - 30/09/11 | 154  |
| 1     | 129   | NFQ and EQF, frameworks for lifelong learning   | EN | Ireland | 11/10/11 - 14/10/11 | 157  |
| 2     | 159   | A comprehensive regional approach to entrepreneurship education in Asturias           | EN | Spain   | 05/03/12 - 09/03/12 | 197  |
| 2     | 162   | Developing entrepreneurial culture: university-enterprise partnerships for innovation | EN | Italy   | 11/06/12 - 14/06/12 | 200  |
| 2     | 183   | Leadership and management in VET: national and local practices in Finland             | EN | Finland | 23/04/12 - 27/04/12 | 221  |





Round  
Turno  
Antragsrunde  
Phase

1





## TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

# Building our future - the fate of unemployed youngsters

Group No: 1

Round 1

Type of visit:  
Mixed26/9/2011-30/9/2011  
Mardin, TurkeyWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- communication in foreign languages
- cultural awareness and expression
- disadvantaged groups

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The study visit will be held in Mardin city which is located in south-eastern Turkey. Since Mardin is top of the list in terms of unemployment rate statistics in Turkey, we would like to raise awareness about the functions of the employing process by job shadowing in institutions which organise qualification courses and contribute to employment of trainees in the region through social projects. A dialogue platform will be developed with NGOs, public institutions and training centres which work actively in the region against unemployment. The main problem for employment is poor language skills.

**WHAT?**

Participants will learn about:

- regional measures to decrease young peoples' unemployment;
- finished and ongoing projects in cooperation with NGO's, university and public training institutions on unemployment;
- assessment of current policy outcomes.

**HOW?**

Participants will:

- meet representatives of local institutions working for the unemployed;
- participate in a gala exhibition of materials manufactured or made by trainees;
- job shadow in institutions that organise vocational training courses and assist trainees to find a job in the region through social projects.

**WHOM?**

- 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:**

Bu çalışma ziyaretini düzenleme amacımız; Ülkemizin en temel problemlerinden olan işsizlik konusu hakkında farkındalık oluşturmaktır. Mardin şehrinin işsizlik oranı listesinde ilk sıralarda yer alması ve daha önemlisi işsizlerin büyük bölümünün gençlerden oluşması Mardin Milli Eğitim Müdürlüğü olarak bu olaya işaret etmemizdeki en önemli kriterlerdir. Gençlerin işsizliğinin nedenlerini araştırmak, bu oranı azaltmak için mevcut metod ve uygulamaları yeniden gözden geçirmeyi amaçlıyoruz. Bunları gerçekleştirmek için; bölgemizde işsizlikle mücadele ve istihdam için uygulanan örnek projeleri yerinde görmek ve gözlemlemek, yapmayı düşündüğümüz öncelikli faaliyetlerdir.

**Organiser(s):****KAYA Murat**

Research and Development in  
Directorate of Mardin National  
Education  
Mardin İl Milli Eğitim Müdürlüğü  
Mardin, 47100  
Tel. +90 482 212 12 58  
Fax +90 482 212 12 36  
Email: hakkiyaz@meh.gov.tr  
Website: mardin.meh.gov.tr

**WWW.**

<http://mardin.meh.gov.tr/> – [www.mardinhem.net/index.php](http://www.mardinhem.net/index.php)  
[www.mardin.gov.tr/english.asp](http://www.mardin.gov.tr/english.asp) – [www.mardinmemarge.com/](http://www.mardinmemarge.com/)

## TRANSITION DE L'ÉDUCATION ET DE LA FORMATION À LA VIE ACTIVE

# Du local au glocal: l'école comme système ouvert au territoire

Numéro de groupe: 2

Phase 1

Type de visite:  
Mixte

4/10/2011-7/10/2011  
Vibo Valentia et Reggio  
Calabria, Italie

Langue de travail:  
Français

Nombre de places: 15  
Minimum requis: 8

Mots clés:

- direction et gestion
- développement durable
- sensibilité et expression culturelles

#### Organisateur(s):

**LAMBERTI Cinzia**  
Istituto Omnicomprensivo di Soriano  
Calabro  
via Corrado Alvaro  
Soriano Calabro, 89831  
Tel. +39-347 502 18 25  
Fax +39 09 63 35 15 72  
Email: cinzia.lamberti@istruzione.it

**ANANIA Loredana**  
Istituto Omnicomprensivo di Soriano  
Calabro  
via Corrado Alvaro  
Soriano Calabro, 89831  
Tel. +39-349 653 47 84  
Email: loredana.anania@alice.it

#### CATÉGORIE THÉMATIQUE:

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

#### POURQUOI?

L'organisation de cette visite d'étude est dictée par l'utilité de susciter des pratiques d'échange culturel avec les établissements scolaires et les autres organismes de formation de Calabre afin de construire l'homogénéité culturelle du futur système éducatif européen. L'institut Omnicomprensivo di Soriano, organisateur et hôte de la visite d'étude, comprend école primaire, collège et lycée. Il fonctionne comme un laboratoire de recherche et agit dans le sens d'une plus grande efficacité de l'action formative. Grâce à son réseau d'établissements scolaires, l'institut a la possibilité de faire connaître les meilleures pratiques éducatives du territoire et leur histoire.

En outre, à l'occasion des 150 ans de l'unité de l'Italie, la Calabre veut montrer ce qu'elle a fait pour la formation et l'éducation, domaines dans lesquels elle a été très active dès le XIXe siècle.

#### QUOI?

Le participant découvrira:

- l'importance stratégique du réseau entre les écoles;
- le moyen de créer des synergies entre les écoles, les autres organismes parascolaires, formels, non formels et informels et avec tous les sujets responsables de l'organisation sociale et culturelle;
- la société calabraise, par le biais d'une école ouverte sur le territoire;
- l'importance historique et culturelle de la Calabre: son pouvoir de savoir-faire et savoir-être.

#### COMMENT?

Le participant:

- visiter des établissements scolaires et des institutions des provinces de Reggio Calabria et Vibo Valentia;
- rencontrera des enseignants pour avoir une interprétation de la situation éducative italienne et calabraise considérée comme un ensemble dynamique;
- découvrira la fonction de l'école calabraise qui, par la médiation mutuelle des professeurs, garantit le résultat formatif des élèves;
- rencontrera des représentants des agences extrascolaires;
- visitera des organismes locaux et territoriaux.

#### POUR QUI?

- Directeurs de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chercheurs.

#### BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

La scuola nella sua dimensione europea ha il compito ineludibile e prezioso di formare l'uomo e il cittadino europeo "...nel rispetto e nella valorizzazione delle diversità individuali, sociali e culturali", ovvero deve offrire al discente una molteplicità di occasioni di sviluppo della personalità e, mediante l'acquisizione di conoscenze fondamentali specifiche, di capacità logiche ed operative, derivanti anche dall'interscambio culturale tra i popoli deve fargli raggiungere una sempre maggiore coscienza di sé ed una più pertinente conoscenza del mondo esterno.

**WWW.**

TRANSITION FROM EDUCATION AND TRAINING  
TO THE WORLD OF WORK

Accommodation and food service activities

# Right skills for the right jobs

Group No: 3

Round 1

Type of visit:  
VET

17/10/2011-21/10/2011  
Poděbrady, Czech Republic

Working language:  
English

Number of places: 14  
Minimum required: 8

Keywords:

- education and training attainment
- key competences
- work placement

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

The tourism industry is key for the Czech Republic. Up to now every year more than 150 graduates easily found work. Unfortunately, the economical crisis affects the key industries of many economies. What are potential chances for emplacement of future graduates? Do they have the skills demanded by employers? Do vocational schools react in time to new demands of the labour market? Is the education provided relevant to new trends in businesses? These are the questions we would like to answer with the visiting team. We also want to present good examples of practices achieved with local municipalities, social partners, enterprises and employers.

The hosting institution consists of two schools of different levels and target education. Many students from the hotel school continue their studies at college. They have a very close relationship with both schools and the community. The school has already hosted four study visits (in 2006, 2008, 2009 and 2010). The management find the study visits fruitful for both the school and the local community.

## WHAT?

Participants will learn about:

- organising theoretical teaching and practical training in real working places;
- supervising practical training and evaluation tools;
- new ways and technologies supporting sustainable quality in education;
- other vocational schools in the region.

## HOW?

Participants will:

- attend classes and meet teachers;
- visit in situ real working places (training kitchens and restaurants, the school junior hotel, its restaurant, cooperating hotels in Prague and the Czech Republic);
- attend foreign language classes;
- get information on newly-introduced educational ways;
- visit regional or national offices coordinating and supporting vocational 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,
- 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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Velká pozornost bude věnována novým učebním pomůckám, které na školách vznikají a přispívají ke zkvalitnění výuky. Účastníci se seznámí s výukou zejména odborných předmětů a cizích jazyků. Právě ony ztraktivnější absolventy na trhu práce v České republice a v EU zvláště. Dopad inovovaných teoretických i praktických předmětů na zkvalitnění profilu absolventů bude též předmětem jednání.

Škola připravuje v pořadí pátou studijní návštěvu (předchozí SVES 2 proběhly v roce 2006, 2008, 2009 a poslední v květnu 2010). Škola hodlá v pořádání návštěv pokračovat, protože je pokládá za přínosné nejen pro svůj pedagogický sbor a své žáky, ale i pro místní komunitu a celý region.

## WWW.

<http://www.hsvos.cz/> – [www.nuov.cz/](http://www.nuov.cz/) – [www.asociacevos.cz/m/](http://www.asociacevos.cz/m/)

### Organiser(s):

**SVOBODOVÁ Eva**

Hotel school and College of Hospitality  
and Tourism and Language school

Komenského 156/III

Poděbrady, 29001

Tel. +420- 325 61 01 73

Fax +420- 325 61 42 92

Email: sev@hsvos.cz

Website: www.hsvos.cz

## TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

# The Bologna process and graduate career tracking system

Group No: 4

Round 1

Type of visit:  
**Mixed****17/10/2011-21/10/2011**  
**Budapest, Hungary**Working language:  
**English**Number of places: **12**  
Minimum required: **6**

Keywords:

- **learning outcomes**
- **quality assurance**
- **skill needs**

**Organiser(s):****LÁSZLÓ Kiss**

Educatio Társ. Szolg. Nonprofit Kft.  
Váci út 37.  
Budapest, 1134  
Tel. 06-30- 682 23 82  
Fax 06-1- 477 32 02  
Email: kiss.laszlo2@educatio.hu  
Website: www.educatio.hu

**LILLA Szép**

Educatio Társ. Szolg. Nonprofit Kft.  
Váci út 37.  
Budapest, 1134  
Tel. 06-30- 682 23 10  
Fax 06-1- 477 32 02  
Email: szep.lilla@educatio.hu  
Website: www.educatio.hu

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Great emphasis is laid on strengthening the links between higher education and the labour market in New Skills for New Jobs published by the European Commission in 2010. One of the internationally effective means of understanding labour market demands better is graduate career tracking. Most universities and colleges in Hungary joined the graduate career tracking system developed by Educatio Nonprofit Ltd in 2009. Based on experiences of international conferences, the Hungarian model of career tracking is an innovative solution. Common exchange of experiences helps the professional success of these programmes.

**WHAT?**

Participants will learn about:

- sociological methods of graduate career tracking research, effective communication of results, feedback towards the target groups involved;
- establishment of supporting organisational background required for career tracking activities;
- methods and means of partner cooperation helping higher education and the labour market to get closer;
- educational policy initiatives to ease graduates' successful employment.

**HOW?**

Participants will:

- meet experts implementing career tracking activities in higher education institutions and university leaders;
- visit ministries, government institutions and research institutes where help is provided for graduates' career tracking and their employment;
- participate in the conference on the international and domestic situation of career tracking and its methodological approaches.

**WHOM?**

- Company training managers,
- directors of guidance centres,
- 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 local, regional and national authorities.

**WWW.**[www.felvi.hu/diploman\\_tul/career\\_tracking](http://www.felvi.hu/diploman_tul/career_tracking)

## TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

# Exploring new ways to increase the effectiveness of adult training

Group No: 5

Round 1

Type of visit:  
Mixed14/11/2011-18/11/2011  
Bartın, TurkeyWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- adult learning
- entrepreneurship

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Bartın is a small city in Turkey and most people live in rural areas. Even though the range of literate people is high, we still have people who do not want to continue their upper education after compulsory education or do not have a chance to continue. The Bartın National Education Directorate tries to organise courses for young people who do not have chance to continue their upper education and for adults via Bartın Public Education Centre. We take courses to the field if trainees cannot come to the city centre. We would like to learn more about adult education in other countries to make it more beneficial for our trainees and we want to share our valuable experience and good practice.

**WHAT?**

Participants will learn about:

- new approaches, methods and techniques in adult education;
- sustainability of lifelong learning;
- handicrafts of Turkish tradition and ways of sustaining the tradition;
- the place of women in the community;
- comparison of formal and non-formal education.

**HOW?**

Participants will:

- visit the public Education Centre and courses in the field;
- meet and talk to trainees;
- observe the methods in adult education;
- visit primary, secondary and vocational schools to compare with non-formal 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 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:**

Bartın Milli Eğitim Müdürlüğü olarak daha önce üç adet çalışma ziyaretine ev sahipliği yaptık. Bu ziyaretler gerek katılımcılara gerekse kurumumuza oldukça yüksek katkı sağladı. Planladığımız bu çalışma ziyaretinde yetişkinlere yeni beceriler kazandırmanın yollarını ve önemini vurgulamak istiyoruz. İlimizin oldukça küçük olması ve nüfusun kırsal kesimde toplanması sebebiyle zorunlu eğitimden sonra eğitime devam edenlerin sayısı azdır. Okula devam edemeyip hayat boyu öğrenmeden yararlanmak isteyen genç yaşlı insanlarımıza kurumumuz Halk Eğitim Merkezi aracılığı ile kurslar vermektedir

**Organiser(s):****DURAN Cevdet**

Public education centre  
of the Bartın province  
Golbucagi Mah. 4 Nolu Cevre  
Bartın, 74100

Tel. +90- 378 2274938

Fax +90- 378 2287653

Email: cevdetduran18@yahoo.com

**WWW.**<http://www.meb.gov.tr/english/indexeng.htm><http://www.bartınhalkegitim.gov.tr/>

## TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

# From school to work or school and work - Integration better than transition

Group No: 6

Round 1

Type of visit:  
Mixed12/12/2011-16/12/2011  
Taranto, ItalyWorking language:  
EnglishNumber of places: 15  
Minimum required: 6**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

We strongly feel the need to reduce the gap between schools and the world of work as the latter seems to move forwards much faster than the educational system.

We have a several SMEs that cooperate with schools making a success of our innovative practice of merging learning by working and learning from working. We make ample room for a second language (L2) learning with widespread use of the CLIL approach since we are aware that foreign language competences are a must in the European labour market.

We have growing experience in removing the dichotomy between education and work and we would like to share our good practices with others as there is always room for improvement.

**WHAT?**

Participants will learn about:

- how we merge study and work in some of our classes;
- how classes are formed;
- who our external partners are;
- the obtained results;
- the ways and the extent to which we use the CLIL approach and its results both in terms of L2 learning and motivation for students, teachers and local entrepreneurs;
- our involvement in various LLP projects and the value they add to the European dimension of our school.

**HOW?**

Participants will:

- visit various types of schools, some of which are experimenting with study/work integration;
- talk to teachers and, above all, learners involved in learn/work and CLIL approaches;
- produce a 'best practice' pattern for dissemination at European level.

**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,
- 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:**

Siamo un istituto tecnico atto ad integrare istruzione e lavoro nell'ambito dell'Alternanza Scuola-Lavoro e di diffondere l'uso dell'approccio CLIL per preparare i lavoratori europei del prossimo futuro. La visita di studio ha lo scopo di analizzare il gap tra istruzione e lavoro nei vari paesi, confrontare le misure che si prendono per colmarlo, studiare l'utilizzo dell'approccio CLIL e i suoi risultati per poi trarne un modello ideale di alternanza scuola-lavoro da disseminare a livello europeo. La visita potrebbe coincidere con quella di una Delegazione di Mosca offrendo l'opportunità di ulteriori scambi di conoscenze. Inoltre servirà per stabilire futuri partenariati LLP.

**WWW.**[www.progettorusia.it](http://www.progettorusia.it)

Keywords:

- **content and language integrated learning (CLIL)**
- **education and training attainment**
- **work placement**

**Organiser(s):****ESPOSITO Gennaro**Istituto Tecnico Industriale  
Statale "A. Pacinotti"Via Lago Trasimeno snc  
Taranto, 74100

Tel. +39-099 736 97 31

Fax +39-099 736 15 82

Email: [istitutopacinottita@libero.it](mailto:istitutopacinottita@libero.it)Website: [www.pacinottitaranto.it](http://www.pacinottitaranto.it)



## WORKPLACE LEARNING

# Upgrading skills and competence development in and for companies

Group No: 7

Round 1

Type of visit:  
VET4/10/2011-6/10/2011  
Bielefeld, GermanyWorking language:  
EnglishNumber of places: 15  
Minimum required: 5**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Enterprises and providers of educational services develop innovative and successful methods and solutions to help reconciliation of family and work life, improve the skills of older workers and make career orientation easier for young people. This is their response to demographic changes and the declining pool of well-skilled employees.

Our institution, the BOW, and educational services provide an innovative network to improve upgrading of individual skills of employees and make best use of human resources. BOW, SMEs, large companies and universities created a working group for personnel development. Exchange of information about current trends and strategies ensures transparency and brings together methods of good practice.

Beyond exchanging concepts, this study visit aims to provide recommendations for improving new strategies in workplace learning.

**WHAT?**

Participants will learn about:

- new ways of recruiting young talent;
- easing reconciliation of family and work life;
- assessment and development of competences in practice;
- consulting methods and tools of economically-oriented education providers.

**HOW?**

Participants will:

- discuss human resource development strategies with experts from globally active companies (Phoenix Contact);
- meet consultants who support companies in selecting personnel and qualifying staff;
- visit SME (Hora) and discuss the practice of recruiting young talent and professionals.

**WHOM?**

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- 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 trade unions.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Das BOW und Bildungsträger arbeiten mit vielen Unternehmen zur Erfassung und Weiterentwicklung individueller Kompetenzen der Mitarbeiter zusammen. Ziel ist die optimale Nutzung der Human Resources. Es wurden innovative und erfolgreiche Methoden und Lösungen entwickelt, um die Vereinbarkeit von Familie und Beruf sicher zu stellen, die Qualifikation der älteren Arbeitnehmer zu verbessern sowie die Berufsorientierung von Jugendlichen zu erleichtern. Während des Studienbesuchs stellen wir Strategien der Unternehmen und der Bildungseinrichtungen zur Kompetenzerfassung und -entwicklung vor.

**WWW.**

[www.praktische-personalentwicklung.de](http://www.praktische-personalentwicklung.de) – [www.bow-online.de](http://www.bow-online.de)  
[www.hora.de/e/b-a/start/b-a\\_d.htm](http://www.hora.de/e/b-a/start/b-a_d.htm) – [www.phoenixcontact.com](http://www.phoenixcontact.com)  
[www.bielefeld.ihk.de/english/en/home/](http://www.bielefeld.ihk.de/english/en/home/)

Keywords:

- **adult learning**
- **leadership and management**
- **lifelong guidance**

**Organiser(s):****WESTERFELD Regina**

BOW e.V. - Bildungswerk der  
ostwestfälisch-lippischen Wirtschaft

Obernstraße 48

Bielefeld, 33602

Tel. +49 52 17 87 16 65

Fax +49 52 17 87 16 69

Email: [regina.westerfeld@bow-online.de](mailto:regina.westerfeld@bow-online.de)Website: [www.bow-online.de](http://www.bow-online.de)

## WORKPLACE LEARNING

# Building relationships with and supporting employers to upskill staff

Group No: 8

Round 1

Type of visit:  
VET7/11/2011-11/11/2011  
Loughborough, England,  
United KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 6

Keywords:

- skill needs
- work placement
- workers' mobility

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Employers face various pressures in the current economic climate such as business survival, competitiveness and sustainability. Loughborough College has developed a strong and robust model for engaging with employers and supporting them to identify skills and training needs linked to business objectives. Loughborough College will share its model for employer engagement during this five-day study programme aimed at those interested in sharing and developing stronger employer relations.

**WHAT?**

Participants will learn about:

- ways of building relationships with employers;
- effective practice using training needs analyses and training plans;
- identifying individual employee skill needs;
- the portfolio approach to selling a range of training solutions to meet employers' needs.

**HOW?**

Participants will:

- meet employer engagement staff and discuss best practice;
- observe and shadow delivery of work place training and assessment;
- attend an employer visit with employer engagement staff undertaking training needs analyses and/or training planning.

**WHOM?**

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

**Organiser(s):**

**BLACKSHAW Carolyn**  
Loughborough College  
Radmoor Road  
Loughborough, LE11 3BT  
Tel. +44 15 09 21 58 31  
Fax +44 15 09 61 81 09  
Email: carolyn.blackshaw@loucoll.ac.uk  
Website: www.loucoll.ac.uk

**WWW.**

<http://loucoll.ac.uk> <http://employerengagement.loucoll.ac.uk>  
<http://skillsfundingagency.bis.gov.uk/>  
<http://www.apprenticeships.org.uk/>  
<http://www.ukces.org.uk/employer-engagement-research-report-29>

## WORKPLACE LEARNING

# Work-based learning and skill building in Wales

Group No: 9

Round 1

Type of visit:  
VET14/11/2011-18/11/2011  
Wrexham, Wales,  
United KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

Keywords:

- **apprenticeship**
- **skill needs**
- **validation of non-formal and informal learning**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Work-based learning and skills programmes are in place in Wales to allow young people to develop skills and competences required at work and integrate them gradually into the labour market. These programmes are supported by the credit and qualifications network for Wales.

ECTARC is an independent, not-for-profit training organisation specialising in European education projects for trainees and professionals in cooperation with other organisations in Wales and European partner organisations.

**WHAT?**

Participants will learn about:

- VET system in Wales and the national credit and qualifications framework;
- examples of successful work-based learning and skills programmes in Wales;
- initiatives to improve cooperation between training providers, employers and the local community;
- strategy in Wales to ensure that development and delivery of skills, training and learning is demand-led.

**HOW?**

Participants will:

- visit further education institutions, community learning and work-based learning providers;
- visit an award winning training provider contracted by the Welsh Assembly Government to deliver skill build, preapprenticeship learning, foundation and modern apprenticeships and modern skills diplomas;
- meet trainers and learners in the learning environment;
- meet local and national policy-makers in the areas of sector skills, employment and education.

**WHOM?**

- Company training managers,
- 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 employers' organisations,
- representatives of local, regional and national authorities.

**Organiser(s):****BALDRY Vanessa**

ECTARC

Parade Street

Llangollen, LL20 8EU

Tel. +44-1978 86 15 14

Fax +44-1978 86 18 04

Email:

vanessa.baldry@denbighshire.gov.uk

Website: www.ectarc.com

**WWW.**<http://www.ectarc.com/><http://www.nwtraining.co.uk/><http://www.sscalliance.org/><http://wales.gov.uk/splash?orig=/about/civilservice/departments/dcells/>

## WORKPLACE LEARNING

# Supporting growth of SMEs through effective leadership and management development

Group No: 10

Round 1

Type of visit:  
VET20/2/2012-23/2/2012  
Leicester, England,  
United KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

Keywords:

- innovative approaches
- leadership and management
- skill needs

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Governments need to stimulate economic recovery and create new jobs. Exponential has developed expertise in supporting high growth SMEs (SMEs with high growth potential) and their managers through use of the high growth coach development programme. This is supported by the European Commission through the Leonardo da Vinci transfer of innovation programme and it will be widely shared with professionals across Europe.

Further to ensure that practitioners receive adequate training and guidance and get their work recognised, Exponential has developed Perspectives 360 degrees – a simple and effective assessment method for identifying points for development of individuals.

Delivering programmes in Europe, Asia and Africa using simple, innovative and effective delivery methods, Exponential believes more countries should be supporting high growth SMEs as European and global markets develop.

**WHAT?**

Participants will learn about:

- the role, skills and competences required by a high growth coach;
- the challenges SMEs face when adopting a high growth strategy;
- the role of managers in implementing high growth strategies;
- the tools and techniques used by high growth coaches to develop and support managers and high growth SMEs;
- use and application of 360 degree management skills benchmarking tools and techniques including Perspectives 360.

**HOW?**

Participants will:

- meet high growth coaches and high growth SMEs;
- visit the Chartered Management Institute and learn about its innovative continuous professional development services;
- undertake a 360 degree management skills assessment;
- explore how high growth coaching can be implemented in other EU countries.

**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.

**Organiser(s):****MOORE John**

Exponential Training and Assessment  
The Bank, 22 Wood Street  
Earl Shilton, LE9 7NF  
Tel. +44(0) 14 55 84 50 71  
Fax +44(0) 14 55 84 24 03  
Email: john@exponentialtraining.com  
Website: www.exponentialtraining.com

**WWW.**

<http://www.exponentialtraining.com/>  
<http://www.perspectives360.com/>

## INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

# Adult education - A stepping stone for immigrants entering the labour market

Group No: 11

Round 1

Type of visit:  
Mixed27/9/2011-30/9/2011  
Kungälv, SwedenWorking language:  
EnglishNumber of places: 15  
Minimum required: 6

Keywords:

- adult learning
- migrants and minorities
- personalised learning

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

Unemployment among immigrants is still strikingly higher than among native citizens all over Europe. The adult education providers of our region are constantly looking for new innovative working methods to improve education through integration. A new reform in Sweden in 2010 enforced a transformation bringing adult education for immigrants closer to the labour market and the Public Employment Authority. Education for immigrants in Sweden is moving away from traditional language studies towards a multitude of educations focusing on various professions and including more practical training.

## WHAT?

Participants will learn about:

- adult education as a stepping stone towards employment;
- how teaching immigrants a language can be closely connected to the professional goal of the individual;
- working methods to enforce a close connection between adult education and the labour market;
- regional cooperation between adult education providers.

## HOW?

Participants will:

- visit adult education centres in several municipalities in the region;
- visit the Swedish Public Employment Service;
- attend workshops on integration and adult education;
- observe teachers' work in the classroom.

## 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 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:

Kungälv's vuxenutbildning arrangerar ett studiebesök med fokus på hur sfi-undervisning eller utländska motsvarigheter kan knytas närmare arbetsmarknaden. Reformen som genomförs i december 2010 innebär att Arbetsförmedlingen tar över samordningsansvaret för etableringsinsatserna och den påverkar även utbildningssektorn. Behovet av bransch-inriktad sfi ökar och även salsundervisningen får en allt starkare koppling till arbetsmarknaden och individens yrkesmässiga mål.

Genom studiebesöket ges möjlighet att besöka verksamheter inom ämnesområdet samt utbyta erfarenheter och best practice mellan deltagarna.

## Organiser(s):

**SJÖSTRÖM Kurt-Olov**  
Kungälv Adult Education  
Borgarparken 28  
Kungälv, 442 16  
Tel. +46(0)303 23 83 40  
Fax +46(0)303 158 04  
Email: kurt-olov.sjostrom@kungalv.se  
Website: <http://www.kungalv.se/Barn-och-utbildning/skolportalen/vuxenutbildning/>

## WWW.

[www.skolverket.se/sb/d/190](http://www.skolverket.se/sb/d/190)

## INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

# Volunteer networking to address unfair competition and sustainable development

Group No: 12

Round 1

Type of visit:  
VET17/10/2011-20/10/2011  
Marseille, FranceWorking language:  
EnglishNumber of places: 12  
Minimum required: 6

Keywords:

- key competences
- volunteering
- young people

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Due to reduction of national training and integration expenditure in a deteriorating social situation, social work frequently resorts to volunteers. Marseille has always been praised for its dynamic associations, with the port providing continuous migration flows that call upon training needs and active citizenship from locals. 'Savoirs pour réussir' (knowledge for success) is an innovative concept with private financing for a sector where the vast majority of funds come from public institutions. Non-formal education and training are essential for the most disadvantaged youngsters: society as a whole must support them for their social and professional inclusion.

**WHAT?**

Participants will learn about:

- coexistence of a volunteer network at local level with European and national mechanisms to support literacy, training and employment of disadvantaged youngsters;
- different tasks entrusted to non-professionals;
- use of ICT tools to find volunteers and optimise their work with all actors;
- social and professional backgrounds of volunteers.

**HOW?**

Participants will:

- visit vocational training centres that provide second chance training and apprenticeships for disadvantaged youngsters;
- meet guidance counsellors working in disadvantaged areas north of Marseille;
- meet volunteers working as internship mentors, trainers, coaches, mediators or administrators;
- meet human resource managers dealing with low-qualified young people's employment and listen to their opinions about volunteers' networking.

**WHOM?**

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- human resource managers,
- 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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Le travail bénévole entre concurrence déloyale et développement durable: exemple de l'inclusion des jeunes en difficultés. Face à l'aggravation de la situation socio-économique de Marseille, avec son lot d'échecs scolaires ou à l'intégration; les dispositifs de formation et d'accompagnements à l'emploi de ces jeunes disposent de peu de moyens. Pourtant Marseille fait preuve d'un dynamisme certain dans ce domaine grâce au bénévolat. Au cours de cette visite, les participants pourront visiter les écoles de la 2ème chance de Marseille, Maison de l'Apprenti, Antenne Nord de la Mission Locale de Marseille, 'Savoirs Pour Réussir' Marseille et rencontrer leurs responsables et les bénévoles associés.

**Organiser(s):****MATHIAS Thierry**

Savoirs pour réussir

2, Place François Mireur

Marseille, 13001

Tel. +33 663 71 42 37

Fax +33 491 90 12 96

Email: sprmathias@orange.fr

Website: <http://www.savoirspourreussir.fr>**WWW.**[www.missionlocalemarseille.com](http://www.missionlocalemarseille.com) – [www.e2c-marseille.net](http://www.e2c-marseille.net)[www.maisonapprenti.org](http://www.maisonapprenti.org) – [www.ccimp.com](http://www.ccimp.com)

# Development of special need education in vocational training in Styria

Group No: 13

Round 1

Type of visit:  
VET

14/11/2011-18/11/2011  
Graz and Leibnitz, Austria

Working language:  
English

Number of places: 12  
Minimum required: 8

Keywords:

- apprenticeship
- disadvantaged groups
- learning outcomes

## Organiser(s):

**KASTENHUBER-JAKOPEH Martina**  
Landesschulrat für Steiermark/  
Abteilung Berufsschulen  
Körblerg. 23  
Graz, 8011  
Tel. +43-676 754 73 11  
Email: m.jakopeh@gmx.at  
Website: www.lsr-stmk.gv.at

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

In the dual system of vocational education, vocational training for apprentices becomes more and more important. The county of Styria was among the first in Austria to start working on vocational education for students with special needs. In the surroundings of Leibnitz, there are many vocational schools that address learners with special needs.

The school board of Styria and especially the department for vocational education have worked on this for many years. We want to present our system of vocational education for apprentices with special needs and exchange opinions about similarities and differences with other European systems of VET for students with special needs.

## WHAT?

Participants will learn about:

- providing good quality VET programmes for pupils with special needs, which lead to increased employability and a professional career;
- developing general and professional competences through broad and balanced curricula (defined as including knowledge, skills and attitudes) by combining general courses with vocational courses;
- providing trained qualified teachers (as now teachers often lack training to include learners with challenges) and mentoring among professionals;
- developing individual education plans with a long-term view;
- providing qualification/diploma for all that recognises job outcomes and what people have learned to improve employability.

## HOW?

Participants will:

- listen to presentations by speakers from education, industry and social departments;
- visit schools training for manufacturing (butchers, bakers, confectioners) and wholesale;
- meet headmasters/teachers of special need education in vocational schools;
- visit companies with apprentices with special needs.

## 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,
- 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,
- researchers.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Das Seminar ist für alle gedacht, die im Bereich der Berufsausbildung und der integrativen Berufsausbildung tätig sind. In den verschiedenen Abschnitten des Seminars wird Ihnen das duale Berufsausbildungssystem vorgestellt - im Besonderen das Modell der integrativen Berufsausbildung. Sie bekommen einen Einblick in die Organisation der kaufmännischen und gewerblichen integrativen Berufsausbildung im Betrieb sowie in der Berufsschule. Unterrichtsbesuche werden stattfinden. Bei Betriebsbesichtigungen können Sie diese Jugendlichen und die Lehrlingsausbilder/ Lehrlingsausbilderinnen in der Arbeitswelt erleben. Mit Vertretern der Schulaufsicht, Direktor/innen, Lehrkräften, Schüler/innen und Lehrlingsverantwortlichen sowie weiteren Berufsbildungsexpert/innen soll diskutiert werden.

**WWW.**

<http://www.bmukk.gv.at/>



## INCREASING ATTRACTIVENESS OF VET

# Schools in enterprises, enterprises in schools – How to bring them closer

Group No: 14

Round 1

Type of visit:  
VET10/10/2011-13/10/2011  
Zlín, Czech RepublicWorking language:  
EnglishNumber of places: 12  
Minimum required: 7**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

There is low interest among young people to study at vocational training centres over the last years in all of the EU. Young people are more attracted to study humanities. Some technical and mechanical fields of study had to be closed. To save the existence of schools, directors are compelled to downgrade the standards for accepted pupils. Poor quality of VET leads to high unemployment of school-leavers, because their knowledge is not matched with the qualification needs of employers. Teachers at VET schools are not well-informed on new trends because VET is often organised independently by employers.

Zlín Region applies several successful measures to combat decreasing interest in VET among pupils and to bring business into education. The study visit will be organised in cooperation with a training college and a practical school in Klečůvka and other VET partners.

**WHAT?**

Participants will learn about:

- political strategies in VET;
- measures used to increase the attractiveness of VET;
- career guidance in primary education;
- the nature of business involvement and the role of social partners in VET;
- new approaches to in-service training of teachers and trainers based on identified employers' qualifications needs.

**HOW?**

Participants will:

- meet political representatives of the Zlín region responsible for education;
- meet directors and teachers at schools and VET centres;
- meet career counsellors;
- visit various types of secondary vocational education facilities (schools, facilities for practical training in enterprises, etc.);
- present their own programmes and experience;
- discuss the topic with professionals from partner institutions.

**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,
- 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 local, regional and national authorities.

Keywords:

- **apprenticeship**
- **education and training attainment**
- **social partners**

**Organiser(s):**

**NAVRÁTILOVÁ Martina**  
Zlín Regional Office in Zlín  
Třída Tomáše Bati 21  
Zlín, 761 90  
Tel. +420 577 04 37 40  
Fax +420 577 04 32 02  
Email: studyvisit@kr-zlinsky.cz  
Website: www.kr-zlinsky.cz

**WWW.**

[www.msmt.cz/areas-of-work/educational-system](http://www.msmt.cz/areas-of-work/educational-system) – [www.nuov.cz/index.php?lchan=1&ired=1](http://www.nuov.cz/index.php?lchan=1&ired=1)  
[http://ec.europa.eu/education/lifelong-learning-policy/doc60\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc60_en.htm)  
[www.oecd.org/about/0,3347,en\\_2649\\_37455\\_1\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/about/0,3347,en_2649_37455_1_1_1_1_37455,00.html)



## STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

# Zukunftsorientierte Berufsausbildung

Gruppennummer: **15**

**Antragsrunde 1**

Art des Besuches:  
**Berufsbildung**

**10/10/2011-14/10/2011**  
**Dillingen (Metropolregion**  
**München), Deutschland**

Arbeitssprache:  
**Deutsch**

Anzahl der Teilnehmerplätze: **15**  
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Lebenslange Bildungs- und Berufsberatung**
- **Lehrlingsausbildung**
- **Schlüsselkompetenzen**

## Organisator(en):

### HOFFMANN Peter J.

Akademie für Lehrerfortbildung und Personalführung Dillingen  
Kardinal von Waldburgstr. 6  
Dillingen An Der Donau, 89407  
Tel. +49-9071 531 69  
Fax +49-9071 53 51 69  
Email: p.hoffmann@alp.dillingen.de  
Website: www.alp.dillingen.de

### GRUNICK Günter

Akademie für Lehrerfortbildung und Personalführung Dillingen  
Kardinal von Waldburgstr. 6  
Dillingen An Der Donau, 89407  
Tel. +49-9071 531 69  
Fax +49-9071 53 51 69  
Email: g.grunick@alp.dillingen.de  
Website: www.alp.dillingen.de

## THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

## WARUM?

Bestens ausgebildeter Fachkräftenachwuchs ist der Schlüssel für unsere Zukunft.

In Dillingen ist die zentrale Lehrerfortbildung für alle Schularten und alle Fächer verortet. Die geballte Kompetenz, die Ruhe und eine optimale Ausstattung lassen Raum für Kreativität und neue Ideen. Das Kompetenzteam Berufliche Bildung für Technik, Wirtschaft und Soziales der Akademie und ihr weit verzweigtes Netzwerk stellen wir den Teilnehmern während des Lehrganges gerne zur Verfügung.

## WAS?

Die Teilnehmer werden Folgendes lernen:

- zukunftsorientierte Unterrichtsformen;
- Einsatz von aktuellen Medien im Unterricht, z.B. Podcasts;
- aktuelle Herausforderungen für Lehrkräfte an den Schulen und für die Ausbilder in den Betrieben;
- Einblick in konstruktive Beispiele für die Lernortkooperation von Schule und Ausbildungsbetrieb.

## WIE?

Die Teilnehmer werden:

- Schulen besuchen und sich mit Lehrern austauschen;
- Betriebe besuchen und mit Ausbildern diskutieren;
- Die Ausbildung in Kleinbetrieben, mittelständischen Betrieben und Weltfirmen miteinander vergleichen;
- konstruktive Beispiele für die Lernortkooperation von Schule und Ausbildungsbetrieben kennenlernen.

## WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

**WWW.**

[www.alp.dillingen.de/](http://www.alp.dillingen.de/) – [www.isb.bayern.de/isb/index.aspx](http://www.isb.bayern.de/isb/index.aspx)  
[www.km.bayern.de/km/index.asp](http://www.km.bayern.de/km/index.asp) – [www.bibb.de/](http://www.bibb.de/) – <http://www.bmbf.de/> – [www.gomovet.eu/](http://www.gomovet.eu/)

## INCREASING ATTRACTIVENESS OF VET

# New skills for new jobs: the importance of improving the quality of VET

Group No: 16

Round 1

Type of visit:  
VET24/10/2011-26/10/2011  
Rome, ItalyWorking language:  
EnglishNumber of places: 15  
Minimum required: 6

Keywords:

- education and training attainment
- innovative approaches
- lifelong guidance

**Organiser(s):****GATTONE Maria**

ENGIM, Direzione Ricerca e Sviluppo  
via degli Etruschi 7  
Roma, 00185  
Tel. +39-06 444 16 88  
Fax +39-06 444 16 72  
Email: mgattone1@gmail.com  
Website: www.engim.org

**CHIAPPETTA GIGLIO Liliana**

ENGIM, Direzione Ricerca e Sviluppo  
via degli Etruschi 7  
Roma, 00185  
Tel. +39-06 444 16 88  
Fax +39-06 444 16 72  
Email: ricercaesviluppo@engim.it  
Website: www.engim.org

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

ENGIM is among the most important vocational training centres in Italy. Throughout Italy, ENGIM holds vocational training courses for young people and adults in many different sectors (industrial, social, economic, human sciences and scientific fields). Through its international NGO, vocational training is also offered to young people in developing countries of Africa, Europe and Asia. ENGIM is introducing innovative measures to improve the quality of education and training and to ensure acquisition of skills in line with the needs of the labour market. ENGIM maintains continuous cooperation among schools, industries, NGOs and universities.

**WHAT?**

Participants will learn about:

- the role of headmasters in implementing innovative solutions;
- cooperation of vocational schools and employers regarding expectations of the labour market;
- different coordinated actions with social and economic partners;
- how initiatives of the local authority promote and help to improve VET.

**HOW?**

Participants will:

- meet managers, directors, guidance counsellors, teachers, representatives of local authorities;
- visit various schools, particularly, vocational schools;
- participate in a conference 'Vocational training, external auditors and the business world'.

**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 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:**

L'ENGIM è un'associazione senza fini di lucro, che opera a livello nazionale e internazionale, al servizio dei giovani e dei lavoratori per lo sviluppo della loro professionalità e per la loro promozione personale e sociale. L'ENGIM si pone in ascolto dei segni dei tempi. La decisione di organizzare una visita di studio è perché: siamo convinti che l'impegno dell'ENGIM a sostegno della promozione del Ruolo della Persona come cittadino e lavoratore, sia indispensabile per una società in continuo dinamismo dove c'è bisogno di rispondere con competenza alle varie sollecitazioni; la condivisione del nostro impegno con altri partner per uno scambio di esperienze può contribuire a vedere nello sviluppo del VET una opportunità di diffusione di buone pratiche a favore del mondo del lavoro.

**WWW.**

[www.engim.org](http://www.engim.org) – [www.isfol.it](http://www.isfol.it) – [www.cnapmi.org](http://www.cnapmi.org) – [www.job soul.it](http://www.job soul.it) – [www.engimsanpaolo.it](http://www.engimsanpaolo.it)  
[www.regione.lazio.it](http://www.regione.lazio.it) – [www.lavoro.gov.it](http://www.lavoro.gov.it) – [www.provincia.roma.it](http://www.provincia.roma.it) – [www.gioventu.it](http://www.gioventu.it)

## INCREASING ATTRACTIVENESS OF VET

# Increasing attractiveness of vocational education through correct guidance

Group No: 17

Round 1

Type of visit:  
VET24/10/2011-27/10/2011  
Istanbul, TurkeyWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- competences in science and technology

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The Sisli vocational school is a technical school located in the centre of Istanbul. The school has a lot of experience of vocational education. It was established in 1965 and has five departments: car mechanics, car repairs, electricians-electronics, telecommunications and computers. The school is continuously improving its educational methods to give updated competences to students in the technology and science fields. The school works with employer institutions, NGOs and SMEs to learn about required competences in the scientific and technological fields. It also manages vocational competences projects.

**WHAT?**

Participants will learn about:

- regional cooperation between VET institutions and the social partners;
- the Turkish VET system and national initiatives taken by various sectors;
- companies cooperating with schools.

**HOW?**

Participants will:

- visit national, regional and local VET institutions with strong cooperation between VET and working life;
- meet social partners, students, teachers and companies' representatives.

**WHOM?**

- Company training 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 trade unions,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Şişli Endüstri Meslek Lisesi 6000 öğrencisi 250 öğretmeni ve okulda yürüttüğü okul sanayi işbirliği projeleriyle mesleki eğitimin en iyi verildiği okuldur. Okul 2009 yılında başarılı bir çalışma ziyareti organize etmiştir. Bu ziyarette mesleki eğitim nasıl cazip hale getirilir sorusunun cevabının aranması ve ortaya somut sonuçlar konulması şeklinde özetlenebilir. Okul sanayi işbirliği ile sanayinin ihtiyaç duyduğu nitelikli elaman ihtiyacının nasıl giderileceği üzerinde durulacaktır. Türkiye'nin dev sanayi kuruluşlarından olan FIAT ve VOLKSWAGEN in Şişli Endüstri meslek lisesiyle imzaladığı protokol gereği kurduğu Eğitim Laboratuvarları tüm Avrupaya örnek niteliktedir. Eğitimdeki bu iyi örnekler tüm Avrupa mesleki eğitim temsilcileri ile paylaşılacaktır.

**Organiser(s):****DEMIRER Mustafa**

Institution Sisli vocational school  
of technique  
Abide-i Hürriyet cd. No 316 Sisli  
Istanbul, 34386  
Tel. +90212 222 65 45  
Fax +90 2122226548  
Email: 162355@meb.gov.tr

**WWW.**

[www.eae.com.tr/eng/index.htm](http://www.eae.com.tr/eng/index.htm) – [www.schneiderelectric.com.tr](http://www.schneiderelectric.com.tr)  
[www.dogusotomotiv.com.tr/c/default.aspx](http://www.dogusotomotiv.com.tr/c/default.aspx)

## INCREASING ATTRACTIVENESS OF VET

# How to attract elementary school leavers to technical VET schools

Group No: 18

Round 1

Type of visit:  
Mixed7/11/2011-11/11/2011  
Chomutov, Czech RepublicWorking language:  
EnglishNumber of places: 12  
Minimum required: 8**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Many young people drop out of initial education and training before getting a qualification due to lack of guidance in the chosen vocation and lack of working experience. As a result, there is a shortage of skilled workers, craftsmen and technical staff for Czech business and industry; even the best rated firms have problems finding skilled workers and technicians (bricklayers, electricians, cabinetmakers, upholsterers, etc). This conclusion is based on results of the needs analysis identified and specified with employers (the Economic Chamber), employment offices, regional authorities and VET schools' heads. On the other hand, there are young people without qualifications.

We know this problem is common to most European countries and we would like to discuss it with participants.

**WHAT?**

Participants will learn about:

- cooperation among technical schools and vocational schools for pupils aged 6-15;
- partners' roles in developing vocational education for all young people;
- how to support the effort to attract more students to VET;
- experiences from projects of cooperation with VET schools and partners in career counselling.

**HOW?**

Participants will:

- attend workshops with VET specialists at secondary schools;
- visit schools for pupils aged 6-15, service institutions, companies, factories, power stations and an open-cast mine;
- meet secondary schools' career advisers and experts helping students with their first job;
- take part in a seminar with job centre specialists and specialists from the local Economic Chamber;
- attend a secondary school exhibition – VET fair for pupils leaving primary school and their parents.

**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 trade unions.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Projekt vychází z potřeb trhu práce, které jsme identifikovali a specifikovali se zaměstnavateli, úřady práce, krajskými úřady a se středními školami. Se stejným problémem se potýkají také krajské rady pro rozvoj lidských zdrojů a je to aktuálním tématem jejich práce nejen na krajské, ale také na celorepublikové úrovni.

Řemeslníky se a techniky poptávají a aktivně po středních školách požadují firmy a podniky. Žáci se ovšem na tyto obory nehlásí. Ve společnosti jsou tyto obory „nepopulární“. Žáci mají často mnohdy špatné a nereálné představy o svém budoucím povolání a pracovním uplatnění. Proto hledáme způsoby a zkušenosti jak tento stav změnit.

**WWW.**

[www.3zscv.cz/](http://www.3zscv.cz/) – [www.ohkcv.cz/](http://www.ohkcv.cz/) – [www.ssescv.cz/](http://www.ssescv.cz/)

Keywords:

- **apprenticeship**
- **national qualifications frameworks**
- **social partners**

**Organiser(s):**

**HONS Miloslav**  
Základní škola Chomutov  
Na Příkopech 895  
Chomutov, 430 02  
Tel. +420- 474 65 14 18  
Fax +420- 474 65 14 18  
Email: miloslav.hons@3zscv.cz

## SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

# The role of the social partners in vocational education and training

Group No: 19

Round 1

Type of visit:  
VET17/10/2011-21/10/2011  
Stockholm, SwedenWorking language:  
EnglishNumber of places: 16  
Minimum required: 8

Keywords:

- apprenticeship
- entrepreneurship
- social partners

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

In ongoing development of VET, the social partners play an important role. The key is to meet the future needs of a skilled workforce. Cooperation between VET institutions and working life is crucial.

Different sectors choose various ways of strengthening VET and the focus of the study visit will be on these concrete examples and initiatives. In Stockholm, there is a big variety of enterprises, national agencies and social partners' organisations.

The unit for vocational education and training at the International Programme Office will coordinate the study visit due to its good connections with the relevant actors.

**WHAT?**

Participants will learn about:

- regional cooperation between VET institutions and the social partners;
- VET initiatives of the social partners, for example, an independent school of plumbers that was founded on the National Plumbers' Association's initiative or the Edströmska school that is run by several industries (automotive, construction and transport);
- presentations from central social partners' organisations.

**HOW?**

Participants will:

- visit national, regional and local VET institutions with strong cooperation between VET and working life;
- meet stakeholders;
- meet representatives at national, regional and local levels;
- take part in presentations of national initiatives of cooperation;
- meet and discuss with students and teachers.

**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**

International Programme Office for  
Education and Training  
Kungsbroplan 3A, 2nd floor  
Stockholm, 104 22  
Tel. +46(0)8 453 72 64  
Fax +46(0)8 453 72 01  
Email: bengt.landfeldt@  
programkontoret.se  
Website: www.programkontoret.se

**WWW.**

[www.lo.se/home/lo/home.nsf/unidview/E2A56001E93D5F3EC1256E760040952D](http://www.lo.se/home/lo/home.nsf/unidview/E2A56001E93D5F3EC1256E760040952D)  
[www.svensktnaringsliv.se/english/](http://www.svensktnaringsliv.se/english/)  
[www.teknikforetagen.se/templates/index\\_en\\_\\_\\_1122.aspx](http://www.teknikforetagen.se/templates/index_en___1122.aspx)  
[www.bilproffs.se/templates/Page\\_\\_\\_390.aspx](http://www.bilproffs.se/templates/Page___390.aspx)  
[www.tya.se/tya/in\\_english/tya\\_english.asp](http://www.tya.se/tya/in_english/tya_english.asp)

## SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

# Trade unions creating a learning culture in the workplace

Group No: 20

Round 1

Type of visit:  
Mixed7/11/2011-11/11/2011  
Cardiff, Wales, United  
KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- innovative approaches
- key competences
- social partners

**Organiser(s):****HALE Barbara**

Wales Trades Union Congress  
1 Cathedral Road  
Cardiff, CF11 9SD  
Tel. +44-2920 34 70 13  
Fax +44-2920 22 19 40  
Email: bhale@tuc.org.uk  
Website: www.wtuclearn.org.uk

**WOOD Katrina**

Wales Trades Union Congress  
1 Cathedral Road  
Cardiff, CF11 9SD  
Tel. +44- 02920 347013  
Fax +44- 029 2022 1940  
Email: kwood@tuc.org.uk  
Website: www.wtuclearn.org.uk

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Acquisition of transferable skills is core to meeting the challenges of new demands on workers by new industries that will replace declining manufacturing workplaces in Wales. The Welsh Assembly Government offers financial support for learning via the Wales union learning fund so trade unions in Wales can develop learning initiatives for their members. Workplace union learning representatives help to create new opportunities for workers faced with redundancy and help individuals to develop new skills for career advancement or personal interest.

Wales Trades Union Congress (TUC) supports and advises unions undertaking learning projects and disseminates key educational policy to them to make national strategies effective, for example, promotion of literacy and numeracy improvement schemes. Wales TUC would like to showcase this work to employers and trade unions' representatives from Europe.

**WHAT?**

Participants will learn about:

- trade unions' initiatives to engage adults in lifelong learning;
- the role of union learning representatives;
- establishing learning networks and effective links with key stakeholders;
- improving employability through lifelong learning;
- accreditation of prior learning;
- developing key competences and transferable skills of the workforce.

**HOW?**

Participants will:

- visit the Wales Trade Union Congress;
- visit a workplace learning centre;
- meet union learning project managers;
- visit the Welsh Assembly in Cardiff and meet policy-makers;
- attend a conference for union learning representatives.

**WHOM?**

- Company training managers,
- human resource managers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- representatives of trade unions,
- researchers.

**WWW.**[www.wtuclearn.org.uk/](http://www.wtuclearn.org.uk/)

# Challenges for developing competences in the chemical sector in Europe

Group No: 21

Round 1

Type of visit:  
VET

27/2/2012-2/3/2012  
Düsseldorf, Germany

Working language:  
English

Number of places: 14  
Minimum required: 8

Keywords:

- **apprenticeship**
- **skill needs**
- **social partners**

## Organiser(s):

### ENGELS Ulrike

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

### NORDHAUS Ulrich

Deutscher Gewerkschaftsbund (DGB)  
Henriette-Hertz-Platz2  
Berlin, 10178  
Tel. +49-30 240 60-297  
Fax +49-30 240 60-410  
Email: ulrich.nordhaus@dgb.de  
Website: www.dgb.de

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

To meet the needs caused by structural change, professional competences of employees in the chemical sector have to be further developed. The social partners are responsible for a future-oriented concept of qualification for specialists. The social partners of all European countries should discuss ideas and exchange best practices.

## WHAT?

Participants will learn about:

- future skills needs in the chemical and pharmaceutical industry in Germany;
- the German VET system (structure, practice, modernisation, board of stakeholders);
- the specific approach of the social partners in the chemical industry to continuous vocational training;
- core occupational profiles – a practice approach for Europe in the sectors of chemists, chemical operators and laboratory assistants.

## HOW?

Participants will:

- meet experts from the social partners in the chemical industry responsible for continuous vocational training;
- visit enterprises and see in-company training practices;
- discuss future skill needs in the chemical and pharmaceutical industry in Germany;
- discuss core occupational profiles of chemists, chemical operators and laboratory assistants;
- meet experts from universities, the BiBB (host), chambers of industry and commerce, chamber of crafts.

## WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation 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 trade unions.

**WWW.**

[www.dgb.de/](http://www.dgb.de/) – [www.igmetall.de/](http://www.igmetall.de/) – [www.bibb.de/](http://www.bibb.de/)



## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Recognising and measuring in archaeological research fields

Group No: 22

Round 1

Type of visit:  
Mixed

5/9/2011-9/9/2011  
Caserta and surroundings  
(Capua and Trebula), Italy

Working language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- extra-curricular activities
- innovative approaches
- validation of non-formal and informal learning

**Organiser(s):****DI PIPPO Antonia**

Istituto Statale Istruzione Secondaria  
Superiore „BUONARROTI“  
viale Michelangelo  
Caserta, 81100  
Tel. +39-0823 32 50 88  
Fax +39-0823 32 50 88  
Email: ceis01200d@istruzione.it  
Website: www.isissbuonarroti.it

**CAIAZZA Valerio**

Gruppo Archeologico „Trebula  
Balliensis“  
via Roma - Trebula  
Pontelatone, 81040  
Tel. +39-328 815 30 25  
Email: saunia.trebula@gmail.com  
Website: www.trebulaballiensis.org

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

There is no VET experience in Campania involving young students (high school and undergraduates) to approach archaeological skills from a technical point of view to recognise, measure and serve the environment. These activities are crucial to develop jobs linked to the great archaeological heritage sites in Campania. The State institute for higher secondary education 'Buonarroti' is a technical secondary school and in 2008/09, during excavation of Trebula Balliensis, it implemented two enriching periods of non-formal teaching and training activities testing a tentative way from school to work.

**WHAT?**

Participants will learn about:

- innovative approaches towards non-formal and informal education and training processes (peer to peer education, evocative activities, practical skills, self-teaching);
- methods and techniques to investigate the Samnite culture and, generally, archaeological architectures in a mountain environment;
- original tools employed to organise cultural tourism and dissemination of fine arts and history involving young students.

**HOW?**

Participants will:

- meet young students involved in these educative and training processes;
- visit the Michelangelo museum (in 'Buonarroti') that has a permanent exhibition of surveying instruments (XIX-XX centuries) as well as ones from ancient to baroque age (modern copies made by students);
- visit the archaeological park of Trebula which plays a key role for the Samnite age as Paestum is for Magna Graecia and Pompeii is for the Romans.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Non ci sono esperienze di percorsi educativi di avviamento al lavoro in Campania che coinvolgano giovani studenti nell'approccio alle competenze archeologiche dal punto di vista del riconoscimento, della misura e del rilievo del territorio, cruciali per lo sviluppo delle professionalità legate alla valorizzazione del territorio. L'ISISS "Buonarroti" è un istituto tecnico medio superiore ed ha tre indirizzi: geometri, turistico e agrario. Nel 2008 e nel 2009, in collaborazione con le altre istituzioni in rete, l'ISISS "Buonarroti" ha realizzato due periodi di attività educative e formative non tradizionali durante lo scavo di Trebula Balliensis, 25 km da Caserta. Per l'archeologia sistematica moderna, Trebula riveste lo stesso ruolo di Pompei per l'età romana e di Paestum per la Magna Grecia.

**WWW.**[www.trebulaballiensis.org/trebula\\_e\\_le\\_scuole.html](http://www.trebulaballiensis.org/trebula_e_le_scuole.html)



## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Environmental engineering education perspectives in the Mediterranean region

Group No: 23

Round 1

Type of visit:  
VET5/9/2011-8/9/2011  
Antalya, TurkeyWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- European credit transfer system (ECTS)
- sustainable development

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

The Mediterranean region is important for tourism and agriculture. Mediterranean countries have common environmental problems which have significant effects on both tourism and agriculture. It is therefore important that environmental engineering students in Mediterranean countries are educated in a standardised and common system for better communication and application of engineering solutions for cross-border environmental problems.

## WHAT?

Participants will learn about:

- the current system of environmental engineering education in Mediterranean region universities;
- comparison of curriculum diversities (ECTS);
- use of the techniques, skills and modern engineering tools necessary for environmental engineering education and practice;
- professional and ethical responsibility in environmental engineering;
- the evaluation criteria for the courses given in environmental engineering education.

## HOW?

Participants will:

- participate in discussion forums and workshops to share ideas and experiences;
- listen to presentations by the department of environmental engineering;
- meet the president of chamber of environmental engineers, Antalya branch.

## WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- representatives of education and training networks and associations,
- researchers.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Akdeniz turizm ve tarım açısından önemli ve değerli bir havzadır. Havza'ya sınırları olan Akdeniz Ülkelerindeki çevresel problemler birbirine benzemekte ve Havzayı derinden etkilemektedir. Bu çevresel problemlerin çözümünde görev alacak Çevre Mühendislerinin standardize edilmiş bir eğitim kalitesi ile mezun olması sorunların çözümünde ortak mühendislik yaklaşımını sergilemeleri açısından önemlidir.

## Organiser(s):

**ERDEM Ayca**  
Akdeniz University,  
Engineering Faculty,  
Environmental Engineering Department  
Dumlupınar Bulvarı,  
Antalya, 07058  
Tel. +90 24 23 10 63 29  
Email: ayerdem@akdeniz.edu.tr

## WWW.

<http://cevre.muhsak.akdeniz.edu.tr/tr> – [www.enve.metu.edu.tr/](http://www.enve.metu.edu.tr/)  
[www.cevreorman.gov.tr/COB/AnaSayfa.aspx?sflang=en](http://www.cevreorman.gov.tr/COB/AnaSayfa.aspx?sflang=en)  
<http://antalya.cevreorman.gov.tr/>

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# New horizons for adult education

Group No: 24

Round 1

Type of visit:  
Mixed19/9/2011-23/9/2011  
Gaziantep, TurkeyWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- adult learning
- disadvantaged groups

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The host is a public training centre, a non-profit, publicly-funded, provider of different courses in adult education. Our main activities are planning, implementing and evaluating educational issues in the city. Our students come from rural or disadvantaged areas or economically and socially disadvantaged groups, such as the unemployed, persons in prison, persons with disabilities, local community groups, women, old people and parents. Our city has good experience of dealing with education and training needs of these groups.

**WHAT?**

Participants will learn about:

- the situation of adult learners in Gaziantep;
- a study of disadvantaged adults to be included in non-formal education;
- the adult education system and European dimension of education in Turkey;
- the role of social partners in adult education.

**HOW?**

Participants will:

- visit adult education centres, local houses, vocational training centres and Gaziantep university;
- take part in presentations, meetings and discussions;
- share their experiences on adult education systems and methods;
- share good practices of different countries.

**WHOM?**

- Company training managers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- human resource managers,
- 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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Gaziantep özellikle son yirmi yılda iç göçlerle nüfusunda büyük bir artış olmuştur. Göçlerle gelen bu yoğunluk beraberinde eğitim de dahil olmak üzere sorunlara yol açmıştır. Şahinbey Halk Eğitimi Merkezi ve Akşam sanat okulu Müdürlüğü olarak ;Özellikle yetişkinlerin hayat boyu öğrenmenin ilkelerinden olan eğitim sürecine çekilmesine çalışılmaktadır.

**Organiser(s):**

**DOGRU Mehmet**  
Institution Sahinbey  
Public Education Centre  
Eyupoglu Mah. Kastelbasi Cad.  
15 Sahinbey  
Gaziantep, 27100  
Tel. +90 34 22 31 35 39  
Email: smdogru@gmail.com

**WWW.**<http://www.sahinbeyhem.com/>

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Raising quality of VET in cooperation with employers and higher education

Group No: 25

Round 1

Type of visit:  
VET19/9/2011-23/9/2011  
Warszawa, PolandWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- education and training attainment
- quality assurance
- social partners

**Organiser(s):****BLUSZCZ Justyna**

Krajowy Ośrodek Wspierania Edukacji  
Zawodowej i Ustawicznej  
Spartańska 1B  
Warszawa, 02-637  
Tel. +48-22 844 07 40  
Fax +48-22 646 52 51  
Email: j.bluszcz@koweitu.edu.pl  
Website: www.koweitu.edu.pl

**WOJCIECHOWSKA Monika**

Krajowy Ośrodek Wspierania Edukacji  
Zawodowej i Ustawicznej  
Spartańska 1B  
Warszawa, 02-637  
Tel. +48-22 844 18 68  
Fax +48-22 646 52 51  
Email: m.wojciechowska@koweitu.edu.pl  
Website: www.koweitu.edu.pl

**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?**

Improving attractiveness and quality of vocational education and training (VET) is one of the priorities of Polish educational policy. To achieve this, several actions have been undertaken at national and regional levels, such as creating vocational training programmes based on learning outcomes and quality standards for VET, encouraging cooperation between VET schools and employers and higher education.

The National Centre for Supporting Vocational and Continuing Education is the central public institution whose activities support reform of vocational education.

The study visit will be part of promoting Polish education during the Polish Presidency of the EU Council.

**WHAT?**

Participants will learn about:

- agreements between the Ministry of National Education and employer associations;
- cooperation between VET schools and higher education establishments;
- development of core curriculum and programmes for VET;
- establishment of vocational qualifications standards and their influence on VET quality;
- organisation of vocational qualifications exams;
- implementation of EQAVET initiative in Poland (quality standards for vocational education);
- competitions and multimedia campaigns promoting VET;
- use of e-learning to increase attractiveness of VET.

**HOW?**

Participants will:

- meet representatives of national and regional authorities responsible for VET;
- visit vocational schools, universities cooperating with vocational schools, places of apprenticeship, chambers and associations of employers, a regional employment office;
- take part in a European conference on quality in VET.

**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:**

Podniesienie jakości i atrakcyjności kształcenia zawodowego jest jednym z priorytetowych celów polskiej polityki oświatowej. Realizacji tego celu służą działania podejmowane zarówno na poziomie krajowym, jak i regionalnym zorientowane na dostosowanie kształcenia zawodowego do potrzeb i oczekiwań rynku pracy. Celem wizyty jest zaprezentowanie dobrych praktyk i rozwiązań przyczyniających się do podniesienia efektywności i atrakcyjności kształcenia zawodowego. Wizyta studyjna będzie jednym z elementów promocji polskiej edukacji podczas Polskiej Prezydencji w Radzie UE.

**WWW.**

[www.koweitu.edu.pl](http://www.koweitu.edu.pl) – [www.men.gov.pl](http://www.men.gov.pl)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Triple helix dynamics in rural areas

Group No: 26

Round 1

Type of visit:  
Mixed20/9/2011-23/9/2011  
Reykjavík, Höfn and  
Hornafjörður, IcelandWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- innovative approaches
- social partners
- sustainable development

**Organiser(s):**

**ERLINGSDÓTTIR Ásta Sif**  
National Agency for the Lifelong  
Learning Programme - University of  
Iceland  
Dunhaga 5  
Reykjavík, 107  
Tel. +354- 525 4227  
Fax +354- 552 8801  
Email: astasif@hi.is  
Website: www.rthj.hi.is

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Collaboration between the educational sector especially the University of Iceland, small communities around Iceland and the social partners is growing. In seven places we now have small research and innovation centres connected to the University of Iceland. The centre in Höfn, Hornafirði is the oldest one and it is situated in an innovation centre run in collaboration with the community.

The triple helix partners in Höfn are interested in meeting a group of experts from Europe to discuss collaboration, networking and introduce them to innovative methods used in this specific area. These concern both traditional rural economic activities such as tourism, agriculture and fishing, and attempts to create a more knowledge-based and creative rural society in all spheres of life.

**WHAT?**

Participants will learn about:

- initiatives to establish contact between the research community in Reykjavík with rural areas around Iceland;
- methods used in Höfn and the southern part of Iceland coordinate the activities of many small knowledge-based institutions towards common social and economic goals;
- running of research and innovation centres in a scarcely populated, peripheral area.

**HOW?**

Participants will:

- visit ministries for policy overview;
- have a conference and discussions with stakeholders;
- visit an adult education centre and secondary school;
- visit enterprises in and around Höfn;
- drive from Höfn to Reykjavík, stopping in five different places. All the institutions visited cooperate with the research centre in Höfn and the research community in Reykjavík.

**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,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Kjarninn í námsheimsókninni varðar uppbyggingu þekkingarstarfs í fámennum, dreifðum byggðum. Aðáherslan verður á starfsemi Nýheima á Höfn í Hornafirði; skipulag, árangur og framtíðaráform. Í Nýheimum starfa nokkur fjöldi lítilla stofnana saman að margvíslegum málum sem varða þróun þekkingarsamfélags, t.a.m. í gegnum hagnýtar rannsóknir, ráðgjöf og stuðning við nýsköpun hjá fyrirtækjum, þróun á námi á háskóla- og framhaldsskólastigi, og sí- og endurmenntun sem tengist bæði grunnvinnugreinum og nýjum vaxtarsprotum. Auk kynningar- og vinnufunda með fulltrúum helstu stofnana í Nýheimum og fulltrúum Sveitarfélagsins Hornafjarðar verður farið í skoðunarferðir til lítilla eða meðalstórra fyrirtækja í m.a. ferðaþjónustu, sjávarútvegi og landbúnaði.

**WWW.**

<http://eng.menntamalaraduneyti.is/> – <http://eng.idnadarraduneyti.is/>  
[www.rthj.hi.is/page/english](http://www.rthj.hi.is/page/english) – <http://fraedasetur.hi.is/> – [www.stofnanir.hi.is/hornafjorður/](http://www.stofnanir.hi.is/hornafjorður/)  
[www.sud.hi.is/](http://www.sud.hi.is/) – [www.vatnajokulsthjodgardur.is/english](http://www.vatnajokulsthjodgardur.is/english)  
[www.skogasafn.is/enska/default.asp](http://www.skogasafn.is/enska/default.asp)

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

# Chiusi en terre de Sienne: une communauté d'apprentissage

Numéro de groupe: 27

Phase 1

Type of visit:  
Enseignement général

3/10/2011-7/10/2011  
Chiusi, Sienne, Italie

Langue de travail:  
Français

Nombre de places: 18  
Minimum requis: 6

Mots clés:

- apprendre à apprendre
- approches innovantes
- compétences clés

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Le service d'éducation et de formation de la Mairie de Chiusi a développé un partenariat entre plusieurs organismes d'éducation et de formation. Ce partenariat a expérimenté un parcours de formation et d'éducation initiales visant à l'acquisition des compétences transversales de base. Les employeurs de tous les secteurs - privé, public et associatif - sont associés à ce processus. «Entre nature et culture» est un projet ambitieux: des enseignants et des formateurs, accompagnés par une équipe projet, composée de spécialistes en pédagogie, innove en réalisant des outils pour apprendre à apprendre et avoir la capacité de travailler avec les autres. Il s'agit de partager avec l'apprenant une réflexion et une action, d'ordre personnel et méthodologique, pour l'aider dans ses stratégies d'appropriation des connaissances. Ce parcours, entre nature et culture, est là pour donner aux apprenants les clés d'appartenance à l'histoire des cultures et des civilisations, à l'histoire du monde.

## QUOI?

Le participant découvrira:

- comment s'organise l'éducation et la formation à travers le dialogue entre les institutions à tous les niveaux;
- comment explorer, innover, chercher, découvrir, créer et entreprendre pour se former;
- comment prendre en compte son projet dans son environnement.

## COMMENT?

Le participant:

- partagera des activités d'apprentissage dans le domaine des compétences transversales;
- rencontrera différents acteurs partenaires du projet;
- visitera des centres scolaires et de formation professionnelle.

## 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,
- directeurs de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- responsables des ressources humaines,
- 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.

## BREVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Questa Visita di Studio propone l'applicazione di metodi interdisciplinari per la lettura "incrociata" di un territorio, partendo dalle esperienze realizzate dal Comune di Chiusi insieme ad altre istituzioni dell'area umbro-toscana. E' un percorso educativo e formativo che punta sulla creazione di ponti interattivi tra scenari "biodiversi" di natura e cultura. Si privilegia la ricerca del rapporto diacronico tra uomo e ambiente, mediante una riflessione che coniuga i reperti della cultura materiale antica con l'osservazione critica del contesto attuale, chiamando a dialogo in un percorso educativo (intrecciato di dati storico-archeologici, artistici, geologici, naturalistici), due grandi risorse locali per lo sviluppo ecosostenibile del territorio: i musei cittadini e il paesaggio storico.

**WWW.**

[www.comune.chiusi.siena.it](http://www.comune.chiusi.siena.it) – [www.provincia.siena.it](http://www.provincia.siena.it)  
[www.valdichianasenesa.com/montepulciano/musei/](http://www.valdichianasenesa.com/montepulciano/musei/)  
[www.regione.toscana.it](http://www.regione.toscana.it) – [www.wwf-siena.it/](http://www.wwf-siena.it/)

## Organiser(s):

**GHERARDI Leonora**

Comune della Città di Chiusi  
piazza XX Settembre  
Chiusi, 53043

Tel. +39-0578 22 36 26

Fax +39-0578 223 61 05 78

Email: [assessore.cultura@comune.chiusi.siena.it](mailto:assessore.cultura@comune.chiusi.siena.it)

Website: [www.comune.chiusi.siena.it](http://www.comune.chiusi.siena.it)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Acquiring formal education in a non-formal way: meeting labour market requirements

Group No: 28

Round 1

Type of visit:  
VET10/10/2011-14/10/2011  
Náchod, Czech RepublicWorking language:  
EnglishNumber of places: 12  
Minimum required: 6

Keywords:

- adult learning
- lifelong guidance
- validation of non-formal and informal learning

**Organiser(s):**

**HLAVIZNA Petr**  
Labour Office Náchod  
KLadská 1092  
Náchod, 547 01  
Tel. +420 95 01 83 31  
Email: petr.hlavizna@na.mpsv.cz

**VRÁNOVÁ Hana**  
Labour Office Náchod  
Kladská 1092  
Náchod, 547 01  
Tel. +420 950 13 83 16  
Email: hana.vranova@na.msv.cz

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The purpose of non-formal education is to help people with unsuitable or insufficient qualifications to acquire such qualifications (including a final exam) as will meet current labour market requirements. We would like to present the opportunities for acquiring formal education non-formally in our region. This system has only been working in the Czech Republic for a short time, but our Labour Office already has interesting experience we would like to share. Our roles in the process are to mediate jobseekers' contact with competent educational institutions, cooperate with employers, and provide educational guidance. The aim of the study visit is to become a platform for exchange of information concerning similar opportunities for education in other countries, and to establish contacts for eventual further cooperation.

**WHAT?**

Participants will learn about:

- new approaches and methods of acquiring formal education non-formally, with the aim of achieving job-seekers' increased employability;
- achievements in non-formal education in the region and examples of the educational process;
- experience in non-formal education provision and validation, and career guidance;
- marketing opportunities for acquiring formal education non-formally.

**HOW?**

Participants will:

- meet representatives of educational institutions;
- meet participants in non-formal education programmes;
- visit educational institutions providing non-formal education and an adult education centre;
- discuss examples of good practice.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation 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:**

Smyslem systému neformálního vzdělávání je umožnit klientům, kteří mají nevyhovující nebo nedostatečnou kvalifikaci, získat takový typ vzdělání, které bude lépe odpovídat aktuálním regionálním potřebám trhu práce. Naše role v tomto procesu je zprostředkovat zájemcům v regionu kontakt s příslušnou institucí, která vzdělávání zabezpečuje. Dále úzce spolupracujeme s případnými zaměstnavateli a provádíme poradenskou činnost.

**WWW.**

[http://portal.mpsv.cz/sz/local/na\\_info](http://portal.mpsv.cz/sz/local/na_info) – [www.mestonachod.cz/en/](http://www.mestonachod.cz/en/)  
[www.kralovehradeckyregion.cz/en/kladske-pomezi/kladske-pomezi-26618/](http://www.kralovehradeckyregion.cz/en/kladske-pomezi/kladske-pomezi-26618/)

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS,  
ENTERPRISES AND LOCAL COMMUNITIES

# Sustainable network of research and education in natural science and technology

Group No: 29

Round 1

Type of visit:  
VET

10/10/2011-13/10/2011  
Irdning, Austria

Working language:  
English

Number of places: 15  
Minimum required: 5

Keywords:

- **competences in science and technology**
- **curriculum**
- **sustainable development**

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

The Agricultural Research and Education Centre, located in the middle of Austria with its 330 qualified and motivated employees, has excellent experience in disseminating know-how of natural science and technology and in implementing interdisciplinary projects at regional and international level. Our experts lecture at national and international educational and research institutes. The excellent infrastructure offers fundamental education to 450 students and gives them insights into research and practice. Regular events (conferences, seminars, workshops) and cooperation with regional communities and educational institutes enrich know-how transfer.

The technology and economy network enables new, innovative approaches in handling complex methods and processes, and helps to mediate these approaches in an understandable way to target groups.

## WHAT?

Participants will learn about:

- initiatives for education and research networks in the area of nawitech (natural science and technology);
- didactic methods and instruments for educational levels;
- networking of sustainable development in education and research in the region;
- exchange of experiences for implementation of educational objectives (touchable research);
- development of practical possibilities, how to integrate researchers in education and pedagogues into research.

## HOW?

The participants will:

- meet experts from research and education;
- work out strategically how researchers and pedagogues can be motivated to go beyond their daily work, being creative and innovative, working in networks and implementing interesting activities.

## WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of education and training networks and associations,
- researchers.

## Organiser(s):

**MAYER Renate**

Institution Agricultural Research  
and Education Center Raumberg-  
Gumpenstein

Raumberg 38

Irdning, 8952

Tel. +43-3682 224 51-240

Fax +43-3682 224 51-210

Email: [renate.mayer@raumberg-gumpenstein.at](mailto:renate.mayer@raumberg-gumpenstein.at)

Website: [www.raumberg-gumpenstein.at](http://www.raumberg-gumpenstein.at)

**WWW.**

<http://www.sparklingscience.at/>



## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Cooperation of VET institutions and employers' organisations in northern Hungary

Group No: **30****Round 1**Type of visit:  
**VET****10/10/2011-14/10/2011**  
**Salgótarján, Hungary**Working language:  
**English**Number of places: **16**  
Minimum required: **6**

Keywords:

- **apprenticeship**
- **education and training attainment**
- **skill needs**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Despite its vicinity to the capital city, Nógrád county is a socially and economically disadvantaged area. The organising institution, the Vocational Training Association of Nógrád County (Nógrád TISZK) operates as an integrated vocational training centre with 16 institutions. The practical tutored professions are engineering, architecture, commerce, catering and informatics. The operation system of branch institutions is determined by requirements of the labour market and training development strategies are harmonised in the area. During the visit we would like to share our experiences with participants and also become acquainted with their good practices.

**WHAT?**

Participants will learn about:

- how Nógrád TISZK organises vocational training;
- training mechanics, construction, trade-marketing, business administration, and catering-tourism in specialised groups;
- simulation practice of vocational schools;
- how professional supply from schools adapts to the expectations of the labour market;
- how Hungarian employers' organisations employ students with student contracts.

**HOW?**

Participants will:

- visit vocational education and training institutions of Nógrád TISZK;
- visit Hungarian employers' organisations dealing with vocational training;
- have a debate on vocational training at Nógrád TISZK;
- attend a lecture on the expectations of employers concerning future employees.

**WHOM?**

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- 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.

**Organiser(s):**

**LÁSZLÓ Bogárdi**  
Balassi Bálint Gimnázium  
Domb utca 4.  
Salgótarján, 3100  
Tel. 0036-30- 415-0793  
Email: bogardil@citromail.hu

**WWW.**

[www.nogradtiszsk.hu/](http://www.nogradtiszsk.hu/) – [www.tancsics-starjan.sulinet.hu/](http://www.tancsics-starjan.sulinet.hu/)



COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS,  
ENTERPRISES AND LOCAL COMMUNITIES

# Collaborative networks developing new sustainable technologies in VET

Group No: 31

Round 1

Type of visit:  
VET

11/10/2011-13/10/2011  
Maidstone, England,  
United Kingdom

Working language:  
English

Number of places: 12  
Minimum required: 5

Keywords:

- innovative approaches
- skill needs
- young people

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

The south east of England has a shortage of well-qualified electrical, electronic and mechanical engineers across all areas of the economy from food production to the burgeoning environmental sector. We would like to show the Swale Skills Centre and the Thamesview Vocational Centre that deliver training in engineering and sustainable technologies for young people aged 14+. These centres have a strong ethos of a work environment and have been positioned strategically to the Eurolink business park and the developing Gravesend area. With a commitment to providing tailored training for tomorrow's engineering technicians, a suite of qualifications are offered to suit the academic and practical requirements of employers and students at levels 1, 2 and 3 and provide access to higher education. The 14–19 Innovations Unit at Kent County Council works to link establishments and employers to offer wide provision and opportunities to Kent's young people.

## WHAT?

Participants will learn about:

- provision based on economic need;
- training embedding industrial practice into skills;
- benefits of work-based learning;
- successful outcomes for young people in the current assessment framework;
- development of curricula to encourage planned progression.

## HOW?

Participants will:

- visit local vocational centres, schools and colleges;
- have opportunities to speak to teachers, trainers, students and employers;
- meet with representatives of organisations focusing on change and regeneration;
- meet with senior and political leaders at Kent County Council.

## WHOM?

- Directors of education and vocational training institutions, centres or providers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

## Organiser(s):

### BRENT Rajmund

14 – 19 Innovations Unit  
1st floor Brenchley House,  
123 – 135 Week Street  
Maidstone, ME14 1RF  
Tel. +44 16 22 69 43 22  
Email: rajmund.brent@kent.gov.uk  
Website: <http://www.kent.gov.uk/>

## WWW.

<http://technologies.ew.eea.europa.eu/> – [www.summitskills.org.uk/Skills-Academy/477](http://www.summitskills.org.uk/Skills-Academy/477)  
[www.kato-training.com/page.php?id=44](http://www.kato-training.com/page.php?id=44) – [www.thamesview.kent.sch.uk/#](http://www.thamesview.kent.sch.uk/#)  
<http://courses.nwkcollege.ac.uk/> – [www.thanet.ac.uk/](http://www.thanet.ac.uk/)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Cooperation of schools, the world of work and social partners

Group No: **32**Round **1**Type of visit:  
**VET****7/11/2011-11/11/2011**  
**Berlin, Germany**Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **school environment**
- **social inclusion**
- **social partners**

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**KLAUZA Jeanette**

Deutscher Gewerkschaftsbund (DGB)  
Henriette-Herz-Platz 2  
Berlin, 10178  
Tel. +49-30 240 60-648  
Fax +49-30 240 60-410  
Email: jeanette.klauza@dgb.de  
Website: www.dgb.de

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The work environment and world we live in are subject to drastic changes. Students have to be better prepared for the difficult transition from school to working life. Pre-vocational training should look for new ways to ensure that young people maturely choose their professions and develop the necessary vocational skills, especially young people from socially disadvantaged backgrounds. Preventing young people from dropping out of compulsory education, reengaging them in learning through guidance and advice as well as training teachers, trainers and advisors are among other future challenges.

**WHAT?**

Participants will learn about:

- initiatives and projects preparing young people for the world of work;
- methods and structures strengthening the links between the two learning venues, school and company;
- opportunities and challenges of transition systems from school to work.

**HOW?**

Participants will:

- visit educational institutions for adolescents and secondary schools;
- see the commitment of labour unions in schools;
- meet mentors supporting disadvantaged groups in VET.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Eine moderne schulische Berufsorientierung trägt entscheidend zum erfolgreichen Bestehen in der Arbeitswelt bei. Neue Maßnahmen und Praxisformen zur Gestaltung des Übergangs von der Schule in die Arbeitswelt sollen vorgestellt werden.

**WWW.**

[www.dgb.de/](http://www.dgb.de/) – [www.schule.dgb.de/index\\_html?-C](http://www.schule.dgb.de/index_html?-C) – [www.bibb.de/](http://www.bibb.de/)

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

# Réussite éducative et rythmes scolaires: méthodes et résultats

Numéro de groupe: **33**

**Phase 1**

Type of visit:  
**Enseignement général**

**14/11/2011-18/11/2011**  
**Limoges, France**

Langue de travail:  
**Français**

Nombre de places: **15**  
Minimum requis: **5**

Mots clés:

- **acquis d'apprentissage**
- **activités périscolaires**
- **approches innovantes**

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Association éducative complémentaire de l'école, l'Aroéven développe toute action qui permet la réussite éducative au sens de l'éducation non formelle.

L'action éducative sur la ville de Limoges associe l'éducation nationale, la municipalité et le tissu associatif. Elle s'inscrit à la fois dans les dispositifs du contrat éducatif local et du projet de réussite éducative, tout en prenant en compte les orientations de la stratégie 2020 notamment en ce qui concerne l'inclusion sociale. Les actions concernent les niveaux primaire et secondaire.

Avec les réflexions actuelles sur les rythmes scolaires, les actions liées à la réussite éducative sont concernées. On se posera les questions suivantes:

- quelles incidences, quelles articulations, quels développements?
- quels sont les acteurs et les méthodes éducatives?

## QUOI?

Le participant découvrira:

- l'organisation du projet de réussite éducative;
- la réflexion menée sur les rythmes scolaires;
- différentes techniques et approches locales;
- les divers aspects et les modalités particulières mises en place dans ce domaine par le système éducatif français, tels que:
  - les activités éducatives spécifiques,
  - les dispositifs (contrat éducatif local, contrat temps libre) et les partenariats,
  - le volet associatif au sein des établissements scolaires
  - les activités périscolaires.

Il découvrira en outre comment s'articulent et se complètent les domaines suivants:

- l'éducation formelle, l'éducation informelle et/ou non formelle;
- les orientations ministérielles et les politiques locales en matière d'éducation;
- l'évolution et la nécessité de politique(s) éducative(s) à dimension européenne.

## COMMENT?

Le participant:

- visitera des établissements scolaires inscrits dans le programme de réussite éducative puis dans l'expérimentation sur les rythmes scolaires;
- s'inscrira et interviendra, sur un temps donné, au fonctionnement des dispositifs;
- partagera avec les équipes éducatives les notions de pilotage et d'évaluation (un regard neuf, extérieur, apporte sa contribution);
- analysera et échangera, à partir de visites et de témoignages, les divers aspects et modalités particulières mises en place dans le système éducatif français et pourra les comparer avec ceux des pays représentés dans le groupe;
- pourra élaborer un projet commun.

## POUR QUI?

- Inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales.

## Organisateur(s):

**ESCOLA Patrick**

AROEVEN

Rectorat - Site Leroux 13 rue François  
Chénéieux

Limoges Cedex, 87031

Tel. +33-5 55 11 40 05

Email: patrick.escola@ac-limoges.fr

Website: www.aroeven.ac-limoges.fr

**WWW.**

[www.ville-limoges.fr/index.php/fr/jeunesse-education/education-1er-degre/education-a-limoges](http://www.ville-limoges.fr/index.php/fr/jeunesse-education/education-1er-degre/education-a-limoges)  
[www.rythmes-scolaires.fr/conference](http://www.rythmes-scolaires.fr/conference) – [www.aroeven.ac-limoges.fr/](http://www.aroeven.ac-limoges.fr/)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# A community-based approach to delivering diverse learning opportunities

Group No: 34

Round 1

Type of visit:  
Mixed22/11/2011-25/11/2011  
Hemel Hempstead, England,  
United KingdomWorking language:  
EnglishNumber of places: 14  
Minimum required: 8

Keywords:

- intercultural education
- social inclusion
- work placement

**Organiser(s):****MITCHELL Mark**

Community Action Dacorum  
48 High Street  
Hemel Hempstead, HP1 3AF  
Tel. +44 14 42 25 39 35  
Fax +44 14 42 23 97 75  
Email:  
mark@communityactiondacorum.org.uk  
Website:  
www.communityactiondacorum.org.uk

**INAYAT Musarat**

Community Action Dacorum  
48 High Street  
Hemel Hempstead, HP1 3AF  
Tel. +44- 1442 253935  
Fax +44- 144 239775  
Email:  
musarat1@communityactiondacorum.org.uk  
Website:  
www.communityactiondacorum.org.uk

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

In the UK many individuals choose not to engage in formal education institutions due to low self-confidence and various setbacks they have encountered. An informal community-based and -led approach is key to engage in learning and to provide the tools to improve confidence and quality of life. In Hemel Hempstead, we have a strong network of community learning providers who come together in a learning partnership. The host organisation, Community Action Dacorum, is one of the leading providers of a range of learning opportunities, both accredited and non-accredited. They host this visit to showcase their activities and coordinated approach to learning.

**WHAT?**

Participants will learn about:

- initiatives to improve language skills through tuition of English for speakers of other languages and training interpreters to a professional standard and putting this learning into practice in employment scenarios;
- working alongside the business community to improve learning through work placements and transfer of business skills to support community organisations;
- initiatives to enable socially-excluded groups to continue to learn in areas relevant to the world of work.

**HOW?**

Participants will:

- visit community-based learning providers delivering leisure learning and practical employment-related skills in a range of subjects;
- visit a one-stop learning location which provides taster sessions to introduce adults, who do not traditionally take part in learning;
- meet members of the Dacorum partnership and observe a partnership approach to delivery of learning.

**WHOM?**

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

**WWW.**

[www.dacorumcvts.org.uk/](http://www.dacorumcvts.org.uk/) – [www.hertsinterpreting.org/](http://www.hertsinterpreting.org/)  
[www.dacorumhorizons.org.uk/](http://www.dacorumhorizons.org.uk/)  
[www.dacorumpartnershipnews.org.uk/Default.aspx?iID=2&nID=5](http://www.dacorumpartnershipnews.org.uk/Default.aspx?iID=2&nID=5)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Promoting synergy between business and education

Group No: 35

Round 1

Type of visit:  
VET6/12/2011-9/12/2011  
Vilnius, LithuaniaWorking language:  
EnglishNumber of places: 14  
Minimum required: 8

Keywords:

- entrepreneurship
- skill needs
- social partners

**Organiser(s):**

**JAZGEVICIENE Jurate**  
International School  
of Law and Business  
Laisves pr. 58  
Vilnius, LT-05120  
Tel. 370 67 36 83 30  
Fax 370 52 46 03 00  
Email: jurate.jazgeviciena@ttvam.lt  
Website: www.ttvam.lt

**PIASECKA Aneta**

International School  
of Law and Business  
Laisves pr. 58  
Vilnius, LT-05120  
Tel. 370 52 13 66 88  
Fax 370 52 46 03 00  
Email: aneta.piasecka@ttvam.lt  
Website: www.ttvam.lt

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The International School of Law and Business (ISLB) has extensive experience in cooperating with the business community. Education-business cooperation is part of ISLB's strategy and is reflected in its curriculum design and student placement processes. The purpose of the study visit is to explore models and initiatives of cooperation between a higher education institution and business. ISLB is willing to share successful practices of such cooperation. The study visit will be held in the capital city of Lithuania, Vilnius.

**WHAT?**

Participants will learn about:

- initiatives and models of higher education institution and industry collaboration;
- projects developed in partnership with employers;
- initiatives and actions to improve availability of information on present and future occupational demand and related competence requirements;
- teaching strategies, including new learning methods, helping to adapt to the needs of people in employment;
- competence-based curriculum development.

**HOW?**

Participants will:

- participate in presentations, discussions and workshops;
- meet representatives of business associations and organisations collaborating closely with educational institutions;
- take part in a fair of business ideas promoting student entrepreneurship and higher education and business cooperation.

**WHOM?**

- 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 educational services, labour offices or guidance centres,
- representatives of employers' organisations.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Pažintinio vizito tema - bendradarbiavimo stiprinimas tarp aukštojo mokslo, verslo sektoriaus ir socialinių partnerių siekiant operatyviai reaguoti į kintančius visuomenės ir darbo rinkos poreikius bei ugdyti kvalifikuotus ir kompetentingus specialistus darbo rinkai. Pažintinio vizito tikslas - pristatyti ir aptarti aukštojo mokslo, verslo sektoriaus ir socialinių partnerių bendradarbiavimo modelius ir projektus. Turime ilgalaiškės bendradarbiavimo patirties su verslo įmonėmis ir socialiniais partneriais, kuria norėtume pasidalinti. Manome, kad pasikeitimas patirtimi ir gerąją praktiką bus naudingas stiprinant ir plėtojant dialogą su verslo įmonėmis siekiant ugdyti kompetentingus specialistus, o užsimezgusi partnerystė sudarys prielaidas patirties sklaidai ateityje.

**WWW.**

[www.linava.lt](http://www.linava.lt) – [www.lineka.lt](http://www.lineka.lt) – [www.lispa.net](http://www.lispa.net) – [www.lvra.lt](http://www.lvra.lt) – [www.ltas.lt](http://www.ltas.lt)  
[www.barbacan.lt](http://www.barbacan.lt) – [www.radissonblu.com/lietuvalhotel-vilnius](http://www.radissonblu.com/lietuvalhotel-vilnius) – [www.consumer.lt](http://www.consumer.lt)  
[www.lithuanian-trade.com/en.php](http://www.lithuanian-trade.com/en.php) – [www.cci.lt/](http://www.cci.lt/)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Learning by doing, the road to achievement

Group No: **36****Round 1**Type of visit:  
**Mixed****6/2/2012-10/2/2012**  
**Salignac-Eyvigues, France**Working language:  
**English**Number of places: **16**  
Minimum required: **8**

Keywords:

- **learners' mobility**
- **work placement**
- **young people**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The Dordogne is two hours from Bordeaux and after Paris attracts more tourists than any other area in the world yet it remains essentially a rural environment with no major industry and an economy heavily reliant on tourism. The job market is fragile with many jobseekers chasing few jobs and those available are often seasonal. Education helping young people to enter the job market by equipping them with basic skills and work experience corresponding to the needs of local employers is hence essential.

MFR du Périgord Noir specialises in job orientation and training for work offering an inclusive, alternating programme of education combining equal amounts of basic skills training and work experience. In 'learning by doing', young people learn specific skills required by future employers thereby increasing their chances of either finding work or gaining any further qualifications necessary for their chosen career path.

**WHAT?**

Participants will learn about:

- what pedagogic tools are needed for effective implementation of the alternation system;
- how European mobility encourages pupils to widen their expectations;
- cooperation between the educational establishment and partners from the local community;
- future career paths of pupils having benefited from this system.

**HOW?**

Participants will:

- visit educational establishments using this system and talk to students and tutors;
- meet former pupils and hear about life after the MFR;
- visit local business offering work placements;
- meet parents and local job centre staff;
- observe classroom teaching practice.

**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 en 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, de réunions ponctuelles entre l'équipe, le jeune et les parents, de visites professionnelles, et périodes de stage et de suivi 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.

**Organiser(s):****KRUCKER Caterina**Maison Familiale Rurale du Périgord  
Noir

5 Place de Champs de Mars

Salignac-Eyvigues, 24590

Tel. +33- 05 53 31 31 90

Fax +33- 05 53 31 31 99

Email: caterina.krucker@mfr.asso.fr

Website: www.cisperigord.com

**WWW.**

[www.mfrperigordnoir.com/](http://www.mfrperigordnoir.com/) – [www.cisperigord.com/](http://www.cisperigord.com/) – [www.loffice.org/](http://www.loffice.org/)  
[www.ethic-etapes.fr/](http://www.ethic-etapes.fr/) – [www.ebz-online.net/](http://www.ebz-online.net/) – [www.eaea.org/](http://www.eaea.org/)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Partnership in the educational network

Group No: **37**

**Round 1**

Type of visit:  
**General education**

**7/2/2012-10/2/2012**  
**Dublin, Ireland**

Working language:  
**English**

Number of places: **12**  
Minimum required: **8**

Keywords:

- **extra-curricular activities**
- **key competences**
- **social inclusion**

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

In Ireland, there is strong experience of educational partnership between schools and other organisations outside the school environment. Schools in partnership with parents, families, community organisations and State organisations have developed a framework where they work effectively and efficiently together.

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

## WHAT?

Participants will learn about:

- formation of educational partnerships and networks;
- initiatives and programmes supporting the school, students and parents in pupil retention and development of key competences, social inclusion, behaviour management and family support;
- examples of collaborative projects between the school and community;
- parental involvement in the school at local and national levels.

## HOW?

Participants will:

- meet with national experts and policy makers and discuss practices and developments;
- visit schools, educational partnerships, community groups and parental networks;
- observe, meet and discuss projects and programmes with teachers, parents and community leaders;
- view examples of collaborative projects between the school and local community aimed at increasing awareness of local identity and improving community relations.

## 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,
- representatives of local, regional and national authorities,
- researchers.

## Organiser(s):

**D'ARCY Ivanna**

Léargas

189-193 Parnell Street

Dublin 1

Tel. +353-1 887 12 58

Fax +353-1 873 13 16

Email: [idarcy@leargas.ie](mailto:idarcy@leargas.ie)

Website: [www.leargas.ie/studyvisits](http://www.leargas.ie/studyvisits)

**WWW.**

[www.leargas.ie](http://www.leargas.ie) – [www.education.ie](http://www.education.ie) – [www.npc.ie](http://www.npc.ie) – [www.npcpp.ie](http://www.npcpp.ie)

## NEW SKILLS FOR NEW JOBS

# Diversifying vocational education and training to amplify employment possibilities

Group No: **38****Round 1**Type of visit:  
**VET****17/10/2011-20/10/2011**  
**Madrid, Spain**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **skill needs**
- **social partners**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

We consider the link between innovation and vocational training of great importance in a changing environment. Focus of the visit will be on cooperation between new vocational training centres and the business community. The opportunities created by diversifying vocational training qualifications will help to fight unemployment and give easier access to a qualified workforce to adapt to the demands of today's labour market. It is also important to develop basic competences such as entrepreneurship which promote innovative approaches.

**WHAT?**

Participants will learn about:

- innovation in cooperation between VET centres and industry;
- VET for unemployed workers and employees;
- networking and cooperation with the business community;
- diversification of VET to learn new skills for new jobs.

**HOW?**

Participants will:

- visit Fundación Laboral de la Construcción;
- visit VET centres and other business centres and trade unions;
- meet education and training agents in charge of implementing initiatives.

**WHOM?**

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities.

**Organiser(s):**

**DEL POZO María Jesús**  
Servicio Público de Empleo Estatal  
Condesa de Venadto nº 9  
Madrid, 28027  
Tel. +34- 915 85 95 75  
Fax +34- 915 85 98 19  
Email: [coordinacion.rint@inem.es](mailto:coordinacion.rint@inem.es)  
Website: [www.inem.es](http://www.inem.es)

**WWW.**

[www.inem.es](http://www.inem.es) – [www.fundacionlaboral.org](http://www.fundacionlaboral.org) – [www.sepe.es](http://www.sepe.es) – [www.ccoo.es](http://www.ccoo.es) – [www.ugt.es](http://www.ugt.es)



# Cooperation between education and companies to provide the right mix of skills

Group No: 39

Round 1

Type of visit:  
VET

7/11/2011-10/11/2011  
Breda, the Netherlands

Working language:  
English

Number of places: 15  
Minimum required: 8

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **skill needs**

## Organiser(s):

### NAFZGER Joop

Nationaal Agentschap Leven Lang  
Leren: CINOP  
Postbus 1585  
's-hertogenbosch, 5200  
Tel. +31- 610 01 58 81  
Fax +31- 736 12 34 25  
Email: nafzger@leonardodavinci.nl  
Website: www.leonardodavinci.nl

### VAN OPSTAL Tonnie

CINOP  
P.O. Box 1585  
's-hertogenbosch, 5200 BP  
Tel. +31- 73 6800765  
Fax +31- 73 6123425  
Email: topstal@cinop.nl  
Website: www.cinop.nl

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

In the Netherlands, the maintenance education consortium (MEC) plays an important role. The collective target is professionalisation, promotion and consistency of maintenance training in VET and related companies.

The south Netherlands region in which the study visit takes place is characterised by sustainable, high quality and capital-intensive activity in aviation, process industry, energy, maritime and infrastructure. In the Netherlands, maintenance has been designated as one of the top priorities for capital-intensive industries.

## WHAT?

Participants will learn about:

- examples of good practice on cooperation between government, education institutes and business;
- the way (future) skills needs are identified and met;
- the MEC and the way it achieves its goals of professionalisation and consistency;
- Aviolanda (development of the business park, attracting international companies and reinforcing labour opportunities);
- other maintenance organisations.

## HOW?

Participants will:

- visit schools (World class aviation academy, ROCs, etc.);
- visit companies and possibly Aviolanda and the National centre of Expertise on Vocational Education, Training and the Labour Market;
- 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:

Deze studyvisit presenteert voorbeelden van goed praktises m.b.t. de samenwerking van overheid, onderwijsinstellingen en het bedrijfsleven, gericht op de arbeidsmarkt, met de juiste mix van vaardigheden. In Nederland speelt het zgn. Maintenance Onderwijs Consortium (MEC) een belangrijke rol. De collectieve doelstelling is professionalisering, promotie en samenhang van de opleidingen in het beroepsonderwijs en aanverwante bedrijven.

De regio Zuid-Nederland waar de studyvisit plaatsvindt wordt gekenmerkt door de aanwezigheid van duurzame, hoogwaardige en kapitaalintensieve activiteiten in de luchtvaart, procesindustrie, energie, maritiem en infrastructuur. Maintenance is cruciaal voor deze kapitaal-intensieve industrieën in Nederland.

## WWW.

[www.worldclassmaintenance.com/index.php/nl/maintenance-education-consortium](http://www.worldclassmaintenance.com/index.php/nl/maintenance-education-consortium)  
[www.worldclassaviationacademy.nl/index.php/en](http://www.worldclassaviationacademy.nl/index.php/en)  
<http://ec.europa.eu/social/main.jsp?catId=568&langId=en>  
[www.cedefop.europa.eu/index.asp?section=3&read=3650](http://www.cedefop.europa.eu/index.asp?section=3&read=3650)

# From innovative professional training to success on the labour market

Group No: **40**

Round **1**

Type of visit:  
**VET**

**19/9/2011-23/9/2011**  
**Pułtusk, Poland**

Working language:  
**English**

Number of places: **16**  
Minimum required: **6**

Keywords:

- **apprenticeship**
- **entrepreneurship**
- **young people**

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

We strengthen key competences of students at vocational schools in rural areas and teach youth coming from impoverished regions. We teach them entrepreneurship skills as well as an ability to develop their careers on the EU labour market. Development of Euro-agro tourism and ecological farms will be our key issues for discussion. We will present Polish regional products and traditions which are an important contribution to European cultural development. The host of this visit is the Europea Poland association, part of an international network of over 1000 vocational schools from the EU.

## WHAT?

Participants will learn about:

- how Polish students apply their knowledge to their future careers;
- how theory and practice are combined in the educational system;
- career opportunities for young people in the agricultural sector and raising its attractiveness;
- cooperation of vocational schools with enterprises in selected regions.

## HOW?

Participants will:

- take part in a congress of headmasters and decision-makers from over 20 European countries responsible for agricultural and forestry education;
- visit farms, schools and institutions;
- visit national, regional and local VET institutions;
- meet Polish teachers and students.

## WHOM?

- 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:

Wizyta studyjna odbędzie się podczas polskiej prezydencji. Wizyty w farmach agroturystycznych i centrach praktycznej nauki zawodu mają pokazać jak wzmocnić kompetencje kluczowe uczniów szkół rolniczych i leśnych, np. przedsiębiorczość, umiejętność poruszania się na europejskim rynku pracy oraz przyczynić się do rozwoju agro- i eko- gospodarstw. Dodatkowym atutem będzie możliwość uczestniczenia w kongresie dyrektorów i decydentów odpowiedzialnych za edukację rolniczą i leśną z ponad 20. państw Europy na temat Rozwoju Obszarów Wiejskich do 2013r. Celem priorytetowym wizyty i kongresu jest rozpowszechnianie oraz wymiana informacji, wiedzy i doświadczeń na poziomie regionalnym i europejskim.

## Organiser(s):

**GAŚIOROWSKA Wiesława**  
Europea Poland  
Ciechanowska 18 B  
Gołotczyzna, 06-430  
Tel. +48-23 671 30 31  
Fax +48-23 671 30 31  
Email: gasior@ci.home.pl  
Website: www.europeapolska.  
republika.pl

**WWW.**

[www.europeapolska.republika.pl/](http://www.europeapolska.republika.pl/) – [www.europea.org/index.php](http://www.europea.org/index.php) – [www.kcer.pl/](http://www.kcer.pl/)  
[www.bratne.republika.pl/](http://www.bratne.republika.pl/)

## FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

# Labour market engagement in competence-based VET

Group No: 41

Round 1

Type of visit:  
VET3/10/2011-7/10/2011  
Jyväskylä, FinlandWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- entrepreneurship
- personalised learning
- skill needs

**Organiser(s):****MALIN Aino**

Jyväskylä Educational Consortium  
Sepänkatu 3  
Jyväskylä, 40100  
Tel. +358- 403 41 51 47  
Fax +358- 403 41 61 89  
Email: aino.malin@jao.fi  
Website: www.jao.fi

**TUOMINEN Rea**

Jyväskylä College  
Sepänkatu 3  
Jyväskylä, 40101  
Tel. +358- 403 41 61 59  
Fax +358- 403 41 64 89  
Email: rea.tuominen@jao.fi  
Website: www.jao.fi

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The changes and demands of working life have created an increasing need for professionals in the education sector to update their professional skills continuously and cooperate with the labour market more closely. The demand for new skills has also resulted in implementation of new methods in VET. This study visit offers participants a chance to learn more about flexible and innovative pathways for VET students as well as to exchange ideas and experiences with other VET professionals and labour market representatives.

Jyväskylä Educational Consortium has a long tradition and a lot of experience in cooperation with local and regional industries. The organisation is one of the leading regional developers of innovative training, learning and assessment methods in central Finland.

**WHAT?**

Participants will learn about:

- implementation of competence-based education (CBE);
- practical ways of planning and organising vocational education based on labour market needs;
- changing roles and pedagogical development of trainers and guidance personnel versus changing demands of working life;
- the role of guidance for learners and in-service training for trainers and managers;
- entrepreneurship and entrepreneurial attitude as an individual learning path.

**HOW?**

Participants will:

- visit colleges implementing CBE and working closely with local businesses;
- visit labour market partners in Jyväskylä region and elsewhere in central Finland;
- meet and discuss with teachers, educational managers, other members of staff and students from various Finnish educational organisations;
- learn from one another in workshops.

**WHOM?**

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- 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 local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Työelämän muutokset ja sen asettamat vaatimukset ammatilliselle koulutukselle edellyttävät yhä lisääntyvää yhteistyötä koulutuksen järjestäjien ja työelämäosapuolien välillä. Työelämän edellyttämät uudet taidot ovat vaikuttaneet suoraan ammatillisen koulutuksen menetelmiin ja toimintatapoihin. Tällä vierailulla osallistujilla on mahdollisuus tutustua työelämävaatimukset huomioiviin, joustaviin, innovatiivisiin ja yksilöllisiin opintopolkuihin. Lisäksi vierailun aikana on mahdollisuus vaihtaa ajatuksia ja kokemuksia työelämälähtöisyydestä ja osaamisperusteisuudesta muiden ammatillisen koulutuksen asiantuntijoiden, opettajien, opiskelijoiden sekä työelämän edustajien kanssa.

**WWW.**

[www.jao.fi](http://www.jao.fi) / – [www.humantechnology.fi](http://www.humantechnology.fi) / – [www.oph.fi/english](http://www.oph.fi/english)  
[www03.edu.fi/aineistot/tonet/eng/index.html](http://www03.edu.fi/aineistot/tonet/eng/index.html)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Development of management and quality systems of educational institutions in Tallinn municipality

Group No: 42

Round 1

Type of visit:  
Mixed19/9/2011-23/9/2011  
Tallinn, EstoniaWorking language:  
EnglishNumber of places: 15  
Minimum required: 5

Keywords:

- **autonomy (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?**

Tallinn Education Department is a local authority responsible for administrating and managing municipal schools and other schools or extra-curricular activities in Tallinn, the capital city and biggest municipality in Estonia. We have a lot of experience in developing the educational system in Tallinn and on issues of self-assessment of schools, management and learning environment, etc. We are pleased to share our experience on how a local government (municipality) can be a successful guide and developer for schools in a decentralised educational model and how self-assessment of schools can assure efficient management and quality of education.

**WHAT?**

Participants will learn about:

- distribution of roles and policies between municipalities and the State in Estonia;
- the effect of autonomy on schools;
- self-evaluation of schools and evaluation of school heads;
- quality assurance mechanisms of educational institutions;
- management competences of school heads.

**HOW?**

Participants will:

- get information about the system and tools for developing management and quality in educational institutions;
- visit pre-schools, schools, schools of extra-curricular activities;
- hold discussions to learn from the experience of other countries.

**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:**

Tallinna Haridusameti üheks prioriteediks on arendada juhtimist ja kvaliteeti meie allasutustes - koolides, lasteaedades, huvikoolides. Tallinnal on kogemusi linna haridussüsteemi arendamisel, see puudutab nii juhtimist kui õpikeskkonna parendamist. Meil on võimalus ja soov jagada kogemust, kuidas kohalik omavalitsus saab olla edukas koolide suunaja ja arendaja detsentraliseeritud haridusmudeli korral. Õppelähetuse käigus tahame seminaride, koolijuhtide ja haridusametnikega kohtumiste ja haridusasutuste külastuste kaudu tutvustada Eesti haridussüsteemi, eriti kuidas arendame juhtimist ja kvaliteeti meie haridusasutuses.

**Organiser(s):****KOND Meelis**

Tallinn Education Department  
(Tallinna Haridusamet)

Estonia pst 5a

Tallinn, 10143

Tel. +372 640 49 79

Fax +372 640 45 89

Email: meelis.kond@tallinnlv.ee

Website: <http://www.tallinn.ee/haridus/>**WWW.**[www.hm.ee/?1](http://www.hm.ee/?1) – [www.tallinn.ee/eng](http://www.tallinn.ee/eng)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Implementing and evaluating sustainable quality management systems in schools

Group No: 43

Round 1

Type of visit:  
Mixed26/9/2011-30/9/2011  
Straubing, GermanyWorking language:  
EnglishNumber of places: 16  
Minimum required: 8

Keywords:

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

**Organiser(s):****HEYDER Friedrich**

Ministerialbeauftragter für die Fachoberschulen und Berufsoberschulen in Ostbayern  
Stadtgraben 39  
Straubing, 94315  
Tel. 0049 942 19 92 90  
Fax 0049 94 21 99 29 15  
Email: heyder@mb-ost.de  
Website: www.mb-ost.de

**SCHMITT Sabine**

MB-Dienststelle für die Fachoberschulen und Berufsoberschulen in Ostbayern  
Stadtgraben 39  
Straubing, 94315  
Tel. 0049 942 19 92 90  
Fax 0049 94 21 99 29 15  
Email: schmitt@mb-ost.de  
Website: www.mb-ost.de

**CATEGORY OF THEMES:**

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

**WHY?**

It has become a very important aim of education policy to assure and increase the quality of schools in a continuous improvement process. Sustainable quality development in schools requires systematic introduction, control and evaluation.

In Straubing and its vicinity, there are schools that 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;
- experiences that directors and teachers of education and vocational training institutions have gained;
- the role school supervisors play within quality management systems;
- different methods of quality management;
- the best-suited instruments for implementation, control and evaluation of quality management.

**HOW?**

Participants will:

- visit schools and non-school 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/](http://www.isb.bayern.de/) – [www.qmbs-bayern.de/](http://www.qmbs-bayern.de/) – [www.vlb-bayern.de/](http://www.vlb-bayern.de/) – [www.schule-bw.de/](http://www.schule-bw.de/)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Quality assurance in Dutch vocational education and training

Group No: **44****Round 1**Type of visit:  
**VET****26/9/2011-29/9/2011**  
**Utrecht, the Netherlands**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

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

**Organiser(s):****NAFZGER Joop**

Nationaal Agentschap Leven Lang  
Leren: CINOP  
Postbus 1585  
's-hertogenbosch, 5200  
Tel. +31- 610 01 58 81  
Fax +31- 736 12 34 25  
Email: nafzger@leonardodavinci.nl  
Website: www.leonardodavinci.nl

**VAN OPSTAL Tonnie**

CINOP  
P.O. Box 1585  
's-hertogenbosch, 5200 BP  
Tel. +31- 73 6800765  
Fax +31- 73 6123425  
Email: topstal@cinop.nl  
Website: www.cinop.nl

**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 the school's 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 systems and 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 beroepsonderwijs 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.**

[http://ec.europa.eu/education/lifelong-learning-policy/doc2116\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc2116_en.htm)

[www.eqavet.eu/gns/home.aspx](http://www.eqavet.eu/gns/home.aspx)

[www.leonardodavinci.nl/nl/Quality-Assurance-in-Lifelong-Learning-\(QALLL\)/3353/Quality-Assurance-in-Lifelong-Learning-\(QALLL\).html](http://www.leonardodavinci.nl/nl/Quality-Assurance-in-Lifelong-Learning-(QALLL)/3353/Quality-Assurance-in-Lifelong-Learning-(QALLL).html)

[www.eqavet.eu/gns/what-we-do/implementing-the-framework/netherlands.aspx](http://www.eqavet.eu/gns/what-we-do/implementing-the-framework/netherlands.aspx)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Raising the quality of education

Group No: 45

Round 1

Type of visit:  
Mixed10/10/2011-14/10/2011  
Istanbul, TurkeyWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

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?**

According to the European Union vision, we need to establish a measurable and sustainable quality system in education. We need to gain experience and study this issue. Our institution oversees 477 public and private educational institutions that provide educational service in our historical and multicultural environment. We have some quality evaluation tools developed by the Ministry of National Education, for example, we regularly distribute questionnaires to students, parents and teachers. We hold examinations for managers and teachers to be promoted.

**WHAT?**

Participants will learn about:

- strengths and weaknesses of existing quality assurance systems;
- practical methods used and measures taken to assure quality of education in schools.

**HOW?**

Participants will:

- visit three schools with the national quality award (a high school, a primary school and an art school/informal education)
- observe the system and watch presentations;
- meet representatives of the quality association (KalDer), managers and representatives of the Turkish Ministry of Education and strategy development institution;
- attend a conference presented by an academic.

**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,
- representatives of local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Avrupa Birliği vizyonu doğrultusunda eğitimde ölçülebilir ve sürdürülebilir bir kalite sistemi geliştirmeye, bu konuda çalışma ve tecrübe birikimine ihtiyaç duymaktayız. Bu nedenle düzenlemeyi planladığımız çalışma ziyaretinin amacı; Avrupa ülkelerindeki kalite garanti sistemlerinin tartışılması, analiz edilmesi ve değerlendirilmesi; var olan kalite garanti sistemlerinin güçlü ve zayıf yönlerinin karşılaştırılması ve diğer katılımcılarla fikir alışverişi içinde bulunarak uygulanmakta olan, etkili ve uyarlanabilir eğitimde kalite sistemleri hakkında bilgi sahibi olmaktır.

**Organiser(s):****ERTAS Gulay**

Kadikoy Provincial and District  
National Education Directorate  
Kuzu Kestane Sok. No: 7 Kadikoy  
Istanbul, 34710  
Tel. +90 21 63 46 90 28  
Email: ertasgul@yahoo.com

**WWW.**

<http://en.kalder.org/>  
[www.meb.gov.tr/stats/apk2001ing/Section\\_9/2NewApproachesin.htm](http://www.meb.gov.tr/stats/apk2001ing/Section_9/2NewApproachesin.htm)  
<http://etd.lib.metu.edu.tr/upload/12611116/index.pdf>  
<http://portal.robcol.k12.tr/Default.aspx?pgID=94>



## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# ICT in national assessment and examinations reform in Romania

Group No: **46****Round 1**Type of visit:  
**Mixed****10/10/2011-14/10/2011**  
**Bucharest, Romania**Working language:  
**English**Number of places: **15**  
Minimum required: **6**

Keywords:

- **digital competence**
- **key competences**
- **student assessment**

**Organiser(s):**

**MIRESCU Cristian**  
National Center for Assessment and Examinations  
26, G-ral Berthelot Street, Sector 1  
Bucharest, 010168  
Tel. 0040 727 73 33 01  
Fax 0040 21 3103207  
Email: cristian.mirescu@rocnee.eu  
Website: www.rocnee.eu

**ZABAVA Mihaela**  
National Center for Assessment and Examinations  
26, G-ral Berthelot Street, Sector 1  
Bucharest, 010168  
Tel. 0040 0745 352960  
Fax 0040 21 3103207  
Email: mihaela.zabava@rocnee.eu  
Website: www.rocnee.eu

**CATEGORY OF THEMES:**

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

**WHY?**

The National Centre for Assessment and Examinations (NCAE) coordinates national assessment and examination in pre-university education and textbooks assessment. NCAE initiated reform of assessment and examinations in pre-university education, ensures coordination of theoretical and vocational education examination and provides systematic feedback to the Ministry of Education, to optimise activities in pre-university education. We want to share our experiences and examples of good practice and work on common issues of interest.

**WHAT?**

Participants will learn about:

- examples of best practice on e-learning materials and assessment, interactive multimedia contents and collaborative learning;
- strategies to evaluate learning outcomes;
- e-learning content and collaborative project methodologies;
- key aspects, priorities, feedback procedures;
- impact of strategic projects developed by NCAE.

**HOW?**

Participants will:

- visit relevant stakeholders and decision-makers and have an interactive exchange of information;
- attend interactive workshops on use of web-based tools developed by NCAE;
- share experiences, exchange models of good practice and debate on common challenges;
- identify themes of interest for future cooperation.

**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,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

In cadrul vizitei se va facilita cunoașterea de către participanți a rolului TIC in reforma evaluării și a examenelor din România, a sistemului național de evaluare și examene, a direcțiilor de reformă, utilizând exemple de bune practici. Vor fi prezentate proiectele cu finanțare UE sau națională implementate de CNEE. Vor fi vizitate instituții relevante pentru toate nivelurile decizionale și de expertiză din domeniul evaluărilor și examenelor naționale. Formatul vizitei de studiu va fi interactiv: workshop-uri, sesiuni de întrebări și răspunsuri, dezbateri pe probleme de interes comun cu factori de decizie, directori, profesori, elevi, părinți și membri ai comunității locale.

**WWW.**

[www.edu.ro/index.php/articles/c263](http://www.edu.ro/index.php/articles/c263) – [www.edu.ro/](http://www.edu.ro/) – <http://aracip.edu.ro/>  
[www.ismb.edu.ro/](http://www.ismb.edu.ro/) – <http://vianu.lbi.ro/> – <http://scoalanr28bucuresti.blogspot.com/>  
[www.siveco.ro/](http://www.siveco.ro/)



## QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

# Qualitative Bildung und Ausbildung - Tradition und Weiterentwicklung

Gruppennummer: 47

Antragsrunde 1

Art des Besuches:  
Gemischt

10/10/2011-14/10/2011  
Sofia, Bulgarien

Arbeitsprache:  
Deutsch

Anzahl der Teilnehmerplätze: 13  
Erforderliche Mindestanzahl: 5

Schlüsselwörter:

- **Leitung und Management**
- **Mobilität der Lernenden**
- **Qualitätssicherung**

## Organisator(en):

**LUKANOVA Tanya Saharieva**  
Centre for Control and Assessment of  
the Quality in Education  
Bul "Tsarigradsko shosse" 125,  
Sofia, 1113  
Tel. +359- 2 970 56 22  
Fax +359- 2 870 20 62  
Email: t.lukanova@mon.bg  
Website: www.ckoko.bg

## THEMENBEREICHE:

Unterstützung der Erstausbildung und Weiterbildung von Lehrkräften, Ausbildern und Leitern von Einrichtungen der allgemeinen und beruflichen Bildung

## WARUM?

Die Qualitätsverbesserung der Bildung und Ausbildung zählt zu den Hauptprioritäten des bulgarischen Bildungs- und Ausbildungssystems.

Gastgeber des Studienbesuchs ist das Zentrum für Kontrolle und Evaluation der Bildungsqualität. Dieses wurde 2005 als wissenschaftliche und informelle Abteilung des Bildungsministeriums gegründet. Dessen Haupttätigkeiten sind: Erarbeitung von Bewertungsstandards, Mechanismen für externe und interne Evaluation, Analyse und Implementierung von Systemen zur Bewertung der Bildungsqualität.

Die Teilnehmer des Studienbesuchs werden die Gelegenheit erhalten, das Evaluierungssystem in bulgarischen Schulen kennen zu lernen.

## WAS?

Die Teilnehmer werden Folgendes lernen:

- die Politik der Bildung und Ausbildung in Bulgarien;
- die Verwaltung der Bildung und Ausbildung auf nationaler und regionaler Ebene;
- die Auswirkungen der Resultate bulgarischer Schüler im Rahmen der nationalen und internationalen Vergleichsuntersuchungen auf die Verbesserung der Bildungsqualität.

## WIE?

Die Teilnehmer werden:

- Arbeitstreffen im Zentrum für Kontrolle und Evaluation der Bildungsqualität und mit Vertretern der Industriekammern abhalten;
- das Ministerium für Bildung, Ausbildung, Jugend und Wissenschaft sowie Schulen und Bildungsinstitutionen besuchen;
- Gespräche mit Schulleitern und Lehrern führen;
- Unterrichtseinheiten beobachten.

## WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Abteilungsleiter,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden,
- Forscher.

## KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Участниците във визитата ще се запознаят с оценяването в българската образователна система, резултатите на българските ученици в национални и международни сравнителни изследвания и как анализът на тези резултати се използва за подобряване на качеството на образованието и обучението. Ще бъдат организирани посещения и работни срещи в училища и образователни институции като Министерството на образованието, младежта и науката и Центъра за контрол и оценка на качеството на образованието.

**WWW.**

<http://www.ckoko.bg/> – [www.mon.bg/news-home/](http://www.mon.bg/news-home/)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# What pedagogical supervision do schools need for quality assurance?

Group No: 48

Round 1

Type of visit:  
Mixed17/10/2011-21/10/2011  
Rzeszów, PolandWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

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

**CATEGORY OF THEMES:**

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

**WHY?**

Superintendence of Education exercises pedagogical supervision over schools in Podkarpackie province. The pedagogical supervision system reform caused many changes to which institutions had to adjust. We introduced new organisational solutions (methods, tools). According to our new educational policy, we have control over our work. We will discuss what supervision is needed by European schools and what influence pedagogical supervision has on the quality of schools' work and teaching effects. We will share opinions on new competences and preparation necessary for pedagogical supervision.

**WHAT?**

Participants will learn about:

- the work of the host institution;
- Polish system of supervision (support, evaluation and control);
- methods and tools of supervision;
- directions of pedagogical supervision development;
- examples of good practices and innovative solutions in our region;
- competences of those who exercise pedagogical supervision.

**HOW?**

Participants will:

- meet inspectors, school headmasters, leaders and managers of education;
- visit schools, universities, teacher training institutions;
- take part in debates, workshops and presentations.

**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 sprawuje nadzór pedagogiczny nad szkołami w województwie Podkarpackim. Dbamy o jakość pracy szkół i efektywność nauczania. Reforma nadzoru wniosła wiele zmian. Wdrożyliśmy nowe rozwiązania, metody i narzędzia. Podzielimy się z gośćmi dotychczasowym doświadczeniem. Przedstawimy polski nadzór obejmujący wspomaganie, ewaluację i kontrolę. Podejmiemy dyskusję na temat jego wpływu na jakość pracy szkół i efekty kształcenia, kompetencji wizytatorów i dyrektorów szkół oraz ich właściwego przygotowania do sprawowania funkcji, kierunków rozwoju oświaty. W/w tematy poszerzą wiedzę wizytatorów i dyrektorów szkół, dostarczą przykłady dobrych praktyk.

**Organiser(s):**

**STASICKA Hanna**  
Kuratorium Oświaty  
Grunwaldzka 15  
Rzeszów, 35-959  
Tel. +48-017 867 11 04  
Fax +48-017 867 19 54  
Email: h\_stasicka@op.pl  
Website: www.ko.rzeszow.pl

**WWW.**

[www.ko.rzeszow.pl/](http://www.ko.rzeszow.pl/) – [www.men.gov.pl/](http://www.men.gov.pl/) – [www.pcen.rzeszow.pl/](http://www.pcen.rzeszow.pl/) – [www.ore.edu.pl/](http://www.ore.edu.pl/)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Impact of school evaluation on quality improvement

Group No: 49

Round 1

Type of visit:  
General education24/10/2011-28/10/2011  
Lisbon, PortugalWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

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?

The current model of external evaluation of schools has been applied in Portugal for 4 years now and by the time of the study visit the first cycle is expected to be finished. Schools are starting to set their own evaluation methods. Therefore, it will be possible to show and reflect upon the development of this system and discuss impacts already visible, namely the pressure for school improvement and self-evaluation initiatives.

## WHAT?

Participants will learn about:

- the impact of evaluation on school improvement;
- the school external evaluation programme undertaken by the Portuguese Inspectorate of education;
- diverse school evaluation approaches run by schools;
- school responses after the evaluation.

## HOW?

Participants will:

- visit diverse institutions: evaluated secondary school and school clusters rated differently in different contexts;
- meet management teams and other members of the school community to discuss their perspectives on school external evaluation and its impact;
- observe self-evaluation processes and school improvement strategies.

## 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 Inspeção-Geral da Educação é responsável pelo desenvolvimento do programa de avaliação externa das escolas, cujo primeiro ciclo estará concluído antes da realização da visita de estudo. Esta incidirá sobre o trabalho avaliativo realizado e dará a conhecer alguns dos impactos que as avaliações têm tido nas escolas. Haverá uma partilha sobre situações de avaliação e um debate sobre os seus impactos noutros países. O acolhimento será feito na cidade de Lisboa e as visitas decorrerão na região de Lisboa e Vale do Tejo, de 24 a 28 de Outubro de 2011.

## Organiser(s):

**GUERREIRO Helder**

Instituição Inspeção-Geral da Educação

Avenida 24 de Julho, 136  
Lisboa, 1350-346

Tel. +351- 21 392 4811

Fax +351- 21 392 4960

Email: helder.guerreiro@ige.min-edu.pt

Website: www.ige.min-edu.pt

## WWW.

[www.ige.min-edu.pt/](http://www.ige.min-edu.pt/) – [www.portugal.gov.pt/Portal/PT/](http://www.portugal.gov.pt/Portal/PT/)

[www.ul.pt/portal/page?\\_pageid=173,1&\\_dad=portal&\\_schema=PORTAL](http://www.ul.pt/portal/page?_pageid=173,1&_dad=portal&_schema=PORTAL)– [http://eacea.](http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/PT_EN.pdf)

[ec.europa.eu/ressources/eurydice/eurybase/pdf/0\\_integral/PT\\_EN.pdf](http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/PT_EN.pdf)

## QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

# Pädagogische Schulaufsicht als Instrument zur Verbesserung von Schulqualität

Gruppennummer: **50**

Antragsrunde **1**

Art des Besuches:  
**Gemischt**

**21/11/2011-25/11/2011**  
**Poznań, Polen**

Arbeitsprache:  
**Deutsch**

Anzahl der Teilnehmerplätze: **12**  
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Evaluierung (Schule oder Einrichtung)**
- **Qualitätssicherung**

## Organisator(en):

### TRYBUS Alicja

Kuratorium Oświaty w Poznaniu  
Kościuszki 93  
Poznań, 60-967  
Tel. +48-61 854 13 02  
Fax +48-61 852 31 69  
Email: a.trybus@ko.poznan.pl  
Website: www.ko.poznan.pl

### POLAK Bernadeta

Kuratorium Oświaty w Poznaniu  
Kościuszki 93  
Poznań, 60-967  
Tel. +48-61 854 13 02  
Fax +48-61 852 31 69  
Email: b.polak@ko.poznan.pl  
Website: www.ko.poznan.pl

## THEMENBEREICHE:

Unterstützung der Erstausbildung und Weiterbildung von Lehrkräften, Ausbildern und Leitern von Einrichtungen der allgemeinen und beruflichen Bildung

## WARUM?

Entsprechend der staatlichen Bildungsreform erfolgt die pädagogische Aufsicht über Evaluation, Kontrolle und Unterstützung der Schulen. In letzter Zeit haben die Schulen in Wielkopolska bei externen Prüfungen im Vergleich zu anderen Regionen relativ schlecht abgeschnitten. Daher ist es für uns wichtig, durch Evaluationen Erkenntnisse über die Ursachen dafür zu gewinnen und Verbesserungsstrategien zu entwickeln.

Poznań ist der Sitz der Schulaufsichtsbehörde (Kuratorium Oświaty) für Großpolen. Ausgehend von der neuen Konzeption der Schulaufsicht können die damit verbundenen Chancen und Probleme hier gut exemplarisch dargestellt werden.

Der Studienbesuch wird vom Kuratorium Oświaty in Posen veranstaltet.

## WAS?

Die Teilnehmer werden Folgendes lernen:

- das System der Bildungsaufsicht in Polen;
- die Formen des Bildungsaufsichtssystems: Evaluation, Kontrolle, Unterstützung;
- Evaluation – Beispiele der durchgeführten Innen- und Außen-Evaluation;
- die Bildungsaufsichtssysteme der Länder der Studienbesuchsteilnehmer.

## WIE?

Die Teilnehmer werden:

- an Konferenzen teilnehmen, die Planung, Organisation und Durchführung der Evaluation, Kontrolle und Unterstützung betreffen;
- an Schulungsworkshops über Evaluation, Kontrolle und Unterstützung teilnehmen;
- Inspektoren, die Außenevaluation und Lehrer, die Innenevaluation durchführen, treffen;
- Beispiele für Evaluationspraxis, Unterstützung und Kontrolle (Instrumente) kennen lernen;
- Schulen besuchen, in denen Evaluationen durchgeführt wurden.

## WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater,
- Vertreter von örtlichen, regionalen und nationalen Behörden,
- Forscher.

## KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Wizyta Studyjna w Poznaniu dzięki której uczestnicy poznają organizację i przebieg ewaluacji, kontroli i wspomaganie w różnorodnych typach szkół umożliwi uczestnikom korzystanie z doświadczeń Kuratorium Oświaty i szkół Województwa Wielkopolskiego i przeniesienie ich na grunt własnego kraju oraz zaadoptowanie zgodnie z własnymi potrzebami.

Podczas wizyty studyjnej będą prezentowane ciekawe rozwiązania z zakresu ewaluacji, kontroli i wspomaganie oraz wymiana doświadczeń w zakresie pełnienia nadzoru pedagogicznego nad szkołami w państwach uczestników wizyty.

**WWW.**

[www.ko.poznan.pl](http://www.ko.poznan.pl)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Driving up standards in VET through continuous professional development and quality assessment

Group No: 51

Round 1

Type of visit:  
VET28/11/2011-2/12/2011  
Nottingham, England,  
United KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 7

Keywords:

- **evaluation (school or institution)**
- **quality assurance**
- **teachers' and trainers' competences**

**CATEGORY OF THEMES:**

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

**WHY?**

The UK government has placed greater focus on improving vocational education and training (VET) provision and has incorporated the sector into the national external inspection structure originally developed for State schools. Initially this comprised 10 day visits by a large team of inspectors into one institution. This led to improved quality provision nationally, but was judged costly and complicated. Current processes centre on annual internal self-assessment, with irregular visits by a small team to verify the self-assessment reports. Continuing professional development (CPD) is key to driving up standards and a core element of EMFEC's activities. We work closely with all East Midlands colleges delivering support for improvement and growth. Nottingham offers easy access to a range of VET institutions experienced in the changing assessment process.

**WHAT?**

Participants will learn about:

- self-assessment and self-evaluation processes within external quality assurance structures;
- teachers taking greater responsibility for updating and developing their own knowledge and skills;
- increasing importance of learner-centred approaches to teaching and learning.

**HOW?**

Participants will:

- meet quality improvement regional experts;
- visit regional VET colleges and schools to explore the principles of self-assessment;
- gain practical experience of developing and validating self-assessment and reports.

**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,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

**Organiser(s):****GUILD Pauline**

East Midlands Further Education  
Colleges  
Robins Wood House, Robins Wood  
Road Aspley  
Nottingham, NG8 3NH  
Tel. +44- 11 58 54 16 27  
Fax +44- 11 58 54 16 17  
Email: paulineg@emfec.co.uk  
Website: www.emfec.co.uk

**WWW.**

[www.emfec.co.uk/](http://www.emfec.co.uk/) – [www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)  
<http://readingroom.lsc.gov.uk/lsc/National/nat-selfassessmentguidancefe-oct08.pdf>

## TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

# Innovative approaches to teachers' training

Group No: 52

Round 1

Type of visit:  
General education3/10/2011-7/10/2011  
Gaziantep, TurkeyWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- innovative approaches
- student assessment
- teachers' and trainers' competences

**Organiser(s):****BAY Erdal**

Gaziantep University Education Faculty  
Eğitim Fakültesi Üniversite Bulvarı  
Şehitkamil  
Gaziantep, 27310  
Tel. +90 360 43 72  
Fax +90 360 72 68  
Email: erdalbay@hotmail.com  
Website: [http://www.gantep.edu.tr/ab/iletisim.php?bolum\\_id=600](http://www.gantep.edu.tr/ab/iletisim.php?bolum_id=600)

**BAĞÇECİ Birsen**

Gaziantep University Education Faculty  
Eğitim Fakültesi Üniversite Bulvarı  
Şehitkamil  
Gaziantep, 27310  
Tel. 0090 342 360 43 72  
Fax 0090 342 360 72 68  
Email: bagceci@gantep.edu.tr  
Website: <http://www.gantep.edu.tr>

**CATEGORY OF THEMES:**

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

**WHY?**

In the process of change in the world, educational institutions are experiencing a change of paradigm too. Constructivist and authentic/alternative assessment approaches have gained importance in teacher training programmes. Innovative approaches are used in education processes at the host institution. Instructors who work at this institution have also been conducting scientific studies and projects on these approaches. There is a need for collaboration on these approaches in the teacher training field.

This study visit will also contribute to preparation of multipartner projects.

**WHAT?**

Participants will learn about:

- constructivist approach;
- authentic and alternative assessment;
- conflict of teachers and students;
- development of alternative measurement tools;
- teacher education practices in Turkey;
- teacher qualifications.

**HOW?**

Participants will:

- meet teacher trainers and prospective teachers;
- observe teachers and trainers at work and discuss their approaches;
- attend a seminar and workshop;
- visit national education institutions;
- meet principals of schools.

**WHOM?**

- Directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Dünyada tüm eğitim süreçlerinde olduğu gibi öğretmen yetiştirme alanında da paradigmatik dönüşüm yaşanmaktadır. Öğretmen eğitiminde programın hedeflerinden değerlendirme süreçlerine kadar yeni yaklaşımlar kullanılmaya başlanmıştır. Öğretmen yetiştiren kurumumuz ilgili alanla ilgili yenilikleri takip etmeye ve bu konuyla ilgili çoklu çalışmalar sürdürmeyi istemektedir. Bu çalışma ziyaretleri kapsamında diğer ülkelerden gelen ziyaretçilerle bu konularla ilgili etkileşimlerin sağlanması planlanmaktadır. Bu etkileşimler kapasite gelişimine ayrıca bu konuyla ilgili nitelikli bilimsel çalışmaların (proje, makale vb) yapılmasına da katkı sağlayabilecektir.

**WWW.**

[www.gantep.edu.tr/](http://www.gantep.edu.tr/) – [www.gantep.edu.tr/ab/index.php?bolum\\_id=600](http://www.gantep.edu.tr/ab/index.php?bolum_id=600)

## FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS

# Quelles compétences pour enseignants et formateurs dans un système de formation de qualité

Numéro de groupe: **53**

**Phase 1**

Type of visit:  
**Enseignement général**

**12/12/2011-16/12/2011**  
**Salerno, Italie**

Langue de travail:  
**Français**

Nombre de places: **15**  
Minimum requis: **5**

Mots clés:

- **compétences des enseignants et formateurs**
- **qualification des enseignants et formateurs**
- **statut des enseignants et formateurs**

## Organisateur(s):

**DELLA CORTE Silvio**  
Associazione Professionale Proteo  
Fare Sapere  
via Tescione, 205  
Caserta, 81100  
Tel. +39-0823 36 26 70  
Fax +39-0823 32 10 22  
Email: silviodelacorte@alice.it  
Website: www.proteofaresapere.it

**GONNELLA Carmine**  
Associazione Professionale Proteo  
Fare Sapere  
via Diaz, 18  
Salerno, 84100  
Tel. +39-089 75 03 87  
Fax +39-089 23 31 31  
Email: carminegonnella@libero.it  
Website: www.proteofaresapere.it

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Depuis quelques années, l'association Proteo Fare Sapere réalise et expérimente avec succès un protocole de certification des compétences des formateurs. L'initiative joue un rôle remarquable au moment où les règles de recrutement des enseignants sont en train de changer.

On montrera les actions mises en place au niveau régional en matière de formation initiale et continue des formateurs et de certification de leurs compétences, un terrain sur lequel on ne dispose pas, en Europe, de politiques cohérentes et généralisées.

On réfléchira sur les bonnes pratiques en établissant des principes sur lesquels fonder une formation de qualité.

## QUOI?

Le participant découvrira:

- comment sont analysés les besoins des enseignants et des formateurs pour orienter la formation et l'action pédagogique;
- les actions de formation mises en place par les autorités éducatives;
- les programmes de formation;
- le protocole de certification des compétences des formateurs;
- des exemples de bonnes pratiques.

## COMMENT?

Le participant:

- visitera des écoles de différents niveaux et des établissements de formation d'enseignants;
- assistera à la présentation de modèles de formation à distance;
- réfléchira sur les thématiques présentées par des experts;
- débattrà de la nécessité de la reconnaissance officielle du rôle et du statut de formateur;
- échangera informations et opinions avec les participants.

## POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- responsables des ressources humaines,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs.

## BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Gli ospiti saranno accolti da una équipe di formatori e di responsabili dell'organizzazione della formazione, nella regione Campania. Visiteranno centri di formazione universitari, si confronteranno, nel corso di visite a scuole di diverso ordine e grado, con docenti in formazione; conosceranno un protocollo per la certificazione delle competenze di formatore e lo confronteranno con iniziative analoghe esistenti nelle realtà che essi rappresentano. Condivideranno buone pratiche.

Avranno l'opportunità di comparare le diverse posizioni dei paesi rappresentati sul riconoscimento del ruolo del formatore.

## WWW.

[www.indire.it/lucabas/lkmw\\_file/eurydice//Teacher\\_autonomy\\_FR.pdf](http://www.indire.it/lucabas/lkmw_file/eurydice//Teacher_autonomy_FR.pdf)  
[www.indire.it/lucabas/lkmw\\_file/eurydice//Quality\\_assurance\\_FR.pdf](http://www.indire.it/lucabas/lkmw_file/eurydice//Quality_assurance_FR.pdf)  
[http://recherche.univ-montp3.fr/cerfee/article.php3?id\\_article=258](http://recherche.univ-montp3.fr/cerfee/article.php3?id_article=258)  
[http://ec.europa.eu/education/school21/consultdoc\\_fr.pdf](http://ec.europa.eu/education/school21/consultdoc_fr.pdf)  
[http://ec.europa.eu/education/policies/2010/doc/jir\\_council\\_final.pdf](http://ec.europa.eu/education/policies/2010/doc/jir_council_final.pdf)



## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# E-learning and other forms of teachers' continuing professional development

Group No: 54

Round 1

Type of visit:  
General education3/10/2011-7/10/2011  
Budapest, HungaryWorking language:  
EnglishNumber of places: 15  
Minimum required: 7

Keywords:

- **personalised learning**
- **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?**

Traditional e-learning is cost-effective, but impersonal. In e-training developed by Horvath & Dubecz Consulting Ltd, participants are mentored in small groups by a personal coach who provides them with customised help throughout the e-course. The process is training performed in a virtual space. The main profile of our company is research, development and consulting. We have many years of experience in organising and providing CPD courses which we would like to share with participants as well as learning from others' knowledge in this field.

**WHAT?**

Participants will learn about:

- organisation and methodology of initial and continuing professional development (CPD) of teachers in Hungary, especially training through e-learning;
- e-training CPD courses of the company Horváth & Dubecz Ltd;
- methods and tools used for e-learning and other alternative forms of CPD courses;
- development, accreditation and organisation of courses.

**HOW?**

Participants will:

- visit initial teacher training institutions;
- meet teachers of initial teacher training institutions, teachers participating in e-learning CPD courses, trainers and providers of CPD courses;
- observe training courses;
- try e-training;
- practice course development on an Internet platform.

**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,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

**Organiser(s):**

**KATALIN Zoltán**  
Horváth&Dubecz Ltd.  
Etele út 59-61.  
Budapest, 1119  
Tel. 0036-1- 481 13 84  
Fax 0036-1- 481 13 84  
Email: hd@mta.mmsz.hu  
Website: www.horvathesdubecz.hu

**WWW.**[www.horvathesdubecz.hu/](http://www.horvathesdubecz.hu/)



## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Further training and professional development of in-company trainers

Group No: 55

Round 1

Type of visit:  
Mixed24/10/2011-28/10/2011  
Munich, GermanyWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

Keywords:

- 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?

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

The Chamber of Industry and Commerce for Munich and Upper Bavaria supports training and continuing professional development of in-company trainers. We are interested to discuss and generate new ideas regarding further training of in-company trainers with other European experts.

## WHAT?

Participants will learn about:

- the dual vocational training system;
- tasks and functions of in-company trainers;
- training of in-company trainers;
- possibilities of continuing professional training and development of in-company trainers.

## HOW?

Participants will:

- visit institutions and further education providers;
- visit companies and speak with human resource managers and training managers;
- discuss with experts of 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 demographischen 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.

## Organiser(s):

**PETERS Sandra**

Chamber of Industry and Commerce  
für Munich and Upper Bavaria (IHK)  
Orleanstr. 10-12  
München, 81669  
Tel. +49 895 11 64 03  
Fax +49 894 80 23 88  
Email: peters@muenchen.ihk.de  
Website: www.muenchen.ihk.de

**WWW.**

[www.muenchen.ihk.de/](http://www.muenchen.ihk.de/)

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Qualification of vocational teachers in Germany

Group No: 56

Round 1

Type of visit:  
Mixed28/11/2011-2/12/2011  
Osnabrück, GermanyWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- status of teachers and trainers
- teachers' and trainers' competences
- teachers' and trainers' qualifications

**Organiser(s):**

**NAGEL Dr. Birgit**  
BBS Pottgraben  
Pottgraben 4  
Osnabrück, 49074  
Tel. +49-541 357 36-0  
Fax +49-541 357 36-49  
Email: b.nagel@bbs.pottgraben.de  
Website: www.bbs-pottgraben.de

**BAILEY Monika**  
HLA Lohne  
Ostendorfstr. 1  
Lohne, 49393  
Tel. +49-4442 92 31-0  
Fax +49-4442 92 31-88  
Email: m.bailey@gmx.net  
Website: www.hla-lohne.de

**CATEGORY OF THEMES:**

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

**WHY?**

The German vocational system undergoes constant changes in curricula, organisational frameworks, processes of quality management, etc. The school system and teacher training institutions have to quickly react to new economic and technical requirements. Only continuous cooperation of schools, teacher training institutions and companies can guarantee the best results.

BBS am Pottgraben is a big regional vocational school networking with universities, companies and teacher training centres. They have a lot of expertise to share with participants. They also have experience in European programmes (Europaschule).

**WHAT?**

Participants will learn about:

- the German vocational school system and the challenge to adjust to the labour market as well as to political and sociological changes;
- cooperation of all facilitators involved in training teachers;
- efforts to recruit and qualify new teachers;
- models of cooperation between apprenticeship training and teacher training;
- international approaches to vocational training.

**HOW?**

Participants will:

- visit vocational schools and a large company in the region;
- see a teacher training institute at a university;
- meet with principals and teachers involved in vocational education;
- talk to teacher trainees and teacher trainers and do a workshop with them.

**WHOM?**

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

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Die Kooperation von berufsbildenden Schulen, Universitäten und Studienseminaren ermöglicht es, die Ausbildungsbedingungen für Lehrkräfte und SchülerInnen zu verbessern. Flexibles und an den gegenseitigen Erfordernissen orientiertes Unterrichten und Ausbilden ist die Bedingung für Qualität der Arbeit der beteiligten Partner. Die BBS am Pottgraben als Europaschule arbeitet als Partner in vielen Netzwerken der Region erfolgreich mit. Der Study Visit wird durch Besuche und Workshops mit verschiedenen o.a. Beteiligten durchgeführt, um möglichst vielseitige Einblicke zu ermöglichen.

**WWW.**

[www.bbs-pottgraben.de](http://www.bbs-pottgraben.de) – [www.hla-lohne.de](http://www.hla-lohne.de) – [www.uni-oldenburg.de](http://www.uni-oldenburg.de) – [www.aks-lohne.de](http://www.aks-lohne.de)  
[www.nibis.de](http://www.nibis.de) – [www.bildungsserver.de](http://www.bildungsserver.de) – <http://osstudyvisit.npage.de/>

## DÉVELOPPEMENT PROFESSIONNEL CONTINU ET PERSPECTIVES DE CARRIÈRE DES ENSEIGNANTS ET FORMATEURS

# La formation continue des enseignants au sein de l'établissement scolaire

Numéro de groupe: 57

Phase 1

Type of visit:  
Mixte

30/1/2012-3/2/2012  
Barcelone, Espagne

Langue de travail:  
Français

Nombre de places: 15  
Minimum requis: 8

Mots clés:

- **compétences des enseignants et formateurs**
- **compétences linguistiques**
- **qualification des enseignants et formateurs**

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Il est évident que pour obtenir de bons résultats académiques les enseignants doivent être bien formés. Voilà une des principales préoccupations du Département d'éducation de Catalogne, intégrée dans son Plan de formation continue. Le Plan de formation continue de Catalogne s'efforce de plus en plus de détecter les nécessités générales ou spécifiques des enseignants travaillant dans un même établissement éducatif et leur propose des activités de formation sur leur lieu de travail.

Le Département d'éducation, qui a fait de l'enseignement des langues étrangères l'une de ses priorités, a mis en place des plans pour encourager et améliorer l'enseignement des langues étrangères (tel que le Plan expérimental pour les langues étrangères). Ces plans visent à engager la totalité de l'établissement scolaire.

## QUOI?

Le participant découvrira:

- les objectifs et les programmes du Plan de formation continue de la Catalogne;
- l'optimisation des ressources moyennant la formation (mise en place de nouvelles méthodologies);
- les programmes de formation pour l'enseignement des langues étrangères en Catalogne;
- les systèmes de formation des enseignants en vigueur dans les autres pays participant à la visite.

## COMMENT?

Le participant:

- participera à une séance de travail dans un institut de sciences de l'éducation (ICE) de l'une des universités de Barcelone;
- visitera le centre de ressources pédagogiques d'un service d'éducation de zone;
- visitera un établissement scolaire inscrit sur ce territoire et y rencontrera l'un de ses formateurs;
- participera à une présentation de la formation des professeurs au sein du Département d'éducation;
- visitera un établissement doté d'un plan expérimental pour l'enseignement des langues étrangères et aura l'occasion de s'entretenir avec les professeurs qui y participent et qui bénéficient d'une formation spécifique.

## POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation.

## BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Presentación de la formación continua del profesorado en Cataluña: características, modelos de gestión, estructura y apoyo a la formación, tipología de las acciones formativas, evaluación y recursos. Presentación de programas de formación en centro y programas de formación en lenguas extranjeras. Intercambio de información sobre la formación del profesorado de los países participantes.

## Organisateur(s):

**VIDAL SALVADOR Joana**

Departamento de educación de la generalitat de Catalunya

Via Augusta 202-206

Barcelona, 08021

Tel. +34- 935 51 69 00

Fax +34- 932 41 53 30

Email: jvidal@xtec.cat

Website: www.xtec.cat/pap

**WWW.**

[www.xtec.cat/](http://www.xtec.cat/) – [www.xtec.cat/pap](http://www.xtec.cat/pap) – [www.xtec.cat/formacio/index.htm](http://www.xtec.cat/formacio/index.htm)

[www20.gencat.cat/portal/site/Educacio](http://www20.gencat.cat/portal/site/Educacio) – <http://phobos.xtec.cat/pluriling/>

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Improving entrepreneurial competences of teachers and trainers

Group No: 58

Round 1

Type of visit:  
Mixed31/1/2012-3/2/2012  
Brussels, BelgiumWorking language:  
EnglishNumber of places: 14  
Minimum required: 5**CATEGORY OF THEMES:**

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

**WHY?**

To promote entrepreneurship in schools, you need qualified teachers and trainers with an entrepreneurial mindset and the right competences. For many years, DBO, an agency of the 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. We aim to share our experiences and good practices during this visit.

**WHAT?**

Participants will learn about:

- the education system in Flanders;
- practical examples and good practices of teacher training;
- the results of the Proleron project (teachers professionalisation on entrepreneurship);
- cooperating with VLEW (teachers organisation), enterprises, employers' organisations, financial institutes;
- e-support for teachers;
- bridge projects school/enterprise;
- ready to use tools, methods and games;
- examples of school competitions.

**HOW?**

Participants will:

- meet teachers and trainers and visit secondary schools;
- attend presentations of good practices;
- observe use of e-support platforms for teachers;
- meet representatives of employer's organisations and enterprises involved in teacher training;
- learn more about international projects like SEET and Europapreneur.

**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 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:**

Wil je ondernemerschap en het zelfstandig beroep als mogelijke beroepskeuze op school promoten en stimuleren, dan heb je leraren nodig die over ondernemerscompetenties beschikken en die zin voor ondernemen hebben. 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. Via dit bezoek willen we onze ervaringen en goede praktijkvoorbeelden op dit vlak delen. Bovendien willen we de eindresultaten en bevindingen van het succesvolle project Proleron tonen.

Keywords:

- entrepreneurship
- key competences
- teachers' and trainers' competences

**Organiser(s):****SCHRAM Paul**

Departement Onderwijs en Vorming  
Dienst Beroepsopleiding  
Koning Albert II-laan 15  
Brussels, 1210  
Tel. +32-2 553 88 96  
Fax +32-2 553 88 45  
Email: paul.schram@ond.vlaanderen.be  
Website: www.ond.vlaanderen.be/dbo

**WWW.**

[www.ond.vlaanderen.be/dbo/](http://www.ond.vlaanderen.be/dbo/) – [www.omoo.be/](http://www.omoo.be/) – [www.competento.be/](http://www.competento.be/)  
<http://ond.vlaanderen.be/dbo/projecten/rys/ryssite/> – <http://europapreneur.info/>

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# The professional development of teachers in Scotland

Group No: 59

Round 1

Type of visit:  
General education6/2/2012-10/2/2012  
Edinburgh, Scotland,  
United KingdomWorking language:  
EnglishNumber of places: 18  
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?

Since 1965 the General Teaching Council for Scotland (GTCS) has been the professional, regulatory body for teachers in Scotland and has been centrally involved in registering teachers, setting standards, accrediting initial teacher education programmes, early professional development and continuing professional development of teachers. The GTCS sets the teacher education standards for Scottish teachers. The GTCS has a specific advisory role to the Scottish Government on the continuing professional development of teachers. Clearly with current economic difficulties there are challenges to be faced in maintaining the quality of initial teacher education and the professional development of teachers. To address these challenges the GTCS is working with the Scottish Government and other stakeholders to develop policies and practices which encourage further improvement of Scottish education.

## WHAT?

Participants will learn about:

- innovations in the professional development of teachers in Scottish education;
- initial teacher education (ITE) in universities;
- the one-year teacher induction scheme for new teachers;
- continuing professional development (CPD);
- use of professional standards;
- the role of the GTCS in professional development.

## HOW?

Participants will:

- make use of presentations from GTCS staff and guest speakers such as a Director of Education, Her Majesty's Inspectorate of Education, Scottish Government staff;
- engage in discussions;
- visit schools, further and higher education institutions.

## WHOM?

- Directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- 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,
- representatives of trade unions.

## Organiser(s):

**McWILLIAMS Alison**

General Teaching Council for Scotland  
Clerwood House, 96 Clermiston Road  
Edinburgh, EH12 6UT  
Tel. +44- 13 13 14 60 06  
Fax +44- 13 13 14 60 03  
Email: Alison.McWilliams@gtc.org.uk  
Website: <http://www.gtc.org.uk>

## WWW.

[www.gtc.org.uk/](http://www.gtc.org.uk/) – [www.scotland.gov.uk/Topics/Education](http://www.scotland.gov.uk/Topics/Education)  
[www.ltscotland.org.uk/](http://www.ltscotland.org.uk/) – [www.hmie.gov.uk/](http://www.hmie.gov.uk/)

## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

# Leadership and change management in an education and training environment

Group No: 60

Round 1

Type of visit:  
General education3/10/2011-7/10/2011  
Istanbul, TurkeyWorking language:  
EnglishNumber of places: 15  
Minimum required: 5**CATEGORY OF THEMES:**

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

**WHY?**

The host is an organisation of 330 staff, situated in the centre in Istanbul. We organise conferences and lectures on pedagogical topics for teachers and check teachers' work. We are also responsible for headmasters, so we check the organisation and methodology of management in schools and help staff to find better practices in their work. Our organisation is interested in ICT for improving the methodology and cooperative learning.

We are interested in developing new EU projects, especially in development and transfer of innovation in quality in institutions and personal development (competence-based learning), ICT and strategies to improve teaching methods.

**WHAT?**

Participants will learn about:

- the importance of leadership and management;
- work on cooperative learning;
- new approaches to understand the needs of society;
- methods, tools and strategies used in ICT;
- evaluation of performance.

**HOW?**

Participants will:

- visit schools and see examples of good organisation;
- participate in a workshop and lectures;
- meet representatives of local educational authorities, headmasters and teachers;
- understand methods of evaluation of processes.

**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:**

Milli Eğitim Bakanlığı, İstanbul İli Milli Eğitim Müdürlüğü, Eğitim Müfettişleri Başkanlığı, Beyazıt, Kumkapı Tiyatro Caddesi adresinde bulunmaktadır. Kurumda 325 Eğitim Müfettişi, Eğitim Müfettişleri Başkanı ve Başkan Yardımcıları ile birlikte toplam 330 Eğitim Müfettişinden oluşmaktadır. Kurumun amacı, Milli Eğitim Bakanlığı, İstanbul Valiliği ve Milli Eğitim Müdürlüğü adına eğitim kurumlarını denetleme, teftiş etmek, eğitim çalışanlarına rehberlik etmek ve hizmetlerin daha etkili, verimli yürütülmesini sağlamaktır.

Keywords:

- evaluation (school or institution)
- innovative approaches
- quality assurance

**Organiser(s):****GOKSOY Suleyman**

Provincial Directorate of Istanbul,  
Presidency of Educational Inspectors  
Beyazıt Kumkapı Tiyatro Caddesi, Fatih  
Istanbul, 34100  
Tel. +90 5056885093  
Email: goksosy@hotmail.com

**WWW.**

<http://istanbul.meb.gov.tr/Anasayfa.aspx> – [www.rmk-museum.org.tr/turcke/visiting/index.html](http://www.rmk-museum.org.tr/turcke/visiting/index.html)  
[www.diskanadolutekstil.k12.tr/](http://www.diskanadolutekstil.k12.tr/) – [www.istanbullisesi.k12.tr/](http://www.istanbullisesi.k12.tr/) – [www.kaptan-iderya.k12.tr/](http://www.kaptan-iderya.k12.tr/)  
[www.yerebatan.com/english/index.html](http://www.yerebatan.com/english/index.html) – [www.istanbul.edu.tr/](http://www.istanbul.edu.tr/) – [www.kultursanat.org/](http://www.kultursanat.org/)

## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

# Management in education - The Järfälla model

Group No: **61****Round 1**Type of visit:  
**Mixed****24/10/2011-28/10/2011**  
**Järfälla, Sweden**Working language:  
**English**Number 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, a municipality about 25 km north west of Stockholm, has a mixed and fairly young population. Many students choose schools in Järfälla but not all. Changes of curricula, lifelong learning, fast technical development and globalisation challenge educational managers in Järfälla. There are several municipal and independent schools with experience and interest in internationalisation. Challenges for the next few years include educating pupils and students to prepare them for jobs that might not yet exist. How can we improve school education and management?

**WHAT?**

Participants will learn about:

- the Järfälla leadership model;
- the chief education officer's leadership;
- how directors of education influence managers;
- recruitment in Järfälla, the FAIR model;
- LLP as a tool for school development;
- the chief development group leading managers via in-service training.

**HOW?**

Participants will:

- meet educational managers and heads of schools;
- meet directors of education and chief education officer;
- share expertise and experiences.

**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,
- 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. Vi tillämpar kundvalsmetoden vilket ger barn, ungdomar och föräldrar möjlighet att välja skola. Vi har många intressanta undervisningsmetoder och inriktningar som vi är stolta över. Vi har på senare tid satsat på en fördjupning för skolpersonal inom den sk mångfaldssatsningen då vi har en mångkulturell miljö i våra skolor. 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):****ERENVIDH Christina**

Järfälla Kommun, Järfälla skolor

Mälarvägen 2

Järfälla, 177 42

Tel. +46 703 86 36 58

Email: christina.erenvidh@jarfalla.se

Website: www.jakgym.net

**WWW.****www.jarfalla.se – www.jfог.net – www.jakgym.net**



## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

# School leaders as actors for improvement

Group No: **62****Round 1**Type of visit:  
**Mixed****24/10/2011-28/10/2011**  
**Lisboa, Portugal**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **education and training attainment**
- **evaluation (school or institution)**
- **leadership and management**

**Organiser(s):****TOMÁS Teresa**

Direcção Regional de Educação de Lisboa e Vale do Tejo  
Praça de Alvalade, nº 12  
Lisboa, 1749-070  
Tel. +351- 218 434 660  
Fax +351- 218 499 913  
Email: [teresa.tomas@drelvt.min-edu.pt](mailto:teresa.tomas@drelvt.min-edu.pt)  
Website: <http://www.drelvt.min-edu.pt>

**PARRA DA SILVA Mariana**

DRELVT – Direcção Regional de Educação de Lisboa e Vale do Tejo  
Pç. de Alvalade, 12  
Lisbon, 1749-070  
Tel. 00351 218 43 46 59  
Fax 00351 21 849 99 13  
Email: [mariana.silva@drelvt.min-edu.pt](mailto:mariana.silva@drelvt.min-edu.pt)  
Website: <http://www.drelvt.min-edu.pt>

**CATEGORY OF THEMES:**

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

**WHY?**

Recent changes in law regarding school autonomy and leadership brought about the need to improve school performance and monitor improvement. International experience shows that improvement in school leadership and management has significant influence on students' performance. To build and implement effective school leadership models, the local community should be involved. Use of the expertise of business management trainers for local education staff and head teachers can help with innovation and monitoring achievement.

**WHAT?**

Participants will learn about:

- how self-evaluation can help improve the quality of education in a school or grouping of schools;
- how civil society and local education staff can be part of a new approach to school leadership and management;
- methods and tools to help school leaders as actors in improving management and school performance.

**HOW?**

Participants will:

- meet, discuss and exchange experiences with experts, local education staff, head teachers and teams of schools (including parents, local stakeholders and pupils);
- visit basic, secondary and vocational schools that are implementing and monitoring models of self-evaluation and improvement plans.

**WHOM?**

- Head teachers, teacher trainers,
- owners/managers of SMEs,
- 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 qualidade da liderança/gestão das Escolas é determinante na melhoria dos resultados escolares. Em parceria com a Associação EPIS e outras organizações da sociedade civil, a Direcção Regional de Educação de Lisboa e Vale do Tejo está a implementar um modelo de autoavaliação e planos de melhoria em 40 escolas. Os Directores das escolas constituem equipas que desenvolvem e monitorizam programas de acção com metas calendarizadas, com o apoio dos Coordenadores das Equipas de Apoio às Escolas (EAE). São envolvidos estruturadamente professores e outros parceiros na autoavaliação e nos planos de melhoria. Empresários inovadores, gestores de organizações com sucesso, partilham com os Coordenadores das EAE e os Directores estratégias de liderança e gestão.

**WWW.**[www.drelvt.min-edu.pt](http://www.drelvt.min-edu.pt) – [www.epis.pt](http://www.epis.pt)



## INCREASING LITERACY AND NUMERACY LEVELS

# School libraries for increasing reading skills and literacy

Group No: **63****Round 1**Type of visit:  
**General education****10/10/2011-14/10/2011**  
**Mindelo and Vila do Conde,**  
**Portugal**Working language:  
**English**Number of places: **15**  
Minimum required: **6**

Keywords:

- **cultural awareness and expression**
- **learning to learn**
- **special needs**

**Organiser(s):****GUEDES Rosa**

Agrupamento de Escolas do Mindelo  
Rua da Fonte  
Mindelo, 4485-489  
Tel. 00351 252 67 00 21  
Email: rosagedes@gmail.com  
Website: <http://escola-mindelo.pt/>

**FERNANDES Maria**

Agrupamento de Escolas Afonso  
Betote  
Alameda Afonso Betote  
Vila Do Conde, 4480-794  
Tel. 00351 252 64 09 70  
Fax 00351 252 62 73 80  
Email: mariadfarnandes@gmail.com  
Website: [www.freijsao.com](http://www.freijsao.com)

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

School and town libraries both have a key role in promoting reading and literacy. A library is a universal and multicultural space where students with special needs can also access the world of fantasy and knowledge through reading.

The host institutions are schools belonging to a network of school libraries (Ministry of Education) and whose librarians believe that sharing practices and tools can improve their mission.

**WHAT?**

Participants will learn about:

- approaches that: improve pupils'/students' and children with special needs reading skills; promote different literacy skills (musical, visual, etc); develop the pleasure of reading (activities and tools) in kindergarten, primary and secondary schools;
- library financial policies and marketing and sponsorship of school libraries;
- examples of good practice presented by study visit participants.

**HOW?**

Participants will:

- visit school and public libraries;
- observe activities of libraries' users;
- learn about school library policies in participants' countries.

**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,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Esta visita visa a partilha de boas práticas, recursos e instrumentos com o objectivo de enriquecer o desempenho dos professores bibliotecários através do conhecimento do funcionamento e dinamização das bibliotecas europeias sobretudo no âmbito da promoção da leitura e das literacias. Visa ainda a comparação dos sistemas de auto-avaliação das BE existentes na EU.

**WWW.**<http://escola-mindelo.pt/> – [www.freijsao.com/manutencao.php](http://www.freijsao.com/manutencao.php)

## LANGUAGE TEACHING AND LEARNING

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

Group No: 64

Round 1

Type of visit:  
General education26/9/2011-28/9/2011  
Bath, England,  
United KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- communication in foreign languages
- innovative approaches
- language skills

**Organiser(s):****COLE Josephine**

International Learning  
and Research Centre  
North Street  
Oldland Common, BS30 8TL  
Tel. +44(0) 14 54 86 80 29  
Fax +44(0) 14 54 86 80 31  
Email: josephine.cole@  
internationallearning.org.uk  
Website: www.ilrc.org.uk

**DAVIES Trevor**

International Learning  
and Research Centre  
North Street  
Oldland Common, BS30 8TL  
Tel. +44- 01454 868029  
Fax +44- 01454 868031  
Email: trevor.davies@  
internationallearning.org.uk  
Website: www.ilrc.org.uk

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The International Learning and Research Centre is an innovation and development centre, with an internationally-recognised 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 we seek to share our practice as widely as possible in Europe.

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

**WHAT?**

Participants will learn about:

- programmes which 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 the 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/](http://www.ilrc.org.uk/)

## LANGUAGE TEACHING AND LEARNING

# Instill CLIL

Group No: **65****Round 1**Type of visit:  
**General education****7/11/2011-11/11/2011**  
**Říčany at Prague, Czech Republic**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **communication in foreign languages**
- **content and language integrated learning (CLIL)**
- **language skills**

**Organiser(s):**

**VODA Jan**  
Institution Primary School  
«Magic Hill»  
Žižkova 233  
Říčany, 251 01  
Tel. +420 323 60 64 46  
Email: skola@magic-hill.cz  
Website: www.magic-hill.cz

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

As we are a bilingual school that uses a project-based curriculum, most of our English language lessons naturally fall into a CLIL environment. During five years' experience of implementing CLIL, we have learned that the school environment and philosophy play an integral part in learning foreign languages. Currently, there is a strong movement towards CLIL in the Czech Republic. In 2010, the Ministry of Education empowered the Pedagogical Research Institute (VÚP) and the National Institute for Further Teachers' Training (NIDV) to work on defining the approach to this concept in Czech schools. These institutions have been collecting examples of good practices in the Czech Republic as well as from abroad. They have worked on a theoretical concept and a methodological brochure to set up this approach in Czech education. So we have decided to invite specialists from all over Europe to enrich the discussion and create an opportunity to share good practices – not only during the study visit week but also in future international cooperation.

**WHAT?**

Participants will learn about:

- the current situation of CLIL in the Czech Republic and what can be taken from here as an example of good practice;
- the importance of content and language integrated learning (CLIL);
- successful strategies using CLIL;
- the impact the philosophy of the school and the school environment have on implementation of CLIL.

**HOW?**

Participants will:

- visit bilingual schools of all levels;
- observe lessons of different subjects;
- meet pupils and teachers, representatives of educational authorities and researchers in CLIL;
- meet those responsible for developing and implementing this strategy in the Czech Republic including the Faculty of Education and teacher training institutions;
- discuss and exchange their experiences.

**WHOM?**

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

ZŠ s RVJ Magic Hill je bilingvní škola s platnou výjimkou ministersva školství vyučovat některé předměty v anglickém jazyce. Školní kurikulum je zde rozpracováno do tematických projektů. Tím je přirozeně naplňován koncept CLIL. Po více než 5 letech zkušeností jsme přesvědčeni, že filozofie a jazykové prostředí školy hrají podstatnou úlohu ve výuce cizích jazyků. Proto jsme se rozhodli pozvat odborníky a zájemce z celé Evropy, abychom podpořili diskusi a výměnu zkušeností k tomuto tématu, a to nejen během návštěvy samotné, ale i v následné mezinárodní spolupráci.

**WWW.**

[www.msmt.cz/vzdelavani/content-and-language-integrated-learning-v-cr](http://www.msmt.cz/vzdelavani/content-and-language-integrated-learning-v-cr) – [www.amate.cz/](http://www.amate.cz/)  
[www.vuppraha.cz/?s=CLIL](http://www.vuppraha.cz/?s=CLIL)

## LANGUAGE TEACHING AND LEARNING

# Effective foreign language teaching for young learners

Group No: **66****Round 1**Type of visit:  
**General education****7/11/2011-11/11/2011**  
**Nicosia, Cyprus**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **language skills**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Learning languages has always been important. Today, learning two or even three foreign languages at an early age is pursued in many European countries. The visit aims at sharing concepts of effective foreign language teaching in primary schools in a changing world of technology. Participants will have the chance to exchange ideas of innovative teaching/learning approaches, creative actions and good practices. The visit will take place in Nicosia, the capital of Cyprus, which hosts many primary schools where pilot phase programmes are implemented with support from the Ministry of Education and Culture.

**WHAT?**

Participants will learn about:

- improving mobility in teaching English as a foreign language (EFL) in primary schools;
- using communicative tools to improve teaching of EFL;
- introducing EFL to very young learners (five year-olds) through technology;
- practical experiences of English language teaching in Cyprus.

**HOW?**

Participants will:

- visit urban and rural primary schools;
- observe lessons in the classroom;
- meet experts teaching English as a foreign language to very young children;
- have lectures, round table discussions, workshops;
- visit the University of Cyprus and the Pedagogical Institute.

**WHOM?**

- Head teachers, teacher trainers,
- representatives of education and training networks and associations.

**Organiser(s):**

**ENGLEZAKIS Androula**  
Ministry of Education and Culture  
Kimonos and Thoukididou  
Nicosia, 1434  
Tel. +357- 22 80 09 08  
Fax +357- 22 30 51 26  
Email: englezaki@yahoo.com  
Website: www.moec.gov.cy

**WWW.**[www.moec.gov.cy/](http://www.moec.gov.cy/)

## LANGUAGE TEACHING AND LEARNING

# An early start: education at an early age promotes learning and social life

Group No: 67

Round 1

Type of visit:  
Mixed7/11/2011-11/11/2011  
Karabük, TurkeyWorking language:  
EnglishNumber of places: 16  
Minimum required: 5

Keywords:

- extra-curricular activities
- language skills
- pre-primary learning

## CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

## WHY?

Education at an early age promotes learning and socialisation. In Turkey, pre-primary education is put into practice to shape learning during early ages of learners. This policy lays the foundation for development of children's skills, knowledge and practices necessary for their progress in social and school life. Education from an early age provides a basis for children's intellectual, physical, linguistic, emotional and social development.

## WHAT?

Participants will learn about:

- pre-primary learning processes in Turkey, specifically in a private college;
- foreign language teaching in kindergartens;
- how courses are delivered to learners;
- methods, techniques and educational tools used in classrooms.

## HOW?

Participants will:

- visit private college and State schools, two kindergartens;
- observe teachers in classrooms;
- meet the responsible local directors from the Ministry of Education;
- evaluate strengths and weaknesses of pre-primary education by comparing different types of educational institutions.

## 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,
- researchers.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Okulumuz Comenius Okul Ortaklıkları kapsamında 2008-2010 tarihleri arasında yürüttüğü STEP(P)S (Öğrenci-Öğretmen-Veli Ortaklığı) projesi bu yıl tamamlanmıştır. Bu proje okulumuzun eğitim politikasına çok önemli katkılarda bulunmuştur. Bu projeye elde ettiğimiz deneyimlerle ve okul öncesi eğitim uygulamalarımızla okul öncesi eğitim konusunda 5 günlük bir çalışma ziyaretine ev sahipliği yapmayı planlamaktayız. Bu doğrultuda yabancı ziyaretçilerimizle Türkiye'deki erken yasta öğrenme ve okul öncesi eğitim hakkında bilgi alışverişi yapmayı hedefliyoruz. Ziyaretçilerimize, çevre okullarla benzerlik ve farklılıklarımızı, Türk Eğitim Derneği Karabük Koleji olarak erken yasta eğitim anlayışımızı gerek sınıf içi gerek sosyal aktivitelerle sunmak istiyoruz.

## Organiser(s):

### CEBECİ Ümit

Turkish Education Association Karabük  
College

Necatibey Caddesi; No: 21 Yenisehir  
Karabük, 78200

Tel. +90 546 681 90 81

Fax +90 370 415 50 03

Email: umit52@gmail.com

Website: www.tedkarabuk.k12.tr

## WWW.

[www.meb.gov.tr/](http://www.meb.gov.tr/) – [www.tedkarabuk.k12.tr/anaokulu/index.php](http://www.tedkarabuk.k12.tr/anaokulu/index.php)

## LANGUAGE TEACHING AND LEARNING

# CLIL - A strategic approach to enhancing key qualifications

Group No: **68****Round 1**Type of visit:  
**Mixed****28/11/2011-2/12/2011**  
**Vienna, Austria**Working language:  
**English**Number of places: **14**  
Minimum required: **8****CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Increasing mobility of families asks for new education models focusing on language learning and a higher competence in English. Vienna provides a long history in foreign language teaching and offers various CLIL models from primary schools up to A-levels. The European Office lives and supports the idea of multilingualism through different language initiatives and thus prepares students of all age groups for a life of mobility.

**WHAT?**

Participants will learn about:

- initiatives that lead to increasing key competences through foreign language learning;
- CLIL teaching;
- new subjects that focus on mobility within the European Union.

**HOW?**

Participants will:

- visit different schools where CLIL is taught;
- have the opportunity to attend lessons;
- meet teachers, head teachers and school supervisory authorities.

**WHOM?**

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Die zunehmende Mobilität von Familien innerhalb und außerhalb Europas erfordert neue Schulmodelle, die besonders auf das Sprachenlernen und die neue europäische/globale Dimension eingehen.

“Vienna Bilingual Schooling”, “European Regional College” und andere Schulmodelle sind Projekte des Stadtschulrates für Wien, die Schüler/innen entsprechend auf diese Anforderungen vorbereiten.

Die Lehrer/innenausbildungen und Fortbildungen sind eine Herausforderung im Wandel der ständig steigenden Ansprüche im Bereich der interkulturellen Kompetenz und des Sprachenlernens.

Keywords:

- **communication in foreign languages**
- **content and language integrated learning (CLIL)**
- **key competences**

**Organiser(s):****SCHÜTZELHOFER Brigitte**

Stadtschulrat für Wien, Europa Büro

Auerspergstr. 15/22

Wien, 1080

Tel. +43-1 688 16 60

Fax +43-1 688 16 60

Email: [brigitte.schuetzelhofer@yahoo.de](mailto:brigitte.schuetzelhofer@yahoo.de)Website: [www.europa-buero.ssr-wien.at](http://www.europa-buero.ssr-wien.at)**WWW.**
[www.europa-buero.ssr-wien.at/](http://www.europa-buero.ssr-wien.at/) – [www.bmukk.gv.at/](http://www.bmukk.gv.at/) – [www.wien.gv.at/bildung/stadtschulrat/](http://www.wien.gv.at/bildung/stadtschulrat/)

## LANGUAGE TEACHING AND LEARNING

# Improving language learning in primary schools

Group No: 69

Round 1

Type of visit:  
General education16/1/2012-20/1/2012  
Sèvres, FranceWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

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?**

Recent studies on plurilinguism show it is necessary to develop language teaching from a very early age. As an operator for the French Ministry of Education in languages and international affairs, the International Centre for Pedagogical Studies (CIEP) has long been involved in teaching languages in primary schools, in particular through the Primlangues website ([www.primlangues.education.fr](http://www.primlangues.education.fr)). Expert in European educational exchanges, CIEP is offering to share its knowledge and experience on teacher training, support websites for teachers and mobility programmes.

**WHAT?**

Participants will learn about:

- new methods and language syllabi;
- national curricula in teacher training colleges (Instituts Universitaires de Formation des Maîtres: IUFM);
- the validation process for primary school language teachers;
- the place of languages in in-service training;
- use of the European framework of reference for languages.

**HOW?**

Participants will:

- take part in presentations, visits and workshops;
- meet pupils, teachers, head teachers, professionals involved in improving language learning in primary schools, managers of websites and specialised resources;
- talk to school inspectors and teaching advisors and representatives of the French Ministry of Education.

**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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Les études internationales menées sur le plurilinguisme recommandent l'enseignement des langues dès le plus jeune âge.

Depuis l'origine, le CIEP s'est impliqué dans l'enseignement des langues vivantes dans le primaire, et a créé le site Primlangues.

Espace d'échanges européens en matière d'éducation, il propose son expertise en matière de formation des enseignants, sites d'accompagnement, programmes de mobilité et visites de classes.

Les participants découvriront une diversité d'enseignement des langues sur le terrain et le contexte éducatif et pédagogique français (nouvelles méthodologies, utilisation du CECRL, programmes, place des langues en formation continue et international).

**Organiser(s):****BOIZARD Bernadette**Centre international d'études  
pédagogiques - CIEP

1 avenue Léon Journault

Sèvres Cedex, 92318

Tel. +33- 1 45 07 69 15

Fax +33- 1 45 07 60 03

Email: [boizard@ciep.fr](mailto:boizard@ciep.fr)Website: [www.ciep.fr](http://www.ciep.fr)**WWW.**[www.primlangues.education.fr/php](http://www.primlangues.education.fr/php)[www.education.gouv.fr/cid21459/apprentissage-des-langues.html](http://www.education.gouv.fr/cid21459/apprentissage-des-langues.html)

## LANGUAGE TEACHING AND LEARNING

# Improving early, bilingual and trilingual language teaching

Group No: 70

Round 1

Type of visit:  
General education6/2/2012-10/2/2012  
The Hague and Leeuwarden,  
the NetherlandsWorking language:  
EnglishNumber of places: 15  
Minimum required: 6**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 100 secondary schools, where pupils are taught in English (50 %) and in Dutch (50 %). More and more primary schools (500 today) start teaching English, French, German or Spanish at the age of four. The objective of the study visit is to inform participants about 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 eTwinning, the online community for schools in Europe, to improve early language learning;
- recent linguistic developments of the European platform.

**HOW?**

Participants will:

- visit the Ministry of Education and municipalities for 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.

Keywords:

- communication in foreign languages
- curriculum
- language skills

**Organiser(s):**

**SMIT Frank**  
European Platform  
Kenemmerplein 16  
Haarlem, 2011 MJ  
Tel. +31- 235 53 11 50  
Fax +31- 235 42 71 74  
Email: smit@epf.nl  
Website: www.europeesplatform.nl

**WWW.**

[www.netwerkto.europeesplatform.nl](http://www.netwerkto.europeesplatform.nl) – [www.talenopdebasisschool.nl](http://www.talenopdebasisschool.nl) – [www.etwinning.nl](http://www.etwinning.nl)



## USE OF ICT IN LEARNING

# Methods, tools and strategies for using ICT in education and training

Group No: 71

Round 1

Type of visit:  
General education19/9/2011-23/9/2011  
Vimercate, Monza, ItalyWorking 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?**

Vimercate is a town near Milan (north of Italy) where universities, schools and organisations are involved in using of 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 by schools for adults, students with special needs and students at the hospital. There are many examples of good practices in different types of education (formal, informal, non-formal) that can be shared.

Liceo Banfi, a secondary school, works on learning objects, wiki, blogs, platform e-learning, interactive whiteboard and cooperative learning and has four laboratories for using new technologies.

**WHAT?**

Participants will learn about:

- initiatives to improve use of ICT in education and training;
- cooperative learning;
- new approaches to develop collaborative networks;
- methods, tools and strategies used in ICT education and training;
- improving digital, social and language skills.

**HOW?**

Participants will:

- visit primary, secondary schools, centres for education and training of adults and students with special needs;
- meet teachers, headmasters, representatives of local education authorities ;
- attend workshop and lectures.

**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,
- 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:**

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.

**WWW.**

[www.liceobanfi.brianzaest.it/europa/STUDY%20VISIT%2020101.pdf](http://www.liceobanfi.brianzaest.it/europa/STUDY%20VISIT%2020101.pdf)  
[www.liceobanfi.brianzaest.it/europa/Study%20Visit%202010%20-%20Final%20Group%20Report.pdf](http://www.liceobanfi.brianzaest.it/europa/Study%20Visit%202010%20-%20Final%20Group%20Report.pdf) – <http://eternamentebeta.wikispaces.com/>  
[www.itiseinstein.it/index.php?option=com\\_content&view=section&id=4&Itemid=56](http://www.itiseinstein.it/index.php?option=com_content&view=section&id=4&Itemid=56)

**Organiser(s):****RUNFOLA Caterina**

Liceo Scientifico "Antonio Banfi"

via Adda 6

Vimercate, 20059

Tel. +39-039 685 22 63

Fax +39-039 608 08 05

Email: [caterina.runfola@hotmail.it](mailto:caterina.runfola@hotmail.it)Website: [www.liceobanfi.brianzaest.it](http://www.liceobanfi.brianzaest.it)

## USE OF ICT IN LEARNING

# New humanities in the e-era

Group No: 72

Round 1

Type of visit:  
General education26/9/2011-30/9/2011  
Kraków, PolandWorking language:  
EnglishNumber of places: 15  
Minimum required: 7

Keywords:

- digital competence
- innovative approaches
- key competences

**Organiser(s):**

**STĘPIŃSKI Adam**  
Niepubliczna Placówka  
Doskonalenia Nauczycieli  
Sikorskiego 82  
Tarnobrzeg, 39-400  
Tel. +48-15 822 46 36  
Fax +48-15 822 16 04  
Email: stepadam@poczta.onet.pl  
Website: www.grandys.edu.pl

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

In recent years, in Poland and in other European countries, sciences have been promoted intensively, while the role of humanities has been minimised. We would like to demonstrate the value of the humanities in the contemporary world and show ways they can be exploited to prepare students for the challenges of the future.

The Malopolska region with its many universities is one of Europe's leading centres of the humanities.

Our institution is engaged in many projects and training related to new approaches to use of the humanities in developing key competences and in stimulating students' autonomy and motivation in the learning process using ICT.

**WHAT?**

Participants will learn about:

- ways of developing creativity in learning and teaching the humanities;
- the importance of the humanities and their role in the era of technology;
- new approaches to developing key competences;
- main assumptions of the new humanities;
- use of latest technology in projects in the humanities.

**HOW?**

Participants will:

- attend in seminars and workshops;
- observe teachers' work in the classroom;
- brainstorm their own visions for teaching and learning the humanities;
- see examples presenting new ways of using such activities creatively.

**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:**

W ostatnich latach w Polsce, ale i w Europie, intensywnie promowano nauki ścisłe, zaś rola nauk humanistycznych była minimalizowana do kilku wąskich pól działania. Naszym celem jest przeciwstawienie się opiniom, według których nauki humanistyczne nie mają wykorzystania we współczesnym świecie, i pokazanie, jak można używać ich w przygotowaniu uczniów do przyszłych wyzwań.

Nasza placówka zaangażowana jest w wiele projektów i szkoleń związanych z nowymi podejściami do wykorzystywania nauk humanistycznych w rozwijaniu kompetencji kluczowych i stymulujących autonomię ucznia, jego motywację w procesie uczenia się z wykorzystaniem nowych technologii. Pragniemy podzielić się sposobami użycia nowych metod szkolenia kadry edukacyjnej i przedstawić przykłady dobrej praktyki.

**WWW.**<http://newhum.com/> – [www.hastac.org/](http://www.hastac.org/)

## USE OF ICT IN LEARNING

# Innovative use of ICT in general and vocational education

Group No: 73

Round 1

Type of visit:  
Mixed3/10/2011-7/10/2011  
Opole, PolandWorking language:  
EnglishNumber of places: 15  
Minimum required: 6

Keywords:

- communication in foreign languages
- competences in science and technology
- innovative approaches

**Organiser(s):****NYCZ Renata**

Miejski Ośrodek Doskonalenia Nauczycieli  
Wróblewskiego 7  
Opole, 45-760  
Tel. +48-77 402 45 10  
Email: r.nycz@modn.opole.pl  
Website: modn.opole.pl

**WUJEC KACZMAREK Alicja**

Miejski Ośrodek Doskonalenia Nauczycieli  
Wróblewskiego 7  
Opole, 54-760  
Tel. +48-77 402 45 10  
Email: a.wujec-kaczmarek@modn.opole.pl  
Website: www.modn.opole.pl

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Introduction of ICT into general and vocational education is currently one of the most important elements in Polish educational policy. In our region, many educational institutions have successfully introduced innovative ICT solutions and we would like to share the examples of good practice. The visit will focus on use of ICT in secondary vocational schools and in teaching foreign languages in secondary and tertiary schools.

The host institution, Opole teachers' training centre, is a public centre providing continuous professional development for teachers and educators. The centre provides qualification courses, workshops, conferences and offers individual consultations for teachers from all types of schools. We also publish teaching materials and an educational journal.

**WHAT?**

Participants will learn about:

- use of ICT in secondary vocational training;
- use of Web 2.0 in teaching foreign languages from the perspectives of students, teachers and trainees of different types of schools;
- methods introducing innovative digital technologies into the educational process.

**HOW?**

Participants will:

- visit schools and tertiary educational institutions to see the workshops and lessons conducted using ICT,
- participate in lectures and workshops;
- meet students and teachers of secondary and tertiary schools;
- attend seminars and take part in discussions to exchange professional experience and work out new systematic solutions.

**WHOM?**

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

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Miejski Ośrodek Doskonalenia Nauczycieli w Opolu jest publiczną placówką doskonalenia nauczycieli szkół i placówek oświatowych wspierającą ich rozwój zawodowy. MODN prowadzi kursy kwalifikacyjne, organizuje warsztaty, konferencje i indywidualne konsultacje dla nauczycieli wszystkich typów szkół. Konsultanci, doradcy i nauczyciele współpracujący z ośrodkiem zajmują się innowacyjnymi rozwiązaniami dydaktycznymi oraz wspierają młodych nauczycieli zaczynających swoją drogę zawodową. Zadaniem MODN jest organizowanie współpracy pomiędzy szkołami i placówkami na terenie kraju i za granicą. Ośrodek prowadzi działalność wydawniczą, publikując min. kwartalnik Modelowe Nauczanie.

**WWW.**

[www.modn.opole.pl](http://www.modn.opole.pl) – [www.zsm.opole.pl](http://www.zsm.opole.pl) – [www.ckp.opole.pl](http://www.ckp.opole.pl) – [www.5lo.opole.pl](http://www.5lo.opole.pl)  
[www.aliczawujekaczmarek.pl](http://www.aliczawujekaczmarek.pl) – [www.wodip.opole.pl](http://www.wodip.opole.pl) – [www.opole.pl](http://www.opole.pl) – [www.po.opole.pl](http://www.po.opole.pl)

## USE OF ICT IN LEARNING

# Improving learning and teaching by institutional collaboration supported by ICT

Group No: 74

Round 1

Type of visit:  
Mixed10/10/2011-14/10/2011  
Zagreb, CroatiaWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- innovative approaches
- key competences
- leadership and management

**Organiser(s):**

**MUDRINIĆ RIBIĆ Aleksandra**  
Croatian Academic and Research  
Network - CARNet  
J. Marohnića 5  
Zagreb, 10000  
Tel. +385 16 66 17 37  
Fax +385 16 66 17 09  
Email: amudrinic@carnet.hr  
Website: www.carnet.hr

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The Gap between limited resources and high expectations for education in the 21st century in the Croatian educational context is increasingly bridged by innovative institutional collaboration supported by ICT. Companies and educational institutions located in and around Zagreb are at the vanguard of successful collaborative projects ensuring better teaching and learning. Zagreb is home to CARNet headquarters with excellent training facilities. CARNet has extensive experience in (inter)national collaboration with education and labour market stakeholders and supports 1 612 educational institutions in their ICT-supported collaboration activities.

**WHAT?**

Participants will learn about:

- innovative approaches to organising and improving learning and teaching through institutional collaboration at all levels of the educational system as well as across regional and State borders;
- how innovative use of ICT can improve institutional collaboration and teaching and learning;
- how institutional collaboration can contribute to quality of education and development of key competences.

**HOW?**

Participants will:

- visit institutions with ongoing collaborative projects between schools, university and SMEs, at national, regional and international levels;
- observe real educational situations;
- meet experts and educators with experience in developing and organising institutional collaboration.

**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:**

Cilj ovoga studijskog posjeta je pokazati primjere dobre prakse suradnje među obrazovnim institucijama, od osnovne i srednje škole do visokoškolskih i komercijalnih ustanova s naglaskom na inovativnu primjenu IKT-a u svrhu unapređenja međuinstitucionalne suradnje. Domaćin ovog studijskog posjeta je CARNet koji kroz primjenu IKT-a potiče i sustavno razvija suradnju među obrazovnim institucijama, u regiji i inozemstvu. Sudionici ovog studijskog posjeta vidjet će stvarne primjere dobre prakse međuinstitucionalne suradnje kojima se podiže kvaliteta i učinkovitost obrazovnog procesa i ključnih kompetencija, te ih kao takve imaju prilike uspostaviti sa svojim kontekstom.

**WWW.**

[www.carnet.hr/en](http://www.carnet.hr/en) – [www.fer.hr/rasip/dsd](http://www.fer.hr/rasip/dsd) – [www.racunarstvo.hr/en/](http://www.racunarstvo.hr/en/)  
[www.mef.hr/steamed/about.htm](http://www.mef.hr/steamed/about.htm)

## USE OF ICT IN LEARNING

# New learning approaches by using digital learning resources

Group No: 75

Round 1

Type of visit:  
Mixed17/10/2011-21/10/2011  
Kronach, GermanyWorking language:  
EnglishNumber of places: 16  
Minimum required: 8

Keywords:

- digital competence
- innovative approaches
- learning to learn

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**TISCHLER Heinz**

Volkshochschule Kreis Kronach  
Kulmbacher Straße 1  
Kronach, 96317  
Tel. +49-9261 60 60-13  
Fax +49-9261 60 60-60  
Email: jeinz.tischler@vhs-kronach.de  
Website: www.vhs-kronach.de

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Social development also requires an adjustment of teaching. Particularly development of multimedia technologies and modified ways of perception (in particular of younger people) have to be considered when talking about transferring knowledge, fostering skills and cultivating abilities at all levels of a lifelong learning process. Teachers and instructors have to attune to a contemporary learning culture and need refined conceptual and methodical competences.

The 'Volkshochschule Kreis Kronach', as the regional centre for lifelong learning, responds to these challenges and has established a regional network with various schools and educational and vocational training institutions. It would like to share these experiences and explore approaches.

**WHAT?**

Participants will learn about:

- methodologies and didactics of new teaching media (e.g. interactive whiteboards, Skype, etc.);
- how to enrich teaching and training with different multimedia tools;
- how to increase interest and motivation of students through virtualisation of teaching;
- imminent pedagogical and methodological difficulties in using new technologies.

**HOW?**

Participants will:

- visit different schools and institutes (further education, vocational and secondary schools);
- observe teachers' work in the classroom;
- discuss advantages and obstacles of different approaches;
- meet specialists and practitioners of new teaching media.

**WHOM?**

- Company training managers,
- 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 chambers of commerce/ industry/crafts,
- 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:**

Die Entwicklung der Gesellschaft verlangt auch eine Weiterentwicklung und Anpassung unterrichtlicher Aktivitäten. Besonders die multimedialen Technologien und die damit einhergehende geänderte Art der Wahrnehmung bedürfen der Berücksichtigung bei der Vermittlung von Wissen, Fertigkeiten und Fähigkeiten in allen Phasen des Lebenslangen Lernens. Lehrkräfte und Ausbilder müssen sich auf eine zeitgemäße Lernkultur einstellen und benötigen dazu weiter entwickelte methodische und inhaltliche Kompetenzen.

**WWW.**

[www.e-teaching.org/](http://www.e-teaching.org/) – [www.edtechteacher.org/skypetutorial.html](http://www.edtechteacher.org/skypetutorial.html)  
[www.isb.bayern.de/isb/index.aspx](http://www.isb.bayern.de/isb/index.aspx) – [www.bs-kronach.de/](http://www.bs-kronach.de/)

## USE OF ICT IN LEARNING

# Use of ICT and interactive methods in pre-primary school

Group No: 76

Round 1

Type of visit:  
General education21/11/2011-25/11/2011  
Shumen, BulgariaWorking language:  
EnglishNumber of places: 15  
Minimum required: 6

Keywords:

- communication in foreign languages
- competences in science and technology
- digital competence

**Organiser(s):**

**TSVETANOVA PETROVA Evgenya**  
25 Kindergarten "Bratya Grim"  
28, Rodopi Street  
Shumen, 9704  
Tel. +359- 54 861375  
Fax +359- 54 861375  
Email: bragrim@abv.bg  
Website: 25kindergartenbratyagrim.blogspot.com

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Shumen is a town with a long tradition of 120 years as far as pedagogical methods are concerned. It is also extremely open-minded and ICT and interactive methods have already entered pre-primary school practice. We already have significant experience of international cooperation: at present we are carrying out 10 eTwinning projects and one Comenius project and collaborating to organise two international conferences and an intercultural festival. We hosted a study visit in 2009. It is important for our country to get in touch with representatives of European institutions and to let them know what is innovative here, since some of our methods can be adopted in other countries.

**WHAT?**

Participants will learn about:

- new ideas on how to use ICT and interactive methods in pre-primary schools;
- our experiences;
- how to implement competences in working with ICT and interactive methods;
- how to improve staff's motivation and ambition;
- a key role of ICT and interactive methods in managing educational institutions.

**HOW?**

Participants will:

- meet representatives of our institutions, municipality, regional department for education, university;
- meet an expert of ICT and interactive methods to improve their skills;
- work in groups to share new ideas;
- observe our teachers' work;
- take part in our activities.

**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:**

В детските градини новите ИКТ и интерактивни методи не все още много разпространени, затова много е важно да се запознаем с европейските институции и да представим това, което правим ние и обменим опит в тази област (ИКТ и интерактивни методи). Шумен е град с педагогически традиции (120 години), но е отворен за нови практики в детската градина.

Имаме опит в международното сътрудничество и работим по 10 проекта eTwinning, секторна програма Коменски, съорганизатори се на международни конференции и международен детски фестивал. Бяхме домакин на учебна визита през 2009 година. Участниците във визитата ще имат срещи с ръководители на различни институции - община, университет, инспекторат. Различните интерактивни дейности ще направят визитата полезна.

**WWW.**<http://25kindergartenbratyagrim.blogspot.com/>

## USE OF ICT IN LEARNING

# Effective use of ICT in developing numeracy skills for compulsory education

Group No: 77

Round 1

Type of visit:  
General education5/12/2011-8/12/2011  
Wolverhampton,  
England, United KingdomWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- digital competence
- leadership and management
- teachers' and trainers' competences

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Education partnerships, University of Wolverhampton is home to the learning technologies team. This small group of advisers has a reputation that extends worldwide. The team has a particular passion for embedding effective use and application of learning technologies in both primary and secondary schools. We have more than 10 years experience of working with individual teachers at classroom level, headteachers at school level and advisers within local authorities or regions to understand how to put the policy into action and implement the technology. We also have close links with local schools who will demonstrate best practice.

We have just completed a project with European Schoolnet to look at use of interactive whiteboards and this has highlighted the need to provide focused continuing professional development on specific core subjects including numeracy.

**WHAT?**

Participants will learn about:

- how to identify the themes for leadership, ICT and numeracy;
- examples of current practice;
- how to explore the effective use of ICT in learning and teaching numeracy;
- how to write numeracy and ICT development plans in a personal context.

**HOW?**

Participants will:

- look at real scenarios and give delegates an opportunity to share and evaluate their current practice;
- visit two schools to observe practice;
- debate relevant and current topics such as assessment in numeracy using ICT;
- be involved in interactive workshops and develop frameworks for numeracy and ICT development plans.

**WHOM?**

- Head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers.

**Organiser(s):****BANNISTER Diana**

Education Partnerships, University of  
Wolverhampton  
PA107, Technology Centre, Glaisher  
Drive

Wolverhampton, WV10 9RU

Tel. +44 19 02 51 89 67

Fax +44 19 02 32 17 26

Email: [learningtechnologies@wlv.ac.uk](mailto:learningtechnologies@wlv.ac.uk)Website: [www.wlv.ac.uk/ep](http://www.wlv.ac.uk/ep)**WWW.**


---

[www.wlv.ac.uk/](http://www.wlv.ac.uk/) – [www.ncetm.org.uk/](http://www.ncetm.org.uk/) – [www.education.gov.uk/](http://www.education.gov.uk/)



## USE OF ICT IN LEARNING

# Innovative approaches for delivering e-learning to a new generation of learners

Group No: 78

Round 1

Type of visit:  
Mixed6/12/2011-8/12/2011  
Coventry, England,  
United KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 8**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Increasing numbers of the 'Internet generation of learners' whose preference for learning is through web-based, mobile or technology-based applications mean that traditional pedagogies are becoming less likely to succeed at connecting with the 'modern learner'. This course will provide ideas and methods of creating and delivering innovative e-learning for the new generation of learners and will present a range of products and methodologies produced by the European-funded Leonardo project i-Educate led by Research House UK.

**WHAT?**

Participants will learn about:

- innovative approaches to delivering e-learning including virtual classrooms, training in second life, rapid e-learning, podcasting, digital exhibitions, serious games and webquesting;
- key pedagogical principles and cultural preferences for e-learning;
- ways of making e-learning accessible to people with special needs;
- creating e-assessments;
- managing an e-learning project.

**HOW?**

Participants will:

- visit an institution, company and university department specialising in innovation in the learning technologies sector, serious games development and virtual world training;
- experience delivering training in two types of virtual classroom;
- observe demonstrations in e-learning production and future technologies from e-learning professionals;
- take part in workshops on pedagogical principles, accessible e-learning for special needs, creating a simple piece of e-learning and cultural preferences;
- observe e-learning professionals managing an e-learning project.

**WHOM?**

- Company training managers,
- 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 local, regional and national authorities.

Keywords:

- **adult learning**
- **innovative approaches**
- **leadership and management**

**Organiser(s):****MURRAY Karyn**

Research House UK  
(e-Learning Studios Division)  
2 Innovation Village, Cheetah Road  
Coventry, CV1 2TL  
Tel. +44(0) 24 76 52 55 50  
Email: karyn@e-learningstudios.com  
Website: www.e-learningstudios.com

**STEVENS Pete**

Research House UK  
(e-Learning Studios Division)  
2 Innovation Village, Cheetah Road  
Coventry, CV12TL  
Tel. +44- 02476525550  
Email: pete@e-learningstudios.com  
Website: www.e-learningstudios.com

**WWW.**

[www.e-learningstudios.com/](http://www.e-learningstudios.com/) – <http://digital.warwick.ac.uk/> – [www.seriousgamesinstitute.co.uk/](http://www.seriousgamesinstitute.co.uk/)  
[www.daden.co.uk/](http://www.daden.co.uk/) – [www.jisc.ac.uk/](http://www.jisc.ac.uk/) – [www.skillsforaccess.org.uk](http://www.skillsforaccess.org.uk)  
[www.elearningeuropa.info](http://www.elearningeuropa.info) – [www.wiziq.com/](http://www.wiziq.com/) – [www.zunal.com](http://www.zunal.com)



## DEVELOPING ENTREPRENEURSHIP

# Entrepreneurial learning and enterprise education: tried and tested initiatives

Group No: 79

Round 1

Type of visit:  
Mixed18/10/2011-21/10/2011  
Brussels, 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 started to run its first project to promote entrepreneurship among young people in schools. Since then several new (international) projects, initiatives and competitions were 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;
- teaching methods, instruments and material;
- e-support for teachers and schools;
- practical examples of good practice;
- the action plan for entrepreneurial education in Flanders;
- the 'entrepreneurial class week' in all schools in Flanders;
- the outcome of international projects about promoting entrepreneurship.

## HOW?

Participants will:

- meet teachers and people responsible for education projects to promote entrepreneurship;
- meet pupils participating in projects and see good practices;
- exchange ideas and experiences;
- visit secondary schools.

## 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 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 de ondernemersgeest dient reeds te gebeuren op school. Reeds in 2002 startte DBO met haar 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) ondernemerschapsprojecten, competities en wedstrijden voor secundaire scholen. Tijdens dit bezoek willen we graag onze ervaringen en goede praktijkvoorbeelden delen.

## Organiser(s):

**SCHRAM Paul**

Departement Onderwijs en Vorming

Dienst Beroepsopleiding

Koning Albert II-laan 15

Brussels, 1210

Tel. +32-2 553 88 96

Fax +32-2 553 88 45

Email: paul.schram@ond.vlaanderen.be

Website: www.ond.vlaanderen.be/dbo

## WWW.

[www.lerenenwerken-dbo.be/](http://www.lerenenwerken-dbo.be/) – [www.omoo.be/](http://www.omoo.be/) – [www.competento.be/](http://www.competento.be/)  
<http://ece.euproject.org/> – <http://ond.vlaanderen.be/dbo/projecten/rys/ryssite/>  
<http://europapreneur.info/>  
<http://publiek.syntra.be/websites/europeseprojecten/SEET/default.aspx>

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Outdoor classrooms – Using the environment to inspire learning

Group No: 80

Round 1

Type of visit:  
General education5/9/2011-9/9/2011  
Penzance, England,  
United KingdomWorking language:  
EnglishNumber of places: 16  
Minimum required: 8

Keywords:

- curriculum
- school environment
- sustainable development

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The UK's sustainable schools framework provides multiple opportunities for outdoor learning vital for delivering relevant education for a sustainable future. This is especially pertinent in Penwith with its social deprivation challenges. Located in the heart of Penwith's UNESCO world heritage mining area of St Just, Carnyorth Environmental Education Centre has won national recognition for its work in schools and communities. Part of Cornwall council, Carnyorth specialises in using the outdoors to empower children to become advocates for a sustainable future. We welcome the opportunity both to share our passion, experience and expertise, and to explore best practice from across Europe.

**WHAT?**

Participants will learn about:

- the national framework for sustainable schools;
- using the outdoors to empower learning and meet curriculum targets;
- innovative school, farm, business and community responses to peak oil and climate change;
- green tourism and its potential as an educational tool for sustainable development;
- successfully and powerfully establishing an eco-school.

**HOW?**

Participants will:

- participate in exciting cross curricular environmental activities;
- share experiences in environmental and outdoor learning;
- meet environmental educators and teachers involved in education for sustainable development;
- observe community projects addressing sustainable development;
- visit local award-winning schools and businesses promoting active citizenship and education for sustainable development.

**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.

**Organiser(s):****KNIGHT David**

Carnyorth Environmental Education  
Centre  
St Just  
Penzance, TR19 7QD  
Tel. +44- 17 36 78 63 44  
Fax +44- 17 36 78 63 44  
Email: carnyorth@cornwall.gov.uk  
Website: www.cornwall.gov.uk

**WWW.**

[www.eco-schools.org.uk](http://www.eco-schools.org.uk) – [www.cornwall.gov.uk/default.aspx?page=8864](http://www.cornwall.gov.uk/default.aspx?page=8864)

[www.cornwall.gov.uk/default.aspx?page=8897](http://www.cornwall.gov.uk/default.aspx?page=8897)

[www.edenproject.com/](http://www.edenproject.com/) – [www.plan-itearth.org.uk/index.php/](http://www.plan-itearth.org.uk/index.php/)

[www.teachernet.gov.uk/sustainableschools/framework/framework\\_detail.cfm?id=1](http://www.teachernet.gov.uk/sustainableschools/framework/framework_detail.cfm?id=1)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Innovative approaches to reinforcing respect for the environment

Group No: 81

Round 1

Type of visit:  
Mixed26/9/2011-30/9/2011  
Corinth, GreeceWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- innovative approaches
- lifelong learning programme
- social and civic competences

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system.

**WHY?**

Environmental education has been embedded in the Greek school curriculum so new strategies and approaches to environmental education are implemented in schools successfully. From early age, young people are involved in innovative approaches that ensure personalised learning, critical thinking, learning autonomy and active citizenship. Corinth is a good example of successful practices and policies for environmental protection.

**WHAT?**

Participants will learn about:

- innovative practices, methods and tools for environmental education;
- the educational value of learning out of the classroom;
- using the environment to enrich learning;
- existing networks that promote environmental education;
- the role of NGOs in raising awareness about environmental and humanitarian issues;
- the connection between schools, NGOs and the authorities.

**HOW?**

Participants will:

- attend presentations on environmental education;
- meet educators and policy-makers;
- participate in workshops;
- visit forests, national parks and places of cultural interest;
- build contacts for future networking.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Καθώς η κακοποίηση του περιβάλλοντος παγκοσμίως, έχει επηρεάσει σημαντικά την ποιότητα της ζωής μας, είναι επιτακτική η ανάγκη λήψης μέτρων για τη βελτίωση των συνθηκών που έχουν δημιουργηθεί από την κακοποίηση αυτή. Η Περιβαλλοντική Εκπαίδευση έχει ενσωματωθεί στο αναλυτικό σχολικό Πρόγραμμα, ώστε να εφαρμοστούν στο σχολικό περιβάλλον νέες στρατηγικές και προσεγγίσεις. Οι νέοι από την πολύ μικρή ηλικία εμπλέκονται σε καινοτόμες προσεγγίσεις που εξασφαλίζουν εξατομικευμένη μάθηση, κριτική σκέψη και ενεργή συμμετοχή σε δημοκρατικές διαδικασίες. Ο τόπος που επελέγη για την Επίσκεψη Μελέτης αποτελεί καλό παράδειγμα αποτελεσματικών πρακτικών που εφαρμόζονται για την προστασία του Περιβάλλοντος.

**Organiser(s):****KARNAVAS Konstantinos**

IKY

1 Makri St. & Dion. Areopagitou  
Athens, 11742

Tel. +30- 2103726317

Email: [kkarnavas@iky.gr](mailto:kkarnavas@iky.gr)Website: [www.iky.gr](http://www.iky.gr)**WWW.**[www.eepf.gr/](http://www.eepf.gr/) – [www.fee-international.org/en](http://www.fee-international.org/en)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Climate change and climate protection. What is it all about?

Group No: **82**Round **1**Type of visit:  
**General education**
**3/10/2011-7/10/2011**  
**Mallnitz, Nationalpark Hohe**  
**Tauern, Austria**
Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **extra-curricular activities**
- **sustainable development**
- **teachers' and trainers' qualifications**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

This study visit will focus on the importance of young people learning about climate change and climate protection because climate change is a global issue affecting all countries. The BIOS national park centre is located in the national park 'Hohe Tauern' in the Austrian Alps. The centre promotes educational programmes for schools and adults about climate change and protection. Specialists in botany, fauna, water, culture and geology provide a new understanding from a different perspective.

The host institution (Ökolog Carinthia) is responsible for school development in environmental education and supports the Ökolog schools in Carinthia in their environmental project work. Ökolog Carinthia offers diversified training for students and teachers at the pedagogical institution.

**WHAT?**

Participants will learn about:

- environmental education policies and strategies, their strengths and weaknesses;
- role of out-of-classroom learning;
- current approaches and examples for climate change and their effect;
- implementing climate projects;
- the importance of acting against global warming;
- the history of the Alps and the changes in vegetation;
- the Austrian network Ökolog and Ökolog schools.

**HOW?**

Participants will:

- attend workshops and presentations by experts;
- visit a secondary school and informal education providers;
- meet experts on climate change.

**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.

**Organiser(s):**

**SPITZER Helga**  
 ÖKOLOG Carinthia  
 Dr. Arthur-Lemisch Platz 1  
 Spittal/Drau, 9800  
 Tel. +43-4762 25 94 13  
 Fax +43-4762 25 94 14  
 Email: spitzer.helga@aon.at  
 Website: www.umweltbildung.at

**WWW.**
[http://ec.europa.eu/dgs/clima/mission/index\\_en.htm](http://ec.europa.eu/dgs/clima/mission/index_en.htm) – [www.bios-hohetauern.at/](http://www.bios-hohetauern.at/)

## ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

# Retisser le lien social par la formation avec les habitants des quartiers

Numéro de groupe: **83**

Phase **1**

Type de visite:  
**Mixte**

**5/10/2011-7/10/2011**  
**Paris, France**

Langue de travail:  
**Français**

Nombre de places: **12**  
Minimum requis: **8**

Mots clés:

- **formation des adultes**
- **insertion sociale**
- **volontariat**

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Parce qu'elles refusent les logiques défaitistes et assistantielles, les régies de quartiers ont développé leur projet de lien social dans les quartiers populaires frappés par le chômage, la dégradation urbaine et les phénomènes d'isolement.

Alliant bénévolat et activité salariée, les régies ont développé une formation interne innovante qui se déroule dans ces quartiers, valorisant la richesse de ses habitants, dans une logique citoyenne et participative. Le site d'accueil retenu a souvent accueilli cette formation.

L'Association européenne des réseaux et régies de quartier (AERDQ) a pour objectif principal de «comparer et échanger les bonnes pratiques des uns et des autres». Les «Rencontres Acteurs» peuvent être transférables dans l'une ou l'autre des régions d'Europe car elles ont un déroulement simple et facilement adaptable à chacune des 140 régies de France.

## QUOI?

Le participant découvrira:

- comment mobiliser les habitants d'un quartier;
- comment, à travers un dispositif collectif appelé «la rencontre acteurs», faire émerger le projet personnel de chacun;
- comment renforcer le rôle d'acteur de chacun dans la régie, dans le quartier.

## COMMENT?

Le participant :

- entendra le témoignage d'habitants (salariés et bénévoles) qui ont vécu la formation et échangera avec eux;
- visitera trois régies qui ont accueilli la formation pour observer et comprendre l'organisation de cette formation;
- débattrà avec tous les participants de l'intérêt et des possibilités de transfert possibles dans son propre environnement professionnel.

## POUR QUI?

- 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.

## Organisateur(s):

**THIMONIER Liliane**

AERDQ (Association Européenne des Réseaux et Régies de quartier)

9, rue d'Alsace

Villeurbanne, 69100

Tel. +33 478 68 83 97

Email: l.thim@neuf.fr

**WWW.**

[www.aerdq.org/](http://www.aerdq.org/) – [www.cnlrq.org/](http://www.cnlrq.org/)

[www.cnlrq.org/div.php?id\\_cat=cat\\_form&id\\_page=form\\_actions&id\\_sub\\_page=form\\_actions\\_racteurs](http://www.cnlrq.org/div.php?id_cat=cat_form&id_page=form_actions&id_sub_page=form_actions_racteurs) – [www.flw.be/](http://www.flw.be/)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# The theory and practice of active inclusion in general and minority education

Group No: **84**Round **1**Type of visit:  
**General education****10/10/2011-14/10/2011**  
**Eger, Hungary**Working language:  
**English**Number of places: **15**  
Minimum required: **5**

Keywords:

- **migrants and minorities**
- **social and civic competences**
- **social inclusion**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Active participation and active inclusion receives high priority in EU strategies. Improving active citizenship and promoting alternative education methods among minorities are central research areas at the Eszterházy Károly College (EKF). The study visit will focus on the importance of participation of young people, including minorities in decision-making processes at all levels. The visit intends to analyse how representatives of civil organisations, teachers and educational experts work on projects aiming at reconnecting the civil society to government bodies and strengthening the importance of active citizenship in general and minority education.

**WHAT?**

Participants will learn about:

- work of local municipalities regarding education;
- active inclusion in local decision-making systems;
- how active participation helps to improve democracy in Eger;
- current research of EKF and special research institutions;
- new practices of engaging young people and minorities through education;
- the effect of minority research on improving the integration process.

**HOW?**

Participants will:

- visit education institutions experienced in involving young people in decision-making;
- meet local authorities, committed experts and decision-makers dealing with active inclusion of minority students;
- attend workshops and presentations from decision-makers, practitioners and researchers;
- visit local municipalities and get acquainted with methods on how to integrate minority students into the community.

**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:**

Az EKF Politológia tanszék által szervezett szakértői tanulmányúton bemutatjuk az aktív állampolgárság kérdésének legújabb kutatási eredményeit és teret biztosítunk a megvitátásukra. A résztvevők bepillantást nyernek az egri és más települések önkormányzatai által szervezett programokba, amelyek a fiatalok és a roma kisebbség aktív állampolgári és civil kompetenciáinak megerősítését célozzák. A tanulmányút során a látogatók megvizsgálhatják mind a magyar többségi társadalom, mind a roma kisebbség oktatásának fejlesztésével foglalkozó szervezetek projektjeit. A vendégek találkoznak tanárokkal, diákokkal, szakértőkkel és az aktív részvétellel foglalkozó közpolitikai szereplőkkel.

**Organiser(s):**

**GERGELY Guszmann**  
Eszterházy Károly College (EKF)  
Eszterházy tér 1  
Eger, 3300  
Tel. 0036-36- 52 04 35  
Fax 0036-36- 52 34 61  
Email: politologia@ektf.hu  
Website: http://politologia.ektf.hu/

**WWW.**  
**www.ektf.hu**

## ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

# Les compétences de citoyenneté dans l'Europe de la connaissance

Numéro de groupe: **85**

Phase **1**

Type de visite:  
**Enseignement général**

**17/10/2011-20/10/2011**  
**Ravanusa, Agrigento, Italie**

Langue de travail:  
**Français**

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

Mots clés:

- **compétences clés**
- **direction et gestion**
- **insertion sociale**

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

La citoyenneté active, les droits de l'homme et l'apprentissage tout au long de la vie contribuent à la réussite éducative et deviennent des outils stratégiques pour remédier à la marginalité du territoire par la coopération européenne, les échanges et la communication qu'ils impliquent.

Le thème choisi est important en Sicile car il rend possible, sur le territoire, la mise en oeuvre de la Stratégie de Lisbonne 2020.

Actif dans ce domaine depuis 1998, l'institut A.Manconi de Ravanusa a favorisé la valorisation de la dimension européenne de l'éducation. Pour cela, l'école A.Manconi a reçu le «Label européen de qualité» décerné par l'agence nationale italienne du programme pour l'éducation et la formation tout au long de la vie (EFTLV) et le prix Europa dell'Istruzione décerné par le ministère de l'Éducation nationale.

## QUOI?

Le participant découvrira:

- comment les acteurs de l'apprentissage deviennent conscients de leurs racines historiques et du devoir de mettre en place des données communes en vue d'actions futures;
- comment améliorer les principes et les outils de l'éducation sur le territoire;
- comment construire des relations visant à la coopération et au soutien des projets scolaires et de la formation professionnelle.

## COMMENT?

Le participant:

- partagera des activités d'apprentissage dans le domaine des compétences transversales;
- rencontrera différents acteurs dans le cadre d'une formation intégrée;
- visitera des centres scolaires et de formation professionnelle.

## POUR QUI?

- 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,
- 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:

Con la Visita di Studio si intende proporre un'opportunità di confronto e riflessione sia per sostenere le politiche europee nel campo dell'istruzione e della formazione professionale e gli obiettivi della Strategia di Lisbona 2020 sia per condividere, pur nella specificità dei diversi sistemi scolastici e professionali, un quadro di interventi capaci di facilitare i percorsi di apprendimento permanente e l'acquisizione di competenze decisive nella nuova Europa della conoscenza. La Visita di Studio vedrà perciò diversi attori coinvolti (docenti ed educatori, figure professionali diversificate) perché possa essere agita nell'ambito di una formazione integrata. Sono previsti anche la Visita guidata alla Valle dei Templi di Agrigento e l'incontro con alcuni rappresentanti delle istituzioni.

## WWW.

[www.icmanzoni.it](http://www.icmanzoni.it) – [www.strategiadilisbonalazio.it/](http://www.strategiadilisbonalazio.it/) – [www.politichecomunitarie.it/](http://www.politichecomunitarie.it/)  
[www.euroistruzione.it/](http://www.euroistruzione.it/) – [www.mastereuromed.eu/](http://www.mastereuromed.eu/) – [www.spazio22.eu/](http://www.spazio22.eu/)  
[www.parlamentodellalegalita.com/](http://www.parlamentodellalegalita.com/)

## Organisateur(s):

**PROVENZANO Francesco**  
Istituto Comprensivo "A. Manzoni"  
Via Tintoria, 1  
Ravanusa, Agrigento, 92029  
Tel. +39-0922 87 55 24  
Fax +39-0922 87 55 24  
Email: francesco.52@alice.it  
Website: www.icmanzoni.it



## ERZIEHUNG ZUR AKTIVEN BÜRGERSCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG

# Europakompetenz in der Frühpädagogik

Gruppennummer: **86**Antragsrunde **1**Art des Besuches:  
**Gemischt****17/10/2011-21/10/2011**  
**Aurich, Deutschland**Arbeitsprache:  
**Deutsch**Anzahl der Teilnehmerplätze: **15**  
Erforderliche Mindestanzahl: **7**

Schlüsselwörter:

- **interkulturelle Bildung**
- **Kulturbewusstsein und kulturelle Ausdrucksfähigkeit**
- **Soziale Kompetenz und Bürgerkompetenz**

**THEMENBEREICHE:**

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

**WARUM?**

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.

**WAS?**

Die Teilnehmer werden Folgendes lernen:

- innovative Ansätze und Methoden zur Stärkung von Kulturbewusstsein, interkultureller Kompetenz und Bürgerkompetenz für Kinder zwischen drei und sieben Jahren;
- wie man vorschulische Einrichtungen zum Bereich des lebenslangen Lernens beraten kann;
- Empfehlungen für eine „Europakompetenz in der Frühpädagogik“ zu entwickeln.

**WIE?**

Die Teilnehmer werden:

- Initiativen kennenlernen, die die europaweite Vernetzung von Frühpädagogen unterstützen;
- vorschulische Einrichtungen mit europäischen Projekten besuchen und ihre Arbeit beobachten;
- Methoden praktisch erproben und auf ihre Kompatibilität für den frühpädagogischen Bereich hin untersuchen.

**WER?**

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Schulleiter, Lehreraus- und -fortbilder,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden,
- Forscher.

**Organisator(en):****SEINEN-SCHATZ Ulrike**

Europahaus Aurich,  
Deutsch-Niederländische  
Heimvolkhochschule e.V.  
Von-Jhering-Str. 33  
Aurich, 26603  
Tel. +49 49 41 95 27 20  
Fax +49 49 41 95 27 27  
Email: seinen-schatz@europahaus-  
aurich.de  
Website: www.europahaus-aurich.de

**WWW.**

[www.europakinder.org/](http://www.europakinder.org/) – [www.verlagdasnetz.de/](http://www.verlagdasnetz.de/) – [www.childrenineurope.org/](http://www.childrenineurope.org/)  
[www.xn--kindergartenpdagogik-nzb.de/46.html](http://www.xn--kindergartenpdagogik-nzb.de/46.html) – [www.decet.org/](http://www.decet.org/)  
[www.kinderwelten.net/](http://www.kinderwelten.net/)



## ERZIEHUNG ZUR AKTIVEN BÜRGERSCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG

# Handeln für Andere – Schlüsselkompetenzen stärken

Gruppennummer: 87

Antragsrunde 1

Art des Besuches:  
**Gemischt**17/10/2011-21/10/2011  
**Krzyżowa, Polen**Arbeitsprache:  
**Deutsch**Anzahl der Teilnehmerplätze: 15  
Erforderliche Mindestanzahl: 7

Schlüsselwörter:

- **interkulturelle Bildung**
- **Kulturbewusstsein und kulturelle Ausdrucksfähigkeit**
- **Schlüsselkompetenzen**

**THEMENBEREICHE:**

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

**WARUM?**

2011 ist Europäisches Jahr der Freiwilligentätigkeit zur Förderung der aktiven Bürgerschaft. Bereits 1990 ging am historischen Ort Kreisau aus einer internationalen Bürgerinitiative die Stiftung Kreisau für Europäische Verständigung hervor, welche im Bereich internationaler Bildungs- und Begegnungsarbeit tätig und Einsatz- sowie Entsendestelle für verschiedene Formen von Freiwilligendiensten ist.

Mit dem Studienbesuch möchten wir bewährte Konzepte und Erfahrungswerte aus der Bildungsarbeit sowie dem Bereich der Förderung von Schlüsselkompetenzen weitergeben und darüber mit den Teilnehmenden in einen Austausch kommen.

**WAS?**

Die Teilnehmer werden Folgendes lernen:

- Kontaktaufnahme mit Kollegen, Institutionen und Organisationen, die Interesse an der Durchführung gemeinsamer Projekte haben;
- Erfahrungsaustausch und Kennenlernen beispielhafter Projekte sowie der unterschiedlichen Bildungssysteme in Polen und den Ländern, aus denen die Teilnehmer kommen;
- Kennenlernen von Methoden zur Durchführung von Projekten zum Thema Freiwilligendienste oder solchen, an denen Freiwillige teilnehmen;
- Versuch neue Entwicklungsrichtungen für den Freiwilligendienst – u.a. Schlüsselkompetenzen – zu finden;
- Inspiration für Projekte und Unterstützung von Partnerschaften.

**WIE?**

Die Teilnehmer werden:

- in Form von Kleingruppen- und Plenumsdiskussionen, Präsentationen, Exkursionen sowie einer Reihe praktischer Übungen die einzelnen Programmpunkte kennenlernen;
- einen grundlegenden Erfahrungsaustausch dabei haben;
- gebeten Informationsmaterial über ihre Berufsschule oder Organisation sowie Informationen über das Bildungssystem ihres Landes und ggf. geplante Projekte mitzubringen.

**WER?**

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

**KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:**

Wizyta skierowana jest do specjalistów w dziedzinie kształcenia i szkolenia zawodowego oraz decydentów politycznych.

Podczas wizyty uczestnicy otrzymają praktyczne wskazówki dotyczące przygotowania i przebiegu projektów, których celem jest rozwój wolontariatu i działalności na rzecz innych oraz przedstawienie, w jaki sposób realizacja takich projektów prowadzi do rozwoju kompetencji kluczowych.

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.

**Organisator(en):**

**KRETSCHMANN Monika**  
Fundacja «Krzyżowa»  
Krzyżowa 7  
Grodziszczce, 58-112  
Tel. +48-74 850 03 08  
Fax +48-74 850 03 05  
Email: monika@krzyzowa.org.pl  
Website: www.krzyzowa.org.pl

**WWW.**

[www.krzyzowa.org.pl](http://www.krzyzowa.org.pl) – [www.um.swidnica.pl](http://www.um.swidnica.pl) – [www.powiat.swidnica.pl](http://www.powiat.swidnica.pl)  
[www.gmina.swidnica.pl](http://www.gmina.swidnica.pl)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Higher education for sustainable development: guiding principles and good practices

Group No: **88**Round **1**Type of visit:  
**Mixed****24/10/2011-28/10/2011**  
**Leuven, Belgium**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **curriculum**
- **key competences**
- **sustainable development**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The purpose of sustainable higher education is to prepare today's students (tomorrow's decision-makers) to the complex challenges of the future. Visions of how this process should be realised are very diverse, going from simply adding the theme to the curriculum to a complete transition.

Leuven was also one of the first cities in Belgium to create a local network for sustainable development (local Agenda 21), in which Leuven University College was one of the founders. Leuven University College provides professional bachelor programmes in health and technology, business studies, teacher training and social work. It was the first in Belgium to obtain a sustainability certificate (AISHE – DHO Nederland) for all its bachelor programmes. It was also the first to define a model with implementation strategies and guiding principles for sustainability in higher education, with particular attention to education, research, outreach and operations.

**WHAT?**

Participants will learn about:

- integrating competences for sustainability in higher education, using the whole school approach;
- the contribution of higher education to solving local and regional sustainability challenges;
- models and instruments for integrating sustainability in higher education and instruments and indicators to measure it;
- initiatives to integrate sustainability in competences and curriculum.

**HOW?**

Participants will:

- participate in creative workshops;
- visit projects on cooperation between higher education and the community;
- gain experience of integrating sustainability in competences and curriculum;
- use models, instruments and indicators they can apply at their home university.

**WHOM?**

- Head teachers, teacher trainers,
- representatives of education and training networks and associations,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

De integratie van duurzame ontwikkeling in het hoger onderwijs zorgt voor heel wat discussie. "Duurzaam hoger onderwijs" heeft tot doel om de studenten van vandaag – de beleidsmakers van morgen – voor te bereiden op de uitdagingen van de toekomst, gekenmerkt door een complexe verwevenheid van economische, ecologische en sociale aspecten. Over de manier waarop dit moet gebeuren bestaan verschillende meningen, gaande van een graduele aanpassing tot een radicale transitie van het onderwijsproces. Tijdens deze study visit worden de mogelijkheden besproken aan de hand van goede praktijkvoorbeelden, modellen, instrumenten en indicatoren om duurzame ontwikkeling te integreren in het hoger onderwijs.

**Organiser(s):**

**LAMBRECHTS Wim**  
KHLeuven - Leuven University College  
Abdij van Park 9  
Leuven, 3001  
Tel. +32-475 70 97 43  
Fax +32-16 37 57 99  
Email: wim.lambrechts@khleuven.be  
Website: www.khleuven.be

**WWW.**[www.khleuven.be/sustainability/](http://www.khleuven.be/sustainability/)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Improving quality of education

Group No: **89**Round **1**Type of visit:  
**Mixed****24/10/2011-28/10/2011**  
**Daugavpils, Latvia**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **school environment**
- **social and civic competences**
- **sustainable development**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Sustainability is set up as one of the most important criteria for State development in Latvia. Since 2009 the Daugavpils State gymnasium is a Unesco associated school working on implementation of sustainability in educational programmes (educational content) and the school environment. Formal, non-formal and informal education at school create the ideal background for reaching this goal. Teachers develop their own materials (hand-outs, content planning, etc.) in different subjects and class lessons for speaking about social, environmental and economical aspects of sustainability. The school offers different activities to solve the problem of social rejection/inclusion. Teaching and learning methods focus on developing research skills, social and civic competences in different subjects.

**WHAT?**

Participants will learn about:

- implementation of sustainability in educational programmes and curriculum in different schools and in teacher education programmes;
- methods and tools used in students' research and thinking skills development;
- new approaches to use CLIL;
- compilation of formal, non-formal and informal education at school.

**HOW?**

Participants will:

- visit different educational establishments (kindergarten, basic school, secondary school, university, Institute of Sustainable Education in Daugavpils);
- observe lessons;
- meet students and teachers that have gone through non-formal and informal learning/teaching methods;
- meet education policy-makers in Latvia.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Ilgspējības principu ieviešana izglītības programmās, mācību saturā un skolas vidē ir viena no Daugavpils Valsts ģimnazijas attīstības pamatnostādņem. Tā tiek īstenota, īpašu uzmanību pievēršot audzēkņu domāšanas un pētniecisko prasmi attīstīšanai. Integrējot formālās un neformālās izglītības elementus mācību procesā (akcentējot skolēnu zinātniski pētniecisko darbību, vietēja mēroga un starptautisko skolu un nvo projektu pieredzi) būtiski izdodas uzlabot mācību kvalitāti un apgūt nepieciešamās dzīves prasmes. Ģimnazijas kolektīvs darbojas arī UNESCO Asociēto skolu projektā „Ilgspējības principu ieviešana mācību procesā”. Minētās aktivitātes un sadarbība ar Daugavpils universitātes Ilgspējīgas izglītības institūtu apliecina skolas praktisko pieredzi.

**Organiser(s):****MALNACE Renate**

Daugavpils State Gymnasium

Cietoksna iela 33

Daugavpils, Latvia LV-5401

Tel. +371 65 42 16 33

Fax +371 65 42 12 16

Email: [renate.malnace@gmail.com](mailto:renate.malnace@gmail.com)Website: [www.daugrc.edu.lv](http://www.daugrc.edu.lv)**WWW.****[www.daugrc.edu.lv](http://www.daugrc.edu.lv) – [www.du.lv](http://www.du.lv) – [www.unesco.lv](http://www.unesco.lv)**

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Developing key competences through active citizenship and volunteering

Group No: 90

Round 1

Type of visit:  
Mixed7/11/2011-11/11/2011  
Istanbul, TurkeyWorking language:  
EnglishNumber of places: 18  
Minimum required: 5

Keywords:

- learning to learn
- social and civic competences

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The 2011 European year of voluntary activities promoting active citizenship aims to encourage and support educational efforts of the EU, Member States, and local and regional authorities to create conditions conducive to volunteering in Europe. Exchanges of experiences and examples of good practices between EU countries and Turkey are also vital. Local and regional authorities, for years have given priority to these areas. Parents, local authorities, social institutions, civil society (NGOs), vocational organisations, schools, universities, municipalities in teaching/learning are influenced by different perspectives, positively or negatively; volunteering is very important. For example in the Eyup district, volunteers create amateur art to improve the environment. Every school in Turkey has parental associations where parents and teachers work together to educate their children.

**WHAT?**

Participants will learn about:

- training policy of the region for active citizenship and sustainable development;
- social cooperation for a better place to live;
- volunteering activities of municipalities and other local authorities.

**HOW?**

Participants will:

- visit two universities (Haliç University, Kadir Has University) and their student clubs working voluntarily for the city, two vocational schools (Haydar Akçelik vocational high school for girls and Alibeyköy vocational technical high school), NGOs, vocational institutions (İSMEK and İŞKUR) and three private institutions;
- observe teachers' work in the classroom and parental associations.

**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,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

2011 yılının "Avrupa Gönüllülük Yılı" olmasından dolayı, bu organizasyona ev sahipliği için büyük potansiyeli olan Eyüp İlçe Millî Eğitim Müdürlüğü, bu girişimi çok önemsemektedir. Yüksek nüfus yoğunluğuna rağmen, bölgede Avrupa Birliği Hayat Boyu Öğrenme Programlarına katılım az sayıdadır. Ancak AB proje çalışmaları ve AB konusundaki farkındalık zamanla artmaktadır.

**Organiser(s):****ERDOGAN Gusamettin**National Education Local Authority of  
Eyup CountyFahri Koruturk Road, Dıpcik street  
Istanbul, 34050

Tel. +90 212 4972727

Fax +90 212 4972727

Email: gusamettinerdogan@gmail.com

Website: <http://eyup.meb.gov.tr>**WWW.**

<http://eyup.meb.gov.tr/> – <http://istanbul.meb.gov.tr/> – <http://istanbul.gov.tr/>  
[www.eyup.bel.tr/](http://www.eyup.bel.tr/) – [www.halic.edu.tr/](http://www.halic.edu.tr/) – <http://ismek.ibb.gov.tr/portal/default.asp>  
[www.khas.edu.tr/](http://www.khas.edu.tr/) – [www.iskur.gov.tr/](http://www.iskur.gov.tr/)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Education for sustainable development in Flemish schools

Group No: 91

Round 1

Type of visit:  
**General education****21/11/2011-25/11/2011**  
**Brussels, Belgium**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **school environment**
- **sustainable development**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

In the 21st century, the world faces substantial challenges. These environmental, social and economic challenges are highly interconnected and have demonstrated the need for viable, long-term solutions. European citizens should be equipped with the knowledge, skills and attitudes, necessary to understand the complex reality and take informed decisions. Education for sustainable development (ESD) prepares people for change and provides them with these competences. In Flanders, ESD is now high on the agenda. School principals, teachers and pedagogical advisors are looking for innovative and active means to implement ESD. There are some good examples of practice such as the MOS project (environmental education at school, broadened by economic and social aspects).

**WHAT?**

Participants will learn about:

- recent ESD policy in Flanders;
- ESD experiences at Flemish primary and secondary schools;
- good practices and innovative approaches at school;
- ESD in a specific VET context;
- ESD in higher education.

**HOW?**

Participants will:

- visit the Department of Education and Training, schools and organisations;
- hear various opinions, analyse these and discuss;
- have discussions with civil servants, experts, heads of institutions and teachers.

**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:**

Rond Educatie voor Duurzame Ontwikkeling is al heel wat gezegd en geschreven, maar vaak blijft het thema nogal vaag. We willen het beleid rond EDO zoals dat in Vlaanderen gestalte krijgt, verduidelijken. Daarnaast willen we een aantal onderwijsinstellingen bezoeken waar EDO in de praktijk wordt gebracht. Dat gebeuren vanuit verschillende invalshoeken (milieupijler, de economische of sociale pijler). De uitdagingen en moeilijkheden hierbij zullen niet uit de weg gegaan worden.

**Organiser(s):****MARES Nina**

Department of Education and Training  
Koning Albert II-laan 15  
Brussels, 1210  
Tel. +32- 25 53 98 64  
Fax +32- 25 53 96 40  
Email: [nina.mares@ond.vlaanderen.be](mailto:nina.mares@ond.vlaanderen.be)  
Website: [www.ond.vlaanderen.be/](http://www.ond.vlaanderen.be/)  
English/

**WWW.**[www.ond.vlaanderen.be/English/](http://www.ond.vlaanderen.be/English/)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Education - Participation - Citizenship

Group No: **92**Round **1**Type of visit:  
**Mixed****23/1/2012-27/1/2012**  
**Rotterdam, the Netherlands**Working language:  
**English**Number 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 the 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 a 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 school and experts;
- meet representatives of NEAC (network of European active citizens);
- have a lecture from higher education perspective (the University of Rotterdam or the Hogeschool van Amsterdam);
- attend round tables.

**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.

**Organiser(s):****SMIT Frank**

European Platform

Kenemmerplein 16

Haarlem, 2011 MJ

Tel. +31- 235 53 11 50

Fax +31- 235 42 71 74

Email: [smit@epf.nl](mailto:smit@epf.nl)Website: [www.europeesplatform.nl](http://www.europeesplatform.nl)**WWW.**[www.neac2.eu](http://www.neac2.eu)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Learning from nature: effective learning for sustainability and citizenship

Group No: **93**Round **1**Type of visit:  
**General education****30/1/2012-3/2/2012**  
**Dorking, England,**  
**United Kingdom**Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **innovative approaches**
- **social and civic competences**
- **sustainable development**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

There is no doubt that the way we live is unsustainable. Governments are responding, but there is still limited good practice. A report in the UK found pockets of excellence but this was dependent on enthusiastic teachers rather than well-planned and well-supported programmes.

A report by Futerra highlighted that too many negative environmental campaigns are not creating urgency for change; we need a more positive vision of a sustainable future that people want to engage in. Based on the experience of two EU school projects, 'Learning from nature' will explore new educational approaches developed in the UK that address sustainability and citizenship. Both research and experience show that approaches based on firsthand experience in the natural environment provide ideal starting points to explore wider issues.

**WHAT?**

Participants will learn about:

- a range of new approaches and tools for learning for sustainable development;
- effective methods to learning through the outdoor classroom;
- how to create a more exciting and attractive approach to sustainability that encourages active citizenship.

**HOW?**

Participants will:

- observe learning in action and talk to practitioners;
- attend workshops delivered by key speakers;
- reflect and review what good practice can be transferred to participants' own 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.

**Organiser(s):****DAWSON Richard**Field Studies Council (EE) Head Office  
Preston Montford Lane, Montford  
Bridge

Shrewsbury, SY4 1HW

Tel. +44- 17 43 85 21 26

Fax +44- 17 43 85 21 01

Email: [global@field-studies-council.org](mailto:global@field-studies-council.org)Website: [www.field-studies-council.org](http://www.field-studies-council.org)**WWW.**[www.field-studies-council.org/](http://www.field-studies-council.org/) – [www.lotc.org.uk/](http://www.lotc.org.uk/)[www.yorkshireandhumber.net/esd/index.php](http://www.yorkshireandhumber.net/esd/index.php)[www.ellenmacarthurfoundation.org/](http://www.ellenmacarthurfoundation.org/)[www.teachernet.gov.uk/sustainableschools/](http://www.teachernet.gov.uk/sustainableschools/)



## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Project-based learning in an open and flexible structure

Group No: **94**Round **1**Type of visit:  
**General education****26/9/2011-30/9/2011**  
**Nykøbing Falster, Denmark**Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **innovative approaches**
- **learning to learn**
- **social and civic competences**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Cross-curricular problem-based project learning has become a special and compulsory subject in Danish general upper secondary education. This method stimulates motivation, engagement, personal involvement, cooperation and responsibility in groups of students from varied backgrounds, including students from non-academic backgrounds. Inductive teaching is a tool for motivation and increases interest for learning theories and concept. Our school is situated in a rural area 135 km south of Copenhagen with high rates of unemployment and socio-economic problems. We wish to show and discuss prospects and challenges.

**WHAT?**

Participants will learn about:

- organisation and development of cross-curricular problem-based project learning;
- development of flexible programmes;
- a new teaching culture characterised by listening, support, guidance and coaching;
- new approaches to students from non-academic backgrounds;
- awareness of students' individual and special needs;
- tutoring with the double purpose of helping students to improve and prevent dropout.

**HOW?**

Participants will:

- visit local lower secondary schools and a counselling centre for youth education;
- follow projects during the week (almost all classes will be doing cross-curricular problem-based projects ending with presentations);
- meet students, teachers and local politicians;
- take part in group debates.

**WHOM?**

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

**Organiser(s):**

**BANDAK Merete**  
Nykøbing Katedralskole  
P.M. Møllersvej 3  
Nykøbing F, 4800  
Tel. +45 54 84 90 00  
Fax +45 54 85 07 51  
Email: me@nykat-gym.dk  
Website: www.nykat-gym.dk

**WWW.**

[www.eng.uvm.dk](http://www.eng.uvm.dk)  
[www.nykat-gym.dk](http://www.nykat-gym.dk)  
[www.nykat-gym.dk/default.asp?lan=239](http://www.nykat-gym.dk/default.asp?lan=239)



## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Soft skills in everyday life or how to develop key competences

Group No: 95

Round 1

Type of visit:  
**Mixed****3/10/2011-7/10/2011**  
**Ostrava, Czech Republic**Working language:  
**English**Number of places: **16**  
Minimum required: **7****CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Today economies require a flexible, employable workforce, able to cope with rapid changes in the labour market. Employers' demands show that besides knowledge and professional skills, soft skills (or key competences) are essential for work performance. Skills such as effective communication, flexibility, independence, decisiveness and cooperation are indispensable for the workforce, but not taught in the 'traditional' education system.

Under the leadership of RPIC-VIP, a research group of training experts and education methodologists developed and verified a set of 14 innovative training programmes. Their aim is to improve the level of key competences of people from child to senior age. The method is based on experiential learning (learning by doing/playing) supported by an original methodology.

We are glad to invite you to the Moravian-Silesian, the place where the tools were successfully developed and piloted. Currently they are used in school and adult education, teachers' training, work placements, upskilling and reskilling programmes both in the Czech Republic and internationally.

**WHAT?**

Participants will learn about:

- key competences development tools and methods for increasing performance at work and achieving success in personal life;
- innovative tools in education for further development of employees, work placements, enterprise, teachers' training.

**HOW?**

Participants will:

- visit a centre of excellence for key competences development (RPIC-VIP), collaborators and partner organisations;
- experience key competence training as trainees at demo training sessions;
- meet experts, developers, certified trainers for key competences, representatives of social partners;
- discuss and share experiences, best practices, lessons learned and ideas for further cooperation.

**WHOM?**

- Company training managers,
- 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,
- 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:**

V roce 2003 a 2004 jsme si udělali průzkumy u více než 2,000 firem na téma jejich požadavků na lidské zdroje (znalosti, profesní dovednosti, ale zejména soft skills – kompetence). Na základě výsledků jsme vytipovali 14 klíčových kompetencí a připravovali jsme vlastní tréninkové programy k rozvoji těchto kompetencí. Jedná se o Komenského školu hrou neboli "learning by doing".

**WWW.**

[www.rpic-vip.cz/](http://www.rpic-vip.cz/) – <http://kompetence.rza.cz/> – [www.mamamoto.cz/](http://www.mamamoto.cz/)

Keywords:

- **key competences**
- **learning to learn**
- **teachers' and trainers' competences**

**Organiser(s):****KELAR Jan**

RPIC-ViP s.r.o. (Regional counselling information centre - education, innovation, counselling Ltd.)  
Výstavní 2224/8  
Ostrava 1, 709 00  
Tel. +420- 596 61 12 34  
Fax +420- 596 626 917  
Email: [kelar@rpic-vip.cz](mailto:kelar@rpic-vip.cz)  
Website: [www.rpic-vip.cz](http://www.rpic-vip.cz)

**STROCHOVA Zuzana**

RPIC-ViP ltd.  
Výstavní 2224/8  
Ostrava, 709 00  
Tel. +420 597 47 94 76  
Fax +420 596 61 12 34  
Email: [strochova@rpic-vip.cz](mailto:strochova@rpic-vip.cz)  
Website: [www.rpic-vip.cz](http://www.rpic-vip.cz)

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Creative ways to motivate and innovate in education

Group No: 96

Round 1

Type of visit:  
General education3/10/2011-6/10/2011  
Iglesias, Sardinia, ItalyWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- content and language integrated learning (CLIL)
- digital competence
- innovative approaches

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

When students' results are not as satisfying as expected, teachers ask themselves what is not working and then how to change their way of teaching. Different learning styles need different teaching approaches to create a successfully motivated learner. Hands-on experiences and social learning are important. Creative use of ICT can involve even poorly motivated students and allow learners to cooperate and learn from one another. Science and art can work together and promote a learning environment based on the book of nature where students are at the centre of the process.

**WHAT?**

Participants will learn about:

- new methodologies that integrate art and science and creative arts;
- methods and tools used in a blended learning classroom;
- new educational interactive resources for CLIL;
- how the natural resources of a region can be used for educational purposes;
- how to improve language learning through ICT.

**HOW?**

Participants will:

- visit language laboratories that use new methodologies;
- observe teachers and students in classrooms;
- join an art/science laboratory.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Quando i risultati degli studenti sono al di sotto delle aspettative, ci si chiede cosa non funziona e come cambiare il proprio insegnamento. Diversi stili di apprendimento e diverse intelligenze richiedono diversi approcci didattici. Le attività di gruppo che richiedano manualità e sperimentazione hanno generalmente più successo delle tradizionali comunicazioni di concetti astratti uno a molti. Un utilizzo creativo delle TIC consente di coinvolgere anche studenti scarsamente motivati e permette forme di cooperazione e di apprendimento tra pari. Arte e Scienze possono lavorare insieme per promuovere un ambiente di apprendimento basato sul libro della Natura, ove gli studenti siano al centro del processo di formazione.

**Organiser(s):****CUCCU Roberto**

Istituto Istruzione Superiore "Giorgio Asproni"

Località Su Pardu

Iglesias, 09016

Tel. +39-340 313 13 55

Fax +39-0781 25 50 79

Email: mrcuccu@yahoo.it

Website: www.liceoasproni.it

**WWW.**

[www.liceoasproni.it/](http://www.liceoasproni.it/) – <http://whc.unesco.org/en/tentativelists/5003/> – <http://cla.unica.it/http://fiveprime.org/hivemind/Tags/sulcis>

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# CLIL in an inquiry-based classroom experience

Group No: 97

Round 1

Type of visit:  
**Mixed****3/10/2011-7/10/2011**  
**Warszawa, Poland**Working language:  
**English**Number of places: **15**  
Minimum required: **6**

Keywords:

- **content and language integrated learning (CLIL)**
- **innovative approaches**
- **student assessment**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The Canadian School of Warsaw (CSoW) promotes innovation and intercultural awareness in education. We have been working with various educators towards redesigning traditional approaches to education with focus on 'learner-centred' and 'inquiry-based' classrooms. Innovative approaches to education are key priorities in Polish national education, which is currently being redesigned. The CSoW takes pride in being one of the leaders of change offering professional insight and providing educators with wide training possibilities.

**WHAT?**

Participants will learn about:

- private schools promoting innovative approaches to education;
- how teachers collaborate and prepare for inquiry-based, CLIL experience in the classroom;
- use of student portfolio;
- new approaches to student assessment in schools at all levels;
- importance of self-and peer evaluation in assessment;
- using CLIL as an all-school approach.

**HOW?**

Participants will:

- visit a pre-school, primary, middle and high school with a CLIL inquiry-based programme;
- meet teachers, coordinators and principals responsible for planning and organisation of CLIL and transdisciplinary teaching and learning;
- observe CLIL in an inquiry-based classroom at all levels;
- shadow and interview selected educators from all levels of education;
- explore the design of new curriculum, programme implementation and planning scheme (panel of experts sessions);
- share opportunities and experience and plan for further networking possibilities.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

The Canadian School of Warsaw od ponad dziesięciu lat zajmuje się promocją innowacji w edukacji i szerzeniem wrażliwości międzykulturowej przez kreatywne podejście do edukacji. Zintegrowany program nauczania oparty na samodzielnym dociekaniu wiedzy, który wdrożyliśmy dla wszystkich uczniów od 3 do 19 roku życia pozwala nam na stworzenie warunków do szkolenia nauczycieli w obrębie CLIL i dwujęzyczności, nauczania zintegrowanego oraz pracy metodą projektu i wykorzystania portfolio do oceny postępów. Wizyta studyjna ma za zadanie stworzyć platformę do współpracy i rozwoju zawodowego specjalistów z dziedziny edukacji oraz służyć promocji innowacji i kreatywności w edukacji.

**Organiser(s):**

**CHOJNACKA Agnieszka**  
Kanadyjska Szkoła Podstawowa  
Betska 7  
Warszawa, 02-638  
Tel. +48-22 646 92 89  
Fax +48-22 646 92 88  
Email: achojnacka@canadian-school.pl  
Website: www.canadian-school.pl

**WWW.**[www.canadian-school.pl/](http://www.canadian-school.pl/)

# Creativity and critical thinking in education and training

Group No: **98**

Round **1**

Type of visit:  
**VET**

**17/10/2011-21/10/2011**  
**Izmir, Turkey**

Working language:  
**English**

Number of places: **12**  
Minimum required: **5**

Keywords:

- **cultural awareness and expression**
- **innovative approaches**
- **key competences**

## CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

## WHY?

Creativity can be defined in hundreds of ways. Creative people are the most dynamic elements of future society. Creativity, critical thinking and skills create success in all areas. Creativity is an important key competence for students preparing for life. In Urla/Izmir, we put creativity at the centre of our educational policy and practice. We encourage practical methods to increase creativity of students in schools. If people are aware of their culture and can compare it with different ones, this could help them to express themselves through creativity. We would like to share how the cultural infrastructure of Urla affects the creativity of its people.

## WHAT?

Participants will learn about:

- the cultural and natural structure of Urla;
- the historical examples of creativity in Urla;
- use of the incubation method, a method of creativity, in daily educational life;
- whether creativity can be learned or only be improved through analyses made in different training institutions.

## HOW?

Participants will:

- participate to the art workshops organised on creativity theme;
- visit the historical centre of Urla to discuss the issue of using nature as a spirit of creativity;
- visit the schools to see the technology design classes.

## WHOM?

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

## Organiser(s):

**KANTEMIR Meral**  
Provincial Directorate of Ministry of  
National Education in Urla  
Ataturk Primary School  
Urla/Izmir, 35430  
Tel. +90 5057810298  
Fax +90 2327542458  
Email: doganay\_meri@hotmail.com

**WWW.**

[www.teknolojitasarim.com](http://www.teknolojitasarim.com) – [www.design-technology.info](http://www.design-technology.info) – [www.gelisenbeyin.net](http://www.gelisenbeyin.net)  
[www.design-technology.org/](http://www.design-technology.org/)

DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS  
L'APPRENTISSAGE ET L'ENSEIGNEMENT

Arts, spectacles et activités récréatives

# La place de l'artiste dans l'éducation artistique et culturelle

Numéro de groupe: **99**

Phase **1**

Type de visite:  
**Mixte**

**17/10/2011-19/10/2011**  
**Chambéry, France**

Langue de travail:  
**Français**

Nombre de places: **18**  
Minimum requis: **8**

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?

Depuis plus de vingt ans, l'inspection académique de Savoie s'inscrit dans un travail en partenariat entre les collectivités locales (conseil général, communes) et la DRAC Rhône Alpes (la direction régionale des affaires culturelles). L'objectif est de mettre en place une politique d'éducation artistique et culturelle permettant à chaque élève d'approcher l'art au cours de sa scolarité. Cette éducation artistique se fait par l'approche des œuvres et la pratique. Le travail de l'artiste, sa démarche et son univers sont l'élément principal de ces divers dispositifs. Des parcours de la maternelle jusqu'à la fin du lycée s'organisent autour de propositions artistiques (résidences artistiques), avec des parcours pour les élèves – découverte culturelle, première sensibilisation et pratique – et, pour les enseignants, pratique, découverte de l'univers de l'équipe artistique et parcours de formation.

## QUOI?

Le participant découvrira:

- comment s'organisent les différents parcours artistiques et culturels dans le département de Savoie (élèves/enseignants);
- la politique d'éducation artistique et culturelle du département (conventionnement, dispositifs, organisation en territoire, financements, priorités);
- comment cette politique s'organise dans le cadre des programmes nationaux du ministère (horaires, histoire de l'art, résidence d'artiste, programmes);
- les points positifs, les difficultés rencontrées, les perspectives d'évolution du système.

## COMMENT?

Le participant:

- observera et analysera des séances de pratique avec des artistes (en direction des élèves, en direction des enseignants);
- rencontrera des artistes, des directeurs de structures culturelles, des enseignants, des responsables éducation/culture des collectivités territoriales (conseil général) et de la DRAC;
- assistera à des temps forts artistiques.

## POUR QUI?

- Inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation.

## Organisateur(s):

**OLIVIER Marie-Françoise**  
Service Arts et Culture de l'Inspection  
Académique de Savoie  
131 avenue de Lyon  
Chambéry, 73000  
Tel. +33 457 08 70 00  
Email:  
marie-françoise.olivier@ac-grenoble.fr  
Website: <http://ia73.ac-grenoble.fr>

## WWW.

[www.assodiapason.fr](http://www.assodiapason.fr) – [www.observatoire-culture.net/data/public/pdf434.pdf](http://www.observatoire-culture.net/data/public/pdf434.pdf)  
[www.education.gouv.fr](http://www.education.gouv.fr) – [www.culture.gouv.fr](http://www.culture.gouv.fr)  
[www.observatoire-culture.net/index.php?id=2&idp=22.1&num=48&statut=acheve&debut=0&nblimit=5&champ=date\\_fin&sort=DESC](http://www.observatoire-culture.net/index.php?id=2&idp=22.1&num=48&statut=acheve&debut=0&nblimit=5&champ=date_fin&sort=DESC)

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Supporting students' skills and passions – A challenge for contemporary school

Group No: **100**Round **1**Type of visit:  
**General education****18/10/2011-21/10/2011**  
**Tarnów, Poland**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **extra-curricular activities**
- **innovative approaches**
- **learning outcomes**

**Organiser(s):****JASIAK Joanna**

V Liceum Ogólnokształcące im.  
Janusza Korczaka  
Rejtana 20  
Tarnów, 33-100  
Tel. +48-14 621 05 14  
Fax +48-14 621 05 14  
Email: dyr5lo@umt.tarnow.pl  
Website: www.vlo-tarnow.pl

**FOSZCZ Agnieszka**

V Liceum Ogólnokształcące im.  
Janusza Korczaka  
Rejtana 20  
Tarnów, 33-100  
Tel. +48-14 621 05 14  
Fax +48-14 621 05 14  
Email: gusiafosczech@gmail.com  
Website: www.vlo-tarnow.pl

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Tarnow schools provide good education, have gifted students appreciated by the authorities and are open to innovative and creative methods. Tarnow, a city awarded the European flag, is willing to cooperate internationally and broaden its potential. The city council supports the activities of head teachers, teachers and students. The Council of Europe proclaimed 2010/11 the year of discovering and supporting talented students which will be supported by local authorities in Poland. The visit will motivate the host institution's activities and employees to develop their competences. With its interesting historical and cultural background, Tarnow offers a perfect place to learn how to discover the 'pearls' in our schools.

**WHAT?**

Participants will learn about:

- benefits and drawbacks of educational system changes in public and non-public schools;
- methods and tools used to identify gifted students;
- innovative ways and examples of good practice of teaching and managing to promote gifted students;
- how to be creative;
- how creativity of teachers fosters the process of teaching.

**HOW?**

Participants will:

- visit local public and non-public schools of all levels of education;
- meet local authorities;
- meet and have discussions with experts, trainers, teachers, students;
- observe creative lessons and classes carried out outside a classroom;
- see examples of good practice;
- attend discussion sessions.

**WHOM?**

- Directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Celem wizyty jest poznanie działań w zakresie zmian w edukacji, wprowadzania nowoczesnych i kreatywnych metod nauczania, poszukiwania talentów i uczniów zdolnych w szkołach. Obserwacje zajęć w szkołach różnego typu i poziomu, dyskusje, spotkania z dyrektorami, ekspertami, uczniami oraz władzami lokalnymi będą punktem wyjściowym dyskusji odpowiadających na pytania jak szukać i wspierać uczniów zdolnych. Wizyta wskaże możliwości nauczania poza salą lekcyjną z wykorzystaniem lokalnych zasobów dziedzictwa kulturowego. Tarnów - miasto nagrodzone Flagą Europy oraz godłem Teraz Polska jest otwarty na różne przedsięwzięcia a rozwój edukacji staje się głównym celem władz lokalnych.

**WWW.**[www.v-lo.tarnow.pl/](http://www.v-lo.tarnow.pl/) – [www.tarnow.pl/](http://www.tarnow.pl/)

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# How does the brain learn? Neurodidactic answers to increasing social challenges

Group No: 101

Round 1

Type of visit:  
General education24/10/2011-28/10/2011  
Ankara, TurkeyWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- innovative approaches
- key competences
- learning to learn

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Educational reform has been going on in Turkey for about six years. New teaching and training approaches are coming onto the scene and, consequently, teachers and trainers' continuous professional development becomes crucial. New teaching and training techniques require a better understanding of how the brain learns.

Buyukhanli primary school manages a Grundtvig partnership project on this subject with four countries. The target groups of the project were parents, students, learners and teachers and trainers. We analyse educational systems in our countries and collected innovative learning methods. Some experiments were also made, for example, training a specific group to play a musical instrument in a limited period of time using music as a basic tool for learning.

**WHAT?**

Participants will learn about:

- new approaches in the training and teaching system in Turkey;
- outcomes of the Grundtvig partnership project 'How the brain learns';
- impacts of the project on educational policy at school and on teaching methodology;
- using art, music and sports to improve the capacity of the brain in education and training;
- project outcomes on how creativity affects learning.

**HOW?**

Participants will:

- discuss the topic;
- visit educational institutions and training centres;
- observe teachers' work in the classroom.

**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 local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Bein nasıl öğrenir? konusu çerçevesinde düzenlenecek olan çalışma ziyaretine katılacak olan grupla bir eğitim çalışması düzenlenecektir.

**Organiser(s):****OYTUN Elvan**Buyukhanli Primary School  
Koza Sok. No:95 GOP  
Ankara, 06700

Tel. +90 31 24 48 02 31

Email: pinar.erdinc@hotmail.com

**WWW.**<http://buyukhanlikardeslerio.meb.k12.tr/>



## DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT

# Itinéraires croisés: sciences, littérature, art

Numéro de groupe: **102**Phase **1**Type de visite:  
**Enseignement général****7/11/2011-11/11/2011**  
**Castiglione del Lago,**  
**Perouse, Italie**Langue de travail:  
**Français**Nombre de places: **18**  
Minimum requis: **6**

Mots clés:

- **approches innovantes**
- **compétences clés**
- **compétences en sciences et technologies**

**Organisateur(s):**

**MORBIDELLI Mariella**  
Laboratorio del Cittadino Onlus  
Via Buozzi, 48  
Castiglione Del Lago, 06061  
Tel. +39-339 633 12 85  
Fax +39-075 965 22 69  
Email: labdelcittadino@libero.it  
Website:  
www.laboratoriodelcittadino.org

**CATÉGORIE THÉMATIQUE:**

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

**POURQUOI?**

L'activité de l'association prend son sens dans le désir d'innovation et cherche à tisser des liens entre les sciences et diverses formes artistiques. Elle s'inscrit dans l'effort d'innovation et de créativité en éducation et dans la mise en relation arts-nature-sciences-société.

La nouvelle politique éducative locale a choisi une approche novatrice visant à relever le niveau des compétences-clés et à promouvoir la créativité et l'innovation.

Dans ce cadre, la promotion du succès formatif et l'apprentissage tout au long de la vie deviennent des thèmes stratégiques pour vaincre la marginalité du territoire par le biais d'échanges en partenariat avec les centres de recherche universitaire, les associations culturelles et les institutions publiques.

**QUOI?**

Le participant découvrira:

- les politiques éducatives mises en place pour confronter les pratiques littéraires et scientifiques en vue de leur nécessaire interaction;
- la manière dont la créativité et l'innovation sont mises en œuvre dans les classes;
- les mesures prises en vue de développer les compétences clés et de promouvoir les approches créatives et innovantes.

**COMMENT?**

Le participant:

- observera l'esprit scientifique des élèves par le biais de l'interdisciplinarité: sciences et histoire, sciences et art, sciences et littérature;
- visitera les laboratoires et les expositions où sont organisés des itinéraires croisés littéraires, artistiques et scientifiques;
- rencontrera les experts impliqués dans ces activités interdisciplinaires.

**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,
- responsables des ressources humaines,
- 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:**

La scienza, la letteratura e l'arte sin dalle loro origini hanno intrecciato rapporti stretti e inscindibili. Filosofi, studiosi della natura, scienziati, poeti, artisti, saggisti e romanzieri hanno affollato pagine con argomenti di contenuto scientifico; questa visita di studio permette di toccare con mano la pluridisciplinarietà in quanto le competenze acquisite dagli alunni presuppongono conoscenze e abilità riguardanti diverse discipline e la capacità di farle convergere sinergicamente in un apprendimento che deriva da una metodologia innovativa e creativa.

**WWW.****www.laboratoriodelcittadino.org**



## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Supporting innovation in education in Teruel

Group No: **103**Round **1**Type of visit:  
**Mixed****13/2/2012-17/2/2012**  
**Albarracin, Spain**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **digital competence**
- **innovative approaches**
- **social inclusion**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

In Teruel, Spain, recent changes are challenging a static and traditional, rural and isolated society (immigration, digital divide, social and geographically disadvantaged groups, multilevel classrooms, dropping out, etc.). Teachers have to deal with many diverse situations where innovative and creative approaches are needed to improve social cohesion, competence-based teaching and avoid early leaving.

The regional government implements some interesting initiatives that will be presented: the rural centres for innovation in education (CRIETs), teachers continuous training programmes, school research projects in partnership with a university, economical and technical support for innovation at schools.

**WHAT?**

Participants will learn about:

- approaches and methods to improve students' outcomes;
- integration of students from disadvantaged groups into classrooms;
- policies of the Education Department supporting creativity and innovation in disadvantaged areas;
- the effect of school-based research led by a university and innovation school projects on learning conditions;
- using the multiple intelligence theory and cooperative work approaches.

**HOW?**

Participants will:

- meet experts and regional authorities in charge of projects and policies;
- visit CRIETs and other educational centres working on innovative projects.

**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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

La visita tendrá lugar en la provincia de Teruel, en Albarracín, donde el marco de esta incomparable ciudad favorecerá el trabajo y la cohesión del grupo. Desde aquí se visitará el CRIET (Centros Rurales de Innovación Educativa) cuya trayectoria en innovación se remonta a 1983 cuando fueron creados al amparo del Real Decreto de Educación Compensatoria de ese mismo año. También se visitarán otros centros docentes de la zona donde se están llevando prácticas y proyectos de innovación que darán una visión amplia de toda la política que el Departamento de Educación el Gobierno de Aragón está llevando a cabo para favorecer la innovación y la creatividad mediante sus propios programas pero siempre contando con aquellos centros y grupos de profesores que se esfuerzan por llevar a cabo una e

**Organiser(s):**

**TORRES LÓPEZ Luis Ángel**  
Servicio Provincial de Educación  
San Vicente de Paul 3  
Teruel, Spain, 44002  
Tel. +34 978 62 12 57  
Fax +34 978 64 16 02  
Email: [latorres@aragon.es](mailto:latorres@aragon.es)  
Website: [www.educaragon.es](http://www.educaragon.es)

**WWW.**

<http://crietalb.educa.aragon.es/index.htm> – <http://crietcal.educa.aragon.es/>  
<http://e-educativa.catedu.es/44700131/sitio/>

## LEARNING MATHEMATICS AND SCIENCE

# Quality and cohesion in teaching science: collaboration across general education levels

Group No: **104**Round **1**Type of visit:  
**General education****26/9/2011-30/9/2011**  
**Silkeborg, Denmark**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **competences in science and technology**
- **curriculum**
- **innovative approaches**

**Organiser(s):****KLØJGÅRD JENSEN Pia**

Silkeborg Kommune - Skoleafdelingen  
Søvej 1  
Silkeborg, 8600  
Tel. +45 24 98 65 42  
Fax +45 87 70 06 00  
Email: piaklojgard.jensen@silkeborg.dk/  
Website: www.silkeborgkommune.dk/  
borger/skole+og+uddannelse

**NIELSEN Lars Bo**

Silkeborg Kommune - Skoleafdelingen  
Søvej 1  
Silkeborg, 8600  
Tel. +45 24 98 65 42  
Fax +45 87 70 06 00  
Email: lbn@silkeborg.dk  
Website: www.silkeborgkommune.dk/  
borger/skole+og+uddannelse

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Technological development in society brings new demands for skills in science subjects. Several surveys indicate that lack of cohesion in teaching of science subjects is an obstacle to obtaining the skills that trades are looking for and the society needs. In Silkeborg, primary, secondary and upper level secondary schools and businesses have established cooperation to strengthen such cohesion. A strategy of teaching science subjects in Silkeborg municipality has just been approved by the city council.

**WHAT?**

Participants will learn about:

- the work of Silkeborg municipality to improve science teaching in schools;
- initiatives to improve cohesion in science subjects and methods of collaboration among different levels for education;
- use of ICT as an integral part of teaching;
- use of social networks as a tool for teaching science;
- collaboration with businesses.

**HOW?**

Participants will:

- take part in workshops at the science festival for schools;
- take part in a round table discussion with stakeholders;
- visit both primary/lower level secondary and upper level secondary schools;
- share their knowledge with colleagues from Europe;
- establish a European network for educational experts in science subjects.

**WHOM?**

- Head teachers, teacher trainers,
- 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:**

Skoleafdelingen i Silkeborg Kommune vil med dette studiebesøg sætte fokus på, hvordan Silkeborg Kommune arbejder med udvikling af undervisningen i de naturvidenskabelige fag. Silkeborg Kommune har deltaget i flere udviklingsprojekter kommunalt, regionalt og nationalt. Det har bl.a. resulteret i at det politiske udvalg har vedtaget en strategi for undervisningen i de naturvidenskabelige fag i de kommunale folkeskoler. Vi vil med studiebesøget rammesætte udviklingsarbejdet, processen og inddrage de forskellige interessenter som har interesse i udviklingen af undervisningen i de naturvidenskabelige fag bl.a. erhvervslivet. Samtidig vil deltagerne skulle bidrage med egne erfaringer med udvikling af undervisningen i de naturvidenskabelige fag i uddannelsesforløbet fra 6 – 18 årige.

**WWW.**<http://science-kommuner.wikispaces.com/English><http://science-kommuner.wikispaces.com/Silkeborg> – [www.silkeborg-gym.dk/](http://www.silkeborg-gym.dk/)[www.silkeborgkommune.dk/english+version](http://www.silkeborgkommune.dk/english+version) – [www.ferskvandscentret.dk/en/](http://www.ferskvandscentret.dk/en/)

## LEARNING MATHEMATICS AND SCIENCE

# Innovation and creative approaches – Precondition for qualitative education

Group No: 105

Round 1

Type of visit:  
General education3/10/2011-7/10/2011  
Ventspils, LatviaWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- competences in science and technology
- innovative approaches
- quality assurance

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Ventspils Gymnasium No1 is the only school in Latvia accepted into the world programme of innovative schools and one of only 25 mentor schools in the world. It is often visited by educational professionals from Latvia, the Baltic States and other European countries. Students and teachers take part in different projects – Comenius, Comenius Regio, Nordplus, etc. In 2008, the school was awarded a gold prize for work in the Comenius school partnership.

We would like to show our good practice in implementing innovation and its positive effects, and successful cooperation with local institutions.

**WHAT?**

Participants will learn about:

- new approaches to teachers-students-parents collaboration;
- methods and forms used in ICT and use of e-materials to improve the quality of education;
- how to raise students' motivation and improve performance;
- implementation of innovations and creativity;
- how innovations in educational work change the role of the teacher.

**HOW?**

Participants will:

- get acquainted with Ventspils Gymnasium No1: discuss with school staff, observe lessons and out-of-class activities,
- meet representatives of Ventspils board of education and Ventspils city council;
- visit Ventspils university college, high technology park, international radio astronomy centre, student creativity house and its planetarium and observatory, digital centre and city library;
- meet experts from Ministry of Education and Science.

**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:**

Tā kā skolai ir pieredze starptautisku pasākumu un projektu īstenošanā, vizīti plānojam kā labās pieredzes popularizēšanu, radošu un interesantu ar mērķi: mūsu darba inovācijas – aicinājums uz pozitīvām pārmaiņām citās izglītības iestādēs. Kā viena no 25 vispasaules inovatīvās programmas mentorskolām, vizītes dalībniekiem piedāvāsim:

- iepazīt Ventspils 1.ģimnāzijas darba metodes inovāciju ieviešanā sadarbībā ar pašvaldības institūcijām, augstskolu, uzņēmumiem un ārpuskolā iestādēm, tiekoties ar speciālistiem un pārliecinoties par inovāciju nozīmīgumu kvalitatīvas izglītības nodrošināšanā;
- diskutēt par izglītības aktuālām problēmām un skolas lomu 21.gadsimtā ar pašvaldības un IZM speciālistiem.

**Organiser(s):****KOPMANE Parsla**

Ventspils 1 Gymnasium

Kuldīgas iela 1

Ventspils, LV 3601

Tel. +371 63 62 25 95

Fax +371 63 62 25 95

Email: parsla19@navigator.lv

Website: gym.ventspils.lv

**WWW.**[www.izm.gov.lv/](http://www.izm.gov.lv/) – [www.ventspils.lv/](http://www.ventspils.lv/) – [www.venta.lv/](http://www.venta.lv/) – [www.virac.lv/](http://www.virac.lv/)[www.digitalaiscentrs.lv/](http://www.digitalaiscentrs.lv/) – [www.biblioteka.ventspils.lv/](http://www.biblioteka.ventspils.lv/) – <http://gym.ventspils.lv/gym/>

## LEARNING MATHEMATICS AND SCIENCE

# New approaches to competence-based teaching and learning science

Group No: **106**Round **1**Type of visit:  
**General education****10/10/2011-14/10/2011**  
**Dillingen (Donau), Germany**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **competences in science and technology**
- **curriculum**
- **innovative approaches**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

In Bavaria and other German states competence-based teaching and learning is an important part of education policy. Since 2004, Germany has had national standards for biology, chemistry and physics implemented in all 16 German states.

The in-service teacher training centre of Bavaria is situated in Dillingen, located about 150 km north west of Munich. The science department is in charge of projects and initiatives for teaching biology and chemistry and is responsible for teacher-training courses.

The main aim of the study visit is exchange of experience and good practices with participants from other European countries on successful concepts of competence-based science teaching and in-service-teacher training.

**WHAT?**

Participants will learn about:

- innovative methods, learning materials and learning environments for teaching science;
- concepts for in-service teacher training for biology, chemistry and environmental education;
- projects and initiatives to bring forward scientific literacy and key competences.

**HOW?**

Participants will:

- observe science education in secondary schools;
- experience science hands-on by conducting easy experiments;
- discuss with representatives of the administration, teacher trainers and extracurricular cooperation partners.

**WHOM?**

- Educational and vocational training inspectors,
- head teachers, teacher trainers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

In Bayern und vielen anderen Bundesländern ist die Ausrichtung des naturwissenschaftlichen Unterrichts an Kompetenzen ein wichtiges bildungspolitisches Thema. Seit 2004 gibt es deutschlandweit Bildungsstandards für die Fächer Biologie, Chemie und Physik, die in den Ländern umgesetzt werden.

Ein Austausch mit Kollegen aus anderen EU-Ländern über erfolgreiche Konzepte des kompetenzbasierten Unterrichts in den Naturwissenschaften und Konzepte in der Fortbildung der naturwissenschaftlichen Lehrkräfte ist Ziel des Studienbesuchs.

**Organiser(s):**

**BERTHOLD Tanja**  
Akademie für Lehrerfortbildung  
Kardinal-von-Waldburgstr. 6-7  
Dillingen An Der Donau, 89407  
Tel. +49-9071 53-135  
Fax +49-9071 53-135  
Email: tanja.berthold@alp.dillingen.de  
Website: www.alp.dillingen.de

**WWW.**

[www.kompas.bayern.de/](http://www.kompas.bayern.de/) – [www.kmk-format.de/index.html](http://www.kmk-format.de/index.html)

## EARLY LEARNING OPPORTUNITIES

# Development of creativity and the environment in pre-schools

Group No: 107

Round 1

Type of visit:  
General education26/9/2011-30/9/2011  
Sundsvall, SwedenWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- learning to learn
- pre-primary learning
- teachers' and trainers' competences

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

Early years provision has been nationally recognised as a cornerstone of children's future success in learning and life chances. Early and regular attendance is important for a child's formal school career in learning and life chances. An ongoing project 'In front' allows pre-school teachers to meet in study circles, make observations and have pedagogical discussions.

Some of our pre-schools work specifically with ethnic minorities and migrants, the environment, outdoor activities and sustainable development.

**WHAT?**

Participants will learn about:

- development of creativity and the environment for 1 to 5-year-olds;
- organisation of in-service training;
- integrating children from different countries into our pre-schools;
- indoor and outdoor activities;
- the structure and organisation of pre-school education (staff, teaching materials and in-service training);
- In front project;
- how pre-primary school classes (age 6) link pre-school and primary school.

**HOW?**

Participants will:

- visit pre-schools with varying number of children and varying pedagogical activities;
- meet a project leader (pedagogista) who runs in-service training for the staff and other pedagogista, headmasters, deputy heads and project leaders;
- observe early years practitioners working with children ages 1-5;
- see how we work with integration, environment and in-service training;
- meet teachers who work with children with learning disabilities.

**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,
- representatives of trade unions.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Inom ramen för LLP-programmet har Västernorrlands län gjort en satsning på regional skolutveckling med inriktning mot internationellt arbete. Vi har skolformer från förskola till vuxenundervisning och vill erbjuda studiebesök inom vårt område. Länetts kommuner samverkar för att kunna erbjuda ett brett utbud av besök och pedagogiska aktiviteter.

**Organiser(s):****EKMAN Hans**

Association of local Authorities  
Box 3014  
Härnösand, 871 03  
Tel. +46- 703150355  
Email: hans.ekman@sundsvall.se  
Website: www.y.komforb.se

**WWW.**

[www.y.komforb.se/](http://www.y.komforb.se/) – [www.y.komforb.se/projekt\\_1354.html](http://www.y.komforb.se/projekt_1354.html)

## POSSIBILITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

# Une vision globale du développement de l'enfant – quelques initiatives innovantes

Numéro de groupe: **108**

Phase **1**

Type de visite:  
**Enseignement général**

**10/10/2011-14/10/2011**  
**Bruxelles, Belgique**

Langue de travail:  
**Français**

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

Mots clés:

- **compétences clés**
- **enseignement pré-primaire**
- **programmes d'études et de formation**

## 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 préscolaire est souvent perçu comme permettant une meilleure intégration des élèves aux niveaux primaire et secondaire et, par là, considéré comme vecteur de réussite scolaire. Près de 100 % des élèves suivent l'enseignement préscolaire en Communauté française.

Cet enseignement préscolaire vise à développer toutes les potentialités de l'enfant (cognitives, artistiques, physiques) en veillant à respecter le besoin de l'enfant de s'épanouir et d'apprendre à vivre avec d'autres.

Par delà ces objectifs généraux, des actions plus récentes ont été menées dans le domaine de l'immersion linguistique, de l'intégration des enfants issus de l'immigration (primo-arrivants), de la psychomotricité, du renforcement des liens avec les structures d'accueil de la petite enfance.

## QUOI?

Le participant découvrira:

- l'organisation du système préscolaire en Communauté française;
- certaines actions actuellement menées en matière d'immersion linguistique, d'intégration de la diversité, de psychomotricité, d'éducation à la santé;
- les liens développés avec les structures d'accueil de la petite enfance et l'enseignement primaire.

## COMMENT ?

Le participant:

- rencontrera les différents interlocuteurs concernés par le thème de la visite (inspection, responsables administratifs, chefs d'établissement, enseignants);
- visitera des écoles organisant l'immersion linguistique, la psychomotricité et l'intégration à la diversité culturelle;
- visitera un établissement pédagogique d'enseignement supérieur organisant la formation initiale des enseignants.

## 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 réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales.

## Organisateur(s):

**GILLIARD Etienne**  
Ministère de la Communauté  
française de Belgique  
Boulevard Léopold II, 44  
Bruxelles, 1080  
Tel. +32- 24 13 29 53  
Fax +32- 24 13 35 78  
Email: etienne.gilliard@cfwb.be  
Website: www.cfwb.be

**WWW.**

[www.enseignement.be/](http://www.enseignement.be/)

## APPROCHES D'APPRENTISSAGE PERSONNALISÉES

# Éducation à l'image et approche transversale de la construction collective

Numéro de groupe: **109**

Phase **1**

Type de visite:  
**Enseignement général**

**13/12/2011-16/12/2011**  
**Rochefort en Terre, France**

Langue de travail:  
**Français**

Nombre de places: **12**  
Minimum requis: **4**

Mots clés:

- **approches innovantes**
- **compétences sociales et civiques**
- **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?

La Bretagne est à l'heure actuelle le terrain de la multiplication des initiatives rurales d'éducation populaire et d'effervescence de la vie locale. Parallèlement, la construction collective reste une grande question, difficile à aborder dans les cursus classiques, que se posent en parallèle les enseignants et plusieurs structures associatives. L'association Souliers, profitant de cet élan du territoire, utilise son objectif apparent (le cinéma amateur) pour proposer des interventions, en partenariat avec des enseignants, en vue de développer l'autonomie et travailler sur la valorisation individuelle au service d'un projet collectif. Évidemment, la thématique amène aussi, en parallèle, une vraie interrogation autour de l'image, son impact et ses rouages. Ainsi, il nous semble intéressant de partager cette approche avec les acteurs d'autres territoires européens.

## QUOI?

Le participant découvrira:

- les possibilités d'actions des structures associatives dans le système éducatif;
- les techniques d'éducation à l'image et de suivi de projet utilisé par la structure d'accueil;
- les dynamiques d'éducation populaire du territoire;
- l'utilisation des outils multimédia au service de la vie locale.

## COMMENT?

Le participant:

- rencontrera des professeurs et des élèves ayant mené un projet accompagné par la structure d'accueil;
- découvrira par la pratique les techniques utilisées;
- débatera autour de ce type d'approche avec des élus locaux;
- rencontrera les représentants des structures associatives phares de la vie locale du territoire;
- visitera des collectivités territoriales impliquées dans cette dynamique.

## POUR QUI?

- 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.

## Organisateur(s):

**DUQUENNE Rémi**

Association Souliers  
9 Route du Vieux Bourg  
Rochefort En Terre, 56220  
Tel. +33 297 46 40 11  
Email: Souliers@nulenart.com  
Website: asso.souliers.free.fr

**WWW.**

<http://asso.souliers.free.fr/> – [www.co-agit-acteurs.com/](http://www.co-agit-acteurs.com/)  
[www.canaltizef.infini.fr/](http://www.canaltizef.infini.fr/) – <http://carpeta.c.la/>



## MEASURES TO PREVENT EARLY SCHOOL LEAVING

# Retain - Retention in education and training

Group No: **110**Round **1**Type of visit:  
**Mixed****5/12/2011-9/12/2011**  
**Gothenburg, Sweden**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **drop-outs**
- **personalised learning**
- **teachers' and trainers' competences**

**Organiser(s):****LOSENBORG Ann-Marie**The Education Authority  
Skånegatan 20, floor 6  
Gothenburg, 412 51

Tel. +46-31 367 00 13

Fax +46-31 367 00 49

Email: ann-marie.losenborg@educ.  
goteborg.seWebsite: [www.goteborg.se/utbildning](http://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 from education and training is a major issue. Young people lacking proper qualifications have difficulties finding stable jobs and risk of unemployment is much higher among this group. Education and training institutions need to develop methods of supporting young people to help them to remain in education and to carry out their educational and vocational plans. Teachers need to update knowledge and skills continuously. Municipal schools and training centres in Gothenburg work a lot with methods preventing pupils/students from dropping out. We have a mandate to offer education to everyone, irrespective of the circumstances of each individual. It is our challenge as professionals to find the suitable solution for each pupil/student and to organise learning environments and content to fulfil their needs.

**WHAT?**

Participants will learn about:

- drop-out definitions;
- common basic values;
- successful experiences and methods used to prevent dropping out;
- methods that help students with fulfilling their study plans;
- in-service training opportunities and school development.

**HOW?**

Participants will:

- participate in seminars;
- visit schools working with prevention actions;
- meet teachers and students;
- share experiences and practices from other 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 att 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 att diskutera och utbyta erfarenheter. Vi kommer att visa exempel på arbetssätt 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](http://www.skolverket.se/sb/d/190) – [www.skolinspektionen.se/en/About-Skolinspektionen/About-the-Swedish-Schools-Inspectorate/](http://www.skolinspektionen.se/en/About-Skolinspektionen/About-the-Swedish-Schools-Inspectorate/)  
[www.spsm.se/Startpage/](http://www.spsm.se/Startpage/) – [www.retainproject.net/](http://www.retainproject.net/) – [www.goteborg.com/en/](http://www.goteborg.com/en/)



## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# European football social responsibility network

Group No: 111

Round 1

Type of visit:  
**Mixed**
**5/9/2011-7/9/2011**  
**Rhyl, Wales,**  
**United Kingdom**
Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **social inclusion**
- **young people**

## CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

## WHY?

Football and related activities provide an excellent opportunity for communication and development. The visit will focus on corporate social responsibility and football as a vehicle for making a positive impact on society. The Rhyl football club works together with schools, the north Wales police, local authorities and other organisations in north Wales to identify different target groups for our programmes. These programmes vary from providing life skills to disadvantaged 16 -19 year-olds to raising awareness of a sustained environment through working with different councils targeting all community groups. We also run the study centre strikers, an innovative education and football programme that offers literacy and numeracy learning alongside football coaching. Our objectives are to raise standards and achievements in literacy and numeracy, increase sports activities, create a secure and exciting learning environment and engage participants from the most disadvantaged and diverse communities, helping them develop the skills needed to progress to further education, training and employment.

## WHAT?

Participants will learn about:

- initiatives and methods to place adults in employment;
- support system to aid the long-term unemployed in finding employment;
- projects and best practice to improve basic skills (numeracy and literacy);
- the ways in which football can be used to reduce crime and develop leadership skills in young people.

## HOW?

Participants will:

- attend presentations on initiatives and projects, methods used and the history of how we got to where we are;
- visit our facilities, allowing us to demonstrate how we deliver the initiatives;
- talk to staff who deliver the initiatives and candidates;
- observe initiatives as they are delivered.

## WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- 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.

## Organiser(s):

### JONES Tracey

Rhyl Football in the Community  
 Belle Vue, Grange Road  
 Rhyl, Denbighshire, Wales, LL18 4BY  
 Tel. +44 017 45 33 44 41  
 Fax +44 017 45 33 44 41  
 Email: tracey@rhylfict.com  
 Website: www.rhylfc.co.uk

## WWW.

[www.efsrn.eu](http://www.efsrn.eu) – [www.rhylfcitc.com/index.php](http://www.rhylfcitc.com/index.php)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Local implementation of lifelong learning

Group No: **112**Round **1**Type of visit:  
**Mixed****26/9/2011-30/9/2011**  
**Kahramanmaraş, Turkey**Working language:  
**English**Number of places: **12**  
Minimum required: **5**

Keywords:

- **adult learning**
- **disadvantaged groups**

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

Our province is located in 12 Nuts 2 Region that gets immigrants in and has less than 70 % portions from internal revenue. That traditional life controls our region obliges local solutions in lifelong learning. Our institution, a provincial directorate of national education, is the biggest umbrella organisation in education field comprises of 1245 schools and institutions in our province. Lifelong learning strategies are supported with local practices as well as national and international implementations at the schools and institutions under our directory. An international expansion will both promote our programs recognition and enable dissemination of good practices. In our region, prisoners, disabled people, women exposed to violence, young unemployed people and other social groups are being trained by means of granted projects. We designed projects in cooperation of the social organisations working for the disabled. We regularly give seminars to the people living in the region to make them aware of the problems of the disadvantaged people.

**WHAT?**

Participants will learn about:

- national and international lifelong learning practices of disadvantaged groups;
- local practices implemented by the local municipalities and the educational authorities for young unemployed people;
- national lifelong learning strategies and their adaptation to local conditions;
- cooperation between organisations of the civic society (NGOs) and schools.

**HOW?**

Participants will:

- visit practices at adult education centres;
- visit disadvantaged groups' organisations, three schools and institutions working in cooperation with schools and projects (public institutions, NGOs and enterprises);
- see good practices of lifelong learning projects.

**WHOM?**

- Company training managers,
- 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 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:**

Müdürlüğümüz bünyesindeki okul ve kurumlarımızın birçok yerel ve özgün projeler uygulayarak profesyonelleşmesine yol açmıştır. Dezavantajlı gruplara, (kadınlara, işsiz gençlere, mahkûmlara, askerlere) istihdam edilebilirlik eğitimleri, okullarda madde bağımlılığının önlenmesi, okullarda şiddetin önlenmesi gibi birçok yerel, ulusal ve uluslararası proje hayata geçirilmiştir. Katılımcılarla bu projeler kapsamında ilimizdeki uygulamaların paylaşımı böylece uygulamalarımızın yaygınlaştırılması hedeflenmekte ayrıca onların bilgi ve tecrübelerinden yararlanarak iyi uygulamalarını sistemimize taşıyarak yerel hayat boyu öğrenme stratejilerimizi geliştirmek amaçlanmaktadır.

**WWW.**

[www.ahiturk.com/en/](http://www.ahiturk.com/en/) – [www.kahramanmaraseml.k12.tr/](http://www.kahramanmaraseml.k12.tr/)

**Organiser(s):****ALPKAYA Yeliz**

Kahramanmaraş National Education  
Directorate

Yeni Şehir mah.Cahit Zarifoğlu cad  
Kahramanmaraş, 46060

Tel. +90 50 56 80 40 77

Fax +90 344 22 43 54 63

Email: [alpkayayeliz@hotmail.com](mailto:alpkayayeliz@hotmail.com)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Ensuring the appropriate environment for citizens in inclusive schools

Group No: 113

Round 1

Type of visit:  
General education26/9/2011-30/9/2011  
Jurmala, LatviaWorking language:  
EnglishNumber of places: 15  
Minimum required: 4

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?**

We consider the appropriate environment essential for providing inclusive education as it is the basic requirement of Latvia's education policy for schools. Our city Jurmala has chosen to support pupils with special educational needs (SEN) in mainstream education as a priority in its education policy. We have gathered experience of dealing with inclusion in Jurmala. Vaivari primary school is a school with 15 years experience working with inclusive programmes for pupils with SEN. This visit will provide the possibility to exchange experience of organising the educational process and appropriate environment in inclusive schools.

**WHAT?**

Participants will learn about:

- possibilities offered by a local municipality to children/youth with SEN (age group from 3– 21);
- strategies of inclusion;
- models of inclusive schools;
- support system offered to pupils at inclusive school;
- initiatives and cases of successful experience;
- cooperation between institutions of the local municipality for success in inclusive education.

**HOW?**

Participants will:

- meet education policy-makers, professionals, experts;
- visit schools, observe teachers in classrooms;
- visit local authorities;
- participate in discussions;
- share experiences.

**WHOM?**

- Head teachers, teacher trainers,
- heads of departments,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Mēs uzskatām pielāgotu vidi par būtisku iekļaujošas izglītības nodrošinājuma sastāvdaļu. Tā ir viena no pamatprasībām izglītības politikā Latvijā. Arī Jūrmala par vienu no pilsētas izglītības politikas prioritātēm ir izvirzījusi atbalstu skolēniem ar speciālām izglītības vajadzībām vispārizglītojošajā skolā. Šis mācību brauciens piedāvā pieredzes apmaiņas iespēju iekļaujošas izglītības procesa un skolu pielāgotas vides nodrošināšanā. Mācību brauciena mērķis ir parādīt iespējas, ko var piedāvāt vienas pašvaldības ietvaros skolēnam ar speciālām izglītības vajadzībām vecumā no 3-21 gadam, lai organizētu pēctecību izglītībā no pirmsskolas izglītības iestādes līdz arodizglītībai.

**Organiser(s):****KARKLINA Inese**

Vaivari Primary school  
Skautu 2  
Jurmala, LV 2008  
Tel. +371 67 81 11 75  
Fax +371 67 81 11 76  
Email: vaivarupsk@navigator.lv  
Website: www.vaivari.lv

**WWW.**

[www.izm.gov.lv/](http://www.izm.gov.lv/) – [www.vaivari.lv/](http://www.vaivari.lv/) – [www.apeirons.lv/](http://www.apeirons.lv/)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Moving out of segregation: Roma support programmes in primary education

Group No: **114**Round **1**Type of visit:  
**General education****3/10/2011-7/10/2011**  
**Budapest, Hungary**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **migrants and minorities**

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

The study visit showcases a successful and innovative model which aims at educational and social integration of Roma pupils. The model is financed by public authorities and supported by the organiser institution (Roma Educational Fund). It operates in the context of strong governmental commitment to implement school desegregation programmes. The model aims at preventing early school leaving and ensuring equal opportunities for the Roma. In Szeged and Hódmezővásárhely municipalities closed down segregated schools and transferred their former Roma students to integrated ones. The organiser institution provides a mentoring programme in cooperation with Szeged University, assisted by 45 pre-service teachers.

**WHAT?**

Participants will learn about:

- new approaches to desegregation and mentoring;
- difficulties of Roma children while moving out of low-quality segregated schools into mainstream education;
- how a mentoring programme can influence teacher training.

**HOW?**

Participants will:

- observe mentors and after-school programmes in action;
- meet Roma Educational Fund representatives, government experts, local schools and municipalities;
- meet Roma children benefiting from each of the two desegregation systems;
- meet parents of Roma children.

**WHOM?**

- 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.

**Organiser(s):****JENŐ Zsiga**

Roma Education Fund

Teréz krt. 46.

Budapest, 1066

Tel. 0036-1- 327-8030

Fax 0036-1- 235-8031

Email: [jzsig@romaeducationfund.org](mailto:jzsig@romaeducationfund.org)Website: [www.romaeducationfund.org](http://www.romaeducationfund.org)**WWW.**<http://romaeducationfund.hu/> – [www.mentorprogram.eu/](http://www.mentorprogram.eu/)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# The role of schools in creating a safe environment for pupils

Group No: 115

Round 1

Type of visit:  
General education3/10/2011-7/10/2011  
Leeuwarden and Utrecht,  
the NetherlandsWorking language:  
EnglishNumber 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 such factors as the 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 two different places: Leeuwarden in the north of the Netherlands, a green and peaceful province with its own language and culture, and in Utrecht, a very populated city located in the middle of the Netherlands.

The visit will explore the contrast in incidence of violence and conflicts in schools in these two areas and the challenge of improving education as regards 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.

## WHAT?

Participants will learn about:

- peer mediation and conflict resolution;
- interactive education when 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;
- a municipal project on safety in schools in Utrecht;
- a primary and secondary school in Leeuwarden and/or Utrecht;
- 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):

**SMIT Frank**

European Platform

Kenemmerplein 16

Haarlem, 2011 MJ

Tel. +31- 235 53 11 50

Fax +31- 235 42 71 74

Email: [smit@epf.nl](mailto:smit@epf.nl)

Website: [www.europeesplatform.nl](http://www.europeesplatform.nl)

**WWW.**

[www.devreedzameschool.nl/](http://www.devreedzameschool.nl/)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# New perspectives in inclusion of people with disabilities

Group No: **116**Round **1**Type of visit:  
**Mixed****4/10/2011-7/10/2011**  
**Treia, Macerata, Italy**Working language:  
**English**Number of places: **15**  
Minimum required: **5**

Keywords:

- **low skilled**
- **special needs**
- **work placement**

**Organiser(s):****COPPE Orazio**

Comune di Treia  
piazza della Repubblica 2  
Treia, 62010  
Tel. +39-0733 21 87 31  
Fax +39-0733 21 87 09  
Email: serviziociali@treia.sinp.net  
Website: www.treia.sinp.net

**SOLDINI Giovanni**

Comune di Treia  
piazza della Repubblica 2  
Treia (mc), 62010  
Tel. +39-0733 21 87 31  
Fax +39-0733 21 87 09  
Email: serviziociali@treia.sinp.net

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

Exchange of information, opinions, experiences and good practices among participants of former study visits point to a weak link between education and working integration. It is important to strengthen the links between schools, job centres, social cooperatives and the labour market. If focus moves from persons' disabilities as a disadvantage to their special skills, it becomes possible to find 'protected' and 'unprotected' working environments that suit their needs and can fulfil their future objectives.

**WHAT?**

Participants will learn about:

- approaches and frameworks for integration of learners with special needs into schools and society;
- networks for easing working integration;
- lifelong learning of young adults with special needs.

**HOW?**

Participants will:

- visit secondary schools and cooperative and business societies;
- meet representatives of local and regional authorities, labour offices, education and training associations;
- discuss and analyse the experiences presented.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- 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:**

L'esperienza pregressa ha permesso di individuare una criticità: quella del legame tra formazione e mondo del lavoro. Sarebbe dunque opportuno aumentare nel settore della disabilità i legami tra scuola, centri per l'impiego, cooperative sociali e mondo del lavoro. Ponendo l'accento sulle specifiche abilità delle persone disabili anziché sulla loro situazione di svantaggio, si possono individuare ambiti di collocamento lavorativo mirato (in situazione "protetta" e non) che possono concretamente realizzare il "progetto di vita" di ciascuna persona.

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**WWW.**

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## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Developing inclusion in vocational education and training

Group No: 117

Round 1

Type of visit:  
VET10/10/2011-14/10/2011  
Jyväskylä, FinlandWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- personalised learning
- special needs
- teachers' and trainers' competences

## CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

## WHY?

Finland is one of the few countries having a vocational education and training (VET) strategy for special needs education. In addition, the national research project coordinated by the teacher education college (TEC) in Jyväskylä revealed the changing role of VET special education teachers and the importance of structural changes at institutional level. Jyväskylä is considered a special educational needs (SEN) knowledge centre in Finland with a history of 25 years in SEN teacher and in-service training in VET. For many years, TEC has focused on providing elements of inclusive education for all VET teacher students. TEC has participated in developing inclusive VET nationally and contributed to research work and development of inclusive education at European level.

## WHAT?

Participants will learn about:

- international and national strategies for inclusive VET;
- strategic planning and structural and financial development activities at institutional level regarding inclusive education;
- the changes in the competence requirements of VET teachers and challenges for teacher education;
- the new competence requirements of VET teachers regarding inclusive education.

## HOW?

Participants will:

- attend a seminar with Finnish National Board of Education representatives;
- visit and have a round-table discussion in a mainstream vocational education institution on strategic planning and inclusion;
- visit and have a round-table discussion in a VET centre for students with special needs;
- attend a workshop with working life and third sector representatives.

## WHOM?

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

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Jyväskylän ammattikorkeakoulun ammatillisen opettajakorkeakoulun opintovierailun tavoitteena on nostaa esiin inklusiivisen ammatillisen koulutuksen keskeiset teemat: kansainväliset suuntaukset ja kansalliset toimintapolitiikat; oppilaitostasoinen strateginen suunnittelu ja rakenteelliset kehittämistoimenpiteet; sekä ammatillisten opettajien uudet osaamisalueet. Opintovierailun aikana pyritään korostamaan, että inklusion kehittyminen ammatillisessa koulutuksessa edellyttää eri tasoilta lähtevää yhteisölähtöistä ja laajempaa elämänkaarellista ajattelua, ammatillisten opettajien osaamisen kehittämistä mm. täydennyskoulutuksen keinoin, sekä ammatillisten erityisopettajien roolimutosta. Opintovierailun kohderyhminä nähdään oppilaitosjohto sekä viranomaiset.

## Organiser(s):

**KAIKKONEN Leena**

JAMK University of Applied Sciences -  
Teacher Education College

Rajakatu 35

Jyväskylä, 40200

Tel. +358 405 32 31 62

Fax +358 144 49 96 93

Email: leena.kaikkonen@jamk.fi

Website: <http://www.jamk.fi/aokk>

## WWW.

[www.jamk.fi/vocationalteachereducation/research](http://www.jamk.fi/vocationalteachereducation/research)

[www.european-agency.org/country-information/finland](http://www.european-agency.org/country-information/finland)

[www.okm.fi/OPM/?lang=en](http://www.okm.fi/OPM/?lang=en)

[www.oph.fi/english/education/special\\_educational\\_support/special\\_needs\\_](http://www.oph.fi/english/education/special_educational_support/special_needs_)



## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Equal opportunities in lifelong learning for all

Group No: **118**Round **1**Type of visit:  
**Mixed****10/10/2011-14/10/2011**  
**Düsseldorf, Germany**Working language:  
**English**Number of places: **15**  
Minimum required: **8****CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

In the Ruhr area, 24 % of the population has a migrant background. Some have special needs in education but also special competences which should be noticed or developed. Women in Germany still earn 23 % less than men but often have a better education. Of the population 28 % retire because of health problems and before retirement 22 % are unemployed or in early retirement. Severely challenged persons in companies are part of representative bodies for disabled employees and need special training. Adult learning has a key role in responding to social exclusion. All students should have an equal chance to succeed; independent of circumstances such as the financial position of the family, parental education, parental occupational status, geographic location, ethnic and racial identity, gender or disability. In North Rhine-Westphalia there are many activities to promote equal opportunities through adult learning.

**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.

**HOW?**

Participants will:

- meet representatives of social partners, foundations and research institutes, work council members and disabled employees, representatives of institutions for qualifications, consultants and public institutions;
- visit a company and discuss with both workers and employers about equal opportunities.

**WHOM?**

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

**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:

- 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.

**WWW.**

[www.antidiskriminierungsstelle.de/ADS-en/anti-discrimination-agency.html](http://www.antidiskriminierungsstelle.de/ADS-en/anti-discrimination-agency.html)  
[www.aulnrw.de/](http://www.aulnrw.de/)

Keywords:

- **adult learning**
- **migrants and minorities**
- **social partners**

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**LANGE Jürgen**

Arbeit und Leben DGB/VHS NW e.V.  
Mintropstr. 20  
Düsseldorf, 40215  
Tel. +49-211 938 00 31  
Fax +49-211 938 00 28  
Email: lange@aunrw.de  
Website: www.aunrw.de



## ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

# L'éducation prioritaire: du concept à la salle de classe

Numéro de groupe: **119**

**Phase 1**

Type of visit:  
**Enseignement général**

**10/10/2011-14/10/2011**  
**Seloncourt, France**

Langue de travail:  
**Français**

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

Mots clés:

- **approches innovantes**
- **compétences clés**
- **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?

Le Pays de Montbéliard – une communauté d'agglomérations – concentre nombre de villes et quartiers dont la population est composée essentiellement de migrants et de familles défavorisées, pour lesquelles l'éducation prioritaire est nécessaire en vue d'une meilleure insertion sociale et professionnelle des jeunes.

Sur 18 collèges, 9 appartiennent au programme d'éducation prioritaire, ce qui représente 38 % des élèves. L'expérimentation pédagogique y est donc développée et les innovations nombreuses.

Le collège Les Hautes Vignes fait également partie de ce programme et peut donc servir de base pour une étude de l'ensemble du secteur. L'établissement est particulièrement sensibilisé à l'intérêt et à la richesse des échanges internationaux.

## QUOI?

Le participant découvrira:

- comment sont organisés les établissements d'éducation prioritaire;
- les stratégies mises en place pour favoriser l'ambition et la réussite du plus grand nombre;
- les innovations et les expérimentations pédagogiques;
- les différents programmes visant à réduire les inégalités sociales mis en place par les établissements scolaires, les associations et les collectivités locales.

## COMMENT?

Le participant:

- visitera plusieurs établissements d'éducation prioritaire: écoles primaires, collèges, lycées;
- rencontrera les équipes chargées de la mise en œuvre;
- observera le travail des enseignants en classe;
- rencontrera les inspecteurs et les responsables régionaux de l'éducation, chargés du pilotage global et de l'évaluation du programme.

## POUR QUI?

- 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,
- chefs de départements,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

## Organisateur(s):

**HOSATTE Philippe**

Collège Les Hautes Vignes  
55, rue des Vignottes  
Seloncourt, 25230

Tel. +33 381 34 10 66

Fax +33 381 34 19 42

Email: philippe.hosatte@ac-besancon.fr

**WWW.**

[www.educationprioritaire.education.fr/](http://www.educationprioritaire.education.fr/)

[www.education.gouv.fr/cid187/l-education-prioritaire.html](http://www.education.gouv.fr/cid187/l-education-prioritaire.html) – [www.association-ozp.net/](http://www.association-ozp.net/)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Managing equality in changing times in the VET sector

Group No: **120**Round **1**Type of visit:  
**VET****15/11/2011-18/11/2011**  
**Dublin, Ireland**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **adult learning**
- **disadvantaged groups**
- **social inclusion**

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

Investing in equality and diversity mechanisms is essential for the mobility and development of a changing workforce in Ireland. Education and training programmes should be delivered to accommodate diversity and promote social inclusion. In addition to obligations on providers there is a strong economic and social argument to ensure participation of learners from all groups experiencing inequality. This visit will examine development and implementation of an equality action planning framework (FESS 2010). It will also explore removal of barriers and initiatives in VET promoting equality of participation and social inclusion.

The visit is hosted by Léargas, the Irish National Agency for managing the lifelong learning programme.

**WHAT?**

Participants will learn about:

- equality and social inclusion policy and development;
- proactive strategies and initiatives to counteract barriers to VET;
- flexible and diverse learning pathways for disadvantaged groups;
- systematic approach to equality and inclusion;
- access, transfer and progression in VET;
- initiatives supporting access to VET;
- projects and programmes supporting equality and inclusion;
- vocational guidance.

**HOW?**

Participants will:

- meet national experts and policy-makers;
- visit a range of VET organisations involved in implementing equality and inclusion initiatives;
- observe and discuss projects and programmes supporting equality and inclusion with learners and trainers;
- explore inclusive initiatives in Irish and EU contexts.

**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,
- 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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

**Organiser(s):****D'ARCY Ivanna**

Léargas

189-193 Parnell Street

Dublin 1

Tel. +353-1 887 12 58

Fax +353-1 873 13 16

Email: [idadarcy@leargas.ie](mailto:idadarcy@leargas.ie)Website: [www.leargas.ie/studyvisits](http://www.leargas.ie/studyvisits)**WWW.**

[www.leargas.ie](http://www.leargas.ie) – [www.education.ie](http://www.education.ie) – [www.fess.ie](http://www.fess.ie) – [www.equality.ie](http://www.equality.ie)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Equal opportunities in school education

Group No: 121

Round 1

Type of visit:  
General education29/11/2011-2/12/2011  
Dublin, IrelandWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

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?

The Education Act 1998 promotes 'equality of access to and participation in education and to promote the means whereby students may benefit from education'. Education systems are challenged to develop strategies that promote inclusion, quality learning, flexibility and innovation. In Ireland several measures and supports have been developed and implemented to ensure successful inclusion and participation of students. Those with special educational needs, disability, early school leavers, students disadvantaged for socio-economic reasons and those with diverse cultural backgrounds all receive an equal chance to access, participate and benefit from education.

This visit is hosted by Léargas, the National Agency for managing the lifelong learning programme (ex-Erasmus) in Ireland.

## WHAT?

Participants will learn about:

- national inclusion policy and equality of access and participation;
- strategies promoting inclusion and quality learning;
- tools for inclusion in the classroom;
- measures to improve access to education;
- integration of special needs students;
- approaches to mixed ability teaching.

## HOW?

Participants will:

- meet national experts and policy-makers;
- visit a range of schools and providers to look at practical implementation methods and strategies;
- observe and discuss projects and programmes with teachers and principals.

## 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.

## Organiser(s):

**D'ARCY Ivanna**

Léargas

189-193 Parnell Street

Dublin 1

Tel. +353-1 887 12 58

Fax +353-1 873 13 16

Email: idarcy@leargas.ie

Website: www.leargas.ie/studyvisits

**WWW.**

[www.leargas.ie](http://www.leargas.ie) – [www.education.ie](http://www.education.ie)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Supporting disadvantaged groups in primary and secondary education

Group No: 122

Round 1

Type of visit:  
General education23/1/2012-27/1/2012  
Corfu, GreeceWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- disadvantaged groups
- migrants and minorities
- special needs

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

The educational system has to provide equal opportunities for learning options to reduce social differences. Equality in education for all and, particularly, for minority groups and students with disabilities or special educational or social needs can protect them from social exclusion and unemployment. The Regional Directorate of Primary and Secondary Education in the Ionian Islands, responsible for all types of schools, addresses these problems effectively and intervenes in policy-making to achieve these goals.

**WHAT?**

Participants will learn about:

- types of schools in Corfu;
- support structures for disadvantaged groups;
- coordination among various structures of education for provision of special education;
- strategies of prompt diagnosis and intervention;
- customised educational materials for each group developed by university experts.

**HOW?**

Participants will:

- visit schools;
- observe classes in different schools, for example, a school of deaf children, a special needs school, classes for Roma and immigrant children;
- meet school advisors, head teachers and staff;
- visit specialised centres that help to diagnose and support students with special needs.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Στη Κέρκυρα που αποτελεί σταυροδρόμι λαών και πολιτισμών υπάρχει πλήθος διαφορετικών ομάδων μαθητικού πληθυσμού, όπως αλλοδαποί διαφόρων εθνικοτήτων, Ρομά και ένας ικανός αριθμός μαθητών με ειδικές ανάγκες. Η Περιφερειακή Διεύθυνση Α/θμιας και Β/θμιας Εκπ/σης Ιονίων Νήσων προσπαθεί να λειτουργήσουν αποτελεσματικά όλες οι υπάρχουσες δομές που καλύπτουν αυτά τα προγράμματα και συνεργάζεται με πανεπιστήμια που υλοποιούν σχετικά προγράμματα για αλλοδαπούς και Ρομά μαθητές. Αυτή η επίσκεψη μελέτης θα φέρει σε δημιουργική επαφή υπεύθυνους στον τομέα αυτό από χώρες της ΕΕ, θα παρουσιάσει προβληματισμούς και θα προτείνει ιδέες και λύσεις για την αποτελεσματικότερη εφαρμογή των προγραμμάτων για μαθητές που χρειάζονται να ενταχθούν στο μαθητικό και κοινωνικό περιβάλλον της περιοχής τους.

**Organiser(s):****KARNAVAS Konstantinos**

IKY

1 Makri St. & Dion. Areopagitou  
Athens, 11742

Tel. +30- 2103726317

Email: kkarnavas@iky.gr

Website: www.iky.gr

**WWW.**[www.ypepth.gr/el\\_ec\\_page119.htm](http://www.ypepth.gr/el_ec_page119.htm) – [www.ypepth.gr/ktp/ktp\\_amea.htm](http://www.ypepth.gr/ktp/ktp_amea.htm)<http://195.134.66.40/eutexnos/default.asp> – [www.pi-schools.gr/special\\_education/index.php](http://www.pi-schools.gr/special_education/index.php)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Concepts and good practice for the integration of disadvantaged groups into VET

Group No: 123

Round 1

Type of visit:  
VET23/1/2012-27/1/2012  
Bonn, GermanyWorking 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?**

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 or 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 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.

**WHAT?**

Participants will learn about:

- flexible and diverse learning pathways for disadvantaged groups;
- barriers and supporting access to VET;
- initiatives in VET promoting access to participation and social inclusion;
- vocational guidance.

**HOW?**

Participants will:

- meet national experts and policy-makers;
- visit vocational education and training organisations implementing a range of inclusion initiatives;
- meet trainers, teachers and learners;
- explore inclusive initiatives in a German and European context.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- 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,
- researchers.

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**WWW.**

[www.bmbf.de/](http://www.bmbf.de/) – [www.good-practice.de//](http://www.good-practice.de/) – [www.jobstarter.de/](http://www.jobstarter.de/)

## ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

# Cultures et intégrations

Numéro de groupe: **124****Phase 1**Type of visit:  
**Enseignement général****24/1/2012-27/1/2012**  
**Grenoble, France**Langue de travail:  
**Français**Nombre de places: **12**  
Minimum requis: **8**

Mots clés:

- **compétences sociales et civiques**
- **migrants et minorités**
- **sensibilité et expression culturelles**

**Organisateur(s):****CHERQUI Guy**

CASNAV- Centre Académique pour la scolarisation des nouveaux arrivants et des voyageurs - Rectorat de Grenoble  
7, Place Bir-Hakeim  
Grenoble, 38000  
Tel. +33 476 74 71 58  
Fax +33 476 17 14 05  
Email: ce.casnav@ac-grenoble.fr  
Website: www.ac-grenoble.fr/casnav/

**CREPIN Jacky**

DAAF - Délégation académiques aux actions de formation - Rectorat de Grenoble  
7, Place de Bir-Hakeim  
Grenoble, 38000  
Tel. +33 456 52 77 29  
Fax +33 476 74 70 53  
Email: ce.daaf@ac-grenoble.fr  
Website: www.ac-grenoble.fr/admin/spip/spip.php?rubrique230

**CATÉGORIE THÉMATIQUE:**

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

**POURQUOI?**

Notre objectif est de rendre visible des projets et des démarches qui valorisent les identités plurilingues et pluriculturelles des élèves migrants arrivant en France. Grenoble et son agglomération accueillent un nombre important de ces élèves. Au sein de l'éducation nationale, le Centre académique pour la scolarisation des nouveaux arrivants et des voyageurs (CASNAV) est chargé de coordonner les actions en faveur de leur scolarisation, tandis que la Délégation académique aux actions de formation (DAAF) doit rendre possible la formation de leurs professeurs de français langue seconde (FLS).

La connaissance partagée des cultures d'origine et du pays d'accueil, la reconnaissance du plurilinguisme des migrants et les échanges interculturels sont des leviers d'intégration sociale et d'apprentissage du français langue commune.

L'académie de Grenoble a mis en place en 2005 une politique de scolarisation des élèves migrants; elle concerne notamment la formation des enseignants et la création d'un centre de ressources. Les dispositifs mis en place à destination des élèves visent avant tout leur apprentissage du français et privilégient des approches culturelles, interculturelles et plurilingues en éducation.

**QUOI?**

Le participant découvrira:

- comment s'organise la scolarisation des migrants dans l'académie de Grenoble;
- la formation professionnelle des enseignants de FLS;
- les réponses apportées localement à la prise en compte de la diversité culturelle (culture régionale, nationale, d'origine).

En outre, la rencontre avec des collègues européens nous permettra, à tous, d'enrichir notre regard par les présentations des modalités de prise en compte des langues et des cultures minoritaires au sein des systèmes éducatifs des participants.

**COMMENT?**

Le participant:

- suivra une journée de formation professionnelle pour des enseignants de l'académie;
- observera des projets ou démarches culturelles ou interculturelles dans des cours de français aux migrants;
- rencontrera des experts et des acteurs impliqués.

**POUR QUI?**

- 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,
- chercheurs.

**WWW.**

[www.ac-grenoble.fr/casnav/](http://www.ac-grenoble.fr/casnav/) – [www.ac-grenoble.fr/casnav/Espace\\_enseignant/](http://www.ac-grenoble.fr/casnav/Espace_enseignant/)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Helping children achieve more

Group No: 125

Round 1

Type of visit:  
General education

30/1/2012-3/2/2012  
Lincoln, England,  
United Kingdom

Working language:  
English

Number of places: 15  
Minimum required: 6

Keywords:

- disadvantaged groups
- social inclusion
- young people

## CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

## WHY?

'Every child matters' (ECM) is a national philosophy which places the child at the centre of their own personal, physical and educational development. There are five strands: stay safe, be healthy, enjoy and achieve, make a positive contribution and economic wellbeing. Every agency in the children's services sector uses 'every child matters' as a framework. Due to the change in government, the title may change to 'help children achieve more' but the principles and outcomes will still be part of the agenda.

Lincoln is a typical English city with children from many backgrounds and cultures, facing different social, economical and educational difficulties. Its schools and other children's services place the 'every child matters' agenda at the centre of organisational planning and delivery.

The host institution is a comprehensive school with great commitment to helping all its pupils achieve, regardless of background.

## WHAT?

Participants will learn about:

- the origins of 'every child matters' policy at government level;
- development of the five strands and how they are implemented in Lincolnshire;
- the role of the director of children's services, schools and many other complementary organisations/agencies.

## HOW?

Participants will:

- observe teachers working in the classroom;
- meet guidance counsellors working in the school and local communities;
- visit vocational learning centres and providers.

## 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.

## Organiser(s):

### WHITE Charley

Lincoln Christ's Hospital School

Wragby Road

Lincoln, LN2 4PN

Tel. +44-1522 88 11 44

Fax +44-1522 88 11 45

Email: [cwhite@christs-hospital.lincs.sch.uk](mailto:cwhite@christs-hospital.lincs.sch.uk)

Website: [www.christs-hospital.lincs.sch](http://www.christs-hospital.lincs.sch)

**WWW.**

[www.dcsf.gov.uk/everychildmatters/](http://www.dcsf.gov.uk/everychildmatters/)

## NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

# The role of social partners in developing national qualifications frameworks

Group No: **126****Round 1**Type of visit:  
**VET****26/9/2011-30/9/2011**  
**Berlin, Germany**Working language:  
**English**Number of places: **12**  
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?**

Developing quality vocational education and training is central to achieving the Europe 2020 goals and to making Europe a knowledge society.

Implementing a national qualifications framework has become a priority for the education and training sector in Germany as well as in other Member States. This process requires the involvement of all relevant stakeholders in VET, including the social partners.

**WHAT?**

Participants will learn about:

- approaches to developing a national qualificationS framework, which includes VET, general education and higher education;
- key elements of a national qualifications framework with emphasis on learning outcomes and definition of competences from the learners perspective;
- developing national regulations;
- establishing quality assurance requirements for VET by competent national bodies;
- the role of trade unions and employers' organisations at different levels.

**HOW?**

Participants will:

- visit locations where discussions take place;
- meet management representatives and regional trade union representatives;
- discuss draft concepts for a national qualifications framework.

**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.

Keywords:

- **national qualifications frameworks**
- **social partners**
- **transparency of qualifications**

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**NEHLS Hermann**

Deutscher Gewerkschaftsbund  
Henriette Herz Platz 2  
Berlin, 10178  
Tel. +49-30 24 06 06 47  
Fax +49-30 24 06 04 10  
Email: Hermann.Nehls@dgb.de  
Website: www.dgb.de

**WWW.**

[www.dgb.de](http://www.dgb.de) – [www.bibb.de](http://www.bibb.de) – [www.bmbf.de](http://www.bmbf.de) – [www.dihk.de](http://www.dihk.de) – [www.zdh.de](http://www.zdh.de) – [www.bda.de](http://www.bda.de)



## NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

# The qualifications and credit framework: delivering vocational qualifications

Group No: 127

Round 1

Type of visit:  
VET3/10/2011-5/10/2011  
Nottingham, England,  
United KingdomWorking language:  
EnglishNumber of places: 12  
Minimum required: 6

Keywords:

- apprenticeship
- national qualifications frameworks
- skill needs

## CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

## WHY?

Addressing UK skills needs is a current government priority - the UK Commission for Employment and Skills highlights this can only be achieved through developing collaborative partnerships. The apprenticeship programme is one trusted method that employers and government have welcomed. However the UK is not limited to this method to increase skills and competences in the labour market. Introduction of the qualifications and credit framework (QCF) for all vocational qualifications has been developed to allow learners to gain skills employers want through flexible and personalised routes, fostering innovative approaches. The framework is aligned to European frameworks (EQF and ECTS) allowing learners to capture achievements through credit accumulation from one country to another promoting mobility and allowing learners to upgrade their skills throughout their working lives. Key organisations such as sector skills bodies, awarding bodies, regulatory bodies, learning providers and funding bodies have had to work together to match labour market needs.

## WHAT?

Participants will learn about:

- the political environment and introducing QCF;
- the EQF and what this means for the future;
- learning providers experience of the QCF;
- the content of apprenticeship programmes.

## HOW?

Participants will:

- visit sites to observe delivery of apprenticeships;
- meet representatives of key organisations to understand how they work together;
- observe presentations and discuss issues with members of the 'Learning world'.

## 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 employers' organisations,
- representatives of local, regional and national authorities.

## Organiser(s):

### BOUCHERAT Rob

Learning World  
Aspect House, Aspect Business Park,  
Bennerley Road  
Nottingham, NG6 8WR  
Tel. +44 011 59 73 92 00  
Fax +44 011 59 73 92 01  
Email: rboucherat@  
learningworldgroup.com  
Website: <http://www.constructionlearningworld.com/>

## WWW.

[www.constructionlearningworld.com/](http://www.constructionlearningworld.com/) – [www.qcda.gov.uk/qualifications/qcf/581.aspx](http://www.qcda.gov.uk/qualifications/qcf/581.aspx)  
[www.qcda.gov.uk/qualifications/qcf/4926.aspx](http://www.qcda.gov.uk/qualifications/qcf/4926.aspx) – [www.ofqual.gov.uk/who-we-are](http://www.ofqual.gov.uk/who-we-are)

## NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

# Improving links between education and training and the labour market - Mechanisms and instruments

Group No: 128

Round 1

Type of visit:  
VET10/10/2011-12/10/2011  
Lisboa, PortugalWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- learning outcomes
- national qualifications frameworks
- transparency of qualifications

**Organiser(s):****CARAMUJO Elsa**

Agência Nacional para a Qualificação  
Av. 24 de Julho n° 138  
Lisboa, 1399-026  
Tel. 00351 213943700  
Fax 00351 213943799  
Email: elsa.caramujo@anq.gov.pt  
Website: www.anq.gov.pt

**ALVES Maria João**

Agência Nacional para a Qualificação  
Av. 24 de Julho n° 138  
Lisboa, 1399-026  
Tel. 00351 213 94 37 00  
Fax 00351 213 94 37 99  
Email: maria.alves@anq.gov.pt  
Website: www.anq.gov.pt

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

The visit aims to present the mechanisms and tools developed by ANQ (National Agency for Qualifications) to connect education and training to the labour market. As an example of cooperation between the worlds of education, training and work, ANQ will present the organisation and development of the national catalogue for qualifications and sectoral councils for qualification as well as 'Jobs Kit', which contains materials for vocational information and guidance in schools.

**WHAT?**

Participants will learn about:

- initiatives to improve cooperation between the worlds of education, training and work at national level;
- new approaches to develop and update qualification references;
- tools used in vocational information and guidance.

**HOW?**

Participants will:

- meet ANQ representatives and members of sectoral councils for qualifications;
- visit schools where the 'Jobs Kit' is used;
- meet teachers who use the 'Jobs Kit' with their students.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

A opção por esta visita tem como objectivos fundamentais apresentar o Sistema Nacional de Qualificações e os seus principais instrumentos regulados e dinamizados pela Agência Nacional para a Qualificação (ANQ). Assim, pretendemos apresentar o Catálogo Nacional de Qualificações (CNQ) e o seu processo de actualização e desenvolvimento, realizado através dos Conselhos Sectoriais para a Qualificação, os processos de reconhecimento de competências (escolares e profissionais) e o kit das profissões que contém material de apoio ao desenvolvimento vocacional dos jovens e é composto por dois instrumentos, o Guia de Profissões e o Manual de Exploração Vocacional.

**WWW.**

[www.catalogo.anq.gov.pt](http://www.catalogo.anq.gov.pt) – <http://anqmundoprofissoes.ml.pt/>

## NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

# NFQ and EQF, frameworks for lifelong learning

Group No: 129

Round 1

Type of visit:  
Mixed11/10/2011-14/10/2011  
Dublin, IrelandWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

Keywords:

- **European qualifications framework (EQF)**
- **learning outcomes**
- **national qualifications frameworks**

**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?**

The need to allow for transparent education and training systems is vital for meeting learner mobility, employment needs, promoting alternative learning pathways and recognising all learning achievements, activities and outcomes. The Irish national framework of qualifications (NFQ) was introduced in 2003 establishing a single, coherent system of awards for all education and training awards promoting flexibility and integration of qualifications, supporting development of alternative learning pathways and establishing learning outcomes as the common reference point. In 2009, Ireland completed referencing the NFQ to the European qualifications framework (EQF) further strengthening European cooperation, improving transparency and increasing mobility opportunities.

This visit is hosted by Léargas, the National Agency for managing the lifelong learning programme (ex Erasmus) in Ireland.

**WHAT?**

Participants will learn about:

- national policies relating to education and training, NFQ and EQF;
- development and implementation of NFQ;
- EQF and NQF referencing;
- 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:

- meet and discuss practices and development with national experts and policy-makers;
- visit a range of education and training organisations and providers to look at practical implementation and impact;
- observe and discuss projects and programmes with learners and trainers.

**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.

**Organiser(s):****D'ARCY Ivanna**

Léargas

189-193 Parnell Street

Dublin 1

Tel. +353-1 887 12 58

Fax +353-1 873 13 16

Email: idarcy@leargas.ie

Website: www.leargas.ie/studyvisits

**WWW.**

[www.leargas.ie](http://www.leargas.ie) – [www.education.ie](http://www.education.ie) – [www.nqai.ie](http://www.nqai.ie) – [www.nfq.ie](http://www.nfq.ie) – [www.fetac.ie](http://www.fetac.ie) – [www.hetac.ie](http://www.hetac.ie)

# Ausbildungsangebote in der Tourismusbranche Kompetenzen fördern und transparent machen

Gruppennummer: **130**

Antragsrunde **1**

Art des Besuches:  
**Berufsbildung**

**7/11/2011-9/11/2011**  
**Wien, Österreich**

Arbeitsprache:  
**Deutsch**

Anzahl der Teilnehmerplätze: **15**  
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Außercurriculare Maßnahmen**

## THEMENBEREICHE:

Entwicklung von Strategien für lebenslanges Lernen und Mobilität

## WARUM?

Der Tourismus ist ein zentraler Wirtschaftszweig Österreichs. Er nimmt daher auch in der österreichischen Berufsbildung eine wichtige Rolle ein. In der beruflichen Erstausbildung haben junge Menschen – vor allem im Bereich Tourismus – die Möglichkeit, Mobilitätserfahrungen zu sammeln und eine Vielzahl von Kompetenzen zu erwerben. Es soll erläutert werden, welche Instrumente zur Verfügung stehen, um die erworbenen Fähigkeiten und Fertigkeiten sowie Mobilitäten der Jugendlichen transparent darzustellen und wie diese dazu beitragen, den Einstieg in die Arbeitswelt zu erleichtern. Unternehmen und Berufsbildungseinrichtungen können bei diesem Studienbesuch Erfahrungen und Best Practice Beispiele austauschen. Die Stadt Wien ist mit ihrem umfangreichen kulturellen Angebot ein besonders beliebtes Reiseziel für Touristen. Hier kann besonders gut veranschaulicht werden, welchen Stellenwert die Tourismusbranche in der Berufsbildung hat bzw. welchen Herausforderungen sich die Berufsbildung im Hinblick auf neue Trends und Entwicklungen stellen muss.

## WAS?

Die Teilnehmer werden Folgendes lernen:

- welche beruflichen Ausbildungswege im Bereich Tourismus angeboten werden;
- wer die Mitwirkenden sind;
- wie die Ausbildungen auf die Anforderungen des Arbeitsmarktes sowie auf neue Herausforderungen eingehen;
- über die Förderung und (Weiter)entwicklung von Instrumenten zur transparenten Darstellung von Qualifikationen und Kompetenzen sowie der Mobilität von Schüler/innen in der Berufsbildung;
- über die Notwendigkeit der Zusammenarbeit von Industrie und Gewerbe sowie von Schule und Unternehmen in diesem Zusammenhang;
- über Optimierungspotenziale und neue Chancen.

## WIE?

Die Teilnehmer werden:

- berufsbildende Vollzeitschulen und Berufsschulen besuchen;
- Unternehmen besuchen, die junge Menschen im Bereich „Tourismus“ ausbilden;
- Instrumente zum Vergleich von Qualifikationen kennenlernen (u.a. NQR, Bildungsstandards in der Berufsbildung, Europass);
- die Möglichkeit zur Diskussion mit Lehrkräften, Schüler/innen, Ausbilder/innen und Vertreter/innen der Arbeitgeber- und Arbeitnehmerseite haben.

## WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Schulleiter, Lehreraus- und -fortbilder,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Forscher.

## Organisator(en):

**WILLENSHOFER Katrin**  
BMUKK - Bundesministerium für  
Unterricht, Kunst und Kultur  
Minoritenplatz 5  
Wien, 1014  
Tel. +43-1 531 20-4446  
Fax +43-1 531 20-814446  
Email: [katrin.willenshofer@bmukk.gv.at](mailto:katrin.willenshofer@bmukk.gv.at)  
Website: [www.bmukk.gv.at](http://www.bmukk.gv.at)

**WWW.**

[www.bildungsstandards.berufsbildendeschulen.at/](http://www.bildungsstandards.berufsbildendeschulen.at/)

## REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

# Reforming the Greek educational system

Group No: **131****Round 1**Type of visit:  
**General education****5/12/2011-9/12/2011**  
**Athens, Greece**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **competences in science and technology**
- **curriculum**
- **key competences**

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

Starting in 2010, many reforms have been planned in the Greek educational system, covering all levels of education from pre-primary to university. For the first time, many changes in many different areas and levels are happening at the same time, making it a real challenge for Greek pupils, teachers and parents. The school year 2011/12 should bring the first outcomes of this effort and it would be a pleasure for us to share our experience with other European partners.

**WHAT?**

Participants will learn about:

- reforms and innovations in Greek primary and secondary schools;
- use of ICT and digital tools in the learning process;
- new methods in teaching foreign languages from the age of six;
- integration of pupils with disabilities into mainstream schools;
- multicultural education;
- the role of 'whole day' school;
- school self-evaluation.

**HOW?**

Participants will:

- visit schools;
- observe teachers in their classrooms and talk to pupils;
- meet experts on reform, teachers and representatives of educational authorities;
- share their experiences.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Από το σχολικό έτος 2010 – 2011 το Υπουργείο Παιδείας, Δια Βίου Εκπαίδευσης και Θρησκευμάτων ξεκίνησε μια σειρά εκπαιδευτικών αλλαγών που αφορά σε όλα τα επίπεδα της εκπαίδευσης. Οι αλλαγές αυτές ξεκίνησαν σταδιακά και αναμένεται να γενικευτούν μέσα στην επόμενη τριετία. Αφορούν δε σε ένα μεγάλο φάσμα εκπαιδευτικών πεδίων όπως η αξιολόγηση του εκπαιδευτικού έργου, η αλλαγή του αναλυτικού προγράμματος, η ειδική αγωγή, η εκπαίδευση αλλοδαπών και παλιννοστούστων μαθητών, τα προγράμματα σπουδών, η επιμόρφωση των εκπαιδευτικών, η πρόσβαση των μαθητών στην Τριτοβάθμια Εκπαίδευση. Από το έτος 2011 – 2012 αναμένονται τα πρώτα αποτελέσματα καθώς και η γενίκευση των αλλαγών που ξεκίνησαν πιλοτικά το 2010.

**Organiser(s):****KARNAVAS Konstantinos**

IKY

1 Makri St. & Dion. Areopagitou  
Athens, 11742

Tel. +30- 2103726317

Email: [kkarnavas@iky.gr](mailto:kkarnavas@iky.gr)Website: [www.iky.gr](http://www.iky.gr)**WWW.**[www.minedu.gov.gr](http://www.minedu.gov.gr) – [www.pi-schools.gr/](http://www.pi-schools.gr/)

## MISE EN ŒUVRE DE FILIÈRES D'APPRENTISSAGE SOUPLES

# La formation modulaire au service de l'orientation et de la formation tout au long de la vie

Numéro de groupe: **132**

**Phase 1**

Type of visit:  
**EFP**

**24/10/2011-27/10/2011**  
**Liège, Belgique**

Langue de travail:  
**Français**

Nombre de places: **15**  
Minimum requis: **8**

Mots clés:

- assurance qualité
- formation des adultes
- validation des acquis non formels et informels

## Organisateur(s):

**GOUVY Vinciane**  
Centre de Coopération Technique et pédagogique  
Rue Cockerill, 101  
Seraing, 4100  
Tel. +32- 42373492  
Fax +32- 43382830  
Email: vinciane.gouvy@provincedeliege.be  
Website: <http://www.cecotepe.be>

## CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

## POURQUOI?

La problématique de la concordance entre la qualité de la formation et les besoins du terrain est un débat récurrent. Il s'agit de créer une adéquation entre la demande et les compétences des adultes. Consciente de l'importance de la formation des adultes, la Province de Liège, via sa Maison de la formation et son enseignement de promotion sociale, a mis en œuvre divers dispositifs favorisant l'orientation et l'apprentissage tout au long de la vie. Vu l'évolution économique et industrielle, les défis sont nombreux, en particulier en bassin mosan (verre, acier, armurerie, énergie nouvelle, aéronautique, technologies de l'information et de la communication, santé).

## QUOI?

Le participant découvrira:

- les modalités d'assurance qualité du processus de formation;
- comment développer la formation professionnelle (identification des besoins);
- les dispositifs de formation en région wallonne;
- la formation modulaire: principes, implications, intérêt et exemples;
- la formation modulaire dans une filière multi-opérateurs: en milieu carcéral et professionnel, dans la fonction publique, la médiation scolaire, l'aide locale aux petits indépendants, l'orientation professionnelle, en complément de la validation des compétences;
- un centre de validation des compétences.

## COMMENT?

Le participant:

- rencontrera le directeur de l'Espace qualité formation (qualité de la formation et nécessité d'une adéquation entre l'offre et la demande);
- rencontrera le Service francophone des métiers et des qualifications et le Comité subrégional de l'emploi et de la formation de Liège;
- visitera l'Établissement de promotion sociale de Huy-Waremme;
- rencontrera des responsables et étudiants de la prison de Marneffe;
- échangera avec des professionnels pratiquant l'approche modulaire;
- visitera un centre de validation des compétences et rencontrera des spécialistes du sujet;
- visitera le centre de compétence Technifutur.

## POUR QUI?

- 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,
- conseillers pédagogiques ou d'orientation,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs.

## WWW.

[www3.provincedeliege.be/formation/spip.php?page=ipfasp](http://www3.provincedeliege.be/formation/spip.php?page=ipfasp)  
[www3.provincedeliege.be/eqf/](http://www3.provincedeliege.be/eqf/) – [www.sysfal.be/upload/DocumentTelecharger/ListCCPQ.pdf](http://www.sysfal.be/upload/DocumentTelecharger/ListCCPQ.pdf)  
<http://csef-liege.org/> – [www.provincedeliege.be/enseignement/promotionsociale/fr/ipepshuy-waremme](http://www.provincedeliege.be/enseignement/promotionsociale/fr/ipepshuy-waremme) – [www.studyrama.be/spip.php?article717](http://www.studyrama.be/spip.php?article717) – [www.technifutur.be/defaultsplash.aspx](http://www.technifutur.be/defaultsplash.aspx)

## INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

# University of the third age fostering adult education

Group No: 133

Round 1

Type of visit:  
General education3/10/2011-7/10/2011  
Bytom, PolandWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- adult learning
- evaluation (school or institution)
- gender equity

**Organiser(s):****POPŁAWSKI Marcin**

Wydział Edukacji, Urząd Miejski  
Strzelców Bytomskich 21  
Bytom, 41-902  
Tel. +48-32 779 85 12  
Fax +48-32 281 27 19  
Email: mpoplawski@um.bytom.pl  
Website: www.bytom.pl/edukacja/

**BAZAN Agata**

Urząd Miejski, Wydział Edukacji  
Strzelców Bytomskich 21  
Bytom, 41-902  
Tel. +48-32 779 85 12  
Fax +48-32 281 27 19  
Email: mpoplawski@um.bytom.pl  
Website: www.bytom.pl

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

Third-age education and its challenges have been important in Bytom for five years since the social and educational policy focused on adults and their education. The citizens of Bytom constitute an aging society where the condition of adults, gender equity and social awareness are of vital importance to the authorities. The host institution, Department of Education of Bytom, is responsible for establishing and developing a university for the third age. Our focus is balanced adult competence development including digital communication competence. The host institution has experience in organising training for various target groups.

**WHAT?**

Participants will learn about:

- a model of managing and organising a university for the third age;
- expertise needed to make education interesting and beneficial for adults;
- integrating the objectives of State and private schools of tertiary education with the objectives of a university for the third age;
- improving functioning of a university of the third age through an evaluation process involving all stakeholders.

**HOW?**

Participants will:

- visit a university and take part in lectures and activities;
- meet management;
- meet the authorities to discuss integration of adult education into the system of education at city level;
- devise a model of a university for the third age based on their 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.

**WWW.**

[www.en.cku.bytom.pl/main.php?d=1&p=17](http://www.en.cku.bytom.pl/main.php?d=1&p=17) – [worldu3a.org/resources/u3a-poland.htm](http://worldu3a.org/resources/u3a-poland.htm)  
[www2.univ.gda.pl/en/?id\\_cat=43&lang=en](http://www2.univ.gda.pl/en/?id_cat=43&lang=en)



## INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

# Better working skills through lifelong adult education

Group No: **134****Round 1**Type of visit:  
**Mixed****17/10/2011-21/10/2011**  
**Helsinki, Finland**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **adult learning**
- **lifelong learning programme**
- **migrants and minorities**

**Organiser(s):****HEIMONEN Johanna**

University of Helsinki, Palmenia  
Institute for Continuing Education  
Vuorikatu 24  
Helsinki, 00100  
Tel. +358- 503 29 06 37  
Fax +358- 919 15 40 87  
Email: Johanna.heimonen@helsinki.fi  
Website: www.helsinki.fi/palmenia

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

In the modern world things change rapidly and a training or academic degree does not guarantee a permanent working career. Everybody needs to learn more and adopt new skills. Adult education in Finland is well organised. It is normal to learn as an adult, to get new skills for work or just study for fun. Many adult learners even take degrees and start new careers.

The host institution, Palmenia institute for continuing education, is part of the University of Helsinki. Palmenia is the biggest university institute for continuing education in Europe, working since 1986. Palmenia offers a large selection of training for several branches in the academic field and cooperates with other training organisations.

**WHAT?**

Participants will learn about:

- national strategy of education;
- different types of adult education: vocational, academic, formal, non-formal;
- different ways of financing adult education;
- setting goals for adult education: exams, formal qualifications, working skills;
- making adult education attractive;
- learners view of lifelong learning;
- national experiences and good practices of adult education.

**HOW?**

Participants will:

- visit different kinds of adult education institutions and meet adult learners;
- meet representatives of educational authorities, employers who have profited from adult training services;
- learn from one another.

**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 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:**

Koulutus- ja kehittämiskeskus Palmenia on Helsingin yliopiston erillislaitos, jonka tehtävänä on tuottaa asiantuntijapalveluita täydennyskoulutuksen sekä tutkimus- ja kehittämispalveluiden alalla. Opintovierailu "Better working skills through lifelong adult education" antaa laajan yleiskuvan suomalaisesta aikuiskoulutuksesta. Vierailun aikana tutustutaan sekä ammatilliseen että akateemiseen täydennyskoulutukseen, alanvaihtomahdollisuuksiin, maahanmuuttajien koulutusmahdollisuuksiin ja myös henkilökohtaista kehittymistä edistävään omaehtoiseen koulutukseen. Ohjelmassa on vierailuja oppilaitoksissa, asiantuntijaluentoja ja myös tutustumista suomalaiseen kulttuuriin.

**WWW.**

[www.helsinki.fi/palmenia/english/index.htm](http://www.helsinki.fi/palmenia/english/index.htm) – [www.minedu.fi/OPM/?lang=e](http://www.minedu.fi/OPM/?lang=e)  
[www.oph.fi/english](http://www.oph.fi/english) – [www.mol.fi/mol/en/index.jsp](http://www.mol.fi/mol/en/index.jsp) – [www.avoinyliopisto.fi/en-GB/](http://www.avoinyliopisto.fi/en-GB/)  
[www.helsinginaikuisopisto.fi/eng/index.php](http://www.helsinginaikuisopisto.fi/eng/index.php) – [www.amiedu.fi/BrieflyInEnglish](http://www.amiedu.fi/BrieflyInEnglish)  
[www.metropolia.fi/en/](http://www.metropolia.fi/en/) – [www.haaga-helia.fi/en](http://www.haaga-helia.fi/en) – [www.opintoluotsi.fi/en-GB/](http://www.opintoluotsi.fi/en-GB/)



## INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

# Integrating seniors into non-formal education

Group No: 135

Round 1

Type of visit:  
General education15/11/2011-17/11/2011  
Tržič, SloveniaWorking language:  
EnglishNumber of places: 14  
Minimum required: 8

Keywords:

- adult learning
- lifelong learning programme
- social inclusion

## CATEGORY OF THEMES:

Develop strategies for lifelong learning and mobility

## WHY?

Ljudska univerza Tržič is an adult education centre, a public institution in operation since 1959. The centre provides education, in-service and professional training for persons who wish to gain, refresh, broaden or deepen their knowledge. To satisfy the needs of adults and young people, we organise educational programmes for completion of elementary and secondary schools and also courses and non-formal learning models (painting, bobbin work, creative workshops, computer courses, study groups, etc.). Our programmes are aimed at the local community, but we also have experience at the national and international levels. We cooperate with the Peter Uzar Tržič retirement home, day care and work centre Tržič, Kranj. From year to year, there is an increase in numbers of older community members who wish to learn what they did not in their youth; this is why the third age university has operated successfully for several years.

## WHAT?

Participants will learn about:

- projects focusing on non-formal educational programmes for seniors;
- ideas, experiences and best practices in adult education;
- adult education and non-formal education system;
- lifelong learning, quality of life and spending free time in a retirement home for older people.

## HOW?

Participants will:

- visit adult education centres;
- meet teachers, guardians and residents; civil servants, experts, heads of institutions;
- visit the Slovenian Institute for Adult Education and third age university;
- take part in a workshop with older people in a retirement home;
- analyse and discuss their experiences.

## WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- researchers.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

V Sloveniji je bila sprejeta Strategija vseživljenjskosti učenja, ki v prvem cilju določa, da je potrebno vsem ljudem omogočiti učenje in izobraževanje v vseh življenjskih obdobjih, na vseh področjih življenja in v vseh okoljih. Izobraževanje starejših ljudi v neformalnih kontekstih poteka v organiziranih in sistematičnih učnih dejavnostih, ki potekajo zunaj formalnega izobraževalnega sistema, najpogosteje v izobraževalnih organizacijah za odrasle. Pomemben del Ljudske univerze Tržič je tudi Univerza za tretje življenjsko obdobje. V njene izobraževalne programe se vključujejo starejši upokojeni, starejši zaposleni, ki se pripravljajo na upokožitev, starejši v tretjem življenjskem obdobju. Vključujejo se v izobraževanja z različnih področij.

## Organiser(s):

### KNIFIC Metka

Ljudska Univerza Tržič

Šolska Ulica 2

Tržič, 4290

Tel. +386- 45925550

Fax +386- 45962155

Email: info@lu-trzic.si

Website: www.lu-trzic.si

## WWW.

[www.acs.si/](http://www.acs.si/) – [www.univerzazatretjeobd-drustvo.si/](http://www.univerzazatretjeobd-drustvo.si/)

## INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

# Increasing opportunities for adult learning

Group No: **136**

**Round 1**

Type of visit:  
**Mixed**

**28/11/2011-1/12/2011**  
**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?

In the Netherlands, adult education includes formal as well as non-formal and informal learning. Non-formal education and the informal sector are growing. The province of South Holland, a highly urbanised area with a diverse range of adult and vocational organisations, can share examples of good practices.

## WHAT?

Participants will learn about:

- adult education centres in an urban environment;
- adult education in the formal educational system (regional vocational centres), regular and special projects;
- projects focusing on informal and non-formal ways of learning (folk high schools, projects developed by churches).

## HOW?

Participants will:

- visit the Ministry of Education, a municipal department for education, a regional education centre and a folk high school;
- visit VAVO schools (general adult education schools);
- 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):

**SMIT Frank**  
European Platform  
Kenemmerplein 16  
Haarlem, 2011 MJ  
Tel. +31- 235 53 11 50  
Fax +31- 235 42 71 74  
Email: [smit@epf.nl](mailto:smit@epf.nl)  
Website: [www.europeesplatform.nl](http://www.europeesplatform.nl)

**WWW.**

[www.minocw.nl](http://www.minocw.nl) – [www.europeesplatform.nl/grundtvig](http://www.europeesplatform.nl/grundtvig)

## FÖRDERUNG DER BETEILIGUNG VON ERWACHSENEN AN ALLGEMEINER UND BERUFLICHER BILDUNG

# Förderung der Bildungsteilnahme älterer Menschen

Gruppennummer: **137**Antragsrunde **1**Art des Besuches:  
**Gemischt****21/2/2012-23/2/2012**  
**Kaunas, Litauen**Arbeitssprache:  
**Deutsch**Anzahl der Teilnehmerplätze: **12**  
Erforderliche Mindestanzahl: **6**

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Erwachsenenbildung**
- **Sozialpartner**

**THEMENBEREICHE:**

Entwicklung von Strategien für lebenslanges Lernen und Mobilität

**WARUM?**

In der wirtschaftlichen Krise sind die älteren Leute, die auf Integrationsprobleme auf dem Arbeitsmarkt und in der Gesellschaft stoßen, in der schwierigsten Lage. Mit dem Kennenlernenbesuch wollen wir Diskussionen, Meinungsaustausch, gegenseitiges Lernen initiieren und nach Lösungsansätzen suchen.

Kaunas wurde aus verschiedenen Gründen gewählt, u.a. läuft in Kaunas das Projekt „Kaunas – die lernende Stadt“; hier gibt es auch die Volkshochschule für ältere Leute.

Mit diesem Studienbesuch will man verschiedene Organisationen in das soziale Lernnetzwerk einbinden, um das lebenslange Lernen jedes Menschen zu fördern.

Das Lehrerfortbildungszentrum ist für die Fortbildung und für kulturelle Veranstaltungen für Lehrkräfte und andere Bürger der Stadt zuständig.

**WAS?**

Die Teilnehmer werden Folgendes lernen:

- mit neuen Methoden bürgerliches Engagement und Kreativität bei älteren Leuten zu fördern, die beim Lehren und Lernen angewandt werden können;
- die Rolle der Sozialpartner beim lebenslangen Lernen zu verstehen sowie die Fähigkeit sich an den ständig verändernden Wandel in der Wissensgesellschaft anzupassen;
- mit den Strategien des Kompetenzerwerbs von älteren Leuten in Litauen umzugehen und sich besser in den Arbeitsmarkt zu integrieren.

**WIE?**

Die Teilnehmer werden:

- Behörden besuchen, die Kreativität und bürgerliches Engagement der älteren Leute innovativ fördern und deren Teilhabe an Bildung stärken;
- Einblick in den Lernprozess bei älteren Menschen erhalten;
- sich treffen und mit den Sozialpartnern Strategien des lebenslangen Lernens diskutieren.

**WER?**

- Schulleiter, Lehreraus- und -fortbilder,
- Abteilungsleiter,
- Bildungs- oder Berufsberater,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

**KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:**

Globalinės socialinės ir ekonominės krizės metu nepalankiausioje padėtyje atsiduria vyresnio amžiaus žmonės. Jų dalyvavimo švietime skatinimas tampa ypač reikšmingas integruojantis į darbo rinką. Šiuo pažintiniu vizitu siekiame inicijuoti diskusijas, patirties mainus, abipusį mokymąsi šios pasaulinio lygio problemos sprendimui. Vizito metu bus pristatyti ir aptarti vyresnio amžiaus žmonių kompetencijų tobulinimo būdai, novatyvios pilietiškumo ir kūrybiškumo skatinimo priemonės, socialinių partnerių bendradarbiavimo iniciatyvos visą gyvenimą trunkančiame mokymesi.

**Organisator(en):****PUKELIENE Birute**

Lehrerfortbildungszentrum  
Vytautas Prospekt 44  
Kaunas, LT44329  
Tel. 370 68 68 13 59  
Fax 370 37 32 41 57  
Email: rfz.kaunas@takas.lt  
Website: www.kpkc.lt

**WWW.**

[www.kpkc.lt](http://www.kpkc.lt) – [www.goethe.de/ins/lt/vil/t/index](http://www.goethe.de/ins/lt/vil/t/index)  
[www.borg-mittersill.salzburg.at/Litauen/schulsystem.htm](http://www.borg-mittersill.salzburg.at/Litauen/schulsystem.htm)

## LIFELONG GUIDANCE FOR LEARNING AND WORKING

# Guidance – A tool for today's training

Group No: **138****Round 1**Type of visit:  
**Mixed****27/9/2011-30/9/2011**  
**Arad, Romania**Working language:  
**English**Number of places: **12**  
Minimum required: **5**

Keywords:

- **European qualifications framework (EQF)**
- **key competences**
- **lifelong guidance**

**Organiser(s):**

**AVACOVICI Adina**  
Grup Scolar "Francisc Neuman"  
Str. Sava Tekelija nr. 1  
Arad, 310096  
Tel. 0040 744 512105  
Fax 0040 257 280887  
Email: avacovici@yahoo.com  
Website: www.liceul-neuman.ro

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

Facing today's challenges and aiming to improve students' personal development, employability and preparation for integration into the labour market, career guidance becomes more and more important. Students often ask for information about training profiles and selection criteria for a future job. Using up-to-date recognised educational resources, we are committed to offer broad and balanced education and counselling programmes, also valuing experience gained during European projects developed by our school.

Grup Scolar Francisc Neuman is a vocational school specialising in career counselling. Besides their subject knowledge, teachers and trainers also have to adapt their guidance skills, to be supportive and understand the social and cultural dimension of education.

**WHAT?**

Participants will learn about:

- the institutional/regional /national frameworks for career guidance;
- development of job-specific skills and competences for employability;
- counselling procedures, competence assessment, career management;
- how schools can motivate lifelong learning;
- how to improve parental care/career guidance.

**HOW?**

Participants will:

- meet guidance counsellors and regional representatives of education and vocational training;
- discuss techniques and resources for career guidance activities;
- exchange good practice gained in European projects in education and vocational training;
- be involved in peer learning activities, analyses, and web-based cooperation.

**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 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:**

În conformitate cu Recomandarea Consiliului Europei (2004) toți cetățenii Europei pot beneficia de consiliere în toate etapele vieții în scopul asigurării accesului la educație, formare și inserare pe piața muncii. Consilierea privind cariera devine tot mai importantă și intră în planul de acțiune al fiecărei școli. Prioritățile școlii de azi și de mâine pot fi sintetizate în întrebări de tipul: cum furnizăm elevilor competențe cheie, cum motivăm învățarea permanentă, cum răspunde școala diversității culturale, cum contribuie școala la dezvoltarea unor cetățeni europeni active și autonomi, cum relaționăm cu piața muncii și dezvoltăm competențe și aptitudini specifice.

**WWW.**

[www.goodguidance.eu/](http://www.goodguidance.eu/) – [www.liceul-neuman.ro/](http://www.liceul-neuman.ro/) – [www.ccdar.ro/](http://www.ccdar.ro/) – [www.uvvg.ro/site/](http://www.uvvg.ro/site/)  
[www.uav.ro/](http://www.uav.ro/) – [www.euroguidance.net/](http://www.euroguidance.net/)

## LEARNING MOBILITY IN EDUCATION AND TRAINING

# Cross-border cooperation and mobility in VET in the Euregion Meuse-Rhine

Group No: 139

Round 1

Type of visit:  
VET1/11/2011-4/11/2011  
Aachen, GermanyWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- language skills
- learners' mobility
- workers' mobility

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**WINKELS Karl**

Unternehmen Europäisches  
Bildungswerk Stichting  
Am Hahnenkreuz 1a  
Stolberg, 52223  
Tel. +49-2402 367 36  
Fax +49-2402 370 51  
Email: eb-stichting@gmx.de

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

Euregion Meuse-Rhine has long experiences of common border-cross cooperation and mobility of students and staff. VET has the task to prepare students for a bigger (Euregional/ European) labour market than the national one, as realised by the European Education Institution. The study visit will take place in Aachen (Germany), Maastricht (the Netherlands) and Eupen (Belgium), where more than seven million people live. Many institutes and enterprises have places of business in two or three of the countries. We would like to benefit from participants' experiences and practices as well as network with European colleges and identify future work placements abroad.

**WHAT?**

Participants will learn about:

- VET colleges in the Euregion Meuse-Rhine;
- organising cross-border cooperation between VET schools, including mobility of management, teachers and students;
- implementing Euregional competences for students;
- increasing language skills of students and staff;
- common VET with graduation in two or three countries;
- cooperation with stakeholders.

**HOW?**

Participants will:

- visit VET providers in Germany, Belgium and the Netherlands;
- meet:
  - representatives of social partners, stakeholders and Euregional business;
  - internationalisation coordinators;
  - language experts;
  - the board of the European Educational Institution.

**WHOM?**

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

**WWW.**

[www.BK-Eschweiler.de](http://www.BK-Eschweiler.de) – [www.aviationcompetencecentre.nl](http://www.aviationcompetencecentre.nl) – [www.zawm.be](http://www.zawm.be)

## LEARNING MOBILITY IN EDUCATION AND TRAINING

# Linking EU programmes on educational mobility and lifelong learning

Group No: **140****Round 1**Type of visit:  
**Mixed****14/11/2011-18/11/2011**  
**Antalya, Turkey**Working language:  
**English**Number of places: **12**  
Minimum required: **5**

Keywords:

- **adult learning**
- **learners' mobility**
- **lifelong learning programme**

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

As part of the accession process of Turkey to the EU, education and training programmes have been developed to meet EU standards and take steps towards a knowledge society. Turkey also takes part in the Erasmus and European voluntary service (EVS) programmes to promote learning mobility.

Antalya has many international contacts and offers a good environment for innovation and intercultural learning. CEUPA, the host, is active in EVS and implementing transnational lifelong learning projects. CEUPA also works in close collaboration with the international office of Akdeniz University that combines various EU programmes for young people such as Erasmus and Youth in action and serves as an example of good practice of successful promotion of learning mobility.

**WHAT?**

Participants will learn about:

- EU projects on learning mobility and lifelong learning, including a LLL project implemented by the host organisation;
- the concept of being a volunteer in Turkey;
- how European voluntary service contributes to learning mobility;
- ways of combining different EU programmes at Akdeniz University.

**HOW?**

Participants will:

- visit public institutions involved in EU projects;
- meet current EVS and Turkish volunteers;
- visit the international office at Akdeniz University and meet the programme coordinators.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

AB'ye katılım sürecinde Türkiye, eğitim-öğretimde AB standardına ulaşmak amacıyla eğitim-öğretim programları geliştirir. Bunun yanı sıra Erasmus ve Avrupa Gönüllü Hizmetleri projelerinde yer alır. Antalya birçok uluslar arası bağlantıya sahip olup kültürlerarası eğitim için iyi bir ortam sunar. CEUPA, AGH Projesi ve Leonardo da Vinci kapsamında uluslararası hayatboyu öğrenme projesi olan LLL-Driver'ın koordinatörlüğünü yürütür. Pekçok AB programını birleştiren ve sunan Akdeniz Üniversitesi ile temastadır. CEUPA, AGH Projeleri için ev sahibi ve gönderen kuruluş olarak akreditasyon sahibidir. AGH'yi uygular, destekler ve sivil toplum örgütlerini AB programlarından haberdar eder. CEUPA çalışma ziyaretine deneyimlerini paylaşmak, mevcut bilgisini artırmak için ev sahipliği yapmak istemektedir.

**Organiser(s):****TILKIOGLU Esra**

Institution Center for EU Projects of  
Governorship of Antalya (CEUPA)  
Kızılsaray Mah. Dolaplıdere Cad., Namli  
Apt. No:2/A, D:1 City Antalya  
Antalya, 07050  
Tel. +90 24 22 48 24 36  
Email: info@ceupa.gov.tr  
Website: www.ceupa.gov.tr/

**WWW.**

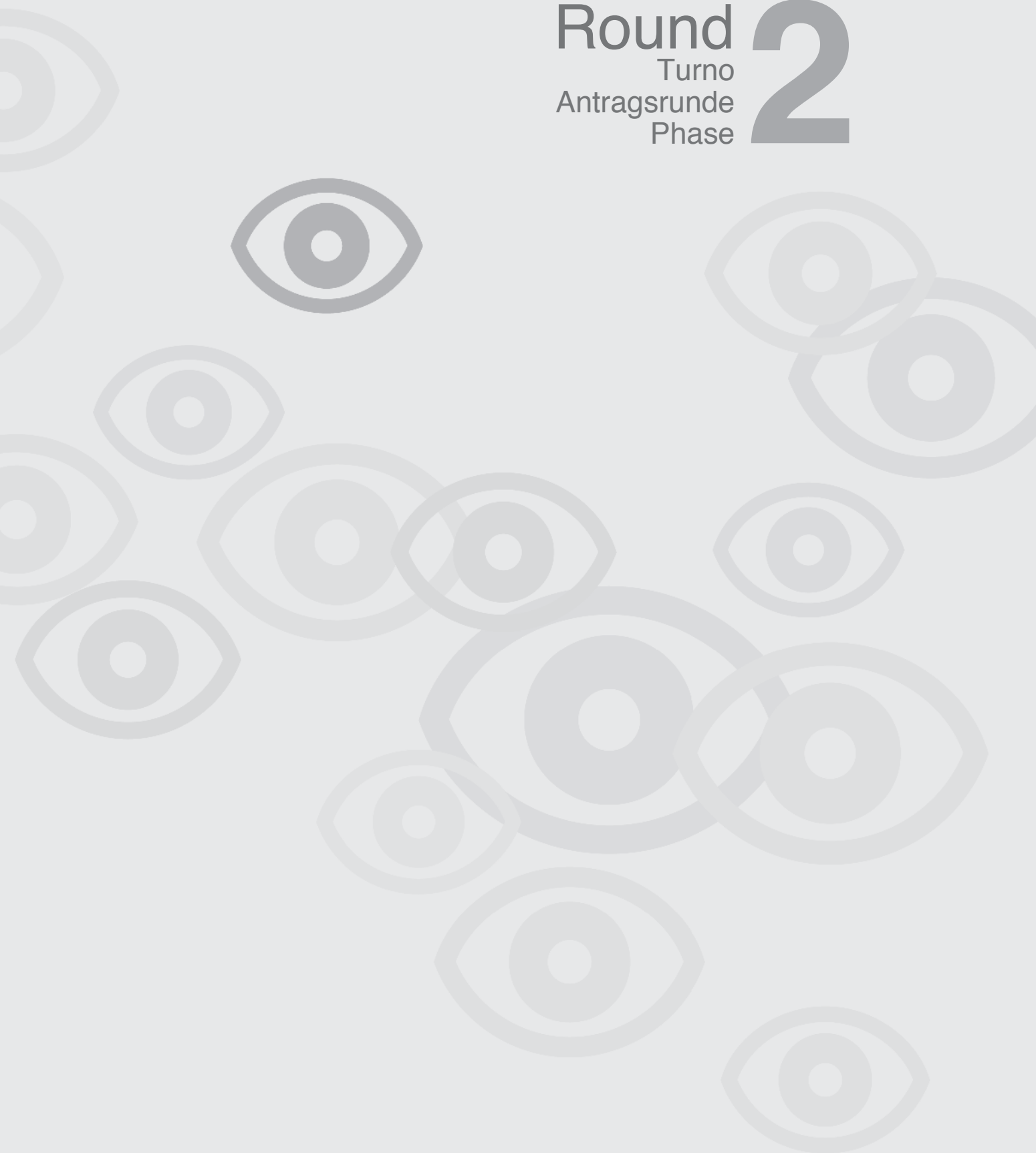
[www.ceupa.gov.tr/](http://www.ceupa.gov.tr/) – [www.ua.gov.tr/?dil=EN](http://www.ua.gov.tr/?dil=EN) – [www.lll-driver-project.eu/](http://www.lll-driver-project.eu/)







Round **2**  
Turno  
Antragsrunde  
Phase



# Catalogue 2011/12

**ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 01/03/2012 - 30/06/2012**

Deadline/délais/Bewerbungsschluss/plazo: 14/10/2011

**ENCOURAGE 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**

**TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK  
TRANSITION DE L'ÉDUCATION ET DE LA FORMATION À LA VIE ACTIVE**

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| 2     | 142   | L'enseignement en alternance, une clé vers un emploi qualifié                       | FR | Belgique | 24/04/12 - 27/04/12 | 180  |
| 2     | 143   | Improving informed student choices through collaboration of schools and enterprises | EN | Norway   | 07/05/12 - 11/05/12 | 181  |
| 2     | 144   | Bridging VET and the workplace: Malta as a case study                               | EN | Malta    | 21/05/12 - 25/05/12 | 182  |

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Integration of disadvantaged groups into the labour market

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**COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES**  
**ZUSAMMENARBEIT ZWISCHEN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, UNTERNEHMEN UND LOKALEN GEMEINSCHAFTEN**

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**SUPPORT INITIAL AND CONTINUOUS TRAINING OF TEACHERS, TRAINERS AND EDUCATION AND TRAINING INSTITUTIONS' MANAGERS**  
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| Arts, entertainment and recreation        | 222 |
| Human health and social work activities   | 231 |

## VISITS FOR HIGH-LEVEL DECISION- AND POLICY-MAKERS

The following visits 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     | 159   | A comprehensive regional approach to entrepreneurship education in Asturias           | EN | Spain   | 05/03/12 - 09/03/12 | 197  |
| 2     | 162   | Developing entrepreneurial culture: university-enterprise partnerships for innovation | EN | Italy   | 11/06/12 - 14/06/12 | 200  |
| 2     | 183   | Leadership and management in VET: national and local practices in Finland             | EN | Finland | 23/04/12 - 27/04/12 | 221  |



## TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

# VET in Spain - Strategies to merge learning and the labour market

Group No: 141

Round 2

Type of visit:  
VET26/3/2012-29/3/2012  
Madrid, SpainWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- entrepreneurship
- innovative approaches
- learners' mobility

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

Today vocational education and training is one of the most important topics in the Spanish educational system due to the low number of students compared to more economically developed European countries. Further, the government, independent researchers and the social partners (trade unions and chambers of commerce) consider VET as a strategic tool to overcome crisis and promote innovation and development.

In Madrid, almost every economic sector and different type of school with good practices in VET can be found as well as many different challenges.

Adimad is an association of secondary school headmasters based in Madrid that groups around 80 % of heads of State schools. It has great experience and knowledge of management, improvement and organisation of VET and wishes to share experiences with European colleagues.

## WHAT?

Participants will learn about:

- innovative approaches in different schools and professional sectors;
- strategies to encourage entrepreneurship among young students;
- programmes to encourage and improve learners' mobility.

## HOW?

Participants will:

- visit VET schools and companies providing work placements for students;
- observe teachers' work in the classroom;
- meet guidance counsellors working in disadvantaged areas.

## 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 local, regional and national authorities.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Esta visita de estudio pretende dar a conocer las experiencias y estrategias en Formación Profesional en la Comunidad de Madrid subrayando aquellos problemas y buenas prácticas en relación a la innovación, a la aproximación a la realidad productiva y a la actualización de la enseñanza profesional.

Se realizarán diversas visitas a diferentes tipos de Centros Públicos de Formación Profesional observando cómo se desarrollan las actividades de enseñanza-aprendizaje, especialmente aquellos centros que tengan estrategias innovadoras en aproximar la escuela a la realidad productiva.

Conoceremos ejemplos de Centros Educativos enfocados a la enseñanza con proyectos de producción real u otros cuyo foco está puesto en los alumnos en riesgo de exclusión.

## Organiser(s):

**GARCÍA DOMÍNGUEZ Luis**  
ADIMAD Madrid Secondary Schools  
Headmaster's association  
Padre Amigó, 5  
Madrid, 28025  
Tel. +34 914 66 17 44  
Fax +34 914 62 93 67  
Email: lgarcia@iespuertabonita.com  
Website: www.adimad.org

## WWW.

[www.educacion.es/educacion/que-estudiar/formacion-profesional.html](http://www.educacion.es/educacion/que-estudiar/formacion-profesional.html)  
[www.madrid.org/tp/](http://www.madrid.org/tp/) – [www.educacion.es/educa/incual/ice\\_incual.html](http://www.educacion.es/educa/incual/ice_incual.html)  
[www.educacion.es/cesces/inicio.htm](http://www.educacion.es/cesces/inicio.htm) – [www.upcomillas.es/webcorporativo/orion/](http://www.upcomillas.es/webcorporativo/orion/)

## TRANSITION DE L'ÉDUCATION ET DE LA FORMATION À LA VIE ACTIVE

# L'enseignement en alternance, une clé vers un emploi qualifié

Numéro de groupe: **142**

**Phase 2**

Type de visite:  
**EFP**

**24/4/2012-27/4/2012**  
**Namur, Belgique**

Langue de travail:  
**Français**

Nombre de places: **12**  
Minimum requis: **7**

Mots clés:

- **apprentissage**
- **besoins de compétences**

## Organisateur(s):

### **BOCQUET Carine**

Fédération de l'enseignement  
secondaire catholique (FESeC)  
Avenue Mounier, 100  
Bruxelles, 1200  
Tel. +32- 256 73 20  
Fax +32- 256 73 23  
Email: carine.bocquet@segec.be  
Website: <http://enseignement.catholique.be>

### **WERY Pierre**

Fédération de l'enseignement  
secondaire catholique (FESeC)  
Avenue Mounier, 100  
Bruxelles, 1200  
Tel. +32- 256 73 20  
Fax +32- 256 73 23  
Email: pierre.wery@segec.be  
Website: <http://enseignement.catholique.be>

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Dans le contexte socio-économique actuel, la formation en alternance s'avère être une alternative intéressante pour la formation professionnelle dans un objectif de mise à l'emploi. Après 25 ans d'existence, les Centres d'éducation et de formation en alternance (CEFA) ont démontré la pertinence d'une telle pédagogie. Cette visite a pour but de faire découvrir ce qu'est l'alternance en Communauté française afin de susciter des partenariats en termes d'échanges de bonnes pratiques.

## QUOI?

Le participant découvrira:

- le fonctionnement du CEFA (aspects organisationnels, pédagogiques et politiques);
- le système de formation en alternance en communauté française;
- la contribution des organismes partenaires: secteurs professionnels, centres de compétences, centres de technologie avancée, organisme d'insertion professionnelle, centre d'orientation.

## COMMENT?

Le participant:

- rencontrera des acteurs de terrain et des bénéficiaires du système afin de découvrir les différents aspects du système;
- rencontrera des représentants des organismes partenaires de l'alternance;
- participera à un événement lié à l'alternance (sous réserve);
- assistera à des expériences de terrain.

## 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,
- directeurs 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.

**WWW.**

<http://www.sysfal.be/> – <http://enseignement.catholique.be/>

## TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

# Improving informed student choices through collaboration of schools and enterprises

Group No: **143****Round 2**Type of visit:  
**Mixed****7/5/2012-11/5/2012**  
**Kopervik/Haugesund,**  
**Norway**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **drop-outs**
- **entrepreneurship**
- **lifelong guidance**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The programme of collaboration between schools and enterprises has been implemented in lower secondary school to ensure that students make a better choice for their working career as there has been a high rate of dropouts in upper secondary schools. Some students who made a second choice stayed at vocational school for another year.

The visit is hosted by Pedagogisk Psykologisk Senter - PPS, located in the largest municipality of the region, and Haugaland Skole-Arbeidsliv, an organisation that runs the programme on a daily basis. Since 1998, PPS has been involved in 18 different centralised actions with Socrates and LLP, 11 of which as coordinator.

**WHAT?**

Participants will learn about:

- Haugaland school-enterprises;
- our role in collaboration between schools and private enterprises;
- use of an IT solution to organise placement of lower secondary students into upper secondary schools and in work placements;
- new subject of vocational guidance for lower secondary students;
- role of good guidance in preventing dropout;
- entrepreneurship as a tool for collaboration between work life and school.

**HOW?**

Participants will:

- visit lower secondary schools and vocational schools to be informed about the transition programme;
- visit local SMEs;
- speak to school counsellors and advisors as well as leaders of SMEs;
- meet politicians and other stakeholders.

**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 local, regional and national authorities.

**Organiser(s):****FAGERLAND Per**Pedagogisk Psykologisk Senter  
Karmøy

Fotvegen 14

Kopervik, 4250

Tel. +47 52 81 14 68/52811445

Fax +47 52 85 53 27

Email: per.fagerland@karmoyped.no

Website: www.karmoyped.no

**WWW.****www.skoleogarbeidsliv.com**

## TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

# Bridging VET and the workplace: Malta as a case study

Group No: **144****Round 2**Type of visit:  
**VET****21/5/2012-25/5/2012**  
**Valletta, Malta**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **education and training attainment**
- **key competences**
- **skill needs**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Some individuals who start working find it difficult to adjust to the working environment and often become disillusioned with life at the workplace. It is extremely important for education and training to prepare and train individuals for the labour market and equip them with the necessary skills and competences for them to adapt quickly, such as communication and social skills, ability to perform under pressure. Training should be done through various work experiences to reduce as much as possible the 'fear factor' of not knowing what to expect at the workplace.

The host institution is the European Union Programmes Agency (EUPA), the national agency for the lifelong learning programme in Malta. Hosting the visit shall further contribute to lifelong learning in Malta.

**WHAT?**

Participants will learn about:

- new training approaches for preparing individuals for the labour market;
- programmes and schemes designed to give individuals work experience and adequate skills for the labour market;
- methods of guiding individuals for the workplace;
- methods and tools of collaboration between leading VET institutions and industry.

**HOW?**

Participants will:

- visit VET and training institutions;
- meet directors of VET institutions, training organisations, union representatives and key policy-makers;
- meet career advisors;
- discuss, 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,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations.

**Organiser(s):**

**ATTARD Reinhard**  
European Union Programmes Agency  
(EUPA)  
36, Old Mint Street  
Valletta, VLT 1514  
Tel. 00356 25 58 61 12  
Fax 00356 25 58 61 39  
Email: reinhard.attard@gov.mt,  
eg.eupa@gov.mt  
Website: <http://www.lip.eupa.org.mt>

**WWW.**

[www.etc.gov.mt/](http://www.etc.gov.mt/) – [www.mcast.edu.mt/](http://www.mcast.edu.mt/) – [www.its.edu.mt/](http://www.its.edu.mt/)  
[www.um.edu.mt/](http://www.um.edu.mt/) – [www.euroguidance.org.mt/](http://www.euroguidance.org.mt/)

## WORKPLACE LEARNING

# Challenges and opportunities for skills development in the labour market

Group No: 145

Round 2

Type of visit:  
VET6/3/2012-9/3/2012  
Dublin, IrelandWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

Keywords:

- adult learning
- key competences
- low skilled

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The need for career development and lifelong learning of adults in the labour market has increased as economic trends are no longer favourable to those with low levels of education and skill sets. This reinforces the call for developing closer links between VET and working life. The necessity to learn at work was highlighted in the green paper on adult education 'Learning for life' (2000), where there was concern that new entrants to the workforce at the low skill end are often poorly prepared for sectoral or economic downturn or for progressing their careers.

In Ireland, VET plays a pivotal role in upskilling, reskilling and further development of competences. Providing innovative learning opportunities and removing barriers to workplace learning is essential to increase competitiveness, improving employability and flexicurity, particularly for those with narrow skill sets in vulnerable areas of the economy. The visit is hosted by Léargas, the Irish National Agency for managing the lifelong learning programme.

**WHAT?**

Participants will learn about:

- challenges, opportunities and removal of barriers to workplace learning;
- initiatives and supports for workplace learning;
- partnerships working to increase lifelong learning;
- examples of initiatives targeting low-skilled employees.

**HOW?**

Participants will:

- discuss practices and development with national experts and policy-makers;
- visit VET organisations and companies involved in implementing and delivering a range of initiatives;
- observe and discuss projects and programmes with learners and trainers.

**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,
- 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.

**Organiser(s):****D'ARCY Ivanna**

Léargas

189-193 Parnell Street

Dublin 1

Tel. +353-1 887 12 58

Fax +353-1 873 13 16

Email: idarcy@leargas.ie

Website: www.leargas.ie/studyvisits

**WWW.****www.leargas.ie/ – www.education.ie/ – www.deti.ie/**

## INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

# Marketable professions for young Roma: reintegration into the labour market

Group No: **146****Round 2**Type of visit:  
**Mixed****2/4/2012-5/4/2012**  
**Budapest, Hungary**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **social inclusion**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Based on studies a high number of Roma students drop out of the educational system without any qualifications and most of them become unemployed. In addition, most second-chance programmes in the country are not successful enough since they cannot provide the target groups with working opportunities. Our programme targets young Roma who dropped out of the educational system and tries to keep them at school to get their first job. Thanks to collaboration of firms and schools and to the work of mentors 90 % of the students complete vocational training and 75 % are employed after finishing school. The study visit would like to present this model as a successful way of social inclusion.

**WHAT?**

Participants will learn about:

- the Hungarian educational and vocational training system and educational situation of Roma;
- difficulties of dropped-out Roma students;
- a model for integrating disadvantaged young adults into education through teacher mentors;
- a model for integrating disadvantaged young adults into the labour market.

**HOW?**

Participants will:

- meet Roma Educational Fund representatives, government experts, representatives of local governments, NGOs;
- meet Roma students benefiting from the programme and their parents;
- meet teaching staff and mentors;
- visit companies and firms involved in the project.

**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 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:**

A tanulmányút célja a hátrányos helyzetű és roma fiatalok munkapiacra és oktatásba való integrációja. A programba bevont diákok nagy része már nem tanköteles, viszont tanulmányaikat nem fejezték be, és kimaradtak az iskolákból. A program célja egy második esélyt biztosítani számukra és munkahelyhez jutatni őket. A programba bevont fiatalok 90%-a befejezi a szakképzést, 75%-a munkahelyhez is jut az iskola befejezése után. A program sikere a mentorok szerepének és a régióban levő cégekkel és gyárakkal kötött szoros együttműködésnek köszönhető.

**Organiser(s):****JENŐ Zsiga**

Roma Education Fund

Teréz krt. 46.

Budapest, 1066

Tel. 0036-1- 327-8030

Fax 0036-1- 235-8031

Email: [jzsig@romaeducationfund.org](mailto:jzsig@romaeducationfund.org)Website: [www.romaeducationfund.org](http://www.romaeducationfund.org)**WWW.**<http://romaeducationfund.hu/>

## INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

# Integration of young people with disabilities into the labour market and society

Group No: 147

Round 2

Type of visit:  
VET

24/4/2012-27/4/2012  
Mosbach (near Heidelberg),  
Germany

Working language:  
EnglishNumber of places: 14  
Minimum required: 8

Keywords:

- **apprenticeship**
- **social inclusion**
- **work placement**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Germany has a diversified system for initial vocational training (IVET) and integration into society for young disabled people. A network of 51 vocational youth training institutions deals with the special needs of about 13 000 trainees. This system aims to ensure equal opportunities for our trainees and to improve access to vocational education and training. Our institution, the BBW, is specialised in IVET for mentally-retarded people and slow learners. Our objective is to establish young people in the labour market and enable them to have independent lives. We have developed special courses for in-company training and special assessment systems. In the study visit we will discuss our approaches and would like to take them one step further.

**WHAT?**

Participants will learn about:

- innovative assessment systems in IVET for young people with special needs;
- using IVET to move from segregation to integration;
- methods of individual career planning and guidance;
- models of cooperation in IVET with companies.

**HOW?**

Participants will:

- visit different IVET institutions for people with special needs;
- see practical work with disabled young people at workplaces;
- explore assessment systems in practice;
- observe teachers' work outside the classroom;
- visit trainees at their work placements.

**WHOM?**

- Company training managers,
- 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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Im System der Berufsbildungswerke in Deutschland werden junge Menschen mit Behinderung in differenzierten Systemen ausgebildet und auf das selbständige Leben in der Gesellschaft vorbereitet. Vom klassischen BBW internen Ansatz bis zur Verbundausbildung mit Betrieben sollen die Möglichkeiten inklusive Assessment und Berufsvorbereitung aufgezeigt werden.

**Organiser(s):****MÖLKNER Christof**

Berufsbildungswerk Mosbach

Neckarburkener Str. 2-4

Mosbach, 74821

Tel. +49-6261 884 70

Fax +49-6261 887 97

Email:

christof.moelkner@johannes-diakonie.de

Website: www.bbw-mosbach.de

**WWW.**


---

[www.bibb.de/](http://www.bibb.de/) – [www.bagbbw.de/](http://www.bagbbw.de/) – [www.johannes-diakonie.de/bbw/](http://www.johannes-diakonie.de/bbw/)



## STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

# Das duale Ausbildungssystem in Tirol

Gruppennummer: **148**

**Antragsrunde 2**

Art des Besuches:  
**Berufsbildung**

**12/3/2012-16/3/2012**  
**Innsbruck, Österreich**

Arbeitsprache:  
**Deutsch**

Anzahl der Teilnehmerplätze: **15**  
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Lehrlingsausbildung**
- **Qualitätssicherung**

## THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

## WARUM?

Dieses Thema wurde gewählt, weil das duale Ausbildungssystem in dieser Form in Europa einzigartig ist. 50% der Tiroler Jugendlichen entscheiden sich für diesen Bildungsweg, somit hat diese Ausbildung einen hohen Stellenwert. Durch das duale System hat die hat auch die Lernortkooperation zwischen den Tiroler Fachberufsschulen und den Ausbildungsbetrieben einen besonders hohen Stellenwert, ebenso der hohe Praxisbezug. Österreich stellt in einem mehrjährigen Prozess sämtliche Lehrpläne auf kompetenzorientierte Lehrpläne um, was dem Nationalen Qualitätsrahmen (NQR) entspricht. Wir haben in Tirol ausgezeichnete Berufsschulen an denen über 120 Lehrberufe ausgebildet werden. Der Landesschulrat ist die pädagogisch zuständige Behörde für alle Berufsschulen in Tirol.

## WAS?

Die Teilnehmer werden Folgendes lernen:

- über die Bedeutung der dualen Ausbildung im österreichischen Bildungssystem;
- über Kooperationsformen bzw. besondere Formen der dualen Ausbildung in Tirol;
- über den Aufbau der Lehrpläne, die Lehrplanentwicklungen, die Organisationsformen und die Schulstandorte;
- über die Zusammenarbeit von Wirtschaft und Schule.

## WIE?

Die Teilnehmer werden:

- verschiedene Tiroler Fachberufsschulen sowie Firmen, mit denen Kooperationen bestehen, besuchen;
- die Zusammenarbeit mit der Wirtschaft anhand praktischer Beispiele kennenlernen;
- die Lehrpläne (Aufbau der Lehrpläne und Lehrplanentwicklungen) in Form von Referaten und Vorträgen kennenlernen.

## WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- 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.

## Organisator(en):

**KOPPELSTÄTTER Andrea**  
Landesschulrat für Tirol/Regional  
School Board of Tyrol  
Innrain 1  
Innsbruck, 6020  
Tel. +43-512 520 33-204  
Fax +43-512 520 33-342  
Email: a.koppelstaetter@lsr-t.gv.at  
Website: www.lsr-t.gv.at

**WWW.**

[www.lsr-t.gv.at/](http://www.lsr-t.gv.at/)



## INCREASING ATTRACTIVENESS OF VET

# Improving vocational education through ICT and language skill development

Group No: 149

Round 2

Type of visit:  
VET19/3/2012-22/3/2012  
Granada, SpainWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- communication in foreign languages
- digital competence
- language skills

**Organiser(s):****JAIMEZ MUÑOZ Sacramento**

Delegación Provincial  
de Educación de Granada  
Gran Vía 56  
Granada, 18001  
Tel. +34 958 02 90 01  
Fax +34 958 02 91 12  
Email: sacramento.jaimez.ext@  
juntadeandalucia.es  
Website: [http://juntadeandalucia.es/  
educacion](http://juntadeandalucia.es/educacion)

**PÉREZ TORRES Isabel**

Delegación Provincial  
de Educación de Granada  
Gran Vía 56  
Granada, 18001  
Tel. +34 958 02 90 01  
Fax +34 958 02 91 12  
Email: isabel.perez.torres.ext@  
juntadeandalucia.es  
Website: [http://www.juntadeandalucia.  
es/educacion](http://www.juntadeandalucia.es/educacion)

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Integrating language skills and digital competences are important for success in any labour market. Many Andalusian schools have implemented two programmes in the past decade: a programme that uses ICT in the classroom and a plurilingual programme that involves teaching different subjects through a foreign language and with a CLIL (content and language integrated learning) methodology. Some VET schools of the province of Granada have achieved very good results in both programmes.

**WHAT?**

Participants will learn about:

- innovative approaches to teaching and learning in the framework of vocational education;
- strategies to integrate teaching and learning of language and content successfully;
- examples of good practice in using information technology in different vocational learning contexts, particularly in tourism, administration and finances.

**HOW?**

Participants will:

- meet experts on ICT and CLIL in VET;
- discuss examples of how to improve ICT skills and language skills;
- 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 chambers of commerce/ industry/crafts,
- representatives of local, regional and national authorities,
- researchers.

**WWW.**

[www.hurtadodemendoza.es/](http://www.hurtadodemendoza.es/) – <http://iespedrojimenezmontoya.es>  
[www.juntadeandalucia.es/averroes/~18009377/](http://www.juntadeandalucia.es/averroes/~18009377/) – [www.ies-acci.com/](http://www.ies-acci.com/)

## INCREASING ATTRACTIVENESS OF VET

# Active development of in-company training as a tool for more employability

Group No: **150****Round 2**Type of visit:  
**VET****24/4/2012-27/4/2012**  
**Schwerin, Germany**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **apprenticeship**
- **skill needs**
- **sustainable development**

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**MEISEL Ralph**

Schweriner Bildungswerkstatt e.V.  
Baustr. 11  
Schwerin, 19061  
Tel. +49 38 56 17 14 16  
Fax +49 38 51 67 14 20  
Email: r.meisel@sbweb.de  
Website: www.sbweb.de

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The serious shortage of well-trained skilled personnel and the changed economic environment in Germany increase the pressure to modernise VET. Improved cooperation between local stakeholders, cross-border education and training in our state play an important role in strengthening regional responsibility for VET and at the same time increase attractiveness of VET. Schweriner Bildungswerkstatt as a service provider in VET presents examples of good practice in Mecklenburg-region near Hamburg and the Baltic Sea. This shows possibilities which help to create additional apprenticeships in the region and offer various measures to support companies which either have no previous experience with training or which have grown weary of providing training. Encouraging companies to create training places is a contribution to sustainable development of the region and giving a future to young people.

**WHAT?**

Participants will learn about:

- various ways to create additional in-company training places and to recruit suitable trainees;
- roles and tasks of various players in networking and collaboration;
- systemic interaction of demographic change, sustainable economic development and VET in a structurally weak region of Germany.

**HOW?**

Participants will:

- meet players and initiators of an efficient network of initial VET;
- meet experts in VET, employment and labour market policy;
- see practical project work;
- visit innovative apprenticeship companies.

**WHOM?**

- Company training managers,
- 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,
- 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:**

Bildungsexperten erfahren mehr über Aktivitäten zur Förderung einer nachhaltigen Ausbildungsstruktur. Sie haben die Möglichkeit für einen Erfahrungs- und Gedankenaustausch mit lokalen Akteuren über Fragen der Modernisierung von Ausbildung. Die Schaffung betrieblicher Ausbildungsplätze, die passgenaue Vermittlung von Jugendlichen in Ausbildung und die Begleitung von Betrieben sind wichtig für eine bedarfsgerechte Nachwuchssicherung in der Wirtschaft. Im Rahmen verschiedener Aktivitäten, vor allem durch das Jobstarter-Programm der Bundesregierung sind Beiträge zur strukturellen Veränderung in der Ausbildungslandschaft und Entwicklung der Beschäftigungsfähigkeit in der Region erbracht worden.

**WWW.**

<http://schweriner-bildungswerkstatt.de/index.php?lang=english>  
[www.jobstarter-schwerin.de](http://www.jobstarter-schwerin.de) – [www.bmbf.de/en/2313.php](http://www.bmbf.de/en/2313.php)

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

# La formation à l'enseignement professionnel: le référentiel de compétences

Numéro de groupe: **151**

**Phase 2**

Type de visite:  
**EFP**

**7/5/2012-11/5/2012**  
**Madrid, Espagne**

Langue de travail:  
**Français**

Nombre de places: **12**  
Nombre de places: **6**

Mots clés:

- **apprentissage**
- **Europass**
- **système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET)**

**Organisateur(s):**

**CASTÁN BANAL Isabel**  
Servicio Unidad Programas Educativos  
DAT Madrid-Capital  
Consejería educación de la comunidad de Madrid  
C/Vitruvio, N° 2 – 5ª planta  
Madrid, 28006  
Tel. +34 917 20 33 08  
Fax +34 917 20 30 84  
Email: [sabel.castan@madrid.org](mailto:sabel.castan@madrid.org)  
Website: [www.madrid.org/dat\\_capital/upe/supe.htm](http://www.madrid.org/dat_capital/upe/supe.htm)

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

La formation professionnelle est importante pour les personnes qui veulent acquérir des compétences et des qualifications et intégrer le marché du travail.

La ville de Madrid, en ce domaine, de nombreux établissements scolaires offrant une formation professionnelle et des entreprises partenaires.

Nous avons également un grand nombre d'étudiants souhaitant une formation répondant à la demande du marché du travail.

La visite est organisée par l'administration éducative publique qui coordonne et gère ces programmes sur la ville Madrid.

## QUOI?

Le participant découvrira:

- l'offre de formation professionnelle sur la ville de Madrid et son cadre juridique;
- le développement qualitatif de l'enseignement dans notre région;
- comment s'organise le réseau multi-acteurs (centres de formation professionnelle, institutions locales, entreprises);
- comment les objectifs éducatifs du système scolaire sont adaptés aux exigences pratiques des entreprises;
- quels sont les avantages pour l'école et pour l'entreprise;
- corrélation des Systèmes européens de crédits pour la formation professionnelle (ECVET).

## COMMENT?

Le participant:

- visitera des centres de formation professionnelle;
- visitera des entreprises locales;
- rencontrera des responsables de programmes régionaux et des directeurs de centres de formation professionnelle;
- observera les cours en classe et en entreprise.

## 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,
- 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.

## BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Una de las tres prioridades que propone la Estrategia Europa 2020, es el crecimiento integrador que impulsa la progresión de una economía con un alto nivel de empleo que promueva la cohesión económica, social, y territorial.

**WWW.**

[www.madrid.org/dat\\_capital/upe/supe.htm](http://www.madrid.org/dat_capital/upe/supe.htm) – [www.madrid.org/dat\\_capital/](http://www.madrid.org/dat_capital/)  
[www.madrid.org/tp/](http://www.madrid.org/tp/)

## SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

# Elderly workers in companies and the labour market

Group No: **152****Round 2**Type of visit:  
**Mixed****12/3/2012-16/3/2012**  
**Düsseldorf, Germany**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **adult learning**
- **lifelong guidance**
- **older workers**

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**LANGE Jürgen**

Arbeit und Leben DGB/VHS NW e.V.  
Mintropstr. 20  
Düsseldorf, 40215  
Tel. +49-211 938 00 31  
Fax +49-211 938 00 28  
Email: lange@aunlrw.de  
Website: www.aunlrw.de

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Germany's demographic change causes significant consequences: decrease of younger employees and a higher average age of the workforce, on the one hand, and laying off employees at an increasingly younger age, on the other hand. New models for human resources and organisational development for job structures within companies should be sought to cope with the age and health of the workforce. The models should also consider existing qualifications and the innovative ability of companies. Older workers find it very difficult to find a new job. Arbeit und Leben DGB/VHS (an institution for continuing education in maintenance of the German Federation of Trade Unions) and adult education centres in North Rhine-Westphalia has 'demography' as a field of expertise for several years and developed good initiatives.

**WHAT?**

Participants will learn about:

- the role of social partners in dealing with demographic processes in companies;
- development of models for a balanced ageing structure and innovative ability in companies;
- development of models for labour and staffing policy to cope with demographic processes in companies;
- employment policy and development of new fields of activity for the older workforce.

**HOW?**

Participants will:

- meet representatives of the social partners, foundations, research institutes, a network of institutions for qualification, consultants and public institutions;
- visit a steel producing company and meet representatives of the workforce and employers;
- visit the German occupational safety and health exhibition (DASA) with focus on health protection of older workers.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- 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 local, regional and national authorities,
- representatives of trade unions.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Im Rahmen des demografischen Wandels sind in Deutschland in den Unternehmen parallele aber gegenläufige Trends zu verzeichnen: einerseits eine Abnahme jüngerer Erwerbstätiger und ein höheres Durchschnittsalter der Belegschaften, andererseits immer früher ausscheidende ältere Arbeitnehmer bei Personalanpassungen. Daraus ergeben sich neue Herausforderungen für Arbeitnehmerinnen und Arbeitnehmer, Unternehmen, Tarifparteien und Politik.

**WWW.**

[www.inqa.de/](http://www.inqa.de/) – [www.demotrans.de/](http://www.demotrans.de/) – [www.dgb.de/](http://www.dgb.de/) – [www.igmetall.de/](http://www.igmetall.de/)

## SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

# 'Competent': an instrument for efficient career guidance and other labour market services

Group No: 153

Round 2

Type of visit:  
VET30/5/2012-1/6/2012  
Brussels, BelgiumWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- lifelong guidance
- skill needs
- social partners

## CATEGORY OF THEMES:

Encourage cooperation between the worlds of education, training and work

## WHY?

'Competent' is an online database, validated by the social partners, linking skill needs and vocations for the complete labour market. It will help develop and update competence profiles and support competence policy and career guidance. 'Competent' will be a reference for education and vocational qualifications.

The Social and Economic Council of Flanders (SERV) is the host institution, in cooperation with the Flemish Employment and Vocational Training Service (VDAB). SERV is the consultative and advisory body where the Flemish social partners formulate recommendations and advice and where the content of 'Competent' is validated.

## WHAT?

Participants will learn about:

- the 'Competent' instrument and the role of SERV and social partners in validating the content;
- supporting labour market services: 'Competent', labour market counselling and career guidance, updating 'Competent' and make it respond to new trends on the labour market;
- supporting lifelong learning and accreditation of prior learning: the certificate of professional competences;
- supporting the link between education, VET and labour market: linking education to the needs of the labour market, 'Competent' as reference for qualifications.

## HOW?

Participants will:

- visit SERV and get a demonstration of 'Competent';
- visit social partners and services for labour counselling, career guidance;
- meet assessors working in test centres for certification of vocational competences;
- visit the Ministry of Education and Training.

## WHOM?

- 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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

1. Competent als instrument en de rol van de sociale dialoog;
2. Competent ter ondersteuning van de dienstverlening op de arbeidsmarkt;
3. Competent ter ondersteuning van EVC en levenslang leren;
4. Competent ter ondersteuning van de afstemming onderwijs-arbeidsmarkt.

## Organiser(s):

**DE KEERSMAECKER** Veerle  
SERV  
Wetstraat 34-36  
Brussels, 1040  
Tel. +32-2 209 01 11  
Fax +32-2 217 70 08  
Email: vdkeersmaecker@serv.be  
Website: www.serv.be

## WWW.

[www.serv.be/competentieteam](http://www.serv.be/competentieteam) – [www.serv.be/competentieteam/competent](http://www.serv.be/competentieteam/competent)  
<http://vdab.be/cobra/>

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Developing local campus - different schools and systems living together

Group No: **154****Round 2**Type of visit:  
**Mixed****19/3/2012-23/3/2012**  
**Varde, Denmark**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **autonomy (school or institution)**
- **leadership and management**
- **social partners**

**Organiser(s):**

**JØRGENSEN Vagn**  
 Varde Handelsskole og  
 Handelsgymnasium  
 Slotsgade 17  
 Varde, 6800  
 Tel. +45 75 22 23 22  
 Fax +45 75 22 15 85  
 Email: [vj@vardehs.dk](mailto:vj@vardehs.dk)  
 Website: [www.vardehs.dk](http://www.vardehs.dk)

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Post-compulsory education and vocational upper secondary education in Denmark are brought to larger institutions with a broader scope and higher sustainability. Different cities and regions find different solutions.

In Varde Kommune (municipality), in August 2011 we will establish a new campus, which is a unique combination of different kinds of education. Major partners of the project are: commercial and traditional upper secondary schools, a vocational school, a municipal lower secondary school, adult education providers, in-service training and guidance and counselling centre. The schools (a total of 1 300 pupils/students, 150 staff on 20 000 sq. m.) have different levels of autonomy and types of financing. Campus Varde will create a range of new possibilities for developing educational offers for the municipality.

**WHAT?**

Participants will learn about:

- local cooperation between school leaders and boards of governors, politicians and entrepreneurs;
- different schools living together in a new campus, balancing common solutions and autonomy;
- creating a modern study environment to achieve a higher degree of education in the municipality;
- exploring the needs of lifelong education;
- challenges to leadership and management.

**HOW?**

Participants will:

- visit the new campus;
- meet staff and pupils/students;
- join a seminar on developing new cooperation patterns;
- meet principals of schools (secondary, upper secondary, vocational and adult education), local politicians, sponsors and administrators, members of the local business council.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- 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:**

Institutioner med gymnasiale og erhvervsrettede uddannelser fusioneres eller indgår i disse år i tættere samarbejder over hele Danmark. Nye samarbejdsmonstre er under opbygning. Et af formålene kan være at hæve uddannelsesniveaueet i en kommune. I Varde Kommune etablerer vi et nyt campus med HF, HG, HHX, STX, UU, VUC, kommunal og privat efteruddannelse under samme tag med 1.300 elever/kursister og 150 ansatte fordelt på 20.000 m2. Finansieringen indeholder en del eksterne midler fra kommune og lokalt erhvervsliv. Campus-konceptet giver nye udfordringer med at arbejde og udvikle nye uddannelsesstilbud for hele kommunen. Vi flytter ind i august 2011.

**WWW.**

[www.vardehs.dk/](http://www.vardehs.dk/) – [www.vardekom.dk/](http://www.vardekom.dk/) – [www.varde-gym.dk/](http://www.varde-gym.dk/)

## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Partnership between enterprises and vocational education

Group No: 155

Round 2

Type of visit:  
VET23/4/2012-27/4/2012  
Horsens, DenmarkWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- **apprenticeship**
- **education and training attainment**
- **evaluation (school or institution)**

**Organiser(s):****ØRSTED Lone**

VIA, University College, Vocational Education

Vejlevej 150

Horsens, DK-8700

Tel. +45- 76 25 50 00/23382649

Fax +45- 76 25 51 11

Email: lor@viauc.dk

Website: www.viauc.dk

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

The dual VET system and close cooperation with enterprises make education and training more relevant to the world of work. At VIA vocational education, we have a strategy of constantly improving this cooperation. We have developed and tested different ways of improving information, learning processes and outcomes as well as partnership contracts with enterprises. We conduct a survey of the content of our education in enterprises every second year, develop action plans in all areas of education to improve our practice and compare with other vocational education.

**WHAT?**

Participants will learn about:

- cooperation with enterprises through partnership contracts;
- matching the skills young people learn in college to expectations of enterprises;
- methods that combine learning at school and at the workplace;
- the role of self-evaluation in improving quality of education;
- preventing drop-out.

**HOW?**

Participants will:

- attend workshops on transition from education to work, workplace learning, guidance, mentoring, self-evaluation and quality in education;
- visit enterprises and other institutions;
- visit the municipality and discuss how we may reach the goal of 95 % of young people getting education.

**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,
- 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 local, regional and national authorities,
- representatives of trade unions,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

I forlængelse af en lang tradition i Danmark omkring samarbejde med virksomheder, har VIA erhvervsuddannelser arbejdet med dette emne på flere fronter. Vi har formuleret enklar målsætning og udarbejdet en strategi og handlingsplaner vedrørende virksomhedssamarbejde. Vi har gennemført udviklingsprojekter, hvor vi har udviklet metoder og materialer, som fremmer samarbejdet med virksomheder. Vi arbejder målrettet med brancheorientering og kvalitetsudvikling. Vi arbejder med at indgå partnerskabsaftaler med virksomheder. Vi har et tæt samarbejde og netværk med lokale uddannelsesinstitutioner og kommunen omkring uddannelse til alle unge. Vi arbejder metodisk med kompetenceafklaring og differentiering af undervisning.

**WWW.****[www.viauc.dk/erhvervsuddannelser](http://www.viauc.dk/erhvervsuddannelser)**



## ZUSAMMENARBEIT ZWISCHEN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, UNTERNEHMEN UND LOKALEN GEMEINSCHAFTEN

# Berufsbildende Schulen als Gestalter von Übergängen

Gruppennummer: **156**

**Antragsrunde 2**

Art des Besuches:  
**Gemischt**

**7/5/2012-11/5/2012**  
**Papenburg, Deutschland**

Arbeitsprache:  
**Deutsch**

Anzahl der Teilnehmerplätze: **15**  
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Nachhaltige Entwicklung**
- **Praktikum**
- **Schulisches Umfeld**

### THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

### WARUM?

Ziel ist sowohl die reibungslose Gestaltung der Übergänge zwischen Bildungseinrichtung, Universitäten und Betrieben als auch das Halten von qualifiziertem Nachwuchs in der Region bei steigendem Fachkräftemangel. Außerdem ist die Verringerung der Abbrecherquoten bei den Übergängen in die Berufsausbildung und Universität Ziel einer frühen Berufsorientierung. Als Leitstelle hat die Berufsbildende Schulen Papenburg (BBS) das Projekt "Regionen des Lernens" mit entwickelt, bei dem ein Netzwerk mit den abgebenden allgemeinbildenden Schulen und Betrieben aufgebaut wurde. Darüber initiiert die BBS mit dem Fachgymnasium und den Fachoberschulen im Rahmen von Theoprax Projekte mit Schülern direkt in ansässigen Unternehmen. Hierbei haben die Schüler schon mehrere Preise erzielt. Die BBS kooperiert mit einigen Universitäten in den Niederlanden, die diese Ausbildung bereits als 1. Studiensemester anrechnen.

### WAS?

Die Teilnehmer werden Folgendes lernen:

- Aufbau und Organisation von Netzwerken zwischen allgemeinbildenden Schulen, berufsbildenden Schulen und Betrieben;
- Good Practice Erfahrungen hinsichtlich Curriculumgestaltung beruflicher Gymnasien;
- Projektmethode Theoprax in Zusammenarbeit mit dem Fraunhofer-Institut und deren Einbindung in die Curricula.

### WIE?

Die Teilnehmer werden:

- Bildungsstätten für Erwachsene besuchen sowie Sekundarschulen die durch den neuen Akkreditierungsprozess gegangen sind;
- die Arbeit der Lehrer in den Klassenräumen beobachten;
- Berater treffen, die mit benachteiligten Gruppen arbeiten.

### WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Validierungs- oder Akkreditierungszentren,
- Schulleiter, Lehreraus- und -fortbilder,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen.

### Organisator(en):

#### PETERS Peter

Berufsbildende Schulen Papenburg  
-gewerbliche und kaufmännische  
Fachrichtungen  
Fahnenweg 31-39  
Papenburg, 26871  
Tel. +49 49 61 89 11 01  
Fax +49 49 61 89 11 15  
Email: [peters@bbw-papenburg.de](mailto:peters@bbw-papenburg.de)  
Website: [www.bbs-papenburg.de](http://www.bbs-papenburg.de)

**WWW.**

[www.bbs-papenburg.de/](http://www.bbs-papenburg.de/) – [www.theo-prax.de/](http://www.theo-prax.de/) – [www.bildungsserver.de/](http://www.bildungsserver.de/)



## COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

# Developing the spirit of entrepreneurship in young people

Group No: 157

Round 2

Type of visit:  
Mixed30/5/2012-1/6/2012  
Reggio Calabria, ItalyWorking language:  
EnglishNumber of places: 15  
Minimum required: 5

Keywords:

- **competences in science and technology**
- **entrepreneurship**
- **leadership and management**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

In Reggio Calabria, different education and VET providers work together to develop key skills in science and encourage entrepreneurship of young people to improve employability. Creation of a network of agreements between all parties ensures the continuity of training to promote lifelong learning. Alessandrite Association has vast experience in European projects, sustainable tourism and environmental education; it collaborates with schools and companies to create a match between the skills required by the labour market and the skills of the unemployed looking for a job. Alessandrite organises environmental training courses for socially disadvantaged learners and dropouts. The association would like to share its experience of developing women's entrepreneurship in cooperation with local authorities that resulted in increased employability in disadvantaged economic sectors such as sustainable tourism and environmental education.

**WHAT?**

Participants will learn about:

- how collaboration between public and private sectors can create employability;
- how good organisation is the essential feature of an efficient company;
- how scientific expertise can be an incentive for employability;
- how sustainable tourism can be a source of employability.

**HOW?**

Participants will:

- visit cultural associations, companies and municipality promoting sustainable tourism to create employability;
- observe science teachers at university and in the classroom;
- meet managers who have created innovative structures for disseminating science by promoting employability.

**WHOM?**

- Company training managers,
- head teachers, teacher trainers,
- heads of departments,
- 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'Associazione Alessandrite lavora nei settori della Cultura, educazione, Turismo e Pari Opportunità; è accreditata presso la Regione Calabria per l'Alta formazione e per la Formazione continua, come Associazione Culturale, come Associazione femminile; è iscritta al Forum del Terzo Settore e al Sistema Turistico Locale della provincia di Reggio Calabria. Ha realizzato diversi corsi di formazione nel settore ambientale rivolti ad allievi in svantaggio sociale ed a studenti adulti fuori dal sistema di istruzione. Ha pubblicato libri e articoli sul tema dell'ambiente e della formazione e istruzione professionale e scientifica. Collabora stabilmente con altre associazioni culturali, con le scuole, con la Provincia di Reggio Calabria e con i Comuni di Scilla e di Roccaforte del Greco.

**Organiser(s):****GIOVINE Laura**

Associazione Alessandrite

via Osanna 2e

Reggio Calabria, 89125

Tel. +39-0965 33 18 99

Email: alessandrite@tiscali.it

Website: www.facebook.com

contact: assalessandrite@libero.it

**WWW.**
[www.planetariumpythagoras.com](http://www.planetariumpythagoras.com) – [www.liceovinci.rc.it](http://www.liceovinci.rc.it) – [www.provincia.rc.it](http://www.provincia.rc.it)
[www.villagiodelpino.it](http://www.villagiodelpino.it) – [www.youtube.com/watch?v=42EIFOQSmSQ](http://www.youtube.com/watch?v=42EIFOQSmSQ)
[www.youtube.com/watch?v=t5pdtVRmf18&feature=fvst](http://www.youtube.com/watch?v=t5pdtVRmf18&feature=fvst)

## NEW SKILLS FOR NEW JOBS

# Raising the quality of teaching and training to improve skills for the labour market

Group No: **158****Round 2**Type of visit:  
**Mixed**
**16/4/2012-20/4/2012**  
**Belfast, Northern Ireland,**  
**United Kingdom**
Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **innovative approaches**
- **skill needs**
- **teachers' and trainers' competences**

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

Northern Ireland's Department for Employment and Learning is currently consulting stakeholders on developing the skills base needed for its economy. The revised strategy, 'Success through skills', will look at our current skills base, examine the skills needed in the future to grow the Northern Ireland economy and highlight areas for action.

LSDA NI plays an important role in supporting further education colleges and private training providers to improve the quality of teaching and learning. We work with these organisations to develop innovative ways of delivering a curriculum relevant to the skills needs of the economy. We also work with teachers to help them improve their skills to ensure that training is relevant to sustained employment.

**WHAT?**

Participants will learn about:

- meeting government priorities for improving new skills for new jobs;
- supporting continuous professional development for teachers and trainers through accredited programmes;
- using ICT in learning through LSDA's support for technology-based learning;
- implementing quality improvement strategies.

**HOW?**

Participants will:

- visit a work-based learning provider and further education college;
- attend an international conference and workshops;
- meet key staff who have developed programmes for raising the standard of teaching and training in work-based learning environments;
- share best practice in developing approaches to improving learning through use of technology.

**WHOM?**

- Company training managers,
- 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 employers' organisations.

**Organiser(s):**

**CHRUSCIAK Wilma**  
 Learning and Skills Development  
 Agency Northern Ireland (LSDA NI)  
 2nd Floor, Alfred House,  
 19-21 Alfred Street  
 Belfast, BT2 8ED  
 Tel. +44- 28 90 44 77 00  
 Fax +44- 28 90 31 90 77  
 Email: wchrusciak@lsda.org.uk  
 Website: www.lsdani.org.uk

**WWW.**
[www.lsdani.org.uk/](http://www.lsdani.org.uk/) – [www.lsnlearning.org.uk/](http://www.lsnlearning.org.uk/) – [www.delni.gov.uk/](http://www.delni.gov.uk/) – [www.i-l-m.com/](http://www.i-l-m.com/)

## FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

# A comprehensive regional approach to entrepreneurship education in Asturias

Group No: 159

Round 2

Type of visit:  
Mixed5/3/2012-9/3/2012  
Langreo, SpainWorking language:  
EnglishNumber of places: 15  
Minimum required: 6

Keywords:

- curriculum
- innovative approaches
- key competences

**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?**

Entrepreneurship is high on the educational agenda of Asturias and is part of a comprehensive regional strategy (2005-12) developed by the Department of Education and the Department of Industry. Since 2003, entrepreneurship as a separate subject has been included in the secondary education curriculum allowing students (for example, more than 18 000 in 2010) to acquire this important key competence.

Langreo is located in the centre of the region and its primary, secondary and VET schools are active in developing entrepreneurship.

The Valnalón is a regional agency commissioned by the regional government to design and implement strategy in cooperation with educational authorities, schools, parents and employers. It has extensive experience in programmes identified as European good practice that have also been successfully transferred to different regions and countries in Europe and America.

**WHAT?**

Participants will learn about:

- integrated regional strategy for entrepreneurship education;
- programmes and methodologies to develop entrepreneurial skills and attitudes: a mini-company project for primary school pupils; a subject on international entrepreneurship, projects on social and cultural entrepreneurship for secondary schools and a business start-up subject for VET students;
- teacher training programmes;
- impact assessment of entrepreneurship education programmes conducted by the University of Oviedo.

**HOW?**

Participants will:

- visit primary, secondary and VET schools implementing entrepreneurship education;
- meet and observe teachers' and students' work in the classroom;
- discuss the effects of the strategy with researchers.

**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:**

Esta visita permitirá a los participantes conocer en profundidad el Plan de Fomento de Cultura Emprendedora del Principado de Asturias, con especial énfasis en las acciones realizadas en el sistema educativo desde Primaria a FP. Valnalón es la agencia regional encargada de desarrollar esta estrategia y proporcionará a los participantes la posibilidad de analizar los programas educativos y observar su puesta en práctica en los centros educativos teniendo contacto directo con los principales protagonistas: estudiantes, profesorado y equipos directivos. A su vez, analizaremos las medidas de apoyo puestas al servicio de la comunidad educativa por el gobierno regional y los resultados de una de las primeras evaluaciones de impacto de un programa de educación emprendedora.

**Organiser(s):**

**DIEGO Iván**  
VALNALÓN  
Hornos Altos s/n  
Langreo, 33900  
Tel. +34 985 69 22 27  
Fax +34 985 68 31 93  
Email: ivan@valnalon.com  
Website: <http://www.valnaloneduca.com/>

**WWW.**

[www.valnaloneduca.com/](http://www.valnaloneduca.com/) – [www.valnalon.com/](http://www.valnalon.com/)

# De l'école à l'entreprise: favoriser les synergies à dimension européenne

Numéro de groupe: **160**

**Phase 2**

Type de visite:  
**Mixte**

**27/3/2012-29/3/2012**  
**La Roche sur Yon, France**

Langue de travail:  
**Français**

Nombre de places: **12**  
Minimum requis: **4**

Mots clés:

- **besoins de compétences**
- **mobilité des travailleurs**
- **stage**

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

La Vendée est le deuxième département touristique français. À ce titre, les futurs salariés doivent être formés au plus près de la réalité de l'entreprise. En nous appuyant sur nos jumelages actuels dans le domaine de l'hôtellerie, de la restauration, de la boulangerie et de la pâtisserie, nous souhaitons créer de nouveaux contacts mais aussi ouvrir notre lycée polyvalent à des échanges avec des lycées d'enseignement général ou tertiaire.

## QUOI?

Les participants échangeront sur:

- le fonctionnement des systèmes scolaires;
- la relation école/entreprise/collectivités locales;
- l'accès à l'emploi dans les pays concernés.

## COMMENT?

Le participant:

- assistera à des conférences de professionnels;
- visitera une entreprise touristique locale à fort développement;
- présentera le fonctionnement des stages de son pays;
- rédigera une charte commune d'échanges.

## POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- représentants d'organisations d'employeurs.

## Organisateur(s):

**ARNOU Daniel**

Lycée Notre Dame du Roc  
rue Charlemagne

La Roche Sur Yon, 85035

Tel. +33 251 47 74 74

Fax +33 251 46 12 96

Email: [direction@lycee-ndduroc.com](mailto:direction@lycee-ndduroc.com)

Website: [www.lycee-ndduroc.com](http://www.lycee-ndduroc.com)

**WWW.**

[www.paysdelaloire.fr/politiques-regionales/emploi/](http://www.paysdelaloire.fr/politiques-regionales/emploi/) – [www.le-cera.com](http://www.le-cera.com)

[www.pole-emploi.fr/region/pays-de-la-loire/index.html](http://www.pole-emploi.fr/region/pays-de-la-loire/index.html)

<http://vivrealettranger.studyrama.com/>

## FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

# Cross-curricular entrepreneurial activities

Group No: **161**Round **2**Type of visit:  
**Mixed****4/6/2012-8/6/2012**  
**Aveiro, Portugal**Working language:  
**English**Number of places: **15**  
Minimum required: **6**

Keywords:

- **innovative approaches**
- **key competences**
- **sustainable development**

**Organiser(s):****RIBEIRO Ana**

AEVA – Escola Profissional de Aveiro  
R. Dr. Francisco Ferreira Neves –  
Barrocas – Apt. 567  
Aveiro, 3801-351  
Tel. +351- 234 373 060  
Fax +351- 234 373 069  
Email: amr@epaveiro.edu.pt  
Website: www.epaveiro.edu.pt

**CATEGORY OF THEMES:**

Encourage cooperation between the worlds of education, training and work

**WHY?**

AEVA-Empreende is a department of the AEVA (Escola Profissional de Aveiro) and the Europe Direct Centre of Aveiro that provides service to young entrepreneurs through an integrated methodology for supporting creation of businesses and entrepreneurship (the CRER methodology). The methodology was developed in the framework of the EQUAL programme. AEVA also develops and promotes entrepreneurial skills among students and youngsters.

**WHAT?**

Participants will learn about:

- activities that develop and promote entrepreneurial skills, including European cooperation projects;
- business incubators;
- businesses created with support of local infrastructures;
- methods and methodologies for developing entrepreneurial skills and supporting entrepreneurs;
- CRER structure and methodology.

**HOW?**

Participants will:

- observe teachers' work in the classroom;
- see the results of European projects;
- visit entrepreneurial, professional, technological and school training centres, rural development associations;
- visit Aveiro Town Hall and Aveiro university and discuss their projects on entrepreneurship;
- meet directors and coordinators from training institutions, human resources supervisors and social partners.

**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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

AEVA – Escola Profissional de Aveiro em parceria com o Centro de Informação Europe Direct de Aveiro, para além de uma panóplia de actividades desenvolvidas no âmbito da promoção de competências empreendedoras, tem um serviço aberto à comunidade local denominado AEVA-Empreende que surge na sequência da apropriação da metodologia CRER, desenvolvida no âmbito da acção 3 da iniciativa EQUAL. Esta metodologia integrada permite o apoio em diferentes fases de criação de uma empresa. A nossa experiência assim como a desenvolvida com todas as parcerias que mantemos com entidades privadas e públicas na área da educação e com empresas locais, oferecem a estrutura necessária para implementar esta visita de estudo.

**WWW.**

[www.epaveiro.edu.pt](http://www.epaveiro.edu.pt) – [www.ua.pt/grupunave/](http://www.ua.pt/grupunave/) – [www.adrimag.com.pt](http://www.adrimag.com.pt)

## FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

# Developing entrepreneurial culture: university-enterprise partnerships for innovation

Group No: **162****Round 2**Type of visit:  
**Mixed****11/6/2012-14/6/2012**  
**Palermo, Italy**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **lifelong guidance**
- **work placement**

**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?**

The higher education system in Sicily is leading the process of setting up support schemes and structures which may help young people to consider self-employment and create their own companies as a chance for their future. This process concerns guidance services for undergraduates approaching their degree exam, including work placements and seminars on entrepreneurship, and at post-graduate level to encourage young people who have just concluded initial education to try to convey innovative ideas into knowledge-intensive companies, research results into patents and research teams into an SME managing group.

Several initiatives stem from the University of Palermo, the host institution, such as: university incubator, industrial liaison office, technological laboratory centre and guidance centre. These are all targeted to develop entrepreneurial culture and reinforce collaboration between education and production systems in order to boost technology transfer and increase job opportunities for new graduates.

**WHAT?**

Participants will learn about:

- university-enterprise cooperation projects;
- spin-off from research carried out in university labs;
- the technology transfer process from research centres into the productive system through work placements and joint research projects.

**HOW?**

Participants will:

- visit a university business incubator;
- meet some spin-off innovative companies;
- meet guidance counsellors supporting students through on-the-job training opportunities, career plans and job banks.

**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.

**Organiser(s):**

**VALENTI Patrizia**  
Università di Palermo,  
Area Ricerca e Sviluppo  
Palazzo Abatelli, Piazza Marina 61  
Palermo, 90133  
Tel. +39-091 23 89 38 52  
Fax +39-091 607 52 02  
Email: patrizia.valenti@unipa.it  
Website: www.progcom.unipa.it

**WWW.**

<http://portale.unipa.it/internationalstudents>  
[www.consorzioarca.it](http://www.consorzioarca.it) (Menu: English section) – [www.ilo.unipa.it](http://www.ilo.unipa.it)  
[www.orientamento.unipa.it](http://www.orientamento.unipa.it) – [www.uninetlab.unipa.it/](http://www.uninetlab.unipa.it/)  
[www.associazionesintesi.it/homeENG.html](http://www.associazionesintesi.it/homeENG.html) – [www.confindustriasicilia.it](http://www.confindustriasicilia.it)  
<http://en.wikipedia.org/wiki/Palermo>

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Quality assurance and governance in education and training

Group No: **163****Round 2**Type of visit:  
**General education****26/3/2012-29/3/2012**  
**The Hague, the Netherlands**Working language:  
**English**Number of places: **14**  
Minimum required: **6**

Keywords:

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

**CATEGORY OF THEMES:**

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

**WHY?**

The Dutch national education system has several striking features, including combining public and private schools. However, the overall quality of education is the main responsibility of the national authorities. Quality assurance has been adapted to meet the needs of this combined system.

**WHAT?**

Participants will learn about:

- school self-evaluation;
- results of schools presented with the 'quality card';
- privatised external supervision (inspector of education).

**HOW?**

Participants will:

- visit the Ministry of Education, municipal authorities and the inspectorate;
- visit primary and secondary schools and institutions;
- meet teachers, pupils and students;
- possibly, observe classes.

**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 educational services, labour offices or guidance centres,
- researchers.

**Organiser(s):****SMIT Frank**

European Platform  
Kenemmerplein 16  
Haarlem, 2011 MJ

Tel. +31- 235 53 11 50

Fax +31- 235 42 71 74

Email: [smit@epf.nl](mailto:smit@epf.nl)Website: [www.europeesplatform.nl](http://www.europeesplatform.nl)**WWW.**[www.europeesplatform.nl](http://www.europeesplatform.nl)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Control and evaluation in education

Group No: **164****Round 2**Type of visit:  
**General education****16/4/2012-20/4/2012**  
**Mardin, Turkey**Working language:  
**English**Number of places: **15**  
Minimum required: **6**

Keywords:

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

**CATEGORY OF THEMES:**

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

**WHY?**

Control of schools and education employees is a controversial and important field in Turkey. Today the inspection system is based on inspectors visiting schools. In our region, examination of this kind is important to evaluate strong and weak sides of the education system.

The host institution would like to share information and experience related to control and evaluation systems in education.

**WHAT?**

Participants will learn about:

- importance of inspection and evaluation in education;
- control of education employees;
- observation of school and teachers' inspection;
- application of 360° performance evaluation model in educational institutions.

**HOW?**

Participants will:

- visit a centre of education inspectors;
- examine methods and materials used in inspection and control processes;
- observe school management and inspection of teachers.

**WHOM?**

- 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:**

Çalışma ziyareti Ülkemizin tarihi ve kültürel özgünlük ve birikimine sahip olan Mardin ilinde yapılacaktır. Yeni üniversitelerden olan Mardin Artuklu Üniverstesi Edebiyat Fakültesi Eğitim Bilimleri Bölümü tarafından organize edilecek çalışma ziyaretinin ana konusu Türkiye'de eğitimin denetimi ve eğitim çalışanlarının değerlendirilmesi sistemidir. Bu kapsamda Mardin İl Millî Eğitim Müdürlüğü ile de mutabakata varılarak Eğitim Müfettişleri Başkanlığının desteği sağlanmıştır. Yapılacak çalışmada, denetim ve değerlendirme sistemine ilişkin kuramsal çalışmalar yanında, ülkemizde denetim ve değerlendirmenin nasıl yapıldığı ile ilgili uygulamalar gözlenecek ve denetim sürecine aktif katılım sağlanacaktır.

**Organiser(s):**

**EKINCI Abdurrahman**  
Mardin Artuklu University  
Diyarbakır Yolu, Yenisehir  
Mardin, 47100  
Tel. +90 482 2134002  
Email: aekinci74@yahoo.com  
Website: www.artuklu.edu.tr

**WWW.**[www.meb.gov.tr/](http://www.meb.gov.tr/)



## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Quality for teacher's continuous professional development

Group No: 165

Round 2

Type of visit:  
General education23/4/2012-27/4/2012  
Murcia, SpainWorking language:  
EnglishNumber of places: 12  
Minimum required: 6

Keywords:

- quality assurance
- 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 study visit is organised by an in-service teacher training provider under supervision of the council of education, training and employment in the region of Murcia. Continuous teacher training and especially management quality development is very important in all teacher-training processes: need identification, quality planning, and teacher training evaluation. We have a tried and tested system of continuous teacher training development. We will explain how our teacher training Net works in the region and compare it with other European countries. We are in charge of a training network made up of teacher training centres. We obtained the quality certificate ISO 9001:2008 and have a computerised management model for all teacher training activities.

**WHAT?**

Participants will learn about:

- how to obtain information on continuous teacher training development plans, their evaluation, needs assessment, catalogue and design of teacher training actions;
- continuous teacher training network and how we obtain the quality processes certificates ISO 9001.

**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: a primary school, a secondary school and a 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 mostrarán y explicarán las actuaciones y medidas mediante las cuales la Consejería de Educación, Formación y Empleo de la Región de Murcia, desarrolla la formación permanente del profesorado.

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 y Formación Profesional, facilitando el intercambio de experiencias entre los asistentes.

**Organiser(s):****IGLESIAS CARBONELL M<sup>a</sup> Luisa**

Consejería de Educación,  
Formación y Empleo  
Gran Vía Escultor Salzillo,  
nº 32. 4ª planta  
Murcia, 30005

Tel. +34- 968 36 22 61

Fax +34- 968 36 53 62

Email: mluisa.iglesias@carm.es

Website: www.educarm.es

**WWW.**

[www.educarm.es/](http://www.educarm.es/) – [www.cprmurcia1.com/](http://www.cprmurcia1.com/) – [www.cprcartagena.com/](http://www.cprcartagena.com/)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Leading innovation. In-service training priorities: quality, multilingualism and ICT

Group No: **166****Round 2**Type of visit:  
**General education****23/4/2012-27/4/2012**  
**Bilbao, Basque Country,**  
**Spain**Working language:  
**English**Number of places: **16**  
Minimum required: **6**

Keywords:

- **content and language integrated learning (CLIL)**
- **key competences**
- **quality assurance**

**CATEGORY OF THEMES:**

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

**WHY?**

New priorities in innovation and in-service training cover ICT, quality and CLIL. Teachers' centres and schools in and around Bilbao provide good examples of practice and innovation activities. It is the 10th visit that the host organisations, teachers' centres, organise with all the previous visits being very successful.

**WHAT?**

Participants will learn about:

- the Basque education system and priorities;
- the leading role of teachers' centres in in-service development;
- different aspects of teachers' centres: structure, priorities, and feedback procedures;
- resources available to pre-primary, primary and secondary schools for innovation in different fields: ICT, quality after external exams, CLIL.

**HOW?**

Participants will:

- visit a range of schools;
- talk to pupils, teachers and management units;
- share experiences with European colleagues and exchange good practice models.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

La Innovación Educativa: prioridades: TICs, Calidad y Planes de Mejora como resultado de las Evaluaciones Externas, Trilingüismo... La Red de formación permanente del profesorado, estructura y funciones. servicios de apoyo en primaria y secundaria: teoría (planes de formación) y práctica (Planes de innovación); seminarios, necesidades educativas especiales en el País Vasco, etc. Presentación del Sistema Educativo Vasco y visitas a centros, servicios de apoyo y formación, ofertas educativas paralelas (municipal...). Intercambio de experiencias entre visitantes. Museo Guggenheim. Para más información, visitar <http://studyvisitbilbao.tk>; <http://www.arionbilbao.tk/>

**Organiser(s):**

**CASADO Martín**  
Berritzegune Ortuella  
Urioste 17  
Ortuella, 48530  
Tel. +34- 946 64 00 27  
Fax +34- 946 64 16 84  
Email: [bilbaostudyvisit@gmail.com](mailto:bilbaostudyvisit@gmail.com)  
Website: [www.studyvisitbilbao.tk](http://www.studyvisitbilbao.tk)

**WWW.**

[www.studyvisitbilbao.tk](http://www.studyvisitbilbao.tk) – [www.isei-ivei.net/eng/indexeng.htm](http://www.isei-ivei.net/eng/indexeng.htm)

[www.hezkuntza.ejgv.euskadi.net/r43-2722/en/](http://www.hezkuntza.ejgv.euskadi.net/r43-2722/en/) – [www.tknika.net/liferay/web/guest/tknika](http://www.tknika.net/liferay/web/guest/tknika)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Internal evaluation system in general education in Estonia

Group No: 167

Round 2

Type of visit:  
General education23/4/2012-27/4/2012  
Pärnu, EstoniaWorking 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?**

In Estonia internal assessment is compulsory in pre-school childcare institutions, general education schools and vocational education institutions since 2006. The objective of internal assessment is to ensure the conditions which support development of students and sustainable development of educational institutions. State counselling is provided to educational institutions for successful implementation of internal assessment. Advisers of internal evaluation help management of the educational institution to analyse adequately its activities, and make decisions based on the analysis. Pärnu Raeküla school has the experience of internal evaluation in theory as well as in practice and we are pleased to share it with our European colleagues and learn from their experiences.

**WHAT?**

Participants will learn about:

- the internal evaluation system in Estonia;
- instruments in internal evaluation of educational institutions - theory and practice;
- the impact of evaluation and implementation at educational institution level;
- good examples of practice.

**HOW?**

Participants will:

- meet experts responsible for internal evaluation at State, local government and educational institution levels;
- visit pre-school, secondary and vocational education institutions that have successfully experienced internal evaluation processes;
- meet with school management staff and other members of the school community;
- discuss strong and weak points of internal evaluation;
- share experiences on internal evaluation.

**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:**

Sisehindamine on Eestis kohustuslik alates 2006. aastast koolieelsetes lasteasutustes, üldhariduskoolides ja kutseõppeasutustes. Sisehindamise protsess on hariduse kvaliteedi tagamise protsessist üks osa. Selle läbi saavad haridusasutused hinnata oma eesmärkide saavutatust, analüüsida põhitegevuse tulemuslikkust ja planeerida parendustegevusi. Õppeasutuse sisehindamine toimub lähtudes võtmealadest ja selle valdkondadest - eestvedamine ja juhtimine, personalijuhtimine, ressursside juhtimine, koostöö huvigruppidega, õppe- ja kasvatustöö.

**Organiser(s):**

**OBORG Liilia**  
Pärnu Raeküla School  
Käo 4  
Pärnu, 80028  
Tel. +372 444 80 40  
Fax +372 444 80 41  
Email: direktor@raekyla.parnu.ee  
Website: www.raekyla.parnu.ee

**WWW.**

[www.hm.ee/?1](http://www.hm.ee/?1) – [www.ekk.edu.ee/the-esf-programmes](http://www.ekk.edu.ee/the-esf-programmes)  
[www.parnu.ee/lang/eng/haridus\\_ava.htm](http://www.parnu.ee/lang/eng/haridus_ava.htm)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# Developing quality assurance mechanisms through EU programmes

Group No: **168****Round 2**Type of visit:  
**Mixed****7/5/2012-11/5/2012**  
**Bucharest, Romania**Working language:  
**English**Number of places: **12**  
Minimum required: **5**

Keywords:

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

**Organiser(s):****HANCIUC Nina**

Romanian Agency for Quality Assurance in Pre-University Education (RAQAPE - ARACIP)  
12, Spiru Haret Street, S1  
Bucharest, 010176  
Tel. 0040 745 020768  
Fax 0040 21 3192096  
Email: nhanciuc@yahoo.com  
Website: http://aracip.edu.ro

**CATEGORY OF THEMES:**

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

**WHY?**

Increasing quality of education is an important part of Romanian educational reform. Nevertheless, we cannot refer to a quality culture in schools, yet. The Romanian Agency for Quality Assurance in Pre-University Education (RAQAPE) understood it could accelerate this process and used the opportunity provided by European funds to implement strategic projects on increasing quality of education in schools.

The host institution, RAQAPE, works under the authority of the Ministry of Education. Its main responsibility is external evaluation of schools in pre-university education.

**WHAT?**

Participants will learn about:

- how RAQAPE created the framework for all quality assurance mechanisms applied at national level;
- what external evaluators do, instruments they use and the methodology of external evaluation of schools;
- how schools prepare for external evaluation;
- how local authorities and school inspectorates get involved and support schools in improving quality of education.

**HOW?**

Participants will:

- visit different types of Romanian schools and participate in internal and external evaluation processes;
- meet guidance counsellors
- meet experts of RAQAPE and observe their work;
- meet the school inspectorate and see its role in guidance and control of schools.

**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,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

România a introdus, în ultimii cinci ani, sistemul de management și asigurare a calității în educație. Începând cu anul 2005, ARACIP a contribuit la crearea cadrului legislativ și metodologic necesar asigurării și evaluării, atât interne, cât și externe a calității educației în școlile din învățământul preuniversitar de stat și particular. În ultimii 2 ani, realizările ARACIP în acest domeniu s-au amplificat, ca rezultat al implementării a 3 proiecte strategice, finanțate de FSE prin POS DRU. Aceste succese pot fi considerate exemple de bună practică, pe care dorim să le împărtășim cu și cu alți specialiști europeni din domeniul asigurării și evaluării calității educației.

**WWW.**

[www.anpcdefp.ro/](http://www.anpcdefp.ro/) – [www.edu.ro/](http://www.edu.ro/) – [www.tvet.ro/](http://www.tvet.ro/)

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

# Pilotage du système éducatif, une réforme globale des mécanismes d'évaluation

Numéro de groupe: **169**

**Phase 2**

Type de visite:  
**Enseignement général**

**7/5/2012-11/5/2012**  
**Bruxelles, Belgique**

Langue de travail:  
**Français**

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

Mots clés:

- **compétences des enseignants et formateurs**
- **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?

Depuis la fin des années 90, la Communauté française a réformé son système éducatif afin de le rendre plus équitable et d'en renforcer la qualité. Les objectifs suivis de référentiels de compétence communs à tous les établissements scolaires ont été adoptés. Des évaluations externes permettent aux enseignants et aux écoles de s'évaluer et à la Commission de Pilotage d'avoir une vision d'ensemble du niveau des élèves. Ces évaluations permettent la création d'outils pédagogiques pour les enseignants. Le service d'inspection pédagogique, étroitement associé à ces évaluations, a réformé ses missions en conséquence. Le statut des chefs d'établissement et la formation des enseignants – formation initiale et en cours de carrière – ont également été revus.

## QUOI?

Le participant découvrira:

- comment s'organise le pilotage du système éducatif;
- la mise en œuvre des évaluations externes;
- le nouveau rôle de l'inspection et des conseillers pédagogiques;
- la réforme du statut des chefs d'établissement;
- la réforme de la formation initiale et en cours de carrière des enseignants.

## COMMENT?

Le participant:

- rencontrera des responsables de la commission de pilotage, du service d'inspection pédagogique, de l'institut de la formation en cours de carrière, des chefs d'établissement et des enseignants;
- visitera des établissements pédagogiques d'enseignement supérieur organisant la formation initiale des enseignants;
- rencontrera des enseignants, chercheurs et inspecteurs, en charge de la rédaction des évaluations externes, des pistes didactiques et des outils d'évaluation 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,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

## Organisateur(s):

**GILLIARD Etienne**  
Ministère de la  
Communauté française de Belgique  
Boulevard Léopold II, 44  
Bruxelles, 1080  
Tel. +32- 24 13 29 53  
Fax +32- 24 13 35 78  
Email: etienne.gilliard@cfwb.be  
Website: www.cfwb.be

**WWW.**

[www.enseignement.be/](http://www.enseignement.be/)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# School self-evaluation: setting up a new system and support for schools

Group No: **170****Round 2**Type of visit:  
**Mixed****14/5/2012-18/5/2012**  
**Prague, Czech Republic**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

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

**CATEGORY OF THEMES:**

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

**WHY?**

In line with gradual decentralisation of the education system, the Education Act of 2004 obliges schools to carry out self-evaluation. One of its purposes is to serve as background information for external evaluation by the Czech School Inspectorate.

The objective of the project 'Way to quality: introduction of the system of self-evaluation' (May 2009 - April 2012) is to support self-evaluation processes in schools (kindergartens, basic schools, grammar schools, secondary technical and vocational schools, basic art schools and conservatoires). It should also align self and external evaluation in cooperation with schools, local authorities and the Czech School Inspectorate as to ensure continuous quality improvement.

The National Institution of Technical and Vocational Education (NUOV) in Prague, a partner of the Ministry of Education, implements the project.

**WHAT?**

Participants will learn about:

- the procedure of self-evaluation;
- setting up structured systems and supporting schools in self-evaluation;
- developing evaluation instruments and procedures;
- sharing experience of self-evaluation among schools;
- development of a system for training head teachers, coordinators and evaluation advisors;
- the interface of external and internal evaluation in schools;
- practical implementation of self-evaluation by schools;
- results and outcomes of the 'Way to Quality' project.

**HOW?**

Participants will:

- visit schools of different types that have gone through the process of self-evaluation;
- meet evaluators, researchers and representatives of education associations, the Czech School Inspectorate and ministry;
- meet self-evaluation counsellors working at schools.

**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:**

Cílem návštěvy je seznámit účastníky s výsledky národního projektu Cesta ke kvalitě - Vytváření systému a podpora škol v oblasti vlastního hodnocení. Cílem projektu je podpořit autoevaluační procesy na školách a vhodně provázat autoevaluaci a externí evaluaci ve spolupráci se školami, zřizovateli a ČŠI. Konkrétně je v projektu vytvářena např. strukturovaná nabídka ověřených evaluačních nástrojů a postupů, podpůrný poradenský systém, podpořeno sdílení zkušeností mezi školami, vytvořen systém dalšího vzdělávání pedagogických pracovníků v problematice autoevaluace. Program zahrnuje návštěvy různých typů škol, diskuse s řešiteli projektu a setkání se zástupci MŠMT, ČŠI a školských asociací.

**Organiser(s):**

**MICHEK Stanislav**  
National Institution of Technical and Vocational Education (NUOV)  
Weilova 1271/6  
Prague 10, 102 00  
Tel. +420 274 02 24 13  
Fax +420 274 86 33 80  
Email: stanislav.michek@nuov.cz  
Website: www.nuov.cz

**WWW.**

[www.nuov.cz/ae](http://www.nuov.cz/ae) – [www.csicr.cz/](http://www.csicr.cz/) – [www.msmt.cz/](http://www.msmt.cz/)

## QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

# School internal evaluation - A way to improve education

Group No: 171

Round 2

Type of visit:  
General education28/5/2012-31/5/2012  
Timisoara, RomaniaWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- **evaluation (school or institution)**
- **leadership and management**
- **status of teachers and trainers**

**CATEGORY OF THEMES:**

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

**WHY?**

As improving school management has become an important topic in Romania, the main emphasis of Romanian education strategy is on developing education and its quality. Placed in the largest county of Romania, Timis County School Inspectorate, as regional education authority managed to support effective improvement of its schools. The role of this institution is to ensure the quality of education by supporting schools with self-evaluation procedures and providing head teachers with relevant data to take appropriate decisions to improve a school in general as an organisation.

**WHAT?**

Participants will learn about:

- methods and documents used in internal evaluation of schools;
- the impact of evaluation results at regional and school levels;
- support activities of the county management team to improve quality of school education;
- internal evaluation system in upper secondary schools in Timis county.

**HOW?**

Participants will:

- visit schools, institutions and organisations involved in formal education and observe headmasters at work in their schools;
- attend lessons, meet teachers and students;
- meet county inspectors, headmasters and management teams, observe policy developments;
- exchange good practice examples.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Inspectoratul Școlar al Județului Timiș este o instituție descentralizată a Ministerului Educației, Cercetării, Tineretului și Sportului din România. Aceasta instituție organizează și orientează activitățile unităților de învățământ preuniversitar pentru a îmbunătăți calitatea actului educativ. Inspectoratul Școlar al Județului Timis susține dezvoltarea educației orientată spre valori democratice și umaniste, care să ofere fiecărui participant la actul educativ șansa să ajungă la excelența prin implementarea calității.

**Organiser(s):**

**COSTANDACHE Simona**  
School inspectorate of Timis County  
No. 3, C. D. Loga Boulevard  
Timisoara, 300020  
Tel. 0040 256305772  
Fax 0040 256490430  
Email: simcon65@gmail.com  
Website: www.isj.tm.edu.ro

**WWW.**[www.isj.tm.edu.ro](http://www.isj.tm.edu.ro)



## TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

# The teaching profession, teacher training and basic education in Finland

Group No: 172

Round 2

Type of visit:  
General education26/3/2012-30/3/2012  
Joensuu, FinlandWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- school environment
- teachers' and trainers' competences
- teachers' and trainers' qualifications

**Organiser(s):****SOKKA-MEANAY Eija Liisa**

University Teacher Training School

University of Eastern Finland

Joensuu Campus P.O.Box 111

Joensuu, FI-80101

Tel. +358- 132 51 22 34

Fax +358- 132513322

Email: eija.liisa.sokka-meaney@uef.fi

Website: <http://jnor.joensuu.fi>**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, practical teaching and teacher training schools. It will include an introduction to the Finnish education system and its special features, and there will be some discussion on the reasons for Finland's successful performance in PISA. Finnish teacher training is one of the success factors of PISA. Teacher education in Joensuu, a department at the University of Eastern Finland, has local importance in assuring quality of well-trained and qualified teachers for the whole of eastern Finland. All Finnish teachers have master's level university education.

**WHAT?**

Participants will learn about:

- the main aims of teacher education and training;
- teacher training schools and their role in teacher education;
- teacher training curriculum;
- the principles and practices of practical teaching guidance;
- factors that have contributed to Finland's successful performance in PISA.

**HOW?**

Participants will:

- visit the Joensuu University Teacher Training School and one or two other schools;
- observe teachers and teacher trainees in the classroom;
- meet teachers and teacher trainers at the University Teacher Training School, teacher students and representatives of the Faculty of Education;
- participate in post-lesson discussions between teacher trainers and students.

**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:**

Tavoitteena on luoda yleiskuva suomalaisesta yleissivistävän koulun opettajankoulutuksesta, opetusharjoittelusta sekä harjoittelukouluista. Samalla esitellään suomalaista koulutusjärjestelmää ja sen erityispiirteitä sekä keskustellaan Suomen hyvän menestymisen taustoista PISA-arvioinneissa. Osallistujille esitellään suomalaisen opettajankoulutuksen opetussuunnitelmien yleispiirteet 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 ohjauskeskusteluihin osallistumista harjoittelukouluissa.

**WWW.**[http://jnor.joensuu.fi/index.php?id=1&lang\\_id=1](http://jnor.joensuu.fi/index.php?id=1&lang_id=1) – [www.uef.fi/uef/english](http://www.uef.fi/uef/english)



## TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

# Teachers' initial training - Recruitment and evaluation

Group No: 173

Round 2

Type of visit:  
General education23/4/2012-27/4/2012  
Heppenheim, Bergstraße,  
GermanyWorking language:  
EnglishNumber of places: 16  
Minimum required: 8

Keywords:

- quality assurance
- teachers' and trainers' competences
- teachers' and trainers' qualifications

**Organiser(s):****HARTMANN Helmut**Studienseminar für Gymnasien  
HeppenheimWeierhausstr. 8c  
Heppenheim, 64646

Tel. +49 625 29 96 41 03

Fax +49 625 29 96 41 05

Email: sts-gym-hp@af1.hessen.de

Website: <http://lakk.sts-gym-heppenheim.bildung.hessen.de>**GRÄBER DR. Gerd**

Studienseminar Heppenheim

Weierhausstr. 8c

Heppenheim, 64646

Tel. +49 625 29 96 41 04

Fax +49 625 29 96 41 05

Email: sts-gym-hp@af1.hessen.de

Website: <http://lakk.sts-gym-heppenheim.bildung.hessen.de/>**CATEGORY OF THEMES:**

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

**WHY?**

Reform of teacher training in the state of Hesse has brought about changes in the structure (modularisation) and in its contents (competence-orientedness). In an ongoing process, demands of government and administration have to be matched with and modified to local conditions. As a result, several models have evolved in our state. The aims of this process – initiated by the Bologna process – and their practical implementation will be the focus of this study visit.

Our teacher training institute, the Studienseminar für Gymnasien Heppenheim, trains teachers for the Gymnasium and for comprehensive schools with a sixth form; we have participated in the process and developed manageable and transparent solutions by getting all key players involved.

**WHAT?**

Participants will learn about:

- the structure of teacher training in Germany with focus on upper secondary level schools (Gymnasium) in Hesse;
- the aims of teacher training and practical implementation;
- different forms and methods of participation and evaluation;
- successful problem-solving mechanisms;
- the status of trainers, trainee teachers and teachers-mentors.

**HOW?**

Participants will:

- get to know our teacher training institute;
- discuss training and different forms of participation with teacher trainers and trainee teachers;
- visit a school and observe a lesson taught by a trainee teacher;
- observe the evaluation and discuss it with a trainee teacher and trainer(s);
- talk with heads of school about their role in the training process and their expectations of initial teachers.

**WHOM?**

- 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:**

Die Neugestaltung der hessischen Lehrerbildung hat strukturelle und inhaltliche Veränderungen mit sich gebracht, an deren Weiterentwicklung nach wie vor gearbeitet wird. Dieser Prozess wird sowohl auf der Ebene des Landes als auch in den einzelnen Seminaren unter Beteiligung der Ausbilder und der Referendare kontinuierlich vorangetrieben. Er bewirkt, dass innerhalb eines Landes verschiedene Modelle entstehen. Die Ziele dieses Prozesses, die strukturell auf den Bologna-Prozess zurückgehen, und die Umsetzung in der Praxis sollen Schwerpunkte des Studienbesuchs sein.

**WWW.**

<http://lakk.sts-gym-heppenheim.bildung.hessen.de/> – [www.af1.hessen.de/](http://www.af1.hessen.de/)  
[www.kultusministerium.hessen.de/](http://www.kultusministerium.hessen.de/) – [www.bildungsserver.de/](http://www.bildungsserver.de/)

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Qualifications and competences for today's teachers

Group No: 174

Round 2

Type of visit:  
Mixed19/3/2012-23/3/2012  
Málaga, SpainWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- **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?**

Due to the fast changes society is experiencing, it is necessary to analyse qualifications and competences of teachers who work in schools and constantly update them. The Teachers' Centre of Málaga is in charge of providing training and resources for teachers to confront modern challenges. The centre wishes to show how official organisations deal with all changes in education policy in contemporary Europe.

**WHAT?**

Participants will learn about:

- needs of teachers to improve their daily work and kinds of training provided by the host institution;
- cooperation between the teachers training centre and teachers and schools;
- methods and tools used in classrooms;
- organisation of the curriculum for multiculturalism, bilingualism, special needs, coeducation, etc.

**HOW?**

Participants will:

- visit the Teachers' Training Centre of Malaga (Centro del Profesorado de Málaga);
- visit pre-school, primary, secondary and vocational schools that work on bilingualism, multiculturalism, ICT and other subjects;
- observe teachers' work in the classroom;
- meet headmasters, heads of studies and members of the educational community;
- share their ideas and interests.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Nuestro objetivo principal es mostrar a los participantes de esta visita de estudio cuáles son las necesidades formativas del profesorado para hacer frente a un determinado perfil profesional exigido por una sociedad en continuo cambio. Las actividades pensadas se centrarían en poner en contacto a los participantes con el profesorado de los distintos niveles educativos, así como también con los asesores encargados de la formación para que puedan comprobar in situ cuáles son las necesidades de los docentes; cómo se organizan los centros para hacer frente a una sociedad en continuo cambio; qué tareas realiza el Centro del Profesorado para paliar esas necesidades y cuáles son las líneas prioritarias de trabajo marcadas por la Consejería de Educación de la Junta de Andalucía.

**Organiser(s):**

**SUBIRI FERNANDEZ Jose Francisco**  
Centro de Profesorado de Málaga  
Noé 3  
Málaga, 29007  
Tel. +34- 951 92 41 98/951924218  
Fax +34- 952 33 40 92  
Email: subiri@cepmalaga.com  
Website: www.cepmalaga.com

**WWW.**

[www.juntadeandalucia.es/averroes/~cepma1/](http://www.juntadeandalucia.es/averroes/~cepma1/)

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Continuous professional development of teachers and trainers

Group No: 175

Round 2

Type of visit:  
Mixed27/3/2012-30/3/2012  
Dublin, IrelandWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

Keywords:

- leadership and management
- status of teachers and trainers
- teachers' and trainers' qualifications

## CATEGORY OF THEMES:

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

## WHY?

Teachers and trainers play a key role in providing high quality education and training systems equipping students and trainees for living and working in a knowledge-based society. Increasingly demands are placed on teachers and trainers for upskilling and reskilling in a constantly changing society to meet the needs of learners from diverse groups, challenging environments, individualised learning as well as keeping up to date with new technologies and learning approaches. Continuous professional development (CPD) of teachers and trainers is linked to induction, subject-based in-service training, leadership, qualifications reform, linking CPD to the national qualifications framework, peer learning and mentorship training. A range of CPD opportunities are available in Ireland through many providers such as colleges and universities, education centres, national programmes and support services.

This visit is hosted by Léargas, the National Agency for managing the lifelong learning programme.

## WHAT?

Participants will learn about:

- initial teacher education;
- demands and challenges facing teachers and trainers;
- examples and initiatives of CPD;
- development, implementation, assessment and evaluation of CPD initiatives;
- leadership training.

## HOW?

Participants will:

- meet national experts and policy-makers;
- visit a range of education and training organisations and providers to look at practical implementation and impact of CPD;
- observe, meet and discuss projects and programmes with learners and trainers.

## 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,
- representatives of local, regional and national authorities,
- researchers.

## Organiser(s):

**D'ARCY Ivanna**

Léargas

189-193 Parnell Street

Dublin 1

Tel. +353-1 887 12 58

Fax +353-1 873 13 16

Email: idarcy@leargas.ie

Website: www.leargas.ie/studyvisits

**WWW.**

[www.leargas.ie](http://www.leargas.ie) – [www.education.ie](http://www.education.ie) – [www.ivea.ie](http://www.ivea.ie) – [www.teachingcouncil.ie](http://www.teachingcouncil.ie)

## DÉVELOPPEMENT PROFESSIONNEL CONTINU ET PERSPECTIVES DE CARRIÈRE DES ENSEIGNANTS ET FORMATEURS

# Pratiques de formation continue des enseignants et des chefs d'établissements

Numéro de groupe: 176

Phase 2

Type de visite:  
Mixte

7/5/2012-11/5/2012  
Bucarest, Roumanie

Langue de travail:  
Français

Nombre de places: 12  
Minimum requis: 6

Mots clés:

- **compétences des enseignants et formateurs**
- **direction et gestion**
- **qualification des enseignants et formateurs**

Organisateur(s):

**DUMINICA Stefania**

Ministère de l'Éducation- Direction de la Formation Continue du Personnel dans l'Enseignement Préuniversitaire  
Str. General Berthelot, no 28-30  
Bucharest, 010168  
Tel. 0040 21 311 10 83  
Fax 0040 21 315 28 80  
Email: vali\_duminica@yahoo.com  
Website: <http://www.cnfp.ro/>

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

En Roumanie, la formation continue et le perfectionnement professionnel demeurent des priorités stratégiques dans le domaine de la formation des enseignants et des proviseurs. Les développements et les mesures destinées à dispenser un enseignement de bonne qualité concernent principalement les compétences des enseignants et formateurs et leur qualification. La Direction de la formation continue du personnel de l'enseignement pré-universitaire propose un échange de pratiques sur la formation initiale et continue des enseignants et des proviseurs.

## QUOI?

Le participant découvrira:

- comment s'organise la formation initiale et continue des enseignants et des directeurs d'établissements d'enseignement (étapes, formes d'organisation et d'évaluation etc.);
- les politiques éducatives visant le développement professionnel continu des enseignants et des chefs d'établissements;
- l'accréditation des programmes de formation continue;
- la validation des compétences des enseignants;
- l'amélioration de la qualité de l'offre de formation continue des enseignants et des directeurs d'établissements.

## COMMENT?

Le participant:

- discutera avec des experts en pédagogie et des décideurs politiques sur les stratégies éducatives mises en place au niveau national concernant la formation professionnelle des enseignants;
- visitera des centres de formation et des établissements d'enseignement et de formation professionnels;
- partagera ses propres expériences sur la formation continue et le perfectionnement professionnel des enseignants.

## 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,
- chefs de départements,
- responsables des ressources humaines,
- 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:

În România formarea continuă a personalului didactic se întemeiază pe modelul abordării prin competențe și pe conceptul de dezvoltare cumulativă a nivelului de competență a cadrului didactic. Au fost elaborate politici și strategii care au în vedere dezvoltarea carierei didactice. Perfecționarea cadrelor didactice și a directorilor de școală se realizează prin programele de formare continuă acreditate și/sau prin stagiile de pregătire în vederea susținerii gradelor didactice. În cadrul dezbaterilor vor fi prezentate: evoluția în cariera didactică, asigurarea calității programelor de formare continuă prin acreditare și generalizarea sistemului de credite profesionale transferabile.

## WWW.

[www.edu.ro/](http://www.edu.ro/) – [www.cnfp.ro/simpozion1.html](http://www.cnfp.ro/simpozion1.html) – [www.dppd.ro/](http://www.dppd.ro/)  
[www.cedu.ro/](http://www.cedu.ro/) – <http://dppd.utcb.ro/> – [www.ccd-bucuresti.org/](http://www.ccd-bucuresti.org/)

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Continuing professional development easing innovation and change in schools

Group No: 177

Round 2

Type of visit:  
General education14/5/2012-18/5/2012  
London, England,  
United KingdomWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- innovative approaches
- leadership and management
- teachers' and trainers' qualifications

**CATEGORY OF THEMES:**

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

**WHY?**

St Mary's University College invites colleagues to experience the successful MA programme which offers teachers deep professional learning, transformation of their own and others' practice and change management modelling. Through this study visit we are sharing our mission to ease 'the provision of training and continuing professional development (CPD) for teachers'. Our academic staff have successfully met the challenge of developing leaders of the future in schools, helping to establish the teaching profession encouraged by the Bologna agreement. Our proven impact on leadership and change management in our extensive partnership of schools is exemplified by the masters degree in leading innovation and change (LIAC) which provides the focus for this study visit.

**WHAT?**

Participants will learn about:

- initiatives modelling distributive leadership;
- impact of the LIAC masters programme on school improvement and teachers' own professional roles;
- innovative practices which improve professional development and school achievement in primary and secondary education.

**HOW?**

Participants will:

- attend keynote lectures from professors acclaimed in school leadership;
- join discussion forums with academic staff and teachers from primary and secondary partnership schools, focusing on developing and sustaining continuing professional development, school improvement and change management;
- shadow a tutor leading a LIAC (MA) session;
- visit schools involved in the MA programme.

**WHOM?**

- 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.

**Organiser(s):****ASKEW Paula**

St Mary's University College,  
School of Education  
Waldegrave Road  
Twickenham, TW1 4SX  
Tel. +44- 20 82 40 43 32  
Fax +44- 20 82 40 42 56  
Email: askewp@smuc.ac.uk  
Website: www.smuc.ac.uk

**WWW.**

[www.smuc.ac.uk/](http://www.smuc.ac.uk/) – [www.johnwest-burnham.co.uk](http://www.johnwest-burnham.co.uk)  
[www.nationalcollege.org.uk/](http://www.nationalcollege.org.uk/) – [www.tda.gov.uk/](http://www.tda.gov.uk/)

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# New media in education and professional development of librarians

Group No: **178****Round 2**Type of visit:  
**Mixed****14/5/2012-18/5/2012**  
**Warszawa, Poland**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **digital competence**
- **learning to learn**
- **teachers' and trainers' competences**

**Organiser(s):**

**PRYŁOWSKA-NOWAK Elżbieta**  
Ośrodek Edukacji Informatycznej i  
Zastosowań Komputerów  
Raszyńska 8/ 10  
Warszawa, 02-026  
Tel. +48-22 579 41 00  
Fax +48-22 579 41 70  
Email: library@oeiizk.waw.pl  
Website: www.oeiizk.waw.pl

**BORYCZKA Bożena**

Ośrodek Edukacji Informatycznej i  
Zastosowań Komputerów  
Raszyńska 8/ 10  
Warszawa, 02-026  
Tel. +48-22 579 41 00  
Fax +48-22 579 41 70  
Email: library@oeiizk.waw.pl  
Website: www.oeiizk.waw.pl

**CATEGORY OF THEMES:**

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

**WHY?**

Ability to use different new media forms raises professional skills of librarians, shapes their responsibility for their learning and improvement. It opens new opportunities for cooperation on mutual learning and for an attractive offer of classes in the library for readers. In Poland, there are many different types of libraries and institutions educating future library staff with modern techniques, including new media. The Computer Assisted Education and Information Technology Centre in Warsaw offers its extensive experience in using and promoting use of new media in the work environment of librarians. It has a wide offer of e-learning training and organised a nationwide conference on e-learning challenges for libraries. It closely cooperates with various types of libraries and institutions which educate future library staff, as well as improve librarians' skills.

**WHAT?**

Participants will learn about:

- methods and tools used in education and improving librarians' skills, including use of new media;
- use of media in extending offers of libraries for their users;
- the role of e-learning platforms and new media in education and self-improvement.

**HOW?**

Participants will:

- visit different types of libraries, a multimedia centre;
- visit institutions providing training for future librarians, particularly in applying new technologies;
- participate in workshops featuring examples of work using new media (platform for distance learning, multimedia board).

**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:**

Umiejętność korzystania z różnych form nowych mediów służy podnoszeniu zawodowych umiejętności bibliotekarzy, kształtuje ich odpowiedzialność za proces uczenia się i doskonalenia. Otwiera nowe możliwości współpracy w kontekście wzajemnego uczenia się, a także przygotowania atrakcyjnej oferty zajęć w bibliotece dla czytelników. W Polsce funkcjonuje wiele różnego typu bibliotek i placówek kształcących bibliotekarzy, które wychodząc naprzeciw wyzwaniom współczesnego świata, wykorzystują w swojej działalności nowoczesne techniki pracy, w tym nowe media.

**WWW.**

[www.libsuccess.org/index.php?title=Online\\_Training\\_Resources\\_for\\_Librarians](http://www.libsuccess.org/index.php?title=Online_Training_Resources_for_Librarians)  
[www.tsl.state.tx.us/ld/pubs/dl/online.html](http://www.tsl.state.tx.us/ld/pubs/dl/online.html)



## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Academic writing skills, a necessity for education and work

Group No: 179

Round 2

Type of visit:  
Mixed14/5/2012-17/5/2012  
Bydgoszcz, PolandWorking language:  
EnglishNumber of places: 15  
Minimum required: 6

Keywords:

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

**Organiser(s):**

**SOBOCIŃSKI Mikołaj**  
Uniwersytet Kazimierza Wielkiego  
Grabowa 2  
Bydgoszcz, 85-601  
Tel. +48-52 340 16 87  
Fax +48-52 340 16 87  
Email: mik.sobocinski@gmail.com  
Website: www.ukw.edu.pl

**MOCHOCKI Michał**  
Uniwersytet Kazimierza Wielkiego  
Grabowa 2  
Bydgoszcz, 85-601  
Tel. +48-52 340 16 87  
Fax +48-52 340 16 87  
Email: michal.mochocki@gmail.com  
Website: www.ukw.edu.pl

**CATEGORY OF THEMES:**

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

**WHY?**

Writing and reading skills can be problematic for European learners of all ages and levels. Even university curricula rarely include courses although students are required to prove high writing competences. Problems with writing skills and reading comprehension at all levels (secondary, bachelor, master, postgraduate), incompatible writing courses or no available courses in secondary and higher education, different expectations of teachers, learners and employers are the most problematic issues to address. Although there are well-recognised professional text types and academic guidelines (MLA, APA, etc.) available online, students have major difficulties in acquiring skills.

At Kazimierz Wielki University, we aim to raise teachers' qualifications in providing students with key competences more effectively.

**WHAT?**

Participants will learn about:

- writing and reading courses at Polish universities, colleges and secondary schools;
- requirements for students;
- discrepancies between learners' competences and teachers' expectations;
- modern and traditional approaches to teaching (academic) writing and reading.

**HOW?**

Participants will:

- compare writing courses between various educational institutions;
- meet heads of schools, teachers, pupils and students;
- evaluate learners' knowledge, skills and expectations;
- assess modern technologies in education;
- compare grading systems in respect to courses and prospective jobs;
- discuss solutions for particular institutions;
- prepare a set of guidelines for teachers and educators.

**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:**

Nauczyciele często twierdzą, że młodzież przychodząca do szkół średnich i wyższych jest coraz gorzej wykształcona. Jednak patrząc na programy nauczania wydaje się, że dziś kładziemy większy nacisk na kształcenie wiedzy praktycznej niż miało to miejsce w przeszłości. Dlatego tym bardziej irytuje fakt, iż studenci, którzy dobrze zdają maturę mają problemy na zajęciach z czytania i pisania (akademickiego) na uczelniach wyższych pomimo stosowania nowoczesnych materiałów i technik nauczania. Na Uniwersytecie Kazimierza Wielkiego staramy się ten problem zrozumieć i mu przeciwdziałać dostosowując programy nauczania do zmieniających się potrzeb studentów, wymogów MEN i MNiSW oraz pracodawców.

**WWW.**

[www.ukw.edu.pl](http://www.ukw.edu.pl) – [www.mikolaj.info/studyvisit/](http://www.mikolaj.info/studyvisit/) – [www.men.gov.pl](http://www.men.gov.pl)

[www.nauka.gov.pl/home/](http://www.nauka.gov.pl/home/) – [www.kuratorium.bydgoszcz.uw.gov.pl](http://www.kuratorium.bydgoszcz.uw.gov.pl) – [www.nkjo.bydgoszcz.pl](http://www.nkjo.bydgoszcz.pl)

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Managing career development in a multicultural society

Group No: **180****Round 2**Type of visit:  
**Mixed****14/5/2012-17/5/2012**  
**Targu Mures, Romania**Working language:  
**English**Number of places: **15**  
Minimum required: **6**

Keywords:

- **education and training attainment**
- **quality assurance**
- **teachers' and trainers' competences**

**Organiser(s):****CHIRA Cristiana**

Mures County Teacher Training Centre  
2, Crinului Street  
Targu Mures, 540343  
Tel. 0040 265260880  
Fax 0040 265260880  
Email: cristianachira@yahoo.com  
Website: www.ccdmures.ro

**GOJDA Olimpia**

Mures County Teacher Training Center  
2, Crinului Street  
Targu Mures, 540343  
Tel. 0040 265 26 08 80  
Fax 0040 265 26 08 80  
Email: olimpia\_godja@yahoo.com  
Website: www.ccdmures.ro

**CATEGORY OF THEMES:**

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

**WHY?**

Current educational policies at national, regional and local levels influence activities and development of education in Mures county. Teachers and trainers need to develop new skills and acquire new knowledge to prepare students for living and working in a changing society.

The teacher training centre provides training and professional development for the county's teaching staff. Through its programmes, the institution promotes lifelong learning, guarantying access to everyone to continuous training, assessment and certification of acquired skills. By promoting, supporting and fostering educational innovation and providing the latest information on the specialty and teaching, the institution can provide examples of good practice and expertise in lifelong learning.

**WHAT?**

Participants will learn about:

- good practices in managing teachers' and trainers' training;
- how training centres, teachers and schools work together;
- methods and tools used in training programmes according to county particularities: multiculturalism, bilingualism, special needs, etc.;
- actions of educational authorities in relation to training.

**HOW?**

Participants will:

- visit schools from different levels and teacher training institutes;
- meet teachers, head teachers, managers and trainers;
- participate in debates on innovative training practices;
- meet public authorities responsible for education and training;
- take part in workshops and share experiences.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Participanții la aceasta vizită de studiu vor discuta cu colegii lor din celelalte țări despre modele de bună practică, vor efectua vizite la instituții de învățământ de toate nivelele și vor participa la workshop-uri pe tema inovației în domeniul formării continue. Activitățile sunt concepute să se concentreze asupra contactului direct al participanților cu profesorii de diferite niveluri de învățământ, precum și cu responsabilii cu formarea continuă astfel încât să poată identifica nevoile reale de formare profesională continuă ale cadrelor didactice și care este rolul casei corpului didactic în dezvoltarea profesională și personală a acestora ținând cont de specificul județului Mures.

**WWW.**[www.ccdmures.ro/](http://www.ccdmures.ro/)



## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Promoting excellence in VET teacher education in Finland

Group No: **181****Round 2**Type of visit:  
**VET****21/5/2012-25/5/2012**  
**Hämeenlinna, Finland**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **digital competence**
- **lifelong guidance**
- **teachers' and trainers' competences**

**CATEGORY OF THEMES:**

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

**WHY?**

Changes in working life and social structure together with internationalisation pose challenges for teachers' competences. New learning environments and increased cooperation between education and working life create challenges and possibilities both to vocational education (VET) and teachers' work. The popularity of vocational education has increased notably and results have been excellent (PISA and World Skills international comparisons; OECD, EU).

The HAMK vocational teacher education unit is the spearhead of development and its strengths lie in highly professional staff, future-oriented attitude and research and development that supports education activities. HAMK vocational teacher education unit is the biggest unit of vocational teacher education in Finland and all the essential fields of education are well represented at HAMK. The vocational teacher education unit cooperates closely with vocational schools nationwide as well as regionally.

**WHAT?**

Participants will learn about:

- VET teacher education in Finland, its methods and tools, guidance counsellor education and special needs teacher education;
- vocational networks and vocational learning processes (in practice);
- different learning environments used in multiple ways;
- the competence-based qualifications system for adults and skills demonstrations for young people in VET (skills trainers academy);
- perspectives of importing/exporting training in the EU.

**HOW?**

Participants will:

- meet VET specialists, teacher trainers and teacher students;
- visit regional VET institutions and adult education centres;
- exchange educational import/export ideas;
- observe competence tests and skills demonstrations at the workplace (if suitable);
- discuss special needs in vocational education;
- see and discuss e-learning processes;
- participate in workshops.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

HAMK Ammatillinen opettajakorkea koulu järjestää opintovierailun, jonka tavoitteena on keskittyä osaamisen kehittämiseen ammatillisen opettajakoulutuksen näkökulmasta. Opintovierailun aikana tutustutaan Suomen ammatilliseen koulutukseen ja ammatilliseen opettajankoulutukseen. Teemoina ovat menetelmät ja toteutusmallit ammatillisessa opettajankoulutuksessa, erityisopettajankoulutuksessa ja opinto-ohjaajan koulutuksessa. Opintovierailun aikana perehdytään joustaviin ja monipuolisiin oppimisympäristöihin. Lisäksi esitellään ammatillisen opetuksen verkostoja, ammatillista osaamisen kehittymistä, huippuosaajien valmennusta ja ammattiosaamisen näyttöjä sekä aikuisten tutkintotilaisuuksia. Vierailu sisältää tutustumiskäyntejä paikallisiin ammatillisiin oppilaitoksiin.

**WWW.**

[www.hamk.fi/aokk/en](http://www.hamk.fi/aokk/en) – [www.digipaper.fi/hamk/51226](http://www.digipaper.fi/hamk/51226)

**Organiser(s):****RUHALAHTI Sanna**

HAMK University of Applied Sciences,  
Vocational Teacher Education Unit  
Korkeakoulunkatu 6 (PL 182)  
Hämeenlinna, 13100  
Tel. +358- 3 6461  
Fax +358- 3 646 3200  
Email: [sanna.ruhalahti@hamk.fi](mailto:sanna.ruhalahti@hamk.fi)  
Website: [www.hamk.fi/aokk](http://www.hamk.fi/aokk)

## TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

# Teachers' professional development for raising the quality of teaching

Group No: **182****Round 2**Type of visit:  
**General education****11/6/2012-15/6/2012**  
**Białystok, Poland**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **teachers' and trainers' competences**
- **teachers' and trainers' mobility**
- **teachers' and trainers' qualifications**

**Organiser(s):****BABICZ Zdzisław**

Centrum Edukacji Nauczycieli  
Złota 4  
Białystok, 15-016  
Tel. +48-85 732 98 67  
Fax +48-85 732 98 65  
Email: [babicz@cen.bialystok.pl](mailto:babicz@cen.bialystok.pl)  
Website: [www.cen.bialystok.pl](http://www.cen.bialystok.pl)

**BLAKITZKA Victoria**

Centrum Edukacji Nauczycieli  
Złota 4  
Białystok, 15-016  
Tel. +48-85 732 98 67  
Fax +48-85 732 98 67  
Email: [victoriab@wp.pl](mailto:victoriab@wp.pl)  
Website: [www.cen.bialystok.pl](http://www.cen.bialystok.pl)

**CATEGORY OF THEMES:**

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

**WHY?**

The Teachers Education Centre in Białystok is organising this study visit to share its achievements in professional development of teachers and exchange experiences with representatives of similar institutions from European countries.

The centre prepares and realises programmes for advanced training of management staff, methodical consultants, officials of supervising departments, schools and educational institutions as well as courses, conferences, seminars, consultation for teachers, headmasters and other employees of educational institutions.

**WHAT?**

Participants will learn about:

- programmes of advanced training of management staff, methodical consultants, employees of supervising departments, schools and educational institutions;
- innovative methods and tools used in ongoing professional development of teachers and trainers in our regional teacher training institutions;
- organisational structure of teacher training institutions in Poland and in particular in the Podlaskie Voivodeship.

**HOW?**

Participants will:

- meet consultants, trainers, methodological advisers, persons responsible for education in the regional and local administration of Podlaskie Voivodeship;
- visit primary and secondary schools in Białystok, Białowieża, Supraśl and Augustów and observe teachers' work in the classroom;
- present the system of teacher training in their countries and discuss challenges.

**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,
- 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:**

Centrum Edukacji Nauczycieli w Białymstoku, od ponad 60 lat, bada potrzeby edukacyjne, opracowuje programy i realizuje różnorodne formy szkoleń. Wizyta studyjna „Doskonalenie zawodowe nauczycieli elementem podnoszenia jakości nauczania” jest przygotowywana z myślą o pokazaniu osiągnięć CEN oraz stworzeniu warunków do wymiany doświadczeń z przedstawicielami podobnych instytucji z innych państw europejskich.

Uczestnicy: zapoznają się z pracą instytucji zajmujących się doskonaleniem nauczycieli; spotkają się z konsultantami, doradcami metodycznymi, nauczycielami, kadłą kierowniczą; wezmą udział w dyskusjach na tematy związane z doskonaleniem nauczycieli w różnych krajach europejskich.

**WWW.**

[www.cen.bialystok.pl](http://www.cen.bialystok.pl) – [www.wrotapodlasia.pl](http://www.wrotapodlasia.pl) – [www.bialystokonline.pl](http://www.bialystokonline.pl)  
[www.ore.edu.pl](http://www.ore.edu.pl) – [www.men.gov.pl](http://www.men.gov.pl)

## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

# Leadership and management in VET: national and local practices in Finland

Group No: **183****Round 2**Type of visit:  
**VET****23/4/2012-27/4/2012**  
**Helsinki, Finland**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **leadership and management**
- **quality assurance**
- **teachers' and trainers' competences**

**CATEGORY OF THEMES:**

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

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?**

Vocational education and training (VET) and vocational competences play a key role in terms of economic competitiveness and prosperity. According to a Cedefop and TTnet (teachers and trainers network) study on a competence framework for VET professions, leaders in charge of VET have to work beyond school borders and meet expectations of the labour market and society as a whole. The important role of leaders in managing change and development of education and training has been recognised at EU level. Where do they find the motivation and competences to be visionaries, to enable innovation and develop their institutions?

**WHAT?**

Participants will learn about:

- national steering mechanisms for developing VET, including funding principles, qualifications, quality management;
- models for implementing and developing curricula;
- autonomy and responsibilities of VET leaders, managing VET institutions, including competence development at local level;
- quality assurance mechanisms in VET;
- training needs analysis, such as skills anticipation at sectoral level;
- examples of pedagogical leadership;
- empowering and managing competence development of teachers and trainers;
- strategic planning of international activities.

**HOW?**

Participants will:

- meet VET policy-makers and stakeholders: representatives of the Ministry of Education and Culture, the Finnish National Board of Education, social partners, regional and local authorities;
- meet leaders, teachers, students, VET researchers;
- visit quality awarded initial and continuous VET institutions;
- share and discuss examples of good practice.

**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.

**Organiser(s):****TYRVÄINEN Paula**Centre for International  
Mobility (CIMO)

PO.BOX 343

Helsinki, 00531

Tel. +358- 207868539

Fax +358- 207868601

Email: Paula.tyrvaainen@cimo.fi;  
studyvisits@cimo.fi

Website: www.cimo.fi

**WWW.**

[www.cimo.fi](http://www.cimo.fi) – [www.oph.fi/english](http://www.oph.fi/english) – [www.minedu.fi/OPM/?lang=en](http://www.minedu.fi/OPM/?lang=en)

[www.cedefop.europa.eu/EN/Files/111332\\_Competence\\_framework\\_for\\_VET\\_professions.pdf](http://www.cedefop.europa.eu/EN/Files/111332_Competence_framework_for_VET_professions.pdf)

## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

# Leadership and management at school - A lifelong challenge

Group No: **184****Round 2**Type of visit:  
**Mixed****7/5/2012-11/5/2012**  
**Dresden, Germany**Working language:  
**English**Number of places: **12**  
Minimum required: **6**

Keywords:

- **leadership and management**
- **quality assurance**

**CATEGORY OF THEMES:**

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

**WHY?**

With increasing autonomy of schools, demands on school leadership and management have changed in the last years.

The host institution, the Saxon Institution of Education, located in Radebeul near Dresden, has drawn up a concept for motivation and continuing professional development (CPD) of school leaders. The courses offered in this new programme take place in our training centre in Meißen near Dresden. We would like to share our experience of implementing these programmes. Our institution also maintains basic educational content, teacher training and evaluation of schools.

**WHAT?**

Participants will learn about:

- motivation, preparation and training of new school leaders for their roles in leading a school;
- support for 'established' school leaders with their specific needs;
- CPD for headmasters.

**HOW?**

Participants will:

- visit different institutions of the educational administration in Saxony;
- make field visits in educational contexts;
- meet principals and teacher trainers.

**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 local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Die gegenwärtige Entwicklung des deutschen Schulsystems ist durch eine Zunahme von Eigenverantwortung der Schulen gekennzeichnet.

Das Sächsische Bildungsinstitut hat eine innovative Qualifizierung für Schulleitungen entwickelt, die sich sowohl an aktuellen nationalen und internationalen wissenschaftlichen Erkenntnissen als auch an den Anforderungen der Schulpraxis und an den individuellen Voraussetzungen der Teilnehmer orientiert. Während des Studienbesuches wird den Teilnehmern das neue Konzept vorgestellt. Sie werden auch die Gelegenheit haben, sowohl mit Schulleitern in der Ausbildung als auch mit Ausbildnern die Umsetzung vor Ort zu erleben und mit diesen darüber zu sprechen.

**Organiser(s):**

**GREULICH Gabriela**  
Sächsisches Bildungsinstitut  
(Saxon Institut of Education)  
Dresdner Str. 78c  
Radebeul, 01445  
Tel. +49-351 83 24-377  
Fax +49-351 83 24-414  
Email: gabriela.greulich@sbi.smk.  
sachsen.de  
Website: www.sachsen.de

**WWW.****www.sachsen-macht-schule.de**

## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

**All\_together@school**Group No: **185****Round 2**Type of visit:  
**General education****14/5/2012-18/5/2012**  
**Coimbra, Portugal**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **extra-curricular activities**
- **innovative approaches**
- **leadership and management**

**CATEGORY OF THEMES:**

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

**WHY?**

Full-time pre-primary and primary schools assure pupils' activities throughout the day by different types of complementary learning that enriches the curricula. These schools are open until 17:30 every day. Such policy requires proper planning, innovative management and careful articulation between core and school-based curricula.

This model requires plans and innovations as different as teacher training, partnerships with other institutions, monitoring and evaluation or accountability to the Ministry of Education. DREC is a delegation from the Ministry of Education which supervises educational policy. Coimbra is a central city in Portugal with diverse surroundings (urban and rural areas) which can provide an overview of the country.

**WHAT?**

Participants will learn about:

- importance of leadership and management skills in developing these educational measures;
- importance of partnerships for the success of these measures of educational policy;
- transformation of school culture and social and institutional relations.

**HOW?**

Participants will:

- visit schools and educational centres where this measure of educational policy was successfully implemented;
- observe teachers and students in the classroom;
- visit partner institutions implementing this measure of educational policy.

**WHOM?**

- Educational and vocational training inspectors,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

A escola a tempo inteiro assegura que as crianças e jovens têm actividades ao longo de todo o dia, sendo mobilizados para diferentes tipos de aprendizagens complementares. Este alongamento do horário de permanência na escola obriga a um planeamento e gestão inovadores e a uma cuidada articulação entre o currículo nuclear e o complementar. Este modelo obrigou a inovações em planos tão distintos como a formação de professores, o recurso a parcerias com outras instituições e/ou o acompanhamento, avaliação e responsabilização por parte do Ministério da Educação, pelo que consideramos esta uma das medidas mais inovadoras a nível das medidas de política educativa.

**Organiser(s):****LOPES José Correia**Direcção Regional de Educação do  
CentroRua General Humberto Delgado, 319  
Coimbra, 3030 - 327

Tel. 00351 969 530 621

Email: jose.lopes@drec.min-edu.pt

Website: www.drec.min-edu.pt/

**WWW.**[www.min-edu.pt](http://www.min-edu.pt) – [www.escolaatempointeiro.blogspot.com/](http://www.escolaatempointeiro.blogspot.com/)[www.confap.pt/docs/Escola\\_a\\_tempo\\_inteiro-frapcentro-Apresentacao.pdf](http://www.confap.pt/docs/Escola_a_tempo_inteiro-frapcentro-Apresentacao.pdf)<http://repositorio.ul.pt/handle/10451/780>[www.anmp.pt/index.php?option=com\\_content&view=article&id=44&Itemid=53](http://www.anmp.pt/index.php?option=com_content&view=article&id=44&Itemid=53)

## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

# Innovative leadership and teacher training in autonomous schools

Group No: **186****Round 2**Type of visit:  
**Mixed****21/5/2012-25/5/2012**  
**Hannover, Germany**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **evaluation (school or institution)**
- **quality assurance**
- **teachers' and trainers' competences**

**CATEGORY OF THEMES:**

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

**WHY?**

Autonomy of schools has increased in recent years throughout Europe. Leaders of autonomous schools are important actors in school improvement efforts. Leadership in schools requires a change of thinking. Leaders need to develop initiative and self-responsibility at all levels. This includes freedom for creativity and an ongoing process of evaluation and improvement.

Teachers are expected to update continually and expand their knowledge and competences through lifelong learning and ongoing active training. They should be able to examine and evaluate their results.

Hannover, the capital of Lower Saxony, is home to about 120 schools and the Government Department for Schools.

**WHAT?**

Participants will learn about:

- autonomous schools and the framework in which they operate;
- concepts of leadership and management of different types of schools;
- innovative methods of internal and external evaluation.

**HOW?**

Participants will:

- visit schools;
- observe teachers, teacher training, school management and lessons;
- meet head teachers and representatives of a ministry, administration and teacher training institutions;
- discuss and evaluate their experiences.

**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 local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Die Idee der selbständigeren Schule in Deutschland erfährt ihre Umsetzung vor dem Hintergrund einer vorwiegend in Ballungszentren heterogenen Gesellschaft und der Unmöglichkeit einen zentralen Bildungskanon zu definieren. Es rücken stärker Fähigkeiten und Kompetenzen in den Vordergrund, die Inhalte sind lokal in den Schulen zu spezifizieren und verbindlich zu machen. Diese Veränderungen erfordern von den Schulen ein höheres eigenverantwortliches Handeln von Schulleitungen und Verwaltung ebenso wie von Lehrkräften und Lehrerausbildnern. Beobachtung in der Praxis und Diskussionen mit den an Schulen beteiligten Akteuren sollen Einblick geben und einen aktiven Meinungsaustausch anregen.

**Organiser(s):**

**BREDTHAUER Wilhelm**  
Gymnasium Goetheschule Hannover  
Franziusweg 43  
Hannover, 31515  
Tel. +49 511 16 84 76 19  
Fax +49 511 16 84 76 06  
Email: w.bredthauer@t-online.de  
Website: www.goetheschule.de

**WWW.**

[www.goetheschule.de/](http://www.goetheschule.de/) – [www.mk.niedersachsen.de/](http://www.mk.niedersachsen.de/) – [www.nibis.de/](http://www.nibis.de/)

## LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

# An integrative approach to school leadership development programmes

Group No: 187

Round 2

Type of visit:  
General education4/6/2012-8/6/2012  
Suceava, RomaniaWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- education and training attainment
- leadership and management
- quality assurance

**CATEGORY OF THEMES:**

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

**WHY?**

The educational context in Romania is changing. Looking for new approaches and considering European dynamics, educational and vocational training institutions in our region have developed good practices in school management and increased school performance and cooperation with relevant stakeholders.

The host institution, Suceava's County School Inspectorate, is an experienced regional authority in charge of implementing national policies in pre-university education and vocational training and of monitoring, counselling and evaluating schools. We are willing to share and exchange experiences and good practices of school management, identify common challenges and find solutions.

**WHAT?**

Participants will learn about:

- national and regional frameworks for school management;
- effective management approaches according to school particularities;
- methods used in evaluating school management;
- similarities, differences, challenges in education systems.

**HOW?**

Participants will:

- meet regional decision-makers (schools managers, head of departments, local authorities);
- meet the county's school inspectorate;
- visit different types of schools (primary, secondary, vocational) and training institutions and share good practices;
- attend debates on school leadership with stakeholders.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Contextul educațional în care se plasează aceasta vizita de studiu în România și respectiv în Suceava, este unul al unei societăți în schimbare. În căutarea unor noi valori corelate cu cele ale dinamicii europene și bazate pe proiecte realizate prin cooperare internațională, regiunea noastră și-a îmbunătățit în ultimii ani experiența de conducere a unităților școlare, ceea ce se reflectă în creșterea performanței didactice, a nivelului de competențe ale elevilor și în relațiile stabilite la nivelul comunității (autorități locale, părinți). Inspectoratul Județean Suceava dorește să împărtășească aceasta experiență și să cunoască inițiative similare din țările participante.

**Organiser(s):**

**ACOSTOAIIE Lidia**  
Suceava County School Inspectorate  
15, Calea Unirii  
Suceava, 720180  
Tel. 0040 722627790  
Fax 0040 230520637  
Email: lidia\_acostoaiie@yahoo.com  
Website: www.isj.sv.edu.ro

**WWW.**

[www.isj.sv.edu.ro/](http://www.isj.sv.edu.ro/) – [www.lasuceava.ro/](http://www.lasuceava.ro/)



## INCREASING LITERACY AND NUMERACY LEVELS

# From kindergarten to school - Differentiated school entry phase

Group No: **188****Round 2**Type of visit:  
**General education****19/3/2012-23/3/2012**  
**Salzburg, Austria**Working language:  
**English**Number of places: **18**  
Minimum required: **6**

Keywords:

- **key competences**
- **parents involvement**
- **pre-primary learning**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

It is becoming more and more important to start acquiring competences already at kindergarten. The study visit will present the interface between kindergarten and the first year at primary school as well as the school entry phase in Austria. Problems and challenges will be discussed with participants and solutions from different member countries will be presented. Acquisition of the mother tongue and the framework for acquiring German as a foreign/second language will be especially accentuated.

**WHAT?**

Participants will learn about:

- challenges in the school entry phase and possible solutions;
- how to build capacity in kindergartens and schools;
- identification of interfaces;
- teacher training arrangements, courses, education concepts;
- inclusion of children with special needs as well as supervision of children with special talents/gifts in the school entry phase;
- mixed age group classes and geographical necessity;
- guidelines of education policy for kindergartens and schools in Austria.

**HOW?**

Participants will:

- visit schools and kindergartens that work in this special framework;
- meet experts, representatives of educational services, teachers, headmasters;
- attend group discussions and make comparisons.

**WHOM?**

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

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Dem Erwerb von Kompetenzen im Kindergarten kommt besondere Bedeutung zu. Das Seminar soll die Schnittstelle vom Kindergarten in das erste Schuljahr sowie die Schuleingangsphase in Österreich aufzeigen. Probleme und Herausforderungen werden mit den Teilnehmer/innen diskutiert und mögliche Lösungswege aus unterschiedlichen Mitgliedsstaaten aufgezeigt. Dem Erwerb von Muttersprache und den Rahmenbedingungen zum Erwerb der Zweitsprache Deutsch als Fremdsprache kommt besondere Bedeutung zu.

**Organiser(s):**

**GROGGER Martina**  
Pädagogische Hochschule Salzburg,  
International Office  
Akademistraße 23  
Salzburg, Austria 5020  
Tel. +43- 662 63 88 20 63  
Email: marina.grogger@phsalzburg.at  
Website: www.phsalzburg.at

**WWW.**<http://kphgraz.at/fortbildung-kindergartenpaedagog.html>



## INCREASING LITERACY AND NUMERACY LEVELS

# Cooperation of municipalities to improve schools in a Norwegian region

Group No: 189

Round 2

Type of visit:  
General education7/5/2012-11/5/2012  
Leirvik/Stord, 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 trainings and further education for teachers, and initiates measures to improve the quality of education.

The study 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 types of activities: 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.

**Organiser(s):****ENERSTVEDT Jan**Forum for oppvekst i Sunnhordland  
Sveiogata

Sveio, 5550

Tel. +47- 53748091

Fax +47- 53748001

Email:

jan.enerstvedt@sveio.kommune.no

Website: www.fos-sunnh.no

**WWW.**[www.fos-sunnh.no/pages/forsida.php](http://www.fos-sunnh.no/pages/forsida.php)

## LANGUAGE TEACHING AND LEARNING

# Teaching languages in formal and non-formal education

Group No: **190****Round 2**Type of visit:  
**Mixed****19/3/2012-23/3/2012**  
**Patras, Greece**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **language skills**
- **learning to learn**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

We have implemented study visits in Patras for 10 years. With this study visit we aim to promote innovation and improve availability, accessibility and quality of educational provision for adults by means of European cooperation; provide new learning opportunities in learning and teaching languages.

**WHAT?**

Participants will learn about:

- formal, non-formal and informal education opportunities for foreign language learning;
- innovative methods of teaching and learning foreign languages;
- use of European language portfolio (ELP), a self-evaluation tool, in improving quality of education;
- foreign language learning at the University of Patras.

**HOW?**

Participants will:

- visit adult education centres, secondary schools that have gone through the new accreditation process;
- observe students learning in primary and secondary schools;
- attend foreign language classes in formal and informal education using the ELP;
- meet local educational decision-makers;
- participate in a language workshop where the ELP is implemented.

**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,
- 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:**

Η επίσκεψη μελέτης με θέμα: «Δυναμικοί τρόποι εκμάθησης ξένων γλωσσών στην τυπική και άτυπη εκπαίδευση» στοχεύει να αναδείξει- αξιοποιήσει τις δημιουργικές δραστηριότητες μάθησης και διδασκαλίας ξένων γλωσσών μαθητών και ενηλίκων από την τυπική και άτυπη μάθηση. Σκοπεύει να προσφέρει νέες δυνατότητες μάθησης, να παρουσιάσει παραδείγματα καλής ποιότητας, μη συμβατικών μεθοδολογιών μάθησης, ικανές να αποκτήσουν βασικές ικανότητες των πολιτών της Ε.Ε. καθιστώντας τους ικανούς να αντιμετωπίσουν τις προκλήσεις και τις εξελισσόμενες τεχνολογίες της κοινωνίας που συνεχώς αλλάζει. Τα εργαστήρια και τα παραδείγματα καλής πρακτικής που θα παρουσιαστούν θα δημιουργήσουν καινοτόμες μεθόδους διδασκαλίας για ενήλικες.

**Organiser(s):**

**KARNAVAS Konstantinos**  
IKY  
1 Makri St. & Dion. Areopagitou  
Athens, 11742  
Tel. +30- 2103726317  
Email: [kkarnavas@iky.gr](mailto:kkarnavas@iky.gr)  
Website: [www.iky.gr](http://www.iky.gr)

**WWW.**

[www.pi-schools.gr/](http://www.pi-schools.gr/) – <http://users.sch.gr/vamvaka/> – [www.dide.ach.sch.gr/](http://www.dide.ach.sch.gr/)  
[www.kemop.gr/](http://www.kemop.gr/) – <http://achaia.institute.wordpress.com/>

## LANGUAGE TEACHING AND LEARNING

# Successive bilingual modules in general and vocational schools

Group No: 191

Round 2

Type of visit:  
Mixed19/3/2012-23/3/2012  
Erfurt, GermanyWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- content and language integrated learning (CLIL)
- innovative approaches
- teachers' and trainers' competences

**Organiser(s):****UTHLEB Anja**

Thuringian Ministry of Education,  
Science and Culture  
Werner-Seelenbinder-Str. 7  
Erfurt, 99096  
Tel. +49 36 13 79 42 63  
Fax +49 36 13 79 44 46  
Email: anja.uthleb@tmbwk.thueringen.de  
Website: www.tmbwk.de

**FEHLING Anka**

Thuringian Institute for In-Service  
Teacher Training, Curriculum  
Development and Media  
Heinrich-Heine-Allee 2-4  
Bad Berka, 99438  
Tel. +49 36 45 85 62 81  
Fax +49 36 45 85 63 00  
Email: anka.fehling@thillm.thueringen.de  
Website: www.thillm.de

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The ongoing process of internationalisation of the economy makes the ability to communicate in a foreign language a key skill on the European job market. The Thuringian Ministry of Education, Science and Culture, situated in the capital of Thuringia, Erfurt, took up this challenge and is implementing bilingual modules as a flexible, partly compulsory form of bilingual learning and teaching in both general education secondary schools and vocational schools. This innovative approach opens up bilingual modules for pupils from different educational backgrounds. This project is accompanied by an extensive offer of in-service teacher training which supports teachers in preparing and implementing bilingual modules.

**WHAT?**

Participants will learn about:

- organisational structures for implementing bilingual modules at general education secondary and vocational schools;
- successful systems for supporting and qualifying teachers who teach bilingual modules;
- learning materials for bilingual modules;
- innovative in-service teacher training at the Thuringian Institute for In-Service Teacher Training, Curriculum Development and Media (Thillm).

**HOW?**

Participants will:

- visit general education secondary and vocational schools with bilingual learning;
- observe bilingual lessons and discuss with students;
- meet teachers;
- visit the Thuringian Institute for In-Service Teacher Training, Curriculum Development and Media and meet teacher trainers and facilitators.

**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:**

In Thüringen werden an allgemeinbildenden Sekundarschulen und berufsbildenden Schulen verbindliche bilinguale Module durchgeführt. Ziel ist eine dauerhafte Verankerung eines kontinuierlichen Angebots bilingualer Module über alle Schulformen hinweg. Das Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien (ThILLM) unterstützt die Implementierung bilingualer Module durch Fortbildungsmaßnahmen, deren Ziel es ist, Lehrkräfte für die kontinuierliche Planung und Durchführung bilingualer Module zu qualifizieren. Der Studienbesuch gibt die im Rahmen des Projekts bei der Implementierung und Unterstützung gemachten Erfahrungen weiter und multipliziert die entwickelten Strategien.

**WWW.**
[www.schulportal-thueringen.de/web/guest/bilinguales\\_lernen](http://www.schulportal-thueringen.de/web/guest/bilinguales_lernen)

## LANGUAGE TEACHING AND LEARNING

# Social dimension of language learning

Group No: **192****Round 2**Type of visit:  
**General education****19/3/2012-23/3/2012**  
**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**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Catalonia has two official languages, Catalan and Spanish. Plurilingualism is an aim of our educational system for meeting professional, social and academic expectations. Our main challenge is to help students develop a plurilingual identity by accepting different regional languages as a pathway towards social cohesion.

Barcelona is an example of plurality, with a rapid increase in the number of immigrant students. The Department for education has developed several projects for social inclusion, community building and cultural interaction through language learning. Successful programmes for integrating different languages and cultures in Catalonia make this town a potential focus of innovation and expertise.

**WHAT?**

Participants will learn about:

- specific language policies, projects and programmes;
- experiences and good practices of inclusive initial reception classrooms (Aules d'Acollida);
- community building and municipal education plans (Pla d'Entorn);
- CLIL-Language learning school projects.

**HOW?**

Participants will:

- visit primary and secondary schools in multilingual contexts working on CLIL, innovative and collaborative projects with ICT;
- observe students' and teachers' work;
- meet 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 local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

El Departament d'educació ha realitzat una gran inversió en la ensenyanza y la gestión de recursos informáticos y digitales de lenguas para dar respuesta a los retos sociales: aumento de alumnado de origen diverso, con lenguas familiares muy distintas; necesidad de mejora educativa y de mejores logros escolares en competencias lingüísticas, comunicativas y digitales; aumento de la demanda tecnológica. El aprendizaje de las lenguas, autóctonas y extranjeras, se orienta a la búsqueda de una mejor convivencia en la diversidad, con el desarrollo del proyecto lingüístico plurilingüe y del proyecto de convivencia.

**Organiser(s):****VIDAL Joana**

Generalitat de Catalunya Departament de educació

Via Augusta 202-222

Barcelona, 080331

Tel. +34- 935 51 69 00

Fax +34- 93 241 53 30

Email: jvidal@xtec.cat

Website: www.gencat.cat/educacio

**WWW.**

[www.xtec.cat](http://www.xtec.cat) – [www.xtec.cat/pap](http://www.xtec.cat/pap) – [www.edu3.cat/](http://www.edu3.cat/)  
<http://phobos.xtec.cat/pluriling> – [www.xtec.cat/lic/](http://www.xtec.cat/lic/)

## ENSEÑANZA Y APRENDIZAJE DE IDIOMAS

# El Programa de centros bilingües (inglés/español) de la Comunidad de Madrid

Número de grupo: **193**

**Turno 2**

Tipo de visita:  
**Educación general**

**16/4/2012-20/4/2012**  
**Madrid, España**

Idioma de trabajo:  
**Español**

Número de plazas: **12**  
Número mínimo requerido: **6**

Palabras clave:

- **aprendizaje integrado de contenidos e idiomas (AICI)**
- **comunicación en lenguas extranjeras**
- **enfoques innovadores**

#### Organizador(es):

##### **SANTOS Soledad**

Dirección General de Mejora de la Calidad de la Enseñanza  
Gran Vía, 10  
Madrid, 28013  
Tel. +34- 917 20 12 61  
Fax +34- 917 20 12 64  
Email: soledad.santos@madrid.org  
Website: www.madrid.org

##### **VIVANCOS MACHIMBARRENA Ana**

Dirección General de Mejora de la Calidad de la Enseñanza  
Gran Vía, 20, 5ª planta  
Madrid, 28013  
Tel. +34 91-7201123  
Fax +34 91-7201244  
Email: ana.vivancos@madrid.org  
Website: www.madrid.org

#### 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 274 centros actuales. Los alumnos de los primeros colegios bilingües han completado la educación primaria y cursan 1º de secundaria en los 32 nuevos Institutos Bilingües.

#### ¿QUÉ?

Los participantes aprenderán acerca de:

- la selección de los centros del programa (colegios e Institutos);
- habilitación lingüística del profesorado: formación inicial y continua;
- niveles del alumnado;
- la organización del centro;
- 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 intercambiar impresiones con los agentes del programa (directores, coordinadores, profesorado, auxiliares de conversación, alumnado y 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/](http://www.madrid.org/) – [www.educa.madrid.org/portal/c/portal/layout?p\\_l\\_id=7939.1](http://www.educa.madrid.org/portal/c/portal/layout?p_l_id=7939.1)

## LANGUAGE TEACHING AND LEARNING

# Integrating ICT and foreign language learning in language schools in Spain

Group No: **194****Round 2**Type of visit:  
**Mixed****23/4/2012-27/4/2012**  
**Las Palmas, Spain**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **adult learning**
- **communication in foreign languages**
- **digital competence**

**Organiser(s):**

**RODRIGUEZ PEREZ José**  
EOI MASPALOMAS  
Manuel Pestana Quintana  
Las Palmas, 35100  
Tel. +34 928 14 13 36  
Fax +34 928 14 13 15  
Email:  
35009735@gobiernodecanarias.org  
Website: www.eoimaspalomas.com

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Foreign languages in Spain have been traditionally studied for a few specific degrees and a few specific professions, but more and more people are facing the challenges of being part of Europe and the advantages of communicating in one of the official languages of the European Union.

Offers of non-compulsory and supplementary studies in foreign languages have increased in the past 20 years in Spain, with wider scope for education: students of all ages and from all kinds of economic sectors. In Maspalomas, 95 % of our economy depends on tourism and we are permanently in touch with citizens from different European countries, which turns our institution into one of the most experienced centres in teaching foreign languages. The Canary Islands network of official schools of languages (EOI) is the second largest and most important network in the country.

**WHAT?**

Participants will learn about:

- how to integrate ICT into foreign language lessons;
- the challenge of online distance learning;
- implementation of the common European framework of reference for languages (CEFR);
- how to fulfil different people's and social groups' needs and demands;
- how to strengthen ties in working life through specific and refresher courses in a lifelong learning context;
- resources for foreign language lessons;
- how to foster learners' autonomy.

**HOW?**

Participants will:

- visit different official schools of languages;
- interact and observe teachers' and students' work in the classroom;
- meet different experts on foreign languages, teachers' training and ICT;
- exchange information on new ideas, projects, innovation, etc.

**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:**

En España, las lenguas extranjeras han sido tradicionalmente objeto de estudio de un reducido número de carreras universitarias como traducción o filología, y en profesiones muy concretas, ligadas al ámbito turístico; sin embargo, cada vez más gente se debe enfrentar al hecho de formar parte de Europa y a las ventajas de poder comunicarse en una de las lenguas oficiales de la Unión, si se quieren adaptar a nuestra sociedad actual, en constante cambio. Es por ello que la oferta de enseñanza no obligatoria y complementaria de lenguas extranjeras, en España, ha aumentado en los últimos 20 años, llegando a tener un alcance mucho mayor en el ámbito educativo (hay alumnos de todas las edades, desde 14 hasta 65 años o más) y en todo tipo de sectores económicos (servicios, turismo, educación).

**WWW.**

[http://en.wikipedia.org/wiki/Escuela\\_Oficial\\_de\\_Idiomas](http://en.wikipedia.org/wiki/Escuela_Oficial_de_Idiomas)

## LANGUAGE TEACHING AND LEARNING

# Plurilingualism in the Galician educational system

Group No: 195

Round 2

Type of visit:  
General education7/5/2012-10/5/2012  
Santiago de Compostela,  
SpainWorking language:  
EnglishNumber of places: 12  
Minimum required: 7

Keywords:

- communication in foreign languages
- content and language integrated learning (CLIL)
- intercultural education

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The Galician autonomous community is now developing a project to improve plurilingualism in the educational system, through bilingual sections and plurilingual schools. Our community is bilingual since it has two languages: Galician and Spanish, so integration of foreign languages into the teaching system allows for acquisition of an effective competence in both languages.

**WHAT?**

Participants will learn about:

- language learning in a bilingual community;
- integration of environmental and additional language learning;
- school language project as the basis for language learning;
- acquisition of communicative competence in all languages present in the educational system.

**HOW?**

Participants will:

- visit both primary and secondary schools with bilingual sections and in plurilingual contexts;
- observe students and teachers at work;
- observe use of Galician and Spanish in the educational system of a bilingual community.

**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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

La Comunidad Autónoma de Galicia cuenta con dos lenguas cooficiales: gallego y castellano, las cuales están presentes en el sistema educativo como materia de estudio y como lenguas vehiculares en áreas no lingüísticas. Además la realidad social europea en que vivimos, en un contexto de globalización y de movilidad laboral, nos sitúa en un espacio internacional de plurilingüismo, que exige un marco educativo que posibilite la capacitación efectiva del alumnado en las dos lenguas oficiales y en una o varias lenguas extranjeras.

**Organiser(s):**

**COTELO AMADO José Manuel**  
Xeral de Educación, Formación  
Profesional e Innovación Educativa  
Edif. Adm. San Caetano.  
Santiago De Compostela, 15781  
Tel. +34- 981 54 65 48  
Fax +34- 981546550  
Email: dxefpie@edu.xunta.es  
Website: www.edu.xunta.es

**WWW.**
[www.edu.xunta.es/web/](http://www.edu.xunta.es/web/) – [www.edu.xunta.es/linguasestranxeiras/](http://www.edu.xunta.es/linguasestranxeiras/)



## LANGUAGE TEACHING AND LEARNING

# Towards a plurilingual society: the Andalusian foreign language education system

Group No: **196****Round 2**Type of visit:  
**General education****14/5/2012-18/5/2012**  
**Huelva, Spain**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **communication in foreign languages**
- **content and language integrated learning (CLIL)**
- **language skills**

**Organiser(s):**

**OCHOA FERNANDEZ M<sup>a</sup> Luisa**  
 Centro de profesores Huelva-  
 Isla Cristina  
 Carretera de Circunvalación  
 S/N  
 Huelva, 21005  
 Tel. +34- 959545646/959 545641  
 Fax +34- 959 15 18 44  
 Email: mluisao@cephuelva.org  
 Website: www.cephuelva.org

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The Andalusian Regional Ministry of Education has been making an effort to create a network of plurilingual schools, realising the importance of foreign languages for future generations. After pilot projects, the Andalusian plan for promoting plurilingualism was developed in 2005, allowing schools to become bilingual in English, French or German. Since then, schools wanting to offer bilingual education have had the opportunity to become involved in this plan. As a result, more than 700 schools in Andalusia are carrying out projects on plurilingualism.

**WHAT?**

Participants will learn about:

- general notions of the Andalusian plan for promoting plurilingualism;
- internal organisation, curriculum, CLIL methodology, integrated language curricula, innovative practices of bilingual schools;
- complementary actions: language study grants for students, teachers and inspectors, provision of language assistants, linguistic immersion programmes for students, student exchange programme;
- implementation of the European language portfolio;
- official school of languages and teacher training centres.

**HOW?**

Participants will:

- meet school coordinators of bilingual projects and teachers as well as representatives of the educational authority.

**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,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

En 2005 apareció el Plan de Fomento para el Plurilingüismo en Andalucía. Permitía a los centros educativos, siempre que cumplieran una serie de requisitos, incorporarse a través de una convocatoria pública anual a este gran proyecto lingüístico. Actualmente existen más de 700 centros que desarrollan programas bilingües. Con esta visita de estudio pretendemos ofrecer una visión general de esta red de centros bilingües andaluces y todas las acciones educativas que se han emprendido para ayudar a su implementación. Para ello visitaremos centros educativos bilingües (de primaria y secundaria) de la zona de Huelva que se encuentran en distintos momentos de la implementación del proyecto bilingüe.

**WWW.**

[www.juntadeandalucia.es/averroes/html/portal/com/bin/contenidos/B/InnovacionElInvestigacion/ProyectosInnovadores/Plurilinguismo/Portada/1182945265640\\_wysiwyg\\_planing.pdf](http://www.juntadeandalucia.es/averroes/html/portal/com/bin/contenidos/B/InnovacionElInvestigacion/ProyectosInnovadores/Plurilinguismo/Portada/1182945265640_wysiwyg_planing.pdf)  
[www.juntadeandalucia.es/educacion/portal/com/bin/Contenidos/PSE/participacion/Inmigrantes/PUBLICACIONESYRECURSOS/1216971473658\\_guia\\_ingles.pdf](http://www.juntadeandalucia.es/educacion/portal/com/bin/Contenidos/PSE/participacion/Inmigrantes/PUBLICACIONESYRECURSOS/1216971473658_guia_ingles.pdf)



## USE OF ICT IN LEARNING

# Developing digital competence through innovative approaches

Group No: 197

Round 2

Type of visit:  
General education12/3/2012-16/3/2012  
Falmouth, England,  
United KingdomWorking language:  
EnglishNumber of places: 18  
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?**

Cornwall is an area where the economy depends on communication using information technologies. It has extensive experience of education practices being developed to a very high standard.

Cornwall learning, the training and development department of the local education authority, has piloted and been involved in many initiatives including a video conferencing pilot recognised in the UK government white paper 'Tracking for Success'. We have also been recognised for our sterling work leading strategic information, communication and technology (ICT) development in schools. Cornwall has several successful international partnerships and communication is successful through videoconferencing, e-mail and use of online platforms.

**WHAT?**

Participants will learn about:

- effective use of safe technology;
- use of a wide range of technology available for communication and sharing;
- different educational systems in the EU and how ICT is used to support education;
- the importance of e-safety for pupils, staff and parents;
- the wide range of CPD opportunities available both online and through formulated packages;
- the system by which our school is judged on the quality of our teaching and how the observation of ICT lessons can support development of teaching skills.

**HOW?**

Participants will:

- visit a range of schools from early years to secondary, including special schools and other educational establishments;
- meet with key people and lead practitioners to discuss education policies and e-safety;
- observe and try out several methods and platforms for international communication.

**WHOM?**

- 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.

**Organiser(s):****ASHTON Jacquie**

Cornwall Learning  
Berlewen Building,  
Trevenson Road, Pool  
Redruth, TR15 3PL  
Tel. +44(0) 12 09 72 14 04  
Fax +44(0) 12 09 72 14 01  
Email: jashton@cornwall.gov.uk  
Website: www.cornwall.gov.uk

**WWW.**
[www.cornwall.gov.uk/default.aspx?page=18118](http://www.cornwall.gov.uk/default.aspx?page=18118)

## USE OF ICT IN LEARNING

# ‘Abalar’ project in Galicia, part of ‘School 2.0’ programme for the digital classroom

Group No: **198****Round 2**Type of visit:  
**Mixed****20/3/2012-23/3/2012**  
**Santiago de Compostela,**  
**Spain**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **competences in science and technology**
- **digital competence**
- **innovative approaches**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Our region has made an important effort to bring ICT into classrooms to allow new teaching methods. We have developed teacher in-service training programmes for ICT competences, introduced ICT in all subjects of the curricula in primary and secondary education and written digital contents for different areas of knowledge. A great amount of material has been provided to schools.

**WHAT?**

Participants will learn about:

- legal background and actions to implement ITC in classrooms;
- various ITC materials available to and in schools;
- four-stage teacher in-service training for the ‘Abalar’ project;
- development and management of new ITC contents for use in the classroom.

**HOW?**

Participants will:

- visit schools and institutions involved in the ‘Abalar’ project;
- exchange information and experiences with teachers.

**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 local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY’S LANGUAGE:**

Nuestra Comunidad apuesta decididamente por incorporar a las aulas las ventajas del uso de las tecnologías de la comunicación e información, que permitan experimentar las nuevas formas de enseñar y aprender. Para ello elaboramos planes de formación en competencia digital dirigidos al profesorado, impulsamos el uso habitual de las tecnologías en todas las áreas de conocimiento de los distintos niveles educativos y desarrollamos contenidos de las distintas áreas de conocimiento en formato digital. Todo ello soportado por un amplio despliegue de medios materiales en los centros educativos.

**Organiser(s):****RODRIGUEZ SÁNCHEZ Miguel Ángel**Dirección Xeral de Educación,  
Formación Profesional e Innovación  
Educativa.

Consellería de Educación e O.U.

Edificio San Caetano s/n

Santiago De Compostela, 1781

Tel. +34 981 54 65 13

Fax +34 981 54 65 50

Email: angelrs@edu.xunta.es

Website: www.edu.xunta.es/web

**WWW.****www.edu.xunta.es/web/abalar**

## UTILISATION DES TIC DANS L'APPRENTISSAGE

# Usages des TIC: pratiques et enjeux

Numéro de groupe: **199**

**Phase 2**

Type de visite:  
**Mixte**

**26/3/2012-30/3/2012**  
**Marseille, France**

Langue de travail:  
**Français**

Nombre de places: **15**  
Minimum requis: **5**

Mots clés:

- **approches innovantes**
- **compétence numérique**
- **compétences des enseignants et formateurs**

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Le Centre régional de documentation pédagogique (CRDP) de l'académie d'Aix-Marseille facilite les usages du numérique dans le cadre scolaire. Éditeur de services numériques pour les établissements scolaires, expert auprès des pouvoirs publics, centre de formation et d'accompagnement des acteurs de l'éducation, il organise depuis 16 ans des rencontres par des débats et des échanges de pratiques. La visite offre de partager expériences et questionnements avec les grands acteurs français des technologies de l'information et de la communication (TIC) pendant ces rencontres, mais aussi des rendez-vous dans la région au plus près du terrain.

## QUOI?

Le participant découvrira:

- différents usages des TIC dans le système éducatif français, dans différentes disciplines et à différents niveaux (primaire, secondaire), dont les usages avec des élèves en situation de handicap;
- les politiques éducatives mises en place au niveau national et leur traduction au niveau régional, à travers des rencontres avec des responsables du ministère de l'Éducation, des collectivités territoriales;
- les outils et ressources numériques éducatifs et culturels développés par les entreprises de contenus français;
- la manière dont sont questionnés les enjeux de l'usage des TIC en France.

## COMMENT?

Le participant:

- visitera des écoles, collèges ou lycées, rencontrera des enseignants et des chercheurs;
- participera à une rencontre de l'Observatoire des ressources multimédia en éducation (ORME) en assistant aux débats, en prenant la parole dans les ateliers, en échangeant avec les entreprises du multimédia éducatif et les responsables politiques présents.

## 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,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

## Organisateur(s):

**BREDA Isabelle**

CRDP

31 Bd d'Athènes

Marseille, 13232

Tel. +33- 491 14 13 54

Fax +33- 491 14 13 00

Email: [isabelle.breda@crdp-aix-marseille.fr](mailto:isabelle.breda@crdp-aix-marseille.fr)

Website: [www.orme-multimedia.org](http://www.orme-multimedia.org)

**WWW.**

[www.orme-multimedia.org/](http://www.orme-multimedia.org/)

## USE OF ICT IN LEARNING

# Creating and developing sustainable Internet-based partnerships

Group No: **200****Round 2**Type of visit:  
**General education****23/4/2012-27/4/2012**  
**Sofia, Bulgaria**Working language:  
**English**Number of places: **16**  
Minimum required: **5**

Keywords:

- **communication in foreign languages**
- **digital competence**
- **leadership and management**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Secondary school 137 Angel Kanchev is one of the few schools which in recent years increased the number of students, although still defined as a neighbourhood school. This statistic is a result of implementing an ambitious programme of school governance, in which a key component is the staff's qualifications and quality training of students. Good results achieved in external evaluation of primary classes and after the seventh grade, and the successful performance of graduates at matriculation, as well as the number of graduates, are all a result of the school's strategy. The school strategy covers work on State general education requirements, work on lifelong learning projects and junior achievement projects, etc.

**WHAT?**

Participants will learn about:

- results of cooperation between eTwinning ambassadors and educational institutions;
- significance of a partnership and its voluntary widening;
- conditions for new partnerships;
- monitoring of work in the classroom.

**HOW?**

Participants will:

- visit schools in which eTwinning is developed;
- visit institutions for teacher training: the regional inspectorate of education, the human resource development centre;
- share their experiences in finding partners and developing cooperative activities.

**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,
- 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:**

Темата на визитата е свързана с споделяне на опит, възникнал след разработване на идеи, родили се в работното интернет пространство и даващи възможност за споделяне и разширяване на уменията за иновативни начини на обучение и развиване на ключови компетенции в областта на информационните технологии, както и по специализиран английски език. Тя цели да създаде атмосфера на споделяне на положителни практики, следвайки потребностите и насоките в съвременните условия на обединяваща се Европа. Визитата отразява новите реалности, поставящи предизвикателства както пред училищата, в лицето на целия персонал, и най-вече пред директорите като работодатели, така и пред все по-мобилните служители.

**Organiser(s):**

**ZAKOWA Mariana**  
137 Secondary school "Angel Kanchev"  
bul. Europe 135  
Sofia, 1336  
Tel. +359 28 25 73 53  
Email: sou137@abv.bg  
Website: <http://www.137sou.org/>

**WWW.**

[www.137sou.org/](http://www.137sou.org/) – [www.rio-sofia-grad.com/](http://www.rio-sofia-grad.com/) – [www.coy88.hit.bg/](http://www.coy88.hit.bg/)  
<http://lhs35.interbgc.com/> – <http://etwinning.hrdc.bg/news.php> – <http://ivanhad.com/>

## USE OF ICT IN LEARNING

# 'School 2.0' - A school we want in the 21st century

Group No: **201****Round 2**Type of visit:  
**General education****7/5/2012-11/5/2012**  
**Toledo, Spain**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **digital competence**
- **innovative approaches**
- **parents involvement**

**Organiser(s):**

**ZAMARREÑO Natividad**  
 Consejería de Educación y Ciencia  
 Delegación Provincial de Educ.  
 Toledo, 45003  
 Tel. +34- 925288910  
 Fax +34- 925288918  
 Email: nzamarreno@jccm.es  
 Website: [www.jccm.es/educacion/prog\\_europ/socrates/arion.htm](http://www.jccm.es/educacion/prog_europ/socrates/arion.htm)

**HERNANDEZ M<sup>a</sup> Belén**  
 Delegación Provincial de Educación,  
 Ciencia y Cultura  
 Avda. de Europa 26  
 Toledo, 45003  
 Tel. +34 925 28 89 10  
 Fax +34 925 28 89 18  
 Email: [nzamarreno@jccm.es](mailto:nzamarreno@jccm.es),  
[mbhernandez@jccm.es](mailto:mbhernandez@jccm.es)

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Our region, Castilla- La Mancha, has joined a Ministry of Education project 'School 2.0', an initiative to create digital classrooms where students and teachers interact. We firmly believe in integrating ICT into education and as education is the driving force of society and a way to social inclusion, we were the first region in Spain to give a netbook to each 10-year-old student in our public-funded schools during the academic year 2009/10 in the framework of a four-year project.

Toledo, the capital of Castilla-La Mancha, has grown significantly both in population and, consequently, in education and training demands. This is a challenge in a more complex world where the need for ICT skills cannot be ignored.

**WHAT?**

Participants will learn about:

- implementation of 'School 2.0' in primary and secondary schools;
- hardware and software of digital classrooms;
- pros and cons of using ICT in education;
- family involvement through ICT.

**HOW?**

Participants will:

- visit primary and secondary schools where 'School 2.0' is implemented;
- observe teachers and pupils' work in the digital classroom;
- interact with students, teachers, trainers and parents.

**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:**

El Gobierno de Castilla- La Mancha ha apoyado con decisión la iniciativa del Ministerio de Educación en la implantación del programa Escuela 2.0. El objetivo es poner en marcha aulas digitales en las que el docente tenga la formación apropiada para hacer de esta innovación pedagógica una herramienta que facilite la adquisición de las competencias básicas por parte de nuestro alumnado.

Por tanto, la dotación tecnológica, la formación del profesorado y la implicación de las familias se entienden dentro de este plan como elementos indispensables para afrontar este reto con éxito.

**WWW.**

[www.educa.jccm.es/](http://www.educa.jccm.es/) – [www.mepsyd.es/portada.html](http://www.mepsyd.es/portada.html)  
<http://en.proyectoagrega.es/default/start> – [www.cosmolema.leer.es](http://www.cosmolema.leer.es)

## USE OF ICT IN LEARNING

# Wide minds – Human face of digital learning

Group No: **202****Round 2**Type of visit:  
**General education****7/5/2012-11/5/2012**  
**Florence, Italy**Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **digital competence**
- **intercultural education**
- **language skills**

**Organiser(s):****TRAMBUSTI Daniela**

Regione Toscana - Giunta Regionale  
piazza Duomo 10,  
Palazzo Strozzi Sacrati  
Firenze, 50122  
Tel. +39-055 438 20 28  
Fax +39-055 438 20 33  
Email: daniela.trambusti@regione.toscana.it  
Website: www.regione.toscana.it

**SETON Polly**

Professional Education Centre,  
Ceredigion County Council  
Felinfach  
Lampeter, SA48 8AF  
Tel. +33-1545 57 27 00  
Fax +33-1545 57 27 09  
Email: pollys@ceredigion.gov.uk  
Website:  
http://cardinet.ceredigion.gov.uk/

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The 'Wide minds' (WiMi) Comenius network is a well-established forum for sharing best practice and innovation in thematic areas of digital learning, multilingualism and intercultural dialogue.

WiMi addresses two dilemmas facing school education. The first refers to ICT and its creative potential that is not being fully explored. The second relates to foreign language learning: the opportunity to study a second or even a third language is far from the norm.

The WiMi network responds to these problems by providing support and training to improve teachers' digital competences, developing models and strategies designed to improve language learning leading to multilingualism. WiMi also promotes international collaboration and mobility as vehicles to create authentic contexts necessary for improving digital and linguistic skills. As a long standing WiMi partner, Regione Toscana is well placed to host this study visit.

**WHAT?**

Participants will learn about:

- the history, aims and achievements of the WiMi network;
- the methods and tools WiMi has used to promote digital learning with a human face;
- the setting up of regional coordinating centres as a key factor in the network's success.

**HOW?**

Participants will:

- participate in workshops and interactive presentations;
- visit schools;
- meet teachers and learners involved in WiMi;
- exchange good practice in international networking.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

L'uso di internet e della tecnologia è ormai un aspetto comune e ricorrente della vita quotidiana di ognuno di noi. Anche nel campo dell'apprendimento, della formazione e dell'istruzione, la parte tecnologica si sta affiancando ai metodi tradizionali e talvolta integra il lavoro fatto in classe, lo studente può trovare sul web approfondimenti interessanti sulla materia. Questo è solo un esempio, ma l'intento della Visita di Studio è quello di offrire, attraverso esempi di buone pratiche messe in atto nell'esperienza dei progetti Comenius nati all'interno della rete WiMi, come si può costruire una metodologia di insegnamento più accattivante ed autonoma. Tale metodologia offre inoltre la possibilità di approfondire la conoscenza di una seconda lingua straniera.

**WWW.**[www.wideminds.eu/cms](http://www.wideminds.eu/cms) – [www.wideminds.eu/moodle](http://www.wideminds.eu/moodle)

## USE OF ICT IN LEARNING

# 'Log on to education': improving methodology and teaching techniques through ICT

Group No: **203****Round 2**Type of visit:  
**Mixed****7/5/2012-11/5/2012**  
**Córdoba, Spain**Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **digital competence**
- **teachers' and trainers' qualifications**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Using ICT in our classrooms is a real concern in Andalusia. By 2010 every school in Andalusia has incorporated new technological resources to teach via computers in the plan 'School 2.0'. It is not only a challenge for students but for teachers as well, who have to improve their methods and techniques.

Primary and secondary schools in our autonomous region are benefiting from new and modern technological equipment (minilaptops for every student in third cycle of primary and first of secondary, and digital blackboards Promethean) which supports new ways of organisation, interaction and learning strategies.

The educative training services are making a huge effort to provide each school and staff with maximum facilities and pedagogical background.

**WHAT?**

Participants will learn about:

- different approaches in using ICT in our region and schools;
- pedagogical and methodology difficulties in using ICT;
- different educative systems and approaches in participating countries.

**HOW?**

Participants will:

- present their ICT systems and good practices at their schools, institutions, regions or countries;
- share and discuss experiences about ICT;
- visit and observe ICT lessons in technological schools (primary, secondary and vocational);
- discuss strong and weak points of Andalusian ICT policies.

**WHOM?**

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Andalucía ha sido y es pionera en el uso educativo de recursos digitales e informáticos para el aprendizaje y la enseñanza en las etapas obligatorias. Este distintivo ha sido conseguido gracias al esfuerzo fundamentalmente económico y estructural que está llevando a cabo la Administración educativa, pero sobre todo al trabajo de los y las profesionales de la enseñanza, que de forma voluntaria-en la mayoría de los casos- se han incorporado a este tipo de proyectos, y en consecuencia se han "CONECTADO A LA ENSEÑANZA".

**Organiser(s):**

**BLÁZQUEZ RUZ Francisco Javier**  
CEP "Luisa Revuelta" Córdoba-Spain  
Doña Berenguela Street s/n  
Córdoba, Andalucía 14006  
Tel. +34- 957 35 24 81-89  
Fax +34- 957 35 25 11  
Email: fcoj.blazquez.ext@  
juntadeandalucia.es  
Website: http://www.cepcordoba.org

**WWW.**

[www.juntadeandalucia.es/educacion/](http://www.juntadeandalucia.es/educacion/) – [www.juntadeandalucia.es/averroes/](http://www.juntadeandalucia.es/averroes/)  
[www.cepcordoba.org](http://www.cepcordoba.org) – [www.ayuncordoba.es/portal/web/index.jsp](http://www.ayuncordoba.es/portal/web/index.jsp) – [www.dipucordoba.es](http://www.dipucordoba.es)  
[www.isabelperez.com](http://www.isabelperez.com) – [www.auladeletras.net/](http://www.auladeletras.net/) – <http://iesaverroes.org>



## USE OF ICT IN LEARNING

# Media literacy - An important democratic issue for all students

Group No: **204**

**Round 2**

Type of visit:  
**Mixed**

**7/5/2012-11/5/2012**  
**Gothenburg, Sweden**

Working language:  
**English**

Number of places: **15**  
Minimum required: **8**

Keywords:

- **digital competence**
- **personalised learning**
- **teachers' and trainers' competences**

## CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

## WHY?

Media literacy is a democratic issue and as such important for all students' future lives in a world of new and exiting technologies.

The Education Authority in Gothenburg has a long tradition of ICT and has a well built IT infrastructure. We have also implemented a modern and well functioning LMS (learning management system) for students of all ages within the school system. Our area of responsibility is municipal upper secondary education and VET as well as municipal adult education.

During the study visit you will be taken on a journey through the educational landscape, where you will see how ICT and LMS are structured in different parts of the education system, from pre-school to upper secondary level. We offer lectures and ample opportunities to meet with teachers and staff involved in school development, who give their views on what is important for further learning.

## WHAT?

Participants will learn about:

- the Swedish educational system with focus on ICT and LMS;
- various methods for using ICT and LMS;
- experiences of teachers, head masters/principals and students.

## HOW?

Participants will:

- attend seminars and study visits;
- meet ICT coordinators, ICT pedagogues, ICT developers, teachers and students;
- share experiences among participants.

## 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.

## Organiser(s):

### LUNDGREN Lasse

The Education Authority in the City of  
Gothenburg  
Skånegatan 20  
Gothenburg, 412 51  
Tel. +46 703 86 36 58  
Email: lasse.lundgren@educ.goteborg.se  
Website: www.goteborg.se/utbildning

**WWW.**

[www.skolverket.se/sb/d/190](http://www.skolverket.se/sb/d/190)



## USE OF ICT IN LEARNING

# E-learning, ICT in education

Group No: **205****Round 2**Type of visit:  
**Mixed****7/5/2012-11/5/2012**  
**Paikuse, Estonia**Working language:  
**English**Number of places: **15**  
Minimum required: **5**

Keywords:

- **digital competence**
- **school environment**
- **teachers' and trainers' competences**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Estonia is among the most modern and most computerised countries in the world. The main goal of Estonian education policy, in the technological plan for education has been modernising schools and strengthening the role of ICT as a basic tool for teaching and learning. Schools are using several electronic systems: e-school, the library management system RIX, the school management system EKIS, the schools database EHIS. These qualities are also characteristic of the academic environment at the Paikuse basic school. There are also a lot of good examples of use of ICT in our region. Development of ICT is one of the key policies of the regional authority for education which encourages use of various technological tools.

**WHAT?**

Participants will learn about:

- e-learning technology in the Estonian education system;
- classroom atmosphere while teaching with ICT;
- development of ICT in regional school management;
- different uses of ICT in regional training;
- problems and concerns regarding e-learning;
- methods and tools used for preparing creative e-learning materials;
- schools' databases in Estonia (e-school, EHIS, EKIS).

**HOW?**

Participants will:

- visit computer (informatic) classrooms;
- observe students' and teachers' ICT applications in lessons;
- observe best practices in schools in our network;
- participate in creating a dedicated site for future publications and communication;
- participate in debates and workshops on use of ICT in education.

**WHOM?**

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

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Eesti on maailmas tunnustatud riik infotehnoloogia võimaluste rakendamises. Erinevaid IKT rakendused on jõudnud ka haridussüsteemi. Paikuse Põhikool on Pärnumaa suurim kool ja viimaste aastate jooksul on kooli prioriteediks olnud kaasaegsete õppimis- ja õpetamistingimuste loomine. Kool on varustatud kaasaegsete tehniliste vahenditega: interaktiivsed tahvlid, videoprojektorid, infotabloid. Esimesena maakonnas hakkasime kasutama e-kooli – mitu aastat oleme kasutanud elektroonilist dokumentide haldamissüsteemi EKIS. Süstemaatiliselt toimuvad õpetajatele koolitused uute IKT võimaluste kasutamiseks. Koolis on tööle rakendatud haridustehnoloog, kes abistab õpetajaid elektrooniliste õpematerjalide valmistamisel.

**Organiser(s):****KÜLAOTS Aare**

Paikuse Basic School

Paide 19

Paikuse, 86602

Tel. +372 523 80 53

Email: aare.kylaots@paikuse.ee

Website: <http://www.ppk.edu.ee/>**WWW.**[www.tiigrihype.ee/?op=&id=](http://www.tiigrihype.ee/?op=&id=) – [www.saksatk.ee/en.html](http://www.saksatk.ee/en.html)[https://ee.ekool.eu/index\\_en.html#?/](https://ee.ekool.eu/index_en.html#?/) – [www.ppk.edu.ee/](http://www.ppk.edu.ee/)

## USE OF ICT IN LEARNING

# Expanding horizons for prospective methods in education

Group No: **206****Round 2**Type of visit:  
**Mixed****21/5/2012-25/5/2012**  
**Edirne, Turkey**Working language:  
**English**Number of places: **12**  
Minimum required: **5**

Keywords:

- **digital competence**
- **learning to learn**

**Organiser(s):****SELVI Volkan**Provincial Directorate of National  
Education, Edirne

İl Millî Eğitim Müdürlüğü, Hükümet Konağı

Kat 3, Edirne

Edirne, 22030

Tel. +90 284 225 30 75

Email: ictedirne@hotmail.com

Website: <http://edirne.meb.gov.tr>**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The General Directorate of Educational Technologies carries out ICT-based tasks for the Turkish Ministry of Education. These tasks include: providing ICT infrastructure and broadband (ADSL and VSAT) Internet access for public schools and institutions; developing infrastructure of e-management and e-government applications for the ministry.

E-learning and distance learning projects are wide-ranging and accessible to all stakeholders of the Turkish national education system such as students, teachers and directors. These projects include Cisco network academy, Turkish education portal [www.egitim.gov.tr](http://www.egitim.gov.tr) (interactive distance learning created with Adobe Creative Suit CS 3 and CS 4), Intel teach program, Intel learn program, Oracle thinkquest project, DynEd interactive language learning project and Microsoft IT academy projects.

**WHAT?**

Participants will learn about:

- ICT projects carried out by the Turkish Ministry of Education;
- current situation of these ICT projects in Edirne province;
- methods and tools used in ICT teacher training;
- use of ICT in the classroom and distance learning.

**HOW?**

Participants will:

- meet ICT teacher trainers and specialists;
- meet e-learning and distance learning experts from national education and universities;
- visit schools.

**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,
- 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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Eğitim Teknolojileri Genel Müdürlüğü Milli Eğitim Bakanlığı bünyesinde bilişim teknolojileri projeleri yürütmektedir. Bu projeler arasında okullara bilişim ve internet altyapısı sağlanması, uzaktan eğitim hizmetleri, sınav hizmetleri, öğretmen ve öğrencilerin bilişim alanında eğitilmeleri sayılabilir. Edirne İl Millî Eğitim Müdürlüğü bünyesindeki Bilişim Hizmetleri Bölümü bu projelerin Edirne ilinde yürütülmesinden sorumludur. Projelerin uygulanması noktasında ilimizde ulaşılan seviye ve bilgi birikimi bu çalışma ziyareti ile Avrupa Birliğinden uzmanlarla paylaşılmış olacaktır. İlimizde yer alan Trakya Üniversitesinden uzmanlar da çalışma ziyareti kapsamında deneyimlerini paylaşacaklardır.

**WWW.**[www.meb.gov.tr/english/indexeng.htm](http://www.meb.gov.tr/english/indexeng.htm) – [www.dailymotion.com/video/xewsl1](http://www.dailymotion.com/video/xewsl1)

## USE OF ICT IN LEARNING

# Supporting teachers through technology-enhanced learning

Group No: **207****Round 2**Type of visit:  
**Mixed****21/5/2012-24/5/2012**  
**Zagreb, Croatia**Working language:  
**English**Number 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 as well. Most important following implementation is supporting users of e-learning technologies. The University of Zagreb computing centre (SRCE) provides practical consultancy and educational support to members of the academic and research community in using ICT. The E-learning centre at SRCE has experience in providing and maintaining e-learning tools and technologies as well as organising support to e-learning users.

The host institution has participated in international information technology projects for more than 30 years.

**WHAT?**

Participants will learn about:

- organised support for e-learning users and use of ICT in education;
- examples of good practice in user support;
- policies for e-learning implementation;
- practical methods and tools for technology-enhanced learning;
- possibilities of using ICT in teaching and learning process.

**HOW?**

Participants will:

- visit an e-learning centre, a computing centre, schools;
- observe technology-enhanced teaching in schools;
- meet teachers, deans, ICT specialists/experts;
- take part in a workshop;
- share and discuss experiences.

**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 educational services, labour offices or guidance centres.

**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. Sudionici posjete imat će prilike vidjeti i naučiti kako je organizirana podrška nastavnicima u korištenju tehnologija e-učenja, kako organizirati podršku korisnicima, koje alate i tehnologije koristiti za unapređenje nastave te razmijeniti znanja i iskustva.

**Organiser(s):**

**KUČINA SOFTIĆ Sandra**  
University of Zagreb - University  
Computing Centre  
J. Marohnića 5  
Zagreb, 10000  
Tel. +385 16 16 51 72  
Fax +385 16 16 55 59  
Email: sskucina@srce.hr

**WWW.****[www.srce.hr/](http://www.srce.hr/) – [www.unizg.hr/](http://www.unizg.hr/)**

## USE OF ICT IN LEARNING

# Towards flexible, innovative and creative teaching and learning using web-based tools

Group No: **208****Round 2**Type of visit:  
**General education****25/6/2012-29/6/2012**  
**Santiago de Compostela,**  
**Spain**Working language:  
**English**Number of places: **16**  
Minimum required: **7**

Keywords:

- **content and language integrated learning (CLIL)**
- **key competences**
- **learning to learn**

**Organiser(s):****TRIGO MIRANDA Milagros**

CPI O Cruce/University of Santiago of Compostela  
 Campo da Feira S/N  
 Cerceda, A Coruña, 15185  
 Tel. +34- 981 68 50 53  
 Fax +34- 981 68 51 20  
 Email: mtrigo@edu.xunta.es  
 Website:  
<http://ejournal.eduprojects.net/>

**CABREIRO LOPEZ Beatriz**

CPI O Cruce/Universidad Santiago de Compostela  
 Campo da Feira S/N  
 Santiago De Compostela, 15185  
 Tel. +34 981 68 50 53  
 Fax +34 981 68 51 29  
 Email: mtrigo@edu.xunta.es  
 Website:  
<http://ejournal.eduprojects.net/museo4>

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

In Santiago de Compostela, schools and university cooperate to improve students competences (eight key competences), develop 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 problem-solving, content and language integrated learning (CLIL) methodology and significant learning. They also include quality assessment and portfolio self-evaluation for students. Host institutions have much experience in European projects and teacher training.

**WHAT?**

Participants will learn about:

- online training and support for teachers;
- how to select suitable software;
- e-learning content and collaborative project methodologies;
- examples of best practice of e-learning materials, interactive multimedia content and collaborative learning;
- strategies to evaluate learning outcomes.

**HOW?**

Participants will:

- use web-based tools and integrate them into teaching and learning;
- meet teachers, local experts in use of ICT and lifelong learning programme;
- exchange experiences with other participants on ICT.

**WHOM?**

- Company training managers,
- 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.

**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. 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. Se realizarán talleres para la alfabetización digital e integración de recursos TIC en la enseñanza; el PAP a nivel regional; y realizarán actividades previas y de seguimiento para difundir los resultados de la Visita de Estudio.

**WWW.**

<http://europensemble.eu> – <http://efelcren.cesga.es/>  
<http://centros.edu.xunta.es/cpiocruce/etm>

## DEVELOPING ENTREPRENEURSHIP

# Entrepreneurship and villages: employment and social ties in remote rural areas

Group No: 209

Round 2

Type of visit:  
Mixed6/3/2012-9/3/2012  
Limoges, FranceWorking language:  
EnglishNumber of places: 12  
Minimum required: 4

Keywords:

- social and civic competences
- social inclusion
- sustainable development

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Challenges such as unemployment, isolation and lack of mobility, newcomers' social and economic inclusion, farmers' and craftsmen's competitiveness, ageing population and inadequate social policies jeopardise the viability of European rural areas. In the Périgord-Limousin, some recently implemented innovative entrepreneurial measures are becoming key elements for rural villages' sustainability, mainly providing help in finding a suitable balance between professional and private lives' constraints; economic, human and social tools useful enough to generate activities and self-employment. Promoting entrepreneurship and maintaining strong links as a survival strategy for rural villages is an issue the host organisation would like to exchange with European professionals.

**WHAT?**

Participants will learn about:

- how social networks build opportunities for the local economy;
- policies, professional measures and pedagogical tools to develop self-employment;
- research work;
- individual and environmental approaches to entrepreneurship and villages in a European context.

**HOW?**

Participants will:

- exchange with experts, decision-makers and researchers from public institutions, local authorities, local development agencies and training centres;
- take part in entrepreneurship training as an example of good practice;
- hear how rural inhabitants, local people and newcomers cope with rural life through self-employment;
- meet and discuss rural entrepreneurs' success stories.

**WHOM?**

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- 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 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.

**Organiser(s):****DUQUENNE Luc**

I2er - Institut Européen de  
l'Entreprenariat Rural  
Maison des Initiatives  
Cendrieux, 24380

Tel. +33 553 03 73 62

Fax +33 553 04 48 96

Email: luc.duquenne@i2er.eu

Website: www.i2er.eu

**WWW.**[www.i2er.eu/](http://www.i2er.eu/) – [www.ecotec.com/idele/](http://www.ecotec.com/idele/)[www.ecotec.com/idele/seminars/rural/materials/airielle\\_duquenne.ppt](http://www.ecotec.com/idele/seminars/rural/materials/airielle_duquenne.ppt)<http://ippublishing.com/ei.htm>

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Play, learn and live in the educating city!

Group No: **210****Round 2**Type of visit:  
**General education****5/3/2012-9/3/2012**  
**Torres Novas, Portugal**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **extra-curricular activities**
- **sustainable development**

**Organiser(s):****LOPES Marisa**

Câmara Municipal de Torres Novas  
Rua General António César de  
Vasconcelos Correia  
Torres Novas, 2350-421  
Tel. 00351 249 83 90 90  
Fax 00351 249 83 90 99  
Email: marisa.lopes@cm-torresnovas.pt  
Website: www.cm-torresnovas.pt

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Active citizenship and sustainable development are very important for Torres Novas' municipality and it's our responsibility to provide some tools to implement these good practices.

Recently, one of the main concerns of our municipality was that everyone should acquire key competences by the end of initial education and training to a level that equips them for adult life.

The municipality of Torres Novas decided to organise this visit as a way of strengthening European cooperation and sharing different experiences and solutions that can be applied to other contexts.

**WHAT?**

Participants will learn about:

- local practices in education for sustainability;
- methods, tools and innovating approaches used in the educating city;
- developing entrepreneurship in students;
- cooperation between school and local community on environmental education, local heritage, social cohesion and lifelong learning.

**HOW?**

Participants will:

- visit training institutions, new schools, local authorities;
- meet directors of education and training establishments, teachers, students and trainers, social partners, policy-makers;
- visit some schools with different approaches to education.

**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:**

Visando a promoção e aquisição de competências chave, a visita apresenta a realidade de Torres Novas no que concerne às práticas do município em prol do sistema educativo local.

Durante a visita os participantes terão oportunidade de visitar estabelecimentos de educação e formação do sector público e privado, podendo contactar com os diferentes intervenientes da acção educadora do município, aqui assumida como a intervenção mobilizadora das aprendizagens e conhecimentos de todos os cidadãos.

A visita deverá proporcionar aos participantes um maior enriquecimento pessoal e profissional, através das actividades desenvolvidas e da interação com as diferentes realidades europeias representadas.

**WWW.**[www.cm-torresnovas.pt/pt/Paginalnicial.htm](http://www.cm-torresnovas.pt/pt/Paginalnicial.htm)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Embedding environmental education into the curriculum

Group No: 211

Round 2

Type of visit:  
General education19/3/2012-23/3/2012  
Toulouse, FranceWorking language:  
EnglishNumber of places: 15  
Minimum required: 4

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-Pyrenees, where national and regional policies are quite efficient and successful. The local context is conducive to a European meeting, 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 on the green sector (agriculture, forestry and environment).

**WHAT?**

Participants will learn about :

- environmental education policies in Europe, through exchanges of experiences among the group and observation of practical examples in Midi-Pyrenees region;
- comparisons of European education systems;
- connections between the school system and the authorities and organisations involved in environmental education;
- set up new partnerships for future European projects.

**HOW?**

Participants will:

- present the education system and environmental education policy of their own countries;
- visit local secondary, vocational and agricultural schools, most of which are involved in European projects;
- discuss with 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,
- representatives of local, regional and national authorities.

**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):****RAYNAUD Sophie**

ENFA Toulouse

BP 22687

Castanet-Tolosan Cedex, 31326

Tel. +33 561 75 34 63

Fax +33 561 75 03 09

Email: sophie.raynaud@educagri.fr

Website: http://www.enfa.fr

**WWW.**[http://ec.europa.eu/environment/youth/index\\_en.html](http://ec.europa.eu/environment/youth/index_en.html)[http://ec.europa.eu/environment/youth/pdf/envedu\\_en.pdf](http://ec.europa.eu/environment/youth/pdf/envedu_en.pdf)



## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Innovative practices in environmental education

Group No: **212****Round 2**Type of visit:  
**Mixed****26/3/2012-30/3/2012**  
**Málaga, Spain**Working language:  
**English**Number of places: **12**  
Minimum required: **6**

Keywords:

- **innovative approaches**
- **key competences**
- **sustainable development**

**Organiser(s):****MARTINEZ VILLAR Alberto**  
FOREM-A(Foundation for training and  
employment)

Madre de Dios 14

Málaga, 29190

Tel. +34 952 21 11 03

Fax +34 952 21 11 07

Email: a.martinez.forem@gmail.com

Website:

<http://www.foremandalucia.es/ingles>**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

During recent years, different national and regional strategies for environmental education and sustainable development have been developed. It is necessary not only to put theory into practice but to learn, share and spread all good experiences all over Europe, starting with the closest local environment which is not always well known. Our main aim is to reflect on, share and show some good practices in education for sustainability, ranging from compulsory education, vocational training, to University, both in rural or urban areas. During the past two decades our team has gained a lot of experience working in different educational settings and produced educational tools and materials in cooperation with all agents involved.

**WHAT?**

Participants will learn about:

- innovative experiences and good practices in education for sustainability;
- how NGOs, social partners and trade unions contribute to environmental education and sustainable development strategies;
- methods and tools for creating quality indicators in environmental education;
- ideas for improving first hand experiences in rural or urban areas using ICT.

**HOW?**

Participants will:

- visit resource centres with programmes for schools and adults, and innovative groups at university;
- discuss and share knowledge on how to establish quality criteria;
- meet students, authorities, advisors and researchers in education for sustainability programmes.

**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 trade unions,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Con la puesta en marcha, durante estos años, de estrategias nacionales y regionales de desarrollo sostenible y de educación ambiental, se hace necesario pasar de la teoría a la práctica. Nuestro objetivo es reflexionar desde el contacto directo con la realidad, sobre los puntos fuertes y débiles de estas estrategias, su alcance, y compartir algunos ejemplos de buenas prácticas de educación para la sostenibilidad que van desde la educación primaria, secundaria, formación profesional y para el empleo, hasta la intervención en la universidad. Nuestro interés también consistirá en conocer instrumentos de gestión para la sostenibilidad en espacios naturales y en el medio urbano que provienen de distintas administraciones y otras de carácter no gubernamental.

**WWW.**

[www.foremandalucia.es](http://www.foremandalucia.es) – [www.unesco.org/en/esd](http://www.unesco.org/en/esd) – [www.desd.org](http://www.desd.org)  
<http://ec.europa.eu/environment/eussd> – [www.eadea.org](http://www.eadea.org) – <http://ecoforman.blogspot.com>



## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Rural activity leaders: ensuring territorial cohesion in rural communities

Group No: 213

Round 2

Type of visit:  
VET27/3/2012-30/3/2012  
Cendrieux, FranceWorking language:  
EnglishNumber of places: 12  
Minimum required: 5

Keywords:

- extra-curricular activities
- skill needs
- sustainable development

## CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

## WHY?

Dordogne is a huge and isolated department focused on seasonal tourism but deprived in terms of employment and inhabitants' mobility. This creates a lack of social ties and attractiveness. Revitalising deprived rural areas is a major challenge. In partnership with training centres, Airelle has been implementing effective and innovative vocational training called BPJEPS (brevet professionnel de la jeunesse, de l'éducation populaire et du sport). The objective is to professionalise and recognise rural activity leaders as key players in sustaining the survival of rural areas. The BPJEPS's transversal approach to specific rural issues trains activity leaders to identify and implement adequate dynamics of change. Airelle is eager to share and discuss with other European professionals how to ensure and maintain social and territorial cohesion in rural communities.

## WHAT?

Participants will learn about:

- challenges faced by rural territories;
- core activities of a rural activity leader working in remote areas;
- content, progress and functioning of BPJEPS training in Périgord.

## HOW?

Participants will:

- take part in training activities with in-service training and professional activity leaders;
- exchange with BPJEPS trainers;
- meet and debate with local representatives;
- visit the historic and cultural resources of the Dordogne.

## WHOM?

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

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Airelle Dordogne est une association tournée vers les initiatives rurales en Dordogne, un département vaste et enclavé, orienté depuis longtemps vers le tourisme saisonnier, mais défavorisé en termes d'emploi et de mobilité. Une réponse à ce constat: rendre ces territoires plus attractifs et s'appuyer sur de nouveaux thèmes: culture, environnement, patrimoine local, identité régionale, liens entre institutions. Une exigence pour y parvenir: professionnaliser les animateurs des territoires ruraux avec l'obtention d'un diplôme national: le BPJEPS. La visite d'étude proposera de découvrir les modules de formation et de rencontrer les professionnels et animateurs sur le terrain.

## Organiser(s):

**PERNOT DU BREUIL Christine**

Airelle Dordogne

Maison des Initiatives

Cendrieux, 24380

Tel. +33 553 03 21 40

Fax +33 553 04 48 93

Email: c.pernotdubreuil@airelle.org

Website: <http://airelle.org>

## WWW.

<http://airelle.org/> – [www.assobeleyme.org/](http://www.assobeleyme.org/) – [www.mouvement-rural.org/](http://www.mouvement-rural.org/)  
[www.aquitaine.jeunesse-sports.gouv.fr/](http://www.aquitaine.jeunesse-sports.gouv.fr/) – [www.perigord.educagri.fr/](http://www.perigord.educagri.fr/)  
[www.mfr-perigueux.com/](http://www.mfr-perigueux.com/)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# How to develop active, autonomous and responsible citizenship

Group No: **214****Round 2**Type of visit:  
**General education****9/4/2012-13/4/2012**  
**Melle, France**Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **gender equity**
- **social and civic competences**
- **young people**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Citizenship education, which is included in the national curriculum, is an important part of local schools' general policies.

Our after-school activities (sports, cultural activities, and student representative bodies) also contribute to achieving the same objectives.

The Poitou-Charentes region, our local authority, has set up participative councils which involve pupils in the choice of school equipment. Some towns or villages have young peoples' local councils.

Citizenship education is an integral part of our education programme and is one of the reasons we wish to be more open to Europe as a whole.

**WHAT?**

Participants will learn about:

- local applications of national policy, such as setting up actions at different levels (primary school, middle school, high school);
- education and citizenship policies of various local authorities;
- the role at different schools levels of various people involved (teachers, pupils, non-teaching staff, parents, elected representatives).

**HOW?**

Participants will:

- meet local members and leaders of local education authorities and other bodies;
- exchange with local councilors and other elected representatives.

**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:**

L'éducation à la citoyenneté des jeunes revêt une importance croissante dans notre société. Ce constat, partagé par l'ensemble des responsables amène l'autorité académique, les établissements scolaires, les communes, les collectivités territoriales à élaborer des actions de sensibilisation ou des dispositifs démocratiques en direction de tous les élèves.

Nous souhaitons, au travers de la visite proposée sur l'académie de Poitiers, faire un point avec d'autres responsables de l'éducation des jeunes en Europe, sur les actions conduites, leurs effets attendus ainsi que les perspectives.

La qualité des échanges devrait permettre d'engager une réflexion commune et de mettre en oeuvre de nouveaux dispositifs au niveau européen.

**Organiser(s):****SUIRE Dominique**

Lycée Joseph Desfontaines  
2, rue Guillotière  
Melle, 79500

Tel. +33 549 27 00 88

Fax +33 549 27 91 06

Email: dominique.suire@ac-poitiers.fr

Website: <http://lycee-desfontaines.eu>**WWW.**[www.vie-lyceenne.education.fr](http://www.vie-lyceenne.education.fr) – [www.ac-poitiers.fr](http://www.ac-poitiers.fr)[www.education.gouv.fr/pid5/europe-et-international.html](http://www.education.gouv.fr/pid5/europe-et-international.html)[www.poitou-charentes.fr/education-formation/bpl](http://www.poitou-charentes.fr/education-formation/bpl) – [www.europe-education-formation.fr](http://www.europe-education-formation.fr)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Health + school = wellbeing

Group No: 215

Round 2

Type of visit:  
Mixed23/4/2012-27/4/2012  
Katowice, PolandWorking language:  
EnglishNumber of places: 15  
Minimum required: 7

Keywords:

- health education
- school environment
- social and civic competences

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

In Poland, health is promoted in a network of schools of all levels, including nursery schools. The networks are coordinated by educational institutions. Each of the 16 provinces has its own regional, autonomous network. Metis has coordinated the Silesian network of health promoting schools (HPS) for 10 years. The network includes about 400 schools, among which 250 have been awarded the certificate of Silesian Network of HPS. We prepare and run in-service training, seminars and workshops for teachers. We are a public regional institution responsible for all that concerns the psychological and pedagogical aspects of education.

**WHAT?**

Participants will learn about:

- programmes of health promotion and education realised in Poland;
- how to improve the skills of building and running workshops and seminars for teachers;
- concepts and projects which can be adapted to national and regional educational circumstances.

**HOW?**

Participants will:

- visit the network's schools - teachers and students in the classroom;
- meet heads of schools, teachers and trainers, parents, etc;
- see strong and weak points of a system/policy/project;
- share experience and reflections on the HPS.

**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:**

Celem wizyty jest prezentacja programów edukacji zdrowotnej i promocji zdrowia realizowanych w ramach projektu Śląska Sieć Szkół Promujących Zdrowie. Projekt jest koordynowany od dziesięciu lat przez Regionalny Ośrodek Metodyczno – Edukacyjny "Metis" w Katowicach. Śląska sieć jest jedną z 16 wojewódzkich sieci szkół promujących zdrowie. Podczas wizyty zaprezentowane zostaną założenia i cele programu. Odwiedzimy przedszkola, szkoły i placówki oświatowe, które uzyskały Certyfikat Śląskiej Sieci Szkół Promujących Zdrowie. Zapoznamy uczestników wizyty z autorskimi programami promocji zdrowia oraz zaprezentujemy przykłady dobrych praktyk z zakresu różnych aspektów edukacji zdrowotnej.

**Organiser(s):****WOJTASIK Tomasz**Regionalny Ośrodek Metodyczno –  
Edukacyjny "Metis" w Katowicach  
Drozdów 21

Katowice, 40-530

Tel. +48-32 209 53 12

Fax +48-32 209 53 13

Email: tomasz.wojtasik@op.pl

Website: www.metis.pl

**WWW.**[www.metis.pl/health2012](http://www.metis.pl/health2012)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Environmental education in primary and secondary schools

Group No: **216****Round 2**Type of visit:  
**Mixed****7/5/2012-11/5/2012**  
**Skiathos, Greece**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **extra-curricular activities**
- **innovative approaches**
- **school environment**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

One of the lifelong learning programme objectives is to contribute to development of the community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations.

Thessaly is a Greek province with numerous natural reserves and its environmental education centres are places often visited by Greek students to learn the importance of nature to our lives. The island of Skiathos is not only of great natural and environmental interest, but also the birth place of the Greek author Papdiamantis. Therefore, the study visit will also combine environmental education with use of cultural heritage.

**WHAT?**

Participants will learn about:

- environmental education in school curricula;
- problems and solutions of environmental education;
- environmental projects and activities.

**HOW?**

Participants will:

- visit educational institutions and natural reserves in the Sporades;
- meet representatives of regional educational authorities, directors, teachers, field experts and students;
- attend presentations by national experts.

**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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Η Περιβαλλοντική Εκπαίδευση εισήχθη πριν από μερικά χρόνια ως προαιρετική καινοτόμος δράση στο ελληνικό εκπαιδευτικό σύστημα, αλλά σήμερα χάρη στη φροντίδα της πολιτείας, τις άοκνες προσπάθειες του εκπαιδευτικού προσωπικού και το ενδιαφέρον που εκδηλώνουν οι μαθητές έχει εξελιχθεί σε μια δημοφιλή, σημαντική και καλά οργανωμένη εκπαιδευτική δομή. Στη Θεσσαλία λειτουργούν σήμερα αρκετά Κέντρα Περιβαλλοντικής Εκπαίδευσης, τα οποία επιτελούν σημαντικό έργο. Οι συμμετέχοντες στην Επίσκεψη αυτή θα έχουν την ευκαιρία να ενημερωθούν σχετικά με την Περιβαλλοντική Εκπαίδευση στην Ελλάδα και τη Θεσσαλία ειδικότερα, ενώ παράλληλα με τις επιμορφωτικές διαδικασίες θα πραγματοποιήσουν επισκέψεις σε φυσικές τοποθεσίες της Σκιάθου.

**Organiser(s):**

**KARNAVAS Konstantinos**  
IKY  
1 Makri St. & Dion. Areopagitou  
Athens, 11742  
Tel. +30- 2103726317  
Email: kkarnavas@iky.gr  
Website: www.iky.gr

**WWW.**

[www.minedu.gov.gr/](http://www.minedu.gov.gr/) – <http://thess.pde.sch.gr/jm/index.php>  
[www.kpe.gr/index.php?mylang=english](http://www.kpe.gr/index.php?mylang=english) – [www.alonissos-park.gr/home\\_gr.htm](http://www.alonissos-park.gr/home_gr.htm)

## ERZIEHUNG ZUR AKTIVEN BÜRGERSCHAFT UND ZUR NACHHALTIGEN ENTWICKLUNG

# Bildung für nachhaltige Entwicklung – ein Motor für neue Schulen

Gruppennummer: 217

Antragsrunde 2

Art des Besuches:  
Allgemeine Bildung7/5/2012-11/5/2012  
Hildesheim, DeutschlandArbeitssprache:  
DeutschAnzahl der Teilnehmerplätze: 15  
Erforderliche Mindestanzahl: 7

Schlüsselwörter:

- Curriculum
- Innovative Ansätze
- Nachhaltige Entwicklung

**THEMENBEREICHE:**

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

**WARUM?**

Die UN-Vollversammlung hat die UN-Dekade „Bildung für nachhaltige Entwicklung“ ausgerufen, die EU-Kommission betont in ihrem Strategiepapier „Europa 2020“ die Notwendigkeit einer nachhaltigen Entwicklung. Bei der Entwicklung nationaler Curricula und der Erarbeitung regionaler und lokaler Schulcurricula wird daher zunehmend stärkeres Augenmerk auf Ansätze und Methoden gelegt, die die Erziehung zu aktiver Bürgerschaft und nachhaltiger Entwicklung fördern.

Die Grundschule Moritzberg hat das Konzept der Gestaltungskompetenz ausformuliert, das die Fähigkeit bezeichnet, Wissen über nachhaltige Entwicklung anwenden und Probleme nicht nachhaltiger Entwicklung erkennen zu können. Unsere Schule wurde als einzige Schule Deutschlands bisher dreimal von der deutschen UNESCO-Kommission wegen ihres Vorbildcharakters in Bezug auf „Bildung für eine nachhaltige Entwicklung“ (BNE) als Dekade-Projekt zertifiziert.

**WAS?**

Die Teilnehmer werden Folgendes lernen:

- Methoden der Verankerung der BNE im Schulprogramm;
- inhaltliche und organisatorische Auswirkungen der Verankerung im Schulalltag;
- die Chancen und Schwierigkeiten bei der Umsetzung von Reformen.

**WIE?**

Die Teilnehmer werden:

- verschiedene Schulen besuchen, die die Prinzipien nachhaltigen Entwicklung programmatisch verankert haben und im Unterrichtsalltag praktizieren;
- Erfahrungen mit Kooperationspartnern und Unterstützern austauschen;
- außerschulische Lernorte besichtigen (regionale Umweltzentren, NGO's, nachhaltig wirtschaftende Betriebe, Universitäten und Institute);
- mit politischen Entscheidungsträgern auf Landes- und Bundesebene diskutieren.

**WER?**

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Abteilungsleiter.

**Organisator(en):****MEIER Eberhard**

Grundschule Moritzberg

Bennostr. 2-4

Hildesheim, 31139

Tel. +49 512 14 22 40

Fax +49 512 12 46 05

Email: gs-moritzberg@schulen-  
hildesheim.de

Website: www.gelbe-schulen.de

**WWW.**

[www.gelbe-schule.de/](http://www.gelbe-schule.de/) – [www.bne-portal.de/](http://www.bne-portal.de/) – [www.dekade.org/](http://www.dekade.org/)  
[www.transfer-21.de/](http://www.transfer-21.de/) – [www.unesco.de/es.html](http://www.unesco.de/es.html)

## EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

# Health education and promotion in society

Group No: **218****Round 2**Type of visit:  
**General education****22/5/2012-25/5/2012**  
**Łódź, Poland**Working language:  
**English**Number of places: **15**  
Minimum required: **5**

Keywords:

- **health education**
- **social and civic competences**

**Organiser(s):****GULEJ Anna**

Wyższa Szkoła Edukacji Zdrowotnej i  
Nauk Społecznych  
Kamińskiego 21  
Łódź, 90-229  
Tel. +48-42 678 78 25  
Fax +48-42 678 78 24  
Email: biuroprojektow@wsez.pl  
Website: www.wsez.pl

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

With increasing health problems in our local community we have decided to start sharing our knowledge and skills during health education days organised by our academy. Education and health promotion is a challenge for many societies. Łódź develops many programmes to promote health such as the health promoting schools network, healthy city, etc. In European society health issues are extremely important especially as people are getting older. We would like to exchange knowledge and experience on new approaches in health education.

**WHAT?**

Participants will learn about:

- how health education and promotion is developed in participants' countries;
- institutional and civic health initiatives implemented in our region;
- academy initiatives to connect knowledge and skills with social practice (project-based learning);
- best practice and ideas presented by students;
- the ProPHedu project and others carried out in our academy;
- other health education projects and programmes implemented in Poland and other European countries;

**HOW?**

Participants will:

- take part in a health education day organised by our academy;
- meet and discuss educational and social projects in health promotion with designers and students;
- visit local authorities, schools which are part of the health promoting school network and NGO's.

**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 employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Edukacja zdrowotna ma coraz większe znaczenie dla prawidłowego funkcjonowania społeczeństw. Wzrost problemów zdrowotnych pociąga konieczność podniesienia świadomości zdrowotnej. Celem naszej wizyty jest wymiana doświadczeń w zakresie edukacji i promocji zdrowia między ekspertami z różnych krajów Europy. Chcielibyśmy zaprezentować nasze lokalne inicjatywy związane z tematem tj. Dni Edukacji Zdrowotnej (DEZ). Uczestnicy wizyty wezmą udział w DEZ, zapoznają się z projektami realizowanymi przez naszych studentów, jak również odwiedzą władze lokalne, szkołę należącą do Sieci Szkół Promujących Zdrowie oraz organizacje pozarządowe działające w sektorze profilaktyki, edukacji i promocji zdrowia.

**WWW.****www.wsez.pl – <http://en.www.uml.lodz.pl/index.php>**

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Creativity - A key competence for learning, participating, inclusion and developing new jobs

Group No: 219

Round 2

Type of visit:  
General education19/3/2012-23/3/2012  
Milan, ItalyWorking language:  
EnglishNumber of places: 15  
Minimum required: 7

Keywords:

- extra-curricular activities
- innovative approaches
- key competences

**Organiser(s):****CERIANI Roberto**

Liceo "G.B. Vico"  
viale Italia, 24  
Corsico, 20094  
Tel. +39-02 458 09 20  
Fax +39-02 48 60 12 64  
Email: dirigente@liceovico.it  
Website: www.liceovico.it

**AMANTEA Maria Vittoria**

Liceo "G.B. Vico"  
viale Italia, 24  
Corsico (mi), 20094  
Tel. +39-02 458 09 20  
Fax +39-02 48 60 12 64  
Email: mavi2704@libero.it  
Website: www.liceovico.it

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Many schools support students' creativity as a powerful way to motivate students to study and build relationships. In some schools in Milan students are encouraged to write theatre scripts and act in school plays: science theatre, multimedia theatre in foreign languages, plays acted by parents or by disabled students, etc. Starting as an extra-curricular activity, school theatre can become a professional skill and an opportunity to find a job.

In the host institution, a grammar school in a suburb of Milan, students write theatre works involving science concepts and act them on stage; other local schools have different experiences of educational theatre. Participants will visit these schools and will share experiences from their countries with Italian teachers of various subjects.

**WHAT?**

Participants will learn about:

- methods and tools used by Italian teachers to make students play theatre and write theatre scripts;
- how to support disadvantaged students using theatre as means of self-expression and how to support awareness and self-confidence;
- how creativity can help students to overcome relationships difficulties.

**HOW?**

Participants will:

- visit schools where students play theatre: traditional, science, with disabled students, in foreign languages, by parents, etc.;
- compare Italian and foreign experiences of theatre in schools, using DVD;
- discuss possibilities for future exchanges involving European schools where theatre is used as an educational instrument.

**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:**

I partecipanti potranno conoscere vari metodi di utilizzo del teatro come momento formativo: studenti che recitano e/o scrivono testi teatrali, teatro scientifico, recitato da disabili e/o carcerati, in lingua straniera, fatto da genitori di studenti, teatro per includere giovani socialmente svantaggiati, ecc.

L'esperienza extracurricolare scolastica aiuta spesso a risolvere problemi di relazione interpersonale e a volte stimola lo sviluppo di future professionalità adulte.

I partecipanti porteranno brevi DVD da condividere per mostrare esperienze analoghe svolte nei loro Paesi. Lo scambio si baserà sulla produzione teatrale e la recitazione come momenti formativi individuali e collettivi.

**WWW.****www.liceovico.it**



## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Learning outside the classroom in the natural world

Group No: **220****Round 2**Type of visit:  
**General education****26/3/2012-30/3/2012**  
**Enochdhu, Scotland,**  
**United Kingdom**Working language:  
**English**Number of places: **18**  
Minimum required: **8**

Keywords:

- **curriculum**
- **sustainable development**
- **young people**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Young people of all ages benefit from real life 'hands on' experiences; when they can see, hear, touch and explore the world around them. They need to find out how what they learn in school relates to their life outside it and to the world around them. Learning outside the classroom (LOtC) aims to improve students' knowledge of a subject. However skills, values and personal development also form a vital element of a student's learning and achievement.

There is a strong connection between LOtC and performance in the classroom. It supports several curriculum areas including geography, biology, citizenship, ICT and sustainable development. The launch in England of the learning outside the classroom manifesto in 2008 has increased the profile of LOtC and improved support for delivery.

**WHAT?**

Participants will learn about:

- a range of approaches to learning outside the classroom and critically reflect on how they can benefit learning;
- how to assess current methods and share best practice from around Europe;
- ways of supporting learning outside the classroom in their own workplaces.

**HOW?**

Participants will:

- observe learning outside the classroom in action;
- meet practitioners, supplemented by workshops from decision-makers and practitioners from formal and non-formal education;
- reflect on and plan what they have learnt and what best practice can be taken back to participants' own 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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

I partecipanti potranno conoscere vari metodi di utilizzo del teatro come momento formativo: studenti che recitano e/o scrivono testi teatrali, teatro scientifico, recitato da disabili e/o carcerati, in lingua straniera, fatto da genitori di studenti, teatro per includere giovani socialmente svantaggiati, ecc.

L'esperienza extracurricolare scolastica aiuta spesso a risolvere problemi di relazione interpersonale e a volte stimola lo sviluppo di future professionalità adulte.

I partecipanti porteranno brevi DVD da condividere per mostrare esperienze analoghe svolte nei loro Paesi. Lo scambio si baserà sulla produzione teatrale e la recitazione come momenti formativi individuali e collettivi.

**Organiser(s):**

**DAWSON Richard**  
Field Studies Council (EE) Head Office  
Preston Montford Lane, Montford  
Bridge  
Shrewsbury, SY4 1HW  
Tel. +44- 17 43 85 21 26  
Fax +44- 17 43 85 21 01  
Email: [global@field-studies-council.org](mailto:global@field-studies-council.org)  
Website: [www.field-studies-council.org](http://www.field-studies-council.org)

**WWW.**

[www.field-studies-council.org/](http://www.field-studies-council.org/) – [www.lotc.org.uk/](http://www.lotc.org.uk/) – [www.growingschools.org.uk/](http://www.growingschools.org.uk/)



## ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

# Ausbildung des kreativen und effektiven Fremdsprachenlehrers

Gruppennummer: 221

Antragsrunde 2

Art des Besuches:  
Gemischt26/3/2012-30/3/2012  
Nowy Tomyśl, PolenArbeitsprache:  
DeutschAnzahl der Teilnehmerplätze: 13  
Erforderliche Mindestanzahl: 5

Schlüsselwörter:

- **Autonomie (Schule oder Einrichtung)**
- **Innovative Ansätze**
- **Kompetenzen von Lehrkräften und Ausbildern**

**Organisator(en):**

**ZWANZIG Maciej**  
Nauczycielskie Kolegium Języków  
Obcych w Starym Tomyślu  
Powstańców Wielkopolskich 1  
Nowy Tomyśl, 64-300  
Tel. +48 501 79 71 59  
Fax +48-61 442 15 61  
Email: nkjo.zwanzig@wp.pl  
Website: www.nkjo-st.pl

**THEMENBEREICHE:**

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

**WARUM?**

Neue Fachkräfte für Fremdsprachenunterricht werden ständig gebraucht. Eine 6 Jahre junge staatliche Bildungsinstitution mit ersten bedeutenden Ergebnissen im Bereich Ausbildung junger Fremdsprachenlehrer in der nächsten Umgebung (50 km) eines der wichtigsten Bildungs- und Kulturzentren Polens (Posen) möchte mit Ihnen über den Erwerb von Berufskompetenzen, Unternehmergeist und Kreativität nachdenken. Da wir Fremdsprachenlehrer für Deutsch und Englisch ausbilden (Fremdsprachenkolleg mit Diplomabschluss — ein 3-jähriger Bachelor-Studiengang unter Betreuung der Adam-Mickiewicz-Universität in Poznań), ist uns jeder internationale Erfahrungsaustausch wichtig.

**WAS?**

Die Teilnehmer werden Folgendes lernen:

- die aktive und effektive Beteiligung junger Lehrer an der Zusammenarbeit mit lokalen und regionalen Institutionen;
- sie werden mit der Ausbildung künftiger Fremdsprachenlehrer vertraut gemacht;
- sie werden an Diskussionen über die Politik des Fremdsprachenvermittlung im In- und Ausland teilnehmen;
- sie werden Ausbildungsmodule Unternehmergeist und Kreativität bei Lehrern kennen lernen.

**WIE?**

Die Teilnehmer werden:

- am Didaktikunterricht im Fremdsprachenlehrerkolleg teilnehmen;
- von Behörden der Kommunalverwaltung eingeladen;
- den von Fremdsprachenkollegabsolventen geführten Unterricht beobachten und über ihn diskutieren;
- am Kulturtag deutsch- und englischsprachiger Länder teilnehmen, der von Studenten für Schüler der Gemeinde organisiert wird;
- einen Besuch bei unseren befreundeten Institutionen abstaten.

**WER?**

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

**KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:**

NKJO w Starym Tomyślu jest młodą placówką oświatową kształcąca bezpłatnie przyszłych nauczycieli języka angielskiego i niemieckiego. Od 6 lat obserwujemy proces nabywania i doskonalenia umiejętności zawodowych w oparciu o program kształcenia, praktyki pedagogiczne, współpracę z różnymi instytucjami lokalnymi i poznańskimi. Chcemy pokazać, jak młodzi ludzie zdobywają kwalifikacje nauczycielskie oraz jak poprzez swoje działania w środowisku lokalnym i regionalnym stają się przedsiębiorczy i kreatywni. Choć nasza praca przebiega pod stałym nadzorem i opieką naukowo-dydaktyczną Uniwersytetu im. Adama Mickiewicza w Poznaniu, jesteśmy samodzielną instytucją z licznymi własnymi sukcesami.

**WWW.**

[www.nkjo-st.pl](http://www.nkjo-st.pl) – [www.nowytomysl.pl](http://www.nowytomysl.pl) – [www.bip.nowytomysl.com.pl/](http://www.bip.nowytomysl.com.pl/)  
[www.odn.poznan.pl/](http://www.odn.poznan.pl/)

# Les écritures: sujet transdisciplinaire pour travailler en arts

Numéro de groupe: **222**

**Phase 2**

Type de visite:  
**Mixte**

**23/4/2012-27/4/2012**  
**Cahors, 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?

Les ressources culturelles du département du Lot sont nombreuses (musées, sites naturels, grottes, artothèque); elles permettent aux enseignants des écoles primaires de construire des projets transdisciplinaires au service des apprentissages.

«Les écritures», sujet transdisciplinaire, peuvent être exploitées dans différents domaines dont les arts visuels. Les liens avec sciences, histoire, géographie, littérature et autres domaines sont nombreux et permettent de travailler sur des projets de manière transversale.

L'Inspection académique du Lot a construit une politique départementale spécifique avec les formateurs, l'institut de formation des maîtres et les partenaires territoriaux (conseil général, municipalités etc.) et a souhaité échanger autour des arts et des projets.

## QUOI?

Le participant apprendra :

- comment les enseignants peuvent travailler sur un projet transdisciplinaire (les écritures);
- comment utiliser les ressources locales en lien avec des partenaires;
- quels sont les enseignements artistiques en France au niveau primaire.

## COMMENT?

Le participant:

- découvrira le travail transdisciplinaire autour d'un projet, «les écritures»;
- visitera des sites pour voir quelle exploitation en faire pour enrichir le projet: musée des écritures, grotte de Pech Merle;
- visitera une ou plusieurs écoles, verra des travaux d'élèves et des séances en classe avec des élèves du primaire (2 à 12 ans);
- suivra une animation en arts visuels;
- rencontrera des partenaires départementaux et pourra échanger avec ceux-ci.

## 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.

## Organisateur(s):

**JOSEPH Bruno**  
Artothèque des maternelles du Lot  
L'Estang  
Pern, 46170  
Tel. +33- 633 60 93 69  
Email: artotheque46@orange.fr

## WWW.

[http://pedagogie.ac-toulouse.fr/lotec/action\\_culturelle/spip/](http://pedagogie.ac-toulouse.fr/lotec/action_culturelle/spip/)  
[www.ville-figeac.fr/Culture/Musee/culture\\_musee\\_intro.htm](http://www.ville-figeac.fr/Culture/Musee/culture_musee_intro.htm) – [www.pechmerle.com/](http://www.pechmerle.com/)

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Identifying and supporting gifted children in Poland

Group No: **223****Round 2**Type of visit:  
**General education****7/5/2012-11/5/2012**  
**Kielce, Poland**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **key competences**
- **quality assurance**
- **teachers' and trainers' competences**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

The project is compatible with the European Commission's guidelines for the lifelong learning programme and the year of talented children 2010/11 declared by the Polish Ministry of Education. Every pupil has some skills and it is essential that teachers are able to discover and develop them.

**WHAT?**

Participants will learn about:

- how to diagnose and work with the gifted children;
- methods and tools used in work with the gifted children;
- how to introduce the certificate to schools involved in the project;
- how to assess, control and evaluate work with the gifted children.

**HOW?**

Participants will:

- meet teachers and representatives of institutions
- visit the school of beautiful minds;
- visit monitoring teacher teams;
- exchange their experiences on work with gifted pupils 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:**

Poprzez udział w warsztatach nauczyciele rozwijają swój warsztat i kształcą kompetencje kluczowe. Wprowadzamy, innowacyjne formy i chętnie uczymy się od innych. Uczestnicy wizyty będą mogli zapoznać się z wdrożeniem systemu wspierającego i rozwijającego zdolności uczniów w województwie świętokrzyskim poprzez uruchomienie potencjału intelektualnego nauczycieli twórczych w wyniku wyposażenia ich w wiedzę i umiejętności, motywowanie ich do transferu swoich doświadczeń oraz udzielenie im wsparcia w tym zakresie. W trakcie wymiany doświadczeń odbędą się prezentacje gości, którzy podzielą się wiedzą na temat własnych doświadczeń w pracy z uczniem zdolnym.

**Organiser(s):**

**PASICH Lidia**  
 Świętokrzyskie Centrum Doskonalenia  
 Nauczycieli  
 Piłsudskiego 42  
 Kielce, 25-431  
 Tel. +48-41 362 54 48  
 Fax +48-41 362 48 99  
 Email: lidia.pasich@scdn.pl  
 Website: www.scdn.pl

**WWW.****www.scdn.pl**

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Developing creativity in all age groups by playing chess

Group No: **224****Round 2**Type of visit:  
**Mixed****7/5/2012-11/5/2012**  
**Kaunas, Lithuania**Working language:  
**English**Number of places: **14**  
Minimum required: **6**

Keywords:

- **extra-curricular activities**
- **innovative approaches**
- **learning to learn**

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Kaunas Chess Federation delivers chess lessons in kindergartens, primary schools, secondary schools, universities as well as for adults and senior people in Kaunas city. During this visit the Federation are eager to reveal how chess game strategies assist in developing creativity for all age groups. Kaunas has been selected as a place for this visit because the strongest chess players and most experienced chess trainers reside in this city. In addition, Kaunas Chess Federation works with more than 1000 people the largest number throughout Lithuania. Kaunas Chess Federation has accumulated many good examples of practice in schools, universities and working with older people of how chess playing develops creativity and contributes to personal development.

**WHAT?**

Participants will learn about:

- chess playing as an efficient means to develop creativity in all age groups;
- particular chess learning methods and tools more appropriate for younger people and more advisable for adults;
- good examples of chess-based learning strategies in Kaunas city.

**HOW?**

Participants will:

- visit kindergartens, primary and secondary schools, universities, adult meeting centres;
- observe chess trainers work in the classroom;
- debate with heads of institutions where chess training is practised.

**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.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Pažintiniu vizitu bus siekiama atskleisti galimybę mokyti kūrybiškumo visose amžiaus grupėse per žaidimą šachmatais. Pagrindiniai vizito tikslai yra supažindinti su šachmatų mokymu kaip efektyvia priemone, vystant kūrybiškumą visose amžiaus grupėse; pristatyti konkrečias šachmatų mokymo priemones ir instrumentus, kurie daugiau tinka jaunesniems žmonėms ir kurie labiau priimtinesni suaugusiems; pateikti šachmatų mokymo gerus pavyzdžius Kauno mieste. Kauno šachmatų federacija yra didžiausią patirtį šioje srityje turinti Lietuvos organizacija, nes jis moko šios metodikos daugiau nei 1000 žmonių darželiuose, mokyklose, universitetuose ir suaugusiųjų susibūrimo vietose.

**Organiser(s):****PILINKUS Donatas**

Kaunas Chess Federation

Ozeskienes str. 5

Kaunas, LT-44253

Tel. 370- 620-68487

Email: pilinkus@pilinkus.com

Website: <http://www.kaunaschess.org>**WWW.**[www.kaunas.lt/index.php?2928940587](http://www.kaunas.lt/index.php?2928940587) – [www.smm.lt/en/index.htm](http://www.smm.lt/en/index.htm)[www.kaunaschess.org](http://www.kaunaschess.org)

## DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT

# L'histoire des arts dans l'éducation et la formation tout au long de la vie

Numéro de groupe: **225**

**Phase 2**

Type de visite:  
**Mixte**

**14/5/2012-18/5/2012**  
**Saint-Germain-en-Laye,**  
**France**

Langue de travail:  
**Français**

Nombre de places: **12**  
Minimum requis: **5**

Mots clés:

- **compétences sociales et civiques**
- **programme pour l'éducation et la formation tout au long de la vie**
- **sensibilité et expression culturelles**

## CATÉGORIE THÉMATIQUE:

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

## POURQUOI?

Dans plusieurs communes d'Île-de-France, la construction de compétences-clés en histoire des arts est une priorité de l'éducation, pour tout public (adultes, enseignants, élèves). Des actions éducatives sont menées depuis plusieurs années dans ce domaine, à travers une collaboration entre les élus, les écoles et les partenaires artistiques et culturels. Leur but est de contribuer à construire une culture artistique commune favorable à la cohésion sociale et de permettre à chacun de se situer dans le monde d'aujourd'hui.

L'association Paysage et patrimoine sans frontière a élaboré et mutualisé, dans ce domaine, un ensemble de bonnes pratiques porteuses de résultats (site web, publications, cours, fiches pédagogiques, sitothèques, outils collaboratifs en ligne).

## QUOI?

Le participant découvrira:

- la place de l'histoire des arts dans le système éducatif français;
- les démarches d'acquisition des différentes compétences-clés concernées;
- différentes expériences et bonnes pratiques dans ce domaine, pour différents publics (élèves de l'enseignement général et professionnel, adultes);
- des institutions responsables de l'éducation à l'histoire des arts dans la région Île-de-France.

## COMMENT?

Le participant:

- rencontrera des enseignants, des formateurs sur leur "terrain" de travail, y compris dans des quartiers difficiles;
- découvrira des démarches, des outils spécifiques à l'éducation à l'histoire des arts;
- visitera des lieux culturels et artistiques où se pratique l'éducation à l'histoire des arts;
- rencontrera des représentants des institutions concernées au niveau municipal, régional et national.

## POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- responsables des ressources humaines,
- 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,
- représentants des syndicats.

## Organisateur(s):

**RUTILY Aline**

Association Paysage et Patrimoine  
sans frontière  
PB 30001

Saint Germain En Laye, 78104

Tel. +33 174 13 45 58

Fax +33 174 13 45 58

Email:

aline.rutily@paysage-patrimoine.eu

Website: www.paysage-patrimoine.eu

**WWW.**

[www.paysage-patrimoine.eu/](http://www.paysage-patrimoine.eu/) – [www.ecole-paysage.fr/](http://www.ecole-paysage.fr/)

[www.centrepompidou.fr/education/](http://www.centrepompidou.fr/education/) – <http://appeldeflorence.apahau.org/>

## DEVELOPING CREATIVITY IN LEARNING AND TEACHING

# Improving, engaging and empowering teaching and learning through use of ICT

Group No: **226**

**Round 2**

Type of visit:  
**General education**

**11/6/2012-15/6/2012**  
**Blackpool, England,**  
**United Kingdom**

Working language:  
**English**

Number of places: **14**  
Minimum required: **8**

Keywords:

- **digital competence**
- **innovative approaches**
- **school environment**

## Organiser(s):

### **RIDSDALE Ian**

Blackpool Borough Council  
Blackpool City Learning Centre,  
Bathurst Avenue  
Blackpool, FY3 7RW  
Tel. +44 12 53 47 67 83  
Email: [ian.ridsdale@blackpool.gov.uk](mailto:ian.ridsdale@blackpool.gov.uk)  
Website: <http://www.blackpool.gov.uk/>

### **PAYNE Shirley**

Blackpool Borough Council  
Blackpool City Learning Centre,  
Bathurst Avenue,  
Blackpool, FY3 7RW  
Tel. +44- 1253 476732  
Email: [Shirley.Payne@blackpool.gov.uk](mailto:Shirley.Payne@blackpool.gov.uk)  
Website: <http://www.blackpool.gov.uk/>

## CATEGORY OF THEMES:

Promote acquisition of key competences throughout the education and training system

## WHY?

There is great emphasis in this country from government, to embed use of information and communication technologies (ICT) into the curriculum of all schools. Blackpool schools have been working collaboratively for several years to develop innovation and creativity. Blackpool has a very high percentage of ICT mark (government award for ICT) schools compared with the national average, and has extensive networks of schools working together locally, regionally and with government agencies to support school developments at national level. Blackpool local authority (LA) has been vital to this continuous development and has recently been shortlisted for an excellence award for its support to schools.

## WHAT?

Participants will learn about:

- the role of Blackpool LA in supporting schools to develop innovation and creativity in their curriculum;
- innovative approaches to teaching and learning using ICT;
- extending opportunities for learning using ICT outside the school day;
- effective use of ICT to improve the quality of teaching and learning at school;
- how Blackpool schools embrace new technologies creatively in the classroom.

## HOW?

Participants will:

- visit schools across all age ranges and observe classroom practice and meet with school leaders;
- take part in seminars and workshops hosted by schools and LAs on developing creativity and innovation;
- experience events such as digital media awards showcasing excellent practice in schools;
- meet with a range of school leaders to discuss initiatives, leadership and development of ICT.

## 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.

## WWW.

[www.becta.org.uk/](http://www.becta.org.uk/) – [www.futurelab.org.uk/](http://www.futurelab.org.uk/) – [www.handheldlearning.co.uk/](http://www.handheldlearning.co.uk/)  
[www.learningwithoutfrontiers.com/lwf-london-2011/](http://www.learningwithoutfrontiers.com/lwf-london-2011/) – [www.heppell.net/](http://www.heppell.net/)

## LEARNING MATHEMATICS AND SCIENCE

# Bulgarian school experience of forming key competencies in mathematics and science

Group No: 227

Round 2

Type of visit:  
General education19/3/2012-22/3/2012  
Sofia, BulgariaWorking language:  
EnglishNumber of places: 12  
Minimum required: 8

Keywords:

- competences in science and technology
- mathematical competence
- student assessment

**CATEGORY OF THEMES:**

Promote acquisition of key competences throughout the education and training system

**WHY?**

Bulgaria has a good tradition in education of mathematics and science. This is confirmed by successful performances of Bulgarian students in international mathematics and science olympiads and forums. The host organisation is an institution associated with 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 forming students' 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 and vocational secondary schools;
- observe teachers' work in classrooms;
- discuss with teachers and pupils;
- visit teachers at 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,
- 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:**

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 за мониторинг и оценка на напредъка във формирането на тези ключови компетенции у учениците, прилагани от ЦКОКО. 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.

**Organiser(s):****SHUMANOVA Galya**

Centre for Control and Assessment of the Quality in Education  
Bul. "Tsarigradsko shose" 125, bl. 5  
Sofia, 1113

Tel. +359- 2 970 56 64

Fax +359- 2 870 20 62

Email: g.shumanova@mon.bg

Website: www.ckoko.bg

**WWW.**[www.mon.bg/news-home/](http://www.mon.bg/news-home/) – [www.ckoko.bg/](http://www.ckoko.bg/)



## MEASURES TO PREVENT EARLY SCHOOL LEAVING

# Social inclusion – Keep in the dropout

Group No: **228****Round 2**Type of visit:  
**Mixed****5/3/2012-9/3/2012**  
**Sintra, Portugal**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **social inclusion**

**Organiser(s):****BARROS Marina**

Câmara Municipal de Sintra - Divisão de Educação  
Rua do Roseiral n.º 20  
Sintra, 2710501  
Tel. +351- 21 923 61 30  
Fax +351- 21 923 61 52  
Email: cmseducar@gmail.com  
Website: www.cm-sintra.pt

**AFONSO Cristovalina**

Department of Education, Câmara Municipal de Sintra – Sintra's Municipality  
Rua do Roseiral n.º 20  
Sintra, 2710 - 501  
Tel. +351 219 23 61 30  
Fax +351 219 23 61 52  
Email: dedu@cm-sintra.pt  
Website: www.cm-sintra.pt;

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

The Department of Education in Sintra's municipality, works very closely with the 27 school units and nine secondary council schools. Sintra is the most populated council in Portugal, reaching 500 000 inhabitants mainly due to a constant flow of immigrants. Sintra's schools have much knowledge and expertise of dealing with social inclusion. Receiving students from all around the world and integrating them is their daily routine, a challenging task performed with competence and tenderness. Social inclusion, preventing failure and early school leaving is the main issue in most of Sintra's schools. The subject is studied, discussed and new school practices that go way beyond the national syllabus are implemented by our education technicians.

**WHAT?**

Participants will learn about:

- school projects and good practices implemented to promote social inclusion;
- initiatives to prevent early school leaving;
- tools given to students to ease their entrance into the labour market.

**HOW?**

Participants will:

- visit schools in Sintra which promote social inclusion and success at the classroom;
- observe teachers and students in the classroom;
- attend meetings with several partners;
- exchange 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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Esta visita destina-se a dar a conhecer os projectos e boas práticas, levados a cabo em algumas escolas do concelho de Sintra, nas áreas da inclusão social, prevenção do insucesso e abandono escolar e transição da escola para o mercado de trabalho. O concelho de Sintra tem uma enorme densidade populacional que advém do constante fluxo de imigração. Deste modo, a rotina diária, nas escolas do concelho, passa pela inclusão destes jovens que vêm um pouco de todo o mundo e que, na maior parte dos casos, se encontram entre os socialmente mais desfavorecidos. Cabe à escola e aos professores um papel muito activo conducente à resolução destas problemáticas, nomeadamente através do desenvolvimento de competências que lhes permitam uma entrada na vida activa.

**WWW.**

[www.min-edu.pt](http://www.min-edu.pt) – [www.cm-sintra.pt](http://www.cm-sintra.pt) – <http://cmsintra.malha.eu> – [www.gulbenkian.pt](http://www.gulbenkian.pt)  
[www.programaescolhas.pt](http://www.programaescolhas.pt) – <http://aepas.net/nova/index.html>  
<http://emds.mdsaraiva.com>



## MEASURES TO PREVENT EARLY SCHOOL LEAVING

# Inclusive educational approaches - An Arctic approach

Group No: 229

Round 2

Type of visit:  
Mixed19/3/2012-23/3/2012  
Bodø, NorwayWorking language:  
EnglishNumber of places: 14  
Minimum required: 7

Keywords:

- drop-outs
- innovative approaches
- work placement

**Organiser(s):**

**ANDREASSEN Tor Magne**  
Nordland County Municipality,  
Education Department  
Prinsens gate 100  
Bodo, 8048  
Tel. +47- 75 65 02 73  
Fax +47- 75 65 02 01  
Email: tma@nfk.no  
Website: www.nfk.no

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

In northern Norway, there is focus on the high dropout rate in upper secondary. The city of Bodø and surrounding areas (Steigen/Lofoten) will provide a comprehensive insight into how an urban and typical rural population focus on the challenges common to all Europe. Initiatives for reducing the dropout rate, improving learning results and implementing innovative learning arenas have been highlighted in the region for years; closer collaboration between schools and working life, out-of-school activities and follow-up initiatives to prevent dropouts are some good practices. Initiatives to make transition from lower to upper secondary education and from school to working life smoother are other aspects aiming at decreasing the number of dropouts.

The host organisation is the regional educational department of Nordland county.

**WHAT?**

Participants will learn about:

- alternative learning arenas;
- systematic measures to prevent dropouts;
- innovative school-business collaboration;
- out-of-school initiatives to decrease dropout rates.

**HOW?**

Participants will:

- observe and discuss real-time activities;
- talk to teachers/trainers and students/trainees;
- be introduced to research projects;
- meet decision-makers and social partners to discuss approaches to educational challenges.

**WHOM?**

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- 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:**

Studiebesøket tar sikte på presentere ulike tiltak som er satt i gang i regionen for å sikre en bedre gjennomstrømming av elever, blant annet ved å ta i bruk alternative læringsarenaer. Paraplyprosjektet 'En bedre skole' vil være inne i sitt tredje år og involverer alle vid skoler og til dels fagopplæringen.

Deltakere vil lære mer om: overgang ungdomskole – videregående skole; strategier for å minske frafall og øke motivasjon for egen utdanning; overgang skole - læretid; samarbeid skole - næringsliv for alternative læringsarenaer. Fylkets utdanningsavdeling er formell arrangør. Bodø og Steigen/Lofoten er besøksområder. Praksisfeltet er fokusert, samt møte/dialoger med regionale beslutningsnivå, følgeforskning og elever/lærlinger.

**WWW.**

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# New tools for training the disadvantaged

Group No: **230****Round 2**Type of visit:  
**VET****5/3/2012-8/3/2012**  
**Madrid, Spain**Working language:  
**English**Number of places: **12**  
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **low skilled**
- **social inclusion**

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

One of the aims of Spanish vocational education policy is to ensure equal opportunities for socially disadvantaged groups and their integration into society and the labour market. In this sense, for the past several years the Spanish Government has introduced many innovations in legislation to improve coordination of educational and VET activities.

**WHAT?**

Participants will learn about:

- ways to build networks for integrating future disadvantaged people;
- initiatives taken by private and public institutions to eliminate the barriers to training for some people;
- specificities in teaching programmes and materials for pupils with special needs and disabilities;
- benefits of innovative approaches in vocational education for pupils with special needs;
- programmes for training people facing social exclusion;
- observe projects undertaken by public and private partnerships.

**HOW?**

Participants will:

- visit institutions dealing with integration and multiculturalism;
- discuss the strong and weak points of procedures considering the experiences of participants.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- pedagogical or guidance advisers,
- 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:**

La educación profesional se ha convertido en los últimos años en una alternativa para los jóvenes que desean enfocar su actividad profesional futura fuera de los campos marcados por los estudios universitarios. Sin embargo, existen todavía algunos jóvenes y personas que se podría incluir en grupos menos favorecidos para los que la formación profesional no es sólo una manera de enfocar su futuro laboral, y se convierte en una de las puertas claves, si no es la puerta principal, para su integración completa en la sociedad.

**Organiser(s):**

**DEL POZO María Jesús**  
Servicio Público de Empleo Estatal  
Condesa de Venadto nº 9  
Madrid, 28027  
Tel. +34- 915 85 95 75  
Fax +34- 915 85 98 19  
Email: coordinacion.rint@inem.es  
Website: www.inem.es

**WWW.****www.inem.es**

# Where does our brain drive?

Group No: **231**

**Round 2**

Type of visit:  
**Mixed**

**12/3/2012-16/3/2012**  
**Ljubljana, Slovenia**

Working language:  
**English**

Number of places: **14**  
Minimum required: **5**

Keywords:

- **adult learning**
- **social inclusion**
- **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 epidemic of modern society and one of the biggest medico-social problems in western countries. According to the European Brain Injury Society (EBIS) brain injury means more than 10 000 severely handicapped with extensive, wider ranging and often permanent, lifelong consequences. Zavod Zarja is the oldest and largest private organisation aimed at long-term rehabilitation, care and support for persons with ABI. The study visit will show new flexible and tailor-made services and approaches to enable people with an ABI to live an independent life within the community, with focus on driving after ABI.

## WHAT?

Participants will learn about:

- ABI consequences that limit independent life, including obstacles to returning to drive;
- reintegration into society for persons with ABI;
- flexible and diverse learning pathways (learning to drive after ABI);
- statutory issues;
- adaptive equipment and modifications (driving simulators as predictors of on-the-road performance and training aids).

## HOW?

Participants will:

- visit organisations for long-term rehabilitation, care and support for persons with ABI;
- visit the University Rehabilitation Institute of Slovenia and the Centre for Education and Rehabilitation of Physically Handicapped Children and Adolescents Kamnik;
- meet different stakeholders responsible for road safety in Slovenia;
- attend the third international conference on long-term support for persons with ABI 'Where does my brain drive?'

## 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 local, regional and national authorities,
- researchers.

## SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Pridobljene poškodbe možganov (ABI) so epidemija sodobne družbe in eden največjih zdravstveno-socialnih problemov v zahodnih državah. Zavod Zarja je najstarejša in največja zasebna organizacija za dolgotrajno rehabilitacijo in pomoč osebam po pridobljenih možganskih poškodbah v Slovenji. Nenehno razvija številne nove, fleksibilne in inovativne programe, storitve in pristope po meri posameznika, ki osebam po pridobljenih možganskih poškodbah omogočajo večjo samostojnost in lažje vključevanje v skupnost. Zavod Zarja je prevzel vodilno vlogo v Sloveniji pri ozaveščanju o pomembnosti naših možganov. Od leta 2009 sodeluje v mednarodni pobudi o varnosti v cestnem prometu "Rešimo 25.000 življenj (pobuda EK).

## Organiser(s):

**JAGODIC Danielle**

Institution Zavod za varstvo in rehabilitacijo po poškodbi glave Zarja  
Kajuhova 32r  
Ljubljana, 1000  
Tel. +386 15 47 18 00  
Fax +386 15 47 18 04  
Email: info@zavod-zarja.si  
Website: www.zavod-zarja.si

**WWW.**

[www.zavod-zarja.si](http://www.zavod-zarja.si) – [www.zavod-korak.si](http://www.zavod-korak.si) – [www.mnz.gov.si](http://www.mnz.gov.si) – [www.ir-rs.si](http://www.ir-rs.si)  
[www.cirius-kamnik.si](http://www.cirius-kamnik.si) – [www.varna-pot.si](http://www.varna-pot.si) – [www.bosch-esperience.co.uk](http://www.bosch-esperience.co.uk)  
[www.mzp.gov.si](http://www.mzp.gov.si) – [www.dana.org/brainweek](http://www.dana.org/brainweek) – [www.ebissociety.org](http://www.ebissociety.org)

## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Creative community learning for social inclusion

Group No: **232****Round 2**Type of visit:  
**Mixed****13/3/2012-16/3/2012**  
**London, England,**  
**United Kingdom**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **adult learning**
- **disadvantaged groups**
- **social inclusion**

**CATEGORY OF THEMES:**

Promote social inclusion and gender equality in education and training, including integration of migrants

**WHY?**

Despite various national and local government policies to address inequality, migrant communities continue to be socially excluded. African Caribbean Women's Development Centre is located in Waltham forest - an outer London borough with different levels of deprivation and poverty alongside some more affluent parts. Community development principles underpin strategies for developing learning opportunities which target migrant communities who are disadvantaged for many complex reasons.

ACWDC is a migrant-led charitable learning organisation which has been providing accredited and non-accredited community learning opportunities for over 25 years. ACWDC would share strategies and methods on how it has provided creative community learning to disadvantaged groups.

**WHAT?**

Participants will learn about:

- how to create learning opportunities which can meet different government policies and priorities;
- methods and tools used in developing community learning programmes;
- approaches to overcome barriers to learning;
- innovative ways of sharing resources.

**HOW?**

Participants will:

- visit different community learning facilities that have engaged disadvantaged communities;
- observe teachers/tutors teaching in community settings;
- meet different practitioners working in disadvantaged areas.

**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,
- representatives of trade unions,
- researchers.

**Organiser(s):****McFARLANE-FRASER Jacqueline**African Caribbean Women's  
Development Centre (ACWDC)

603 High Road

London, E10 6RF

Tel. +44(0) 20 85 56 40 53

Fax +44(0) 20 85 56 40 53

Email: acwomen@talktalkbusiness.net

Website: www.africanibwdc.org.uk

**WWW.**

[www.africanibwdc.org.uk/](http://www.africanibwdc.org.uk/) – [www.fcdl.org.uk/](http://www.fcdl.org.uk/) – [www.walthamforest.gov.uk/](http://www.walthamforest.gov.uk/)  
[www.direct.gov.uk/en/index.htm](http://www.direct.gov.uk/en/index.htm)

## ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

# Les programmes d'éducation à l'attention de l'enfant malade de la ville de Madrid

Numéro de groupe: **233**

**Phase 2**

Type de visite:  
**Enseignement général**

**16/4/2012-20/4/2012**  
**Madrid, Espagne**

Langue de travail:  
**Français**

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

Mots clés:

- **apprentissage personnalisé**
- **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?

Il s'agit de présenter les programmes d'éducation conçus à l'attention de l'enfant malade. Leur mise en place est importante si l'on veut que le droit à l'éducation des élèves malades devienne une réalité.

La ville de Madrid possède de nombreuses salles d'hôpital spécialisées dans ce domaine et des professeurs activement impliqués dans la mise en œuvre de ces programmes.

La visite est organisée par l'administration publique chargée de l'éducation; elle coordonne et gère ces programmes sur la ville de Madrid.

## QUOI?

Le participant découvrira:

- l'offre éducative à l'intention des élèves malades et son cadre juridique;
- les mesures mises en œuvre pour l'éducation des élèves malades;
- le développement qualitatif de l'enseignement dans notre région;
- des expériences pratiquées par les centres éducatifs dans les hôpitaux, à domicile et dans les centres thérapeutiques de santé mentale;
- la participation de ces centres éducatifs à des projets européens.

## COMMENT?

Le participant:

- visitera les salles d'hôpital afin d'assister à la mise en œuvre sur le terrain;
- participera à des tables rondes regroupant professeurs, parents, directeurs de centres éducatifs, psychopédagogues, infirmières et autres professionnels concernés par le sujet.

## POUR QUI?

- Directeurs de centres d'orientation,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- responsables des ressources humaines,
- 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:

Nuestra Administración Educativa quiere dar a conocer a través de esta Visita de Estudios, cómo se desarrolla el apoyo educativo a los alumnos enfermos de Madrid Capital. Existen tres programas que tienen este mismo objetivo pero en diferentes ámbitos: la atención educativa a los niños enfermos cuando están hospitalizados en centros hospitalarios, hospitales generales, hospitales de día, etc; el apoyo educativo cuando el alumno enfermo se encuentra convaleciente en su propio domicilio; el refuerzo educativo a los niños con problemas de salud mental cuando están convalecientes en unidades de psiquiatría.

## Organisateur(s):

**CASTILLA ELENA Carmen**  
Dirección de Área Territorial Madrid  
capital- Servicio de la Unidad de  
Programas educativos  
Vitrúvio 2- 5ª planta  
Madrid, 28006  
Tel. +34- 917 20 33 19  
Fax +34- 917 20 30 84  
Email: carmen.castilla@madrid.org  
Website: [http://www.madrid.org/  
dat\\_capital/upe/supe.htm](http://www.madrid.org/dat_capital/upe/supe.htm)

**WWW.**

[www.madrid.org/dat\\_capital/upe/supe.htm](http://www.madrid.org/dat_capital/upe/supe.htm) – [www.madrid.org/dat\\_capital/  
www.educared.org.ar/comunidades/aulahospitalarias/](http://www.madrid.org/dat_capital/www.educared.org.ar/comunidades/aulahospitalarias/)

## ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

# Le défi de l'école: égalité des chances pour femmes et hommes dans l'enseignement

Numéro de groupe: **234**

**Phase 2**

Type de visite:  
**Mixte**

**24/4/2012-27/4/2012**  
**Almería, Espagne**

Langue de travail:  
**Français**

Nombre de places: **12**  
Minimum requis: **8**

Mots clés:

- **compétences sociales et civiques**
- **égalité entre les genres**

**Organisateur(s):**

**MARTINEZ NIETO M<sup>a</sup> Carmen**  
CEP DE ALMERÍA  
Paseo de la Caridad, 125  
Almería, 04008  
Tel. +34 95 01 86 88  
Fax +34 950 26 86 93  
Email: cmaria.martinez.ext@  
juntadeandalucia.es  
Website: www. cepalmeria.org

## 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 entre hommes et femmes est un droit garanti par la loi, mais dans la réalité on note encore des inégalités, notamment dans les domaines des médias et du travail mais aussi dans les attentes des élèves.

L'école peut jouer un rôle important dans ce contexte par la promotion d'une citoyenneté où l'égalité des genres serait une réalité.

L'Andalousie a mis en place des mesures pour lutter contre les obstacles sociaux – souvent invisibles – à l'égalité des genres. C'est pour montrer ces mesures, porteuses de résultats, que nous organisons cette visite d'étude.

## QUOI?

Le participant découvrira:

- les politiques éducatives mises en place pour favoriser l'égalité des chances réelle entre hommes et femmes;
- des initiatives visant à promouvoir l'égalité réelle entre hommes et femmes;
- des bonnes pratiques qui permettent une égalité des chances réelle et la prévention de la violence de genre chez les adolescents;
- l'orientation éducative et professionnelle visant l'égalité des chances.

## COMMENT?

Le participant:

- rencontrera des membres du personnel des institutions éducatives et des responsables des politiques éducatives;
- visitera des écoles primaires et secondaires ainsi que des institutions travaillant pour l'égalité entre hommes et femmes;
- échangera des informations et des pratiques avec les responsables des institutions éducatives;
- participera à des activités de formation dans le contexte de projets en cours.

## 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,
- directeurs de centres de validation,
- 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 d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

## BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

La visita de estudios pretende mostrar las políticas educativas puestas en marcha por la Consejería de Educación con el objetivo de favorecer la igualdad de oportunidades real entre hombres y mujeres en el contexto educativo. Igualmente se ofrecen ejemplos de buenas prácticas llevadas a cabo con este propósito en nuestros centros educativos. Además colaborarán en esta visita otros agentes sociales que contribuyen con diversas iniciativas en el logro de este objetivo.

**WWW.**

[www.juntadeandalucia.es/educacion/plandeigualdad](http://www.juntadeandalucia.es/educacion/plandeigualdad)

## ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

# Elèves à besoins particuliers: éthique professionnelle, pratiques et dispositifs

Numéro de groupe: **235**

**Phase 2**

Type de visite:  
**Enseignement général**

**30/4/2012-4/5/2012**  
**Lavardac, France**

Langue de travail:  
**Français**

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

Mots clés:

- **besoins particuliers**
- **compétences clés**
- **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?

Le département du Lot-et-Garonne (Académie de Bordeaux) offre une diversité de dispositifs et de parcours de scolarisation pour les élèves à besoins particuliers. Il s'agit de présenter quelques exemples de parcours personnalisés mis en place pour favoriser l'acquisition du socle commun, élément de référence pour les acteurs de l'éducation. Ce département regroupe de nombreuses possibilités spécifiques offertes par l'Éducation nationale et les établissements médico-sociaux pour l'accueil des élèves de 6 à 18 ans. Précisément, le collège de Lavardac a su développer les partenariats nécessaires et dispose d'une organisation innovante et volontariste en matière d'attention portée aux besoins particuliers des élèves.

## QUOI?

Le participant découvrira:

- une éthique professionnelle permettant d'enrichir les principes d'égalité des chances et de justice scolaire;
- des parcours personnalisés permettant à des élèves à besoins particuliers de viser l'acquisition des connaissances et compétences fondamentales;
- des dispositifs d'aide à la scolarisation et à l'inclusion, de la simple difficulté scolaire jusqu'au champ du handicap.

## COMMENT?

Le participant:

- participera à une conférence-débat sur une éthique professionnelle basée sur la reconnaissance et la sollicitude;
- visitera un large éventail d'établissements: collèges et lycées, établissements médico-sociaux;
- rencontrera des responsables de l'Éducation nationale (inspecteurs et personnels de direction), des équipes de suivi de scolarisation (partenaires du secteur médico-social), des enseignants, des élèves à besoins particuliers, etc.

## 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.

## Organisateur(s):

**NICOLON Philippe**

Collège La plaine  
rue des cerisiers  
Lavardac, 47230

Tel. +33 553 65 51 98

Fax +33 553 65 14 16

Email: philippe.nicolon@ac-bordeaux.fr

Website: www.collegelaplaaine.free.fr

## WWW.

<http://segpa.ac-bordeaux.fr/index.php?id=3610>

[www.ac-bordeaux.fr/fileadmin/Fichiers/Club\\_de\\_la\\_Presse/PDF/Actualites/objectif-2010\\_ASH.pdf](http://www.ac-bordeaux.fr/fileadmin/Fichiers/Club_de_la_Presse/PDF/Actualites/objectif-2010_ASH.pdf) – [www.education.gouv.fr/cid207/la-scolarisation-des-eleves-handicapes.html](http://www.education.gouv.fr/cid207/la-scolarisation-des-eleves-handicapes.html)



## ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

# Prise en charge des élèves à besoins particuliers dans le second degré

Numéro de groupe: **236**

**Phase 2**

Type de visite:  
**Enseignement général**

**14/5/2012-17/5/2012**  
**Mâcon, France**

Langue de travail:  
**Français**

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

Mots clés:

- **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?

L'objet de la rencontre est de poser les bases d'un échange et d'une comparaison entre des pays européens ayant des approches différentes ou communes sur la prise en charge des élèves à besoins éducatifs particuliers dans le second degré.

S'inscrivent dans cette catégorie les élèves ayant besoin de «plus» de services que les autres, mais qui vivent néanmoins dans un contexte familial et non dans une institution (orientation en établissement médico-social par exemple).

L'enseignement adapté en France est une des réponses apportée à cette prise en charge. Des passerelles entre l'éducation spécialisée d'une part et l'enseignement ordinaire d'autre part caractérisent cet enseignement.

## QUOI?

La rencontre permettra d'échanger des informations sur les éléments suivants:

- quels sont ces besoins éducatifs particuliers chez les jeunes;
- les modalités de repérage des besoins particuliers;
- les réponses apportées: différentes formes d'éducation adaptée en France et ailleurs;
- l'organisation administrative et politique de l'éducation adaptée;
- l'approche de l'intervention et des mesures.

## COMMENT?

Le participant:

- présentera le système d'éducation adaptée mise en œuvre dans son pays afin de le faire connaître et d'en débattre avec les autres pays représentés. Pour ce faire, chaque pays préparera un auto-diagnostic qui en présentera la structure et son environnement et qui devra comprendre les points suivants: le contexte local, le partenariat, l'offre de réponses, l'intervention étudiée (activités, moyens, résultats) et une analyse SWOT (forces, faiblesses, atouts et difficultés).
- rencontrera des professionnels qui illustreront l'exemple français de la prise en charge des élèves à besoins particuliers.

## 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,
- chercheurs.

## Organisateur(s):

**MARTEDDU Salvatore**

Collège Saint-Exupéry

626 rue Saint Exupéry

Mâcon, 71000

Tel. +33 385 20 52 68

Fax +33 385 34 36 23

Email: [salvatore.marteddu@ac-dijon.fr](mailto:salvatore.marteddu@ac-dijon.fr)

Website:

<http://col71-stexupery.ac-dijon.fr>

**WWW.**

[http://dcalin.fr/internat/resolution\\_europe\\_2003.html](http://dcalin.fr/internat/resolution_europe_2003.html)

[www.european-agency.org/publications/flyers/agency-brochure/agency\\_brochure\\_fr.pdf](http://www.european-agency.org/publications/flyers/agency-brochure/agency_brochure_fr.pdf)

[www.geneve.ch/recherche-education/doc/forums/programme.pdf](http://www.geneve.ch/recherche-education/doc/forums/programme.pdf)



## EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

# Community cohesion in Leicester schools

Group No: **237**

**Round 2**

Type of visit:  
**General education**

**11/6/2012-15/6/2012**  
**Leicester, England,**  
**United Kingdom**

Working language:  
**English**

Number of places: **15**  
Minimum required: **8**

Keywords:

- **cultural awareness and expression**
- **curriculum**
- **migrants and minorities**

## CATEGORY OF THEMES:

Promote social inclusion and gender equality in education and training, including integration of migrants

## WHY?

For over 30 years Leicester city 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 company owned by Leicester City Council as an arms-length organisation. The SDSA wants to showcase best practice and recent developments in community cohesion in Leicester schools where 50% of pupils are of ethnic minority backgrounds.

## WHAT?

Participants will learn about:

- Leicester's educational responses to diversity;
- national policy initiatives and legislation;
- local community cohesion and diversity projects;
- work in schools, including language support, bilingual approaches, multicultural curriculum and tackling racism;
- how intercultural issues are tackled across Europe.

## HOW?

Participants will:

- visit schools;
- visit community-based organisations;
- talk with pupils and teachers;
- discuss issues with specialist education department staff who support 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 local, regional and national authorities,
- researchers.

## Organiser(s):

### MAHMOOD Khalid

School Development Support Agency  
(SDSA)

Alliance House, 6 Bishop Street  
Leicester, LE1 6AF

Tel. +44 11 62 99 59 39

Fax +44 11 62 29 15 51

Email:

khalid.mahmood@leicester.gov.uk

Website: www.sdsa.net

**WWW.**

<http://schools.leicester.gov.uk/mce> – [www.sdsa.net](http://www.sdsa.net) – [www.theiceproject.com](http://www.theiceproject.com)

## TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

# How development of quality profiles contributes to improve mobility in higher education

Group No: **238****Round 2**Type of visit:  
**Mixed****12/3/2012-16/3/2012**  
**Brussels, Belgium**Working language:  
**English**Number of places: **15**  
Minimum required: **7**

Keywords:

- **learners' mobility**
- **teachers' and trainers' mobility**
- **transparency of qualifications**

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

How can we improve mobility of students and staff to reach the targets set at European level? How can development of quality profiles contribute to improve mobility in higher education? In this study visit, we look at transparency tools and tools to promote mobility. Both issues are essential to the Bologna process. Mobility issues are being discussed on many platforms, both nationally and internationally. Flanders chairs the working group on transparency tools within the Bologna process.

A quality profile gives information about the characteristics of a study programme and is a tool for improving transparency of qualifications. At the same time, developing effective recognition procedures can contribute to more transparency of information for students coming from abroad.

**WHAT?**

Participants will learn about:

- new initiatives to increase incoming and outgoing mobility of students and staff;
- tools to promote higher education systems;
- quality and mobility;
- recognition and mobility;
- transparency tools and mobility.

**HOW?**

Participants will:

- visit the Department of Education and Training, higher education institutions and organisations;
- hear various opinions and meet study counsellors in higher education institutions;
- have discussions with civil servants, experts, heads of institutions and teaching staff.

**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 employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

**SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:**

Transparantiemechanismen en methoden om mobiliteit te promoten zijn heel belangrijk voor Vlaanderen. Beide aspecten zijn essentieel binnen het Bologna proces. Mobiliteit wordt behandeld op verschillende platformen, nationaal en internationaal. Het is belangrijk om na te gaan hoe we de mobiliteit van studenten en staf kunnen verhogen om de Europese doelstellingen te bereiken. Vlaanderen zit de werkgroep rond multidimensionale transparantiemechanismen binnen het Bologna proces voor . We willen nagaan hoe de ontwikkeling van de kwaliteitsprofielen kunnen bijdragen tot een hogere mobiliteit. Een kwaliteitsprofiel geeft immers bijkomende informatie over de karakteristieken van een studieprogramma.

**Organiser(s):****MARES Nina**

Department of Education and Training  
Koning Albert II-laan 15  
Brussels, 1210  
Tel. +32- 25 53 98 64  
Fax +32- 25 53 96 40  
Email: nina.mares@ond.vlaanderen.be  
Website:  
www.ond.vlaanderen.be/English/

**WWW.**[www.ond.vlaanderen.be/English/](http://www.ond.vlaanderen.be/English/)

## TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

# Development of a credit system for vocational education and training in Germany

Group No: 239

Round 2

Type of visit:  
VET25/6/2012-28/6/2012  
Bonn, GermanyWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- **European credit system for vocational education and training (ECVET)**
- **learning outcomes**
- **transparency of qualifications**

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

The absence until now of any standardised system to describe and accredit learning achievements in vocational education and training has meant that trainees making the move from school-based vocational training to in-company VET or switching from one training occupation to another have often encountered difficulties in acquiring recognition for existing learning outcomes. The aim of the Federal Ministry of Education and Research (BMBF, Germany) pilot initiative for developing of a credit system for vocational education and training is to put this deficiency right. Improvements in permeability and in accreditation of competences have the potential to increase the attractiveness of vocational learning pathways and will especially assist in avoiding waiting loops, redundant qualifications and educational dead ends.

**WHAT?**

Participants will learn about:

- aims of the ECVET initiative;
- approaches and results of ECVET projects in the Lifelong learning programme;
- support structures of testing and implementation;
- evaluation of the ECVET initiative.

**HOW?**

Participants will:

- meet national experts and policy-makers;
- visit vocational education and training institutions implementing ECVET ;
- visit Leonardo da Vinci projects exploring and testing ECVET elements and principles.

**WHOM?**

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- 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,
- representatives of trade unions,
- researchers.

**Organiser(s):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**WWW.**

[www.bmbf.de/](http://www.bmbf.de/) <http://www.deutscherqualifikationsrahmen.de/> – <http://ankom.his.de/>  
[www.decvet.net/](http://www.decvet.net/) – [www.na-bibb.de/](http://www.na-bibb.de/)

## VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

# Recognition and validation of informal and non-formal learning in Germany

Group No: **240****Round 2**Type of visit:  
**VET****4/6/2012-7/6/2012**  
**Bonn, Germany**Working language:  
**English**Number of places: **15**  
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **learning outcomes**
- **transparency of qualifications**

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

There is increasing recognition in most European countries of the importance of informal learning. It can provide a bridge between formal subject learning and occupational practice. Further, informal learning may be a tool for continuing or lifelong learning seen as economically important in a period of rapid economic and technological change. And informal learning is viewed as a way of assisting socially excluded and underqualified individuals to reenter formal education and training or gain access to the labour market.

Recognition of non-formal and informal learning in Germany is different from other European countries: there has not been a special policy on the issue, but now several approaches to recognition or partial recognition of informally and non-formally acquired competences have been developed.

**WHAT?**

Participants will learn about:

- current status of recognition of non-formal and informal learning in Germany;
- methods and instruments of recognising and validating informal learning;
- experiences with ongoing initiatives.

**HOW?**

Participants will:

- meet and discuss with national experts and policy-makers;
- visit vocational education and training organisations;
- observe and meet with trainers, teachers and learners;
- explore initiatives in German and European contexts.

**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 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):****ENGELS Ulrike**

National Agency Education for Europe  
at the Federal Institute for Vocational  
Education and Training  
Robert-Schuman-Platz 3  
Bonn, 53175  
Tel. +49-228 107 16 10  
Fax +49-228 107 29 64  
Email: engels@bibb.de  
Website: www.na-bibb.de

**WWW.**

[www.informelles-lernen.de/](http://www.informelles-lernen.de/) – [www.profilpass-online.de/](http://www.profilpass-online.de/) – [www.icovet.eu/](http://www.icovet.eu/)

## RÉFORMES DES SYSTÈMES NATIONAUX D'ÉDUCATION ET DE FORMATION

# L'internat d'excellence: une expérience innovante de l'égalité des chances

Numéro de groupe: **241**

**Phase 2**

Type de visite:  
**Enseignement général**

**26/3/2012-30/3/2012**  
**Cachan, France**

Langue de travail:  
**Français**

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

Mots clés:

- **apprentissage personnalisé**
- **approches innovantes**
- **environnement scolaire**

## CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

## POURQUOI?

Issu d'une démarche pédagogique et sociétale totalement novatrice en France et offrant des conditions de réussite favorables à des collégiens, des lycéens et des étudiants volontaires issus de zones urbaines sensibles, l'internat d'excellence constitue un véritable laboratoire d'une politique nationale basée sur l'égalité des chances et la mixité sociale par le biais de l'école.

Sa localisation en périphérie de Paris, à Cachan, au cœur d'un urbanisme dense et dans un espace scolaire fragile constitue un formidable exemple, sur le terrain, d'une nouvelle politique de réussite sociale pour tous. Il répond ainsi à l'ambitieux programme gouvernemental "Espoir banlieues". Par cette visite d'étude, l'organisme d'accueil cherche à partager cette expérience et cette problématique de l'égalité des chances à l'école avec des chefs d'établissements ou enseignants européens.

## QUOI?

Le participant découvrira:

- un site type des internats d'excellence en banlieue parisienne considéré comme un laboratoire;
- les objectifs pédagogiques et sociétaux de l'internat d'excellence mis en pratique à Cachan;
- le cursus scolaire et les moyens mis en œuvre dans ce dispositif;
- les moyens mis en œuvre pour généraliser le dispositif sur le plan national;
- les premiers résultats de ce programme innovant.

## COMMENT?

Le participant:

- rencontrera les experts à l'origine de cette démarche innovante en France;
- participera à des ateliers d'analyse et d'étude du dispositif;
- observera la mise en pratique du dispositif à Cachan;
- rencontrera les acteurs du collège: équipe pédagogique et élèves.

## 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 des autorités locales, régionales et nationales,
- chercheurs.

## Organisateur(s):

**FERRY-GRAND Martine**  
Collège Victor Hugo  
78 avenue du Président Wilson  
Cachan, 94230  
Tel. +33 146 65 84 10  
Fax +33 145 47 70 48  
Email: ce.0941101L@ac-creteil.fr  
Website: www.victorhugocachan.ac-creteil.fr

## WWW.

[www.education.gouv.fr/cid50546/l-internat-excellence-une-chance-plus-pour-reussir.html](http://www.education.gouv.fr/cid50546/l-internat-excellence-une-chance-plus-pour-reussir.html)  
[www.education.gouv.fr/cid50541/internats-d-excellence.html](http://www.education.gouv.fr/cid50541/internats-d-excellence.html)  
[www.victorhugocachan.ac-creteil.fr/](http://www.victorhugocachan.ac-creteil.fr/) – [www.ac-creteil.fr/international.html](http://www.ac-creteil.fr/international.html)  
<http://eduscol.education.fr/pid23376-cid49900/l-internat-d-excellence.html>  
[www.internat-sourdun.fr](http://www.internat-sourdun.fr)

## INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

# Adult education practices in Norway

Group No: **242****Round 2**Type of visit:  
**Mixed****23/4/2012-27/4/2012**  
**Oslo, Norway**Working language:  
**English**Number of places: **14**  
Minimum required: **6**

Keywords:

- **adult learning**
- **migrants and minorities**
- **validation of non-formal and informal learning**

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

Many adults have not finished secondary or upper secondary education and are former dropouts. They may need vocational rehabilitation, more education in special programmes, etc. 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 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;
- language teaching to immigrants;
- using libraries /open learning areas and senior tutors in the learning process.

**HOW?**

Participants will:

- visit the adult education admission and testing centre;
- visit adult education units offering basic learning in Norwegian for immigrants;
- visit an adult education centre for formal education preparing for university;
- meet assessors, students who have gone through validation processes, teachers;
- 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,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres.

**Organiser(s):****HAUGLAND Bjørg**Oslo voksenopplæring - Sinsen  
Lørenveien 11

Oslo, 0512

Tel. +47- 23 46 67 00

Fax +47- 23 46 67 11

Email: [bjorg.haugland.ovo@ude.oslo.kommune.no](mailto:bjorg.haugland.ovo@ude.oslo.kommune.no)Website: [www.sinsen.oslovo.no](http://www.sinsen.oslovo.no)**WWW.**[www.sinsen.oslovo.no/](http://www.sinsen.oslovo.no/) – [www.vox.no/](http://www.vox.no/) – [www.velkommenoslo.no/](http://www.velkommenoslo.no/)

## LIFELONG GUIDANCE FOR LEARNING AND WORKING

# Vocational guidance in the Netherlands

Group No: 243

Round 2

Type of visit:  
VET26/3/2012-29/3/2012  
Delft, the NetherlandsWorking language:  
EnglishNumber of places: 15  
Minimum required: 8

Keywords:

- older workers
- validation of non-formal and informal learning
- young people

**Organiser(s):****NAFZGER Joop**

Nationaal Agentschap Leven Lang  
Leren: CINOP  
Postbus 1585  
's-hertogenbosch, 5200  
Tel. +31- 610 01 58 81  
Fax +31- 736 12 34 25  
Email: nafzger@leonardodavinci.nl  
Website: www.leonardodavinci.nl

**VAN OPSTAL Tonnie**

CINOP  
P.O. Box 1585  
's-hertogenbosch, 5200 BP  
Tel. +31- 73 6800765  
Fax +31- 73 6123425  
Email: topstal@cinop.nl  
Website: www.cinop.nl

**CATEGORY OF THEMES:**

Develop strategies for lifelong learning and mobility

**WHY?**

Lifelong learning requires mechanisms to support youngsters and adults in vocational guidance and career choices. How do people acquire sustainable career management skills necessary to become employable in a labour market that is changing with increasing pace? Which approaches are there for youngsters in danger of dropping out? How can regional/local cooperation mechanisms be set up effectively to guide citizens to appropriate work/study?

**WHAT?**

Participants will learn about:

- educational activities aimed at improving career management skills;
- regional and local cooperation mechanisms guiding youngsters and adults in work/study decisions;
- the role of the Public Employment Service in guiding youngsters and adults and the instruments being used;
- successful sector approaches that enable older and reintegrating workers to make a career step in their work or find work in another sector;
- the strong position of accreditation of prior learning in the Netherlands and the way it is used as a guidance mechanism.

**HOW?**

Participants will:

- visit stakeholders (government, APL knowledge centre, public employment centre, municipality, research institutes, educational institutes) to get a broad view of instruments, research and practice of vocational guidance;
- reflect on good practices and relate it to a broader context.

**WHOM?**

- Company training managers,
- directors of guidance centres,
- human resource managers,
- 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:**

De focus in dit studiebezoek ligt op loopbaanbegeleiding voor zowel jongeren (in het beroepsopdracht) als volwassenen (werkenden en werkzoekenden).

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**WWW.**

[www.euroguidance.nl](http://www.euroguidance.nl) – [www.werk.nl](http://www.werk.nl) – [www.rijksoverheid.nl](http://www.rijksoverheid.nl)  
[www.kenniscentrumevc.nl/](http://www.kenniscentrumevc.nl/)

## LA MOBILITÉ DES APPRENANTS DANS L'ÉDUCATION ET LA FORMATION

# L'impact des programmes européens sur la formation continue des enseignants

Numéro de groupe: **244**

**Phase 2**

Type de visite:  
**Mixte**

**7/5/2012-11/5/2012**  
**Botosani, Roumanie**

Langue de travail:  
**Français**

Nombre de places: **12**  
Minimum requis: **5**

Mots clés:

- **compétences des enseignants et formateurs**
- **mobilité des enseignants et des formateurs**
- **programme pour l'éducation et la formation tout au long de la vie**

## Organisateur(s):

**MIGHIU Rodica**

L'Inspectorat Scolaire du Departement de Botosani

28, rue Nicolae Iorga

Botosani, 710213

Tel. 0040 745 06 71 66

Fax 0040 231 58 40 52

Email: rodicamighiu@yahoo.fr

Website: <http://www.isjbotosani.ro/>

## CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

## POURQUOI?

Le département de Botosani peut témoigner d'expériences concluantes de participation aux programmes européens de mobilité individuelle. Nous voudrions mettre en lumière le rôle de ces programmes européens sur la formation continue des enseignants et montrer l'impact de celle-ci sur l'activité scolaire.

L'institution d'accueil est l'inspectorat scolaire dont le département de projets éducationnels et de programmes communautaires a pour mission de conseiller les enseignants, de suivre le déroulement des activités des projets et de contribuer à la diffusion des bonnes pratiques au niveau du département.

## QUOI?

Le participant découvrira:

- les politiques éducatives mises en place au niveau régional en matière de participation aux programmes européens;
- comment s'organise la formation professionnelle des enseignants dans le cadre des programmes européens;
- comment se matérialise l'impact de la participation à des actions de mobilité européennes sur l'éducation et la formation professionnelle dans le département de Botosani;
- l'utilisation du document de mobilité Europass pour la présentation des compétences acquises.

## COMMENT?

Le participant:

- échangera des informations avec des inspecteurs scolaires, des proviseurs, des enseignants et des élèves, sur l'impact des programmes transnationaux sur le développement personnel, professionnel et institutionnel;
- visitera des écoles où les enseignants ont participé à des actions de mobilité individuelle de formation continue et ont utilisé le document de mobilité Europass;
- visitera un centre de formation continue des enseignants.

## POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres de validation,
- 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.

## BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Scopul vizitei de studiu este acela de a evidenția rolul Programului de învățare pe tot parcursul vieții în dezvoltarea școlară și în formarea continuă a cadrelor didactice din învățământul preuniversitar în județul Botosani. Participanții vor avea ocazia să viziteze școli și licee din județ cu experiență în accesarea acțiunilor programului menționat. Se vor schimba informații și exemple de bune practici cu inspectori școlari, directori de instituții de învățământ, responsabili de programe europene din școli și cu elevi. Vizita va fi de asemenea o ocazie pentru a identifica parteneri în vederea derulării altor proiecte și cooperări europene.

## WWW.

[www.anpcdefp.ro/](http://www.anpcdefp.ro/) – [www.llp-ro.ro/](http://www.llp-ro.ro/) – [www.europass-ro.ro/](http://www.europass-ro.ro/) – [www.isjbotosani.ro/](http://www.isjbotosani.ro/)  
[www.cdbotosani.ro/index.php#sm=sm-1](http://www.cdbotosani.ro/index.php#sm=sm-1) – [www.edu.ro/](http://www.edu.ro/)





## STUDY VISITS PROGRAMME FOR EDUCATION AND VOCATIONAL TRAINING SPECIALISTS AND DECISION-MAKERS 2011/12

# Categories of themes

## 1. ENCOURAGE 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 for acquiring the skills and competences required by the labour market and for fostering innovation (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 current 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 several elements that should help Member States design and implement appropriate and effective employment policies. **Three key priorities** were defined: maintaining employment, creating jobs and promoting mobility; upgrading skills and matching labour market needs; 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. In 2020, 50 % of all jobs are expected to require medium qualifications and around 31.5 % will need high qualifications, whereas demand for low qualifications will fall from a third in 1996 to around 18.5 %. 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.

According to the Council conclusions on adult learning (Council of the European Union, 2008a), it is vital both for employability and social inclusion that **adults continue to learn and adapt to change**: ongoing upskilling, reskilling and further development of competences are essential prerequisites for their access to employment and active participation in society.

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 Europe 2020 strategy, **partnerships between stakeholders in VET** and particularly **involvement of social partners** in the design, organisation, delivery and financing of VET are a prerequisite to **efficiency** and relevance to labour market needs. 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. 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;

- recognition of the knowledge, skills and competences people acquire outside formal education systems, for example, at work, in voluntary activities or their family lives.

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 play an active role in promoting and easing mobility (European Commission, 2010a).

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,
- autonomy (school or institution),
- entrepreneurship,
- financing,
- key competences,
- language skills,
- 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. SUPPORT 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. All stages

of teacher training from initial training through induction to continuous professional development should be interconnected to create a more coherent learning and development system for teachers (OECD, 2005).

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 evaluations and validation of results is becoming more and more frequent.

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

- 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. PROMOTE 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. 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. 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 will encourage and support - notably through exchange of experience and good practices - efforts of the EU, Member States, local and regional authorities to create the conditions in civil society conducive to volunteering in the EU.

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
- Developing entrepreneurship
- Education for active citizenship and sustainable development
- Developing creativity in learning and teaching
- Learning mathematics and science

### 3.3. Keywords

- Adult learning,
- bullying,
- 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. PROMOTE 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. Educational disadvantage should be addressed by providing high quality early childhood education and targeted support, and by promoting inclusive education.

Reducing the share of early school leavers to 10% in both general education and VET is one of the headline targets of Europe 2020 strategy. Examples from some countries with high quality training provisions including apprenticeship schemes show there is potential for VET to provide drop-outs with an option for getting back to learning. Use of non-classroom, work-based learning with close links to the local labour market and integrating non-formal and informal learning can provide an attractive alternative for learners who are less academically oriented (European Commission, 2010a).

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.

**Adult learning** has a key role to play in responding to social exclusion. Member States should implement efficient adult learning systems that provide adults with key competences and increased labour market access. Education and training can contribute to overcoming socio-economic disadvantages, but it may also perpetuate it.

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).

The European year for combating poverty and social exclusion 2010 aimed to raise awareness of social exclusion and promote active inclusion and focused on eradicating disadvantages in education and training, by addressing the needs of disabled people, immigrants and ethnic minorities and groups or persons in vulnerable situations as well as gender and age dimensions (European Commission, 2010d).

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. DEVELOP 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.

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 Europe 2020 strategy (Council of the European Union, 2010e) and its **youth on the move initiative** underline the value of learning mobility and propose 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** 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)** 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. More and more European countries are developing and implementing **national qualifications frameworks (NQFs)** which are closely – although not exclusively – related to EQF.

The EQF also serves as a common European reference point for those international sector organisations that wish to develop their own qualifications across countries. This may also help to link the long-term skills demand of the labour market with education and training policies to adapt to change and restructuring brought about by globalisation. Most European countries are now engaged in development of comprehensive national qualification frameworks (NQFs) which cover all subsystems; Ireland, Malta and the UK have already referenced their levels to the 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.

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 recommendations on establishing a European credit system for vocational education and training (ECVET) and a **European quality assurance reference framework for vocational education and training** (European Parliament; Council of the European Union, 2009b).

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 (European Parliament; Council of the European Union, 2008b) that reinforced the role of lifelong guidance in European education, training and employment policy development and implementation.

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.

## 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,
- cultural awareness and expression,
- disadvantaged groups,
- Europass,
- European credit system for vocational education and training (ECVET),
- European credit transfer system (ECTS),
- European qualifications framework (EQF),
- innovative approaches,
- language skills,
- 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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## 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 de formación y las empresas, los institutos de investigación, los agentes culturales y las industrias creativas para adquirir las capacidades y competencias que exige el mercado laboral y fomentar la innovación (Consejo Europeo, 2009d). 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, 2009a).

La actual 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 una serie de elementos que deberían poder ayudar a los Estados miembros a diseñar y aplicar políticas de empleo adecuadas y eficaces. Se definieron **tres prioridades fundamentales**: 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; 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) considera cómo formar mejor a los ciudadanos para los empleos que habrán de crearse en el futuro. En 2020 se estima que el 50 % de los empleos requerirá un nivel medio de cualificación y en torno al 31,5 % una elevada cualificación, mientras que la demanda de trabajadores poco cualificados se reducirá de un tercio en comparación con los niveles de 1996, hasta llegar a un 18,5 %. 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.

Las Conclusiones del Consejo sobre el aprendizaje de los adultos (Consejo Europeo, 2008a) insisten en que la inserción laboral y social requieren que **los adultos sigan aprendiendo y adaptándose al cambio**: en este sentido, la mejora continua, la actualización y ampliación de las capacidades y conocimientos son requisitos esenciales para participar activamente en la sociedad.

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, 2009e). Como se subraya en la Estrategia Europa 2020, **la cooperación entre los responsables de la EFP y, señaladamente, la implicación de los interlocutores sociales** en el diseño, la organización, la provisión y la financiación de la educación y formación profesional son indispensables para que esta sea **eficaz** y se adecue a las necesidades del mercado de trabajo. La asociación entre el mundo empresarial y diferentes niveles y sectores de la educación, la formación y la investigación puede ayudar a que los esfuerzos se centren en las aptitudes y las competencias necesarias en el mercado de trabajo, así como a impulsar la innovación y el espíritu empresarial en todas las modalidades de aprendizaje. Este tipo de cooperación puede seguir distintas modalidades (Consejo Europeo, 2009d), tales como:



- el desarrollo de programas de educación y formación en función de los resultados del aprendizaje que reflejen las necesidades del mercado laboral;
- la elaboración del currículum, 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;
- el reconocimiento de los conocimientos, las habilidades y las competencias que los ciudadanos han adquirido fuera de los sistemas educativos formales, por ejemplo, en el medio laboral, en actividades de voluntariado o en la vida familiar.

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 y facilitar activamente la movilidad (Comisión Europea, 2010b).

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,
- autonomía (escuela o centro),
- competencias clave,
- competencias lingüísticas,
- 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, 2009a) 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. Todas las etapas de la formación de profesorado, desde la formación inicial, pasando por la iniciación, hasta la formación permanente deben interrelacionarse con el fin de crear un sistema de aprendizaje y desarrollo profesional más coherente para el profesorado (OCDE, 2005).

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, 2010b).

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 continúa 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, 2009a) 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 las evaluaciones y en la validación de los resultados de los centros educativos.

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

- 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, 2006b) 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, 2009a) 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 EFP, a través de todos los planes y ramas de estudios. Su objetivo debe ser sensibilizar ante la actividad autónoma como opción de carrera y formar a los jóvenes para que creen sus propias empresas. El emprendimiento debe convertirse en una parte normal del marco de competencias de los profesores y formadores (Comisión Europea, 2010b).

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. También los empresarios esperan cada vez más que sus empleados posean estas competencias (Consejo Europeo, 2010b).

En 2011, el “Año Europeo para las Actividades de Voluntariado que promueven la Ciudadanía Activa” (Comisión Europea, 2010d) alentará y respaldará – a través del intercambio de experiencias y prácticas ejemplares – 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 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
- Desarrollo del 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,
- violencia escolar,
- 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, 2009a) 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. Las desventajas educativas deben abordarse ofreciendo una educación preescolar de alta calidad y un apoyo específico, así como fomentando una educación incluyente.

Una de las metas principales de la Estrategia Europa 2020 es reducir al 10 % el porcentaje de abandono escolar, tanto en la educación general como en la EFP. Los ejemplos de algunos países con ofertas de formación de alta calidad, que incluyen sistemas de aprendizaje en prácticas, muestran que la EFP es capaz de dar a quienes abandonan los estudios una nueva oportunidad de volver a aprender. Un aprendizaje fuera de las aulas, en el trabajo, estrechamente vinculado al mercado laboral local y que comprenda tanto el aprendizaje formal como el informal, puede ofrecer una alternativa atractiva para los alumnos con inclinaciones menos académicas (Comisión Europea, 2010b).

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.

**La formación de adultos** desempeña una labor esencial a la hora de combatir la exclusión social. Los Estados miembros han de implantar sistemas eficientes de formación de adultos que ofrezcan a éstos la adquisición de competencias fundamentales y faciliten su inserción en el mercado laboral. La educación y la formación pueden contribuir a superar las desventajas socioeconómicas, pero también pueden perpetuarlas.

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).

El Año Europeo de Lucha contra la Pobreza y la Exclusión Social (Comisión Europea, 2010c) tuvo como objetivo conseguir una mayor sensibilización sobre la exclusión social y fomentar la inclusión activa. Entre

otras prioridades, las actividades de dicho año se centraron en erradicar las desventajas en materia de educación y formación, abordando las necesidades específicas de las personas con discapacidad, inmigrantes y minoridades étnicas y grupos o personas en situaciones vulnerables.

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, 2009a). 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 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 Estrategia Europa 2020 (Consejo Europeo, 2010c) y su iniciativa «Juventud en Movimiento» subrayan el valor de la movilidad para el aprendizaje, y defienden 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 EFP, particularmente de los aprendices. **La Carta de calidad de la movilidad europea 2006** 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 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 solicita 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)** 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. 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.

El MEC es también un referente europeo común para las organizaciones internacionales que representan a determinados sectores económicos y desean desarrollar sus propias cualificaciones en distintos países. Puede así contribuir vincular la demanda de cualificaciones a largo plazo del mercado laboral y las políticas de educación y formación, para responder a los cambios y las reestructuraciones derivados de la globalización. La mayoría de los países europeos han iniciado la creación de marcos nacionales de cualificaciones (MNC) que engloban todos los sistemas de educación y formación; Irlanda, Malta y el Reino Unido ya han vinculado sus niveles de cualificaciones al MEC. Un MNC es una herramienta que ayuda a mantener la coherencia en la elaboración de políticas y el aprendizaje permanente destinados a 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.

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) para la formación profesional (FP) 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), así como una Recomendación sobre el establecimiento de **un Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación Profesionales** (Parlamento Europeo y Consejo de la Unión Europea, 2009b).

**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.

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.

## 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,
- competencias lingüísticas,
- enfoques innovadores,
- 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,
- sensibilidad y expresión cultural,
- 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.

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## 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, 2010c). 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, 2009b) mit Unternehmen, Forschungseinrichtungen, kulturellen Akteuren und kreativen Branchen wichtig ist, um auf dem Arbeitsmarkt verlangte Qualifikationen und Kompetenzen zu erwerben und Innovation zu fördern. 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, 2009d).

Die derzeitige 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, 2009b) legte die Europäische Kommission mehrere Vorschläge vor, die die Mitgliedstaaten bei der Planung und Durchführung geeigneter und wirksamer Beschäftigungspolitiken unterstützen sollen. Sie setzte dabei **drei Schlüsselprioritäten**: Erhaltung und Schaffung von Arbeitsplätzen und Förderung der Mobilität; Steigerung des Kompetenzniveaus und Anpassung an die Erfordernisse des Arbeitsmarkts; 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 Kompetenzen für neue Beschäftigungen** (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. 2020 wird voraussichtlich bei 50 % aller Arbeitsplätze ein mittlerer, bei 31,5 % ein hoher Bildungsstand vorausgesetzt, während der Anteil der Arbeitsplätze für Geringqualifizierte von einem Drittel im Jahr 1996 auf rund 18,5 % zurückgehen wird. 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.

Nach den Schlussfolgerungen des Rates zur Erwachsenenbildung (Rat der Europäischen Union, 2008c) ist es sowohl für die Beschäftigungsfähigkeit als auch für die soziale Eingliederung von entscheidender Bedeutung, dass **Erwachsene im Lernprozess bleiben und sich dem Wandel anpassen**: kontinuierliche Weiterqualifizierung, Umschulung und Weiterentwicklung von Kompetenzen sind unverzichtbare Voraussetzungen für den Zugang zu Beschäftigung und für eine aktive Teilhabe an der Gesellschaft.

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, 2009a). In der Strategie Europa 2020 wird herausgestellt, dass **Partnerschaften zwischen den Akteuren** der beruflichen Aus- und Weiterbildung und insbesondere die **Einbeziehung der Sozialpartner** in Konzeption, Organisation, Angebot und Finanzierung der beruflichen Aus- und Weiterbildung eine Voraussetzung für Effizienz und Arbeitsmarktrelevanz sind. Partnerschaften zwischen

der Wirtschaft und unterschiedlichen Stufen bzw. Bereichen der allgemeinen und beruflichen Bildung bzw. der Forschung können dazu beitragen, dass alle Formen des Lernens besser auf die auf dem Arbeitsmarkt benötigten Kompetenzen und Qualifikationen sowie auf die Förderung von Innovation und Unternehmergeist ausgerichtet sind. Eine solche Zusammenarbeit kann verschiedene Formen annehmen (Rat der Europäischen Union, 2009b), 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;
- Anerkennung von Kenntnissen, Fähigkeiten und Kompetenzen, die außerhalb formaler Bildungssysteme, z. B. am Arbeitsplatz, bei Tätigkeiten im Ehrenamt oder in der Familie erworben wurden.

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 auch bei der Förderung und Erleichterung der Mobilität eine aktive Rolle spielen (Europäische Kommission, 2010i).

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
- Autonomie (Schule oder Einrichtung)
- Erwachsenenbildung
- Finanzierung
- lebenslange Bildungs- und Berufsberatung
- Lehrlingsausbildung
- Leitung und Management
- nachhaltige Entwicklung
- Praktikum
- Qualifikationsbedarf
- Schlüsselkompetenzen

- schulisches Umfeld
- soziale Eingliederung
- Sozialpartner
- Sprachkenntnisse
- 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, 2009d) 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. Sollten alle Phasen der Lehrkräfteausbildung, von der Erstausbildung über die Einführung in den Beruf bis hin zur fortlaufenden beruflichen Weiterbildung miteinander verknüpft sein, um ein kohärentes Lern- und Entwicklungssystem für Lehrkräfte zu schaffen (OECD, 2005).

Die Wahrnehmung der **Rolle von Lehrkräften (Ausbildern)** hat sich in den letzten Jahren gewandelt, so dass 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 benötigen (Europäische Kommission, 2010i).

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, 2009d).

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“).

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

- 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** (2006b) 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, 2009d) 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. 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, 2010i).

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, 2010b), 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. Auch bei den Arbeitgebern ist eine wachsende Nachfrage nach diesen Kompetenzen zu beobachten (Rat der Europäischen Union, 2010a).

**2011 Europäisches Jahr der Freiwilligentätigkeit zur Förderung der aktiven Bürgerschaft** (Europäische Kommission, 2010g). Der Zweck des Europäischen Jahres besteht insgesamt darin, 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 – insbesondere durch den Austausch von Erfahrungen und bewährten Verfahren – zu fördern und zu unterstützen.

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
- Entwicklung unternehmerischer 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
- Mobbing
- 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, 2009d), 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. Bildungsbenachteiligung sollte durch ein hochwertiges Bildungsangebot für Kleinkinder und eine gezielte Förderung sowie durch die Förderung der integrativen Schulbildung angegangen werden.

Die Verringerung des Anteils der Schulabbrecher auf 10 % in den allgemeinen und beruflichen Bildungssystemen ist eines der Leitziele der Strategie Europa 2020. Das Beispiel einiger Länder mit hochwertigen Ausbildungsangeboten einschließlich Auszubildendensystemen zeigt, dass die berufliche Aus- und Weiterbildung über das Potenzial verfügt, Schulabbrechern eine Möglichkeit zu bieten, wieder ins Lernen einzusteigen. Das berufspraktische Lernen außerhalb des Klassenzimmers mit enger Verbindung zu den lokalen Arbeitsmärkten unter Einbeziehung des nicht formalen und informellen Lernens kann eine attraktive Alternative für Lernende darstellen, die weniger stark akademisch orientiert sind (Europäische Kommission, 2010i).

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.

Die **Erwachsenenbildung** nimmt bei der Bekämpfung der sozialen Ausgrenzung eine zentrale Rolle ein. Die Mitgliedstaaten sollten effiziente Angebote der Erwachsenenbildung umsetzen, über die Erwachsenen Schlüsselkompetenzen vermittelt werden und der Zugang zum Arbeitsmarkt erleichtert wird. Die allgemeine und berufliche Bildung kann bei der Überwindung von sozioökonomischer Benachteiligung helfen, jedoch auch zu ihrer Festigung beitragen.

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, 2010e).

Mit der Ausrufung des Jahres 2010 zum Europäischen Jahr zur Bekämpfung von Armut und sozialer Ausgrenzung sollte das Phänomen der sozialen Ausgrenzung sensibilisiert und die aktive Eingliederung gefördert werden. Zu den Prioritäten, die für dieses Jahr gesetzt wurden, gehören die Beseitigung von Benachteiligungen in Bildung und Ausbildung; die Berücksichtigung der Erfordernisse von Menschen mit Behinderungen, von Zuwanderern und ethnischen Minderheiten sowie Gruppen bzw. Personen in schwierigen Lagen und die Bewältigung der geschlechts- und altersspezifischen Dimension (Europäische Kommission, 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 (Rat der Europäischen Union, 2009d).

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 Strategie Europa 2020 (Rat der Europäischen Union, 2010c) und der Initiative „**Jugend in Bewegung**“ 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 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, 2009a) 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) 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. Immer mehr Länder in Europa erstellen **nationale Qualifikationsrahmen** (NQR), die sich eng, aber nicht ausschließlich am EQR orientieren, und setzen diese um.

Der EQR dient außerdem als gemeinsamer europäischer Bezugspunkt für die im Bildungswesen tätigen internationalen Organisationen, die länderübergreifend eigene Qualifikationen entwickeln möchten. Auf diese Weise kann auch eine Verbindung zwischen den langfristigen Qualifikationserfordernissen des Arbeitsmarkts und den Politiken für die Bereiche Aus- und Weiterbildung hergestellt werden, um eine bessere Anpassung an globalisierungsbedingte Änderungen und Umstrukturierungen zu erreichen. Die meisten europäischen Länder entwickeln zurzeit übergreifende nationale Qualifikationsrahmen (NQR), die alle Untersysteme unter einem Dach vereinen sollen; Irland, Malta und das Vereinigte Königreich verweisen ihre Levels schon zu denen des EQRs. Ein nationaler Qualifikationsrahmen ist ein Instrument, mit dem die Kohärenz der Entwicklung von politischen Strategien und des lebenslangen Lernens zur Verbesserung der Zugangsmöglichkeiten, der Weiterentwicklung und Anerkennung von Lernergebnissen gefördert werden soll.

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, Zeugnis erläuterung und Diplomzusatz.

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, 2009b) 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) und eines **europäischen Bezugsrahmens für die Qualitätssicherung** in der beruflichen Aus- und Weiterbildung (Europäisches Parlament und Rat der Europäischen Union, 2009a).

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, 2008a), 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.

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.

## 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
- innovative Ansätze
- Kulturbewusstsein und kulturelle Ausdrucksfähigkeit
- 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
- Sprachkenntnisse
- Validierung nicht formalen und informellen Lernens
- Transparenz von Qualifikationen

## AUSGEWÄHLTE QUELLEN ZUR EU-POLITIK ZU DIESEM THEMENFELD

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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, 2010c). 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 doter les individus des compétences et qualifications requises sur le marché du travail et pour encourager l'innovation (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 actuellement 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 plusieurs éléments qui devraient aider les États membres à élaborer et à mettre en œuvre des politiques de l'emploi appropriées et efficaces. À cet égard, elle a défini **trois priorités essentielles**: 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 fournit des compétences de base sur lesquelles pourront s'appuyer des apprentissages ultérieurs. Le savoir, les aptitudes et les connaissances acquises dans le cadre de l'enseignement général et professionnel peuvent aider les personnes 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 **de nouvelles compétences pour de nouveaux emplois** (Conseil de l'Union européenne, 2010d) se penchent sur la façon de mieux éduquer et former les personnes en vue de pourvoir des emplois qui n'existent pas encore. En 2020, 50 % de tous les emplois devraient exiger un niveau moyen de qualification, environ 31,5 % des emplois devraient exiger un niveau élevé, alors que la demande en main-d'œuvre faiblement qualifiée devrait passer de 1/3 en 1996 à environ 18,5 %. Les compétences de nombreux emplois actuels évolueront et nécessiteront que les personnes réactualisent leurs connaissances en permanence; dans d'autres cas, les personnes devront s'adapter à de nouveaux emplois.

Selon les conclusions du Conseil sur l'éducation et la formation des adultes (Conseil de l'Union européenne, 2008a), il est essentiel, tant pour l'employabilité que pour l'inclusion sociale, que **les adultes continuent à apprendre et à s'adapter au changement**: l'amélioration permanente des compétences, l'acquisition de nouvelles compétences et le développement des compétences sont des conditions essentielles à une vie professionnelle réussie et à une participation active à la société.

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 la stratégie Europe 2020, il est indispensable, pour que l'EFP soit efficace et adapté aux besoins du marché du travail, que **les parties prenantes de l'EFP nouent des partenariats** et, surtout, que **les partenaires sociaux contribuent** à concevoir, à organiser, à dispenser et à financer l'EFP. Les partenariats entre le monde de l'entreprise et les différents niveaux et secteurs de l'éducation, de la formation et de la recherche peuvent contribuer à mieux cibler les compétences requises sur le marché du travail et à stimuler l'innovation et l'esprit d'entreprise dans toutes les formes d'éducation et de formation. 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;
- la reconnaissance du savoir, des aptitudes et des compétences acquises en dehors des systèmes éducatifs formels, par exemple, au travail, dans le cadre d'activités bénévoles ou dans la vie de famille.

**Les partenaires sociaux** européens ont développé leur propre cadre d'actions pour le développement des compétences d'éducation et de formation tout au long de la vie et les qualifications, mais participent aux efforts de la Commission et des pays visant à améliorer l'EFP en Europe et à la rendre plus attractive. Il convient que les partenaires sociaux soient encouragés à remplir leur rôle dans l'organisation, la prestation et le financement de la formation et contribuent activement à favoriser et à faciliter la mobilité (Commission européenne, 2010c).

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
- autonomie (école ou établissement)
- besoins de compétences
- compétences clés
- compétences linguistiques
- développement durable
- direction et gestion
- éducation 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. Une interconnexion est nécessaire entre tous les stades de la formation des enseignants, de la formation initiale et des programmes d'initiation au perfectionnement professionnel continu, afin d'en faire un ensemble plus cohérent (OCDE, 2006).

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 élèves 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 élargir les activités périscolaires, 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.

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
- 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 sur les compétences clés pour l'éducation et la **formation tout au long de la vie** (2006b) 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 l'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 étudiants de l'EFPP, tous programmes d'études et toutes disciplines confondus. 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 résultats de l'apprentissage** (ce qu'un apprenant sait, comprend et est capable de faire) (Conseil de l'Union européenne, 2010e), 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 de littératie 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 font également 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** vise à encourager et à soutenir, notamment par l'échange d'expériences et de bonnes pratiques, 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.

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
- Développement de l'esprit d'entreprise
- 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
- harcèlement moral
- 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 l'éducation et 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. Les inégalités dans le système éducatif devraient être réduites en fournissant au stade de la petite enfance des services d'éducation de grande qualité et un soutien ciblé, et en promouvant une éducation ouverte à tous.

L'un des objectifs phares de la stratégie Europe 2020 est de ramener le taux d'abandon scolaire à 10 % tant dans l'enseignement général que dans l'EFP. L'exemple de certains pays où l'offre de formation est de grande qualité et comprend des programmes d'apprentissage montre que l'EFP permet de donner la possibilité à celles et à ceux qui abandonnent leurs études de reprendre une formation. L'apprentissage par le travail, en dehors des salles de classe, dans un contexte qui présente des rapports étroits avec le marché du travail local et intègre l'apprentissage non formel et informel, est une solution susceptible d'intéresser les apprenants qui sont moins attirés par un enseignement théorique (Commission européenne, 2010c).

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'éducation des adultes** peut jouer un rôle clé en apportant une réponse à l'exclusion sociale. Les États membres devraient mettre en œuvre des systèmes efficaces d'éducation des adultes qui fournissent aux adultes des compétences clés et augmentent leurs possibilités d'accéder au marché du travail. L'éducation et la formation peuvent contribuer à surmonter les désavantages socio-économiques mais elles peuvent aussi les perpétuer.

L'égalité des chances de réussite devrait être garantie pour tous les étudiants; 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).

L'Année européenne de lutte contre la pauvreté et l'exclusion sociale 2010 a eu pour objet d'attirer davantage l'attention sur l'exclusion sociale et d'encourager une insertion active. L'une des activités prioritaires a été d'éradiquer les inégalités en matière d'éducation et de formation, en veillant en particulier à répondre aux besoins des personnes souffrant de handicaps, des immigrés, des minorités ethniques et autres groupes ou individus en situation de vulnérabilité et en prenant en considération les dimensions de l'égalité hommes/femmes et de l'âge (Commission 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 (Conseil de l'Union européenne, 2009a).

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.

La stratégie Europe 2020 (Conseil de l'Union européenne, 2010c) et son initiative «**Jeunesse en mouvement**» soulignent l'utilité de la mobilité dans l'éducation et la formation. **La charte européenne de qualité pour la mobilité** de 2006 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)** 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. De plus en plus de pays européens mettent en place et appliquent des **cadres nationaux des certifications** qui sont étroitement liés – mais pas exclusivement toutefois – au CEC.

Le cadre européen des certifications sert également de référence européenne commune aux organisations internationales qui souhaitent mettre en place leurs propres certifications à travers les pays. Il peut également contribuer à concilier la demande de compétences à long terme du marché du travail et les politiques relatives à l'éducation et à la formation afin de s'adapter aux changements et aux restructurations engendrés par la mondialisation. La plupart des pays ont d'ores et déjà entrepris d'élaborer des cadres nationaux génériques de certifications, englobant tous les sous-systèmes; l'Irlande, Malte et le Royaume Uni ont déjà aligné leurs niveaux sur le 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 permettant aux citoyens de faire comprendre clairement et facilement leurs connaissances, leurs compétences et leurs qualifications et favorisant 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.

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 transfert et d'accumulation de crédits (ECTS) pour l'enseignement supérieur et**, pour l'EFP, du **système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET)** (Parlement européen et Conseil de l'Union européenne, 2009a). En 2009 le Parlement européen et le Conseil ont adopté des recommandations établissant un système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET) et un **cadre européen de référence pour l'assurance qualité dans l'enseignement et la formation professionnels** (Parlement européen et Conseil de l'Union européenne, 2009b).

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, 2008d) 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.

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 les 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 de transition 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 des certifications en référence au CEC.

## 5.2. Liste de sujets pour les visites d'étude

- Cadres nationaux et sectoriels des 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

- Formation des adultes
- besoins de compétences
- travailleurs âgés
- travailleurs peu qualifiés
- migrants et minorités
- validation des acquis non formels et informels
- acquis d'apprentissage
- cadres nationaux des certifications
- système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET)
- système européen de transfert et d'accumulation de crédits (ECTS)
- cadre européen des certifications (CEC)
- programme pour l'éducation et la formation tout au long de la vie
- approches innovantes
- mobilité des apprenants
- mobilité des travailleurs
- mobilité des enseignants et des formateurs
- transparence des qualifications
- Europass
- compétences linguistiques
- groupes défavorisés
- partenaires sociaux
- orientation tout au long de la vie
- sensibilité et expression culturelles

## SÉLECTION DE SOURCES SUR LA POLITIQUE COMMUNAUTAIRE

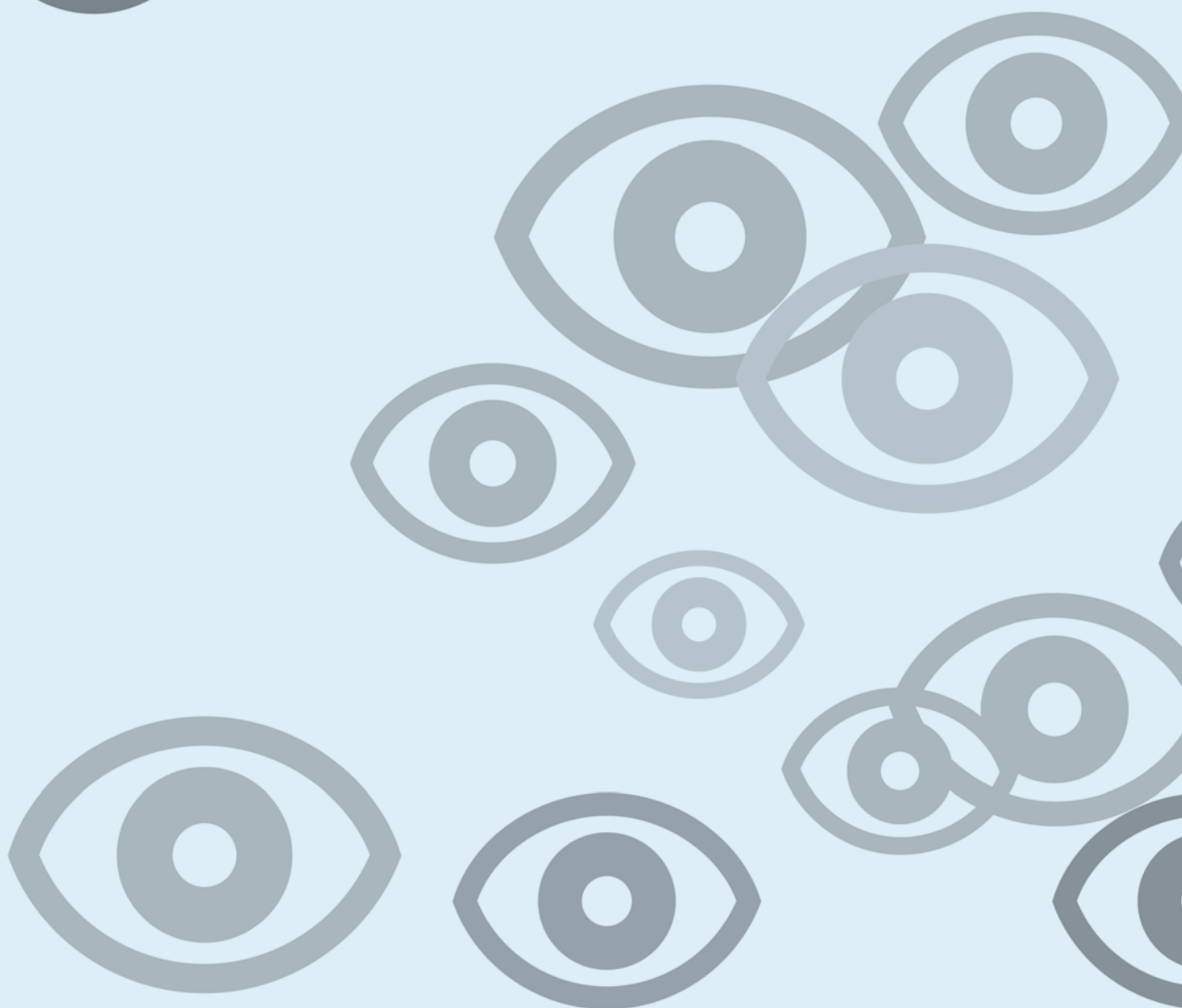
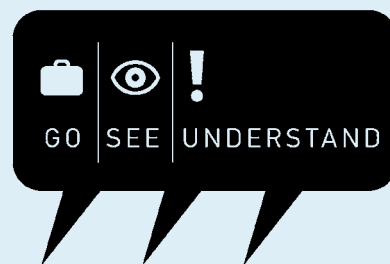
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**CEDEFOP**

European Centre for the Development  
of Vocational Training

Europe 123, 570 01 Thessaloniki (Pylea), GREECE  
PO Box 22427, 551 02 Thessaloniki, GREECE  
Tel. +30 2310490111, Fax +30 2310490020, E-mail: [info@cedefop.europa.eu](mailto:info@cedefop.europa.eu)

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