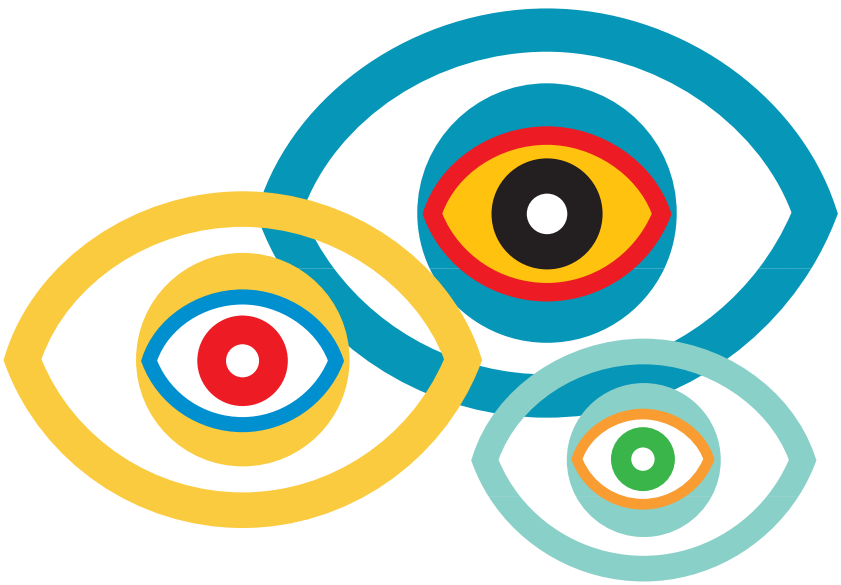
CEDEFOP
European Centre
for the Development
of Vocational Training

Education and Culture DG
Lifelong Learning Programme



STUDYVISITS catalogue 2010/11

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

CEDEFOP

Study visits catalogue
2010/11

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

Luxembourg: Publications Office of the European Union, 2010

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.

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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).

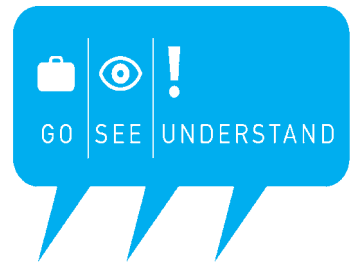
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GO
SEE
UNDERSTAND

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 (E&T2020), as well as the Bologna and Copenhagen processes and their successors.

As from 1 January 2008, Cedefop (European Centre for the Development of Vocational Training) coordinates, on behalf of the European Commission, the study visits for education and vocational training specialists and 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 Member State. 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 normally consist of 10 to15 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 2010/11. For study visits taking place from September 2010 to February 2011, you can apply by **31 March 2010** and for study visits taking place from March to June 2011, you can apply by **15 October 2010**.

HOW TO USE THIS CATALOGUE

This catalogue comprises the study visits that will take place from September 2010 to June 2011 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 8 categories of themes (mentioned below), which reflect and encompass the latest policy developments in education and training in Europe:

1. Key competences for all, including creativity, innovation and entrepreneurship;
2. Improving access, equity, quality and efficiency in education and training;
3. Keeping teaching and training attractive and improving leadership;
4. Education and training for employability;
5. Implementing common European instruments and tools, principles and frameworks for lifelong learning;
6. Trends and challenges in lifelong learning strategies;
7. Development of learning communities, involving all actors in education and training;
8. Promoting cross border mobility in lifelong learning;

In Annex (pp. 308-326), you will find descriptions for each of the categories that present the European context and latest developments on the theme, highlight aspects for approaching the theme by study visits and provide a list of reference sources. It also defines possible topics for study visits and keywords for each category of theme.

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

Study visits are classified by theme in chronological order, divided into two rounds: September 2010 to February 2011 and March to June 2011. 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 2010/2011 will be organised around eight 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 Estado miembro. 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 cla-

rificación 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 2010/2011 se organizarán **dos procesos de selección**. Para las visitas de estudio organizadas entre **septiembre de 2010 y febrero de 2011**, puede presentar su candidatura hasta el **31 de marzo de 2010**; para aquellas que tengan lugar entre marzo y junio de 2011, puede presentar su solicitud hasta el **15 de octubre de 2010**.

CÓMO UTILIZAR ESTE CATÁLOGO

El catálogo abarca las visitas de estudio que tendrán lugar entre **septiembre de 2010 hasta junio de 2011** 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 8 categorías de temas (mencionados abajo), que reflejan y abarcan los últimos desarrollos sobre las políticas de educación y formación en Europa:
1. Competencias clave para todos, incluyendo la creatividad, la innovación y el espíritu emprendedor;
2. Mejorar el acceso, la equidad, la calidad y la eficiencia de la educación y la formación;
3. Reforzar el atractivo de la educación y la formación y mejorar el liderazgo;
4. Educación y formación para el empleo;
5. Aplicación de herramientas, principios y marcos europeos comunes para el aprendizaje permanente;
6. Tendencias y retos en las estrategias de aprendizaje;
7. Creación de comunidades de aprendizaje con la participación todos los agentes de la educación y la formación;
8. Fomentar la movilidad transnacional en el aprendizaje permanente.

En el Anexo (pp. 327-348), 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 2010 a febrero de 2011 y de marzo a junio de 2011. La tabla de resumen (visión general) permite que pueda encontrar una visita rápidamente según varios criterios: categoría de temas, tema, selección y fecha, país, idioma de trabajo y la página en la que se describe el contenido de la visita.
Puede utilizar más posibilidades de búsqueda en la versión electrónica de este catálogo en: **http://studyvisits.cedefop.europa.eu**

CÓMO UTILIZAR LA PÁGINA DE DESCRIPCIÓN

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

TEMA **Sector económico, si procede**

Título de la visita

Número de grupo: xx

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

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

Fechas de la visita:
dd/mm/aaaa
Lugar, país de acogida

Idioma de trabajo:
Idioma de trabajo de la visita

Nº de plazas:
Nº de plazas en un grupo
Mínimo requerido:
Nº mínimo de participantes para que tenga lugar una visita

Palabras clave:

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

CATEGORÍA DE TEMAS:

En el período 2010/2011 las visitas se organizarán alrededor de ocho 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.

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 solches 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 2010/2011 **zwei Antragsrunden gibt**:
Für Studienbesuche, die zwischen September 2010 und Februar 2011 stattfinden, können Sie sich bis zum **31. März 2010** bewerben, und für Studienbesuche, die von März bis Juni 2011 stattfinden, können Sie sich bis zum **15. Oktober 2010** bewerben.

WIE SIE DIESEN KATALOG BENUTZEN

Dieser Katalog enthält die Studienbesuche, die zwischen September 2010 und Juni 2011 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 acht Themen gegliedert (nachstehend aufgeführt), die die jüngsten politischen Entwicklungen im Bereich der Bildung und Berufsbildung in Europa widerspiegeln und erfassen:
1. Schlüsselkompetenzen für alle, einschließlich, Kreativität, Innovation und Unternehmertum;
2. Verbesserung von Zugangsmöglichkeiten, Gleichbehandlung, Qualität und Effizienz in der allgemeinen und beruflichen Bildung;
3. Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern;
4. Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit;
5. Einführung gemeinsamer europäischer Instrumente, Grundsätze und Rahmen für lebenslanges Lernen;
6. Strategien für lebenslanges Lernen – Trends und Handlungsbedarf;
7. Entwicklung von Lerngemeinschaften, Beteiligung aller Akteure der allgemeinen und beruflichen Bildung;
8. Förderung der grenzüberschreitenden Mobilität beim lebenslangen Lernen.

In der Anlage (S. 349-369) 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 2010 bis Februar 2011 und März bis Juni 2011. Die Tabelle mit der Zusammenfassung (Überblick) erlaubt es Ihnen, einen Besuch anhand verschiedener Kriterien schnell zu finden: Themenbereiche, Themen, „Runde“ und Datum, Land, Arbeitssprache und Seite, auf der der Besuch beschrieben wird.
In der Online-Version dieses Katalogs können Sie weitere Suchkriterien anwenden. Sie finden den Katalog unter: **http://studyvisits.cedefop.europa.eu**

WIE DIE SEITE MIT DER BESCHREIBUNG ZU VERSTEHEN IST

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

THEMA

Wirtschaftssektor, falls zutreffend

Titel des Besuchs

Gruppennummer: xx

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

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

Datum des Besuchs:
TT/MM/JJJJ
Besuchsort, Gastland

Arbeitssprache:
Die Arbeitssprache des Besuchs

Anzahl der Plätze:
Anzahl der Plätze in einer Gruppe
Mindestanzahl:
Mindestanzahl der Teilnehmer, damit ein Besuch stattfindet

Schlüsselwörter:

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

THEMENBEREICHE:

Die Besuche 2010/2011 sind acht breit gefassten Themenbereichen zugeordnet, die die wichtigsten Politiken auf dem Gebiet der allgemeinen und beruflichen Bildung widerspiegeln.

WARUM?

Dieser Abschnitt enthält den allgemeinen Hintergrund oder den sozioökonomischen 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.

Kontaktperson(en):

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

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

- Une visite d'étude est une visite de courte durée (entre trois et cinq jours) réalisée par un petit groupe de spécialistes et de décideurs représentant différents groupes d'éducation ou de formation professionnelle. Il s'agit de parties prenantes désireuses d'analyser un aspect particulier de l'éducation et de la formation tout au long de la vie dans un autre pays participant. Le profil des participants correspond essentiellement à l'une des catégories suivantes:
- responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- directeurs de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- responsables des ressources humaines,
- propriétaires/administrateurs de PME,
- conseillers pédagogiques ou d'orientation,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs,
- autres.

Les groupes se composent habituellement de 10 à 15 participants.
Les visites d'étude sont organisées au niveau local ou régional et coordonnées par l'Agence nationale.
Elles servent de cadre à des discussions, des échanges et autres réflexions sur des sujets d'intérêt commun ainsi que sur les priorités européennes et nationales. En échangeant des idées et des pratiques innovantes, les participants stimulent la qualité et la transparence de leurs systèmes d'éducation et de formation.

COMMENT POSER SA CANDIDATURE

Si vous souhaitez participer à une visite, veuillez prendre contact avec votre Agence nationale afin de vérifier si vous remplissez les conditions requises et de connaître les autres pro-

cédures 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**
Veuillez 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

Veuillez noter qu'il y aura **deux phases de candidatures** en 2010/2011: Pour les visites d'étude se déroulant de septembre 2010 à février 2011, vous pouvez poser votre candidature jusqu'au **31 mars 2010**; pour les visites d'étude se déroulant de mars à juin 2011, vous pouvez poser votre candidature jusqu'au **15 octobre 2010**.

COMMENT UTILISER CE CATALOGUE

Ce catalogue comprend les visites d'étude se déroulant de septembre 2010 à juin 2011 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 huit 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. Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise;
2. Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation;
3. Maintenir l'attrait des métiers d'enseignant et de formateur et améliorer la direction des établissements;
4. Éducation et formation pour favoriser l'employabilité;
5. Mise en œuvre d'outils, de principes et de cadres européens communs pour l'apprentissage tout au long de la vie;
6. Tendances et défis dans les stratégies d'apprentissage tout au long de la vie;
7. Mise en place de communautés d'apprentissage associant tous les acteurs de l'éducation et de la formation;
8. Promouvoir la mobilité transfrontalière dans l'apprentissage tout au long de la vie.

Vous trouverez ci-joint en annexe (p. 370-390) 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 2010 à février 2011, et mars à juin 2011. Le tableau synoptique vous permet de sélectionner rapidement une visite selon plusieurs critères (catégorie thématique, sujet, phase et date, pays, langue de travail) et renvoie à la page qui en présente le contenu.
Des possibilités de recherche complémentaires vous sont proposées dans la version en ligne de ce catalogue: **http://studyvisits.cedefop.europa.eu**

COMMENT UTILISER LA PAGE DE DESCRIPTION

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

SUJET **Secteur économique, le cas échéant**

Titre de la visite

Numéro de groupe: XX

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

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

Dates de la visite
jj/mm/aaaa
Lieu, pays d'accueil

Langue de travail:
Langue de travail de la visite

Nombre de places:
Nombre de places dans le groupe
Minimum requis:
Nombre minimal de participants pour qu'une visite ait lieu

Mots clés:

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

CATÉGORIE THÉMATIQUE:

Les visites en 2010/2011 seront organisées autour de huit grands thèmes couvrant les principales politiques d'éducation et de formation professionnelle.

POURQUOI?

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

QUOI?

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

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.


GO
SEE
!
UNDERSTAND

Catalogue 2010/11

ROUND 1/PHASE 1/ANTRAGSRUNDE 1/TURNO 1: 01/09/2010-28/02/2011
Deadline/délais/Bewerbungsschluss/plazo: 31/3/2010

ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 01/03/2011-31/06/2011
Deadline/délais/Bewerbungsschluss/plazo: 15/10/2010

KEY COMPETENCES FOR ALL, INCLUDING CREATIVITY, INNOVATION AND ENTREPRENEURSHIP
DES COMPÉTENCES CLÉS POUR TOUS, Y COMPRIS CRÉATIVITÉ, INNOVATION ET ESPRIT D'ENTREPRISE
SCHLÜSSELKOMPETENZEN FÜR ALLE, EINSCHLIEßLICH, KREATIVITÄT, INNOVATION UND UNTERNEHMERTUM
COMPETENCIAS CLAVE PARA TODOS, INCLUYENDO LA CREATIVIDAD, LA INNOVACIÓN Y EL ESPÍRITU EMPRENDEDOR

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date	page
1	1	Success in mathematics and languages through early training	EN	Sweden	21/09/10 - 24/09/10	31
1	2	Increasing literacy and numeracy levels in Silesia	EN	Poland	04/10/10 - 08/10/10	32
2	122	From Kindergarten to school - Differentiated school entry phase	EN	Austria	07/03/11 - 11/03/11	163

LANGUAGE TEACHING AND LEARNING
ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES
SPRACHUNTERRICHT UND SPRACHERWERB

round	group	title of visit	wl	country	date	page
1	3	Using IT-media in foreign language acquisition	EN	Germany	27/09/10 - 01/10/10	33
1	4	Using new approaches on language teaching and learning	EN	Turkey	11/10/10 - 15/10/10	34
1	5	Successful CLIL learning community: French-speaking Belgium's work in progress	EN	Belgium	15/11/10 - 19/11/10	35
1	6	Education plurilingue: une identité et des valeurs pour l'Europe	FR	Italie	29/11/10 - 03/12/10	36
1	7	Improving language learning in primary schools	EN	France	17/01/11 - 21/01/11	37
1	8	Improving early language teaching	EN	Netherlands	07/02/11 - 11/02/11	38
2	123	Foreign language as a means and motivator	EN	Latvia	14/03/11 - 18/03/11	164
2	124	Enseignement d'une matière par l'intégration d'une langue étrangère	FR	France	14/03/11 - 18/03/11	165
2	125	Social dimension of language learning	EN	Spain	21/03/11 - 25/03/11	166
2	126	Innovative and creative English teaching methods	EN	Czech Republic	22/03/11 - 25/03/11	167
2	127	Wie kann man effektiv Fremdsprachen lernen und lehren	DE	Polen	04/04/11 - 07/04/11	168
2	128	Primary education in a multilingual city	EN	Austria	04/04/11 - 08/04/11	169
2	129	New approaches to language learning – Suggestopaedia	EN	Bulgaria	04/04/11 - 08/04/11	170
2	130	Current perspectives on teaching and learning of English as a foreign language	EN	Cyprus	11/04/11 - 15/04/11	171
2	131	Towards a plurilingual society in Andalusia	EN	Spain	09/05/11 - 13/05/11	172

wl: Working language

2	132	Teaching mother tongue and foreign languages in early education	EN	Poland	09/05/11 - 13/05/11	173
2	133	Ways of teaching foreign languages – More about practice-based learning	EN	Estonia	16/05/11 - 20/05/11	174
2	134	Creativity and innovation in teaching foreign languages	EN	Romania	17/05/11 - 20/05/11	175
2	135	Foreign language teaching for adults	EN	Turkey	23/05/11 - 27/05/11	176
2	136	Intercultural awareness in primary schools via interactive language learning	EN	United Kingdom	20/06/11 - 24/06/11	177

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

round	group	title of visit	wl	country	date	page
1	9	Increase the professional use of digital learning resources	EN	Sweden	06/09/10 - 10/09/10	39
1	10	Sustainable development of ICT-use and media literacy in secondary schools	EN	Germany	27/09/10 - 01/10/10	40
1	11	Triple T – Theory, teaching, technology: teaching and learning with ICT	EN	Turkey	04/10/10 - 08/10/10	41
1	12	Effective use of ICT to improve teaching and learning in primary education	EN	United Kingdom	11/10/10 - 14/10/10	42
1	13	Using technology for effective teaching of maths, science and technology	EN	Cyprus	01/11/10 - 05/11/10	43
1	14	Technological plan for education: the Portuguese framework for ICT in education	EN	Portugal	08/11/10 - 12/11/10	44
2	137	New concepts of learning with creative e-learning materials	EN	Slovenia	07/03/11 - 11/03/11	178
2	138	Managers of new learning: school leaders or students?	EN	Italy	28/03/11 - 30/03/11	179
2	139	ICT in arctic multicultural education	EN	Finland	11/04/11 - 15/04/11	180
2	140	Knowledge-based society reflected in education	EN	Romania	02/05/11 - 06/05/11	181
2	141	'Log on to education' – Improving teaching techniques through ICT	EN	Spain	02/05/11 - 06/05/11	182
2	142	Multimédia et éducation à distance: un nouveau défi pour l'école?	FR	Italie	09/05/11 - 13/05/11	183
2	143	ICT in our life	EN	Turkey	09/05/11 - 13/05/11	184
2	144	Use of ICT as an innovating practice for student autonomy	EN	France	16/05/11 - 20/05/11	185
2	145	ICT vocational education	EN	Bulgaria	16/05/11 - 20/05/11	186
2	146	Towards flexible, innovative and creative teaching and learning	EN	Spain	20/06/11 - 24/06/11	187

DEVELOPING ENTREPRENEURSHIP
DÉVELOPPEMENT DE L'ESPRIT D'ENTREPRISE

round	group	title of visit	wl	country	date	page
1	15	Challenging entrepreneurship training	EN	Finland	27/09/10 - 01/10/10	45
1	16	Education, innovations, enterpreneurship from kindergarten to adult life	EN	Poland	18/10/10 - 22/10/10	46
1	17	Fostering and teaching entrepreneurial skills	EN	Italy	18/10/10 - 22/10/10	47
1	18	Entrepreneurship and creativity throughout the curriculum	EN	Sweden	18/10/10 - 21/10/10	48
1	19	Development of entrepreneurial competences of young people	EN	Belgium	19/10/10 - 22/10/10	49

2	147	Employment and self-employment in depressed rural areas: innovative methods	EN	France	08/03/11 - 11/03/11	188
2	148	School based training in the tourist region of Tyrol	EN	Austria	14/03/11 - 18/03/11	189
2	149	Inciter les responsables à entreprendre et à innover	FR	France	16/03/11 - 18/03/11	190
2	150	L'alternance école/travail: une chance pour les élèves et les entrepreneurs	FR	Italie	12/04/11 - 15/04/11	191

STRENGTHENING INTERCULTURAL EDUCATION

round	group	title of visit	wl	country	date	page
1	20	Education - Participation - Citizenship	EN	Netherlands	24/01/11 - 28/01/11	50
2	151	Intercultural education in educational projects	EN	Poland	10/05/11 - 13/05/11	192
2	152	Intercultural dialogue and cross-cultural mediation for global citizenship	EN	France	30/05/11 - 03/06/11	193

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT
ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

round	group	title of visit	wl	country	date	page
1	21	Outdoor classrooms – Using the environment to inspire learning	EN	United Kingdom	07/09/10 - 10/09/10	51
1	22	Improving active citizenship for sustainable development of civil society	EN	Hungary	11/10/10 - 15/10/10	52
1	23	Breaking down barriers: innovative practices in environmental education	EN	Spain	18/10/10 - 22/10/10	53
1	24	Parcours de citoyenneté et droits humains	FR	Italie	18/10/10 - 21/10/10	54
1	25	Former les enseignants en éducation à la santé et à la citoyenneté	FR	France	19/10/10 - 22/10/10	55
1	26	Lessons from nature: learning outside the classroom and sustainable development	EN	United Kingdom	25/10/10 - 29/10/10	56
1	27	Intellectual rights and education in the treaty for cultural diversity	EN	France	26/10/10 - 29/10/10	57
1	28	Non-formal education methods in local administration as a model	EN	Turkey	08/11/10 - 12/11/10	58
1	29	Value of outdoor learning for active citizenship and sustainable development	EN	United Kingdom	08/11/10 - 12/11/10	59
1	30	Creating a 'sustainable' school	EN	Greece	22/11/10 - 26/11/10	60
1	31	Active citizenship and sustainable development in school education	EN	Ireland	08/02/11 - 11/02/11	61
2	153	School as a source of health	EN	Spain	21/03/11 - 25/03/11	194
2	154	Embedding environmental education in the curriculum	EN	France	21/03/11 - 25/03/11	195
2	155	Un exemple de participation citoyenne: l'audit civique	FR	Italie	21/03/11 - 25/03/11	196
2	156	Partenariats publics/privés et développement durable	FR	France	04/04/11 - 08/04/11	197
2	157	What kind of world do we want? Environment and sustainable development	EN	Italie	09/05/11 - 13/05/11	198
2	158	L'école et la communauté pour une citoyenneté active	FR	Romanie	16/05/11 - 20/05/11	199
2	159	A lifelong learning path to global skills and competences	EN	Denmark	16/05/11 - 20/05/11	200
2	160	Health education and promotion in society – Institutional and civic initiatives	EN	Poland	07/06/11 - 10/06/11	201

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

round	group	title of visit	wl	country	date	page
1	32	Creativity and enquiry-based learning – Good practice in English schools	EN	United Kingdom	27/09/10 - 01/10/10	62
1	33	CRED'o: creative education - Successful generation	EN	Lithuania	04/10/10 - 08/10/10	63
1	34	Using cooperative learning in teaching, teacher training and leadership	EN	Germany	11/10/10 - 15/10/10	64
1	35	Soft skills for life and work	EN	Czech Republic	18/10/10 - 22/10/10	65
1	36	Non-traditional approach to teaching physical education	EN	Czech Republic	18/10/10 - 22/10/10	66
1	37	Itinéraires croisés: sciences, littérature, art	FR	Italie	18/10/10 - 22/10/10	67
1	38	CLIL across Europe for innovative intercultural understanding	EN	Italy	25/10/10 - 27/10/10	68
1	39	Umsetzung einer neuen Lehr- und Lernkultur im Unterricht und in der Schule	DE	Österreich	08/11/10 - 12/11/10	69
1	40	Innovation in connecting theoretical and practical learning	EN	Czech Republic	22/11/10 - 26/11/10	70
1	41	From experience to knowledge – Applying drama in education	EN	Hungary	14/02/11 - 18/02/11	71
1	42	Creativity and learning	EN	United Kingdom	28/02/11 - 04/03/11	72
2	161	European and global dimensions in education	EN	Slovenia	11/04/11 - 15/04/11	202
2	162	Use of creative and innovative projects to improve lifelong learning skills	EN	United Kingdom	11/04/11 - 15/04/11	203
2	163	Principles and practices for developing learning to learn across age phases	EN	United Kingdom	09/05/11 - 12/05/11	204
2	164	Entwicklung der Lesemotivation als Beitrag zu geschlechtergerechtem Unterricht	DE	Deutschland	09/05/11 - 13/05/11	205
2	165	Shaping an individual's sensitivity through art education	EN	Poland	16/05/11 - 20/05/11	206
2	166	Outdoor education – Development of creativity and the environment	EN	Sweden	16/05/11 - 20/05/11	207
2	167	Creativity and curriculum	EN	Slovakia	17/05/11 - 19/05/11	208
2	168	Educational 'trendsetting' – Looking for new solutions	EN	Poland	06/06/11 - 10/06/11	209

LEARNING MATHEMATICS AND SCIENCE
APPRENTISSAGE DES MATHÉMATIQUES ET DES SCIENCES

round	group	title of visit	wl	country	date	page
2	169	Development of key competences in mathematics and science	EN	Bulgaria	14/03/11 - 17/03/11	210
2	170	Une approche de l'attractivité des mathématiques et des sciences naturelles	FR	Italie	10/05/11 - 13/05/11	211
2	171	Scientific and humanistic culture in astronomy	EN	France	23/05/11 - 27/05/11	212

IMPROVING ACCESS, EQUITY, QUALITY AND EFFICIENCY IN EDUCATION AND TRAINING
AMÉLIORER L'ACCÈS, L'ÉQUITÉ, LA QUALITÉ ET L'EFFICACITÉ DANS L'ÉDUCATION ET LA FORMATION
VERBESSERUNG VON ZUGANGSMÖGLICHKEITEN, GLEICHBEHANDLUNG, QUALITÄT UND EFFIZIENZ IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG
MEJORAR EL ACCESO, LA EQUIDAD, LA CALIDAD Y LA EFICIENCIA DE LA EDUCACIÓN Y LA FORMACIÓN

EARLY LEARNING OPPORTUNITIES
OPORTUNIDADES DE APRENDIZAJE PRECOZ

round	group	title of visit	wl	country	date	page
1	43	Pre-primary schools – Development of creativity and environment	EN	Sweden	11/10/10 - 15/10/10	73
2	172	Improving first cycle school in Portugal	EN	Portugal	21/03/11 - 25/03/11	213
2	173	Situación actual de la educación temprana en Cantabria	ES	España	28/03/11 - 01/04/11	214
2	174	Pre-primary classes in the primary school system	EN	Turkey	09/05/11 - 13/05/11	215

PERSONALISED LEARNING APPROACHES
APPROCHES D'APPRENTISSAGE PERSONNALISÉES

round	group	title of visit	wl	country	date	page
1	44	Adjusting teaching to learning styles, including for pupils with special needs	EN	Denmark	20/09/10 - 24/09/10	74
1	45	COOL – Cooperative open learning as a teaching concept	EN	Austria	18/10/10 - 22/10/10	75
1	46	La scolarité: réserve d'espérance pour l'adolescent malade et sa famille	FR	France	24/01/11 - 28/01/11	76
2	175	Alterner pour réussir son orientation et son insertion socio-professionnelle	FR	France	21/03/11 - 25/03/11	216

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

round	group	title of visit	wl	country	date	page
1	47	Piloting a model of after-school centre with Romani children in Slovakia	EN	Slovakia	08/11/10 - 10/11/10	77
2	176	Lutter contre l'abandon scolaire par une approche partenariale	FR	France	28/03/11 - 01/04/11	217
2	177	Access, quality and efficiency in secondary education – An Arctic approach	EN	Norway	04/04/11 - 08/04/11	218
2	178	Marketable professions for young Roma: reintegration into the labour market	EN	Hungary	04/04/11 - 07/04/11	219
2	179	Back to school	EN	Turkey	16/05/11 - 20/05/11	220

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

round	group	title of visit	wl	country	date	page
1	48	Integration through qualification	EN	Germany	13/09/10 - 17/09/10	78
1	49	Community for easing integration of disabled people	EN	Turkey	21/09/10 - 24/09/10	79
1	50	Promoting physical education for children with special educational needs	EN	United Kingdom	27/09/10 - 01/10/10	80

1	51	Moving out of segregation: Roma support programmes in primary education	EN	Hungary	04/10/10 - 08/10/10	81
1	52	Integrated educational programmes and desegregation measures for Roma children	EN	Romania	18/10/10 - 21/10/10	82
1	53	Educating pupils with disabilities in a French region	EN	France	18/10/10 - 22/10/10	83
1	54	Supporting access to vocational education and training for disadvantaged groups	EN	Ireland	09/11/10 - 12/11/10	84
1	55	The benefits of lifelong learning for adults and elderly with special needs	EN	Slovenia	16/11/10 - 18/11/10	85
1	56	Inclusion in school education	EN	Ireland	23/11/10 - 26/11/10	86
1	57	Combating social exclusion of those with special education needs	EN	Hungary	29/11/10 - 03/12/10	87
1	58	Improving access to education for people with learning difficulties	EN	United Kingdom	29/11/10 - 03/12/10	88
1	59	Every child matters	EN	United Kingdom	31/01/11 - 04/02/11	89
1	60	Partnerships between University of the Arts London and schools and colleges	EN	United Kingdom	07/02/11 - 10/02/11	90
1	61	Teacher efficiency in self-care and daily life of mentally handicapped students	EN	Turkey	21/02/11 - 25/02/11	91
2	180	Working together to develop skills and confidence for primary school citizens	EN	United Kingdom	07/03/11 - 11/03/11	221
2	181	L´attention éducative à l'enfant malade dans la région de Madrid	FR	Espagne	07/03/11 - 11/03/11	222
2	182	Innovations in VET for young people with impaired intelligence or disabilities	EN	Lithuania	14/03/11 - 18/03/11	223
2	183	Ruralité et égalité des chances	FR	France	28/03/11 - 01/04/11	224
2	184	Creation of inclusive environments to support children with special needs	EN	Latvia	04/04/11 - 08/04/11	225
2	185	Le rôle des associations dans la scolarisation des handicapés	FR	France	04/04/11 - 08/04/11	226
2	186	Development of a social care network in Gabrovo municipality	EN	Bulgaria	11/04/11 - 15/04/11	227
2	187	Inclusion is not an illusion	EN	Czech Republic	02/05/11 - 06/05/11	228
2	188	Inclusive education – Raising the bar	EN	Portugal	02/05/11 - 06/05/11	229
2	189	Equal opportunities for lifelong learning in Pärnu county	EN	Estonia	09/05/11 - 13/05/11	230
2	190	Breaking language barriers through investigative science learning	EN	Germany	09/05/11 - 13/05/11	231
2	191	Join us: vocational guidance of students with special needs	EN	Turkey	09/05/11 - 13/05/11	232
2	192	L'enseignement spécialisé: une réponse aux élèves à besoins spécifiques	FR	Belgique	09/05/11 - 13/05/11	233
2	193	Integration of migrants through civil society and State mechanisms	EN	Greece	09/05/11 - 13/05/11	234
2	194	Specifics in education of Roma and other socially disadvantaged children	EN	Slovakia	17/05/11 - 21/05/11	235

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS
MÉCANISMES D'ASSURANCE QUALITÉ DANS LES ÉCOLES ET ÉTABLISSEMENTS DE FORMATION
QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

round	group	title of visit	wl	country	date	page
1	62	Internal and external evaluation – Prerequisite for schools improvement	EN	Lithuania	27/09/10 - 01/10/10	92

1	63	Mécanismes et instruments d'assurance qualité dans l'enseignement	FR	Romanie	11/10/10 - 15/10/10	93
1	64	Instrumente zur Qualitätssicherung im österreichischen Bildungssystem	DE	Österreich	08/11/10 - 10/11/10	94
1	65	How to improve quality in school education	EN	Germany	29/11/10 - 03/12/10	95
1	66	Improving quality: internal and external evaluation in autonomous schools	EN	Germany	29/11/10 - 03/12/10	96
1	67	Needs and experiences of quality assurance in the secondary school	EN	France	17/01/11 - 20/01/11	97
2	195	How to implement quality management in operative autonomous schools	EN	Germany	21/03/11 - 25/03/11	236
2	196	Quality assurance and governance in education and training	EN	Netherlands	21/03/11 - 24/03/11	237
2	197	Autonomy of schools and responsibilities of the Czech school inspectorate	EN	Czech Republic	04/04/11 - 08/04/11	238
2	198	Evaluation als Mittel zur Beeinflussung von Schulqualität	DE	Polen	11/04/11 - 15/04/11	239
2	199	Improving schools and education systems in Sunnhordland through cooperation	EN	Norway	02/05/11 - 06/05/11	240
2	200	Linking activities – Strategies for quality development in general education	EN	Germany	09/05/11 - 13/05/11	241
2	201	Improving quality in schools through external evaluation	EN	Germany	16/05/11 - 20/05/11	242
2	202	Quality in-service teacher training	EN	Spain	16/05/11 - 20/05/11	243
2	203	Quality work in education – Relations between teachers and students	EN	Sweden	23/05/11 - 27/05/11	244
2	204	Qualitätsanalyse NRW: Erfahrungen mit externer/interner Evaluation in Schulen	DE	Deutschland	23/05/11 - 27/05/11	245

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS
MEDIDAS PARA MEJORAR LA EFICIENCIA EN CENTROS DE EDUCACIÓN Y FORMACIÓN

round	group	title of visit	wl	country	date	page
1	68	School evaluation for quality improvement	EN	Portugal	15/11/10 - 19/11/10	98
1	69	Improving opportunities for pupils through more effective schools	EN	United Kingdom	28/02/11 - 04/03/11	99
2	205	Application of educational innovation by a regional network of schools	EN	France	28/03/11 - 01/04/11	246
2	206	Formación por competencias en Castilla y León	ES	España	28/03/11 - 01/04/11	247
2	207	Equity in educational success	EN	Portugal	03/05/11 - 06/05/11	248

KEEPING TEACHING AND TRAINING ATTRACTIVE AND IMPROVING LEADERSHIP
MAINTENIR L'ATTRAIT DES MÉTIERS D'ENSEIGNANT ET DE FORMATEUR ET AMÉLIORER LA DIRECTION DES ÉTABLISSEMENTS
ATTRAKTIVITÄT VON LEHRE UND LERNEN WAHREN UND FÜHRUNGSQUALITÄTEN VERBESSERN
REFORZAR EL ATRACTIVO DE LA EDUCACIÓN Y LA FORMACIÓN Y MEJORAR EL LIDERAZGO

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION
ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

round	group	title of visit	wl	country	date	page
1	70	Inspection of teaching and lesson observation forms	EN	Turkey	11/10/10 - 15/10/10	100
1	71	Renewed policies and competences for teachers and trainers in a EU dimension	EN	Italy	13/12/10 - 17/12/10	101

2	208	The teaching profession, teacher education and basic education in Finland	EN	Finland	21/03/11 - 25/03/11	249
2	209	Innovation priorities: quality, CLIL and ICT	EN	Spain	28/03/11 - 01/04/11	250
2	210	Lehrerausbildung: Stärkung der Reflexions- und Handlungskompetenz	DE	Deutschland	04/04/11 - 08/04/11	251
2	211	A different approach to teacher training – Anatolian teacher high schools	EN	Turkey	02/05/11 - 06/05/11	252

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES
DÉVELOPPEMENT PROFESSIONNEL CONTINU ET PERSPECTIVES DE CARRIÈRE DES ENSEIGNANTS ET FORMATEURS
DESARROLLO PROFESIONAL CONTINUO DE PROFESORES Y FORMADORES Y OPORTUNIDADES PROFESIONALES

round	group	title of visit	wl	country	date	page
1	72	Innovative leadership and management in education	EN	Italy	13/09/10 - 17/09/10	102
1	73	Professional development of teachers: initiatives and challenges	EN	Latvia	27/09/10 - 01/10/10	103
1	74	Excellence in teacher continuing training: access and viability via ICT	EN	Finland	04/10/10 - 08/10/10	104
1	75	Developing professional skills by in-service training for new teachers	EN	Poland	04/10/10 - 08/10/10	105
1	76	Comment reconnaître les besoins de formation des enseignants et des directeurs	FR	Pologne	04/10/10 - 08/10/10	106
1	77	Continuous professional development of teachers and trainers	EN	Portugal	11/10/10 - 15/10/10	107
1	78	Novice teachers at school – Improving their professional development	EN	Estonia	31/01/11 - 03/02/11	108
2	212	Qualifications and competences of teachers today	EN	Spain	21/03/11 - 25/03/11	253
2	213	Leading innovation and change	EN	United Kingdom	21/03/11 - 25/03/11	254
2	214	Continuous professional development of teachers and trainers	EN	Ireland	22/03/11 - 25/03/11	255
2	215	Improving entrepreneurial competences of teachers and trainers	EN	Belgium	29/03/11 - 01/04/11	256
2	216	Classroom observation as a tool for continuing professional development	EN	Estonia	04/04/11 - 08/04/11	257
2	217	La formación continua del profesorado en la mejora del sistema educativo	ES	España	09/05/11 - 13/05/11	258
2	218	La formación continua del profesorado: mejorando la calidad de la enseñanza	ES	España	16/05/11 - 20/05/11	259

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

round	group	title of visit	wl	country	date	page
1	79	School leadership and value-based management	EN	Denmark	27/09/10 - 01/10/10	109
1	80	Learning leadership – A challenge	EN	Sweden	04/10/10 - 08/10/10	110
1	81	Qualification of headmasters: improving leadership and school management	EN	Germany	28/02/11 - 04/03/11	111
2	219	New orientations for educational managers' training	EN	France	01/03/11 - 04/03/11	260
2	220	Le diplôme de fin d'études secondaires: niveau d'études et/ou de maturité	FR	France	14/03/11 - 18/03/11	261
2	221	Public schools on track to self-governance – Experience and outlook	EN	Germany	14/03/11 - 17/03/11	262

2	222	Trends, perspectives and changing roles of school leadership	EN	Turkey	13/04/11 - 15/04/11	263
2	223	L'autonomie scolaire comme moyen de développer le métier d'enseignant	FR	Italie	23/05/11 - 27/05/11	264

EDUCATION AND TRAINING FOR EMPLOYABILITY
ÉDUCATION ET FORMATION POUR FAVORISER L'EMPLOYABILITÉ
ALLGEMEINE UND BERUFLICHE BILDUNG FÜR BESCHÄFTIGUNGSFÄHIGKEIT
EDUCACIÓN Y FORMACIÓN PARA EL EMPLEO

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

round	group	title of visit	wl	country	date	page
1	82	Internship in agricultural studies and access to the world of work	EN	Bulgaria	13/09/10 - 17/09/10	112
1	83	Matching theory with practice and skills with jobs	EN	Czech Republic	18/10/10 - 22/10/10	113
1	84	Teaching hospitality: from VET to higher education and lifelong learning	EN	Portugal	19/10/10 - 21/10/10	114
1	85	Industrial training applications for tourism education	EN	Turkey	01/11/10 - 05/11/10	115
1	86	Helping pupils choose a path via orientation, training and learner support	EN	France	07/02/11 - 11/02/11	116
2	224	Vocational training system in the Azores: ultra-peripheral regions	EN	Portugal	11/04/11 - 15/04/11	265
2	225	Bringing business to school: practice firms and student companies	EN	Germany	09/05/11 - 13/05/11	266
2	226	Higher education in arts and its connections to the labour market	EN	Spain	10/05/11 - 13/05/11	267
2	227	Cooperation in VET between NGOs, schools and SMEs	EN	Turkey	16/05/11 - 20/05/11	268

WORKPLACE LEARNING

round	group	title of visit	wl	country	date	page
1	87	Workplace learning for employability	EN	Netherlands	27/09/10 - 30/09/10	117
1	88	In-company action training to foster employability and competitiveness	EN	Portugal	13/10/10 - 15/10/10	118
2	228	Opportunities in education and training for workplace learning	EN	Ireland	01/03/11 - 04/03/11	269

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date	page
1	89	Vocational training and employment for refugees in the education sector	EN	United Kingdom	27/09/10 - 29/09/10	119
1	90	Integration of disadvantaged young people into the labour market	EN	Germany	25/10/10 - 29/10/10	120
1	91	Work flexibility and work-life balance in Romania	EN	Romania	26/01/11 - 28/01/11	121
2	229	Helping young adults with learning difficulties into training through education	EN	United Kingdom	09/05/11 - 13/05/11	270
2	230	Integration of disabled young people into working life in Germany	EN	Germany	09/05/11 - 13/05/11	271
2	231	The role of career guidance, information and training for the labour market	EN	Poland	10/05/11 - 12/05/11	272

INCREASING ATTRACTIVENESS OF VET
STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

round	group	title of visit	wl	country	date	page
1	92	The role of VET in improving hand skills	EN	Turkey	18/10/10 - 22/10/10	122
1	93	Transnationality of vocational education in small and medium-sized enterprises	EN	Germany	06/12/10 - 10/12/10	123
1	94	Measures to improve the quality of VET in line with labour market needs	EN	Poland	14/02/11 - 18/02/11	124
2	232	European dimension of vocational education and training	EN	Poland	14/03/11 - 18/03/11	273
2	233	The dual vocational training system in Germany	EN	Germany	04/04/11 - 08/04/11	274
2	234	Improve professional training and bring it closer to the business world	EN	France	11/04/11 - 15/04/11	275
2	235	Moderne Bildung und berufliche Schulungen für den Arbeitsmarkt	DE	Polen	11/04/11 - 15/04/11	276
2	236	Craft bridge – Crafts' professions partnership in VET system	EN	Poland	07/06/11 - 09/06/11	277

SOCIAL PARTNERS CONTRIBUTION TO LIFELONG LEARNING

round	group	title of visit	wl	country	date	page
1	95	The role of social partners in VET	EN	Sweden	18/10/10 - 22/10/10	125
1	96	Trades unions creating a learning culture in the workplace	EN	United Kingdom	08/11/10 - 12/11/10	126
1	97	The role of trade unions in education and training for employability	EN	Portugal	10/11/10 - 12/11/10	127
1	98	Development of competences in the chemical sector – A task for social partners	EN	Germany	14/02/11 - 18/02/11	128
2	237	Older workers in companies and on the labour market	EN	Germany	14/03/11 - 18/03/11	278

NEW SKILLS FOR NEW JOBS

round	group	title of visit	wl	country	date	page
2	238	Skills and jobs: will they meet in the future?	EN	Finland	21/03/11 - 25/03/11	279
2	239	Competence for active life	EN	Czech Republic	23/05/11 - 27/05/11	280

IMPLEMENTING COMMON EUROPEAN INSTRUMENTS AND TOOLS, PRINCIPLES AND FRAMEWORKS FOR LIFELONG LEARNING, INCLUDING LIFELONG GUIDANCE
MISE EN ŒUVRE D'OUTILS, DE PRINCIPES ET DE CADRES EUROPÉENS COMMUNS POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE, Y INCLUS L'ORIENTATION TOUT AU LONG DE LA VIE
EINFÜHRUNG GEMEINSAMER EUROPÄISCHER INSTRUMENTE, GRUNDSÄTZE UND RAHMEN FÜR LEBENSLANGES LERNEN; EINSCHLIEßLICH LEBENSBEGLEITENDER ORIENTIERUNG
APLICAR HERRAMIENTAS, PRINCIPIOS Y MARCOS EUROPEOS COMUNES PARA EL APRENDIZAJE PERMANENTE, INCLUIDA LA ORIENTACIÓN PERMANENTE

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

round	group	title of visit	wl	country	date	page
1	99	The role of social partners in developing national qualifications frameworks	EN	Germany	27/09/10 - 01/10/10	129
1	100	NFQ implementation, quality assurance and EQF referencing	EN	Ireland	12/10/10 - 15/10/10	130

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

round	group	title of visit	wl	country	date	page
1	101	Training for real and effective geographical mobility	EN	Spain	18/10/10 - 21/10/10	131
1	102	Vocational mobility in Europe – Core occupations, chances and challenges	EN	Germany	08/11/10 - 12/11/10	132

QUALITY ASSURANCE SYSTEMS, FRAMEWORKS AND APPROACHES

round	group	title of visit	wl	country	date	page
1	103	Using and improving quality assurance systems in VET	EN	Netherlands	22/11/10 - 25/11/10	133
2	240	Supporting excellence through frameworks, instruments and tools	EN	United Kingdom	02/05/11 - 06/05/11	281

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

round	group	title of visit	wl	country	date	page
1	104	New opportunities initiative: making technical teaching a genuine option	EN	Portugal	18/10/10 - 22/10/10	134
2	241	Innovation and creativity in adult education	EN	Norway	04/04/11 - 08/04/11	282

GUIDANCE FOR LIFELONG LEARNING AND CAREER MANAGEMENT
ORIENTATION POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE ET LA GESTION DE CARRIÈRE

round	group	title of visit	wl	country	date	page
1	105	Innovative methods and good practices in career counselling and guidance	EN	Turkey	11/10/10 - 15/10/10	135
2	242	Outils numériques et stratégie pour l'orientation personnalisée des jeunes	FR	France	21/03/11 - 25/03/11	283
2	243	Career management skills development in Lithuania	EN	Lithuania	16/05/11 - 19/05/11	284
2	244	Methods of guidance in France: human and social sciences	EN	France	30/05/11 - 02/06/11	285

TRENDS AND CHALLENGES IN LIFELONG LEARNING STRATEGIES
TENDANCES ET DÉFIS DANS LES STRATÉGIES D'APPRENTISSAGE TOUT AU LONG DE LA VIE
STRATEGIEN FÜR LEBENSLANGES LERNEN – TRENDS UND HANDLUNGSBEDARF
TENDENCIAS Y RETOS EN LAS ESTRATEGIAS DE APRENDIZAJE PERMANENTE

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

round	group	title of visit	wl	country	date	page
2	245	Creating a demand-led VET system: the UK experience	EN	United Kingdom	07/03/11 - 11/03/11	286
2	246	Beyond 2010 – Reforms in education and training	EN	Iceland	23/03/11 - 25/03/11	287
2	247	Bolstering education in Malta through restructuring and empowerment	EN	Malta	09/05/11 - 13/05/11	288

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS
IMPLANTACIÓN DE ITINERARIOS FLEXIBLES DE APRENDIZAJE

round	group	title of visit	wl	country	date	page
1	106	Flexible pathways to lifelong learning	EN	Denmark	11/10/10 - 15/10/10	136
2	248	An innovative approach to education for sector professions in crisis	EN	Spain	21/03/11 - 24/03/11	289
2	249	Innovación en formación permanente (LLL) con teleformacion (e-learning)	ES	España	29/03/11 - 01/04/11	290
2	250	Creative learning pathways in formal and non-formal education	EN	Greece	04/04/11 - 08/04/11	291
2	251	Flexible learning paths leading to professional highways	EN	Finland	04/04/11 - 08/04/11	292

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING
AUMENTO DE LA PARTICIPACIÓN DE LOS ADULTOS EN LA EDUCACIÓN Y FORMACIÓN

round	group	title of visit	wl	country	date	page
1	107	Flexible education pathways – New approaches to lifelong learning	EN	Germany	06/09/10 - 10/09/10	137
1	108	Adult education – Increasing adult participation	EN	Netherlands	15/11/10 - 18/11/10	138
1	109	Adult education – Increasing adult participation	EN	Belgium	22/11/10 - 26/11/10	139
1	110	An overview of lifelong learning	EN	Greece	17/01/11 - 20/01/11	140
2	252	Educación y formación de adultos para su integración social y laboral	ES	España	07/03/11 - 11/03/11	293
2	253	An answer to a challenge: innovation in adult education	EN	Spain	09/05/11 - 13/05/11	294

DEVELOPMENT OF LEARNING COMMUNITIES, INVOLVING ALL ACTORS IN EDUCATION AND TRAINING
MISE EN PLACE DE COMMUNAUTÉS D'APPRENTISSAGE ASSOCIANT TOUS LES ACTEURS DE L'ÉDUCATION ET DE LA FORMATION
ENTWICKLUNG VON LERNGEMEINSCHAFTEN, BETEILIGUNG ALLER AKTEURE DER ALLGEMEINEN UND BERUFLICHEN BILDUNG
CREACIÓN DE COMUNIDADES DE APRENDIZAJE CON LA PARTICIPACIÓN TODOS LOS AGENTES DE LA EDUCACIÓN Y LA FORMACIÓN

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

round	group	title of visit	wl	country	date	page
1	111	Let's share our knowledge and experiences for effective education	EN	Turkey	25/10/10 - 28/10/10	141
1	112	Community focused schools	EN	United Kingdom	15/11/10 - 19/11/10	142
1	113	Interagency cooperation to improve the welfare of children and young people	EN	United Kingdom	29/11/10 - 03/12/10	143
2	254	Educational network - Working in partnership	EN	Belgium	21/03/11 - 25/03/11	295
2	255	'Insieme': three municipalities working together for one school	EN	Italy	28/03/11 - 01/04/11	296
2	256	Orientation, mobilité et insertion: des stratégies territoriales coordonnées	FR	France	04/04/11 - 07/04/11	297
2	257	Cooperation between education institutions and stakeholders	EN	Czech Republic	23/05/11 - 27/05/11	298
2	258	L'école, structure et responsabilité de la communauté locale	FR	Romanie	24/05/11 - 27/05/11	299
2	259	Technological innovation from vocational training to the enterprise	EN	Spain	06/06/11 - 10/06/11	300

AUFGABEN DER ELTERN UND SOZIALPARTNER BEI DER LEITUNG

round	group	title of visit	wl	country	date	page
1	114	Regionale Partnerschaft zugunsten der Berufsbildung	DE	Polen	13/09/10 - 17/09/10	144

SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

round	group	title of visit	wl	country	date	page
1	115	The role of schools in creating a safe environment for pupils	EN	Netherlands	04/10/10 - 08/10/10	145
2	260	Preventing violence at school	EN	Romania	23/05/11 - 27/05/11	301

PROMOTING CROSS BORDER MOBILITY IN LIFELONG LEARNING
PROMOUVOIR LA MOBILITÉ TRANSFRONTALIÈRE DANS L'APPRENTISSAGE TOUT AU LONG DE LA VIE
FÖRDERUNG DER GRENZÜBERSCHREITENDEN MOBILITÄT BEIM LEBENSLANGEN LERNEN
FOMENTAR LA MOVILIDAD TRANSNACIONAL EN EL APRENDIZAJE PERMANENTE

LEARNING MOBILITY IN EDUCATION AND TRAINING
LA MOBILITÉ DES APPRENANTS DANS L'ENSEIGNEMENT ET LA FORMATION

round	group	title of visit	wl	country	date	page
1	116	European mobility for young people and adults from remote rural communities	EN	United Kingdom	04/10/10 - 08/10/10	146
1	117	Social integration of disadvantaged young people through international mobility	EN	Hungary	11/10/10 - 15/10/10	147
1	118	Finding solutions to the problems of mobility	EN	Turkey	18/10/10 - 22/10/10	148
1	119	European mobility – European qualification – European employability	EN	Sweden	18/10/10 - 21/10/10	149
1	120	Mobility for all - Let's take one step further	EN	Slovenia	23/11/10 - 26/11/10	150
1	121	International learning routes in general secondary education	EN	Netherlands	29/11/10 - 02/12/10	151
2	261	Quality in mobility and certificates for better cross-border mobility	EN	Netherlands	21/03/11 - 24/03/11	302
2	262	Mobilité à grande distance: accompagner les jeunes dans leur orientation	FR	France	28/03/11 - 01/04/11	303
2	263	Cross-border mobility in vocational education and training	EN	Denmark	09/05/11 - 13/05/11	304
2	264	European mobility and improving employability	EN	Spain	09/05/11 - 13/05/11	305
2	265	Organising high quality LdV learners' mobility	EN	Hungary	23/05/11 - 27/05/11	306
2	266	Cross-border mobility in education and vocational training	EN	Germany	06/06/11 - 10/06/11	307

VISITS BY SECTOR
VISITES PAR SECTEUR
BESUCHE NACH SEKTOREN
VISITAS POR SECTORES

	group / round 1	group / round 2
Accommodation and food service activities	83, 84, 85	133, 148
Agriculture, forestry and fishing	82	154, 205
Arts, entertainment and recreation	50, 60, 92	165, 226
Construction		248
Human health and social work activities	25	
Information and communication		145
Manufacturing	98, 102,119	149, 227, 259



Round 1
Turno
Antragsrunde
Phase

INCREASING LITERACY AND NUMERACY LEVELS

Success in mathematics and languages through early training

Group No: **1**

Round 1

Type of visit:
General education

21/9/2010-24/9/2010
Lomma, Sweden

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **language skills**
- **mathematical competence**
- **school environment**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

We welcome you to the best school municipality in Sweden 2009. Our education results have been highly successful these last few years.
Politicians set the goals and professionals carry out and follow up the goals continuously every month. Pupils' results are followed up every year. We have pre-schools and schools with children from 1-16 years old. Quality is our lead word and we would mainly like to discuss how to develop and improve education in mathematics and Swedish (mother tongue).
Lomma receives many visitors from Sweden and we now think it is time to share experiences and knowledge with our European colleagues.
The area around Lomma is beautiful. It is close to the sea, between the countryside and some cities, such as Malmö and the old university town Lund.

WHAT?

Participants will learn about:
- methods and tools to attend high quality levels;
- different methods and initiatives to improve numeracy and literacy;
- new approaches in health education, concerning both children and staff;
- pupils' participation and their influence on daily school work.

HOW?

Participants will:
- meet politicians, education administrators, principals and teachers;
- visit pre-schools, primary and secondary schools;
- observe and visit teachers at their daily work.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Välkomna att besöka en av Sveriges framgångsrika kommuner; Bästa kvalitetskommun 2008 och flera gånger Bästa skolkommun!
Kvalitet är ett ledord för oss. Vi vill dela med oss av erfarenheter inom vår verksamhet med förskolor och skolor för barn och ungdomar från 1-16 år. Vi fokuserar på baskunskaper men även delaktighet och hälsoarbete. Målet är att knyta kontakter för framtida samarbete.

Organiser(s):

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Website: www.lomma.se

WWW.

www.lomma.se

INCREASING LITERACY AND NUMERACY LEVELS

Increasing literacy and numeracy levels in Silesia

Group No: **2**

Round 1

Type of visit:
General education

4/10/2010-8/10/2010
Katowice, Poland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **key competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Today social, cultural and economical realities make key competences a main educational concern. Changes are needed in Poland and are being prepared: teaching six-year-olds at primary school, compulsory external mathematics examination at the end of upper secondary school.
Silesia is one of the most dynamic Polish regions facing problems of a changing economy, society and educational model. It has an innovative and active education environment and open about Europe. Numerous local projects and initiatives on key competences have been introduced. We should like to present the present situation in Silesia and the most efficient solutions and examples of good practice for key competences teaching and learning.
Kuratorium Oświaty is an education supervisiory body, realising an international project on key competences under the Comenius Regio programme.

WHAT?

Participants will learn about:
- Polish education system;
- forms, methods and tools of teaching key competences, the most interesting projects;
- teachers training and support, evaluation of key competences.

HOW?

Participants will:
- visit primary and secondary schools, initial and in-service teacher training centres, teacher associations, regional examination board, local education authority;
- observe teacher's work in the classroom;
- meet heads, inspectors, teachers, students, experts, local authorities;
- exchange 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,
- 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:

Zmiany społeczne, ekonomiczne i kulturowe czynią opanowanie kompetencji kluczowych jedną z ważkich kwestii edukacyjnych. Polska oświata podejmuje nowe wyzwania w tej dziedzinie. W województwie śląskim realizowane są liczne projekty, których celem jest podniesienie poziomu kompetencji kluczowych.
Kuratorium Oświaty w Katowicach pełni nadzór pedagogiczny nad szkołami. Realizujemy projekt poświęcony kompetencjom kluczowym w ramach programu Comenius Regio.
W czasie wizyty przedstawimy kwestie związane z kompetencjami kluczowymi oraz proponowane rozwiązania i przykłady dobrej praktyki.

WWW.

www.kuratorium.katowice.pl – www.oke.jaworzno.pl – www.us.edu.pl
www.frse.org.pl – www.codn.edu.pl – www.men.gov.pl

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LANGUAGE TEACHING AND LEARNING

Using IT-media in foreign language acquisition

Group No: **3**

Round 1

Type of visit:
General education

27/9/2010-1/10/2010
Schwäbisch Gmünd
Germany

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **digital competence**
- **language skills**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Using IT-media is a key skill and a great challenge for the learning process.
Foreign language acquisition can benefit from IT-Media in many ways, using online dictionaries, doing Internet-based research, using interactive whiteboards, teaching grammar interactively. IT-media can support both learning strategies and language skills.
As a teacher training college for English and French teachers we include use of IT-media in our curriculum. We also encourage trainee teachers to use IT-media more often in a foreign language classroom.
We cooperate with about 60 schools where student teachers are trained to enrich their job experience by giving theory a chance to meet practial teaching.
We should like to share some of the approaches we use in our teacher training programme and exchange best-practice ideas with participants.

WHAT?

Participants will learn about:
- structure and contents of the teacher training programme;
- some of our approaches using IT-media;
- innovative methods and ways of using IT-media in foreign language teaching:
  (a) as an essential part of the teacher training programme;
  (b) as applied in some nearby schools (hospitation sequences);
- what producers of coursebooks and additional software provide for foreign language teachers;
- best-practice ideas presented by study visits participants.

HOW?

Participants will:
- participate in foreign language related lectures of the teacher training programme;
- observe use of IT-media in foreign language classrooms (practical teaching samples).

WHOM?

- Head teachers, teacher trainers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Der Einsatz von Neuen Medien gewinnt auch im Bereich des Sprachenlernens immer mehr an Bedeutung.
Als Staatliches Seminar für Didaktik und Lehrerbildung bilden wir zukünftige Fremdsprachenlehrer (für Englisch und Französisch) aus.
Durch die Struktur dieser Ausbildung haben wir eine enge Kooperation mit mehr als 60 Ausbildungsschulen, an denen die Lehramtsanwärter eingesetzt sind. Dadurch ist eine enge Vernetzung von Theorie und praktischer Umsetzung möglich.
Wir möchten den Teilnehmern einige unserer Ansätze über den Einsatz von Neuen Medien im Fremdsprachenunterricht vorstellen und hoffen auf einen regen Austausch an Ideen innerhalb der Gruppe.

Organiser(s):

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WWW.

www.gfl-journal.de/1-2000/roesler.html – http://home.earthlink.net/~eslhome/index.html
www.teachers-pet.org/ – http://adn.teaching.ro/article_2_1_9.pdf
http://kalinago.blogspot.com/2009/04/teaching-english-using-technology.html
www.webenglishteacher.com/media.html – www.teachit.co.uk/
www.edulang.com/PDF/EnglishAddicts_In_EnglishCourses.pdf

LANGUAGE TEACHING AND LEARNING

Using new approaches on language teaching and learning

Group No: **4**

Round 1

Type of visit:
Mixed

11/10/2010-15/10/2010
Karaman, Turkey

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Foreign language learning is comprised of several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitude towards one's own or another culture. In our country, we teach predominantly English, German and French in our different education institutions. However, there is a lack of understanding of the need to learn different foreign languages, especially English in Turkey. Some Turkish academics believe there are problems with our language teaching and learning process. As a result, we are planning to find out how to overcome our difficulties with foreign language teaching and learning processes with the help of education specialists from European countries.

WHAT?

Participants will learn about:

- methods, techniques and tools used in language learning and teaching;
- learning environments, learning materials or assessment techniques;
- the difficulties of foreign language teaching and learning in Turkey;
- the weak and strong points of our language education;
- new approaches and principles in organising language learning and teaching;
- the differences and similarities of language teaching and learning among European countries.

HOW?

Participants will:

- observe teachers working in the classroom;
- observe students both in primary and secondary schools;
- visit directors of education institutions, representatives of local and national authorities;
- organise assessment meetings.

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 local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Karaman'da Eğitim-Öğretim işlerini planlayan, yürüten ve denetleyen müdürlüğümüz daha önce çalışma ziyaretleri ile ilgili bir projeyi başarıyla uygulamıştır.Dil öğretimi ve öğrenimi konusunda beş günlük bir çalışma ziyaretine ev sahipliği yapmak istiyoruz.Bizler sadece kendi ülkemiz insanıyla değil dünya insanlarıyla da iletişim kurma ihtiyacı hissediyoruz. Bu iletişimi İngilizce, Almanca ve Fransızca gibi yabancı dilleri öğrenerek kurabiliriz.Dil öğretimi ve öğrenimi Türk Eğitim Sisteminin ve 2010 Lizbon Stratejilerinin önde gelen unsurlarındandır. Türkiye'nin AB'ye entegrasyonu çerçevesinde Lizbon anlaşmasıyla eğitim sistemimizin Avrupa'ya entegre etme süreci başlamış ve devam etmektedir.

WWW.

www.karaman.meb.gov.tr – www.karaman.gov.tr – www.mpfl.k12.tr
www.karamanaol.k12.tr – www.prokob70.org

LANGUAGE TEACHING AND LEARNING

Successful CLIL learning community: French-speaking Belgium's work in progress

Group No: **5**

Round 1

Type of visit:
Mixed

15/11/2010-19/11/2010
Liege, Belgium

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **language skills**
- **learning to learn**
- **content and language integrated learning (CLIL)**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Belgium, proclaiming itself the heart of Europe, is rich in both linguistic paradox and potential! The content and language integrated learning (CLIL) Immersion option in education began in 1998 in French-speaking Belgium. Legislation in 2007 has further framed the increasing number of schools embracing the challenge of this innovative approach to learning and teaching through English, Dutch or German. Top-down and bottom-up strategies for implementation of CLIL and for building a multilayered, collaborative support system aim to help schools and teachers develop good CLIL practice.
Liège has some pioneer schools and teachers to share examples of good practice of CLIL in the three target languages. Site visits from Liège will offer a broad view of the work in progress: our 'coconstruction site' which continues to develop and adapt to meet the needs of its players and stakeholders.

WHAT?

Participants will learn about:
- CLIL projects and good practice of teaching content through English, Dutch or German from pre-primary to secondary levels;
- CLIL implementation strategies;
- in-service and support development strategies.

HOW?

Participants will:
- visit schools of all levels with CLIL projects;
- observe lessons of different subjects and discuss with teachers and pupils;
- meet other stakeholders;
- share participants' 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,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Belgique est riche de ses paradoxe et potentiel linguistiques. Depuis 1998, la partie francophone s'est penchée sur l'immersion/CLIL-EMILE (Enseignement d'une Matière Intégré à une Langue Etrangère). Toujours plus d'écoles du pré-scolaire au secondaire se lancent dans cette approche innovante en anglais, néerlandais ou allemand.
Liège rassemble des écoles engagées depuis le début dans le processus. Les enseignants sont donc bien placés pour partager leurs bonnes pratiques. Les visites nous permettront d'offrir une large vue sur le travail en constant progrès et sur les outils créés pour répondre aux attentes et besoins des acteurs de l'immersion. Le tout épicé de quelques saveurs belge.

WWW.

www.segec.be – www.ccn-clil.eu – www.clilconsortium.jyu.fi
www.ecml.at/mtp2/CLILmatrix/index.htm

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Education plurilingue: une identité et des valeurs pour l'Europe

Numéro de groupe: **6**

Phase 1

Type de visite:
Enseignement général

29/11/2010-3/12/2010
Misilmeri, Sicilia, Italie

Langue de travail:
Français

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

Mots clés:

- **communication dans une langue étrangère**
- **sensibilité et expression culturelles**
- **enseignement d'une matière par l'intégration d'une langue étrangère (EMILE)**

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CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

L'école secondaire Cosmo Guastella de Misilmeri a réalisé des expériences innovantes dans le domaine de l'enseignement et de l'apprentissage des langues. Cette visite vise à créer et développer une opportunité d'échange et de réflexion parmi les représentants du monde de l'éducation et de la formation sur les nouvelles méthodologies d'enseignement et d'apprentissage des langues. La pluralité des langues constitue un investissement en ce qu'elle offre l'accès à des modèles divers, à une créativité intellectuelle et à un imaginaire collectif, préambule à l'exercice de la citoyenneté active. L'école a le devoir d'accueillir cette diversité, la respecter et la valoriser comme richesse et ressource. La construction d'un curriculum scolaire doit permettre d'accueillir, respecter, prendre en charge et intégrer les différences et les pluralités.

QUOI?

Le participant:

- réfléchira sur les concepts de langue-identité-citoyenneté et de plurilinguisme;
- découvrira des examples pratiques d'utilisation d'outils méthodologiques tels que CLIL/EMILE (enseignement d'une matière par intégration d'une langue étrangère), et des examples d'utilisation des technologies de l'information et de la communication dans l'enseignement, en vue d'un réinvestissement en classe ;
- aura l'opportunité de discuter avec d'autres responsables du système éducatif et formatif;
- acquerra des compétences pour documenter et rendre publics les résultats des actions.

COMMENT?

Le participant:

- prendra part à des débats et à des réflexions;
- élaborera des parcours didactiques;
- analysera des documents et des produits du cours;
- rencontrera des étudiants et responsables de l'éducation et de la formation;
- visitera des établissements scolaires.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- représentants de réseaux et d'associations d'enseignement et de formation,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Il tema della visita nasce dall'esperienza acquisita nel campo dell'insegnamento e apprendimento delle lingue straniere. Con la visita si vuole creare e sviluppare una opportunità di scambio e di riflessione tra i diversi rappresentanti del mondo dell'istruzione e della formazione. La pluralità delle lingue offre l'accesso a modelli diversi e quindi ad una creatività intellettuale e ad un immaginario collettivo e la scuola ha il compito di accogliere questa diversità, rispettarla e valorizzarla come ricchezza e risorsa. La costruzione curricolare, dovrebbe pertanto effettuarsi mirando ad accogliere, rispettare, prendere a carico e integrare le differenze e le pluralità.

WWW.

www.scuolamediaguastella.misilmeri.scuolaeservizi.it/index.htm

LANGUAGE TEACHING AND LEARNING

Improving language learning in primary schools

Group No: **7**

Round 1

Type of visit:
General education

17/1/2011-21/1/2011
Sèvres, France

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

All recent studies on plurilinguism have concluded that it is necessary to develop language teaching from a very early age. As the operator for the French Ministry of Education of languages and international affairs, the CIEP (International centre for pedagogical studies) has long been involved in the process of teaching languages in primary schools, in particular through the Primlangues website. As an expert in European educational exchanges, the CIEP is offering to share its knowledge in the following areas:

- teacher training;
- teacher support websites;
- mobility programmes;
- class observations.

The CIEP is situated in the greater Paris region.

WHAT?

Participants will learn about: new methods; language syllabi; the 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; international issues; use of the European framework of reference for languages.

HOW?

Participants will meet :

- pupils and all the professionals involved in improving language learning in primary schools;
- teachers;
- headteachers;
- school inspectors and teaching advisors;
- representatives of the French Ministry of Education;
- managers of website and specialised resources.

They will :

- participate in oral presentations, visits and workshops;
- make proposals.

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:

Le CIEP s'est impliqué dès l'origine dans l'enseignement des langues vivantes dans le premier degré, et a créé le site Primlangues, www.primlangues.education.fr/php
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, habilitation des enseignants, l'utilisation du CECR et les programmes, place des langues en formation continue et l'international).

WWW.

www.education.gouv.fr/cid21459/apprentissage-des-langues.html
www.primlangues.education.fr/php/

Organiser(s):

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LANGUAGE TEACHING AND LEARNING

Improving early language teaching

Group No: **8**

Round 1

Type of visit:
General education

7/2/2011-11/2/2011
The Hague, Netherlands

Working language:
English

Number of places: **14**
Minimum required: **6**

Keywords:

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

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The objective of this study visit is to bring participants up to date with the most recent developments in language learning and teaching in the Netherlands. Since the early 1990s, when the official timetable showed a reduction in the number of hours available for languages teaching, several innovations have been introduced into the Dutch school system.

WHAT?

Participants will learn about:

- initiatives to support early language teaching in primary schools;
- content and language integrated learning and reinforced language learning in secondary schools;
- a trilingual approach in Frisian, the second official language of the Netherlands;
- the Anglia initiative for (early) English teaching.

HOW?

Participants will:

- visit the Ministry of Education and municipalities for education;
- be introduced to recent linguistic developments of the European platform;
- visit primary and secondary schools and a regional education centre;
- observe classes and talk to teachers and pupils.

WHOM?

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

Organiser(s):

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WWW.

www.netwerktto.europeesplatform.nl – www.talenopdebasisschool.nl – www.anglia.nl

USE OF ICT IN LEARNING

Increase the professional use of digital learning resources

Group No: **9**

Round 1

Type of visit:
Mixed

6/9/2010-10/9/2010
Gothenburg, Sweden

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **curriculum**
- **digital competence**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The challenge is to increase the use of digital learning resources as it is proven to be low in many Swedish schools and schools in other countries as well.
Sweden is among the most modern and most computerised countries in the world. These qualities are also characteristic of the academic environments at the University of Gothenburg.

WHAT?

Participants will learn about:

- how to increase the professional use of digital learning resources;
- cooperation with parents concerning fundamental values;
- goals and guidelines in the curricula for classification of information;
- competence in teaching subjects and a critical perspective to be able to achieve objectivity and approaches;
- teacher training at the University of Gothenburg;
- the importance of intercultural approaches in a global context;
- digital competence and understanding of the cultures on the Internet to be able to meet and guide the student;
- necessary technical equipment and digital learning resource design.

HOW?

Participants will:

- observe teachers' work in the classroom;
- visit teacher training classes for example at the IT university;
- attend seminars held by well known professors and groups.

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:

Arrangörer är arbetsgruppen för IKT i lärarutbildningen vid Utbildnings- forskningsnämnden för lärarutbildning(UFL) vid Göteborgs universitet. I gruppen ingår prodekanus Elisabeth Hessletoft-Arktoft, vicedekanus Maj-Lis Sjöbeck, utvecklingsledare och IT-ansvarige Monica Sandorf, universitetsadjunkt Kaj Jönsson och forskare Lena Olsson.
Fil Dr Lena Olsson f.d. undervisningsråd har under året i samverkan med Skolverket och Göteborgs universitet Utbildnings-, forskningsnämnden för lärarutbildning haft i uppdrag att arrangera ett symposium om Digitala lärresurser i en målstyrd skola, utföra en särskild studie i ämnet och dokumentera symposiet i en rapport.

Organiser(s):

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Email: olslen@gu.se
Website: www.ufl.gu.se

WWW.

http://itforpedagoger.skolverket.se/in_english/ – www.multimedia.skolverket.se/ www.itilararutbildningen.se/

USE OF ICT IN LEARNING

Sustainable development of ICT-use and media literacy in secondary schools

Group No: **10**

Round 1

Type of visit:
General education

27/9/2010-1/10/2010
Potsdam, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **digital competence**
- **personalised learning**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The region Berlin-Brandenburg is one of Europe's hothouses of creative industries. In Potsdam blockbuster films and TV series are produced, computer games designed and web 2.0 start-ups flourish. The region with its many universities and research centres is also an integral part of the global knowledge society. Using EU structural funds the government of Brandenburg now starts to link these boom sectors closer to general education in secondary schools. More public funds are invested to update ICT equipment in schools. Local educational administration and schools are coached to find their profiles in the emerging information age and join wider networks. Participants of the study visit will get insights into this change process and see how smart concepts of introducing ICT can support schools to redefine their pedagogic goals, increase the quality of their work and install media literacy and creativity as driving forces of innovative school development.

WHAT?

Participants will learn about:

- initiatives to improve use of ICT in secondary schools and to support the shift from standardised to personalised learning and teaching;
- approaches to include media literacy comprehensively in school curricula;
- the need for improved cooperation and planning between regional, local and school administration and other stakeholders to enable sustainability.

HOW?

Participants will:

- visit respective secondary schools in Potsdam and the north-eastern part of Brandenburg;
- meet various professionals from the media and education.

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:

Berlin-Brandenburg ist ein Zentrum der Kreativ- und Medienindustrie in Europa und Standort der globalen Wissensgesellschaft. Mit Strukturfondsmitteln der EU verknüpft die brandenburgische Landesregierung diesen Sektor stärker mit dem allgemein bildenden Bereich der Sekundarstufe II. Gefördert werden IT- und Medienausstattung von Schulen und die Definition / Verabredung schulbezogener Medienentwicklungspläne. Die Teilnehmenden des Studienbesuchs sehen, wie der intelligente Einsatz von IT Schulen unterstützen kann, die Qualität pädagogischer Arbeit zu verbessern, Synergien zur regionalen Wirtschaftsentwicklung zu nutzen und sich den Herausforderungen der Informationsgesellschaft zu stellen.

WWW.

http://bildungsserver.berlin-brandenburg.de/mep.html

USE OF ICT IN LEARNING

Triple T – Theory, teaching, technology: teaching and learning with ICT

Group No: **11**

Round 1

Type of visit:
Mixed

4/10/2010-8/10/2010
Istanbul, Turkey

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **digital competence**
- **student assessment**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

There are lots of good examples of these issues in our region. Our many primary schools, vocational schools for girls and other vocational institutions can give many positive modules in ICT technologies and their effective usage. Further, in Eyüp county, this will have a big influence and effect on nearly 350 000 people, parents, pupils, citizens, workers in municipalities, lecturers, social workers and so on.

WHAT?

Participants will learn about:

- how a vocational school uses computers to design a textile product;
- e-learning technology in Turkish education system (DynEd software program for second language learning).
- real classroom atmosphere while teaching with ICT. Namely smartboards(Q-Boards), projection machines, notebooks, computers and so on.

HOW?

The participants will:

- visit kindergardens, primary, secondary and vocational schools and neighbouring universities to see ICT applications;
- observe students' and teachers' ICT applications at classes;
- visit the computer engineering faculty of a university;
- visit a computer (informatic) classroom of a public secondary school and observe a lesson.

WHOM?

- Company training managers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- 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:

5-9 Ekim 2009 tarihlerinde evsahipliği yapmış bir kurum olarak, çalışma ziyaretine katılan 10 katılımcı çok memnun şekilde bölgemizden ayrıldılar. Avrupa Birliği'nin 7 farklı ülkesinden gelen, 10 alanında yetkin katılımcıya, bölgemizde eğitim öğretim adına çok güzel tecrübeler yaşattığımıza inanıyoruz. Ayrıca bizler de onların bilgi birimlerinden yararlanarak kendimizi geliştirdiğimize ve bir sonraki çalışma ziyaretinde daha ideal evsahipliği yapabileceğimize inanıyoruz. Misafirlerimizin ağzından duyduğumuz sözlerle ifade etmek gerekirse, ilçemiz okulları AB standartlarında eğitim olanaklarını yakalamış ve bilgi iletişim teknolojisi kullanımında dünyanın pek çok ülkesinin de önüne geçmiştir.

WWW.

http://eyup.meb.gov.tr/ – http://istanbul.meb.gov.tr/ – http://istanbul.gov.tr/
www.eyup.bel.tr/ – www.ibb.gov.tr/tr-TR/Pages/AnaSayfa2.aspx

USE OF ICT IN LEARNING

Effective use of ICT to improve teaching and learning in primary education

Group No: **12**

Round 1

Type of visit:
General education

11/10/2010-14/10/2010
Wolverhampton,
United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **curriculum**
- **teachers' and trainers' competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

There is great emphasis in various government policies to embed the information and communication technologies (ICT) in teaching and learning in the primary curriculum. Senior management teams in schools have the task to devise strategies which will support implementation of the ICT policies; such strategies aim to meet the changing needs of the curriculum, staff and pupils.
Language networks for excellence, part of the University of Wolverhampton, is engaged in many initiatives and training related to effective use of ICT in teaching and learning languages, but more generally, in the effective use of interactive whiteboard tools to support teaching and learning across the curriculum.

WHAT?

Participants will learn about:
- effective use of ICT to support teaching and learning in primary education;
- new approaches to motivation and engagement of pupils via use of ICT in primary education;
- use of latest technology (for example, interactive whiteboard technology, pupils response systems, etc.).

HOW?

Participants will:
- take part in seminars and workshops delivered by specialist ICT practitioners;
- observe teachers' work in classroom;
- meet with specialist ICT practitioners to look at latest software used in primary education;
- attend ICT in school training (how school managers build teachers expertise in the school);
- visit a local innovation centre.

WHOM?

- Head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

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WWW.

https://selfreview.becta.org.uk/ – www.becta.org.uk/
http://education.smarttech.com/ste/en-us/ – www.primaryresources.co.uk/ict/ict.htm
http://primaryprojects.co.uk/ – www.createascape.org.uk/ – http://primary.naace.co.uk/
http://wlv.ac.uk/Default.aspx?page=12720

USE OF ICT IN LEARNING

Using technology for effective teaching of maths, science and technology

Group No: **13**

Round 1

Type of visit:
Mixed

1/11/2010-5/11/2010
Limassol, Cyrpus

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **digital competence**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

'Harnessing technology' as the means to embed e-learning across the whole learning process and bridging boundaries between formal and informal learning is one of the cornerstones of the Cyprus educational reform process. Teachers are increasingly using their skills and knowledge to make their lessons attractive, interactive and innovative. To help teachers' work the Ministry of Education and Culture of Cyprus has introduced use of interactive boards and portable computers for each pupil. In addition, all schools have a structure cabling system for e-learning and communication among teachers, pupils and parents.

WHAT?

Participants will learn about:

- use of technology to improve the teaching and learning experience;
- use of blogs for supporting tutors and sharing ideas;
- use of ICT to record progress and achievement;
- the potential of using ICT in the teaching and learning process.

HOW?

Participants will:

- take part in e-learning workshops using technology;
- visit elementary, secondary general and vocational education schools where ICT tools are used;
- observe teachers work in the classroom and participate in teaching activities and discussion.

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:

Σημαντικός παράγοντας στην επιτυχή εφαρμογή του e-learning εντός της εκπαιδευτικής διαδικασίας και της γεφύρωσης του χάσματος μεταξύ παραδοσιακής-επίσημης και ανεπίσημης μεθόδου διδασκαλίας είναι η "τεχνολογική σαμάρωση" του εκπαιδευτικού συστήματος. Για τη διευκόλυνση των εκπαιδευτικών το Υπουργείου Παιδείας και Πολιτισμού έχει προωθήσει τη χρήση διαδραστικών πινάκων και φορητών Η/Υ για κάθε μαθητή, ενώ όλα τα σχολεία έχουν δικτυωθεί επαρκώς για σκοπούς e-learning και για επικοινωνία μεταξύ εκπαιδευτικών – εκπαιδευόμενων και γονιών. Η Επίσκεψη Μελέτης που διοργανώνεται στην Κύπρο έχει σκοπό την ανταλλαγή ιδεών/πρακτικών στην εφαρμογή της τεχνολογίας εντός της εκπαιδευτικής διαδικασίας.

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WWW.

www.moec.gov.cy – www.eurydice.org

USE OF ICT IN LEARNING

Technological plan for education: the Portuguese framework for ICT in education

Group No: **14**

Round 1

Type of visit:
Mixed

8/11/2010-12/11/2010
Lisboa, Portugal

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **digital competence**
- **teachers' and trainers' competences**
- **innovative approaches**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The main goal of Portuguese education policy, in the technological plan for education has been modernising of schools and strengthening the role of ICT as a basic tools for teaching and learning. The plan is structured in three main axes «technology, contents and training» in which a set of key projects are being developed, addressing the main concerns and obstacles that prevented the general use of ICT in education. The plan promoted a balanced and equitable relationship of schools with ICT, ICT integration in teaching and learning methods and building a coherent model of digital processes that ensures efficient school management.

WHAT?

Participants will learn about:

- key projects developed in the three axes of the technological plan for education, including: technological embedded projects, technological kit, high-speed Internet, school safety, school card, Internet in the classroom - local area networks, cate – centre of ICT support for schools and voive over inernet protocol – voice and video in schools;
- contents and school management projects, such as schools portal and simplex school;
- training-oriented projects, such as ICT competences, ICT academies, and ICT interships.

HOW?

Participants will:

- receive presentations from national experts;
- visit schools, ICT academies and ICT internships;
- participate in debates and workshops on use of ICT in 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,
- 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:

Esta visita tem por objectivo a troca de experiências entre os participantes no âmbito da utilização das novas tecnologias no ensino e na aprendizagem.
Neste contexto, Portugal divulgará o Plano Tecnológico da Educação nas suas três vertentes principais – Tecnologia, Conteúdos e Formação – como uma experiência inovadora no âmbito das suas políticas educativas, tendo em vista o desenvolvimento de competências em tecnologias da informação e da comunicação e a sua integração nos processos de ensino e de aprendizagem.

WWW.

www.escola.gov.pt – www.gepe.min-edu.pt/np3/86.html

DEVELOPING ENTREPRENEURSHIP

Challenging entrepreneurship training

Group No: **15**

Round 1

Type of visit:
VET

27/9/2010-1/10/2010
Tampere (including Ikaalinen, Tuuri and Mänttä), Finland

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Considerable efforts have been made to stimulate self-employment through entrepreneurship training since 1980s but government support activities have had their drawbacks. For example, new small firms do not create enough jobs as most are one-person businesses. Training has not focused on this problem, merely offered measures for starting a business; not for the quality of the business. Therefore, we would like to establish a consortium to screen the quality of entrepreneurship training by concentrating on European initiatives of entrepreneur qualifications.
Pirkanmaa is the most rapidly growing entrepreneurial region in Finland.
Opeko and AKOL are both involved with entrepreneurship education. Opeko with teachers at school/institute levels, AKOL at adult education level. Both institutions are engaged in international development programmes, the latest being Europapreneur diploma.

WHAT?

Participants will learn about:
- experiences in providing Finnish competence-based qualifications for entrepreneurs;
- outcomes of the Leonardo da Vinci Europapreneur project and diploma;
- new approaches in entrepreneurship training in Europe;
- impact of entrepreneur competence-based qualifications on small businesses;
- cultural entrepreneurship.

HOW?

Participants will:
- visit VET institutes providing preparatory training for SME candidates wishing to achieve competence based qualification of entrepreneur and to be awarded a respective diploma;
- visit innovative SMEs (employment creators), educational authorities in entrepreneurship training and successful rural SMEs.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Yrittäjyyskoulutuksen haasteet -vierailu liittyy yrittäjyyskoulutuksen kehittämiseen ja uusien käytänteiden huomioon ottamiseen sekä uusien että toimivien yrittäjien menestymisen varmistamiseksi. Keskustelun pohjana on suomalainen yrittäjätutkintojärjestelmä, sen edut ja kehittämiskohteet sekä yritys tuottaa yhteinen eurooppalainen yrittäjätutkinto. Osallistujat esittävät omat ajatuksensa näistä teemoista ja reflektoivat niitä kokemuksiinsa erilaisista yritys- ja yritysneuvontakohteista, joihin he vierailulla tutustuvat.

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WWW.

www.oph.fi/english – www.opeko.fi/english/index.html – www.yrittajat.fi/en-GB/ www.yrityssuomi.fi/default.aspx?lang=2&PresLanId=2 – www.akol.fi

DEVELOPING ENTREPRENEURSHIP

Education, innovations, enterpreneurship from kindergarten to adult life

Group No: **16**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Rzeszów, Poland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **key competences**
- **innovative approaches**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The educational goal is to prepare graduates for functioning in contemporary Europe, equip them with the necessary spheres of competence to help with mobility and their professional career. Early discovery of pupils' abilities and shaping key competences during education as well as high quality vocational guidance and entrepreneurship in education are important. Podkarpackie province undertakes initiatives and participates in projects shaping creativity and entrepreneurship of children and young people. Our institution organises Polish conferences on good practice models. We want to discuss how best to prepare of students for the European and local labour markets as well as making the right education and economic decisions.

WHAT?

Participants will learn about:

- innovations and projects on key competences necessary for adult life implemented by kindergartens and schools;
- our solutions for developing key competences and planning the professional career of students adapted to their age;
- early support and vocational guidance;
- teachers' new role in managing development of the pupil (innovative teachers, enterprising teachers, etc.).

HOW?

Participants will:

- visit kindergarten, school, university projects in the region;
- visit schools, pedagogical and in-service teacher training centres and cooperating institutions;
- meet local authorities, superintendents, head teachers, representatives of educational institutions;
- take part in group discussions, exchange views and 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,
- 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:

Aktualnie dużego znaczenia nabiera przygotowanie młodego człowieka do funkcjonowania w dynamicznie zmieniającym się środowisku lokalnym oraz zjednoczonej Europie. Pragniemy podzielić się doświadczeniami, wspólnie przedyskutować priorytety i rolę nauczyciela
w kierowaniu rozwojem ucznia. Uczestnikom przedstawimy ciekawe rozwiązania, realizowane innowacje oraz projekty dotyczące kluczowych kompetencji z uwzględnieniem przedsiębiorczości i kariery zawodowej, wdrażane przez podkarpackie szkoły w ramach zajęć obowiązkowych oraz pozalekcyjnych (część finansowana ze środków unijnych). Liczymy na poznanie przykładów dobrej praktyki z państw Unii oraz nawiązanie szerszej współpracy.

WWW.

www.ko.rzeszow.pl – www.pcen.rzeszow.pl – www.codn.edu.pl – www.men.gov.pl

DEVELOPING ENTREPRENEURSHIP

Fostering and teaching entrepreneurial skills

Group No: **17**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Asti, Piemonte, Italy

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **curriculum**
- **entrepreneurship**
- **work placement**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The role of entrepreneurship as an engine of economic and social development is significant. We would like to take participants on a journey through Asti territory to see how we prepare our students for their professional and personal futures. We would also like to share our experiences and thoughts in an European perspective, and hopefully end up in a European network for educational development. In times of economic crisis it is important to foster and strengthen the link between the educational and vocational training system and the labour market to prevent unemployment and create training programmes as adequate as possible to market needs.

WHAT?

Participants will learn about:

- the ideas behind enterprise learning;
- what enterprise learning could look like in practice and what could be included in entrepreneurial education;
- research on entrepreneurial learning carried out at several schools in Asti;
- how entrepreneurship is integrated into the education system;
- partnerships fostering and promoting entrepreneurial skills.

HOW?

Participants will:

- visit schools where enterprise learning is integrated into regular education;
- discuss enterprise learning with students and teachers, principals, local authorities and project developers;
- meet researchers;
- observe school and enterprise collaboration;
- brainstorm about the opportunity and the methods to create European networks of private businesses, schools and vocational training centres constantly updating one another about new jobs, new positions, new opportunities in the European labour market and its needs.

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,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La metodologia della simulazione di impresa offre agli studenti la possibilità di sviluppare capacità imprenditoriali e spirito d'iniziativa. Poiché la simulazione di impresa offre ai partecipanti la possibilità di tradurre le conoscenze teoriche in pratica, la visita di studio analizzerà il punto di vista di insegnanti, dirigenti scolastici, studenti e partners sociali nei confronti dei sistemi educativi e della crescente competitività nel mondo del lavoro attraverso la comparazione dei modelli di simulazioni di imprese fino al raggiungimento di una certificazione europea condivisa. Fondamentale sarà la conoscenza del territorio per poter sviluppare conoscenze interrelate.

WWW.

www.scientifico.asti.it – www.afp-collineastigiane.com – www.at.camcom.it
www.astiturismo.it

DEVELOPING ENTREPRENEURSHIP

Entrepreneurship and creativity throughout the curriculum

Group No: **18**

Round 1

Type of visit:
General education

18/10/2010-21/10/2010
Söderhamn, Sweden

Working language:
English

Number of places: **20**
Minimum required: **5**

Keywords:

- **leadership and management**
- **learning to learn**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Since the establishment of Vision 2012 for Söderhamn, entrepreneurship and creativity in schools has been one of the issues of highest priority. It created a broad cooperation among politicians, all levels of education, the regional university and local business organisations. The concept builds on the belief that entrepreneurship is something we need to train constantly and therefore should be part of children/students' education and lifelong learning. Teachers, children and students work differently and are actively improving these skills during their own lifelong learning, while working with the national curriculum.

WHAT?

Participants will learn about:

- how to initiate and implement a process of change towards entrepreneurship and creativity in the school system as a whole;
- process and tools used in pre-primary, primary, secondary and upper secondary education;
- approaches that develop children, pupils'/students' and teachers' entrepreneurial abilities;
- approaches towards teachers own lifelong learning.

HOW?

Participants will:

- meet and hear the experiences of those that have initiated and implemented the process of change;
- visit pre-primary, primary, secondary and upper secondary schools/classes;
- meet teachers, children, pupils/students.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Söderhamns Kommun inbjuder till studiebesök hösten 2010, kring sitt arbete att får entreprenörskap och kreativitet att löpa som en röd tråd genom utbildningssystemet.
Genom att deltagarna i studiebesöket får träffa och höra erfarenheter från dem som initierat och implementerat förändringsprocessen det en förhoppning att ge inspiration och idéer till andra, inte lösningar.

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WWW.

www.soderhamn.se – www.skl.se – www.skolverket.se

DEVELOPING ENTREPRENEURSHIP

Development of entrepreneurial competences of young people

Group No: **19**

Round 1

Type of visit:
Mixed

19/10/2010-22/10/2010
Brussels, Belgium

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **entrepreneurship**
- **young people**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Europe needs more entrepreneurs. The promotion of entrepreneurship has to start already at school.
In 2002, DBO (Vocational Training Service, an agency of the Department of Education and Training) started to run its first project to promote entrepreneurship among young people in schools. Since then several new projects, initiatives and competitions were developed to stimulate entrepreneurship and to improve the image of an entrepreneur, not only in VET but also in general education. As a member of the steering committee 'Entrepreneurial education in Flanders' DBO is also directly involved in organising the annual 'entrepreneurial class week' in education at all levels, and several international projects to stimulate entrepreneurial behaviour and entrepreneurship. During this visit we would like to share our experiences and good practices.

WHAT?

Participants will learn about:
- educational projects in Flanders to promote entrepreneurship;
- the 'action plan entrepreneurial education in Flanders';
- the 'entrepreneurial class week';
- teaching methods, instruments and material;
- e-support for teachers and schools;
- practical examples of good practice.

HOW?

Participants will:
- meet teachers and people responsible for educational projects to promote entrepreneurship;
- meet pupils participating in projects and good practice;
- 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 education and training networks and associations,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Europa heeft nood aan meer ondernemers. Het promoten van het ondernemerschap en het zelfstandig beroep als mogelijke beroepskeuze dient reeds te gebeuren op school. DBO heeft heel wat ervaring in het ontwikkelen en opstarten van ondernemerschapsprojecten gericht naar scholen en leraren. DBO is lid van de stuurgroep Ondernemend onderwijs in Vlaanderen en is bovendien nauw betrokken bij de organisatie van de jaarlijkse Ondernemersklasseweek in scholen (alle niveau's). Tijdens dit bezoek willen we graag onze ervaringen en goede praktijkvoorbeelden delen.

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www.omoo.be – www.rys.be – www.competento.be – www.ond.vlaanderen.be/dbo

STRENGTHENING INTERCULTURAL EDUCATION

Education – Participation – Citizenship

Group No: **20**

Round 1

Type of visit:
Mixed

24/1/2011-28/1/2011
Rotterdam, 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:

Key competences for all, including creativity, innovation and entrepreneurship

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 its own language and can preserve its culture, customs and characteristics. Our aim is to stress the importance of internationalisation of multicultural and intercultural approaches on a European scale and concentrate on areas where intercultural dialogue is more likely to contribute to 'better living' among people in the EU.

WHAT?

Participants will learn about:
- European citizenship;
- values, pedagogical and didactic aspects to build a European identity;
- how to promote intercultural dialogue and European cooperation.

HOW?

Participants will:
- meet students, teachers, heads of schools and experts;
- meet NEAC – network of European active citizens;
- attend roundtables.

WHOM?

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

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www.neac2.eu/events/rotterdam_studyvisit/rotterdam_visit.htm

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Outdoor classrooms – Using the environment to inspire learning

Group No: **21**

Round 1

Type of visit:
General education

7/9/2010-10/9/2010
Penzance, England, United Kingdom

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **sustainable development**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The sustainable schools framework provides multiple opportunities for outdoor learning vital for delivering relevant education for a sustainable future, and especially pertinent in Penwith with its social deprivation challenges. Located in the heart of the 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 to share our own 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;
- experience 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.

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www.teachernet.gov.uk – www.eco-schools.org.uk/ – www.edenproject.com/
www.cornwall.gov.uk/default.aspx?page=8864 – www.cornwall.gov.uk/default.aspx?page=8897
www.plan-itearth.org.uk/2009/planitearth/

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Improving active citizenship for sustainable development of civil society

Group No: **22**

Round 1

Type of visit:
General education

11/10/2010-15/10/2010
Eger, Hungary

Working language:
English

Number of places: **20**
Minimum required: **5**

Keywords:

- **key competences**
- **social and civic competences**
- **young people**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

At Eszterházy Károly College (EKF) improving active citizenship is one of the central research areas. The study visit will focus on the importance of young people's participation in decision-making processes. EKF has a close relationship with local schools, NGOs, local municipalities and polling institutions that have experience in implementing new approaches and procedures. The aim of the visit is to meet representatives of civil organisations, teachers and educational experts who work on a project of reconnecting civil society to governments.

WHAT?

Participants will learn about:

- active participation in local decision-making systems;
- current approaches of EKF and special research institutions;
- new practices to engage young people through education;
- how active citizenship helps improve the quality of democracy in Eger;
- role of local civil organisations in improving active citizenship;
- work of local municipalities on educational questions.

HOW?

Participants will:

- visit educational institutions that have experience in active citizenship;
- attend workshops and presentations from decision-makers, practitioners from schools and NGO members;
- talk to teachers, trainers and students from different spheres of education;
- meet committed researchers, local authorities and activists of civil organisations;
- visit local municipalities (Pétervására) and get acquainted with methods of how to strengthen the cooperation between civil society and governments;
- visit Budapest to observe the work of a national non-profit organisation.

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:

Az EKF Politológia tanszék által szervezett tanulmányúton a kérdés legújabb kutatási eredményei mellett bemutatjuk azt is, hogy hogyan építhető be a tanulási folyamatba az aktív állampolgárságra nevelés. A résztvevők megismerkednek a fiatalok aktív állampolgárságát és a civil kompetenciák megerősítését célzó önkormányzati programokkal. A vendégek találkoznak tanárokkal, szakértőkkel és az aktív részvétellel foglalkozó közpolitikai szereplőkkel. A tanulmányút során a látogatók kapcsolatba kerülnek a helyi és országos szinten is működő civil szervezetek munkájával. Az aktív állampolgársággal foglalkozó non-profit szervezetek bevonásával biztosítjuk a kérdés több irányú megközelítését.

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www.ektf.hu

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Breaking down barriers: innovative practices in environmental education

Group No: **23**

Phase 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Málaga, Spain

Working language:
English

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

Keywords:

- **key competences**
- **innovative approaches**
- **sustainable development**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

During recent years, different national and regional strategies for environmental education and sustainable development, have been developed. It is necessary to put theory into practice and also to learn and share all the good measures implemented througout Europe, starting with local experiences which are not always well known. Our main aim is to reflect on, share and show some good practices on education for sustainability in compulsory education, vocational training, and higher education, in rural or urban areas.

WHAT?

Participants will learn about:

- innovative experiences and good practices in education for sustainability;
- how NGOs/social partners/trade unions contribute to environmental education and sustainable development strategies;
- methods and tools for creating quality indicators in environmental education at different decision levels.

HOW?

Participants will:

- visit educational centres and resources with programmes for schools and adults, innovative groups in the university;
- learn, discuss and share knowledge on how to establish quality criteria;
- meet teachers, students, authorities, advisors and researchers in education for sustainability programmes;
- attend presentations from decision-makers and those responsible for formal and non-formal 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 educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- 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.

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www.unesco.org/en/esd – www.desd.org – http://ec.europa.eu/environment/eussd
www.eadea.org – http://ecoforman.blogspot.com – www.ecourban.org/manual

ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

Parcours de citoyenneté et droits humains

Numéro de groupe: **24**

Phase 1

Type de visite:
Mixte

18/10/2010-21/10/2010
Ravanusa, Sicilia, Italie

Langue de travail:
Français

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

Mots clés:

- **compétences clés**
- **travailleurs peu qualifiés**
- **insertion sociale**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

Dans le cadre de la promotion du succès formatif des étudiants et des adultes, la citoyenneté active, les droits de l'homme et l'apprentissage tout au long de la vie deviennent des thèmes stratégiques pour remédier à la marginalité du territoire à travers la coopération européenne, l'échange et la communication. Le thème choisi est important en Sicile en ce qu'il rend possible l'application sur le territoire de la stratégie de Lisbonne dans le cadre de la cohésion sociale, de l'égalité des chances et de la légalité. En ce sens, et depuis 1998, l'Istituto Comprensivo «A. Manzoni» a favorisé la valorisation de la dimension européenne de l'éducation et a reçu les prix «European Quality Label» et «Award-Europa dell'Istruzione».

QUOI?

Le participant découvrira:

- comment les acteurs de l'apprentissage prennent conscience de leurs racines historiques et de l'importance d'avoir des données communes;
- comment améliorer le concept européen d'éducation sur le territoire, en respectant les expériences et les cultures locales;
- comment construire des liens de coopération et de soutien des projets scolaires et de formation professionnelle.

COMMENT?

Le participant:

- partagera des activités d'apprentissage dans le domaine des compétences transversales (surtout la compétence «apprendre à apprendre»);
- rencontrera différents acteurs (professeurs, éducateurs, experts) 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,
- représentants des syndicats,
- 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 Strategìa di Lisbona 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.

WWW.

www.icmanzoni.it – www.spazio22.eu – www.scuolaedirittiumani.it
www.scuoladipace.org – www.centrodirittiumani.it

ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

Santé humaine et action sociale

Former les enseignants en éducation à la santé et à la citoyenneté

Numéro de groupe: **25**

Phase 1

Type de visite:
Mixte

19/10/2010-22/10/2010
Paris, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **programmes d'études et de formation**
- **compétences sociales et civiques**
- **éducation à la santé**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

L'éducation à la santé et à la citoyenneté (ESC) constitue un des champs d'actions prioritaires développées dans le système éducatif français. L'ESC vise à développer les compétences psychosociales des élèves. Toutes les recherches conduites sur l'ESC en milieu scolaire concluent à la nécessité de mettre en œuvre des dispositifs d'apprentissages centrés sur le développement des compétences psychosociales, dès le plus jeune âge.
Cette démarche nécessite de promouvoir un dispositif de formation des enseignants en ESC, afin qu'ils deviennent aptes à développer chez les élèves l'autonomie et la responsabilité, par rapport à leur santé et à leurs comportements sociaux.
Initié en 2005 par la Conférence des directeurs des Instituts universitaires de formation des maîtres (IUFM), le réseau développe des formations (initiales/continues) au niveau national et produit des outils pédagogiques de formation en ESC.

QUOI?

Le participant découvrira:
- les fondements théoriques qui cadrent l'ESC en France et en Europe;
- les compétences professionnelles à acquérir pour enseigner et créer des programmes d'ESC;
- des projets d'ESC conduits en milieu scolaire;
- les outils pédagogiques de formation en ESC dont le nouvel outil PROFEDUS créé par le réseau;
- comment élaborer des programmes de formation en ESC.

COMMENT?

Le participant:
- visitera des établissements scolaires qui développent des actions en ESC;
- rencontrera des professionnels impliqués dans la mise en œuvre de projets d'ESC;
- bénéficiera d'une initiation à l'utilisation des outils de formation en ESC;
- participera à un séminaire de recherche de l'équipe PAEDI (projets européens ESC);
- participera au troisième colloque international du réseau.

POUR QUI?

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

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http://cdiufm.amue.fr/ – www.auvergne.iufm.fr/ – www.inpes.fr – www.drogues.gouv.fr/ www.ofdt.fr/ – http://eduscol.education.fr – www.inrp.fr/ – www.iuhpe.org/

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Lessons from nature: learning outside the classroom and sustainable development

Group No: **26**

Round 1

Type of visit:
General education

25/10/2010-29/10/2010
Malham, United Kingdom

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

There is no doubt that the way we live is unsustainable. Ministries of Education are responding with their own education strategies, and at the Unesco level we are now in the decade of education for sustainable development. Despite this increase in interest, good practice is limited. Lessons from nature study visit will explore new approaches being developed in the UK. Established in 1943, the Field Studies Council is one of Europe's oldest and leading organisations promoting learning through the outdoor classroom via a network of 17 education centres.

WHAT?

Participants will learn about:

- current approaches to learning outside the classroom and sustainable development both in theory and practice;
- sustainable development policies and strategies and the role of out of classroom learning;
- examples of learning outside the classroom and sustainable development delivery through both formal and non-formal education in the UK;
- ideas and development action plans for improving learning outside the classroom and sustainable development.

HOW?

Participants will:

- participate in workshops and presentations from decision-makers, practitioners and teacher trainers;
- visit formal education institutions and informal education providers;
- experience different approaches to out of classroom learning through various activities.

WHOM?

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

Organiser(s):

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WWW.

www.field-studies-council.org – www.lotc.org.uk – www.theableproject.org.uk
www.yorkshiredales.org.uk – www.yorkshireandhumber.net/esd/

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Intellectual rights and education in the treaty for cultural diversity

Group No: **27**

Round 1

Type of visit:
Mixed

26/10/2010-29/10/2010
Nantes, France

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **cultural awareness and expression**
- **entrepreneurship**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Young Europeans suffer from a lack of education in terms of intellectual property. This is why they are not afraid of stealing money from the pocket of all categories of workers from cultural industries over the Internet. We have developed effective educational tools with Unesco and would be happy to share them with other lifelong learning programme managers concerned with the loss of economic opportunities traditionally linked to cultural creations.
How to help European citizens to understand the meaning of the treaty of cultural diversity? How to build a network of citizens and companies willing to share this common European issue and build experimental solutions?

WHAT?

Participants will learn about:

- various ways to register one's intellectual property at a personal level;
- various authors societies, such as Sacem, and the web services they have developed;
- services created by private and official public notaries to authenticate the intellectual property rights of citizens;
- how any European citizen or company can build an empire thanks to adequate management of such intellectual property rights;
- issues identified by Unesco when they created their treaty on cultural diversity;
- various pedagogic solutions to improve the sense of responsibility of users of intellectual property rights in Europe.

HOW?

Participants will:

- visit companies that make their living from their intellectual capital;
- discover how to fight software or music piracy among young Europeans;
- meet with an author, Pierre Barouh.

WHOM?

- Educational and vocational training inspectors,
- 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,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La découverte des enjeux économiques de cette capitalisation d'un patrimoine intellectuel personnel est la première étape d'une démarche pédagogique. Démarche qui conduit à la découverte des enjeux stratégiques de la marchandisation des biens culturels. La politique de la France et de l'Europe, dans ce domaine, a conduit l'Unesco à la signature du Traité sur la Diversité Culturelle. Cette pierre est le socle d'une politique nationale et européenne en matière de patrimoine culturel. Des enjeux personnels aux enjeux nationaux et européens, tel est le parcours que nous proposons à nos visiteurs de découvrir à travers des expériences originales de lutte contre le piratage culturel.

Organiser(s):

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www.cnam.eu – www.sacem.fr – www.unesco.org

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Non-formal education methods in local administration as a model

Group No: **28**

Round 1

Type of visit:
Mixed

8/11/2010-12/11/2010
Kocaeli, Turkrey

Working language:
English

Number of places: **18**
Minimum required: **7**

Keywords:

- **education and training attainment**
- **personalised learning**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Adult education is gradually becoming more important. Kocaeli Metropolitan Municipality, as a local administration, fully supports art, vocational and scientific education for adults. Kocaeli Metropolitan Municipality designs lots of national and international projects to educate and train the citizens of Kocaeli province. It also supports the general education of children and aims to create new generations with a scientific background.

WHAT?

Participants will learn about:
- what tools and methods can be used in art, science and vocational education;
- what active citizen means;
- how to overcome the lack of responsibility of the new generation;
- the role local authorities play in promoting active citizenship.

HOW?

Participants will:
- meet decision-makers in culture, art and education departments;
- visit adult education centre and get information on curriculum activities;
- visit children's general education centres and get information on activities;
- observe teachers in the classrooms.

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,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Bilindiği gibi yetişkin eğitimi günümüzde giderek daha önem kazanan bir sorun haline gelmektedir. Kocaeli Büyükşehir Belediyesi yetişkinlere yönelik mesleki, bilimsel ve sanat eğitimlerine büyük önem vermektedir. Aynı zamanda çocukların genel eğitimine destek sağlamaktadır. Bu kapsamda bir çok ulusal ve uluslararası projeler üretmekte ve bu projeler ile vatandaşların eğitimli,bilgiye ulaşabilen, bilimsel düşünen insanlar olmasını hedeflemektedir.
Ziyaret edilecek olan kurumlar
Meslek ve Sanat Edindirme Kursları
Bilgi Merkezi
Bilim ve Teknoloji Kulübü
Konservatuvar
İtfaiye Eğitim Merkezi
Şehir Tiyatrosu

WWW.

www.kocaeli.bel.tr – www.komek.org

Organiser(s):

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Fax +90 2623181631
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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Value of outdoor learning for active citizenship and sustainable development

Group No: **29**

Round 1

Type of visit:
General education

8/11/2010-12/11/2010
Coniston, Cumbria, England, United Kingdom

Working language:
English

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

Keywords:

- **curriculum**
- **learning outcomes**
- **sustainable development**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The educational value of outdoor learning has recently gained UK government support. A report by government inspectors states that it can lead to greater motivation and creativity, raise standards and improve students' personal, social and emotional development. Learning through direct experience in the outdoors can lead to environmental awareness and help to promote active citizenship and sustainable lifestyles. Low Bank Ground is a residential outdoor education centre, situated in the spectacular Lake District National Park in north west England. It has an international reputation for its good practice in outdoor teaching and learning based on adventurous activities, environmental awareness and understanding. It is an eco-centre and runs a programme of environmental awards.

WHAT?

Participants will learn about:

- the range of educational activities included in outdoor learning;
- the lifelong value of this type of education;
- how outdoor learning can be used to develop personal and social skills and encourage active citizenship;
- the value of outdoor experiences in promoting environmental awareness and sustainable lifestyles;
- how to plan, organise and evaluate outdoor learning to achieve these learning outcomes.

HOW?

Participants will:

- observe teachers working with groups in the outdoors;
- visit education providers who work to encourage active citizenship and sustainable development;
- participate in guided outdoor and environmental activities;
- meet teachers, education advisers and outdoor education tutors to discuss good practice.

WHOM?

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

Organiser(s):

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Website:
www.wigan.gov.uk/pub/lowbankgr

WWW.

www.lotc.org.uk – www.nc.uk.net/esd – www.teachernet.gov.uk/sustainableschools

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Creating a 'sustainable' school

Group No: **30**

Round 1

Type of visit:
General education

22/11/2010-26/11/2010
Athens, Greece

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **school environment**
- **innovative approaches**
- **sustainable development**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Some of the main topics in education for sustainability are management of resources, decision-making and democracy in schools, cooperation between schools and local community, development of critical thinking and active participation. Encouraging use of good practices in our schools is very important for a sustainable future. It is a lifelong learning process that helps students to learn how to learn, be decision-makers, think critically, adopt sustainable practices, learn how to cooperate with others and, finally, participate in the environmental, social and financial development of a sustainable world. We have created a network of schools whith the same goals: 'creating sustainable schools'. We want to show and discuss the outcomes of this project.

WHAT?

Participants will learn about:

- the principles of education for sustainability which apply to a sustainable school;
- how pupils, teachers, parents and community are involved in the development of a sustainable school;
- what methods, tools and innovating approaches could be used;
- the relationship between citizenship and education for sustainability.

HOW?

Participants will:

- meet representatives of educational authorities, teachers and pupils who participate in the network;
- participate in experiential activities;
- visit some of the schools in the network;
- observe the way that schools work and teachers, pupils and community cooperate;
- share and exchange our experiences;
- discuss good practices.

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:

Για το σχολικό έτος 2009 – 2010 στη Δ΄ Δ/ νση Π.Ε. Αθήνας συστάθηκε στο πλαίσιο της Περιβαλλοντικής Εκπαίδευσης ένα δίκτυο σχολείων που συμμετέχουν σε ένα πρόγραμμα με τίτλο «Δημιουργούμε το Αειφόρο Σχολείο», όπου σχολεία της Α/ θμιας Εκπαίδευσης δέχτηκαν να συμπεριλάβουν στο επίσημο πρόγραμμα αλλά και στο παράλληλο πρόγραμμα βασικές αρχές της Εκπαίδευσης για την Αειφορία: στοιχεία ενός αειφόρου σχολείου, βιοκλιματική, διαχείριση ενέργειας, νερού, απορριμμάτων, οικολογικό αποτύπωμα της σχολικής μονάδας, λήψη αποφάσεων σε ένα δημοκρατικό και αλληλέγγυο σχολείο, σύνδεση και συνεργασία του σχολείου με την τοπική κοινωνία. Η Επίσκεψη Μελέτης θα συμβάλει στη διάδοση αυτής της προσπάθειας.

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WWW.

www.kpe.gr – www.kpem.gr

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Active citizenship and sustainable development in school education

Group No: **31**

Round 1

Type of visit:
General education

8/2/2011-11/2/2011
Dublin, Ireland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **curriculum**
- **school environment**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

School education seeks to provide a comprehensive, high quality learning environment to enable all students to live full lives and realise their potential as individuals and citizens. In Ireland, this is embedded in the Education Act 1998 where it states that, a school shall use its available resources to promote the moral, spiritual, social and personal development of students. It is further underlined in the UN convention of the rights of a child. Education for sustainable development is a comprehensive approach to teaching and learning and includes key issues such as human rights, poverty reduction, sustainable living, environment, equality, corporate social responsibility and protection of cultures. Education is the foundation for sustainable social and economic development and active citizenship, allowing students to acquire the values, knowledge and skills required for a more sustainable future.This visit is hosted by Léargas, the National Agency for the management of the Lifelong Learning Programme (ex Erasmus) in Ireland.

WHAT?

Participants will learn about:
- principles of education for sustainable development and active citizenship;
- integration of sustainable development into the curriculum and teaching and learning processes;
- innovative initiatives;
- transition year, a school year dedicated to preparing and developing students as responsible, participative and autonomous members of society.

HOW?

Participants will:
- meet national experts and NGOs;
- visit schools and innovative projects;
- observe classroom practice;
- meet students and 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,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

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WWW.

www.leargas.ie – www.education.ie

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Creativity and enquiry-based learning – Good practice in English schools

Group No: **32**

Round 1

Type of visit:
General education

27/9/2010-1/10/2010
Solihull, England, United Kingdom

Working language:
English

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

Keywords:

- **curriculum**
- **leadership and management**
- **learning to learn**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Innovation and creative approaches in teaching and learning are key priorities in Solihull and across the country where teachers are encouraged to find personalised routes to learning and to bring curriculum areas together.
In Solihull there is much innovative work taking place using creative approaches to support learning, including 'building learning power and learning how to learn'. In addition, more schools are now creatively using the 'global dimension' in the curriculum to develop learning and broaden knowledge for both pupils and teachers. Solihull Local Authority is a high achieving local authority interested in further developing the European dimension.

WHAT?

Participants will learn about:

- how primary and secondary schools support innovative approaches to teaching and learning;
- how teachers plan for enquiry-based learning and creativity in the curriculum;
- how teachers use assessment for learning to ensure progress and high attainment;
- how schools teach creatively and teach for creativity;
- how creative approaches to learning can improve educational attainment;
- how schools can use the global dimension in the curriculum.

HOW?

Participants will:

- meet and work with staff in the local authority including inspectors and advisors;
- visit a range of schools meeting with head teachers, teachers and pupils and observing teachers and lessons;
- give and receive presentations on the theme;
- share opportunities and experiences and identify good practice.

WHOM?

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

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WWW.

www.solihull.gov.uk – www.dcsf.gov.uk – www.teachernet.gov.uk – www.qcda.gov.uk
www.globalgateway.org.uk – www.globaldimension.org.uk

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

CRED'o: creative education – Successful generation

Group No: **33**

Round 1

Type of visit:
Mixed

4/10/2010-8/10/2010
Vilnius, Lithuania

Working language:
English

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

Keywords:

- **curriculum**
- **student assessment**
- **innovative approaches**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Creativity, knowledge and access to information are recognised as powerful drivers of development and are highlighted in the main strategies of Lithuania's government and European Union.
Vilnius is a good location as there are many different schools, with extensive and successful experience in developing and using innovative methods of training and education.
Modern Didactics Center (MDC) has worked in the field of education since 1999 and has good and long-term relations with many schools. MDC's specialisation is developing innovative methods, including creative and critical thinking strategies and their application in the educational process. MDC has experience in organising national and international visits and courses, seminars and other events for learning and/or sharing best practices between different kinds of institutions and specialists in the education field.

WHAT?

Participants will learn about:
- creative methods and tools used in teaching and learning;
- new approaches to students' assessment in schools;
- development of school culture;
- innovative programmes and projects at schools;
- school community cooperation models.

HOW?

Participants will:
- visit a pre-primary school, public secondary shools and gymnasiums, including gymnasium of art and a vocational school;
- observe teachers in the classroom;
- meet with school communities (teachers, pupils, other staff);
- participate in round table disscusions on creativity development for all ages;
- share good practices and examples.

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:

Vizito tema – kūrybiškumo skatinimas mokyme ir ugdyme. Tikslas – supažindinti dalyvius su Lietuvos mokyklų iniciatyvomis ir patirtimi taikant kūrybiškumo ugdymo metodus formaliame ir neformaliame švietime. Šiuolaikinių didaktikų centras (Modern Didactics Center) per 10 sėkmingos veiklos metų švietimo srityje, užmezgė glaudžius ryšius su įvairiomis ugdymo institucijomis. Mūsų veiklos specializacija – inovatyvūs mokymo(si) metodai, kūrybinio ir kritinio mąstymo strategijos, jų taikymas ugdymo procese. Esame akredituoti LR ŠMM. Turime ilgalaikės patirties organizuojant šalies ir tarptautinius kvalifikacijos tobulinimo, gerosios patirties sklaidos renginius švietimo bendruomenei.

WWW.

www.sdcentras.lt – www.vilnius.lt – www.smm.lt – www.smpf.lt – www.vilnius-tourism.lt
www.inyourpocket.com/lithuania/city/vilnius.html – www.vjg.lt

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Using cooperative learning in teaching, teacher training and leadership

Group No: **34**

Round 1

Type of visit:
General education

11/10/2010-15/10/2010
Karlsruhe, Germany

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **learning to learn**
- **personalised learning**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The cooperative learning (CL) approach (based on Norm and Cathy Green/ Johnson and Johnson) has become one of the major areas of expertise at the Karlsruhe Teacher Training Institute (for Realschulen). Some of our trainers are trained CL trainers who teach not only their own trainees but also help schools in incorporating CL into their lessons. They also take part in conferences and meetings. The CL approach covers all new demands and challenges imposed by the (Baden-Württemberg) curricula. Cooperative teaching and learning techniques promote a positive and constructive environment in which key competences and social skills are developed and, most importantly, they help to build self-esteem.

WHAT?

Participants will learn about:

- methods and tools used in cooperative learning;
- ways of incorporating cooperative learning into everyday teaching and into teacher training sessions;
- how cooperative learning can be used in organisational development.

HOW?

Participants will:

- experience cooperative learning themselves and understand the principles of the approach;
- observe cooperative learning in the classroom and in teacher training;
- meet principals of schools who have focused on cooperative learning in their schools.

WHOM?

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

Organiser(s):

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WWW.

www.realschulseminar-karlsruhe.de – www.karlsruhe.de – www.zkm.de – www.lmz-bw.de

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Soft skills for life and work

Group No: **35**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Ostrava, Czech Republic

Working language:
English

Number of places: **16**
Minimum required: **7**

Keywords:

- **key competences**
- **learning to learn**
- **teachers' and trainers' competences**

Organiser(s):

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Website: www.rpic-vip.cz

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

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 professionals skills, soft skills are essential for work performance (such as effective communication, flexibility, independence, decisiveness and cooperation). Our research group of training experts and education methodologists developed and verified a set of 14 innovative training programmes for improving the level of key competences for people from child to senior age. The method is based on experimental learning and the methodology is also widely used abroad.

WHAT?

Participants will learn about:

- key competences development tools and methods for increasing performance at work and achieving success in personal life;
- how to use innovative tools in education, for further development of employees, work placements, enterprise, teachers' training;
- ideas and experiences in key competences development;
- development of opportunities for further cooperation and dissemination of best practices.

HOW?

Participants will:

- visit the Centre of Excellence for Key Competences Development (RPIC-VIP), collaborators and partner organisations (labour office, human resource department of big companies, training organisations);
- experience key competence training as trainees at demo training sessions;
- meet experts, developers, certified trainers for key competences, representatives of social partners;
- share experiences, best practices.

WHOM?

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

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. Na základě výsledků jsme vytipovali 14 kompetencí a jsme připravovali tréninkové programy k rozvoji těchto kompetencí. Jedná se o Komenského školu hrou neboli "learning by doing". Programy k tréninku kompetencí využijeme pro firmy, zaměstnance i nezaměstnané, ale také pro žáky a studenty. Tím chceme zacelit mezeru ve vzdělávacím systému dětí i dospělých. Na www.mamenato.cz. si můžete i sami otestovat, jak na tom s jednotlivými kompetencemi jste.

WWW.

www.rpic-vip.cz – www.keycompetencies.eu – www.mamenato.cz

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Non-traditional approach to teaching physical education

Group No: **36**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Kunovice, Czech Republic

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **curriculum**
- **extra-curricular activities**
- **health education**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

Why?

General practitioners in the Czech Republic keep warning of the worsening health conditions of school children. They see a significant problem in a minimum if not zero children involved in regular sports activities. Doctors have confirmed in both national and long-term check ups and further comparison of the results of children in physical education (PE) lessons. Schools can change this adverse by implementing modern, non-traditional methods in PE lessons. This can motivate children to find recreational sports activities.
Our school introduced new innovative methods into the curriculum three years ago and now we can see the first results. Our children regularly achieve best results at various regional sport competitions and more children take part in recreational sports activities. We should like to share our experience with participants.

What?

Participants will learn about:
- activities which helped to reduce the national problem with PE education;
- new non-traditional ways of teaching PE;
- after school activities and projects which support children´s interest in recreational sports activities;
- school childrens' opinions on the new methods applied in PE education.

How?

Participants will:
- attend PE lessons at several kinds of basic schools (special sports school, etc.);
- visit a grammar school and a college to see PE lessons and be introduced to PE education at the schools;
- visit the municipality office – activities supported by the mayor;
- visit sports facilities;
- watch project days oriented to support PE at schools.

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 chambers of commerce/ industry/crafts,
- researchers.

Short description in the host country's language:

Lékaři v České Republice opakovaně upozorňují na zhoršující se zdravotní stav dětí. Výrazný problém vidí v minimálním, téměř nulovém zapojení dětí do pravidelného sportování. Změnit tento nepříznivý vývoj mohou vhodně zvolenými, moderními a netradičními metodami výuky především školy. Škola v Kunovicích se o tuto změnu systematicky snaží už tři roky.a při výuce tělesné výchovy uplatňuje inovativní metody. Ve vzdělávacím programu přibylo hodin tělesné výchovy, sportovních volnočasových aktivit I projektových dnů zaměřených právě na sport.Po třech letech jsou patrné první výsledky.

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www.

www.zskunup.cz – www.mesto-kunovice.cz – www.mesto-uh.cz – www.zssport.uhedu.cz

DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT

Itinéraires croisés: sciences, littérature, art

Numéro de groupe: **37**

Phase 1

Type de visite:
Enseignement général

18/10/2010-22/10/2010
Castiglione del Lago, Umbria, Italie

Langue de travail:
Français

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

Mots clés:

- **compétences en sciences et technologies**
- **compétences clés**
- **approches innovantes**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

L'*Association Laboratorio del Cittadino* est un centre de formation qui vise à promouvoir des liens entre les sciences et toutes les formes artistiques possibles, à promouvoir l'innovation éducative et créative dans le cadre de relations arts-nature-sciences-société. La nouvelle politique éducative régionale a choisi une approche novatrice visant à relever le niveau des compétences clés et à promouvoir la créativité et l'innovation qui renvoient à la capacité des élèves à analyser, raisonner et communiquer lorsqu'ils énoncent, résolvent et interprètent des problèmes relevant de matières différentes.

QUOI?

Le participant découvrira:

- les politiques éducatives mises en place pour confronter directement les pratiques littéraires, artistiques et scientifiques en vue de faire apparaître leurs interactions;
- des exemples concrets en matière de créativité et d'innovation dans les classes, tels que les laboratoires et l'exposition où seront organisés des itinéraires croisés littéraires, artistiques et scientifiques.

COMMENT?

Le participant:

- visitera des écoles primaires et secondaires ainsi que des laboratoires et observera l'esprit scientifique des élèves par le biais de l'interdisciplinarité: sciences et histoire, sciences et art, sciences et littérature;
- visitera l'exposition et les ateliers de chimie où la réflexion prend diverses formes (ateliers scientifiques, théâtre, musique);
- rencontrera des conseillers pédagogiques, des membres des associations, des personnels des institutions publiques et éducatives.

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:

Il LABORATORIO DEL CITTADINO Onlus è un Centro di educazione e formazione che promuove iniziative in accordo con il Programm`a LLP. 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.

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WWW.

www.laboratoriodelcittadino.org

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

CLIL across Europe for innovative intercultural understanding

Group No: **38**

Round 1

Type of visit:
Mixed

25/10/2010-27/10/2010
Monfalcone, Friuli Venezia Giulia, Italy

Working language:
English

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

Keywords:

- **learners' mobility**
- **transparency of qualifications**
- **content and language integrated learning (CLIL)**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship`

WHY?

Friuli Venezia Giulia region is among the most active regions in Italy with a mixture of language and influences. Many foreign language teaching and learning initiatives are undertaken to promote excellence in the process. The Istituto per l'Addestramento professionale dei Lavoratori of Friuli Venezia Giulia (IAL FVG) works as a specialised training agency and pilot centre for a network of local and foreign schools which adopt content and language integrated learning (CLIL), a specific methodology for promoting quality and certification in language training and education. By this study visit, IAL will show how to improve the system of foreign language teaching and learning at different levels through the principles and practice of CLIL and teaching knowledge test (TKT) certification. It will also show how to fulfil specific educational needs (new skills for new jobs). It will consider particular areas of teaching foreign languages such as curricula, materials, methodology, evaluation, group management, educational technology, e-learning facilities and assessment techniques.

WHAT?

Participants will learn about:
- frameworks applied in teaching foreign languages in Italy and other European countries;
- CLIL (planning, teaching and assessing);
- materials, procedures and approaches for cooperative learning;
- TKT: CLIL tests;
- CLIL good practice;
- Europass language passport.

HOW?

Participants will:
- visit secondary schools and university;
- meet teachers, head teachers, university professors and those responsible for foreign language departments, company training managers, representatives of regional authorities;
- observe foreign languages teaching using CLIL;
- have round table discussions.

WHOM?

- Company training managers,
- 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 local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita di studio:
- offre ai partecipanti l'opportunità di vedere e incontrare esperti della metodologia CLIL operanti nelle scuole, università e imprese;
- farà conoscere i contenuti e gli strumenti della certificazione TKT:CLIL rilasciata dall'Università di Cambridge;
- permetterà un confronto con iniziative e buone pratiche CLIL esistenti nel Friuli Venezia Giulia;
- sarà luogo d'incontro e scambio multilinguistico/multiculturale per favorire la conoscenza e la diffusione di buone pratiche didattiche innovative e creative;
- consentirà l'uso di Europass Passaporto Europeo delle Lingue;
- diffonderà le opportunità di mobilità del Programma LLP o FSE.

WWW.

www.ialweb.it – http://venus.unive.it/labclil/ – www.malignani.ud.it/WebEnis/enis_English.htm
www.icrj.eu/index.php?vol=11&page=745 – www.icpj.eu/?id=4
www.primaryclil.org/partners.htm – www.liceocopernico.ud.it/progetti/clil/clil.php
www.ricercaitaliana.it/prin/dettaglio_completo_prin-2006100379.htm

ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

Umsetzung einer neuen Lehr- und Lernkultur im Unterricht und in der Schule

Gruppennummer: **39**

Antragsrunde 1

Art des Besuches:
Gemischt

8/11/2010-12/11/2010
Innsbruck, Österreich

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Qualifikationen von Lehrkräften und Ausbildern**
- **Innovative Ansätze**

THEMENBEREICHE:

Schlüsselkompetenzen für alle, einschließlich Kreativität, Innovation und Unternehmertum

WARUM?

Die nationale Implementierung der europäischen Bildungspolitik ist in unserem Land/ unserer Region höchst aktuell.
In der Stadt Innsbruck und in der Region Tirol findet sich eine vielfältige Bildungslandschaft von der Vorschule bis zur tertiären Bildung.
Da in Innsbruck bereits zahlreiche Initiativen auf diesem Gebiet existieren, bietet sich die Pädagogische Hochschule Tirol (PHT) als idealer Durchführungsort dieses Studienbesuches an. Die PHT mit ihren Praxisschulen nahm 2007 ihren Betrieb auf und bildet PädagogInnen für Grundschulen, Sekundarschulen, Sonderpädagogik, Berufsschulen und FachlehrerInnen an Berufsbildenden Schulen aus, und bietet außerdem die LehrerInnenforbildung an. Ein Studienbesuch gibt europäischen Entscheidungsträgern die Möglichkeit, die Startphase dieses innovativen Prozesses kennen zu lernen und konstruktiv zu beeinflussen.
Unter Berücksichtigung professionalitätsrelevanter Schwerpunkte zur Reform der LehrerInnenbildung stellt sich die PHT mit den Praxisschulen neuesten fachdidaktischen Herausforderungen.

WAS?

Die Teilnehmer werden Folgendes lernen:
- Kennenlernen einer vielseitigen Bildungslandschaft (regionale Gegebenheiten);
- Erwerb von Schlüsselkompetenzen in Schulen und in der LehrerInnenbildung;
- neue Methoden der Fachdidaktik und deren Umsetzung in den Schulen.

WIE?

Die Teilnehmer werden:
- Bildungsstätten besuchen: Praxisschulen, Allgemeinbildende Schulen und Berufsbildende Schule, Kleinschulen, Sonderpädagogik, Integrationsklassen, Nachmittagsbetreuung, Time-out Klassen;
- die Unterrichtsarbeit der LehrerInnen und Studierenden in den Klassen beobachten, analysieren, reflektieren, Gemeinsamkeiten und Unterschiede herausarbeiten.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

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WWW.

www.ph-tirol.ac.at – www.fachdidaktikzentrum.at – www.lehrberufe.tsn.at – www.qibb.at
www.lsr-t.gv.at – www.bmukk.gv.at

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Innovation in connecting theoretical and practical learning

Group No: **40**

Round 1

Type of visit:
Mixed

22/11/2010-26/11/2010
Frýdek-Místek,
Czech Republic

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **education and training attainment**
- **learners' mobility**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Linking theory and practice is becoming more and more important and is one of the national priorities in secondary education.
As a vocational school we have had much experience in preparing future clothing specialists so we focus on ways to link theory and practice. We also send students to vocational placements abroad in Leonardo da Vinci projects. Through our experience in our country and abroad we make comparisons and use good ideas. We have a good relationship with the labour office and get good feedback on employment of our pupils and how they use what they studied at school.

WHAT?

Participants will learn about:
- how our pupils use what they learned at school in their future careers;
- how to compare contemporary education with the previous system with special focus on secondary vocational schools;
- how theory and practice are linked in the Czech educational system;
- how we link theory and practice by cooperating with various businesses;
- how placements of our pupils abroad benefits our pupils' later careers;
- how the practice is carried out both in our country and abroad through Leonardo da Vinci programmes.

HOW?

Participants will:
- visit our school and see all its branches, observing work in the classroom;
- visit other secondary vocational schools with different branches;
- meet directors of schools, managers of companies, workers at the Labour Office, teachers and trainers at different schools, students and professors of the Faculty of Pedagogy.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Cílem studijní návštěvy bude představit účastníkům koncepci vzdělávání na naš škole a školách v regionu a upozornit zejména na propojenost a návaznost teoretické a praktické výuky.
Účastníci se seznámí se spolupracujucími podnikatelskými subjekty, které zajišťují na svých pracovištích čtrnáctidenní praxi žáků, nebo s průběhem módní přehlídky konané naší školou. Na přehlídku modely navrhují, zhotovují i předvádějí samy žákyně. Program studijní návštěvy bude obohacen o exkurze do moravskoslezských odborných škol a firem.

Organiser(s):

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

From experience to knowledge – Applying drama in education

Group No: **41**

Round 1

Type of visit:
General education

14/2/2011-18/2/2011
Budapest, Hungary

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **cultural awareness and expression**
- **key competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Applying drama in education is a tool for developing students' personality and teaching creative thinking. The host institution has special expertise in drama education and in applying drama and innovative approaches in education (cooperation of various subjects, developing key competences, drama methodology of measuring and evaluating). Our results have been awarded on both national and international level. Our students participate in drama-based sessions and trainings as well as drama integrated lessons. The organisers would like to share their experience and exchange ideas with participants.

WHAT?

Participants will learn about:

- drama pedagogical-methodological experience;
- applying TIE (theatre in education) in everyday teaching practice;
- situation of drama education in Hungary;
- training of drama educators: Hungarian Drama and Theatre in Education Association, University of Drama and Film Budapest;
- interpretation of theatre experience using drama methodology;
- developing creativity in learning situations;
- expansion of the motivational base in learning situations;
- opportunities for applying drama in everyday teaching practice;
- the place of art education in the educational system;
- cooperative learning techniques.

HOW?

Participants will:

- take part in workshops and interactive talks with drama educators;
- observe teachers' work in the classroom (literature, English and drama lessons);
- observe project work;
- visit institutions;
- watch rehearsals of a play of a school student company and participate in follow-up discussions.

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:

A tanulmányút célja a nemzetközi pedagógiai tapasztalatcsere; innovatív megoldások közös keresése a diákok motivációs bázisának szélesítésére és a csoportos együttműködésre alapozó tanulási technikák elsajátítására, kooperatív módszerek alkalmazására. A szervező intézmény több szempontból is alkalmas helyszín. Tanárai és diákjai ismerik, a mindennapi gyakorlatban alkalmazzák a fenti technikákat, a diákok összetétele pedig átlagosnak tekinthető a képességek, a motivációs bázis és a szülői háttér szempontjából. Az újat könnyen befogadó tanári testület szakértelme és tapasztalata, valamint a kreatív diákság alkalmassá teszi az iskolát a szakmai program lebonyolítására.

WWW.

www.nemessuli.hu – www.kavaszinhaz.hu – www.kerekasztalszinhaz.hu
www.drama.hu – www.drama-education.com

Organiser(s):

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Creativity and learning

Group No: **42**

Round 1

Type of visit:
General education

28/2/2011-4/3/2011
Leeds, United Kingdom

Working language:
English

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

Keywords:

- **curriculum**
- **student assessment**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The English school secondary curriculum has been redesigned over the past few years to place creativity as a key competence within a framework of personal learning and thinking skills. This is leading to significant change in teaching and learning processes in schools. CapeUK has been at the forefront of these changes. We have worked with networks of schools in the north of England for the past 12 years and have hosted numerous seminars, conferences and workshops with school leaders, teachers and external partners to help them redesign their approaches to teaching and learning.

WHAT?

Participants will learn about:

- new secondary curriculum in England and the role of creativity in all areas of learning;
- new approaches to teaching and learning to support development of personal learning and thinking skills;
- leadership approaches which support innovation and creativity;
- how to use the contribution of partners from beyond the school to contribute effectively to young people's learning;
- evaluation and assessment processes both at school level and with teachers and practitioners;
- how technology can support the development of creativity in young people;
- relation between cultural learning and creative learning.

HOW?

Participants will:

- explore the design of the new curriculum and how it is being implemented in schools;
- visit schools and a cultural sector provider and observe how learning is supported in their work;
- meet creative agents who work in the creative partnerships programme in Yorkshire.

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):

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WWW.

http://curriculum.qcda.gov.uk – www.creativitycultureeducation.org
www.culture.gov.uk – www.lotc.org.uk/ – www.teachingoutsidetheclassroom.com/

EARLY LEARNING OPPORTUNITIES

Pre-primary schools – Development of creativity and environment

Group No: **43**

Round 1

Type of visit:
General education

11/10/2010-15/10/2010
Sundsvall, Sweden

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **learning to learn**
- **quality assurance**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Early year 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.
Our region is proud of its early year successful work and would like to share our experience with colleagues across Europe.
In Sundsvall we have a project leader who is employed specifically for running in-service training for the staff and Härnösand has an on-going project called "In front". Pre-primary teachers meet in study circles, make observations and have pedagogical discussions.
Some of our pre-primary schools specifically work with ethnic minorities and migrants.
The levels that our country and other European countries have reached will be discussed.

WHAT?

Participants will learn about:
- 0-5 years – development of creativity and environment;
- provision of early years in our region;
- organisation of our in-service training;
- indoors and outdoors activities;
- the Swedish pre-primary school-system: its structure and organisation (staff, teaching materials and in-service training).

HOW?

Participants will:
- visit pre-primary schools with varying numbers of children and varying pedagogical activities;
- observe early year practitioners working with children 0-5 years;
- meet headmasters/directors, deputy heads and project-leaders.

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 gör Västernorrlands län nu en satsning på regional skolutveckling med inriktning mot internationellt arbete. Vi kan erbjuda skolformer från förskola till vuxenundervisning och det känns utmanande att få arrangera studiebesök inom vårt område. Länets kommuner kommer att samverka för att på så sätt kunna erbjuda ett brett utbud av besök och pedagogiska aktiviteter.

Organiser(s):

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WWW.

www.y.komforb.se

PERSONALISED LEARNING APPROACHES

Adjusting teaching to learning styles, including for pupils with special needs

Group No: **44**

Round 1

Type of visit:
Mixed

20/9/2010-24/9/2010
Grenaa, Denmark

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **learning to learn**
- **personalised learning**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

In recent years, much of the pedagogical debate in Denmark has focused on the importance of matching teaching styles to learning styles. This is not least true when we talk about pupils with special needs. Our school focuses on the preferred learning style of our pupils. Our approach has centered on maximising interaction and learning with pupils' laptop computers as an integral part of this. The majority of pupils, including pupils with special needs, become better at focusing and learning when faced with a well-developed interactive system. We are a small vocational school catering for the 16 to 19-year-olds. We recruit pupils from the local area as well as from the rest of Denmark to our boarding school, and an increasing number of our pupils are diagnosed with high autism. We are highly interested in expanding our international network and in being more actively involved in European dialogue on ways and means to improve our approaches to creating better learning processes in our classrooms.

WHAT?

Participants will learn about:
- approaches and frameworks to cater for pupils' different learning styles;
- our integration of ICT into classrooms;
- our work on integrating pupils with special needs;
- different pedagogical initiatives in our local area.

HOW?

Participants will:
- observe lessons at our school;
- take part in dialogue;
- visit local experts in learning styles and pupils with special needs;
- visit other local schools that cater for pupils with special needs.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Studiebesøget vil sætte særligt fokus på vores arbejde med integration af unge med psykiske handicaps i normalklasser. Gennem dialog og erfaringsudveksling vil vi udvide vores egne og vore gæsters kendskab til hvordan problemstillingerne for denne udsatte gruppe bliver tacklet i uddannelsessystemerne i EU. Vi vil gerne give vore gæster et indtryk af vores hidtidige integrationsarbejde, som har fokuseret på den enkelte elevs læringsstil og på anvendelse af IT i undervisningen, og sætte disse tiltag til debat.

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www.gts.dk – www.djes.dk – www.eng.uvm.dk – www.firkloeverskolen.skoleintra.dk
www.asb.dk/staff.aspx?i=ol

PERSONALISED LEARNING APPROACHES

COOL – Cooperative open learning as a teaching concept

Group No: **45**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Güssing, Austria

Working language:
English

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

Keywords:

- **key competences**
- **learning to learn**
- **personalised learning**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

COOL is a teaching concept developed in upper-secondary vocational schools in Austria – it focuses on promotion of self-organised learning strategies and development of personal qualifications for improving social skills. Ecole Güssing implements this concept in many classes.
Since 2008, Ecole Güssing has been part of a whole network of COOL schools and the one initiating the idea of COOL in Burgenland.

WHAT?

Participants will learn about:
- methods and tools used in different COOL classes and different subjects;
- teaching based on the Dalton principles: independent learning and responsibility, cooperation, self-organised working;
- structured tasks (assignments sheets) in a cooperative learning environment;
- assessment and feedback in COOL classes.

HOW?

Participants will:
- visit lower secondary schools and upper- secondary vocational schools;
- observe teachers' work in COOL classes;
- discuss open learning teaching methods;
- exchange opinions on teaching methods.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

COOL (Kooperatives offenes Lernen) ist ein Konzept der Berufsbildenden Schulen in Österreich. ECOLE Güssing ist seit 2008 eine Impuls- und Netzwerkschule. Die TeilnehmerInnen werden Lehrmethoden in verschiedenen Klassen und die Grundprinzipien der Dalton-Pädagogik (Freiheit/Verantwortung, Kooperation, Selbstständigkeit) kennen lernen. Sie werden über die strukturierten Arbeitsaufträge und über Feedback in COOL-Klassen informiert.
Geplant sind Unterrichtsbesuche in COOL-Klassen, Schulbesuche und Möglichkeiten des Erfahrungsaustausches mit LehrerInnen, SchulleiterInnen und Vertreterinnen und Vertretern von Schulbehörden und der pädagogischen Hochschule. Sie werden auch die Möglichkeit haben.

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APPROCHES D'APPRENTISSAGE PERSONNALISÉES

La scolarité: réserve d'espérance pour l'adolescent malade et sa famille

Numéro de groupe: **46**

Phase 1

Type de visite:
Enseignement général

24/1/2011-28/1/2011
Marseille, France

Langue de travail:
Français

Nombre de places: **16**
Minimum requis: **8**

Mots clés:

- **abandons**
- **apprentissage personnalisé**
- **approches innovantes**

CATÉGORIE THÉMATIQUE:

Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation

POURQUOI?

L'Espace méditerranéen de l'adolescent (EMA) a été créé par le Pr Rufo à l'Hôpital Salvator en 2008. L'innovation est la place faite à l'éducation. La scolarisation participe à la prise en charge thérapeutique et est considérée comme soin à part entière. Une structure (collège/lycée), composée d'enseignants et de personnels (santé/social) de l'Éducation nationale, fonctionne au sein de l'hôpital. Tout adolescent intégrant une unité de soins fait obligatoirement un bilan de scolarité. Suite à ce bilan, la scolarisation à l'EMA peut prendre diverses formes.
En échangeant avec les acteurs d'autres pays européens, nous espérons développer nos outils et améliorer la prise en charge éducative de ces jeunes en situation de maladie.
Une des finalités de la visite est la création d'un centre de ressources international (Europe/Maghreb).

QUOI?

Le participant découvrira:
- les dispositifs de scolarisation des malades dans le système éducatif français;
- l'originalité du projet de l'EMA: les soins culturels, leur articulation avec les soins médicaux, les rôles respectifs des enseignants et des thérapeutes;
- la manière dont la maladie est prise en compte dans le système éducatif des pays représentés dans le groupe.

COMMENT?

Le participant:
- assistera à des exposés;
- visitera des établissements;
- rencontrera nos partenaires;
- discutera avec les acteurs concernés et les autres participants, en groupes restreints ou en table ronde, pour analyser, critiquer et évaluer les dispositifs.

POUR QUI?

- Directeurs de centres d'orientation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- conseillers pédagogiques ou d'orientation,
- chercheurs.

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Piloting a model of after-school centre with Romani children in Slovakia

Group No: **47**

Round 1

Type of visit:
General education

8/11/2010-10/11/2010
Rimavská Seč, Slovakia

Working language:
English

Number of places: **20**
Minimum required: **7**

Keywords:

- **drop-outs**
- **extra-curricular activities**
- **migrants and minorities**

Organiser(s):

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CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The proposed visit addresses the challenge of providing disadvantaged Romani children with extra-curricular support in primary education to reduce their overrepresentation in special education and to increase their participation in higher education.
The selected location allows participants to observe closely the first after-school centre in Slovakia. Drawing on experience in the EU and with support from the Roma Education Fund – REF, the centre in Rimavská Seč has been successful in improving school performance and progression among 80 disadvantaged children (75 of whom are Roma) through extra lessons and structured free-time activities.
The host institution is the Romani NGO Ternipe, which decided to host this visit to share its experience in adapting and implementing the after-school model in Slovakia and to solicit input from participants on possible refinements to its approach.

WHAT?

Participants will learn about:
- the after-school model elaborated in the EU;
- the challenges associated with adapting and applying the model in Slovakia;
- the difficulties faced by Romani children in primary education;
- the potential of the model for addressing the difficulties faced by Romani children in primary education.

HOW?

Participants will:
- observe after-school centre in Rimavská Seč;
- meet children, their parents and teachers from the Centre;
- meet and have discussions with REF and representatives of local governments, schools and NGO.

WHOM?

- 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:

Navrhovaná návšteva adresuje výzvu poskytovania extra-kurikulárnej podpory znevýhodneným rómskym deťom v základnom vzdelávaní za účelom znížiť ich nadmerné zastúpenie v špeciálnom vzdelávaní a zvýšiť ich participáciu na stredoškolskom a vyššom vzdelávaní. Vybraná lokalita umožňuje účastníkom zblízka pozorovať prvé „vyučovacie centrum po škole" na Slovensku navrhnuté na základe modelu rozvíjaného a aplikovaného v niekoľkých členských štátov EÚ. Rómska mimovládna organizácia Ternipe bude hosťovať túto návštevu za účelom podeliť sa o svoje skúsenosti v adaptovaní a implementovaní modelu vyučovania po škole a učiť sa od skúseností účastníkov návštevy o možnostiach vycibriť tento prístup.

WWW.

www.ternipe.sk – www.romaeducationfund.org

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Integration through qualification

Group No: **48**

Round 1

Type of visit:
VET

13/9/2010-17/9/2010
Bochum, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **migrants and minorities**
- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The Ruhr area has experienced significant changes of social and economic structures and must face new demands for competences and job profiles; education and qualification must adjust. In vocational training special offers must be made for migrants and young unemployed people to prevent them from being marginalised and to improve their integration. The Ruhr region has a long history of successful integration of migrants into society through work and qualification.
One main aspect is to raise awareness of the cultural heritage of the region and of the migrants. In 2010, the Ruhr Metropole is the European capital of culture. The overall theme is 'Change through culture – Culture through change'. In this study visit we will show a lot of best practice approaches of qualification, integration and social inclusion.

WHAT?

Participants will learn about:

- how a region can successfully master its future by using education, social cooperation and cultural heritage;
- the region's cultural and economic backgrounds;
- the main aspects of the overall approach of the European capital of culture;
- how a common concept can prevent young people from social exclusion and become a best practice model for Europe.

HOW?

Participants will:

- visit centres for vocational training for gastronomy/hospitality and crafts with focus on migrants and disadvantaged young people;
- meet teachers in training centres;
- meet local politicians and creators of Ruhr 2010;
- visit Zeche Zollverein in Essen, the main meeting point of the European capital of culture.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Im Jahr 2010 ist das Ruhrgebiet Kulturhauptstadt Europas – unter dem Motto „Wandel durch Kultur". Die Region durchläuft einen wirtschaftlichen und gesellschaftlichen Wandel. Damit stellen sich neue Anforderungen an die Kompetenzen und die Beschäftigungsfähigkeit der Menschen. Angebote in der allgemeinen und beruflichen Bildung müssen sich anpassen. In der beruflichen Bildung müssen Angebote für benachteiligte Jugendliche und Migranten verstärkt werden, damit diese Zielgruppen den Anschluss an die wirtschaftlichen und sozialen Veränderungen nicht verlieren. Dabei bekommt die Rückbesinnung auf kulturelle und regionale Besonderheiten wieder eine größere Bedeutung.

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www.gewerkstatt.de – www2.kulturhauptstadt-europa.de – www.ruhr2010.de
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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Community for easing integration of disabled people

Group No: **49**

Round 1

Type of visit:
Mixed

21/9/2010-24/9/2010
Ankara, Turkey

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **adult learning**
- **special needs**
- **student assessment**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Disadvantaged groups do not have the same opportunities as other people. How can we help these people coming from other countries? We try to raise awareness of these groups who come to our country.
Our institution has many projects on this topic and has worked with such groups in the special education department of the Ministry of National Education in Ankara.

WHAT?

Participants will learn about:
- methods and tools used in training and learning;
- new approaches to student assessment in special education centres;
- attitudes of trainers and teachers towards students;
- responses of students to their teachers.

HOW?

Participants will visit:
- a school for the visually impaired;
- a school for the orthopaedically handicapped;
- a school for those with impaired hearing;
- an NGO for the disabled;
- the centre of special education and guidance.

WHOM?

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

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Arts, entertainment and recreation

Promoting physical education for children with special educational needs

Group No: **50**

Round 1

Type of visit:
General education

27/9/2010-1/10/2010
Birmingham, England, United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **curriculum**
- **special needs**
- **young people**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Providing sporting opportunities and physical education for children with special needs is an essential element of equality and is vital for their lifelong opportunities and wellbeing. Birmingham has a wide variety of provision for children with special needs including two special schools that are sports colleges. There has been significant progress in opening up more and more sporting opportunities to them.
The visit will be hosted by the 11 school sports partnerships that cover all the schools in the city. The lead partnership is Lordswood Boys' School.

WHAT?

Participants will learn about:

- how physical education is delivered to children with a wide variety of special needs;
- how specific sports are adapted for different special needs;
- how children with special needs are integrated into mainstream physical education classes;
- how pathways for gifted and talented students are identified and linked to the Paralympic and Special Olympics.

HOW?

The participants will:

- visit special schools and special units in mainstream schools;
- visit sporting venues that cater for children and adults with special needs;
- observe and participate in lessons and practical sessions;
- be introduced to coaching courses specific to special needs.

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.

Organiser(s):

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www.birmingham-sport.org.uk

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Moving out of segregation: Roma support programmes in primary education

Group No: **51**

Round 1

Type of visit:
General education

4/10/2010-8/10/2010
Budapest, Hungary

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **migrants and minorities**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

This study visit showcases a successful and innovative model which aims at the 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 a strong government commitment to implement school desegregation programmes. The model aims at preventing early school leaving and ensuring equal opportunities for the Roma. At Szeged and Hódmezővásárhely, the municipalities closed down the segregated schools and transferred their former Roma students to integrated ones.
The organising institution has provided a mentoring programme in cooperation with Szeged University with the assistance of 45 pre-service teachers.

WHAT?

Participants will learn about:
- the Hungarian education system;
- new approaches for desegregation and mentoring;
- the difficulties that Roma children have to face 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 experts and experts from local and national authorities;
- visit local schools and municipalities;
- meet Roma children benefiting from the two desegregation systems;
- meet parents of Roma children.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A tanulmányút két jól működő Roma integrációs programot mutat be, melyet az iskolafenntaró önkormányzat kezdeményezett a Roma Oktatási Alap támogatásával. A program célja roma általános iskolás diákok átsegítése a szegregált iskolai környezetből integrált oktatási közegbe. A diákok beilleszkedését és sikeres iskolai teljesítményét tanár szakos egyetemi hallgatók segítik Szegeden és Hódmezővásárhelyen. A tanulmányút lehetőséget biztosít arra, hogy a résztvevők találkozzanak roma diákokkal, mentorokkal és tanárokkal, a diákok szüleivel, az önkormányzat képviselőivel, a programokban közreműködő civil szervezetek képviselőivel és a minisztérium illetve a Roma Oktatási Alap szakértőivel.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Integrated educational programmes and desegregation measures for Roma children

Group No: **52**

Round 1

Type of visit:
General education

18/10/2010-21/10/2010
Oradea, Romania

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **education and training attainment**
- **extra-curricular activities**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Participants will see successful and innovative models created by Ruhama foundation with support from the Roma Education Fund (REF). Some models were considered best practice and scaled up at national level by the Romanian Ministry of Education, Research and Innovation. Some 5000 Roma children from 20 communities are enrolled in schools or attending primary, secondary or high school. Ruhama has implemented different approaches such as: summer kindergartens, enrolment voucher programme, parents schools, and afterschool activities to meet local needs and overcome problems. Involvement of local stakeholders contributed to the success of these programmes.

WHAT?

Participants will learn about:

- dynamics of decisions and interventions at grassroots level resulting in a comprehensive model for integrating Roma into education;
- methods to combat school segregation;
- difficulties Roma children face in education in remote areas;
- system of tracking students' performances;
- integrated approach to reduce drop out;
- methods of correlating the resources of public administration, different private entrepreneurs, donors, individuals, NGOs' etc. for the benefit of the community.

HOW?

Participants will:

- visit Roma education centre;
- observe teachers' work with children in the after-school programme;
- discuss the results of summer kindergartens;
- visit parents school;
- meet local regional stakeholders.

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:

Fundaţia Ruhama înfiinţată în anul 1996, este o organizaţie expert în domeniul social cu o echipa interdisciplinară care dezvoltă programe şi servicii răspunzând nevoilor sociale ale grupurilor şi comunităţilor vulnerabile din regiune pentru creşterea calităţii vieţii acestora indiferent de etnie, religie şi gen.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Educating pupils with disabilities in a French region

Group No: **53**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Mont de Marsan, France

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **personalised learning**
- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The aim of the study visit is to show, four years after introduction of the 2005 law on disability, the different mechanisms in place to support teaching students with disabilities in schools in the Academy of Bordeaux and in the 'departement' of Les Landes.

WHAT?

Participants will learn about:

- educational methodology for disabled students at European level;
- different educational possibilities arising from the application of the Disability Act 2005:
  - individual integration into mainstream education,
  - collective integration into mainstream education,
  - use of specialist providers.
- the challenges of training teachers to understand the needs in adapted schools and education of students with disabilities.

HOW?

Participants will:

- attend conferences, round-table discussions and structured debates;
- visit schools: primary schools, secondary schools (collèges), high schools (lycées) and specialist support organisations (health, social and medical);
- meet and discuss with trainers and trainees.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- 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:

La visite d'étude a pour objectif, 4 ans après la Loi de 2005 concernant le handicap, de montrer les différentes modalités de prise en charge pédagogique des élèves en situation de handicap dans les établissements scolaires de l'académie de Bordeaux, et notamment dans le département des Landes. Ainsi seront confrontés des points de vue sur la scolarisation individuelle ou la scolarisation collective en établissements scolaires ordinaires, ainsi que la scolarisation en établissements spécialisés

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WWW.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Supporting access to vocational education and training for disadvantaged groups

Group No: **54**

Round 1

Type of visit:
VET

9/11/2010-12/11/2010
Dublin, Ireland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **disadvantaged groups**
- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The European year for combating poverty and social inclusion 2010 aims to promote active inclusion and equality of participation. The composition of the Irish work force has dramatically changed in the last number of years. Investing in equality and diversity is central to the mobility and development of a changing workforce. Adult learning plays a key role in responding to social exclusion. Flexible and diverse learning pathways in vocational education and training are vital in supporting access and removing barriers for disadvantaged groups. This visit will examine the removal of barriers, supporting access & explore active mechanisms in place for learners from all groups experiencing inequality. This visit is hosted by Léargas, the National Agency for the management of the Lifelong Learning Programme (ex Erasmus) in Ireland.

WHAT?

Participants will learn about:

- national policy relating to equality and social inclusion;
- flexible and diverse learning pathways for disadvantaged groups;
- barriers and supporting access to VET;
- initiatives in VET promoting equality of participation and social inclusion;
- vocational guidance.

HOW?

Participants will:

- meet and discuss access, transfer and progression in VET with national experts and policy-makers;
- visit vocational education and training organisations implementing a range of equality and inclusion initiatives;
- observe and meet with trainers, teachers and learners involved in inclusion and equality programmes;
- explore inclusive initiatives in an Irish and European context.

WHOM?

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

Organiser(s):

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

The benefits of lifelong learning for adults and elderly with special needs

Group No: **55**

Round 1

Type of visit:
General education

16/11/2010-18/11/2010
Tržič, Slovenia

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **adult learning**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The founder of Ljudska univerza Tržič is Tržič Municipality. This institution is an adult education centre and a public institution which has been in operation since 1959. To satisfy the needs of adults and young people, we organise educational programmes for completion of elementary and secondary schools and various courses. We cooperate succesfully with other retirement homes and social centres and organise different courses for them. The main aim of this visit is to give an overview of informal education for adults and seniors with special needs in Slovenia especially in rural areas.

WHAT?

Participants will learn about:

- projects focusing on lifelong learning of adults with special needs;
- integration into society of adults with special needs;
- cooperation between healthy older people and older people with special needs (especially the blind);
- lifelong learning, quality of life and free time in a retirement home.

HOW?

Participants will:

- visit retirement homes for older people with special needs;
- visit day care and work centres;
- observe adults at day care and work centres and their artistic expression;
- cooperate in a workshop with older people;
- analyse and discuss experiences.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- 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:

Vedno in veliko se govori o otrocih s posebnimi potrebami. Veliko manj pa o odraslih, še manj pa o starostnikih s posebnimi potrebami. V zadnjih dveh letih Ljudska univerza Tržič sodeluje tako z domom za starostnike v Tržiču in Varstveno delovnim centrov Tržič in Kranj. V zadnjem času pa tudi CSS Škofja Loka, kjer imajo tudi oddelek za starostnike, ki so slepi ali slabovidni. Skupaj organiziramo razna izobraževanja, predvsem pa ustvarjalne delavnice, kjer je viden napredek tistih varovancev, ki redno obiskujejo delavnice. Pogosto pa so v delavnicah, ki so tematsko raznolike, sodelujejo tudi zdravi mladostniki, odrasli oz. starostniki.

Organiser(s):

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Email: info@lu-trzic.si
Website: www.lu-trzic.si

WWW.

www.css-sl.si/ – www.vdc-kranj.com/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Inclusion in school education

Group No: **56**

Round 1

Type of visit:
General education

23/11/2010-26/11/2010
Dublin, Ireland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Every child deserves an equal chance to access, participate and progress through education systems. One of the objectives set out in the Education Act 1998 is: 'to promote equality of access to and participation in education and to promote the means whereby students may benefit from education'. Developing and implementing measures to meet the needs of disadvantaged groups in our society are vital for achieving inclusion and equality and in combating educational disadvantage. Education systems are challenged to develop strategies promoting inclusion, quality learning, flexibility and innovation. In Ireland measures and supports have been developed and implemented to ensure successful inclusion and participation of students with special educational needs, disability, early school leavers, students disadvantaged due to socio-economic reasons and those with diverse cultural backgrounds. This visit is hosted by Léargas, the National Agency for management of the Lifelong Learning Programme (ex Erasmus).

WHAT?

Participants will learn about:
- policy for inclusion and equality of access and participation;
- organisations and government agencies involved in policy development on inclusion;
- strategies promoting inclusion and quality learning;
- measures to improve access to education;
- approaches to mixed ability teaching & classroom tools for inclusion;
- integration of students with special educational needs.

HOW?

Participants will:
- meet with national experts and specialist organisations;
- visit schools and organisations;
- observe classes and projects;
- meet with teachers, principals and learners.

WHOM?

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

Organiser(s):

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WWW.

www.leargas.ie – www.education.ie

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Combating social exclusion of those with special education needs

Group No: **57**

Round 1

Type of visit:
Mixed

29/11/2010-3/12/2010
Budapest, Hungary

Working language:
English

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

Keywords:

- **lifelong guidance**
- **social inclusion**
- **special needs**

Organiser(s):

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CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The study visit wishes to contribute to the European year for combating poverty and social exclusion.
The Public Foundation for Equal Opportunities of Persons with Disabilities (FSZK) is a national organisation. FSZK implements professional developments that make the life of people with special education needs (SEN) easier in kindergartens, schools, workplaces, sport facilities and other places of everyday life.
We want to share our experiences such as pedagogical development of children and young people with SEN, help make public buildings, playgrounds and parks more accessible, and support programmes for the employment of people with special needs. We also have experience of financing programmes aimed at helping the parents of people with disabilities, and training experts in higher and adult education.

WHAT?

Participants will learn about:
- our role in promoting social integration and complex (re)habilitation of persons with special needs (SN);
- different training programmes for providing quality education and ensuring access for all;
- sign language services, interpreters training;
- (re)integration programmes from vocational education to employment;
- different services to integrate children with SN.

HOW?

Participants will:
- visit second-chance schools;
- get acquainted with sign-language services and the employment rehabilitation programme;
- meet SEN children's parents, innovative teachers and principals, training providers from higher and adult education, representatives of the Ministry of Education and Culture.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Fogyatékos Személyek Esélyegyenlőségéért Közalapítvány a fogyatékos és megváltozott munkaképességű emberek komplex rehabilitációját és teljes körű társadalmi integrációját elősegítő szervezet. A tanulmányúttal betekintést nyújt a hazai egyenlő esélyű hozzáférést támogató képzési programokba, a jelnyelvi tolmácsszolgálatok munkájába, a (re)integrációs programokba a szakképzéstől a munkába állásig, illetve a SNI gyermekek integrálását biztosító különböző szolgáltatásokba. A tanulmányút során tapasztalatcserére, intézménylátogatásra, tájékoztatókra, személyes konzultációkra kerül sor a résztvevők aktív bevonásával.

WWW.

www.szmm.gov.hu/main.php?folderID=16286
http://text.disabilityknowledge.org/National-Disability-Program-szep.pdf
www.okm.gov.hu/main.php?folderID=68&articleID=454&ctag=articlelist&iid=1
www.oki.hu/printerFriendly.php?tipus=cikk&kod=Befogadolsk-Special

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Improving access to education for people with learning difficulties

Group No: **58**

Round 1

Type of visit:
Mixed

29/11/2010-3/12/2010
Nottingham, United Kingdom

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **disadvantaged groups**
- **education and training attainment**
- **special needs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Within the further education (FE) sector there is a need to reflect the increasingly complex and diverse needs of learners with learning difficulties and disabilities (LLDD). EMFEC, East Midlands regional supporting body for FE, has expertise in this field through delivery of its 'STAR' ('skilled, talented, able recruits') project, financed by the Learning and Skills Council, which was designed to help people with learning difficulties and/or disabilities into work placements or sustainable employment. The project team has liaised with both FE colleges and a range of agencies associated with the care, training, coaching or mentoring and employment of the target group. EMFEC is therefore in a position to organise a varied and stimulating programme.

WHAT?

Participants will learn about:

- initiatives and policies to improve access to education, training and employment for people with learning difficulties and/or disabilities;
- the latest tools and techniques in the teaching of LLDD learners and employer engagement methodologies;
- equality and diversity in terms of the new common inspection framework;
- one curriculum area, in relation to engaging with LLDD learners.

HOW?

Participants will:

- visit a college which has spearheaded work in LLDD;
- visit a specialist residential college, observe and speak with both teachers and learners;
- meet an employer with a good track record in engaging with people with learning difficulties and/or disabilities;
- meet a regional player in the context of disability and learn about regional initiatives and policy.

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.

Organiser(s):

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WWW.

www.disability.gov.uk

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Every child matters

Group No: **59**

Round 1

Type of visit:
General education

31/1/2011-4/2/2011
Lincoln, United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **disadvantaged groups**
- **social inclusion**
- **young people**

Organiser(s):

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Email: cwhite@
christs-hospital.lincs.sch.uk
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www.christs-hospital.lincs.sch

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christs-hospital.lincs.sch.uk
Website:
www.christs-hospital.lincs.sch.uk

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

'Every child matters' (ECM) is a national philosophy and management practice which places the child at the centre of education and other relevant policies. There are five strands: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic wellbeing.
Lincoln is a typical English county with children from many backgrounds, facing different challenges. Its schools and other institutions place the 'Every child matters' agenda at the centre of organisational planning and delivery.
The host institution is a genuinely comprehensive school with great commitment to helping all its pupils regardless of background.

WHAT?

Participants will learn about:
- the origins of the 'Every child matters' policy at government level;
- development of its five strands and how they are implemented in Lincolnshire;
- the role of the Director of childrens' services, schools and many complementary agencies.

HOW?

The participants will:
- meet practitioners from different agencies and discuss examples of Every Child Matters in action at schools;
- meet local policy makers, pupils and parents;
- visit special schools; one with a significant migrant population and one with above average long-term unemployment;
- visit relevant agencies.

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.

WWW.

www.everychildmatters.gov.uk

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Arts, entertainment and recreation

Partnerships between University of the Arts London and schools and colleges

Group No: **60**

Round 1

Type of visit:
Mixed

7/2/2011-10/2/2011
London, United Kingdom

Working language:
English

Number of places: **20**
Minimum required: **5**

Keywords:

- **education and training attainment**
- **social inclusion**
- **innovative approaches**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

UK higher education policy emphasises the role that universities can play in raising education and training attainment in schools and colleges. UK policy also focuses on increasing participation in higher education and in the workforce of the creative industries, of people from working class and black and minority ethnic backgrounds, as part of promoting social inclusion. By hosting this visit University of the Arts London wishes to share with others the range of innovative programmes by which a creative arts university has successfully responded to these policy initiatives.

WHAT?

Participants will learn about:

- initiatives through which University of the Arts London has worked in partnership with schools and colleges to support the raising of attainment in education and training for young people in arts;
- programmes through which University of the Arts London aims to increase participation in arts higher education by people from working class and black and minority ethnic backgrounds, and thereby ensure that the creative industries have a more diverse workforce;
- development and delivery of new qualifications in the creative arts.

HOW?

Participants will:

- visit schools and colleges working in partnership with University of the Arts London;
- observe delivery of programmes;
- meet with practitioners delivering new qualifications in creative arts;
- attend the national arts learning network conference and meet delegates from creative arts universities across the UK.

WHOM?

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

Organiser(s):

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Website: www.arts.ac.uk

WWW.

www.arts.ac.uk – www.portfolioadviceday.org.uk – www.newhamcreativehub.org.uk
www.naln.ac.uk

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Teacher efficiency in self-care and daily life of mentally handicapped students

Group No: **61**

Round 1

Type of visit:
Mixed

21/2/2011-25/2/2011
Erzurum, Turkey

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **key competences**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Teaching self-care and daily life skills for disabled children is of great importance. They enable children with mental disabilities to develop their social, emotional and language skills quickly. It eases social integration of mentally disabled children to society and thus provides social harmony.
In our country education activities for disabled children are the responsibility of the Ministry of National Education and Directorates of National Education in the cities. Our institution (Erzurum Directorate of National Education) is closely related to the subject.

WHAT?

Participants will learn about:
- methods and techniques used to teach self-care;
- methods and techniques used to teach daily life skills;
- performance determination and evaluation of skill teaching;
- transfer strategies of self-care skills.

HOW?

Participants will:
- visit adult education centres, secondary schools that have gone through the new accreditation process;
- observe teachers' work in the classroom;
- meet guidance counsellors working in disadvantaged areas;
- visit schools of children with mental disabilities;
- visit special education classrooms and rehabilitation centres;
- monitor and observe individual and group skill teaching.

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,
- 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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Zihinsel engellilerde özbakım ve günlük yaşam becerilerinin bireyin hayatında önemli bir yeri vardır. Zihinsel engelli bireyleri topluma kazandırmak ve toplumsal uyumu sağlayacak olan bu becerilerin öğretimine aileleri de katmak sorunun çözümünün önemli bir parçasıdır. Kurumlarımızda sürdürülen özbakım ve günlük yaşam becerilerinin öğretiminde okul ve kurumlarımızdaki çalışmalar görüldükten sonra değerlendirme toplantıları yapılacaktır. Bu değerlendirmelerin ardından varılacak sonuçlar ve fark edilen bulgular sonraki süreçlerde okul ve kurumlarımıza devam eden öğrencilere beceri öğretimi konusunda eğitim verecek olan öğretmenlerimize zihinsel engelli çocuğu olan ailelere etkili beceri öğreti'

Organiser(s):

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WWW.

http://erzurum.meb.gov.tr/

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Internal and external evaluation – Prerequisite for schools improvement

Group No: **62**

Round 1

Type of visit:
General education

27/9/2010-1/10/2010
Vilnius, Lithuania

Working language:
English

Number of places: **14**
Minimum required: **8**

Keywords:

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

Organiser(s):

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Website: www.nmva.smm.lt

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

National strategy of education of Lithuania declares the main emphasis of education development is to ensure the quality of education. The education improvement project was implemented from 2002 to 2005 and was the biggest Lithuanian investment in education, funded by the World Bank. At the end of this project the National Agency for School Evaluation was established. The mission of the Agency is to assist the Ministry of Education and Science in assuring the quality of education by developing self-evaluation and external evaluation of schools and providing heads and school founders with data to make informed decisions.
Lithuania has experience in theory and practice of internal and external evaluation of schools to share with other countries. The Agency also works closely with national, regional and local authorities seeking ways to make decisions based on data and to change management culture.

WHAT?

Participants will learn about:
- four generations in evaluation of education: theory and practice;
- instruments in self-evaluation and external evaluation of schools: theory and practice;
- how evaluation of schools helps national, regional and local authorities to make decisions based on data;
- leadership and changes in management culture.

HOW?

Participants will:
- visit national education institutions, municipalities and schools;
- discuss with politicians responsible for education at national and regional levels, external evaluators and heads of schools;
- meet teachers and students.

WHOM?

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Pažintinio vizito "Vidaus ir išorės vertinimo poveikis tobulinant švietimo kokybę mokyklose" tikslai:
1. skleisti vertingą mokyklų vidaus ir išorės vertinimo patirtį;
2. plėtoti diskusijas apie mokyklų vertinimo rezultatų panaudojimą ir spendimų priėmimą nacionaliniu, regioniniu ir vietos lygmeniu bei vadybos kultūros kaitą.

Nacionalinės mokyklų vertinimo agentūros misija – padėti užtikrinti švietimo kokybę, plėtojant švietimo institucijų įsivertinimą ir vertinimą bei įgalinant mokyklų vadovus ir steigėjus priimti sprendimus panaudojant duomenis. Agentūra turi sėkmingos ir skleistinos patirties, kuria ketina pasidalinti su vizito dalyviais.

WWW.

www.smm.lt – www.mtp.smm.lt – www.sac.smm.lt – www.lyderiulaikas.smm.lt
www.nmva.smm.lt

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

Mécanismes et instruments d'assurance qualité dans l'enseignement

Numéro de groupe: **63**

Phase 1

Type de visite:
EFP

11/10/2010-15/10/2010
Bucharest, Roumanie

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **8**

Mots clés:

- **autonomie (école ou établissement)**
- **évaluation (école ou établissement)**
- **assurance qualité**

Organisateur(s):

MIHAILA Constanta- Valentina
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Fax +40-021 319 20 96
Email: constanta1965@yahoo.fr
Website: http://aracip.edu.ro

CATÉGORIE THÉMATIQUE:

Améliorer l´accès, l´équité, la qualité et l´efficacité dans l´éducation et la formation

POURQUOI?

La qualité, l'équité et l'efficacité sont les trois principes placés au centre de chaque analyse des systèmes de gestion et d'assurance qualité, dans l'enseignement préuniversitaire roumain. Dans les quatre dernières années, on a évalué plus de mille cinq cents établissements scolaires. En même temps, les écoles ont commencé à réaliser l'évaluation interne par rapport aux standards de qualité.
L'ARAQEP (Agence roumaine d'assurance qualité dans l'enseignement préuniversitaire) est une institution publique qui a pour but de réaliser l'évaluation externe de la qualité de l'éducation offerte par les institutions d'enseignement préuniversitaire et par d'autres organisations prestataires de services éducatifs. Elle a produit le cadre roumain d'assurance qualité dans l'enseignement préuniversitaire. L'institution est intéressée à partager son expérience avec les spécialistes européens.

QUOI?

Le participant découvrira :
- les éléments, les procédures et les instruments appliqués dans l'assurance qualité dans la législation roumaine;
- les standards, les fiches et d'autres instruments;
- les modalités de travail, en équipe avec les représentants de la commission d'évaluation et d'assurance qualité, sur le rapport annuel d'évaluation interne, etc.

COMMENT?

Le participant :
- discutera avec les experts de l'ARAQEP de leurs instruments de travail;
- visitera des établissements d'enseignement secondaire;
- travaillera en équipe avec les membres de la commission d'évaluation et d'assurance qualité des écoles visitées;
- discutera avec les représentants des inspections scolaires.

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:

România a introdus în ultimii patru ani în educaţie sistemul de management şi asigurare a calităţii.Începând cu anul 2005, ARACIP a evaluat, în baza standardelor naţionale, peste o mie cinci sute de unităţi de învăţământ, de stat şi particulare.Experţii agenţiei şi cei europeni vor analiza sistemul românesc de asigurare a calităţii şi vor dezbate asupra procedurilor optime şi căilor eficiente pentru cultura calităţii.În cadrul dezbaterilor, se vor prezenta instrumentele utilizate în România: standarde, metodologie, proceduri, rapoarte.Vor fi vizitate instituţii de învăţământ şi se va discuta asupra procedurilor interne de asigurare a calităţii.

WWW.

http://aracip.edu.ro

QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

Instrumente zur Qualitätssicherung im österreichischen Bildungssystem

Gruppennummer: **64**

Antragsrunde 1

Art des Besuches:
Berufsbildung

8/11/2010-10/11/2010
Vienna, Österreich

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Nationale Qualifikationsrahmen**
- **Qualitätssicherung**
- **Nachhaltige Entwicklung**

THEMENBEREICHE:

Verbesserung von Zugangsmöglichkeiten, Gleichbehandlung, Qualität und Effizienz in der allgemeinen und beruflichen Bildung

WARUM?

Schon seit einigen Jahren beteiligt sich die österreichische Berufsbildung mit anerkannten Instrumenten an dem gesamteuropäischen Qualitätsprozess. Ziel ist es, mit diesen Initiativen die Qualität im gesamten Berufsbildungssystem zu sichern und weiter zu entwickeln sowie sämtliche Akteure (u.a. Lehrkräfte, Stakeholder) in diesen Prozess einzubinden. Damit können bestmögliche Ausbildungsangebote geschaffen werden, die den Herausforderungen des nationalen und europäischen Arbeitsmarkts gerecht werden. Das Bundesministerium für Unterricht, Kunst und Kultur mit Sitz in Wien ist für die Planung und nachhaltige Implementierung zahlreicher Qualitätsinitiativen verantwortlich.

WAS?

Die Teilnehmer werden Folgendes lernen:

- QIBB – Die QualitätsInitiative BerufsBildung;
- Das Projekt „Bildungsstandards in der Berufsbildung“ – eine Initiative zur Förderung eines kompetenzorientierten Unterrichts;
- EUROPASS – ein Portfolio für die transparente Darstellung von Lernergebnissen;
- Nationaler Qualifikationsrahmen – ein lernergebnisorientiertes Rahmenmodell für die österreichische Berufsbildung.

WIE?

Die Teilnehmer werden:

- Vorträge von Berufsbildungsexpert/innen und Forscher/innen hören;
- Diskussionen mit Vertreter/innen von Arbeitgeber/innen und Arbeitnehmer/innen führen;
- Good-practice Beispiele der Umsetzung von Qualitätsinitiativen in berufsbildenden Schulen kennen lernen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Validierungs- oder Akkreditierungszentren,
- Schulleiter, Lehreraus- und -fortbilder,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden,
- Vertreter von Arbeitnehmerorganisationen und Interessenvereinigungen,
- Forscher.

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www.bmukk.gv.at – www.qibb.at – www.bildungsstandards.berufsbildendeschulen.at
www.europass.at – www.lebenslanges-lernen.at – www.arqa-vet.at

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

How to improve quality in school education

Group No: **65**

Round 1

Type of visit:
Mixed

29/11/2010-3/12/2010
Osnabrueck, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **evaluation (school or institution)**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Improvement of quality has become an important topic in Germany. This refers to improvement of teaching and optimisation of all processes concerning school as an organisation. Schools in Lower Saxony were given more autonomy to decide for themselves: the self-dependent school was introduced.
Osnabrueck is the location of the regional school authority (Landeschulbehoerde). One of the tasks of the school authority is supporting schools in developing quality in school education. We would like to introduce our activities of advising and supporting to our European visitors and to discuss these aspects in a European context.

WHAT?

Participants will learn about:

- a survey of the organisation and structure of the German school system, in particular of the school system in Lower Saxony;
- the activities of the regional school authority to improve the quality of school education. School consultants introduce their work and convey a concrete impression of the different fields of activities;
- different methods and instruments applied in the school authority and at schools.

HOW?

Participants will:

- visit the regional school authority;
- meet consultants and learn about their activities, partly in practice;
- visit schools, attend lessons and experience practical examples of developing quality in school education;
- meet experts and discuss with them or within the group aspects of quality at school.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Verbesserung der Qualität von Schule ist ein wichtiges Thema. Dies betrifft die Verbesserung des Unterrichts und die Optimierung aller Prozesse von Schule als Organisation. In Niedersachsen erhielten die Schulen mehr Entscheidungskompetenzen und die „eigenverantwortliche Schule" wurde eingeführt. Damit Schulen die Anforderungen bewältigen können, bietet das Land ein umfangreiches Beratungs- und Unterstützungsangebot an. Beratungsfelder sind u.a. Qualitätssicherung und Evaluation. Ein Aufgabenschwerpunkt ist die Beratung von Schulen im Bereich „Schulentwicklung". Wir möchten diese aktuellen Entwicklungen im europäischen Kontext vermitteln und uns darüber mit Gästen aus Europa austauschen.

WWW.

www.mk.niedersachsen.de – www.seis-deutschland.de/ – www.osnabrueck.de/
www.mk.niedersachsen.de:80/master/C901241_L20_D0_I579_h1.html
www.mk.niedersachsen.de/master/C32984826_N6119894_L20_D0_I579.html
www.mk.niedersachsen.de:80/master/C26688_L20_D0_I579_h1.html
www.hotel-walhalla.de/ – www.landesschulbehoerde-niedersachsen.de

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving quality: internal and external evaluation in autonomous schools

Group No: **66**

Round 1

Type of visit:
General education

29/11/2010-3/12/2010
Hamburg, Germany

Working language:
English

Number of places: **20**
Minimum required: **5**

Keywords:

- **evaluation (school or institution)**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

During the last years the Ministry of Education of the Land of Hamburg entered into a process of increasing school autonomy including implementation of a quality assurance system. The Institute for Educational Monitoring was founded to coordinate the major reform processes launched in August 2008. The institute's tasks are monitoring (large-scale assessments, annual regional education report) and external school inspection. As part of the development process, schools implemented internal evaluations. Current developments in Hamburg can be interesting for colleagues from other European countries and we hope to share experiences and ideas to improve our system and consider European added value.

WHAT?

Participants will learn about:

- the social and economic background of Hamburg as a trade and transport metropolis;
- the reform process in education, aiming at improving students´ achievement considering diversity;
- internal and external evaluation systems in Hamburg;
- the impact of evaluation results at systemic and school levels;
- the framework, structure, procedures and instruments of quality assurance.

HOW?

Participants will:

- visit the hosting institute, department of school inspection and a regional teacher training institute;
- meet the director, heads of departments, the staff and the officer at the ministry responsible for the EU lifelong learning programme;
- visit schools.

WHOM?

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Seit einigen Jahren wird im Land Hamburg den Schulen zunehmend Selbstverantwortung übertragen und so individuelle Schulentwicklung ermöglicht. Gleichzeitig wurden Verfahren der externen Evaluation implementiert (Lernstandserhebungen, Schulinspektion). Während des Studienbesuchs sollen Schulbesuche einen praxisnahen Einblick in den aktuellen Reformprozess geben, der das individualisierte Lernen in einer heterogenen Schülerschaft in den Mittelpunkt stellt. Vorträge von Fachleuten, Diskussionen mit Schulinspektoren, Schulleitern und Lehrern sollen zu einem europäischen Erfahrungsaustausch zur Verbesserung der Schulqualität vor dem Hintergrund interner und externer Evaluationsprozesse beitragen.

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www.bildungsmonitoring.hamburg.de – www.schulinspektion.hamburg.de
www.hamburg.de/bsb

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Needs and experiences of quality assurance in the secondary school

Group No: **67**

Round 1

Type of visit:
General education

17/1/2011-20/1/2011
Paris, France

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

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

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Since a few decades, in France, we try to measure performance and establish standards and norms that allow regulating the system at the level of educational institutions. From this point of view, the use of the quality assurance notion – not widely used in France for secondary school but more and more important in higher education – must be considered in a comparative perspective.
Which standards of evaluation of the secondary school could be considered good and be shared in Europe? Is quality assurance likely to promote better transparency and efficiency in secondary institutions' governance and better harmony between different partners (pupils, teachers, parents, headmasters and inspectors)?
Organisers of this study visit are DEPP (Direction de l'Évaluation, de la Prospective et de la Performance, set up by the Ministry of Education to take responsibility for the evaluation and assessment of the French education system as a whole) and CIEP (International Centre of Pedagogical Studies, also set up by the Ministry of Education). They have developed a high level of awareness and competence on these issues both at national and international levels.

WHAT?

Participants will learn about:
- different methods of assessment and quality assurance used in France and Europe;
- the relevance of this method and the benefits it can provide at local, regional and national levels;
- good examples of practices.

HOW?

Participants will:
- see a detailed presentation of different elements of the French system of measuring and benchmarking for the secondary school;
- the methods of assessment in a comparative perspective;
- meet actors and partners in this field.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- 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:

La présente visite d'étude part de l'interrogation suivante: comment délimiter une approche qualitative des systèmes d'enseignement secondaire en France et en Europe? S'il existe en effet une véritable tradition française de mesure de la performance scolaire, il semble que la notion d'assurance-qualité ou garantie de la qualité soit peu usuelle en dehors de l'enseignement supérieur. On se penchera tout particulièrement sur les deux pans essentiels de cette notion (la qualité de l'acte pédagogique et la qualité des processus administratifs en cours dans un établissement) afin de s'interroger sur les conditions et les bénéfices liés à son application.

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WWW.

www.education.gouv.fr/pid53/evaluation-et-statistiques.html – www.ciep.fr/en/index.php

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS

School evaluation for quality improvement

Group No: **68**

Round 1

Type of visit:
General education

15/11/2010-19/11/2010
Évora, Potugal

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

This issue is relevant in Portugal as the current model of external evaluation of schools has been applied for five years and in one year from now the first cycle is expected to close. Schools are starting to set up their own evaluation devices. It will be possible to show and reflect upon a programme that has been consistently developed. Évora was chosen as it is the headquarters of a regional delegation of the inspectorate responsible for school evaluation in the region. There are also a range of institutions linked to school evaluation processes.

WHAT?

Participants will learn about:

- the impact of evaluation on school improvement;
- the school external evaluation programme;
- a diversity of school evaluation approaches;
- school responses after evaluation;
- the way schools are supported by regional and local authorities;
- participation of the school community in the process of school evaluation and their engagement in improvement strategies;
- the new model for school management and interaction between schools and stakeholders in decision-taking processes.

HOW?

Participants will

- visit evaluated schools to debate the impact of evaluation on school life, and have meetings with management teams and other members of the school community;
- meet officers to discuss the support provided to schools and discuss the role of municipalities in the education system and in school governance.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Inspecção-Geral da Educação é responsável pelo desenvolvimento do programa de avaliação externa das escolas. A visita de estudo permitirá dar a conhecer o trabalho desenvolvido nesta área e conhecer as práticas noutros países. A visita decorrerá na cidade de Évora, de 15 a 19 de Novembro de 2010. Compreende uma componente teórica de enquadramento, onde os participantes serão informados sobre o sistema educativo português e o sistema de inspecção; o programa de avaliação externa das escolas e o modelo de gestão das escolas. Por outro lado, apresentarão os seus sistemas educativos, bem como os processos de avaliação em curso nas suas escolas e as estratégias de melhoria.

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WWW.

www.ige.min-edu.pt/ – http://en.wikipedia.org/wiki/Alentejo
http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/PT_EN.pdf
www.portugal.gov.pt/Portal/PT/ – www.uevora.pt/ – www.cm-evora.pt/pt/Evora.htm

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS

Improving opportunities for pupils through more effective schools

Group No: **69**

Round 1

Type of visit:
General education

28/2/2011-4/3/2011
Cardiff, Wales, United Kingdom

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **evaluation (school or institution)**
- **quality assurance**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Wales aims to provide a world class education system and evaluate provision against the programme for international student assessment framework. The Association of Directors of Education in Wales (ADEW) wants to share good practice.
This study visit will enable European lead education officers to work with local education authorities in Wales to evaluate developments in education from the foundation phase (three to seven year olds) to Welsh baccalaureate (14 to 19 year olds). Participants will also look at measures to reduce the proportion of young people who are not in employment, education or training (NEET).

WHAT?

Participants will learn about:
- Welsh education system and the school effectiveness framework;
- good practice in using data to support school effectiveness;
- how pupil participation is promoted within schools and communities;
- foundation phase education (three to seven year olds);
- 14-19 learning pathways and the Welsh baccalaureate qualification;
- emerging policies such as the new skills curriculum for 3-19 year olds;
- measures to reduce the proportion of NEET young people;
- tri-level reform, the relationship between schools, local and national government and professional learning communities.

HOW?

Participants will:
- visit schools to observe policy developments;
- meet education staff/school leadership teams to discuss policy and practice;
- participate in a major quality assurance conference;
- evaluate Welsh developments in education against benchmarks of delegates' experience across Europe;
- have the opportunity to create a European professional learning community.

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 local, regional and national authorities,
- researchers.

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WWW.

www.adew.org.uk – www.effectiveeducationwales.co.uk
www.swamwac.org/sef/index.asp – www.wales.gov.uk – www.estyn.gov.uk/home.asp

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Inspection of teaching and lesson observation forms

Group No: **70**

Round 1

Type of visit:
General education

11/10/2010-15/10/2010
Malatya, Turkey

Working language:
English

Number of places: **18**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

The aim of this study visit is to give participants an insight into the methodology of inspection of teaching and inspection practices for evaluating teacher's teaching performance. We want to meet participants from European countries to share knowledge and practices to understand the differences and similarities of different countries' education systems and methods of inspecting schools. Participants will also be informed about the education system in general, administrative bodies and inspectorates and inspection processes and practices.

WHAT?

Participants will learn about:

- theoretical background of inspection of teaching (instructional supervision);
- educational administration in Turkey (administrative bodies, responsibilities, etc.);
- inspectorates;
- inspection of schools, teachers;
- use of instruments for lesson observations;
- innovations and future trends for inspection.

HOW?

Participants will:

- visit schools, directorate of national education in Malatya and talk to the authorities;
- observe teachers' work with inspectors;
- meet professors of educational administration and supervision department at a university;
- discuss the methods of inspection and implementation in 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,
- 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:

İnönü Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü EĞİTİM YÖNETİMİ VE DENETİMİ BİLİM/ANABİLİM DALI olarak düzenlemeyi düşündüğümüz bu çalışma ziyaretiyle, Avrupa Birliği ülkelerinden gelecek olan eğitim uzmanlarına ve özellikle araştırmacılara; Türk Eğitim Sistemi ve eğitim sisteminde denetim etkinliklerinin yeri ve önemi, öğretim etkinliklerinin denetimine ilişkin yaklaşımlar ve uygulama süreci hakkında bilgilendirme amaçlanmaktadır. Bunun yanısıra, karşılıklı olarak deneyimlerin paylaşılması ve uygulamalara ilişkin katılımcıların ülkelerindeki durum hakkında bilgi edinebilme açısından iyi bir fırsat olduğunu düşünmekteyiz.

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http://malatya.meb.gov.tr/ – www.meb.gov.tr/
www.meb.gov.tr/Stats/apk2002ing/apage00_0.htm

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Renewed policies and competences for teachers and trainers in a EU dimension

Group No: **71**

Round 1

Type of visit:
General education

13/12/2010-17/12/2010
Taranto, Puglia, Italy

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

A near-future reform in Italy will introduce new policies for teacher training and recruitment so we need to analyse problems of educational staff (often undertrained, underpaid and overburdened). Southern Italy faces the challenge of overcoming the geographical and cultural gap that separates it from the rest of Europe. There is a strong urge to work on innovative practices. ITIS Pacinotti, a vocational school for young and adult learners, regularly hosts teacher training activities to improve cooperation and good practices among teachers and trainers from different parts of Italy. The aim of this visit is to set the basis for such cooperation in a European dimension. Our school leads the Russian project network so there will also be an opportunity to meet a delegation from schools in Moscow. The visit will also be used to lay the basis for future partnerships in the sphere of LLP projects.

WHAT?

Participants will learn about:

- how teachers are trained and recruited in other countries;
- new policies needed to boost the ego of a generally unmotivated class of teachers;
- the introduction and dissemination of the CLIL approach in schools throughout Europe and its implications in teacher training.

HOW?

Participants will:

- make a comparative study of the teacher training policies in participating countries;
- work out a questionnaire on training, competences and motivational levels to interview teachers;
- visit various schools to interview a sample number of teachers;
- classify the obtained information and draw conclusions.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Concorsi a cattedra, SSIS, tirocinio – il mondo complesso della formazione docenti: bisogna rivalutare e valorizzare la categoria, spesso frustrata e demotivata; si deve rinnovarne la figura professionale con nuove competenze specie linguistiche (vedi l'introduzione del CLIL nelle scuole) e informatiche. Analizzeremo la condizione del corpo docente nei vari Paesi, confronteremo le modalità di formazione e le competenze da loro richieste per trarne un modello ideale a livello europeo. La Visita, in contemporanea con quella di una Delegazione di Mosca, offrirà l'opportunità di ulteriori scambi di conoscenze. Inoltre, la visita sarà usata per gettare le basi per futuri partenariati LLP.

WWW.

www.pacinottitaranto.it – www.progettorussia.it

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Innovative leadership and management in education

Group No: **72**

Round 1

Type of visit:
Mixed

13/9/2010-17/9/2010
Reggio Calabria, Calabria
Italy

Working language:
English

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

Keywords:

- **education and training attainment**
- **leadership and management**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Teachers and trainers need to develop new skills and acquire new knowledge to prepare students for living and working in a knowledge-based society. Demands placed on teachers and trainers include working with more diverse students; working in different environments; responding to demands of individualised learning and assisting students in becoming lifelong learners as well as keeping up to date with new technologies and learning approaches. The continuous development of teachers and trainers can be related to induction, subject-based in-service training, leadership, qualifications reform, peer learning and training. It has delivered a range of programmes focused on the needs of head teachers, curriculum leaders and other managers.

WHAT?

Participants will learn about:

- approach to improving leadership and management;
- good practice in leadership development;
- activities using internal and external resources;
- use of national frameworks to inform leadership development;
- use of quality standards for evaluation and self-assessment;
- initial teacher training for general education and VET;
- the challenges facing teachers and trainers;
- preparation and training of effective leaders and school managers.

HOW?

Participants will:

- work with groups of school leaders and managers to explore and share good practice;
- work on real case studies;
- visit schools to observe 'outstanding' leadership practice;
- receive presentations from practitioners at school, local and national levels;
- visit Prometeo training organisations;
- discuss with teachers, head teachers, managers and trainers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Leader e manager nella scuola ed università sentono la necessità di sviluppare nuove competenze e nuove conoscenze per la gestione degli istituti come "fabbriche del sapere" al fine di preparare al lavoro in una società basata sulla conoscenza. Le esigenze poste dall'insegnamento e dal mercato del lavoro incidono sulla didattica e sulla creazione di nuovi strumenti di gestione e di trasmissione delle conoscenze. L'apprendimento da individualizzato diventa organizzato e il metodo di lavoro da cooperativo diviene concorrenziale con la prospettiva di mantenersi aggiornato attraverso l'uso delle nuove tecnologie e la scelta dei nuovi metodi di apprendimento e gestione.

WWW.

www.assprometeo.it

Organiser(s):

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Professional development of teachers: initiatives and challenges

Group No: **73**

Round 1

Type of visit:
General education

27/9/2010-1/10/2010
Riga, Latvia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

New policies and different approaches to professional development of teachers are implemented in Latvia. The Education and Information Centre of Riga City has been providing professional development to teachers since 1995. For 15 years the centre has developed numerous professional development programmes which are characterised by innovative methods and content, successful teaching and learning practices and experience exchange between teachers.

WHAT?

Participants will learn about:

- initial teacher education;
- continuing professional development: courses, master classes, lessons to observe, field trips, etc.;
- recent innovations in the professional development of teachers.

HOW?

Participants will:

- visit Faculty of Education and Psychology, University of Latvia;
- visit Department of Education, Youth and Sports of Riga City Council;
- take part in a master class;
- observe teachers' work in the classroom;
- take part in a field trip;
- take part in events based on innovative approaches.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Rīgas Izglītības un informatīvi metodiskais centrs (RIIMC) organizē un piedāvā pedagogu profesionālo pilnveidi kopš 1995. gada. Piecpadsmit gadu laikā ir izveidotas dažādas profesionālās pilnveides programmas, kas ir balstītas uz inovatīvo metožu un labās prakses veiksmīgu izmantošanu. Vizītes laikā dalībniekiem būs iespēja iepazīties ar skolotāju sagatavošanas programmām un dažāda veida jaunām pieejām skolotāju profesionālajā pilnveidē. Dalībnieki varēs apmeklēt Latvijas Universitāti un Rīgas domi, piedalīties atklātajās stundās, meistarklasēs, izbraukumseminārā, kā arī iepazīties ar inovatīvām metodēm skolotāju profesionālajā pilnveidē.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Excellence in teacher continuing training: access and viability via ICT

Group No: **74**

Round 1

Type of visit:
Mixed

4/10/2010-8/10/2010
Oulu, Finland

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

The Finnish development plan for education and research (2007-12) requires education providers to ensure their personnel receive regular continuing education to improve their professional competence. The aim is to sustain the high professional level of the teaching profession in Finland (excellent ranking in PISA evaluations). The present focus is on persons who have not participated or only infrequently in the education offered due to, for example, insufficient regional supply of education or long distances.
The host institution Learning and Research Services (LRS) of University of Oulu is a major player in developing, providing and training in education all over Finland, especially online courses. LRS aims to develop the continuum of teacher training and professional continuing education, mentoring and lifelong learning.

WHAT?

Participants will learn about:
- Finnish continuing education model for teachers;
- Finnish school system;
- methods for organising continuing education courses in sparsely populated areas;
- flexible material production for online courses;
- school-university cooperation to develop school as an organisation.

HOW?

Participants will:
- visit teacher training school of the University of Oulu, local school (grades from 1-9) and Department of Education (City of Oulu);
- join workshops with continuing education professionals to exchange best practices on continuing education models of participant countries and to set objectives for future collaboration in competence development of schools and school communities;
- hear expert presentations on teacher training and the school system in Finland.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Oulun yliopiston Koulutus- ja tutkimuspalvelut järjestää kansainvälisen opintovierailun opetusalan kehittäjille Oulussa 4.-8.10.2010. Vierailun tarkoituksena on rakentaa kansainvälistä verkostoa opettajille suunnatun täydennyskoulutuksen kehittämiseen sekä vaihtaa kokemuksia aihealueeseen liittyen.
Ohjelman aikana perehdytään suomalaiseen opettajien täydennyskoulutusjärjestelmään, suomalaisen koulun käytäntöihin, joustaviin täydennyskoulutusmenetelmiin ja verkkokurssi-malliin sekä opettajien ammatilliseen kehittämiseen koulu-yliopisto -yhteistyössä. Ohjelma sisältää vierailuja, työpajoja ja asiantuntijapuheenvuoroja.

Organiser(s):

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Website: http://www.kotu.oulu.fi/

WWW.

www.minedu.fi/OPM/Koulutus/koulutuspolitiikka/?lang=en – www.oph.fi/english
www.oph.fi/english/sources_of_information/pisa – www.kotu.oulu.fi/english.htm
www.oulu.com/school/

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Developing professional skills by in-service training for new teachers

Group No: **75**

Round 1

Type of visit:
Mixed

4/10/2010-8/10/2010
Bytom, Poland

Working language:
English

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

Keywords:

- **leadership and management**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Supporting in-service teachers, who are new to the profession fits the new image of local and regional Silesian education. It also responds to legal regulations for supporting teacher development. Since schools differ in terms of age of students, profiles, specialisations and location, it is important to expand the academic background of especially local teachers to meet demands.
The host institution, the Municipal Department of Education, runs schools and is responsible for providing teachers and head teachers with targeted training.

WHAT?

Participants will learn about:
- the challenges for teachers new to the profession;
- new methods used by teachers to develop classroom skills for work with badly behaved students;
- the forms of in-service training for teachers who need to change their specialisation and the offer of teacher training institutions;
- how international cooperation with teachers from other countries helps to create the positive self-image of a teacher;
- local educational policy to train and prepare teachers to meet the expectations of the local authorities and community.

HOW?

Participants will:
- talk to persons responsible for local and regional educational strategy and policy – in particular with members of the Commission of Education, trade unions and head teachers;
- participate in in-service teacher training meetings;
- observe lessons prepared and conducted via videoconference with other countries (United Kingdom, France and Spain);
- observe lessons with students with special needs;
- take part in evaluation meetings with local teachers involved in programmes supported by the European Social Fund in vocational education;
- take part in the city council self-government meeting on educational topics concerning culture and sport.

WHOM?

- 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:

Proponowana wizyta studyjna dotyczy problemu dokształcania nauczycieli, rozpoczynających swoją pracę zawodową oraz odpowiedzialności władz lokalnych za prawidłową politykę rozwoju zawodowego nauczycieli. Wizyta odbędzie się w Bytomiu, w mieście, które musiało dostosować ofertę edukacyjną do nowych oczekiwań społecznych ukierunkowanych na kulturę, sztukę i naukę. W lokalnej edukacji kluczową rolę odgrywają nauczyciele, którzy spajają oczekiwania społeczne oraz gminną politykę oświatową. Nowe zadania wymagają od nauczycieli doskonalenia pod kątem lokalnych wymagań, w szczególności w zakresie kształcenia integracyjnego, pracy w zespołach oraz projektowania zadań edukacyjnych ze wsparciem środk.

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www.cdie-wloclawek.pl

DÉVELOPPEMENT PROFESSIONNEL CONTINU ET PERSPECTIVES DE CARRIÈRE DES ENSEIGNANTS ET FORMATEURS

Comment reconnaître les besoins de formation des enseignants et des directeurs

Numéro de groupe: **76**

Phase 1

Type de visite:
Mixte

4/10/2010-8/10/2010
Szczecin, Pologne

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **direction et gestion**
- **compétences des enseignants et formateurs**
- **qualification des enseignants et formateurs**

Organisateur(s):

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Website: www.zcdn.edu.pl

CATÉGORIE THÉMATIQUE:

Maintenir l'attrait des métiers d'enseignant et de formateur et améliorer la direction des établissements

POURQUOI?

Le sujet que nous avons choisi («comment reconnaître la nécessité et les besoins de la formation des enseignants et des directeurs») nous paraît très intéressant, car il est novateur et original. Nous allons faire partager notre expérience de soixante années sur la formation des enseignants. Nous montrerons les outils utilisés pour pouvoir reconnaître les besoins de perfectionnement des enseignants.
Notre Centre régional de formation des enseignants de Poméranie occidentale est un organisme régional qui soutient le groupe pédagogique engagé dans la formation des enseignants de différents niveaux, spécialités, types d'école ou postes pédagogiques.
Cette visite vise à faire partager notre expérience exceptionnelle aux personnels professionnels.
Nous espérons également pouvoir trouver des partenaires pour monter des projets internationaux dans le domaine cité.

QUOI?

Le participant découvrira:

- comment s'organise la formation professionnelle des enseignants dans notre Centre aujourd'hui et comment elle a été organisée pendant 60 ans;
- les atouts et les faiblesses du système éducatif dans notre région pendant 60 ans de fonctionnement;
- les différents usages des TIC dans la formation des enseignants;
- les meilleures méthodes pour pouvoir reconnaître les besoins de formation des enseignants;
- les meilleures pratiques dans l'apprentissage sur le lieu de travail.

COMMENT?

Le participant:

- visitera des centres de formation pour les enseignants et observera le travail des formateurs;
- visitera les établissements d'enseignement et de formation, les communautés locales en coopération;
- observera le travail de formation professionnelle en situation (formation d'une main-d'œuvre hautement qualifiée);
- observera le travail de formation en situation avec utilisation des TIC dans l'apprentissage;
- rencontrera les responsables en matière d'éducation.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- représentants de réseaux et d'associations d'enseignement et de formation.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Zachodniopomorskie Centrum Doskonalenia Nauczycieli w Szczecinie obchodzi w tym roku 60 urodziny. ZCDN jest wojewódzką placówką wspierania kadry oświatowej , realizującą zadania z zakresu dokształcania nauczycieli wszystkich specjalności , poziomów oraz typów szkół i placówek oświatowych.
Chcemy podzielić się naszą ogromną wiedzą i doświadczeniem w zakresie doskonalenia nauczycieli z nauczycielami, dyrektorami, pracownikami oświatowymi innych państw U.E. Z naszego ogromnego doświadczenia pokażemy nasze największe sukcesy w doskonaleniu nauczycieli i dyrektorów. Zaprezentujemy w jaki sposób rozpoznajemy potrzeby doskonalenia nauczycieli z podziałem na wieś i miasto.

WWW.

www.zcdn.edu.pl

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Continuous professional development of teachers and trainers

Group No: **77**

Round 1

Type of visit:
General education

11/10/2010-15/10/2010
Lisbon, Portugal

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Fast changes in education and society bring new challenges to teachers and trainers and imply that they are able to work with a variety of knowledge and with a great diversity of learners. Therefore, there is a need to think of and design new arrangements of continuous professional development (CPD) that can meet the personal and professional needs of teachers related to development of schools' projects where they work. The study visit will be an opportunity to share experiences on implementing coherent systems for the professional development of teachers and trainers.

WHAT?

Participants will learn about:

- initiatives of higher education in the framework of continuous professional development of teachers and trainers;
- ways of cooperation between higher education and schools regarding teachers and trainers education initiatives;
- how schools design the continuous professional development of teachers and trainers;
- how training centres support schools in analysing training needs and in designing training plans;
- teachers' training and career development.

HOW?

Participants will:

- visit CDP training organisations, schools and higher education institutions;
- receive presentations from national experts and CDP training providers;
- discuss CDP issues with teachers, directors, trainers and experts;
- share experiences on 'state of art' of CDP in participating 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 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:

As céleres mudanças na educação e na sociedade colocam novos desafios aos professores e formadores e implicam que estes sejam capazes de trabalhar com uma variedade de tipos de conhecimento e de aprendentes. Existe, assim, a necessidade de se equacionarem dispositivos para o seu desenvolvimento profissional que vão ao encontro das necessidades pessoais, das da profissão e que se articulem com o projecto de desenvolvimento da escola onde trabalham.

Organiser(s):

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http://eacea.ec.europa.eu/ressources/eurydice/pdf/0_integral/062EN.pdf
http://eacea.ec.europa.eu/ressources/eurydice/pdf/0_integral/043EN.pdf
http://ec.europa.eu/education/school-education/doc832_en.htm
www.dgrhe.min-edu.pt/Portal/WebForms/Docentes/PDF/Docente/formacao/Presentation%20texts.pdf

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Novice teachers at school – Improving their professional development

Group No: **78**

Round 1

Type of visit:
General education

31/1/2011-3/2/2011
Tallinn, Estonia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Estonia is a country with a developed formal system promoting novice teachers professional development. To support novice teachers in their first years of work an induction year for novice teachers was introduced in 2004. The induction year includes training programmes for novice teachers as well as programmes for mentors. The training programmes are provided by the two universities in Estonia – Tallinn University and Tartu University. Being an active establisher of the induction year Tallinn University has good expertise and been successful for the past five years in implementing novice teachers' and mentors´ training programmes, which in turn contributes to the professional development and steadiness of teachers.

WHAT?

Participants will learn about:

- methods and tools for implementing training programmes for novice teachers and mentors in Estonia and participating countries;
- how self-evaluation affects the quality of education.

HOW?

Participants will:

- visit schools with good experience in implementation of the induction year;
- meet novice teachers and observe their work in the classroom;
- meet mentors developing the school environment.

WHOM?

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kutseaastat rakendatakse Eestis alates 2004.aastast. Kutseaasta eesmärk on toetada algaja õpetaja kohanemist haridusasutuse kui organisatsiooniga, tema professionaalsete kutseoskuste arengut ning pakkuda tuge kogemuste puudumisest tekkivate probleemide lahendamisel. Kutseaasta käivitamise ja üldkoordineerimise eest vastutab Eestis Haridus- ja Teadusministeerium. Kutseaasta sisulise tegevuse läbiviimise on HTM delegeerinud Tartu Ülikoolile ja Tallinna Ülikoolile, kes korraldavad nooremõpetaja kutseaasta tugiprogrammi ja ka mentorite koolitamist.

Organiser(s):

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WWW.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

School leadership and value-based management

Group No: **79**

Round 1

Type of visit:
General education

27/9/2010-1/10/2010
Viborg, Denmark

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **autonomy (school or institution)**
- **evaluation (school or institution)**
- **leadership and management**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

School leadership and management are very important for development of the Danish school (Folkeskole) for children aged 5 to 15.
The schools in Viborg Kommune (municipality) are organised with a high level of autonomy and delegation.
There is special focus on teachers' professional work in a team-organised school.
Dialogue, through an appreciative approach, is an essential keyword of the topic.

WHAT?

Participants will learn about:
- leadership, management and teaching in a value-based organisation;
- dilemmas in teamwork;
- leadership based on teamwork;
- quality and evaluation;
- management development.

HOW?

Participants will:
- visit schools in the municipality of Viborg;
- observe teachers´ work at school;
- talk to local school leaders 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,
- human resource managers,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Viborg Kommune anvender værdibaseret ledelse, og studiebesøget præsenterer skolevæsenet med fokus på denne synsvinkel.
Anvendelse af værdier i undervisning og ledelse, delegering, teamsamarbejde og teamudvikling.
Studiebesøget byder på skolebesøg samt drøftelser med ledere, lærere og andre ansatte på kommunens skoler.

Organiser(s):

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WWW.

www.viborg.dk – www.uvm.dk

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Learning leadership – A challenge

Group No: **80**

Round 1

Type of visit:
Mixed

4/10/2010-8/10/2010
Luleå, Sweden

Working language:
English

Number of places: **17**
Minimum required: **8**

Keywords:

- **leadership and management**
- **learning to learn**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

The school board in Luleå has proclaimed the importance of leadership for schools. It is more important these days when public schools compete with independent schools. Even in these economically difficult times of learning and development of principals in focus.
The school administration in Luleå supports principals through its department for development work, training programme and collaboration with different universities.

WHAT?

Participants will learn about:

- the ideas of 'learning leadership'. How the superintendent, chief instructors and principals work together in a learning organisation;
- what school leaders are requested to do. How to create successful school leaders;
- support from the school administration for principals as pedagogical leaders;
- the local training programme for teachers who want to be school leaders;
- the national training programme for new principals and methods and tools used in a learning organisation;
- collaboration with universities.

HOW?

Participants will:

- meet the Municipal Commissioner and Head of the School Board;
- meet the superintendent and school researchers;
- take part in seminars, lectures and workshops;
- meet principals in their schools (pre-school, primary, secondary and upper secondary, vocational);
- take part in a conference for principals;
- visit Luleå University of Technology;
- visit to county administrative board of Norrbotten;
- experience local culture and beautiful nature.

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.

Organiser(s):

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Qualification of headmasters: improving leadership and school management

Group No: **81**

Round 1

Type of visit:
General education

28/2/2011-4/3/2011
Kiel, Germany

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **leadership and management**
- **quality assurance**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

In the past 10 years, the autonomy of schools has increased enormously. The role and function of leadership and management has changed as well. Schools are responsible for self-evaluation and quality assurance and have to define themselves as 'self-learning systems'.
In Kiel, the Christian Albrecht University (CAU) and the Central Institute for Teacher Training Programmes and Quality Assurance (IQSH) are partners in the in-service graduate studies programme 'school management' for heads of school.

WHAT?

Participants will learn about:

- how the Ministry of Education aims at developing leadership and management in schools;
- what kind of training programme is offered for 'new, in-coming' heads of schools;
- what kind of support is available to 'established' heads of schools and their specific needs or to improve their leadership;
- the contents of the advanced studies programme of 'school management'.

HOW?

Participants will:

- visit different schools and observe heads of schools at work in their schools;
- visit the Institute for Teachers Training Programmes and Quality Assurance (IQSH) and the department for advanced studies at the Christian Albrecht University (CAU);
- meet the administration of the Ministry of Education;
- discuss everyday problems of leadership and management in practice with headmasters from different schools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Herausforderung an die Schulleitung wird mit der zunehmenden Autonomie von Schule immer größer. Schul- und Unterrichtsentwicklung systematisch voranzutreiben und mit gezielter Personführung und Qualitätsmanagement zu verbinden ist eine komplexe Managementaufgabe. In welcher Weise zukünftige Schulleiterinnen und Schulleiter hierauf vorbereitet werden sollten und in welcher Weise die Schulleitungen Unterstützung erfahren sollten, z.B. durch Fortbildungen und Supervision, wird Thema dieses Studienbesuchs sein. Bei Besuchen im Bildungsministerium, beim Fortbildungsinstitut und in Schulen werden die Teilnehmer und Teilnehmerinnen Gelegenheit haben, Fragen und Probleme zu diskutieren.

Organiser(s):

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Website: www.jungmannschule.de

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http://iqsh.schleswig-holstein.de – www.jungmannschule.de

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Agriculture, forestry and fishing

Internship in agricultural studies and access to the world of work

Group No: **82**

Round 1

Type of visit:
VET

13/9/2010-17/9/2010
Plovdiv, Bulgaria

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **work placement**
- **young people**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Transfer of graduates to the world of work is not always easy because of the discrepancy between the educational system and the rapidly changing labour market. Ways of improving the career paths of young people have been sought by organising of internships, placements, and entrepreneurial approaches to optimise the synergies between education, research and practice. Potential employers need graduates who can easily adapt to their work environments. The Agricultural University, Plovdiv as the unique higher agricultural institution in Bulgaria has investigated the problem at national and European levels and would like to share the experience gained.

WHAT?

Participants will learn about:

- difficulties young agriculturists face on the labour market;
- market expectations of trainers and trainees;
- advanced methods of vocational training for employability;
- diversification of study programmes by introducing new interdisciplinary subjects related to food safety, environmental issues, sustainable development of rural areas;
- providing career path opportunities and raising the attractiveness of agricultural studies.

HOW?

Participants will:

- meet different stakeholders;
- discuss new approaches of training for employability, share good practices;
- visit University partners offering internships and jobs for graduates;
- explore opportunities for joint ventures with participants;
- exchange with students, trainers, managers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Реализацията на завършилите професионални училища, колежи и университети по аграрни специалности и адаптирането им към работната среда е сложен процес. АУ – Пловдив търси възможности за подобряване кариерното развитие на младите специалисти чрез ефективна организация на стажове и практики в реална работна среда и развитие на предприемаческите умения. Целта е оптимизиране на връзката между аграрното обучение, наука и практика. Университетът ще обмени опит с различните групи потребители. Предвидени са посещения до партньори, осигуряващи стажове и работни места на възпитаниците.

WWW.

www.au-plovdiv.bg – www.bulagro.com – www.terratangra.com – www.ipgrbg.com
www.tto-maritsa.org – http://fruitgrowinginstitute.com

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Website: http://www.au-plovdiv.bg

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Accommodation and food service activities

Matching theory with practice and skills with jobs

Group No: **83**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Poděbrady, Czech Republic

Working language:
English

Number of places: **14**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Tourism is a key industry for the Czech Republic. Yearly, more than 150 graduates easily find work on the labour market. After theoretical studies present students go on practical training first at school, then in top Czech hotels. Very often they get in touch with former graduates (now hotel managers and owners) who cooperate with the school in many ways. We want to show how these good results are achieved during the study visit.
Our hosting institution consists of two schools of different levels and target education. Many students from the hotel school continue their studies at the college. We have a very close relationship with both schools and the local community. We have already hosted four study visits (2006, 2008 and 2009).

WHAT?

Participants will learn about:
- history, present and future of the school, contacts with domestic and foreign employers;
- organising practical training;
- training students in real working environments;
- evaluation of practical training;
- new tools improving the quality of education;
- other vocational schools in the region.

HOW?

Participants will:
- attend classes and meet teachers;
- visit the real working places at the school (the training kitchens and restaurants, cooperating hotels in Prague and Czech Republic);
- attend foreign language classes as students with better language skills find jobs more easily;
- be informed about the newly approved school accreditation;
- visit the regional labour office and National Institute for VET in Prague.

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,
- 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:

Absolventi poděbradské školy patří k nejžádanějším na trhu práce. Škola spolupracuje s mnoha subjekty doma i v zahraničí a návštěva vybraných partnerů bude součástí studijní návštěvy. 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 zatraktivňují absolventy na trhu práce v České republice a v EU zvlášť. Škola organizuje ve školním roce 2009-2010 svou v pořadí třetí a čtvrtou studijní návštěvu (č. 271 v říjnu 2009 a 75 v květnu 2010).

WWW.

www.hsvos.cz – www.nuov.cz – www.asociacevos.cz

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Accommodation and food service activities

Teaching hospitality: from VET to higher education and lifelong learning

Group No: **84**

Round 1

Type of visit:
Mixed

19/10/2010-21/10/2010
Fátima, Portugal

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **apprenticeship**
- **education and training attainment**
- **innovative approaches**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Portugal is the 12th major tourism destination in the world, well known for the kindness of its people, quality of its resorts, diversity of its touristic products and richness of its gastronomy. Fatima's region is the fourth touristic destination in Portugal, with more than five million visitors each year so Fatima's hospitality industry is quite developed.
INSIGNARE is one of the well-known hospitality VET schools in Portugal, due to its 20 years training experience for different targets (youth and adults, employed and unemployed), in several education and training systems. We have solid know-how and strong cooperation with the labour market. We would like to create an opportunity to exchange know-how on teaching hospitality and developing new approaches.

WHAT?

Participants will learn about:

- the different hospitality education and training systems in Portugal and participants' native countries;
- practical approaches to hospitality teaching methodologies;
- how to organise curricular and non-curricular activities in different education and training systems;
- ways to improve transition from education and training to the labour market.

HOW?

Participants will:

- visit a hospitality VET school, a lifelong learning centre and a higher education school with hospitality courses;
- participate in experimental cooking activities, restaurant services, and other practical lessons;
- discuss the different hospitality education and training systems in Portugal and in participants' countries;
- visit local landmarks with students as guides.

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,
- 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:

Pretende-se criar uma oportunidade de troca de conhecimentos e experiências sobre o ensino da hospitalidade nos diferentes países europeus. A participação dos diferentes intervenientes educativos, bem como de representantes da associação empresarial e das associações profissionais da restauração e do turismo e as visitas às escolas profissionais e superior contribuirão para um conhecimento detalhado dos sistemas de ensino da hospitalidade em Portugal, bem como comparar com outros países. Os workshops permitirão a partilha de experiências e a aferição de métodos e estratégias eficazes de ensino nesta área específica, que poderão vir a ser adoptados pelas diferentes instituições participantes.

WWW.

www.epo.pt – www.en.anq.gov.pt/ – www.aresp.pt/
www.rt-leiriafatima.pt/site/frontoffice/default.aspx?LANG=EN
www.ipleiria.pt/portal/ipleiria?p_id=6027&w_id=6492&w_m=0&w_st=1&p_m=0 –
www.hmiportugal.com/index.html – www.aciso.pt – www.profissionaisdeturismo.pt

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Accommodation and food service activities

Industrial training applications for tourism education

Group No: **85**

Round 1

Type of visit:
VET

1/11/2010-5/11/2010
Ankara, Turkey

Working language:
English

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

Keywords:

- **learners' mobility**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Development of information and communication technologies provide new methods and opportunities for tourism education. New industrial training applications will respond to the needs of the tourism industry, both in vocational high schools and in universities. Students and educational institutions will have a significant role to play in improving the quality of tourism education.
In Ankara, the capital city, tourism education is provided in four tourism vocational high schools and five different universities.
The host association, Gazi University Faculty of Tourism, is Turkey's first and most experienced university; it has been delivering four-year tourism education for the past 60 years.

WHAT?

Participants will learn about:
- different industrial training applications in different countries;
- industrial training applications of different education institutions in different levels;
- expectations of the labour market (hotels, travel agencies, food and beverage establishments, etc.) regarding industrial training applications;
- the expectations of tourism students from industrial training;
- the Erasmus student training mobility applications.

HOW?

Participants will:
- present their countries' industrial training applications;
- visit a hotel chain establishment to examine the working conditions and education levels of employees.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Emek yoğun bir sektör olan turizmde stajın etkisi oldukça önemlidir. Bu doğrultuda, turizm eğitiminin önemli bir parçası olan, turizm işletmelerinde gerçekleştirilen staj uygulamalarının, sektör, öğrenci ve eğitim kurumları beklentilerine göre gözden geçirilmesi gerekmektedir. Bu konuda Avrupa ülkelerindeki mevcut uygulamaların, katılımcıların sunumları çerçevesinde paylaşımının sağlanması ve Avrupa Birliği ülkelerinde konuyla ilgili ortak uygulama olanaklarının geliştirilebilmesi noktasında, tartışma ortamlarının yaratılarak, tüm taraflar açısından bu alandaki kalitenin artırılmasına önemli ölçüde katkı sağlayacaktır.

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WWW.

www.ttef.gazi.edu.tr – www.gazi.edu.tr – www.meb.gov.tr – www.tourism.gov.tr
www.yok.gov.tr

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Helping pupils choose a path via orientation, training and learner support

Group No: **86**

Round 1

Type of visit:
Mixed

7/2/2011-11/2/2011
Salignac-Eyvigues, France

Working language:
English

Number of places: **18**
Minimum required: **8**

Keywords:

- **parents involvement**
- **status of teachers and trainers**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The Périgord Noir, two hours from both Bordeaux and Toulouse is known throughout the world for its wealth of chateaux and prehistory sites and attracts more tourists than any other area after Paris. None the less, it is a rural area with little industry and an economy overdependant on tourism. Confronted with a difficult job market with a large number of jobseekers and offers in short supply, it is vital to help young people choose a career path and build their confidence by providing them with tangible skills to help them become more employable.
Salignac is one of only five towns in the Dordogne offering 14 to 18 year-olds an alternative education combining basic skills and work placement in local businesses (two weeks college/two weeks work placement throughout the year).
The maisons familiales rurales (MFR) du Périgord Noir specialise in job orientation and training for work. Innovative programmes and close supervision and monitoring of pupils, both at college and at the workplace has led to a high success rate in exams (this year 96%) and to pupils either continuing in education, taking local apprenticeships or finding gainful employment.

WHAT?

Participants will learn about :
- alternating basic skills and work experience;
- integrating the national curriculum into the training programme;
- supervision, monitoring and evaluation techniques;
- integrating European mobility into the programme.

HOW?

Participant will:
- visit colleges using this system and debate pros and cons with tutors;
- observe teaching practice;
- visit firms offering placements and meet employers acting as mentors;
- hear about former pupils experiences.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Fortement ancrée sur son territoire, la MFR du Périgord Noir (membre de l'Union Nationale des MFR), accueille des jeunes qui ont choisi la formation scolaire en alternance. Cette pédagogie permet à chacun de réussir son orientation professionnelle. Cela passe par la désignation d'un formateur référent pour un suivi individualisé ; de réunions ponctuelles entre l'équipe, le jeune et ses parents; de visites professionnelles et périodes de stages et de suivi en entreprise en France et à l'étranger. Notre objectif au travers de cette visite est de partager notre expérience et savoir faire dans ce domaine et au-delà d'envisager un échange de pratiques avec les participants potentiels.

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WWW.

www.mfrperigordnoir.com – www.mfr.asso.fr – www.mdepn.com – www.perigordnoir.com
www.visitperigord.com – www.ai-sarladais.com – www.fafih.com – www.ofaj.com
www.aquitaine.fr – www.kreis-tir.de – www.gloucestershire.gov.uk/internationaleducation
www.kemnath.de

WORKPLACE LEARNING

Workplace learning for employability

Group No: **87**

Round 1

Type of visit:
VET

27/9/2010-30/9/2010
Tilburg, Netherlands

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **social partners**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Education and training is not seen as being solely the realm of VET/education institutions in the Netherlands, but is viewed in terms of a broader system involving workplaces, educational institutes, individuals and various other organisations. The competitive nature of the economy and demographic, occupational and workplace change have had a significant impact on the nature of the workplace. These changes have meant that the skill level of employees must be continuously developed. As such, workplace learning is taking on an important role in vocational education and training for employability.

WHAT?

Participants will learn about:

- policy, legal and financial framework of workplace learning in the Netherlands;
- how workplace learning functions in the apprenticeship route as well as in the full-time route;
- the division of roles between schools, social partners, municipalities, etc.;
- results of research and monitoring;
- latest opinions and approaches.

HOW?

Participants will:

- present the education and training situation in their own countries;
- visit different organisations;
- meet policy-makers, managers, counsellors, students, etc.

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 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:

Leren op de werkplek als essentieel deel van competentieontwikkeling op individueel, maatschappelijk en bedrijfsniveau, vereist meer zicht en meer greep op de eigen rol van de lerende. Leren en opleiden zijn immers geen doel op zich, maar zijn belangrijk omdat ze voorzien in de groeiende behoefte aan competentieontwikkeling van werknemers. De behoefte kan die van het bedrijf zijn, of van bepaalde actoren in het bedrijf, maar het gaat nadrukkelijk en toenemend ook om de behoefte van de beroepsbeoefenaar zelf, die zijn 'employability' op peil wil houden, dan wel op zoek is naar leuker werk.

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Website: www.leonardodavinci.nl

WWW.

www.cinop.nl – www.leonardodavinci.nl – www.loopbaan.lerenenwerken.nl
www.colo.nl – www.minovw.nl

WORKPLACE LEARNING

In-company action training to foster employability and competitiveness

Group No: **88**

Round 1

Type of visit:
VET

13/10/2010-15/10/2010
Porto, Portugal

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:
Education and training for employability

WHY?
The study visit will show a 12 year-old methodology to promote micro, small and medium enterprises' competitiveness throughout sustained development of their organisation and management practices. This goal is achieved due to three actions: training entrepreneurs, analysing and designing a strategic plan for the company during the training action programme and raising workers' qualifications levels. This methodology aims to bring development, innovation and sustainability to Portuguese companies, by improving the knowledge and skills of their human resources. This is a sensitive topic in the north of Portugal because the active population needs to acquire new skills to face recent social and economic challenges. SMEs also have to be innovative and proficient to compete in a global market.

WHAT?
Participants will learn about:
- a training action method focused on results and integrating consultancy and training, developed specifically for each SME;
- implementation of an intervention model in Portugal;
- the portuguese Entrepreneurial Association;
- tools to monitor training action programmes;
- strategies to develop a network of SMEs.

HOW?
Participants will:
- meet and talk to stakeholders in our training action programme;
- employers, employees, consultants, trainers, coordinators;
- visit an enterprise participating in the programme;
- be able to exchange ideas and practices.

WHOM?
- Company training managers,
- 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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:
O programa Formação PME é um programa de Formação-Acção, indubitavelmente a metodologia mais ajustada ao segmento de empresas a que se destina: micro, pequenas e médias empresas. As intervenções – de consultoria e de formação – são ancoradas nas próprias necessidades da empresa, desencadeiam-se no contexto real de trabalho e são implementadas directamente pelo empresário e seus colaboradores, com o apoio de Consultores e Formadores especialistas. Esta fórmula de envolvimento transversal e direccionado cria um inegável valor acrescentado, pelo efeito conjugado da elevação do nível de qualificação dos activos e do aperfeiçoamento organizacional das próprias empresas.

WWW.
www.poph.qren.pt/index.asp – www.aeportugal.pt/

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Vocational training and employment for refugees in the education sector

Group No: **89**

Round 1

Type of visit:
Mixed

27/9/2010-29/9/2010
London, United Kingdom

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **disadvantaged groups**
- **education and training attainment**
- **transparency of qualifications**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Teaching is one of the regulated professions in the UK and those who intend to become a teacher should get qualified teacher status and satisfy the conditions of the regulating bodies. This poses a major challenge for refugees who were teachers in their countries of origin as their qualifications are not recognised in the UK and they need to requalify to teach in schools in the UK.

A regional partnership of specialist agencies, training providers and employers has been set up to support refugee teachers into training, placement and work funded by the Department for Children, Schools and Families. London Metropolitan University is the main agency in charge of providing advice, guidance and training for refugee teachers and has considerable experience in this field.

WHAT?

Participants will learn about:

- how migrant and refugee teachers are retrained and prepared for employment using innovative courses and training methods;
- curriculum which includes education system, language skills, work placement in schools, employability and awareness raising about cross cultural issues in society and schools;
- supporting roles in schools for migrants and refugees where their skills can be utilised;
- recognition of overseas qualifications and how barriers are tackled.

HOW?

Participants will:

- meet lecturers and guidance workers;
- visit partner organisations including funders;
- visit schools and refugee community organisations to see good practice;
- visit some recent refugee graduates working in schools.

WHOM?

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

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WWW.

www.employabilityforum.co.uk/ – www.refugeesintoteaching.org.uk/
http://www.dcsf.gov.uk/ – http://www.tda.gov.uk/ – www.westlondonpartnership.co.uk
www.academic-refugees.org

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Integration of disadvantaged young people into the labour market

Group No: **90**

Round 1

Type of visit:
VET

25/10/2010-29/10/2010
Berlin, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **drop-outs**
- **lifelong guidance**
- **migrants and minorities**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The number of young people not able to manage their lives and plan for their futures is growing in all European countries. Many miss a significant amount of lessons in school or do not complete formal education at all (more than 10% in Berlin). It is necessary to find a solution to this problem.
We would like to present a method of dealing with students who are slow learners, who leave school prematurely and who struggle in mainstream education. Most of these pupils are of Turkish or Arabian descent.
We have two schools in one of our projects, one situated in east Berlin, the other in Kreuzberg, an area of west Berlin where many migrants live. This school has 100% migrant-students.
Combining vocational training with regular schooling has proved to be very successful.

WHAT?

Participants will learn about:
- methods to support students to stay in mainstream education and to encourage those who have left to continue with their studies;
- combining vocational training with formal education;
- ways of transferring the work of our project to your country.

HOW?

Participants will:
- visit our work placements and meet supervisors/coaches;
- discuss the work and the outcome of the project;
- meet social workers who support the students;
- meet students and teachers and talk to them;
- visit two schools involved with the project;
- meet a member of the university who evaluates the project.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Anzahl der Schüler/innen, die keine Lust auf Schule haben, schuldistanziert sind, nicht in der Lage sind, Zukunftspläne zu entwickeln und die die Schule ohne Abschluss verlassen, ist in Deutschland nach wie vor sehr groß – im Bundesdurchschnitt sind es 7,2%, in Berlin über 10%. Davon sind über 30% Schüler/innen mit Migrationshintergrund. Wir haben durch Kooperation mit 9 Schulen Schulunterricht mit gezielter Vorbereitung auf einen Ausbildungsberuf verknüpft. Die Schüler/innen gehen 2 Tage in die Schule und werden 3 Tage in Werkstätten des CJD (Bildungsträger) auf ihren zukünftigen Beruf vorbereitet.

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INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Work flexibility and work-life balance in Romania

Group No: **91**

Round 1

Type of visit:
VET

26/1/2011-28/1/2011
Bucharest, Romania

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **gender equity**
- **leadership and management**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

CPE – Centre for Partnership and Equality is a Romanian non-governmental organisation. Since 2002, CPE has been active in promoting gender equality and equal opportunities for women and men. Its main activity fields are equal opportunities on the labor market, gender differences in education, sociological research and anti-discrimination campaigns, diversity management in organisations, accessing and managing European funds and network creation and managing. In the context of change, organisations need to develop policies and practices that meet the special requirements of qualified workers. The most important question to address now is how we are going to do it, to maximise results and create win-win situations for all.

WHAT?

Participants will learn about:

- methods and tools to be used in promoting flexible working;
- methods and tools to be used in promoting work-life balance;
- examples of promoting flexible working and work-life balance in organisations;
- how to succeed in creating work-life balance policies and programmes (avoiding mistakes and learning from best practices).

HOW?

Participants will:

- meet Romanian organisations and experts involved in promoting work flexibility and work-life balance;
- meet representatives of Romanian institutions and non-governmental organisations;
- visit organisations currently implementing work flexibility and work-life balance;
- participate in the work-life balance competition for Romanian companies (possible).

WHOM?

- Heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Centrul pentru Parteneriat si Egalitate este un ONG ce activeaza in domeniul promovarii egalitatii de gen si a sanselor egale pentru femei si barbati.
In cadrul vizitei de studiu, beneficiarii vor cunoaste metode si instrumente utilizate in promovarea unei abordari flexibile la locul de munca, exemple de practici, rezultate ale unor studii de profil. Vor fi organizate vizite in diferite institutii, intalniri cu experti in domeniu, etc.

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INCREASING ATTRACTIVENESS OF VET

Arts, entertainment and recreation

The role of VET in improving hand skills

Group No: **92**

Round 1

Type of visit:
VET

18/10/2010-22/10/2010
Kütahya, Turkey

Working language:
English

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

Keywords:

- **cultural awareness and expression**

Category of themes:
Education and training for employability

Why?
Kütahya is famous for the art of ceramics and glazed china tiles (çini in Turkish) since the 15th century. It is the hometown for producing ceramic vessels and glazed tiles. There are many workshops that perpetuate the tradition of embroidery works, traditional handicrafts and design besides glazed tiles and ceramics. In addition to the large, small and medium-sized companies, related training is carried out practically in fully-equipped workshops by vocational training institutions within DPU.
This study visit will provide an opportunity for participants from different professional backgrounds to see these examples of implementation in all fields, especially of china embroidery, ceramics handcrafts and design.

What?
Participants will learn about:
- china embroidery, ceramics, traditional handcrafts and design;
- examples of implementation in these fields;
- creating their own products from what they have learned and experienced during the study visit;
- different countries' systems and methods of implementation.

How?
Participants will:
- attend the training activities of experts;
- visit vocational education centres and companies dealing with china embroidery, ceramics and handcrafts;
- observe workers, students and teachers in workshops;
- visit art galleries, exhibition halls;
- take part in the works and produce their own work.

Whom?
- Directors of education and vocational training institutions, centres or providers,
- 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 local, regional and national authorities,
- representatives of trade unions,
- researchers.

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INCREASING ATTRACTIVENESS OF VET

Transnationality of vocational education in small and medium-sized enterprises

Group No: **93**

Round 1

Type of visit:
VET

6/12/2010-10/12/2010
Suhl (near Erfurt), Germany

Working language:
English

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

Keywords:

- **apprenticeship**
- **key competences**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Transnationality in initial vocational education is an urgent requirement to design the future European market.
The region of south Thuringia is characterised by many years of experience, a network of transnational players and best results in promoting transnationality in initial vocational education.
EU-Consult South Thuringia gGmbH is a potential holding society for projects on transnational cooperation in Thuringia. It has been operating successfully since 1999.

WHAT?

Participants will learn about:
- strategies to internationalise vocational education in south Thuringia;
- existing structures, networks and results of realising the strategies in Thuringia;
- innovative approaches for further development of transnationality in the framework of initial vocational education.

HOW?

Participants will:
- meet players and initiators of an efficient network of initial vocational education;
- experience practical work and exchange experiences;
- visit innovative apprenticeship companies.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- human resource managers,
- 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.

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INCREASING ATTRACTIVENESS OF VET

Measures to improve the quality of VET in line with labour market needs

Group No: **94**

Round 1

Type of visit:
VET

14/2/2011-18/2/2011
Białystok, Poland

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **education and training attainment**
- **lifelong guidance**
- **innovative approaches**

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CATEGORY OF THEMES:

Education and training for employability

WHY?

Promoting of vocational education and training is important in our region, because nowadays most young people choose general education and employers complain of a lack of skilled employees. The city of Bialystok uses different innovative methods to support and promote vocational education in cooperation with schools and employers. The City Hall decided to organise the study visit because we are convinced that our efforts to promote development of VET are exceptional.

WHAT?

Participants will learn about:

- how initiatives of the local authority promote and help improve VET;
- the role of headmaster in implementing innovative solutions;
- cooperation of vocational schools and employers regarding expectations of the labour market in relation to school graduates;
- integrated measures of institutions for career guidance services, psychological-pedagogical bureaux and secondary and upper secondary schools.

HOW?

Participants will:

- meet with representatives of the local school authority and employers' organisations;
- visit various schools (particularly vocational schools), vocational training institutions, institution for educational and career guidance services;
- participate in a conference 'Vocational training external examinations, labour market';
- have the opportunity to exchange information, experiences in education (particularly quality in VET) and share good practices.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Miasto Białystok podejmuje unikatowe działania w zakresie wspierania kształcenia zawodowego i doradztwa zawodowego. Od 5 już lat organizowane są konferencje ph. "Kształcenie zawodowe – egzaminy zewnętrzne – rynek pracy", od 2 lat wzbogacane Targami zawodowymi, na których wszystkie szkoły zawodowe naszego miasta prezentują swoje osiągnięcia. Chcielibyśmy przedstawić działania miasta w zakresie promowania kształcenia zawodowego, podejmowane we współpracy z organizacjami pracodawców, szkołami zawodowymi, a także uczelniami wyższymi, ukierunkowane na rozwój szkolnictwa zawodowego, a nade wszystko dostosowanie oferty szkół do potrzeb rynku pracy.

WWW.

www.bialystok.pl

SOCIAL PARTNERS CONTRIBUTION TO LIFELONG LEARNING

The role of social partners in VET

Group No: **95**

Round 1

Type of visit:
VET

18/10/2010-22/10/2010
Stockholm, Sweden

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **entrepreneurship**
- **social partners**

CATEGORY OF THEMES:

Education and training for employability

WHY?

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

WHAT?

Participants will learn about:
- regional cooperation between VET institutions and the social partners;
- national initiatives taken by various sectors;
- presentations of central social partners organisations;
- the Swedish VET system, including post upper secondary VET.

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 students and teachers;
- meet national agencies in the education area.

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.

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www.svensktnaringsliv.se/english/ – www.skolverket.se – www.yh.se
www.teknikforetagen.se/templates/index_en_1122.aspx – www.refis.se
www.bilproffs.se/templates/Page_390.aspx – www.tya.se/tya/in_english/tya_english.asp –

SOCIAL PARTNERS CONTRIBUTION TO LIFELONG LEARNING

Trades unions creating a learning culture in the workplace

Group No: **96**

Round 1

Type of visit:
Mixed

8/11/2010-12/11/2010
Cardiff, Wales,
United Kingdom

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **adult learning**
- **social partners**
- **innovative approaches**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Acquiring transferable skills is core to meeting the challenges of new demands on workers by the 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 that trades unions in Wales can develop learning initiatives for their members. Wales Trades Union Congress (TUC) supports and advises unions who undertake learning projects and disseminates key educational policy to the unions to help effective operation of national strategies, such as promotion of literacy and numeracy improvement schemes. WTUC would like to showcase this work to employers and trade unions from across Europe.

WHAT?

Participants will learn about:
- trades union initiatives to engage adults in lifelong learning;
- the role of union learning representatives;
- establishing learning networks;
- how to establish effective links with key stakeholders;
- improving employability through lifelong learning;
- accreditation of prior learning;
- developing key competences and transferable skills in the workforce.

HOW?

Participants will:
- visit the Wales Trades Union Congress;
- visit a workplace learning centre;
- meet union learning project managers;
- visit the Welsh Assembly buildings in Cardiff and meet with policy-makers;
- attend a conference for union learning representatives.

WHOM?

- Company training managers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

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SOCIAL PARTNERS CONTRIBUTION TO LIFELONG LEARNING

The role of trade unions in education and training for employability

Group No: **97**

Round 1

Type of visit:
Mixed

10/11/2010-12/11/2010
Lisboa, Portugal

Working language:
English

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

Keywords:

- **education and training attainment**
- **social partners**
- **workers' mobility**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The employment market needs qualified workers and personnel and we want to stress the key role of social partners, especially trade unions, in adjusting education and training to improve employability. Cooperation between trade unions, VET institutions, local and central authorities are crucial to identify present and future needs.
The study visit will focus on concrete initiatives and programmes sharing practices.

WHAT?

Participants will learn about:
- how trade unions provide education and training;
- partner organisations and government agencies;
- social partners contribution to meet the challenge of employability;
- workplace learning.

HOW?

Participants will:
- visit training centres in the Lisbon area;
- meet training centres' managing teams;
- meet representatives of social partners and government agencies;
- participate in presentations and debates with experts on training.

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 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:

O tema da visita é o papel dos parceiros sociais e em particular dos sindicatos, na educação e formação para a empregabilidade. Trata-se de um tema central na medida em que o mercado de trabalho é cada vez mais exigente ao nível das qualificações profissionais, ao mesmo tempo que há uma pressão constante no sentido da adaptabilidade e da mobilidade dos trabalhadores.
Neste contexto, o papel dos parceiros sociais especialmente, dos sindicatos, é crucial para incentivar e motivar os trabalhadores a adquirir uma formação mais adequada às necessidades do mercado de um trabalho, que conhecem como ninguém.

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SOCIAL PARTNERS CONTRIBUTION TO LIFELONG LEARNING

Manufacturing

Development of competences in the chemical sector – A task for social partners

Group No: **98**

Round 1

Type of visit:
VET

14/2/2011-18/2/2011
Hannover, Germany

Working language:
English

Number of places: **14**
Minimum required: **8**

Keywords:

- **adult learning**
- **key competences**
- **social partners**

CATEGORY OF THEMES:

Education and training for employability

WHY?

To meet the needs caused by structural change employees' professional competences also have to be further developed in the chemical sector. The social partners are responsible for a future-oriented concept of qualification for specialists. Ideas should be discussed between social partners in all European countries, best practices should be exchanged and transfer strategies should be developed.

WHAT?

Participants will learn about:

- future skills needs in the chemical and pharmaceutical industry in Germany;
- the German VET system (structure, practice, modernising system, board of stakeholders);
- the specific approach of social partners in the chemical industry with regard to continuous vocational training;
- core occupation profiles: a practice approach for Europe in the sectors of chemicants, chemical operators and laborants.

HOW?

Participants will:

- meet experts of social partners in the chemical industry responsible for continuous vocational training;
- visit enterprises in these sectors/trades to see VET and CVET practice in these companies;
- discuss future skills needs of the chemical and pharmaceutical industries in Germany;
- discuss core occupation profiles of chemicants, chemical operators and laborants;
- meet experts of universities, BiBB, social partners, 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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Um den Notwendigkeiten des strukturellen Wandels zu entsprechen, ist eine laufende Weiterentwicklung der Kompetenzen der Arbeitnehmer auch im Sektor Chemie geboten. Die Sozialpartner haben eine gemeinsame Verantwortung für ein zukunftsorientiertes Konzept der Qualifizierung der Fachkräfte. Hierüber soll ein Meinungs- und Erfahrungsaustausch mit Sozialpartnern aus dem Ausland durchgeführt werden. Dabei werden Vorschläge zur Identifizierung europäischer Anteile an Chemieberufen entwickelt und Verfahren zum Transfer von best practice über die Grenzen hinweg erörtert.

WWW.

www.dgb.de – www.bibb.de

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NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

The role of social partners in developing national qualifications frameworks

Group No: **99**

Round 1

Type of visit:
VET

27/9/2010-1/10/2010
Berlin, Germany

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

Developing quality vocational education and training is central to achieving the Lisbon goals and to making Europe a knowledge society. Implementing a national qualification framework has become a priority for initial vocational education and training in Germany and other Member States. This process requires involvement of all relevant stakeholders in VET.

WHAT?

Participants will learn about:

- approaches to developing a national qualifications framework for initial education and training as well as general and higher education providers;
- 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 national bodies.

HOW?

Participants will:

- attend presentations on the discussion process between trade unions and employers' organisations at different levels;
- attend presentations on draft concepts for a national qualifications framework;
- visit locations where various discussion processes are organised;
- talk to management representatives, regional trade union representatives.

WHOM?

- Representatives of employers' organisations,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Aktuell werden in EU-Ländern nationale Qualifikationsrahmen entwickelt. Es ist davon auszugehen, dass diese Qualifikationsrahmen die Bildungs- und Berufsbildungspolitik beeinflussen werden. Den Sozialpartnern kommt eine zentrale Rolle bei der Entwicklung dieser Qualifikationsrahmen zu, da sie die entscheidenden Akteure im Bereich der Qualifikationen auf dem Arbeitsmarkt und in einzelnen Ländern auch in der Berufsbildung sind. Es soll einen Austausch über die Frage geben, inwieweit Sozialpartner bei der Entwicklung nationaler Qualifikationsrahmen beteiligt werden, welche spezifischen Vorstellungen sie haben und wie die Relevanz/Auswirkungen eingeschätzt werden.

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NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

NFQ implementation, quality assurance and EQF referencing

Group No: **100**

Round 1

Type of visit:
Mixed

12/10/2010-15/10/2010
Dublin, Ireland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **European qualifications framework (EQF)**
- **learning outcomes**
- **quality assurance**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

The Irish national framework of qualifications (NFQ) was introduced in 2003 and is based on an understanding of learning as a lifelong process. The NFQ promotes transparency of the education and training system and the flexibility and integration of qualifications, supports development of alternative learning pathways, establishes learning outcomes as the common reference point and promotes recognition of prior learning, which may be acquired through formal, non-formal and informal routes. The NFQ establishes a single, coherent system of awards for all education and training, which is easily understandable by learners, parents, teachers, employers and community workers. 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 management of the lifelong learning programme (ex Erasmus) in Ireland.

WHAT?

Participants will learn about:
- national policies relating to VET, NFQ and EQF;
- implementation and development of the NFQ;
- recognition of prior learning;
- quality assurance;
- implications and benefits for learners, training providers and employers in relation to quality assurance and validation of formal, informal and non-formal learning;
- referencing the NFQ to the EQF.

HOW?

Participants will:
- discuss policy developments in Ireland and Europe with experts and governing bodies;
- visit vocational training providers to look at practical implementation and impact;
- meet and discuss with learners and training providers.

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 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.

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TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

Training for real and effective geographical mobility

Group No: **101**

Round 1

Type of visit:
VET

18/10/2010-21/10/2010
Madrid, Spain

Working language:
English

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

Keywords:

- **lifelong learning programme**
- **validation of non-formal and informal learning**
- **workers' mobility**

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CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

Creation of a European area of vocational training has become one of the priorities of the European Union.
Mobility actions turn into a transversal key factor to help draw a European space of lifelong learning and training for reaching the Lisbon objectives. Therefore it is necessary to promote contacts between different types of institutions and social agents to achieve unification in the vocational training sector. It is also of major importance to perform activities that foster people's access to mobility.

WHAT?

Participants will learn about:

- the Spanish tools implemented in training and education to ease and promote mobility among workers and the unemployed;
- new approaches that simplify validation and recognition of certificates and degrees and knowledge acquired in the European Union;
- initiatives taken by private and public institutions to eliminate the barriers that hinder recognition of certificates and degrees.

HOW?

Participants will:

- visit institutions that validate and certify knowledge, skills and degrees at academic and professional levels;
- take part in group debates about strengths and weaknesses in the procedures of validation of these skills and knowledge.

WHOM?

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

En el escenario económico internacional, la movilidad es un factor clave para alcanzar un menor nivel de desempleo y mejorar las condiciones laborales de los trabajadores. La movilidad cobra cada vez mayor protagonismo en todos los programas de formación profesional que se desarrollan en España. Las distintas organizaciones trabajan juntas para compartir prácticas. Además se está llevando a cabo un notable esfuerzo para unificar diplomas.

WWW.

http://ec.europa.eu/llp – http://eacea.ec.europa.eu/llp/index_en.php
www.fundaciontripartita.org/ – www.inem.es

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

Manufacturing

Vocational mobility in Europe – Core occupations, chances and challenges

Group No: **102**

Round 1

Type of visit:
VET

8/11/2010-12/11/2010
Berlin, Germany

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **European qualifications framework (EQF)**
- **social partners**
- **workers' mobility**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

In the discussion about the European qualifications framework, core occupations and profiles give opportunities and challenges for better vocational mobility in Europe. Discussion of different economic sectors in Germany and partner countries will be interesting for actors such as social partners, trainers in enterprises and responsible actors in ministries working on the process of European VET.

WHAT?

Participants will learn about:

- the European qualifications framework (EQF) and the national qualifications framework in Germany;
- the German VET system (structure, practice, modernising system, board of stakeholders);
- core occupation profiles – a practice approach for Europe in the sectors of car mechatronics, eco-recycling, aeroplane production.

HOW?

Participants will:

- visit enterprises in these sectors/trades to see the dual VET practice (Volkswagen AG, Wolfsburg);
- meet experts of universities, BiBB, social partners, chambers of industry and commerce, chamber of crafts;
- visit vocational training schools.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- 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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Das Besuchsprogramm verstehen wir als Beitrag zur Umsetzung des Europäischen Qualifikationsrahmens. Das Konzept der europäischen Kernberufe kann über Multiplikatoren in Europa verbreitet werden. Dies soll erreicht werden durch verschiedene Vorträge zur Idee der Europäischen Kernberufe durch Referenten/innen, des Instituts Technik und Bildung der Universität Bremen, Deutscher Gewerkschaftsbund, Industriegewerkschaft Metall, Wirtschaftsvertreter. Hierbei sollen die Kernberufsprofile an den Beispielen Car-Mechatroniker, Eco-Recycler und Flugzeugtechniker vorgestellt werden. Darüber hinaus soll in einem Betriebsbesuch Good practice vor Ort vorgestellt werden.

WWW.

www.dgb.de – www.igmetall.de – www.bibb.de – www.itb.uni-bremen.de
www.recy-occupation.eu.tc

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QUALITY ASSURANCE SYSTEMS, FRAMEWORKS AND APPROACHES

Using and improving quality assurance systems in VET

Group No: **103**

Round 1

Type of visit:
VET

22/11/2010-25/11/2010
Utrecht, Netherlands

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **Europass**
- **European qualifications framework (EQF)**
- **quality assurance**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

With the CQAF (common quality assurance framework) model and the newly adopted European quality assurance reference framework (EQARF) recommendation, a common basis for quality assurance has been developed at European level.
The European quality assurance reference framework (EQARF) is a tool to give insight into the different national systems, so building up common trust and exchange.
Other tools, such as Europass, have been developed to support the framework and will help to improve the VET systems in Europe.
The long-awaited recommendations of the European Parliament and Council on EQARF and ECVET, adopted on 18 June 2009 are a major step forward in the renewed Lisbon strategy and the Copenhagen process for vocational education and training. They provide solutions to several related issues – among others, the mobility of learners in Europe, quality in vocational education and training (VET) provision and management, and helping learners create their own pathways to qualification. To translate these recommendations to reality, all stakeholders need to be closely involved.

WHAT?

Participants will learn about:
- how policy is turned into practice with particular focus on supporting systems and key actors in developing a culture of quality assurance;
- good practices, instruments and success factors of the common quality assurance framework on different levels.

HOW?

Participants will:
- present the quality assurance situation in VET in their own countries;
- meet policy-makers, managers, researchers and developers, etc;
- visit the Europass consortium and possibly other executive organisations, developing tools and instruments.

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 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:

In het kader van Quality Assurance systemen in het Nederlandse beroepsonderwijs zal inzicht worden gegeven in de wijze waarop beleid wordt vertaald in de praktijksituatie met de focus op ondersteunende systemen en sleutelorganisaties die verantwoordelijk zijn voor het ontwikkelen van een breed gedragen kwaliteitscultuur. Er zal met name worden gekeken naar "good practices", gehanteerde instrumenten zoals het gebruik van Europass en successen binnen alle sectoren en niveaus.

WWW.

www.cinop.nl – www.nlnrp.nl – www.enquavet.eu/netherlands.html
www.mboraad.nl – www.minocw.nl

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VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

New opportunities initiative: making technical teaching a genuine option

Group No: **104**

Round 1

Type of visit:
General education

18/10/2010-22/10/2010
Marvão, Portugal

Working language:
English

Number of places: **20**
Minimum required: **5**

Keywords:

- **adult learning**
- **education and training attainment**
- **lifelong learning programme**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

The new opportunities initiative represents a new impetus in the way of qualification for the Portuguese.
We are witnessing today in the Alentejo region, and across the country, a growing wave of enthusiasm and hope of young people and adults in the new opportunities programme. The signs are evident, not only in the number of centres available but especially in the large number of people enrolled or already certified in Alentejo. Eveywhere, both in urban and more rural areas, people want to come back to school and acknowledge the importance of skills in personal and professional life. Education and training are increasingly playing to new audiences and projecting the fantastic idea of lifelong learning.

WHAT?

Participants will learn about:
- implementation of policies regarding vocational education and training of young people and adults;
- development and management of the system of recognition, validation and certification of competences;
- the qualification strategy for the Portuguese population, which mainly aims to promote generalisation of secondary schooling as the minimum level of qualification and to improve the relevance and quality of education and vocational training.

HOW?

Participants will:
- visit new opportunities centres;
- observe teachers work;
- meet specialists in recognition, validation and certification of competences.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A importância de apostar na generalização do nível secundário de escolaridade é claramente assumida pela Comissão Europeia que estabeleceu o objectivo de, em 2010, 85% das pessoas com 22 anos de idade na União Europeia terem completado o ensino secundário. A importância do investimento em capital humano decorre do seu reconhecido contributo para o crescimento económico, bem como para uma multiplicidade de outros benefícios sociais. Estes benefícios têm uma tradução colectiva, no nível de desenvolvimento e coesão da sociedade como um todo, e uma tradução individual por via das oportunidades de melhoria da qualidade de vida que proporcionam.

WWW.

www.cm-marvao.pt – www.en.anq.gov.pt/ – www.novasoportunidades.gov.pt

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GUIDANCE FOR LIFELONG LEARNING AND CAREER MANAGEMENT

Innovative methods and good practices in career counselling and guidance

Group No: **105**

Round 1

Type of visit:
Mixed

11/10/2010-15/10/2010
Istanbul, Turkey

Working language:
English

Number of places: **20**
Minimum required: **5**

Keywords:

- **disadvantaged groups**
- **lifelong guidance**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

We would like to draw attention to innovative approaches and ideas in career counselling and guidance. The Governorship of Istanbul would like to promote sharing information and experiences among different stakeholders such as practitioners, managers, researchers, trainers, and policy-makers in career management and guidance for lifelong learning. We will examine different studies and practices at universities, research centres and NGOs in Istanbul. Above all, we would like to establish new project partnerships.

WHAT?

Participants will learn about:

- good implementation of online career management and lifelong guidance;
- guidance and counselling in transition to different levels of education;
- career guidance for different disadvantaged groups;
- new approaches to career counselling and guidance.

HOW?

Participants will:

- visit adult education centres, secondary schools that have gone through the new accreditation process;
- observe teachers' work in the classroom;
- meet guidance counsellors working in disadvantaged areas;
- meet heads of local institutions, education authorities and informal and formal leaders and policy-makers;
- discuss guidance of lifelong learning and carreer management;
- visit research centres, universities and local authorities;
- investigate important local and international projects carried out by different institutions in Istanbul.

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 local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

İstanbul Valiliği, Kariyer Rehberliği ve Danışmanlığı ile ilgili yenilikçi metotlar ve iyi örneklerin paylaşılacağı bir çalışma ziyareti düzenlemek istemektedir. Bu çalışma ziyareti ile Avrupa'da kariyer yönetimi konusundaki ortak problemler keşfedilip, tartışıldıktan sonra yeni proje ortaklıklarının kurulması teşvik edilecektir. Bu çalışma ziyareti kapsamında İstanbul'daki araştırma merkezlerindeki, üniversitelerdeki ve yerel otoritelerdeki projeler yerinde incelenecektir.

WWW.

www.istanbul.gov.tr

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IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

Flexible pathways to lifelong learning

Group No: **106**

Round 1

Type of visit:
General education

11/10/2010-15/10/2010
Copenhagen, Denmark

Working language:
English

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

Keywords:

- **lifelong guidance**
- **validation of non-formal and informal learning**
- **innovative approaches**

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CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Participation in society is generally considered to be generated through education. In Denmark and in Europe as a whole we are facing the challenge that too many people do not get any secondary education.There is a great need of innovative approaches to create key competences for all.
In Denmark we have a long tradition of non-formal adult education that improves general knowledge and qualifications of the individual. It provides people with the necessary competences to take an active part in society.
Recently, several steps have been taken to generate flexible ways through the educational system by combining non-formal adult education with formal education.
By hosting this study visit, we hope to learn and get new ideas of how different education forms will help to develop autonomy, motivation for lifelong learning and social responsibility among the citizens in Europe.

WHAT?

Participants will learn about:
- new ways to motivate and prepare young people and adults for formal education;
- creative models for cooperation between non-formal and formal education;
- new approaches to make people aware of – and to document – competences gained through non-formal education;
- how personal development corresponds to forming society.

HOW?

Participants will:
- visit non-formal schools that combine general and non-formal education with formal education;
- participate in workshops with teachers in the non-formal educational system;
- discuss with and be lectured by experts of popular education;
- meet guidance counsellors working in non-formal adult 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,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

I Danmark eksisterer der politisk set en konsensus om, at vejen til deltagelse i samfundet bedst går gennem en god uddannelse. Imidlertid viser uddannelsesvejen sig ofte svær og fyldt med barrierer. Under dette studiebesøg vil vi sætte fokus på, hvordan den danske folkeoplysning kan medvirke til at flere unge og voksne motiveres til livslang læring. Især daghøjskolerne og folkehøjskolerne har gennem de sidste år forsøgt at gøre deres læringsrum gældende i mere fleksible uddannelseskonstellationer, der kan styrke unge og voksnes motivation og evne til at tage en uddannelse. Formålet med at arrangere et studiebesøg er med udgangspunkt i både danske og internationale erfaringer at overvej.

WWW.

www.dfs.dk – www.ffd.dk – www.hojskolerne.dk – www.daghojskolerne.dk
www.com2gether.dk – www.summercamp.dk

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Flexible education pathways – New approaches to lifelong learning

Group No: **107**

Round 1

Type of visit:
Mixed

6/9/2010-10/9/2010
Hannover, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

The Hannover region (northern Germany) is one of the most forward-looking regions in Germany in terms of implementing coherent and comprehensive strategies for lifelong learning. Various approaches have been put in practice already, which tie together the areas of higher education, adult education and VET. This is due to a general understanding that lifelong learning, vocational training and social policy are intertwined with one another as well as with policy areas such as labour market, research and innovation and strengthening competitiveness of the economy.

WHAT?

Participants will learn about:

- initiatives to improve access to and quality of general and vocational education;
- initiatives to improve lifelong learning participation of older workers, low-skilled and other disadvantaged groups;
- policy measures to implement integrated strategies for lifelong learning;
- examples of flexible educational pathways;
- pilot projects for educational guidance and education funding.

HOW?

Participants will:

- visit institutions which provide cutting-edge continuing education/lifelong learning;
- listen to presentations and discuss in working groups;
- see teachers/trainers at work, and discuss their approaches;
- get insight into the labour market situation and discuss with politicians.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- 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:

Die Region Hannover ist führend bei der Umsetzung von Strategien für lebenslanges Lernen. Erste Ansätze, die die Bereiche Bildung, Hochschulbildung, Erwachsenenbildung und Berufsbildung zusammenführen, sind bereits umgesetzt, wobei nach einer Verknüpfung von lebenslangem Lernen, beruflicher Bildung und Sozialpolitik gestrebt wird: Initiativen, die den Zugang zu Bildung verbessern; Maßnahmen für ältere Arbeitnehmer, Geringqualifizierte und andere benachteiligte Gruppen; Maßnahmen zur Umsetzung der integrierten Strategien für lebenslanges Lernen auf politischer Ebene; Beispiele flexibler Bildungswege; Übergänge zwischen Bereichen des Bildungssystems; Modellprojekte zur Bildungsberatung.

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WWW.

www.zeb.stephansstift.de – www.aewb-nds.de – www.uni-hannover.de – www.dvv-nds.de

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Adult education – Increasing adult participation

Group No: **108**

Round 1

Type of visit:
Mixed

15/11/2010-18/11/2010
The Hague, Netherlands

Working language:
English

Number of places: **14**
Minimum required: **6**

Keywords:

- **adult learning**
- **older workers**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

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. It will be interesting to identify the differences between formal, non-formal and informal.
Best practises are to be found in and around the province of South Holland. This is a highly urbanised area with a diverse range of adult and vocational organisations.

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 and a municipal department for education;
- visit a regional education centre and a folk high school;
- discuss with teachers, instructors and students;
- visit instruction rooms, and if possible, observe lessons.

WHOM?

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

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WWW.

www.minocw.nl – www.europeesplatform.nl/grundtvig

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Adult education – Increasing adult participation

Group No: **109**

Round 1

Type of visit:
General education

22/11/2010-26/11/2010
Brussels, Belgium

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **adult learning**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Because of changes in society and the labour market adults have to upgrade their knowledge and skills. Therefore courses and training to improve their know-how and competences are needed.
The aim of this visit is to give an overview of the adult education system in Flanders. This includes formal, non-formal and informal ways of lifelong learning.

WHAT?

Participants will learn about:
- ideas, experiences and best practices in adult education;
- adult education centres;
- adult education in the formal, informal and non-formal educational system;
- projects focusing on informal and non-formal ways of learning.

HOW?

Participants will:
- visit adult education centres;
- visit the Department of Education and Training, schools and organisations;
- hear various opinions;
- have discussions with civil servants, experts, heads of institutions and teachers.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Door de veranderingen in de maatschappij en de arbeidsmarkt moeten volwassenen hun kennis, vaardigheden en competenties steeds verbeteren. Hiervoor zijn opleidingen en trainingen nodig.
Het doel van dit studiebezoek is om een overzicht te geven van het volwassenenonderwijs in de Vlaamse gemeenschap, dat zowel het formeel, het niet-formele als het informele levenslang leren omvat.

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WWW.

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INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

An overview of lifelong learning

Group No: **110**

Round 1

Type of visit:
Mixed

17/1/2011-20/1/2011
Corfu, Greece

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **lifelong learning programme**
- **innovative approaches**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

These educational programmes contribute to development of active citizenship, promotion of substantial communication between parents and school and the fight against social exclusion. All these lifelong learning structures (second-chance schools, adult education centres, parents' schools, Greek for immigrants, lifelong e-learning programs) exist and run successfully in Corfu. The study visit will be organised in cooperation with the School Advisors' Office of Corfu, with the aim of exchanging information and ideas on lifelong learning in Europe.

WHAT?

Participants will learn about:

- lifelong learning practices in the Greek environment and elsewhere;
- the social profile of citizens participating in these programmes;
- methods and tools used in lifelong adult education programmes;
- results of this learning procedure against social exclusion;
- different ways of developing Lifelong Education programmes;
- the availability of different programmes in Greece.

HOW?

Participants will:

- visit the second-chance school of Corfu and classes of other lifelong learning programmes;
- talk to teachers and the head of the school about the methodology, projects and extra-curricular activities learners are involved in;
- meet students and share their learning experiences;
- exchange ideas with supervisors of other programmes run by the Institute of Continuing Adult Education;
- attend a presentation of statistical data by representatives of bodies in charge of lifelong learning and training education;
- present their own programmes providing statistical data on their effectiveness and appeal to the local community.

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:

Το Ινστιτούτο Διαρκούς Εκπαίδευσης Ενηλίκων υποστηρίζει τη λειτουργία των παρακάτω δομών και αυτόνομων εκπαιδευτικών προγραμμάτων: Σχολεία Δεύτερης Ευκαιρίας (ευέλικτο πρόγραμμα σπουδών αξιοποιώντας κάθε δυνατή γνώση και εμπειρία από το κοινωνικό περιβάλλον), Κέντρα Εκπαίδευσης Ενηλίκων (εκπαιδευτικά προγράμματα διάρκειας 25 έως 250 ωρών σε ποικίλες θεματικές ενότητες), Σχολές Γονέων (επιμορφωτικά προγράμματα για την επικοινωνία των γονέων με το σχολείο, συμβουλευτική υποστήριξη και αγωγή υγείας των οικογενειών των τσιγγάνων, μουσουλμάνων, παλιννοστούντων, μεταναστών), Κέντρο Εκπαίδευσης Επιμόρφωσης Ενηλίκων από Απόσταση (αξιοποίηση τεχνολογιών πληροφορικής και επικοινωνιών).

WWW.

www.iky.gr – www.ypepth.gr/en_ec_home.htm – www.keeenap.gr/lms/
http://ec.europa.eu/education/policies/lang/policy/index_en.html
www.sde-kerkyr.ker.sch.gr – www.ideke.edu.gr – www.gsae.edu.gr – www.oeek.gr
www.e2c-europe.org – http://ec.europa.eu/education/archive/2chance/home_en.html

Organiser(s):

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Let's share our knowledge and experiences for effective education

Group No: **111**

Round 1

Type of visit:
Mixed

25/10/2010-28/10/2010
Çanakkale, Turkey

Working language:
English

Number of places: **17**
Minimum required: **5**

Keywords:

- **parents involvement**
- **school environment**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

The visit aims at discussing the important role of local authorities, social institutions, civil society, municipalities, vocational organisations, schools, universities, parents in teaching and learning from different perspectives, positively or negatively. Schools always have to adapt themselves to the changing environment, to changing technological developments and the changing needs of students, teachers and parents. By sharing experiences, ways of teaching and learning and by all participants from EU countries giving good examples of practice, we can adapt them to our region's educational system.

WHAT?

Participants will learn about:

- parental involvement at school;
- forming educational partnerships and networks;
- examples of new cooperation between school levels;
- new training and teaching methods in education;
- strengthening cooperation in educational projects aiming at mutual recognition;
- the best use of local resources;
- increasing awareness of local identity in a European dimension.

HOW?

Participants will:

- meet and talk to teachers, head teachers, representatives of local education and regional education authorities;
- take part in lessons, presentations, plenary sessions;
- visit a kindergarten, a primary school, a vocational and technical high school, an adult education centre and a university;
- exchange various methods of teaching and learning with other participants;
- observe a school parent meeting.

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,
- 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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Çan İlçe Milli Eğitim Müdürlüğü, ilçemizdeki tüm örgün ve yaygın eğitimi çalışmalarını yürütmekte ve denetlemektedir. Bu nedenle başarılı işbirliklerini paylaşmayı, desteklemeyi ve hayat boyu öğrenmeye aktif katılımı arttırmayı planlamaktadır. Aynı amaçla katılımcılardan Avrupa'da yapılan kurumlararası işbirliğini ve genel olarak hayat boyu öğrenme perspektifine olan katkılarını öğrenmeyi hedefliyoruz. Eğitim kurumlarına düzenlenecek olan ziyaretlerle mesleki tecrübelerin paylaşımı gerçekleştirilecektir. Eğitimde kullanılan yeni araç ve gereçlerin, yeni teknolojilerin hakkında bilgi alış verişi de hedeflerimizden biridir.

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WWW.

www.can.meb.gov.tr – www.can.gov.tr – www.can.bel.gov.tr
www.meb.gov.tr/english/indexeng.htm – www.turkishstudent.com.tr

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Community focused schools

Group No: **112**

Round 1

Type of visit:
General education

15/11/2010-19/11/2010
Cardiff, Wales
United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **leadership and management**
- **young people**
- **innovative approaches**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

The community focused schools approach in Wales is increasingly being recognised and used – by schools, local authorities, other agencies and voluntary sector organisations – as a vehicle for improving the learning and wellbeing of children and young people, their families and communities. We have selected visits to schools located in South Wales whose practice has been developed over several years and are keen to share it more widely.
ContinYou is a UK-wide charity concerned with developing and supporting development of learning opportunities for everyone – children and young people, families and communities.

WHAT?

Participants will learn about:

- how community focused schools provision is improving the learning and wellbeing of children, their families and communities;
- how the community focused schools approach can address several key agendas and priorities including lifelong learning, health and wellbeing and community cohesion;
- the role of a headteacher in leading community focused schools;
- how community engagement is building social capital, leadership and a better future for more sustainable communities.

HOW?

Participants will:

- visit schools to discuss and experience their community focused schools developments;
- meet officials from the Welsh Assembly government and representatives from key national organisations;
- hear about latest developments, practice and innovations around community focused schools at ContinYou Cymru's 2010 annual conference which will include representatives from schools, local authorities, the Welsh Assembly government and local and national voluntary sector agencies.

WHOM?

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

Organiser(s):

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Website: www.continyou.org.uk

WWW.

www.continyou.org.uk – www.wales.gov.uk

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Interagency cooperation to improve the welfare of children and young people

Group No: **113**

Round 1

Type of visit:
General education

29/11/2010-3/12/2010
Maidstone
United Kingdom

Working language:
English

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

Keywords:

- **school environment**
- **young people**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Partnership and multiagency working within a local authority setting through children's trusts are an important part of the UK Government's policy for improving children's services. The policy aims to improve outcomes for all children by reconfiguring and integrating services around their needs. Children's trusts are an organisational form which brings together social services, health, education and other services. They are based on common principles, but local flexibility is encouraged to respond to local needs and opportunities. As the local authority in the UK with the most schools, Kent has a well-established children's trust network which serves as an example for best practice across the UK. Kent County Council is well placed to showcase examples of partnership and multiagency working to interested parties from across Europe, because the services it provides cut across the partnership model.

WHAT?

Participants will learn about:
- national vision and local responses;
- participation of children and families in children's trust arrangements;
- information sharing, common assessment, colocation and schools;
- multidisciplinary working in practice;
- strategies for interagency cooperation;
- interagency governance arrangements.

HOW?

Participants will:
- visit schools and other institutions to gain first hand experience of Kent Children's Trust;
- meet with key officers to learn about partnership working in Kent;
- exchange best practice with colleagues across Europe;
- visit the seat of the Children, Families and Education Directorate at Kent County Council.

WHOM?

- Head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

Organiser(s):

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Website:
www.kenttrustweb.org.uk/?idu

WWW.

www.kent.gov.uk – www.dcsf.gov.uk/everychildmatters
www.kenttrustweb.org.uk/Children/childrenstrust.cfm
www.kenttrustweb.org.uk/policy/id_home.cfm

AUFGABEN DER ELTERN UND SOZIALPARTNER BEI DER LEITUNG

Regionale Partnerschaft zugunsten der Berufsbildung

Gruppennummer: **114**

Antragsrunde 1

Art des Besuches:
Gemischt

13/9/2010-17/9/2010
Kartuzy, Polen

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Kulturbewusstsein und kulturelle Ausdrucksfähigkeit**
- **Allgemeines und berufliches Bildungsniveau**
- **Innovative Ansätze**

THEMENBEREICHE:

Entwicklung von Lerngemeinschaften, Beteiligung aller Akteure der allgemeinen und beruflichen Bildung

WARUM?

In Kartuzy fokussieren sich die Tätigkeiten der Region auf den Bildungsbereich. Der Kreis nimmt einen der ersten Plätze in Pommern ein, was die Ausstattung mit EU-Mitteln anbelangt. Alle Gymnasien realisieren seit Jahren EU-Projekte. Das ermöglicht Erfahrungsaustausch und Erhöhung von Bildungsqualität. Die Region Kaschuben ist kulturell stark und setzt beim Arbeitsmarkt und Bildungswesen auf das Prinzip der nachhaltigen Entwicklung. Das ermöglicht eine enge Zusammenarbeit zwischen allen Akteuren. Das Zentrum schult Lehrer, Berater, es realisiert und koordiniert Projekte, arbeitet mit allen Einrichtungen der Region zusammen, organisierte einen Studienbesuch (Volos), wendet innovative Ansätze an und ermöglicht den Austausch von guten Praktiken.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Funktionsweise des gemeinsamen Unterstützungssystems der Schüler und Formen der Projekttätigkeit und gesellschaftlicher Animation;
- wie verbinden wir bürgerschaftliche und kulturelle Bildung mit Unternehmensgeist und wie gründen wir Partnerschaften in der Region für Bildungswesen;
- Rolle der Schule und des beruflichen Praktikums bei Berufs- und Bildungsmobilität;
- wie sehen wir die kulturellen Ressourcen der Region ein?

WIE?

Die Teilnehmer werden:

- an Treffen in Schulen, Bildungseinrichtungen, Werkstätten, Präsentationen möglicher Lösungen teilnehmen;
- an ausgewählten Aktivitäten mit den Schülern teilnehmen;
- ein Forum mit allen Akteuren (Lehrer, Schüler, Selbstverwaltung, NRO, Arbeitsamt, Arbeitsgebern) kennenlernen;
- durch eine regionale Werkstatt von den Schülern und Animateuren geführt;
- Orte mit guten Bildungsergebnissen und Kulturzentren besuchen (Agrotourismus);
- das regionale ökologische Bildungszentrum, die Volksuniversität und die Strukturen der Selbstverwaltung kennenlernen.

WER?

- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Wizyta pokaże, jak budowa partnerstwa (ngo, samorząd, szkóły, pracodawcy) w regionie na rzecz rozwoju oświaty kształtuje rynek edukacji i pracy, pozwala na uzyskanie mobilności zawodowej przez uczniów, uruchamia innowacyjne rozwiązania, skuteczną realizację licznych projektów europejskich. Znaczenie ma kultura i tradycja regionu, wokół której umacnia się tożsamość, wyznacza dalsze kierunki rozwoju, również zawodowego. Wizyta odbywa się we wszystkich szkołach ponadgimanzjalnych, placówkach i instytucjach, ngo, stowarzyszeniu pracodawców, związanych z rynkiem pracy i oświatą. Wymiana w zakresie dobrych praktyk, pozwoli na wykorzystanie proponowanych rozwiązań przez partnerów spotkania.

Organisator(en):

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WWW.

www.podidn.kartuzy.pl

SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

The role of schools in creating a safe environment for pupils

Group No: **115**

Round 1

Type of visit:
General education

4/10/2010-8/10/2010
Leeuwarden / Utrecht, Netherlands

Working language:
English

Number of places: **14**
Minimum required: **6**

Keywords:

- **bullying**
- **school environment**
- **social and civic competences**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Due to several developments in today's society, including the influence of Internet, early independence of children, instabilities in family life and integration of new inhabitants, social education is increasingly becoming part of the school's educational role.

The visit will take place in two different places: in 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 centre of the province of Holland. The visit will focus on the contrast in violence and conflicts at school in these two areas and will explore the challenge of how to improve results in education (with respect to intellect and social emotional fields). The 'peaceable school', a program originated in New York (1995) will show how to build bridges between parents, pupils and teachers at school regarding violence, conflict resolution and peer mediation.

WHAT?

Participants will learn about:
- peer mediation and conflict resolution;
- more interactive education in which 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;
- visit a municipal project on safety in schools in Utrecht;
- visit a primary and secondary school in Leeuwarden and/or Utrecht;
- visit an academy for nautical education which uses the '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.

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WWW.

www.devreedzameschool.nl

LEARNING MOBILITY IN EDUCATION AND TRAINING

European mobility for young people and adults from remote rural communities

Group No: **116**

Round 1

Type of visit:
Mixed

4/10/2010-8/10/2010
Cockermouth,
United Kingdom

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **learners' mobility**
- **sustainable development**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Our region is remote from the heart of Europe and mobility has the potential to make people more outward looking and lateral thinking. Statistics also show we have the lowest number of ethnic minority residents in England.
The location of Cockermouth, Cumbria, has been selected because there are many examples of young people and adults mobilised over the past 12 years through 'Leonardo da Vinci', 'Youth', 'Leader plus' and 'Culture 2000-13' programmes. Grampus Heritage is a private sector, not-for-profit non-governmental organisation with a long history of successful European mobility. We want to share our experiences.

WHAT?

Participants will learn about:

- how mobility has helped our region to link to others that are remote and have the same problems and opportunities;
- real examples of where ideas and methods have been reciprocally transferred;
- how local colleges, universities and training organisations have worked through a north west network to make mobility part of accredited training;
- how mobility links to real jobs and post-education mobility of workers.

HOW?

Participants will:

- meet those who have undertaken mobility;
- meet those from other countries undertaking mobility actions in Cumbria;
- discuss ways of making mobility most effective, preparation and post-mobility development;
- see how local networking makes mobility more effective;
- visit a cultural landscape initiative developed through mobility and aiming to maintain a working Cumbrian landscape into the future.

WHOM?

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

Organiser(s):

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WWW.

www.grampusheritage.co.uk

LEARNING MOBILITY IN EDUCATION AND TRAINING

Social integration of disadvantaged young people through international mobility

Group No: **117**

Round 1

Type of visit:
Mixed

11/10/2010-15/10/2010
Budapest, Hungary

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **learners' mobility**
- **social inclusion**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

As an organiser of international mobility projects for over 10 years, the Artemisszió Foundation has found that such programmes improve the social integration of socially disadvantaged groups. By allowing them to experience cross-border mobility and a multilingual work environment, international mobility helps young people from socially and ethnically disadvantaged backgrounds improve their personal skills as well as their employability. The organisers would like to encourage participants to share experiences about such programmes, improve local policy on mobility as a tool for social integration and raise the quality of existing projects.

WHAT?

Participants will learn about:

- policies, practices and programmes of international youth mobility in Europe;
- ways to use youth mobility for developing intercultural competence;
- ways to develop successful mobility programmes for social integration;
- ways to build networks for implementing future international youth mobility projects.

HOW?

Participants will:

- visit schools with successful international mobility projects for socially disadvantaged youths;
- participate in workshops on needs analysis and project management;
- participate in non-formal learning activities on intercultural competences;
- participate in a round-table discussion on mentoring, tutoring and follow-up;
- participate in simulation exercises on successful international cooperation;
- listen to and discuss participants' feedback on international youth mobility projects;
- network with other organisations.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A szakértői tanulmányút lehetőséget teremt európai mobilitási programok szakértőinek a tapasztalatcserére a mobilitásról, mint a szociálisan hátrányos helyzetűek integrációjának hatékony eszközéről. A tanulmányút során a résztvevők meglátogatják az európai mobilitási programok magyarországi irodáit, sikeresen megvalósított projektekről hallanak ezek szervezőitől és résztvevőitől, fejlesztik interkulturális kompetenciáikat, workshopon vesznek részt a hatékony projekt menedzsmentről és nemzetközi partnerségek kialakításáról, valamint tapasztalatot cserélnek saját projektjeikről és arról, hogyan lehet a mobilitást beépíteni a helyi és országos társadalmi és munkaerőpaci integrációs stratégiákba

WWW.

www.artemisszio.hu – http://ppk.elte.hu – www.tpf.hu – www.eurodesk.hu
www.mobilitas.hu

Organiser(s):

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LEARNING MOBILITY IN EDUCATION AND TRAINING

Finding solutions to the problems of mobility

Group No: **118**

Round 1

Type of visit:
Mixed

18/10/2010-22/10/2010
Edirne, Turkey

Working language:
English

Number of places: **15**
Minimum required: **4**

Keywords:

- **learners' mobility**
- **teachers' and trainers' mobility**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Teachers and students have difficulties in finding partners, planning mobility and getting funding for projects. Edirne is a border town and has connections with Bulgaria and Greece. The directorate of National Education in Edirne decided to host this visit to develop good relationships with European countries and to help one another solve the problems of mobility.

WHAT?

Participants will learn about:

- the importance of mobility for all kinds of learners, especially for border city educationalists;
- strong networking and cooperation between countries;
- the importance of mobility as a means of sharing social, economic and cultural values of countries;
- the role of partnership and ways of implementation and development.

HOW?

Participants will:

- visit local authorities, Trakya University, the Public Education Centre;
- meet primary and secondary schools seeking partners;
- exchange experiences with teachers, students and NGOs;
- give information on their social, economic and cultural values in their countries;
- attend a seminar with directors of schools, teachers and trainers, social partners to define best practice.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

İlimizde pek çok öğretmen ve öğrencimiz proje hazırlamayı arzu etmekte;ancak hareketlilik planlarken pasaport ve vize işlemleri,sigorta,vergi,hareketliliğin gerçekleşeceği ülkede yapılacak harcamalar gibi bütçe hesaplamaları içeren konularda zorluk çekmekte bu da üretilecek proje sayısı olumsuz etkilemektedir.

Organiser(s):

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Website: http://edirne.meb.gov.tr

WWW.

http://edirne.meb.gov.tr/

LEARNING MOBILITY IN EDUCATION AND TRAINING

Manufacturing

European mobility – European qualification – European employability

Group No: **119**

Round 1

Type of visit:
VET

18/10/2010-21/10/2010
Kungsbacka, Sweden

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **learning outcomes**
- **work placement**
- **European credit system for vocational education and training (ECVET)**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Cooperation between European schools, companies and organisations is necessary for developing of common courses in VET in European education systems. We would like to present and discuss an example of innovation of European mobility, and an example of ECVET (European credit system for vocational education and training) linked to a vehicle engineering programme and maintenance of trucks. We also want to show examples of cooperation with local companies such as workplace training for students.

WHAT?

Participants will learn about:

- national and regional aspects of vocational educational and training;
- how we in Kungsbacka work in close cooperation with local, regional, national and international companies and branch organisations;
- how we work closely with partners in Europe to improve and develop VET through Leonardo da Vinci projects;
- Leonardo mobility programmes.

HOW?

Participants will:

- meet Director of Education, headmasters and VET teachers;
- meet representatives of schools and training centres, companies and organisations involved in VET;
- meet students, teachers and members of the Leonardo project organisation;
- visit local and regional SMEs.

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 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:

I vårt studiebesök kommer vi att visa upp och redovisa erfarenheter från projektet ECT. ECT, European class in trucks maintenance, är ett Leonardo da Vinciprojekt/nyskapande utvecklingsprojekt.

- I utvecklingsprojektet har syftet varit:
- att testa modulen/uniten enligt ECVET:s (European Accumulation and Transfer Credit System for Vocational Education anf Training) kriterier.

Detta innebär att den kunskap och kompetens som erhålls i modulen/uniten ska kunna utvärderas, valideras och beskrivas på ett sådant sätt att den studerande kan överföra meriter från ett land till ett annat.
Studiebesöket kommer även att fokusera på bl a arbetsplatsförlagd utbildning.

WWW.

www.e-class-trucks.com – www.kungsbacka.se/default____3689.aspx
www.kungsbacka.se/sitetemplates/KBInformationPage____14845.aspx

Organiser(s):

MÅRTENSSON Andréas
Upper Secondary and Adult Education
Municipality of Kungsbacka
Stadshuset
Kungsbacka, 431 81
Tel. +46-300 83 41 99
Email: andreas.martensson@kungsbacka.se
Website: www.kungsbacka.se

LEARNING MOBILITY IN EDUCATION AND TRAINING

Mobility for all – Let's take one step further

Group No: **120**

Round 1

Type of visit: **Mixed**

23/11/2010-26/11/2010 Maribor, Slovenia

Working language: **English**

Number of places: **12**
Minimum required: **5**

Keywords:

- **cultural awareness and expression**
- **learners' mobility**
- **learning outcomes**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Directed learning mobility is one of the key tools that can significantly contribute to integration and coexistence in the EU, while helping individuals to realise their potential by living and working in a multicultural society. Increasing the number and quality of learning mobility opportunities is one of the main objectives of the EU. This objective is equally important for Slovenia especially as Slovenians rank among the least mobile people in the EU according to results of different European research.
Most activities will take place in Maribor where the main office of the hosting organisation is located. The institute for New Age Education operates in the framework of European projects on mobility, exchange of volunteers and other forms of development of human potential. The aim of this study visit is to review current practices in learning mobility and exchange ideas to improve it.

WHAT?

Participants will learn about:
- initiatives and projects on learning mobility in different learning contexts;
- initiatives which promote learning mobility as opportunity for all;
- new approaches for improving quality of learning mobility projects;
- defining learning mobility outcomes at individual, organisational, State and EU levels;
- benefits of reciprocal mobility projects.

HOW?

Participants will:
- visit the National Agency, an employment service and secondary school;
- participate in round table discussions;
- meet relevant representatives working on mobility projects in Slovenia.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of 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:

Zaradi številnih prednosti, ki jih učna mobilnost prinaša, tako skupnosti kot tudi posameznikom, ostaja njena nadgradnja ena temeljnih nalog Evropske Unije. Študijski obisk je namenjen srečanju in izmenjavi izkušen med različnimi akterji ki delujejo na področju učne mobilnosti v EU. Zavod za novodobno izobraževanje bo v sodelovanju s kompetetnimi službami v Sloveniji predstavi obstoječe prakse in izhodišča na katerih temeljijo programi učne mobilnosti pri nas ter strategije za njihov nadaljni razvoj. Cilj je poiskati nove rešitve, ki bodo prispevale k povečanju števila mobilnosti, njenih učinkov, hkrati pa bodo odprle enake možnosti za vključitev vseh skupin udeležencev.

Organiser(s):

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Pasterkova ulica 3
Maribor, 2000
Tel. +386- 436 83 08 33
Email: info@zni.si

WWW.

www.uni-mb.si/podrocje.aspx?id=454 – www.cmepius.si

LEARNING MOBILITY IN EDUCATION AND TRAINING

International learning routes in general secondary education

Group No: **121**

Round 1

Type of visit:
General education

29/11/2010-2/12/2010
The Hague, Netherlands

Working language:
English

Number of places: **14**
Minimum required: **6**

Keywords:

- **Europass**
- **learners' mobility**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

General secondary schools use European standards and frameworks to add structure and depth to their international activities with pupils and teachers. Many Dutch secondary schools offer one or more international learning routes supported by the European platform and the Ministry of Education. Establishing a European/international school profile is an option for schools with sound experience in international cooperation. A stable network of partner schools in Europe is also possible for schools willing to adapt lesson plans, train teachers and adjust structures. Pupils can document their international achievements in (self-evaluation) portfolios or instruments such as Europass. Pupils and parents can choose these routes to prepare young European citizens better for their future study and work in the European Union and beyond.

WHAT?

Participants will learn about:

- the European network Elos – Europe as a learning environment in schools – and CertiLingua supported by the European platform and the Ministry of Education;
- how to implement international learning routes in their own school or country;
- how to cooperate in relevant international innovation networks.

HOW?

Participants will:

- experience how Dutch schools put international learning routes into practice;
- exchange views with various stakeholders such as students, teachers, coordinators and expert organisations.

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 education and training networks and associations,
- 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
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Website: www.europeesplatform.nl

WWW.

www.europelearning.info – www.certilingua.net

Round 2
Turno
Antragsrunde
Phase



Catalogue 2010/11

ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 01/03/2011-31/06/2011
Deadline/délais/Bewerbungsschluss/plazo: 15/10/2010

KEY COMPETENCES FOR ALL, INCLUDING CREATIVITY, INNOVATION AND ENTREPRENEURSHIP
DES COMPÉTENCES CLÉS POUR TOUS, Y COMPRIS CRÉATIVITÉ, INNOVATION ET ESPRIT D'ENTREPRISE
SCHLÜSSELKOMPETENZEN FÜR ALLE, EINSCHLIEßLICH, KREATIVITÄT, INNOVATION UND UNTERNEHMERTUM
COMPETENCIAS CLAVE PARA TODOS, INCLUYENDO LA CREATIVIDAD, LA INNOVACIÓN Y EL ESPÍRITU EMPRENDEDOR

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date	page
2	122	From Kindergarten to school – Differentiated school entry phase	EN	Austria	07/03/11 - 11/03/11	163

LANGUAGE TEACHING AND LEARNING
ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES
SPRACHUNTERRICHT UND SPRACHERWERB

round	group	title of visit	wl	country	date	page
2	123	Foreign language as a means and motivator	EN	Latvia	14/03/11 - 18/03/11	164
2	124	Enseignement d'une matière par l'intégration d'une langue étrangère	FR	France	14/03/11 - 18/03/11	165
2	125	Social dimension of language learning	EN	Spain	21/03/11 - 25/03/11	166
2	126	Innovative and creative English teaching methods	EN	Czech Republic	22/03/11 - 25/03/11	167
2	127	Wie kann man effektiv Fremdsprachen lernen und lehren	DE	Polen	04/04/11 - 07/04/11	168
2	128	Primary education in a multilingual city	EN	Austria	04/04/11 - 08/04/11	169
2	129	New approaches to language learning – Suggestopaedia	EN	Bulgaria	04/04/11 - 08/04/11	170
2	130	Current perspectives on teaching and learning of English as a foreign language	EN	Cyprus	11/04/11 - 15/04/11	171
2	131	Towards a plurilingual society in Andalusia	EN	Spain	09/05/11 - 13/05/11	172
2	132	Teaching mother tongue and foreign languages in early education	EN	Poland	09/05/11 - 13/05/11	173
2	133	Ways of teaching foreign languages – More about practice-based learning	EN	Estonia	16/05/11 - 20/05/11	174
2	134	Creativity and innovation in teaching foreign languages	EN	Romania	17/05/11 - 20/05/11	175
2	135	Foreign language teaching for adults	EN	Turkey	23/05/11 - 27/05/11	176
2	136	Intercultural awareness in primary schools via interactive language learning	EN	United Kingdom	20/06/11 - 24/06/11	177

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

round	group	title of visit	wl	country	date	page
2	137	New concepts of learning with creative e-learning materials	EN	Slovenia	07/03/11 - 11/03/11	178
2	138	Managers of new learning: school leaders or students?	EN	Italy	28/03/11 - 30/03/11	179

wl: Working language

2	139	ICT in arctic multicultural education	EN	Finland	11/04/11 - 15/04/11	180
2	140	Knowledge-based society reflected in education	EN	Romania	02/05/11 - 06/05/11	181
2	141	'Log on to education' – Improving teaching techniques through ICT	EN	Spain	02/05/11 - 06/05/11	182
2	142	Multimédia et éducation à distance: un nouveau défi pour l'école?	FR	Italie	09/05/11 - 13/05/11	183
2	143	ICT in our life	EN	Turkey	09/05/11 - 13/05/11	184
2	144	Use of ICT as an innovating practice for student autonomy	EN	France	16/05/11 - 20/05/11	185
2	145	ICT vocational education	EN	Bulgaria	16/05/11 - 20/05/11	186
2	146	Towards flexible, innovative and creative teaching and learning	EN	Spain	20/06/11 - 24/06/11	187

DEVELOPING ENTREPRENEURSHIP
DÉVELOPPEMENT DE L'ESPRIT D'ENTREPRISE

round	group	title of visit	wl	country	date	page
2	147	Employment and self-employment in depressed rural areas: innovative methods	EN	France	08/03/11 - 11/03/11	188
2	148	School based training in the tourist region of Tyrol	EN	Austria	14/03/11 - 18/03/11	189
2	149	Inciter les responsables à entreprendre et à innover	FR	France	16/03/11 - 18/03/11	190
2	150	L'alternance école/travail: une chance pour les élèves et les entrepreneurs	FR	Italie	12/04/11 - 15/04/11	191

STRENGTHENING INTERCULTURAL EDUCATION

round	group	title of visit	wl	country	date	page
2	151	Intercultural education in educational projects	EN	Poland	10/05/11 - 13/05/11	192
2	152	Intercultural dialogue and cross-cultural mediation for global citizenship	EN	France	30/05/11 - 03/06/11	193

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT
ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

round	group	title of visit	wl	country	date	page
2	153	School as a source of health	EN	Spain	21/03/11 - 25/03/11	194
2	154	Embedding environmental education in the curriculum	EN	France	21/03/11 - 25/03/11	195
2	155	Un exemple de participation citoyenne: l'audit civique	FR	Italie	21/03/11 - 25/03/11	196
2	156	Partenariats publics/privés et développement durable	FR	France	04/04/11 - 08/04/11	197
2	157	What kind of world do we want? Environment and sustainable development	EN	Italie	09/05/11 - 13/05/11	198
2	158	L'école et la communauté pour une citoyenneté active	FR	Romanie	16/05/11 - 20/05/11	199
2	159	A lifelong learning path to global skills and competences	EN	Denmark	16/05/11 - 20/05/11	200
2	160	Health education and promotion in society – Institutional and civic initiatives	EN	Poland	07/06/11 - 10/06/11	201

DEVELOPING CREATIVITY IN LEARNING AND TEACHING
ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

round	group	title of visit	wl	country	date	page
2	161	European and global dimensions in education	EN	Slovenia	11/04/11 - 15/04/11	202
2	162	Use of creative and innovative projects to improve lifelong learning skills	EN	United Kingdom	11/04/11 - 15/04/11	203
2	163	Principles and practices for developing learning to learn across age phases	EN	United Kingdom	09/05/11 - 12/05/11	204
2	164	Entwicklung der Lesemotivation als Beitrag zu geschlechtergerechtem Unterricht	DE	Deutschland	09/05/11 - 13/05/11	205
2	165	Shaping an individual's sensitivity through art education	EN	Poland	16/05/11 - 20/05/11	206
2	166	Outdoor education – Development of creativity and the environment	EN	Sweden	16/05/11 - 20/05/11	207
2	167	Creativity and curriculum	EN	Slovakia	17/05/11 - 19/05/11	208
2	168	Educational 'trendsetting' – Looking for new solutions	EN	Poland	06/06/11 - 10/06/11	209

LEARNING MATHEMATICS AND SCIENCE
APPRENTISSAGE DES MATHÉMATIQUES ET DES SCIENCES

round	group	title of visit	wl	country	date	page
2	169	Development of key competences in mathematics and science	EN	Bulgaria	14/03/11 - 17/03/11	210
2	170	Une approche de l'attractivité des mathématiques et des sciences naturelles	FR	Italie	10/05/11 - 13/05/11	211
2	171	Scientific and humanistic culture in astronomy	EN	France	23/05/11 - 27/05/11	212

IMPROVING ACCESS, EQUITY, QUALITY AND EFFICIENCY IN EDUCATION AND TRAINING
AMÉLIORER L'ACCÈS, L'ÉQUITÉ, LA QUALITÉ ET L'EFFICACITÉ DANS L'ÉDUCATION ET LA FORMATION
VERBESSERUNG VON ZUGANGSMÖGLICHKEITEN, GLEICHBEHANDLUNG, QUALITÄT UND EFFIZIENZ IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG
MEJORAR EL ACCESO, LA EQUIDAD, LA CALIDAD Y LA EFICIENCIA DE LA EDUCACIÓN Y LA FORMACIÓN

EARLY LEARNING OPPORTUNITIES
OPORTUNIDADES DE APRENDIZAJE PRECOZ

round	group	title of visit	wl	country	date	page
2	172	Improving first cycle school in Portugal	EN	Portugal	21/03/11 - 25/03/11	213
2	173	Situación actual de la educación temprana en Cantabria	ES	España	28/03/11 - 01/04/11	214
2	174	Pre-primary classes in the primary school system	EN	Turkey	09/05/11 - 13/05/11	215

APPROCHES D'APPRENTISSAGE PERSONNALISÉES

round	group	title of visit	wl	country	date	page
2	175	Alterner pour réussir son orientation et son insertion socio-professionnelle	FR	France	21/03/11 - 25/03/11	216

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

round	group	title of visit	wl	country	date	page
2	176	Lutter contre l'abandon scolaire par une approche partenariale	FR	France	28/03/11 - 01/04/11	217
2	177	Access, quality and efficiency in secondary education – An Arctic approach	EN	Norway	04/04/11 - 08/04/11	218
2	178	Marketable professions for young Roma: reintegration into the labour market	EN	Hungary	04/04/11 - 07/04/11	219
2	179	Back to school	EN	Turkey	16/05/11 - 20/05/11	220

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

round	group	title of visit	wl	country	date	page
2	180	Working together to develop skills and confidence for primary school citizens	EN	United Kingdom	07/03/11 - 11/03/11	221
2	181	L´attention éducative à l'enfant malade dans la région de Madrid	FR	Espagne	07/03/11 - 11/03/11	222
2	182	Innovations in VET for young people with impaired intelligence or disabilities	EN	Lithuania	14/03/11 - 18/03/11	223
2	183	Ruralité et égalité des chances	FR	France	28/03/11 - 01/04/11	224
2	184	Creation of inclusive environments to support children with special needs	EN	Latvia	04/04/11 - 08/04/11	225
2	185	Le rôle des associations dans la scolarisation des handicapés	FR	France	04/04/11 - 08/04/11	226
2	186	Development of a social care network in Gabrovo municipality	EN	Bulgaria	11/04/11 - 15/04/11	227
2	187	Inclusion is not an illusion	EN	Czech Republic	02/05/11 - 06/05/11	228
2	188	Inclusive education – Raising the bar	EN	Portugal	02/05/11 - 06/05/11	229
2	189	Equal opportunities for lifelong learning in Pärnu county	EN	Estonia	09/05/11 - 13/05/11	230
2	190	Breaking language barriers through investigative science learning	EN	Germany	09/05/11 - 13/05/11	231
2	191	Join us: vocational guidance of students with special needs	EN	Turkey	09/05/11 - 13/05/11	232
2	192	L'enseignement spécialisé: une réponse aux élèves à besoins spécifiques	FR	Belgique	09/05/11 - 13/05/11	233
2	193	Integration of migrants through civil society and State mechanisms	EN	Greece	09/05/11 - 13/05/11	234
2	194	Specifics in education of Roma and other socially disadvantaged children	EN	Slovakia	17/05/11 - 21/05/11	235

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS
QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

round	group	title of visit	wl	country	date	page
2	195	How to implement quality management in operative autonomous schools	EN	Germany	21/03/11 - 25/03/11	236
2	196	Quality assurance and governance in education and training	EN	Netherlands	21/03/11 - 24/03/11	237
2	197	Autonomy of schools and responsibilities of the Czech school inspectorate	EN	Czech Republic	04/04/11 - 08/04/11	238

2	198	Evaluation als Mittel zur Beeinflussung von Schulqualität	DE	Polen	11/04/11 - 15/04/11	239
2	199	Improving schools and education systems in Sunnhordland through cooperation	EN	Norway	02/05/11 - 06/05/11	240
2	200	Linking activities – Strategies for quality development in general education	EN	Germany	09/05/11 - 13/05/11	241
2	201	Improving quality in schools through external evaluation	EN	Germany	16/05/11 - 20/05/11	242
2	202	Quality in-service teacher training	EN	Spain	16/05/11 - 20/05/11	243
2	203	Quality work in education - Relations between teachers and students	EN	Sweden	23/05/11 - 27/05/11	244
2	204	Qualitätsanalyse NRW: Erfahrungen mit externer/interner Evaluation in Schulen	DE	Deutschland	23/05/11 - 27/05/11	245

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS
MEDIDAS PARA MEJORAR LA EFICIENCIA EN CENTROS DE EDUCACIÓN Y FORMACIÓN

round	group	title of visit	wl	country	date	page
2	205	Application of educational innovation by a regional network of schools	EN	France	28/03/11 - 01/04/11	246
2	206	Formación por competencias en Castilla y León	ES	España	28/03/11 - 01/04/11	247
2	207	Equity in educational success	EN	Portugal	03/05/11 - 06/05/11	248

KEEPING TEACHING AND TRAINING ATTRACTIVE AND IMPROVING LEADERSHIP
MAINTENIR L'ATTRAIT DES MÉTIERS D'ENSEIGNANT ET DE FORMATEUR ET AMÉLIORER LA DIRECTION DES ÉTABLISSEMENTS
ATTRAKTIVITÄT VON LEHRE UND LERNEN WAHREN UND FÜHRUNGSQUALITÄTEN VERBESSERN
REFORZAR EL ATRACTIVO DE LA EDUCACIÓN Y LA FORMACIÓN Y MEJORAR EL LIDERAZGO

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION
ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

round	group	title of visit	wl	country	date	page
2	208	The teaching profession, teacher education and basic education in Finland	EN	Finland	21/03/11 - 25/03/11	249
2	209	Innovation priorities: quality, CLIL and ICT	EN	Spain	28/03/11 - 01/04/11	250
2	210	Lehrerausbildung: Stärkung der Reflexions- und Handlungskompetenz	DE	Deutschland	04/04/11 - 08/04/11	251
2	211	A different approach to teacher training — Anatolian teacher high schools	EN	Turkey	02/05/11 - 06/05/11	252

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES
DESARROLLO PROFESIONAL CONTINUO DE PROFESORES Y FORMADORES Y OPORTUNIDADES PROFESIONALES

round	group	title of visit	wl	country	date	page
2	212	Qualifications and competences of teachers today	EN	Spain	21/03/11 - 25/03/11	253
2	213	Leading innovation and change	EN	United Kingdom	21/03/11 - 25/03/11	254
2	214	Continuous professional development of teachers and trainers	EN	Ireland	22/03/11 - 25/03/11	255
2	215	Improving entrepreneurial competences of teachers and trainers	EN	Belgium	29/03/11 - 01/04/11	256

2	216	Classroom observation as a tool for continuing professional development	EN	Estonia	04/04/11 - 08/04/11	257
2	217	La formación continua del profesorado en la mejora del sistema educativo	ES	España	09/05/11 - 13/05/11	258
2	218	La formación continua del profesorado: mejorando la calidad de la enseñanza	ES	España	16/05/11 - 20/05/11	259

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

round	group	title of visit	wl	country	date	page
2	219	New orientations for educational managers' training	EN	France	01/03/11 - 04/03/11	260
2	220	Le diplôme de fin d'études secondaires: niveau d'études et/ou de maturité	FR	France	14/03/11 - 18/03/11	261
2	221	Public schools on track to self-governance – Experience and outlook	EN	Germany	14/03/11 - 17/03/11	262
2	222	Trends, perspectives and changing roles of school leadership	EN	Turkey	13/04/11 - 15/04/11	263
2	223	L'autonomie scolaire comme moyen de développer le métier d'enseignant	FR	Italie	23/05/11 - 27/05/11	264

EDUCATION AND TRAINING FOR EMPLOYABILITY
ÉDUCATION ET FORMATION POUR FAVORISER L'EMPLOYABILITÉ
ALLGEMEINE UND BERUFLICHE BILDUNG FÜR BESCHÄFTIGUNGSFÄHIGKEIT
EDUCACIÓN Y FORMACIÓN PARA EL EMPLEO

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

round	group	title of visit	wl	country	date	page
2	224	Vocational training system in the Azores: ultra-peripheral regions	EN	Portugal	11/04/11 - 15/04/11	265
2	225	Bringing business to school: practice firms and student companies	EN	Germany	09/05/11 - 13/05/11	266
2	226	Higher education in arts and its connections to the labour market	EN	Spain	10/05/11 - 13/05/11	267
2	227	Cooperation in VET between NGOs, schools and SMEs	EN	Turkey	16/05/11 - 20/05/11	268

WORKPLACE LEARNING

round	group	title of visit	wl	country	date	page
2	228	Opportunities in education and training for workplace learning	EN	Ireland	01/03/11 - 04/03/11	269

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date	page
2	229	Helping young adults with learning difficulties into training through education	EN	United Kingdom	09/05/11 - 13/05/11	270
2	230	Integration of disabled young people into working life in Germany	EN	Germany	09/05/11 - 13/05/11	271
2	231	The role of career guidance, information and training for the labour market	EN	Poland	10/05/11 - 12/05/11	272

INCREASING ATTRACTIVENESS OF VET
STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

round	group	title of visit	wl	country	date	page
2	232	European dimension of vocational education and training	EN	Poland	14/03/11 - 18/03/11	273
2	233	The dual vocational training system in Germany	EN	Germany	04/04/11 - 08/04/11	274
2	234	Improve professional training and bring it closer to the business world	EN	France	11/04/11 - 15/04/11	275
2	235	Moderne Bildung und berufliche Schulungen für den Arbeitsmarkt	DE	Polen	11/04/11 - 15/04/11	276
2	236	Craft bridge – Crafts' professions partnership in VET system	EN	Poland	07/06/11 - 09/06/11	277

SOCIAL PARTNERS CONTRIBUTION TO LIFELONG LEARNING

round	group	title of visit	wl	country	date	page
2	237	Older workers in companies and on the labour market	EN	Germany	14/03/11 - 18/03/11	278

NEW SKILLS FOR NEW JOBS

round	group	title of visit	wl	country	date	page
2	238	Skills and jobs: will they meet in the future?	EN	Finland	21/03/11 - 25/03/11	279
2	239	Competence for active life	EN	Czech Republic	23/05/11 - 27/05/11	280

IMPLEMENTING COMMON EUROPEAN INSTRUMENTS AND TOOLS, PRINCIPLES AND FRAMEWORKS FOR LIFELONG LEARNING, INCLUDING LIFELONG GUIDANCE
MISE EN ŒUVRE D'OUTILS, DE PRINCIPES ET DE CADRES EUROPÉENS COMMUNS POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE, Y INCLUS L'ORIENTATION TOUT AU LONG DE LA VIE
EINFÜHRUNG GEMEINSAMER EUROPÄISCHER INSTRUMENTE, GRUNDSÄTZE UND RAHMEN FÜR LEBENSLANGES LERNEN; EINSCHLIEßLICH LEBENSBEGLEITENDER ORIENTIERUNG
APLICAR HERRAMIENTAS, PRINCIPIOS Y MARCOS EUROPEOS COMUNES PARA EL APRENDIZAJE PERMANENTE, INCLUIDA LA ORIENTACIÓN PERMANENTE

QUALITY ASSURANCE SYSTEMS, FRAMEWORKS AND APPROACHES

round	group	title of visit	wl	country	date	page
2	240	Supporting excellence through frameworks, instruments and tools	EN	United Kingdom	02/05/11 - 06/05/11	281

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

round	group	title of visit	wl	country	date	page
2	241	Innovation and creativity in adult education	EN	Norway	04/04/11 - 08/04/11	282

GUIDANCE FOR LIFELONG LEARNING AND CAREER MANAGEMENT
ORIENTATION POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE ET LA GESTION DE CARRIÈRE

round	group	title of visit	wl	country	date	page
2	242	Outils numériques et stratégie pour l'orientation personnalisée des jeunes	FR	France	21/03/11 - 25/03/11	283
2	243	Career management skills development in Lithuania	EN	Lithuania	16/05/11 - 19/05/11	284
2	244	Methods of guidance in France: human and social sciences	EN	France	30/05/11 - 02/06/11	285

TRENDS AND CHALLENGES IN LIFELONG LEARNING STRATEGIES
TENDANCES ET DÉFIS DANS LES STRATÉGIES D'APPRENTISSAGE TOUT AU LONG DE LA VIE
STRATEGIEN FÜR LEBENSLANGES LERNEN – TRENDS UND HANDLUNGSBEDARF
TENDENCIAS Y RETOS EN LAS ESTRATEGIAS DE APRENDIZAJE PERMANENTE

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

round	group	title of visit	wl	country	date	page
2	245	Creating a demand-led VET system: the UK experience	EN	United Kingdom	07/03/11 - 11/03/11	286
2	246	Beyond 2010 – Reforms in education and training	EN	Iceland	23/03/11 - 25/03/11	287
2	247	Bolstering education in Malta through restructuring and empowerment	EN	Malta	09/05/11 - 13/05/11	288

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS
IMPLANTACIÓN DE ITINERARIOS FLEXIBLES DE APRENDIZAJE

round	group	title of visit	wl	country	date	page
2	248	An innovative approach to education for sector professions in crisis	EN	Spain	21/03/11 - 24/03/11	289
2	249	Innovación en formación permanente (LLL) con teleformacion (e-learning)	ES	España	29/03/11 - 01/04/11	290
2	250	Creative learning pathways in formal and non-formal education	EN	Greece	04/04/11 - 08/04/11	291
2	251	Flexible learning paths leading to professional highways	EN	Finland	04/04/11 - 08/04/11	292

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING
AUMENTO DE LA PARTICIPACIÓN DE LOS ADULTOS EN LA EDUCACIÓN Y FORMACIÓN

round	group	title of visit	wl	country	date	page
2	252	Educación y formación de adultos para su integración social y laboral	ES	España	07/03/11 - 11/03/11	293
2	253	An answer to a challenge: innovation in adult education	EN	Spain	09/05/11 - 13/05/11	294

DEVELOPMENT OF LEARNING COMMUNITIES, INVOLVING ALL ACTORS IN EDUCATION AND TRAINING
MISE EN PLACE DE COMMUNAUTÉS D'APPRENTISSAGE ASSOCIANT TOUS LES ACTEURS DE L'ÉDUCATION ET DE LA FORMATION
ENTWICKLUNG VON LERNGEMEINSCHAFTEN, BETEILIGUNG ALLER AKTEURE DER ALLGEMEINEN UND BERUFLICHEN BILDUNG
CREACIÓN DE COMUNIDADES DE APRENDIZAJE CON LA PARTICIPACIÓN TODOS LOS AGENTES DE LA EDUCACIÓN Y LA FORMACIÓN

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

round	group	title of visit	wl	country	date	page
2	254	Educational network – Working in partnership	EN	Belgium	21/03/11 - 25/03/11	195
2	255	'Insieme': three municipalities working together for one school	EN	Italy	28/03/11 - 01/04/11	296
2	256	Orientation, mobilité et insertion: des stratégies territoriales coordonnées	FR	France	04/04/11 - 07/04/11	297
2	257	Cooperation between education institutions and stakeholders	EN	Czech Republic	23/05/11 - 27/05/11	298

2	258	L'école, structure et responsabilité de la communauté locale	FR	Romanie	24/05/11 - 27/05/11	299
2	259	Technological innovation from vocational training to the enterprise	EN	Spain	06/06/11 - 10/06/11	300

SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

round	group	title of visit	wl	country	date	page
2	260	Preventing violence at school	EN	Romania	23/05/11 - 27/05/11	301

PROMOTING CROSS BORDER MOBILITY IN LIFELONG LEARNING
PROMOUVOIR LA MOBILITÉ TRANSFRONTALIÈRE DANS L'APPRENTISSAGE TOUT AU LONG DE LA VIE
FÖRDERUNG DER GRENZÜBERSCHREITENDEN MOBILITÄT BEIM LEBENSLANGEN LERNEN
FOMENTAR LA MOVILIDAD TRANSNACIONAL EN EL APRENDIZAJE PERMANENTE

LEARNING MOBILITY IN EDUCATION AND TRAINING
LA MOBILITÉ DES APPRENANTS DANS L'ENSEIGNEMENT ET LA FORMATION

round	group	title of visit	wl	country	date	page
2	261	Quality in mobility and certificates for better cross-border mobility	EN	Netherlands	21/03/11 - 24/03/11	302
2	262	Mobilité à grande distance: accompagner les jeunes dans leur orientation	FR	France	28/03/11 - 01/04/11	303
2	263	Cross-border mobility in vocational education and training	EN	Denmark	09/05/11 - 13/05/11	304
2	264	European mobility and improving employability	EN	Spain	09/05/11 - 13/05/11	305
2	265	Organising high quality LdV learners' mobility	EN	Hungary	23/05/11 - 27/05/11	306
2	266	Cross-border mobility in education and vocational training	EN	Germany	06/06/11 - 10/06/11	307

VISITS BY SECTOR
VISITES PAR SECTEUR
BESUCHE NACH SEKTOREN
VISITAS POR SECTORES

	group / round 2
Accommodation and food service activities	133, 148
Agriculture, forestry and fishing	154, 205
Arts, entertainment and recreation	165, 226
Construction	248
Information and communication	145
Manufacturing	149, 227, 259

INCREASING LITERACY AND NUMERACY LEVELS

From Kindergarten to school – Differentiated school entry phase

Group No: **122**

Round 2

Type of visit:
General education

7/3/2011-11/3/2011
Salzburg, Austria

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **curriculum**
- **innovative approaches**
- **pre-primary learning**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

It is becoming more and more important to start acquiring competences already in the Kindergarten. The study visit will present the interface between Kindergarten and the first year in 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 building 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;
- discuss with experts, representatives of educational services, teachers, headmasters;
- attend group discussion and make comparisons.

WHOM?

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

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WWW.

www.kphgraz.at/index.php?id=442
www.vorarlberg.at/vorarlberg/bildung_schule/schule/schule/weitereinformationen/kindergarten-undschulkonz/ kindergarten-undschulkonz.htm

LANGUAGE TEACHING AND LEARNING

Foreign language as a means and motivator

Group No: **123**

Round 2

Type of visit: **Mixed**

14/3/2011-18/3/2011
Jelgava, Latvia

Working language: **English**

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

This study visit will explore different aspects and approaches of teaching foreign languages at higher educational establishments in Latvia. It will show the main differences in teaching general and professional language, foreign languages for academic purposes, different approaches in teaching professional language and vocational foreign language learning.
Latvia University of Agriculture is multi-profiled – the studies as well as research deal with agriculture, forestry, food technology, veterinary medicine, civil and environmental engineering, economics, education, social sciences and information technologies. A foreign language is an obligatory subject in the curriculum of all specialities. 5 foreign languages are offered to students as an optional course, French being taught by a visiting lecturer from France.

WHAT?

The participants will learn about:

- different approaches of teaching general and professional foreign languages in Latvia;
- principles of evaluating students' success in learning professional foreign language;
- how informal language teaching is used to improve language skills and raise students' motivation;
- how students' active learning and social position helps them improve leadership and management skills.

HOW?

The participants will:

- visit higher educational establishments, Ministry of Education and Science, centres of vocational training;
- meet university professors, deans, teachers and learners;
- attend classes of foreign languages;
- participate in different informal activities, which help learning a foreign language.

WHOM?

- Company training managers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Šis mācību brauciens aplūkos svešvalodu mācīšanas aspektus un pieejas augstākās izglītības institūcijās Latvijā. Tas atklās galvenās atšķirības vispārīgās un profesionālās valodas mācīšanā, svešvalodas akadēmiskajiem nolūkiem apguvē, dažādas pieejas profesionālās svešvalodas mācīšanā.
Latvijas Lauksaimniecības universitāte piedāvā apgūt specialitātes dažādās nozarēs – lauksaimniecībā, mežzinātnē, pārtikas tehnoloģijā, veterinārmedicīnā, inženierzinātnē, ekonomikā, izglītībā, sociālajās zinībās un informāciju tehnoloģijās. Svešvaloda ir obligāts studiju kurss visām specialitātēm. 5 svešvalodas tiek piedāvātas studentiem kā izvēles kursi, franču valodu māca vieslektore no Francijas.

WWW.

www.llu.lv – www.venta.lv – www.jrpic.lv/en/?ID=1741 – http://izm.izm.gov.lv/58.html
www.li.lv/index.php?option=content&task=view&id=74&Itemid=459
www.aic.lv/ENIC/en/enic/ed_in_Latv.htm

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Enseignement d'une matière par l'intégration d'une langue étrangère

Numéro de groupe: **124**

Phase 2

Type de visite:
Enseignement général

14/3/2011-18/3/2011
Sèvres, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **compétences clés**
- **compétences linguistiques**
- **enseignement d'une matière par l'intégration d'une langue étrangère (EMILE)**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

En tant qu'opérateur du ministère français de l'Éducation nationale dans le domaine des langues et de l'international, le CIEP (Centre international d'études pédagogiques) est impliqué dans le processus d'introduction de l'EMILE (Enseignement d'une matière par l'intégration d'une langue étrangère) dans le système éducatif.
Le CIEP propose aux partenaires désireux de développer l'EMILE sa connaissance du système français et son expertise en matière de:

- mise en œuvre de l'interculturalité recommandée par l'UE pour former les élèves à une véritable citoyenneté européenne;
- élargissement du champ d'usage d'une langue étrangère à des domaines spécialisés;
- promotion de la mobilité et de l'ouverture professionnelle.

Au terme de la visite, le participant aura acquis une vue générale de la question. Il aura également pris des contacts pour le développement de projets européens incluant la France.

QUOI?

Le participant découvrira:

- la méthodologie EMILE;
- les systèmes de formation;
- le projet de l'établissement dans le système éducatif;
- les partenariats avec l'étranger.

COMMENT?

Le participant:

- rencontrera tous les acteurs impliqués dans l'EMILE:
  - personnel administratif et pédagogique des établissements scolaires (enseignement général et professionnel);
  - inspecteurs pédagogiques et administratifs;
  - représentants du ministère;
  - gestionnaires de sites ou ressources spécialisés;
  - acteurs de terrain (visites de classes).
- assistera à des exposés;
- participera à des visites, ateliers de travail et débats au cours desquels il aura l'occasion de faire des propositions.

POUR QUI?

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

Organisateur(s):

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WWW.

www.emilangues.education.fr
www.education.gouv.fr/cid21459/apprentissage-des-langues.html

LANGUAGE TEACHING AND LEARNING

Social dimension of language learning

Group No: **125**

Round 2

Type of visit:
General education

21/3/2011-25/3/2011
Barcelona, Spain

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **language skills**
- **social and civic competences**
- **content and language integrated learning (CLIL)**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

In Catalonia (Spain) there are two official languages, Calatan and Spanish. Plurilingualism is an aim of our educational system, for developing professional, social and academic expectations. Our main challenge is to help students to develop a plural identity by accepting many contextual languages, as a pathway towards social cohesion.
Barcelona is an example of plurality, with a sudden increase in immigrant pupils. We have developed several projects for inclusion, community building and cultural interaction through language learning. Successful local programmes for integrating different languages and cultures into Catalonia have made this town a potential focus of innovation and expertise.

WHAT?

Participants will learn about:

- initiatives to improve language of instruction and for instruction, as pathways for social inclusion and for increasing professional expectations;
- singular experiences and good practices of inclusive initial reception classrooms (Aules d'Acollida);
- community building and educational local plans (Pla d'Entorn) CLIL language learning school projects;
- specific language policies, projects and programmes.

HOW?

Participants will:

- visit both primary and secondary schools in multilingual contexts with CLIL and with innovative and collaborative projects with ICT resources and strategies;
- observe students' and teachers' working.

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 realizado una gran inversión en la enseñanza 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 maternas 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.
Se identificarán buenas prácticas de políticas educativas inclusivas.

Organiser(s):

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Email: jvidal@xtec.cat
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WWW.

www.xtec.cat – www.xtec.cat/pap – www.edu3.cat – http://phobos.xtec.cat/pluriling
www.xtec.cat/lic/

LANGUAGE TEACHING AND LEARNING

Innovative and creative English teaching methods

Group No: **126**

Round 2

Type of visit:
Mixed

22/3/2011-25/3/2011
Prague, Czech Republic

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **language skills**
- **teachers' and trainers' competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

We want to present new, innovative and creative methods of training teachers of a foreign language such as innovative warmers and closers, learning styles, phonology, error correction, classroom management, micro teaching, motivating learners, teaching speaking, reading and listening.
We will also observe modern training methodologies including task based learning and lesson planning currently in force in TEFL (Teaching English as a Foreign Language) centres;

WHAT?

Participants will learn about:

- how to reflect and evaluate trainees studying to become an instructor in English as a Second Language (ESL);
- the learning needs of individuals or groups of learners, and their motivation using various methods that allow students more memorable, practical experiential learning;
- sensitivity to students' needs and the ability to plan and create enjoyable and engaging lessons that maintain learners' interest;
- different language teaching approaches and assess their advantages.

HOW?

Participants will:

- observe teacher training sessions in an ESL classroom;
- observe the feedback and job coaching implemented after the teaching sessions;
- review the classroom methodologies and trainees with the language director;
- visit different language schools with various training techniques;
- discuss the pros and cons of each methodology.

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,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Studijní návštěva " Inovativní a kreativní metody ve výuce cizích jazyků", je primárně určena pro ředitele škol a vzdělávacích institucí, vedoucí lektory a učitele. V rámci návštěvy se seznámí s moderními výukovými metodami a vzdělávacími postupy k zefektivnění výuky angličtiny. Zúčastní se školení lektorů angličtiny v rámci TEFL trainingu, kde budou mít možnost tyto postupy vidět v praxi. Seznámí se také s efektivními metodami organizace a řízení výuky cizího jazyka.

Organiser(s):

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Email: info@itc-training.com
Website: www.itc-training.com

WWW.

www.itc-training.com – www.rvp.cz – www.tefllife.com

SPRACHUNTERRICHT UND SPRACHERWERB

Wie kann man effektiv Fremdsprachen lernen und lehren

Gruppennummer: **127**

Antragsrunde 2

Art des Besuches:
Berufsbildung

4/4/2011-7/4/2011
Toruń, Polen

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **12**
Erforderliche Mindestanzahl: **4**

Schlüsselwörter:

- **Schlüsselkompetenzen**
- **Kompetenzen von Lehrkräften und Ausbildern**
- **Innovative Ansätze**

THEMENBEREICHE:

Schlüsselkompetenzen für alle, einschließlich Kreativität, Innovation und Unternehmertum

WARUM?

Der Studienbesuch richtet sich an Bildungsfachleute, die die deutsche Sprache in verschiedenen Schulgängen unterrichten oder/und Fremdsprachenlehrer ausbilden. Die Schulreform (1999) hat die Fremdsprachenlehrer in Polen vor neue Herausforderungen gestellt (Vorbereitung auf zentrale Abschlussprüfungen, Entwicklung von Sprachkompetenzen nach dem europäischen Referenzrahmen, obligatorische Einführung der ersten Fremdsprache ab Klasse 1).
Das dreijährige Fremdsprachenkolleg ist eine Bildungsinstitution, die 1990 als eine der ersten in Polen angefangen hat, die Fremdsprachenlehrer für alle Schulgänge (Primar, Gymnasium, Oberschule) auszubilden. Die Teilnehmer des Studienbesuches werden das polnische Bildungssystem kennen lernen, Unterrichtsstunden in verschiedenen Schulen beobachten, an Unterrichtsbesprechungen teilnehmen.

WAS?

Die Teilnehmer werden Folgendes lernen:

- die Struktur der Fremdsprachenlehrerausbildung am Kolleg und das polnische Bildungssystem;
- die Entwicklung der Sprachkompetenzen und die Effektivität von Lern- und Lehrmethoden im FU;
- neue Methoden des Fremdsprachenunterrichts, die Effektivität des Lernens und Lehrens fördern.

WIE?

Die Teilnehmer werden:

- den FU in verschiedenen Altersgruppen und Schuleinrichtungen beobachten;
- an Unterrichtsnachbesprechungen mit angehenden und erfahrenen Lehrern teilnehmen;
- den Einsatz von neuen Lern- und Lehrmethoden (z.B. Webquests) beobachten und über ihre Effektivität im Lernprozess diskutieren;
- Bildungssysteme vergleichen und Erfahrungen austauschen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Uczestnicy wizyty zapoznają się z systemem nauczania języków obcych w polskiej szkole oraz egzaminami zewnętrznymi z j. obcego. Uczestnicy wizyty odwiedzą różne typy szkół (szkoła podstawowa, gimnazjum, szkoła średnia) oraz przedszkole, gdzie będą mogli obserwować lekcje j. obcego, brać udział w omawianiu przeprowadzonych zajęć, wymieniać się doświadczeniami. Uczestnicy zobaczą też jak wygląda kształcenie przyszłych nauczycieli j. obcego w Nauczycielskim Kolegium Języków Obcych, porozmawiają z doradcami metodycznymi oraz poznają nowe metody i techniki uczenia się i nauczania j. obcego. W chwilach wolnych pokażemy zabytki toruńskiej Starówki wpisanej na listę Światowego Dziedzictwa UNESCO.

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LANGUAGE TEACHING AND LEARNING

Primary education in a multilingual city

Group No: **128**

Round 2

Type of visit:
General education

4/4/2011-8/4/2011
Vienna, Austria

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **communication in the mother tongue**
- **migrants and minorities**
- **content and language integrated learning (CLIL)**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

In Vienna, children at primary schools bring different cultural backgrounds into school life (German speaking children, children with another mother tongue who were born in Vienna and those whose parents come to Vienna because of their jobs).
Primary education should enable children to perceive their own needs and interests with regard to those of other people, and to formulate them both in their mother tongue and in a second language.
The multicultural background of the population requires integrative education in schools. In the multilingual context of schools nowadays intercultural learning will contribute to common understanding and breakdown of prejudice.
The vision of the Vienna Board of Education is 'monolingualism is healable' so the focus of language learning should be stressed not only in our city but throughout Europe.

WHAT?

Participants will learn about:
- initiatives of teaching and using English as a working language in primary schools;
- approaches to integrate the European dimension into the curriculum;
- methods and tools used in multilingual classes;
- methods and tools used in classes with different abilities.

HOW?

Participants will:
- visit different primary schools in the Vienna bilingual schooling project, the global education primary project and a school focusing on integration and self-directed learning;
- observe teachers' work in the classroom;
- meet teachers, head teachers and school supervisory authorities;
- meet a representative of a district of Vienna.

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:

In Wiener Schulen gibt es viele Kinder mit Migrationshintergrund (und auch Deutsch sprechende Kinder mit einer anderen Muttersprache, die aber bereits hier geboren wurden und solche, deren Eltern wegen ihres Jobs nach Wien kamen). Die Grundschulerziehung sollte die Kinder dazu befähigen, ihre eigenen Bedürfnisse und Interessen zu erkennen, und sie in ihrer Muttersprache und in einer zweiten Sprache ausdrücken zu können. Der Migrationshintergund einer großen Zahl von Menschen in Wien verlangt nach integrativer Bildung in Schulen. Interkulturelles Lernen trägt zu gegenseitigem Verständnis, Anerkennung von Gemeinsamkeiten und dem Aufbrechen von Vorurteilen bei. Einsprachigkeit ist heilbar!

Organiser(s):

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www.stadtschulrat.at/bilingualitaet – www.wien.gv.at/bildung/stadtschulrat
www.bmukk.gv.at – www.schulentwicklung.at
http://vienna.usembassy.gov/en/download/pdf/vbs.pdf

LANGUAGE TEACHING AND LEARNING

New approaches to language learning – Suggestopaedia

Group No: **129**

Round 2

Type of visit:
General education

4/4/2011-8/4/2011
Sofia, Bulgaria

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **language skills**
- **teachers' and trainers' competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

A language learning method is based on Dr Georgi Lozanov's theory and research on Suggestopaedia-Desuggestopaedia. The method was evaluated by UNESCO in 1982 and seen as the best method for learning, especially suitable for foreign language teaching. Sofia is the birthplace of this methodology. We can present successful working patterns which guarantee positive results, a stimulating atmosphere for discussions, and cooperation on creativity and innovative trends.

WHAT?

Participants will learn about:

- the theory of teaching Suggestopaedic-Desuggestopaedic pedagogy;
- the principles of the Suggestopaedic foreign language course design;
- the psychological organisation of the learning process;
- the music curriculum of Suggestopaedic-Desuggestopaedic foreign language courses.

HOW?

Participants will:

- observe teachers' work in a Suggestopaedic-Desuggestopaedic classroom;
- identify problematic issues and search for possible solutions;
- share their own experiences and achievements and compare them with the results of a Suggestopaedic-Desuggestopaedic course;
- study real materials, syllabi and resources for teaching foreign languages in the Suggestopaedic-Desuggestopaedic methodology;
- meet the founder of the methodology Dr. Georgi Lozanov and Bulgarian Suggestopaedic-Desuggestopaedic teachers;
- interview present and former students of Suggestopaedic-Desuggestopaedic courses.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Методологията е разработена от българския учен д-р Георги Лозанов и определена от UNESCO като най-ефективен начин за изучаване на чужди езици. В програмата на визитата са включени презентации за принципите на създаване на сугестопедични учебни материали и помагала, както и срещи с основателя на методиката д-р Лозанов, с преподаватели-сугестопеди, с бивши и настоящи курсисти в сугестопедични курсове, посещения и включван.

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www. bigben.bg – www.bigbenbg.com/en/viewpage.php?page_id=2
www.oxford.omega.bg – www.dr-lozanov.dir.bg
www.euroskills2008.eu/en/programme.html

LANGUAGE TEACHING AND LEARNING

Current perspectives on teaching and learning of English as a foreign language

Group No: **130**

Round 2

Type of visit:
General education

11/4/2011-15/4/2011
Limassol, Cyprus

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **language skills**
- **teachers' and trainers' competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

In the age of globalisation English is considered to be the lingua franca and therefore important to be taught from an early age to prepare young learners for adult life. To satisfy these needs the Ministry of Education and Culture is currently undergoing reforms to adjust the curriculum in content, methodology and assessment. New technologies are being adopted particularly in language rooms which are considered to be innovative, creative and friendly classrooms. Teachers are intensively trained to design lessons targeting not only acquisition of knowledge but also individual differences, developing pupils' critical thinking and encouraging autonomous learning. Some measures have been implemented and resulted in examples of good practice.

WHAT?

Participants will learn about:

- current perspectives on teaching and learning English;
- innovative methods and approaches used in language rooms;
- how to create the right learning environment;
- how extra curricula activities can improve the learning of English;
- the value of various aspects of lifelong learning.

HOW?

Participants will:

- visit (pre-) primary and secondary schools;
- visit schools with pupils from different backgrounds and nationalities;
- attend model lessons in language rooms and lectures;
- have panel discussions with educationists on how best teaching-learning can be achieved considering theories of education, individual needs and national policies.

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:

Γνωρίζοντας τη σημασία της εκμάθησης των Αγγλικών και τη συμβολή της γλώσσας στη δια βίου μάθηση το ΥΠΠ της Κύπρου διοργανώνει την Επίσκεψη Μελέτης για να δώσει την ευκαιρία σε αυτούς που παίρνουν τι αποφάσεις να γνωρίσουν νέες μεθόδους και προσεγγίσεις που χρησιμοποιούμε σε νέο μαθησιακό περιβάλλον, και την παραγωγή πρωτότυπου υλικού μέσα από παρακολουθήσεις μαθημάτων στη προδημοτική, δημοτική, μεση και τεχνική εκπαίδευση καθώς και μέσα από επαφές με τους εκπαιδευτικούς.

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LANGUAGE TEACHING AND LEARNING

Towards a plurilingual society in Andalusia

Group No: **131**

Round 2

Type of visit:
General education

9/5/2011-13/5/2011
Huelva, Spain

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The Andalusian Regional Ministry of Education has been making an effort to create a network of plurilingual schools, realising the importance using of foreign languages will have for future generations. After pilot projects, the Andalusian plan for promoting plurilingualism was created in 2005, allowing schools to become bilingual in either 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 500 schools in Andalusia are now carrying out these projects. This study visit aims to provide a detailed insight into how the plan works, and also into the different programmes and actions devised to help to implement the plan in educational centres.

WHAT?

Participants will learn about:

- the Andalusian plan for promoting plurilingualism;
- bilingual schools: internal organisation, curriculum and innovative practices;
- 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;
- specific training for teachers;
- intercultural education practices;
- ICT in language teaching and learning.

HOW?

Participants will:

- attend lectures;
- meet school coordinators of bilingual projects and the teachers involved as well as members of the educational authority;
- visit primary and secondary schools implementing bilingual projects;
- observe teachers´ and students´ work in the classroom.

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 employers' organisations,
- 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 500 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. Tendremos la oportunidad de reunirnos con el profesorado y alumnado involucrado en el proyecto así como observar sus clases.

WWW.

http://teachingenglish.org.uk/think/articles/content-language-integrated-learning?mtk=20
www.juntadeandalucia.es/averroes/centros/mapa_centros_bilingues.php3

LANGUAGE TEACHING AND LEARNING

Teaching mother tongue and foreign languages in early education

Group No: **132**

Round 2

Type of visit:
General education

9/5/2011-13/5/2011
Piaseczno, Poland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Teaching languages in early education is an important reform of the Polish education system and this is a way towards European integration which is still very important in our country.
Piaseczno is a dynamic town near Warsaw with a lot of residential districts where families with young children live. There are many schools and other institutions offering interesting ways of teaching languages in early education. The proximity to Warsaw gives us an opportunity to cooperate with the most important educational centres.
The host institution is a well-known private pre-school with success in language education.

WHAT?

Participants will learn about:

- schools and other institutions where the youngest students can learn languages as compulsory or extra activities;
- methods and tools used in early language education;
- how and where teachers can improve their competences;
- the big role of informal ways ot teaching and learning languages.

HOW?

Participants will:

- visit Polish and international schools, pre-schools and children centres;
- observe teachers and students both in and out of the classroom;
- meet counsellors of early education.

WHOM?

- Company training managers,
- 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:

Podczas wizyty studyjnej chcemy zaprezentować i przedyskutować bogatą ofertę szeroko pojętej wczesnej edukacji językowej(od 3 do 9 roku życia), która stanowi jedno z zadań reformy systemu edukacji w Polsce, jednocześnie jest wyzwaniem teraźniejszości, otwierającym polskim szkołom i przedszkolom drzwi Europy. Jak motywować dzieci i skąd nauczyciele mogą czerpać inspiracje, tak aby uczenie się i nauczanie było przyjemne i przynosiło oczekiwane efekty.

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www.swiatbajek.com.pl – www.helendoron.com – www.asw.waw.pl
www.centrum.mscdn.pl

LANGUAGE TEACHING AND LEARNING

Accommodation and food service activities

Ways of teaching foreign languages – More about practice-based learning

Group No: **133**

Round 2

Type of visit:
Mixed

16/5/2011-20/5/2011
Olustvere, Estonia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Foreign languages take up a great amount of the curricula of the vocational education provider Olustvere School of Service and Rural Economics; and not only because we teach tourism. We also educate young people and adults in cookery, agriculture, food processing and natural environment. Students get the chance to do their practical work abroad so they need language skills to manage. Our school has for years worked on how to teach foreign languages in a more practical way – in learning by doing.
During the study visit we will observe language lessons at Olustvere vocational school and some other vocational schools in the area. For comparison, we will also visit some secondary schools to learn of their experiences and methods of language teaching.

WHAT?

The participants will learn about:
- initiatives to improve the learning environment of foreign languages;
- methods and tools used in practice based teaching of foreign languages;
- some approaches to internet-based learning.

HOW?

Participants will:
- observe teachers in the classroom;
- visit practice places in Soomaa national park, tourism information centre in Viljandi, Estonian handicraft centre in Heimtali and private companies dealing with tourists in south Estonia and northern Latvia;
- meet people at the University of Tartu dealing with teaching foreign languages.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Olustvere Teenindus- ja Maamajanduskool soovib läbi viia haridusjuhtidele mõeldud õppelähetuse võõrkeelte õpetamise erinevatest võimalustest. Erilist tähelepanu pöörame keeleõppe praktilisele poolele. Õppelähetuse jooksul on võimalus külastada võõrkeeletunde Olustvere koolis, samuti teistes kutseõppeasutustes ja Viljandi linna gümnaasiumides. Kavas on kohtuda keeleõppe spetsialistidega Tartu Ülikoolist, külastada õpilaste praktikakohti Viljandi Turismiinfos, majutus- ja toitlustuskohas "Mazais Ansis" Lätis, Soomaa Rahvusparki ja Heimtali muuseumikompleksi.

Organiser(s):

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www.olustvere.edu.ee – www.vykk.vil.ee – www.viljandimaa.ee/turismiinfo/
www.vpg.vil.ee – www.crjg.vil.ee – www.mazais-ansis.lv – www.soomaa.com

LANGUAGE TEACHING AND LEARNING

Creativity and innovation in teaching foreign languages

Group No: **134**

Round 2

Type of visit:
General education

17/5/2011-20/5/2011
Arad, Romania

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **teachers' and trainers' competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

We proposed this study visit to discuss the concepts of creativity and innovation in teaching foreign languages and present how our university trains students to become teachers of foreign languages and how we cooperate with local schools.
We also want to exchange information about teaching foreign languages in participants' countries focusing on in-service-training programmes and analyse European models of language teaching with reference to the common European framework and use of portfolios;

WHAT?

Participants will learn about:
- language teachers competences;
- initial and continuous teacher training in different countries;
- good practices in language teaching methodology;
- expanding their teaching repertoire to include a broader range of methods, materials and techniques and become more creative and innovative teachers of foreign languages.

HOW?

Participants will:
- visit kindergartens, primary and secondary schools (both city and village schools) and an in-service training centre;
- observe students and teachers in classrooms;
- talk to heads of schools, teachers, teacher trainers, teacher trainees and students;
- discuss strong and weak points in the systems of teachers training in the host's and participants' countries.

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,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizita de studiu îşi propune, în prima parte, să prezinte şi să analizeze conceptul de creativitate şi inovaţie în predarea limbilor străine, importanţa pregătirii continue, modalităţile prin care universitatea, prin programele de studiu, pregăteşte viitori profesori de limbi străine. Partea a doua a vizitei se va axa pe vizite în unităţile de învăţământ reprezentative pentru nivelurile de învăţământ din România, discuţii cu studenţi, elevi, profesori, directori şi formatori, în special în licee cu limba de predare germană şi maghiară şi cele care au un program intens de învăţare a limbilor străine.

Organiser(s):

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www.uvvg.ro – www.romaniatourism.com/arad.html

LANGUAGE TEACHING AND LEARNING

Foreign language teaching for adults

Group No: **135**

Round 2

Type of visit:
General education

23/5/2011-27/5/2011
Nevşehir, Turkey

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **adult learning**
- **social inclusion**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

According to statistical records Nevsehir is a city with many refugees. Their main problem is the language barrier. They cannot integrate into society completely. As the Cappadocia Centre For Education which is an adult education centre, we organised interactive Turkish courses to integrate them into the community. We used the most efficient method of observing, listening and living. First, we formed a language class with a teacher who can also speak English, who gave Turkish lessons to our foreign students with the visual help of a computer and projector. Students then used their knowledge of Turkish in their daily lives and practised with their teacher in the local bazaar. We received the European Language Label Award for this education in 2009.

WHAT?

Participants will learn about:

- methods and tools in foreign language teaching;
- experiences, organisation, curriculum of Cappadocia Centre for Education;
- foreign language teaching in Nevsehir.

HOW?

Participants will:

- visit Cappadocia Centre for Education;
- visit a public education centre;
- observe teachers in the classroom;
- meet local education authorities.

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:

BM istatistiklerine göre her yıl 5000 yeni sığınmacı ofislere başvuruda bulunmaktadır. Türkiye de sığınmacıların yoğunlukta olduğu ülkelerden biridir. Nevşehir de 500 ile 1100 kişi arasındaki sığınmacı sayısıyla en çok sığınmacı alan illerdendir. Sığınmacıların en büyük sorunu dil engelidir. Bu ziyaretler kapsamında Kapadokya Eğitim Merkezinin sığınmacıların dil engelini kaldırarak bu insanların içinde yaşadıkları toplumla bütünleşmelerini sağlamak amacıyla düzenlediği dil kursları ve diğer faaliyetleri tanıtılacak ve bu alandaki deneyimlerin karşılıklı olarak paylaşılması sağlanacaktır.

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LANGUAGE TEACHING AND LEARNING

Intercultural awareness in primary schools via interactive language learning

Group No: **136**

Round 2

Type of visit:
General education

20/6/2011-24/6/2011
Carlisle, United Kingdom

Working language:
English

Number of places: **16**
Minimum required: **8**

Keywords:

- **cultural awareness and expression**
- **teachers' and trainers' competences**
- **content and language integrated learning (CLIL)**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

A key element of the UK national languages strategy is a commitment to introducing an entitlement to language learning for all primary school pupils between the ages of 7 and 11 by 2010. The UK is faced with several challenges, particularly when it comes to teachers' professional development and finding room in the curriculum to teach languages.
The University of Cumbria is the largest trainer of primary school teachers in the UK, and this study visit will provide visitors with the opportunity to see how the new policy is being implemented in our local schools, and at the same time exploring innovative ways of teaching languages (including content and language integrated learning) and raising intercultural awareness in the primary classroom.

WHAT?

Participants will learn about:

- the national languages strategy in the UK, with particular emphasis on languages in primary school and current practice;
- strategies and techniques for supporting use of the target language, active learning and student involvement in the primary languages/CLIL classroom;
- ways of raising intercultural awareness in primary school.

HOW?

Participants will:

- attend enjoyable, interactive, workshop-like sessions, delivered by university staff involved in teacher training and guest speakers;
- visit schools to observe lessons, hold discussions with UK teachers and teacher trainers and look at resources;
- have the opportunity to work together on particular areas of interest with regard to primary languages/CLIL and raising intercultural awareness.

WHOM?

- Head teachers, teacher trainers,
- heads of departments.

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WWW.

http://nationalstrategies.standards.dcsf.gov.uk – www.primarylanguages.org.uk

USE OF ICT IN LEARNING

New concepts of learning with creative e-learning materials

Group No: **137**

Round 2

Type of visit:
Mixed

7/3/2011-11/3/2011
Velenje, Slovenia

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **competences in science and technology**
- **digital competence**
- **personalised learning**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Due to the introduction of new educational programmes in Slovenia there was a necessity for new methods and concepts in learning.
Since 2005, we have been constantly developing and upgrading our concept of e-learning at the Velenje School Centre. Through new modular-oriented learning programmes the student is at the heart of the learning process. Properly designed e-learning materials raise the motivation level and help students to achieve higher standards of knowledge.
Velenje School Centre has been actively involved in developing of new educational programmes since 2006 in formal and informal learning from primary school to higher vocational education. We have many years of experience of e-learning and are constantly looking for new creative and innovative approaches to the learning process with flexible, interactive e-learning materials, where students can monitor their progress in a user-friendly and motivating way.

WHAT?

Participants will learn about:
- methods and tools used for preparing creative e-learning materials;
- new approaches to e-learning;
- how to increase the level of student motivation;
- problems and concerns about e-learning.

HOW?

Participants will:
- discuss different approaches to e-learning;
- observe actual work in the classroom;
- visit the company training centre at the Velenje School Center and observe work with students and adults;
- visit the Ministry of Education and Sports which supports and finances e-learning materials;
- point out different examples of good practice in e-learning and use of ICT.

WHOM?

- Company training managers,
- 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:

Zaradi prenove izobraževalnih programov v Sloveniji, se je pojavila nuja po spremembah metod in konceptov učenja.
Od leta 2005 se na Šolskem centru Velenje aktivno ukvarjamo z razvojem koncepta e-učenja. Z novimi modularno zasnovanimi programi je učenec postal središče učnega procesa. Ustrezno zasnovana e-gradiva dvigujejo raven motivacije in pripomorejo k višjim standardom znanj.
Šolski center Velenje je aktivno vključen v razvoj novih izobraževalnih programov že od leta 2006 (projekt MUNUS 1) v formalnem in neformalnem znanju ter od osnovne šole do višje strokovne izobrazbe. Ena izmed tem sedanjega dela so tudi učna gradiva v različnih oblikah.

WWW.

http://profutura.scv.si – www.scv.si – http://e-gradiva.scv.si

USE OF ICT IN LEARNING

Managers of new learning: school leaders or students?

Group No: **138**

Round 2

Type of visit:
General education

28/3/2011-30/3/2011
Bari, Puglia, Italy

Working language:
English

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

Keywords:

- **digital competence**
- **personalised learning**
- **teachers' and trainers' competences**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The challenges are: to guide learners in the use of new technologies; to promote the exchange of knowledge and experience among peers; to steer learners away from traditional content-based learning to learning for the acquisition of skills and know-how; to stimulate the desire and the ability to continue to learn in formal and informal settings. The school has already hosted seminars on related subjects and has contributed locally to the awakening of individuals and institutions to the need for learning governance and management in the 21st century. Through its many contacts with foreign schools, it will share its expertise at international level, and through the city's role as a bridge between Europe and other Mediterranean countries it can link north and south.

WHAT?

Participants will learn about:

- initiatives to promote self-directed learning;
- teaching methodologies for dealing with learning styles and different forms of assessment;
- methods, tools and competences formal and informal learning;
- how to enrich and profit from the social capital made possible by information technologies and social networks;
- how to reconcile institutional needs and constraints with personalised learning and assessment.

HOW?

Participants will:

- observe and take part in a seminar, listening to local, national and international speakers;
- take part in dedicated sessions and workshops with experts;
- observe best practices in some schools in our network;
- participate in creating of a dedicated site for future publications and communication.

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,
- pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La scuola riuscirà a ristabilire i contatti tra i ragazzi, sempre più proiettati nella produzione di capitale culturale attraverso l'uso del pc e dei social network, e gli adulti che mostrano diffidenza e difficoltà oggettive nell'utilizzo fluido delle risorse tecnologiche? L'esigenza è quella di rendere possibile una modalità comunicativa condivisa, basata sul riconoscimento di una competenza digitale come competenza trasversale, che favorisca una comunicazione più ricca e genuina e maggiore consapevolezza delle potenzialità dei learners, e, dalla parte degli operatori della scuola, più conoscenza della realtà che cambia, per potere creare nuovi modelli culturali e formativi.

WWW.

www.marcopolobari.it/pdf_doc/programma.pdf – www.digitalcompetence.org/moodle/
www.marcopolobari.it/pdf_doc/presentazione.pdf – www.indire.it/create2009-italia/
www.scuola-digitale.it/lavagna/ – http://kmi.open.ac.uk/
www.mifav.uniroma2.it/iede_mk/events/dulp/index.php?s=9#

USE OF ICT IN LEARNING

ICT in arctic multicultural education

Group No: **139**

Round 2

Type of visit:
Mixed

11/4/2011-15/4/2011
Inari, Finland

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **cultural awareness and expression**
- **migrants and minorities**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The host institutions are SAKK (Sámi Education Institute), a vocational institute and Ivalon lukio, an upper secondary school offering general education. Being the only municipality in Finland with four different cultures (Finnish, Northern-Sami, Inari-Sami and Scolt-Sami), it is a challenge to keep small indigenous languages and cultures alive. Schools face challenges of long distances, lack of qualified teachers in Sami languages and reducing numbers of students, so new, innovative practices and use of ICT in teaching have been introduced. The host institutions have offered courses in all three Sami languages using ICT for almost a decade and are a good example of flexible cooperation between general and vocational education.

WHAT?

Participants will learn about:

- new approaches in strengthening intercultural education and maintaining small indigenous languages and cultural minorities;
- methods and tools used in distance education;
- how skills in ICT are taught to students of different age groups and adults;
- how regional equality is guaranteed in education;
- northern dimension in education in the EU.

HOW?

Participants will:

- visit different educational institutes in the region;
- visit special Sami language day care groups for children coming from Inari-Sami or Scolt-Sami families or from families with mixed backgrounds;
- observe teachers' work in the classroom, and a distance education session;
- participate in a Sami handicraft workshop in SAKK;
- visit a company in the tourism industry.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Saamelaisalueen koulutuskeskus (SAKK) ja Ivalon lukio järjestävät yhteistyössä opintovierailun, jossa esitellään etäopetuksen/virtuaaliopetuksen tarjoamia mahdollisuuksia koulutuksen järjestämiseksi EU:n pohjoisella reuna-alueella. Molemmissa oppilaitoksissa on käytössä etäopetuslaitteet ja etäopetusta/virtuaaliopetusta annetaan paitsi saamelaisalueelle myös eri puolille Suomea. Opintovierailulla esitellään kuinka nykyteknologiaa voidaan hyödyntää vähemmistökielten (inarinsaame, koltansaame, pohjoissaame) sekä kulttuurien opetuksessa, samalla tukien alkuperäiskansojen kielten ja kulttuurien säilymistä.

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WWW.

www.sogsakk.fi – www.peda.net/veraja/ivalo/lukio

USE OF ICT IN LEARNING

Knowledge-based society reflected in education

Group No: **140**

Round 2

Type of visit:
Mixed

2/5/2011-6/5/2011
Braila, Romania

Working language:
English

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

Keywords:

- **key competences**
- **learning to learn**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Development of a knowledge-based economy and the need to ensure the necessary conditions of social inclusion for all, also means improving development of human resources. Appropriate policies were developed to integrate ICT into education and training. Some achievements considered as good practices (training activities, use of educational software, etc.) can now be studied to see the social impact of these approaches. Our school is representative of the county of Braila by training future teachers and developing new curriculum approaches.

WHAT?

Participants will learn about:

- the role of computers in supporting teachers to become a mentor, coach, guide and motivator;
- use of the Internet as a mega-encyclopedia or death of culture through copy and paste.

HOW?

Participants will:

- visit schools, observe teachers' in the classroom;
- meet parents and analyse together the impact of ICT on youth education;
- debate and exchange experiences with participants;
- meet e-learning specialists and discuss better use of ICT in the teaching process.

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:

Politicile in domeniul educaţiei au sprijinit integrarea TIC în procesul de predare-învăţare. Institutii semnificative au iniţiative în domeniul implementării şi folosirii calculatoarelor în educatie. Realizări, puse în lumină ca exemple de buna practica în Liceul Pedagogic, pot implica un studiu de impact social al acestui demers. Este timpul să avem o dezbatere cu specialişti din sistemele de învăţământ din comunitatea europeană materializată într-un schimb de idei cu privire la impactul social al acestei construcţii.

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WWW.

www.cedu.ro/progrcuren.php – www.siveco.ro/ – www.altfactor.ro/
http://licpedbr.licee.edu.ro/

USE OF ICT IN LEARNING

‘Log on to education’ – Improving teaching techniques through ICT

Group No: **141**

Round 2

Type of visit:
General education

2/5/2011-6/5/2011
Córdoba, Spain

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **digital competence**
- **teachers’ and trainers’ competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Using ICT in our classrooms is not just fashionable, but it is a real concern. By 2012 every school in Andalusia will incorporate technological resources to teach through computers. It is a challenge for both students and teachers, who have to improve their methods and techniques to face difficult and new challenges.
More than 1800 schools in our autonomous region are benefiting from new and modern technological equipment which aid new ways of organisation, interaction and learning strategies. They have to be updated everyday.
The education training services are making a huge effort to provide each school and staff with the maximum facilities and pedagogical background to make them better teachers and in turn, better schools.
For the current school year every student in the third cycle of primary education will be provided with a personal laptop to work with at regular lessons and at home.

WHAT?

Participants will learn about:
- different approaches to using ICT;
- pedagogical and methodological difficulties in using ICT;
- different education systems and approaches in the EU;
- good practices in ICT and ways of dissemination.

HOW?

Participants will:
- share and discuss experiences;
- visit and observe ICT lessons in technological schools (primary and secondary);
- discuss strong and weak points of Andalusian ICT policies;
- show and discuss ICT planning and resources in a local CEP (teachers training centre).

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.

SHORT DESCRIPTION IN THE HOST COUNTRY’S LANGUAGE:

Andalucía es pionera en el uso educativo de recursos digitales e informáticos para la enseñanza. Este distintivo está basado en el esfuerzo fundamentalmente económico que está llevando a cabo la Administración educativa, pero sobre todo en el de los profesionales de la enseñanza, que de forma voluntaria se han incorporado a este tipo de proyectos, y en consecuencia se han “CONECTADO A LA ENSEÑANZA”.
Los Centros de Profesorado están desempeñando una función crucial en este empeño.

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www.juntadeandalucia.es/educacion/ – www.juntadeandalucia.es/averroes/
www.cepcordoba.org – www.ayuncordoba.es/portal/web/index.jsp – www.dipucordoba.es
www.isabelperez.com – www.auladeletras.net/webquest/documentos/western.htm
http://iesaverroes.org – www.juntadeandalucia.es/averroes/sanwalabonso

UTILISATION DES TIC DANS L'APPRENTISSAGE

Multimédia et éducation à distance: un nouveau défi pour l'école?

Numéro de groupe: **142**

Phase 2

Type de visite:
Enseignement général

9/5/2011-13/5/2011
Villagrazia di Carini, Sicilia, Italie

Langue de travail:
Français

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

Mots clés:

- **compétence numérique**
- **compétences clés**
- **approches innovantes**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

Le SEICK (Réseau sicilien Euronetwork pour renforcer la coopération et la connaissance) est un réseau de plus de 20 écoles en Sicile qui travaille pour la diffusion et la formation aux projets européens dans le cadre du Programme d'enseignement et de formation tout au long de la vie (EFTLV). Le sujet de la visite vient d'un travail expérimental réalisé en matière d'enseignement à distance (EAD) qui présente des résultats étonnants du point de vue de la didactique et de l'apprentissage mais aussi un énorme potentiel d'amélioration. Nous participons également à une expérimentation d'une nouvelle discipline: language non verbal et multimédia.
Nous souhaitons connaître des expériences similaires en Europe afin d'échanger et élargir nos connaissances, mais également établir, si possible, de nouveaux liens pour de futurs projets européens.

QUOI?

Le participant découvrira:

- le tableau interactif multimédia, un outil pédagogique utilisé dans les classes mais aussi pour l'enseignement à distance, et les possibilités d'apprentissage qu'il offre;
- comment répondre aux exigences modernes du langage multimédia des élèves;
- les différentes expérimentations de l'utilisation des technologies de l'information et de la communication pour l'enseignement à distance dans le système éducatif national.

COMMENT?

Le participant:

- visitera les institutions qui travaillent avec les tableaux interactifs et dans l'EAD ainsi que le siège légal du SEICK;
- rencontrera les formateurs des enseignants utilisant le tableau interactif et l'EAD et les responsables des institutions membres du réseau SEICK;
- observera le travail d'enseignement avec le tableau interactif en classe.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Il Seick Sicilian Euronetwork to Increase Cooperation and Knowledge organizza una visita di Studio per far conoscere e scambiare esperienze che riguardano l'uso della LIM (Lavagna Interattiva Multimediale) a scuola e l'EAD (Educazione a Distanza). Le istituzioni facenti parte del Seick conducono da diversi anni esperienze di formazione per i docenti e sperimentazione nelle classi di:
EAD e promuovono l'utilizzo della LIM nonché di nuove tecnologie in classe con gli alunni. L'incontro permetterà di conoscere e scambiare esperienze relative al tema in oggetto a livello europeo nonchè di assistere a dei momenti di lezioni pratiche nelle classi che attuano le sperimentazioni sopra descritte.

WWW.

www.indire.it – www.icguttuso.org – www.seick.eu

Organisateur(s):

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USE OF ICT IN LEARNING

ICT in our life

Group No: **143**

Round 2

Type of visit:
Mixed

9/5/2011-13/5/2011
Kayseri, Türkiye

Working language:
English

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

Keywords:

- **digital competence**
- **key competences**
- **teachers' and trainers' competences**

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http://kayseri.meb.gov.tr

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Using ICT in education and training is one of our directorate's main policy at all levels to meet the demands of new generation students and labour markets. Our directorate has implemented projects on ICT use in teaching and learning in primary and secondary level, VET, adult education, IT trainers and teacher training since 2002. Kayseri is an industrial city and ICT is also used in production. In the city, cooperation between educational institutions and businessmen is quite good. During this study visit, we would like to share our experiences and improve the projects we have been implementing and develop better cooperation with other EU countries.

WHAT?

Participants will learn about:

- national and local projects to improve ICT competences of teachers and IT trainers;
- ICT use in language learning, general education (both primary and secondary levels), VET and adult education;
- new approaches to encourage business investment in education and use of ICT in production;
- use of smart boards and e-portals, systems or software in learning.

HOW?

Participants will:

- visit primary, secondary, vocational schools and adult education centres to monitor ICT use in classes;
- observe teachers' work in the classroom and IT trainers' work at schools;
- visit Technopark and other organisations to monitor ICT use in production.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Değişen iş dünyası talepleri ve bilişim teknolojileri ile iç içe olan yeni nesil öğrenci ihtiyaçlarına cevap verebilmek için bilişim teknolojilerinin eğitimde etkin kullanımı Milli Eğitim Bakanlığı ve İl Milli Eğitim Müdürlüğümüzün temel politikalarından birisidir. İlimizde 2002 yılından bu tarafa eğitimde bilişim teknolojileri kullanımını yaygınlaştırmak için genel ve mesleki eğitim kurumları, , öğretmen ve yetişkin eğitimi, alt yapı donanımı, bilgisayar formatörü eğitimleri, iş dünyası ile işbirliği çalışmaları yapılmıştır. Bu çalışma ziyareti boyunca Bilişim Teknolojilerinin ilk ve orta öğretim, mesleki eğitim, yetişkin eğitimi, dil eğitiminde ve üretimde kullanımı konularında ziyaretler.

WWW.

http://kayseri.meb.gov.tr – www.kayseriarge.org/pke/pke

USE OF ICT IN LEARNING

Use of ICT as an innovating practice for student autonomy

Group No: **144**

Round 2

Type of visit:
Mixed

16/5/2011-20/5/2011
Epinay-sur-Seine, France

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **key competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Development of ICT is a key policy of the regional authority for education, the Académie de Créteil; it improves social and professional integration of disadvantaged groups and creates an environment of economic growth.
The Académie de Créteil is elaborating efficient innovative actions to prevent school failure and drop-outs in difficult areas such as Seine-Saint-Denis.
Organising a study visit is an example of multiprofessional work. Collective training in education encourages community exchange; and successful implementation has to be promoted in this area where results are below national level.

WHAT?

Participants will learn about:
- the national policy of the Académie de Créteil;
- development of ICT in regional school management;
- different uses of ICT in regional training;
- different activities with institutional workers and partners;
- setting up key skills to encourage capacity for life achievement;
- system opportunities and its limits.

HOW?

Participants will:
- observe teachers in the classroom;
- meet operational and functional actors who developed ICT in underprivileged areas of Créteil.

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 trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Dans l'académie de Créteil où l'équipement informatique connaît un développement croissant et transforme l'ensemble des pratiques pédagogiques, cette visite d'étude permettra d'échanger sur les usages des TIC dans les établissements scolaires, leur impact sur la maîtrise des techniques usuelles de l'information et de la communication pour acquérir la capacité à se former et à s'orienter tout au long de la vie. Nous souhaitons montrer aux participants quelques exemples de bonnes pratiques dans ce domaine et dans les contextes particuliers de la banlieue parisienne.

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WWW.

www.education.gouv.fr – www.eduscol.fr – www.educnet.education.fr
www.esen.education.fr – www.ac-creteil.fr – www.ia93.ac-creteil.fr/spip/

USE OF ICT IN LEARNING

Information and communication

ICT vocational education

Group No: **145**

Round 2

Type of visit:
VET

16/5/2011-20/5/2011
Plovdiv, Bulgaria

Working language:
English

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

Keywords:

- **digital competence**
- **disadvantaged groups**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

ICT vocational training and use of ICT in education are not only priorities in our country. The main aim is competitiveness. As a foundation, our organisation strives to help underprivileged groups to overcome the digital divide. Future 21 century foundation has initiated and participated in various IT projects such as infrastructural municipal ICT project (BG 0029 , EEA program); transfer of innovations, LdV projects, German Marshall Fund projects together with the Technical University – Sofia, etc. The foundation has run its own Cisco academy for nine years. We would like to share our experience and find new partners in other EU programmes.

WHAT?

Participants will learn about:
- ICT projects;
- e-learning;
- collaboration with universities;
- working with people with disabilities.

HOW?

Participants will:
- visit Technical University Sofia;
- visit centres providing education for people with disabilities;
- observe distance learning course;
- see results of our ICT projects.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- 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:

Фондация Бъдеще 21 век чрез нейната Регионална Сиско академия предлага да организира Учебна визита амбицирана от първия си опит през месец май 2009 година. Фондацията ще представи опита си в иницииране, подготовка и реализиране на ИКТ проект, сътрудничество с Български университети, дистанционно обучение и ИТ обучение на хора с увреждания. Фондацията ще търси потенциални партньори по различни европейски програми свързани с ИКТ.

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WWW.

www.cisco.com/web/learning/netacad/index.html
http://bana-bg.org/index.php?lang=en – www.cacad.com – www.antonovo.bg/site/
http://fktt.tu-sofia.bg/new_site/index.php?page=15

USE OF ICT IN LEARNING

Towards flexible, innovative and creative teaching and learning

Group No: **146**

Round 2

Type of visit:
General education

20/6/2011-24/6/2011
Cerceda (A Coruña), Spain

Working language:
English

Number of places: **16**
Minimum required: **7**

Keywords:

- **digital competence**
- **learning to learn**
- **content and language integrated learning (CLIL)**

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

In Santiago de Compostela, schools and the university cooperate to integrate web-based tools into teaching and learning.
The teaching strategies of the host institutions focus on implementing problem-solving, content and language integrated learning (CLIL) methodology and significant learning.
The host institutions have vast experience in European projects and teacher training.

WHAT?

Participants will learn about:

- online training and support for teachers;
- quality assessment and portfolio self-evaluation for students;
- how to select suitable software;
- e-learning content and collaborative project methodologies;
- examples of best practice on e-learning materials, interactive multimedia contents and collaborative learning.

HOW?

Participants will:

- meet company training managers, directors of education and vocational training institutions, centres or providers;
- meet directors of guidance centres, validation centres, and educational and vocational training inspectors;
- meet head teachers, teacher trainers, pedagogical or guidance advisers;
- meet representatives of education and training networks, educational services, labour offices or guidance centres and local, regional and national authorities.

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 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

DEVELOPING ENTREPRENEURSHIP

Employment and self-employment in depressed rural areas: innovative methods

Group No: **147**

Round 2

Type of visit:
VET

8/3/2011-11/3/2011
Limoges, France

Working language:
English

Number of places: **12**
Minimum required: **4**

Keywords:

- **entrepreneurship**
- **innovative approaches**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Dordogne and Limousin are two rural departments currently experiencing serious problems of unemployment. Consequently, new actions are implemented to boost young peoples' motivation, new arrivals and unemployed people to stay in rural areas.
These efforts consider:

- continued quest for balance between working life, private life and constraints of the rural environment;
- the desire to create self-employment or individual activities from economic, human and social resources in rural areas.

WHAT?

Participants will learn about:

- how local networks create opportunities for employment and economic activities in rural areas;
- new professional actions and pedagogical tools and methods used to develop self-employment;
- highlights of research contributions in France;
- putting this set of problems into a European context based on individual and environmental approaches.

HOW?

Participants will:

- meet experts from public institutions, local authorities, local development agencies and training centres;
- see how people set up self-employment activities in rural areas;
- exchange and discuss with decision-makers, experts, researchers;
- visit entrepreneurs.

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,
- 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:

La situation économique et sociale devient préoccupante pour de nombreuses zones rurales en Europe. Par exemple, les constats d'impuissance devant le départ ou la restructuration des PME et des grandes entreprises incitent les populations de ces milieux ruraux, notamment les chômeurs, les jeunes et les nouveaux arrivants (en quête de changement de vie) à rechercher un emploi par l'utilisation de nouvelles stratégies. Dans cette visite d'études, l'I2er propose de rencontrer des experts, des chercheurs, des praticiens de l'accompagnement, ainsi que des initiateurs ayant créé leur emploi d'un nouveau genre dans le but de pouvoir rester vivre dans leur milieu rural.

WWW.

www.i2er.eu/ – www.ecotec.com/idele/seminars/rural/materials/airelle_duquenne.ppt
http://ec.europa.eu/employment_social/local_employment/project_idele_fr.htm
www.ecotec.com/idele/ – http://ippublishing.com/ei.htm

DEVELOPING ENTREPRENEURSHIP

Accommodation and food service activities

School based training in the tourist region of Tyrol

Group No: **148**

Round 2

Type of visit:
VET

14/3/2011-18/3/2011
Innsbruck, Austria

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **communication in foreign languages**
- **key competences**
- **work placement**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Tourism is a very important part of the economic situation in Tyrol. There are very well developed schools and curricula for tourism. The Landesschulrat (local education authority) is responsible for all schools that will be visited during the stay.

WHAT?

Participants will learn about:

- the link between theory in education and work experience;
- networking between school and the economy;
- teaching entrepreneurship in class
- curricula and different educational attainments in the field of tourism.

HOW?

Participants will:

- visit different types of schools for tourism;
- see on-the-job-training in different types of schools;
- see how training in tourism is supported.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tourismus ist in Tirol ein wichtiger Wirtschaftszweig. Eine bestmögliche Qualifikation der im Wirtschaftsbereich Beschäftigten stellt eine wesentliche Grundlage dar, um Tirol als Tourismusland gut zu positionieren. Es soll am Beispiel des Tiroler SChulwesens gezeigt werden, wie die schulische Ausbildung speziell auf diese Anforderungen vorbereitet.

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DÉVELOPPEMENT DE L'ESPRIT D'ENTREPRISE

Industrie manufacturière

Inciter les responsables à entreprendre et à innover

Numéro de groupe: **149**

Phase 2

Type de visite:
Mixte

16/3/2011-18/3/2011
Figeac, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **8**

Mots clés:

- **apprentissage**
- **esprit d'entreprise**
- **insertion sociale**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

Situé au sein de la Mecanic Vallée, un regroupement d'entreprises travaillant entre autres pour le constructeur aéronautique européen Airbus, le lycée Champollion dispose d'installations en productique et en électronique (plateaux techniques) destinées à former des jeunes et des adultes susceptibles de trouver un emploi sur ce territoire.
La visite d'étude tentera de répondre à la question suivante: comment travailler en concertation avec les entreprises, les collectivités territoriales et les responsables de l'éducation afin de contribuer au développement d'un territoire?

QUOI?

Le participant découvrira:

- quels sont les besoins des entreprises locales;
- comment s'organisent les organismes de formation de l'Éducation nationale (Rectorat, Inspection académique, centres de formation d'apprentis et groupements d'établissements;
- comment mettre en place des partenariats;
- comment les collectivités territoriales (Mairie, Région) essaient de favoriser l'implantation des entreprises et des formations.

COMMENT?

Les participants:

- visiteront des entreprises locales;
- rencontreront les responsables des organismes de formation: Centres de formation d'apprentis (CFA), Groupements d' établissements (Greta), Inspection académique, etc;
- assisteront au travail des enseignants;
- rencontreront les responsables des collectivités territoriales qui contribuent au développement d'un territoire.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- professeurs principaux, formateurs d´enseignants,
- responsables des ressources humaines,
- représentants des autorités locales, régionales et nationales.

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www.ratier-figeac.com – www.figeac-aero.com – www.midipyrenees.fr
www.ville-figeac.fr

DÉVELOPPEMENT DE L'ESPRIT D'ENTREPRISE

L'alternance école/travail: une chance pour les élèves et les entrepreneurs

Numéro de groupe: **150**

Phase 2

Type de visite:
Mixte

12/4/2011-15/4/2011
San Ferdinando di Puglia, Puglia, Italie

Langue de travail:
Français

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

Mots clés:

- **esprit d'entreprise**
- **partenaires sociaux**
- **stage**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

Le sujet est important à cause du manque de travail qui caractérise notre région et pour les efforts que les institutions politiques et éducatives font pour développer l'esprit d'entreprise et améliorer la situation. Depuis plusieurs années la région des Pouilles a investi beaucoup de ressources économiques et humaines dans le domaine de la collaboration entre l'école et le monde des entreprises. L'Institut supérieur «Ignazio Silone» s'occupe essentiellement de commerce, de tourisme et de mode. Notre établissement a acquis une bonne expérience soit en participant aux différents programmes régionaux soit en organisant des stages de formation auprès des entreprises locales.

QUOI?

Le participant découvrira:

- comment organiser le réseau multi-acteurs (écoles, centres de formation professionnelle, institutions locales, entreprises, syndicats);
- comment adapter les objectifs éducatifs du système scolaire avec les exigences pratiques des entreprises;
- quels sont les avantages pour l'école et pour l'entreprise;
- quelles sont les formes innovantes de contrats pour les périodes de stages.

COMMENT?

Le participant:

- visitera des centres de formation professionnelle et des écoles ayant adopté des parcours d'alternance école/travail;
- rencontrera des responsables des programmes régionaux, des directeurs des centres d'orientation;
- observera les cours en classe et en entreprise;
- participera à des conférences avec les représentants de la Chambre de Commerce, des associations d'entrepreneurs, des responsables du Bureau régional de l'éducation.

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,
- responsables des ressources humaines,
- propriétaires/administrateurs de PME,
- représentants de chambres de commerce/d´industrie/d´artisanat,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants d´organisations d´employeurs,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

La visita di studio si pone l'obiettivo di utilizzare le competenze acquisite durante le esperienze del Progetto Alternanza scuola/lavoro e condividerle con gli altri operatori della scuola e delle imprese, allo scopo di rendere sempre più efficaci tali percorsi. La visita si articolerà in una serie di incontri con le figure coinvolte nei percorsi (alunni, tutor d'azienda, imprenditori, tutor scolastici, docenti), seminari con esperti, visite alle aziende, discussioni e relazioni. Luogo di svolgimento principale della visita sarà l'Istituto Superiore "Ignazio Silone".

WWW.

www.istitutosilone.it – www.indire.it/scuolalavoro – www.scuolalavoro.org
www.polaris.unicamere.it – www.confcommerciofoggia.it – www.assoform.rn.it
www.ifsnetwork.it – www.agenziascuola.it – www.cameradicommercio.it

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STRENGTHENING INTERCULTURAL EDUCATION

Intercultural education in educational projects

Group No: **151**

Round 2

Type of visit:
General education

10/5/2011-13/5/2011
Toruń, Poland

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **young people**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Since 2004, Kujawsko-Pomorska Wojewodzka Komenda OHP in Torun has been creating youth exchange projects for youngsters, international seminars and courses for youth workers. We have also been sending volunteers abroad and hosting international volunteers in Poland. Almost all projects are realised with the help of the European Commission. We would like to exchange our methodology of intercultural education with other participants, find new partners and show how Polish institutions work.

WHAT?

Participants will learn about:

- different views of local and regional institutions, university, press and political decision-makers;
- how to promote intercultural dialogue and European cooperation;
- innovative procedures and methodologies;
- European cooperation;
- methods and tools used in participants' countries for intercultural learning in youth work.

HOW?

Participants will:

- visit a school, university, training centre, associations and other local institutions;
- meet students, teachers and participants in international projects;
- attend workshops on principles of intercultural education.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tematem wizyty studyjnej jest edukacja międzykulturowej, zaś celem doskonalenie metod edukacji międzykulturowej, doskonalenie procesu uczenia się międzykulturowego oraz poznanie innych kultur i opracowanie materiałów dydaktycznych dotyczących powyższego tematu. Wizyta odbędzie się w dniach 11-14 maja 2011 roku w Toruniu. Organizatorem jest Kujawsko-Pomorska Wojewódzka Komenda Ochotniczych Hufców Pracy w Toruniu, która działa w zakresie edukacji, zatrudnienia i wychowania młodzieży w wieku 15-25 lat zagrożonej wykluczeniem społecznym.

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WWW.

www.kujawsko-pomorska.ohp.pl/549-460b8f03aa980.htm
www.motyka.org.pl/index.php?lang=en – www.torun.pl/portal/index.php?lang=en
www.umk.pl/en/cooperation/ – www.torun2016.eu/index.php?lang=_en
www.kujawsko-pomorskie.pl/index.php?option=com_content&task=view&id=3839&Itemid=98

STRENGTHENING INTERCULTURAL EDUCATION

Intercultural dialogue and cross-cultural mediation for global citizenship

Group No: **152**

Round 2

Type of visit:
Mixed

30/5/2011-3/6/2011
Seyssel, France

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **lifelong learning programme**
- **migrants and minorities**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Intercultural dialogue is both on the top of our government's political agenda as well as being an important field of action for the European Commission. France has launched a nationwide multimedia debate to define exactly 'what it means to be French today' and 'what immigration contributes to our national identity'.
The objective of the study visit is to promote intercultural dialogue and cross-cultural mediation as a means of improving collective understanding and fostering social inclusion, within the framework of 'Intercultural Dialogue' in Europe and the emerging European Citizenship.
Afromedianet is a network of leading journalists and independent experts specialising in human rights, development issues and humanitarian affairs in Africa. Interns and regular personnel of Afromedianet represent a multitude of cultural and generational backgrounds and come from different European countries. Tolerance and respect of other cultures is our everyday-work commitment.

WHAT?

Participants will learn about:

- the activities of Afromedianet to develop intercultural dialogue (academic internship and an initial vocational training in cooperation; further training for recent graduates, post graduates and students who want to gain experience in international affairs);
- how to integrate intercultural dialogue through: student mobility, competence at workplace, management and governance of small and medium enterprises and NGOs.

HOW?

Participants will:

- have the opportunity to listen to speakers from different backgrounds presenting ways and experiences of integrating intercultural dialogue;
- view selected video from the English speaking channel "France 24", Reuters and BBC on what immigrants face when they apply to live in France.

WHOM?

- Human resource managers,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Afromedianet est une organisation non gouvernementale basée à Seyssel (01420), France spécialisée sur la promotion des droits de l'homme, des questions de développement et des affaires humanitaires de l'Afrique. Afromedianet reçoit des stagiaires de niveau «Masters» en relations internationales, originaires de différents pays, dont les langues, cultures et traditions sont très variées. Afromedianet souhaite organiser une visite d'étude sur «Dialogue interculturel et Médiation multiculturelle» pour les partenaires du programme «Education et Formation Tout au long de la Vie» de la Commission Européenne.

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WWW.

www.afromedianet.com – www.dialogue.interculture.culture.fr
www.interculturedialogue.eu – www.integration-eu.org
www.interculturaldialogue2008.eu – www.interculturalcity.com

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

School as a source of health

Group No: **153**

Round 2

Type of visit:
Mixed

21/3/2011-25/3/2011
Langreo (Asturias), Spain

Working language:
English

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

Keywords:

- **teachers' and trainers' competences**
- **health education**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The mental and physical wellbeing of pupils is important not only for the pupils, their parents and school staff but also for the whole community. The wellbeing of pupils is considered an important indicator of the quality of education, pupils' learning and their competence for lifelong learning. Since 1992, in Asturias (north of Spain), an agreement exists between the Consejería of Education and the Consejería of Health of the Government of the Principality of Asturias to promote and support development of healthy educational programmes at school (healthy/unhealthy food, healthy/unhealthy habits, recycling, rejecting drugs, safety road education). Consequently, there is an annual call for pedagogical projects involving and promoting health through school curricula. This annual call permits Asturias' schools to be part of the European network of health promoting school (ENHPS). There are 23 schools involved and some have received awards from the Spanish ministery of education.

WHAT?

Participants will learn about:
- examples of good practice carried out in our region;
- collaboration between different institutions involved in health education;
- in-service teacher training programmes related to health education;
- how health education is developed in participants' countries.

HOW?

Participants will:
- visit primary, secondary and vocational education schools;
- visit institutions taking part or collaborating in development of health education at schools;
- meet and talk to a director of in-service teacher training institutions;
- attend lectures and exchange experiences and examples of good practice in participants' regions;
- observe resources used in health education.

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:

El bienestar físico y mental del alumnado es un tema importante en nuestra sociedad y es considerado como indicador de la calidad de la enseñanza, del aprendizaje del alumnado y de su competencia de aprendizaje a lo largo de toda la vida. La visita mostrará los proyectos, las experiencias, los recursos y la formación del profesorado del Programa Educación para la Salud que se está realizando en centros de todos los niveles educativos en la región de Asturias (www.infoasturias.com). Se visitarán instituciones no educativas que participan en el Programa.

WWW.

www.educastur.es – www.cfc-asturias.es

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Agriculture, forestry and fishing

Embedding environmental education in the curriculum

Group No: **154**

Round 2

Type of visit:
General education

21/3/2011-25/3/2011
Toulouse, France

Working language:
English

Number of places: **15**
Minimum required: **4**

Keywords:

- **sustainable development**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Environmental education, as a strategic topic at European level, has reached a significant point in the past few years in southwest France, particularly in Midi-Pyrenees region, where national and regional policies are quite efficient and successful. The setting is perfect for a a European meeting, which will include several presentations of various exemplary local projects. The École nationale de formation agronomique (ENFA) of Toulouse, host organisation, trains secondary school teachers for the green sector (agriculture, forestry and the environment).

WHAT?

Participants will learn about:

- environmental education policies in Europe;
- the connection between the school system and the authorities and organisations involved in environmental education;
- partnerships for future European projects.

HOW?

Participants will:

- present the education system and environmental education policy of their own country;
- visit local secondary, vocational and agricultural schools;
- meet teachers and students;
- attend presentations of pilot-projects involving the whole school community (teachers, staff, students, parents);
- 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 employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le but de la visite est de donner aux participants une vision d'ensemble sur les récents développements de l'éducation à l'environnement dans le Sud-Ouest de la France et une occasion d'échanger sur les politiques menées dans leurs pays d'origine.
Visites de lycées et collèges autour de Toulouse, dont la plupart sont engagés dans des projets européens.
Discussions avec les professeurs et les élèves.
Présentation de projets-pilotes sur la thématique étudiée.
Présentation des programmes publics d'encouragement et d'incitation aux actions d'éducation à l'environnement.

Organiser(s):

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WWW.

http://ec.europa.eu/environment/youth/index_en.html
http://ec.europa.eu/environment/youth/pdf/envedu_en.pdf

ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

Un exemple de participation citoyenne: l'audit civique

Numéro de groupe: **155**

Phase 2

Type de visite:
Mixte

21/3/2011-25/3/2011
Perugia, Umbria, Italie

Langue de travail:
Français

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

Mots clés:

- **formation des adultes**
- **compétences sociales et civiques**
- **éducation à la santé**

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CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

Si développement signifie améliorer la qualité de vie, en perfectionnant le système éducatif, formatif et sanitaire, tout en sauvegardant les principes de liberté et de justice sociale, alors montrer un exemple de participation active des citoyens Audit civico est essentiel.
L'Ombrie et Pérouse sont des lieux où «Cittadinanzattiva» développe, en collaboration avec les citoyens, les collectivités locales, les administrations sanitaires et judiciaires et d'autres associations des moyens de participation civique et d'évaluation des politiques publiques.
Cittadinanzattiva est une organisation d'engagement civique, née en 1978, constituée de citoyens engagés dans la tutelle et la promotion des droits de la personne. Sa mission est de développer un processus de responsabilisation et d'affirmation du rôle démocratique des citoyens. Elle se base sur la Constitution italienne (article 118) et est composée de différents réseaux dont le Tribunal pour les droits du patient.

QUOI?

Le participant (re)découvrira:
- l'importance de la participation civique à tous les niveaux de la société;
- le projet Audit Civico réalisé par des citoyens volontaires en collaboration avec les institutions locales (la Région de l'Ombrie), des hôpitaux et des structures sanitaires régionales, afin d'évaluer la qualité du service sanitaire public.

COMMENT?

Le participant:
- visitera des lieux de participation civique;
- rencontrera le coordinateur, des responsables civiques et des volontaires du projet Audit civico et des référents d'autres projets participatifs.

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,
- responsables des ressources humaines,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Di fronte ai problemi attuali derivanti dal carente impegno dei singoli al bene comune, questa visita intende rafforzare le competenze civiche attraverso l'illustrazione di una buona pratica partecipativa l'Audit civico: valutazione della qualità del servizio sanitario locale fatta dai cittadini con altri soggetti territoriali. Cittadinanzattiva basandosi sull'art. 118 della Costituzione contribuisce attraverso le sue iniziative al "formare" cittadini attivi ad impegnarsi per l'interesse generale. Ripensare la partecipazione civica a tutti i livelli della società e condividere un progetto concreto consentirà ai partecipanti lo scambio di utili esperienze e future collaborazioni.

Adresses web relatives au thème

WWW.

www.cittadinanzattiva.umbria.it/ – www.cittadinanzattiva.it/

ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

Partenariats publics/privés et développement durable

Numéro de groupe: **156**

Phase 2

Type de visite:
Mixte

4/4/2011-8/4/2011
Saint-Denis,
La Réunion, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **compétences des enseignants et formateurs**
- **qualification des enseignants et formateurs**
- **développement durable**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

L'État français et les collectivités territoriales de La Réunion développent un programme de recherche-action en faveur d'une autonomie énergétique à l'horizon 2030 dans le cadre du projet GERRI (Grenelle de l'Environnement à La Réunion – Réussir l'Innovation). Les partenariats publics et privés sont rassemblés pour faire de La Réunion le premier territoire européen en matière d'éducation au développement durable (EDD).
L'académie de La Réunion est un acteur majeur de cette politique à travers les objectifs de son plan d'action et la mission confiée à l'inspecteur chargé de mission EDD et sciences. L'institution académique s'attache à promouvoir ce dispositif et à sensibiliser les participants à l'enjeu environnemental.

QUOI?

Le participant découvrira:

- comment bâtir une méthodologie de projet avec des structures publiques et privées dans le domaine du développement durable;
- comment diagnostiquer un potentiel environnemental et partenarial pour réaliser un projet éducatif fédérateur au service du développement durable;
- comment animer un réseau en optimisant les compétences et savoir-faire de chaque partenaire;
- comment démultiplier l'ingénierie acquise auprès de sa communauté éducative de proximité.

COMMENT?

Le participant:

- rencontrera les acteurs institutionnels du projet GERRI;
- fera la visite des sites témoins (Conservatoire botanique, Kelonia);
- fera la connaissance des acteurs de terrain (associatif, collectivités territoriales, ONG…);
- observera l'exploitation des innovations environnementales dans les pratiques pédagogiques du premier et second degré;
- rencontrera les membres du réseau académique d'éducation au développement durable.

POUR QUI?

- Inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants.

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WWW.

www.sciencesecole.ac-reunion.fr – www.ac-reunion.fr – www.kelonia.org
www.cbnm.org – www.taaf.fr – www.reunion-parcnational.fr – www.regionreunion.com
www.ecologie.gouv.fr/Le-parc-national-de-la-Reunion-est.html – www.reunion2008.eu/
www.arer.org – www.reunion.cci.fr – www.futura-sciences.com – www.gerri.fr
www.fournaise.info

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

What kind of world do we want? Environment and sustainable development

Group No: **157**

Round 2

Type of visit:
General education

9/5/2011-13/5/2011
Caccamo, Sicilia, Italy

Working language:
English

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

Keywords:

- **curriculum**
- **key competences**
- **sustainable development**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Sicily recently had to face various environment disasters and natural catastrophes.
Now more than ever it is necessary to develop new strategies for and sensible approaches to environmental education, so people realise that the future of mankind cannot be separated from the future of nature.
Our institution is situated in one of the most at risk and damaged areas, so it feels responsible for planning and developing curricula promoting analysis and understanding of the complex environmental, so citizens become more aware of their lives, the ecosystem and the community where they live.

WHAT?

Participants will learn about:

- how to understand and analyse the characteristics of a specific environment;
- the connection between man, environment and technology;
- how to point out and try out new strategies to bring about sustainable lifestyles;
- methodologies to prevent environmental disasters;
- individual responsibilities, of both young and old, to manage environmental resources and technological progress.

HOW?

Participants will:

- meet environment experts (local authorities, geologists, science teachers);
- visit natural areas and parks and places at risk or having experienced environment disasters;
- participate in round tables and discussions to share and exchange experiences and ideas;
- visit schools involved in environment education and sustainable development.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Recentemente la Sicilia ha dovuto affrontare disastri di natura ambientale. Diventa pertanto necessario investire energie sull'educazione ambientale. L'I.C.S. e Centro Risorse di Caccamo reputano fondamentale delineare percorsi formativi, che favoriscano l'analisi e la comprensione della complessità dell'ambiente al fine di diventare tutti cittadini consapevoli e responsabili. Nello specifico verranno organizzati incontri con esperti, visite ad aree naturalistiche e a luoghi colpiti dai recenti disastri o a rischio.Consapevoli del fatto che il rapporto uomo-ambiente debba essere costruito a partire dall'età scolare, verrà data particolare importanza alle attività formative attuate nelle vari.

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Website: www.icaglialorocaccamo.it

WWW.

www.icaglialorocaccamo.it – www.wwf.org.uk – www.panda.org – www.wwf.it
www.fondoambiente.it – www.regione.sicilia.it/bbccaa

ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

L'école et la communauté pour une citoyenneté active

Numéro de groupe: **158**

Phase 2

Type de visite:
Enseignement général

16/5/2011-20/5/2011
Iasi, Romania

Langue de travail:
Français

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

Mots clés:

- **activités périscolaires**
- **compétences sociales et civiques**
- **jeunes**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

L'école et la communauté éducative élargie peuvent ensemble définir les principes de la citoyenneté active pour tous les jeunes. Quand les efforts de toutes les deux sont conjugués, on favorise la citoyenneté active et la cohésion sociale est plus facile.
Cette proposition de visite présente toute une suite d'actions et d'exemples de bonnes pratiques qui se déroulent dans la communauté éducative du département de Iasi au niveau de l'enseignement secondaire.

QUOI?

Le participant découvrira:

- comment valoriser la communauté pour développer la citoyenneté active chez les jeunes depuis la maternelle jusqu'à la fin du lycée;
- la technique pour réaliser de bons partenariats pour l'école et la communauté;
- comment établir des contacts entre les éducateurs et les autorités pour identifier les besoins éducatifs de la communauté.

COMMENT?

Le participant :

- visitera différents établissements (maternelles, école primaire, école secondaire, centres de formation des adultes) pour découvrir des bonnes pratiques en matière de formation à la citoyenneté active;
- rencontrera des conseilleurs éducatifs pour apprendre à rédiger de bons projets de partenariat;
- participera aux séances de travail pour échanger expériences et opinions sur le sujet;
- observera des activités éducatives en plein déroulement, etc.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires 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:

Participanţii la vizita de studiu vor învăţa din experieţa şi exemplele de bună practică ale colegilor lor despre cum se realizează un bun parteneriat între şcoală şi comunitate pe tema formării tinerilor în spiritul unei cetăţeniei active. Prin realizarea unor vizite în instituţii educative diferite, prin observarea unor activităţi în plină derulare, prin întâlniri cu membri ai comunităţii locale, cu factori de decizie din domeniul educaţiei şi formării profesionale, consilieri şcolari, prin şedinţe de lucru, discuţii, vor fi atinse obiectivele vizitei de studiu.

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Website: http://sc15.is.edu.ro

WWW.

www.ccdis.ro – www.euroed.ro – www.civica-online.ro

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

A lifelong learning path to global skills and competences

Group No: **159**

Round 2

Type of visit:
General education

16/5/2011-20/5/2011
Helsingør, Denmark

Working language:
English

Number of places: **20**
Minimum required: **6**

Keywords:

- **cultural awareness and expression**
- **social and civic competences**
- **young people**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Global competences and the processes of acquiring them throughout life are the focus of this study visit. We want participants to view such abstract ideas in the specific context of an international school (IPC) in a municipality (Helsingør) located close to the capital city (Copenhagen) that is part of a transnational region (Øresund) within the continent (Europe) that is a player on the global scene.

WHAT?

Participants will learn about:

- the non-formal residential school format and examine whether its learning environment is favourable for citizenship education;
- the challenges of integration, intercultural and global education at elementary, high school and university levels;
- the roles of the local municipality and associations in raising citizens' global awareness;
- how global competences can be analysed, what tools exist to measure and validate them;
- existing networks and organisations that promote global education both locally, nationally and trans-nationally.

HOW?

Participants will:

- meet with international students in a global citizenship learning process;
- observe how non-formal learning methods are used on a 24-hour/day basis and informally evaluate their effectiveness;
- visit local citizens' groups dealing with integration and multiculturalism.

WHOM?

- Head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Formålet med studiebesøget er at undersøge, i hvilket omfang forskellige pædagogiske tilgange kan bidrage til udviklingen af globalt medborgerskab. Vi vil sigte mod at klarlægge hvad globale færdigheder og kompetancer egentlig er, og hvordan de kan tilegnes. Vi ønsker med udgangspunkt i Den Internationale Højskoles mangeårige erfaringer med uformel, kostskolebaseret voksenuddannelse suppleret med kontakt til andre danske uddannelses-institutioner at opbygge en bred viden om erfaringer med undervisning om medborgerskab.

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WWW.

www.ipc.dk – www.hojskolerne.dk – www.finfo.dk/emneside-en?set_language=en&cl=en
www.eng.uvm.dk – www.co-citizenship.eu/

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Health education and promotion in society – Institutional and civic initiatives

Group No: **160**

Round 2

Type of visit:
General education

7/6/2011-10/6/2011
Łódź, Poland

Working language:
English

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

Keywords:

- **social and civic competences**
- **health education**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Concerned about 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. Lodz is an industrial city with intercultural traditions. It develops many programmes to promote health such as health promoting schools network, healthy city, etc. We understand that in European society health issues are extremely important especially as people are getting older. We would like to share our experience on health education and promotion with other experts and discuss pathways of preventing health decline in Europe.

WHAT?

Participants will learn about:

- institutional and civic initiatives from the region in health education and promotion;
- academy initiatives to connect knowledge and skills with social practice (project-based learning);
- examples of projects realised by students.

HOW?

Participants will:

- take part in health education days organised by our academy;
- visit local authorities and schools in the health promoting school network and NGOs active in the health sector;
- meet students who designed educational and social projects on health promotion.

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:

Wzrost problemów zdrowotnych społeczeństw sprawia, że coraz większą wagę przywiązujemy do promocji zdrowego stylu życia oraz podnoszenia świadomości zdrowotnej. Wizyta ma zatem na celu wymianę doświadczeń w zakresie edukacji i promocji zdrowia między ekspertami z różnych krajów Europy. Szczególnie chcielibyśmy zaprezentować nasze inicjatywy związane z tematem tj. organizacja 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 organizację pozarządową działającą w sektorze edukacji zdrowotnej.

Organiser(s):

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WWW.

www.wsez.pl – http://en.cityoflodz.com/index.php

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

European and global dimensions in education

Group No: **161**

Round 2

Type of visit:
General education

11/4/2011-15/4/2011
Ptuj, Slovenia

Working language:
English

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

Keywords:

- **curriculum**
- **evaluation (school or institution)**
- **school environment**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

When Slovenia became a member of EU we started to include EU values of a common home for European nations into our education system. It is very important that teachers, management and other services from different European countries get acquainted with our efforts and that we can present our solutions.
We would also like to present the efforts of Slovene school institutions to introduce learning of a foreign language at an early age and new programme mechatronics.

WHAT?

Participants will learn about:
- the 'European classes' project;
- the project 'Didactic reform of gimnazija' (general education school);
- modernisation of general and technical education in Slovenia;
- how to develop a European dimension in the class (good practice);
- methods of teaching a foreign language at an early age.

HOW?

Participants will:
- visit all levels of Slovene education system, Ministry of Education and Sport, the National Education Institute, local authorities;
- observe teaching classes.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Udeležencem študijskega obiska bomo predstavili sistem izobraževanja v Republiki Sloveniji s poudarkom na uvajanju evropske in globalne dimenzije v izobraževanju. Prikazali jim bomo kako in na kakšen način smo poskusno uvedli evropske oddelke v sistem splošnega izobraževanja. Program evropskih oddelkov temelji predvsem na kurikularni integraciji in interdisciplinarnosti znanja.
Na primerih dobre prakse se bodo udeleženci seznanili s problemi in težavami pri uvajanju novosti v izobraževalni sistem, spoznali pa bodo tudi pot pri modificiranju programa evropskih oddelkih.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Use of creative and innovative projects to improve lifelong learning skills

Group No: **162**

Round 2

Type of visit:
General education

11/4/2011-15/4/2011
Cardiff, Wales, United Kingdom

Working language:
English

Number of places: **14**
Minimum required: **8**

Keywords:

- **curriculum**
- **learning to learn**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The Welsh Assembly government has taken a leading role in promoting learning experiences for its population, particularly at school level. The revised curriculum of 2008 and beyond for all schools firmly places learning for life and development of life skills and independent thinking at the core of its philosophy. Cardiff Education Department embraces a diverse mix of cultures, languages, religions and economic backgrounds which contribute to making Cardiff a vibrant and forward looking city eager to engage its citizens in lifelong learning and ownership of their own futures.
Glyncoed is a state school with 210 pupils aged 7 to 11 in a suburban area of Cardiff, the capital city of Wales. We have a strong tradition of linking with our European partners and beyond to develop understanding and shared good practice.

WHAT?

Participants will learn about:
- innovative approaches to teaching and learning;
- building creativity into the taught curriculum;
- developing thinking classrooms;
- putting policy into practice;
- action planning for change;
- using the environment to enrich learning.

HOW?

Participants will:
- visit a range of schools employing creative/innovative techniques and observe teaching;
- meet and discuss with advisors/policy-makers;
- meet and discuss with pupils/teachers;
- visit organisations involved in innovative projects;
- build relationships and contacts for future networking.

WHOM?

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

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www.create2009.europa.eu – www.arteducation.co.uk – www.bayart.org.uk
www.new.wales.gov.uk/educationandskills – www.effectiveeducationwales.co.uk
www.christthekingprm.cardiff.sch.uk – www.forestschoolwales.org.uk

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Principles and practices for developing learning to learn across age phases

Group No: **163**

Round 2

Type of visit:
General education

9/5/2011-12/5/2011
Newcastle upon Tyne, United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **curriculum**
- **learning to learn**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Learning to Learn (L2L) is a term which crystallises many ambitions for educational change, such as developing autonomy, thinking skills, transfer of learning, and working collaboratively. The Research Centre for Learning and Teaching (CfLaT) at Newcastle University has been involved in projects focused on these issues with practitioners for 15 years. This work includes seven years of running L2L in schools and colleges funded by the campaign for learning and professor Sugata Mitra's work on self-organised learning environments (SOLEs). In the local area there is excellent practice in L2L, which interconnects through CfLaT. We wish to share our well-evidenced experience of L2L, learn from others and develop European links.

WHAT?

Participants will learn about:

- initiatives to develop L2L across all ages in North East England and beyond;
- the methods used to support professional learning to implement L2L;
- the use of Skype and other digital media to support L2L;
- assessment methods and curricula appropriate to L2L;
- the role of student researchers in developing L2L.

HOW?

Participants will:

- visit local schools, colleges and universities and meet L2L practitioners;
- observe L2L practice and talk to students who are experiencing L2L;
- participate in workshops and seminars discussing key themes and projects;
- examine the evidence concerning L2L processes and outcomes for students, teachers and leaders.

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.

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www.ncl.ac.uk/cflat/about/Learningtolearnresearch.htm
www.campaign-for-learning.org.uk/cfl/learninginschools/projects/learningtolearn/index.asp
www.ncl.ac.uk/cflat/EQUATE.htm – www.ncl.ac.uk/cflat/projects/item/2590
www.solesandsomes.wikispaces.com

ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

Entwicklung der Lesemotivation als Beitrag zu geschlechtergerechtem Unterricht

Gruppennummer: **164**

Antragsrunde 2

Art des Besuches:
Allgemeine Bildung

9/5/2011-13/5/2011
Radebeul/Dresden, Deutschland

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Schulabbrecher**
- **Gleichstellung der Geschlechter**
- **Schlüsselkompetenzen**

THEMENBEREICHE:

Schlüsselkompetenzen für alle, einschließlich Kreativität, Innovation und Unternehmertum

WARUM?

Im Durchschnitt erbringen Jungen weniger gute Leseleistungen als Mädchen. Lesemotivation scheint dabei eine wichtige Rolle zu spielen. Schüler, die gerne lesen, lesen meist auch gut und häufig.
Sechs Grundschulen und das Sächsische Bildungsinstitut widmeten sich deshalb in einem 3-jährigen Projekt in besonderer Weise der Entwicklung der Lesemotivation von Kindern. Einige Schulen arbeiteten phasenweise monoedukativ, andere weiterhin permanent koedukativ; teils lag der Fokus auf Unterrichtsmethoden, teils auf Inhalten. Die Lehrkräfte erhielten bedarfsgerechte Fortbildungen. Durch schriftliche Befragungen der Lehrer und Kinder sowie einzelne Interviews und Videobeobachtungen wurde das Projekt evaluiert.
Das Projekt soll Interessierten vorgestellt werden und dem Erfahrungsaustausch mit Beteiligten ähnlicher Initiativen dienen.

WAS?

Die Teilnehmer werden Folgendes lernen:
- Möglichkeiten zur Entwicklung der Lesemotivation bei Jungen und Mädchen;
- Unterschiede zwischen geschlechterspezifischer und geschlechtersensibler Leseförderung;
- Einblicke in Vor- und Nachteile monoedukativen und koedukativen Unterrichts;
- Bedeutung von Genderkompetenz bei Lehrkräften für die Erfolge der Kinder.

WIE?

Die Teilnehmer werden:
- an Projektschulen (Primarstufe) mit den beteiligten Lehrkräften und Schülern sprechen, dabei ggf. Unterricht beobachten;
- mit der wissenschaftlichen Begleitung des Projektes sprechen und die Evaluationsergebnisse des Projektes kennenlernen;
- mit Projektpartnern der Schulen sprechen und erfahren, wie die Genderkompetenz von Lehrkräften und Schülern entwickelt werden kann.

WER?

- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Forscher.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Arts, entertainment and recreation

Shaping an individual's sensitivity through art education

Group No: **165**

Round 2

Type of visit:
General education

16/5/2011-20/5/2011
Kielce, Poland

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **cultural awareness and expression**
- **extra-curricular activities**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Świętokrzyskie In-service Teacher Training Centre is an institution which trains teachers. According to our motto 'art is fun, pleasure and rest', we organise practical activities, classes and workshops during which teachers master their own and their students' manual abilities, develop their creative potential and practise their key competences. We introduce interesting and innovative forms of training for teachers. We cooperate with museums, art galleries, art schools and artists. We believe art education has an influence on who we are, who we will be and how we function in our society. We try to shape the feeling of beauty and aesthetic qualities among teachers. By discussing the role and objectives of art education in local environments we will be able to ponder together over novel ideas and solutions and ways of introducing them into work at school.

WHAT?

Participants will learn about:
- different forms of activities in art education;
- how to make use of folk art in school education;
- how to use stained glass in art decoration;
- 'sand therapy';
- methods of work with talented students;
- ways of making young learners familiar with art.

HOW?

Participants will:
- take part in workshops;
- observe lessons;
- meet Polish teachers;
- present their achievements in education;
- share their work experience;
- discuss the role of art education in local communities.

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:

Uważamy, że edukacja artystyczna ma duży wpływ na nasze życie i funkcjonowanie w społeczeństwie. Kształtujemy poczucie piękna i estetyki. Uczestnicy organizowanej przez nas wizyty będą mogli wziąć udział w różnorodnych zajęciach, zapoznać się z ciekawymi metodami i technikami wykorzystywanymi w edukacji szkolnej i doskonaleniu nauczycieli, rozwiną swój warsztat pracy, udoskonalą zdolności manualne, rozwiną inwencję twórczą, będą kształcić kompetencje kluczowe. W trakcie wymiany doświadczeń odbędą się prezentacje gości, którzy podzielą się wiedzą na temat roli edukacji artystycznej w ich systemach edukacyjnych, doskonaleniu nauczyciel i współpracą z instytucjami kultury.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Outdoor education – Development of creativity and the environment

Group No: **166**

Round 2

Type of visit:
General education

16/5/2011-20/5/2011
Örnsköldsvik, Sweden

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **learning to learn**
- **quality assurance**
- **student assessment**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

The educational value of learning out of the classroom has gained a lot of support from different school/institutions. It can lead to greater motivation and creativity, raise standards and improve students personally and lead to social and emotional development. Nolaskolan has much experience of outdoor teaching and learning based largely on adventure activities, environment awareness and understanding. It also has vast experience of international collaboration. In our region we have a forestry school where pupils learn about farming agriculture, forestry and the environment. Many topics in the curriculum are effected in the high coast district, a region on the world heritage list.

WHAT?

Participants will learn about:

- educational experiences and activities included in learning out of the classroom;
- the lifelong value of this type of education;
- its contribution to personal, social and environmental education and active citizenship;
- how learning out of the classroom can lead to creative and inclusive learning;
- how to plan, organise and evaluate learning out of the classroom and integrate it into the school curriculum.

HOW?

Participants will:

- observe teachers working outdoors with young people;
- visit facilities used for learning out of the classroom including historic houses, forests, national parks and school grounds;
- participate in guided outdoor activities;
- attend seminars with teachers, young people, education advisers, countryside rangers and outdoor education tutors to discuss good practice.

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 trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Inom ramen för LLP-programmet gör Västernorrlands län nu en satsning på regional skolutveckling med inriktning mot internationellt arbete. Vi kan erbjuda skolformer från förskola till vuxenundervisning och det känns utmanande att få arrangera studiebesök inom vårt område. Länets kommuner kommer att samverka för att på så sätt kunna erbjuda ett brett utbud av besök och pedagogiska aktiviteter.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Creativity and curriculum

Group No: **167**

Round 2

Type of visit:
General education

17/5/2011-19/5/2011
Bratislava, Slovakia

Working language:
English

Number of places: **14**
Minimum required: **7**

Keywords:

- **curriculum**
- **key competences**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Curricular transformation is one of the strategic tasks of ongoing school reform in Slovakia. It is carried out by incorporating innovative practices and creativity into the educational system. New innovative approaches to curricula design and educational programmes lead to acquisition of key competences which is the strategic objective of the reforms. The host institution – National Institute for Education cooperates with various types of educational bodies. These include nursery, primary, secondary schools and universities, institutions reporting to the Ministry of Education, regulatory bodies and associations active in the education process, international institutions and organisations focusing on the conceptual issues in education and research.

WHAT?

Participants will learn about:

- learn about the Slovak educational system;
- improving creativity and innovation in educational programmes and curricula;
- best innovative teaching practices and innovative school projects in Slovakia;
- new approaches to teaching and learning in creating the opportunity for students to develop their creative skills.

HOW?

Participants will:

- attend lectures, round table discussions, workshops on new creative approaches in education;
- visit schools and other institutions;
- share their own practices with hosts and other participants.

WHOM?

- Directors of guidance centres,
- directors of validation or accreditation centres,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vedecko-výskumná inštitúcia Štátny pedagogický ústav bude prezentovať svoje prístupy k vytváraniu modernizácie obsahu a metód školského vzdelávania s cieľom rozvoja osobnosti žiakov tak, aby disponovali spôsobilosťami nevyhnutnými pre ich ďalší život a tiež proces celoživotného vzdelávania.

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WWW.

www.minedu.sk/index.php?lang=en – www.mpc-edu.sk
www.etwinning.net/en/pub/map_country.cfm

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Educational 'trendsetting' – Looking for new solutions

Group No: **168**

Round 2

Type of visit:
General education

6/6/2011-10/6/2011
Zduńska Wola, Poland

Working language:
English

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

Keywords:

- **key competences**
- **content and language integrated learning (CLIL)**
- **innovative approaches**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Many schools in Sieradz region have successfully participated in different education projects – both regional and European. A considerable number of teachers are involved in working out ways of individualised, innovative and 'student – friendly' teaching.
Our teacher training centre aims to support teachers in their efforts to make the learning/teaching process effective and innovative, and thus to develop key competences of pupils and students.

WHAT?

Participants will learn about:

- non-conventional methods of teaching and learning in subject areas such as sciences, history, biology, arts, regional education;
- introducing some aspects of learners' autonomy in schooling ('lessons from the learners', project work);
- ways of presenting similar thematic teaching contents at different levels of education: primary, secondary, upper secondary;
- cooperation of teacher training centre specialists with teachers, school managers and local education authorities.

HOW?

Participants will:

- visit different types of schools and observe students and teachers in action;
- have the opportunity of sharing experiences and exchanging ideas;
- observe training programmes for teachers offered by the teacher training centre;
- attend part of a workshop on content and language integrated learning (CLIL).

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:

Celem wizyty jest zaprezentowanie różnorodnych form pracy szkół regionu sieradzkiego w zakresie realizacji treści nauczania nowej podstawy programowej, w zakresie edukacji międzyprzedmiotowej. Chcemy przedstawi przykłady dobrej praktyki szkolnej (na wszystkich etapach edukacyjnych), realizowane projekty edukacyjne, sposoby doskonalenia kompetencji kluczowych, interdyscyplinarność w nauczaniu, poszukiwanie nowych rozwiązań i działania mające na celu dostosowanie procesu dydaktycznego do wyzwań współczesności.
Uczestnikom wizyty studyjnej proponujemy:

- obserwację zajęć edukacyjnych w szkołach;
- udział w warsztatach metodycznych dla nauczycieli języka angielskiego.

Organiser(s):

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LEARNING MATHEMATICS AND SCIENCE

Development of key competences in mathematics and science

Group No: **169**

Round 2

Type of visit:
General education

14/3/2011-17/3/2011
Sofia, Bulgaria

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **extra-curricular activities**
- **mathematical competence**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

Bulgaria has a good tradition of mathematics and science education. 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 developing and applying 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 of students for olympiads and competitions;
- opinions and estimates of representatives of various educational institutions;
- models for monitoring and assessment.

HOW?

Participants will:

- visit primary, general secondary schools and vocational secondary schools;
- observe teachers' work in classrooms;
- talk to teachers, pupils;
- discuss with teachers from the university, researchers, heads of schools and local authorities' representatives.

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:

Учебната визита ще даде представа на участниците как се развиват ключови компетенции по математика и природни науки в българските училища. Участниците ще се запознаят с моделите на мониторинг и оценка на напредъка във формирането на тези ключови компетенции у учениците. Ще бъдат осигурени посещения 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):

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APPRENTISSAGE DES MATHÉMATIQUES ET DES SCIENCES

Une approche de l'attractivité des mathématiques et des sciences naturelles

Numéro de groupe: **170**

Phase 2

Type de visite:
Enseignement général

10/5/2011-13/5/2011
Turin, Piémont, Italie

Langue de travail:
Français

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

Mots clés:

- **compétences en sciences et technologies**
- **culture mathématique**
- **enseignement d'une matière par l'intégration d'une langue étrangère (EMILE)**

Organiser(s):

Organisateur(s):
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CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous, y compris créativité, innovation et esprit d'entreprise

POURQUOI?

Les données OCDE Pisa des résultats scolaires des élèves (6-16 ans) de certains pays européens montrent la difficulté de l'école à répondre au besoin de l'apprentissage des mathématiques et des sciences. Rendre attrayants ces apprentissages devient l'enjeu pour l'éducation et le défi pour améliorer la qualité de l'enseignement.
Ufficio Scolastico Regionale (USR) du Piémont – l'autorité régionale pour l'éducation – a lancé un projet Coménius Régio avec le département des Hautes-Alpes, l'académie d'Aix-Marseille et l'inspection académique de Gap sur la formation conjointe des enseignants du primaire en sciences et langues (formation comprenant le concept d'enseignement d'une matière par l'intégration d'une langue étrangère, CLIL/EMILE). Cette approche pourra être transférée aux collèges et aux lycées européens.
Cette visite s'inscrit dans les évenements culturels liés aux célébrations des 150 ans de l'Etat italien.

QUOI?

Le participant découvrira:
- des ressources locales (musées, associations d'éducation non formelle, hauts lieux de la culture scientifique, université);
- des actions interdisciplinaires (langues-sciences naturelles-mathématiques);
- des approches EMILE;
- des ateliers d'animation créative «main à la pâte»;
- un itinéraire alpin des cadrans solaires.

COMMENT?

Le participant:
- observera le travail d'enseignement en situation de cours, en classe et en ateliers;
- suivra un itinéraire à la découverte des cadrans solaires;
- rencontrera des scientifiques et des enseignants avec qui partager des connaissances;
- visitera les laboratoires didactiques du musée régional des sciences naturelles et l'observatoire astronomique près de Turin;
- visitera le musée de cinéma et la Reggia di Venaria.

POUR QUI?

- Inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

I dati dell'OCSE PISA sui risultati scolastici (6-16 anni) mostrano difficoltà nell'apprendimento della matematica e delle scienze.
Rendere attrattivi tali insegnamenti diventa la sfida dell'educazione. L'U.S.R.Piemonte ha avviato un Comenius regio con le Hautes Alpes, l'Académie di Aix-marseille, l'Inspection Académique di Gap sulla formazione congiunta dei docenti delle primarie su scienze e lingue, trasferibile ad altri ordini di scuola. I partecipanti scopriranno le risorse culturali locali, con il supporto di Musei e di enti di educazione non formale, anche negli ateliers e in situazione. Visiteranno: luoghi storici, culturali e naturalistici e incontreranno insegnanti e ricercatori.

WWW.

www.piemonte.istruzione.it – www.regione.piemonte.it/museoscienzenaturali
www.planetarioditorino.it – www.italia150.it/ – www.lavenaria.it/

LEARNING MATHEMATICS AND SCIENCE

Scientific and humanistic culture in astronomy

Group No: **171**

Round 2

Type of visit:
Mixed

23/5/2011-27/5/2011
Lyon, France

Working language:
English

Number of places: **20**
Minimum required: **6**

Keywords:

- **competences in science and technology**
- **cultural awareness and expression**
- **extra-curricular activities**

CATEGORY OF THEMES:

Key competences for all, including creativity, innovation and entrepreneurship

WHY?

During the world year of astronomy, the study visit will give participants the opportunity to discover the resources and research projects of the ACCESS team and the French-language and literature team (F2L).
Participants will discover the implications of astronomy in schools, clubs, scientific workshops and astronomy in schools and secondary schools. Participants will also discover how astronomy is linked to a multifield approach binding sciences, as well as history, geography, arts and philosophy.
A visit to the astronomical clock of Lyon dating back to the Middle Ages will be organised.

WHAT?

Participants will learn about:

- the link between astronomy and many other disciplines such as foreign languages, literature, history, geography, arts and philosophy;
- resources and research projects of the Acces team and the French and literature team;
- scientific workshops in schools and secondary schools.

HOW?

Participants will:

- take part in a scientific workshop in a primary school, college or secondary school;
- describe how astronomy is implicated in multidisciplinary projects in their 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 education and training networks and associations,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A l'occasion de l'année mondiale de l'astronomie, la visite d'étude : "Culture scientifique et culture humaniste autour de l'astronomie" permettra au participant de découvrir les ressources et projets de recherche des équipes ACCES et Français-Langue et Littérature (F2L) .
Le participant pourra découvrir l'implication de l'astronomie dans les établissements scolaires, dans les ateliers scientifiques et dans les clubs d'astronomie de collèges et lycées. Il verra comment l'astronomie se prête particulièrement bien à une approche pluridisciplinaire liant sciences et lettres mais aussi histoire-géographie, arts et philosophie

Organiser(s):

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WWW.

http://acces.inrp.fr/clea – http://litterature.inrp.fr/litterature/dossiers/sciences-et-lettres

EARLY LEARNING OPPORTUNITIES

Improving first cycle school in Portugal

Group No: **172**

Round 2

Type of visit:
General education

21/3/2011-25/3/2011
Lisboa, Portugal

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **curriculum**
- **leadership and management**
- **young people**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Since 2005, Portugal has put in place an ambitious set of measures to improve teaching and learning conditions in the first four years of compulsory education, which comprise the first cycle. Transformation of the primary school network in Portugal has few if any modern international parallels in terms of its ambition and speed of implementation. The reorganisation and development programme brings together a coherent range of policies, such as: reorganization and development of the school network; expansion of full-time school and access to curricular enrichment activities (CEA); teacher training; school leadership and managerial clarity; monitoring, evaluation and accountability.

WHAT?

Participants will learn about:

- reorganisation and development of the school network in the first cycle;
- expansion of full-time school and access to curricular enrichment activities;
- CEA teacher training, employment and monitoring;
- financial provision for CEA programmes;
- school leadership and managerial clarity;
- monitoring, evaluation and accountability.

HOW?

Participants will:

- visit schools with curricular enrichment activities (CEA);
- meet CEA teachers to talk about training, employment and monitoring;
- meet school leaders;
- visit schools that have participated in school network reorganisation;
- meet experts carrying out evaluation of these policies.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Desde 2005 que Portugal tem vindo a implementar medidas no sentido de melhorar as condições de ensino e de aprendizagem dos primeiros quatro anos do ensino obrigatório, que compreendem o primeiro ciclo. Esta visita de estudo debruça-se sobre essas medidas.

Organiser(s):

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Fax +351-213 93 68 68
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Website: www.dgidc.min-edu.pt

WWW.

http://sitio.dgidc.min-edu.pt/

OPORTUNIDADES DE APRENDIZAJE PRECOZ

Situación actual de la educación temprana en Cantabria

Número de grupo: **173**

Turno 2

Tipo de visita:
Educación general

28/3/2011-1/4/2011
Santander, España

Lengua de trabajo:
Español

Número de plazas: **12**
Número minimo requerido: **6**

Las palabras clave:

- **competencias fundamentales**
- **participación de los padres**
- **enfoques innovadores**

CATEGORÍA DE TEMAS:

Mejora del acceso, la equidad, la calidad y la eficiencia en la educación y la formación

¿POR QUÉ?

La implantación de la educación temprana en nuestra comunidad es una demanda social creciente a la vez que el punto de partida de lo que será la escolarización de nuestro alumnado. Por este motivo, no se entiende sin la colaboración activa de las familias.
Nuestra comunidad permite mostrar una variedad amplia de centros educativos contextualizados y que responden a las características concretas de la zona. Ofrecemos la posibilidad de visitar varios centros educativos de nuestra comunidad para ilustrar y presentar un abanico variado de diferentes planteamientos: desde el bilingüismo hasta el desarrollo de metodologías participativas con las familias.

¿QUÉ?

Los participantes aprenderán acerca de:
- organización de espacios en atención temprana;
- secuencias temporales;
- rutinas;
- evolución del ciclo 0-3 años en nuestra comunidad;
- organización de los centros (comedores, pasillos, etc.);
- mecanismos de información con familias;
- participación activa de las familias en el proceso de aprendizaje de sus hijos e hijas;
- prácticas docentes y metodologías utilizadas en esta etapa;
- trabajo de un segundo idioma desde el centro y con las familias;
- desarrollo de la autonomía personal;
- desarrollo de las relaciones sociales y de la capacidad de comunicación.

¿CÓMO?

Los participantes:
- visitarán diferentes centros educativos que desarrollen los enfoques anteriormente descritos;
- asistirán a momentos lectivos donde se aprecien prácticas de trabajo en el aula;
- asistirán a algún encuentro con familias que les contarán cómo colaboran con el centro;
- conocerán diferentes espacios educativos y de aprendizaje;
- interactuarán con algún grupo-clase;
- intercambiarán, en un espacio creado durante la visita, experiencias y debatirán con los responsables de esta etapa cuantas cuestiones deseen sobre esta etapa.

¿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,
- asesores pedagógicos u orientadores,
- representantes de redes y asociaciones de educación y formación profesional,
- representantes de autoridades locales, regionales y nacionales,
- investigadores.

Organizador(es):

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WWW.

www.educantabria.es/aulas_de_2_anos/planes/aulas-de-2-anos/aulas-de-2-anos – www.educantabria.es/plan_lector/planes/planlector/planlector – www.educantabria.es www.educantabria.es/apertura_de_centros/plan_de_apertura/informacion-general/plan-de-apertura-de-centros-a-la-comunidad

EARLY LEARNING OPPORTUNITIES

Pre-primary classes in the primary school system

Group No: **174**

Round 2

Type of visit:
General education

9/5/2011-13/5/2011
Nevşehir, Türkiye

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Pre-primary education in Turkey involves children in the age group of three to five who have not reached the age of compulsory primary education, on an optional basis. In 2009, duration of compulsory education increased to nine years in 32 cities in the county as part of a ministry project to reach the desired rate. Nevsehir is one of these 32 cities. According to reports issued by the Ministry of Education in 2009, the schooling rate in the age group of five in Nevsehir increased from 52% to 97% in a year. Nevsehir is now in first place among all cities in Turkey in increasing schooling. One of the reasons for reaching the desired rate were training programmes both for pre-primary teachers and parents.
The organiser is Nevsehir Provincial National Education Directorate. We want to add a European dimension to discussions on raising the schooling rate in 36 to 42 month-old.

WHAT?

Participants will learn about:
- primary and pre-primary education in Turkey and in Nevşehir;
- pre-primary schools and Turkish education compared to European culture;
- creativity in pre-primary classes today;
- new ideas on intercultural education by understanding pre-primary and primary education systems.

HOW?

Participants will:
- visit pre-primary classes in primary schools;
- visit State and private pre-primary schools;
- attend a lecture on pre-primary and primary education systems;
- meet directors/teachers of pre-primary classes.

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:

Ülkemizde 2009-2010 eğitim öğretim yılı itibariyle mecburî eğitime dahil edilen ana sınıfları ve ana okullarının ülke ve il çapında geldiği aşama Avrupalı eğitimcilere tanıtılacak; ülkemiz ve diğer Avrupa ülkelerinde ana okullarının geldiği aşamalar, yerinde ders izleme ve katılımcı panellerle karşılıklı olarak tartışılacaktır.Nevşehir'de 2008 verilerine gore anaokullarında okullaşma oranı çağ nüfusuna gore %52, 2009 verilerine gore % 57 oranındadır. Önümüzdeki yıllarda bu oranın ideal seviyeye gelmesi için çalışmalara devam edilmekte, gerekli tedbirler ile kalıcı uygulamalar üzerinde çalışılmaktadır. Çalışma ziyareti konusu da bu amaçlar dahilinde planlanmıştır.

Organiser(s):

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WWW.

http://ooegm.meb.gov.tr/ – http://nevsehir.meb.gov.tr/ – www.nevsehirdeiyiornekler.org

APPROCHES D'APPRENTISSAGE PERSONNALISÉES

Alterner pour réussir son orientation et son insertion socio-professionnelle

Numéro de groupe: **175**

Phase 2

Type de visite:
Enseignement général

21/3/2011-25/3/2011
Pau, France

Langue de travail:
Français

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

Mots clés:

- **égalité entre les genres**
- **apprentissage personnalisé**
- **jeunes**

CATÉGORIE THÉMATIQUE:

Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation

POURQUOI?

Pour construire l'Aquitaine de demain, notre région accorde de nombreux moyens à la jeunesse – source de créativité, de dynamisme et d'innovation – et veille à ce que les centres de formation en charge de ces jeunes puissent leur offrir un maximum d'atouts pour leur réussite scolaire, leur épanouissement personnel et leur insertion professionnelle (égalité des chances dans leur formation, faire mieux comprendre aux jeunes les enjeux de la société, s'ouvrir aux autres…).
Dans ce contexte, forts de nos 72 ans d'expérience, nous travaillons pour accompagner des jeunes dans leurs projets dans le but d'une insertion professionnelle et sociale réussie. Nos jeunes sont souvent démotivés, en échec ou désireux d'entrer dans la vie active. Cet accompagnement est au cœur d'une pédagogie motivante pour réussir autrement: l'alternance.
Expérimenter pour apprendre et s'orienter, un rythme approprié et individualisé, un partenariat solide «famille-équipe pédagogique-professionnels» autour du jeune, sont les trois principes fondamentaux qui nous poussent à innover au quotidien.

QUOI?

Le participant découvrira:
- les atouts de la pédagogie intégrative quant à l'orientation et l'insertion professionnelle;
- l'enjeu du partenariat avec les professionnels et les familles dans la réussite du jeune;
- des outils d'accompagnement au développement de l'autonomie: le carnet de liaison et le portefeuille de compétences.

COMMENT?

Le participant:
- visitera trois établissements;
- rencontrera des jeunes, des familles, des formateurs et des entreprises;
- observera des pratiques en classes;
- participera à des débats et à des tables rondes.

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,
- 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,
- chercheurs.

Organisateur(s):

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Fax +33- 5 56 68 39 26
Email: severine.gallais@mfr.asso.fr
Website: www.mfr.asso.fr

WWW.

www.mfr-aquitaine-limousin.com/ – www.mfr.asso.fr
www.mfr80.com/beauquesne/html/pedago.html
http://formation.sudouest.com/articles/articles-formation/24-mfr/index.html

MESURES VISANT À PRÉVENIR L'ABANDON SCOLAIRE

Lutter contre l'abandon scolaire par une approche partenariale

Numéro de groupe: **176**

Phase 2

Type de visite:
Mixte

28/3/2011-1/4/2011
Lyon, France

Langue de travail:
Français

Nombre de places: **20**
Minimum requis: **8**

Mots clés:

- **abandons**
- **environnement scolaire**
- **besoins particuliers**

CATÉGORIE THÉMATIQUE:

Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation

POURQUOI?

Dans les quartiers populaires du sud de l'agglomération de Lyon, l'abandon scolaire est un phénomène récurrent.
Pour tenter de prévenir ce phénomène et y remédier, des politiques scolaires et éducatives sont impulsées aux niveaux national, régional et local. La région Rhône-Alpes et la ville de Lyon impulsent une dynamique partenariale qui s'organise entre institutions publiques et organisations de la société civile.
Le Centre Alain Savary de l'Institut national de recherche pédagogique possède une expertise dans ce domaine. L'équipe intervient aux niveaux national, régional et local avec des chercheurs, des experts sur cette question. Elle peut donc présenter les démarches engagées dans la région et accompagner la réflexion des participants.

QUOI?

Le participant découvrira:

- les politiques pour lutter contre l'abandon scolaire dans les territoires socialement défavorisés;
- les différentes formes de partenariat pour prévenir l'abandon scolaire en région Rhône-Alpes;
- les freins et les leviers;
- les dispositifs dans des établissements scolaires mais aussi en dehors, dans l'académie de Lyon;
- la formation professionnelle des acteurs dans le cadre de l'abandon scolaire.

COMMENT?

Le participant:

- observera des actions partenariales menées dans les classes sur le temps scolaire et en dehors des établissements hors temps scolaire;
- échangera avec des responsables de dispositifs et des politiques territoriales et scolaires;
- analysera les observations et les échanges avec des chercheurs et des partenaires de l'équipe accueillante.

POUR QUI?

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

Organisateur(s):

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WWW.

http://cas.inrp.fr/CAS/prevention-decrochage-scolaire – www.delay.ac-lyon.fr/
www.ac-lyon.fr/education-prioritaire-lyon-grandes-lignes.html
www.educasource.education.fr/selecthema.asp?ID=87683
www.rhonealpes.fr/145-echec-scolaire.htm
www.lacse.fr/dispatch.do?sid=site/politique_de_la_ville/objectifs_1/education

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Access, quality and efficiency in secondary education – An Arctic approach

Group No: **177**

Round 2

Type of visit:
Mixed

4/4/2011-8/4/2011
Bodø, and the Lofoten Isles, Norway

Working language:
English

Number of places: **14**
Minimum required: **7**

Keywords:

- **drop-outs**
- **extra-curricular activities**
- **work placement**

Organiser(s):

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Website: www.nfk.no

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

In northern Norway there is increasing focus on the drop-out rate in upper secondary, expanding learning arenas' collaboration between the educational sector and world of work, quality achievement being less than the national average, and equal access to education.
The county is at the lower end of national statistics on the drop-out rate and the region is experiencing a decreasing population.
The city of Bodø and the Lofoten Isles are the selected locations and will provide a comprehensive insight onto how an urban and a typical rural location focus on common challenges.
We face rural-urban challenges and need to find alternative learning arenas to motivate young people. Closer collaboration between schools and working life, out-of-school activities and follow-up initiatives to prevent drop-outs are some of the good practices developed.
The host organisation is responsible for upper secondary education and adult education at secondary level.

WHAT?

Participants will learn about:
- alternative learning arenas;
- measures to prevent drop-outs;
- innovative school – business collaboration;
- out-of-school initiatives to decrease drop-out rates.

HOW?

Participants will:
- visit alternative learning arenas;
- 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,
- 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:

Frafall i opplæringen er både et nasjonalt – og regionalt problemområde. Studiebesøket tar sikte på presentere ulike tiltak som er satt i gang i regionen for å sikre en bedre gjennomstrømming av elever. Paraplyprosjektet 'En bedre skole' vil være inne i sitt andre år og involverer alle vid skoler og fagopplæringen.
Deltakere vil lære mer om:
- Overgang ungd. skole – videregående skole;
- Overgang skole-læretid;
- "Sentrum – periferi"- utfordringer;
- Samarbeid skole – næringsliv i småsamfunn.

Deltakerne vil besøke skoler, bedrifter g møte regionale beslutningsnivå for diskusjoner og drøftinger. Følgeforskning vil forhåpentligvis bli trukket inn for å belyse problemstillingene.

WWW.

https://files.itslearning.com/data/231/C6773/sv2011/index.htm

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Marketable professions for young Roma: reintegration into the labour market

Group No: **178**

Round 2

Type of visit:
Mixed

4/4/2011-7/4/2011
Budapest, Hungary

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

According to studies, a high percentage of Roma students drop out of the educational system without obtaining any qualifications and as a consequence, most will become unemployed. Worse, there are no successful second chance programmes in the country which could provide working opportunities for these people. Our programme tries to keep young Roma at school to get their first job. Due to cooperation between firms, schools and 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 option 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 good model to integrate disadvantaged young adults into education with the help of teacher mentors;
- a good model for integrating disadvantaged young adults into the labour market.

HOW?

The participants will:

- meet Roma Education Fund (REF) and government experts and representatives of local government and NGOs;
- meet Roma students benefiting from the programme;
- meet teaching staff and mentors of the students;
- meet parents of Roma students benefiting from the programme;
- 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 egy olyan program bemutatása, mely a hátrányos helyzetű és roma fiatalok munkaerőpiacra és oktatásba való integrációját szolgálja. A programba bevont diákok nagy része már nem tanköteles, viszont tanulmányait nem fejezte be, lemorzsolódott az iskolából. Ez a program számukra szeretne egy második esélyt biztosítani azáltal, hogy segít munkahelyhez juttatni őket. A program eredményeként a bevont fiatalok 90%-a befejezi a szakképzést és 75%-a munkahelyhez is jut az iskola befejezése után. A program sikere a mentorok munkájának, valamint a régióban működő cégek és gyárak közötti szoros együttműködésnek köszönhető.

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Back to school

Group No: **179**

Round 2

Type of visit:
Mixed

16/5/2011-20/5/2011
Gaziantep, Turkey

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **drop-outs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

We are a local authority responsible for education affairs in Gaziantep City of Turkey. Early school-leaving is a rapidly increasing problem both in our country and in all EU countries. The number of early school-leavers in our region is high, but our region has good experience in dealing with problems of drop-outs. We aim to equip potential adult students with the necessary tools and adequate support to be able to return to formal education.

WHAT?

Participants will learn about:

- actual situation of early school-leavers in Gaziantep;
- outcomes of Grundtvig project 'Back to school-A chance for better life';
- innovative methods and tools used in training adults who come back to school;
- measures to prevent early school-leaving, reasons for abandoning school and main obstacles to returning to school;
- adult education system of Turkish Republic and European dimension of education in Turkey.

HOW?

Participants will:

- visit adult education centers, local education authorities, University of Gaziantep;
- participating creative workshops, presentations, discussions;
- observe teachers' work in the classroom;
- share their own experiences on early school-leaving and introduce their country's adult education systems.

WHOM?

- 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 local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Gaziantep Milli Eğitim Müdürlüğü olarak ilimizde okuldan ayrılan yetişkinlerin okullaşma oranını arttırmak, okuldan ayrılma oranlarını en aza indirmek ve 2007-2009 yıllarında yürüttüğümüz okula dönüş adlı Grundtvig projesinin çıktılarını uluslararası düzeyde yaygınlaştırmak amacıyla düzenleyeceğimiz bu çalışma ziyareti kapsamında katılımcılara yetişkin eğitimde kullanılan öğretim yöntem , teknik ve materyaller tanıtılacak, onlarla bilgi alışverişi, yetişkin eğitimi uygulamaları ile ilgili yenilik transferleri yapılacak ve ilimizde faaliyet gösteren yetişkin eğitim merkezleri, yerel otoriteler ve Üniversitelere ziyaretler düzenlenecektir.

Organiser(s):

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WWW.

http://gaziantep.meb.gov.tr/eng/index.html

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Working together to develop skills and confidence for primary school citizens

Group No: **180**

Round 2

Type of visit:
General education

7/3/2011-11/3/2011
Colchester, England, United Kingdom

Working language:
English

Number of places: **12**
Minimum required: **4**

Keywords:

- **disadvantaged groups**
- **lifelong guidance**
- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The diverse social and economic background of children has challenged us to address the every child matters government agenda on issues of social inclusion, early intervention and equality of opportunity for all children.
Colchester includes a wide diversity of social, cultural and economic backgrounds of children and parents.
Colchester Schools Consortium is a group of 15 primary schools working collaboratively to overcome inequality through teaching its children the skills to make informed decisions about themselves and their communities.

WHAT?

Participants will learn about:
- strategies and effectiveness of early intervention;
- the range of support offered by the consortium to different groups of learners;
- approaches to collaborative learning;
- how good practice in skills-based learning is shared between 15 schools;
- how disadvantaged groups are integrated into skills-based learning;
- how the consortium connects with other local providers of children's support.

HOW?

Participants will:
- visit schools to observe intervention activities;
- observe the consortium schools council in action;
- meet extended service providers, including health and social welfare;
- attend a consortium head teachers' business meeting;
- observe special needs workshops, including one for more able children;
- visit non-school organisations involved with the consortium, including the local contemporary arts organisation and those concerned with social inclusion;
- gain an insight into the recent art reflecting citizenship project undertaken by the consortium.

WHOM?

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

Organiser(s):

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WWW.

www.everychildmatters.gov.uk – www.dcsf.gov.uk – www.essexcc.gov.uk
www.child-first.org.uk – www.healthyschools.gov.uk – www.teachernet.gov.uk
www.essexprimaryheads.co.uk

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

L´attention éducative à l'enfant malade dans la région de Madrid

Numéro de groupe: **181**

Phase 2

Type de visite:
Enseignement général

7/3/2011-11/3/2011
Madrid, Espagne

Langue de travail:
Français

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

Mots clés:

- **groupes défavorisés**
- **apprentissage personnalisé**
- **besoins particuliers**

CATÉGORIE THÉMATIQUE:

Améliorer l´accès, l´équité, la qualité et l´efficacité dans l´éducation et la formation

POURQUOI?

Il est important de montrer comment l'Administration de l'éducation offre un support éducatif de haute qualité à l´enfant malade dans la région de Madrid capitale. On veille ainsi à assurer l'égalité des chances pour les élèves et les étudiants défavorisés dans l'éducation à cause de la maladie.
Il sera également question de mesures préventives contre l'échec scolaire et l'abandon précoce.
Enfin, il sera question de mesures visant à améliorer l'éducation à la santé.

QUOI?

Le participant découvrira:

- comment se développe l'attention éducative à l'enfant malade dans la région de Madrid capitale;
- le développement des trois programmes institutionnels: dans les hôpitaux, à domicile et dans les centres de psychiatrie;
- les initiatives et pratiques pédagogiques des professeurs des élèves malades;
- la participation de ces centres et de ces enseignants aux différents projets.

COMMENT?

Le participant:

- visitera des salles d'hôpital à Madrid;
- rencontrera les enseignants de ces centres éducatifs;
- rencontrera les professeurs du support éducatif à domicile;
- visitera des centres éducatifs thérapeutiques pour des élèves souffrant de pathologies psychiatriques;
- découvrira des techniques novatrices: récit de contes, musicothérapie, thérapie par la danse, thérapie par l'art.

POUR QUI?

- Directeurs de centres d'orientation,
- 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 des autorités locales, régionales et nationales.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

El objetivo de esta visita es dar a conocer cómo la Administración proporciona apoyo educativo al niño enfermo en el Área Territorial de Madrid Capital a través de las tres vías existentes en el momento actual: 1.- Aulas Hospitalarias: atención educativa al niño cuando está hospitalizado. 2.- S.A.E.D.(Servicio de Apoyo Educativo Domiciliario): apoyo educativo al niño cuando permanece en su domicilio a causa de una enfermedad y no puede asistir de forma normalizada al centro escolar. 3.- Unidades de Psiquiatría: refuerzo educativo al alumno con patología psiquiátrica dentro de un centro hospitalario.

Organisateur(s):

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Fax +34- 917 20 30 84
Email: carmen.castilla@madrid.org
Website:
www.madrid.org/dat_capital/upe/supe.htm

WWW.

www.madrid.org/dat_capital/ – www.educared.org.ar/comunidades/aulashospitalarias/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Innovations in VET for young people with impaired intelligence or disabilities

Group No: **182**

Round 2

Type of visit:
VET

14/3/2011-18/3/2011
Kaunas, Lithuania

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **special needs**
- **innovative approaches**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

One of the aims of Lithuanian vocational education policy is to ensure equal opportunities for social disadvantaged groups and integration into society and the labour market. Kaunas construction school is a vocational education and training institution with a special vocational rehabilitation department for cooking, decorating, sewing and joinery specialists with impaired intelligence or disabilities from many regions of Lithuania. For the past several years the school has implemented significant innovations in its education process and infrastructure and became a competitive institution in the EU common market.

WHAT?

Participants will learn about:

- specificities in teaching programmes and materials for pupils with special needs and disabilities;
- methods used for social inclusion in society and the labour market;
- partnership with social partners and employees;
- benefits of innovative approaches in vocational education for pupils with special needs.

HOW?

Participants will:

- visit the vocational rehabilitation department of Kaunas construction school;
- meet, discuss, participate in joint workshops and exchange experience with specialists of Kaunas construction school;
- observe teachers' work in practical and theoretical classrooms: cooking, decorating, wood works, sewing;
- visit Kaunas town municipality and other organisations;
- visit vocational, secondary schools and non-governmental organisations for pupils with special needs and disabilities;
- visit small and medium private companies.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizito tikslas – supažindinti pažintinio vizito dalyvius su diegiamomis inovacijomis ir mokinių su specialiaisiais poreikiais mokymo kokybe Kauno statybininkų mokykloje. Pristatyti mokinių, turinių specialiųjų poreikių (sutrikusį intelektą ir kompleksinę negalią) profesinio rengimo sistemą ir procesus Lietuvoje. Mokykla pastaraisiais metais žengia sparčiais žingsniais inovacijų diegimo asmenų su specialiaisiais poreikiais profesinio rengimo srityje. 2006-2008 metais mokykla ES projektų pagalba atnaujino virėjų ir apdailininkų specialybių materialinę bazę, parengė naujus vadovėlius, mokymosi medžiagą, IT modelius, moodle aplinką (http://81.7.93.238/moodle/).

Organiser(s):

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www.ksm.lt – www.kpkc.lt/nauja/ – www.centras.krs.lt/ – www.kvp.lt
www.viltieziedas.lt/modules/content/?id=1 – www.reabilitacija.lt/
www.pirmaszingsnis.lt/kontaktai.html – www.viltis.lt/lt/news/ – www.nju.lt/
www.lrprc.projektas.lt/news.php – www.gelgaudiskiospecialioji.lt/

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Ruralité et égalité des chances

Numéro de groupe: **183**

Phase 2

Type de visite:
Mixte

28/3/2011-1/4/2011
Angoulême, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **8**

Mots clés:

- **groupes défavorisés**
- **environnement scolaire**

CATÉGORIE THÉMATIQUE:

Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation

POURQUOI?

Le bassin Centre-Charente de formation est un réseau de 35 établissements comprenant des collèges situés en grande partie en milieu rural et des lycées d'enseignement général, technologique et professionnel implantés à Angoulême, une agglomération de 120 000 habitants.
Les différents acteurs de ce bassin sont régulièrement confrontés à la problématique de la réussite des élèves dans cet environnement rural et sont conscients de devoir garantir l'égalité des chances.
Ils souhaitent donc discuter avec des participants européens sur ce sujet et seront attentifs à leurs expériences dans des problématiques similaires.

QUOI?

Le participant découvrira:

- les moyens facilitant l'égalité des chances en milieu rural: les prises en charge (transport, hébergement, etc.), les partenariats avec les collectivités, les entreprises et les autres ministères;
- l'organisation d'un lycée professionnel et d'une unité d'apprentissage;
- les dispositifs particuliers de formation professionnelle continue et d'insertion.

COMMENT?

Le participant:

- rencontrera les différents acteurs et partenaires contribuant à l'égalité des chances dans le bassin Centre-Charente: administration de l'Éducation nationale, collectivités territoriales, autres ministères partenaires, entreprises partenaires;
- visitera des entités scolaires en milieu rural et en agglomération, dont un lycée d'enseignement professionnel avec une unité d'apprentissage;
- observera le fonctionnement du «groupement d'établissements» (formation professionnelle continue);
- participera à des débats d'échanges sur les pratiques et les stratégies mises en œuvre.

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,
- propriétaires/administrateurs de PME,
- 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.

Organisateur(s):

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Fax +33- 545 95 66 93
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WWW.

www.ruralite-egalitedeschances-centrecharente.com

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Creation of inclusive environments to support children with special needs

Group No: **184**

Round 2

Type of visit:
General education

4/4/2011-8/4/2011
Riga, Latvia

Working language:
English

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

Keywords:

- **special needs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Providing special education in an inclusive setting is a priority in Latvia's education policy. Special education in Latvia is provided in special education schools (segregated environment), special classes of mainstream schools (partly inclusive environment) and mainstream classes (inclusive environment). The basic requirement for schools is provision of an appropriate environment, quality education and support. Close cooperation between education, health and social sectors as well as involvement of local authorities is crucial for success. Although development of inclusive education in Latvia is in progress, there are already examples of good practice to be shared with inclusive education professionals from other countries. The visit will provide an opportunity to exchange and transfer good practice, work in partnership and build networks contributing to system development.

WHAT?

Participants will learn about:

- the Latvian education system;
- ensuring appropriate and targeted support for individual pupils with different learning and functional disabilities;
- cooperation and responsibility of institutions involved in shaping inclusive education (State, local government, NGO);
- initiatives and examples of good practice.

HOW?

Participants will:

- meet education policy-makers, professionals, experts;
- visit schools, observe teachers in the classroom;
- visit local authorities, support centres;
- participate in discussions;
- share experience.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- 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:

Izglītības nodrošināšana iekļaujošā vidē ir viena no Latvijas izglītības politikas prioritātēm. Latvijā speciālo izglītību var iegūt speciālās izglītības iestādēs (norobežotā vidē), vispārējo izglītības iestāžu speciālajās klasēs (daļēji iekļaujošā vidē) un vispārizglītojošās klasēs (iekļaujošā vidē). Sistēmas sekmīgai darbībai ir būtiska izglītības, veselības un sociālā sektora sadarbība, kā arī vietējo pašvaldību iesaistīšanās. Lai arī Latvijā iekļaujošas izglītības atbalsta sistēma ir izveides procesā, ir daudz labas prakses piemēru. Šī vizīte būs lieliska iespēja, kā apmainīties ar labas prakses piemēriem, pārņemt pieredzi, veidot sadarbības tīklus un dot ieguldījumu sistēmās attīstībā.

Organiser(s):

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Fax +371- 67 22 65 35
Email: mudite.reigase@visc.gov.lv
Website: www.visc.gov.lv

WWW.

www.izm.gov.lv – www.visc.gov.lv

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Le rôle des associations dans la scolarisation des handicapés

Numéro de groupe: **185**

Phase 2

Type de visite:
Enseignement général

4/4/2011-8/4/2011
Tulle, France

Langue de travail:
Français

Nombre de places: **14**
Minimum requis: **6**

Mots clés:

- **insertion sociale**
- **besoins particuliers**
- **enseignement pré-primaire**

CATÉGORIE THÉMATIQUE:

Améliorer l´accès, l´équité, la qualité et l´efficacité dans l´éducation et la formation

POURQUOI?

Au travers des dispositifs existant en Corrèze, en particulier dans la sphère associative, il s'agit de présenter l'éventail des formules de scolarisation des élèves handicapés en France. Les associations signataires de protocoles d'accord avec l'Éducation nationale complètent l'action de l'enseignement public et participent à l'éducation et à la formation des enfants, des jeunes et des adultes.
Dans cette sphère associative, l'ADPEP 19 (Association départementale des pupilles de l'enseignement public) est une association incontournable par le nombre d'élèves accueillis, la diversité des institutions qu'elle gère et les dispositifs dans lesquels elle est impliquée.

QUOI?

Le participant découvrira:

- la traduction au niveau départemental, souvent novatrice, des politiques mises en place au niveau national;
- les différents dispositifs permettant de scolariser des enfants handicapés, dès l'âge de 3 ans;
- l'éventail de formules intermédiaires développé, la diversité des dispositifs (à temps partiel ou à temps plein) et les modes de coopération entre les écoles ordinaires et spécialisées;
- comment un projet personnalisé de scolarisation organise la scolarité de l'élève de manière individuelle ou collective, en classes d'inclusion scolaire ou dans une unité pédagogique d'intégration.

COMMENT?

Le participant:

- visitera un large éventail d'établissements ordinaires ou spécialisés scolarisant des élèves handicapés (écoles primaires, collèges, lycées, établissements médico-sociaux avec internat, établissements de cure ambulatoire, centres medico-psychopédagogiques, centre spécialisé de formation d'apprentis);
- rencontrera des responsables de l'éducation, de l'Éducation nationale, des professionnels de la scolarisation des handicapés, des professeurs, des élèves, etc;
- échangera ses expériences et ses opinions avec ses collègues quant à leurs pratiques respectives.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d´enseignants,
- conseillers pédagogiques ou d´orientation,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants de services éducatifs, d´agences pour l´emploi ou de centres d´orientation,
- chercheurs.

Organisateur(s):

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Fax +33- 5 55 20 03 01
Email: joel.roy@ac-limoges.fr
Website: http://ad.pep19.free.fr/

WWW.

www.education.gouv.fr/cid207/la-scolarisation-des-eleves-handicapes.html
www.lespep.org/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Development of a social care network in Gabrovo municipality

Group No: **186**

Round 2

Type of visit:
Mixed

11/4/2011-15/4/2011
Gabrovo, Bulgaria

Working language:
English

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

Keywords:

- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Development of social services makes Gabrovo Municipality an active and successful player in implementing European and State policy of deinstitutionalisation and realisation of social services, directed at inclusion and integration of disadvantaged groups of all ages, social backgrounds and physical conditions.
Gabrovo municipality is able to provide participants with examples of good practice of alternative social services and integration policies, most of which started as successful projects, aimed at inclusion and adaptation of disadvantaged groups.

WHAT?

Participants will learn about:
- integration projects developed and implemented in Gabrovo municipality;
- new services established by Gabrovo municipality;
- the methods applied to achieve successful inclusion of the target groups;
- the social and educative work done and the results achieved;
- training provided for specialists involved in the realisation of the specific services and projects.

HOW?

Participants will:
- visit centres providing alternative social services;
- meet specialists, involved in project implementation/service provision and discuss the problems encountered and methods applied;
- observe progress in children's/students' personal development and behaviour.

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:

Община Габрово ще представи добри практики за устойчиво и последователно прилагане политиките за деинституционализация, социално включване на деца/лица в неравностойно положение, както и интегриране на деца от етническите малцинства. Участниците в учебната визита ще се запознаят с натрупания опит при реализацията на образователни и социални проекти и предоставяне на социални услуги в общността, съответстващи на специфичните нужди на конкретните потребители. Участниците ще дискутират и споделят собствен опит и практика и постигната устойчивост на проектни резултати.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Inclusion is not an illusion

Group No: **187**

Round 2

Type of visit:
Mixed

2/5/2011-6/5/2011
Klášterec nad Ohří,
Czech republic

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Inclusion belongs to one of the main goals of Czech education policy. Pupils with special needs should have the same access and quality of education as anybody else.
Now parents make the last decision in choosing to put a child in general or special school. Pupils are provided with an appropriate school environment both for learning and social inclusion.
Our institution belongs to a wide range of schools for pupils with special needs so participants can see how special education functions in our country. We cooperate with other institutions involved in special education whcih will be visited.
We hope to learn about the approaches and opinions of participants involved in special education abroad and to compare the level of inclusion in individual countries.

WHAT?

Participants will learn about:
- new approaches to special education in the Czech Republic;
- methods and tools used in special schools;
- opportunities in our region for pupils with special needs (primary and secondary education);
- similarities and differences of special education methods in participants'countries.

HOW?

Participants will:
- visit special education schools and the association supporting people with intellectual and multiple disabilities in Czech Republic and Special Education Department of Faculty of Education at Charles University in Prague;
- observe teachers in classrooms and a in local training college;
- meet representatives of education authorities and the 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 local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Inkluze či integrace žáků se speciálními vzdělávacími potřebami, jejich možností dalšího vzdělávání po ukončení povinné školní docházky. Vzdělávání speciálních pedagogů. Školská legislativa. Potřeba asistentů pedagogů ve vyučování žáků se speciálními vzdělávacími potřebami. Návštěvy zařízení státních i soukromých.
MŠMT ČR – legislativa. Pedagogická fakulta University Karlovy. Občanské sdružení Společnost pro podporu lidí s postižením v ČR.

Organiser(s):

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Email: zvlastni_skola@iol.cz
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WWW.

www.msmt.cz – www.cuni.cz – www.pedf.cuni.cz – www.spmpcr.cz – www.zs-prakticka.cz

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Inclusive education – Raising the bar

Group No: **188**

Round 2

Type of visit:
General education

2/5/2011-6/5/2011
Lisboa, Portugal

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Special education in 1999: many students with disabilities were outside the educational system and there was a large gap between the levels of schooling achieved by persons with and without disabilities. A study conducted by an university found that 21.1% of the disabled population could not read or write or had not attended school, while this percentage in the population without disabilities was 3.6%. Lack of interdisciplinary cooperation, human resources and technical means, left regular teachers alone to their own devices. How far have we come? Inclusive education should be part of an overall strategy of education, building an inclusive school. Special education teachers should be integrated into the school staff.

WHAT?

Participants will learn about:

- reorganisation of special education needs (SEN) support system;
- allocation of human resources to school staff;
- implementation of a national ICT resource to raise levels of activity and participation of pupils;
- reform of the financing model for special education;
- how to reconvert special schools into resource centres for inclusion.

HOW?

Participants will:

- visit schools that have undertaken steps to become an inclusive school;
- observe regular classes with SEN students;
- meet with special education teachers and regular teachers who have to cope with inclusive school;
- visit specialised units in schools for pupils/students with very complex SEN.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Desde 2005 que Portugal tem vindo a implementar medidas no sentido de melhorar as condições de ensino e de aprendizagem. Esta visita de estudo debruça-se medidas inclusivas.

Organiser(s):

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WWW.

http://sitio.dgidc.min-edu.pt/PressReleases/Paginas/ConferencialnternacionalEducaInclusiva.aspx

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Equal opportunities for lifelong learning in Pärnu county

Group No: **189**

Round 2

Type of visit:
Mixed

9/5/2011-13/5/2011
Pärnu, Estonia

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **disadvantaged groups**
- **special needs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Pärnu is located in south-east Estonia, an area of 32 km² with a population of about 43 600. In 2004, Unicef awarded Pärnu the title of child- and youth-friendly city. Pärnu values working with children and youth as they are a target group to be granted the best self-realisation opportunities and a safe living environment. We have all levels of educational system represented – from kindergarten to university – forming a good small model of the Estonian education system and lifelong learning. Formal and non-formal education is accessible for disadvantaged people (children and adults living on an isolated island or being non-Estonians) and for people with special needs.

WHAT?

Participants will learn about:

- all levels of the Estonian education system and systems of participating countries;
- methods and tools used in formal and informal education for learners;
- lifelong education system and possibilities for learners with special needs;
- methods for identifying special needs;
- mechanisms for disseminating information on lifelong learning.

HOW?

Participants will:

- meet local authorities responsible for special education in Estonia;
- meet directors of education and training establishments, teachers, trainers, students and social partners;
- attend lectures on the lifelong learning system in Estonia for children and adults with special needs;
- visit special education institutions for all levels of formal and informal education;
- visit an isolated community on a small Estonian island.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

2004. aastal omistas UNICEF Pärnule laste- ja noortesõbraliku linna tiitli. Tiitel tähendab, et Pärnus on lastel ja noortel head võimalused eneseteostuseks ja turvaline keskkond. Pärnu linna haridussüsteem on Eesti haridussüsteemi väike mudel. Õppelähetusel osalejatel on võimalik saada ülevaade elukestva õppe võimalustest alates lasteaiast kuni kõrgkoolini (üld- ja huviharidus). Haridus on kättesaadav ka ebasoodsas olukorras (vanus, keeleprobleemid, elamine saarel) ja hariduslike erivajadustega inimestele. Õppelähetusel osalejatele pakutakse võimalust tutvuda meie õppekavade, õppemeetodite ja –vahenditega, külastame erineva taseme ja suunitlusega koole.

Organiser(s):

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WWW.

www.parnu.ee/eng/haridus_ava.htm – www.hm.ee/index.php?149405
www.onk.ee/index.php?id=74

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Breaking language barriers through investigative science learning

Group No: **190**

Round 2

Type of visit:
General education

9/5/2011-13/5/2011
Pinneberg (near Hamburg), Germany

Working language:
English

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

Keywords:

- **language skills**
- **migrants and minorities**
- **content and language integrated learning (CLIL)**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Successful migrant teaching is currently a big challenge for our schools. Nevertheless, some schools in our district are working very successfully on investigative content and language integrated learning (CLIL), teaching to mixed groups of migrants and non-migrants.
The local education authority will host the visit, as beyond teaching practices at local schools, social development strategies will be a focus of the visit.

WHAT?

Participants will learn about:

- CLIL-learning environments which focus on helping migrant students break social, cultural, and language barriers through successful (investigative) science learning;
- integration of school science learning into overarching social contexts of school and community life;
- how to ease cooperation between different educational institutions, including social services;
- examples of best practice;
- an Internet-based platform for networking in CLIL for migrants.

HOW?

Participants will:

- visit primary and secondary schools that use CLIL environments for migrant teaching;
- observe teachers in the classroom;
- analyse, discuss, and adapt teaching resources to their own needs;
- meet representatives of local educational and socio-political institutions and authorities that cooperate in migrant education programmes;
- work on developing curricula (in accordance with participants' national curricula) that focus on social and language learning through investigative science teaching;
- try out an Internet-platform.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Content Integrated Language Learning, Lernen in heterogenen Lerngruppen und Integration durch Überwindung von Sprachbarrieren stehen im Zentrum des Studienbesuchs. Fokus ist das forschende naturwissenschaftliche Lernen von Schülern mit Migrationshintergrund mit rudimentären oder nicht vorhandenen Deutschkenntnissen innerhalb deutschsprachiger Lerngruppen. Sprachbarrieren werden gezielt über die Inhalte lebensnahen naturwissenschaftlichen Fachunterrichts bearbeitet. Er ist handelnd-konstruktivistisch angelegt. Das Sprachlernen wird gefördert, doch von den Schülern nicht als zentrales Element des Unterrichts wahrgenommen, was die Motivation zur Nutzung der Zielsprache in hohem Maße fördert.

WWW.

www.teachingenglish.org.uk/think/articles/content-language-integrated-learning
www.visionlearning.com/library/module_viewer.php?mid=45 –
http://teachertipstraining.suite101.com/article.cfm/ scientific_method_and_problem_based_learning – www.clilconsortium.jyu.fi/

Organiser(s):

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Join us: vocational guidance of students with special needs

Group No: **191**

Round 2

Type of visit:
Mixed

9/5/2011-13/5/2011
Ankara, Türkiye

Working language:
English

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

Keywords:

- **lifelong guidance**
- **special needs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Ankara is the capital of Turkey and there are universities with special education departments. There are various special education schools and unions related to special needs. In our region, there are lots of disadvantaged groups. We work with students with special needs. Mamak Guidance and Research Centre is part of the Ministry of National Education in Turkey. We try to help disabled individuals to select vocation according to their needs and place disabled students in the appropriate educational environment as well as support staff in mainstream education.
There is an urgent need for new approaches and methods in vocational guidance for disabled students after compulsory education.

WHAT?

Participants will learn about:

- new approaches and methods used in vocational guidance for students with special needs;
- orientation applications of students with special needs after compulsory education in all European Union countries;
- different viewpoints in defining interests and abilities of these students;
- assessment of students with special needs.

HOW?

Participants will:

- visit special education schools;
- visit mainstream schools;
- visit organisations, centres and unions related to special needs;
- visit universities that have special education departments.

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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

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ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

L'enseignement spécialisé: une réponse aux élèves à besoins spécifiques

Numéro de groupe: **192**

Phase 2

Type de visite:
Mixte

9/5/2011-13/5/2011
Namur, Communauté française de Belgique

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **insertion sociale**
- **besoins particuliers**
- **approches innovantes**

CATÉGORIE THÉMATIQUE:

Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation

POURQUOI?

En ce qui concerne les dispositifs scolaires de prise en charge des élèves à besoins spécifiques, alors que certains pays ont opté pour le « tout à l'intégration », la Communauté française de Belgique développe, depuis 1970, une structure d'enseignement spécialisée originale. Huit types d'enseignement y sont organisés aux niveaux fondamental et secondaire dans 200 écoles adaptées. Cette structure clairement identifiée développe de plus en plus de synergies avec l'enseignement ordinaire, via l'intégration scolaire, la formation professionnelle en alternance, la prise en charge d'élèves en décrochage scolaire ou en difficulté d'apprentissage.

QUOI?

Le participant découvrira:

- les informations générales sur l'enseignement spécialisé en Communauté française;
- les écoles adaptées aux différents types de besoins spécifiques;
- des pratiques et des méthodes d'intégration.

COMMENT?

Le participant:

- visitera des écoles fondamentales et secondaires organisant les huit types d'enseignement spécialisé (déficience légère, modérée et sévère, trouble du comportement, déficiences sensorielles, physiques, école à l'hôpital et les troubles d'apprentissage);
- découvrira des expériences pédagogiques innovantes en matière d'intégration scolaire (prise en charge des élèves en décrochage, formation professionnelle en alternance);
- visitera des classes pratiquant des pédagogies adaptées: autistes, aphasiques/dysphasiques et polyhandicapés;
- rencontrera des chercheurs et des formateurs d'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,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

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Fax +32- 22 56 71 29
Email: cellule.europe@segec.be
Website: www.segec.be

WWW.

www.segec.be – www.segec.be/Fedefoc/infos/index.htm – www.segec.be/fesec/index.htm
www.enseignement.be – www.enseignement.be/index.php?page=24406&navi=961

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Integration of migrants through civil society and State mechanisms

Group No: **193**

Round 2

Type of visit:
Mixed

9/5/2011-13/5/2011
Athens, Greece

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **language skills**
- **social inclusion**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Europe needs to identify new policies and practices to address the need of integrating newcomers from third countries who arrive as immigrants or refugees. Greece has many immigrants as it is a border country of European Union. New State laws and civil society initiatives are means of developing a tolerant multicultural society. Athens is the place where immigrants usually come to either find a place in the sun or to continue to another European country. Some organisations and persons have developed special expertise on this issue.

WHAT?

Participants will learn about:

- policies and strategies for integrating migrants through language learning;
- tools and methods for teaching a mother tongue as a second/foreign language;
- examples of good practice;
- how civil society can promote multiculturalism.

HOW?

Participants will:

- visit research centres, NGOs, adult education centres and secondary schools that teach migrants and /or their children;
- observe language teaching methodology in the classroom;
- meet teachers, teacher trainers, policy-makers, researchers, persons responsible for integration of migrants in various organisations.

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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η Ευρώπη χρειάζεται να διερευνήσει νέες πολιτικές και πρακτικές ώστε να ανταποκριθεί στην ανάγκη ένταξης των πολιτών τρίτων χωρών οι οποίοι έρχονται ως μετανάστες στο ευρωπαϊκό έδαφος. Η Ελλάδα έχει έναν μεγάλο αριθμό εισερχόμενων μεταναστών, καθώς είναι στα σύνορα της Ευρωπαϊκής Ένωσης. Οι νέοι νόμοι καθώς και οι πρωτοβουλίες από την πλευρά της Κοινωνίας των Πολιτών είναι τα μέσα για να αναπτυχθεί μία ανεκτική πολυπολιτισμική κοινωνία. Η Αθήνα συγκεντρώνει μεγάλο αριθμό μεταναστών. Έτσι υπάρχει συγκεντρωμένη εμπειρία για το θέμα, η οποία έχει αναπτυχθεί από οργανισμούς και άτομα.

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Website: www.iky.gr

WWW.

www.imepo.gr/Home.aspx?C=3 – www.migrantsingreece.org/default.asp
http://ethelodiki.blogspot.com/ – www.integration.gr

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Specifics in education of Roma and other socially disadvantaged children

Group No: **194**

Round 2

Type of visit:
General education

17/5/2011-21/5/2011
Bratislava, Slovakia, Košice, Slovakia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The issue is very important both for our country and for several other countries in the European region. It is a big challenge to share the knowledge and experience acquired after working for a long time with Roma children.
In Slovakia we have experience of education results of marginalised children and we can disseminate this knowledge to colleagues from countries where Roma and other children from socially disadvantaged settings are educated.
The Research Institute for Child Psychology and Pathopsychology in Bratislava deals with education of Roma children in close cooperation with the Council of Europe and Unesco. Due to its international reputation it is ready to host colleagues from abroad and offer them knowledge, expertise and a warm, friendly work setting.

WHAT?

Participants will learn about:
- Roma people's history in Slovakia and central Europe;
- education of socially disadvantaged children;
- special education needs and their reflection in curricula;
- methodology, forms and process of child centred education.

HOW?

Participants will:
- see presentations of results of pedagogical and psychological research;
- observe teachers in the classroom (basic school);
- visit secondary schools that have gone through the new accreditation process (in Košice);
- meet guidance counsellors working with disadvantaged children.

WHOM?

- Head teachers, teacher trainers,
- representatives of educational services, labour offices or guidance centres,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Výskumný ústav detskej psychológie a patopsychológie sa mnoho rokov intenzívne venuje základnému a aplikovanému výskumu v rôznych oblastiach vývinu detí zo sociálne znevýhodneného prostredia; túto skupinu na Slovensku tvoria z veľkej časti rómske deti a žiaci. Z našich aktivít sú početné výstupy, ktoré sa aplikujú do pedagogickej, psychologickej a poradenskej praxe a tvoria podklady pre pedagogické dokumenty s celoštátnou platnosťou. Účastníkom odbornej návštevy ponúkame výber z najnovších a najvýznamnejších materiálov a výstupov, ktoré sme získali výskumami v rámci celého Slovenska.

Organiser(s):

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www.vudpap.sk/projekty/ – www.minedu.sk/Regionálneškolstvo

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

How to implement quality management in operative autonomous schools

Group No: **195**

Round 2

Type of visit:
Mixed

21/3/2011-25/3/2011
Tübingen and Lake Constance, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **evaluation (school or institution)**
- **lifelong guidance**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Paragraph 1 of Baden-Württemberg Germany's Education Act states that all schools are required to provide education and training for young people to prepare them for the requirements and developments of the world of work.
It is necessary for schools to extend their scope of activities to tailor the quality of teaching and administration to changing circumstances.
Thus promoting the autonomy of schools is one of the most important objectives of the educational system in Baden-Württemberg. These schools mainly take responsibility for pedagogic questions and subject, assume management responsibility and implement quality management. Internal and external evaluation provides information for self-development. The results of external evaluation are the basis of agreements on objectives between schools and authorities. Our organisation's areas of support are advising headmasters and supervisory groups in schools, coordinating in-service training and developing regional education networks.

WHAT?

Participants will learn about:

- basics of quality development for vocational schools in Baden-Württemberg with Germany´s unique dual system;
- basics of quality development for schools in Baden-Württemberg;
- a regional education network;
- activities of the regional school authority to improve and support the quality of school education.

HOW?

Participants will:

- visit a primary, secondary and vocational school which have already implemented quality management;
- meet experts to discuss aspects of quality at schools;
- visit schools which are part of a regional education network.

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.

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Website: www.rp-tuebingen.de

WWW.

www.schule-bw.de/entwicklung/qualieval
www.rp-tuebingen.de/ servlet/PB/menu/1266832/index.html
www.bertelsmann-stiftung.de/ rde/xchg/SID-69A5FFDE-478B956A/bst_engl/hs.xsl/10117.htm

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality assurance and governance in education and training

Group No: **196**

Round 2

Type of visit:
General education

21/3/2011-24/3/2011
The Hague, 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:

Improving access, equity, quality and efficiency in education and training

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 so-called 'quality card';
- privatised external supervision (Inspectorate of Education).

HOW?

Participants will:
- visit the Ministry of Education, municipal authorities and the inspectorate;
- visit primary and secondary schools and institutes;
- talk to teachers 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):

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Fax +31- 235 42 71 74
Email: smit@epf.nl
Website: www.europeesplatform.nl

WWW.

www.europeesplatform.nl

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Autonomy of schools and responsibilities of the Czech school inspectorate

Group No: **197**

Round 2

Type of visit:
Mixed

4/4/2011-8/4/2011
Prague and Central Bohemia Region, Czech Republic

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The Education Act of 2004 brought great changes to the Czech education system. Schools have become more autonomous and gained more responsibilities. Powers of the Czech School Inspectorate (CSI) have been strengthened too. Initially it was only responsible for financial checks, but the new curriculum reforms have widened its scope to cover teaching matters as well. Now CSI acquires and analyses information on education and monitors and evaluates the effectiveness of the educational system. To fulfil this task CSI draws up strategic objectives for inspection activities and systems for evaluating the educational system. We would like to share our experience with other experts interested in evaluation in education.

WHAT?

Participants will learn about:

- responsibilities and autonomy of school heads, teachers and school boards at different types of schools;
- responsibilities of CSI as an administrative authority with nationwide powers;
- how the evaluation is made (a unique information system for collection and evaluation of data from inspections by CSI will be presented);
- Institute for Information on Education (IIE) which works with extensive statistical files on the Czech education system.

HOW?

Participants will:

- visit various types of schools (pre-primary, primary, secondary and vocational) in Prague and central Bohemia region;
- talk with school heads and teachers;
- visit institutions and other organisations involved in education and evaluation;
- meet representatives of local authorities, school boards, directors of education institutions and school inspectors;
- have the opportunity to discuss, exchange experience and share ideas.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Školský zákon z roku 2004 přinesl rozsáhlé změny do českého vzdělávacího systému. Díky němu školy získaly větší autonomnost, zároveň také více odpovědnosti. Pravomoc České školní inspekce (ČŠI) byla taktéž posílena. Původně byla ČŠI zodpovědná jen za finanční kontrolu, nové vzdělávací reformy ji však učinily zodpovědnou i za vzdělávání jako takové. V současnosti ČŠI získává a analyzuje informace o vzdělávání a monitoruje a vyhodnocuje efektivnost vzdělávacího systému. Ve snaze splnit tento úkol, ČŠI stanovuje strategické cíle inspekční činnosti a systémy k vyhodnocení vzdělávacího systému.

WWW.

www.csicr.cz – www.msmt.cz – www.uiv.cz – www.nuov.cz

QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

Evaluation als Mittel zur Beeinflussung von Schulqualität

Gruppennummer: **198**

Antragsrunde 2

Art des Besuches:
Allgemeine Bildung

11/4/2011-15/4/2011
Poznań, Polen

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Evaluierung (Schule oder Einrichtung)**
- **Qualitätssicherung**
- **Innovative Ansätze**

THEMENBEREICHE:

Verbesserung von Zugangsmöglichkeiten, Gleichbehandlung, Qualität und Effizienz in der allgemeinen und beruflichen Bildung

WARUM?

Die Hauptaufgabe der regionalen Bildungsbehörde in Poznań (Kuratorium), die für die fachlich-pädagogische Aufsicht über die Schulen und vorschulischen Einrichtungen zuständig ist und die dem Ministerium für Bildung untersteht, ist die Bewertung der Bildungsarbeit der Schulen. Unsere Behörde praktiziert verschiedene Wege der externen Evaluation. Alle diese Aktivitäten sind sehr wichtig für unsere Region Wielkopolska, insbesondere wegen der zuletzt unbefriedigenden Ergebnisse der zentralen Schulprüfungen im Vergleich zu anderen Regionen. Wir möchten bessere Systeme zur Einschätzung von Schulqualität vorbereiten, um sie entsprechend den Direktiven unseres Ministeriums für die Verbesserung der Schulqualität einzusetzen. Hierbei möchten wir die Erfahrungen anderer Länder in unsere Arbeit einbeziehen und zugleich anderen unsere Methoden und Erfahrungen vermitteln.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Planung und Organisation einer Evaluation aller Schultypen, einschließlich der vorschulischen Einrichtungen in der Region Großpolen (Wielkopolska);
- Anforderungen an Evaluationsexperten;
- Evaluation der schulischen Arbeit mit Blick auf die Ergebnisse der erzieherischen und pädagogischen Arbeit oder die verschiedenen gesetzlich vorgeschriebenen Schulaktivitäten.

WIE?

Die Teilnehmer werden:

- an der Besprechung von Planung, Organisation und Durchführung der Evaluation teilhaben;
- an Workshops, bei denen über Evaluationen berichtet wird, teilnehmen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- 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,
- Forscher.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

- Wizyta Stydyjna w Poznaniu dzięki której uczestnicy poznają organizację i przebieg ewaluacji wewnętrznej i zewnetrznej w różnorodnych typach szkół umożliwi uczestnikom korzystanie z doświadczeń Kuratorium Oświaty i szkół Województwa Wielkopolskiego i przeniesienie ich na grunt własnego kraju i zaadoptowanie zgodnie z własnymi potrzebami.
- Podczas wizty studyjnej będą prazentowane ciekawe rozwiązania z zakresu ewaluacji oraz wymiana doświadczeń uczestników reprezentujących państwa.

Organisator(en):

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WWW.

http://www.ko.poznan.pl/

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving schools and education systems in Sunnhordland through cooperation

Group No: **199**

Round 2

Type of visit:
General education

2/5/2011-6/5/2011
Leirvik, Norway – between Bergen and Haugesund

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **curriculum**
- **learning outcomes**
- **quality assurance**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Sunnhordland is a region between Bergen and Stavanger with many small municipalities. Facing the same challenges, six municipalities in this region have decided to cooperate on educational issues. The organisation Forum for Oppvekst i Sunnhordland was established to help to solve common challenges in the region. The idea is that cooperating on a regional level leads to better results than each municipality working alone. Among the tasks of the organisation is to provide both in-service training and further education for teachers and pre-school teachers as well as initiating measures to improve the quality of education. The study visit will present the advantages of regional cooperation and show various methods used to solve pedagogical challenges in the region.

WHAT?

Participants will learn about:

- how six municipalities cooperate to improve literacy and other skills at different levels;
- how we work together to improve in-service training and further education for teachers and heads as well as pre-school personnel;
- our approach to individual assessment at both primary and secondary school;
- our methods and tools used to realise the above.

HOW?

Participants will:

- visit a kindergarden, schools and a university college in three of our municipalities;
- meet representatives of local and regional authorities;
- attend lectures on the Norwegian school system in general;
- observe different types of activities in schools and kindergartens.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Under opphaldet i Sunnhordland blir det informasjon om det norske skulesystemet, besøk i barnehage, grunnskule og vidaregående skule i 3 av samarbeidskommunane i Sunnhordland. Siste dagen innbefattar og besøk på Høgskulen Stord Haugesund for å få orientering om lærarutdanning og førskulelærarutdanning. Deltakarane vil og få sjå seg rundt i Sunnhordland og oppleva den vakre naturen. Kultur og kjennskap til lokale tradisjonar vil og stå på kjøreplanen under opphaldet.

Organiser(s):

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WWW.

www.fos-sunnh.no

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Linking activities – Strategies for quality development in general education

Group No: **200**

Round 2

Type of visit:
General education

9/5/2011-13/5/2011
Stuttgart, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **evaluation (school or institution)**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Different forms of quality assurance, such as internal and external evaluation, standards for education and standardised comparative tests have been implanted in schools. It is essential for development of schools quality that varying procedures are adjusted and linked intelligently.
The State Institute for School Development in Stuttgart, Baden-Württemberg is the federal institution for quality development in schools and curriculum work. The institute designs instruments for quality assurance and supports schools in realising activities.
We would like to exchange experiences with representatives from other countries and build up a network for further cooperation.
Stuttgart is the political centre in the southwest of Germany.

WHAT?

Participants will learn about:
- different procedures of school development;
- how internal and external evaluation helps schools to optimise their work and how the State Institute supports them;
- how central comparative tests can be used for instruction development;
- how external evaluation can be helpful for quality development;
- how to establish regional educational networks and partnerships;
- how quality of instruction and school can be supported by linking evaluation and comparative tests.

HOW?

Participants will:
- see examples of linking different activities of school development;
- observe activities of school and instruction development in situ;
- visit institutions of general education.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

An baden-württembergischen Schulen wurden verschiedene Maßnahmen zur Qualitätssicherung eingeführt, etwa Selbst- und Fremdevaluation, Bildungsstandards sowie Vergleichsarbeiten. Von entscheidender Bedeutung für die schulische Qualitätsentwicklung sind die sinnvolle Verknüpfung und die Abstimmung dieser verschiedenen Aktivitäten. Als zentrale Einrichtung für die Qualitätsentwicklung, für die Bildungsplanarbeit und für innovative Projekte im Bereich Unterricht in Baden-Württemberg konzipiert das Landesinstitut für Schulentwicklung Instrumente der Qualitätssicherung und unterstützt Schulen bei der Umsetzung von Maßnahmen.

Organiser(s):

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Fax +49-711 664 21 03
Email: tabea.raidt@ls.kv.bwl.de
Website: www.ls-bw.de

WWW.

www.baden-wuerttemberg.de/en/learning/86214.html – www.ls-bw.de
www.kmk.org/information-in-english/the-education-system-in-the-federal-republic-of-germany.html

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving quality in schools through external evaluation

Group No: **201**

Round 2

Type of visit:
Mixed

16/5/2011-20/5/2011
Bad Iburg, Germany

Working language:
English

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

Keywords:

- **evaluation (school or institution)**

Organiser(s):

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CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The purpose of the visit is to introduce the School Inspectorate of Lower Saxony ('NSchI') and its evaluation policy. We have long-term experience in improving quality of school education through external evaluation. We want to exchange experience on quality criteria, standards and methods of external evaluation. You will find our office in a renowned castle (birthplace of Sophie Charlotte, who later became the first Queen of Prussia and grandmother of Frederic the Great) in the beautiful State-recognised health resort of Bad Iburg, near Osnabrück.

WHAT?

Participants will learn about:

- the procedure of external evaluation in Lower Saxony;
- the NSchI (organisation and people) as an independent State department;
- how schools deal with the results and report of the external evaluation in the aftermath of the inspection;
- an annual educational report used to give the public an overview of the weaknesses and strengths of school education and the results of the different types of schools.

HOW?

Participants will:

- be provided with a mixture of theoretical input, practical insights and discussions;
- visit schools that have gone or are currently going through the process of external evaluation;
- observe teachers work in the classroom;
- meet teachers, head teachers, inspectors and representatives of local and State authorities.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Der Studienbesuch stellt die Niedersächsische Schulinspektion als Instrument der externen Evaluation von Schulen vor. Wir verfügen über jahrelange Erfahrungen in der Qualitätsverbesserung von Schulen durch externe Evaluation. Wir möchten Sie in theoretischen und praxisorientierten Übungen über unsere Qualitätskriterien, Standards und Methoden informieren. Die Behörde befindet sich in einem bekannten Schloss (Geburtsort von Sophie Charlotte, die spätere erste Königin Preußens und Großmutter Friedrich des Großen) in dem Kurort Bad Iburg in der Nähe von Osnabrück. Durch das Studienangebot erhoffen wir uns einen Austausch über unser Evaluationsverfahren und deren Weiterentwicklung zu erhalten.

WWW.

www.mk.niedersachsen.de/master/C13998547_N13998072_L20_D0_I579.html
www.osnabrueck.de – www.bad-iburg.de – www.osnabrueck.de/maiwoche/

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality in-service teacher training

Group No: **202**

Round 2

Type of visit:
General education

16/5/2011-20/5/2011
Murcia, Spain

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

The aim of this study visit is to show the actions and measures established by the Council of Education, Training and Employment in the region of Murcia in quality in education and teacher training. We have experience in organising study visits with excellent results. We are working on quality certifications in our teacher training centres wich obtained the ISO 9000 certificate in 2008. We are sure that we will have interesting experience exchanges.

WHAT?

Participants will learn about:

- different aspects of the Spanish education system and teacher training network;
- quality certification process in our teacher training centres.

HOW?

The participants will:

- observe the network of in-service teacher centres;
- visit primary and secondary schools, vocational training institutions;
- observe teachers in the classroom.

WHOM?

- Directors of validation or accreditation centres,
- educational and vocational training inspectors.

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 sistema educativo español, el estudio de la red de formación del profesorado, el proceso de calidad de los Centros de Profesores y Recursos para obtener la certificación ISO 9000
Además, se realizarán visitas a CPR, centros de primaria, secundaria y formación profesional para observar el trabajo de los profesores en clase.

Organiser(s):

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Email: mluisa.iglesias@carm.es
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www.educarm.es – www.cprmurcia1.com/ – www.cprcartagena.com/

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality work in education – Relations between teachers and students

Group No: **203**

Round 2

Type of visit: **Mixed**

23/5/2011-27/5/2011
Boden, Sweden

Working language: **English**

Number of places: **16**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **quality assurance**
- **social and civic competences**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

We will show studies and information on quality in the Department of Education in Boden municipality from a perspective of lifelong learning and how local and national quality ojectives are tied together. We will focus on the relations between teachers and students in learning situations.
Boden, situated close to the Arctic Circle, has a lot of experience on work on quality and many good examples of practice to share.

WHAT?

Participants will learn about:

- the whole organisation from pre-school to upper secondary school (including vocational education);
- methods for measuring and securing quality in the school system;
- how we work democratically and influence our students.

HOW?

Participants will:

- meet with authorities from Boden municipality such as director of the school and politicians;
- meet principals, teachers and students in different schools;
- see teachers in the classrooms and outdoor activities;
- visit schools from pre-school to upper secondary school/vocational school.

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 local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Studier och information avseende kvalitetsarbetet inom Boden kommuns utbildningsförvaltning i perspektivet livslångt lärande, samt hur det lokala och nationella kvalitetsarbetet knyts ihop. Särskild uppmärksamhet kommer att ägnas åt lärares förhållningssätt gentemot elever, d v s relationen lärare – elev. Ovanstående avser hela utbildningsorganisationen från förskola till gymnasieskola. Deltagarna får tillfälle att möta företrädare för Bodens kommun, rektorer, lärare och elever. Här ges tillfälle att samtala omkring systematiskt kvalitetsarbete, pedagogiska frågor och relationen mellan lärare och elever. Studiebesök kommer att göras i ett antal skolor. Dessa sker gemensamt dels valbart.

Organiser(s):

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www.boden.se – www.experienceboden.nu

QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

Qualitätsanalyse NRW: Erfahrungen mit externer/interner Evaluation in Schulen

Gruppennummer: **204**

Antragsrunde 2

Art des Besuches:
Allgemeine Bildung

23/5/2011-27/5/2011
Düsseldorf, Deutschland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **16**
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Evaluierung (Schule oder Einrichtung)**

THEMENBEREICHE:

Verbesserung von Zugangsmöglichkeiten, Gleichbehandlung, Qualität und Effizienz in der allgemeinen und beruflichen Bildung

WARUM?

Zentrales Ziel interner und externer Evaluation ist, die Qualität von Schulen zu sichern und Impulse für deren Weiterentwicklung zu geben. Dazu liefert sie detaillierte Kenntnisse über die Qualität der einzelnen Schulen. Interne und externe Evaluation sind wichtige Steuerungsinstrumente im Entwicklungsprozess von Schulen. Sie helfen, Stärken und Entwicklungsbedarfe der Einzelschule zu erkennen und zu handeln. Sie ermöglichen auch Aussagen über die Qualität des Schulsystems insgesamt. Im Rahmen der Diskussion über die Notwendigkeit, Effizienz und Nachhaltigkeit interner und externer Evaluation in Schulen ist für die handelnden Personen und Institutionen der Austausch mit Fachleuten aus dem Ausland von besonderer Bedeutung und kann dazu beitragen, die Instrumente und Verfahren der internen und externen Evaluation weiter zu entwickeln und zu verbessern.
Düsseldorf ist Hauptstadt und Sitz der Landesregierung des Landes Nordrhein-Westfalen. Schulen, Ministerien, Parlament und eine hervorragende Infrastruktur bieten vielfältige Besichtigungs- und Gesprächsmöglichkeiten.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Kennenlernen des Instruments „Qualitätsanalyse NRW“ im Rahmen der Teilnahme an Schulbesuchen;
- Einblick in Prozessabläufe dieses Evaluationsverfahrens;
- Möglichkeiten der Weiterentwicklung der eigenen Evaluationssysteme;
- Möglichkeiten des Austauschs über Evaluationsverfahren in anderen Ländern.

WIE?

Die Teilnehmer werden:

- Schulen im Rahmen der Qualitätsanalyse besuchen;
- sich mit Vertreterinnen und Vertretern der nordrhein-westfälischen Qualitätsanalyse auf Bezirks- und Landesebene (Ministerium) fachlich austauschen.

WER?

- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

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WWW.

www.schulministerium.nrw.de/BP/Schulsystem/Qualitaetssicherung/Qualitaetsanalyse/index.htm
www.sici-inspectorates.org/ww/en/pub/sici/homepage.htm

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS

Agriculture, forestry and fishing

Application of educational innovation by a regional network of schools

Group No: **205**

Round 2

Type of visit:
Mixed

28/3/2011-1/4/2011
La Côte-Saint-André, France

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **autonomy (school or institution)**
- **personalised learning**
- **innovative approaches**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Educational innovation (education by aims, multidisciplinarity, use of working farms linked to schools as educational supports, continuous evaluation, etc.) is one of the characteristics of agricultural education.
To meet the current political will to rationalise the costs of education, the 19 public agricultural schools in the Rhône-Alpes region decided to set up a network of schools to place educational innovation at the heart of the system. This network requested and obtained funds from the Rhône-Alpes Regional Council and the European Social Fund for a project called 'Together for a responsive and innovative public agricultural education'.

WHAT?

Participants will learn about:
- the characteristics of agricultural education;
- operation of the network of 19 public agricultural schools of the Rhône-Alpes region;
- the different tasks carried out in schools, particularly for those in difficulty, individualisation, language teaching, etc.

HOW?

Participants will:
- meet the regional director for food, agriculture and forestry who will present agricultural education and its characteristics;
- discuss with directors the details of educational innovation and setting up a network of schools;
- visit the schools applying educational innovations initiated by the college network;
- observe the teachers and learners working in class.

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:

L'innovation pédagogique constitue l'une des spécificités de l'enseignement agricole. Aujourd'hui et face à la volonté politique de rationalisation des moyens, un collectif de 19 chefs d'établissement a décidé de remettre de l'innovation et de la réactivité au cœur du système. Des groupes de travail fonctionnent entre les différents établissements sur différents thèmes : publics en difficultés, innovation dans l'enseignement des langues, individualisation et rôle et la place des « situations concrètes » dans les apprentissages. Un groupe de travail composé de directeurs travaillent également sur la gouvernance des établissements.

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www.formagri38.com/spip.php?page=rubrique – www.sie-rra.com/ www.chlorofil.fr/ – www.educagri.fr/

MEDIDAS PARA MEJORAR LA EFICIENCIA EN CENTROS DE EDUCACIÓN Y FORMACIÓN

Formación por competencias en Castilla y León

Número de grupo: **206**

Turno 2

Tipo de visita:
Educación general

28/3/2011-1/4/2011
Valladolid, España

Lengua de trabajo:
Español

Número de plazas: **15**
Número minimo requerido: **8**

Las palabras clave:

- **situación de profesores y formadores**
- **competencias de profesores y formadores**

CATEGORÍA DE TEMAS:

Mejora del acceso, la equidad, la calidad y la eficiencia en la educación y la formación

¿POR QUÉ?

La trayectoria del modelo de formación del profesorado de Castilla y León ha seguido una evaluación coherente con las tendencias de la mayoría de las Comunidades Autónomas de España y de la dinámica de los países de la Unión Europea; sin olvidar que la formación constituye un derecho y una obligación de todo el profesorado y una responsabilidad de la administración educativa y de los propio centro educativo, al que se le concede un especial protagonismo como núcleo central de la acción formativa del profesorado.

¿QUÉ?

Los participantes aprenderán acerca de:

- cnocer el nuevo modelo de formación permanente del profesorado y estructura de los centros de formación en nuestra Comunidad;
- fvorecer la mejora de la calidad de la enseñanza mediante actuaciones y programas de formación continua del profesorado;
- impulsar el desarrollo e intercambio de experiencias en los campos de la investigación e innovación educativas, entre los participantes;
- diversificar nuevas opciones y modalidades formativas;
- propiciar el conocimiento de programas y actuaciones en materia de formación del profesorado no universitario y su interacción en el Sistema Educativo de Castilla y León.

¿CÓMO?

Los participantes

- tendrán la oportunidad de conocer la estructura del modelo de formación permanente del profesorado en Castilla y León a partir del plan de actuación o plan provincial marcado por la Consejería de Educación, a propuesta de la Comisión Provincial de Formación para su desarrollo, seguimiento y evaluación por los Centros de Formación del Profesorado e Innovación Educativa (CFIE), con la supervisión del Área de Programas Educativos de la Dirección Provincial de Educación.

¿PARA QUIÉN?

- Directores de instituciones y centros de educación y formación profesional,
- asesores pedagógicos u orientadores,
- representantes de autoridades locales, regionales y nacionales.

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www.educa.jcyl.es/ – www.educa.jcyl.es/educacyl/cm/dpvalladolid/
www.cfievalladolid.es/

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS

Equity in educational success

Group No: **207**

Round 2

Type of visit:
Mixed

3/5/2011-6/5/2011
Coimbra, Portugal

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **key competences**
- **special needs**

CATEGORY OF THEMES:

Improving access, equity, quality and efficiency in education and training

WHY?

Qualifications for all the Portuguese is a goal of the Portuguese education system.
This visit will provide an opportunity to discuss Portuguese practices on equity in educational success with other professionals and participants.

WHAT?

Participants will learn about:

- different curricular strategies according to students' educational needs;
- how the support system for children with special needs and their families is organised from birth to their first day at school;
- measures to prevent dropping-out of school.

HOW?

Participants will:

- visit schools where specialised educational support measures, specific educational strategies and courses oriented to qualification are being developed.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Esta visita destina-se a criar momentos de partilha de experiências orientados para a promoção da equidade no sucesso educacional.

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www.min-edu.pt/ – http://sitio.dgidc.min-edu.pt/Paginas/default.aspx
www.anq.gov.pt/ – www.cnedu.pt/index.php?section=1 – www.gave.min-edu.pt/
www.drec.min-edu.pt/default.aspx

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

The teaching profession, teacher education and basic education in Finland

Group No: **208**

Round 2

Type of visit:
General education

21/3/2011-25/3/2011
Joensuu, Finland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **school environment**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

The aim of the visit is to give participants a general view of Finnish teacher education, practice 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 of the reasons for Finland's successful performance in the PISA.
They will meet teachers and teacher trainers at the university teacher training school as well as students. The programme will include observation of teaching and practice teaching at a teacher training school and information about post-lesson discussions between teacher trainers and students.

WHAT?

Participants will learn about:
- Finnish teacher education, teaching practice, teaching qualifications;
- Finnish teacher training schools and their role in teacher education;
- the teacher training curriculum and the main aims of teacher training and the ways in which these are realised;
- the principles and practices of practice teaching guidance;
- the strengths of Finnish education.

HOW?

Participants will:
- visit some university buildings and the campus;
- observe teachers and teacher trainees in the classroom;
- visit other schools;
- meet teachers, teacher students, teacher trainers and representatives of the Faculty of Education;
- participate in discussions with 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.
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 harjoittelukoulussa.

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TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Innovation priorities: quality, CLIL and ICT

Group No: **209**

Round 2

Type of visit:
General education

28/3/2011-1/4/2011
Bilbao, Spain

Working language:
English

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

Keywords:

- **evaluation (school or institution)**
- **teachers' and trainers' competences**
- **content and language integrated learning (CLIL)**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

New priorities in innovation and in-service training cover ICT, quality and CLIL.
Teachers' centres are the host organisations. This will be the ninth visit we organise and all the previous ones have proved very successful.
Teachers' centres and schools in and around Bilbao provide good examples of practice and innovation activities.

WHAT?

Participants will learn about:

- the Basque education system and priorities;
- the leading role played by teachers' centres in in-service development;
- different aspects of teachers' centres: structure, priorities, and feedback procedures;
- pre-school, primary, secondary schools' resources for innovation in different fields: ICTs, quality after external exams, CLIL.

HOW?

Participants will:

- visit a range of schools, speak with 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.

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/; http://bilbaostudyvisit.tk

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http://studyvisitbilbao.tk – www.arionbilbao.tk/ – http://bilbaostudyvisit.tk
www.hezkuntza.ejgv.euskadi.net/r43-2722/en/ – www.isei-ivei.net/eng/indexeng.htm
www.aixerrotabhi.net/ingles/index.html

ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

Lehrerausbildung: Stärkung der Reflexions- und Handlungskompetenz

Gruppennummer: **210**

Antragsrunde 2

Art des Besuches:
Allgemeine Bildung

4/4/2011-8/4/2011
Köln/Leverkusen, Deutschland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **12**
Erforderliche Mindestanzahl: **5**

Schlüsselwörter:

- **Kompetenzen von Lehrkräften und Ausbildern**
- **Qualifikationen von Lehrkräften und Ausbildern**

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THEMENBEREICHE:

Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern

WARUM?

Der Studienbesuch richtet sich an Bildungsfachleute, die sich mit Schule und dem Beruf des Lehrers beschäftigen. Die Lehrerausbildung ist ein Seismograph für den Bildungssektor der Bundesrepublik: Reformen und Veränderungen, die an den Schulen stattfinden (u.a. zentrale Abschlussprüfungen, Kompetenzorientierung), haben Konsequenzen für die Lehrerausbildung. Die Stärkung der Reflexions- und Handlungskompetenz der Junglehrer steht im Mittelpunkt unserer Arbeit.
Ferner muss sich die Lehrerausbildung im Rahmen des Bologna-Prozesses den Herausforderungen stellen, die mit den BA / MA-Studiengängen einhergehen.
Der Besuch von Ausbildungsschulen in Köln und Leverkusen, Unterrichtsbesuche und Unterrichtsnachbesprechungen werden ein zentraler Bestandteil des Studienbesuches sein.

WAS?

Die Teilnehmer werden Folgendes lernen:

- die Teilnehmer werden die Struktur der Lehrerausbildung an Schulen (Gymnasium / Gesamtschule und Berufskolleg) und im Studienseminar kennenlernen;
- sie werden an Ausbildungsprozessen und Diskussionen über Standards und Kompetenzen, einer theoriegeleiteten Praxis und der Rolle der Reflexionsfähigkeit teilnehmen.

WIE?

Die Teilnehmer werden:

- die Praxis der Lehrerausbildung für Gymnasien / Gesamtschulen, für Berufskollegs und für die Sekundarstufe I in Nordrhein-Westfalen kennen lernen;
- an fachspezifischen und allgemein pädagogischen Veranstaltungen für Referendare teilnehmen;
- Unterrichtsbesuchen und Unterrichtsnachbesprechungen mit Referendaren und Fachleitern an Schulen beiwohnen;
- den Ansatz der Schulpraxisreflexion an einem Berufskolleg kennen lernen;
- Information über die laufenden Reformprozesse im Schulministerium in Düsseldorf erhalten.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder.

WWW.

www.studienseminar-leverkusen.de – www.learn-line.de

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

A different approach to teacher training – Anatolian teacher high schools

Group No: **211**

Round 2

Type of visit:
Mixed

2/5/2011-6/5/2011
Ankara, Türkiye

Working language:
English

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

Keywords:

- **education and training attainment**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Teacher training tradition dates back to 'village institutes' established in 1940 to train teachers in Turkey. When these institutes closed, teacher training became the job of universities, a tradition carried over to Anatolian teacher high schools today. The aim of the school is to encourage students to become teachers. Students of these schools learn about pedagogy and they go to schools to monitor teachers in the classroom and learn about teaching. When they finish high school, most of these students choose teaching departments at universities and become teachers.

WHAT?

Participants will learn about:

- structure and work of Anatolian teacher high schools;
- the role of Anatolian teacher training high schools in teacher training;
- teacher training system in Turkey.

HOW?

Participants will:

- visit two Anatolian teacher high schools;
- meet head teachers, teachers and students;
- attend a meeting with authorities of teacher training and general education;
- possibly, observe students in the classroom;
- exchange experiences and examples of good practice with hosts and participants.

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:

Günümüzde köy enstitülerinin temsili devamı olan anadolu öğretmen liseleri öğretmen yetiştiren eğitim fakültelerine öğrenci gönderen önemli kaynaklardır. Kendilerine özgü geleneği olan bu okullardan mezun olan öğrencilerin büyük çoğunluğu üniverstelerin öğretmen yetiştiren eğitim fakültelerini tercih etmektedirler. Geleceğin öğretmenlerini yetiştiren bu kurumların eğitim kalitesi dolaylı olarak yetişen öğretmen kalitesini de etkilemektedir. Bu noktadan hareketle bu kurumlar eğitimlerinde kaliteyi ve etkili uygulamalara yer vermektedirler. Bu ziyaretle yurt dışında örneği olmayan bu okulları tanıtmaya ve öğretmen yetiştirmedeki rollerini anlatmayı hedefliyoruz.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Qualifications and competences of teachers today

Group No: **212**

Round 2

Type of visit:
Mixed

21/3/2011-25/3/2011
Málaga, Spain

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Due to the fast changes our society is experiencing, it is necessary to set the wheels of education in motion and outline and analyse the qualifications and competences that teachers should meet today.
The teachers' centre of Málaga is a good example of how official organisations deal with all changes in education policy in contemporary Europe, as our institution is in charge of providing training and resources for teachers. New competences are required to handle the new challenges we find every day.

WHAT?

Participants will learn about:

- the most relevant needs of teachers to improve their daily work;
- the different kind of training activities we provide to keep teachers updated;
- the relationship between the training teachers centre and teachers and schools and how they work together;
- methods and tools that teachers employ in classrooms and how the curriculum is organised to cater for multiculturalism, bilingualism, special needs, coeducation, etc.

HOW?

Participants will:

- visit 'Centro del Profesorado de Málaga' where all training is organised;
- visit pre-school, primary, secondary and vocational schools;
- observe teachers' work in the classroom;
- participate in workshops to exchange 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,
- 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:

Nuestro objetivo principal en esta visita es mostrar a los participantes las necesidades formativas del profesorado para hacer frente a las necesidades que exige una sociedad en continuo cambio. Las actividades permitirán a los participantes contactar con profesorado de distintos niveles educativos y con asesores encargados de la formación para que puedan: comprobar in situ las necesidades de los docentes; cómo se organizan los centros educativos para adaptarse a los cambios sociales; qué tareas realiza el Centro del Profesorado y cuáles son las políticas educativas prioritarias para la formación del personal docente.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Leading innovation and change

Group No: **213**

Round 2

Type of visit:
General education

21/3/2011-25/3/2011
London, England, United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **leadership and management**
- **innovative approaches**
- **sustainable development**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

St Mary's University College invites colleagues to experience the successful Masters degree programme offering students 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'. Sustained by long experience of providing CPD for all, our academic staff successfully meet the challenge of developing leaders of the future in schools, helping to establish the 'Masters' teaching profession encouraged by the Bologna agreement and the Teacher Development Agency. 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;
- the impact of the LIAC Masters programme on school improvement through engagement with practising teachers;
- innovative practices which improve professional development and school achievement in primary and secondary education phases.

HOW?

Participants will:

- attend keynote lectures from professors internationally 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.

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.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Continuous professional development of teachers and trainers

Group No: **214**

Round 2

Type of visit:
Mixed

22/3/2011-25/3/2011
Dublin, Ireland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **leadership and management**
- **status of teachers and trainers**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

In a constantly changing world, continuous professional development (CPD) of teachers and trainers is central for preparing of students and adults for living and working in a knowledge-based society. Growing demands are placed on teachers and trainers such as working in challenging environments, dealing with diverse students, supporting lifelong learning, leadership and management skills as well as keeping up to date with new technologies and learning approaches. Teachers and trainers need continually to update their skills and competences as well as develop new skills to face these challenges. The CPD of teachers and trainers is linked to induction, subject-based in-service training, leadership skills, qualifications reform and mentorship training. There are currently many opportunities in Ireland to avail of CPD through a range of providers including colleges and universities, education centres, national programmes and support services. This visit is hosted by Léargas, the National Agency for managing of the Lifelong Learning Programme (ex Erasmus) in Ireland.

WHAT?

Participants will learn about:
- initial teacher training for general education and VET;
- challenges and demands facing teachers and trainers;
- practical examples and initiatives of CPD;
- how training activities are organised, evaluated and assessed;
- leadership training.

HOW?

Participants will:
- receive presentations from national experts and training providers;
- visit training organisations;
- observe teaching;
- discuss CPD with teachers, head teachers, managers and trainers.

WHOM?

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.

Organiser(s):

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Improving entrepreneurial competences of teachers and trainers

Group No: **215**

Round 2

Type of visit:
Mixed

29/3/2011-1/4/2011
Brussels, Belgium

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **education and training attainment**
- **entrepreneurship**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

To promote entrepreneurship in schools, you need qualified teachers and trainers with an entrepreneurial mind and the right competences. For many years, the Vocational Training Service (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 and even practical exchanges in cooperation with enterprises.
We aim to share our experiences during this visit.

WHAT?

Participants will learn about:
- the 'action plan entrepreneurial education in Flanders';
- practical examples and good practice;
- the results of the Proleron project (teachers professionalisation on entrepreneurship);
- cooperating with VLEW (teachers organisation), enterprises, employers' organisations;
- e-support for teachers;
- bridge projects school/enterprise.

HOW?

Participants will:
- attend presentations about the action plan and Proleron project;
- meet teachers and trainers and visit secondary schools;
- observe use of e-support platforms for teachers;
- discuss the SEET project (international exchange of good practices).

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 employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wil je het ondernemerschap en het zelfstandig beroep als mogelijke beroepskeuze op school stimuleren, dan heb je leraren nodig die over ondernemerschapscompetenties beschikken en die zin voor ondernemen hebben. Sinds jaren organiseert DBO workshops, studiedagen en infosessie voor leraren rond verschillende aspecten van ondernemen. Dit gebeurt vaak in samenwerking met financiële instellingen, bedrijven en federaties. Via het project Proleron worden snuffel- en doestages rond ondernemerschap aangeboden. Tijdens dit bezoek willen we onze ervaringen en goede praktijkvoorbeelden op dit vlak delen. Bovendien willen we de eindresultaten en bevindingen van het project Proleron bekendmaken.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Classroom observation as a tool for continuing professional development

Group No: **216**

Round 2

Type of visit:
VET

4/4/2011-8/4/2011
Tartu, Estonia

Working language:
English

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

Keywords:

- **education and training attainment**
- **teachers' and trainers' competences**
- **innovative approaches**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

New approaches to learning and teaching need to be introduced, acknowledged and practised by each and every teacher. Classroom observation is a most powerful tool of change. It provides a practical approach to teacher development, evaluation and collaborative learning. The purpose of classroom observation is less and less inspection, and more and more consultancy and assistance to teachers. Different observation systems and 'layers' complement one another in a learning organisation: management (evaluation) observations, mentoring observations and peer observations. We at Tartu Vocational Education Centre have practiced different systems of classroom observation and have gained expertise that we would like to share and develop further with the help of our colleagues from other countries.

WHAT?

Participants will learn about:

- classroom observation practices at Tartu Vocational Education Centre and other schools (Tartu University induction year of newly qualified teachers and mentoring);
- different models and forms of observation;
- how to dispel teachers' anxiety and fear of being observed;
- how to elaborate on results of individual teachers and use these for development of the whole school.

HOW?

Participants will:

- look at different classroom observation practices in Estonia and participating countries;
- analyse, discuss and share using classroom observation in continuing professional development of individual teachers and of the school as a learning organisation.

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:

Soovime haridusjuhtide õppelähetusega jagada oma head praktikat tunnivaatlussüsteemide arendamisel ja kasutamisel kogu kooli pideva professionaalse arengu tööriistana. Lähetus on õppimise aeg mitte ainult osalejatele vaid ka võõrustajatele: ühiselt mitme erineva maa praktikaid analüüsides töötame välja uusi efektiivseid lahendusi, kuidas kasutada tunnivaatlust arengu tööriistana. Mida vaadelda, kes vaatleb, kuidas vaadelda, ja mida vaatluse tulemustega edasi teha – need rasked küsimused saavad koostöös kindlasti häid lahendusi.

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www.hm.ee/index.php?1510011 – www.hm.ee/index.php?1511055
www.slideshare.net/martlaa/eportfolio-in-teacher-education
www.ht.ut.ee/index.aw/set_lang_id=2 – www.khk.tartu.ee/eng/

DESARROLLO PROFESIONAL CONTINUO DE PROFESORES Y FORMADORES Y OPORTUNIDADES PROFESIONALES

La formación continua del profesorado en la mejora del sistema educativo

Número de grupo: **217**

Turno 2

Tipo de visita:
Educación general

9/5/2011-13/5/2011
Cáceres, España

Lengua de trabajo:
Español

Número de plazas: **12**
Número minimo requerido: **8**

Las palabras clave:

- **programa de aprendizaje permanente**
- **competencias de profesores y formadores**
- **cualificación de profesores y formadores**

CATEGORÍA DE TEMAS:

Convertir la docencia en una profesión atractiva y mejorar el liderazgo pedagógico

¿POR QUÉ?

La formación continua del profesorado constituye uno de los indicadores de calidad de los sistemas educativos. La Consejería de Educación apuesta por metodologías e instrumentos que contribuyan a lograr el éxito educativo, desarrollando buenas prácticas a través de un sistema de formación permanente estrechamente vinculado a los centros educativos. Los Centros de Profesores y de Recursos (CPR) ofrecen respuestas a los retos que se plantean desde la perspectiva del profesorado, a través del desarrollo del Plan de Formación Permanente del Profesorado y de sus actividades, como itinerarios formativos diversos, actividades relacionadas con la utilización de las Tecnologías de la Información y la Comunicación y el uso de software libre (Gnu/Linex), la inclusión de las competencias básicas en el currículo, la apuesta por las lenguas extranjeras, apoyo a las Redes de Apoyo Social e Innovación Educativa, así como diversos programas educativos que plantean prácticas inclusivas.

¿QUÉ?

Los participantes aprenderán acerca de:
•el panorama de la formación permanente del profesorado;
•la Red de Formación del Profesorado de Extremadura;
•la oferta formativa desarrollada en los CPR, según necesidades del profesorado;
•la conexión entre los CPR y los centros educativos.

¿CÓMO?

Los participantes:
•conocerán el Plan Marco de Formación permanante del Profesorado de Extremadura;
•conocerán la oferta formativa a través de sus diferentes modalidades;
•visitarán los CPR;
•observarán prácticas educativas innovadoras visitando centros que desarrollan programas educativos integrados en diferentes proyectos.

¿PARA QUIÉN?

- Directores de instituciones y centros de educación y formación profesional,
- asesores pedagógicos u orientadores,
- representantes de servicios educativos, oficinas de empleo o centros de orientación.

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DESARROLLO PROFESIONAL CONTINUO DE PROFESORES Y FORMADORES Y OPORTUNIDADES PROFESIONALES

La formación continua del profesorado: mejorando la calidad de la enseñanza

Número de grupo: **218**

Turno 2

Tipo de visita:
Educación general

16/5/2011-20/5/2011
Castilleja de la Cuesta, (Sevilla), España

Lengua de trabajo:
Español

Número de plazas: **15**
Número minimo requerido: **8**

Las palabras clave:

- **programa de aprendizaje permanente**
- **competencias de profesores y formadores**

CATEGORÍA DE TEMAS:

Convertir la docencia en una profesión atractiva y mejorar el liderazgo pedagógico

¿POR QUÉ?

La formación del profesorado no sólo es un derecho, sino también un deber. En Andalucía, los Centros del Profesorado vienen asegurado la formación para este colectivo desde hace más de veinte años. Nos gustaría compartir esta experiencia con otros profesionales europeos de la enseñanza.

¿QUÉ?

Los participantes aprenderán acerca de:

- la manera en que los Centros del Profesorado aseguran la formación continua del profesorado de los centros públicos de Andalucía;
- sus objetivos, finalidades, líneas prioritarias de actuación y tipos de actividades formativas. Se tratarán los planes y programas oficiales, modelos de gestión y evaluación de los CEPs;
- la transferencia de la formación en los centros educativos. Por otra parte, se realizará una aproximación a la identidad cultural andaluza.

¿CÓMO?

Los participantes

- asistirán a diversas ponencias sobre lo que es un CEP, su funcionamiento y los programas oficiales de la Consejería de Educación andaluza ;
- se visitarán centros educativos que llevan a cabo proyectos de innovación en la provincia de Sevilla y también se realizará observación directa en el aula ;
- se dedicará un tiempo al intercambio de información sobre el tema de la visita durante la estancia. El programa también incluye visitas culturales y degustación de las típicas “tapas” sevillanas.

¿PARA QUIÉN?

- Inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- jefes de departamento,
- asesores pedagógicos u orientadores,
- investigadores.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

New orientations for educational managers' training

Group No: **219**

Round 2

Type of visit:
General education

1/3/2011-4/3/2011
Paris, France

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **adult learning**
- **leadership and management**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

In France as in many other European countries, policy tends to focus on performance and quality. This puts emphasis on effectiveness, efficiency and equity from an internal point of view, and economical, social and cultural effects from an external point of view. In a changing and uncertain context, educational managers can see that they need to be trained to improve school governance. They traditionally focused on management of procedures and resources; now they have to develop local strategies to improve pupils' success and global educational quality. What kind of training is the most relevant to develop new skills for school leadership in the 21st century?
The organisers of this study visit – CIEP (International Centre of Pedagogical Studies) and ESEN (National College for Education Management) – have developed a high level of competence on these issues at local and international levels.

WHAT?

Participants will learn about:
- the objectives of educational managers' evolution in Europe;
- different training systems of educational executives in Europe and find the similarities likely to promote the beginning of a common culture.

HOW?

Participants will:
- see a detailed presentation of training for French schools directors and inspectors by showing examples provided by ESEN and decentralised authorities;
- visit schools and meet heads and inspectors and share experiences and visions with their European partners.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Cette visite d'étude se propose d'engager une réflexion sur l'évolution des responsabilités des cadres éducatifs et sur les nouvelles perspectives qui apparaissent dans leur formation. En France, en effet, les personnels de direction et les inspecteurs voient évoluer sensiblement leurs responsabilités et leurs missions, traditionnellement centrées sur la gestion des procédures et moyens, vers la prise en considération et le développement de nouvelles stratégies de pilotage et d'évaluation. Quel type de transformation des métiers de direction ces changements impliquent-ils? Peut-on dégager des éléments de culture commune en Europe sur la question de la formation des cadres éducatifs?

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

Le diplôme de fin d'études secondaires: niveau d'études et/ou de maturité

Numéro de groupe: **220**

Phase 2

Type de visite:
Mixte

14/3/2011-18/3/2011
Parthenay, France

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **7**

Mots clés:

- **direction et gestion**
- **environnement scolaire**

CATÉGORIE THÉMATIQUE:

Maintenir l'attrait des métiers d'enseignant et de formateur et améliorer la direction des établissements

POURQUOI?

Le baccalauréat (bac), examen de fin d'études secondaires, marque la fin d'un premier parcours de vie. Il est, selon des lycéens, «la porte à franchir pour construire sa vie d'adulte». Le lycée se doit de donner les mêmes chances à tous, tant sur le plan de la réussite au bac que sur celui d'une intégration sociale réussie. Il contribue à faire acquérir des connaissances tout en accompagnant les jeunes vers une autre étape de leur existence, celle de leur maturité.
Peut-on dire, de la même manière, que le bac valide un niveau d'études mais aussi de maturité?
C'est sur le rôle du lycée dans cette double validation, et sur les pratiques en usage concernant l'examen de fin d'études secondaires, que portera la visite.

QUOI?

Le participant découvrira:
- le fonctionnement des lycées généraux et professionnels;
- comment l'administration organise le baccalauréat et les délibérations;
- comment les élèves vivent cette période de leur vie.

COMMENT?

Le participant:
- visitera des établissements de la région afin de constater la variété des pratiques;
- rencontrera les responsables afin de s'entretenir sur les approches particulières;
- s'entretiendra avec des élèves de terminale afin de comprendre leurs attentes;
- rencontrera des associations de parents d'élèves afin de percevoir leurs interrogations;
- assistera à des conférences;
- comparera les pratiques en usage dans son pays avec celles des autres participants (Maturité gymnasiale, Maturita, maturità …);
- contribuera à l'argumentation de la définition du Cadre européen de certifications (CEC).

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 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 des syndicats,
- chercheurs.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Public schools on track to self-governance – Experience and outlook

Group No: **221**

Round 2

Type of visit:
General education

14/3/2011-17/3/2011
Bonn, Germany

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **autonomy (school or institution)**
- **leadership and management**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

In Europe, reform efforts in self-governance at public schools are at different development stages. The political concepts behind the reforms are also different as well as the level of implementation. Head teachers, academia and local and regional authorities view experiences differently.
An exchange of these experiences at European level can assist decision-makers to give momentum to a creative and innovative reform approach.
With its diversity of schools, the former capital of Bonn is particularly suitable to host and organise such a visit. Further, numerous big international companies with a great interest in modern concepts of education are situated in Bonn.

WHAT?

Participants will learn about:
- concepts of self-governance in North Rhine-Westphalian schools;
- impact of human resources management on the quality of schools;
- a 'manoeuvring room' (Gestaltungsspielraum) in the pedagogical sphere;
- impact of budgeting and finance on efficient use of funds.

HOW?

Participants will:
- visit public and private schools;
- participate in discussions with head teachers and representatives of local and regional authorities;
- discuss strong and weak points of self-governance in public schools;
- develop a joint concept paper to develop further self-governance in public schools.

WHOM?

- Head teachers, teacher trainers,
- heads of departments,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Reformen auf dem Gebiet der Eigenverantwortung von Schulen sind in Europa unterschiedlich entwickelt. Unterschiedlich sind dabei nicht nur die politischen Konzepte, sondern auch der Grad der Ausprägung der Reformen. Entsprechend divergent sind dabei die Erfahrungen und Sichtweisen der Leiterinnen und Leiter von Schulen, der Forschung, der Kommunen und der Administration. Ziel des Studienbesuchs ist es, über einen Austausch dieser vielfältigen Erfahrungen auf europäischer Ebene dazu beizutragen, dass die Entscheidungsträger vor Ort die Reformen effektiv, kreativ und innovativ vorantreiben.

Organiser(s):

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WWW.

www.leadership-in-education.eu
www.eng.uvm.dk/Uddannelse/General/Self-governance/The self-governance model.aspx

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Trends, perspectives and changing roles of school leadership

Group No: **222**

Round 2

Type of visit:
General education

13/4/2011-15/4/2011
Kırşehir, Turkey

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **leadership and management**
- **teachers' and trainers' mobility**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

Why?

Learning about leadership can improve understanding of different points of view about working systems. The study visit aims to focus on the progress and development of individual students. We work to identify and reduce barriers to learning, assure the quality of learning and teaching, get the best from teachers, create a learning culture and build a relationship with the community. We also provide vision, inspiration and strategic coherence, raise expectations, build confidence and create social interaction. Kırşehir Yusuf Demir Bilim ve Sanat Merkezi is a special education institution, related to the Ministry of National Education. It was founded to make primary and secondary students gifted with special abilities aware of their individual abilities and encourage them to use their potential to the full.

WHAT?

Participants will learn about:

- strategies focusing on developing and strengthening skills;
- mentoring and coaching related to changing roles of leadership;
- school systems in Turkey;
- critical friendship and learning partnership for leadership.

HOW?

Participants will:

- meet guidance counsellors of schools and institutions;
- observe work at in the centre.

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:

Yüksek performans gösteren okul sistemlerinde en fazla önem arz eden üç şey:
1. Doğru kişileri öğretmen ve idareci yapmak;
2. Bu kişileri etkili öğretmenler haline getirmek;
3. Sitemin bütün çocuklar için mümkün olan en iyi eğitimi verebilmesini sağlamaktır.Buna ulaşmanın tek yolu etkili okul ve sitem liderliğinden geçmektedir.

Okul liderliğindeki eğilimler; çocuk merkezli pedagojik liderlik, topluluk liderliği, okullar arası ortaklık ve bağlantıyı güçlendirme, öğretmenliği yeniden profesyonelleştirme, öğrenimi kişileştirme, eğitim ve bakımı kişileştirme gibi yenilikler liderlik kavramının daha iyi anlaşılması ve uygulanması açısından önemlidir.

Organiser(s):

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

L'autonomie scolaire comme moyen de développer le métier d'enseignant

Numéro de groupe: **223**

Phase 2

Type de visite:
Enseignement général

23/5/2011-27/5/2011
Altamura, Puglia, Italie

Langue de travail:
Français

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

Mots clés:

- **autonomie (école ou établissement)**
- **sensibilité et expression culturelles**
- **esprit d'entreprise**

CATÉGORIE THÉMATIQUE:

Maintenir l'attrait des métiers d'enseignant et de formateur et améliorer la direction des établissements

POURQUOI?

La régulation des systèmes d'enseignement est en train de changer en Europe et l'autonomie des établissements scolaires est une des composantes de cette évolution. La mise en œuvre de cette politique varie selon chaque système. L'autonomie est d'ailleurs une nécessité pour que chaque établissement s'adapte au contexte dans lequel il se trouve et pour que chacun se mobilise autour d'un projet dont il sera partie prenante.
En Italie, la loi qui a établi l'autonomie a été approuvée il y a dix ans: par conséquent, on dispose d'une expérience à exploiter à travers une réflexion élargie et critique.
L'institution d'accueil a profité de l'autonomie comme incitation pour partager au niveau européen les expériences, les initiatives en matière de formation des enseignants, l'innovation, la créativité ainsi que l'esprit d'entreprise des élèves et des enseignants.

QUOI?

Le participant découvrira:

- des stratégies de coordination, de gestion et d'évaluation des établissements scolaires autonomes;
- des initiatives visant à promouvoir l'innovation, la créativité et l'esprit d'entreprise des enseignants;
- l'expérience d'un lycée devenu centre de recherche et de formation en coopération avec les universités et les instituts académiques de recherche;
- l'expertise de l'institution d'accueil dans la coordination des réseaux et des projets européens.

COMMENT?

Le participant:

- participera à des rencontres avec des responsables de l'éducation;
- visitera des établissements scolaires et des instances ayant l'expertise dans le domaine concerné.

POUR QUI?

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

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

La visita offrirà opportunità di scambi di esperienze sull'autonomia, a partire da quella del liceo Cagnazzi. Saranno organizzati incontri con responsabili dell'educazione e visite a scuole in grado di offrire buone pratiche sul tema. La vivace attività di produzione culturale, l'esperienza nella formazione degli insegnanti, la cooperazione con istituti di ricerca e università, il coordinamento di progetti europei e di reti di scuole, la pregressa attività Arion, offrono una testimonianza di innovazione e di creatività nella gestione e nella valutazione della scuola dell'autonomia.

WWW.

www.liceocagnazzi.it – www.pubblica.istruzione.it/areetematiche/index.shtml#3
www.indire.it/eurydice/content/index.php?action=read_cnt&id_cnt=7057
www.edscuola.it/archivio/autonomia_norme.html
www.adiscuola.it/Rif_PA/RifPA_23ab.legge5997.htm

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Vocational training system in the Azores: ultra-peripheral regions

Group No: **224**

Round 2

Type of visit:
VET

11/4/2011-15/4/2011
Ponta Delgada, S. Miguel, Azores, Portugal

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **entrepreneurship**
- **European qualifications framework (EQF)**

Organiser(s):

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CATEGORY OF THEMES:

Education and training for employability

WHY?

This issue is especially relevant in the Azores, considering the region's status as an ultra-peripheral region that struggles to become fully integrated into the contemporary world. São Miguel, Faial, Pico and Terceira are small islands in this archipelago in the middle of the Atlantic that try to overcome their geographical limits by using technology and preparing young students for the world of work.
The host institution, Escola Profissional da Santa Casa da Misericórdia de Ponta Delgada, is a vocational school that prepares its students for the world of work through innovative strategies, with strong emphasis on social activities in the local community.

WHAT?

Participants will learn about:
- vocational training helping Azorean youngsters overcome regional limitations;
- how competences in science and technology are developed;
- different ways of organising apprenticeship;
- initiatives to promote local entrepeneurship.

HOW?

Participants will:
- visit vocational schools, secondary schools and the University of the Azores (enterpreneurship centre);
- visit validation and accreditation centres;
- the government department that supervises all vocational schools in the region;
- visit technological parks.

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,
- 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:

Esta visita de estudo, subordinada ao tema "Sistema de Ensino Profissional: Regiões Ultra-periféricas num Mundo Plano", visa essencialmente demonstrar como a Região Autónoma dos Açores luta para se integrar no mundo através do Ensino Profissional. S. Miguel, Faial, Pico e Terceira são algumas das ilhas deste arquipélago, situado no meio do Oceano Atlântico, que tentam ultrapassar esta localização geográfica, utilizando tecnologia e preparando os jovens estudantes para o mundo do trabalho. A Escola Profissional da Santa Casa da Misericórdia de Ponta Delgada, instituição anfitriã, é uma destas escolas que prepara os seus formandos para o mundo do trabalho através de formação profissional.

WWW.

www.azores.gov.pt – www.uac.pt – www.epcapelas.com – www.enta.pt
www.mep-escolaprofissional.com – www.azores.gov.pt/Portal/pt/menus/topocima/azores/

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Bringing business to school: practice firms and student companies

Group No: **225**

Round 2

Type of visit:
Mixed

9/5/2011-13/5/2011
Stuttgart, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **key competences**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The economic power of Baden-Württemberg is based on both numerous middle-sized companies and well-known multinationals like Daimler and Porsche. Stuttgart especially is a conurbation with a variety of industries.
It is necessary to train young students as practically as possible to provide workers for these industrial structures. Such vocational training motivates entrepreneurial actions and promotes the founding of businesses.
Both the Ministry of Education and Ministry of Economics are responsible for vocational training in Baden-Württemberg.

WHAT?

Participants will learn about:
- how school companies are founded, implemented in schools and how they work;
- how theoretical and practical educational aims can be achieved;
- how the cooperation between schools and companies is organised in Baden-Württemberg;
- how quality standards in school companies are implemented and kept in focus.

HOW?

Participants will:
- visit school companies based in schools and in industry/companies;
- discuss aspects of practical-based training with students, teachers and vocational trainers;
- obtain information, ideas and practical advice on founding a school company;
- visit some of the companies resident in the Stuttgart area.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Das Land Baden-Württemberg liegt im Südwesten Deutschlands, seine Hauptstadt ist Stuttgart. Die Region Stuttgart bietet viele kulturelle und architektonische Sehenswürdigkeiten. Sie ist zudem ein wichtiger Industriestandort sowie die Geburtsstätte der deutschen Automobilindustrie. Ein besonderer Schwerpunkt der beruflichen Bildung liegt in Baden-Württemberg auf der praxisnahen und handlungsorientierten Ausbildung. Während des Studienbesuchs lernen die Teilnehmenden die Konzeption und das praktische Arbeiten von Schülerfirmen kennen. Dazu werden Schulen und Unternehmen besucht. In der Diskussion mit allen Beteiligten erhoffen wir uns Impulse zur Weiterentwicklung des Schülerfirmenkonzeptes.

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WWW.

www.kultusportal-bw.de – www.ls-bw.de/ – www.ls-bw.de/beruf/projektg/uefa
www.newcome.de/existenzgruendung/ – www.schuelerfirmen.de/
www.zuef.de/zentralstelle/ – http://cms.europen.info/

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Arts, entertainment and recreation

Higher education in arts and its connections to the labour market

Group No: **226**

Round 2

Type of visit:
Mixed

10/5/2011-13/5/2011
La Granja (Segovia), Spain

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **learners' mobility**
- **lifelong guidance**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The aim of this visit is to communicate with different European actors involved in higher education for arts, discuss the new degrees under the Bologna process and the need for their successful integration into the labour market, and promote their mobility in Europe. The host institution is a higher education institution (HEI) of glass. This institution is an 18th century glass factory located in La Granja, near Segovia and offers optimal facilities as well as a glass museum.

WHAT?

Participants will learn about:

- new degree studies following implementation of the reforms promoted by the Bologna process;
- how to help students to adapt to labour market requirements;
- promotion, development and delivery of artistic education and training in our region;
- the complexity of labour practices;
- development of a pool of well-qualified young people as future professionals.

HOW?

Participants will:

- visit centres with offers aimed at lifelong learning;
- participate in working groups developing ideas on higher education on arts;
- visit a handmade glass and an industrial glass factory;
- participate in the pedagogical programme of our institution;
- visit workshops where we develop training programmes.

WHOM?

- Company training managers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

El objetivo de esta visita de estudio es el de fomentar la comunicación entre los distintos agentes involucrados en las Enseñanzas Artísticas Superiores, tanto profesorado como directores de centros de educación superior y representantes del mundo laboral, empresas y representantes de las administraciones educativas. Contará con conferencias de expertos en el tema y grupos de trabajo en los que se pueda discutir sobre las mejores formas de abordar el problema de los nuevos estudios de grado, de la integración en el mundo laboral de los titulados y de su integración en el mundo laboral europeo.

Organiser(s):

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WWW.

www.esvidrio.es – www.fcnv.es – www.oapee.es – www.arcyl.es – www.educa.jcyl.es
www.easdsegovia.com – www.eico.net/EEAA/ – www.escuelaartepalencia.es

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Manufacturing

Cooperation in VET between NGOs, schools and SMEs

Group No: **227**

Round 2

Type of visit:
VET

16/5/2011-20/5/2011
Ankara, Türkiye

Working language:
English

Number of places: **18**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

OSTİM is one of the first vocational training centres in Turkey established in the Ostim-İvedik region. It cooperates with schools, industry and NGOs. Throughout our city, Ankara, our centre gives vocational training courses to adults in 133 different branches (such as mechanics, motor, electrics, electronics, etc.) together with 62 teachers and personnel including apprentices, foremen and craftsmen. Since 2006, our centre has submitted 20 Leonardo Da Vinci (LDV) mobility project proposals to the national agency. Four LDV projects and two Cedefop study visits have been brought to a successful conclusion by establishing partnerships.

WHAT?

Participants will learn about:

- vocational training systems applied in our country;
- cooperation between schools, industries and NGOs, the social and vocational positions of apprentice students during practical education in enterprises;
- national systems of education and vocational training.

HOW?

The participants will:

- observe students and teachers together;
- observe workers and apprentice students in their worksite;
- meet SME directors and education managers;
- visit NGOs that contribute to vocational training in our country.

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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ülkemizde sanayinin AB normlarında gelişebilmesi, ancak İşletmelerin, Avrupa işgücü standartlarında, kalifiye eleman ihtiyacının karşılanabilmesiyle doğru orantılıdır. Bu Kapsamda, Avrupa Birliğine üye ve aday Ülkelerin Mesleki Eğitim kurumları, Sivil Toplum Kuruluşları, Kobiler, Mesleki Kuruluşlar arasında mesleki eğitimin geliştirilmesi, yaygınlaştırılması konusunda İşbirliğini zorunlu kılmıştır.
Çalışma ziyaretleri organizasyonunda tecrübeli bir kuruluşuz.

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WWW.

www.ostimmem.com – www.baskentvakif.com – www.yenimahallehem.com
www.emge.com.tr – www.eptim.com.tr

WORKPLACE LEARNING

Opportunities in education and training for workplace learning

Group No: **228**

Round 2

Type of visit:
Mixed

1/3/2011-4/3/2011
Dublin, Ireland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **apprenticeship**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

According to the green paper on adult education 'learning for life' (2000) there was concern that 'new entrants may be joining the workforce at the low skill end, poorly prepared for sectoral or economic downturn or for progressing their own careers'. Economic trends are no longer favourable to those with low levels of education and low skills sets who are often excluded from the labour market and career progression. This change means that skills and competences of employees must continuously be developed and improved. In Ireland there are close links between education and training, working life and opportunities to learn at work thus improving employability for those with narrow skill sets in vulnerable areas of the economy. Vocational education and training plays a key role in the continuous upskilling, reskilling and further development of competences. 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 supports and initiatives designed to promote learning at work;
- examples of initiatives targeting low-skilled employees and those with narrow skill sets to increase their employability;
- partnerships working to increase lifelong learning;
- school and business links in entrepreneurship;
- workplace learning and apprenticeship.

HOW?

Participants will:

- meet with national experts and policy-makers;
- visit organisations and schools linked with workplace learning;
- meet with trainers and learners;
- visit innovative projects.

WHOM?

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

Organiser(s):

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INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Helping young adults with learning difficulties into training through education

Group No: **229**

Round 2

Type of visit:
Mixed

9/5/2011-13/5/2011
Spilsby, United Kingdom

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **disadvantaged groups**
- **special needs**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

As a leading national provider of education for young adults with learning difficulties we would like to share our experiences with others from across Europe. Linkage College, Linkage Employment and Residential Services are all part of Linkage Community Trust whose aim it is to support those who are disadvantaged within society and help them to lead as independent a life as their abilities or disabilities allow. Linkage College is residential and has been given 'outstanding', awards for their work. Once students have left the college, they have the opportunity to enter Linkage Residential Services or work with Linkage Employment, which offers continuing education and support and training for those able to access employment.

WHAT?

Participants will learn about:

- joined up way of support and guidance for those with learning difficulties;
- continuing education and training with a view to gaining employment;
- a variety of residential accommodation and how this is provided to fit the needs of the individual;
- a variety of supported employment provisions to observe service users at work.

HOW?

Participants will:

- visit Linkage College to see students at work and interact with them;
- observe staff at work and talk to them;
- meet with employment services' guidance staff;
- visit residential accommodation and talk with service users about where they live;
- visit a local special school for children aged six to 16.

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 chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

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INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Integration of disabled young people into working life in Germany

Group No: **230**

Round 2

Type of visit:
VET

9/5/2011-13/5/2011
Karben (near Frankfurt am Main), Germany

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **lifelong guidance**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Integrating disabled people into working life and society in Germany is based on a complex supporting system, which has been continuously improved and diversified. Vocational training establishments are national institutions for initial vocational training of young people with disabilities. They work in conjunction with firms in their respective region to provide initial vocational training for young disabled persons who require medical, psychological or educational assistance as a result of their disability.
Germany has built up a network of 52 vocational youth training centres. They give training in 190 occupations and have a total capacity of some 12300 trainees.

WHAT?

Participants will learn about:

- initiatives for improving basic skills of adults in a certain city/region;
- methods and instruments of guidance in vocational education;
- new methods of assessment and self-assessment to improve quality of education in a city/region/country.

HOW?

Participants will:

- meet representatives and stakeholders of political and economic sectors, interest groups, paying authorities, educational institutions;
- see practical work with disabled young people;
- see examples of best practice in support of disabled people in the Rhine Main region.

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,
- researchers.

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INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

The role of career guidance, information and training for the labour market

Group No: **231**

Round 2

Type of visit:
Mixed

10/5/2011-12/5/2011
Białystok, Poland

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **disadvantaged groups**
- **lifelong guidance**
- **social inclusion**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Unemployment is a serious social problem, especially in the eastern part of Poland, and implementation of new solutions is always needed. It causes many consequences leading to social exclusion. Public employment services and non-governmental organisations are two main sectors which play a vital role in preventing social exclusion. The Voivodship Labour Office in Białystok, district labour offices (public institutions) and Droga Association in Białystok (NGO), deliver services and help for all job-seekers, but especially those with difficulties on the labour market. They provide information, advice, vocational training and guidance for improving skills, planning personal development and any changes in difficult personal and family situations.

WHAT?

Participants will learn about:

- the methods and tools used in vocational guidance (especially with unemployed people);
- services for excluded (by poverty, abuse, unskilled) groups in two sectors of social activity (public and voluntary sector);
- how voluntary organisations support disadvantaged groups;
- ways of learning new skills for better placement on the job market.

HOW?

Participants will:

- visit the regional and local labour office, and an organisation from social activity sector, providing help and services for the unemployed;
- discuss possible ways of coping with poverty, social exclusion, entering the job market, especially after long-term unemployment.

WHOM?

- Directors of guidance centres,
- educational and vocational training inspectors,
- 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:

Bezrobocie jest poważnym problemem społecznym, szczególnie we wschodniej części Polski. Powoduje ono wiele konsekwencji, które są przyczyną wykluczenia społecznego. Współcześnie możemy mówić o dwóch sektorach, które działają na rzecz zapobiegania wykluczeniu społecznemu: sektor publiczny i sektor pozarządowy. Wojewódzki Urząd Pracy w Białymstoku, Powiatowe Urzędy Pracy (organizacje publiczne) oraz Stowarzyszenie Pomocy Rodzinie „Droga" w Białymstoku (organizacja pozarządowa) pomagają ludziom potrzebującym specjalistycznego wsparcia. Organizacje te świadczą usługi informacji, poradnictwa zawodowego, służące podnoszeniu umiejętności w obszarze planowania kariery oraz poszukiwania pracy.

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INCREASING ATTRACTIVENESS OF VET

European dimension of vocational education and training

Group No: **232**

Round 2

Type of visit:
VET

14/3/2011-18/3/2011
Kielce, Poland

Working language:
English

Number of places: **12**
Minimum required: **5**

Keywords:

- **apprenticeship**
- **competences in science and technology**
- **work placement**

Organiser(s):

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CATEGORY OF THEMES:

Education and training for employability

WHY?

European cooperation is a priority of the Polish educational system, which is seeking to develop the attractiveness of vocational education. Vocational education and training in Poland is undergoing dynamic changes.
Swietokrzyski region with its capital Kielce is situated in the heart of Poland and is a good example of the problems and expectations of vocational education and training in Poland.
The host institution, Kuratorium Oswiaty is the regional educational authority responsible for educational standards of public and non-public schools of all types of general education and vocational training in the Swietokrzyski region.

WHAT?

Participants will learn about:
- current vocational education policy in Poland;
- examples of good practice in vocational education and training;
- organisation and management of vocational education.

HOW?

Participants will:
- visit the regional educational authority in Kielce;
- visit schools and vocational training centres;
- visit Kielce international trade fair;
- visit Kielce university of technology and schools participating in LdV projects;
- observe teachers in the classroom;
- meet educational inspectors, guidance counsellors, vocational school principals, students and apprentices.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tematem wizyty studyjnej jest „Wzrost atrakcyjności kształcenia zawodowego". Jest to zagadnienie bardzo złożone i znajdujące się na etapie transformacji i poszukiwania rozwiązań systemowych w oświacie polskiej. Kuratorium Oświaty w Kielcach jest instytucją nadzoru dla wszystkich typów szkół i placówek województwa świętokrzyskiego i jednocześnie jest bezpośrednim ogniwem dostępu tych instytucji do Ministerstwa Edukacji Narodowej.
W programie wizyty przewidujemy zrównoważony udział części teoretycznej, praktycznej i dyskusji. Walorem tej wizyty będzie wkomponowanie jej w Międzynarodowe Targi EDUKACJA-XVI Targi Edukacyjne organizowane przez Centrum Targowe Kielce.

WWW.

www.kuratorium.kielce.pl – www.um.kielce.pl – www.targikielce.pl
www.sejmik.kielce.pl – www.uw.kielce.pl

INCREASING ATTRACTIVENESS OF VET

The dual vocational training system in Germany

Group No: **233**

Round 2

Type of visit:
VET

4/4/2011-8/4/2011
Cologne, Germany

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **apprenticeship**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The main reason for Germany's economic strength is its good initial and continuing vocational training. Young people and companies have every right to expect that their education efforts are embedded in a system which ensures access, quality, mobility and innovative ability. This is regulated in the amended Vocational Training Act (BBiG) and its training regulations. It is also the basis for nationally standardised high-quality continuing training. Standardised requirements and examination standards ensure high qualifications of employees and thus the business success of companies.

WHAT?

Participants will learn about:

- structure and reform of vocational education and training;
- training occupations;
- intercompany training.

HOW?

Participants will:

- meet with national authority representatives (Federal Ministry of Education and Research);
- meet with experts of the Federal Institute of Vocational Training (BiBB);
- visit companies and VET schools;
- discuss with social partners.

WHOM?

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

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INCREASING ATTRACTIVENESS OF VET

Improve professional training and bring it closer to the business world

Group No: **234**

Round 2

Type of visit:
VET

11/4/2011-15/4/2011
Valence, France

Working language:
English

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

Keywords:

- **lifelong guidance**
- **lifelong learning programme**
- **social partners**

CATEGORY OF THEMES:

Education and training for employability

WHY?

There is a lack of interest in some vocational careers and difficulties in recruiting for some sectors (industry, construction, agro-processing food).
In the area of Valence, we develop actions to:

- promote vocational careers;
- make links between teachers and industrial factories;
- prevent dropping out especially in professional schools.

WHAT?

Participants will learn about :

- a day school-business partnership for teachers and directors;
- different coordinated actions with social and economic partners;
- the nature of business involvement in initial training, alternate learning and continuous training.

HOW?

Participants will:

- take part in experiences with professional partners;
- meet managers, directors, guidance counsellors, teachers, representatives of local industries;
- meet local economic partners involved in partnerships with schools (compulsory and vocational training school and further education).

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Des actions visant la valorisation de la voie de formation professionnelle et le rapprochement école-entreprise sont développées dans le Bassin de Valence. La réflexion est menée en collaboration avec les partenaires socio-économiques locaux et mérite d'être confrontée aux expériences de partenaires européens.

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www.Onisep.fr – www.ac-grenoble.fr/cio/ – www.industrie.gouv

STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

Moderne Bildung und berufliche Schulungen für den Arbeitsmarkt

Gruppennummer: **235**

Antragsrunde 2

Art des Besuches:
Allgemeine Bildung

11/4/2011-15/4/2011
Włocławek, Polen

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **12**
Erforderliche Mindestanzahl: **6**

Schlüsselwörter:

- **Erwachsenenbildung**
- **Lehrlingsausbildung**
- **Praktikum**

Organisator(en):

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THEMENBEREICHE:

Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit

WARUM?

Die schnelle Anpassung an den sich ändernden Bedarf des Arbeitsmarkts ist bereits sehr wichtig. Die Diversifikation von Qualifikationen und die Abstimmung der Berufsfähigkeiten auf den Bedarf des Arbeitsmarkts ist notwendig. Ein Arbeitgeber sucht jetzt einen Arbeitnehmer, der bereit ist, nicht nur selbständig seine Arbeit auszuüben, sondern sich auch an neue Anforderungen und Arbeitsmethoden anzupassen. Wir sind ein Bildungszentrum, das Jugendliche, Erwachsene und Arbeitslose für die modernen Wirtschaftszweige bildet. Wir berücksichtigen sofort neue Tendenzen in den Arbeitstechniken und Technologien bei Festlegung unserer Berufsbildungsziele und Inhalte und arbeiten eng mit Institutionen auf dem Arbeitsmarkt (Unternehmen, Betriebe, Arbeitsämter) und mit Berufsschulen zusammen.

WAS?

Die Teilnehmer werden Folgendes lernen:

- wie man eine Partnerschaft zwischen Schule und Unternehmen gründet;
- wie man die Änderungen in der Verwaltung von Schulprozessen in der Berufsbildung durchführt;
- gute Praxis im Bereich der allgemeinen und beruflichen Bildungsorganisation aufgrund von Veränderungen und Anforderungen des Arbeitsmarkts.

WIE?

Die Teilnehmer werden:

- den praktischen Unterricht der praktischen Lehre beobachten;
- an der Präsentation von modernsten Arbeitstechniken teilnehmen;
- ein modernes Schulungszentrum kennen lernen;
- moderne Unternehmen besichtigen, die die Absolventen der Berufsschulen aus Włocławek einstellen
- sich mit neuen Tendenzen in der Berufsbildungsverwaltung und mit dem Systemwandel in den Berufsschulen in Włocławek vertraut machen.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Schulleiter, Lehreraus- und -fortbilder,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

„Wspieranie jakości w edukacji“ to główny cel Centrum Doskonalenia i Edukacji. Kształcimy, dokształcamy, szkolimy i doskonalimy zawodowo zarówno młodzież, jak i dorosłych, pracujących i osoby bezrobotne, nauczycieli i uczniów. Szeroka gama certyfikowanych szkoleń i kursów spełnia oczekiwania lokalnego rynku pracy. Posiadamy 4-te w Polsce, po Politechnikach – warszawskiej, krakowskiej i wrocławskiej, a 25-te w Europie – Techniczne Centrum Edukacyjne HAAS (HTEC) a Spawalnicze Centrum Szkoleń posiada certyfikaty Instytutu Spawalnictwa z Gliwic. Współpracujemy: w dziedzinie obrabiarek z firmą HAAS, w dziedzinie narzędzi z firmą SANDVIK, w dziedzinie oprogramowania CAD/CAM z firmą ESPRIT.

WWW.

www.cdie-wloclawek.pl/sv_de.html

INCREASING ATTRACTIVENESS OF VET

Craft bridge – Crafts' professions partnership in VET system

Group No: **236**

Round 2

Type of visit:
VET

7/6/2011-9/6/2011
Wrocław, Poland

Working language:
English

Number of places: **13**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **education and training attainment**
- **young people**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The Lower Silesian Chamber of Crafts in Wrocław is an organisation associated with craft economic self-government, SME activities and federation of employment. It was established in 1946 and for over 60 years it was based on tradition and crafts' activities. As a young team of enthusiastic people we create educational projects to show young people new ways and positive aspects of vocational training. We stimulate youth to get practical experience in foreign enterprises. We would like to share our knowledge and experience with foreign partners and stimulate cooperation with our chamber.

WHAT?

Participants will learn about:

- the importance of international cooperation in creating good educational projects;
- methods and tools used in Polish enterprises;
- how Polish SMEs work;
- how the Polish economy works and opportunities for cooperating with the Lower Silesia and Lower Silesian Chamber of Crafts;
- stimulating youth to break stereotypes, learn foreign languages and get familiar with other cultures to help them to develop their careers and personalities.

HOW?

Participants will:

- meet the Lower Silesian Chamber of Crafts and discuss all aspects of international cooperation;
- visit small and medium-sized enterprises;
- visit vocational training centres and schools;
- visit Wrocław as a city of culture.

WHOM?

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

W związku z intensywnym rozwojem Dolnośląskiej Izby Rzemieślniczej, regionu Dolnego Śląska oraz rozszerzającą się współpracą międzynarodową wizyta studyjna ma szansę wzmocnić pozycję szkolnictwa zawodowego na terenie Dolnego Śląska. Celem wizyty będzie poszerzanie współpracy z nowymi partnerami zagranicznymi i zachęcenia ich do współpracy przy tworzeniu projektów edukacyjnych. Pracownicy Izby chcą skupić się głównie na aspektach wymian młodzieży kształcącej się w zawodach rzemieślniczych. Podczas wizyty zaprezentowane zostaną projekty zrealizowane przez Izbę Rzemieślniczą (między innymi projekt „Staże indywidualne w przedsiębiorstwach dla wnioskodawców indywidualnych").

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SOCIAL PARTNERS CONTRIBUTION TO LIFELONG LEARNING

Older workers in companies and on the labour market

Group No: **237**

Round 2

Type of visit:
Mixed

14/3/2011-18/3/2011
Düsseldorf, Germany

Working language:
English

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

Keywords:

- **adult learning**
- **lifelong guidance**
- **older workers**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Because of demographic change new models for human resources development and job structures in companies are needed to cope with the age and health of the workforce. They also need to consider existing qualifications and the innovative ability of companies. On the labour market older workers have significant problems in finding a new job. Hence there are new challenges for employees, companies, social partners and politics. In Northrhine-Westphalia and especially in the Ruhr area various initiatives have been developed.

WHAT?

Participants will learn about:

- the special role of social partners;
- models to produce a balanced ageing structure and innovative ability in companies;
- models for labour policy and staffing policy which 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 social partners, foundations (Hans-Böckler-Stiftung, Becker-Stiftung), research institutes;
- visit a steel producer and discuss with representatives from both the workforce and the employer about qualifications of older employees;
- visit an exhibition of the DASA with focus on health protection of older workers;
- meet representatives from a network (institutions for qualifications, consultants and public institutions).

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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Im Rahmen des demografischen Wandels müssen innerbetrieblich im Rahmen von Personalpolitik und Organisationsentwicklung Modelle zur alters- und gesundheitsgerechten Arbeitsgestaltung entwickelt werden, die zugleich den Erhalt und Ausbau der vorhandenen Qualifikationen und betriebliche Innovationsfähigkeit einbezieht. Auf dem Arbeitsmarkt haben ältere Arbeitnehmer große Probleme. Daraus ergeben sich neue Herausforderungen für Arbeitnehmerinnen und Arbeitnehmer, Unternehmen, Tarifparteien und Politik.

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WWW.

www.bibb.de – www.inqa.de – www.demotrans.de – www.dgb.de – www.igmetall.de
www.bertelsmann-stiftung.de – www.proage-online.de – http://osha.europa.eu

NEW SKILLS FOR NEW JOBS

Skills and jobs: will they meet in the future?

Group No: **238**

Round 2

Type of visit:
VET

21/3/2011-25/3/2011
Kajaani, Finland

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **entrepreneurship**
- **workers' mobility**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Assessment and anticipation of skills and labour market needs is seen as a key instrument: for the efficient functioning of markets and mobility within the EU; for a better match between supply and demand to reduce bottlenecks; and for a better definition of the content and structure of education and training systems as they seek to develop human resources, skill levels, creativity and entrepreneurship.
This is as important in Finland as in other European countries. In Kainuu region we have done anticipation work for 10 years. We have anticipated skills needed in working life and adjusted our education supply according to these needs.
Kainuu vocational college is the only vocational school in Kainuu region. We have extensive experience and would like to share it.

WHAT?

Participants will learn about:
- rationale for anticipation;
- alternatives to anticipating skills requirements;
- overall trends in job creation and labour supply;
- the challenges of anticipating labour supply in Europe;
- anticipation projects in Finland and Kainuu vocational college in Kainuu region.

HOW?

Participants will:
- hear lectures on themes dealing with anticipation;
- observe anticipation methods;
- visit a vocational school which has carried out anticipation work over the past 10 years;
- visit enterprises involved in anticipation work;
- visit enterprises that have faced the problem of finding skilled labour.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Työelämässä tarvittavien taitojen ja työmarkkinoiden tarpeiden ennakointi on tärkeää työmarkkinoiden toimivuuden ja työvoiman liikkuvuuden kannalta. Kysynnän ja tarjonnan tulee kohdata entistä paremmin. Ammatilliselle koulutukselle tämä asettaa suuria haasteita.
Ennakointi on tärkeää kaikissa Euroopan maissa. Suomessa ja Kainuussa ennakoinnista on jo kokemusta. Kainuussa ammatillisen koulutuksen ennakointityötä on tehty jo kymmenen vuotta. Olemme ennakoineet työelämän tarpeita ja sovittaneet koulutustarjontamme näihin tarpeisiin.
Opintovierailun osallistujat perehtyvät ennakointityöhön ja – menetelmiin sekä ennakointitutkimusten tuloksiin Euroopassa, Suomessa ja Kainuussa.

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WWW.

www.oph.fi/download/110071_Education_training_and_demand_for_labour_in_Finland_by_2020.pdf

NEW SKILLS FOR NEW JOBS

Competence for active life

Group No: **239**

Round 2

Type of visit:
Mixed

23/5/2011-27/5/2011
Ostrava, Czech Republic

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **key competences**
- **social and civic competences**
- **teachers' and trainers' competences**

Organiser(s):

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CATEGORY OF THEMES:

Education and training for employability

WHY?

There are more and more jobs where the main working tool is a computer. This means a combining a computer, a desk, a chair and hunched staff. We travel by car, sitting behind the steering wheel. At home we comfortably settle down in front of the TV or notebook. A survey reveals that only 15% of Europeans are active in sports and that the average citizen spends more than six hours a day seated. What is the impact of this lifestyle on our work, fitness, health?
Besides physical and health aspects, sport teaches to be part of a team, to accept fair play, to improve knowledge, motivation, skills and readiness for effort. It promotes social interaction and networking, contributes to job creation and revitalising disadvantaged areas.
We have developed a set of 14 innovative training programmes to prepare a flexible, employable workforce able to cope with rapid changes on the labour market.

WHAT?

Participants will learn about:
- physical activities as methods to develop social competences;
- the Czech physical education system;
- active lifestyle, relaxation methods, facts and trends and diseases of civilization;
- physical activity in HR policies.

HOW?

Participants will:
- participate in soft skills training that use physical activities;
- observe physical education and training methods;
- visit and try sport facilities;
- talk to HR specialists, sport and healthy lifestyle professionals.

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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Současný svět stále výrazněji ovlivňují moderní technologie, neustále roste počet pracovních míst, kde základním pracovním nástrojem je počítač – tedy v důsledku to znamená kombinaci stolu s počítačem, židli a samozřejmě dennodenně se hrbícího zaměstnance. Po osmi nebo více hodinách opět usedneme za volant a doma se pak opět pohodlně poskládáme před obrazovku televize nebo notebooku. Ale jaký dopad má tento způsob života zpětně na naši pracovní aktivitu, duševno, fyzickou zdatnost, zdraví?

WWW.

www.rpic-vip.cz – www.keycompetencies.eu

QUALITY ASSURANCE SYSTEMS, FRAMEWORKS AND APPROACHES

Supporting excellence through frameworks, instruments and tools

Group No: **240**

Round 2

Type of visit:
Mixed

2/5/2011-6/5/2011
Belfast, Northern Ireland, United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **leadership and management**
- **quality assurance**
- **innovative approaches**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

The Learning and Skills Development Agency of Northern Ireland has chosen to organise this visit as this theme is of particular significance to the organisation. With quality Improvement and professional development as major elements of its core remit, we continuously work to produce and implement high quality innovative instruments, tools and frameworks that are geared to improving performance in the post-16 education and training sector across Northern Ireland. We will share our own good practice and learn from other people and their organisations that have similar remits throughout Europe.

WHAT?

Participants will learn about:

- meeting government priorities;
- supporting quality improvement;
- supporting leadership and management;
- supporting and recording continuing professional development;
- promoting teacher mobility;
- developing and implementing the vocational qualifications reform programme.

HOW?

Participants will:

- meet with key staff who have developed and assisted in embedding instruments, tools and frameworks;
- engage in hands-on experience of some online tools and resources;
- visit colleges and work-based learning organisations to meet and talk to staff and learners;
- attend a one-day lifelong learning conference, providing excellent networking opportunities;
- share best practice through the 'listening to' toolkit and experiencing new tools relating to e-learning.

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 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.

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www.lsdani.org.uk – www.lsnlearning.org.uk – www.delni.gov.uk – www.i-l-m.com
www.Dcsf.gov.uk – www.bis.gov.uk – www.swc.ac.uk – www.discoverireland.com
www.belfastcity.gov.uk/cityhall – www.nmni.com/uafp

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Innovation and creativity in adult education

Group No: **241**

Round 2

Type of visit:
Mixed

4/4/2011-8/4/2011
Oslo, Norway

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **drop-outs**
- **lifelong guidance**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

IImplementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

Many adults have not finished secondary and upper secondary education for whom LLL is an important issue. They are former drop-outs, they might need vocational rehabilitation or more education. During the last years Norway, and Oslo especially, has received many immigrants. They need to learn the language and as many have education from their homeland, assessment and validation of formal and informal learning is used to find their level.
Oslo VO Sinsen provides lower and higher upper secondary education and vocational education certificates and also prepare adults for college and university entry. We have attended study visits, been involved in several European projects and have many different educational programmes for adults with all kinds of needs. Sharing ideas and best practice with European leaders is important for us.

WHAT?

Participants will learn about:
- adult education;
- approaches to testing adults;
- innovation, creativity;
- implementation of flexible learning;
- educational programmes for adults with special needs;
- using open learning areas and senior tutors.

HOW?

Participants will:
- visit an adult education admittance and testing centre;
- visit adult education units offering basic learning for immigrants;
- visit adult education centres giving formal vocational education and preparing for university;
- observe adult education at the workplace;
- visit open learning areas/libraries with senior tutors;
- meet students who have been through a validation process;
- meet teachers and share best practices.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mange voksne har ikke fått opplæring på videregående nivå, av ulike grunner. I løpet av de siste årene har Norge, og særlig Oslo, fått mange innvandrere. De har behov for å lære norsk, men også for å få fastslått og validert sin kompetanse. Studiebesøket vil ta opp hvordan man kan arbeide med felles europeiske prinsipper og verktøy for å møte disse utfordringene. Studiebesøket blir arrangert av Oslo VO Sinsen som har 1700 voksne elever i dag. Oslo VO har deltatt på en rekke studiebesøk og i mange europeiske prosjekt.

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ORIENTATION POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE ET LA GESTION DE CARRIÈRE

Outils numériques et stratégie pour l'orientation personnalisée des jeunes

Numéro de groupe: **242**

Phase 2

Type de visite:
Mixte

21/3/2011-25/3/2011
Paris, France

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **8**

Mots clés:

- **compétence numérique**
- **orientation tout au long de la vie**
- **apprentissage personnalisé**

CATÉGORIE THÉMATIQUE:

Mise en œuvre d'outils, de principes et de cadres européens communs pour l'apprentissage tout au long de la vie, y inclus l'orientation tout au long de la vie

POURQUOI?

Pour accompagner les jeunes dans la préparation d'un projet de poursuite d'études, l'orientation joue un rôle crucial. Afin d'optimiser la connaissance des voies professionnelles de formation, de nouveaux dispositifs visent à assurer un accompagnement personnalisé des jeunes, basé sur l'utilisation des technologies de l'information et de la communication.
Le CIEP (Centre international d'études pédagogiques) et l'ONISEP (Office national d'information sur les enseignements et les professions), établissements publics à caractère administratif, ont mis en commun leur expertise afin de porter à la connaissance des professionnels concernés ces pratiques innovantes de personnalisation des parcours d'orientation tout au long de la vie.
Les participants pourront apprécier les dynamiques territoriales en Île-de-France et le rôle pionnier de l'académie d'Amiens.
La priorité sera donnée à :

- l'innovation dans les dispositifs d'orientation pour valoriser les filières professionnelles;
- l'identification des liens entre scolarité, monde professionnel, connaissance des métiers, itinéraire de formation et insertion.

QUOI?

Le participant découvrira :

- l'organisation du système d'orientation en France;
- l'articulation national/local dans la mise en œuvre des politiques d'orientation;
- l'intégration de l'orientation dans le projet de l'établissement pour le choix des parcours d'études et la prévention du décrochage scolaire;
- l'utilisation des TICE (Technologies de l'information et de la communication dans l'enseignement) dans l'accompagnement individuel.

COMMENT?

Le participant :

- rencontrera les équipes éducatives et les jeunes bénéficiaires des parcours de découverte «métiers et formations»;
- visitera des établissements d'enseignement professionnel qui utilisent les outils numériques.

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,
- conseillers pédagogiques ou d´orientation,
- représentants de services éducatifs, d´agences pour l´emploi ou de centres d´orientation,
- représentants des autorités locales, régionales et nationales.

Organisateur(s):

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www.onisep.fr – www.eduscol.education.fr – www.centre-inffo.fr

GUIDANCE FOR LIFELONG LEARNING AND CAREER MANAGEMENT

Career management skills development in Lithuania

Group No: **243**

Round 2

Type of visit:
Mixed

16/5/2011-19/5/2011
Vilnius, Lithuania

Working language:
English

Number of places: **15**
Minimum required: **6**

Keywords:

- **key competences**
- **lifelong guidance**
- **young people**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

Development of career management skills is essential for young people in transition to working life. Educational institutions are responsible for organising the environment and facilities to help develop such skills. Lithuania has launched many initiatives from policy development to development of services in educational institutions at various levels. Improvement of the guidance system is already planned and approved by the government. Two national projects have been launched for developing career education, information and career guidance in general education and VET in higher education. Most institutions involved in career management skills are located in Vilnius and Kaunas. The College of Social Sciences is interested in developing career guidance services for students.

WHAT?

Participants will learn about:
- initiatives to develop career management skills;
- methods and tools used in career guidance;
- policy initiatives;
- organisation of the career guidance service in educational institutions at various levels.

HOW?

Participants will:
- visit ministries involved in policy development of lifelong guidance;
- meet career guidance practitioners;
- visit career centres of various level educational institutions;
- have peer learning activities and discussions.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Pažintinio vizito tikslas – išnagrinėti karjeros valdymo gebėjimų ugdymo problematiką dalyvių šalyse ir Lietuvoje. Vizito metu dalyviai bus supažindinti su Lietuvos profesinio orientavimo sistema, esama praktika ugdant karjeros valdymo gebėjimus, apsilankys profesinio orientavimo įstaigose bei švietimo įstaigų karjeros centruose. Manome, kad toks pasikeitimas patirtimi bus naudingas plėtojant paslaugas jauniems žmonėms įvairių lygių švietimo įstaigose, o užsimezgusi partnerystė sudarys prielaidas patirties sklaidai ateityje.Socialinių mokslų kolegija jau pakankamai seniai nagrinėja karjeros ugdymo klausimus (yra surengusi ir mokslinių konferencijų šia tema), plėtoja karjeros centro veiklą.

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www.euroguidance.net/ – www.euroguidance.lt/index.php?language=lt&language=en
www.cedefop.europa.eu/etv/Projects_Networks/Guidance/default.asp
http://ktl.jyu.fi/ktl/elgpn – www.smm.lt/en – www.aikos.smm.lt/aikos/lang.do?language=en
www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf

GUIDANCE FOR LIFELONG LEARNING AND CAREER MANAGEMENT

Methods of guidance in France: human and social sciences

Group No: **244**

Round 2

Type of visit:
General education

30/5/2011-2/6/2011
Paris, France

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **drop-outs**
- **lifelong guidance**
- **personalised learning**

CATEGORY OF THEMES:

Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

WHY?

The study visit we propose relies on two observations that can appear contradictory at first sight: pupil guidance in secondary schools in France jeopardises the future of literary studies because they appear to be neglected; however, it was recently noticed that enrolments in human and social sciences have increased, even though it is difficult to get a job after graduation.
Is it only the case in France or can we notice the same situation in other European countries? Do the new methods of active school guidance established a few years ago in France tend to guide pupils' choices when entering university?
The organisers of this study visit – ONISEP (national information office on education, vocational training and professions) and CIEP (International Centre for Pedagogical Studies) – have developed a high level of competence on this issue at local and national levels.

WHAT?

Participants will learn about:
- the challenges of study guidance and transition between secondary school and university in Europe from the example of social studies;
- different structures of active guidance established in France and Europe;
- good examples of practice.

HOW?

Participants will:
- visit a regional multimedia platform of guidance and see the most innovative instruments in guidance (numeric passport, individual career);
- visit university to discover the guidance systems used and meet people involved in guidance;
- take part in workshops to exchange ideas with French partners.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Cette visite d'étude se propose d'engager une réflexion sur un problème particulier d'orientation qui repose sur un constat paradoxal : alors que les élèves du Lycée tendent à délaisser la filière Lettres, les filières Sciences Humaines et Sociales connaissent encore récemment un afflux d'inscriptions à l'Université. Ces études ne débouchent pourtant pas toujours sur un emploi et on y observe également un phénomène d'abandon important. La visite d'étude partira de ce constat pour se pencher sur le passage de l'enseignement secondaire au supérieur et présenter les nouvelles méthodes d'orientation active mises en place en France dans une perspective comparatiste.

Organiser(s):

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WWW.

www.onisep.fr – www.ciep.fr – www.eduscol.education.fr

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

Creating a demand-led VET system: the UK experience

Group No: **245**

Round 2

Type of visit:
VET

7/3/2011-11/3/2011
Exeter, United Kingdom

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **adult learning**
- **lifelong guidance**
- **social partners**

Organiser(s):

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CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

The UK is creating a 'demand-led' VET system. New organisations have new responsibilities to help employers to identify their skills needs and to make sure these are met, at regional, local, industry and employer levels. Ensuring that adult learning systems deliver the skills employers need is a common EU concern. Through this study visit you will see how a 'demand-led' VET system is being built in Exeter and compare this with your own national systems. Exeter is home to many adult learning policy-makers, a large and innovative college, a leading university, and many interesting VET projects. The host organisation is a research centre at the university, responsible for making sure a regional skills policy is based on good evidence and feedback from training organisations. We have experience of many EU projects and would like the study visit to be a basis for future innovative partnerships.

WHAT?

Participants will learn about:

- the origins of the UK demand-led VET system;
- how VET provision is influenced by research on employer needs;
- the role of employer panels in deciding priorities;
- how skills brokers assess employers' needs and link them to the right solution;
- the role of trade unions and how employees' and employers' interests are balanced;
- apprenticeships, careers advice and guidance.

HOW?

Participants will:

- meet regional and local VET policy-makers;
- meet adult learners and apprentices;
- visit VET providers;
- observe training classes;
- meet advice and guidance counsellors;
- visit an innovative trade union project and job centre.

WHOM?

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

WWW.

www.swslim.org.uk – www.swrsp.org.uk – www.ukces.org.uk – www.traintogain.gov.uk
www.apprenticeships.org.uk/ – www.jobcentreplus.gov.uk – www.exe-coll.ac.uk/

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

Beyond 2010 – Reforms in education and training

Group No: **246**

Round 2

Type of visit:
Mixed

23/3/2011-25/3/2011
Reykjavík, Iceland

Working language:
English

Number of places: **14**
Minimum required: **6**

Keywords:

- **adult learning**
- **European qualifications framework (EQF)**
- **lifelong learning programme**

Organiser(s):

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CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Iceland participated in the Education and training 2010 programme using the open method of coordination. A comprehensive report was published in Icelandic and English on the work done.
But what will be the next steps toward 2020? How will we, in Europe, reach the defined benchmarks and indicators set by the EU?:

- adult participation in lifelong learning;
- low achievers in basic skills;
- tertiary level attainment;
- early levers from educaiton and taining;
- early childhood education.

Which methods should be used to stimulate exchange and dissemination of good practice, such as peer learning activities?
In this study visit to Iceland, we will look for answers to these questions, and discuss the future development of lifelong learning.

WHAT?

Participants will learn about:

- the Icelandic educational system, changes and reform in legislation in recent years and the work done in relation to the ET2010 programme;
- the social partners' involvement in strategic planning of legislation for lifelong learning;
- key competences and NQF (national qualifications framework) in relation to EQF (European qualification framework);
- the open method of coordination and collaboration between Member States and associated States;
- the Council conclusions of 12 May 2009;
- the five benchmarks for European Average Performance set by the Member States.

HOW?

Participants will:

- visit the Ministry of Education, Science and Culture;
- visit social partners;
- meet participants in the working groups and authors of the ET 2010 report;
- visit one or more education and training centres.

WHOM?

- Directors of validation or accreditation centres,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Heimsóknin mun fjalla um ET 2010 starfið og árangur af starfinu. Spurt verður, hvert liggur leið?Hvert ætlum við og hvaða leiðir notum við til að mæta þeim markmiðum sem nú hafa verið sett fyrir 2020?
Þátttakendur skulu vera ákvarðanatakendur í sínu landi og helst viljum við að heimsóknin verði haldin á jafningjagrundvelli "peer review activity".

WWW.

http://eng.menntamalaraduneyti.is/media/MRN-pdf-namskrar/ET_2010_Iceland
http://lme.is/page/leo_bestpractice_allt – http://eng.menntamalaraduneyti.is/
www.asi.is/desktopdefault.aspx/tabid-382//521_read-1115/ – www.sa.is/english/
www.frae.is/english/education-and-training-service-centre/ – www.iuhpe.org/

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

Bolstering education in Malta through restructuring and empowerment

Group No: **247**

Round 2

Type of visit:
General education

9/5/2011-13/5/2011
Valletta, Malta

Working language:
English

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

Keywords:

- **leadership and management**
- **quality assurance**
- **innovative approaches**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

In recent years the Maltese education system has undergone a dramatic and significant reform considered unique in its kind. Reorganising autonomous schools into organised colleges is one of these strategies.
Educational reform in Malta is aimed at providing schools with as much flexibility and space for initiatives as possible. The system also provides for a strong quality assurance mechanism. The college system, whereby schools are networked vertically and horizontally to encourage collaboration and co leadership, also promotes peer review and supports aims to improve quality and propagate good practice.
This strategy may be used as a model for other educational systems to observe and implement in the future. Due to its size, Malta is an ideal location to observe this system at first hand.
The host institution is the European Union Programmes Agency (EUPA), the National Agency responsible for the Lifelong Learning Programme.

WHAT?

Participants will learn about:
- methodology used to devise an educational reform policy;
- cooperation between schools that form part of a college system;
- organisational skills involved in college management;
- the strengths and weaknesses of implementing such a system;
- quality assurance as a key competence in national curricula.

HOW?

Participants will:
- observe a State college and its mechanisms;
- meet key persons who brought about the educational reform;
- discuss such implementations with stakeholders who are dealing with this system;
- devise a SWOT analysis of such a system.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

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IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

Construction

An innovative approach to education for sector professions in crisis

Group No: **248**

Round 2

Type of visit:
VET

21/3/2011-24/3/2011
Madrid, Spain

Working language:
English

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

Keywords:

- **low skilled**
- **validation of non-formal and informal learning**
- **innovative approaches**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Two enormously important economic sectors, tourism and construction in Spain, have been deeply affected by the economic crisis. VET in both sectors is going to improve the situation by taking on a new approach. We have promoted the innovative approach in some vocational training institutions (unions and private and public institutions) to help learners to acquire the necessary skills for successful employment. By doing so, some of the structural problems will be solved and competitiveness reached.

WHAT?

The participants will learn about:

- the needs for improving quality in education and training in tourism and construction;
- new approaches, creative methods in teaching and learning;
- the views of our school operators and instutions involved in lifelong learning policy;
- the strengths and weakness of the educational system and policies, success and failure factors.

HOW?

Participants will:

- attend workshops;
- visit institutions of outdoor activity;
- have discussions with civil servants, expert heads of institutions and teachers;
- share their own practices with hosts and other participants.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- pedagogical or guidance advisers,
- representatives of employers' organisations,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Con el fin de luchar contra la crisis que afecta a los sectores del turismo y la construcción , se han puesto en práctica en España algunas medidas innovadoras que van desde la formación a la implantación generalizada de tecnologías de la información y la comunicación. Desde este nuevo enfoque, los participantes conocerán como las instituciones públicas y privadas, tanto como los centros educativos y los representantes de los diferentes agentes sociales trabajan juntos. Durante la visita los asistentes participarán activamente en los encuentros con nuestros operadores.

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WWW.

www.fundaciontripartita.es/ – www.fundacionlaboral.org/ – www.inem.es/

IMPLANTACIÓN DE ITINERARIOS FLEXIBLES DE APRENDIZAJE

Innovación en formación permanente (LLL) con teleformacion (e-learning)

Número de grupo: **249**

Turno 2

Tipo de visita:
Mixto

29/3/2011-1/4/2011
Almería, España

Lengua de trabajo:
Español

Número de plazas: **15**
Número minimo requerido: **6**

Las palabras clave:

- **arendimiento en la educación y formación**
- **programa de aprendizaje permanente**
- **enfoques innovadores**

CATEGORÍA DE TEMAS:

Tendencias y retos en las estrategias de aprendizaje permanente

¿POR QUÉ?

La sociedad actual exige entornos donde se desarrolle un aprendizaje permanente que permita adquirir la compleja variedad de conocimientos y capacidades que se necesitarán como ciudadanos y trabajadores. Para responder a este desafío, la administración educativa de Andalucía desarrolla un modelo abierto y flexible de formación permanente (LLL) basado en la teleformación (e-learning), el impulso de las redes de formación, y la ayuda a los grupos sociales desfavorecidos. A partir de la larga experiencia del CEP de Almería en esta temática y en la organización de visitas de estudio, se mostrará este modelo flexible desde tres ámbitos interconectados: FP (VET), LLL y formación del profesorado.

¿QUÉ?

Los participantes aprenderán acerca de:

- el modelo flexible de formación implantado en nuestra comunidad basado en la teleformación;
- el panorama en LLL;
- el programa abierto y flexible de VET a distancia;
- el plan e-learning para el profesorado y las redes profesionales del CEP de Almería;
- experiencias innovadoras basadas en la creatividad y el aprendizaje cooperativo y activo;
- iniciativas para asegurar la calidad en los procesos formativos y de evaluación.

¿CÓMO?

Los participantes aprenderán acerca de:

- conocerán los planes institucionales de Andalucía para FP (VET), Educación Permanente (LLL) y Formación del profesorado con teleformación;
- visitarán centros educativos que desarrollan prácticas innovadoras;
- conocerán el plan de teleformación desarrollado por el CEP de Almería;
- tendrán encuentros con responsables educativos y personas expertas;
- debatirán e intercambiarán experiencias en el contexto europeo.

¿PARA QUIÉN?

- Responsables de formación en empresas,
- directores de instituciones y centros de educación y formación profesional,
- directores de centros de orientación,
- inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- jefes de departamento,
- directores de recursos humanos,
- 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 empresariales,
- representantes de autoridades locales, regionales y nacionales,
- representantes de sindicatos,
- investigadores.

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WWW.

www.juntadeandalucia.es/educacion/adistancia/ – www.cepindalo.es/
www.juntadeandalucia.es/averroes/educacion_permanente/nuevo_portal/
www.juntadeandalucia.es/educacion/adistancia/avep/ – www.elearningeuropa.info
www.juntadeandalucia.es/educacion/adistancia/fpd – www.juntadeandalucia.es/averroes/

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

Creative learning pathways in formal and non-formal education

Group No: **250**

Round 2

Type of visit:
Mixed

4/4/2011-8/4/2011
Patras, Greece

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **extra-curricular activities**
- **key competences**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

The region of western Greece is well-known for taking part and implementing policies, initiatives and European projects dealing with creativity and innovation in both formal education (schools and universities) and non-formal education (prefecture training centres, NGO, and adult institutes).
Many institutions of the region have implemented innovative examples of good practice, successful policies and practices in all forms of lifelong learning. We plan to show creative, innovative teaching and learning methods using art as a means of education.

WHAT?

Participants will learn about:

- innovative learning methods using art;
- innovative, creative methods used in general education (high school – lyceums) and in all forms of formal and informal education;
- good quality, unconventional teaching methodologies for creative learning pathways;
- the four categories of main competences of adult learning: personal, educational, social and professional;
- how to improve their key competences and skills and increase their creative and critical thinking.

HOW?

Participants will:

- visit institutions at all levels of education;
- meet students, teachers, educators in workshops, education experts and/or counsellors;
- visit classes where adults learn via art;
- visit regional and local authorities involved in education.

WHOM?

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

Η επίσκεψη μελέτης με θέμα: «Δημιουργικά Μονοπάτια Μάθησης στην τυπική και άτυπη εκπαίδευση» σκοπεύει να παρουσιάσει παραδείγματα καλής πρακτικής σε μη συμβατικές μεθοδολογίες μάθησης, με τις οποίες καλλιεργούνται βασικές ικανότητες των πολιτών της Ε.Ε., καθιστώντας τους ικανούς να αντιμετωπίσουν τις προκλήσεις της κοινωνίας που συνεχώς αλλάζει. Τα εργαστήρια και τα παραδείγματα καλής πρακτικής που θα παρουσιαστούν θα δημιουργήσουν καινοτόμες μεθόδους διδασκαλίας, χρησιμοποιώντας την Τέχνη ως μέσο εκπαίδευσης και αξιοποιώντας τη δημιουργικότητα και τη φαντασία στην διαδικασία της Δια Βίου Μάθησης.

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WWW.

http://users.ach.sch.gr/vamvaka – www.dide.ach.sch.gr – www.nelekek-ax.gr
www.kemop.gr

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

Flexible learning paths leading to professional highways

Group No: **251**

Round 2

Type of visit:
VET

4/4/2011-8/4/2011
Jyväskylä, Finland

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **lifelong guidance**
- **personalised learning**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Working life and lack of work in many cases encourage adult professionals to update their professional skills and/or start new training to remain up to par. New methods of adult training and education have been implemented in adult education organisations in Finland and abroad. Participants have an opportunity to learn about more pathways for adult students and exchange experiences.
Jyväskylä educational consortium has experience in cooperation with local and regional industry. New training, learning and assessment methods have been forged with other educational organisations.

WHAT?

Participants will learn about:

- the role of adult education and training as an industry developer and educational products tailored for companies and partners;
- practical ways of planning and organising vocational adult education based on needs of working life;
- accreditation of prior learning, different methods of surveys of competence;
- individual learning paths for adult learners, IT and mobile technology and learning spaces/e-Learning;
- roles and development of adults' trainers and guidance personnel;
- entrepreneurship.

HOW?

Participants will:

- visit companies in central Finland;
- attend and observe educational services;
- meet teachers and educational managers from educational organisations.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- heads of departments,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Keväällä 2011 Jyväskylässä järjestettävän asiantuntijaopintovierailun tavoitteena on käsitellä ja pohtia mm. seuraavia asioita: aikuiskoulutuksen roolia työelämän kehittäjänä; kuinka aikuiskoulutus pystyy joustavasti vastaamaan työelämän osaamistarpeisiin; millä keinoin aikuisen oppijan aikaisempi kokemus ja osaaminen pystytään huomioimaan osana henkilökohtaisten opinpolkujen suunnittelua ja toteutusta; millaisia vaatimuksia muuttuva työelämä asettaa kouluttajan työlle ja osaamiselle.
Opintovierailun ohjelmaan sisältyy asiantuntijapuheenvuoroja, yritys- ja yhteistyökumppanivierailuja, keskusteluja, työpaja- ja ryhmätyöskentelyä sekä sosiaalista ohjelmaa.

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WWW.

www.minedu.fi/OPM/Koulutus/aikuiskoulutus_ja_vapaa_sivistystyoe/?lang=en
www.oph.fi/english/education/adult_education/vocational_adult_education
www.oph.fi/english/publications/2008/competence-based_qualifications_1st_january_2008
www.noste-ohjelma.fi/fin/sivusto.asp?T=1&R=471 – www.jao.fi/
www.aike.fi/eng/vocational_adult_education/

AUMENTO DE LA PARTICIPACIÓN DE LOS ADULTOS EN LA EDUCACIÓN Y FORMACIÓN

Educación y formación de adultos para su integración social y laboral

Número de grupo: **252**

Turno 2

Tipo de visita:
Mixto

7/3/2011-11/3/2011
Madrid, España

Lengua de trabajo:
Español

Número de plazas: **15**
Número minimo requerido: **7**

Las palabras clave:

- **aprendizaje de adultos**
- **grupos desfavorecidos**
- **programa de aprendizaje permanente**

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CATEGORÍA DE TEMAS:

Tendencias y retos en las estrategias de aprendizaje permanente

¿POR QUÉ?

Nuestros centros que imparten enseñanzas para adultos ofrecen a los mayores de 18 años la posibilidad de adquirir, actualizar, completar o ampliar sus conocimientos y aptitudes para el desarrollo académico, personal y profesional.
Establecen vínculos entre la educación y formación profesional y la educación superior que permiten mejorar competencias para facilitar la movilidad ascendente y entre el desempleo y el empleo en especial a los grupos más desfavorecidos de la sociedad

¿QUÉ?

Los participantes aprenderán acerca de:

- cómo se facilita la movilidad ascendente de competencias en adultos: adquisición de titulación de graduado en Educación Secundaria Obligatoria que da acceso a Bachillerato y/o Formación Profesional (FP);
- preparación de pruebas de acceso a la Universidad a mayores de 25 años;
- preparación de pruebas de acceso a ciclos formativos de grado superior de FP;
- cómo se facilita orientación profesional y educativa en estos centros.

¿CÓMO?

Los participantes

- tendrán un cuadro de la situación de las enseñanzas de adultos para ubicar las actividades programadas ;
- visitarán centros de educación de adultos de diferentes tipologías: en el medio rural y en el urbano; centros penitenciarios ;
- centros con educación a distancia y con educación presencial; centros dedicados exclusivamente a la enseñanza de lenguas ;
- visitarán el centro de formación de profesores de adultos ;
- tendrán encuentros con responsables de la administración educativa, equipos directivos de los centros, y con orientadores y profesores.

¿PARA QUIÉN?

- Responsables de formación en empresas,
- directores de instituciones y centros de educación y formación profesional,
- directores de centros de orientación,
- inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- jefes de departamento,
- directores de recursos humanos,
- 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 autoridades locales, regionales y nacionales.

WWW.

www.madrid.org – www.educa.madrid.org/web/crif.acacias – http://eoidiomas.com/ www.mentor.mec.es

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

An answer to a challenge: innovation in adult education

Group No: **253**

Round 2

Type of visit:
Mixed

9/5/2011-13/5/2011
Toledo, Spain

Working language:
English

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

Keywords:

- **apprenticeship**
- **disadvantaged groups**
- **social inclusion**

Organiser(s):

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CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Lifelong learning is a priority for the government of Castilla-La Mancha. Based on the idea that education is the driving force in society and a way to social inclusion, the autonomous parliament passed a Law on Adult Education in 2002.
The province of Toledo has grown significantly both from a socio-economic and a cultural point of view which places challenging demands on the adult population confronted with greater complexity in their lives. Lifelong learning may provide answers to many situations. The 'Delegación Provincial de Educación y Ciencia in Toledo' is a provincial institution responsible for analysing reality, providing and managing all kinds of resources to meet every need of the adult population. It promotes good practice models so we believe this study visit will be a fruitful exchange of ideas to improve adult education for the knowledge society.

WHAT?

Participants will learn about:
- the Law on Adult Education in Castilla-La Mancha;
- how adult education has focused on flexible learning to improve the quantity and quality of programmes offered;
- initiatives and teaching practice models implemented in our adult education centres;
- participation of other public and private institutions in adult education.

HOW?

Participants will:
- interact with officials, teachers and adult learners;
- visit adult education centres which offer flexible and varied lifelong learning programmes;
- observe different teaching 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,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

En el informe de situación de 2008 del Consejo y de la Comisión Europea sobre la ejecución del programa de trabajo "Educación y Formación 2010", se aprecia una evolución muy positiva en el porcentaje de participación en el aprendizaje permanente en España.
En Castilla La Mancha se consideró necesario crear un marco avanzado que permitiera a cada persona adaptarse a las rápidas transformaciones de la sociedad y participar como agente activo en la misma. La Ley de Adultos de 2002, además, tiene una función compensadora y propone acciones para promover la integración social de grupos con necesidades específicas (bolsas residuales de analfabetismo o inmigración).

WWW.

www.educa.jccm.es/ – www.jccm.es/edu/cea/poligono/
www.mepsyd.es/educa/jsp/plantilla.jsp?id=169&area=sistema-educativo/

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Educational network – Working in partnership

Group No: **254**

Round 2

Type of visit:
General education

14/3/2011-18/03/2011

Brussels, Belgium

Working language:
English

Number of places: **15**
Minimum required: **7**

Keywords:

- **extra-curricular activities**
- **parents involvement**
- **school environment**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Schools need to be able to adapt continuously to a changing environment, and the changing needs of pupils, staff, parents and partners. Schools therefore need to have partnerships with the local community and organisations outside the school environment, where they can work effectively and efficiently together.
This network of organisations from different sectors shape and support the life and development of youngsters. In a 'community school' the central focus is the total development of a youngster or a child. The welfare and the well-being of the child are crucial. A community school connects the different learning and living areas; connects the various competences and the different backgrounds in which the competences can be used. A school with such an external network is an added value for all partners involved.
Since a couple of years several schools in Flanders work in this way. A study visit is an ideal opportunity to share their experiences.

WHAT?

Participants will learn about:
- educational partnerships and networks;
- initiatives and programmes which support the school and pupils;
- examples of collaborative projects between the school and the local community.

HOW?

Participants will:
- visit the Department of Education and Training, schools and organisations;
- hear various opinions;
- have discussions with civil servants, experts, heads of institutions and 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,
- 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:

Scholen moeten zich constant kunnen aanpassen aan de veranderende maatschappij en aan de steeds wijzigende noden van de leerlingen, leerkrachten, ouders en partners. Scholen kunnen dit niet alleen, daarom moeten ze partnerschappen aangaan en efficiënt samen werken met hun omgeving en met organisaties buiten de schoolwereld. Hoe dit gebeurt in Vlaanderen, wordt tijdens dit studiebezoek toegelicht via presentaties, discussies, schoolbezoeken en bezoeken aan andere organisaties.

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WWW.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

‘Insieme’: three municipalities working together for one school

Group No: **255**

Round 2

Type of visit:
General education

28/3/2011-1/4/2011
Montalcino/Buonconvento/
San Quirico d’Orcia,
Toscana, Italy

Working language:
English

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

Keywords:

- **extra-curricular activities**
- **school environment**
- **pre-primary learning**

Organiser(s):

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CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

Why?

Montalcino, Buonconvento and San Quirico d’Orcia, three communes in the province of Siena (four nursery schools, four primary schools and three middle schools, age 3-14) have been working together for 10 years in the same comprehensive school, respecting differences but aiming at common goals, such as (a) giving students useful competences; (b) increasing awareness of local identity and (c) promoting integration since the earliest age (pre-primary school). Collaborative projects in partnership with families, municipalities and community organisations have been carried out. The students have been, among other things, archers, flag-wavers, tourist guides and musicians in the village band. They have harvested grapes, made handicrafts and cooked typical dishes.
We would like to share examples of good practice with school experts who have worked towards similar goals.

WHAT?

Participants will learn about:
- the formation of educational partnerships and networks;
- parental involvement in the school;
- examples of collaborative projects between the school and the local community;
- how grandparents share experiences with their grandchildren;
- how to improve education attainment and widen family participation in school life.

HOW?

Participants will:
- visit pre-primary, primary and middle schools;
- observe lessons and laboratory activities producing local handicrafts;
- view students performing traditional games;
- meet school managers, community leaders, parents, students and staff;
- visit museums, wineries, farms and castles.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY’S LANGUAGE:

Lo scopo di questa visita è di mostrare come l’Istituto Comprensivo Insieme sta lavorando con le altre realtà territoriali al fine dell’integrazione scolastica di tutti gli alunni, della crescita della loro consapevolezza dell’identità locale, della riduzione dei fenomeni di dispersione scolastica. Per raggiungere questi fini, alle attività scolastiche curriculari vengono affiancati laboratori di produzione di artigianato locale (tessitura, ceramica, cucina locale), insegnamento di attività tradizionali (banda musicale, tiro con l’arco, sbandieratori). Si sottolinea la precocità dell’insegnamento, che parte sin dalla scuola dell’infanzia.

WWW.

www.traveltuscany.net/tourism-in-tuscany/castles/montalcino.html
www.consorziobrunellodimontalcino.it/en/the-montalcino-territory.html
www.welcometuscany.it/tuscany/chianti/montalcino.htm
www.cretesenesi.com/en/buonconvento-p-5___.html
www.borghitalia.it/html/borgo_en.php?codice_borgo=142&codice=elenco&page=1
http://whc.unesco.org/en/list/1026 – www.san-quirico.com/

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

Orientation, mobilité et insertion: des stratégies territoriales coordonnées

Numéro de groupe: **256**

Phase 2

Type de visite:
Mixte

4/4/2011-7/4/2011
Nancy, France

Langue de travail:
Français

Nombre de places: **16**
Minimum requis: **8**

Mots clés:

- **mobilité des apprenants**
- **orientation tout au long de la vie**
- **approches innovantes**

CATÉGORIE THÉMATIQUE:

Mise en place de communautés d'apprentissage associant tous les acteurs de l'éducation et de la formation

POURQUOI?

Le territoire géographique de l'académie de Nancy-Metz est caractérisé par l'importance de sa dimension transfrontalière et donc de la mobilité professionnelle.
L'académie a mis en place un certain nombre de dispositifs en matière d'orientation, de formation, d'insertion et de mobilité.
Le rectorat, institution d'accueil, est l'autorité académique qui centralise ces dispositifs en partenariat avec les collectivités territoriales et les différents organismes locaux.
Il nous semble intéressant de partager notre expérience avec d'autres pays européens présentant des caractéristiques analogues à celles de notre académie.

QUOI?

Le participant découvrira:

- des méthodologies mises en place dans les actions et stratégies de coopération;
- des dispositifs spécifiques mis en œuvre pour prévenir les sorties sans qualifications, pour faciliter l'orientation et l'insertion;
- des actions transfrontalières mises en place;
- les atouts et les axes de progrès pour mettre en œuvre une politique éducative de territoire.

COMMENT?

Le participant:

- rencontrera des acteurs de la Mission générale d'insertion et des acteurs du dispositif Accueil Information Orientation;
- découvrira des outils pédagogiques d'aide à l'orientation;
- visitera un établissement proposant des dispositifs d'enseignement spécifique.

POUR QUI?

- Directeurs de centres d'orientation,
- directeurs de centres de validation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales.

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www.ac-nancy-metz.fr/relinter

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www.ac-nancy-metz.fr/lio – www.ac-nancy-metz.fr/relinter – www.inffolor.org
http://ciel5.ac-nancy-metz.fr/pasi/ – www.orefq.fr – www.cr-lorraine.fr/jahia/jahia/pid/627
http://eduscol.education.fr

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Cooperation between education institutions and stakeholders

Group No: **257**

Round 2

Type of visit:
Mixed

23/5/2011-27/5/2011
Cheb, Czech Republic

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **competences in science and technology**
- **extra-curricular activities**
- **leadership and management**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Cooperation between education institutions and stakeholders is very important to help to improve teaching and learning processes and support innovation. The study visit will present current situation, activities and cooperation between some education subjects (basic and grammar schools, school for health workers, hotel school, faculty of economics) and stakeholders such as chambers of commerce, school office of the town Cheb, education department of the region Karlovy Vary, regional library, companies etc.

WHAT?

Participants will learn about:

- education system and cooperation between education institutions in Karlovy Vary region;
- extra curricular activities – projects;
- cooperation between schools and companies and chambers of commerce;
- ICT implementation in the teaching and learning process.

HOW?

Participants will:

- visit basic and grammar schools, school for health workers, hotel school, faculty;
- visit department of education and library in Karlovy Vary;
- meet heads of schools and deputies of chambers of commerce and school office;
- observe results of extra curricular activities and educational projects;
- exchange experience of the projects.

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 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:

Kooperace mezi vzdělávacími institucemi a partnery v regionu je velmi důležitá zejména při realizaci řady extrakurikulárních aktivit. Studijní pobyt umožní účastníkům navštívit základní školu, gymnázium, střední zdravotní školu a hotelovou školu a také část ekonomické fakulty. Účastníci budou též diskutovat zkušenosti ze vzdělávacích projektů se zástupci hospodářské komory, odboru školství v Chebu a v Karlovarském kraji a navštíví i krajskou knihovnu. Cílem je představení projektů, výměna zkušeností a navázání spolupráce v této oblasti.

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

L'école, structure et responsabilité de la communauté locale

Numéro de groupe: **258**

Phase 2

Type de visite:
Enseignement général

24/5/2011-27/5/2011
Medias, Roumanie

Langue de travail:
Français

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

Mots clés:

- **environnement scolaire**

CATÉGORIE THÉMATIQUE:

Mise en place de communautés d'apprentissage associant tous les acteurs de l'éducation et de la formation

POURQUOI?

Dans le département Sibiu, où notre école est située, se déroule le pilotage de décentralisation de l'enseignement préuniversitaire. La collaboration avec les représentants des collectivités locales y joue un rôle important. Il est donc essentiel pour l'école d'établir des liaisons avec de nombreux partenaires. L'école secondaire «Mihai Eminescu» a des partenariats avec un grand potentiel éducatif.

QUOI?

Le participant découvrira:

- comment s'exerce la coopération entre les établissements d'enseignement et la communauté locale;
- des exemples de bonne pratique en ce qui concerne la coopération entre les établissements d'enseignement et les partenaires représentant la communauté locale;
- les projets des écoles de Medias et particulièrement ceux de l'école « Mihai Eminescu » avec des partenaires de la communauté locale en cours de déroulement;
- comment l'école est vue par la communauté.

COMMENT?

Le participant:

- visitera des institutions de la communauté locale;
- rencontrera des partenaires de l'école « Mihai Eminescu »;
- visitera des établissements scolaires;
- participera à des rencontres avec des directeurs d'écoles, des enseignants, des élèves et des représentants de la communauté locale;
- participera à des activités du calendrier des projets en cours de déroulement;
- recevra des informations sur les projets éducatifs des écoles de Medias.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d´enseignement et de formation professionnels,
- professeurs principaux, formateurs d´enseignants,
- chefs de départements,
- représentants des autorités locales, régionales et nationales.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Începând cu anul 2005, judetul Sibiu face parte din proiectul pilot de descentralizare a învătământului preuniversitar din România. Ca urmare, a crescut accentul pus asupra colaborării scolilor cu comunitatea locală, întelegând pe de-o parte reprezentantii autoritătii locale si pe de altă parte partenerii sociali (ONG-uri, asociatii de părintii, institutii de cultură, Biserică, Politie, Muzeul Municipal, etc.)
Vizita de studiu organizată va facilita cunoaterea acestor aspecte ce tin de colaborarea scolii cu comunitatea locală prin: întâlniri cu reprezentanti ai acesteia, vizitarea unor institutii de învătământ preuniversitar din Medias si din judet, prezentarea de proiecte educative.

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http://bibliotecamedias2008.wordpress.com/ – www.primariamedias.ro/

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES **Manufacturing**

Technological innovation from vocational training to the enterprise

Group No: **259**

Round 2

Type of visit:
VET

6/6/2011-10/6/2011
Elgoibar, Spain

Working language:
English

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

Keywords:

- **competences in science and technology**
- **European credit transfer system (ECTS)**
- **innovative approaches**

CATEGORY OF THEMES:
Development of learning communities, involving all actors in education and training

WHY?
The IMH (Tool Machine Institute) is a training and technological innovation centre serving the community and the industry. We provide training to the professionals in the tool machine sector, as well as technical services to medium and small companies. Our centre is located in an industrial region, in an area highly specialised and closely linked to the tool machine and motor industry sectors. We work in close relation with social partners and local authorities and enterprises and our aim is to establish a European network of training centres associated with the industrial sector and if possible with the tool machine sector.

WHAT?
Participants will learn about:
- development of new technological skills through cooperation between vocational training schools and enterprises;
- cooperation between vocational training schools and local entities.

HOW?
Participants will:
- visit local institutions and enterprises to meet agents and perceive and check the close relationship between enterprises and local institutions.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:
El Instituto de Máquina Herramienta, IMH, es un centro de formación e innovación tecnológica al servicio de la industria y de la comunidad, cuya actividad se centra no solo en la formación del nuevo profesional que necesita el sector de fabricantes de máquinas herramienta y de sus usuarios, sino que también ofrece servicios técnicos a las PYMES del entorno, resolviendo sus problemas. El IMH se ubica en Elgoibar municipio de la comarca gipuzkoana de Debabarrena. Esta comarca se caracteriza por tener un tejido económico principalmente industrial con predominio del sector de la máquina herramienta y del sector de automoción.

Organiser(s):

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SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

Preventing violence at school

Group No: **260**

Round 2

Type of visit:
General education

23/5/2011-27/5/2011
Craiova, Romania

Working language:
English

Number of places: **12**
Minimum required: **7**

Keywords:

- **disadvantaged groups**
- **gender equity**
- **school environment**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

There is increasing violent behaviour in school environments and generally, among children. In our region poverty is one of the more frequent causes of violence. More than 20% of the town's inhabitants are Roma (gypsies). Our public school system has a national strategy for preventing violence in schools. There are many measures developed in each school to prevent violence so, we intend to promote these examples of good practice. Teachers, school counsellors, children and local authorities are involved. The County Centre for Resources and Educational Assistance Dolj-CCREAD, is a new institution in Romania, set up to coordinate and monitor the activity of special and integrated educational services. Its mission is to get the educative actions of all stakeholders involved in preventing violence.

WHAT?

Participants will learn about:

- programmes for preventing violent behaviour of children of different ages;
- strategies for efficient involvement of parents in children's education;
- cooperation between school and community to prevent violence at school.

HOW?

Participants will:

- visit secondary schools (in urban and rural areas);
- attend programmes initiated by different schools to reduce violence at school;
- meet school counsellors who coordinate special programmes for preventing violence;
- meet teacher trainers involved in special training programmes;
- meet local 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 local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizita de studiu propusă are ca obiectiv popularizarea initiativelor de succes din Craiova si judetul Dolj în prevenirea şi combaterea violenţei în mediul şcolar. Centrul Judeţean de Resurse şi de Asistenţă Educaţională Doilj este iniţiatorul şi coordonatorul programelor de prevenire a violenţei din şcoli. In judeţul Dolj, există un procent semnificativ al populaţiei de etnie rroma şi o rată a sărăciei dintre cele mai ridicate din România. Aceşti sunt recunoscuţi ca predispozanţi pentru declanşarea violenţei. In acest context, prin măsurile impuse de Strategia Judeţeană de Prevenire şi Combatere a Violenţei în Şcoli s-a urmărit implicarea a cat mai multor factori responsabili.

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www.edu.ro – www.unicef.org/romania/children – www.isj.dj.edu.ro
www.cjraedolj.ro – www.emece.proformar.org/docs/romanie/VIOLENCE
www.bulling-in-school.info/

LEARNING MOBILITY IN EDUCATION AND TRAINING

Quality in mobility and certificates for better cross-border mobility

Group No: **261**

Round 2

Type of visit:
VET

21/3/2011-24/3/2011
Zwolle, Netherlands

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **Europass**
- **learners' mobility**
- **quality assurance**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Mobility in education and training is an integral part of the freedom of movement of persons and one of the main objectives of the European Union's action in education and vocational training. It is an essential tool for creating a European area of education and training and for developing European awareness.
The KIS (quality and impact scan), specially developed by the Dutch agency provides insight into:
- the quality of mobility projects;
- the place of international mobility within establishments.

The purpose of KIS is to develop and improve projects. Results of the scan can be used as a basis for an action plan to professionalise establishments with regard to internationalisation. KIS remains a guidance and assessment tool.
Next to KIS, the LdV certificate will recognise the operational capacity of an organisation to manage high-quality mobility projects under Leonardo da Vinci and their long-term commitment to continuous improvement of mobility.

WHAT?

Participants will learn about:
- Dutch policy on cross-border mobility;
- international learning routes;
- constructing a genuine European area of education;
- 'quality in mobility' (QIM);
- recognition of learning periods abroad;
- Ldv certificate.

HOW?

Participants will:
- present the situation about quality in mobility in their own countries;
- visit VET schools with certificates.

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,
- owners/managers of SMEs,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

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LA MOBILITÉ DES APPRENANTS DANS L'ENSEIGNEMENT ET LA FORMATION

Mobilité à grande distance: accompagner les jeunes dans leur orientation

Numéro de groupe: **262**

Phase 2

Type de visite:
Mixte

28/3/2011-1/4/2011
Saint-Denis, La Réunion, France

Langue de travail:
Français

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

Mots clés:

- **mobilité des apprenants**
- **orientation tout au long de la vie**
- **besoins particuliers**

CATÉGORIE THÉMATIQUE:

Promouvoir la mobilité transfrontalière dans l'apprentissage tout au long de la vie

POURQUOI?

L'île de La Réunion, en tant que région ultrapériphérique de l'Union européenne (10000 km de Paris) est confrontée, depuis la massification de l'enseignement, à la nécessité de promouvoir une politique de mobilité, tant auprès des élèves scolarisés que des travailleurs candidats au départ. Toutes les formations n'existent pas à La Réunion où 9000 jeunes arrivent tous les ans sur le marché du travail qui peine à créer 3500 emplois annuels; cette situation nécessite une approche européenne et internationale de l'insertion.
À La Réunion, des dispositifs spécifiques existent en faveur de cette mobilité devenue nécessaire pour une partie de la population désireuse de poursuivre une formation ou de trouver un emploi dans des conditions plus favorable (36% de chômage à La Réunion).
Le SAIO (Service académique d'information et d'orientation), en tant que gestionnaire de l'orientation et de l'affectation des élèves, est au cœur de cette problématique.

QUOI?

Le participant découvrira:
- la problématique de la mobilité à La Réunion;
- les politiques spécifiques mises en œuvre pour faciliter la mobilité (Éducation nationale, département, région…);
- les difficultés rencontrées;
- les témoignages d'anciens et de nouveaux candidats à la mobilité.

COMMENT?

Le participant:
- participera à des conférences/débats sur le thème et les sous thèmes associés;
- rencontrera les personnels de différentes structures d'information et d'orientation;
- participera à des visioconférences internationales (Canada, Québec, Australie…);
- observera les actions d'information et de préparation à la mobilité.

POUR QUI?

- Directeurs de centres d'orientation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales.

Organisateur(s):

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www.ac-reunion.fr/ – www.univ-reunion.fr/index.html – www.regionreunion.com
www.la-ptite-gazette.com – www.insee.fr/fr/regions/reunion/
http://fr.wikipedia.org/wiki/La_R%C3%A9union

LEARNING MOBILITY IN EDUCATION AND TRAINING

Cross-border mobility in vocational education and training

Group No: **263**

Round 2

Type of visit:
VET

9/5/2011-13/5/2011
Aalborg, Denmark

Working language:
English

Number of places: **15**
Minimum required: **10**

Keywords:

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

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

We wish to inspire and be inspired through a study visit with European colleagues. We also wish to share our experience on working with mobility, where examples of good practise are our local organisation with globalisation agents, and, at national level, the PIU programme, which to our knowledge is unique in Europe.
We would like to benefit from participants' experiences and practices to develop our knowledge. We would also like to network with other European colleges in future partnerships, development projects and identify future work placements abroad.

WHAT?

Participant will learn about:
- how VET colleges in Denmark respond to globalisation's challenges;
- the globalisation strategy of Technical College Aalborg;
- globalisation agents;
- how we promote and administer activities;
- the Danish PIU programme;
- how other educational institutions use mobility and how their globalisation efforts interact with those of the VET system.

HOW?

Participants will:
- visit Technical College Aalborg's international department and some daughter colleges;
- meet representatives of social partners and regional businesses;
- meet globalisation agents, and exchange experience on how to promote and administer international activities;
- meet apprentices who have availed themselves of the Danish PIU programme.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- owners/managers of SMEs,
- representatives of 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:

Globalisering er et af de tre fælles fokuspunkter i strategiplanen for de enkelte brancheskoler under Tech College Aalborg, og i udmøntningen heraf er mobilitet for elever på EUD den absolut vigtigste aktivitet både under EU's Leonardo-program og gennem den danske PIU-ordning. Siden 2006 har Tech College Aalborg haft et decentralt korps af deltidsansatte Aalborg haft et decentralt korps af deltidsansatte Globaliseringsagenter ansat til at understøtte mobilitet og andre former for globalisering på brancheskoleniveau. Målsætningen er at inspirere vores udenlandske kolleger med information og dialog om den måde, vi har grebet mobilitet an på.

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LEARNING MOBILITY IN EDUCATION AND TRAINING

European mobility and improving employability

Group No: **264**

Round 2

Type of visit:
VET

9/5/2011-13/5/2011
Santa Cruz de Tenerife, Spain

Working language:
English

Number of places: **15**
Minimum required: **8**

Keywords:

- **personalised learning**
- **work placement**
- **transparency of qualifications**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Mobility, as part of learning, is a tool to create a genuine European area of education. Mobility improves competitiveness in Europe and deepens the sense of European identity. Successful mobility involves development of skills demanded by the productive sector and recognition of skills acquired. Training therefore requires close collaboration between the school and the world of production. Canaries government has been developing a training model. Professional training promotes distance learning through teletraining and drives European mobility and inter-island mobility for trainees. We would like to present our model, our teletraining platform, to show examples of cooperation between local companies and schools, as well as to show examples of good practice in mobility. Our model improves employability.

WHAT?

Participants will learn about:

- organisation of vocational training in the Canaries;
- platform development teletraining;
- cooperation between companies and schools;
- how to organise student mobility through Leonardo da Vinci and Erasmus projects;
- how we evaluate the capabilities and skills learned through student mobility;
- assessment of skills and qualifications learned in European student mobility.

HOW?

Participants will:

- meet officials of the plan of training in the Canaries;
- meet with officials using the teletraining model;
- visit a vocational training school;
- visit companies where our students undertake work placements;
- visit chambers of commerce;
- meet experts from the Institute of qualifications;
- meet students and teachers who have participated in Leonardo Da Vinci and Erasmus.

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 chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La movilidad en el aprendizaje es una herramienta para crear el espacio europeo de la educación. Además, fortalece la competitividad y refuerza la identidad europea. El éxito de la movilidad implica el desarrollo de habilidades demandadas por el sector productivo y el reconocimiento de competencias adquiridas, para lo que se requiere una estrecha colaboración entre la escuela y la empresa. Canarias ha desarrollado una estrategia que impulsa la formación a distancia y la movilidad de estudiantes en prácticas en Europa y entre las islas. Se mostrarán ejemplos de cooperación entre empresas locales y escuelas y de su contribución a la mejora de la empleabilidad.

Organiser(s):

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LEARNING MOBILITY IN EDUCATION AND TRAINING

Organising high quality LdV learners' mobility

Group No: **265**

Round 2

Type of visit:
VET

23/5/2011-27/5/2011
Szentendre, Hungary

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **cultural awareness and expression**
- **learners' mobility**
- **work placement**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Organisers of this study visit wish to share their many practical experiences with different actors in Leonardo da Vinci projects through presentations, interactive classes and company visits. The visit intends to offer stakeholders of LdV learners' mobility the opportunity to discuss mechanisms and methods, which can be used to prepare students efficiently for a European work experience. Obviously, students' performance in a foreign working environment is closely related to a well-organised and purposeful preparation and mentoring.

WHAT?

Participants will learn about:

- methodology of psychological and mental preparation, developing independence and responsible behaviour;
- integrating students into a new working environment, following their professional development, supporting their cultural adaptation, mentoring;
- host companies: range of products and services, possible tasks for trainees, working morale, terms of employment;
- the minimum competence level in the working language as a prerequisite of a successful work experience.

HOW?

Participants will:

- visit an LdV-award winning institute in Hungary;
- visit host companies in Budapest and Szentendre;
- apply drama pedagogy in cultural and mental preparation and interactive language class;
- take part in thematic workshops, discussions.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A nemzetközi szakértői csoport olyan hatékony mechanizmusok kidolgozásában léphet előre, melyek alkalmazása a résztvevőket segítheti abban, hogy a szakmai mobilitás a lehető legjobban illeszkedjen egyéni tanulmányaikhoz, készségeikhez, és fogadó intézményük profiljához. A fiatalok foglalkoztathatóságuk és személyes fejlődésük elősegítésével az európai munkaerőpiacon belüli mozgást hivatottak támogatni. Ezek a hatások azonban csak akkor érvényesülnek, ha a szakképzésben résztvevő, általában hátrányokkal küzdő, motiválatlan tanulókat célzott felkészítés után, megfelelő körültekintéssel helyezzük az új munkakörnyezetbe és fejlődésüket folyamatos mentorálással támogatjuk.

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LEARNING MOBILITY IN EDUCATION AND TRAINING

Cross-border mobility in education and vocational training

Group No: **266**

Round 2

Type of visit:
VET

6/6/2011-10/6/2011
Bonn, Germany

Working language:
English

Number of places: **20**
Minimum required: **8**

Keywords:

- **learners' mobility**
- **lifelong learning programme**
- **teachers' and trainers' mobility**

CATEGORY OF THEMES:

Promoting cross-border mobility in lifelong learning

WHY?

Mobility will remain at the centre of the Lifelong Learning Programme, the EU's flagship funding programme in education and training. The sectoral programmes Leonardo and Grundtvig offer mobility opportunities for adult education and vocational training organisations to get involved in European working and learning. Organisations work with European partners to exchange best practice, increase staff expertise and develop learners skills. In Leonardo, organisations can send learners on work placements and staff to work as shadows in other European countries and meet new European partners for future projects. Organisations can create partnerships with European counterparts to work on issues of common interest and share good practice. In Grundtvig adult learners can attend a European training course; organisations can organise work shadowing in another country; participate in a European partnership to share expertise and experiences; collaborate with another organisation in Europe through exchange of senior volunteers.

WHAT?

Participants will learn about:
- using the Lifelong Learning Programme to increase mobilty;
- the impact of mobility actions in Leonardo and Grundtvig;
- the quality and special forms of mobility practised in Germany.

HOW?

Participants will:
- visit adult education and vocational training organisations with good practice in mobility of LLP;
- meet experts of the National Agency of the BiBB;
- meet participants of individual mobility actions.

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,
- researchers.

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STUDY VISITS PROGRAMME FOR EDUCATION AND VOCATIONAL TRAINING SPECIALISTS 2010/11

Categories of themes

1. Key competences for all, including creativity, innovation and entrepreneurship

1.1. Description

The recommendation of the European Parliament and the Council on key competences for lifelong learning (2006) 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) ([1]) reinforced the need for everyone to acquire key competence, placing it as one of the strategic objectives to improve creativity and innovation, including entrepreneurship at all levels of education and training.

The European year of creativity and innovation (2009) aims to raise awareness of the importance of creativity and innovation for personal, social and economic development.

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 in education and training, such as:

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

1.2. List of topics for study visits

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

1.3. Keywords

- Adult learning,
- communication in foreign languages,
- communication in the mother tongue,

([1]) Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

- 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,
- learning to learn,
- mathematical competence,
- personalised learning,
- social and civic competences,
- social inclusion,
- student assessment,
- young people.

1.4. Selected sources on policy at EU level

- Key competences. Available from Internet: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm
- Progress towards the Lisbon objectives in education and training: indicators and benchmarks (2007). Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- The Programme for International Student Assessment (PISA). Available from Internet: http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html
- The Trends in International Mathematics and Science Study (TIMSS). Available from Internet: http://nces.ed.gov/timss/
- The Progress in International Reading Literacy Study (PIRLS). Available from Internet: http://nces.ed.gov/Surveys/PIRLS
- European year of creativity and innovation 2009. Available from Internet: http://create2009.europa.eu/
- Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

2. Improving access, equity, quality and efficiency in education and training

2.1. Description

The Education and training 2010 work programme includes several measures and initiatives to achieve the three broad objectives to improve European education and training systems, agreed by the Stockholm European Council in 2001:

- improving the quality and effectiveness of European education and training systems;
- easing access of all to education and training systems;
- opening education and training systems up to the wider world.

These objectives are, in turn, an elaboration of the wider European goals established in the Lisbon strategy on sustainable economic growth with more and better jobs and greater social cohesion, adopted in 2000. Despite several positive developments in education and training in Member States most benchmarks adopted by the Council for 2010 will not be achieved. Consequently, the 2008 Spring European Council urged Member States to take action to reduce substantially the number of early school leavers and young people who cannot

read properly. Action was also requested to attract more adults especially low-skilled and older workers to education and training, to improve achievement levels of learners with a migrant background or from disadvantaged groups as well as further ease geographic and occupational mobility. Therefore access, equity, quality and efficiency of education and training systems needed to improve.

Improving quality and efficiency of education and training remains a strategic objective for European cooperation in education and training after 2010. The Council conclusions on a strategic framework for cooperation (Council of European Union, 2009) stressed the importance of improving the governance and leadership of education and training institutions and developing effective quality assurance systems ([2]).

The European year for combating poverty and social exclusion 2010 will aim to raise awareness of social exclusion and promote active inclusion. Among other priorities, this year's activities will also focus 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, 2008) ([3]).

Access, equity, quality and efficiency include the following:

Access to education and training: 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 income, 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.

Equity: 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.

([2]) Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

([3]) European Commission (2008). European year for combating poverty and social exclusion (2010) — Strategic framework document — Priorities and guidelines for 2010 European year activities. Brussels, 16/11/2008, D(2008). Available from Internet: http://ec.europa.eu/social/main.jsp?langId=en&catId=637

Quality: ensuring high quality standards at all education and training levels is essential. *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.

Efficiency: Key measures to improve institutional efficiency and adaptability to shifting educational and training demands and labour market needs are: decentralisation (including reforms to allow room for institutions' own educational initiatives); deregulation; monitoring achievements through indicators on educational efficiency; mapping skills gaps and anticipating skills needs. Building a culture of evaluation into education and training systems to explore how resources (investments from the public and private sectors) can be used (more) efficiently is also essential.

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;
(c) designing and implementing measures to increase quality of education and training provision;
(d) evaluating and analysing education and training systems efficiency.

2.2. List of topics for study visits

- Early learning opportunities.
- Personalised learning approaches.
- Measures to prevent early school leaving.
- Equal opportunities for disadvantaged groups.
- Quality assurance mechanisms in schools and training institutions.
- Measures to improve efficiency in education and training institutions.

2.3. Keywords

- Adult learning,
- drop-outs,
- education and training attainment,
- evaluation (school or institution),
- financing,
- gender equity,
- lifelong guidance,
- migrants and minorities,
- older workers,
- pre-primary learning,
- social inclusion,
- special needs.

2.4. Selected sources on policy at EU level

- Efficiency and equity in European education and training systems. Available from Internet: http://europa.eu/legislation_summaries/education_training_youth/general_framework/c11095_en.htm
- Communication from the Commission, to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Improving competences for the 21st century: an agenda for European cooperation on schools. Available from Internet: http://ec.europa.eu/education/school21/com425_en.pdf
- Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007). Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf
- Eurydice (2009). Integrating immigrant children into schools in Europe: measures to foster communication with immigrant families and heritage language teaching for immigrant children. Available from Internet: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/101EN.pdf
- 2010 European year for combating poverty and social exclusion. Available from Internet: http://ec.europa.eu/social/main.jsp?langId=en&catId=637
- Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

3. Keeping teaching and training attractive and improving leadership

3.1. Description

Raising the quality of teaching and training across Member States was an important goal of the Education and training 2010 work programme. The strategic framework for European cooperation in education and training (Council of the European Union, 2009) ([4]) 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.

Increasingly, teachers and trainers must develop new skills and competences, to face the challenges associated with increasing autonomy of education and training institutions and students. Use of new technologies and the necessity to pay attention to individual learning needs are other demands for teachers and trainers. In-service training for teachers is only compulsory in 11 Member States.

Demands faced by teachers are also increasing because of stress, and aggressive behaviour in the classroom, as cited in the Commission's working paper on 'Schools for the 21st century', all of which have a negative impact on job performance and satisfaction and can lead to educators leaving their profession prematurely.

Many older teachers are expected to retire soon, which means that the teaching and lifelong learning profession must be made more attractive, with careful attention paid to recruiting new teachers and retaining existing ones. Member States face both a challenge – to replace the experience that is being lost – and an opportunity – to invest in the initial training of a new wave of teachers and improve the skills of existing teachers and teaching leaders.

Improving the quality of school leadership, and promoting cooperation between educational leaders, is also vital for raising the quality of education as a whole. In 2007, the European Council emphasised the importance

([4]) Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

of access to high quality training in school leadership and management. It is also hoped that educational leaders will be able to work together to address common challenges faced by European educational systems.
European cooperation is governed by a voluntary process known as the open method of coordination. Since 2004, common principles for teacher competences and qualifications have been agreed at European level, emphasising the importance of a highly qualified workforce, continuous professional development, teacher mobility and partnerships between teachers and other agencies, to Member State policy-makers. In 2007, the Council of Ministers reiterated the importance of improving the quality of teacher education, equipping teachers with leadership skills, and providing support to make teaching a more attractive career choice. Actors concerned by these developments include institutions responsible for teacher training and recruitment; leaders of schools and educational providers; bodies responsible for teacher registration, inspection and quality; social partners such as trade unions; as well as national and local policy-makers.
Study visits will present developments and measures making teaching and training more attractive, improving leadership and raising the quality by highlighting:
(a) developing programmes designed to recruit and retain highly qualified staff in all educational and training professions;
(b) increasing the quality and competences of leaders of education and training providers;
(c) ongoing professional development of teachers and trainers;
(d) initiatives easing the mobility of teachers and trainers.

3.2. List of topics for study visits

- 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.

3.3. Keywords

- Leadership and management,
- quality assurance,
- status of teachers and trainers,
- teachers' and trainers' competences,
- teachers' and trainers' mobility,
- teachers' and trainers' qualifications.

3.4. Selected sources on policy at EU level

- Commission staff working paper (SEC(2007)1009): schools for the 21st century. Available from Internet: http://ec.europa.eu/education/school21/consultdoc_en.pdf
- Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 15 November 2007, on improving the quality of teacher education. Available from Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:EN:PDF
- DG EAC - Common European principles for teacher competences and qualifications. Available from Internet: http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf
- Professionalisation of VET teachers for the future (Cedefop, 2004). Available from Internet: http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379
- Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007). Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

4. Education and training for employability

4.1. Description

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 for the Spring Council *Driving European recovery* (European Commission, 2009) ([5]) 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.

Low levels of educational attainment and insufficient skills exclude large numbers of young people from the labour market. Economic restructuring and changing skill needs are a risk to job security. People need the chance to upgrade and develop new knowledge, skills and competences at different stages in their lives. This is particularly important for people in precarious jobs, those who risk losing their jobs or are jobless, those who are older, the low qualified, those with migrant backgrounds or people with disabilities.

Although Europe has not yet reached its employment targets and economic trends are not particularly favourable, some countries already have skills shortages. In the near future, Europe, potentially, faces a major skills problem. Increased life expectancy and declining birth rates bring fewer young people into the labour market and longer working lives. In 2020, 50 % of all jobs are expected to require medium qualifications and around 31.5 % will need high qualifications, whereas the 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.

Initial education and training provides the skills-base to build on. The knowledge, skills and competences people acquire can help them move successfully into employment and also adjust to new requirements, working methods and jobs that are yet unknown.

Close cooperation with enterprises can make education and training more relevant to the world of work. Learning at the workplace can help encourage learners, who would otherwise leave prematurely, to continue their education and training. In a globalised and more mobile labour market, people also require linguistic and cultural skills to succeed. Lacking occupational language skills, for instance, might make it difficult for migrants to find (adequate) jobs or small and medium-sized enterprises to succeed internationally.

To choose adequate education and training programmes and jobs, information on the skills enterprises are looking for and guidance that considers an individual's competences and needs are prerequisites. To encourage people to (re)enter learning and to save time and costs, it is also important that education and training institutions and employers value the knowledge, skill and competences people have acquired at work, in voluntary activities or their family lives.

Ensuring skills development is also part and parcel of flexicurity. The idea is to ensure people stay in or easily find employment though they might need to move from one job to another or take career breaks. This requires comprehensive lifelong learning strategies that cover all levels and sectors of education and link education and training, employment, economic and social policies. Such strategies are not yet in place in all countries.

Helping to ensure people's employability is at the heart of many joint initiatives between the European Commission and countries as well as the European social partners. The main policy initiatives at European level include:

([5]) European Commission (2009). Driving European recovery. Communication for the Spring Council. Volume 1. Brussels, 4.3.2009. COM(2009) 114 final. Available from Internet: http://ec.europa.eu/commission_barroso/president/pdf/press_20090304_en.pdf

Key competences for lifelong learning: the Council of the European Union and the European Parliament recommended Member States ([6]) to enable learners to acquire key competences that will help them adapt to changing labour market demands and contribute actively to society.

Vocational education and training (VET): signed in 2002 in the wake of the Lisbon strategy and cooperation in education and training, the **Copenhagen declaration** formed the starting point for closer cooperation of the Commission, Member States and European social partners in VET. VET plays a key role in ensuring lifelong learning and supplying a skilled workforce relevant to the labour market. The Copenhagen process aims to make lifelong learning more easily accessible and to promote educational, occupational and geographical mobility. It triggered significant innovations with a direct or indirect effect on improving employability such as: common principles to increase transparency of qualifications, quality assurance in VET, lifelong guidance and validation of non-formal and informal learning.

The **Bordeaux communiqué** of the European Ministers for Vocational Education and Training of 2008 introduced a new objective of strengthening the links between VET and the labour market and linked it to the new skills for new jobs initiative on anticipating and matching labour market and skills needs ([7]).

Higher education: the **Bologna process** aims to create a European higher education area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. The **Bologna process** proposed adopting a system essentially based on three cycles (bachelor-master-doctorate). The degree awarded after the first cycle shall be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

To meet the challenge of employability, links between VET and higher education become increasingly important in a lifelong learning setting. The possibility to access tertiary education is a major motivational factor for the learner to engage in VET. Member States have started to engage in bringing higher education and VET systems closer to one another.

Adult learning: conclusions of the Council on adult learning (2008) stress it is vitally important 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 active participation in society.
The Council conclusions on new skills for new jobs (Council of the European Union, 2009) state that the current economic crisis, global competition, technological changes towards the low carbon economy and an ageing population have made investing in skills at all levels and providing quality education for all critically important for Europe's short-term recovery and longer-term growth and competitiveness, as well as for equity and social cohesion. It is important to support Member States in anticipating future skills needs for workers and employers in the EU through regularly updated projections of labour market trends in local, regional, national and European labour markets and in analysing skills needs by sector ([8]).

([6]) Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006/962/EC). Available from Internet**:** http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF

([7]) The Bordeaux Communiqué communiqué on enhanced European cooperation in vocational education and training Communiqué of the European Ministers for vocational Vocational education Education and trainingTraining, the European social partners and the European Commission, meeting in Bordeaux on 26 November 2008 to review the priorities and strategies of the Copenhagen process.
Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf

([8]) Council of the European Union (2009). Council conclusions on new skills for new jobs. Anticipating and matching labour market and skills needs. 2930th Employment, Social Policy, Health and Consumer Affairs Council meeting. 6479/09. Brussels, 9.3.2009. Available from Internet: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/106549.pdf

Flexicurity strikes a balance between flexibility and security on the labour market and helps both employees and employers seize the opportunities globalisation offers. The common principles of flexicurity are: comprehensive lifelong learning strategies; effective active labour market policies; ease upward mobility and between unemployment or inactivity and work; continuous upgrading of skills.

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.

Study visits will present developments and measures on education and training for employability:

(a) education and training's contribution to improving knowledge, skills and competence 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.

4.2. 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.
- New skills for new jobs.

4.3. Keywords

- Adult learning,
- apprenticeship,
- entrepreneurship,
- key competences,
- language skills,
- lifelong guidance,
- older workers,
- social inclusion,
- validation of non formal and informal learning,
- work placement.

4.4. Selected sources on policy at EU level

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- European Commission. Entrepreneurship and SME policy projects. Available from Internet: http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm
- Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions. Action plan on adult learning 'It is always a good time to learn' (2007). Available from Internet: http://ec.europa.eu/education/policies/adult/com558_en.pdf
- Communication from the Commission. 'Adult learning: It is never too late to learn' (2006). Available from Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF

- Cedefop (2008). Career development at work – A review of career guidance to support people in employment. Available from Internet: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf
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- Progress towards the Lisbon objectives in education and training, indicators and benchmarks (2007). Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Skillsnet: Cedefop's network on early identification of skill needs. Available from Internet: http://www.cedefop.europa.eu/etv/projects_networks/skillsnet/
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- European Commission (2009). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. A shared commitment for employment. Brussels, 3.6.2009. COM(2009) 257 final. Available from Internet: http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=514&furtherNews=yes
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5. Implementing common European instruments and tools, principles and frameworks for lifelong learning, including lifelong guidance

5.1. Description

To promote the 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 to reach the Lisbon goals ([9]). 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 qualifications 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.

Governments are interested in developing overarching frameworks to incorporate qualifications that represent learning outcomes from different fields, for example school, work, higher education and adult learning. These new frameworks are often linked to lifelong learning strategies and intended to open up to informal learning, or experience, that learners wish to have recognised. Common European principles for validation of non-formal and informal learning were set in 2004. They were transformed into guidelines in 2009 as a practical tool for developing and implementing methods and systems for validation in the Member States ([10]).

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 the development of overarching national qualification frameworks (NQFs) which cover all subsystems. An NQF is a tool supporting coherence of policy development and lifelong learning aiming at improving access, progression and recognition of learning outcomes.

Europass ([11]) 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) ([12]) for vocational education and training (VET) and the **European credit transfer and accumulation system** (ECTS) for higher education. In 2009, the European Parliament and Council adopted a recommendation on establishing a European credit system for vocational education and training (ECVET).

In 2009, the European Parliament and Council adopted a recommendation on establishing a European quality assurance reference framework for vocational education and training ([13]) while common standards for

([9]) Education and training 2010 work programme (contribution to the Lisbon strategy). Available from Internet: http://eur-lex.europa.eu/pri/en/oj/dat/2002/c_142/c_14220020614en00010022.pdf

([10]) Cedefop (2009). European guidelines for validating non-formal and informal learning. Luxembourg: Publications Office. Available from Internet http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/553/4054_en.pdf

([11]) Europass website: http://europass.cedefop.europa.eu

([12]) Recommendation of the European Parliament and of the Council on the establishment of a European credit system for vocational education and training, (ECVET). Brussels, 17.4.2009. 2008/0070 (COD), PE-CO_S 3747/08. Available from Internet: http://register.consilium.europa.eu/pdf/en/08/st03/st03747.en08.pdf

([13]) Recommendation of the European Parliament and of the Council on the establishment of a European quality assurance reference framework for vocational education and training., Brussels, 2.4. April 2009, 2008/0069 (COD), PE-CONS3746/08. Available from Internet**:** http://www.enqavet.eu/documents/EQARFtext02042009.pdf

higher education have already been developed. The recommendation includes a series of quality criteria and indicative descriptors as well as a reference set of quality indicators for VET.

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 ([14]) that reinforced the role of lifelong guidance in European education, training and employment policy development and implementation.

Study visits will present European tools, principles and frameworks for lifelong learning such as:

(a) developing and implementing qualifications frameworks with reference to the EQF;
(b) promoting Europass and its use by education and training institutions, guidance and employment services and citizens;
(c) designing and implementing quality assurance frameworks inspired by the European quality assurance reference framework;
(d) tools for credit transfer to promote mobility of learners;
(e) principles for recognising non-formal and informal learning;
(f) promoting policy action on lifelong guidance for developing national/regional guidance delivery structures.

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.
- Quality assurance systems, frameworks and approaches.
- Credit transfer between different contexts.
- Validation of non-formal and informal learning.
- Guidance for lifelong learning and career management.

5.3. Keywords

- Adult learning,
- Europass,
- European credit system for vocational education and training (ECVET),
- European credit transfer system (ECTS),
- European qualifications framework (EQF),
- learners' mobility,
- learning outcomes,
- lifelong guidance,
- national qualifications frameworks,
- social partners,
- teachers' and trainers' mobility,
- workers' mobility.

5.4. Selected sources on policy at EU level

- Supporting citizens' mobility and lifelong learning (EQF, Europass, ECTS, ECVET, lifelong guidance). Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm
- Recommendation of the European Parliament and of the Council on the establishment of a European credit system for vocational education and training, (ECVET). Brussels, 17 April 2009. 2008/0070 (COD),

([14]) Resolution on better integrating lifelong guidance into lifelong learning strategies. Available from Internet: http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf

PE-CO_S 3747/08. Available from Internet: http://register.consilium.europa.eu/pdf/en/08/st03/st03747.en08.pdf
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- European network for quality assurance in VET. Available from Internet: http://www.enqavet.eu
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- Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007). Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

6. Trends and challenges in lifelong learning strategies

6.1. Description

The current economic crisis facing Europe emphasises the importance of education and training as a lever to Europe's recovery. The flexibility and security needed to achieve more and better jobs depend on ensuring that all citizens acquire key competences and update their skills throughout their lives. Lifelong learning supports creativity and innovation and enables full economic and social participation. That is why EU Member States and the European Commission have in recent years greatly strengthened their political cooperation through the Education and training 2010 work programme, aimed at achieving the Lisbon goals and promoting lifelong learning. The lifelong learning programme 2007-13 integrates previous actions in education and training at European level, including vocational education and training under the Copenhagen process, and links to the Bologna process, which is crucial for developing an European higher education area.

The Education and training 2010 work programme uses the open method of coordination (OMC) as a strategic framework of cooperation between the Commission and Member States. The OMC is a way of spreading knowledge of best practice and achieving greater convergence towards the main EU goals by:
- identifying and defining jointly the objectives to be reached;

- commonly defining benchmarks and indicators enabling Member States to know where they stand and to assess progress towards the set objectives;
- ways to stimulate exchange and dissemination of good practice, such as peer learning activities.

Recently, the European Commission in consultation with Member States reviewed European cooperation in education and training and set strategic priorities for cooperation up to 2020:

- making lifelong learning and mobility a reality;
- improving the quality and efficiency of education and training;
- promoting equity, social cohesion and active citizenship;
- improving creativity and innovation, including entrepreneurship, at all levels of education and training.

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 (Council of the European Union, 2009) ([15]).

Exchanging information on different policy options can help advance reforms in national education and training systems and, with other common learning activities, further progress towards the common objectives and benchmarks for lifelong learning.

Most countries have made progress in defining unified and overarching lifelong learning strategies. Within such frameworks, progress is evident in preprimary education, validation of non-formal and informal learning and most notably in national qualifications frameworks (NQFs) being developed by most EU Member States in response to the EQF based on learning outcomes.

Despite progress in the above areas, the following challenges need to be addressed to achieve overarching lifelong learning strategies.

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.

One of the most important challenges for NQFs is whether they will be able to operate as instruments for integration, making it possible to create learning pathways across education and training sectors and build on learning outcomes acquired in non-formal and informal settings, including at the workplace.

Adult participation in lifelong learning is still far from achieving the EU benchmark. Increased efforts are required to update their skills at various stages of their lives, broadening their access to education and training and have their learning valued, strengthening the quality of provisions and to achieve flexibility and security across the labour market.

Low levels of educational attainment and insufficient skills are major factors of social exclusion and poor labour market performance. This is especially true for older workers, low-skilled and other disadvantaged groups (such as migrants) who risk losing or cannot find a job. Demographic and labour market trends will lead to increased demand for high skills and fewer opportunities for the low skilled. To face this challenge, further investment in human and social capital is needed and increased participation in lifelong learning encouraged.

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.

([15]) Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

6.2. List of topics for study visits

- 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.

6.3. Keywords

- Adult learning,
- European credit system for vocational education and training (ECVET),
- European credit transfer system (ECTS),
- European qualifications framework (EQF),
- innovative approaches,
- learning outcomes,
- lifelong learning programme,
- low skilled,
- migrants and minorities,
- national qualifications frameworks,
- older workers,
- validation of non-formal and informal learning.

6.4. Selected sources on policy at EU level

- European strategy and co-operation in education and training. Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm
- Draft 2008 joint progress report of the Council and the Commission on the implementation of the 'Education and training 2010' work programme 'Delivering lifelong learning for knowledge, creativity and innovation'. Available from Internet: http://ec.europa.eu/education/policies/2010/natreport08/council_en.pdf
- Education and training 2010 – diverse systems, shared goals. Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm
- Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007). Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Adult learning: It is never too late to learn, Commission communication (October 2006). Available from Internet: http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf
- Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

7. Development of learning communities, involving all actors in education and training

7.1. Description

European education and training fulfils several important roles in our society. In addition to providing learners with the knowledge, skills and competences they need to exercise a job or profession, it also helps develop competences important for people's family and social lives.

Opening up education and training systems to the wider world is one of the three strategic objectives of the work programme European education ministers agreed to help make Europe a knowledge-based society (Lisbon strategy). In its communication on *Improving competences for the 21st century: an agenda for European cooperation on schools,* the European Commission stresses the importance of 'school communities' which include partnerships with agencies, organisations and other actors outside the 'classic' school environment.

This makes education and training institutions more accountable to partners and enables representatives of the labour market, families, civic and environmental organisations and learners to work together to decide on intended learning outcomes, content and suitable forms of learning. Parents' participation is also highly important, as it helps stimulate educational success and school improvements. Education and training institutions may contribute also to the prevention of, and the fight against, all forms of violence on children and young people and to attain a high level of health protection, well-being and social cohesion.

In the updated strategic framework for European cooperation in education and training after 2010 (Council of the European Union, 2009) ([16]), it is important to develop partnerships between education and training providers ([17]) and businesses, research institutions, cultural actors and creative industries for acquiring the skills and competences required by the labour market and for fostering innovation.

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

(a) 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.;
(b) national, regional and local examples of participative governance and evaluation of education and training institutions;
(c) initiatives to prevent violence on children and young people.

7.2. List of topics for study visits

- Cooperation between education and training institutions and local communities.
- Parents and social partners roles in governance.
- Schools and communities roles to prevent violence.

7.3. Keywords

- Autonomy (school or institution),
- bullying,
- evaluation (school or institution),
- financing,
- leadership and management,
- parents involvement,
- school environment,
- social inclusion,
- social partners,
- sustainable development.

7.4. Selected sources on policy at EU level

- Communication from the Commission, to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Improving competences for the 21st century: an agenda for European cooperation on schools. Available from Internet: http://ec.europa.eu/education/school21/com425_en.pdf
- Commission staff working paper (SEC(2007)1009): Schools for the 21st century. Available from Internet: http://ec.europa.eu/education/school21/consultdoc_en.pdf

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([16]) Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

([17]) Conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 12 May 2009 on enhancing partnerships between education and training institutions and social partners, in particular employers, in the context of lifelong learning. Available from Internet: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/107620.pdf

- Progress towards the Lisbon objectives in education and training – indicators and benchmarks(2007). Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Council of the European Union. Conclusions on the future priorities for enhanced European cooperation on vocational education and training (VET). (Review of the Council conclusions of 15 November 2004) (2006/C 298/05). 8.12.2006. Available from Internet: http://ec.europa.eu/education/policies/2010/doc/council13832_en.pdf
- The Helsinki communiqué on enhanced European cooperation in vocational education and training: communiqué of the European Ministers of Vocational Education and Training, the European social partners and the European Commission convened in Helsinki on 5 December 2006 to review the priorities and strategies of the Copenhagen process. Brussels: European Commission, 2006. Available from Internet: http://www.minedu.fi/export/sites/default/vet2006/pdf/Helsinki_Communique_en.pdf
- Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

8. Promoting cross border mobility in lifelong learning

8.1. Description

Making lifelong learning and mobility a reality is one strategic objective for European cooperation in education and training after 2010 (Council of the European Union, 2009) ([18]).

Constructing a genuine European area of education is a priority for the European Union, both for cultural and economic reasons. The 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, the ability to educate oneself and work in a multilingual environment is essential for the competitiveness of the European economy.

The 2006 **European quality charter for mobility** is the quality reference document for education and training stays abroad. It complements the 2001 recommendation on mobility for students, persons engaged in training, volunteers, teachers and trainers. The charter, agreed by Member States, provides guidance on mobility arrangements for learning or other purposes, such as professional improvement, to both young people and adults.

The European Commission launched in 2007 the new **lifelong learning programme.** It replaced previous education, vocational training and e-learning programmes, which ended in 2006 enabling the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes to continue.

The programme supports exchanges and connections between people, institutions and countries. For example student exchanges, in-service training courses in school or adult education and participation in specific short internships for vocational students in companies in another country apply to individuals. Exchanges between institutions include developing partnerships between schools in different countries, joint projects run by universities to develop joint curricula, short-term intensive programmes or establish thematic networks in different disciplines. Connections between countries include study visits for regional and national administrators in education, training and guidance, networks of national experts or publication of comparable statistics on education and training systems.

([18]) Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009. Available from Internet: http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf

A high level expert forum on mobility was initiated by the European Commission and in July 2008 it recommended radically increasing mobility opportunities for young people in the mid-term. By 2020 at least 50 % of all young people should be able to engage in some form of cross-border mobility during their studies or training, in a work placement, or in voluntary activities. This offer should be irrespective of their social background and cover a wide range of learning contexts including school, university and vocational training as well as other formal and informal learning environments. The forum called for strategic action to eliminate barriers to mobility, ensure quality and exchange good practices.

In July 2009, the European Commission launched public consultation on the green paper on promoting the learning mobility of young people ([19]). The green paper 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.

In addition to the above initiatives, common tools are being developed for transparency of qualifications and improve mobility across different countries and systems in Europe. These include the European qualifications framework for lifelong learning (EQF); the European credit system for vocational education and training (ECVET); the European credit transfer and accumulation system (ECTS) and Europass.

Study visits will present developments and measures on implementing mobility in lifelong learning such as:

(a) initiatives and projects on learning mobility in different learning contexts;
(b) initiatives and projects which promote the widest access to mobility for individuals;
(c) initiatives to make qualifications more readable and understandable across different countries and systems in Europe;
(d) new approaches to simplify validation and recognition of knowledge, skills and competences acquired during mobility;
(e) promoting Europass and its use by education and training institutions, employment services and citizens;
(f) tools for transfer and recognition of learning outcomes to ease mobility of learners.

8.2. List of topics for study visits

- Learning mobility in education and training.

8.3. Keywords

- 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),
- language skills,
- learners' mobility,
- learning outcomes,
- lifelong learning programme,
- teachers' and trainers' mobility,
- transparency of qualifications,
- workers' mobility,

([16]) Green paper. Promoting the learning mobility of young people. COM (2009) 329 final. Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_en.pdf

8.4. Selected sources on policy at EU level

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- Report of the high level expert forum on mobility 'Making learning mobility an opportunity for all'. Available from Internet: http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf
- Supporting citizens' mobility and lifelong learning (EQF, Europass, ECTS, ECVET, lifelong guidance). Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm
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PROGRAMA DE VISITAS DE ESTUDIO PARA LOS ESPECIALISTAS
EN EDUCACIÓN Y FORMACIÓN PROFESIONAL 2010/11

Categorías temáticas

1. Competencias clave para todos, incluyendo la creatividad, la innovación y el espíritu emprendedor

1.1. Descripción

La Recomendación del Parlamento Europeo y del Consejo sobre las competencias fundamentales para el aprendizaje permanente (2006) 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) ([1]) 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.

El Año Europeo de la Creatividad y la Innovación (2009) tiene como objetivo conseguir una mayor sensibilización sobre la importancia de la creatividad y la innovación en el desarrollo personal, social y económico.

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.

1.2. Lista de temas para las visitas de estudio

- Incremento de los niveles de competencia lectora y matemática.
- Enseñanza y aprendizaje de idiomas.
- Aprendizaje de matemáticas y ciencias.
- Uso de TIC en el aprendizaje.
- Desarrollo del espíritu emprendedor.
- Fomento de la educación intercultural.
- Educación para la ciudadanía activa y el desarrollo sostenible.
- Desarrollo de la creatividad en el aprendizaje y la enseñanza.

([1]) Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [cited 25.8.2009]

1.3. 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,
- educación en materia de salud,
- enfoques innovadores,
- evaluación de alumnos,
- inclusión social,
- jóvenes,
- programas de estudios,
- sensibilidad y expresión cultural.

1.4. Fuentes seleccionadas sobre políticas de la UE

- Comisión Europea. *Competencias clave para el aprendizaje permanente* [online] Disponible en Internet: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_es.htm [citado 25.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training: indicators and benchmarks 2007*. [online] (SEC Documents (2007) 1284) Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]
- OECD. *Programa para la evaluación internacional de alumnos (PISA)* [online]. Disponible en Internet: http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html [citado 25.8.2009]
- U.S. Department of Education. *The Trends in International Mathematics and Science Study (TIMSS)* [online]. Disponible en Internet: http://nces.ed.gov/timss/ [citado 25.8.2009]
- U.S. Department of Education. *The Progress in International Reading Literacy Study (PIRLS)* [online]. Disponible en Internet: http://nces.ed.gov/Surveys/PIRLS [citado 25.8.2009]
- Comisión Europea. *Año Europeo de la Creatividad y la Innovación 2009.* [online]. Disponible en Internet: http://create2009.europa.eu/ [citado 25.8.2009]
- Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [citado 25.8.2009]

2. Mejora del acceso, la equidad, la calidad y la eficiencia en la educación y la formación

2.1. Descripción

El programa de trabajo Educación y Formación 2010 engloba una serie de medidas e iniciativas dirigidas al cumplimiento de tres objetivos fundamentales para la mejora de los sistemas europeos de educación y formación, establecidos por el Consejo Europeo de Estocolmo en 2001:

- mejorar la calidad y eficacia de los sistemas europeos de educación y formación;
- facilitar el acceso a todos los sistemas de educación y formación;
- y abrir los sistemas de educación y formación al mundo exterior.

Estas metas completan a su vez los objetivos europeos más generales aprobados en 2000 dentro de la estrategia de Lisboa para lograr un crecimiento económico sostenible, así como más y mejores empleos y una mayor cohesión social. A pesar de ciertos avances positivos por parte de los Estados miembros en educación y formación, la mayoría de los indicadores de referencia aprobados por el Consejo con vistas al 2010 no se cumplirán. Por ello, en la primavera de 2008, el Consejo Europeo instó a los Estados miembros a reducir drásticamente el número de abandonos escolares y la proporción de jóvenes que tienen dificultades de lectura. Se les invitó también a que adoptaran medidas para incrementar la proporción de adultos, especialmente los trabajadores poco cualificados y mayores, que participan en programas de educación y formación, mejorar los niveles de rendimiento de los alumnos de origen inmigrante o pertenecientes a grupos desfavorecidos, y facilitar aún más la movilidad geográfica y profesional. Se han de mejorar así el acceso, la equidad, la calidad y la eficiencia de los sistemas de educación y formación.

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 de la Unión Europea, 2009) 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 ([2]).

El Año Europeo de Lucha contra la Pobreza y la Exclusión Social (2010) tendrá como objetivo conseguir una mayor sensibilización sobre la exclusión social y fomentar la inclusión activa. Entre otras prioridades, las actividades de dicho año se centrarán 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 (Comisión Europea, 2008) ([3]).

El acceso, la equidad, la calidad y la eficiencia incluyen los aspectos siguientes:

Acceso a la educación y formación: 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

([2]) Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [cited 25.8.2009]

([3]) Comisión Europea. *Año Europeo de Lucha contra la Pobreza y la Exclusión Social (2010) — Documento Marco Estratégico — Prioridades y orientaciones para las actividades del Año Europeo 2010.* Bruselas: Comisión Europea, 2008). Disponible en Internet: http://ec.europa.eu/social/BlobServlet?docId=1693&langId=es [cited 25.8.2009]

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.

Equidad: 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.

Calidad: es fundamental garantizar la calidad en todos los niveles de la educación y la formación. 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.

Eficiencia: Entre las medidas básicas que contribuyen a mejorar la eficiencia de los centros adaptándola a los cambios que se producen en la demanda de educación y formación y a nuevas necesidades del mercado de trabajo, figuran la descentralización (mediante reformas que permitan el lanzamiento de iniciativas educativas por los propios centros), la desregulación, la evaluación del rendimiento mediante el uso de indicadores relativos a la eficiencia educativa, la identificación de las carencias existentes en las cualificaciones y la anticipación de las cualificaciones necesarias. Es también fundamental crear una cultura de evaluación en los sistemas de educación y formación para valorar cómo utilizar con más eficiencia los recursos (inversiones de los sectores público y privado).

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;
(c) formulación y puesta en práctica de medidas que refuercen la calidad en la educación y formación;
(d) evaluación y análisis de la eficiencia de los sistemas de educación y formación.

2.2. 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.
- Mecanismos de garantía de la calidad en escuelas y centros de formación.
- Medidas para mejorar la eficiencia en centros de educación y formación.

2.3. Palabras clave

- Abandono escolar,
- aprendizaje de adultos,
- aprendizaje preescolar,
- evaluación (escuela o centro),
- financiación,
- igualdad de género,
- inclusión social,
- inmigrantes y minorías,
- necesidades especiales,
- orientación permanente,
- rendimiento en la educación y formación,
- trabajadores mayores.

2.4. Fuentes seleccionadas sobre políticas de la UE

- Comisión Europea. *Eficiencia y equidad en los sistemas europeos de educación y formación: sumarios de legislación europea*. [online] Disponible en Internet: http://europa.eu/legislation_summaries/education_training_youth/general_framework/c11095_es.htm [citado 25.8.2009]
- Comisión Europea. *Mejorar las competencias en el siglo XXI: Agenda para la cooperación europea en las escuelas: Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones*. Luxembourg: Publications Office, 2009. (Documents COM 2009 (425). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0425:FIN:Es:PDF [citado 25.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training: indicators and benchmarks 2007*. Luxembourg: Publications Office, 2007. (SEC Documents 2007; 1284) Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]
- Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [citado 25.8.2009]
- Eurydice. *La integración escolar del alumnado inmigrante en Europa*. Luxemburgo: Publications Office, 2009. Disponible en Internet: http://eacea.ec.europa.eu/ressources/eurydice/pdf/0_integral/045ES.pdf [citado 25.8.2009]
- European Commission. [s.d.] *2010 the European Year for combating poverty and social exclusion* [online]. Disponible en Internet: http://ec.europa.eu/social/BlobServlet?docId=1694&langId=en [citado 25.8.2009]

3. Convertir la docencia en una profesión atractiva y mejorar el liderazgo pedagógico

3.1. Descripción

El incremento de la calidad de la enseñanza y la formación en todos los Estados miembros es un objetivo fundamental del programa de trabajo Educación y Formación 2010. El marco estratégico europeo para la cooperación en el ámbito de la educación y la formación (Consejo de la Unión Europea, 2009) ([4]) después de 2010 recalca la necesidad de contar con una enseñanza de alta calidad mediante la formación inicial del profesora-

([4]) Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [cited 25.8.2009]

do adecuada así como un desarrollo profesional continuo de profesores y formadores y hacer de la docencia una opción atractiva de carrera.

Profesores y formadores han de adquirir nuevas capacidades y competencias para responder a los retos que plantean la creciente autonomía de los centros de educación y formación, así como los propios alumnos. Otras demandas a las que deben hacer frente están vinculadas tanto al uso de nuevas tecnologías como a necesidades de aprendizaje específicas. La formación continua del profesorado es obligatoria únicamente en 11 Estados miembros.

Los profesores se ven confrontados a cada vez mayores desafíos, relacionados con el estrés y las conductas agresivas en las aulas, como se reconoce en el documento de trabajo de la Comisión «La escuela para el siglo XXI», todo lo cual tiene un efecto negativo en el rendimiento y la satisfacción laboral y puede empujarles a abandonar la profesión docente.

Dado que se espera la jubilación anticipada de un gran número de profesores mayores, es importante lograr que la profesión docente resulte más atractiva, prestando atención a la contratación de nuevos profesores y a la retención de los ya existentes. Los Estados miembros se enfrentan a varios retos: reemplazar la experiencia que se está perdiendo, invertir en la formación inicial de una nueva generación de profesores y mejorar la cualificación de los actuales docentes y responsables educativos.

La calidad del liderazgo en las escuelas y la cooperación entre los responsables educativos son fundamentales para mejorar la calidad de la educación. En 2007, el Consejo Europeo insistió en que debía fomentarse una formación de calidad para los directores y gestores de los centros escolares. En este contexto, los responsables educativos habrán de colaborar para responder a desafíos comunes que se plantean en los sistemas educativos europeos.

La cooperación europea se rige por un proceso voluntario conocido como “método abierto de coordinación”. Desde 2004, se han establecido a escala europea unos principios comunes con el respaldo de los responsables políticos de los Estados Miembros, relativos a las competencias y cualificaciones que ha de reunir el profesorado, insistiéndose en la necesidad de contar con una plantilla muy cualificada, el desarrollo profesional continuo, la movilidad de los profesores y la colaboración entre profesores y otros interlocutores. En 2007, el Consejo de Ministros insistió en la necesidad de mejorar la formación del profesorado, dotándoles de capacidades de liderazgo y obrando para que la docencia resulte una alternativa profesional más atractiva. Estas iniciativas se dirigen a las instituciones responsables de la formación y selección del profesorado, los directores de escuelas y otras instituciones de formación, los organismos responsables de la certificación, inspección y calidad del profesorado, los agentes sociales, como los sindicatos, así como los responsables políticos nacionales y locales.

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.

3.2. Lista de temas para las visitas de estudio

- 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.

3.3. Palabras clave

- Competencias de profesores y formadores,
- cualificación de profesores y formadores,

- dirección y gestión,
- garantía de calidad,
- movilidad de profesores y formadores,
- situación de profesores y formadores.

3.4. Fuentes seleccionadas sobre políticas de la UE

- Comisión Europea. *Escuelas para el siglo XXI: Documento de trabajo de los servicios de la Comisión*. Luxemburgo: Publications Office, 2007. (SEC(2007), 1009).. Disponible en Internet: http://ec.europa.eu/education/school21/consultdoc_es.pdf [citado 25.8.2009]
- Conclusiones del Consejo y de los Representantes de los Gobiernos de los Estados miembros, reunidos en el Consejo, de 15 de noviembre de 2007, sobre la mejora de la formación del profesorado. *Diario Oficial de la Unión Europea*, C 300, 12.12.2007, p. 6-9. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:ES:PDF [citado 25.8.2009]
- European Commission – Directorate General for Education and Culture. *Common European Principles for Teachers: Competences and Qualifications* Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf [citado 25.8.2009]
- Cedefop. *Professionalisation of VET teachers for the future*. Luxembourg: Publications Office, 2004. Disponible en Internet: http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379 [citado 25.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training: indicators and benchmarks 2007*. .Luxembourg: Publications Office, 2007. (SEC Documents 2007; 1284). Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]
- Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [citado 25.8.2009]

4. Educación y formación para el empleo

4.1. Descripción

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 para el Consejo Europeo de primavera «Gestionar la recuperación europea» (Comisión Europea 2009) ([5]), 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.

A causa de un bajo nivel de estudios y una cualificación insuficiente muchos jóvenes se ven excluidos del mercado laboral. Tanto las reestructuraciones económicas como los cambios en las cualificaciones demandadas son un riesgo para la seguridad del empleo. Las personas han de tener la oportunidad de mejorar y actualizar sus conocimientos, capacidades y competencias en diferentes etapas de su vida, muy especialmen-

([5]) Comisión Europea. *Gestionar la recuperación económica. Comunicación para el Consejo de primavera. Volumen 1*. Luxembourg: Publications Office, 2009. (COM(2009) 114 final). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0114:FIN:Es:PDF [cited 25.8.209]

te aquellas que cuentan con un empleo precario, corren el riesgo de perder su empleo o están en paro, los mayores, los trabajadores poco cualificados, las personas de origen inmigrante o los discapacitados
Pese a que Europa no haya alcanzado todavía los objetivos para el empleo y las tendencias económicas no sean especialmente favorables, algunos países padecen ya una escasez de trabajadores cualificados. En un futuro cercano, Europa podría enfrentarse a un grave problema de cualificación. Como resultado de una esperanza de vida cada vez más elevada y de tasas de natalidad cada vez más bajas, cada vez menos jóvenes se incorporan al mercado laboral, mientras la vida laboral se alarga. 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.

La educación y formación inicial ofrecen unas capacidades básicas que han de desarrollarse más adelante. Los conocimientos, capacidades y competencias que vamos adquiriendo pueden ayudarnos a conseguir un empleo más fácilmente y adaptarnos a nuevos requisitos, métodos de trabajo y empleos que hoy en día se desconocen.

A través de una cooperación estrecha con las empresas, la educación y la formación pueden atender mejor a las necesidades del mundo laboral. El aprendizaje en el lugar de trabajo puede contribuir a que alumnos, que de lo contrario abandonarían los estudios prematuramente, prosigan su educación y formación. En un mercado de trabajo globalizado y más móvil, los trabajadores necesitan además competencias lingüísticas y culturales para tener éxito. La carencia de competencias lingüísticas puede así dificultar que los inmigrantes encuentren un empleo adecuado o dificultar el éxito internacional de las pequeñas y medianas empresas.

Para escoger programas de educación y formación adecuados y optar por empleos idóneos, se requiere información sobre las cualificaciones que demandan las empresas y servicios de orientación que tengan en cuenta las competencias y necesidades individuales. Con el fin de animar a las personas a retomar su formación, ahorrando tiempo y costes, es importante también que tanto los centros de educación y formación como los empresarios valoren los conocimientos, capacidades y competencias previamente adquiridos en el trabajo, en actividades de ocio y voluntariado o en la vida familiar.

El desarrollo de capacidades es un aspecto importante de la flexi-seguridad, con la que se pretende que las personas conserven o encuentren fácilmente un empleo aunque tengan que cambiar en ocasiones de trabajo o interrumpir temporalmente su carrera profesional. Para ello, son necesarias estrategias integrales de aprendizaje permanente que abarquen todos los niveles y sectores de la educación, vinculando la educación y la formación con las políticas de empleo, economía y asuntos sociales. No todos los países han puesto en práctica este tipo de estrategias.

Numerosas iniciativas conjuntas por parte de la Comisión Europea, los diferentes países y los agentes sociales, pretenden garantizar la capacidad de encontrar y mantener un empleo. Las principales iniciativas políticas a escala europea se centran en los siguientes aspectos:

Competencias fundamentales para el aprendizaje permanente: el Consejo de la Unión Europea y el Parlamento Europeo han recomendado a los Estados miembros ([6]) que permitan a los alumnos adquirir competencias fundamentales que les permitan adaptarse a los cambios en las demandas del mercado de trabajo y contribuir activamente a la sociedad.

([6]) Recomendación del Parlamento Europeo y del Consejo sobre las competencias fundamentales para el aprendizaje permanente (2006/962/CE). *Diario Oficial de la Unión Europea*, L 394, 30.12.2006, p. 10-18. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:ES:PDF [cited 25.8.2009]

Formación profesional (FP): firmada en 2002 a raíz de la estrategia de Lisboa en el ámbito de la cooperación para la educación y formación, la **declaración de Copenhague** constituyó el punto de partida para una cooperación más estrecha entre la Comisión, los Estados miembros y los agentes sociales europeos en el ámbito de la FP. La FP contribuye al aprendizaje permanente, permitiendo que los trabajadores desarrollen capacidades que respondan a las necesidades del mercado laboral. El proceso de Copenhague pretende facilitar el acceso al aprendizaje permanente y promover la movilidad educativa, profesional y geográfica. Innovaciones importantes repercuten directa o indirectamente en la mejora de la empleabilidad, como la adopción de principios comunes relativos a la transparencia de las cualificaciones, la garantía de la calidad en la FP, la orientación permanente y la validación del aprendizaje no formal e informal.

El **Comunicado de Burdeos** de los ministros europeos de Educación y Formación Profesional de 2008 incorporó un nuevo objetivo de fortalecimiento de los vínculos entre la FP y el mercado laboral y lo vinculó a la iniciativa nuevas capacidades para nuevos empleos sobre la previsión de las capacidades necesarias y su adecuación *a las exigencias del mercado laboral* ([7]).

Enseñanza superior: El **proceso de Bolonia** pretende construir un espacio europeo de enseñanza superior hacia 2010, de manera que los estudiantes puedan elegir entre un conjunto amplio y transparente de cursos de alta calidad y contar con unos procedimientos de reconocimiento sencillos. El **proceso de Bolonia** propone la adopción de un sistema fundamentalmente basado en tres ciclos (licenciatura-master-doctorado). La titulación obtenida después de cada ciclo ha de tener relevancia en el mercado de trabajo europeo por medio de un nivel de cualificación adecuado. El segundo ciclo debe desembocar en la obtención del grado de master y/o doctorado, como sucede ya en muchos países europeos.

Para responder al reto de la empleabilidad, es importante estrechar vínculos entre la FP y la enseñanza superior en el marco del aprendizaje permanente. La posibilidad de acceder a la enseñanza terciaria es un factor de motivación importante para que el alumno opte por la FP. Los Estados miembros se esfuerzan por establecer puentes entre sus sistemas de enseñanza superior y de FP.

Aprendizaje de adultos: Las Conclusiones del Consejo sobre el aprendizaje de los adultos (2008) 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.

Las Conclusiones del Consejo sobre nuevas capacidades para nuevos empleos (Consejo de la Unión Europea, 2009) la actual crisis económica, la competencia a nivel mundial, los cambios tecnológicos hacia una economía hipo carbónica y el envejecimiento de la población han otorgado una importancia crucial a las inversiones en capacidades a todos los niveles y al existencia de una educación de calidad para la recuperación europea a corto plazo y el crecimiento y la competitividad a largo plazo, así como la igualdad y la cohesión social. Es importante ayudar a los Estados miembros a prever las futuras necesidades de capacidades para los trabajadores y los empresarios en la UE mediante previsiones actualizadas de forma periódica sobre las tendencias de los mercados laborales a escala local, regional y europea y a analizar las necesidades en materia de capacidades en función de los sectores ([8]).

([7]) *The Bordeaux Communiqué on enhanced European cooperation in vocational education and training Communiqué of the European Ministers for vocational education and training, the European social partners and the European Commission, meeting in Bordeaux on 26 November 2008 to review the priorities and strategies of the Copenhagen process*. [2008] [online]Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf [cited 25.8.2009]

([8]) Council of the European Union. Council conclusions on new skills for new jobs. Anticipating and matching labour market and skills needs. In *2930th Employment, Social Policy, Health and Consumer Affairs Council meeting. 6479/09. Brussels, 9.3.2009*. Available from Internet: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/106549.pdf [cited 25.8.209]

La **flexi-seguridad** tiene por objeto el equilibrio entre flexibilidad y seguridad en el mercado laboral, de modo que tanto los trabajadores como los empresarios aprovechen las oportunidades que ofrece la globalización. Entre sus principios básicos, figura la adopción de estrategias integrales para el aprendizaje permanente, la elaboración de políticas eficaces y activas de inserción laboral, la adopción de medidas para favorecer la movilidad ascendente y las transiciones entre desempleo o inactividad y trabajo, y la actualización continua de las competencias.

Los **agentes 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.

En las visitas de estudio se considerarán las iniciativas y medidas de educación y formación que fomentan la capacidad de encontrar y mantener un empleo (empleabilidad), en particular:

(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.

4.2. 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 socios sociales al aprendizaje permanente.
- Nuevas capacidades para nuevos empleos.

4.3. Palabras clave

- Aprendizaje de adultos,
- aprendizaje profesional,
- competencias fundamentales,
- competencias lingüísticas,
- espíritu emprendedor,
- inclusión social,
- integración en el mercado laboral,
- orientación permanente,
- trabajadores mayores,
- validación del aprendizaje formal, no formal e informal.

4.4. Fuentes seleccionadas sobre políticas de la UE

- Comisión Europea. *Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones. Aplicar el programa comunitario de Lisboa: Fomentar el espíritu emprendedor mediante la educación y la formación).* [online] Luxemburgo: Publications Office, 2006. (Documents COM (2006) 33). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0033:FIN:ES:PDF [citado 25.8.2009]

- European Commission. *Entrepreneurship and SME policy projects* [online]. Disponible en Internet: http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm [citado 25.8.2009]
- Comisión Europea. *Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones: Plan de Acción sobre el Aprendizaje de Adultos «Siempre es buen momento para aprender»*. Luxemburgo: Publications Office, 2007. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0558:FIN:ES:PDF [citado 25.8.2009]
- Comisión Europea. *Comunicación de la Comisión: Aprendizaje de adultos: Nunca es demasiado tarde para aprender.* Luxemburgo: Publications Office, 2006. (Documentos COM (2006) 614). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:ES:PDF [citado 25.8.2009]
- Cedefop. *Career development at work: A review of career guidance to support people in employment*. Luxembourg: Publications Office, 2008. Disponible en Internet: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf [citado 25.8.2008]
- Comisión Europea. *Comunicación de la Comisión al Consejo Europeo de primavera: Directrices integradas para el crecimiento y el empleo (2008-2010)*. Luxemburgo: Publications Office, 2007. (Documentos COM (2007) 803. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:803:FIN:ES:PDF [citado 25.8.2009]
- Comisión Europea. *Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones: Nuevas capacidades para nuevos empleos. Previsión de las capacidades necesarias y su adecuación a las exigencias del mercado laboral*. Luxemburgo: Publications Office, 2008. (Documentos COM (2008) 868). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0868:FIN:Es:PDF [citado 25.8.2009]
- Comisión Europea. *Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones: Hacia los principios comunes de la flexi-seguridad: más y mejor empleo mediante la flexibilidad y la seguridad*. Luxemburgo: Publications Office, 2007. (Documentos COM (2007) 359. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0359:FIN:Es:PDF [citado 25.8.2009]
- *The Bordeaux Communiqué on enhanced European cooperation in vocational education and training Communiqué of the European Ministers for vocational education and training, the European social partners and the European Commission, meeting in Bordeaux on 26 November 2008 to review the priorities and strategies of the Copenhagen process*. Available from Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf [citado 25.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training: indicators and benchmarks 2007*. [online]. Luxembourg: Publications Office, 2007. (SEC Documents (2007) 1284) Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]
- Cedefop. *Skillsnet: Red del Cedefop para la identificación anticipada de las necesidades en materia de cualificaciones.* [online]. Disponible en Internet: http://www.cedefop.europa.eu/etv/projects_networks/skillsnet/ [citado 25.8.209]
- Cedefop. *Future skill supply in Europe: medium-term forecast up to 2020*. Luxembourg: Publications Office**,** 2009. Disponible en Internet: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=547 [citado 25.8.2009]
- Comisión Europea. *Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones: Un compromiso compartido en favor del empleo.* Luxemburgo: Publications Office, 2009. (Documentos COM (2009), 257 final) Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0257:FIN:Es:PDF [citado 25.8.2009]

- Comisión Europea. *Gestionar la recuperación económica: Comunicación para el Consejo de primavera. Vol. 1*. Luxemburgo: Publications Office, 2009. (Documentos COM (2009) 114). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0114:FIN:Es:PDF [citado 25.8.2009]
- Council of the European Union. Council conclusions on new skills for new jobs. Anticipating and matching labour market and skills needs. In *2930th Employment, Social Policy, Health and Consumer Affairs Council meeting. 6479/09. Brussels, 9.3.2009*. Available from Internet: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/106549.pdf [citado 25.8.209]
- Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [citado 25.8.2009]

5. Aplicar herramientas, principios y marcos europeos comunes para el aprendizaje permanente, incluida la orientación permanente

5.1. Descripción

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, encaminados al cumplimiento de los objetivos de Lisboa ([9]). 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.

Los Estados miembros están interesados en elaborar marcos generales de cualificaciones basados en los resultados del aprendizaje en distintos ámbitos, como la escuela, el mundo laboral, la enseñanza superior y la educación de adultos. Estos nuevos marcos suelen estar vinculados a estrategias de aprendizaje permanente y se pretende que den cabida al aprendizaje informal o la experiencia que los ciudadanos desean que les sean reconocidos. En 2004 se establecieron principios a nivel europeo para la validación del aprendizaje no formal e informal. Dichos principios fueron transformados en directrices en 2009 como herramienta práctica para el desarrollo y la implantación de métodos y sistemas de reconocimiento en los Estados miembros ([10]).

El MEC es también un referente europeo común para las organizaciones internacionales que representan a determinados sectores económicos y deseen 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 abarcan todos los sistemas secundarios. 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.

([9]) Programa de trabajo detallado para el seguimiento de los objetivos concretos de los sistemas de educación y formación en Europa. *Diario Oficial de las comunidades europeas*, C 142, 14.6.2002, p. 1-22. Disponible en Internet: http://eur-lex.europa.eu/pri/en/oj/dat/2002/c_142/c_14220020614en00010022.pdf [cited 26.8.2009]

([10]) Cedefop. *Directrices europeas para la validación del aprendizaje no formal e informal*. Luxemburgo: Oficina de publicaciones, 2009. Disponible en Internet http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/553/4054_en.pdf [cited 25.8.2009]

Europass ([11]) 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 períodos de aprendizaje tanto en sus países de origen como en extranjero. Se trata del **Sistema Europeo de Créditos para la Formación Profesional** (ECVET) ([12]) 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).

En 2009, el Parlamento Europeo y el Consejo aprobaron una Recomendación sobre el establecimiento de un Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación Profesionales ([13]), mientras que ya se han creado normas comunes para la enseñanza superior. La Recomendación incluye una serie de criterios de calidad y descriptores indicativos, así como una referencia establecida para los indicadores de calidad de la FP.

La orientación de alta calidad y los servicios de asesoría apoyan el aprendizaje permanente de los ciudadanos, sus carreras profesionales y el logro de sus objetivos personales. La orientación permanente contribuye a lograr los objetivos más amplios de pleno empleo, un elevado nivel educativo y crecimiento económico. En 2008, el Consejo de la Unión Europea aprobó una resolución titulada «Incluir mejor la orientación permanente en las estrategias permanentes de educación y formación permanente» ([14]) 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 considerarán las herramientas, principios y marcos europeos para el aprendizaje permanente, tales como:

(a) creación e implantación de marcos de cualificaciones con referencia al MEC;
(b) promoción de Europass y su utilización por centros de educación y formación, servicios de orientación y empleo y los propios ciudadanos;
(c) diseño e implantación de marcos de garantía de la calidad inspirados en el marco de referencia europeo de garantía de la calidad;
(d) herramientas de transferencia de créditos para promover la movilidad de los alumnos;
(e) principios para el reconocimiento del aprendizaje no formal e informal;
(f) fomento de la acción política sobre orientación permanente para desarrollar estructuras nacionales y regionales para la orientación.

([11]) Visite el sitio web de Europass: http://europass.cedefop.europa.eu

([12]) Recomendación del Parlamento Europeo y del Consejo de 18 de junio de relativa a la creación del Sistema Europeo de Créditos para la Educación y Formación Profesionales (ECVET). *Diario Oficial de la Unión Europea*, C 155, 8.7.2009, p. 11-18., Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:Es:PDF [citado 26.8.209]

([13]) Recomendación del Parlamento Europeo y del Consejo sobre el establecimiento de un Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación Profesionales. *Diario Oficial de la Unión Europea*, C 155, 8.7.2009, p. 1-10. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:Es:PDF [citado 26.8.2009]

([14]) Proyecto de Resolución del Consejo y de los Representantes de los Gobiernos de los Estados miembros, reunidos en Consejo, de 21 de noviembre de 2008, titulada «Incluir mejor la orientación permanente en las estrategias permanentes de educación y formación permanente». *Diario Oficial de la Unión Europea*, C 319, 13.12.2008, p. 4-7. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:319:0004:0007:Es:PDF :[citado 26.8.2009]

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.
- Sistemas, marcos y enfoques de garantía de la calidad.
- Transferencia de créditos entre contextos diferentes.
- Validación del aprendizaje no formal e informal.
- Orientación para el aprendizaje permanente y la carrera profesional.

5.3. Palabras clave

- Aprendizaje de adultos,
- Europass,
- interlocutores sociales,
- Marco Europeo de Cualificaciones (MEC),
- Marcos Nacionales de Cualificaciones,
- movilidad de alumnos,
- movilidad de profesores y formadores,
- movilidad de trabajadores,
- orientación permanente,
- resultados del aprendizaje,
- Sistema Europeo de Créditos para la Formación Profesional (ECVET),
- Sistema Europeo de Transferencia de Créditos (ECTS).

5.4. Fuentes seleccionadas sobre políticas de la UE

- European Commission. *Promover la movilidad de los ciudadanos y el aprendizaje permanente: MEC, Europass, ECTS, ECVET, orientación permanente* [online]. Disponible en Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm [citado 25.8.2009]
- Recomendación del Parlamento Europeo y del Consejo de 18 de junio de relativa a la creación del Sistema Europeo de Créditos para la Educación y Formación Profesionales (ECVET). *Diario Oficial de la Unión Europea*, C 155, 8.7.2009, p. 11-18., Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:Es:PDF [citado 26.8.209]
- Recomendación del Parlamento Europeo y del Consejo de 23 de abril de 2008 relativa a la creación del Marco Europeo de Cualificaciones para el aprendizaje permanente. *Diario Oficial de la Unión Europea, C111, 6.5.2008, p.1-7* Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:ES:PDF [citado 26.8.2009]
- Cedefop. *European guidelines for validating non-formal and informal learning.* Luxembourg: Publications Office, 2009. Disponible en Internet: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=553 [citado 26.8.2009]
- Cedefop. *The shift to learning outcomes. Policies and practices in Europe*. Luxembourg: Publications Office, 2009). Disponible en Internet: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=525 [citado 26.8.2009]
- European Association for Quality Assurance in Higher Education. *Standards and Guidelines for Quality Assurance in the European Higher Education Area.* Helsinki: European Association for Quality Assurance in Higher Education, 2005. Disponible en Internet: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf [citado 26.8.2009]

- ENQA-VET- European Network for Quality Assurance in Vocational Education and Training. [online]. Disponible en Internet: http://www.enqavet.eu [citado 26.8.2009]
- Recomendación del Parlamento Europeo y del Consejo sobre el establecimiento de un Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación Profesionales. *Diario Oficial de la Unión Europea,* C 155, 8.7.2009, p. 1-10. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:Es:PDF [citado 26.8.2009]
- Cedefop. *Establishing and developing national lifelong guidance policy forums: A manual for policy-makers and stakeholders*. Luxembourg: Publications Office, 2008. (Cedefop Panorama Series, 153). Disponible en Internet: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf [citado 26.8.2009]
- Cedefop. *From policy to practice: a systemic change to lifelong guidance in Europe.* Luxembourg: Publications Office, 2008. (CedefopPanorama Series, 149). Disponible en Internet: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_en.pdf [citado 25.8.2009]
- Proyecto de Resolución del Consejo y de los Representantes de los Gobiernos de los Estados miembros, reunidos en Consejo, de 21 de noviembre de 2008, titulada «Incluir mejor la orientación permanente en las estrategias permanentes de educación y formación permanente». *Diario Oficial de la Unión Europea*, C 319, 13.12.2008, p. 4-7. Disponible en Internet**:** http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:319:0004:0007:Es:PDF [citado 26.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training: indicators and benchmarks 2007*. .Luxembourg: Publications Office, 2007. (SEC Documents 2007; 1284) Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]

6. Tendencias y retos en las estrategias de aprendizaje permanente

6.1. Descripción

La actual crisis económica a la que se enfrenta Europa subraya la importancia de la educación y la formación como factor de recuperación europea. La flexibilidad y la seguridad que son necesarias para lograr más y mejores empleos dependen de que los ciudadanos adquieran competencias fundamentales y actualicen sus capacidades a lo largo de la vida. El aprendizaje permanente favorece la creatividad y la innovación, así como una plena participación económica y social. Los Estados miembros de la UE y la Comisión Europea han reforzado en los últimos años su cooperación política mediante el programa de trabajo Educación y Formación 2010, que tiene por objeto la realización de los objetivos de Lisboa y la promoción del aprendizaje permanente. El programa integra acciones de educación y formación a escala europea, tales como la formación profesional en el marco del proceso de Copenhague, y enlaza con el proceso de Bolonia, indispensable para el logro de un espacio europeo de enseñanza superior.

El programa de trabajo Educación y Formación 2010 utiliza el método abierto de coordinación (MAC) como marco estratégico para la cooperación entre la Comisión y los Estados miembros. El MAC permite intercambiar y explorar en profundidad buenas prácticas y lograr una mayor convergencia respecto a los principales objetivos de la UE mediante:

- la identificación y definición conjunta de objetivos;
- la definición común de referentes e indicadores que permitan a los Estados miembros valorar en qué situación se encuentran y evaluar los progresos realizados respecto a los objetivos establecidos;
- el intercambio y la divulgación de buenas prácticas, a través de actividades de aprendizaje mutuo.

Recientemente, la Comisión Europea en consulta con los Estados miembros reexaminó la cooperación europea en materia de educación y formación, y estableció prioridades estratégicas para la cooperación hasta 2020:

- hacer realidad el aprendizaje permanente y la movilidad;
- mejorar la calidad y eficacia de la educación y la formación;
- promover la equidad, la cohesión social y la ciudadanía activa;
- incrementar la creatividad y la innovación en todos los niveles de la educación y la formación.

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 (Consejo de la Unión Europea, 2009) ([15]).

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.

La mayoría de los países han hecho avances en lo referente al diseño de estrategias para el aprendizaje permanente concertadas y globales. Así, se han conseguido logros importantes en los ámbitos de la educación preescolar, la validación del aprendizaje no formal e informal y, sobre todo, el desarrollo de marcos nacionales de cualificaciones (MNC) que la mayoría de los Estados miembros de la UE están poniendo en práctica, en respuesta al MEC, tomando como referencia los resultados del aprendizaje.

A pesar de todos estos avances, la ejecución de estrategias generales para el aprendizaje permanente plantea todavía retos importantes.

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.

Uno de los desafíos más importantes para los MNC reside en su capacidad para funcionar como instrumentos de integración, haciendo posibles itinerarios de aprendizaje en los sectores de la educación y formación, e incorporando los resultados del aprendizaje adquirido en entornos no formales e informales, incluido el ámbito laboral.

La participación de los adultos en iniciativas de aprendizaje permanente no ha alcanzado aún los índices establecidos para la UE. Se precisan mayores esfuerzos con el fin de que los adultos puedan actualizar sus capacidades en las distintas etapas de la vida, se facilite el acceso a la educación y formación valorando el aprendizaje no formal e informal, se refuerce la calidad de la enseñanza impartida y se aúne la flexibilidad y la seguridad en el mercado de trabajo.

A causa de un bajo nivel de estudios y una cualificación insuficiente muchos jóvenes se ven excluidos del mercado laboral, especialmente en el caso de los trabajadores mayores, aquellos con baja cualificación y quienes pertenecen a grupos desfavorecidos (como los inmigrantes), que pueden correr mayor riesgo de perder su empleo o de permanecer en paro. La evolución de la demografía y del mercado laboral apunta a incremento de la demanda de trabajadores muy cualificados y una reducción de las oportunidades para los trabajadores con baja cualificación. Para afrontar este reto, es preciso invertir más en capital humano y social, promoviendo una mayor participación en actividades de aprendizaje permanente.

En las visitas de estudio se considerarán los siguientes aspectos:

(a) reformas en materia de educación y formación, medidas políticas para la aplicación de estrategias integrales de aprendizaje permanente;

([15]) Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). Diario Oficial de la Unión Europea, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [cited 25.8.2009]

(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.

6.2. Lista de temas para las visitas de estudio

- 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.

6.3. Palabras clave

- Aprendizaje de adultos,
- enfoques innovadores,
- inmigrantes y minorías,
- Marco Europeo de Cualificaciones (MEC),
- Marcos Nacionales de Cualificaciones,
- programa de aprendizaje permanente,
- resultados del aprendizaje,
- Sistema Europeo de Créditos para la Formación Profesional (ECVET),
- Sistema Europeo de Transferencia de Créditos (ECTS),
- trabajadores mayores,
- trabajadores poco cualificados,
- validación del aprendizaje formal, no formal e informal.

6.4. Fuentes seleccionadas sobre políticas de la UE

- European Commission. *European strategy and co-operation in education and training*. [online]. Disponible en Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm [citado 26.8.2009]
- Informe conjunto de situación de 2008 del Consejo y de la Comisión sobre la ejecución del programa de trabajo «Educación y Formación 2010» — «Facilitar el aprendizaje permanente para fomentar el conocimiento, la creatividad y la innovaciσn». *Diario Oficial de la Union Europea*, C 86, 5.4.2008, p. 1-31. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:086:0001:0031:Es:PDF [citado 26.8.2009]
- European Commission. [28.5.2009] *Educación y Formación 2010 - Sistemas distintos, objetivos comunes*. [online] Disponible en Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm [citado 26.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training: indicators and benchmarks 2007*. Luxembourg: Publications Office, 2007. (SEC Documents 2007; 1284) Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]
- Comisión Europea. *Aprendizaje de adultos: Nunca es demasiado tarde para aprender, Comunicación de la Comisión*. Luxemburgo: Publications Office, 2006. (Documentos COM (2006) 614). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/site/es/com/2006/com2006_0614es01.pdf [citado 26.8.2009]
- Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [citado 25.8.2009]

7. Creación de comunidades de aprendizaje con la participación todos los agentes de la educación y la formación

7.1. Descripción

La educación y la formación desempeñan una función sustancial en la sociedad europea, al ofrecer a los alumnos los conocimientos, capacidades y competencias fundamentales para la vida laboral y darles la oportunidad de adquirir competencias indispensables para la vida familiar y social.

Entre los tres objetivos estratégicos del programa de trabajo acordado por los Ministros de Educación europeos con el fin de que Europa se convierta en una sociedad del conocimiento (Estrategia de Lisboa), figura el de *Abrir los sistemas de educación y formación al mundo*. En su comunicación *Mejorar las competencias en el siglo XXI: agenda para la cooperación europea en las escuelas*, la Comisión Europea insiste en la importancia de las «comunidades escolares», que conllevan colaboraciones estrechas con instituciones y actores externos al entorno escolar «clásico».

Los centros de educación y formación adquieren así una mayor responsabilidad ante estos actores, hasta el punto de que los representantes del mercado laboral, las familias, las organizaciones cívicas y medioambientales, así como los propios alumnos pongan manos a la obra para definir conjuntamente los resultados por alcanzar, el contenido y los métodos de aprendizaje adecuados. La participación de los padres es primordial, ya que ayuda a promover el éxito educativo y las mejoras en las escuelas. Los centros de educación y formación tienen una función en la prevención y lucha contra todo tipo de violencia dirigida contra los niños y jóvenes, así como en los ámbitos de la protección de la salud, el bienestar y la cohesión social.

En el marco estratégico actualizado para la cooperación europea en el ámbito de la educación y la formación posterior a 2010 (Comisión Europea, 2008) ([16]), es importante desarrollar asociaciones entre los centros de educación y de formación ([17]) 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.

Las visitas de estudio considerarán enfoques y ejemplos de buenas prácticas relacionados con:

(a) 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.;
(b) ejemplos nacionales, regionales y locales de gestión participativa y evaluación de los centros de educación y formación.
(c) iniciativas para prevenir la violencia contra los niños y los jóvenes.

7.2. Lista de temas para las visitas de estudio

- Cooperación entre centros de educación y formación y las comunidades locales.
- Contribución de los padres y los agentes sociales a la gestión participativa.
- Contribución de las escuelas y comunidades a la prevención de la violencia.

7.3. Palabras clave

- Autonomía (escuela o centro),
- desarrollo sostenible,

([16]) Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [cited 25.8.2009]

([17]) Conclusiones del Consejo y los Representantes de los Gobiernos de los Estados miembros, reunión en el Consejo, de 12 de mayo de 2009, sobre la Mejora de las asociaciones entre los centros de educación y formación y los interlocutores sociales, incluidos los empleadores, en el contexto de la formación permanente. In *2941th Education, Youth and Culture Council Meeting, Brussels 12 May 2009*. Disponible en Internet: http://register.consilium.europa.eu/pdf/es/09/st08/st08986.es09.pdf [cited 25.8.2009]

- dirección y gestión,
- entorno escolar,
- evaluación (escuela o centro),
- financiación,
- inclusión social,
- interlocutores sociales,
- participación de los padres,
- violencia escolar.

7.4. Fuentes seleccionadas sobre políticas de la UE

- Comisión Europea. *Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones: Mejorar las competencias en el siglo XXI: Agenda para la cooperación europea en las escuelas*. Luxemburgo: Publications Office, 2008. (Documents COM (2008) 425). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0425:FIN:Es:PDF [citado 26.8.2009]
- Comisión Europea. *Documento de trabajo de los servicios de la Comisión escuelas para el siglo XXI*. Luxemburgo: Publications Office, 2007. (SEC Documents(2007) 1009): Disponible en Internet: http://ec.europa.eu/education/school21/consultdoc_es.pdf# [citado 26.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training: indicators and benchmarks 2007*. .Luxembourg: Publications Office, 2007. (SEC Documents 2007; 1284) Disponible en Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]
- Conclusiones sobre las prioridades futuras de la cooperación europea reforzada para la educación y formación profesionales (EFP). *Diario Oficial de la Unión Europea, C 18, 24.1.2009, p 6-10*. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:018:0006:0010:Es:PDF [citado 26.8.2009]
- *Comunicado de Helsinki sobre la cooperación europea reforzada en educación y formación profesionales: Comunicado de los Ministros Europeos de Educación y Formación Profesionales, los agentes sociales europeos y la Comisión Europea, reunidos en Helsinki el 5 de diciembre de 2006 para analizar las prioridades y estrategias del Proceso de Copenhague*. [online] Disponible en Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/helsinki_es.pdf [citado 26.8.2009]
- Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [citado 25.8.2009]

8. Promoción de la movilidad transnacional en el aprendizaje permanente

8.1. 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 de la Unión Europea, 2009) ([18]).

La construcción de un espacio europeo de educación es una prioridad para la Unión Europea, por motivos tanto culturales como económicos. 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 eu-

([18]) Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [cited 25.8.2009]

ropea 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.

La **Carta de calidad de la movilidad europea 2006** es el documento de referencia en materia de calidad para la educación y formación en el extranjero. Complementa la recomendación de 2001 sobre la movilidad de alumnos, personal en prácticas, voluntarios, profesores y formadores. La Carta, aprobada por los Estados miembros, ofrece orientación sobre los mecanismos de movilidad con fines educativos y de otro tipo, como la mejora profesional, tanto para jóvenes como para adultos.

La Comisión Europea presentó en 2007 el nuevo **programa de aprendizaje permanente**, que sustituyó a los anteriores programas de educación, formación profesional y aprendizaje a distancia finalizados en 2006, garantizando la continuidad de los programas Comenius, Erasmus, Leonardo da Vinci y Grundtvig.
El programa promueve los intercambios y contactos entre personas físicas, centros y países. Las personas físicas se benefician, por ejemplo, de los intercambios de alumnos, los cursos de formación continua en escuelas o en centros de educación para adultos, así como los períodos cortos de prácticas en empresas de otro país para estudiantes de formación profesional. Los intercambios entre centros incluyen, por ejemplo, actividades de colaboración entre escuelas de diferentes países, proyectos conjuntos gestionados por universidades para la elaboración de programas de estudios comunes, programas intensivos de corta duración o la creación de redes temáticas en diferentes disciplinas. Los intercambios entre países abarcan las visitas de estudio por parte de responsables regionales y nacionales de educación, formación y orientación, el establecimiento de redes de expertos nacionales o la publicación de estadísticas comparativas sobre los sistemas de educación y formación.

El **foro de expertos de alto nivel en movilidad** creado por la Comisión Europea recomendó en julio de 2008 incrementar drásticamente las oportunidades de movilidad para los jóvenes a medio plazo. En 2020, al menos el 50 % de todos los jóvenes han de tener la posibilidad de participar en alguna iniciativa de movilidad transnacional durante sus estudios o formación, ya sea encontrando trabajo o bien trabajando de forma voluntaria. Para que esta oferta no se vea condicionada por determinadas circunstancias sociales, ha de abarcar una amplitud de contextos de aprendizaje, como escuelas, universidades y centros de formación profesional, e incluir entornos de aprendizaje formal e informal. El foro propuso una acción estratégica para eliminar las barreras que frenan la movilidad, garantizar la igualdad y favorecer el intercambio de buenas prácticas.

En julio de 2009, la Comisión Europea inició una consulta pública sobre el Libro Verde relativo al Fomento de la movilidad en la formación de los jóvenes ([19]). Dicho Libro Verde aborda cuestiones desde la preparación hasta el seguimiento de un periodo de movilidad. También considera las principales barreras y obstáculos que existen frente a la movilidad y pide que se presenten sugerencias y ejemplos de buenas prácticas para superarlos.

Además de las iniciativas mencionadas, se han desarrollado herramientas comunes para garantizar la transparencia de las cualificaciones y favorecer la movilidad entre diferentes países y sistemas en Europa. Entre ellas, figuran el marco europeo de cualificaciones para el aprendizaje permanente (MEC); el Sistema Europeo de Créditos para la Formación Profesional (ECVET); el Sistema Europeo de Transferencia y Acumulación de Créditos (ECTS) y Europass.

([19]) Comisión Europea. *Libro Verde. Fomentar la movilidad en la formación de los jóvenes*. Luxemburgo: Publications Office, 2009. (Documents COM (2009) 329). Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0329:FIN:Es:PDF [cited 26.8.2009]

En las visitas de estudio se considerarán iniciativas y medidas relacionadas con la movilidad en el ámbito del aprendizaje permanente, en particular:

(a) Iniciativas y proyectos sobre la movilidad en el aprendizaje en distintos contextos de aprendizaje.
(b) actividades y proyectos que promuevan un acceso más generalizado a la movilidad de las personas.
(c) iniciativas para conseguir que las cualificaciones resulten más legibles y comprensibles en diferentes países y sistemas de Europa;
(d) nuevos enfoques para simplificar la validación y el reconocimiento de conocimientos, capacidades y competencias adquiridas a través de la movilidad;
(e) promoción de Europass y su utilización por centros de educación y formación, servicios de orientación y empleo y ciudadanos;
(f) herramientas para la transferencia y el reconocimiento de los resultados del aprendizaje para facilitar la movilidad de los alumnos.

8.2. Lista de temas para las visitas de estudio

- Movilidad en el aprendizaje en el ámbito de la educación y la formación.

8.3. Palabras clave

- Competencias lingüísticas,
- Europass,
- grupos desfavorecidos,
- Marco Europeo de Cualificaciones (MEC),
- movilidad de alumnos,
- movilidad de profesores y formadores,
- movilidad de trabajadores,
- 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),
- transparencia de las cualificaciones.

8.4. Fuentes seleccionadas sobre políticas de la UE

- Recomendación del Parlamento Europeo y del Consejo de 18 de diciembre de 2006 relativa a la movilidad transnacional en la Comunidad a efectos de educación y formación: Carta Europea de Calidad para la Movilidad. *Diario Oficial de la Unión Europea*, L 294, 30.12.2006, p. 5-9. Disponible en Internet: http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:ES:PDF [citado 25.8.2009]
- The High Level Expert Forum on Mobility. *Report of the High Level Expert Forum on Mobility: Making learning mobility an opportunity for all.* [online] Disponible en Internet: http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf [citado 25.8.2009]
- European Commission. *Promover la movilidad de los ciudadanos y el aprendizaje permanente: MEC, Europass, ECTS, ECVET, orientación permanente* [online]. Disponible en Internet: http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm [citado 25.8.2009]
- European Commission. *Lifelong learning programme (2007-2013).* [online] Disponible en Internet: http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm [citado 25.8.2009]
- European Commission. *Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007).* Luxembourg: Publications Office, 2007.(Documents SEC 2007) 1284. Available from Internet: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf [citado 25.8.2009]

- Comisión Europea. *Libro verde: Fomentar la movilidad en la formación de los jóvenes.* Luxemburgo: Publications Office, 2009. (COM(2009), 329 final) Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0329:FIN:Es:PDF [citado 25.8.2009]
- Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación («ET 2020»). *Diario Oficial de la Unión Europea*, C 119, 28.5.2009, p. 2-19. Disponible en Internet: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:es:PDF [citado 25.8.2009]

STUDIENBESUCHSPROGRAMM FÜR FACHLEUTE
DER ALLGEMEINEN UND BERUFLICHEN BILDUNG 2010/11

Themengruppen

1. Schlüsselkompetenzen für alle, einschließlich, Kreativität, Innovation und Unternehmertum

1.1. Beschreibung

In der Empfehlung des Europäischen Parlaments und des Rates zu Schlüsselkompetenzen für lebensbegleitendes Lernen (2006) 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) ([1]) 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.

2009 wurde zum Europäischen Jahr der Kreativität und Innovation ausgerufen, um das Bewusstsein für die Bedeutung von Kreativität und Innovation für die persönliche, soziale und wirtschaftliche Entwicklung zu schärfen.

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.

1.2. Liste der Themen für Studienbesuche

- Ausbau der Lese-, Schreib- und Rechenfähigkeiten
- Sprachunterricht und Spracherwerb
- Erlernen von Mathematik und Naturwissenschaften
- Einsatz von IKT beim Lernen
- Entwicklung unternehmerischer Kompetenz
- Stärkung der interkulturellen Bildung

([1]) Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009. Abrufbar unter: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

- Erziehung zur aktiven Bürgerschaft und zur nachhaltigen Entwicklung
- Entwicklung von Kreativität im Bereich Lernen und Lehre

1.3. Schlüsselwörter

- Außercurriculare Maßnahmen
- Bewertung der Lernenden
- Computerkompetenz
- Curriculum
- Erwachsenenbildung
- fremdsprachliche Kompetenz
- Gesundheitserziehung
- innovative Ansätze
- Integriertes Inhalts- und Sprachenlernen (CLIL)
- junge Menschen
- Kulturbewusstsein und kulturelle Ausdrucksfähigkeit
- Lernkompetenz
- mathematische Kompetenz
- muttersprachliche Kompetenz
- naturwissenschaftlich-technische Kompetenz
- personalisiertes Lernen
- soziale Eingliederung
- soziale Kompetenz und Bürgerkompetenz

1.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Schlüsselkompetenzen: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_de.htm
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Internationale Schulleistungsstudie der OECD (PISA): http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html
- Internationale Mathematik- und Naturwissenschaftsstudie (TIMSS): http://nces.ed.gov/timss/
- Internationale PIRLS-Studie über Lesekompetenz: http://nces.ed.gov/Surveys/PIRLS
- Europäisches Jahr der Kreativität und Innovation 2009: http://create2009.europa.eu
- Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09/pdf

2. Verbesserung von Zugangsmöglichkeiten, Gleichbehandlung, Qualität und Effizienz in der allgemeinen und beruflichen Bildung

2.1. Beschreibung

Zum Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ zählen verschiedene Maßnahmen und Initiativen, die alle auf die drei allgemeinen Ziele zur Verbesserung der europäischen Systeme der allgemeinen und beruflichen Bildung abheben, welche vom Europäischen Rat auf seiner Tagung im März 2001 in Stockholm vereinbart wurden:

- Verbesserung der Qualität und Wirksamkeit der Systeme der allgemeinen und beruflichen Bildung in der EU;
- Erleichterung des Zugangs zur allgemeinen und beruflichen Bildung für alle;

• Öffnung der Systeme der allgemeinen und beruflichen Bildung gegenüber der Welt.

Diese Ziele fügen sich in die breiter gefassten europäischen Ziele ein, die in der Lissabon-Strategie für ein dauerhaftes Wirtschaftswachstum mit mehr und besseren Arbeitsplätzen und einem größeren sozialen Zusammenhalt im Jahr 2000 festgelegt wurden. Obwohl einige positive Entwicklungen im Bereich der allgemeinen und beruflichen Bildung in den Mitgliedstaaten zu verzeichnen sind, werden die meisten Ziele nicht, wie vom Rat angestrebt, bis 2010 erreicht. Daher mahnte der Europäische Rat auf seiner Frühjahrstagung 2008 die Mitgliedstaaten, Maßnahmen zu ergreifen, um die Zahl der Schulabbrecher und der jungen Menschen mit unzureichenden Lese- und Schreibfähigkeiten deutlich zu reduzieren. Außerdem wurden die Mitgliedstaaten aufgefordert, mehr Erwachsene, vor allem gering qualifizierte und ältere Arbeitnehmer, für die allgemeine und berufliche Bildung zu gewinnen, um das Bildungsniveau von Lernenden mit Migrationshintergrund oder aus benachteiligten Gruppen anzuheben sowie die geografische und berufliche Mobilität weiter zu erleichtern. Zu diesem Zweck müssten die Zugangsmöglichkeiten, die Gleichbehandlung und die Qualität und Effizienz der Systeme der allgemeinen und beruflichen Bildung verbessert werden.

Die Verbesserung von Qualität und Effizienz des Bildungssystems bleibt auch nach 2010 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 ([2]).

Mit der Ausrufung des Jahres 2010 zum Europäischen Jahr zur Bekämpfung von Armut und sozialer Ausgrenzung soll für 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 sollen hierzu einen Beitrag leisten ([3]).
Zugangsmöglichkeiten, Gleichbehandlung, Qualität und Effizienz beinhalten folgende Einzelaspekte:

Zugang zu allgemeiner und beruflicher Bildung: 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 Lernen-

([2]) Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009. Abrufbar unter: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

([3]) Europäische Kommission, 2008, Europäisches Jahr zur Bekämpfung von Armut und sozialer Ausgrenzung 2010, Strategisches Rahmenpapier – Prioritäten und Leitlinien für Maßnahmen im Rahmen des Europäischen Jahres 2010, Brüssel, 16.11.2008, D(2008). Abrufbar unter: http://ec.europa.eu/social/main.jsp?langID=en&catID=637

de 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.

Gleichbehandlung: 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.

Qualität: Die Gewährleistung hoher Qualitätsstandards ist auf allen Ebenen der allgemeinen und beruflichen Bildung von wesentlicher Bedeutung. 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“).

Effizienz: Die zentralen Maßnahmen zur Verbesserung der institutionellen Effizienz und Anpassungsfähigkeit an sich ändernde Erfordernisse im Bereich der allgemeinen und beruflichen Bildung und auf dem Arbeitsmarkt sind: Dezentralisierung (einschließlich Reformen, um den Einrichtungen Spielraum für Eigeninitiative in der Bildung zu geben); Deregulierung; Überwachung von Leistungen anhand von Indikatoren für Bildungseffizienz; Bestandsaufnahme der Qualifikationslücken und Vorhersage von Qualifikationserfordernissen. Auch die Schaffung einer Bewertungskultur in allgemeinen und beruflichen Bildungssystemen, die bei der Suche nach Wegen zur effizienten (effizienteren) Nutzung der Ressourcen (Investitionen des öffentlichen und privaten Sektors) helfen soll, ist ein wesentlicher Faktor.

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;
(c) Planung und Umsetzung von Maßnahmen zur Steigerung der Qualität der Angebote im Bereich der allgemeinen und beruflichen Bildung;
(d) Evaluierung und Analyse der Effizienz von Systemen der allgemeinen und beruflichen Bildung.

2.2. Liste der Themen für Studienbesuche

- Lernangebote für Vorschulkinder
- Personalisierte Lernansätze
- Maßnahmen zur Prävention von Schulabbruch
- Chancengleichheit für benachteiligte Gruppen
- Qualitätssicherungssysteme in Schulen und Ausbildungseinrichtungen
- Maßnahmen zur Verbesserung der Effizienz in Einrichtungen der allgemeinen und beruflichen Bildung

2.3. Schlüsselwörter

- Allgemeines und berufliches Bildungsniveau
- ältere Arbeitnehmer
- besondere Erfordernisse
- Erwachsenenbildung
- Evaluierung (Schule oder Einrichtung)
- Finanzierung
- Gleichstellung der Geschlechter
- lebenslange Bildungs- und Berufsberatung
- Migranten und Minderheiten
- Schulabbrecher
- soziale Eingliederung
- vorschulische Erziehung

2.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Effizienz und Gerechtigkeit in den europäischen Systemen der allgemeinen und beruflichen Bildung: http://europa.eu/legislation_summaries/education_training_youth/general_framework/c11095_de.htm
- Mitteilung der Kommission an das Europäische Parlament, den Rat, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen, Bessere Kompetenzen für das 21. Jahrhundert: eine Agenda für die europäische Zusammenarbeit im Schulwesen: http://ec.europa.eu/education/school21/com425_de.pdf
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Eurydice, 2009, Integrating immigrant children into schools in Europe: measures to foster communication with immigrant families and heritage language teaching for immigrant children: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/101EN.pdf
- Europäisches Jahr zur Bekämpfung von Armut und sozialer Ausgrenzung 2010: http://ec.europa.eu/social/main.jsp?langId=en&catId=637
- Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009. Abrufbar unter: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

3. Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern

3.1. Beschreibung

Die Verbesserung der Qualität von Lehre und Ausbildung in allen Mitgliedstaaten ist eines der zentralen Ziele des Arbeitsprogramms „Allgemeine und berufliche Bildung 2010“. In dem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung ([4]) 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.

In zunehmendem Maße müssen Lehrkräfte und Ausbilder neue Qualifikationen und Kompetenzen entwickeln, um sich den Herausforderungen stellen zu können, die mit der größer werdenden Autonomie von Einrichtungen der allgemeinen und beruflichen Bildung und Lernenden einhergehen. Weitere Anforderungen an Lehrkräfte und Ausbilder ergeben sich aus dem Einsatz neuer Technologien und der Notwendigkeit, auf individuelle Lernerfordernisse einzugehen. Berufsbegleitende Weiterbildung von Lehrkräften schreiben nur elf Mitgliedstaaten verbindlich vor.

Im Arbeitspapier der Dienststellen der Kommission „Schulen für das 21. Jahrhundert“ wird darauf hingewiesen, dass die Anforderungen an die Lehrkräfte auch aufgrund von Stress und aggressivem Verhalten im Klassenzimmer steigen. Diese Faktoren wirken sich in ihrer Gesamtheit negativ auf die Arbeitsleistung und die Zufriedenheit aus und können dazu führen, dass Lehrkräfte frühzeitig aus dem Berufsleben ausscheiden.

Viele ältere Lehrkräfte werden bald in den Ruhestand treten. Die Berufe im Bereich der Lehre und des lebenslangen Lernens müssen daher attraktiver gemacht werden, wobei darauf zu achten ist, neue Lehrkräfte einzustellen und gleichzeitig vorhandene zu halten. Die Mitgliedstaaten sind auf zwei Ebenen gefordert: Sie müssen zum einen der Herausforderung begegnen, verloren gehende Erfahrung zu ersetzen, und zum anderen die Chance wahrnehmen, in die Erstausbildung einer neuen Generation von Lehrkräften zu investieren und gleichzeitig die Qualifikationen vorhandener Lehrkräfte und unterrichtender Leiter anzuheben.

Die Verbesserung der Qualität der Schulleitung und die Förderung der Zusammenarbeit von Führungskräften im Bildungswesen sind ebenfalls unerlässlich, wenn eine höhere Qualität der Bildung als Ganzes erreicht werden soll. 2007 betonte der Europäische Rat die Bedeutung des Zugangs zu qualitativ hochwertiger Ausbildung für die Schulleitung und das Management. Darüber hinaus brachte er die Hoffnung zum Ausdruck, dass eine Zusammenarbeit der Leiter von Bildungseinrichtungen zustande kommt, um sich den gemeinsamen Herausforderungen der europäischen Bildungssysteme zu stellen.

Die europäische Zusammenarbeit erfolgt im Rahmen eines freiwilligen Prozesses, der so genannten offenen Koordinierungsmethode. Seit 2004 werden gemeinsame Grundsätze für die Kompetenzen und Qualifikationen von Lehrkräften auf europäischer Ebene festgelegt. Auf diese Weise wird den politischen Entscheidungsträgern in den Mitgliedstaaten die Bedeutung von hoch qualifizierten Arbeitskräften, von beruflicher Weiterentwicklung, Mobilität der Lehrkräfte sowie von Partnerschaften zwischen Lehrkräften und anderen Stellen deutlich gemacht. 2007 hob der Ministerrat erneut hervor, wie wichtig es ist, die Qualität der Lehrerausbildung zu verbessern, Lehrkräften Führungsqualitäten zu vermitteln und unterstützende Maßnahmen zu ergreifen, um den Lehrberuf als Berufswahl attraktiver zu machen. Zu den von diesen Entwicklungen betroffenen Akteuren gehören Einrichtungen für die Ausbildung und Einstellung von Lehrkräften, Schulleiter und Bildungsanbieter, für die Registrierung, Aufsicht und Qualitätssicherung in Bezug auf Lehrkräfte zuständige Stellen, Sozialpartner wie Gewerkschaften sowie nationale und lokale politische Entscheidungsträger.

([4]) Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009. Abrufbar unter: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

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.

3.2. Liste der Themen für Studienbesuche

- Erstausbildung, Einstellung und Evaluierung von Lehrkräften und Ausbildern
- Berufliche Weiterentwicklung von Lehrkräften und Ausbildern und Karrieremöglichkeiten
- Leitungsfunktion und Management bei Schulen und Berufsbildungsanbietern

3.3. Schlüsselwörter

- Kompetenzen von Lehrkräften und Ausbildern
- Leitung und Management
- Mobilität von Lehrkräften und Ausbildern
- Qualifikationen von Lehrkräften und Ausbildern
- Qualitätssicherung
- Status von Lehrkräften und Ausbildern

3.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Arbeitspapier der Dienststellen der Kommission (SEC(2007)1009): Schulen für das 21. Jahrhundert: http://ec.europa.eu/education/school21/consultdoc_de.pdf
- Schlussfolgerungen des Rates und der im Rat vereinigten Vertreter der Regierungen der Mitgliedstaaten vom 15. November 2007 zur Verbesserung der Qualität der Lehrerausbildung: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:DE:PDF
- Generaldirektion Bildung und Kultur, Gemeinsame Europäische Grundsätze für Kompetenzen und Qualifikationen von Lehrkräften: http://ec.europa.eu/education/policies/2010/doc/principles_de.pdf
- Professionalisation of VET teachers for the future (Cedefop, 2004): http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09/pdf

4. Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit

4.1. Beschreibung

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 für die Frühjahrstagung des Europäischen Rates mit

dem Titel *Impulse für den Aufschwung in Europa* ([5]) 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.

Viele junge Menschen sind aufgrund ihres niedrigen Bildungsstands und unzureichender Qualifikationen vom Arbeitsmarkt ausgeschlossen. Die Umstrukturierung der Wirtschaft und sich ändernde Qualifikationserfordernisse gefährden die Sicherheit von Arbeitsplätzen. Menschen müssen die Möglichkeit haben, in verschiedenen Lebensphasen Kenntnisse, Qualifikationen und Kompetenzen neu zu erwerben bzw. dem neuesten Stand anzupassen. Dies ist besonders wichtig für Menschen in prekären Arbeitsverhältnissen, vom Verlust des Arbeitsplatzes bedrohte Menschen und Arbeitslose, ältere oder gering qualifizierte Menschen, Menschen mit Migrationshintergrund oder Menschen mit Behinderungen.

Obwohl die Beschäftigungsziele in Europa noch nicht erreicht sind und die Wirtschaftsentwicklung nicht besonders günstig ausfällt, besteht in einigen Ländern bereits ein Mangel an Qualifikationen. Europa wird sich in naher Zukunft möglicherweise auf ein größeres Qualifikationsdefizit einstellen müssen. Aufgrund der gestiegenen Lebenserwartung und der rückläufigen Geburtenraten fließen dem Arbeitsmarkt weniger junge Menschen zu, während auf der anderen Seite das Arbeitsleben immer länger dauert. 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.

Die allgemeine und berufliche Erstausbildung liefert die Grundlage an Qualifikationen, auf der die weitere Bildung aufbaut. Der Erwerb von Wissen, Qualifikationen und Kompetenzen kann den Menschen dabei helfen, sie erfolgreich in Arbeit zu bringen und sich neuen, noch unbekannten Anforderungen, Arbeitsmethoden und Arbeitsplätzen anzupassen.

Eine enge Zusammenarbeit mit Unternehmen kann dazu beitragen, die allgemeine und berufliche Bildung besser auf die Arbeitswelt abzustimmen. Lernen am Arbeitsplatz kann Lernende, die vielleicht die Schule vorzeitig abbrechen würden, darin bestärken, ihren Bildungsweg fortzusetzen. Auf einem globalisierten und mobileren Arbeitsmarkt sind zudem sprachliche und kulturelle Kompetenzen vonnöten, um erfolgreich zu sein. Mangelnde berufsbezogene Sprachkenntnisse können es beispielsweise Migranten erschweren, (angemessene) Arbeitsplätze zu finden, oder kleinen und mittleren Unternehmen den Weg zu internationalen Märkten versperren.

Bei der Wahl von geeigneten Bildungs- und Berufsbildungsprogrammen und Arbeitsplätzen sind Informationen über die Qualifikationserfordernisse von Unternehmen sowie eine Beratung, bei der die Kompetenzen und Erfordernisse des Einzelnen berücksichtigt werden, unabdingbar. Um Menschen zu ermutigen, erstmalig oder wieder Lernangebote zu nutzen, und um Zeit und Kosten zu sparen, ist es außerdem wichtig, dass Einrichtungen der allgemeinen und beruflichen Bildung und Arbeitgeber den Wert der am Arbeitsplatz, bei einer ehrenamtlichen Tätigkeit oder im Familienleben erworbenen Kenntnisse, Qualifikationen und Kompetenzen schätzen.

Die Gewährleistung der Entwicklung von Qualifikationen ist auch wesentlicher Bestandteil des Flexicurity-Ansatzes. Diesem Konzept liegt die Überlegung zugrunde, dass die Beschäftigung aufrechterhalten bzw. erleichtert werden kann, wenn häufiger Arbeitsplatzwechsel oder Karriereunterbrechungen in Kauf genommen werden. Dazu sind umfassende Strategien des lebenslangen Lernens notwendig, die alle Ebenen und Sektoren

([5]) Europäische Kommission, 2009, Mitteilung für die Frühjahrstagung des Europäischen Rates, Impulse für den Aufschwung in Europa, Teil 1, Brüssel, 4.3.2009, KOM(2009) 114 endgültig. Abrufbar unter: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0114:FIN:DE:PDF

der Bildung berühren und die Politikfelder allgemeine und berufliche Bildung, Beschäftigung, Wirtschaft und Soziales miteinander verbinden. Derartige Strategien haben noch nicht alle Länder umgesetzt.

Zentraler Beweggrund vieler gemeinsamer Initiativen der Europäischen Kommission, der Mitgliedstaaten und der europäischen Sozialpartner ist es, einen Beitrag zur Gewährleistung der Beschäftigungsfähigkeit von Menschen zu leisten. Beispiele für die wichtigsten politischen Initiativen auf europäischer Ebene sind:

Schlüsselkompetenzen für lebensbegleitendes Lernen: Der Rat der Europäischen Union und das Europäische Parlament empfahlen den Mitgliedstaaten ([6]), Lernende in die Lage zu versetzen, Schlüsselkompetenzen zu erwerben, die sie bei der Anpassung an die sich ändernden Erfordernisse des Arbeitsmarkts unterstützen und es ihnen ermöglichen, einen aktiven Beitrag zur Gesellschaft zu leisten.

Berufsbildung: Die im Jahr 2002 im Anschluss an die Lissabon-Strategie und die Zusammenarbeit im Bereich der allgemeinen und beruflichen Bildung unterzeichnete **Kopenhagener Erklärung** bildete den Ausgangspunkt für eine engere Zusammenarbeit zwischen der Kommission, den Mitgliedstaaten und den europäischen Sozialpartnern in der Berufsbildung. Die Berufsbildung ist von entscheidender Bedeutung, wenn es darum geht, lebenslanges Lernen sicherzustellen und den Erfordernissen des Arbeitsmarkts angepasste qualifizierte Arbeitskräfte auszubilden. Der Kopenhagen-Prozess zielt darauf ab, den Zugang zu lebenslangem Lernen zu erleichtern und die ausbildungsbezogene, berufliche und geografische Mobilität zu fördern. Dieser Prozess war der Auslöser für bedeutende Innovationen mit direkter oder indirekter Auswirkung auf die Verbesserung der Beschäftigungsfähigkeit, unter anderem gemeinsame Grundsätze zur Steigerung der Transparenz von Qualifikationen, Qualitätssicherung in der Berufsbildung, lebenslange Bildungs- und Berufsberatung und Validierung von nicht formalem und informellem Lernen.

Die für die berufliche Aus- und Weiterbildung zuständigen Minister der EU-Mitgliedstaaten legten 2008 im **Bordeaux-Kommuniqué** als neues Ziel fest, die Verbindungen zwischen der Berufsbildung und dem Arbeitsmarkt zu stärken, und knüpften damit an die Initiative „Neue Kompetenzen für neue Beschäftigungen“ an, bei der es darum geht, die Nachfrage nach Arbeitskräften und Qualifikationen zu antizipieren und besser mit dem Angebot in Einklang zu bringen ([7]).

Hochschulbildung: Das Ziel des **Bologna-Prozesses** ist es, bis 2010 einen Europäischen Hochschulraum zu schaffen, in dem Lernende aus einem breiten und transparenten Angebot qualitativ hochwertiger Studiengänge auswählen können und von reibungslosen Anerkennungsverfahren profitieren. Der **Bologna-Prozess** sieht die Umsetzung eines Systems vor, das im Wesentlichen auf drei Zyklen beruht (Bachelor-Grad, Master-Grad, Promotion). Der Abschluss der ersten Stufe ist ein dem europäischen Arbeitsmarkt angepasster Qualifikationsgrad. Die zweite Stufe soll zum Master-Abschluss bzw. zur Promotion führen, wie es in vielen europäischen Ländern der Fall ist.

Zur Stärkung der Beschäftigungsfähigkeit gewinnen Verbindungen zwischen Berufs- und Hochschulbildung im Rahmen des lebenslangen Lernens immer mehr an Bedeutung. Die Möglichkeit des Zugangs zum Tertiärbereich ist für den Lernenden ein wichtiger Grund, sich für die Berufsbildung zu entscheiden. Die Mitgliedstaaten haben erste Initiativen zur engeren Verknüpfung der Hochschul- und Berufsbildungssysteme ergriffen.

([6]) Empfehlung des Europäischen Parlaments und des Rates zu Schlüsselkompetenzen für lebensbegleitendes Lernen (2006/962/EG): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:DE:PDF

([7]) Das Bordeaux-Kommuniqué über die verstärkte Zusammenarbeit in der Berufsbildung wurde von den für die berufliche Aus- und Weiterbildung zuständigen europäischen Ministern, den europäischen Sozialpartnern und der Europäischen Kommission auf ihrer Tagung in Bordeaux am 26. November 2008 zur Abstimmung der Prioritäten und Strategien des Kopenhagen-Prozesses verabschiedet. Abrufbar unter (EN): http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf

Erwachsenenbildung: Der Rat betont in seinen Schlussfolgerungen zur Erwachsenenbildung (2008), dass es sowohl für die Beschäftigungsfähigkeit als auch für die soziale Eingliederung entscheidend ist, dass Erwachsene im Lernprozess verbleiben und sich Änderungen anpassen. Kontinuierliche Weiterqualifizierung, Umschulung und Weiterentwicklung von Kompetenzen sind wesentliche Voraussetzungen für die aktive Beteiligung an der Gesellschaft.
In seinen Schlussfolgerungen zu neuen Kompetenzen für neue Beschäftigungen (2009) stellt der Rat fest, dass Investitionen in Kompetenzen auf allen Ebenen und die Bereitstellung eines qualitativ hochwertigen Bildungsangebots für alle in Anbetracht der derzeitigen Wirtschaftskrise, des globalen Wettbewerbs, des technologischen Wandels hin zu einer CO_2-armen Wirtschaft und der Alterung der Bevölkerung kurzfristig für Europas Aufschwung und längerfristig für Wachstum und Wettbewerbsfähigkeit sowie Gleichbehandlung und sozialen Zusammenhalt in Europa von entscheidender Bedeutung ist. Die Mitgliedstaaten sind unbedingt bei der Vorhersage künftiger Qualifikationserfordernisse für Arbeitnehmer und Arbeitgeber in der EU zu unterstützen, und zu diesem Zweck sind regelmäßige Prognosen der Entwicklungen auf den lokalen, regionalen, nationalen und europäischen Arbeitsmärkten vorzunehmen und die Qualifikationserfordernisse nach Sektoren zu analysieren ([8]).

Der **Flexicurity**-Ansatz zielt darauf ab, Flexibilität *(flexibility)* und Sicherheit *(security)* auf dem Arbeitsmarkt in Einklang zu bringen, und ermöglicht es sowohl Arbeitnehmern als auch Arbeitgebern, die Chancen der Globalisierung zu nutzen. Die allgemeinen Grundsätze des Flexicurity-Ansatzes lauten: umfassende Strategien für lebenslanges Lernen, wirksame aktive arbeitsmarktpolitische Strategien, Erleichterung des beruflichen Aufstiegs und der Mobilität zwischen Phasen der Arbeitslosigkeit oder der wirtschaftlichen Inaktivität und der Beschäftigung, kontinuierliche Aktualisierung von Qualifikationen.

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.

Bei den Studienbesuchen werden Entwicklungen und Maßnahmen im Bereich der allgemeinen und beruflichen Bildung zur Stärkung der Beschäftigungsfähigkeit 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.

4.2. 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
- Neue Kompetenzen für neue Beschäftigungen

([8]) Rat der Europäischen Union, 2009, Council conclusions on new skills for new jobs. Anticipating and matching labour market and skills needs. 2930th Employment, Social Policy, Health and Consumer Affairs Council meeting, 6479/09, Brüssel, 9.3.2009: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/106549.pdf

4.3. Schlüsselwörter

- Ältere Arbeitnehmer
- Erwachsenenbildung
- lebenslange Bildungs- und Berufsberatung
- Lehrlingsausbildung
- Praktikum
- Schlüsselkompetenzen
- soziale Eingliederung
- Sprachkenntnisse
- unternehmerische Kompetenz
- Validierung nicht formalen und informellen Lernens

4.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Mitteilung der Kommission an den Rat, das Europäische Parlament, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen, Umsetzung des Lissabon-Programms der Gemeinschaft: Förderung des Unternehmergeistes in Unterricht und Bildung, 2006: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0033:FIN:DE:PDF
- Europäische Kommission, Entrepreneurship and SME policy projects**:** http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm
- Mitteilung der Kommission an den Rat, das Europäische Parlament, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen, Aktionsplan Erwachsenenbildung, Zum Lernen ist es nie zu spät, 2007: http://ec.europa.eu/education/policies/adult/com558_de.pdf
- Mitteilung der Kommission, Erwachsenenbildung: Man lernt nie aus, Oktober 2006: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:DE:PDF
- Cedefop, Career development at work, A review of career guidance to support people in employment, 2008: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf
- Mitteilung der Kommission für die Frühjahrstagung des Rates, Integrierte Leitlinien für Wachstum und Beschäftigung (20082010): http://ec.europa.eu/growthandjobs/pdf/european-dimension-200712-annual-progress-report/200712-annual-report-integrated-guidelines_de.pdf
- Mitteilung der Kommission an das Europäische Parlament, den Rat, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen, Neue Kompetenzen für neue Beschäftigungen, Arbeitsmarkt- und Qualifikationserfordernisse antizipieren und miteinander in Einklang bringen, 2008: http://ec.europa.eu/education/lifelong-learning-policy/doc/com868_de.pdf
- Mitteilung der Kommission an das Europäische Parlament, den Rat, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen, Gemeinsame Grundsätze für den Flexicurity-Ansatz herausarbeiten, Mehr und bessere Arbeitsplätze durch Flexibilität und Sicherheit, 2007: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0359:FIN:DE:PDF
- Das Bordeaux-Kommuniqué über die verstärkte Zusammenarbeit in der Berufsbildung wurde von den für die berufliche Aus- und Weiterbildung zuständigen europäischen Ministern, den europäischen Sozialpartnern und der Europäischen Kommission auf ihrer Tagung in Bordeaux am 26. November 2008 zur Abstimmung der Prioritäten und Strategien des Kopenhagen-Prozesses verabschiedet, (EN): http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Skillsnet: Cedefop's network on early identification of skill needs: http://cedefop.europa.eu/etv/projects_networks/skillsnet
- Cedefop, 2009, Future skill supply in Europe: medium-term forecast up to 2020: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=547

- Europäische Kommission, 2009, Mitteilung der Kommission an das Europäische Parlament, den Rat, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen, Ein gemeinsames Engagement für Beschäftigung, Brüssel, 3.6.2009, KOM(2009) 257 endgültig: http://ec.europa.eu/social/main.jsp?langId=de&catId=89&newsId=514&furtherNews=yes
- Europäische Kommission, 2009, Mitteilung für die Frühjahrstagung des Europäischen Rates, Impulse für den Aufschwung in Europa, Teil 1, Brüssel, 4.3.2009, KOM(2009) 114 endgültig: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0114:FIN:DE:PDF
- Rat der Europäischen Union, 2009, Council conclusions on new skills for new jobs. Anticipating and matching labour market and skills needs. 2930th Employment, Social Policy, Health and Consumer Affairs Council meeting, 6479/09, Brüssel, 9.3.2009: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/106549.pdf
- Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

5. Einführung gemeinsamer europäischer Instrumente, Grundsätze und Rahmen für lebenslanges Lernen; einschließlich lebensbegleitender

5.1. Beschreibung

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, um die Ziele von Lissabon zu erreichen ([9]). 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.

Die Regierungen streben an, übergeordnete Rahmen für Qualifikationen zu entwickeln, die Lernergebnisse aus verschiedenen Bereichen beispielsweise aus Schule, Beruf, Hochschule und Erwachsenenbildung darstellen. Diese neuen Rahmen sind oft mit Strategien für lebenslanges Lernen verknüpft und sollen die Bildungssysteme für die Bereiche des informellen Lernens oder der Erfahrung erschließen, deren Anerkennung die Lernenden wünschen. 2004 wurden gemeinsame europäische Grundsätze für die Validierung von nicht formalem und informellem Lernen festgelegt. 2009 folgte die Ausarbeitung dieser Grundsätze in einem Leitfaden, der als praktisches Hilfsmittel für die Entwicklung und Umsetzung von Methoden und Systemen zur Validierung in den Mitgliedstaaten dient ([10]).

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 glo-

([9]) Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ (Beitrag zur Lissabon-Strategie). Abrufbar unter: http://eur-lex.europa.eu/pri/de/oj/dat/2002/c_142/c_14220020614de00010022.pdf

([10]) Cedefop, 2009, European guidelines for validating non-formal and informal learning Luxemburg, Amt für amtliche Veröffentlichungen der Europäischen Gemeinschaften. Abrufbar unter: http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/553/4054_en.pdf

balisierungsbedingte Änderungen und Umstrukturierungen zu erreichen. Die meisten europäischen Länder entwickeln zurzeit übergreifende nationale Qualifikationsrahmen (NQR), die alle Untersysteme unter einem Dach vereinen sollen. 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 ([11]) 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, Zeugniserläuterung 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) 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) ([12]).

2009 verabschiedeten das Europäische Parlament und der Rat eine Empfehlung zur Einrichtung eines europäischen Bezugsrahmens für die Qualitätssicherung in der beruflichen Aus- und Weiterbildung ([13]); für den Bereich der Hochschulbildung lagen bereits gemeinsame Standards vor. Die Empfehlung sieht mehrere Qualitätskriterien und als Richtgrößen zu verstehende Deskriptoren sowie Referenzindikatoren für die Qualität der beruflichen Bildung vor.

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 ([14]), 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 europäische Instrumente, Grundsätze und Rahmen für das lebenslange Lernen vorgestellt, unter anderem:

(a) Erstellung und Umsetzung von Qualifikationsrahmen, die sich am EQR orientieren;
(b) Förderung des Europasses und dessen Verwendung durch Aus- und Weiterbildungseinrichtungen, Beratungs- und Arbeitsvermittlungsdienste und Bürger;
(c) Planung und Umsetzung von Qualitätssicherungsrahmen in Anlehnung an den Europäischen Bezugsrahmen für die Qualitätssicherung;
(d) Instrumente für die Anrechnung von Studienleistungen, um die Mobilität der Lernenden zu fördern;
(e) Grundsätze für die Anerkennung des nicht formalen und informellen Lernens;
(f) Förderung politischer Maßnahmen im Bereich der lebenslangen Bildungs- und Berufsberatung zur Unterstützung nationaler/regionaler Beratungsdienste.

([11]) Europass-Website: http://europass.cedefop.europa.eu

([12]) Empfehlung des Europäischen Parlaments und des Rates zur Einrichtung eines Europäischen Leistungspunktesystems für die Berufsbildung (ECVET), Brüssel, 17.4.2009, 2008/0070 (COD), PE-CO_S 3747/08. Abrufbar unter: http://register.consilium.europa.eu/pdf/de/08/st03/st03747.de08.pdf

([13]) Empfehlung des Europäischen Parlaments und des Rates zur Einrichtung des europäischen Bezugsrahmens für die Qualitätssicherung in der beruflichen Aus- und Weiterbildung, 23.4.2009. Abrufbar unter: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:DE:PDF

([14]) Entschließung des Rates zu einer besseren Integration lebensumspannender Beratung in die Strategien für lebenslanges Lernen. Abrufbar unter: http://register.consilium.europa.eu/pdf/de/08/st15/st15030.de08.pdf

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
- Systeme, Rahmen und Ansätze zur Qualitätssicherung
- Anrechnung von Studienleistungen zwischen verschiedenen Kontexten
- Validierung nicht formalen und informellen Lernens
- Beratung beim lebenslangen Lernen und beim Karrieremanagement

5.3. Schlüsselwörter

- Erwachsenenbildung
- Europäischer Qualifikationsrahmen (EQR)
- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET)
- Europäisches System zur Übertragung von Studienleistungen (ECTS)
- Europass
- lebenslange Bildungs- und Berufsberatung
- Lernergebnisse
- Mobilität von Arbeitnehmern
- Mobilität von Lehrkräften und Ausbildern
- Mobilität von Lernenden
- nationale Qualifikationsrahmen
- Sozialpartner

5.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Unterstützung der Mobilität der Bürger und des lebenslangen Lernens (EQR, Europass, ECTS, ECVET, lebenslange Bildungs- und Berufsberatung): http://ec.europa.eu/education/lifelong-learning-policy/doc40_de.htm
- Empfehlung des Europäischen Parlaments und des Rates zur Einrichtung eines Europäischen Leistungspunktesystems für die Berufsbildung (ECVET), Brüssel, 17. April 2009, 2008/0070 (COD), PE-CO_S 3747/08: http://register.consilium.europa.eu/pdf/de/08/st03/st03747.de08.pdf
- Europäischer Qualifikationsrahmen (EQR): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:DE:PDF
- Cedefop, 2009, European guidelines for validating non-formal and informal learning, Luxemburg, Amt für amtliche Veröffentlichungen der Europäischen Gemeinschaften: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=553
- Cedefop, 2009, The shift to learning outcomes. Policies and practices in Europe, Luxemburg, Amt für amtliche Veröffentlichungen der Europäischen Gemeinschaften: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=525
- Qualitätssicherung in der Hochschulbildung: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf
- Europäisches Netzwerk für die Qualitätssicherung in der Berufsbildung: http://www.enqavet.eu
- Europäischer Bezugsrahmen für die Qualitätssicherung: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:DE:PDF
- Empfehlung des Europäischen Parlaments und des Rates zur Einrichtung des europäischen Bezugsrahmens für die Qualitätssicherung in der beruflichen Aus- und Weiterbildung, 23.4.2009: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:DE:PDF
- Cedefop, 2008, Establishing and developing national lifelong guidance policy forums. A manual for policy-makers and stakeholders: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf

- Cedefop, 2008, Von der Politik zur Praxis. Ein systematischer Wandel der lebensbegleitenden Beratung in Europa: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_de.pdf
- Entschließung des Rates zu einer besseren Integration lebensumspannender Beratung in die Strategien für lebenslanges Lernen: http://register.consilium.europa.eu/pdf/de/08/st15/st15030.de08.pdf
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

6. Strategien für lebenslanges Lernen – Trends und Handlungsbedarf

6.1. Beschreibung

Die derzeitige Wirtschaftskrise in Europa macht deutlich, wie wichtig allgemeine und berufliche Bildung für den Aufschwung der Region sind. Flexibilität und Sicherheit sind Voraussetzung für die Schaffung von mehr und besseren Arbeitsplätzen und können nur erreicht werden, wenn sichergestellt ist, dass alle Bürger Schlüsselkompetenzen erwerben und ihre Kompetenzen ihr Leben lang weiterentwickeln. Das lebenslange Lernen fördert Kreativität und Innovation und ermöglicht die vollständige Teilnahme am wirtschaftlichen und sozialen Leben. Aus diesem Grund haben die EU-Mitgliedstaaten und die Europäische Kommission in den vergangenen Jahren ihre politische Zusammenarbeit mit dem Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“, das zur Erreichung der Ziele von Lissabon und zur Förderung des lebenslangen Lernens beitragen soll, erheblich ausgebaut. Das Programm für lebenslanges Lernen 2007-2013 integriert auf europäischer Ebene frühere Aktionen im Bereich der allgemeinen und beruflichen Bildung, einschließlich der Berufsbildung im Rahmen des Kopenhagen-Prozesses, und stellt die Verbindung zum Bologna-Prozess her, der für den Aufbau eines europäischen Hochschulraums (EHR) von zentraler Bedeutung ist.

Bei dem Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ wird die offene Koordinierungsmethode (OKM) als strategischer Rahmen für die Zusammenarbeit der Kommission mit den Mitgliedstaaten angewandt. Die OKM bietet die Möglichkeit, Wissen über Beispiele bewährter Praxis zu verbreiten und eine bessere Angleichung an die Hauptziele der EU durch folgende Maßnahmen zu erreichen:

- Ermittlung und Definition gemeinsamer Zielvorgaben;
- gemeinsame Definition von Benchmarks und Indikatoren, anhand deren sich die Mitgliedstaaten mit anderen Mitgliedstaaten vergleichen und ihren Fortschritt bei der Erreichung der Zielvorgaben bewerten können;
- Förderung des Austauschs und der Verbreitung von Informationen über bewährte Praktiken, wie Peer-Learning-Aktivitäten.

Die Europäische Kommission hat die europäische Zusammenarbeit im Bereich der allgemeinen und beruflichen Bildung kürzlich in Abstimmung mit den Mitgliedstaaten einer Überprüfung unterzogen und folgende strategische Prioritäten für die Zusammenarbeit bis 2020 gesetzt:

- Verwirklichung des lebenslangen Lernens und der Mobilität,
- Verbesserung der Qualität und Wirksamkeit der allgemeinen und beruflichen Bildung,
- Förderung von Chancengleichheit, sozialem Zusammenhalt und aktiver Bürgerschaft,
- Verbesserung von Kreativität und Innovation sowie von unternehmerischem Denken auf allen Ebenen der allgemeinen und beruflichen Bildung.

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 ([15]).

([15]) Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009. Abrufbar unter: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

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.

Die meisten Länder haben bei der Festlegung einheitlicher und übergeordneter Strategien für lebenslanges Lernen Fortschritte gemacht. Dies zeigt sich deutlich innerhalb solcher Rahmen an der Vorschulbildung, der Validierung des nicht formalen und informellen Lernens und insbesondere der nationalen Qualifikationsrahmen (NQR), die die Mehrheit der EU-Mitgliedstaaten analog zum EQR auf der Grundlage der Lernergebnisse erstellen.

Trotz des Fortschritts in den genannten Bereichen besteht weiterer Handlungsbedarf, damit übergeordnete Strategien für lebenslanges Lernen umgesetzt werden können.

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.

Eine der größten Herausforderungen bei NQR besteht darin, dass sie als Integrationsinstrumente zur Schaffung von Bildungswegen durch alle Sektoren der allgemeinen und beruflichen Bildung und zur Anerkennung von in nicht formalen und informellen Umfeldern, unter anderem am Arbeitsplatz, erworbenen Lernergebnissen als Basis für weiteres Lernen, fungieren können müssen.

Die Beteiligung der Erwachsenen am lebenslangen Lernen ist noch weit vom EU-Richtwert entfernt. Verstärkte Bemühungen sind erforderlich, um ihre Kompetenzen in verschiedenen Lebensabschnitten weiterzuentwickeln, ihren Zugang zu allgemeiner und beruflicher Bildung zu verbessern, ihre Lernergebnisse bewerten zu lassen, die Qualität der Angebote zu optimieren sowie Flexibilität und Sicherheit auf dem gesamten Arbeitsmarkt zu erreichen.

Ein niedriges Bildungsniveau und unzureichende Qualifikationen sind die Hauptfaktoren für soziale Ausgrenzung und mangelnden Erfolg auf dem Arbeitsmarkt. Dies gilt insbesondere für ältere Arbeitnehmer, Geringqualifizierte und andere benachteiligte Gruppen (z. B. Migranten), die vom Verlust ihres Arbeitsplatzes bedroht sind oder keinen Arbeitsplatz finden können. Die demografische Entwicklung und die Entwicklung auf dem Arbeitsmarkt bewirken eine Verstärkung der Nachfrage nach hoch qualifizierten Arbeitskräften und die Verknappung der Beschäftigungsmöglichkeiten für Arbeitnehmer mit geringer Qualifikation. Um diese Herausforderung zu meistern ist es notwendig, weitere Investitionen in Human- und Sozialkapital zu tätigen und die Teilnahme am lebenslangen Lernen zu fördern.

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.

6.2. Liste der Themen für Studienbesuche

- 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

6.3. Schlüsselwörter

- Ältere Arbeitnehmer
- Erwachsenenbildung
- Europäischer Qualifikationsrahmen (EQR)
- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET)
- Europäisches System zur Übertragung von Studienleistungen (ECTS)
- Geringqualifizierte
- innovative Ansätze
- Lernergebnisse
- Migranten und Minderheiten
- nationale Qualifikationsrahmen
- Programm für lebenslanges Lernen
- Validierung nicht formalen und informellen Lernens

6.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Europaweite Strategie und Zusammenarbeit im Bereich der allgemeinen und beruflichen Bildung: http://ec.europa.eu/education/lifelong-learning-policy/doc28_de.htm
- Entwurf des Gemeinsamen Fortschrittsberichts 2008 des Rates und der Kommission über die Umsetzung des Arbeitsprogramms „Allgemeine und berufliche Bildung 2010“, „Wissen, Kreativität und Innovation durch lebenslanges Lernen“: http://ec.europa.eu/education/policies/2010/natreport08/council_de.pdf
- Allgemeine und berufliche Bildung 2010 - unterschiedliche Systeme, gemeinsame Ziele: http://ec.europa.eu/education/lifelong-learning-policy/doc36_de.htm
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Mitteilung der Kommission, Erwachsenenbildung: Man lernt nie aus, Oktober 2006: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:DE:PDF
- Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

7. Entwicklung von Lerngemeinschaften, Beteiligung aller Akteure der allgemeinen und beruflichen Bildung

7.1. Beschreibung

Die allgemeine und berufliche Bildung in Europa erfüllt mehrere wichtige Aufgaben in unserer Gesellschaft. Sie bietet den Lernenden nicht nur das Wissen, die Qualifikationen und Kompetenzen, die sie für die Ausübung eines Berufs oder einer Tätigkeit benötigen, sondern unterstützt auch die Entwicklung von Kompetenzen, die für das Familien- und Sozialleben wichtig sind.

Die *Öffnung der Systeme der allgemeinen und beruflichen Bildung* ist eines der drei strategischen Ziele des Arbeitsprogramms, auf das sich die europäischen Bildungsminister verständigt haben, um Europa zu einer wissensbasierten Gesellschaft zu machen (Lissabon-Strategie). In ihrer Mitteilung *Bessere Kompetenzen für das 21. Jahrhundert: eine Agenda für die europäische Zusammenarbeit im Schulwesen* betont die Europäische Kommission die Bedeutung von „Lerngemeinschaften“, die Partnerschaften mit Agenturen, Organisationen und anderen Akteuren außerhalb des „klassischen“ Schulumfelds beinhalten.

Auf diese Weise wird die Verantwortlichkeit der Einrichtungen der allgemeinen und beruflichen Bildung gegenüber den Partnern gestärkt, und Vertreter des Arbeitsmarkts, Familien, bürgerschaftliche und ökologische

Organisationen sowie Lernende haben die Möglichkeit, gemeinsam über angestrebte Ergebnisse, Inhalte und geeignete Formen des Lernens zu entscheiden. Darüber hinaus ist die Elternbeteiligung überaus wichtig, weil sie einen Beitrag zum Bildungserfolg und zu schulischen Verbesserungen leistet. Die Einrichtungen der allgemeinen und beruflichen Bildung können außerdem zur Prävention und Bekämpfung aller Formen von Gewalt gegen Kinder und junge Menschen beitragen sowie Gesundheitsschutz, Wohlbefinden und sozialen Zusammenhalt auf hohem Niveau erreichen.

Innerhalb des aktualisierten strategischen Rahmens für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung in der Zeit nach 2010 ([16]) ist die Gründung von Partnerschaften der Bildungs- und Ausbildungseinrichtungen ([17]) mit Unternehmen, Forschungseinrichtungen, kulturellen Akteuren und kreativen Branchen wichtig, um auf dem Arbeitsmarkt verlangte Qualifikationen und Kompetenzen zu erwerben und Innovation zu fördern.

Bei den Studienbesuchen werden Ansätze und Beispiele bewährter Praxis vorgestellt:

(a) 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 Eltern, Kommunen, Unternehmen, Sozialpartnern, Nichtregierungsorganisationen (NRO) usw. zusammenarbeiten;
(b) nationale, regionale und lokale Beispiele für partizipative Führung und Bewertung von Einrichtungen der allgemeinen und beruflichen Bildung;
(c) Initiativen zur Prävention von Gewalt gegen Kinder und junge Menschen.

7.2. Liste der Themen für Studienbesuche

- Zusammenarbeit zwischen Einrichtungen der allgemeinen und beruflichen Bildung und lokalen Gemeinschaften
- Aufgaben der Eltern und Sozialpartner bei der Leitung
- Aufgaben der Schulen und Gemeinschaften bei der Gewaltprävention

7.3. Schlüsselwörter

- Autonomie (Schule oder Einrichtung)
- Elternbeteiligung
- Evaluierung (Schule oder Einrichtung)
- Finanzierung
- Leitung und Management
- Mobbing
- nachhaltige Entwicklung
- schulisches Umfeld
- soziale Eingliederung
- Sozialpartner

7.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Mitteilung der Kommission an das Europäische Parlament, den Rat, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen: Bessere Kompetenzen für das 21. Jahrhundert: eine Agenda für die europäische Zusammenarbeit im Schulwesen: http://ec.europa.eu/education/school21/com425_de.pdf

([16]) Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

([17]) Conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 12 May 2009 on enhancing partnerships between education and training institutions and social partners, in particular employers, in the context of lifelong learning. Abrufbar unter: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/107620.pdf

- Arbeitspapier der Dienststellen der Kommission (SEC(2007)1009): Schulen für das 21. Jahrhundert: http://ec.europa.eu/education/school21/consultdoc_de.pdf
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Rat der Europäischen Union, Schlussfolgerungen zu den künftigen Prioritäten einer verstärkten europäischen Zusammenarbeit bei der beruflichen Bildung (Prüfung der Umsetzung der Entschließung des Rates vom 15. November 2004) (2006/C 298/05), 8.12.2006: http://ec.europa.eu/education/policies/2010/doc/council13832_de.pdf
- Kommuniqué von Helsinki über die verstärkte europäische Zusammenarbeit in der Berufsbildung: Kommuniqué der für Berufsbildung zuständigen europäischen Minister, der europäischen Sozialpartner und der Europäischen Kommission, Überprüfung der Prioritäten und Strategien des Kopenhagen-Prozesses in Helsinki am 5. Dezember 2006, Brüssel, Europäische Kommission, 2006: http://www.minedu.fi/export/sites/default/vet2006/pdf/Helsinki_Communique_de.pdf
- Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009:http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

8. Förderung der grenzüberschreitenden Mobilität beim lebenslangen Lernen

8.1. 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 ([18]).
Der Aufbau eines echten europäischen Bildungsraums hat für die Europäische Union sowohl aus kulturellen als auch aus wirtschaftlichen Gründen hohe Priorität. 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.

Die **Europäische Qualitätscharta für Mobilität** aus dem Jahr 2006 dient als Bezugsdokument für die Qualität von Auslandsaufenthalten zur Bildung und Ausbildung. Sie ergänzt die Empfehlung von 2001 zur Mobilität von Studierenden, in der Ausbildung tätigen Personen, Freiwilligen, Lehrkräften und Ausbildern. Die von den Mitgliedstaaten verabschiedete Charta gibt Orientierungshilfen für Mobilitätsmaßnahmen für Jugendliche und Erwachsene, zum Lernen oder zu sonstigen Zwecken, wie der Verbesserung ihrer beruflichen Fähigkeiten.

2007 brachte die Europäische Kommission das neue **Programm für lebenslanges Lernen** auf den Weg. Dieses Programm ersetzte frühere 2006 ausgelaufene Programme in den Bereichen allgemeine und berufliche Bildung und eLearning, so dass die Programme Comenius, Erasmus, Leonardo da Vinci und Grundtvig fortgesetzt werden konnten.

Das Programm für lebenslanges Lernen unterstützt den Austausch und Verbindungen zwischen Personen, Einrichtungen und Ländern. Zu den Programmen für Einzelpersonen gehören der Studentenaustausch, berufs-

([18]) Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

begleitende Fortbildungskurse in Schulen oder in der Erwachsenenbildung und Teilnahme an speziellen Kurzpraktika für Berufsschüler in Unternehmen im Ausland. Der Austausch zwischen Einrichtungen umfasst die Gründung von Partnerschaften zwischen Schulen in verschiedenen Ländern, Gemeinschaftsprojekte von Universitäten zur Erarbeitung gemeinsamer Curricula, Intensivprogramme mit kurzer Laufzeit oder die Bildung thematischer Netzwerke in verschiedenen Fächern. Verbindungen zwischen Ländern werden gefördert durch Studienbesuche, die sich an Verwaltungsmitarbeiter aus den Bereichen allgemeine und berufliche Bildung sowie Beratung der regionalen und nationalen Ebene richten, Netzwerke nationaler Sachverständiger oder Veröffentlichung von Vergleichsstatistiken zu Systemen der allgemeinen und beruflichen Bildung.

Die Europäische Kommission hat ein **hochrangiges Expertenforum für Mobilität** ins Leben gerufen, das im Juli 2008 die Empfehlung aussprach, Maßnahmen zur deutlichen Verbesserung der Mobilität von jungen Menschen zu ergreifen. Bis 2020 sollten mindestens 50 % aller jungen Menschen in der Lage sein, im Rahmen ihres Studiums, ihrer Ausbildung, eines Praktikums oder einer ehrenamtlichen Tätigkeit eine Form der grenzüberschreitenden Mobilität zu nutzen. Dieses Angebot sollte unabhängig vom sozialen Hintergrund wahrgenommen werden können und sich auf verschiedene Lernumgebungen, wie Schule, Universität und Berufsschule, sowie andere formale und informelle Lernumgebungen erstrecken. Das Expertenforum empfahl strategische Maßnahmen zur Beseitigung von Hindernissen für Mobilität, zur Qualitätssicherung und zum Austausch von Beispielen bewährter Praxis.

Im Juli 2009 leitete die Europäische Kommission eine öffentliche Konsultation zum Grünbuch über die Förderung der Mobilität junger Menschen zu Lernzwecken ein ([19]). In diesem Grünbuch werden verschiedene Aspekte von der Vorbereitung bis zur Nachbereitung von Mobilitätsphasen behandelt. Zudem werden die wichtigsten Hindernisse für Mobilität beleuchtet und Anregungen und Beispiele bewährter Praxis zur Beseitigung dieser Hindernisse erbeten.

Zusätzlich zu den genannten Initiativen werden gemeinsame Instrumente entwickelt, die die Transparenz von Qualifikationen und die Mobilität in Europa über Länder- und Systemgrenzen hinweg verbessern sollen. Hierzu gehören der Europäische Qualifikationsrahmen für lebenslanges Lernen (EQR), das Europäische Leistungspunktesystem für die Berufsbildung (ECVET), das Europäisches System zur Übertragung von Studienleistungen (ECTS) und der Europass.

Bei den Studienbesuchen werden Entwicklungen und Maßnahmen zur Umsetzung der Mobilität zum Zwecke des lebenslangen Lernens vorgestellt:

(a) Initiativen und Projekte für Mobilität zu Lernzwecken in verschiedenen Lernumgebungen;
(b) Initiativen und Projekte zur Förderung des größtmöglichen Zugangs zu Mobilitätsmaßnahmen für Einzelpersonen;
(c) Initiativen, die dazu beitragen, Qualifikationen in Europa über Länder- und Systemgrenzen hinweg klarer und verständlicher zu machen;
(d) neue Ansätze, die die Validierung und Anerkennung von im Zuge der Mobilität erworbenen Kenntnissen, Qualifikationen und Kompetenzen vereinfachen;
(e) Werbung für den Europass und seine Verwendung durch Einrichtungen der allgemeinen und beruflichen Bildung, Arbeitsvermittlungsdienste und Bürger;
(f) Instrumente für die Anrechnung und Anerkennung von Lernergebnissen, um die Mobilität der Lernenden zu erhöhen.

([19]) Grünbuch, Die Mobilität junger Menschen zu Lernzwecken fördern, KOM(2009) 329 endgültig. Abrufbar unter: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_de.pdf

8.2. Liste der Themen für Studienbesuche

- Mobilität zu Lernzwecken in der allgemeinen und beruflichen Bildung

8.3. Schlüsselwörter

- Benachteiligte
- Europäischer Qualifikationsrahmen (EQR)
- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET)
- Europäisches System zur Übertragung von Studienleistungen (ECTS)
- Europass
- Kulturbewusstsein und kulturelle Ausdrucksfähigkeit
- Lernergebnisse
- Mobilität von Arbeitnehmern
- Mobilität von Lehrkräften und Ausbildern
- Mobilität von Lernenden
- Programm für lebenslanges Lernen
- Sprachkenntnisse
- Transparenz von Qualifikationen

8.4. Ausgewählte Quellen zur EU-Politik zu diesem Themenfeld

- Die Europäische Qualitätscharta für Mobilität: http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:DE:PDF
- Bericht des Expertenforums Mobilität „Lernen mobil machen – eine Herausforderung für alle“: http://ec.europa.eu/education/doc/2008/mobilityreport_de.pdf
- Unterstützung der Mobilität der Bürger und des lebenslangen Lernens (EQR, Europass, ECTS, ECVET, lebensbegleitende Beratung): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm
- Das neue Programm für lebenslanges Lernen (2007-2013): http://ec.europa.eu/education/lifelong-learning-programme/doc78_de.htm
- Progress towards the Lisbon objectives in education and training, indicators and benchmarks, 2007: http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Grünbuch, Die Mobilität junger Menschen zu Lernzwecken fördern, KOM(2009) 329 endgültig: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_de.pdf
- Rat der Europäischen Union, 2009, Schlussfolgerungen des Rates zu einem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020), 9845/09, Brüssel, 13.05.2009: http://register.consilium.europa.eu/pdf/de/09/st09/st09845.de09.pdf

PROGRAMME DE VISITES D'ÉTUDE POUR SPÉCIALISTES DE L'ÉDUCATION ET DE LA FORMATION PROFESSIONNELLE 2010/11

Thèmes

1. Des compétences clés pour tous, dont la créativité, le sens de l'innovation et l'esprit d'entreprise

1.1. 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 (2006) 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'enseignement 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 l'enseignement ultérieur et la 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») ([1]) 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.

L'Année européenne de la créativité et de l'innovation (2009) vise à mieux faire connaître l'importance de la créativité et de l'innovation pour le développement personnel, social et économique.

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.

1.2. Liste de thèmes pour les visites d'étude

- Consolidation des niveaux d'alphabétisation et de compétences en calcul
- Enseignement et apprentissage des langues
- Apprentissage des mathématiques et des sciences
- Utilisation des TIC dans l'apprentissage
- Développement de l'esprit d'entreprise
- Renforcement de l'éducation interculturelle
- Éducation pour une citoyenneté active et un développement durable
- Développement de la créativité dans l'apprentissage et l'enseignement

([1]) Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

1.3. Mots clés

- Activités périscolaires,
- apprendre à apprendre,
- apprentissage personnalisé,
- approches innovantes,
- communication dans la langue maternelle,
- communication dans une langue étrangère,
- compétences en sciences et technologies,
- compétences sociales et civiques,
- culture mathématique,
- compétence numérique,
- éducation à la santé,
- enseignement d'une matière par l'intégration d'une langue étrangère (EMILE),
- formation des adultes,
- insertion sociale,
- jeunes,
- programmes d'études et de formation,
- sensibilité et expression culturelles,
- suivi des acquis des élèves.

1.4. Sélection de sources sur la politique communautaire

- Compétences clés: http://ec.europa.eu/education/policies/2010/objectives_en.html#basic
- *Progress towards the Lisbon objectives in education and training – indicators and benchmarks* [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Le programme international pour le suivi des acquis des élèves (PISA): http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html
- *The Trends in International Mathematics and Science Study (TIMSS)* [Enquête internationale sur les mathématiques et les sciences]: http://nces.ed.gov/timss/
- *The Progress in International Reading Literacy Study (PIRLS)* [Évaluation internationale sur les compétences en lecture]: http://nces.ed.gov/Surveys/PIRLS
- Année européenne de la créativité et de l'innovation 2009: http://create2009.europa.eu/
- Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

2. Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation

2.1. Description

Le programme «Éducation et formation 2010» comprend plusieurs mesures et initiatives visant à réaliser les trois grands objectifs convenus par le Conseil européen de Stockholm, en 2001, pour améliorer les systèmes européens d'éducation et de formation:

- améliorer la qualité et l'efficacité des systèmes européens d'éducation et de formation;
- faciliter l'accès de tous aux systèmes d'éducation et de formation;
- ouvrir les systèmes d'éducation et de formation sur le monde.

Ces objectifs contribuent à leur tour à la réalisation des objectifs européens élargis de la stratégie de Lisbonne sur la croissance économique durable grâce à des emplois plus nombreux et de meilleure qualité et une plus

grande cohésion sociale, adoptée en 2000. Malgré plusieurs évolutions positives en matière d'éducation et de formation dans les États membres, la plupart des critères de référence adoptés par le Conseil pour 2010 ne seront pas atteints. En conséquence, le Conseil européen du printemps 2008 a encouragé les États membres à prendre des actions pour réduire substantiellement le nombre de jeunes en rupture scolaire et ne maîtrisant pas bien la lecture. Il a également été demandé aux États membres de prendre des actions pour attirer davantage d'adultes, notamment parmi les personnes peu qualifiées et les travailleurs âgés, vers les structures d'éducation et de formation, pour améliorer les niveaux d'études des apprenants issus de l'immigration ou de groupes défavorisés et pour faciliter la mobilité géographique et la mobilité professionnelle. L'équité, la qualité et l'efficacité des systèmes d'éducation et de formation, ainsi que l'accès à ces systèmes, devaient donc être améliorés.

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 après 2010. Les conclusions du Conseil relatives au cadre stratégique pour cette coopération (Conseil de l'Union européenne, 2009) 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 de la qualité ([2]).

L'Année européenne de lutte contre la pauvreté et l'exclusion sociale 2010 aura pour objet d'attirer davantage l'attention sur l'exclusion sociale et d'encourager une insertion active. L'une des activités prioritaires sera 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, 2008) ([3]).

L'accès, l'équité, la qualité et l'efficacité englobent les éléments suivants:

Accès à l'éducation et la formation: 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 aux niveaux 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

([2]) Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

([3]) Commission européenne (2008). Année européenne de lutte contre la pauvreté et l'exclusion sociale (2010) - Document-cadre stratégique - Priorités et orientations pour les activités relatives à l'Année européenne 2010. Bruxelles, 16.11.2008, D(2008): http://ec.europa.eu/social/main.jsp?langId=en&catId=637

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.

Équité: 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.

Qualité: il est essentiel de garantir des normes élevées de qualité à tous les niveaux de l'enseignement et de la formation. *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, y compris 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.

Efficacité: les mesures clés visant à améliorer l'efficacité institutionnelle et l'adaptabilité aux exigences de formation et aux besoins du marché du travail en pleine mutation sont les suivantes: décentralisation (y compris les réformes visant à créer de l'espace pour les initiatives éducatives des institutions); déréglementation; suivi des progrès au moyen d'indicateurs de l'efficacité éducative; recensement des pénuries de compétences et anticipation des besoins de compétences. Il est également essentiel de renforcer la culture de l'évaluation dans les systèmes d'enseignement et de formation afin de rechercher comment utiliser (plus) efficacement les ressources (investissements des secteurs public et privé).

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'enseignement et à la formation;
(b) élaboration et réalisation d'activités favorisant l'équité;
(c) élaboration et mise en œuvre de mesures visant à accroître la qualité de l'offre d'éducation et de formation;
(d) évaluation et analyse de l'efficacité des systèmes d'enseignement et de formation.

2.2. Liste de thèmes pour les visites d'étude

- Opportunités 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
- Mécanismes d'assurance qualité dans les écoles et établissements de formation
- Mesures visant à améliorer l'efficacité des établissements d'enseignement et de formation

2.3. Mots clés

- Abandons,
- besoins particuliers,
- éducation préprimaire,
- égalité entre les genres,
- évaluation (école ou établissement),
- financement,
- formation des adultes,
- insertion sociale,
- migrants et minorités,
- niveau d'enseignement et de formation,
- orientation tout au long de la vie,
- travailleurs âgés.

2.4. Sélection de sources sur la politique communautaire

- Efficacité et équité des systèmes européens d'éducation et de formation: http://europa.eu/legislation_summaries/education_training_youth/general_framework/c11095_fr.htm
- Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions: améliorer les compétences pour le XXIe siècle: un programme de coopération européenne en matière scolaire: http://ec.europa.eu/education/school21/com425_en.pdf
- *Progress towards the Lisbon objectives in education and training – indicators and benchmarks* [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf
- Eurydice (2009). L'intégration scolaire des enfants immigrants en Europe. Dispositifs en faveur de la communication avec les familles immigrantes et de l'enseignement de la langue d'origine des enfants immigrants: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/101FR.pdf
- Année européenne de lutte contre la pauvreté et l'exclusion 2010: http://ec.europa.eu/social/main.jsp?langId=en&catId=637

3. Maintenir l'attrait des métiers d'enseignant et de formateur et améliorer la direction des établissements

3.1. Description

Relever la qualité de l'enseignement et de la formation dans les États membres était un objectif important du programme de travail «Éducation et formation 2010». Le cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation (Conseil de l'Union européenne, 2009) ([4]) 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.

([4]) Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

Les enseignants et les formateurs doivent de plus en plus développer de nouvelles compétences pour faire face aux défis associés à l'autonomie grandissante des établissements d'enseignement et de formation, et des étudiants. De nouvelles compétences sont exigées de la part des enseignants et formateurs, notamment l'utilisation des nouvelles technologies et l'attention pour les besoins d'apprentissage individuels. Or la formation en cours d'emploi pour les enseignants n'est obligatoire que dans 11 États membres.

Les défis croissants auxquels sont confrontés les enseignants sont également dus au stress, et aux comportements agressifs dans la salle de classe, comme cela est mentionné dans le document de travail des services de la Commission «Quelle école pour le 21e siècle?»; tous ces facteurs ont un impact négatif sur les performances et la satisfaction au travail et peuvent inciter les enseignants à arrêter prématurément d'exercer leur profession.

De nombreux enseignants âgés devraient prendre leur retraite bientôt, ce qui signifie que la profession d'enseignant et l'apprentissage tout au long de la vie doivent être rendus encore plus attrayants, et qu'il faut veiller à recruter de nouveaux enseignants tout en retenant ceux actuellement en poste. Si cette situation met les États membres face à une difficulté (remplacer l'expérience perdue), elle leur offre aussi l'opportunité d'investir dans la formation initiale des nouveaux enseignants et dans la consolidation des compétences des enseignants déjà en poste.

Pour rehausser le niveau de qualité de l'enseignement dans son ensemble, il est également indispensable d'améliorer la qualité de la direction des écoles et de promouvoir la coopération entre les responsables en matière d'éducation. En 2007, le Conseil européen a mis l'accent sur l'importance de l'accès des directions d'école et responsables d'établissement à une formation de qualité élevée. Il est également souhaitable que les responsables en matière d'éducation puissent travailler ensemble pour relever des défis communs posés aux systèmes éducatifs européens.

La coopération européenne est régie par un processus volontaire connu en tant que méthode ouverte de coordination. Depuis 2004, des principes communs pour les compétences et les qualifications des enseignants ont été convenus au niveau européen, en attirant l'attention des responsables politiques sur l'importance d'une main-d'œuvre hautement qualifiée, du développement professionnel continu, de la mobilité des enseignants et des partenariats entre les écoles et les autres institutions. En 2007, le Conseil des ministres a rappelé la nécessité d'améliorer la qualité de la formation des enseignants, de les doter de compétences de direction, et de fournir des moyens qui rendent la profession d'enseignant plus attrayante. Parmi les acteurs concernés par ces développements figurent les institutions responsables de la formation et du recrutement des enseignants, les directeurs d'école et les prestataires de services éducatifs, les organismes responsables de l'habilitation, l'inspection et la qualité des enseignants, les partenaires sociaux (syndicats), ainsi que les responsables politiques locaux et nationaux.

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.

3.2. Liste de thèmes pour les visites d'étude

- 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

3.3. Mots clés

- Assurance qualité,
- compétences des enseignants et formateurs,
- direction et gestion,
- mobilité des enseignants et formateurs,
- qualification des enseignants et formateurs,
- statut des enseignants et formateurs.

3.4. Sélection de sources sur la politique communautaire

- Document de travail des services de la Commission (SEC(2007)1009): Quelle école pour le 21e siècle?: http://ec.europa.eu/education/school21/consultdoc_fr.pdf
- Conclusions du Conseil et des représentants des gouvernements des États membres réunis au sein du Conseil du 15 novembre 2007 sur l'amélioration de la qualité des études et de la formation des enseignants: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:EN:PDF
- DG Éducation et culture: Projet de principes européens communs concernant les compétences et qualifications des enseignants: http://ec.europa.eu/education/policies/2010/doc/principles_fr.pdf
- Cedefop (2004). *Professionalisation of VET teachers for the future* [Professionnalisation des enseignants d'EFP pour l'avenir]: http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379
- *Progress towards the Lisbon objectives in education and training – indicators and benchmarks* [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

4. Éducation et formation pour favoriser l'employabilité

4.1. Description

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 au Conseil européen de printemps intitulée «L'Europe, moteur de la relance» (Commission européenne, 2009) ([5]), 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.

Un grand nombre de jeunes sont exclus du marché du travail en raison de leur faible niveau d'études et de l'insuffisance de leurs compétences. Les restructurations économiques et l'évolution des besoins de compétences représentent des risques pour la sécurité de l'emploi. Les travailleurs doivent avoir la possibilité d'actualiser leurs connaissances, qualifications et compétences et d'en développer de nouvelles à différents stades de leur vie. C'est particulièrement important pour les personnes en situation d'emploi précaire, celles sans emploi ou sur le point de perdre leur emploi, les travailleurs âgés, les personnes faiblement qualifiées, les personnes issues de l'immigration ou les personnes handicapées.

([5]) Commission européenne (2009). L'Europe, moteur de la relance. Communication au Conseil européen de printemps, volume 1. Bruxelles, 4.3.2009, COM(2009) 114 final: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0114:FIN:FR:PDF

Bien que l'Europe n'ait pas encore réalisé ses objectifs en matière d'emploi et que les tendances économiques ne soient pas particulièrement favorables, certains pays sont déjà confrontés à des pénuries de compétences. Dans un proche avenir, l'Europe devra peut-être faire face à un problème majeur de compétences. Compte tenu de l'augmentation de la durée de vie et de la baisse du taux de natalité, le nombre de jeunes arrivant sur le marché de l'emploi va en diminuant tandis que la durée d'activité professionnelle s'allonge. 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.

L'éducation et la formation initiales fournissent des compétences de base sur lesquelles pourront s'appuyer des apprentissages ultérieurs. Les connaissances et les compétences que les personnes acquièrent peuvent les aider à entrer sur le marché du travail et aussi à s'adapter à de nouvelles exigences, de nouvelles méthodes de travail et des emplois qui sont encore inconnus.

Une étroite coopération avec les entreprises peut permettre d'améliorer la pertinence de l'enseignement et de la formation vis-à-vis du monde du travail. L'apprentissage sur le lieu de travail peut encourager les apprenants – qui, sans ce dispositif, auraient quitté l'école prématurément – à poursuivre leur éducation et formation. Dans le contexte du marché du travail mondialisé et plus mobile, les travailleurs ont également besoin de compétences linguistiques et culturelles pour réussir. Faute de compétences linguistiques professionnelles suffisantes, par exemple, les migrants auront du mal à trouver un emploi (approprié) ou les petites et moyennes entreprises auront des difficultés à réussir au niveau international.

Pour choisir des programmes d'enseignement et de formation et des emplois adéquats, il faut, entre autres conditions préalables indispensables, disposer d'informations sur les compétences recherchées par les entreprises et de conseils d'orientation prenant en considération les compétences et les besoins de l'individu. Pour encourager les personnes à (re)faire un apprentissage et à économiser du temps et de l'argent, il importe que les établissements d'enseignement et de formation et les employeurs évaluent les connaissances, les qualifications et les compétences que les personnes ont acquises au travail, dans le cadre d'activités bénévoles ou dans le contexte familial.

Le développement des compétences s'inscrit également dans le cadre de la flexicurité. L'idée est d'assurer que les personnes conservent leur emploi, ou trouvent facilement un emploi bien qu'elles soient éventuellement contraintes de changer d'emploi ou d'interrompre leur carrière à un moment donné. Cette approche exige des stratégies globales d'apprentissage tout au long de la vie qui couvrent tous les niveaux et tous les secteurs de l'éducation et qui établissent un lien entre l'éducation et la formation, l'emploi et les politiques économiques et sociales. De telles stratégies ne sont pas encore en place dans tous les pays.

L'aide à l'employabilité des personnes est au cœur de nombreuses initiatives conjointes entre la Commission européenne et les pays, ainsi que les partenaires sociaux européens. Les principales initiatives dans ce domaine au niveau européen englobent les éléments suivants:

Compétences clés pour l'apprentissage tout au long de la vie: le Conseil de l'Union européenne et le Parlement européen recommandent aux États membres ([6]) de permettre aux apprenants d'acquérir des compétences clés qui les aideront à s'adapter à l'évolution des demandes sur le marché du travail et à contribuer activement à la société.

Enseignement et formation professionnels (EFP): signée en 2002 dans le sillage de la stratégie de Lisbonne et de la coopération en matière d'éducation et de formation, la **déclaration de Copenhague** a été le point de

([6]) Recommandation du Parlement européen et du Conseil sur les compétences clés pour l'éducation et la formation tout au long de la vie (2006/962/CE): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:FR:PDF

départ d'une coopération plus étroite entre la Commission, les États membres et les partenaires sociaux européens en matière d'EFP. L'EFP joue un rôle clé en assurant l'apprentissage tout au long de la vie et en fournissant ainsi une main-d'œuvre qualifiée en adéquation avec le marché du travail. Le processus de Copenhague vise à faciliter l'accès à l'apprentissage tout au long de la vie et à promouvoir la mobilité éducative, professionnelle et géographique. Il a entraîné d'importantes innovations qui ont eu directement ou indirectement pour effet d'améliorer l'employabilité; au rang de ces innovations figurent les principes communs visant à accroître la transparence des qualifications, l'assurance qualité dans l'EFP, l'orientation tout au long de la vie et la validation des acquis non formels et informels.

Le **communiqué de Bordeaux** des ministres européens chargés de l'EFP de 2008 introduit un nouvel objectif qui est de renforcer les liens entre l'EFP et le marché du travail, et relie cet objectif à l'initiative «Des compétences nouvelles pour des emplois nouveaux» visant à anticiper et faire coïncider les compétences requises et les besoins du marché du travail ([7]).

Enseignement supérieur: le **processus de Bologne** vise à créer d'ici 2010 un espace européen de l'enseignement supérieur, dans lequel les étudiants pourront choisir un cursus de qualité dans une offre vaste et transparente et bénéficier de l'assouplissement des procédures de reconnaissance. Le **processus de Bologne** a proposé l'adoption d'un système principalement basé sur trois cycles (licence/bachelor-master-doctorat). La licence, obtenue à l'issue du premier cycle, doit correspondre à un niveau de qualification approprié pour l'insertion sur le marché du travail européen. Le deuxième cycle conduira au master et/ou à un doctorat, comme c'est déjà le cas dans de nombreux pays européens.

Pour relever le défi de l'employabilité, les liens entre l'EFP et l'enseignement supérieur deviennent de plus en plus importants dans le contexte de l'apprentissage tout au long de la vie. La possibilité d'accéder à l'enseignement supérieur est un important facteur de motivation pour inciter l'apprenant à s'engager dans l'EFP. Les États membres ont entamé le rapprochement entre les systèmes d'enseignement supérieur et d'EFP.

Éducation des adultes: les conclusions du Conseil sur l'éducation des adultes (2008) soulignent qu'il est crucial, à la fois pour l'employabilité et pour l'insertion sociale, que les adultes continuent d'apprendre à s'adapter au changement: l'amélioration permanente des compétences, l'actualisation des compétences et le développement continu des capacités sont des conditions indispensables à la participation active au sein de la société.

Les conclusions du Conseil sur les compétences nouvelles pour des emplois nouveaux (Conseil de l'Union européenne, 2009) soulignent qu'eu égard à la crise économique actuelle, à la concurrence mondiale, aux évolutions technologiques vers une économie à faibles émissions de CO_2 et au vieillissement démographique, il est vital que l'Europe investisse dans les compétences, à tous les niveaux, et fournisse à tous ses citoyens un enseignement de qualité, non seulement pour son redressement à court terme mais aussi pour sa croissance et sa compétitivité à plus long terme, ainsi que pour l'équité et la cohésion sociale. Il importe d'aider les États membres à anticiper les besoins futurs de compétences pour les travailleurs et les employeurs de l'UE, en élaborant des projections régulièrement mises à jour concernant les tendances du marché du travail à l'échelon local, régional, national et européen et à analyser les compétences requises par secteur ([8]).

([7]) Communiqué de Bordeaux sur la coopération renforcée en matière d'enseignement et de formation professionnels. Communiqué des ministres européens de l'éducation et de la formation professionnels, des partenaires sociaux européens et de la Commission européenne réunis à Bordeaux le 26 novembre 2008 pour revoir les priorités et les stratégies du processus de Copenhague: http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_fr.pdf

([8]) Conseil de l'Union européenne (2009). *Council conclusions on new skills for new jobs. Anticipating and matching labour market and skills needs* [Conclusions du Conseil. Des compétences nouvelles pour des emplois nouveaux. Anticiper et faire coïncider les compétences requises et les besoins du marché du travail], 2930e réunion du Conseil «Emploi, politique sociale, santé et consommateurs», 6479/09. Bruxelles, 9.3.2009: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/106549.pdf

La **flexicurité** établit un compromis entre la flexibilité et la sécurité sur le marché du travail et aide à la fois les employés et les employeurs à saisir les opportunités qu'offre la mondialisation. Les principes communs de la flexicurité sont les suivants: stratégies globales d'apprentissage tout au long de la vie; politiques actives efficaces sur le marché du travail; facilitation de la mobilité ascensionnelle et de la mobilité entre les situations de chômage ou d'inactivité et de travail; actualisation permanente des compétences.

Les **partenaires sociaux européens** ont développé leur propre cadre d'actions pour le développement des compétences d'apprentissage 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.

Les visites d'étude présenteront les développements et les mesures relatives à l'éducation et l'enseignement pour l'employabilité:
(a) 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) analyse des déficits et des besoins de compétences émergents sur les marchés du travail des États membres de l'UE et élaboration de politiques visant à traiter ce problème;
(c) conception et mise en œuvre d'activités (transition de l'enseignement et de la formation à la vie active, orientation professionnelle et apprentissage sur le lieu de travail, etc.) en vue d'accroître l'employabilité.

4.2. Liste de thèmes pour les visites d'étude

- Transition de l'enseignement 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'EFP
- Contribution des partenaires sociaux à l'apprentissage tout au long de la vie
- Compétences nouvelles pour des emplois nouveaux

4.3. Mots clés

- orientation tout au long de la vie,
- compétences linguistiques,
- validation des acquis non formels et informels,
- apprentissage,
- esprit d'entreprise,
- stage,
- compétences clés,
- travailleurs âgés,
- éducation des adultes,
- insertion sociale.

4.4. Sélection de sources sur la politique communautaire

- Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions. Mise en œuvre du programme communautaire de Lisbonne: Stimuler l'esprit d'entreprise par l'enseignement et l'apprentissage (2006): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0033:FIN:FR:PDF
- Commission européenne. Esprit d'entreprise et projets sur la politique des PME dans ce domaine: http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm
- Communication de la Commission au Conseil, au Parlement européen, au Comité économique et social européen et au Comité des régions. Plan d'action sur l'éducation et la formation des adultes «C'est toujours le moment d'apprendre» (2007): http://ec.europa.eu/education/policies/adult/com558_fr.pdf

- Communication de la Commission «Éducation et formation des adultes: il n'est jamais trop tard pour apprendre» (2006): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:FR:PDF
- Cedefop (2008). Career development at work – A review of career guidance to support people *in employment* [Organisation de sa carrière au travail – Revue de l'orientation professionnelle à l'intention des personnes en situation d'emploi]: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf
- Communication de la Commission au Conseil européen de printemps. Lignes directrices intégrées pour la croissance et l'emploi (2008-2010): http://ec.europa.eu/growthandjobs/pdf/european-dimension-200712-annual-progress-report/200712-annual-report-integrated-guidelines_fr.pdf
- Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions. Des compétences nouvelles pour des emplois nouveaux. Anticiper et faire coïncider les compétences requises et les besoins du marché du travail: http://ec.europa.eu/education/lifelong-learning-policy/doc/com868_fr.pdf
- Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions (2007). Vers des principes communs de flexicurité: Des emplois plus nombreux et de meilleure qualité en combinant flexibilité et sécurité: http://ec.europa.eu/social/main.jsp?catId=102&langId=fr&pubId=188&type=2&furtherPubs=yes
- Communiqué de Bordeaux sur la coopération renforcée en matière d'enseignement et de formation professionnels. Communiqué des ministres européens de l'éducation et de la formation professionnels, des partenaires sociaux européens et de la Commission européenne réunis à Bordeaux le 26 novembre 2008 pour revoir les priorités et les stratégies du processus de Copenhague: http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_fr.pdf
- *Progress towards the Lisbon objectives in education and training – indicators and benchmarks* [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Skillsnet: réseau du Cedefop sur l'identification précoce des besoins de compétences: http://www.cedefop.europa.eu/etv/projects_networks/skillsnet/
- Cedefop (2009). *Future skill supply in Europe: medium-term forecast up to 2020* [Quelle offre de compétences pour l'Europe de demain? Prévisions à moyen terme jusqu'à 2020]: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=547
- Commission européenne (2009). Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions. Un engagement commun en faveur de l'emploi. Bruxelles, 3.6.2009, COM(2009) 257 final: http://ec.europa.eu/social/main.jsp?langId=fr&catId=89&newsId=514&furtherNews=yes
- Commission européenne (2009). L'Europe, moteur de la relance. Communication au Conseil européen de printemps, volume 1. Bruxelles, 4.3.2009, COM(2009) 114 final: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0114:FIN:FR:PDF
- Conseil de l'Union européenne (2009). *Council conclusions on new skills for new jobs. Anticipating and matching labour market and skills needs* [Conclusions du Conseil. Des compétences nouvelles pour des emplois nouveaux. Anticiper et faire coïncider les compétences requises et les besoins du marché du travail]. 2930e réunion du Conseil «Emploi, politique sociale, santé et consommateurs», 6479/09. Bruxelles, 9.3.2009: http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/106549.pdf
- Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

5. Mise en œuvre d'outils, de principes et de cadres européens communs pour l'apprentissage tout au long de la vie, y inclus l'orientation tout au long de la vie

5.1. Description

Plusieurs outils, principes et cadres communs ont été ou sont développés au niveau européen en vue d'atteindre les objectifs de Lisbonne ([9]) 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 de la qualité dans tous les secteurs de l'éducation et 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.

Les gouvernements sont intéressés par la mise en place de cadres globaux permettant d'englober des qualifications qui correspondent à des acquis d'apprentissage dans différents domaines, par exemple le milieu scolaire, le milieu professionnel, l'enseignement supérieur et l'éducation des adultes. Ces nouveaux cadres sont souvent liés aux stratégies d'apprentissage tout au long de la vie et destinés à s'ouvrir à l'apprentissage informel, ou à l'expérience, que les apprenants souhaitent voir reconnus. Des principes européens communs pour la validation des acquis non formels et informels ont été énoncés en 2004, puis transformés en 2009 en lignes directrices, afin de mettre en place un instrument pour l'élaboration et la mise en œuvre de méthodes et de systèmes de validation dans les États membres ([10]).

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 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. Un cadre national des certifications est un outil qui permet d'assurer une meilleure cohérence en matière de développement des politiques et d'apprentissage tout au long de la vie et qui vise à faciliter l'accès, la progression et la reconnaissance des acquis.

L'Europass ([11]) 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)**. L'ECVET a été formellement établi par une recommandation adoptée en 2009 par le Parlement européen et le Conseil ([12]).

([9]) Programme de travail détaillé sur le suivi des objectifs des systèmes d'éducation et de formation en Europe «Éducation et formation 2010»: http://eur-lex.europa.eu/pri/fr/oj/dat/2002/c_142/c_14220020614fr00010022.pdf

([10]) Cedefop (2009). *European guidelines for validating non-formal and informal learning* [Lignes directrices européennes pour la validation des acquis non formels et informels]. Luxembourg: Office des publications de l'Union européenne: http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/553/4054_en.pdf

([11]) Consultez le site web Europass: http://europass.cedefop.europa.eu

([12]) Recommandation du Parlement européen et du Conseil établissant le système européen de crédits d'apprentissages pour l'enseignement et la formation professionnels (ECVET) [SEC(2008) 442, SEC(2008) 443]: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0180:FIN:FR:PDF

En 2009, le Parlement européen et le Conseil ont par ailleurs adopté une recommandation établissant un cadre européen de référence pour l'assurance qualité dans l'EFP ([13]), tandis que des normes communes ont déjà été élaborées pour l'enseignement supérieur. Cette recommandation définit également des critères de qualité et des descripteurs indicatifs, ainsi qu'un ensemble de référence d'indicateurs de qualité pour l'EFP.

Des services d'orientation et de conseil de grande qualité aident les citoyens à apprendre tout au long de leur vie, à gérer leur carrière et à réaliser leurs objectifs personnels. L'orientation tout au long de la vie s'inscrit dans le cadre d'objectifs plus larges de plein emploi, d'élévation des niveaux d'éducation et de croissance économique. En 2008, le Conseil de l'Union européenne a adopté une résolution pour une meilleure inclusion de l'orientation dans les stratégies d'éducation et de formation tout au long de la vie ([14]) 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 outils, les principes et les cadres européens en faveur de l'apprentissage tout au long de la vie, et notamment:

(a) l'élaboration et la mise en œuvre des cadres des certifications en référence au CEC;
(b) la promotion de l'Europass et son utilisation par les établissements d'enseignement et de formation, les services d'orientation et de l'emploi ainsi que par les citoyens;
(c) la conception et la mise en œuvre de cadres d'assurance de la qualité inspirés du cadre européen de référence pour l'assurance de la qualité;
(d) des outils pour le transfert de crédits visant à promouvoir la mobilité des apprenants;
(e) les principes de reconnaissance des apprentissages non formels et informels;
(f) la promotion d'une action politique pour l'orientation tout au long de la vie en vue de développer les structures d'orientation au niveau national/régional.

5.2. Liste de thèmes 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
- Systèmes d'assurance de la qualité, cadres et approches
- Transfert de crédits entre différents contextes
- Validation des acquis non formels et informels
- Orientation pour l'apprentissage tout au long de la vie et la gestion de carrière

5.3. Mots clés

- Système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET),
- Système européen de transfert et d'accumulation de crédits (ECTS),
- Europass,
- mobilité des travailleurs,
- mobilité des apprenants,
- mobilité des enseignants et des formateurs,
- formation des adultes,
- acquis d'apprentissage,
- cadre européen des certifications (CEC),

([13]) Recommandation du Parlement européen et du Conseil relative à l'établissement d'un cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels. Bruxelles, 2.4.2009, 2008/0069 (COD), PE-CONS3746/08: http://register.consilium.europa.eu/pdf/fr/08/st03/st03746.fr08.pdf

([14]) *Resolution on better integrating lifelong guidance into lifelong learning strategies* [Résolution du Conseil. Mieux inclure l'orientation dans les stratégies d'éducation et de formation tout au long de la vie]: http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf

- cadres nationaux des certifications,
- partenaires sociaux,
- orientation tout au long de la vie.

5.4. Sélection de sources sur la politique communautaire

- Soutien de la mobilité des citoyens et de l'apprentissage tout au long de la vie (CEC, Europass, ECTS, ECVET, orientation tout au long de la vie): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm
- Recommandation du Parlement européen et du Conseil établissant le système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET). Bruxelles, 17.4.2009, 2008/0070 (COD), PE-CO_S 3747/08: http://register.consilium.europa.eu/pdf/fr/08/st03/st03747.fr08.pdf
- Cadre européen des certifications: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:FR:PDF
- Cedefop (2009). *European guidelines for validating non-formal and informal learning.* [Lignes directrices européennes pour la validation des acquis non formels et informels]. Luxembourg: Office des publications de l'Union européenne: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=553
- Cedefop (2009). *The shift to learning outcomes. Policies and practices in Europe*. [Le mouvement en faveur des acquis d'apprentissage. Politiques et pratiques en Europe]. Luxembourg: Office des publications de l'Union européenne: http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=525
- Assurance de la qualité dans l'enseignement supérieur: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf
- Réseau européen pour l'assurance de la qualité dans l'éducation et la formation professionnels: http://www.enqavet.eu
- Cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:FR:PDF
- Recommandation du Parlement européen et du Conseil relative à l'établissement d'un cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels. Bruxelles, 2.4.2009, 2008/0069 (COD), PE-CONS3746/08: http://register.consilium.europa.eu/pdf/fr/08/st03/st03746.fr08.pdf
- Cedefop (2008). *Establishing and developing national lifelong guidance policy forums. A manual for policy-makers and stakeholders* [La mise en place et le développement de forums politiques nationaux sur l'orientation tout au long de la vie: manuel destiné aux décideurs politiques et aux parties prenantes]: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf
- Cedefop (2008). Panorama de la politique à la pratique. Une évolution systémique vers l'orientation tout au long de la vie en Europe: http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_fr.pdf
- *Council Resolution on better integrating lifelong guidance into lifelong learning strategies* [Résolution du Conseil. Mieux inclure l'orientation dans les stratégies d'éducation et de formation tout au long de la vie]: http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf
- *Progress towards the Lisbon objectives in education and training – indicators and benchmarks* [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation – indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

6. Tendances et défis dans les stratégies d'apprentissage tout au long de la vie

6.1. Description

La crise économique qui frappe actuellement l'Europe met en évidence combien l'éducation et la formation sont des leviers importants pour la relance européenne. La flexibilité et la sécurité nécessaires pour des emplois plus nombreux et de meilleure qualité dépendent de la capacité à garantir que tous les citoyens acquièrent des compétences clés et mettent à jour leurs qualifications tout au long de leur vie. L'apprentissage tout au long de la vie soutient la créativité et l'innovation et permet une participation économique et sociale à part entière. C'est la raison pour laquelle les États membres de l'UE et la Commission européenne ont considérablement renforcé au cours de ces dernières années leur coopération politique dans le cadre notamment du programme de travail «Éducation et formation 2010», visant à atteindre les objectifs de Lisbonne et à promouvoir l'apprentissage tout au long de la vie. Le programme pour l'éducation et la formation tout au long de la vie 2007-2013 reprend des actions préalablement menées dans le domaine de l'éducation et la formation sur le plan européen, notamment dans l'EFP dans le cadre du processus de Copenhague, et les liens avec le processus de Bologne qui est fondamental pour l'établissement d'un espace européen de l'enseignement supérieur.

Le programme de travail «Éducation et formation 2010» applique la méthode ouverte de coordination en tant que cadre stratégique de coopération entre la Commission et les États membres. Cette méthode permet de diffuser des bonnes pratiques et de parvenir à une plus grande convergence vers les principaux objectifs communautaires:

- en identifiant et en définissant conjointement les objectifs à atteindre;
- en définissant en commun les critères de référence et les indicateurs permettant aux États membres de savoir où ils se situent et d'évaluer les progrès réalisés dans la réalisation des objectifs fixés;
- en indiquant les moyens de favoriser les échanges et la diffusion des bonnes pratiques, notamment avec des activités d'apprentissage entre pairs.

La Commission européenne, en concertation avec les États membres, a récemment réexaminé la coopération européenne dans le domaine de l'éducation et de la formation et défini des priorités stratégiques pour cette coopération jusqu'en 2020:

- faire en sorte que l'éducation et la formation tout au long de la vie et la mobilité deviennent une réalité;
- améliorer la qualité et l'efficacité de l'éducation et de la formation;
- faciliter l'équité, la cohésion sociale et la citoyenneté active;
- encourager la créativité et l'innovation, y compris l'esprit d'entreprise, à tous les niveaux de l'éducation et de la formation.

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, 2009) ([15]).

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'apprentissage tout au long de la vie.

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. Dans ces cadres, les avancées sont évidentes dans l'enseignement préscolaire, la validation des acquis non formels et informels et tout particulièrement les cadres nationaux des certifications qui ont été mis en place dans la plupart des États membres de l'UE en réponse au cadre européen des certifications basé sur les acquis d'apprentissage.

([15]) Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

Malgré les progrès dans les domaines susmentionnés, les défis suivants restent à relever pour mettre en œuvre les stratégies d'éducation et de 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.

L'un des principaux défis des cadres nationaux des certifications sera leur capacité à se positionner comme des instruments d'intégration, permettant d'établir des passerelles entre les secteurs de l'éducation et la formation et d'exploiter les acquis de l'apprentissage non formel et informel, y compris sur le lieu de travail.

La participation des adultes à l'apprentissage tout au long de la vie est encore loin des objectifs européens. Des efforts supplémentaires sont nécessaires pour mettre à jour leurs compétences à différents stades de leur vie, étendre leur accès à l'éducation et la formation et la valorisation de leurs apprentissages, améliorer la qualité des prestations et accroître la flexibilité et la sécurité sur le marché du travail.

De faibles niveaux d'études et des compétences insuffisantes sont les principaux facteurs expliquant l'exclusion sociale et la situation peu satisfaisante sur le marché du travail. Ce constat s'applique notamment aux travailleurs âgés, aux travailleurs peu qualifiés et autres groupes défavorisés (tels que les migrants) qui risquent de perdre leur emploi ou de ne pas en trouver. Les tendances démographiques et relatives au marché du travail conduiront à une augmentation de la demande de main-d'œuvre hautement qualifiée et à des opportunités toujours plus minces pour les travailleurs faiblement qualifiés. Pour relever ce défi, il faudra accroître les investissements en termes de capital humain et social et améliorer la participation à l'apprentissage tout au long de la vie.

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 œuvres les stratégies intégrées d'apprentissage tout au long de la vie;
(b) les mesures politiques permettant d'accroître la participation des adultes à l'apprentissage 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.

6.2. Liste de thèmes pour les visites d'étude

- Réformes des systèmes nationaux d'éducation et de formation
- Établissement de liens entre l'EFP et l'enseignement supérieur
- Mise en œuvre de filières d'apprentissage souples
- Renforcement de la participation des adultes à l'éducation et la formation

6.3. Mots clés

- formation des adultes,
- 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.

6.4. Sélection de sources sur la politique communautaire

- Stratégie européenne et coopération dans l'éducation et la formation: http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm
- Projet de rapport d'étape conjoint 2008 du Conseil et de la Commission sur la mise en œuvre du programme de travail «Éducation et formation 2010» «L'éducation et la formation tout au long de la vie au service de la connaissance, de la créativité et de l'innovation»: http://ec.europa.eu/education/policies/2010/natreport08/council_fr.pdf
- Éducation et formation 2010 – systèmes différents, objectifs partagés: http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm
- *Progress towards the Lisbon objectives in education and training – indicators and benchmarks* [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation – indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Éducation et formation des adultes: il n'est jamais trop tard pour apprendre, Communication de la Commission (octobre 2006): http://eur-lex.europa.eu/LexUriServ/site/fr/com/2006/com2006_0614fr01.pdf
- Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

7. Mise en place de communautés d'apprentissage associant tous les acteurs de l'éducation et de la formation

7.1. Description

L'éducation et la formation européennes jouent plusieurs rôles importants au sein de notre société. Elles fournissent aux apprenants les connaissances, qualifications et compétences dont ils ont besoin pour exercer un emploi ou une profession, mais elles contribuent également au développement de compétences importantes pour la vie familiale et sociale de chacun.

Ouvrir au monde extérieur les systèmes d'éducation et de formation est l'un des trois objectifs stratégiques du programme de travail adopté par les ministres de l'éducation européens afin de faire de l'Europe une société fondée sur la connaissance (stratégie de Lisbonne). Dans sa communication intitulée «Améliorer les compétences pour le XXIe siècle: un programme de coopération européenne en matière scolaire», la Commission européenne souligne l'importance des «communautés d'apprentissage» qui englobent les partenariats avec des agences, des organisations et d'autres acteurs extérieurs à l'environnement scolaire «classique».

Les établissements d'enseignement et de formation deviennent ainsi davantage responsables vis-à-vis des partenaires et les représentants du marché du travail, les familles, les organisations civiques et environnementales ainsi que les apprenants peuvent travailler ensemble pour déterminer les résultats escomptés de l'apprentissage, le contenu et les formes d'apprentissage adaptées. La participation des parents est également primordiale car elle contribue à la réussite scolaire et à l'amélioration de l'école. Les établissements d'enseignement et de formation peuvent également favoriser la prévention et la lutte contre toutes les formes de violence à l'encontre des enfants et des jeunes et contribuer à instaurer un niveau élevé de protection de la santé, de bien-être et de cohésion sociale.

Le cadre stratégique actualisé pour la coopération européenne dans le domaine de l'éducation et de la formation après 2010 (Conseil de l'Union européenne, 2009) ([16]) souligne l'importance de développer des parte-

nariats entre les prestataires d'enseignement et de formation et les partenaires sociaux ([17]), 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.

Les visites d'étude présenteront des approches et des exemples de bonnes pratiques concernant:

(a) 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 parents, les municipalités, les entreprises, les partenaires sociaux, les ONG, etc.;
(b) des exemples nationaux, régionaux et locaux de gouvernance participative et d'évaluation des établissements d'enseignement et de formation;
(c) les initiatives en matière de prévention de la violence à l'encontre des enfants et des jeunes.

7.2. Liste de thèmes pour les visites d'étude

- Coopération entre les établissements d'enseignement et de formation et les communautés locales
- Rôle des parents et des partenaires sociaux dans la gouvernance
- Rôle des écoles et des communautés dans la prévention de la violence

7.3. Mots clés

- évaluation (école ou établissement),
- autonomie (école ou établissement),
- implication des parents,
- harcèlement moral,
- partenaires sociaux,
- environnement scolaire,
- financement,
- insertion sociale,
- direction et gestion,
- développement durable.

7.4. Sélection de sources sur la politique communautaire

- Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions: Améliorer les compétences pour le XXIe siècle: un programme de coopération européenne en matière scolaire: http://ec.europa.eu/education/school21/com425_fr.pdf
- Document de travail des services de la Commission (SEC(2007)1009): Quelle école pour le 21e siècle?: http://ec.europa.eu/education/school21/consultdoc_fr.pdf#
- *Progress towards the Lisbon objectives in education and training – indicators and benchmarks* [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation – indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf
- Conseil de l'Union européenne. Conclusions sur les priorités futures de la coopération européenne renforcée en matière d'enseignement et de formation professionnels (EFP) (Réexamen des conclusions du Conseil du 15 novembre 2004) (2006/C 298/05), 8.12.2006: http://ec.europa.eu/education/policies/2010/doc/council13832_fr.pdf

([16]) Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

([17]) Conclusions du Conseil et des représentants des gouvernements des États membres, réunis au sein du Conseil, du 12 mai 2009 sur le développement de partenariats entre institutions d'enseignement et de formation et partenaires sociaux, en particulier les employeurs, dans le contexte de l'éducation et de la formation tout au long de la vie: http://register.consilium.europa.eu/pdf/fr/09/st09/st09876.fr09.pdf

- Communiqué d'Helsinki sur la coopération européenne renforcée pour l'enseignement et la formation professionnels: communiqué des ministres européens de l'éducation et de la formation professionnelles, des partenaires sociaux européens et de la Commission européenne, réunis à Helsinki, le 5 décembre 2006 pour revoir les priorités et les stratégies du processus de Copenhague. Bruxelles: Commission européenne, 2006: http://www.minedu.fi/export/sites/default/vet2006/pdf/Helsinki_Communique_fr.pdf
- Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

8. Promouvoir la mobilité transfrontalière dans l'apprentissage tout au long de la vie

8.1. 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, 2009) ([18]).

La construction d'un véritable espace européen de l'enseignement constitue une priorité pour l'Union européenne, tant pour des raisons culturelles qu'économiques. La mobilité des citoyens, notamment dans le cadre de l'éducation et 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.

La **charte européenne de qualité pour la mobilité** de 2006 est le document de référence en matière de qualité pour les séjours à l'étranger d'éducation et de formation. Elle complète la recommandation de 2001 en faveur de la mobilité des étudiants, des personnes en formation, des jeunes volontaires, des enseignants et des formateurs. Cette charte, qui a été adoptée par les États membres, 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.

La Commission européenne a lancé en 2007 le nouveau **programme d'éducation et de formation tout au long de la vie**. Il a remplacé les anciens programmes en matière d'éducation, formation professionnelle et *e-learning* qui se sont achevés en 2006 permettant aux programmes Comenius, Erasmus, Leonardo da Vinci et Grundtvig de se poursuivre.

Ce programme soutient les échanges et les relations entre personnes, établissements et pays. Par exemple, les échanges d'étudiants, les formations en cours d'emploi dans les écoles ou l'éducation des adultes et la participation à de courts stages spécifiques pour les étudiants de l'enseignement professionnel dans des entreprises d'un autre pays concernent les personnes. Les échanges entre établissements impliquent la mise en place de partenariats entre écoles de différents pays ainsi que des projets conjoints menés par des universités afin d'élaborer des cursus communs et des programmes intensifs de courte durée ou de constituer des réseaux thématiques dans différentes disciplines. Les relations entre pays comprennent les visites d'étude pour

([18]) Conseil de l'Union européenne (2009). Conclusions du Conseil concernant un cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020»), 9845/09. Bruxelles, 13.5.2009: http://register.consilium.europa.eu/pdf/fr/09/st09/st09845.fr09.pdf

les administrateurs régionaux et nationaux en matière d'éducation, de formation et d'orientation, les réseaux d'experts nationaux ou la publication de statistiques comparables sur les systèmes d'éducation et de formation.

Un forum d'experts de haut niveau sur la mobilité a été mis en place par la Commission européenne et en juillet 2008, il a préconisé d'accroître radicalement les possibilités de mobilité des jeunes à moyen terme. D'ici 2020, au moins 50 % des jeunes devraient pouvoir bénéficier d'une forme de mobilité transfrontalière au cours de leurs études ou de leur formation, sous la forme d'un stage ou dans le cadre d'activités de volontariat. Cette offre devrait s'appliquer quelle que soit la catégorie sociale des personnes et couvrir une vaste gamme de contextes d'apprentissage, dont l'école, l'université et la formation professionnelle ainsi que d'autres environnements d'apprentissages informels. Le forum a appelé à une action stratégique afin de supprimer les obstacles à la mobilité et de garantir la qualité et l'échange de bonnes pratiques.

En juillet 2009, la Commission européenne a lancé une consultation publique sur le Livre vert «Promouvoir la mobilité des jeunes à des fins d'apprentissage» ([19]). Ce livre vert 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.

Outre les initiatives ci-dessus, des outils communs sont conçus pour la transparence des qualifications et une mobilité accrue entre les différents pays et systèmes en Europe. Il s'agit du cadre européen des certifications pour l'apprentissage tout au long de la vie (CEC), du système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET), du système européen de transfert et d'accumulation de crédits (ECTS) et de l'Europass.

Les visites d'étude présenteront les évolutions et les mesures concernant la mise en place de la mobilité dans l'éducation et la formation tout au long de la vie, telles que:

(a) les initiatives et les projets relatifs à la mobilité des apprenants dans différents contextes d'apprentissage;
(b) les initiatives et les projets promouvant un meilleur accès de tous les individus à la mobilité;
(c) les initiatives permettant que les qualifications soient plus claires et compréhensibles à travers les différents pays et systèmes d'Europe;
(d) les nouvelles approches visant à simplifier la validation et la reconnaissance des savoirs, aptitudes et compétences acquis au cours de la période de mobilité;
(e) la promotion de l'Europass et son utilisation par les établissements d'enseignement et de formation, les services de l'emploi et les citoyens;
(f) les outils pour le transfert et la reconnaissance des acquis d'apprentissage en vue de faciliter la mobilité des apprenants.

8.2. Liste de thèmes pour les visites d'étude

- La mobilité des apprenants dans l'enseignement et la formation

8.3. Mots clés

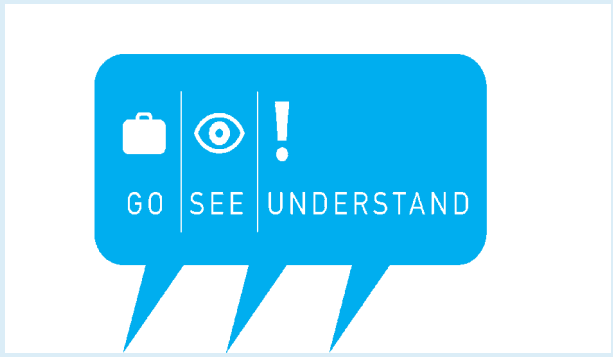
- mobilité des apprenants,
- mobilité des travailleurs,
- mobilité des enseignants et des formateurs,
- programme d'éducation et de formation tout au long de la vie,

([19]) Livre vert. Promouvoir la mobilité des jeunes à des fins d'apprentissage, COM(2009) 329 final: http://ec.europa.eu/education/lifelong-learning-policy/doc/mobility/com329_fr.pdf

- transparence des qualifications,
- Europass,
- 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),
- acquis d'apprentissage,
- compétences linguistiques,
- sensibilité et expression culturelles,
- groupes défavorisés.

8.4. Sélection de sources sur la politique communautaire

- Charte européenne de qualité pour la mobilité: http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:FR:PDF
- Rapport du forum d'experts de haut niveau sur la mobilité «Faire de la mobilité pour l'apprentissage une occasion pour tous»: http://ec.europa.eu/education/doc/2008/mobilityreport_fr.pdf
- Soutien de la mobilité des citoyens et de l'apprentissage tout au long de la vie (CEC, Europass, ECTS, ECVET, orientation tout au long de la vie): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm
- Le nouveau programme d'apprentissage tout au long de la vie (2007-2013): http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm
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The study visits programme for education and vocational training specialists, part of the lifelong learning programme (2007-13), is an initiative of the European Commission's Directorate-General for Education and Culture. Cedefop coordinates the programme at the European level, whereas the national agencies implement the programme in the Member States.

El programa de Visitas de estudio para especialistas en educación y formación profesional, que forma parte del Programa de aprendizaje permanente (2007-13), es una iniciativa de la Dirección General de Educación y Cultura de la Comisión Europea. El Cedefop coordina dicho programa a escala europea, encargándose las agencias nacionales de aplicarlo en los Estados miembros.

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