



CEDEFOP

European Centre
for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme



STUDYVISITS PROGRAMME 2012/13

FOR EDUCATION AND
VOCATIONAL TRAINING SPECIALISTS
AND DECISION-MAKERS



Study visits programme 2012/13

for education and vocational training
specialists and decision-makers

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>).

Cataloguing data can be found at the end of this publication.

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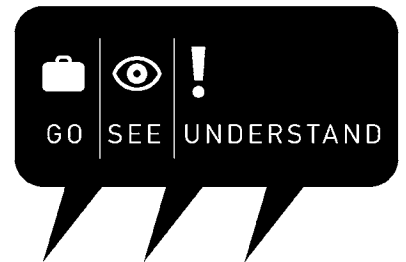
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About the study visits programme

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

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

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

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

The groups usually consist of 10 to 15 participants.

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

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

This publication presents a list of study visits that will take place between September 2012 and June 2013 and brief summaries of the thematic categories under which they are grouped.

Full descriptions of the visits are provided in the 2012/13 Study visits catalogue that is available online at: <http://studyvisits.cedefop.europa.eu>. The catalogue can also be ordered in hard copy from Cedefop's Publications webpage at: <http://www.cedefop.europa.eu/EN/publications.aspx>

Study visits 2012/13 will be organised by five categories of theme that reflect the latest policy goals in education and training in Europe, namely:

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

The descriptions of the thematic categories (see pp. 18 - 29) present the European context and latest developments, highlight aspects to be considered when approaching the theme in study visits and provide a list of reference sources. The descriptions also identify the topics and keywords explored within each category.

The study visits explore the themes from three different angles:

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

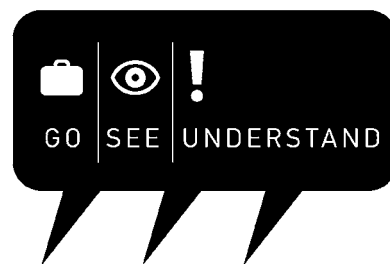
Study visits are grouped by theme in chronological order and are divided into two rounds: September 2012 to February 2013 and March to June 2013. The list of visits provided allows you to search for a visit quickly by a number of criteria: category of theme, topic, round and date, country, working language and the page of the catalogue on which the content of the visit is described.

HOW TO APPLY

If you wish to participate in a visit, please contact your National Agency to find out about the eligibility criteria and the procedures. National agencies evaluate and select candidates and provide all further information and clarifications. A list of contact persons in your country is available online at: <http://studyvisits.cedefop.europa.eu>

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

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



Catalogue 2012/13

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

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

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

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

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

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

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

WORKPLACE LEARNING

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

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

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

INCREASING ATTRACTIVENESS OF VET

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

STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

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

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

BEITRAG DER SOZIALPARTNER ZUM LEBENSLANGEN LERNEN

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

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

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

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

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

NEW SKILLS FOR NEW JOBS

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

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY FOMENTAR EL ESPÍRITU EMPRENDEDOR Y LA EMPLEABILIDAD

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

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

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

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

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

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

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

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

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

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

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

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

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

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

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

PROMOTING ACQUISITION OF KEY COMPETENCES THROUGHOUT THE EDUCATION AND TRAINING SYSTEM

ENCOURAGER L'ACQUISITION DE COMPÉTENCES CLÉS DANS TOUT LE SYSTÈME D'ÉDUCATION ET DE FORMATION

FÖRDERUNG DES ERWERBS VON SCHLÜSSELKOMPETENZEN IM GESAMTEN SYSTEM DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

PROMOVER LA ADQUISICIÓN DE COMPETENCIAS CLAVE EN EL SISTEMA EDUCATIVO Y DE FORMACIÓN PROFESIONAL

INCREASING LITERACY AND NUMERACY LEVELS

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

LANGUAGE TEACHING AND LEARNING

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

SPRACHUNTERRICHT UND SPRACHERWERB

ENSEÑANZA Y APRENDIZAJE DE IDIOMAS

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

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

USE OF ICT IN LEARNING

UTILISATION DES TIC DANS L'APPRENTISSAGE

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

EDUCATION FOR ENTREPRENEURSHIP BILDUNG FÜR UNTERNEHMERISCHE KOMPETENZ

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

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

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

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

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

LEARNING MATHEMATICS AND SCIENCE

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

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

PERSONALISED LEARNING APPROACHES
APPROCHES D'APPRENTISSAGE PERSONNALISÉES

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

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

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

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

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

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

DEVELOPING STRATEGIES FOR LIFELONG LEARNING AND MOBILITY

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

ENTWICKLUNG VON STRATEGIEN FÜR LEBENSLANGES LERNEN UND MOBILITÄT

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

CADRES NATIONAUX ET SECTORIELS DE CERTIFICATIONS LIÉS AU CEC

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

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

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

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

VALIDATION DES ACQUIS NON FORMELS ET INFORMELS

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

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

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

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

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

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

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

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

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

LIFELONG GUIDANCE FOR LEARNING AND WORKING

ORIENTATION TOUT AU LONG DE LA VIE POUR L'APPRENTISSAGE ET LE TRAVAIL

LEBENS-LANGE BERATUNG BEIM LERNEN UND ARBEITEN

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

LEARNING MOBILITY IN EDUCATION AND TRAINING**MOBILITÄT ZU LERNZWECKEN IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG**

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

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

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

VISITS FOR HIGH-LEVEL DECISION-AND POLICY-MAKERS

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

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

STUDY VISITS PROGRAMME FOR EDUCATION AND VOCATIONAL TRAINING SPECIALISTS AND DECISION-MAKERS 2012/13

Categories of themes

1. ENCOURAGING COOPERATION BETWEEN THE WORLDS OF EDUCATION, TRAINING AND WORK

1.1. Description

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

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

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

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

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

The European social partners have developed their own framework of actions for lifelong learning competence development and qualifications, but are also partners in the Commission’s and countries’ efforts to **make VET in Europe better and more attractive**. Social partners should be supported to play their part in organising, providing and financing training, but should also promote **workplace learning** improving

employability prospects of workers and broadening access to lifelong learning (European Commission, 2010a). For lifelong learning to become a reality for all, irrespective of age and qualification levels, ordinary workplaces must become primary places of learning (Cedefop, 2011a).

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

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

1.2. List of topics for study visits

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

1.3. Keywords

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

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

2.1. Description

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

Perception of the role of the teacher (trainer) has changed in recent years with more expectation from teachers as well as from schools in general. Key players in supporting the learning experience of learners,

teachers and trainers need to take greater responsibility for updating and developing their own knowledge and skills (Council of the European Union, 2009c) and adapt their skills and working practices to a changing context. There is convergence in the roles of teachers and trainers: a trainer in a work-based setting will need more pedagogical competences and must play a supportive and mentoring role; while a teacher in a school will need, like a trainer, a good understanding of work practices (European Commission, 2010a).

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

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

Improving quality and efficiency of education and training remains a strategic objective for European cooperation in education and training. Council conclusions on a strategic framework for cooperation (Council of European Union, 2009b) stressed the importance of improving governance and leadership of education and training institutions and **developing effective quality assurance systems**.

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

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

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

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

2.2. List of topics for study visits

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

2.3. Keywords

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

- status of teachers and trainers,
- teachers' and trainers' competences,
- teachers' and trainers' mobility,
- teachers' and trainers' qualifications.

3. PROMOTING ACQUISITION OF KEY COMPETENCES THROUGHOUT THE EDUCATION AND TRAINING SYSTEM

3.1. Description

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

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

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

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

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

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

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

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

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

3.2. List of topics for study visits

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

3.3. Keywords

- Adult learning,
- communication in foreign languages,
- communication in the mother tongue,
- competences in science and technology,
- content and language integrated learning (CLIL),
- cultural awareness and expression,
- curriculum,
- digital competence,
- extra-curricular activities,
- health education,
- innovative approaches,
- intercultural education,
- learning to learn,
- mathematical competence,
- parents involvement,
- personalised learning,
- skill needs,
- social and civic competences,
- social inclusion,
- student assessment,
- sustainable development,
- volunteering,
- young people.

4. PROMOTING SOCIAL INCLUSION AND GENDER EQUALITY IN EDUCATION AND TRAINING, INCLUDING INTEGRATION OF MIGRANTS

4.1. Description

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

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

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

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

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

All students should have an equal chance to succeed; success should not be dependent on circumstances outside the control of the pupil or student, such as the financial position of the family, parental education, parental occupational status, geographic location, ethnic and racial identity, gender and disability. At compulsory school level, the possibility for pupils who drop out of school to get a 'second chance' to learn has also received considerable attention. The role of initial vocational training in equipping these pupils with skills, knowledge and qualifications is important for their integration into society. More initiatives are still needed in most Member States to reduce the number of early school leavers and fight inequity due to socioeconomic disadvantages. **Individualised support** for pupils at risk can include provision of personalised learning, counselling, mentorship and tutorship systems, welfare support and extracurricular activities in support of learning (Council of the European Union, 2010c).

Study visits will present developments and measures on the following:

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

4.2. List of topics for study visits

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

4.3. Keywords

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

5. DEVELOPING STRATEGIES FOR LIFELONG LEARNING AND MOBILITY

5.1. Description

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

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

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

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

To promote mobility of European citizens as well as their qualifications and learning achievements, several common tools, principles and frameworks have been or are being developed at European level. They all aim to strengthen European cooperation and improve transparency, recognition and quality assurance in all sectors of education and training.

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

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

Transparency of qualifications and recognition of learning outcomes is further supported by tools that help learners transfer credits gained during learning periods in their own country or abroad. These are: the **European credit system for vocational education and training (ECVET)** (European Parliament; Council of the European Union, 2009a) for vocational education and training (VET) and the European credit transfer and accumulation system (ECTS) for higher education. In 2009, the European Parliament and Council adopted

a recommendation on establishing a European credit system for vocational education and training (ECVET). The **European quality assurance reference framework for vocational education and training** (European Parliament; Council of the European Union, 2009b) was adopted by the European Parliament and Council in 2009 as a reference instrument to help authorities of Member States to promote and monitor continuous improvement of their national VET systems.

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

Although Member States have achieved a lot of progress in lifelong learning strategies, very strong inequalities exist in learning participation for adults (Council of the European Union 2008a). One of the big challenges until 2020 is to increase participation in learning opportunities for the low skilled adults and in particular older workers. The European Parliament endorsed 2012 as the European year for active ageing and solidarity between generations aiming to create better job opportunities and working conditions for the growing number of older people in Europe. Member States should implement efficient **adult learning** systems that provide adults with key competences and increased labour market access.

Study visits will present developments on:

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

5.2. List of topics for study visits

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

5.3. Keywords

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

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

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