CEDEFOP
European Centre
for the Development
of Vocational Training

Lifelong
Learning
Programme



STUDYVISITS CATALOGUE 2013/14

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

CEDEFOP

Study visits catalogue
2013/14

Каталог на учебните посещения
Katalog studijních pobytů
Katalog over studiebesøg
Studienbesuche: Katalog
Õppelähetuste kataloog
Κατάλογος επισκέψεων μελέτης
Catálogo de las Visitas de Estudio
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Clár Cuairte Staidéir
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Katalog študijskih obiskov za leto
Luettelo opintomatkoista
Studiebesökskatalogen
Çalışma Ziyaretleri Kataloğu

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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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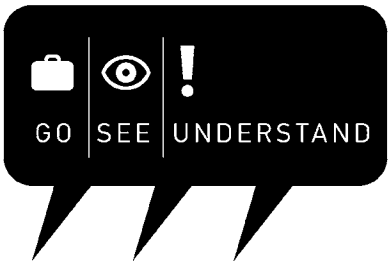
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GO
SEE
UNDERSTAND

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 (ET2020), 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.

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 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 2013/14. For study visits taking place from September 2013 to February 2014, you can apply by **28 March 2013** and for study visits taking place from March to June 2014, you can apply by **15 October 2013**.
This is the last catalogue of the study visits programme; therefore it is the last opportunity for education and training specialists to benefit from participating in study visits.

HOW TO USE THIS CATALOGUE

This catalogue comprises the study visits that will take place from September 2013 to June 2014 exploring the themes from three different perspectives:
• general education (in the catalogue - the general education type);
• vocational education and training (the VET type);
• comprehensive lifelong learning (the mixed type).

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

Study visits will be organised around 5 categories of themes (mentioned below), which reflect and encompass the latest policy developments in education and training in Europe:
1. Encouraging cooperation between the worlds of education, training and work
2. Supporting initial and continuous training of teachers, trainers and education and training institutions' managers
3. Promoting acquisition of key competences throughout the education and training system
4. Promoting social inclusion and gender equality in education and training, including integration of migrants
5. Developing strategies for lifelong learning and mobility

In Annex (pp. 310 – 321), 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 2013 to February 2014 and March to June 2014. 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 2013/2014 will be organised around five categories of themes which are broad and cover the most important education and vocational training policies

WHY?

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

WHAT?

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

HOW?

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

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

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

Organiser(s)

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

WWW.

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

À propos du programme de visites d'étude

Le programme de visites d'étude pour spécialistes et décideurs de l'éducation et de la formation professionnelle, qui constitue l'un des volets du programme pour l'éducation et la formation tout au long de la vie 2007-13, 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.
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.

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

COMMENT POSER SA CANDIDATURE

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

de contact dans votre pays est disponible à l'adresse suivante: **http://studyvisits.cedefop.europa.eu.**
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.**
Il y aura **deux phases de candidatures en 2013/14:** pour les visites d'étude se déroulant de septembre 2013 à février 2014, vous pouvez poser votre candidature jusqu'au **28 mars 2013**; pour les visites d'étude se déroulant de mars à juin 2014, vous pouvez poser votre candidature jusqu'au **15 octobre 2013**.
Ceci est le dernier catalogue du programme de visites d'étude et donc la dernière occasion, pour les spécialistes de l'éducation et de la formation professionnelle, de participer à une visite d'étude et d'en tirer les bénéfices.

COMMENT UTILISER CE CATALOGUE

Ce catalogue comprend les visites d'étude se déroulant de septembre 2013 à juin 2014 dans le cadre desquelles les sujets seront examinés de trois points de vue différents:
• éducation générale (dans le catalogue – le type éducation générale);
• enseignement et formation professionnels (le type EFP);
• éducation et formation tout au long de la vie (le type mixte).
Les descriptions des visites orientées sur l'éducation, sur la formation et l'enseignement professionnels et sur l'éducation et la formation tout au long de la vie ont été soumises par les agences nationales des pays participants spécifiquement pour ce catalogue.
Les visites d'étude s'articulent autour de cinq catégories thématiques (mentionnées ci-après) qui reflètent et couvrent les événements les plus récents concernant les politiques de l'éducation et de la formation en Europe:
1. Encourager la coopération entre les mondes de l'éducation, de la formation et du travail
2. Soutenir la formation initiale et continue des enseignants, des formateurs et des chefs d'établissements d'enseignement et de formation
3. Encourager l'acquisition de compétences clés dans tout le système d'éducation et de formation
4. Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants
5. Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

Vous trouverez ci-joint en annexe (p. 322-335) 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 2013 à février 2014, et mars à juin 2014. 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 2013-2014 seront organisées autour de cinq catégories thématiques couvrant les principales politiques d'éducation et de formation professionnelle.

POURQUOI?

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

QUOI?

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

COMMENT?

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

QUI?

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

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

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

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.

Das Studienbesuchsprogramm

Das Studienbesuchsprogramm für Bildungs- und Berufsbildungsfachleute und Entscheidungsträger bildet eine Initiative der Generaldirektion Bildung und Kultur der Europäischen Kommission und ist als solche Teil des Programms für lebenslanges Lernen (2007-13). 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“ (ET 2020), sowie des Bologna und des Kopenhagen Prozesses und deren Nachfolgeinitiativen.
Seit dem 1. Januar 2008 koordiniert das Cedefop im Auftrag der Kommission die Studienbesuche für Bildungs- und Berufsbildungsfachleute und Entscheidungsträger.
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 -fortbildner;
- 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.**
Für **2013/14 gibt es zwei Antragsrunden:** Für Studienbesuche, die zwischen September 2013 und Februar 2014 stattfinden, können Sie sich bis zum **28. März 2013** bewerben, und für Studienbesuche, die von März bis Juni 2014 stattfinden, können Sie sich bis zum **15. Oktober 2013** bewerben.
Dies ist der letzte Studienbesuchskatalog und damit die letzte Chance für Bildungs- und Berufsbildungsfachleute, sich für die Teilnahme an einem Studienbesuch zu melden.

WIE SIE DIESEN KATALOG BENUTZEN

Dieser Katalog enthält die Studienbesuche, die zwischen September 2013 und Juni 2014 stattfinden. Diese sind drei Rahmenthemen zugeordnet:
• Allgemeinbildung (im Katalog Typ Allgemeinbildung);
• Berufsbildung (Typ Berufsbildung);
• umfassendes lebenslanges Lernen (Mischtyp).
Die Beschreibungen der Besuche zur Bildung, Berufsbildung und zum lebenslangen Lernen wurden von den Nationalen Agenturen der teilnehmenden Länder speziell für diesen Katalog eingereicht.
Die Studienbesuche sind nach fünf Themenbereichen gegliedert (nachstehend aufgeführt), die die jüngsten politischen Entwicklungen im Bereich der Bildung und Berufsbildung in Europa widerspiegeln und erfassen:
1. Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt;
2. Unterstützung der Erstausbildung und Weiterbildung von Lehrkräften, Ausbildern und Leitern von Einrichtungen der allgemeinen und beruflichen Bildung;
3. Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung;
4. Förderung der sozialen Eingliederung und der Gleichstellung der Geschlechter in der allgemeinen und beruflichen Bildung, einschließlich der Integration von Migranten;
5. Entwicklung von Strategien für lebenslanges Lernen und Mobilität.

In der Anlage (S. 336–349) 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 2013 bis Februar 2014 und März bis Juni 2014. 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 2013/2014 sind fünf breit gefassten Themenbereichen zugeordnet, die die wichtigsten Politiken auf dem Gebiet der allgemeinen und beruflichen Bildung widerspiegeln.

WARUM?
Dieser Abschnitt enthält den allgemeinen Hintergrund oder den 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.

Organisator(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.

Acerca del programa de visitas de estudio

El programa de las visitas de estudio para especialistas y responsables de toma de decisiones en educación y formación profesional, integrado en el programa para el aprendizaje a lo largo de la vida. 2007-13 (LLP), es una iniciativa de la Dirección General Educación y Cultura de la Comisión Europea. Su objetivo es apoyar el desarrollo de políticas y la cooperación a escala europea en el ámbito del aprendizaje permanente, particularmente en el contexto del proceso de Lisboa y la agenda sobre educación y formación 2020 (ET2020), así como en los procesos de Bolonia y Copenhague y sus sucesores.

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

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

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

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

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

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

CÓMO PARTICIPAR

Si desea participar en una visita, rogamos se ponga en contacto con su Agencia Nacional para comprobar si reúne los requisitos de admisibilidad y otros procedimientos. Esta evalúa y selecciona a los candidatos y también facilita cualquier información o clarificación que precise. Está disponible en línea una lista de personas de contacto en su país en: **http://studyvisits.cedefop.europa.eu.**

Lea atentamente el catálogo. Después de seleccionar las visitas en las que esté

interesado, deberá presentar una solicitud por vía electrónica en: **http://studyvisits.cedefop.europa.eu.**
En **2013/14** se organizarán **dos procesos de selección**. Para las visitas de estudio organizadas entre septiembre de 2013 y febrero de 2014, puede presentar su candidatura hasta el **28 de marzo de 2013**; para aquellas que tengan lugar entre marzo y junio de 2014, puede presentar su solicitud hasta el **15 de octubre de 2013**.
Este es el último catálogo de programas de visitas de estudio y, por lo tanto, la última oportunidad para especialistas en educación y formación de participar en visitas de estudio.

CÓMO UTILIZAR ESTE CATÁLOGO

El catálogo abarca las visitas de estudio que tendrán lugar entre septiembre de 2013 hasta junio de 2014 y exploran estas cuestiones desde tres perspectivas distintas:
• educación general (en el catálogo - el tipo de educación general);
• enseñanza y formación profesional (el tipo VET);
• aprendizaje permanente (el tipo mixto).
Las agencias nacionales de los países participantes han facilitado las descripciones de las visitas que tratan de educación, formación profesional y aprendizaje a lo largo de la vida, especialmente para este catálogo.
Las visitas de estudio se organizarán alrededor de cinco categorías de temas (mencionados abajo), que reflejan y abarcan los últimos desarrollos sobre las políticas de educación y formación en Europa:
1. Favorecer la cooperación entre los mundos de la educación, la formación profesional y el trabajo;
2. Apoyar la formación inicial y continua del profesorado, el personal formador y los gestores de las instituciones de educación y formación profesional;
3. Promover la adquisición de competencias clave en el sistema educativo y de formación profesional;
4. Potenciar la inclusión social y la igualdad de género en la educación y la formación profesional, incluyendo la integración de la población inmigrante;
5. Desarrollar las estrategias de formación a lo largo de la vida y promocionar la movilidad.

En el Anexo (pp. 350 – 363), 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 2013 a febrero de 2014 y de marzo a junio de 2014. 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 2013/2014 las visitas se organizarán alrededor de cinco categorías de temas amplios que cubren las políticas más relevantes en materia de educación y formación profesional.

¿POR QUÉ?
Esta sección ofrece el contexto general o socioeconómico en el que se desarrollará la visita.

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

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

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

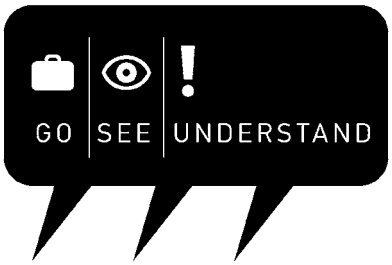
BREVE DESCRIPCIÓN EN EL IDIOMA DEL PAÍS ANFITRIÓN:
Esta sección contiene una breve descripción de la visita de estudio en el idioma del país anfitrión.

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.


GO
SEE
!
UNDERSTAND

Catalogue 2013/14

ROUND 1/PHASE 1/ANTRAGSRUNDE 1/TURNO 1: 02/09/2013 – 28/02/2014
Deadline/délais/Bewerbungsschluss/plazo: 28/03/2013

ROUND 2/PHASE 2/ANTRAGSRUNDE 2/TURNO 2: 03/03/2014 - 27/06/2014
Deadline/délais/Bewerbungsschluss/plazo: 15/10/2013

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
TRANSITION DE L'ENSEIGNEMENT ET DE LA FORMATION À LA VIE ACTIVE
ÜBERGANG VON DER ALLGEMEINEN UND BERUFLICHEN BILDUNG ZUM ARBEITSLEBEN

round	group	title of visit	wl	country	date	page
1	1	From trends in business to trends in hospitality and tourism education	EN	Slovenia	17/09/2013 - 20/09/2013	33
1	2	Arranging practical training in specialities 'from the field to our dinner table'	EN	Estonia	23/09/2013 - 27/09/2013	34
1	3	Practice-oriented and demand-controlled vocational training	EN	Hungary	07/10/2013 - 11/10/2013	35
1	4	Réussir le passage de l'éducation au monde du travail	FR	Pologne	16/10/2013 - 18/10/2013	36
1	5	Helping students find work – Cayman Islands employability strategy	EN	United Kingdom	04/11/2013 - 08/11/2013	37
1	6	Making the right choice – Preparing pupils for study or vocational training	EN	Germany	25/11/2013 - 29/11/2013	38
1	7	Vocational training and employability	EN	Greece	20/01/2014 - 24/01/2014	39
1	8	Easing transition from school to VET in Bavaria	EN	Germany	21/01/2014 - 24/01/2014	40
2	120	Europäische Standards in der Bildungs - und Berufsberatung und der Berufspraktika	DE	Polen	31/03/2014 - 04/04/2014	164
2	121	Practical application of the international mountain leader qualification standard	EN	Czech Republic	28/04/2014 - 02/05/2014	165
2	122	Improving informed student choices through cooperation between schools and enterprises	EN	Norway	05/05/2014 - 09/05/2014	166
2	123	Bridging the gap between VET schools and the labour market	EN	Portugal	05/05/2014 - 09/05/2014	167
2	124	Helping students find work – Cayman Islands employability strategy	EN	United Kingdom	19/05/2014 - 23/05/2014	168

wl: Working language

WORKPLACE LEARNING

round	group	title of visit	wl	country	date	page
1	9	The dual VET system in Germany: learning at the workplace	EN	Germany	25/11/2013 - 29/11/2013	41
1	10	Challenges and opportunities for skills development in the labour market	EN	Ireland	11/02/2014 - 14/02/2014	42
2	125	Apprenticeships for workplace learning in the creative and cultural sector and schools	EN	United Kingdom	31/03/2014 - 04/04/2014	169

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date	page
1	11	Upskilling the disadvantaged, upskilling Europe	EN	United Kingdom	09/09/2013 - 12/09/2013	43
2	126	Integration through learning – Practical support towards employment	EN	United Kingdom	11/03/2014 - 14/03/2014	170
2	127	Innovative, experimental employment programmes for disadvantaged groups	EN	Hungary	05/05/2014 - 09/05/2014	171

INCREASING ATTRACTIVENESS OF VET
RENFORCEMENT DE L'ATTRAIT DE L'ENSEIGNEMENT ET DE LA FORMATION PROFESSIONNELS
STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG
AUMENTO DEL ATRACTIVO DE LA FP

round	group	title of visit	wl	country	date	page
1	12	Image der Berufsausbildung: Verbesserungswege und -möglichkeiten.	DE	Estland	23/09/2013 - 27/09/2013	44
1	13	Making vocational education attractive	EN	Turkey	07/10/2013 - 10/10/2013	45
1	14	Une transition professionnelle réussie pour une bonne intégration dans le marché du travail	FR	Bulgarie	14/10/2013 - 18/10/2013	46
1	15	Vigne et vin en Aquitaine: des formations innovantes pour des métiers d'avenir	FR	France	22/10/2013 - 25/10/2013	47
1	16	Successful practice in VET and preparation of young people for the labour market	EN	Bulgaria	11/11/2013 - 15/11/2013	48
1	17	El reto de la formación profesional en el Marco Europeo de Cualificaciones	ES	España	13/11/2013 - 15/11/2013	49
1	18	Vocational education as a way to fight youth unemployment	EN	Spain	09/12/2013 - 12/12/2013	50
2	128	Vocational teaching and learning: backbone of national education and the economy	EN	Czech Republic	03/03/2014 - 07/03/2014	172
2	129	Cooperation between schools and enterprises to improve VET	EN	Spain	03/03/2014 - 06/03/2014	173
2	130	Making vocational education attractive	EN	Turkey	10/03/2014 - 13/03/2014	174
2	131	New methods in teaching vocational subjects	EN	Slovakia	31/03/2014 - 04/04/2014	175
2	132	Higher vocational education – On demand	EN	Sweden	12/05/2014 - 16/05/2014	176
2	133	La formación profesional dual en la comunidad de Madrid	ES	España	19/05/2014 - 23/05/2014	177
2	134	Strengthening and encouraging VET: Malta as a case study	EN	Malta	19/05/2014 - 23/05/2014	178

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

round	group	title of visit	wl	country	date	page
1	19	Role of social partners in VET	EN	Sweden	14/10/2013 - 18/10/2013	51
2	135	Social dialogue in defining and implementing new knowledge, skills and competences	EN	Portugal	24/03/2014 - 28/03/2014	179
2	136	Older workers in companies and on the labour market	EN	Germany	12/05/2014 - 16/05/2014	180
2	137	'Competent', an instrument for new labour market services and more efficient career guidance	EN	Belgium	10/06/2014 - 13/06/2014	181

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES
ZUSAMMENARBEIT ZWISCHEN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, UNTERNEHMEN UND LOKALEN GEMEINSCHAFTEN

round	group	title of visit	wl	country	date	page
1	20	Sustainable development in a learning region	EN	Slovenia	16/09/2013 - 20/09/2013	52
1	21	New opportunities for technical branches and crafts	EN	Czech Republic	16/09/2013 - 20/09/2013	53
1	22	Increasing of social and communicative skills for the labour market	EN	Liechtenstein	23/09/2013 - 27/09/2013	54
1	23	Making transport education relevant to the labour market	EN	Denmark	30/09/2013 - 04/10/2013	55
1	24	Sustainability and user-driven innovation in building and construction	EN	Denmark	07/10/2013 - 11/10/2013	56
1	25	Cooperation between education and world of work – Key for youth employability	EN	Latvia	07/10/2013 - 11/10/2013	57
1	26	Regional education features and peculiarities: multiculturalism, traditions, innovation	EN	Latvia	04/11/2013 - 08/11/2013	58
1	27	How to integrate arts and cultural activities in lifelong learning	EN	Sweden	11/11/2013 - 14/11/2013	59
1	28	Cooperation, mobility and lifelong guidance for lifelong learning	EN	Hungary	09/12/2013 - 13/12/2013	60
2	138	Worlds of education, training and work – An Arctic approach to cooperation	EN	Norway	17/03/2014 - 21/03/2014	182
2	139	Towards better cooperation between schools, companies and local communities	EN	Netherlands	24/03/2014 - 27/03/2014	183
2	140	Promoting design education for developing industries	EN	Slovenia	07/04/2014 - 11/04/2014	184
2	141	Mid Sweden Science Park bringing education, enterprises and science together	EN	Sweden	07/04/2014 - 11/04/2014	185
2	142	Impact of national institutions and local authorities on effectiveness and autonomy of the school	EN	Estonia	05/05/2014 - 09/05/2014	186
2	143	Berufsbildende Schulen als Gestalter von Übergängen	DE	Deutschland	05/05/2014 - 09/05/2014	187
2	144	Cooperation between schools and factories to improve education and vocational choices	EN	Portugal	05/05/2014 - 09/05/2014	188
2	145	Multiple benefits of environmental vocational training	EN	United Kingdom	19/05/2014 - 23/05/2014	189
2	146	Cooperation between educational and business partners for developing school leaders	EN	Lithuania	02/06/2014 - 05/06/2014	190
2	147	Approaches to medical education	EN	Czech Republic	09/06/2014 - 13/06/2014	191

NEW SKILLS FOR NEW JOBS
COMPÉTENCES NOUVELLES POUR DES EMPLOIS NOUVEAUX

round	group	title of visit	wl	country	date	page
1	29	Skills for the future – Building bridges between school and labour market	EN	Iceland	23/09/2013 - 26/09/2013	61
1	30	New skills for new jobs in tourism – New cooperation to validate non-formal and informal learning	EN	Italy	23/09/2013 - 26/09/2013	62
1	31	Energy efficiency and renewable energy: new demands in VET for new jobs	EN	Germany	23/09/2013 - 26/09/2013	63
2	148	E-business as a link between education and companies: exploring best practices	EN	Slovenia	02/04/2014 - 04/04/2014	192
2	149	Ressources et énergies marines: sensibiliser et former aux nouveaux emplois	FR	France	07/04/2014 - 11/04/2014	193

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

round	group	title of visit	wl	country	date	page
1	32	Developing student entrepreneurship and employability	EN	United Kingdom	18/11/2013 - 22/11/2013	64
2	150	Training for employment and entrepreneurship: meeting incentives conferences and exhibitions	EN	United Kingdom	10/03/2014 - 14/03/2014	194
2	151	Higher education and social entrepreneurs of the future	EN	United Kingdom	12/05/2014 - 16/05/2014	195
2	152	Stimulate talent and promote career paths	EN	Portugal	16/06/2014 - 20/06/2014	196

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
QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

round	group	title of visit	wl	country	date	page
1	33	Improving quality through peer review: a way to increase common trust and learning	EN	Italy	24/09/2013 - 27/09/2013	65
1	34	Quality assurance in Dutch VET schools	EN	Netherlands	18/11/2013 - 21/11/2013	66
1	35	Impact of school evaluation on quality improvement	EN	Portugal	25/11/2013 - 29/11/2013	67
1	36	Towards a new teacher training model in Castilla and León	EN	Spain	23/02/2014 - 27/02/2014	68
2	153	Comment piloter et évaluer des actions innovantes en établissement scolaire	FR	France	17/03/2014 - 21/03/2014	197

2	154	Forms and purposes of school assessment	EN	France	17/03/2014 - 21/03/2014	198
2	155	Qualitätsstandards im technischen, gewerblichen und kunstgewerblichen Schulwesen in Tirol	DE	Österreich	24/03/2014 - 28/03/2014	199
2	156	Improving quality in the Basque education system by improving learning processes	EN	Spain	31/03/2014 - 04/04/2014	200
2	157	Improving quality management systems at educational centres	EN	Turkey	05/05/2014 - 09/05/2014	201
2	158	Innovative Formen der Qualitätssicherung	DE	Österreich	12/05/2014 - 16/05/2014	202

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION
FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS
ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

round	group	title of visit	wl	country	date	page
1	37	Chancen und Herausforderungen der reformierten Lehrerausbildung	DE	Deutschland	14/10/2013 - 18/10/2013	69
1	38	Updates and upgrades in teacher education	EN	Romania	21/10/2013 - 25/10/2013	70
2	159	Innovation and cooperation in early childhood pedagogy	EN	Hungary	07/04/2014 - 11/04/2014	203
2	160	La formation des enseignants du primaire et du préscolaire	FR	Roumanie	12/05/2014 - 15/05/2014	204

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

round	group	title of visit	wl	country	date	page
1	39	From trainer to consultant: development of in-house training programmes	EN	Poland	04/09/2013 - 06/09/2013	71
1	40	Professional development of teachers and trainers in VET	EN	Germany	07/10/2013 - 11/10/2013	72
1	41	Career progression route for trainers and teacher trainers	EN	Romania	14/10/2013 - 17/10/2013	73
1	42	Lifelong learning of teachers and trainers during the financial crisis	EN	Greece	25/11/2013 - 29/11/2013	74
1	43	Quality assurance in teacher training	EN	Belgium	25/11/2013 - 29/11/2013	75
1	44	Understanding teaching and learning at university – A hands-on approach	EN	Germany	02/12/2013 - 06/12/2013	76
1	45	Teaching skills and lifelong training for lecturer-researchers: why and how	EN	France	03/02/2014 - 07/02/2014	77
1	46	Professional development of teachers in Scotland	EN	United Kingdom	03/02/2014 - 07/02/2014	78
1	47	La formation continue des enseignants au sein de l'établissement scolaire	FR	Espagne	03/02/2014 - 07/02/2014	79
2	161	Wellbeing in the 21st century school	EN	United Kingdom	03/03/2014 - 07/03/2014	205
2	162	Key competences – Key to development, success and the future	EN	Poland	24/03/2014 - 28/03/2014	206
2	163	Improving entrepreneurial competences of teachers and trainers	EN	Belgium	25/03/2014 - 28/03/2014	207

2	164	Encouraging creativity in a changing school	EN	Lithuania	05/05/2014 - 09/05/2014	208
2	165	Continuous teacher training – Strategy to improve education quality	EN	Portugal	05/05/2014 - 09/05/2014	209
2	166	Quality assurance in teacher training	EN	Belgium	05/05/2014 - 09/05/2014	210
2	167	Using games in education and training – Improving outcomes, motivation and autonomy	EN	Poland	12/05/2014 - 16/05/2014	211
2	168	Teacher's training as the key to effective education and personal development	EN	Poland	12/05/2014 - 16/05/2014	212
2	169	Staff training for sexual orientation and gender identity equality in post-school education	EN	United Kingdom	09/06/2014 - 11/06/2014	213

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

round	group	title of visit	wl	country	date	page
1	48	Improving teaching and learning – Central role of school leaders	EN	Germany	23/09/2013 - 27/09/2013	80
1	49	Innovative approaches to managing educational institutions	EN	Romania	30/09/2013 - 04/10/2013	81
1	50	Developing methods to organise and teach core subjects of VET	EN	Finland	21/10/2013 - 25/10/2013	82
1	51	Management in education: the Järfälla model	EN	Sweden	21/10/2013 - 25/10/2013	83
2	170	Mentoring in educational practice	EN	Estonia	03/03/2014 - 06/03/2014	214
2	171	Pursuing excellence for all pupils: improving school performance	EN	United Kingdom	18/03/2014 - 20/03/2014	215
2	172	Building blocks of quality and excellence in education	EN	Slovenia	08/04/2014 - 11/04/2014	216
2	173	Innovative leadership and teacher training in autonomous schools	EN	Germany	12/05/2014 - 16/05/2014	217
2	174	Digital technology in tertiary education governance – Aims, tools and monitoring	EN	France	19/05/2014 - 23/05/2014	218
2	175	Leadership at school – Concept meets needs	EN	Germany	19/05/2014 - 23/05/2014	219

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

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date	page
1	52	One decade of literacy initiatives	EN	Portugal	11/09/2013 - 13/09/2013	84
2	176	Key competences – Foundations for lifelong learning	EN	Ireland	04/03/2014 - 07/03/2014	220

LANGUAGE TEACHING AND LEARNING
ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

round	group	title of visit	wl	country	date	page
1	53	Improving motivation in language learning through immersion and serious games	EN	United Kingdom	23/09/2013 - 27/09/2013	85
1	54	Innovative solutions for strengthening minority languages	EN	Finland	30/09/2013 - 04/10/2013	86
1	55	Stratégies pour une compréhension écrite simultanée des langues romanes	FR	France	14/10/2013 - 18/10/2013	87
1	56	On the way to individualised teaching and learning	EN	Germany	21/10/2013 - 25/10/2013	88
1	57	Lifelong learning – Public language education for adults in Europe	EN	Spain	24/02/2014 - 27/02/2014	89
2	177	Language teaching in vocational education	EN	Turkey	17/03/2014 - 21/03/2014	221
2	178	La rénovation curriculaire dans l'enseignement des langues vivantes étrangères	FR	Roumanie	19/03/2014 - 21/03/2014	222
2	179	Improving foreign language learning through CLIL and ICT	EN	Spain	24/03/2014 - 28/03/2014	223
2	180	New ways of mastering foreign languages from nursery school to secondary level	EN	France	31/03/2014 - 04/04/2014	224
2	181	Bilingual and multilingual modern language initiatives in Vienna	EN	Austria	31/03/2014 - 03/04/2014	225
2	182	Marketable skills through teaching languages for specific purposes	EN	Hungary	31/03/2014 - 04/04/2014	226
2	183	Educational cooperation with professional institutions to promote language skills	EN	Spain	31/03/2014 - 04/04/2014	227
2	184	Pratiques innovantes au service de compétences interculturelles et langagières	FR	France	07/04/2014 - 11/04/2014	228
2	185	Pratiques innovantes en langues étrangères pour une jeunesse en mouvement	FR	France	07/04/2014 - 11/04/2014	229
2	186	Improving early, bilingual and trilingual language teaching	EN	Netherlands	07/04/2014 - 11/04/2014	230
2	187	Web 2.0 tools for language teaching	EN	Greece	05/05/2014 - 09/05/2014	231
2	188	ABC of plurilingualism in Andalusia	EN	Spain	05/05/2014 - 09/05/2014	232
2	189	Plurilingualism in the Galician educational system	EN	Spain	06/05/2014 - 09/05/2014	233
2	190	Find hidden potential in your students with suggestopedia-desuggestopedia	EN	Bulgaria	03/06/2014 - 06/06/2014	234

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

round	group	title of visit	wl	country	date	page
1	58	Tomorrow's teaching with virtual media	EN	Denmark	30/09/2013 - 04/10/2013	90
1	59	School of the future: how to innovate through creativity and ICT	EN	Italy	30/09/2013 - 03/10/2013	91
1	60	ICT, e-learning and Internet for creating a social network where students and teachers can meet	EN	Italy	21/10/2013 - 25/10/2013	92
1	61	Les pratiques innovantes dans l'usage des TICE au service des apprentissages	FR	France	02/12/2013 - 06/12/2013	93
1	62	A bridge to the future through quality education and digital content	EN	Lithuania	02/12/2013 - 06/12/2013	94
1	63	Enseigner avec tablettes numériques ou ordinateurs portables: quelle pédagogie?	FR	France	09/12/2013 - 13/12/2013	95
2	191	Digital competences to improve the learning environment	EN	Italy	10/03/2014 - 14/03/2014	235
2	192	Using ICT creatively in learning	EN	Finland	08/04/2014 - 10/04/2014	236
2	193	Abalar project: programme for the digital classroom and teacher training in ICT	EN	Spain	09/04/2014 - 11/04/2014	237
2	194	Projects of educational technologies for vocational and technical high schools in Turkey	EN	Turkey	05/05/2014 - 09/05/2014	238
2	195	Using ICT for higher achievement	EN	Sweden	05/05/2014 - 09/05/2014	239
2	196	Improving personal learning through Web 2.0 and cloud computing	EN	Germany	05/05/2014 - 09/05/2014	240
2	197	Enable IT: exploring accessible technology use for disabled learners	EN	United Kingdom	12/05/2014 - 15/05/2014	241
2	198	Using new and traditional media in primary education	EN	Poland	19/05/2014 - 23/05/2014	242
2	199	Use of ICT to support learning and teaching processes ranging from pre-school to adult education	EN	Sweden	19/05/2014 - 22/05/2014	243
2	200	Digital competences for pupils, teachers and schools	EN	Spain	02/06/2014 - 06/06/2014	244

EDUCATION FOR ENTREPRENEURSHIP

round	group	title of visit	wl	country	date	page
1	64	Entrepreneurial learning and enterprise education: tried and tested initiatives	EN	Belgium	22/10/2013 - 25/10/2013	96
2	201	Sense of initiative and entrepreneurship: how VET can foster youth innovation and creativity	EN	Italy	12/05/2014 - 15/05/2014	245

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	65	Biodiversity education for a sustainable future	EN	Poland	14/10/2013 - 18/10/2013	97
1	66	Project models for a changing climate – Moving from education to action	EN	Austria	14/10/2013 - 18/10/2013	98
1	67	Sustainability in education – From curriculum to reality	EN	Croatia	14/10/2013 - 17/10/2013	99
1	68	Education for sustainable communities	EN	United Kingdom	14/10/2013 - 17/10/2013	100
1	69	Hours of intercultural dialogue	EN	Slovenia	22/10/2013 - 25/10/2013	101
1	70	Outdoor learning for promoting skills for active citizenship and sustainable development	EN	United Kingdom	11/11/2013 - 15/11/2013	102
1	71	Health promotion through education	EN	Turkey	11/11/2013 - 15/11/2013	103
1	72	L'éducation à la santé: un enjeu collectif pour la réussite et le vivre-ensemble	FR	France	18/11/2013 - 22/11/2013	104
1	73	Engagement et citoyenneté: quelles mises en pratiques pour nos jeunes?	FR	France	02/12/2013 - 06/12/2013	105
1	74	Support for teachers in shaping civic attitudes among pupils	EN	Poland	02/12/2013 - 06/12/2013	106
1	75	Education – Participation – Citizenship	EN	Netherlands	20/01/2014 - 24/01/2014	107
2	202	Guidance for sustainable, ethical lifestyle and career choices	EN	United Kingdom	17/03/2014 - 20/03/2014	246
2	203	Embedding environmental education in the curriculum	EN	France	24/03/2014 - 28/03/2014	247
2	204	Improving schools and educational systems through cooperation	EN	Norway	05/05/2014 - 09/05/2014	248
2	205	Competence for active life in the digital age	EN	Czech Republic	12/05/2014 - 16/05/2014	249
2	206	Education for active citizenship and sustainable development in schools	EN	Ireland	13/05/2014 - 16/05/2014	250
2	207	Discovering the territory	EN	Italy	19/05/2014 - 23/05/2014	251
2	208	Networking for Europe – Designing a European curriculum for young citizens	EN	Germany	19/05/2014 - 23/05/2014	252
2	209	Non-formal education in Prague? Naturally!	EN	Czech Republic	02/06/2014 - 06/06/2014	253

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	76	Bildung für die Zukunft	DE	Polen	16/09/2013 - 20/09/2013	108
1	77	Benefits of visual arts education for creativity and literacy	EN	Slovenia	17/09/2013 - 20/09/2013	109
1	78	Programmes scolaires réalisés dans les centres de loisirs	FR	République tchèque	30/09/2013 - 04/10/2013	110
1	79	Development of soft skills of pupils and students	EN	Czech Republic	07/10/2013 - 11/10/2013	111
1	80	Creativity for quality education	EN	Lithuania	07/10/2013 - 11/10/2013	112
1	81	COOL – Cooperative open learning as a teaching concept	EN	Austria	21/10/2013 - 25/10/2013	113
1	82	Innovative responses to delivery of creative industries education	EN	United Kingdom	28/10/2013 - 01/11/2013	114
1	83	Non-formal education promoting learning from pre-school to baccalaureate	EN	France	10/02/2014 - 14/02/2014	115
2	210	Promoting cooperation and innovation in education: a pilot school network	EN	Greece	17/03/2014 - 21/03/2014	254
2	211	Teachers' competences for the 21st century school	EN	Slovenia	31/03/2014 - 04/04/2014	255
2	212	Museums supporting formal school education and informal lifelong learning	EN	Hungary	31/03/2014 - 04/04/2014	256
2	213	Learning outside the classroom – Effective learning in the natural world	EN	United Kingdom	31/03/2014 - 04/04/2014	257
2	214	Developing pupils' creative and individual abilities to support career choices	EN	Latvia	07/04/2014 - 11/04/2014	258
2	215	Catalogage et valorisation du patrimoine culturel: un outil d'éducation culturelle à l'école	FR	Italie	07/04/2014 - 11/04/2014	259
2	216	New resources in science teaching: an innovative partnership linking research and education	EN	France	08/04/2014 - 10/04/2014	260
2	217	Techniques et outils alternatifs pour l'apprentissage des sciences et d'une langue étrangère	FR	Roumanie	05/05/2014 - 09/05/2014	261
2	218	Meteorology as a means of interdisciplinary teaching	EN	France	12/05/2014 - 16/05/2014	262
2	219	Structuration et enjeux d'une politique d'éducation aux médias	FR	France	12/05/2014 - 16/05/2014	263
2	220	Les ressources culturelles locales pour approcher l'art à l'école primaire	FR	France	12/05/2014 - 16/05/2014	264
2	221	Developing competences and creativity – From pre-school to secondary education	EN	Poland	02/06/2014 - 06/06/2014	265
2	222	Using web-based tools for flexible, innovative and creative teaching and learning	EN	Spain	16/06/2014 - 20/06/2014	266
2	223	Goals and benefits of co-teaching sciences and philosophy	EN	France	16/06/2014 - 20/06/2014	267

LEARNING MATHEMATICS AND SCIENCE
APPRENTISSAGE DES MATHÉMATIQUES ET DES SCIENCES

round	group	title of visit	wl	country	date	page
1	84	Science of data quality: brainstorming data mining	EN	Slovakia	18/09/2013 - 20/09/2013	116
1	85	Content-based approach and competence acquisition in teaching mathematics and scientific subjects	EN	Italy	21/10/2013 - 25/10/2013	117
2	224	Bulgarian school experience of forming key competences in mathematics and science	EN	Bulgaria	10/03/2014 - 14/03/2014	268
2	225	Sciences et TIC pour une école du futur	FR	Italie	24/03/2014 - 28/03/2014	269
2	226	Creativity increase in science teaching and learning	EN	Poland	07/04/2014 - 10/04/2014	270
2	227	Developing an experimental approach to science in primary schools	EN	France	19/05/2014 - 23/05/2014	271

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

POSSIBILITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

round	group	title of visit	wl	country	date	page
1	86	Une vision globale du développement de l'enfant: quelques initiatives innovantes	FR	Belgique	07/10/2013 - 11/10/2013	118
2	228	Pourquoi et comment accueillir et scolariser des enfants de 2 à 5 ans	FR	France	19/05/2014 - 23/05/2014	272

PERSONALISED LEARNING APPROACHES

round	group	title of visit	wl	country	date	page
1	87	Access to university education for disabled students	EN	France	03/02/2014 - 07/02/2014	119
2	229	Diversity and individualisation in education	EN	Austria	10/03/2014 - 14/03/2014	273
2	230	A view on inclusive practices	EN	Portugal	10/03/2014 - 14/03/2014	274

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

round	group	title of visit	wl	country	date	page
1	88	Reduction of early school-leaving, the Dutch case	EN	Netherlands	30/09/2013 - 03/10/2013	120
1	89	Early school-leaving: how to help young people stay in education and training	EN	Italy	01/10/2013 - 04/10/2013	121
1	90	Improving completion rates in Finnish VET	EN	Finland	07/10/2013 - 11/10/2013	122
1	91	Prévenir l'illettrisme en contexte multilingue: approches innovantes	FR	France	19/11/2013 - 22/11/2013	123
1	92	The happy way back to school: how to help them drop in, not out	EN	Italy	09/12/2013 - 13/12/2013	124

2	231	Prevention, monitoring and reducing school drop-out in Luxembourg	EN	Luxembourg	17/03/2014 - 21/03/2014	275
2	232	Piloting a model for an after-school centre with Roma children in Slovakia	EN	Slovakia	02/04/2014 - 04/04/2014	276
2	233	Orienter et motiver pour prévenir l'abandon scolaire	FR	Italie	07/04/2014 - 11/04/2014	277
2	234	Training guarantee for everybody: good practices for equal opportunities in education and training	EN	Finland	07/04/2014 - 11/04/2014	278
2	235	Performing arts as an instrument for social inclusion and cultural promotion	EN	Italy	05/05/2014 - 09/05/2014	279
2	236	Creating a safe environment at school	EN	Lithuania	05/05/2014 - 09/05/2014	280

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS
ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS
CHANCENGLEICHHEIT FÜR BENACHTEILIGTE GRUPPEN

round	group	title of visit	wl	country	date	page
1	93	Vocational education for children and young people with intellectual disabilities	EN	Czech Republic	16/09/2013 - 20/09/2013	125
1	94	Popular adult education gives marginalised groups a second chance	EN	Sweden	18/09/2013 - 20/09/2013	126
1	95	Promoting social inclusion and gender equality in education and training	EN	Netherlands	30/09/2013 - 04/10/2013	127
1	96	Equal sustainability: didactics for improving human development	EN	Italy	07/10/2013 - 11/10/2013	128
1	97	Count me in: inclusive practices in formal and non-formal education and training	EN	Greece	07/10/2013 - 11/10/2013	129
1	98	Family support and informal adult learning adapted to needs of different groups	EN	Sweden	14/10/2013 - 17/10/2013	130
1	99	Social integration of people living in deep poverty	EN	Hungary	14/10/2013 - 18/10/2013	131
1	100	Helping children achieve more	EN	United Kingdom	14/10/2013 - 18/10/2013	132
1	101	Adult education to fight exclusion	EN	Germany	14/10/2013 - 18/10/2013	133
1	102	Education of marginalised and socially-excluded groups in small cities and rural areas	EN	Slovakia	11/11/2013 - 15/11/2013	134
1	103	Inclusion in school education	EN	Ireland	26/11/2013 - 29/11/2013	135
1	104	Tanz als Kulturgut im Herzen Europas	DE	Tschechische Republik	02/12/2013 - 06/12/2013	136
1	105	Special needs education in autonomous region of Madeira	EN	Portugal	02/12/2013 - 06/12/2013	137
2	237	Inclusive learning and work opportunities: international good practices in comparison	EN	Italy	04/03/2014 - 07/03/2014	281

2	238	Play it again Sam: projects for inclusive education that foster learning for all	EN	Italy	17/03/2014 - 21/03/2014	282
2	239	Equal opportunities in education through policy and consultation with local stakeholders	EN	Belgium	17/03/2014 - 21/03/2014	283
2	240	Women in renewable energy and energy efficiency companies: opportunities and challenges	EN	Germany	24/03/2014 - 27/03/2014	284
2	241	Supporting access to VET for disadvantaged groups	EN	Ireland	25/03/2014 - 28/03/2014	285
2	242	Including the excluded	EN	Poland	31/03/2014 - 04/04/2014	286
2	243	Creative community learning for social inclusion	EN	United Kingdom	01/04/2014 - 04/04/2014	287
2	244	Friendly hand for social integration	EN	Turkey	07/04/2014 - 11/04/2014	288
2	245	Reducing reoffenders by working with the whole family in a prison and community setting	EN	United Kingdom	29/04/2014 - 02/05/2014	289
2	246	Integration of handicapped students into school and the labour market	EN	Portugal	05/05/2014 - 09/05/2014	290
2	247	Give a fair chance to everyone – Inclusive practices in special education	EN	Romania	19/05/2014 - 23/05/2014	291
2	248	La scolarisation en milieu ordinaire des élèves handicapés ou malades	FR	France	20/05/2014 - 23/05/2014	292
2	249	Removing barriers for people with disabilities in access to education	EN	Poland	20/05/2014 - 23/05/2014	293
2	250	Inclusion in education and the school psychologist's role	EN	Denmark	26/05/2014 - 30/05/2014	294

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

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

round	group	title of visit	wl	country	date	page
1	106	Qualifications can cross boundaries – SCQF and links to other European initiatives	EN	United Kingdom	07/10/2013 - 10/10/2013	138
1	107	Role of social partners in developing national qualifications frameworks	EN	Germany	21/10/2013 - 25/10/2013	139
2	251	Transport and logistics sector skills in the VET system according to EQF	EN	Italy	01/04/2014 - 03/04/2014	295
2	252	Qualifications frameworks as instruments of public policy for lifelong learning	EN	Poland	13/05/2014 - 16/05/2014	296

TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS
OUTILS VISANT À PROMOUVOIR LA TRANSPARENCE DES QUALIFICATIONS ET LA MOBILITÉ DES CITOYENS

round	group	title of visit	wl	country	date	page
1	108	Continuing professional development: a sustainable and effective tool for employability	EN	Spain	22/10/2013 - 25/10/2013	140
1	109	Expériences d'implémentation d'ECVET en Belgique francophone	FR	Belgique	26/11/2013 - 29/11/2013	141

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

round	group	title of visit	wl	country	date	page
1	110	Voluntary service as a pathway to competences and mobility	EN	Poland	12/11/2013 - 15/11/2013	142
1	111	Traduire en diplôme des compétences acquises au cours de sa vie professionnelle	FR	France	20/01/2014 - 24/01/2014	143
1	112	Recognition of prior learning in French universities	EN	France	20/01/2014 - 23/01/2014	144
2	253	Validating and recognising key competences within and outside educational structures	EN	Switzerland	05/05/2014 - 09/05/2014	297
2	254	L'éducation des adultes et la reconnaissance des acquis	FR	Belgique	05/05/2014 - 09/05/2014	298

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

round	group	title of visit	wl	country	date	page
1	113	Approaches to mobility in lifelong learning	EN	Turkey	07/10/2013 - 11/10/2013	145
2	255	Increased cooperation in VET to meet labour market challenges	EN	Romania	05/05/2014 - 08/05/2014	299

MISE EN ŒUVRE DE FILIÈRES D'APPRENTISSAGE SOUPLES

round	group	title of visit	wl	country	date	page
1	114	La formation modulaire au service de l'orientation et de la formation tout au long de la vie	FR	Belgique	21/10/2013 - 24/10/2013	146

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING
RENFORCEMENT DE LA PARTICIPATION DES ADULTES À L'ÉDUCATION ET LA FORMATION

round	group	title of visit	wl	country	date	page
1	115	Opportunities for adult learning	EN	Netherlands	25/11/2013 - 28/11/2013	147
2	256	Better working skills through lifelong adult education	EN	Finland	31/03/2014 - 04/04/2014	300
2	257	La formation professionnelle d'adultes dans le domaine de la sécurité publique	FR	Belgique	31/03/2014 - 03/04/2014	301
2	258	Upper secondary adult education: validation of former learning and improving learning outcomes	EN	Norway	31/03/2014 - 03/04/2014	302

LIFELONG GUIDANCE FOR LEARNING AND WORKING

round	group	title of visit	wl	country	date	page
2	259	Educational guidance in Denmark	EN	Denmark	12/05/2014 - 16/05/2014	303
2	260	Strength-based guidance in a lifelong perspective	EN	Czech Republic	19/05/2014 - 23/05/2014	304

LEARNING MOBILITY IN EDUCATION AND TRAINING

round	group	title of visit	wl	country	date	page
1	116	Best practice of transnational VET pro mobility projects	EN	Germany	14/10/2013 - 18/10/2013	148
1	117	Intercultural education in educational projects	EN	Poland	15/10/2013 - 18/10/2013	149
1	118	Fostering lifelong learning through international education programmes	EN	Spain	27/01/2014 - 30/01/2014	150
1	119	Student mobility to increase employability and integration into the workplace	EN	France	03/02/2014 - 07/02/2014	151
2	261	Innovative use of recognised learning methods in mobility projects	EN	Slovenia	10/03/2014 - 13/03/2014	305
2	262	Mobility in European higher education: Bologna-mobility strategy and best practice	EN	Austria	07/04/2014 - 11/04/2014	306
2	263	Mobility in higher education – Opportunity or sustainable development strategy	EN	Poland	12/05/2014 - 15/05/2014	307

VISITS BY SECTOR
VISITES PAR SECTEUR
BESUCHE NACH SEKTOREN

	Round 1 (group number)	Round 2 (group number)
Accommodation and food service activities	1, 30	128, 150
Agriculture, forestry and fishing	2, 15	
Arts, entertainment and recreation	27, 77, 82, 104	121, 125, 167, 205, 209
Construction	24	
Electricity, gas, steam and air conditioning supply		149
Human health and social work activities	71, 72, 102	147, 242, 244
Information and communication	22, 84	148, 193, 219
Transportation and storage	23	251
Wholesale and retail trade; repair of motor vehicles and motorcycles	13	130, 131

VISITS FOR HIGH-LEVEL DECISION-AND POLICY-MAKERS

The following visits will be organised by the host institution in cooperation with the European Commission to address specifically policy- and decision-makers in education and training to transfer and share experience:

round	group	title of visit	wl	country	date	page
1	107	Role of social partners in developing national qualifications frameworks	EN	Germany	21/10/2013 - 25/10/2013	139
2	171	Pursuing excellence for all pupils: improving school performance	EN	United Kingdom	18/03/2014 - 20/03/2014	215
2	231	Prevention, monitoring and reducing school drop-out in Luxembourg	EN	Luxembourg	17/03/2014 - 21/03/2014	275
2	252	Qualifications frameworks as instruments of public policy for lifelong learning	EN	Poland	13/05/2014 - 16/05/2014	296



Round 1
Phase
Antragsrunde
Turno

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK **Accommodation and food service activities**

From trends in business to trends in hospitality and tourism education

Group No: **1**

Round 1

Type of visit:
Mixed

17/9/2013 - 20/9/2013
Maribor, Slovenia

Working language:
English

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

Keywords:

- **key competences**
- **skill needs**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

To overcome the economic crisis all subsystems of society – education, law, economy, business – have to adapt to a faster interaction between supply and demand and to trends. Tourism is an especially dynamic business and excellence of an educational institution in tourism derives from constant upgrading of its educational approaches and methods that should comply with environment and business needs. The Vocational College for Catering and Tourism Maribor, offers two study programmes, catering and tourism and wellness. The college provides high-quality knowledge, innovative and internationally-orientated. The college works with businesses to foster graduates' employability (the career centre) and to provide training for needs of local businesses (the business-tobusiness centre).

WHAT?

Participants will learn about:

- the internship and mentorship system in Slovenia: quality criteria, student competences, process of selecting internship places, evaluation;
- level of knowledge required for tourism and catering business managers and wellness business managers;
- new approaches to organising educational process at school and internships business.

HOW?

Participants will:

- meet representatives of the Ministry of Education and chamber of craft and small business;
- visit a tourism business, an example of good practice in organising internship;
- take part in workshops with representatives of the college and businesses;
- exchange examples of good practice from their countries.

WHOM?

- Company training managers and human resource 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,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Sledenje najnovejšim trendom znotraj turistične panoge, katere pomemben del predstavlja gostinstvo, je vokviru višješolskega izobraževanja prevečkrat postavljeno v ozadje, česar pa se pogosto vsi zainteresirani partnerji – študent, šola, podjetje, ministrstvo – ne zavedajo, da slednje posledično vpliva na slabše doseganje ključnih kompetenc določenega poklica ter zaposljivosti diplomantov. Organizacija praktičnega izobraževanja mora tako v prvi vrsti biti usmerjena v podjetja, ki trendom sledijo, saj na praktičnem izobraževanju v takšnih podjetjih študenti pridobijo največ znanj in so tako zelo hitro pripravljeni na vstop na trg dela. Organizacija praktičnega izobraževanja je zaupana izobraževalnim institucijam z željo po čim bolj kakovostnem izvajanju učnega procesa v podjetjih.

WWW.

http://corporate.ritzcarlton.com/en/About/GoldStandards.htm – www.chateaueza.com
www.turistica.si/indexEN.php?l2=1&l1=2&vsb=V_STUDIJ_NA_TURISTICI
www.kempinski-jobs.com//index.php?sfwi=201&sfcr=&sfci=133881&sfaction=&sfframeid=
www.saniresort.com/en_GB/careers

Organiser(s):

KRSTIČ Nataša
Vocational college for catering and tourism Maribor
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Email:
natasa.artic@vsgtmb.si
Website:
www.vsgt-mb.si

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Agriculture, forestry and fishing

Arranging practical training in specialities 'from the field to our dinner table'

Group No: **2**

Round 1

Type of visit:
VET

23/9/2013-27/9/2013
Olustvere, Estonia

Working language:
English

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

Keywords:

- **education and training attainment**
- **skill needs**
- **sustainable development**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Olustvere school of service and rural economics has good experience in connecting practical and theoretical sides of studies in agriculture, food processing and cooking. Our pedagogical philosophy is based on an integrated approach where the contexts of different specialities touch on one another to create for students a more holistic view of growing, production and realisation process of food. For example, trainees in food processing studies experience how to grow agricultural raw products, students of agriculture learn about ways of industrial processing of raw products and cooking students learn from food processing how raw products are processed. The final stage that completes the circle of a holistic approach is knowledge of how to market all the products and services.
Olustvere school has some unique traditions and events to present to participants such as national ploughing championships and the fair of marmalades and pickled vegetables organised by the biggest agricultural newspaper in Estonia 'Maaleht' held for many years at Olustvere school.

WHAT?

Participants will learn about:
• teaching methods used in agriculture, food processing and cooking studies;
• initiatives on how to integrate effectively different subjects to raise quality of the learning outcome for students;
• balancing theory and practice in a vocational school.

HOW?

Participants will:
• visit vocational schools;
• observe teachers in the classroom and practice places at school;
• meet farmers and representatives of small private companies in agriculture;
• observe the ploughing championships and fair of marmalade and pickled vegetables.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Olustvere Teenindus- ja Maamajanduskool soovib kohtuda kolleegidega teistest Euroopa riikidest, et arutada põllumajandus- ja kokanduskoolide esindajatega õppetöö teooria ja praktika seotuse üle koolikeskkonnas. Olustvere TMK haridusfilosoofia on ühtse terviku vahendamine, kus põllumajanduse eriala kasvatab toorainet, õppetööstuse erialad töötlevad tooraineid ja kokanduse erialal õpetatakse toiduvalmistamise ja serveerimise kunsti. Terviku liidab kokku õpetus selle kõige müümisest kliendile. Tervikpildi vahendamine õpilastele maalähedases keskkonnas aitab kaasa elutervete hoiakute kujundamisele. Ühiselt minnakse välja hoidiste messile ja künnivõistlustele, kus hinnatakse õpilaste praktilisi oskusi.

Organiser(s):

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WWW.

www.olustvere.edu.ee – www.soomaa.com – www.viljandimaa.ee – www.nopri.ee

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Practice-oriented and demand-controlled vocational training

Group No: **3**

Round 1

Type of visit:
VET

7/10/2013-11/10/2013
Nyíregyháza, Hungary

Working language:
English

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

Keywords:

- **lifelong guidance**
- **skill needs**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

In the northern great plain region of Hungary both overtraining and lack of appropriate qualifications are typical reasons for unemployment. As a result of cooperation between the County Chamber of Commerce and Industry, the Regional Development and Training Committee, vocational training institutions and regional companies, a new demand-controlled model of training has been introduced in Nyíregyháza. The new model considers the skill needs of different economic sectors and ensures marketable qualifications and employment for young adults. Demand-controlled training is supported by surveys which evaluate results and continuous development of vocational training. The organisers also wish to share examples of good practice in vocational guidance as a key to employability.

WHAT?

Participants will learn about:
- roles of different stakeholders in demand-controlled vocational training;
- the Regional Development and Training Committee;
- professional guidance in vocational training;
- continuous supervision of practical vocational training on site;
- methodology and practical use of professional surveys.

HOW?

Participants will:
- visit regional integrated vocational training centres and accredited locations of practical training;
- observe work of vocational training counsellors.

WHOM?

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

A szakértői tanulmányúton a program szervezője áttekintést kíván adni a hazai szakképzés gyakorlatáról, a gyakorlati képzőhelyek és iskolai oktatás közötti együttműködésről, valamint a kamara koordináló szerepéről. A hazánkban sikeresen működő Területi Integrált Szakképzési Központok munkájának bemutatása mellett a résztvevők látogatást tesznek gyakorlati képző vállalkozásoknál, munkaügyi központban, valamint egy-egy általuk kiválasztott oktatást biztosító iskolarendszerű képzőintézménynél. Ezek mellett a szervezők és a külföldi szakemberek workshopok keretében vitatják meg gyakorlati tapasztalataikat, mutatják be egymásnak jó gyakorlataikat.

Organiser(s):

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MÉSZÁROS Éva
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Website: www.szabkam.hu

WWW.

www.szabkam.hu

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

Réussir le passage de l'éducation au monde du travail

Numéro de groupe: **4**

Phase 1

Type de visite:
EFP

16/10/2013-18/10/2013
Sosnowiec, Pologne

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **7**

Mots clés:

- **besoins de compétences**
- **formation des adultes**
- **orientation tout au long de la vie**

Organisateur(s):

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Fax +48 322 98 94 49
Email: joankafochtman@wp.pl
cku@ckusc.pl
Website: www.ckusc.pl

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Le manque de corrélation entre l'enseignement professionnel et les besoins du marché du travail constitue un problème important. En Pologne, de nombreuse initiatives sont menées tant au niveau national que local pour améliorer cette situation: une nouvelle stratégie nationale de cohésion sociale, coopération avec les autorités locales et les agences pour l'emploi pour, entre autres initiatives, l'organisation de foires pour l'emploi et de la Semaine des carrières, réforme de l'enseignement professionnel (curriculum et qualifications), création de nouveaux métiers, création de l'Office des carrières, mise en place des écoles exemplaires, de nombreuses actions locales et stages pour les élèves les mettant en contact avec les entreprises, création dans chaque école du poste obligatoire du conseiller d'orientation, etc. Notre établissement, un centre de formation continue, s'occupe de la formation des adultes pour qui ce problème de l'insertion au monde du travail est encore plus critique. Nous souhaitons échanger avec d'autres pays sur des expériences et des bonnes pratiques dans ce domaine.

QUOI?

Le participant découvrira:

- la politique de formation des adultes, ses liens avec le monde du travail et les possibilités de réemploi;
- les principes de la réforme de l'enseignement professionnel visant à améliorer la corrélation avec le monde du travail;
- comment l'orientation tout au long de la vie peut favoriser une bonne insertion professionnelle;
- des actions locales entreprises pour rendre plus efficaces le passage de l'éducation au travail;
- comment fonctionne la coopération entre les établissements d'enseignement et de formation et les institutions locales (Bureaux de travail, Centre municipal d'information, Agence du développement local, Agence pour l'emploi, Municipalité de Sosnowiec, etc.).

COMMENT?

Le participant:

- rencontrera les responsables locaux de la formation professionnelle, des représentants d'agences pour l'emploi, de centres d'orientation et autres autorités locales;
- rencontrera des représentants du monde du travail et des entreprises;
- visitera des établissements d'enseignement professionnel et observera la mise en oeuvre de bonnes pratiques pour le rendre plus attractif.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- 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.

WWW.

http://europa.eu/rapid/pressReleasesAction.do? reference=IP/10/1673&format=HTML&aged=1&language=FR&guiLanguage=fr – www.pratiques-de-la-formation.fr
www.emplois-de-la-formation.fr – www.orientation-pourtous.fr
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/index_fr.htm

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Helping students find work – Cayman Islands employability strategy

Group No: **5**

Round 1

Type of visit:
Mixed

4/11/2013-8/11/2013
Georgetown, Grand Cayman, Cayman Islands

Working language:
English

Number of places: **13**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **leadership and management**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The global economic downturn has hit the tiny Caribbean island of Grand Cayman hard. The key offshore banking industry has suffered badly with registered businesses downsizing and recruiting fewer staff. Further, the tourism and cruise ship industries faced fewer visitors to the islands. As a result, more students are finding it difficult to get work in Grand Cayman. The Ministry of Education has now adopted a holistic approach to local year 12 students (aged 16 to 18) to teach employability skills and arrange work placements for every year 12 student. The host institution, the Cayman Islands Further Education Centre (CIFEC), aims to promote our employability strategies while at the same time sharing best practice with other professionals.

WHAT?

Participants will learn about:

- the Cayman economy, its needs and issues;
- Caribbean and UK teaching, delivery and assessment methods;
- active employability strategies in Grand Cayman;
- the varied VET provision at CIFEC;
- the work placement programme;
- the employability programme's success in providing registered international businesses with a good local workforce.

HOW?

Participants will:

- visit the Cayman Islands Further Education Centre, the Ministry of Education, the careers and work placement team and local employers;
- observe teaching, join in sessions and meet students;
- debate and constructively criticise advantages and disadvantages of various local/national/European employability and work placement strategies/polices.

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.

Organiser(s):

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Website:
http://des.edu.ky/FurtherEducation.cfm

WWW.

http://des.edu.ky/FurtherEducation.cfm

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Making the right choice – Preparing pupils for study or vocational training

Group No: **6**

Round 1

Type of visit:
Mixed

25/11/2013-29/11/2013
Weimar, Germany

Working language:
English

Number of places: **14**
Minimum required: **7**

Keywords:

- **key competences**
- **lifelong guidance**
- **sustainable development**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Young people are facing more personal responsibility and flexibility due to globalisation and information and communication technology. Preparing pupils to make the right choice for study or vocational training plays a key role in transition from school to professional life. Thuringia has developed innovative approaches in study and work orientation. A network of key players (schools, university, Ministry of Education, Science and Culture, Chamber of Industry and Commerce, job centre, enterprises, SBO - study and work orientation project) are cooperating to meet these challenges. Weimar is home to various players dealing with career counselling. The Central Research Institute of Education (TU Ilmenau) is in charge of SKATING, a project that prepares pupils for study and vocational training.

WHAT?

Participants will learn about:
• concepts of work orientation in Thuringia;
• work and study orientation theoretically and practically – methods and instruments;
• key players and initiatives;
• best practice approaches.

HOW?

Participants will:
• meet policy makers;
• visit schools with the quality label “Berufswahlfreundliche Schule”;
• talk to teachers and pupils in schools;
• talk to advisers (job centre, university, chamber of industry and commerce).

WHOM?

• Company training managers,
• directors of guidance centres,
• pedagogical or guidance advisers,
• representatives of chambers of commerce/industry/crafts,
• representatives of educational services, labour offices or guidance centres,
• representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Studien- und Berufsorientierung (SBO) ist ein wichtiger Baustein im schulischen Handeln und im Übergang von der Schule ins Arbeitsleben. Im Rahmen des Studienbesuchs geht es darum, Ansätze der SBO in Thüringen kennenzulernen und diese in ihrer praktischen Umsetzung zu analysieren. Hierfür stellen unterschiedliche Akteure (Thüringer Ministerium für Bildung, Wissenschaft und Kultur, Hochschule, Schule, SBO-Projekt, Agentur für Arbeit, Unternehmen) Ansätze, Ideen und Inhalte vor. Im Austausch mit den Teilnehmenden ergeben sich Entwicklungs- und Innovationspotentiale hinsichtlich eigener SBO-Projekte und deren Optimierung im Hinblick auf allgemeine und schülerindividuelle Anforderungen.

Organiser(s):

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Website: www.tu-ilmenau.de/skating

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WWW.

www.thueringen.de/de/tmbwk – www.schulportal-thueringen.de/berufsorientierung
www.berufswahlforschung.de – www.schule-wirtschaft-thueringen.de
www.arbeitsagentur.de – www.tu-ilmenau.de/skating – www.erfurt.ihk.de
www.campus-thueringen.de

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Vocational training and employability

Group No: **7**

Round 1

Type of visit:
VET

20/1/2014-24/1/2014
Athens, Greece

Working language:
English

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

Keywords:

- **apprenticeship**
- **skill needs**
- **transparency of qualifications**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

VET is an important sector of the education system. It covers a wide range of specialties in many different fields, such as computer skills, finance, marketing and trade, tourism, cooking, arts, electronics, etc. Over the past 20 years, VET has prepared thousands of people for new jobs in different and new economic sectors. After students graduate, their qualifications are certified by the National Organisation for Certification of Qualifications, thus promoting transparancy of qualifications and increasing employability. This becomes particularly important, given labour market difficulties emananting from the current financial crisis. Transition to the labour market is especially important in Athens, where most training and job opportunities are found, as well as about half of Greece's population.

WHAT?

Participants will learn about:
- the vocational training system in Greece;
- vocational schools and institutes;
- activities of the National Organisation for Certification of Qualifications, such as defining professional rights of vocational education and training graduates;
- qualifications demanded by employers such as higher language skills, latest skills in professional areas (gastronomy, medicine, arts, industrial technologies);
- cooperation between schools, public and private sector organisations;
- adaptation of the NQF to the EQF regarding VET specialties, which increases transparency of qualifications of VET graduates throughout the EU and promotes work mobility and employability.

HOW?

Participants will:
- visit public and privates vocational training centres and other institutions involved in VET;
- visit classrooms and workplaces;
- attend classes and meet teachers and students in selected schools in and around Athens;
- meet directors of training centres and other stakeholders;
- visit the National Organisation for Certification of Qualifications;
- discuss different topics of vocational orientation and guidance.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Τα τελευταία 20 χρόνια, η ΕΕΚ έχει προετοιμάσει χιλιάδες ανθρώπους για νέες δουλειές σε διαφορετικούς και καινούριους τομείς οικονομικής δραστηριότητας. Μετά την αποφοίτηση των καταρτιζόμενων, ο Εθνικός Οργανισμός Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού πιστοποιεί τα προσόντα των καταρτιζόμενων, στοχεύοντας στη διαφάνεια των προσόντων και στην αύξηση της απασχολησιμότητάς τους. Η σημασία της πιστοποίησης είναι ιδιαίτερα σημαντική δεδομένης της παρούσας οικονομικής κρίσης.

WWW.

http://en.nqf.gov.gr

Organiser(s):

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Easing transition from school to VET in Bavaria

Group No: **8**

Round 1

Type of visit:
Mixed

21/1/2014-24/1/2014
Wasserburg (Inn), Bavaria, Germany

Working language:
English

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

Keywords:

- **apprenticeship**
- **lifelong guidance**
- **school environment**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

In Bavaria many graduates of secondary education (intermediate school-leaving certificate) start vocational training. The quality of measures to ease transition from school to VET is very important to achieve a low rate of youth unemployment (Bavaria: 2.1 %) and to enable students to choose a job that suits them. In the county of Rosenheim and especially at Realschule Wasserburg a lot of activities help reach this aim. The office of the Ministry of Education, responsible for supervision of 47 secondary schools in the east of Upper Bavaria, is located at Realschule, the secondary school of Wasserburg (secondary education). Further, our school provides training for student teachers.

WHAT?

Participants will learn about:
• measures for transition from school (job information fairs);
• advice from job centres;
• training for job applications;
• best practice examples for VET;
• possibilities to enter vocational secondary school (FOS);
• measures to ease transition from compulsory school to VET;
• training student teachers.

HOW?

Participants will:
• see transition activities;
• visit a secondary (RS) and vocational secondary school (FOS);
• experience high quality VET.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• directors of guidance centres,
• head teachers, teacher trainers,
• human resource managers,
• owners/managers of SMEs,
• pedagogical or guidance advisers,
• representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Der Studienbesuch zeigt Beispiele für die Beratung und Vermittlung von Schulabgängern der Realschule in Ausbildungsberufe oder an die FOS. Vorgestellt werden u.a. die Berufsinformationsmesse an der Realschule Wasserburg und Bewerbertrainings. Außerdem wird der weitere Ausbildungsweg in vorbildlichen Ausbildungsbetrieben, der FOS und der FH gezeigt. Die Dienststelle des Ministerialbeauftragten in Oberbayern-Ost hat die Aufsicht über 47 Realschulen. An der Realschule Wasserburg, einer der größten bayerischen Realschulen, findet u. a. die Ausbildung von Referendaren in den Wirtschaftswissenschaften statt.

Organiser(s):

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www.realschule-wasserburg.de

WWW.

www.km.bayern.de/education-in-bavaria.html – www.realschule-wasserburg.de
www.planet-beruf.de – www.alpma.de – www.kathrein.de

WORKPLACE LEARNING

The dual VET system in Germany: learning at the workplace

Group No: **9**

Round 1

Type of visit:
VET

25/11/2013-29/11/2013
Bonn, Germany

Working language:
English

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

Keywords:

- **apprenticeship**
- **entrepreneurship**
- **skill needs**

Organiser(s):

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Fax +49-228 107 29 64
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Website: www.na-bibb.de

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Around 60% of young people in Germany take part in the dual system of vocational training - 'dual' because training takes place both in the company and at part-time vocational school. The company provides practical training, and vocational school supplements this on-the job learning with theoretical instruction. One of the main advantages of the dual training system is its proximity to the labour market. The dual system enables businesses to train their future employees according to their own needs. Many apprentices are taken on as employees after completing their training. New training occupations are going to be created to open up new professional fields. In this way, the dual system of vocational training ensures targeted qualification and support. Further, this system offers entry into a career that does not end with initial training.

WHAT?

Participants will learn about:
- initial and continuing vocational education and training;
- teaching and learning;
- supply, demand, occupational paths;
- in-house VET;
- VET in vocational schools;
- the role of social partners in VET.

HOW?

Participants will:
- meet national authority representatives (Federal Ministry of Education and Research) and experts of the Federal Institute of Vocational Training (BIBB);
- visit companies and VET schools;
- talk to social partners.

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.

WWW.

www.bibb.de – www.bmbf.de – www.bmbf.de/pub/dual_training_at_a_glance.zip

WORKPLACE LEARNING

Challenges and opportunities for skills development in the labour market

Group No: **10**

Round 1

Type of visit:
VET

11/2/2014-14/2/2014
Dublin, Ireland

Working language:
English

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

Keywords:

- **adult learning**
- **key competences**
- **skill needs**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The need for career development and lifelong learning of adults in the labour market has increased as economic trends are no longer favourable to those with low levels of education and skill sets. This reinforces the call for developing closer links between VET and working life and opportunities. The necessity to learn at work was highlighted in the white paper on adult education 'Learning for life' (2000), where there was concern that new entrants to the workforce at the low skill end are often poorly prepared for sectoral or economic downturn or for progressing their careers. Skills and competences of employees must constantly be developed and improved. VET plays a pivotal role in upskilling, reskilling and further development of competences. Providing innovative learning opportunities and removing barriers to workplace learning is essential to increase competitiveness across sectors improving employability and flexibility, particularly for those with narrow skill sets in vulnerable areas of the economy.

WHAT?

Participants will learn about:
- challenges, opportunities and removal of barriers to workplace learning;
- initiatives and support in place for workplace learning;
- partnerships working to increase lifelong learning;
- examples of initiatives targeting low-skilled.

HOW?

Participants will:
- meet and discuss practices and development with national experts and policy-makers;
- visit a range of VET organisations and companies involved in implementing and delivering initiatives;
- observe, meet and discuss projects and programmes with learners and trainers.

WHOM?

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

www.leargas.ie

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Upskilling the disadvantaged, upskilling Europe

Group No: **11**

Round 1

Type of visit:
Mixed

9/9/2013-12/9/2013
Manchester, England, United Kingdom

Working language:
English

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

Keywords:

- **innovative approaches**
- **language skills**
- **migrants and minorities**

Organiser(s):

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CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

People coming to the UK from abroad face significant barriers to their integration into society and local communities due to their lack of understanding of written and spoken English. Researches proves that improving English language skills (ESOL training) is the first essential step to enable disadvantaged groups to interact with society. However, ESOL is no longer defined as a priority for funding in the UK which has led to a reduction in services and implicitly created barriers to becoming an active citizen in the UK. Wai Yin Chinese Women Society is the largest Chinese community centre in Britain, providing community services for the Chinese population in the Greater Manchester region with 25 years history. We work with the local authority, schools, colleges, international charities, universities and businesses to assist learners to gain a high level of support. In 2012, Wai Yin in partnership with Europia and the Somali Women Forum was granted funding to deliver the 'Way in – Active citizenship project'. We would like to share our experience of supporting black and minority ethnic (BME) and disadvantaged groups to improve their English-speaking and employability skills.

WHAT?

Participants will learn about:
- training activities provided by the Wai Yin Chinese Women Society, for example, skills for life training, English, IT, childcare;
- issues faced by disadvantaged groups and people from BME backgrounds and how to engage them in education and training;
- how to bring people from different backgrounds together, creating social cohesion;
- how partnership improves lifelong learning.

HOW?

Participants will:
- meet representatives from the local authority, schools, third sectors and colleges;
- talk to learners from disadvantaged communities;
- participate in a graduation ceremony organised by Wai Yin to celebrate learners' achievement;
- discuss good practice and identify opportunities for implementation.

WHOM?

- Owners/managers of SMEs,
- 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 and 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.

WWW.

www.waiyin.org.uk www.macc.org.uk – www.tameside.ac.uk – http://europia.org.uk www2.mmu.ac.uk/ – www.ons.gov.uk/ons/guide-method/census/census-2001/index.html www.visionofbritain.org.uk – www.manchester-review.org.uk www.manchestercommunitycentral.org/news/state-city-reports- 20102011

STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

Image der Berufsausbildung: Verbesserungswege und -möglichkeiten

Gruppennummer **12**

Antragsrunde 1

Art des Besuches:
Gemischt

23/9/2013-27/9/2013
Räpina, Estland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **15**
Erforderliche Mindestanzahl: **5**

Schlüsselwörter:

- **Junge Menschen**
- **Lebenslange Bildungs- und Berufsberatung**
- **Praktikum**

Organisator(en):

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THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

WARUM?

Die Eurobarometer-Umfrage 2011 zeigt: die berufliche Aus- und Weiterbildung fördert die Chancen auf dem Arbeitsmarkt, doch ihr Image muss verbessert werden. Nur 27% der jungen Menschen im Alter von 15 bis 24 würden ihren Altersgenossen eine solche Ausbildung empfehlen. Aufgrund des durch den demografischen Wandels bedingten Fachkräftemangels wird einerseits die Frage des Nachwuchses immer wichtiger, andererseits stehen die Schulen miteinander im starken Wettbewerb um Jugendliche. Die Steigerung der Attraktivität der Berufsbildung ist hier ein wichtiger Ansatzpunkt. Die Gartenbauschule Räpina und die Stadt Räpina leisten eine gute Zusammenarbeit, dies auch auf dem Gebiet der Werbung – sowohl innerstaatlich, in Richtung EU und in Richtung Russland.

WAS?

Die Teilnehmer werden Folgendes lernen:
- Grundlagen der gezielten Information: Partnerinstitutionen versus heterogene Gruppen;
- Erwachsenenbildung und lebenslange Bildungs- und Berufsberatung im Dienste der Imagegestaltung der Berufsausbildung;
- Förderung der Schülerbeteiligung;
- Steigerung der Kommunikationseffizienz in sozialen Medien.

WIE?

Die Teilnehmer werden:
- sich mit Inhalten, Zielen, der Leitung und dem Management der Berufschule bekanntmachen;
- Partnerinstitutionen – allgemeinbildende Schulen, Orte für Praktika, das Schülerberatungszentrum, die Stadtverwaltung, die Schülervertretung und die Bildungsabteilung des Landkreises besuchen;
- durch Brainstorming Ideen für das eigene Land sammeln.

WER?

- Bildungsbeauftragte in Unternehmen und Bildungs- oder Berufsberater,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und - anbietern,
- Leiter von Berufsberatungszentren und Schulleiter, Lehreraus- und -fortbildner,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- 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.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Eurobaromeetri uuring aastast 2011 väidab, et vaid 27 % Euroopa noortest vanuses 15-24 aastat soovitaksid oma eakaaslastele kutseharidust ning tõdeb, et kutsehariduse maine vajab parandamist. Eestis jätkab pärast põhikooli lõpetamist õpinguid kutsehariduses 30 % noortest. Eesti kutseharidussüsteemi arengukava 2009-2013 on sihiks seadnud tõsta see % 38-le. Demograafilistest muutustest tingituna seisavad kogu Euroopa ettevõtted oskustööliste järelkasvu küsimuse ees, koolid aga on lükatud üha karmimasse võitlusesse õpilaste pärast. Kutseõppe atraktiivsuse tõstmine ning maine parandamine on kogu Euroopa ühine huvi. Räpina Aianduskool koos Räpina linnaga teeb head koostööd – nii siseriiklikult, EL kui Venemaa suunal. Oleme valmis oma kogemusi ja ideid jagama.

WWW.

www.ba-auslandsvermittlung.de – www.innove.ee/en
http://ks-og.bw.lonet2.de/leonardoestland/.ws_gen/33/Estnisches_Bildungssystem.pdf

INCREASING ATTRACTIVENESS OF VET

Wholesale and retail trade; repair of motor vehicles and motorcycles

Making vocational education attractive

Group No: **13**

Round 1

Type of visit:
VET

7/10/2013-10/10/2013
Istanbul, Turkey

Working language:
English

Number of places: **13**
Minimum required: **5**

Keywords:

- **apprenticeship**
- **social partners**
- **student assessment**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The Association for the Development of Technical/Vocational Education and Training (established in 2011) has hundreds of members from various fields at universities and vocational schools. The host institution is a vocational school providing education in the wholesale and retail trade and repair of motor vehicles and motorcycles in cooperation with companies such as Mercedes Benz, Toyota, Fiat, EAE Electric AG and others. One of the most important benefits of this cooperation is to give a job guarantee to students after graduation. We are going to present the Turkisn education and training system and compare it with European and global trends in vocational education and training.

WHAT?

Participants will learn about:
- regional cooperation between VET institutions and social partners;
- VET initiatives of companies, for example a workshop of EAE Electric AG created by the company's own resources.

HOW?

Participants will:
- visit Istanbul's Educational Directorate, local authorities of VET;
- visit vocational schools and workshops established by Mercedes, Toyota, Fiat and EAE Elctric AG;
- meet principals of VET schools, representatives of companies and social partners, teachers and students;
- attend presentations from NGOs and social partner organisations.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

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

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www.eae.com.tr – www.dogusotomotiv.com.tr – http://www.istesob.org

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

Une transition professionnelle réussie pour une bonne intégration dans le marché du travail

Numéro de groupe: **14**

Phase 1

Type de visite:
Mixte

14/10/2013-18/10/2013
Silistra, Bulgarie

Langue de travail:
Français

Nombre de places: **12**
Minimum requis: **5**

Mots clés:

- **mobilité des apprenants**
- **programme pour l'éducation et la formation tout au long de la vie**
- **stage**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Afin d'optimiser la motivation des élèves pour l'apprentissage de la profession choisie et favoriser leur transition du lycée au marché du travail, le lycée professionnel Atanas Burov intègre les programmes européens tel Léonardo Mobilité. Nous utilisons en outre des outils pédagogiques adaptés, tels que cours interactifs, simulation et utilisation des TICE pour l'apprentissage des langues étrangères. L'orientation professionnelle et la valorisation des filières professionnelles sont également au coeur de notre démarche. La réalisation de stages professionnels à l'étranger est un facteur décisif pour l'intégration des jeunes sur le marché du travail. Cela leur permet d'étendre leur vision du monde, de changer leur attitude envers les autres et le travail, de mûrir et devenir des individus responsables, tolérants et compréhensifs, et de se familiariser avec une langue étrangère.

QUOI?

Le participant découvrira:

- les dispositifs pour valoriser les filières professionnelles;
- nos méthodes d'information sur les professions et sur l'enseignement professionnel;
- des pratiques innovantes et des outils pédagogiques d'orientation tout au long de la vie;
- l'organisation des cours interactifs et l'utilisation de la simulation comme moyen de faciliter la transition de la salle de classe au marché de travail;
- l'utilisation des TICE dans l'enseignement professionnel pour l'apprentissage des langues vivantes, la formation et l'évaluation à distance;
- les stages professionnels dans les entreprises locales et dans le cadre de Leonardo Mobilité.

COMMENT?

Participants will:

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

POUR QUI?

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

Organisateur(s):

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http://portal-silistra.net/pgsuau/

WWW.

http://lyceeprofessionnel.wordpress.com
www.crefeco.org/fr_version/pages//8@vesela% 20antonova.pdf
www.maison-europe-gap.eu/upload/presse/des-jeunes-francais-en-formationa-241.pdf

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

Agriculture, sylviculture et pêche

Vigne et vin en Aquitaine: des formations innovantes pour des métiers d'avenir

Numéro de groupe: **15**

Phase 1

Type de visite:
Mixte

22/10/2013-25/10/2013
Bordeaux, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **besoins de compétences**
- **programmes d'études et de formation**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

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

POURQUOI?

La filière vitivinicole européenne connaît de multiples changements au niveau de la production, de la vente et de la consommation et en raison de l'émergence d'activités nouvelles tels le développement durable ou le tourisme. Ces changements ont des répercussions en termes d'emploi: une pénurie de main-d'oeuvre et le développement de nouveaux métiers qui, en Région Aquitaine comme ailleurs, conduisent à reconsidérer l'offre et les contenus des formations. Le vignoble aquitain occupe la première place mondiale pour la production de vins d'Appellation d'Origine Contrôlée (AOC). Le secteur de la viticulture représente une source d'emploi majeure pour la région. Les besoins en main d'oeuvre sont en effet nombreux et variés et la formation professionnelle est aussi très présente. L'objectif de cette visite est d'échanger sur la problématique emploi/formation pour une filière plus dynamique et attractive à tous les niveaux de qualification.

QUOI?

Le participant découvrira:

- les formations aux métiers de la vigne et du vin dans les trois voies de formation du système français: la formation initiale, l'apprentissage et la formation professionnelle continue;
- un état des lieux des différents métiers de la vigne et du vin;
- les attentes de la filière vitivinicole aquitaine en termes d'emplois et de formations;
- l'impact d'une mobilité internationale dans ces formations et métiers;
- les pratiques pédagogiques innovantes développées en Aquitaine;
- les perspectives de diversification et de dynamisation de ces métiers.

COMMENT?

Le participant:

- visitera des centres de formation illustrant chacune des trois voies de formation du système français;
- rencontrera des représentants des autorités locales, des professionnels du monde vitivinicole, de l'orientation et de la formation ainsi que des responsables de centres de formation;
- analysera et échangera sur les mécanismes mis en place dans les systèmes éducatifs pour s'adapter aux mutations de la filière vitivinicole et notamment préserver des emplois indispensables.

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,
- propriétaires/administrateurs de PME,
- représentants de chambres de commerce/d´industrie/d´artisanat,
- représentants d´organisations d´employeurs,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

WWW.

www.aquitaine.fr – http://draaf.aquitaine.agriculture.gouv.fr – www.formagri33.com
www.libourne-montage.educagri.fr – www.agro-bordeaux.fr – www.luchey-halde.com
www.formations.bordeaux.cci.fr – www.ipc-bordeaux.com – www.best-gastronomie.com
www.world-sommelier.com – www.bem.edu/en/winemba – www.ac-bordeaux.fr
www.lyceedegascogne.com – www.oenologie.u-bordeaux2.fr

INCREASING ATTRACTIVENESS OF VET

Successful practice in VET and preparation of young people for the labour market

Group No: **16**

Round 1

Type of visit:
VET

11/11/2013-15/11/2013
Sliven, Bulgaria

Working language:
English

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

Keywords:

- **apprenticeship**
- **innovative approaches**
- **young people**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The approaches and methods to organising transition from school to working life in the region of Sliven are practical and innovative, future-oriented and a good example throughout Bulgaria. Strongly oriented towards the labour market and aimed at more sustainable and comprehensive vocational preparation the project 'I can build' is a good example of successful cooperation between business and school.

WHAT?

Participants will learn about:

- significance of vocational education and initiatives to improve it and make it attractive in the region of Sliven;
- methods and tools used in vocational guidance;
- new approaches to student assessment in secondary schools;
- types of vocational education competitions in which local schools take part;
- how European exchange of experience is carried out;
- how chambers of commerce, employment agencies, ministries and other economic and vocational institutions cooperate.

HOW?

Participants will:

- talk to initiators and persons responsible for different activities and contribute their own experiences;
- meet pupils and students at vocational schools;
- observe the project 'I can build' in practice and assess its effectiveness;
- observe teachers in the classroom;
- meet guidance councellors.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Подходите и методите за организиране на прехода от училищния към трудовия живот в регион Сливен са практични и иновативни, ориентирани към бъдещето , силно ориентирани към пазара на труда, насочени към по-устойчива и цялостна професионална подготовка ; пример за успешно сътрудничество между бизнеса и училището. През последните 2 години, Регионален инспекторат по образованието-Сливен беше партньор по Регионален проект в който бяха включени всички професионални училища в региона .Бяха направени многобройни изследвания по темата „Технологии и иновации в професионалното образование". Налице е добър опит, който може да бъде споделен; успешни практики и политики могат да бъдат показани и обсъдени със специалисти от други европейски страни. Регионален инспекторат по образованието в Сливен

WWW.

www.spgsg.com – www.pght-sliven.com – http://new.sliven.net/web/rio-sl/rioup

Organiser(s):

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AUMENTO DEL ATRACTIVO DE LA FP

El reto de la formación profesional en el Marco Europeo de Cualificaciones

Número de grupo: **17**

Turno 1

Tipo de visita:
Orientación y formación profesional

13/11/2013-15/11/2013
León, España

Lengua de trabajo:
Español

Número de plazas: **15**
Número minimo requerido: **5**

Las palabras clave:

- **Marco Europeo de Cualificaciones (MEC)**
- **necesidades de cualificaciones**
- **validación del aprendizaje formal, no formal e informal**

Organizador(es):

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www.educa.jcyl.es/dpleon/es/informacionespecifica-dp-leon/area-programaseducativos-p/formacion-pro

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www.educa.jcyl.es/dpleon/es/informacionespecifica-dp-leon/area-programaseducativos-p/formacion-pro

CATEGORÍA DE TEMAS:

Favorecer la cooperación entre los mundos de la educación, la formación profesional y el trabajo

¿POR QUÉ?

El área de programas educativos de la dirección provincial de educación de León, trabaja en la difusión, promoción, asesoramiento y la innovación en la formación profesional (FP). A instancias de la estrategia europea 2020, desarrolla acciones dirigidas a reconocer y acreditar el aprendizaje no formal e informal y a impulsar la aplicación del Marco Europeo de Cualificaciones, reforzando el atractivo de la FP y garantizando oportunidades para adquirir las competencias básicas y profesionales y su reconocimiento en todo el sistema de enseñanza. Uno de los objetivos estratégicos del Plan de FP 2012-2015 para Castilla y León es potenciar la formación a lo largo de la vida y la promoción de la movilidad para aumentar el nivel de cualificación profesional y empleabilidad de la población activa.

¿QUÉ?

Los participantes aprenderán acerca de:
- los programas educativos desarrollados en la Formación Profesional de Castilla y León;
- la ordenación de la Formación Profesional en Castilla y León dentro del Marco Europeo de Cualificaciones;
- las estrategias para fomentar la Formación Profesional a lo largo de la vida;
- la flexibilización de la oferta de la Formación Profesional para adaptarla a las necesidades del mercado laboral.

¿CÓMO?

Los participantes:
- visitarán los centros integrados de formación profesional;
- intercambiarán experiencias sobre validación y reconocimiento de cualificaciones con otros profesionales: responsables educativos, profesorado, orientadores;
- participarán activamente en la vida de los centros educativos.

¿PARA QUIÉN?

- Responsables de formación en empresas,
- directores de instituciones y centros de educación y formación profesional,
- directores de centros de orientación,
- directores de centros de validación o acreditación de competencias,
- inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- jefes de departamento,
- 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 empresariales,
- representantes de autoridades locales, regionales y nacionales,
- representantes de sindicatos,
- investigadores.

WWW.

www.todofp.es – www.educa.jcyl.es
www.educa.jcyl.es/dpleon/es/informacion-especifica-dp-leon/area-programas-educativos-p/formacion-profesional-programas-cualificacion-profesional-i
www.educacion.gob.es/educa/incual/ice_incual.html

INCREASING ATTRACTIVENESS OF VET

Vocational education as a way to fight youth unemployment

Group No: **18**

Round 1

Type of visit:
VET

9/12/2013-12/12/2013
Madrid, Spain

Working language:
English

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

Keywords:

- **apprenticeship**
- **innovative approaches**
- **young people**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Unemployment rate among young people has increased very much during the last years, due, among other reasons to the economic crisis. This has affected the importance given to vocational education and training. Cooperation between different actors such as enterprises, schools, chambers of commerce and other public and private institutions has proved to be the best way to implement new vocational training systems that will help decrease the youth unemployment rate.

WHAT?

Participants will learn about:
- role of the vocational education to foster training and fight unemployment;
- cooperation between different actors involved in vocational education and training;
- legislation concerning vocational education system in Spain;
- teaching methods, instruments and materials used in the vocational training sector.

HOW?

Participants will:
- visit secondary schools with vocational training settings;
- meet pupils participating in specific projects and good practices in vocational training and education;
- exchange ideas and experiences with headteachers, teachers, students, advisers, guidance officers and representatives of chambers of commerce;
- exchange experiences and ideas.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- representatives of chambers of commerce/industry/crafts,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

El desempleo entre los jóvenes se ha convertido en uno de los más graves problemas a los que se enfrentan las autoridades y las instituciones en la actualidad. Son muchas las iniciativas que se están tomando para conseguir que la tasa de desempleo juvenil descienda. Conseguir que los jóvenes mejoren su formación, adecuar ésta a las necesidades reales del mercado laboral, establecer canales que favorezcan la transición entre la formación y el mercado laboral constituyen algunas de las prioridades en este momento.

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WWW.

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SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

Role of social partners in VET

Group No: **19**

Round 1

Type of visit:
VET

14/10/2013-18/10/2013
Stockholm, Sweden

Working language:
English

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

Keywords:

- **learning outcomes**
- **social partners**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The social partners play an important role in the ongoing development of VET. The key is to meet needs of the future with a skilled workforce. Cooperation between VET institutions and working life is crucial to match education supply and demand of the labour market and improve attractiveness of VET. In Stockholm, there are many different enterprises, national agencies, organisations for social partners and education providers. Different sectors choose various ways of strengthening VET. This study visit will focus on these concrete examples and initiatives.

WHAT?

Participants will learn about:
• regional cooperation between VET institutions and the social partners;
• national initiatives taken in various sectors;
• central social organisations;
• organisation of VET.

HOW?

Participants will:
• visit national, regional and local VET institutions with strong cooperation between VET and working life;
• visit national agencies responsible for VET;
• meeting stakeholders and representatives at national, regional and local level;
• attend presentations of national initiatives of cooperation;
• talk to students and teachers.

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,
• owners/managers of SMEs,
• representatives of chambers of commerce/ industry/crafts,
• representatives of employers' organisations.

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WWW.

www.skolverket.se/om-skolverket/in_english – http://yhmyndigheten.se/english
www.programkontoret.se/sv/Container/Topplankar/About-us – www.vocsthlm.se
www1.vasteras.se/edstromska/english/english.shtml – www.schartau.se/about-us/blog
www.lo.se/home/lo/home.nsf/unidview/E2A56001E93D5F3EC1256E760040952D
www.svensktnaringsliv.se/english/;jsessionid=C90F30A19F881B38003082F0C08C1B17

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Sustainable development in a learning region

Group No: **20**

Round 1

Type of visit:
Mixed

16/9/2013-20/9/2013
Poljčane, Slovenia

Working language:
English

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

Keywords:

- **innovative approaches**
- **social and civic competences**
- **sustainable development**

Organiser(s):

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Website: http://ff.uni-mb.si

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The Slovenian Ministry of Education set new directions for sustainable development education with the main focus on practical research and learning orientation for all generations. The Municipality Poljčane is an official learning region and sustainable development centre for Slovenia and Europe. The International Centre for Ecoremediation at Maribor University provides scientific support to the municipality's activities in learning tourism, its main orientation. The municipality has two educational polygons, more than 15 learning paths and a nature development centre. The main venue of the visit will be the Biles farm on Lopatnik-Vinska gora close to Velenje where a new multifunctional house was built from wooden elements and natural materials enabling low energy consumption and a good micro climate. The whole farm is a learning space for sustainable development based on the permaculture principle.

WHAT?

Participants will learn about:
• Slovenian for sustainable development education (legislation, curricula, best practice);
• administrative and project organisation of a learning municipality Poljčane;
• an integrated approach to development of educational tourism at local and regional levels;
• education potential of natural resources, cultural and natural heritage and local people;
• combining agricultural production, learning by doing and tourism on a self-sustainable farm.

HOW?

Participants will:
• meet representatives of the municipality, university and other local institutions;
• have workshops with experts on sustainable development;
• get an inside view of self-sustainable possibilities;
• take part in a research laboratory on ecoremediation;
• experience living in a sustainable low-energy building.

WHOM?

• Company training managers and human resource managers,
• directors of education and vocational training institutions, centres or providers,
• directors of guidance centres and pedagogical or guidance advisers,
• directors of validation or accreditation centres,
• 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 local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Program tega študijskega obiska ponuja udeležencem seznanitev z delovanjem na lokalni ravni in organiziranostjo »Učne občine Poljčane« kjer se izvajajo programi in projekti za trajnostni razvoj. Univerza v Mariboru – Mednarodni center za ekoremediacije je vzpostavila dva učna poligona za raziskave in učenje o sonaravnem bivanju za trajnostni razvoj. Udeleženci tega študijskega programa bodo na praktičnih primerih spoznavali primere in možnosti za samooskrbo. Udeleženci bodo nastanjeni v nizkoenergijski leseni hiši, kjer bodo dobili novo izkušnjo bivanja in delovanja v tovrstnem objektu. Program delavnic in aktivnosti se bodo izvajali na učnih poligonih FF in kmetiji Biles.

WWW.

www.ff.uni-mb.si – http://erm.uni-mb.si – www.ucilnicavnaravi.si
www.veduna-centre.com – www.poljcane.si/obcina/tic-razvojni-center-narave

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

New opportunities for technical branches and crafts

Group No: **21**

Round 1

Type of visit:
Mixed

16/9/2013-20/9/2013
Brno, Czech Republic

Working language:
English

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

Keywords:

- **competences in science and technology**
- **skill needs**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Nowadays, supporting technical education and crafts is a key issue. The demographic development also poses a major problem as in the next 10 years many will leave technical positions and will not be replaced. Enterprises are looking for qualified employees, but there is a lack in the technical area. Cooperation between schools and enterprises regarding vocational education is crucial although it varies from country to country. District Chamber of Commerce Hodonín is a non-profit organisation that protects interests of entrepreneurs and cooperates with schools, institutions and businesses using its contacts to connect the worlds of business and education.

WHAT?

Participants will learn about:

- how to boost young people's interest in the technical area and crafts;
- making technical fields attractive for children and parents;
- national initiatives of cooperation in different sectors;
- cooperation between institutions schools and companies to support technical branches;
- role of the chamber of commerce in education;
- examples of good practice in the private sector;
- gaining practical and theoretical skills, innovation of school methods and curriculum, identifying needs of employees, adapting to current conditions and needs of the labour market.

HOW?

Participants will:

- visit local and regional authorities, national, local and VET institutions, companies and innovative vocational centres, district and regional chambers of commerce, associates, employer organisations;
- meet decision-makers, entrepreneurs and learners and representatives of partner institutions such as universities, companies.

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,
- 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.

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WWW.

www.ohkhodonin.cz – www.khkjmk.cz – www.jic.cz – www.khkjm.cz – www.rrajm.cz
www.vutbr.cz – www.muni.cz – www.jmahod.cz – www.tmachinery.cz
www.soukyjhavli.cz – www.issho.cz – www.bicbrno.cz – www.prumyslovka.cz

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Information and communication

Increasing of social and communicative skills for the labour market

Group No: **22**

Round 1

Type of visit: **Mixed**

23/9/2013-27/9/2013 Vaduz, Principality of Liechtenstein

Working language: **English**

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

Keywords:

- **intercultural education**
- **lifelong learning programme**
- **social and civic competences**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The Principality of Liechtenstein has a large, active and well-known international industry. Liechtenstein has 36.000 inhabitants and 34.000 jobs. So demand is covered by 20.000 daily commuters from neighbouring countries. Communicative, intercultural and social competences are very important in companies and are gaining in importance. An example of getting these skills is the 'European communication certificate ECo-C', established in the EU and introduced into Switzerland and Liechtenstein in 2012. Certificates of this kind increase chances of obtaining a job and entry into the labour market. They also improve ability to communicate within a company. During workshops participants can present, compare and discuss programmes to increase social skills in their countries.

WHAT?

Participants will learn about:
- models of various companies and educational centres to increase formal and informal competences;
- methods for building and leading cross-cultural teams in the region;
- tutorials for extending social skills in communication, conflict management, teamwork and self-marketing (ECo-C);
- methods and tools for consulting, used for recognition of self-competence/personal skills;
- counselling and support of apprentices by the chamber of commerce and its partners.

HOW?

Participants will:
- visit companies who employ cross-cultural teams and commuters;
- visit educational institutions;
- visit chamber of commerce;
- visit public consultancy and service offices;
- attend a study visit workshop.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Das Fürstentum Liechtenstein ist ein kleiner, aber sehr erfolgreicher Staat mit nahezu gleichviel EinwohnerInnen wie Arbeitsplätzen. Grenzgänger haben daher eine lange Tradition. Soziale Kompetenzen der Mitarbeitenden sind stark gefordert. Welche sozialen und kommunikativen Kompetenzen in Liechtenstein erwerbbar sind, wollen wir anhand von Besuchen in Unternehmen und Bildungshäusern gemeinsam betrachten. Ein besonderes Produkt hierbei wird das Europäische Kommunikationszertifikat ECo-C sein, welches bereits in vielen Ländern Europas anerkannt ist. Weiters werden wir staatliche Beratungseinrichtungen und die Wirtschaftskammer besuchen.

WWW.

www.arbeitsleben.li – www.eco-c.li – www.abb.llv.li – www.liechtenstein.li
www.tourismus.li – www.fuerstenhaus.li – www.hilti.com – www.uni.li
www.bzbuchs.ch – www.wirtschaftskammer.li – www.eco-c.li

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Transportation and storage

Making transport education relevant to the labour market

Group No: **23**

Round 1

Type of visit:
VET

30/9/2013-4/10/2013
Odense, Denmark

Working language:
English

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

Keywords:

- **adult learning**
- **apprenticeship**
- **transparency of qualifications**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

This visit centres on unique nationwide educational cooperation which bridges traditional sectoral barriers. The transport school AMU-Fyn has developed a concept that caters for all training needs of transport companies. In close cooperation with our partners in the warehouse, bus, taxi and truck sectors we have combined our skills to provide adult vocational training in transport and logistics which meets EU regulations as well as the highest professional and ethical standards. During the visit we will discuss and share experience on safe driving, eco-driving, crane lifting, transport of dangerous goods, handling custom papers, etc.

WHAT?

Participants will learn about:
- the Danish way of training drivers in accordance with statutory EU qualification training for bus and freight business drivers;
- how AMU-Fyn is organised;
- how different carriers perceive future challenges and goals;
- TUR (Transport Trade Training) and its use of multiple tests;
- the European Transport Training Association.

HOW?

Participants will:
- watch various training activities;
- visit different carriers;
- visit SDE college with apprentice training for warehouse and freight transport;
- meet with 3F (The United Federation of Danish Workers) about improving qualifications for future labour market needs;
- meet with the Transport Training Board;
- have the opportunity to try bus and truck simulators.

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,
- 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.

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WWW.

www.amu-fyn.dk – www.tur.dk – www.sde.dk – www.3f.dk

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Construction

Sustainability and user-driven innovation in building and construction

Group No: **24**

Round 1

Type of visit:
VET

7/10/2013-11/10/2013
Sønderborg, Denmark

Working language:
English

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

Keywords:

- **apprenticeship**
- **innovative approaches**
- **sustainable development**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Sustainability and user-driven innovation are necessary responses to the climatic and economic challenges which the world is currently facing. Sønderborg Municipality is working towards becoming carbon neutral by 2029 and has set up a strong network with education providers, industry, SMEs, farmers and private families to take action. For educational institutions, there is great potential and responsibility to be proactive in training tomorrow's workforce, and as a provider of education and developer of new content in the building and construction sector, EUC Syd is an important partner in this project. We would like to share our ambitions, methods and results this project has delivered.The project is part of the Clinton climate positive development program.

WHAT?

Participants will learn about:
• sustainability in different companies and business types;
• teaching sustainability and user-driven innovation;
• strategies for school development and leadership;
• collaboration with industry on sustainability;
• development of teaching materials;
• opportunities for establishing future collaboration.

HOW?

Participants will:
• visit different companies in the building and construction sector;
• discuss strategic development of new education in VET;
• discuss how to create a common agenda between all stakeholders in VET;
• meet key persons from local authorities and discuss sustainability;
• participate in a conference on sustainability with keynote speakers such as futurists, SMEs, philosophers, researchers in education, etc.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• educational and vocational training inspectors,
• heads of departments.

Organiser(s):

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WWW.

www.eucsyd.dk – www.projectzero.dk – www.soenderborgkommune.dk
www.houseofscience.dk

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Cooperation between education and world of work – Key for youth employability

Group No: **25**

Round 1

Type of visit:
Mixed

7/10/2013-11/10/2013
Riga, Latvia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Unemployment among young people is one of the key economic issues in Latvia and Europe. In Riga, the capital of Latvia, policy, industry and education meet and the overall picture is easy to observe. Riga Technical University in cooperation with the Student Union of Latvia and other social partners hosts the visit willing to act as a catalyst for changes at national level using different methods and examples from other countries and to show examples of good practice that encourage young people's integration into the labour market.

WHAT?

Participants will learn about:

- the transition process from different levels of education to the world of work;
- methods of cooperation and initiatives developed at national level with different institutions, including ministries, education institutions, enterprises, social partners, that promote youth integration into the labour market;
- examples of good practice for encouraging young people to get their first jobs and/or start their own companies.

HOW?

Participants will:

- visit the Ministry of Education and Science and the Ministry of Welfare, governmental institutions, enterprises and non-governmental organisations;
- visit secondary, vocational and higher education institutions implementing initiatives for transition of their students to the labour market;
- discuss employability with different social partners.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mācību vizīte sniegs kopēju vīziju par esošo sadarbību likumdevējvaras, izglītības iestāžu, uzņēmēju un sociālo partneru starpā Latvijā ar mērķi attīstīt tālākas iniciatīvas izglītības iestāžu sadarbībai ar ārējiem partneriem un nodrošināt jauniešu iekļaušanos darba tirgū. Mācību vizītes dalībniekiem vizītes laikā būs iespēja tikties gan ar politikas veidotājiem, gan izglītības iestāžu un uzņēmējdarbības sektora pārstāvjiem un diskutēt par izglītības satura sasaisti ar darba tirgu un sadarbību starp izglītības iestādēm un dažādām organizācijām un piedalīties stratēģijas izstrādē un esošās sadarbības pilnveidošanā.

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WWW.

www.izm.gov.lv/58html – www.em.gov.lv/em/2nd/?lng=en&cat=3&lng=en
www.lddk.lv/index.php?lang=2 – www.aip.lv/eng_projects.htm – www.rtu.lv/en/

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Regional education features and peculiarities: multiculturalism, traditions, innovation

Group No: **26**

Round 1

Type of visit:
Mixed

4/11/2013-8/11/2013
Daugavpils, Latvia

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **innovative approaches**
- **sustainable development**

Organiser(s):

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CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Bilingual education is successfully implemented at all levels of education in Daugavpils through innovation in pre-school, general education and professional education establishments. The host institution, the General and Professional Education Department, manages and coordinates education in the municipality. Daugavpils carries out one phase of the State educational reform aimed at increasing the role of local authorities in education provision. Daugavpils city's experience of education in its multicultural environment can be considered a future European education model.

WHAT?

Participants will learn about:
- success and high quality of education at all levels in the region;
- methods and approaches in bilingual education;
- cooperation between local and municipal institutions, and their support for education;
- local multicultural traditions, their influence on the city's environment and educational management peculiarities in a multicultural region;
- innovative methods in education in Daugavpils city, including bilingual education, CLIL, inclusive education.

HOW?

Participants will:
- meet representatives of the General and Professional Education Department;
- visit pre-school, Polish minority pre-school and school, a State gymnasium, schools with bilingual education and vocational education establishments, Daugavpils trade vocational secondary school, national societies;
- observe educational process in a minority school;
- attend lessons and activities.

WHOM?

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

Daugavpils Vispārējās un profesionālās izglītības pārvalde piedāvās plašu programmu izglītības speciālistiem par multikulturālās pašvaldības pieredzi izglītības iestāžu administrēšanā, inovatīvu izglītības metožu ieviešanā un uzturēšanā (bilingvālā metodika visa līmeņa izglītībā, mazākumtautību skolu darbība, CLIL labās prakses piemērs, profesionālā izglītība u.c.). Viesi iepazīsies ar pilsoniskuma un daudznacionālās kultūras tradīciju uzturēšanu izglītībā otrajā lielākajā Latvijas pašvaldībā. Viesi apmeklēs pirmsskolas, vispārējās un profesionālās izglītības iestādes skolu reformu laikā, kad notiek pārstrukturizācija un pāriešana pašvaldības kompetencē,un iepazīsies ar inovatīviem izglītības modeļiem.

WWW.

www.daugavpils.lv – www.izglitiba.daugavpils.lv – www.dtskola.lv – www.dpolvsk.lv
www.licejs.lv

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Arts, entertainment and recreation

How to integrate arts and cultural activities in lifelong learning

Group No: **27**

Round 1

Type of visit:
Mixed

11/11/2013-14/11/2013
Vimmerby, Sweden

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **extra-curricular activities**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

In the national goals and guidelines for the public school system, awareness of cultural activities, local culture heritage and different culture expressions throughout lifelong learning. Vimmerby municipality has met this challenge by bringing education and culture administration and public culture institutions together. Ongoing work to preserve Astrid Lindgren´s heritage for children´s rights regarding reading and culture was an important reason why Vimmerby municipality decided to introduce a culture guarantee in 2008. The municipality offers children, students and teachers ways to incorporate culture activities into their 'normal' curriculum. The host is interested in spreading this work experience and exchanging knowledge about culture activities as 'tools' in all levels of education.

WHAT?

Participants will learn about:
• ideas an organising a culture guarantee;
• what culture activities can offer as tools in a lifelong learning perspective;
• how municipality administrations and culture institutions can work together;
• how a culture guarantee can be part of fulfilling children´s rights;
• practical work and cooperation between children and students from different school levels.

HOW?

Participants will:
• observe teachers and students in the classroom;
• visit culture institutions, pre-, elementary and secondary schools;
• meet directors of education and culture departments, project leader/educator, staff and students;
• meet local culture institutions.

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:

Detta studiebesöks arrangemang kommer att fokusera på organisation, samverkan och pedagogiska modeller i arbetet med att uppfylla för-, grund- och frivilliga skolans övergripande mål och riktlinjer gällande kulturens plats inom dessa verksamheter. Presentation av Vimmerby kommuns kulturgaranti samt besök på förskolor, grundskolor, gymnasium samt lokala kultur institutioner där aktiviteter inom ramen för kulturgarantin genomförs och införlivas i det dagliga arbetet.

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WWW.

www.vimmerbygymnasium.se – www.vimmerby.se/kulturskolan
www.vimmerby.se/kulturgarantin – www.skolscenen-skola-kultur.riksteatern.se
www.vimmerby.se/kultur-fritid/barn-ochungdomsverksamhet/kulturgarantin/skola-kultur
www.astridlindgrensnas.se/sv/hem

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Cooperation, mobility and lifelong guidance for lifelong learning

Group No: **28**

Round 1

Type of visit:
Mixed

9/12/2013-13/12/2013
Debrecen, Hungary

Working language:
English

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

Keywords:

- **apprenticeship**
- **European credit system for vocational education and training (ECVET)**
- **workers' mobility**

Organiser(s):

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CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Defining training needs is a task not only of VET institutions but also chambers, social partners and economic actors. After gaining competences at school, development of employees should not stop; lifelong learning should continue at the workplace with help from lifelong guidance and mobility activities. This also requires further cooperation of the actors mentioned above. Organising this visit, we will introduce the relevant actors and good practices of lifelong learning in our region and hope to contribute to ongoing professional dialogue and cooperation in lifelong guidance, workplace learning, HR management and other issues related to lifelong learning.

WHAT?

Participants will learn about:

- cooperation between schools, chambers, education and training providers, companies and public organisations;
- social and vocational status of apprentices during practical training at enterprises;
- services of VET institutions for students (such as lifelong guidance);
- examples of good practice on improving lifelong learning with mobility activities, HR development, workplace learning, counselling, competence assessment and mentoring in companies.

HOW?

Participants will:

- visit regional VET centres, adult education organisations, apprenticeship places/companies;
- meet actors responsible for local planning of VET;
- talk to HR managers of SMEs and multinational companies;
- share good practice on cooperation between VET institutions and companies, lifelong guidance, activities supporting workers' mobility.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Az ÉARFÜ Nonprofit Kft. területfejlesztési tevékenységet folytat az Észak-alföldi régióban és szoros kapcsolatot tart fent az oktatás és képzés, valamint a munka világának szereplőivel. A szakértői tanulmányút szervezésével a magyar (szak)képzési rendszer bemutatásán túl szeretne rámutatni a különböző – a témában érdekelt és közreműködő – szervezetek (képző intézmények, kamarák, kormányhivatalok, vállalkozások stb.) közötti együttműködésekre és jó gyakorlatokra. Az iskolai és intézménylátogatásokkal, személyes interjúkkal a külföldi szakértők átfogó képet kapnak a régiós (magyar) szereplőkről, ezt össze tudják hasonlítani saját rendszerükkel és egyeztethetnek a jó gyakorlatok adoptálásáról is.

WWW.

www.eszakalfold.hu/en – http://unideb.hu/portal/en – www.ni.com
www.kormany.hu/en/ministry-of-human-resources
www.kormany.hu/en/ministry-for-national-economy

NEW SKILLS FOR NEW JOBS

Skills for the future – Building bridges between school and labour market

Group No: **29**

Round 1

Type of visit:
Mixed

23/9/2013-26/9/2013
Reykjavik and Saudarkrokur, Iceland

Working language:
English

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

Keywords:

- **innovative approaches**
- **skill needs**
- **social partners**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

This visit focuses on educational initiatives in Iceland relating to bridging the skills gap between education and the labour market. Skills development plays an important role in response to the current economic crisis and the skills people need for active labour market participation are evolving fast. Future jobs will require higher levels of education and a differing mix of skills and qualifications. This has been highlighted in Europe 2020 strategy and the ´New skills for new jobs´ policy initiative. This visit is hosted by the lifelong learning programme (LLP) national agency in Iceland which has led for three years a thematic network, the new skills network, focusing on skills upgrading and skills forecasting to match better people´s skills with needs of the labour market.

WHAT?

Participants will learn about:
• educational system and policy of national educational authorities regarding new skills for new jobs;
• regional cooperation between VET schools and social partners;
• initiatives (projects/methods) that bring education and the labour market closer together.

HOW?

Participants will:
• visit the Ministry of Education and Culture;
• talk to policy-makers and education specialists;
• travel to rural areas to observe initiatives.

WHOM?

• Company training managers,
• directors of education and vocational training institutions, centres or providers,
• representatives of chambers of commerce/industry/crafts,
• representatives of education and training networks and associations,
• representatives of educational services, labour offices or guidance centres,
• representatives of employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Þróun færni á vinnumarkaði er mikilvæg á tímum efnahagslegra þrenginga og þær kröfur sem gerðar eru til vinnuaflsins aukast jafnt og þétt. Störf framtíðarinnar kalla á meiri menntun og krefjast þess einnig að einstaklingar búi yfir fjölþættari færni en áður. Þessar breyttu áherslur hafa endurspeglast í stefnumótun Evrópu á undanförnum árum, s.s. í áætluninni "Evrópa 2020" þar sem sett voru markmið um að fjölga fólki með framhaldsskólamenntun fyrir árið 2020. Annað dæmi um stefnumótun Evrópu til að mæta þessari þörf kallast "Ný færni fyrir ný störf" (New Skills for New Jobs), þar sem lögð er áhersla á að spá fyrir um breytta færniþörf á vinnumarkaði og leitast við að brúa bilið sem myndast milli þess sem kennt er í skólum og þess sem vinnumarkaðurinn þarfnast hverju sinni.

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Website: www.lme.is

WWW.

www.eng.menntamalaraduneyti.is – www.lme.is/page/lme_english – www.ppe.is
www.newskillsnetwork.eu – www.fnv.is/english – www.lbhi.is

NEW SKILLS FOR NEW JOBS

Accommodation and food service activities

New skills for new jobs in tourism – New cooperation to validate non-formal and informal learning

Group No: **30**

Round 1

Type of visit:
VET

23/9/2013-26/9/2013
Perugia, Italy

Working language:
English

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

Keywords:

- **European credit system for vocational education and training (ECVET)**
- **transparency of qualifications**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The visit aims to create discussion groups to learn about:
• methods and tools for detection and anticipation of vocational and training needs in the tourism sector;
• modality integration paths between VET and the labour market;
• methods and tools for recognition of skills learned in formal and non-formal ways.
Università dei Sapori, as Confcommercio training agency, has an established network of companies that contribute to maintain the bond between VET and the labour market. This triggered facilities for advancing professional and training needs of the territory and of a reference to maintain a high quality of training. The close link between Università dei Sapori and the economic and industrial fabric of the area enabled it to analyse professional and training requirements and respond with a proactive offer to changes taking place.

WHAT?

Participants will learn about:
• methods and tools used to analyse market needs;
• new approaches to validation of non-formal and informal learning;
• methods and tools for cooperation with companies.

HOW?

Participants will:
• talk to project managers, teachers and policy-makers;
• observe methods and instruments for need analysis;
• observe methods and instruments for evaluating informal and non-formal competences.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Visita di studio è finalizzata a creare tavoli di confronto e apprendimento circa due aspetti rilevanti ossia:
- metodi e strumenti di rilevazione e anticipazione dei fabbisogni professionali e formativi nel settore del turismo;
- modalità di integrazione tra percorsi VET e mercato del lavoro;
- metodi e strumenti per il riconoscimento delle competenze apprese in maniera in formale e non formale.

Università dei Sapori, in qualità di Agenzia formativa Confcommercio, ha un network consolidato con una rete di aziende che contribuiscono a mantenere costante il legame percorsi VET e mondo del lavoro, inoltre ha attivato strumenti di anticipazione dei fabbisogni professionali e formativi del territorio e del tessuto produttivo di riferimento al fine di mantenere la qualità formativa.

Organiser(s):

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WWW.

www.universitadeisapori.it

NEW SKILLS FOR NEW JOBS

Energy efficiency and renewable energy: new demands in VET for new jobs

Group No: **31**

Round 1

Type of visit:
VET

23/9/2013-26/9/2013
Berlin, Germany

Working language:
English

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

Keywords:

- **adult learning**
- **apprenticeship**
- **sustainable development**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The EU '20-20-20' energy strategy demands big changes in production, supply and storage of energy as well as in handicraft, engineering, architectural and urban planning processes. This is a huge opportunity and challenge for the labour market in crisis-shaken Europe. Germany uses the innovative impact of its 'Energy Turnaround' for economic stability. The solar sector in the capital region created 4 000 new jobs. Brandenburg offers biomass, wind, and geothermal energy projects while Berlin aims for high energy standards in renovation of buildings. However, green jobs require workers with new (key) competences. New curricular contents and methods have to be implemented in initial and adult education. Specialist knowledge also has to be combined with interdisciplinarity and with an understanding of decentralisation regarding electricity supply. For 25 years LIFE e.V. has been a pioneer in vocational orientation and training in the renewable energy sector.

WHAT?

Participants will learn about:
- new professional profiles, requirements for green jobs;
- new training methods and tools for apprenticeship marketing;
- successful collaboration with local authorities and companies;
- possibilities for kick-off organisation and financing.

HOW?

Participants will:
- visit green businesses and projects;
- visit schools, VET institutions and Leonardo da Vinci projects with schemes in renewable energies;
- meet branch representatives, members of communities and public authorities;
- discuss labour market needs, organisational and financing measures.

WHOM?

- Company training managers and human resource managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- 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:

Mit dem Wachstumsmarkt und Jobmotor Energieeffizienz und erneuerbare Energien hat Deutschland in Europa eine Vorreiterrolle. Der Fachkräftebedarf fordert aber auch eine Erneuerung der Berufsprofile. Für die Weiterbildung müssen neue Themen erschlossen werden. Berlin-Brandenburg bietet viele Lösungsansätze und Best Practice Beispiele. Studienbesuchs in Berlin bekommen Bildungsverantwortliche aus Europa einen Überblick über den Stand der Diskussion, neue Ausbildungs- und Berufsorientierungsgkonzepte und innovative technische Projekte. Kontakte für internationale Unterstützung werden hergestellt.

WWW.

www.dena.de – www.adlershof.de/en – www.osztiem.com – www.wilabonn.de
www.pi-berlin.com – www.neue-energien-forum-feldheim.de – www.energie.tu-berlin.de
www.atb-potsdam.de – www.dgs-berlin.de – www.lichte-weiten.de
www.bildung.hwk-berlin.de – www.komm-mach-mint.de

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FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

Developing student entrepreneurship and employability

Group No: **32**

Round 1

Type of visit:
Mixed

18/11/2013-22/11/2013
Stoke on Trent, England, United Kingdom

Working language:
English

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

Keywords:

- **curriculum**
- **entrepreneurship**
- **innovative approaches**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The Wilson review on higher education (UK) in 2012 is the latest report which has called for increasing emphasis on employability, entrepreneurship and collaboration with businesses in higher education. The report covers the importance of helping students understand the opportunities in the SME sector as well as self-employment. Staffordshire University has employability, entrepreneurship and enterprise (the three e's) as the three key strands of university policy and strategy. It has a series of large and successful initiatives to foster employability and entrepreneurship among students and is keen to disseminate good practice across Europe.

WHAT?

Participants will learn about:
- incorporating the employability and entrepreneurship agenda into the curriculum and assessment;
- operation of student societies to support entrepreneurship and employability;
- provision and support schemes to run a student business as part of their time at university (includes mentor, financial support and physical premises);
- provision of incubator space for recent graduates.

HOW?

Participants will:
- meet student businesses;
- meet student run employability organisations;
- meet managers and staff of national award winning initiatives;
- visit student business villages on campus;
- visit incubator and start-up spaces in the region.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- 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.

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WWW.

www.gew.org.uk/GlobalEntrepreneurshipWeek – www.beinspiredatstaffs.co.uk
http://groupspaces.com/staffordshirebrightfutures – www.ncee.org.uk – www.nacue.com
www.staffs.ac.uk/courses_and_study/why_staffs/staffordshire_graduate
www.staffs.ac.uk/courses_and_study/why_staffs/staffordshire_graduate/three_es/index.jsp

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving quality through peer review: a way to increase common trust and learning

Group No: **33**

Round 1

Type of visit:
VET

24/9/2013-27/9/2013
Perugia, Italy

Working language:
English

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

Keywords:

- **adult learning**
- **innovative approaches**
- **quality assurance**

CATEGORY OF THEMES:

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

WHY?

Following the European recommendation of 18 June 2009 on establishment of a European quality assurance reference framework for VET, Member States were invited to manage a combination of internal and external evaluation mechanisms, to identify the strength of systems, processes and procedures and areas for improvement. Self-evaluation and peer review certainly represent coherent, simple and useful tools that are easily replicable. The Prisdoq project (peer reviews: improving sustainable development of quality), carried out in Umbria and supported by the regional public administration for VET, represents a successful practice and policy to involve the main VET stakeholders in the virtuous cycle of continuous quality improvement, by adopting common trust and learning. Forma.Azione srl as the coordinator of Prisdoq project decided to host the visit as a tool to disseminate results and share peer learning practices with VET experts.

WHAT?

Participants will learn about:
- methodology of peer review to improve quality in VET and adult education across Europe;
- how self-evaluation and peer review can improve quality of education and training;
- common trust and learning as key competences of teachers, trainers, management of VET and adult education providers to develop a culture of continuous improvement;
- challenges and findings of the Prisdoq project;
- EU initiatives to improve a bottom-up approach to quality assurance in VET and adult education.

HOW?

Participants will:
- be trained as peers and observe a peer visit;
- meet national and European experts in quality assurance in VET.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Visita Studio nasce dall'esperienza del progetto TOI Leonardo da Vinci sulla Peer Review: P.R.I.S.D.O.Q. e vuole proporsi come occasione di confronto sui risultati ottenuti e come strumento di disseminazione degli stessi. Sarà un'occasione per incontrare esperti nazionali ed europei di Peer Review e Quality Assurance, osservare la metodologia in azione e simulare una Peer Visit. Da queste giornate coloro che sono già familiari con la PR potranno consolidare la propria esperienza e scambiare buone pratiche con i colleghi europei e coloro che si affacciano per la prima volta al tema avranno l'occasione di verificare la valenza dell'approccio e replicarlo nel proprio contesto.

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Website: www.azione.com

WWW.

www.prisdoq.eu – http://pwprisdoq.wordpress.com – www.peer-review-education.net
www.qaa.ac.uk

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality assurance in Dutch VET schools

Group No: **34**

Round 1

Type of visit:
VET

18/11/2013-21/11/2013
Utrecht, the Netherlands

Working language:
English

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

Keywords:

- **autonomy (school or institution)**

CATEGORY OF THEMES:

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

WHY?

Under terms of the Adult and Vocational Education Act, the competent authority of a VET institution is required to set up a quality assurance system. This ensures that institutions pay systematic attention to their own performance and how they can improve it. VET institutions have a great deal of autonomy to design their own quality assurance systems. Quality assurance should cover the central responsibilities of institutions: qualifications, accessibility, effective educational tracks, study and career-choice information. As part of the national quality assurance system vocational education and training (VET) providers are monitored through a risk-based national inspection system, organised by the Ministry of Education.

WHAT?

Participants will learn about:
• quality assurance in Dutch VET schools;
• risk-based inspection in the Netherlands;
• self-evaluation and quality assurance systems;
• EQAVET.

HOW?

Participants will:
• meet stakeholders in quality assurance: Ministry of Education, Inspectorate, Association of VET providers, VET school(s) and the national coordination point EQAVET;
• reflect on good practices;
• discuss the strong and weak points of quality assurance systems and their implementation.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Binnen de Wet Educatie en Beroepsonderwijs is geregeld dat de bevoegde autoriteiten van een BVE- instelling verantwoordelijk zijn voor het instellen van een systeem van kwaliteitszorg. Dit zorgt ervoor dat BVE-instellingen systematisch aandacht besteden aan hun eigen prestaties en hoe ze deze kunnen verbeteren. BVEinstellingen hebben veel autonomie om hun eigen systeem voor kwaliteitsborging te ontwerpen. Deze kwaliteitsborging moet betrekking hebben op: kwalificaties, toegankelijkheid, doeltreffende educatie, studie-en beroepskeuze informatie; Als onderdeel van het nationale systeem voor kwaliteitsborging voor beroepsonderwijs en-opleiding (BOO) aanbieders wordt dit bewaakt door middel van een op risico's gebaseerd nationaal inspectie systeem.

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WWW.

www.eqavet.eu/gns/what-we-do/implementing-the-framework/netherlands.aspx
www.eqavet.nl

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Impact of school evaluation on quality improvement

Group No: **35**

Round 1

Type of visit:
General education

25/11/2013-29/11/2013
Faro, Portugal

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The current model of external evaluation of schools has been applied for over five years now. The first cycle has just finished and the second is about to begin. Schools are already establishing their own evaluation mechanisms and therefore it is possible to reflect upon a programme that has been consistently developed and some results are already visible. The city of Faro (main city in the Algarve region) has institutions linked to school evaluation processes.

WHAT?

Participants will learn about:
• impact of evaluation on school improvement;
• the school external evaluation programme;
• school evaluation approaches;
• school responses after evaluation;
• schools' support from regional and local authorities;
• development of school autonomy;
• interaction between schools and stakeholders in decision-making processes;
• training programmes focused on management and evaluation.

HOW?

Participants will:
• visit evaluated schools (a secondary school and school clusters rated differently and located in different contexts) and a higher education institution;
• meet management teams and other members of the school community.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Visita incidirá sobre o trabalho avaliativo realizado pela IGEC e dará a conhecer alguns dos impactos que tem tido nas escolas. Haverá uma partilha sobre práticas de avaliação noutros países. O acolhimento será feito em Faro e as visitas decorrerão na região do Algarve, de 21 a 25 de Novembro de 2013. A visita tem uma componente teórica de enquadramento sobre o programa de avaliação externa e o modelo de gestão das escolas. Por outro lado, os participantes apresentarão os processos de avaliação em curso nos seus países e as estratégias de melhoria.

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WWW.

http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php – www.ige.min-edu.pt
www.ualg.pt/index.php?option=com_content&task=view&id=25467&Itemid=2289&lang=en
www.university-directory.eu/Portugal/Escola-Superior-de-Educacao-in-Faro.html
www.visitportugal.com/NR/exeres/1A178BBC-AD3B-4976-8729-694DF34A9F18,frameless.htm

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Towards a new teacher training model in Castilla and León

Group No: **36**

Round 1

Type of visit:
General education

23/2/2014-27/2/2014
Valladolid, España

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The teacher training model in Castilla and León was designed for improvement and innovative thinking and based on previous efforts. Its foundations are part of continuous improvement initiatives of the education system undertaken by the education authority. The model aims to anticipate teacher training needs, giving a dynamic and flexible response to demands of the education system in best conditions of time, quality and cost. To articulate this response, a special role was given to schools for which a structured support system has been developed and which are considered the core of teacher training.

WHAT?

Participants will learn about:
• teacher training in Castilla and León;
• trends and content;
• proposals for the teacher training model (objectives, foundation, structure);
• the role of university in lifelong teacher training model;
• evaluation of the training model.

HOW?

Participants will:
• observe teacher training and competence-based training;
• attend presentations of regional training centres, including in ICT and foreign languages;
• attend working sessions at the Centre for Teacher Training and Educational Innovation (CFIE), interacting with the teacher trainers team;
• visit schools that develop actions aimed at achieving institutional objectives;
• have working sessions with coordinators of working groups and experts in teacher training.

WHOM?

• Head teachers, teacher trainers,
• pedagogical or guidance advisers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

El modelo de Formación del Profesorado en Castilla y León se ha diseñado con una vocación de mejora y de innovación. Sus fundamentos se enmarcan en las iniciativas de mejora continua del sistema educativo emprendidas por la Consejería de Educación. Es singular por su carácter proactivo y de anticipación a las necesidades formativas del profesorado, con una respuesta dinámica y flexible en las mejores condiciones de plazo, calidad y coste. Para ello se concede gran protagonismo a los centros educativos, núcleo central de la acción formativa del profesorado. Se conocerán y visitarán los centros regionales de formación continua, centros que desarrollan actividades de formación y se mantendrán encuentros con responsables de la formación, el profesorado y expertos formadores.

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www.educa.jcyl.es/educacyl/cm/dpvalladolid

WWW.

www.educa.jcyl.es – www.educa.jcyl.es/educacyl/cm/dpvalladolid – www.cfievalladolid.es

ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

Chancen und Herausforderungen der reformierten Lehrerausbildung

Gruppennummer: **37**

Antragsrunde 1

Art des Besuches:
Allgemeine Bildung

14/10/2013-18/10/2013
Köln/Leverkusen, Deutschland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **15**
Erforderliche Mindestanzahl: **7**

Schlüsselwörter:

- **Kompetenzen von Lehrkräften und Ausbildern**
- **Qualifikationen von Lehrkräften und Ausbildern**
- **Status von Lehrkräften und Ausbildern**

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THEMENBEREICHE:

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

WARUM?

In Nordrhein-Westfalen trat das Gesetz für die neue Lehrerausbildung 2009 in Kraft. Die Ausbildungsdauer wurde verkürzt und zukünftige Lehrerinnen und Lehrer müssen konkrete Standards des Lehrerberufs erreichen. Im Zentrum für schulpraktische Lehrerausbildung in Leverkusen (Regierungsbezirk Köln) wird die Reform erstmals ab November 2012 in die Praxis umgesetzt. Über erste Erfahrungen, wie die erste Phase der Lehrerausbildung (Universität) und die zweite Phase (Schule und Seminar) als Folge der reformierten Lehrerausbildung ineinander greifen, soll berichtet und diskutiert werden.

WAS?

Die Teilnehmer werden Folgendes lernen:
- Organisation der Lehrerausbildung in Nordrhein-Westfalen;
- Grundgedanken der Reform der Lehrerausbildung;
- Einblicke in die Praxis der Lehrerausbildung an Seminar und Schule;
- Inhalte und Gestaltungsprinzipien von Fachseminarsitzungen;
- zeitgemäße methodisch-didaktische Unterrichtskonzepte;
- Kriterien der Unterrichtsbeobachtung;
- Methoden der Unterrichtsnachbesprechung.

WIE?

Die Teilnehmer werden:
- Gespräche mit leitenden Vertretern der Seminare der verschiedenen Schulformen führen;
- an Fachseminarsitzungen im Zentrum für schulpraktische Lehrerausbildung teilnehmen;
- an Unterrichtsstunden und Unterrichtsnachbesprechungen mit Referendarinnen und Referendaren teilnehmen;
- sich mit Kolleginnen und Kollegen der unterschiedlichen Fachrichtungen sowie mit Lehramtsanwärterinnen und -anwärtern über ihre Erfahrungen mit der neuen Lehrerausbildung austauschen;
- das Zentrum für LehrerInnenbildung der Universität Köln kennen lernen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

WWW.

www.zfsl-leverkusen.nrw.de – www.schulministerium.nrw.de – www.zfl.uni-koeln.de
www.pruefungsamt.nrw.de

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Updates and upgrades in teacher education

Group No: **38**

Round 1

Type of visit:
Mixed

21/10/2013-25/10/2013
Arad, Romania

Working language:
English

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

Keywords:

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

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CATEGORY OF THEMES:

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

WHY?

The teaching profession is becoming more and more complex and demands placed upon teachers are increasing. Under such circumstances, policy-makers in education have begun to reconsider the role of the teacher. Initial teacher training is absolutely necessary and young teachers have to master a range of knowledge and skills. There is growing demand for programmes to keep teachers updated and effective in their work to meet the high standards of their profession in an extremely demanding and challenging society. The town of Arad is home to the oldest school in Romania for primary school teachers and has a tradition of pedagogical practice to prepare both future teachers and teachers to become mentors/tutors. Arad County School Inspectorate is a regional authority which provides high-quality services of counselling, professional training and management programmes in education. It collaborates with the Teacher Training House, universities and various training providers,on continuing professional development of teachers.

WHAT?

Participants will learn about:
• prerequisites to become a mentor or a teacher trainer;
• teacher status promotion;
• effective relationships between schools and teacher education institutions;
• programmes/initiatives to support new teachers;
• new approaches to teacher training in a changing society.

HOW?

Participants will:
• visit colleges which prepare future teachers;
• meet teacher mentors/tutors/teacher trainers/head teachers;
• observe mentors at work;
• meet local authorities;
• meet students soon to become 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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizita de studiu îşi propune să scoată în evidentă importanţa pregătirii iniţiale şi continue a profesorilor. Instituţiile implicate în pregătirea iniţială şi continuă a profesorilor trebuie să ţină seamă de noile cerinţe ale societăţii în schimbare şi să-şi adapteze programele pentru a fi relevante și eficiente. Inspectoratul Şcolar Arad îşi propune să ofere participanţilor oportunitatea de a vizita instituţii şcolare şi de a dezbate cu directori de şcoli, autorităţi locale, experți, subiecte în domeniul formării inițiale şi continue a cadrelor didactice din învăţământul preuniversitar.

WWW.

www.isjarad.ro – www.ccdar.ro
www.uav.ro/ro/departamente/pregatirea-personalului-didactic

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

From trainer to consultant: development of in-house training programmes

Group No: **39**

Round 1

Type of visit:
VET

4/9/2013-6/9/2013
Kraków, Poland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Recent global recession has leds to a significant reduction of funding spent by organisations on employee development. To adapt to this situation, training providers need to shift their strategy from teaching in direct contact with employees to designing internal learning environments, which can be sustained at lower cost. This requires a different set of competences and transition to a different professional role. Jagiellonian University Extension is an institution focused on training lifelong learning professionals and supporting their adaptation to the changing needs of the market. We want to share experience and create a foundation for future cooperation with participants.

WHAT?

Participants will learn about:
- changing needs of organisations cooperating with external training providers;
- challenges faced by trainers who take on a role of consultant/instructional designer;
- ideas for supporting competence development and transition between roles;
- possible tools and methods of guiding an organisation through the process of creating internal learning environments.

HOW?

Participants will:
- meet consultants, instructional designers and a representative of a local enterprise HR department;
- learn from specific case studies describing the process of organisational change;
- share their experiences in group discussion and interactive activities;
- work as a group to create an outline of a programme that can be a basis for future cooperation.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Działanie organizacji w warunkach kryzysu gospodarczego powoduje znaczącą redukcję środków finansowych przeznaczanych na rozwój jej pracowników. Dostawcy usług szkoleniowych, aby dostosować się do panującej sytuacji powinni zmienić swoją strategię ze współpracy w bezpośrednim kontakcie z pracownikami instytucji szkolącej się na projektowanie i dostarczanie tym instytucjom wewnętrznych systemów kształcenia się w organizacji, co podtrzyma proces szkoleniowy z jednoczesnym wprowadzeniem oszczędności na wydatki w tej kategorii. Zmiana ta wymaga wykształcenia u dostawcy usług szkoleniowych innego zestawu kompetencji, a także przedefiniowanie roli zawodowej.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Professional development of teachers and trainers in VET

Group No: **40**

Round 1

Type of visit:
VET

7/10/2013-11/10/2013
Bonn, Germany

Working language:
English

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

Keywords:

- **teachers' and trainers' competences**
- **teachers' and trainers'mobility**
- **teachers' and trainers' qualifications**

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

Teachers and trainers play a key role in providing high quality education and training. The ageing European teacher and trainer population, changing labour markets and working environments make it imperative to improve initial and continuing training for teachers and trainers by offering flexible training provision and investment. One characteristic of education and training staff in vocational education and training in Germany is the clear distinction between in-company trainers and teachers in vocational schools and thus, substantial differences with regard to role, status, education and activity. In the course of changing needs there are new skill requirements for personnel in training enabling them to prepare apprentices/students for working and living in a knowledge society.

WHAT?

Participants will learn about:
- qualifications and professional development of VET teachers and trainers in different learning environments;
- new skills and competences for VET teachers, trainers and other learning facilitators essential in a lifelong learning context;
- new forms of cooperation and exchange between VET teachers working in schools and VET trainers working in companies and/or organisations providing training;
- innovative training offers for VET teachers and trainers.

HOW?

Participants will:
- meet national experts and policy-makers;
- visit a range of education and training organisations and providers;
- meet and discuss projects and programmes with learners and trainers.

WHOM?

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

WWW.

www.bibb.de – www.foraus.de
www.na-bibb.de/de/eu_bildungsthemen/professionalisierung_des_bildungspersonals.html

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Career progression route for trainers and teacher trainers

Group No: **41**

Round 1

Type of visit:
Mixed

14/10/2013-17/10/2013
Bucarest, Romania

Working language:
English

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

Keywords:

- **teachers' and trainers' competences**
- **teachers' and trainers' mobility**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

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

WHY?

Career progression route for teachers and teacher trainers is an ideal topic to develop new approaches for teachers and trainers as new opportunities in adult teaching and learning. Bucharest is the capital of Romania, so expertise and opportunities make it suitable to present and promote our experiences of debutant teachers' and trainers' competences, mobility and qualifications. The host institution is the Teacher Training Centre of Bucharest, an institution open to promote new experiences, working in consortium with many other nongovernmental organisations (NGOs) and universities.The Teacher Training Centre works with more than 300 trainers and their valuable experience will be presented during the visit.

WHAT?

Participants will learn about:
- new teachers' and trainers' competences;
- teachers' and trainers' mobility opportunities through international programmes and projects;
- teachers' and trainers' qualifications for being competitive on the adult training market;
- new strategies to evaluate skills and competences of trainers;
- new trends in adult learning and teachers' training.

HOW?

Participants will:
- visit the Teacher Training Centre of Bucharest;
- meet trainers in different training settings and discuss different topics;
- assist and observe training sessions;
- meet researchers at the National Institute of Educational Sciences;
- meet guidance counsellors and decision-makers from the Ministry of Education.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Prin găzduirea unei vizite de studiu ne propunem să promovăm experienţe relevante şi modele de evoluţie în carieră pentru cadre didactice şi formatori. Aceasta în contextul noii legislaţii a învăţământului care faciliteaza flexibilizarea parcursului în carieră, conducând la sporirea motivaţiei şi implicării cadrelor didactice în sfera educaţiei şi formării pe parcursul întregii vieţi şi a educatiei adulţilor. In contextul Anului european al cetăţeniei active (2013), analiza formării continue din perspectiva noilor roluri şi dimensiuni ale carierei didactice şi de formator este de o reală importanţă.

WWW.

www.ccd-bucuresti.org – www.ise.ro – www.edu.ro

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Lifelong learning of teachers and trainers during the financial crisis

Group No: **42**

Round 1

Type of visit:
General education

25/11/2013-29/11/2013
Athens, Greece

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Greece, as a member of the EU, has much experience of education and training. However, in a country confronted to serious financial problems, a question of utmost priority is how educational system corresponds to its principle and aims. Participants will be get acquainted with measures taken by the State to maintain and support education and training, providing educators with the necessary help, new knowledge and competences. Participants will see how the ancient Greek spirit survives in today's Greek society, especially in evolution of education through public school curricula, professional development and career opportunities. Participants will also see how ancient Greek values of democracy, political virtue and social justice survive in education through public school curricula, professional development and career opportunities.

WHAT?

Participants will learn about:
• State policy on continuous training of teachers, trainers and education managers;
• projects of learning mobility implemented by schools;
• initial teachers' training programmes;
• impact of the financial crisis on the educational system.

HOW?

Participants will:
• visit research groups focusing on teacher/trainer training;
• visit primary, general and vocational secondary schools;
• meet primary and secondary school advisors;
• observe teachers' and trainers' work.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• educational and vocational training inspectors,
• head teachers, teacher trainers,
• heads of departments,
• representatives of chambers of commerce/industry/crafts.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η Επίσκεψη Μελέτης έχει ως στόχο να γνωρίσουν οι συμμετέχοντες, αν η οικονομική κρίση που αντιμετωπίζει η χώρα μας επηρεάζει τον τομέα της Εκπαίδευσης και θα εστιαστεί στο αν τα προγράμματα που εκπονούνται από την πολιτεία δύνανται να παράσχουν στους εκπαιδευτικούς τα απαραίτητα εφόδια, ώστε να υποστηριχτεί η δια βίου Μάθηση, η εκπαίδευση Ενηλίκων και η επιμόρφωση σε περίοδο κρίσης. Ο προβληματισμός θα αναπτυχθεί μέσω της πολιτισμικότητας των ενδιαφερομένων και θα διαπιστωθεί κατά πόσον το αρχαίο Ελληνικό πνεύμα και οι κλασικές αξίες επιβιώνουν σήμερα στην Ελληνική κοινωνία και διαχέονται στην Εκπαίδευση μέσω της κρατικής μέριμνας και των προγραμμάτων διαρκούς επιμόρφωσης και εκπαίδευσης.

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WWW.

www.iep.edu.gr – http://1pek-athin.att.sch.gr – www.2pek.gr – http://3pek.att.sch.gr
www.eap.gr – www.ekdd.gr – www.adultedu.gr – www.eef.gr – www.hms.gr

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Quality assurance in teacher training

Group No: **43**

Round 1

Type of visit:
General education

25/11/2013-29/11/2013
Brussels and Ghent, Belgium

Working language:
English

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

Keywords:

- **quality assurance**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

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CATEGORY OF THEMES:

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

WHY?

Teacher training is changing. Implementation of the Bologna process and establishment of the EQF have had a substantial influence on teacher training in the Flemish higher education system. Continuing changes in society and demography have also created new and different target groups within the existing population in compulsory education. The need for comprehensive quality assurance has become imperative. The visit aims to show current quality assurance in initial and continious training for teachers. It is organised by university colleges Hogeschool Gent and Artevelde Hogeschool.

WHAT?

Participants will learn about:
- how teacher training colleges organise quality assurance in their initial teacher training education;
- how quality is assured during teacher's employment;
- how partner organisations and other stakeholders are involved in quality assurance during further professional development of teachers.

HOW?

Participants will:
- visit teacher training colleges;
- visit primary and secondary schools where students do their practical training;
- visit a partner organisation involved in on-the-job training of teachers;
- observe quality control tools to assure overall quality management;
- exchange ideas with stakeholders.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

De lerarenopleiding in Vlaanderen heeft de laatste jaren belangrijke veranderingen ondergaan. Niet alleen is ze aangepast aan de nieuwe structuur van het hoger onderwijs na de hervormingen van Bologna, maar ook aan de noden van een veranderde samenstelling van de leerlingenpopulatie. De grote diversiteit van de leerlingen en in het opleidingsaanbod maken het nodig dat er een kwaliteitsbewaking bestaat die hieraan tegemoet komt. Het studiebezoek wil inzicht bieden in hoe Vlaanderen deze uitdaging aangaat en beantwoordt.

WWW.

www.studyinflanders.be/en/flanders-education-system/higher-education
http://english.hogent.be/identity-kit/faculties/education-health-social-work/
www.arteveldehs.be/file.asp?filetype=doc/07/011/engelstalige_ahs-brede_brochure_interactief.pdf – www.flanders.be/en

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Understanding teaching and learning at university – A hands-on approach

Group No:44

Round 1

Type of visit:
Mixed

2/12/2013-6/12/2013
Munich, Germany

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

At university, improving didactical and educational competences has become crucial in implementing competence and outcome orientation (Bologna process), to support the coming generation of academics with optimal employability and professional excellence. ProLehre, located within the Munich Centre of Technology and Society (MCTS), Technische Universität München (TUM), focuses on supporting individual skill sets of both teachers and learners, particularly in technology-related subjects. An outstanding and innovative centre for teaching and learning in Germany, ProLehre's ideals are supported and financed by both the TUM Board of Management and the Student Council. The international exchange on concepts of teaching and learning is regarded as a key element in realising the full benefits of European universities' potential.

WHAT?

Participants will learn about:
- application, evaluation and consultation of didactical concepts and methods;
- improving competences in teaching and learning (students, academic staff and professors) through innovative projects;
- coaching procedures for teaching and learning;
- development, implementation, execution and evaluation of customised advanced training programmes for teaching and learning.

HOW?

Participants will:
- attend workshops on practical application methods;
- share best practice examples with academic staff and experts;
- experience innovative learning concepts in real life settings;
- share and discuss their experiences with experts on teaching and learning.

WHOM?

- 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:

Weiterbildung zur Didaktik und Pädagogik an der Universität wird in der Umsetzung der Kompetenz- und Outcomeorientierung (Bologna-Prozess) mit dem Ziel der optimalen Berufseignung immer bedeutsamer, um die bestmögliche Ausbildung des akademischen Nachwuchses zu sichern. ProLehre, angesiedelt am Munich Center for Technology and Society der Technischen Universität München, widmet sich der individuellen Kompetenzentwicklung von Lehrenden und Lernenden. Die Teilnehmer werden im Rahmen des Studienbesuchs didaktische Konzepte und innovative Projekte zur Förderung der Lehr- und Lernkompetenzen erleben, Beispiele „guter Praxis" diskutieren und mit Experten ihre eigenen Konzepte reflektieren.

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www.prolehre.tum.de – www.tum.de/en/homepage – www.mcts.tum.de

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Teaching skills and lifelong training for lecturer-researchers: why and how

Group No: **45**

Round 1

Type of visit:
General education

3/2/2014-7/2/2014
Poitiers, France

Working language:
English

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

Keywords:

- **lifelong learning programme**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

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

WHY?

Recent sociocultural changes to society have altered the ways we learn and pass on knowledge. University teaching remains open to very little discussion and commitment of lecturers and researchers with a continuing education approach should be further developed. Continuous training targeting teaching methods could be an answer to university failure. This visit aims to discover current initiatives in this field and exchange ideas and experiences with European counterparts. ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff.

WHAT?

Participants will learn about:
- continuing education of lecturers and researchers;
- continuing education schemes in higher education, available through cooperation or other agencies in France and in other countries represented in the study visit;
- the recognition and qualification process;
- how continuing education projects are organised in France and the countries represented.

HOW?

Participants will:
- attend and take part in presentations of continuous education available to lecturers and researchers (conditions, organisation, topics, recognition) in France and the other countries represented in the group;
- take part in analysis groups and think tanks, with ESEN's students, and have an opportunity to share ideas and comparative analyses;
- visit higher education institutions.

WHOM?

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

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www.esen.education.fr – www.enseignementsuprecherche.gouv.fr – www.amue.fr

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Professional development of teachers in Scotland

Group No: **46**

Round 1

Type of visit:
General education

3/2/2014-7/2/2014
Edinburgh, Scotland, United Kingdom

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

The General Teaching Council for Scotland (GTCS) in existence since 1965 is now the world's first independent self-regulating body. The GTCS sets teacher education standards for Scottish teachers. The standard for initial teacher education (2007) must be met by all students on graduation from a programme of initial teacher education and the standard for full registration (2007) must then be met by newly-qualified teachers at the end of their probation period. GTCS is tasked by the Scottish Government to introduce a national scheme of professional review and development for all teachers focusing on continuous improvement of a teacher's professional journey. Professional update will become a key commitment for teachers in Scotland ensuring that they all have an entitlement to high-quality processes which support access to opportunities to develop throughout their careers. With current economic difficulties there are challenges to be faced in maintaining quality of initial teacher education and professional development of teachers. To address these challenges the GTCS is working with the Scottish Government and other stakeholders to develop policies and practices which encourage further improvement of Scottish education.

WHAT?

Participants will learn about:
- innovations in professional development of teachers within Scottish education;
- initial teacher education in universities;
- the one-year teacher induction scheme for new teachers;
- continuing professional development (CPD);
- use of professional standards;
- role of the GTCS in professional review and development.

HOW?

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

WHOM?

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

WWW.

www.gtcs.org.uk – www.scotland.gov.uk/Topics/Education
www.educationscotland.gov.uk

DÉVELOPPEMENT PROFESSIONNEL CONTINU ET PERSPECTIVES DE CARRIÈRE DES ENSEIGNANTS ET FORMATEURS

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

Numéro de groupe: **47**

Phase 1

Type de visite:
Mixte

3/2/2014-7/2/2014
Barcelone, Espagne

Langue de travail:
Français

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

Mots clés:

- **besoins de compétences**
- **compétences des enseignants et formateurs**
- **qualification des enseignants et formateurs**

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CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Les plans de formation continue élaborés par le Département d'éducation de Catalogne mettent en évidence le lien entre les compétences des enseignants et les résultats des élèves. Le FIC (plan de formation dans l'établissement) se base sur le principe de la formation continue des enseignants au sein même de leur établissement. Son but est de contribuer à l'actualisation des méthodes d'enseignement en prenant comme point de départ, puis en développant, l'expérience et les compétences déjà acquises. Concrètement, il s'agit d'engager les enseignants dans une réflexion collective partant de la situation existante, d'aboutir à des mises en pratique en classes, puis d'évaluer la nouvelle situation. Cette politique qui engage la totalité de l'établissement scolaire concerne, cette année, l'enseignement des langues étrangères et des mathématiques. Le Département d'éducation souhaite présenter son expérience de la formation continue des enseignants au sein de l'école et échanger sur ce sujet avec les participants.

QUOI?

Le participant découvrira:
- les objectifs et les programmes de formation continue en Catalogne;
- l'optimisation des ressources moyennant l'action formative de la collaboration entre pairs (des objectifs communs et l'échange de savoir-faire pour améliorer la qualité du travail didactique et la réussite scolaire dans l'ensemble de l'établissement);
- les programmes de formation au sein de l'établissement.

COMMENT?

Le participant:
- assistera à la présentation du Plan de formation dans l'établissement (FIC);
- visitera un centre de ressources pédagogique et rencontrera les agents de formation;
- visitera un établissement scolaire et rencontrera le proviseur et l'enseignant qui coordonnent le plan de formation ;
- visitera un établissement ayant un PILE (plan intégré pour l'enseignement des langues étrangères) et s'entretiendra avec les professeurs en formation.

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.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Presentación de la formación permanente del profesorado en Catalunya. Presentación de programas de formación en el lugar de trabajo y programas de formación en lenguas extranjeras: características, modelos de gestión, estructura y soporte a la formación, tipología de las acciones formativas, evaluación y recursos.

WWW.

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

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Improving teaching and learning – Central role of school leaders

Group No: **48**

Round 1

Type of visit:
General education

23/9/2013-27/9/2013
Hanover, Germany

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

School development and quality improvement in teaching and learning are central issues in any educational system. The Lower Saxony State Institute for Quality Development in Schools (NLQ) has considerable expertise in this field as they regularly initiate and implement (European) development projects for schools. They also inspect schools and provide in-service-training for head teachers and teachers. The visit will draw upon results of a Comenius network on leadership in education. Methods on how head teachers can structure schools to improve student learning will be shown. The group will look at good practice models for implementing school programmes, alternative organisational structures and evaluation methods.

WHAT?

Participants will learn about:
- alternative school models (mixed-age classes, openspace learning, school-community networks);
- a European network on leadership in education;
- factors of success for developing a school programme;
- internal and external quality evaluation (SEIS = selfevaluation in schools; school inspection).

HOW?

Participants will:
- visit primary and secondary schools with specific organisational concepts to promote high quality in teaching and learning;
- observe innovative and collaborative students' and teachers' work;
- meet and interact with head teachers, experts, advisors and project coordinators.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Alle Bildungssysteme betreiben Qualitätsentwicklung in Schulen zur Verbesserung von Lehren und Lernen. Das Niedersächsische Landesinstitut für schulische Qualitätsentwicklung (NLQ) initiiert und steuert Entwicklungsprojekte für Schulen, führt die Schulinspektion und zentrale Fortbildungsmaßnahmen für Lehrkräfte und Führungspersonal in Niedersachsen durch. Der Studienbesuch rekurriert auf das Comenius Netzwerk Leadership in Education und fasst Maßnahmen ins Auge, die Schulleiter zur Verbesserung der Lehr- und Lernqualität unternehmen können. Dabei werden Schulentwicklungsprogramme, Schulen mit besonderen organisatorischen Strukturen sowie interne und externe Evaluationsmaßnahmen betrachtet.

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Fax +49 512 11 69 52 92
Email: europa@nlq.nibis.de
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www.leadership-in-education.eu – www.nlq.niedersachsen.de

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Innovative approaches to managing educational institutions

Group No: **49**

Round 1

Type of visit:
General education

30/9/2013-4/10/2013
Tîrgu Mureş, Romania

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

National educational policies emphasise the need to professionalise the educational manager occupation in a context of decentralisation. Thus, managers are gaining new skills. They are now leaders and key players of innovation and quality of education. Managers must have leadership and managerial competences to motivate staff, communicate effectively and achieve quality in education. The new guidelines in national legislation aim to create a group of experts in educational management with expertise and skills in management. Mures County School Inspectorate coordinates management of all schools in the county. Colegiul National Unirea is a representative institution carrying out educational management and academic work. Our educational managers' expertise can be shared with other specialists in Europe.

WHAT?

Participants will learn about:
- the Romanian educational system with focus on school management;
- methods and tools to improve management in education;
- innovative approaches to developing leadership;
- ways of achieving performance in educational management and quality assurance in education;
- ways to develop partnerships in education.

HOW?

Participants will:
- visit primary, lower secondary and upper secondary schools;
- meet school managers, inspectors, representatives of local community;
- participate in debates on management, leadership, quality in education;
- improve understanding of common issues and specific aspects of education management.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Politicile naţionale educaţionale accentuează necesitatea profesionalizării ocupaţiei de manager educaţional, în contextul descentralizării. Noile orientări în legislaţie vizează realizarea unui corp de experţi în management educaţional, prin selectarea cadrelor didactice cu expertiză şi competenţe în management. Managerii şcolari sunt actorii centrali ai inovării şi ai calităţii educaţiei, de aceea, le sunt necesare abilităţi şi competenţe manageriale care să le permită motivarea personalului şi creşterea calităţii în educaţie. Instituţiile care propun aceasta vizită de studiu s-au evidenţiat la nivel naţional prin performanţe manageriale iar experienţa lor poate deveni un model de bună practică la nivel european.

WWW.

www.edums.ro/ – www.colegiulunirea.ro

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Developing methods to organise and teach core subjects of VET

Group No: **50**

Round 1

Type of visit:
VET

21/10/2013-25/10/2013
Jyväskylä, Finland

Working language:
English

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

Keywords:

- **curriculum**
- **key competences**
- **personalised learning**

CATEGORY OF THEMES:

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

WHY?

Implementation of key competences in the VET curriculum, assessment and evaluation mechanisms and VET development and innovation policies are central issues in Finland. The visit aims to give participants a good view of how key competences have been included in the VET curriculum in Finland. Core subjects (mathematics, foreign languages, physics, chemistry, entrepreneurship studies, physical education etc.) are compulsory for all students and they provide a basis for key competences and a possibility for further education. The visit will include an introduction to the Finnish VET system and discussions on key competences and lifelong learning. Jyväskylä college is one of the leading regional developers in the province of central Finland. New and innovative training, learning and assessment methods have been developed with other educational organisations (e.g. University of Applied Sciences, University of Jyväskylä, upper secondary schools and regional folk high schools).

WHAT?

Participants will learn about:
• implementation of competence-based education in VET;
• an example of organising teaching/learning of key competences in VET colleges;
• practical ways of planning and organising individual learning paths (dual degree, entrepreneurship, international studies).

HOW?

Participants will:
• visit Jyväskylä college, upper secondary schools and Jyväskylä University of Applied Sciences;
• meet and talk to teachers and educational managers;
• meet experts on key competences and lifelong learning;
• learn from one another in workshops.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tavoitteenamme on luoda yleiskuva suomalaisesta ammatillisen koulutuksen ammattitaitoa täydentävistä opinnoista. Samalla esitellään suomalaista ammatillisten perustutkintojen rakennetta ja yleistä sisältöä. Osallistuja saa kuvan Jyväskylän ammattiopiston tavasta suunnitella ja toteuttaa ammattitaitoa täydentäviä opintoja. Opintovierailun aikana keskustellaan elinikäisen oppimisen avaintaidoista.

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Website: www.jao.fi

WWW.

www.jao.fi – www.oph.fi/english/education/teachers
www.oph.fi/english/education/vocational_upper_secondary_education_and_training
www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/general_upper_secondary_education

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Management in education: the Järfälla model

Group No: **51**

Round 1

Type of visit:
Mixed

21/10/2013-25/10/2013
Järfälla/Stockholm, Sweden

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Järfälla is a municipality about 25 km northwest of Stockholm with about 66.000 inhabitants. It offers a lot for a mixed and young population in flats and houses. Most people commute to Stockholm and many students choose inner city schools. Järfälla has to compete with Stockholm to get students. Changes of the syllabus, curriculum, lifelong learning, fast technical development and globalisation are challenges for managers in education. Managers are quite independent, but we would like to exchange experience, ideas and knowledge of education with our visitors to improve ourselves. The municipality of Järfälla, Järfälla Kommun has a mixture of community-based schools and some independent schools (academies) well-developed, forward thinking and interested in internationalisation. How can we learn from one another to improve quality and management?

WHAT?

Participants will learn about:
• an autonomous model of leadership and other models used by the group;
• roles of directors of education;
• how Järfälla combats drop-outs;
• using LLP as a tool that leads to new European cooperation projects;
• the chief development group, a group of seven heads who manage and plan in-service training for heads based on a bottom-up perspective.

HOW?

Participants will:
• meet managers and share expertise and experience;
• meet directors of education;
• see Järfälla's vision on education;
• network.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Järfälla Kommun har en relativt ung population med manga barn i skolåldern. Kundvalsmetoden tillämpas vilket betyder att föräldrar och barn får välja skola. Detta innebär också att kommunens skolor är hårt konkurrensutsatta. Vi har många intressanta undervisningsmetoder och inriktningar som vi är stolta över. Vi har på senare tid satsat på IKT, både med kompetensutveckling och materiellt med bland annat smartboards. i verkar för omvärldsbevakning och internationalisering och önskar få nya influenser. Vi satsar på att bjuda in experter och beslutsfattare både för att visa upp men även för att få input och nya idéer att utveckla vårt arbete i den allt tuffare konkurrensen om eleverna.

WWW.

www.jarfalla.se

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INCREASING LITERACY AND NUMERACY LEVELS

One decade of literacy initiatives

Group No: **52**

Round 1

Type of visit:
General education

11/9/2013-13/9/2013
Torres Vedras, Portugal

Working language:
English

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

Keywords:

- **key competences**
- **learning outcomes**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

According to a recent report on literacy based on PISA findings, Portugal has improved reading levels among 15- year olds substantially over the past decade and is among the countries with the most spectacular improvement in PISA results. Considering that Portugal has indeed improved people's literacy levels over the past decade, it is important to look behind the scene and see all the work that has been done at national, regional and local levels. Participants are invited to get acquainted with the main factors behind this performance and how these programmes were put into practice in a school outside Lisbon.

WHAT?

Participants will learn about:

- national initiatives to improve literacy such as the national reading plan (Plano Nacional de Leitura), booktime (Ler+) and network of school libraries (Rede de Bibliotecas Escolares);
- initiatives/workshops linked to developing statistical literacy carried out by Pordata (a non-official database on Portugal's statistical information);
- a national project of entrepreneurs for social inclusion.

HOW?

Participants will:

- visit a secondary school, its education centre and school library;
- observe implementation of the national initiatives on literacy skills;
- meet representatives of the national reading plan, booktime, the network of school libraries and the association of entrepreneurs for social inclusion.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Partindo do pressuposto que a Portugal revelou melhorias significativas no desempenho do recente estudo da OCDE, pretende-se dar a conhecer todo o trabalho de campo e iniciativas que têm sido feito neste campo, nomeadamente os seguintes programas: o Plano Nacional de Leitura, aLer+, a Rede de Bibliotecas Escolares, o Centro de Novas Oportunidades e a Associação Empresários pela Inclusão Social e a Pordata. Ao escolher uma escola fora de Lisboa, pretende-se assinalar a forma como estas iniciativas chegam a escolas de cidades mais pequenas e como é significativo o trabalho que se faz nestes microcosmos.

Organiser(s):

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WWW.

www.planonacionaldeleitura.gov.pt/index1.php – www.eshn.net
www.rbe.min-edu.pt/en – www.rbe.min-edu.pt/np4/58.html
www.pordata.pt – www.epis.pt/epis/homepage.php

LANGUAGE TEACHING AND LEARNING

Improving motivation in language learning through immersion and serious games

Group No: **53**

Round 1

Type of visit:
General education

23/9/2013-27/9/2013
Gloucester, England, United Kingdom

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **digital competence**
- **innovative approaches**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Learning languages in the UK is in decline. Study post-14 is optional, now below 50%, perceived as difficult and motivation is often low. The successful primary languages initiative faltered following funding cuts in 2010. In Gloucester, a forward-thinking partnership of secondary schools successfully bid to establish the Global Language Immersion Centre as a national centre of excellence for language teaching. Leading experts in digital learning and serious games collaborated on the design and construction of the GBP 6 million centre. The centre provides more engaging language learning through state-of-the-art ICT, immersion techniques and serious games. The unique facilities allow students, and their teachers, to focus on acquiring language learning skills through simulation of real-life situations. They develop their communication competences through use of digital media and apply these in purposeful activity and social interaction.

WHAT?

Participants will learn about:
• benefits of language immersion techniques to improve motivation and engagement;
• use of serious games to provide real-life and purposeful language learning experiences;
• innovative ways of using technology such as handheld digital devices, animation and film to improve communication skills in a foreign language.

HOW?

Participants will:
• stay at GLIC to experience language immersion;
• use the technology and resources at GLIC and assess their effectiveness;
• visit schools that have used GLIC.

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.

Organiser(s):

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WORMINGTON Mary
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Email: international@glic.org.uk
Website: www.glic.org.uk

WWW.

www.glic.org.uk – www.euroele.co.uk/CaseStudies.aspx – www.pixelearning.com
www.seriousgamesinstitute.co.uk

LANGUAGE TEACHING AND LEARNING

Innovative solutions for strengthening minority languages

Group No: **54**

Round 1

Type of visit:
General education

30/9/2013-4/10/2013
Porvoo and Loviisa, Finland

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **innovative approaches**
- **migrants and minorities**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The population in European countries can consist of many different ethnical, cultural or language minorities. In Finland, Swedish is also an official language with approximately 5.5% of the population speaking Swedish as their mother tongue. Both languages are equal throughout the country with respect to dealing with the authorities. Finnish and Swedish are languages of instruction in educational institutions at all educational levels. Usually, institutions have either Finnish - or Swedish - as their language of instruction. This visit takes place in a bilingual region, where families can choose between Finnish or Swedish speaking schools for their children. Innovative practices are required to support the minority language and culture. Organisers of this visit deal with the problem of finding practical solutions to language minority questions in minority language schools. They want to share the methods they use and learn from participants' experiences working with similar problems.

WHAT?

Participants will learn about:
- how the Finnish school system promotes equality concerning language and social background;
- creative solutions for supporting the minority language as mother tongue and for appreciating cultural traditions of a minority group;
- challenges faced by a minority group.

HOW?

Participants will:
- meet and talk to teachers, head teachers, special education teachers, a school counsellor and school psychologist;
- visit pre-schools, primary and secondary schools;
- meet educational decision-makers, politicians, language experts and researchers.

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:

I Finland har ca 5% av befolkningen svenska som modersmål. Enligt lag bör de svenskspråkiga erbjudas utbildning på sitt eget modersmål. Under studiebesöket kommer ni att få bekanta er med de innovativa, praktiska lösningar man använder för att stöda det svenska språket och kulturen.

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WWW.

www.minedu.fi/OPM/Koulutus/yleissivistaevae_koulutus/index.html?lang=en
www.finlex.fi/en/laki/kaannokset/1998/en19980628.pdf – http://www.oph.fi/english

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Stratégies pour une compréhension écrite simultanée des langues romanes

Numéro de groupe: **55**

Phase 1

Type de visite:
Enseignement général

14/10/2013-18/10/2013
Toulouse, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **compétences linguistiques**
- **éducation interculturelle**

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CATÉGORIE THÉMATIQUE:

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

POURQUOI?

La Région Midi-Pyrénées offre un riche contexte de plurilinguisme roman: immigration espagnole, coopération transfrontalière, tradition séculaire toujours actuelle de culture et de langue occitanes. Les structures éducatives locales reflètent cet intérêt: sections européennes espagnol, sections bilangues (étude de deux langues étrangères en parallèle), recherche-action en intercompréhension Euromania à l'université de Toulouse. L'INSA, l'Institut national de sciences appliquées, offre à ses étudiants français et étrangers des cursus avec modules d'intercompréhension et leur proposera à partir de 2013 IberInsa, programme d'échange en partenariat avec les universités de Castellón et Montdragon. La notion d'intercompréhension entre langues apparentées est au coeur de cette visite: il s'agit d'une méthode d'apprentissage des langues où l'effort de communication se concentre sur des compétences de réception de la langue étrangère (lire, écouter) et met entre parenthèses les compétences de production d'une langue étrangère (parler, écrire).

QUOI?

Le participant:
- approfondira la notion plurielle d'intercompréhension;
- analysera des activités de classe de l'enseignement primaire à l'université, en présentiel et à distance;
- échangera sur des approches et comparera des pratiques avec les participants et les intervenants;
- s'appropriera des stratégies de compréhension de documents écrits en langues romanes;
- découvrira les politiques éducatives nationales et régionales favorisant le plurilinguisme en langues romanes.

COMMENT?

Le participant:
- participera à des débats lors de rencontres et de présentations de spécialistes;
- découvrira le sens de plusieurs documents écrits variés dans différentes langues romanes dans le cadre d'ateliers;
- rencontrera des partenaires institutionnels locaux;
- visitera des établissements offrant des modules d'intercompréhension, des classes d'établissements secondaires et primaires «bilingues»;
- mènera des échanges avec les participants, les étudiants/élèves et les enseignants.

POUR QUI?

- Professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

WWW.

http://ressources-cla.univ-fcomte.fr/gerflint/Europe5/maria_teresa.pdf
www.culture.gouv.fr/culture/dglf/publications/intercomprehension.pdf
www.coe.int/t/dg4/linguistic/Source/DoyeFR.pdf http://apic.onlc.fr
www.uni-giessen.de/cms/fbz/fb05/romanistik/didaktik/Mitarbeiter/mitarbeiter_meissner/meissner/externe-veranstaltungen – www.euro-mania.eu

LANGUAGE TEACHING AND LEARNING

On the way to individualised teaching and learning

Group No: **56**

Round 1

Type of visit:
General education

21/10/2013-25/10/2013
Reutlingen, Germany

Working language:
English

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

Keywords:

- **innovative approaches**
- **personalised learning**

Organiser(s):

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www.realschulseminarreutlingen.de

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Education has to keep up with fast changes society is experiencing. Diversity in classrooms presents an enormous challenge for teachers. Political and educational authorities promote equality in education. The state seminar of initial teacher training for teachers of secondary schools (intermediate level), in Reutlingen, works on training concepts and programmes that help teachers deal with mixed ability groups. Together with our training schools and other partner institutions we develop and implement individualised and personalised ways of teaching and learning.

WHAT?

Participants will learn about:
- organisation and main objectives of state seminars of initial teacher training in Baden-Wuerttemberg;
- organisation of training activities and how we provide teachers with information and materials;
- new approaches to individualised and personalised learning;
- acquisition of key competences throughout the education system.

HOW?

Participants will:
- visit the Staatliches Seminar für Didaktik und Lehrerbildung, which is Reutlingen's institution for initial training of teachers in secondary schools (intermediate level);
- participate in workshops to exchange experiences of teacher training;
- meet head teachers, teachers, teacher trainers, teacher trainees and different members of the educational community;
- meet school pupils of different age groups and class levels;
- visit primary and secondary schools;
- visit school books publishing houses.

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:

Die zunehmende Heterogenität von Lerngruppen stellt Fremdsprachenlehrkräfte vor eine große Herausforderung. Diese Verschiedenheit als Chance anzunehmen, erfordert die Bereitschaft, individuelle Lernprozesse zu initiieren um Einzelne angemessen zu fördern. Als Ausbildungsinstitut für angehende Lehrkräfte entwickeln wir gemeinsam mit unseren Partnerschulen Ideen und Konzepte, damit zukünftige Lehrkräfte heterogenen Lerngruppen gerecht werden. In Gesprächen, bei Schulbesuchen und Workshops erfahren die Teilnehmer, wie angehende Fremdsprachenlehrkräfte für die Sekundarstufe auf ihren Beruf vorbereitet werden und erleben, wie Schulen die Forderung nach individuellem Fördern umsetzen.

WWW.

www.realschulseminar-reutlingen.de – www.kultusportal-bw.de
www.hohenbergschule-albstadt.de – www.bodensee-schule-st-martin.de
www.gss-tuebingen.de – www.klett.de – www.cornelsen.de – www.diesterweg.de

LANGUAGE TEACHING AND LEARNING

Lifelong learning – Public language education for adults in Europe

Group No: **57**

Round 1

Type of visit:
Mixed

24/2/2014-27/2/2014
Santiago de Compostela, Spain

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **innovative approaches**
- **lifelong learning programme**

Organiser(s):

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The official schools of languages are public educational institutions specialised in teaching foreign languages to young learners and adults. Spain is one of the few countries in the EU offering this kind of public education and issuing official certificates for it. Santiago de Compostela is a meeting point of different multilingual cultures and an example of how learning languages contributes to creating a European cultural identity. Aside from its famous Unesco World Heritage old town and its historic university, Santiago de Compostela is also a modern town, seat of the Galician regional government, which has experienced a high increase in demand for foreign language learning programmes for adults in the past decade. Sharing this unique model will be a highly beneficial exchange.

WHAT?

Participants will learn about:
• various language courses we offer (general, language for specific purposes, teacher training for CLIL);
• how we adapt to the different programmes society demands;
• our syllabus and the common European framework of reference for languages:
• ICT in foreign language classroom;
• teaching methods and assessment tools.

HOW?

Participants will:
• visit adult education institutions specialised in languages;
• meet education authorities;
• observe teachers' work in the classroom;
• attend lectures, round-table discussions and workshops.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Escola Oficial de Idiomas de Santiago de Compostela forma parte de una red de centros públicos especializados en la enseñanza de idiomas para adultos, repartidos por todo el territorio español. Desde la primera escuela que abrió sus puertas hace un siglo, este tipo de centros ha ido implementándose hasta experimentar un gran crecimiento en las últimas dos décadas. En la actualidad, existen 310 centros en todo el Estado, 11 de ellos en Galicia.El hecho diferencial de ser centros especializados en idiomas sostenidos por fondos públicos, nos convierte en una institución con un modelo de enseñanza único en Europa que cada vez presenta una demanda mayor po parte de la población adulta.

WWW.

www.eoisantiago.org – www.edu.xunta.es/web/node/2534
www.educacion.gob.es/educacion/que-estudiar-y-donde/ensenanza-idiomas.html

USE OF ICT IN LEARNING

Tomorrow's teaching with virtual media

Group No: **58**

Round 1

Type of visit:
Mixed

30/9/2013-4/10/2013
Nykøbing Falster, Denmark

Working language:
English

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

Keywords:

- **competences in science and technology**
- **digital competence**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Use of new technologies is ever increasing in modern society and teaching environments have to acquire and adopt them wherever it makes sense. VUC Storstrøm is an adult general education institution which teaches adults aged 18 to 30 years. During recent years we have developed extensive experience in use of videocontrolled simultaneous learning. We call it 'the global classroom'. This makes it possible for students from remote and thinly populated areas to participate without being physically present and for classes to work together over large distances. The global classroom was developed in collaboration with private companies and the region of Zealand which will also be part of this visit. The concept has proven very successful and has recently been transferred to other educational sectors such as VET and HE.

WHAT?

Participants will learn about:
- the educational model in Region Zealand and the conditions for using virtual classrooms;
- technical, didactic and pedagogical use of video-based learning;
- benefits of using video-based learning and future use of ICT in modern education;
- use of foreign teaching assistants in the classroom;
- cost/benefit using video-based learning;
- how to reduce dropouts and create new motivation for students using virtual classrooms.

HOW?

Participants will:
- try the global guest teacher method;
- visit educational institutions that use video-based learning and talk to teachers and students;
- use video in the classroom and see the benefits;
- discuss how the newest technology and learning methods can be used in a global perspective.

WHOM?

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

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WWW.

www.vucstor.dk/index.php/vuc-in-english

USE OF ICT IN LEARNING

School of the future: how to innovate through creativity and ICT

Group No: **59**

Round 1

Type of visit:
General education

30/9/2013-3/10/2013
Iglesias, Sardinia, Italy

Working language:
English

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

Keywords:

- **content and language integrated learning (CLIL)**
- **digital competence**
- **innovative approaches**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Sardinian schools, thanks to a regional plan, will be supplied with whiteboards, tablets and online resources in every classroom. The IIS Asproni of Iglesias is one of the few schools experimenting this innovation. The school of the future will require a new approach to learning, new settings and most of all creative methodologies that exploit ICT to tits full potential. Different learning styles need different teaching approaches to create motivated learners. Hands-on experience and social learning are important. Creative use of ICT can create a community of learners, ready to cooperate and learn from one another. Science and art meet again to help students promote a learning environment primarily based on observation of natural phenomena, where students and not books are at the centre of the process.

WHAT?

Participants will learn about:
• how to integrate art and science;
• how some schools have experimented with new learning environments for their classes;
• how to support both teachers and students in a CLIL project;
• how to improve language learning through ICT;
• how to stimulate creativity of teachers and students.

HOW?

Participants will:
• meet students involved in projects dealing with innovation at school;
• see how to use ICT in CLIL activities;
• visit an art /science laboratory;
• discuss common critical issues of introducing Web 2.0 into our schools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Grazie alla Regione Sardegna le scuole sarde stanno per essere rivoluzionate grazie ad un progetto che porterà in ogni classe LIM, tablet and risorse on line per la didattica. L'IIS Asproni di Iglesias è una delle poche scuole che è stata scelta per sperimentare l'innovazione prima delle altre. La scuola del futuro richiederà un nuovo approccio verso l'apprendimento, nuovi ambienti e soprattutto nuove metodologie che siano creative e sfruttino a pieno le potenzialità delle TIC. Diversi stili di apprendimento richiedono diversi approcci didattici per motivare gli studenti. Esperienze concrete e apprendimento sociale sono un fattore ugualmente decisivo. Un utilizzo creativo delle TIC consentirà alle classi di creare comunità di apprendimento.

Organiser(s):

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WWW.

www.liceoasproni.it – www.liceoasproni.it/ourschool.html
http://media.lonelyplanet.com/shop/pdfs/1844-Sardinia_-_Southwest_Sardinia_Chapter_.pdf
http://wikitravel.org/en/Sardinia

USE OF ICT IN LEARNING

ICT, e-learning and Internet for creating a social network where students and teachers can meet

Group No: **60**

Round 1

Type of visit:
General education

21/10/2013-25/10/2013
San Salvatore Telesino, Benevento, Italy

Working language:
English

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

Keywords:

- **content and language integrated learning (CLIL)**
- **digital competence**
- **innovative approaches**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

In our school we have a project for developing ICT skills. There are two classes involved and they organise their lessons through an Internet device called OPENCLASS. Students use it to study Italian, sciences and maths, as well as for meeting online with their teachers, to create a social network for the school. This platform provides many digital assets aimed at testing knowledge and skills online. The digital format of tests are similar to those used in INVALSI and OECD PISA surveys.
The platform provides:
a) possibility of changes and integration according to the educational needs of the teacher;
b) possibility of upload and download files for construction of basic skills;
c) possibility to prepare teaching materials online in accordance with OECD-PISA requirements and methods with equipment for digital asset inspections.

WHAT?

Participants will learn about:
• new skills and attitudes of students using ICT and elearning;
• how to make lessons in a virtual system, using 'Openclass' online devices to create a learning space;
• sharing learning experiences via student's laptops;
• use of CLIL to increase motivation in learning.

HOW?

Participants will:
• use ICT to understand e-learning processes;
• develop and organise their virtual presentation via 'Openclass';
• see how school uses these devices.

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,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L' IIS "Carafa-Giustiniani", tra i più importanti del territorio, sta vivendo un periodo di grande apertura internazionale, grazie all'utilizzo dei fondi comunitari e ai PON C1 e C5, ma anche grazie ai progetti LLP. Offre una scelta diversificata di percorsi di studi e attività extrascolastiche. Si pone come centro formativo che coinvolge alunni, famiglie, enti locali, Comuni, aziende. Ha già sperimentato con successo lo svolgimento di diverse attività forative, dal consolidamento dei rapporti e delle collaborazioni a un'elevata integrazione, all'interno di una comunità diversificata per estrazione sociale, interessi e propensione alla vita scolastica. L'Istituto con la realizzazione del progetto ha l'intento di creare una rete europea.

WWW.

www.regionecampania.it – www.uspbenevento.it – www.iis-carafagiustiniani.org

Organiser(s):

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Fax +39-0824 86 03 89
Email: conteantonella@hotmail.com
Website: www.iis-carafagiustiniani.org

UTILISATION DES TIC DANS L'APPRENTISSAGE

Les pratiques innovantes dans l'usage des TICE au service des apprentissages

Numéro de groupe: **61**

Phase 1

Type de visite:
Enseignement général

2/12/2013-6/12/2013
Bobigny, France

Langue de travail:
Français

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

Mots clés:

- **apprendre à apprendre**
- **compétence numérique**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Actuellement, l'enseignement est contraint de mettre en oeuvre de nouvelles pratiques pédagogiques. Les technologies informatiques ne sont plus enseignées en tant que telles, mais se mettent au service des apprentissages. Ceci nécessite, pour les enseignants, l'acquisition d'une maîtrise des nouvelles technologies et de leur utilisation pédagogique (ressources, outils, supports). L'ouverture internationale et le développement des usages pédagogiques des TICE s'intègrent dans le plan de lutte contre la difficulté scolaire et sont des axes essentiels du projet de l'Académie de Créteil (en France, les académies sont des divisions administratives dans le domaine de l'éducation).

QUOI?

Le participant découvrira:

- les politiques éducatives mises en place au niveau national et leur traduction au niveau académique;
- les différents usages des TICE dans le système éducatif national et leur application pédagogique;
- l'utilisation des outils numériques au service de l'acquisition des compétences clés;
- les ressources et outils à disposition des élèves et des enseignants;
- l'utilisation des TICE dans des classes ou établissements accueillant des élèves à besoins particuliers.

COMMENT?

Le participant:

- visitera des écoles primaires (maternelles et élémentaires) utilisant une pratique numérique innovante;
- rencontrera des enseignants et des équipes de formateurs;
- observera l'usage des TICE dans le développement de l'autonomie des élèves à besoins particuliers;
- visitera des lieux de ressources dans le domaine du numérique (Cité des sciences de la Villette, espace numérique du centre départemental de ressource pédagogique).

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d´enseignement et de formation professionnels,
- professeurs principaux, formateurs d´enseignants,
- conseillers pédagogiques ou d´orientation,
- chercheurs.

Organisateur(s):

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WWW.

http://eduscol.education.fr – www.ciep.fr – www.education.gouv.fr – www.ac-creteil.fr
www.ienaubervilliers2ash.ac-creteil.fr

USE OF ICT IN LEARNING

A bridge to the future through quality education and digital content

Group No: **62**

Round 1

Type of visit:
Mixed

2/12/2013-6/12/2013
Vilnius, Lithuania

Working language:
English

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

Keywords:

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

Organiser(s):

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Website: www.upc.smm.lt

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

One key goal of national education strategy is ensuring quality education in line with the needs of individuals living in an open civil society under market economy conditions, and the universal needs of society of the modern world. Developing digital competence is considered key to lifelong learning and is recognised among the necessary new skills for new jobs and should be acquired by all citizens. Vilnius is the capital of Lithuania where all the major political, educational, social and cultural centres of the country are located. The Education Development Centre has extensive expertise in managing, implementing and monitoring EU-funded projects in education.

WHAT?

Participants will learn about:

- Lithuanian education system and digital content creation, management and implementation;
- quality education and digital content;
- business-sponsored digital education initiatives;
- 'Human and nature', an ICT-based course of natural sciences for 12-14 year-old students, based on over 1700 learning objectives presented via site-demonstrations, laboratories, and quizzes and complemented by an online encyclopaedia and thesaurus. The course is part of the curriculum.

HOW?

Participants will:

- meet representatives from the Ministry of Education and Science and Education Development Centre;
- take part in the exhibition fair Mokykla 2013 (School 2013);
- take part in workshops on 'human and nature';
- visit Thermo Fisher Scientific Bio Class, a modern laboratory which brings scientific research and laboratory equipment to schools and provides students with an opportunity to experience the joy of learning by experimentation and researching, and Kaunas teacher qualification centre;
- present, compare and discuss their 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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vienas svarbiausių Lietuvos valstybinės švietimo strategijos prioritetų padėti asmeniui įgyti profesinę kvalifikaciją, atitinkančią šiuolaikinį technologijų, kultūros bei asmeninių gebėjimų lygį, ir sudaryti sąlygas mokytis visą gyvenimą – nuolat tenkinti pažinimo poreikius, siekti naujų kompetencijų ir kvalifikacijų, reikalingų jo profesinei karjerai ir gyvenimo įprasminimui. Skaitmeninės kompetencijos ugdymas tampa raktu į sėkmę šiuolaikiniame skaitmeniniame pasaulyje. Naudodam UPC koordinuojamuose projektuose sukurtą skaitmenį turinį, galime užtikrinti aukštą ugdymo kokybę. Norime paskleisti gerąją patirtį ES valstybių švietimo politikos kūrėjams, mokslo bei mokymo įstaigų vadovams.

WWW.

www.smm.lt – www.upc.smm.lt – http://distance.ktu.lt/its/kpkc.htm

UTILISATION DES TIC DANS L'APPRENTISSAGE

Enseigner avec tablettes numériques ou ordinateurs portables: quelle pédagogie?

Numéro de groupe: **63**

Phase 1

Type de visite:
Enseignement général

9/12/2013-13/12/2013
Bordeaux, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **compétence numérique**
- **compétences clés**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

L'académie de Bordeaux connait un déploiement d'outils technologiques: les usages en sont-ils renouvelés? Le département des Landes a distribué des ordinateurs portables aux collégiens. Le rectorat a expérimenté des tablettes numériques (lecture, écriture) dans plus de dix établissements. Le département de la Gironde étend l'expérimentation à d'autres collèges. Enfin, des communes dotent de tablettes leurs écoles primaires. Le rectorat de l'académie de Bordeaux, en partenariat avec le Centre régional de documentation pédagogique (CRDP), propose aux responsables européens du système éducatif d'échanger regards d'experts et pratiques innovantes.

QUOI?

Le participant découvrira:

- la politique éducative nationale concernant le développement des TICE et son application régionale (expérimentations et déploiements);
- des usages innovants des TICE, l'usage de tablettes tactiles et ordinateurs portables au service de l'apprentissage de l'élève;
- comment stimuler l'implication de l'élève dans son travail et développer ses compétences.

COMMENT?

Le participant:

- visitera des écoles élémentaires et secondaires utilisant des tablettes tactiles;
- visitera un établissement secondaire où les élèves sont équipés d'ordinateurs portables;
- observera les élèves travailler leurs compétences en classe, en français et dans d'autres disciplines, de l'école primaire au lycée;
- rencontrera des cadres du système éducatif et des représentants des collectivités territoriales accompagnant les équipes d'enseignants quant à leur usage des TICE.

POUR QUI?

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

Organisateur(s):

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Website: http://www.ac-bordeaux.fr

WWW.

http://catice.ac-bordeaux.fr/index.php?id=7398
http://catice.ac-bordeaux.fr/index.php?id=5166

EDUCATION FOR ENTREPRENEURSHIP

Entrepreneurial learning and enterprise education: tried and tested initiatives

Group No: **64**

Round 1

Type of visit:
Mixed

22/10/2013-25/10/2013
Antwerp, Belgium

Working language:
English

Number of places: **14**
Minimum required: **5**

Keywords:

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

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Europe needs more entrepreneurs. Entrepreneurs are important for employment. Promotion of entrepreneurship and an entrepreneurial mindset has to start already at school. In 2002, DBO, an agency of the Flemish Department of Education and Training, started to run its first project to foster entrepreneurship among young people in schools. Since then several new (international) projects, initiatives and competitions were developed to stimulate entrepreneurship and improve the image of an entrepreneur, not only in VET but also in general education. During this visit we would like to share our experiences and good practices. Antwerp is a vibrant city where a lot of (young) entrepreneurs start their new businesses.

WHAT?

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

HOW?

Participants will:
• meet teachers and people responsible for educational projects to promote entrepreneurship;
• meet pupils participating in projects and good practices;
• exchange ideas and experiences;
• visit a secondary school;
• take part in an entrepreneurial quest in the centre of Antwerp.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Europa heeft nood aan meer ondernemers. Ondernemers zijn belangrijk voor de werkgelegenheid. Het promoten van het ondernemerschap en het ontwikkelen van de ondernemingszin dient reeds te gebeuren op school. Reeds in 2002 startte DBO (een onderdeel van het Departement Onderwijs en Vorming) met zijn eerste project om het ondernemerschap bij jongeren op school te promoten. Sindsdien bouwde DBO heel wat ervaring op met het ontwikkelen en uitvoeren van allerlei (internationale) ondernemerschapsprojecten, initiatieven, competities en wedstrijden voor secundaire scholen. Tijdens dit bezoek willen we graag onze ervaringen en goede praktijkvoorbeelden delen.

WWW.

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

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Biodiversity education for a sustainable future

Group No: **65**

Round 1

Type of visit:
General education

14/10/2013-18/10/2013
Białowieża, Poland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The convention on biological diversity set the following goals: conservation of biodiversity; sustainable use of biodiversity; fair and equitable sharing of the benefits arising from the use of genetic resources. To achieve these objectives the UN declared 2011-20 to be the decade on biodiversity. Outdoor education plays a key role in achieving these goals through increasing pupil learning and changing their behaviour towards positive environmental approaches. The visit will be hosted by WEJMUTKA Białowieża Biodiversity Academy, a company dedicated to environmental education and sustainable tourism.

WHAT?

Participants will learn about:
- delivering biodiversity education in schools;
- different approaches to biodiversity education: protection of biodiversity, sustainable use of biodiversity, social communication, dealing with controversial issues;
- the role of educational centres and their cooperation with schools in education for biodiversity;
- practices in education for biodiversity run by a range of educational institutions around one of the most precious biodiversity areas in Europe - Białowieski national park.

HOW?

Participants will:
- visit educational institutions: schools, educational centres run by the Białowieski national park, forestry, local community;
- observe teacher's work in the classroom;
- observe educators and rangers at work.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Celem wizyty jest ukazanie miejsca i znaczenia edukacji dla zrównoważonego rozwoju. Wizyta studyjna będzie obejmować przegląd praktyk edukacyjnych prowadzonych w różnych typach ośrodków edukacyjnych (państwowych, prywatnych) oraz szkołach, znajdujących się wokół jednego z najcenniejszych obszarów przyrodniczych w Europie - Białowieskiego Parku Narodowego. Wizytę studyjną zorganizuje Wejmutka Białowieska Akademia Bioróżnorodności - firma ukierunkowana na edukację ekologiczną i rozwój turystyki zrównoważonej. Uczestnicy zapoznają się między innymi z rolą ośrodków edukacyjnych i ich współpracą ze szkołami, na rzecz zachowania różnorodności biologicznej.

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WWW.

www.wejmutka.pl/eng – http://bpn.com.pl/index.php?lang=en – http://ucbs.uw.edu.pl

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Project models for a changing climate – Moving from education to action

Group No: **66**

Round 1

Type of visit:
Mixed

14/10/2013-18/10/2013
Bleiburg, Austria

Working language:
English

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

Keywords:

- **competences in science and technology**
- **social and civic competences**
- **sustainable development**

Organiser(s):

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Website: www.oekolog-kaernten.at

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The visit will provide participants with an understanding of ESD (education for sustainable development). ESD comprises three keywords: environment, society and economy. The concept starts from local experience and moves to a global perspective. The Visit will combine practical experience, theory and participatory methods. The JUVA guesthouse (passive-house with energy park) where participants will stay promotes educational programmes for schools and families on renewable energy and climate protection. It is well known for its innovative energy projects. The host institution Ökolog-Carinthia is responsible for school development in environmental education and supports schools with their environmental work. In 2011, Ökolog-Carinthia received the European energy award in the category 'Learning' for their innovative energy projects at schools.

WHAT?

Participants will learn about:
• innovative school projects;
• role of environmental education;
• methods and tools used in environmental education;
• renewable energy (hydro power, biogas, solar energy, wind energy);
• innovative projects in communities;
• green energy companies.

HOW?

Participants will:
• participate in scientific experiments;
• meet project developers;
• meet education and government officials;
• do case studies onsustainability;
• network concerning their vocational backgrounds.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• directors of guidance 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:

Ziel des Studienbesuches ist es den Teilnehmer/innen Kenntnisse von 'Education for Sustainable Development' (Bildung für nachhaltige Entwicklung) zu vermitteln, ausgehend von lokalen Erfahrungen bis hin zu einer globalen Perspektive. Praktische Erfahrung, Theorie und partizipativen Methoden werden kombiniert. Das JUVA-Gästehaus, wo die Teilnehmer übernachten,bietet Bildungsprogramme für Schulen und Familien über erneuerbare Energie und Klimaschutz und gibt den Teilnehmern einen Einblick in die praktische Umsetzung von umweltorientierten Projekten. ÖKOLOG-Kärnten ist verantwortlich für Schulentwicklung in der Umweltbildung und unterstützt die Schulen Kärntens in ihrer Umweltarbeit. Ökolog – Kärnten erhielt den European Energy Award 2011 in der Kategorie "Learning".

WWW.

www.oekolog-kaernten.at – www.umweltbildung.at – www.energieundschule.at
www.aae.at – www.asteenergy.at – www.juva.at

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Sustainability in education – From curriculum to reality

Group No: **67**

Round 1

Type of visit:
Mixed

14/10/2013-17/10/2013
Zagreb, Croatia

Working language:
English

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

Keywords:

- **curriculum**
- **sustainable development**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Education for sustainable development should be prioritised because of common preoccupations of both EU and accession countries (various types of inequalities, environmental pollution, economic crisis, etc.). Current unsustainable practices are opening up a rethinking process in different educational spheres. The proposed experience from Croatia shows successful collaboration between different actors in education – civil society, schools and education authorities in prioritising sustainability in education. The host institution, network of education policy centres (NEPC) in Croatia, has long experience in leading international initiatives for education for sustainable development and in crosssectorial collaboration with public authorities. This visit is organised in collaboration with the Croatian education and teacher training agency.

WHAT?

Participants will learn about:

- formal and non-formal training in education for sustainable development (ESD) for teachers, public authorities and businesses;
- roles of different actors in including ESD in the education system – schools, education authorities and civil society organisations (CSO);
- best approaches in endorsing ESD at school and curriculum level;
- key factors for successful cross-sectorial collaboration in ESD.

HOW?

Participants will:

- visit and talk to representatives of CSOs, government agencies and offices, research institutes and foundations dealing with sustainability;
- meet trainers of sustainability education;
- visit schools with best practices in sustainability.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Održivost u obrazovanju- od kurikuluma do prakse tema je četverodnevnog studijskog posjeta kojeg u Zagrebu organizira međunarodna organizacija Mreža centara za obrazovne politike u suradnji s Agencijom za odgoj i obrazovanje od 14. do 17. listopada 2013. godine. Sudionici/e studijskog posjeta imat će priliku posjetiti institucije javnog i civilnog sektora koje pružaju trening iz područja obrazovanja za održivi razvoj (OOR) i škole s dobrim praksama OOR-a. Sudionici/e će saznati više o suradnji različitih aktera po pitanju OOR-a, načinima uključivanja OOR-a na razini kurikuluma i prakse te mogućnostima povezivanja različitih sektora u OOR-u (okolišne i obrazovne organizacije, javni-privatni-civilni sektor).

Organiser(s):

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Email: nepc@edupolicy.net
Website: www.edupolicy.net

WWW.

www.enjoined.edupolicy.net – www.edupolicy.net – www.idi.hr/cerd/index.php/en/about
www.azoo.hr/index.php?option=com_content&view=article&id=1999&Itemid=343
www.fso.hr/about-ffe – http://zelena-akcija.hr/en/about_us – www.hr.boell.org/web/40.html

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Education for sustainable communities

Group No: **68**

Round 1

Type of visit:
Mixed

14/10/2013-17/10/2013
Stamford, England, United Kingdom

Working language:
English

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

Keywords:

- **leadership and management**
- **social and civic competences**
- **sustainable development**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Many UK schools and colleges have been exploring and developing ways of responding to the challenges of sustainable development, and especially local citizenship. Community groups and businesses have been working on this in partnership with educational institutions to help them in the formal and informal curriculum, management of the campus and culture of the institution. The schools, college, local authority, community groups and major businesses in the town of Stamford have been working together for over three years to develop these links. SustEd has been working with them as networker, facilitator, trainer and fund-raiser.

WHAT?

Participants will learn about:

- how schools, colleges, local authorities, community groups and businesses collaborate to develop innovative approaches to sustainable development education, global citizenship and health education;
- how leaders and managers of the curriculum, school environment and community links develop social, civic and environmental competences and an institutional culture of care for individuals, one another, the local community and the planet.

HOW?

Participants will:

- visit primary and secondary schools, and a vocational college;
- observe teachers working outside the classroom;
- meet partners from the local authority, community groups and businesses.

WHOM?

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

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http://susted.blogspot.co.uk – www.stamfordtransitiontown.org.uk/groups/education
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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Hours of intercultural dialogue

Group No: **69**

Round 1

Type of visit:
Mixed

22/10/2013-25/10/2013
Slovenske Konjice, Slovenia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Due to multiculturalism in today's society, intercultural education and understanding it is necessary not only in Slovenia, but also in the EU. ´Hours of intercultural dialogue´ is a method based on active involvement of youngsters to understanding better intercultural dialogue. It usually takes three hours and is carried out in schools, one classroom at a time. During the exercise, students take part in lectures, fill in questionnaires, perform various activities, including evaluation, identifying problems and finding solutions through intercultural dialogue. The host institution, the youth centre of Dravinja valley, has implemented the ´Hours of intercultural dialogue´ model for three years and observed its success which they would like to share with European colleagues.

WHAT?

Participants will learn about:
- ´Hours of intercultural dialogue´, an innovative method of promoting intercultural dialogue among young people;
- non-formal approaches in high schools;
- how to be an intercultural dialogue trainer;
- youth centres and youth work.

HOW?

Participants will:
- meet the inventor of the ´Hours of intercultural dialogue´ model;
- visit the youth centre of Dravinja valley and a general and vocational high school which carry out the ´Hours of intercultural dialogue´;
- take part in training on how to organise workshops for ´Hours of intercultural dialogue´;
- receive theoretical material on intercultural dialogue, non-discrimination, promoting equality and the method;
- simulate workshops in the Youth centre.

WHOM?

- 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:

Urice medkulturnega dialoga so odličen, že preiskušen model za vzpodbujanje mladih k pozitivnemu medkulturnemu dialogu. Preko neformalnih izkustvenih delavnic mladim v formalnem (šolskem) okolju pomagamo, da spoznajo svoje predsoke in so sposobni le te ovrednotiti ter v končni fazi zavreči. Glede na zelo lepe odzive že vključenih bi radi model predstavili čim širšemu krogu bodočih izvajalcev in tako še več mladim omogočili udeležbo.

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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Outdoor learning for promoting skills for active citizenship and sustainable development

Group No: **70**

Round 1

Type of visit:
General education

11/11/2013-15/11/2013 Lake District National Park, England, United Kingdom

Working language:
English

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

Keywords:

- **innovative approaches**
- **sustainable development**
- **young people**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The educational value of real life, 'hands on' outdoor learning is now well established. A report by the UK government inspectors states that it can lead to greater motivation and creativity, raise standards and improve students' personal, social and emotional development. Learning through direct experience in the outdoors can encourage environmental awareness and help promote active citizenship and sustainable lifestyles. Low Bank Ground is a residential outdoor education centre situated in the spectacular Lake District national park in northwest England. It has an international reputation for its good practice in outdoor teaching based on adventurous activities, environmental awareness and understanding. It holds a 'gold standard award' for the quality of its work, is an eco-centre and runs a programme of environmental awards.

WHAT?

Participants will learn about:
- innovative 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 learning in promoting environmental awareness and sustainable lifestyles;
- how to plan, organise and evaluate outdoor learning to achieve these learning outcomes.

HOW?

Participants will:
- observe outdoor learning in action;
- visit educational providers who work to encourage active citizenship and sustainable development;
- participate in guided outdoor and environmental activities;
- meet teachers, education advisers and outdoor tutors to discuss good practice;
- reflect on and discuss how good and innovative practice can be transferred to participants' own countries.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- human resource managers,
- pedagogical or guidance advisers,
- researchers.

Organiser(s):

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www.lakelandoutdoorcentres.com – www.lotc.org.uk – www.outdoor-learning.org.uk
www.cdec.org.uk – www.se-ed.co.uk

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT **Human health and social work activities**

Health promotion through education

Group No: **71**

Round 1

Type of visit:
General education

11/11/2013-15/11/2013
Istanbul, Turkey

Working language:
English

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

Keywords:

- **adult learning**
- **health education**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Health education and health promotion increase people's control over their health and life. Increasing public awareness of risk factors and diseases can help combat risks and prevent negative effects of diseases, such as permanent disabilities, loss of labour force and high costs of health care. The host institution, the Istanbul Research and Training Hospital, has developed many models, for example, quality in health services, to improve public awareness and to protect and promote health behaviour change in hospitals. We would like to share our experiences.

WHAT?

Participants will learn about:

- institutional and civic initiatives promoting health implemented in our region, for example, adult training seminars, booklets, etc.;
- projects coordinated by the hospital to connect knowledge and skills with social practice involving NGOs;
- other health education projects and programmes implemented in Turkey and in participants' countries.

HOW?

Participants will:

- visit local authorities and schools which are part of the health-promoting school network, and NGOs;
- take part in a health education day organised by our hospital;
- meet promoters of 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:

Çalışma ziyareti, tarihi boyunca bir çok devlete başkentlik yapan, binlerce yıllık tarihi,15 milyon nüfusu ile Türkiye'nin aynası niteliğindeki İstanbul'da yapılacaktır. 1960 yılında balkanların en modern hastanesi olarak kurulan ve ilkleri her zaman kendine misyon edinen İstanbul Eğitim ve Araştırma Hastanesi tarafından organize edilecek olan çalışmanın konusu Sağlığın Teşviki ve Geliştirilmesi'dir. Yapılacak çalışmada kurumumuzda ve ülkemizde sağlık kurum ve kuruluşlarında sağlığın geliştirilmesi ve teşvikine ilişkin yürütülen çalışmalar, yetişkin eğitimi ile ilgili uygulamalar gözlemlenecek ve aktif kaltılımları sağlanacaktır.

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ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE **Santé humaine et action sociale**

L'éducation à la santé: un enjeu collectif pour la réussite et le vivre-ensemble

Numéro de groupe: **72**

Phase 1

Type de visite:
Mixte

18/11/2013-22/11/2013
Lyon, France

Langue de travail:
Français

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

Mots clés:

- **compétences sociales et civiques**
- **qualification des enseignants et formateurs**
- **éducation à la santé**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

L'éducation à la santé (ES) en milieu scolaire vise le développement de compétences clés pour l'épanouissement et la responsabilisation des élèves, en faveur de la réussite de tous et de l'amélioration du vivre ensemble. Sa mise en œuvre implique de repenser les pratiques dans une logique de coopération, d'où de nouveaux besoins de formation et d'accompagnement. Le Réseau universtaire pour l'éducation à la santé (UNIRéS) organise des formations de formateurs sur le territoire français. Le but de cette visite est de réfléchir ensemble sur comment l'ES est mise en œuvre dans nos systèmes éducatifs, l'objectif étant d'analyser l'évolution des métiers au regard de l'éducation à la santé et d'identifier les actions renforçant cette dynamique.

QUOI?

Le participant découvrira:

- les enjeux et les fondements théoriques et institutionnels de l'éducation à la santé et à la citoyenneté (ESC) en France et en Europe;
- qui sont les acteurs de l'ESC;
- les résultats de recherches;
- les compétences professionnelles à acquérir pour développer des projets d'ESC et comment mettre en œuvre des programmes de formation;
- comment l'ESC s'intègre dans la formation des enseignants;
- des dispositifs expérimentaux menés à l'échelle territoriale.

COMMENT?

Le participant:

- rencontrera des professionnels, des formateurs et des chercheurs impliqués dans l'ESC, à l'école et hors de l'école;
- observera les modalités de mise en oeuvre de l'ESC en formation initiale et continue des enseignants, notamment au sein des IUFM;
- visitera des établissements scolaires qui développent des actions novatrices en ESC;
- participera à un séminaire de recherche;
- présentera le système éducatif de son pays et comment les objectifs de l'ESC sont intégrés dans celui-ci.

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.

Organisateur(s):

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WWW.

www.inpes.sante.fr/default.asp – www.cdiufm.fr – http://ife.ens-lyon.fr/ife – www.iuhpe.org/ www.drogues.gouv.fr – http://eduscol.education.fr/ – http://acte.univ-bpclermont.fr/

ÉDUCATION POUR UNE CITOYENNETÉ ACTIVE ET UN DÉVELOPPEMENT DURABLE

Engagement et citoyenneté: quelles mises en pratiques pour nos jeunes?

Numéro de groupe: **73**

Phase 1

Type de visite:
Enseignement général

2/12/2013-6/12/2013
Limoges, France

Langue de travail:
Français

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

Mots clés:

- **compétences sociales et civiques**
- **jeunes**
- **volontariat**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Association éducative complémentaire de l'école, l'Aroéven développe toute action qui permet la réussite éducative. Ses activités transversales favorisent l'articulation entre l'éducation formelle et non formelle, en partenariat avec les établissements scolaires, les collectivités et les services d'Etat. Nous souhaitons réfléchir et échanger sur de telles démarches et montrer certaines actions pour favoriser l'engagement des jeunes dans un cadre de démocratie participative (dispositions spécifiques). Entre autre, nous présenterons une initiative en cours pour établir un livret de compétences (valoriser et valider les compétences clés). Ce sera aussi l'ocasion d'élaborer un projet commun dans le cadre d'un partenariat.

QUOI?

Le participant découvrira:

- l'organisation, la forme et le fonctionnement de dispositifs de «démocratie participative» et de responsabilisation à l'attention des jeunes, sur les temps scolaires, péri et extra scolaires;
- la problématique de ces dispositions et ses applications: aspects positifs, leviers, difficultés et freins;
- des exemples de bonne pratique transférable sur des tranches d'âge différentes;
- différentes techniques et outils utilisés en méthode active.

COMMENT?

Le participant:

- visitera des structures scolaires (vie collégienne et lycéenne) et associatives où sont développées ces initiatives;
- rencontrera des jeunes et des adultes investis dans cette démarche;
- partagera avec les équipes éducatives les notions de pilotage, d'évaluation.

POUR QUI?

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

Organisateur(s):

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www.aroeven.ac-limoges.fr – www.education.gouv.fr/vie-lyceenne
www.injep.fr/L-engagement-associatif-des-jeunes – www.enviedagir.jeunes.gouv.fr

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Support for teachers in shaping civic attitudes among pupils

Group No: **74**

Round 1

Type of visit:
General education

2/12/2013-6/12/2013
Kielce, Poland

Working language:
English

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

Keywords:

- **key competences**
- **social and civic competences**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

European citizenship relates to making choices and taking action. The theme of the proposed visit is connected to projects carried out by our centre which focus on shaping active civic and enterprising attitudes among pupils and teachers from Świętokrzyskie Region. We would like to present the results and non-standard forms of civic education at and outside school focused on moving young citizens to fulfil their dreams, passions and willingness to change our world for the better. As the level of trust in Poland is low, we hope for active skillsharing which will show how to build social capital among the young generation. Civic society is open and tolerant and, therefore, through presenting interesting ideas on education, we would like to exchange best practices.

WHAT?

Participants will learn about:
• completed projects and activities connected with shaping civic attitude among pupils and teachers;
• methods and tools used in civic education;
• new ideas for classes at and outside school in civic education;
• how to build social capital among youth.

HOW?

Participants will:
• participate in classes civic education;
• exchange their experience and ideas on successful civic education at and outside school;
• see activities conducted by different institutions supporting development of civic education.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wizyta wiąże się z realizacją przez nasz ośrodek projektów nakierowanych na kształtowanie aktywnych postaw obywatelskich i przedsiębiorczych wśród uczniów i nauczycieli szkół z region świętokrzyskiego. Przedstawimy efekty zrealizowanych przedsięwzięć, pokażemy niestandardowe, innowacyjne formy realizacji edukacji obywatelskiej w szkole i poza szkołą ukierunkowane na aktywizacje młodych obywateli w urzeczywistnianiu ich marzeń, pasji i woli zmieniania świata na lepsze. W trakcie wymiany doświadczeń odbędą się prezentacje gości, którzy podzielą się wiedzą na temat własnych doświadczeń dotyczących zajęć z edukacji obywatelskiej.

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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Education – Participation – Citizenship

Group No: **75**

Round 1

Type of visit:
General education

20/1/2014-24/1/2014
Rotterdam, The Netherlands

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The city of Rotterdam is a place where traditionally a lot of minorities live together and get along fine. Each minority has an opportunity of being taught in their own language, besides Dutch, and can preserve their culture, customs and traditions. Our aim is to stress the importance of internationalisation of multicultural and intercultural approaches on a European scale and concentrate on areas where intercultural dialogue is more likely to contribute to better living for people in the EU.

WHAT?

Participants will learn about:
• European citizenship;
• values, pedagogical and didactic aspects of building a European identity;
• promoting intercultural dialogue and European cooperation.

HOW?

Participants will:
• visit primary and secondary schools with citizenship education;
• meet students, teachers, heads of schools and experts;
• meet representatives of NEAC (network of European active citizens);
• attend a lecture with a higher education perspective (the University of Rotterdam or de Hogeschool van Amsterdam).

WHOM?

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

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Website: www.europeesplatform.nl

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www.neac2.nl

ENTWICKLUNG VON KREATIVITÄT IM BEREICH LERNEN UND LEHRE

Bildung für die Zukunft

Gruppennummer: **76**

Antragsrunde 1

Art des Besuches:
Gemischt

16/9/2013-20/9/2013
Kartuzy, Polen

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Innovative Ansätze**
- **Kulturbewusstsein und kulturelle Ausdrucksfähigkeit**
- **Schlüsselkompetenzen**

THEMENBEREICHE:

Förderung des Erwerbs von Schlüsselkompetenzen im gesamten System der allgemeinen und beruflichen Bildung

WARUM?

In Polen dauert die Diskussion über die Gestaltung der zukünftigen Bildung an, in der vielfältige Kompetenzen berücksichtigt werden müssen. Pommern ist eine starke Region, wo man besonderen Wert auf die Qualität der Bildung legt und neue Systemlösungen im Schulbereich vorschlägt. Mit dem Projekt wollen wir zeigen, wie neue gesellschafltliche Erfordernisse vom Schulwesen aufgegriffen werden können und welche tragende Rolle der Selbstverwaltung zukommt. Als Hintergrund nehmen wir: regionale und innovative Ansätze, Kultur und Geschichte als starke Ressourcenquellen und das Programm „Die Begabten von Pommern“, was eine ganz neue Komplexlösung ist. In Kartuzy zentrieren sich alle Handlungen der Region. Das Zentrum der Initiativen (CIE) schult Lehrer und Berater, realisiert und koordiniert Projekte, arbeitet mit allen Einrichtungen zusammen - ist also aktiver Partner bei der Gestaltung eines zukunftsfähigen und arbeitsmarktrelevanten Bildungsangebots.

WAS?

Die Teilnehmer werden Folgendes lernen:
• Systeme zur Unterstützung von Schülern und Schulen;
• wie Unternehmergeist und Kreativität entwickelt werden können;
• wie die Gesellschaft im Sinne der aktiven Bürgerschaft aktiviert werden kann;
• wie sich Schulprogramme am Arbeitsmarkt orientieren können;
• wie kulturelle Ressourcen eingesetzt werden können.

WIE?

Die Teilnehmer werden Folgendes lernen:
• Systeme zur Unterstützung von Schülern und Schulen;
• wie Unternehmergeist und Kreativität entwickelt werden können;
• wie die Gesellschaft im Sinne der aktiven Bürgerschaft aktiv gemacht werden kann;
• wie sich Schulprogramme am Arbeitsmarkt orientieren können;
• wie kulturelle Ressourcen eingesetzt werden können.

WER?

• Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
• Schulleiter, Lehreraus- und -fortbildner,
• Bildungs- oder Berufsberater,
• Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
• Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Woj. pomorskie ma nowe rozw.ed. wychodzące naprzeciw potrzebom rynku, łączenia różnych kompetencji,otwarcia się na wezwania zw.z budowaniem pomorskiej jakości edukacji. Chcemy pokazać te systemy,wszystkich aktorów tego procesu ze szczeg. uwzględnieniem roli samorzadów, nowoczesnego zarządzania i budowania kapit. ludzkiego. Oparliśmy się na trzech podstawach: innowacyjności w oświacie, kulturowym i hist. zapleczu regionu Kaszub,realizowanym programie wspierania uczniów zdolnych. Innym rozw. jest systemowe wspieranie szkół oraz uczniów o spec. potrzebach ed. Pokażemy, jak nowotworzony system wpływa na ed. dla przyszłości wyróżniającej się kreatywnością, przedsiębiorczością i wysoką jakością.

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www.ciekartuzy.pl – www.zdolnizpomorza.pomorskie.eu – www.roktalentow.men.gov.pl

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Arts, entertainment and recreation

Benefits of visual arts education for creativity and literacy

Group No: **77**

Round 1

Type of visit:
Mixed

17/9/2013-20/9/2013
Ljubljana, Slovenia

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **language skills**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Visual images are a language, hence, visual and artistic literacy are ability to produce, understand and interpret visual and artistic messages of all kinds. Teachers and trainers need to have visual and artistic skills to turn students into sensitive visually-oriented learners, creators and 'consumers of images'. Members of the host institution, the Association of Slovene Fine Artists' Societies, are visual artists from all parts of Slovenia. Many work as art and design teachers at all levels of education - from pre-primary to university, in both public and private sector. We work to improve (inter)national awareness of why visual and artistic literacy are so important for educating students and for training teachers and artists. We would like to present our experience and knowledge of the benefits of visual arts education for creativity, visual and general literacy of youth and adults.

WHAT?

Participants will learn about:

- basics of visual and artistic literacy, their role and benefits for creativity of youth and adults in education, economy, personal and community life;
- contribution of visual arts education to the visual, artistic and other types of literacies (in education and wider);
- difference between (inter)national educational institutions and NGOs developing visual and artistic literacy and competences in their milieu;
- purposes, meanings and strategies of visual arts communication and education.

HOW?

Participants will:

- meet Slovenian experts;
- observe education in classes and outdoors at schools and cultural institutions;
- create artefacts in workshops in different environments;
- visit the didactically-interpretive art exhibition which will open during the visit.

WHOM?

- Company training managers,
- educational and vocational training inspectors and pedagogical or guidance advisers,
- head teachers, teacher trainers,
- representatives of chambers of commerce/industry/crafts,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Strokovnjaki s področja vzgoje in izobraževanja – še posebej s področja likovne umetnosti, se zavedamo pomena (s)likovno-vizualne in umetniške pismenosti za razvoj ustvarjalnega posameznika in družbe. Predlagano temo bomo obravnavali z različnih strokovnih vidikov, v različnih edukacijskih, umetniških in pedagoških kontekstih. Srečanje bo zasnovano interdisciplinarno. Z izbrano vsebino želimo predstaviti pomen naslovne teme za razvijanje ustvarjalnosti, inventivnosti in inovativnosti pri mladih, z veliko transferno vrednostjo. Zveza društev slovenskih likovnih umetnikov (likovno pedagoška sekcija) bo srečanje izvedla v sodelovanju z Zavodom RS za šolstvo ter drugimi posamezniki in ustanovami.

Organiser(s):

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WWW.

www.aluo.uni-lj.si/akademija/galerija – www.ng-slo.si/default.asp?id=51
www.mglc-lj.si/slo/index.htm – www.pef.uni-lj.si/index.php?id=380
www.scca-ljubljana.si/indexengl.htm – www2.vsd.si/eng/en_index.php – http://iam.si/about
www.zrss.si/default.asp?rub=178

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

Programmes scolaires réalisés dans les centres de loisirs

Numéro de groupe: **78**

Phase 1

Type de visite:
Enseignement général

30/9/2013-4/10/2013
Prague, République tchèque

Langue de travail:
Français

Nombre de places: **13**
Minimum requis: **6**

Mots clés:

- **activités périscolaires**
- **approches innovantes**
- **niveau d'enseignement et de formation**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

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

POURQUOI?

En République tchèque, les centres de loisirs pour la jeunesse jouent un rôle croissant dans l´éducations des jeunes et dans la prévention de la délinquance. Ces centres possèdent le savoir-faire nécessaire et les équipements spécifiques à l'enseignement de matières scolaires et peuvent offrir une éducation de haute qualité par des méthodes ludiques et attractives. C´est pourquoi certains centres de loisirs ont établi une coopération avec les écoles primaires et secondaires de leur région. Leurs animateurs préparent des programmes spécialisés suivant les curriculums de l'enseignement obligatoire, offrant des programmes de haut niveau dans leurs ateliers, sur le terrain ou en plein air, ouvrant ainsi des possibilités inattendues. L'Institut national des enfants et de la jeunesse (NIDM) – organisme rattaché au Ministère de l'éducation, de la jeunesse et des sports – est chargé de la mise en œuvre de mesures nationales pour la jeunesse. L'institut coopère étroitement avec les centres de loisirs par la formation des animateurs et du personnel encadrant, par la mise à disposition de résultats d'études et de documentation concernant la jeunesse et en coordonnant des activités de coopération internationale.

QUOI?

Le participant découvrira:

- le réseau des centres de loisirs tchèques (maisons da la culture ou maisons de quartier), leur système de travail et de gestion, le financement, le fonctionnement, leurs responsabilités auprès des autorités;
- la politique de l'État pour la jeunesse et plus spécifiquement la politique de prévention de la délinquance par les activités de loisirs;
- les programmes des centres de loisirs à l'intention des élèves du primaires et du secondaires dans des environnements tels que laboratoires, terrains écologiques, fermes d´élevage d'animaux, ateliers de céramiques, etc.;
- le système de coopération des écoles avec les centres de loisirs, le financement des programmes scolaires dans les centres de loisirs, les responsabilités de part et d'autre;
- la formation des animateurs des centres de loisirs.

COMMENT?

Le participant:

- visitera des centres de loisirs et rencontrera des responsables de la municipalité en charge de leur gestion;
- rencontrera les responsables de l'Unité jeunesse du Ministère de l´éducation, de la jeunesse et des sports;
- rencontrera les experts des écoles qui coopèrent avec les centres de loisirs;
- rencontrera les animateurs et les responsables des centres de loisirs;
- rencontrera les personnes responsables de la formation des animateurs et des directeurs.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats.

WWW.

www.nidm.cz – www.ddmpraha.cz – www.hobbycentrum4.cz – www.msmt.cz

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Development of soft skills of pupils and students

Group No: **79**

Round 1

Type of visit:
Mixed

7/10/2013-11/10/2013
Ostrava, Czech Republic

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Today economies require a flexible, employable workforce, able to cope with rapid changes in the labour market. Employers' surveys show that besides knowledge and professionals skills, soft skills/key competences are essential for work performance. Skills, such as effective communication, flexibility, independence, decisiveness and cooperation are needed by employers but not taught in the traditional education system. Under the leadership of the host, RPIC-VIP, a research group of training experts and education methodologists/teachers develop and verify innovative training programmes to be used by teachers. The aim is to improve the level of key competences starting from children at schools. The method is based on experiential learning (learning by doing/playing) supported by an original methodology. The tools are successfully developed in the Moravian- Silesian region and are used in education, teacher training, work placements, upskilling and reskilling programmes both in the Czech Republic and internationally.

WHAT?

Participants will learn about:
- key competence development tools and methods for teaching maths, science, etc;
- how to use the innovative tools in education, for further development of children;
- 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;
- experience key competence training as trainees;
- talk to experts, developers, certified trainers for key competences;
- discuss and share experience, best practices, lessons learned and ideas for further cooperation, adaptation, usage, improvement.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres and pedagogical or guidance advisers,
- 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 educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kompetence pro život je název v České republice ojedinělého projektu, který nabízí učitelům a jejich žákům implementaci měkkých dovedností zajímavým a zábavným způsobem. Nabízené know-how bylo zpracováno ve spolupráci s vašimi kolegy – učiteli základních a středních škol, i vývojáři a lektory měkkých dovedností z oblasti vzdělávání dospělých a je tak šité na míru vybraným předmětům i kompetencím. Jednotlivé activity jsou jednoduché pro prezentaci a aplikaci. Materiály jsou z obsahového i formálního hlediska zpracovány na vysoké profesionální úrovni. Naší snahou je, aby se výstupy z projektu staly neoddělitelnou součástí vašich vlastních výukových material a pomocníkem učitelů na všech základních a středních školách v České republice.

WWW.

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

Organiser(s):

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Creativity for quality education

Group No: **80**

Round 1

Type of visit:
Mixed

7/10/2013-11/10/2013
Vilnius, Lithuania

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The Ministry of Education and Science of Lithuania made development of creativity key priority for 2012-13 and one of the main priorities of the education strategy for 2013-22. With support of EU structural funds, the government initiated several educational projects on creativity skills development. One – 'development of creativity: research and methodology' was implemented by Modern Didactics Centre (MDC) with Kaunas Regional Educational Centre and five schools. A new methodology was developed to introduce possible strategies and methods for promoting creativity in teaching students of different age groups – from primary to upper secondary and gymnasium levels. Teaching and learning materials (guidebook for teachers, tasks notebooks for students and methodical films for teachers) were provided for teachers of languages and literature at all school levels as well as students. MDC also runs long-term in-service training programmes for teachers and adults and has a wide network of different schools that apply creative teaching and learning strategies.

WHAT?

Participants will learn about:
- state policies on promoting creativity as a lifelong learning goal and main strategy;
- research on development of creativity in Lithuania;
- new methodology developed for different types of secondary schools;
- creative initiatives in formal and non-formal activities in different schools in Vilnius, such as decorating the school environment with students' works, developing school museums, making creative photos, collages and bringing real life examples to the school curriculum.

HOW?

Participants will:
- visit the Modern Didactics Centre, the Ministry of Education and Science and the Education Development Centre;
- visit schools;
- observe classrooms;
- meet teachers and researchers;
- participate in a mini seminar on creativity development.

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:

LR Švietimo ir mokslo ministerija (toliau - ŠMM) kūrybiškumą paskelbė 2012-2013 m. prioritetu, o naujoje Švietimo strategijoje 2013-2022 m. jį įvardija vienu didžiausiu siekiu. ES struktūrinių fondų parama vykdoma keletas svarbių nacionalinių kūrybiškumo ugdymo projektų. Vienas jų – „Kūrybiškumo ugdymas: tyrimai ir metodika", įgyvendinamas Šiuolaikinių didaktikų centro (toliau - ŠDC) drauge su Kauno r. švietimo centru ir 5 Lietuvos mokyklomis. ŠDC jau turi patirties organizuojant vizitus – pradedant švietimo ministrų delegacijomis, baigiant – mokytojų ir suaugusiųjų švietėjais. Vizito metu ŠDC organizuos vizitus į mokyklas, dirbančias kūrybiškai ir inovatyviai, ŠMM ir Ugdymo plėtotės centrą.

WWW.

www.sdcentras.lt – www.upc.smm.lt/veikla/about.php

Organiser(s):

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Website: www.sdcentras.lt

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

COOL – Cooperative open learning as a teaching concept

Group No: **81**

Round 1

Type of visit:
Mixed

21/10/2013-25/10/2013
Oberwart, Austria

Working language:
English

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

Keywords:

- **learning to learn**
- **personalised learning**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

COOL is a teaching concept developed for uppersecondary vocational schools in Austria focusing on promotion of self-organised learning strategies and development and improvement of social skills. Open learning phases are an integral part of the schedule: students can choose themselves what to do and when. The target is to develop good soft skills, self-esteem, social competences and e-learning-skills with lifelong learning in mind. The organiser of this visit, Höhere Bundeslehranstalt Oberwart (HBLA), a secondary technical and vocational college focusing on economics, tourism and fashion and clothing technology, implements this concept in many classes.

WHAT?

Participants will learn about:
• methods and tools used in different COOL environments and subjects;
• teaching based on the Dalton principles: independent learning and responsibility, cooperation, self-organised working;
• structured tasks (assignment 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 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,
• heads of departments,
• 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 pädagogisches Konzept der berufsbildenden Schulen in Österreich. Die Teilnehmer/innen 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 Lehrer/innen, Schulleiter/innen und Vertreterinnen und Vertretern von Schulbehörden und der pädagogischen Hochschule. Sie werden auch die Möglichkeit haben Erfahrungen über neue Lehrmethoden auszutauschen.

Organiser(s):

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Fax +43- 33 52 34 41 41 25
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Website: www.mptw.at

WWW.

www.cooltrainers.at – www.mptw.ac.at

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Arts, entertainment and recreation

Innovative responses to delivery of creative industries education

Group No: **82**

Round 1

Type of visit:
VET

28/10/2013-1/11/2013
Glasgow, Scotland, United Kingdom

Working language:
English

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

Keywords:

- **curriculum**
- **innovative approaches**
- **key competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Students who select design and creative industries as their career paths enter a very competitive and dynamic vocational area. They will require skills beyond the basics of their chosen vocational area including initiative, entrepreneurial skills, being client focused, and imaginative. The host college has achieved success through student projects which focus on developing vocational and life skills, including time management, awareness of diversity and equality and being client focused. Projects are designed to excite and challenge students and seek to make them confident and ready for work.

WHAT?

Participants will learn about:
- different models of innovative teaching in art, design and creative industries;
- development of key skills and competences for creative industries;
- educational institution engagement with external partners to improve the student experience;
- good practice and dynamic approaches to teaching creative subject areas.

HOW?

Participants will:
- visit specialist facilities in educational centres;
- a seminar on good practice in delivery of learning and teaching by specialist academic staff;
- meet representatives from the national funding body for the arts, Creative Skills Academy, Glasgow sculpture studio;
- visit design businesses and a TV production company;
- visit places of contemporary cultural interest.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- representatives of chambers of commerce/ industry/crafts,
- researchers.

Organiser(s):

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WWW.

www.creativescotland.com – www.glasgowlife.org.uk – www.visitscotland.com
www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp
www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/index.asp – http://ccskills.org.uk

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Non-formal education promoting learning from pre-school to baccalaureate

Group No: **83**

Round 1

Type of visit:
Mixed

10/2/2014-14/2/2014
Salignac-Eyvigues, Dordogne, France

Working language:
English

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

Keywords:

- **key competences**
- **social and civic competences**
- **work placement**

Organiser(s):

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Pupils in vocational training need to develop skills such as autonomy, responsibility, an open attitude and awareness of the wider world, skills often acquired informally through work-experience. Our pupils spend half the year in work placements. Non-formal education, often provided by associations, also plays a key role in the curriculum and in acquisition of these job and life skills. Through various activities including arts, crafts and sports, non-formal education can have a strong impact on pupils' self-development and employability. Our school is part of the country-wide network of Maisons Familiales Rurales (rural family homes) where each school functions as a non-profit association gathering families and companies with main objective to contribute to occupational integration of the young through education and vocational training and to promote sustainable development of their territory. We work in partnership with associations to integrate non-formal education into our curriculum. The aim of this visit is to promote such partnerships. We will show examples of non-formal education at preschool, primary schools and secondary schools.

WHAT?

Participants will learn about:

- nature and role of associations in France (such as in cultural and humanitarian fields) and their strong links with education;
- cooperation between educational establishments, local government and associations such as those promoting traditional crafts, music, local heritage and the local Red Cross;
- examples of innovative working methods;
- how to integrate non-formal education into a scheme of work or training programme;
- benefits of this integrated approach for students (such as how learning about cultural heritage through art workshops can encourage a different way of thinking about history and boost self-confidence of non-academic pupils).

HOW?

Participants will:

- visit pre-schools, primary schools and vocational secondary schools;
- observe non-formal teaching in practice and meet practitioners;
- meet representatives of the local council;
- meet and talk to teachers and pupils about the impact of non-formal education.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of 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 MFR du Périgord Noir accueille des jeunes qui ont choisi la formation scolaire par alternance. L'intégration de l'éducation non formelle dans la pédagogie est un atout qui permet à chacun de réussir son orientation professionnelle, de faire des expériences pratiques ciblées aux besoins des employeurs et d'avoir l'esprit et le niveau requis pour éventuellement poursuivre leurs projets.

WWW.

www.mfrperigordnoir.com – www.cisperigord.com – www.sarlat.fr
www.aquitaine.drjscs.gouv.fr – www.mfr.asso.fr – www.ofaj.org – www.kemnath.de

LEARNING MATHEMATICS AND SCIENCE

Information and communication

Science of data quality: brainstorming data mining

Group No: **84**

Round 1

Type of visit:
Mixed

18/9/2013-20/9/2013
Nitra, Slovakia

Working language:
English

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

Keywords:

- **competences in science and technology**
- **key competences**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The department of statistics and operation research at the faculty of economics and management has started to teach new subjects focused on data quality and data mining. We see huge potential in learning the subjects not only for students, but mainly for teachers-researchers at the university. The host institution is the Slovak University of Agriculture's Nitrafaculty of economics and management that teaches several subjects focused on data quality and data mining. We should like to exchange information on teaching processes, use of appropriate software and studying the relevant materials by discussing data mining and data quality as a socialeconomic science.

WHAT?

Participants will learn about:
• initiatives improving use of ICT (software) focused on data mining in education and training;
• cooperative learning in science and education for the teacher/lecturer;
• methods, tools and strategies used in science;
• improving digital, social and language skills.

HOW?

Participants will:
• attend a workshop and lectures on data quality in science topics;
• visit a software company using data mining;
• discuss challenges and share ideas and good practices applied in their home institutions and countries.

WHOM?

• Head teachers, teacher trainers,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Na Fakulte ekonomiky a manažmentu sa vo výuke zameriavame na nové predmety cielené na kvalitu údajov a data mining. V danej oblasti vidíme obrovský priestor nielen pre vzdelávanie študentov, ale aj pedagógov – výskumníkov na univerzite. Hostiteľskou univerzitou bude Slovenská poľnohospodárska univerzita v Nitre, Fakulta ekonomiky a manažmentu. Cieľom študijnej návštevy je výmena informácií o vyučovaní a metodologických aspektoch data miningu a s ním súviasiacej kvality údajov. Študijná návšteva je určená výskumníkomučiteľom, ktorí učia, prípadne robia výskum v danej oblasti a ktorí majú záujem vzájomne diskutovať o problémoch a ich riešeniach.

Organiser(s):

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www.fem.uniag.sk/renata.prokein

WWW.

www.fem.uniag.sk

LEARNING MATHEMATICS AND SCIENCE

Content-based approach and competence acquisition in teaching mathematics and scientific subjects

Group No: **85**

Round 1

Type of visit:
General education

21/10/2013-25/10/2013
Udine, Italy

Working language:
English

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

Keywords:

- **competences in science and technology**
- **curriculum**
- **mathematical competence**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Italian curricula for mathematics and scientific subjects have always been characterised by highly academic features but relatively low practical application which has often provoked a negative reaction to these subjects. Reform of secondary education and Lisbon objectives (Europe's growth strategy 2020) underline the necessity to introduce innovative practices to allow students to become real protagonists of the learning process, increasing at the same time their competences, which will certainly ease their mobility at university as well. The changes we are introducing in our teaching experience want to help our school to reach this goal and modify students' attitudes towards scientific subjects, making them aware of the importance that scientific competence plays in today's society.

WHAT?

Participants will learn about:
• the Italian curriculum for mathematics and scientific subjects;
• examples of laboratorial teaching methodology;
• main features of scientific competitions, both for individuals and groups of students;
• examples of cooperation between secondary schools and university.

HOW?

Participants will:
• visit the school;
• attend lessons at school and university;
• listen to both teachers and students talking about their personal experiences;
• see examples of the papers given in different kinds of competitions;
• participate in group discussions and workshops.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• educational and vocational training inspectors,
• head teachers, teacher trainers,
• heads of departments,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Il Liceo scientifico "Giovanni Marinelli" di Udine si trova in una zona abbastanza centrale della città e al momento vi sono iscritti circa 1500 studenti. I docenti delle materie scientifiche stanno elaborando una serie di attività, dalle pratiche laboratoriali alle gare scientifiche, dall'introduzione di innovazioni didattiche quali il CLIL al confronto con scuole di altre nazioni, che spingano gli studenti a sviluppare competenze chiave nel campo scientifico, senza perdere il rigore accademico che ha sempre caratterizzato l'insegnamento nel liceo scientifico. Proponiamo una visita basata sull'osservazione del lavoro in classe, sulla condivisione delle esperienze dei docenti e degli studenti e sul confronto tra varie metodologie didattiche.

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Website: www.liceomarinelli.it

WWW.

www.liceomarinelli.it

POSSIBILITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

Une vision globale du développement de l'enfant: quelques initiatives innovantes

Numéro de groupe: **86**

Phase 1

Type de visite:
Enseignement général

7/10/2013-11/10/2013
Bruxelles, Belgique

Langue de travail:
Français

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

Mots clés:

- **enseignement pré-primaire**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

Près de 100 % des élèves suivent l'enseignement préscolaire en Communauté française. Celui-ci est inscrit dans le continuum pédagogique qui vise les enfants de deux ans et demi jusqu'à 18 ans, tout en développant les contacts avec les organisations en charge de la petite enfance. L'enseignement préscolaire vise à développer toutes les potentialités de l'enfant (cognitives, artistiques, physiques) en veillant à respecter le besoin de l'enfant de s'épanouir. Par delà ces objectifs généraux, des actions plus récentes ont été menées dans le domaine de l'immersion linguistique (apprentissage précoce des langues), de l'intégration des enfants issus de l'immigration (primo-arrivants), de la psychomotricité, du renforcement des liens avec les structures d'accueil de la petite enfance.

QUOI?

Le participant découvrira:
- l'organisation du système préscolaire en Communauté française;
- des actions menées en matière d'immersion linguistique, d'intégration de la diversité, de psychomotricité, d'éducation à la santé;
- les liens développés avec les structures d'accueil de la petite enfance et l'enseignement primaire.

COMMENT?

Le participant:
- rencontrera les différents interlocuteurs concernés;
- visitera des écoles organisant certaines activités mentionnées précédemment;
- visitera un établissement organisant la formation initiale des enseignants.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d´enseignement et de formation professionnels,
- professeurs principaux, formateurs d´enseignants,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants des autorités locales, régionales et nationales.

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WWW.

www.enseignement.be

PERSONALISED LEARNING APPROACHES

Access to university education for disabled students

Group No: **87**

Round 1

Type of visit:
Mixed

3/2/2014-7/2/2014
Poitiers, France

Working language:
English

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

Keywords:

- **personalised learning**
- **special needs**
- **young people**

CATEGORY OF THEMES:

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

WHY?

Attendance at university is still a challenge for disabled students. Effective ways (pedagogical accessibility, adapted teaching methods, etc.) of responding to the special needs of an often ignored group of people have to be found. What are the principles of learning access for all, considering each kind of disability? What are the concrete services or supports for disabled students? ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff. It wishes to exchange ideas and experience of access to university education for disabled students.

WHAT?

Participants will learn about:

- specific services for disabled students (easing links with teachers);
- compensation measures and the concept behind pedagogical access to education for various types of disability in France (adapted learning material; individualised assistance, organisation support for assessments);
- management of disabled students and how institutions and services undertake inclusive learning in the countries represented.

HOW?

Participants will:

- attend and contribute to presentations on the conditions required for admission of disabled students to higher education, the situation in France and in countries represented;
- take part in analysis groups and think tanks with ESEN's students and have an opportunity to share ideas and comparative analyses;
- visit higher education institutions.

WHOM?

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

Organiser(s):

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WWW.

www.esen.education.fr – www.inshea.fr – www.versunecoleinclusive.fr
http://edgesip.sup.adc.education.fr/presentation.html

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Reduction of early school-leaving, the Dutch case

Group No: **88**

Round 1

Type of visit:
VET

30/9/2013-3/10/2013
Rotterdam,
the Netherlands

Working language:
English

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

Keywords:

- **drop-outs**

CATEGORY OF THEMES:

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

WHY?

Tackling the problem of pupils leaving school early is a priority of the Dutch government approach 'drive to reduce drop-out rates'. The Dutch target is to have no more than 25000 new early school-leavers each year by 2016. The Netherlands compares well with other European countries. In 2011, the European average fell from 14.1% to 13.5%. In the Netherlands, the figures for 2011 again showed a decrease, from 15.4% in 2000 to 10.1% in 2010 and to 9.1% in 2011, making the country one of Europe's leaders in tackling the early school-leaving problem.

WHAT?

Participants will learn about:

- introducting of competence-oriented education in upper secondary vocational education, with a new competence-based qualification structure as guiding principle. This should lead to better connectivity between education and workplace practice and lower drop-out rates in courses;
- 'Aanval op schooluitval', (tackling early school-leaving), an integrated approach and accurate record-keeping system;
- the 'Rotterdam approach', active inclusion of young people.

HOW?

Participants will:

- meet representatives from the Ministry of Education or local government, stakeholders, VET providers, VET schools, etc.;
- reflect on good 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,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

De aanpak van het probleem van de voortijdige schoolverlaters vormt een van de prioriteiten van de Nederlandse overheid. De Nederlandse doelstelling is om niet meer dan 25.000 nieuwe voortijdige schoolverlaters per jaar te hebben in 2016. Nederland doet het goed in vergelijking met andere Europese landen. In 2011 was het Europese gemiddelde gedaald van 14,1% naar 13,5%. In Nederland lieten de cijfers voor 2011 een daling zien tot 9,1%, waardoor het land in Europa de leiding neemt in de aanpak van het voortijdig schoolverlatings- probleem.

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WWW.

http://www.aanvalopschooluitval.nl/english
http://www.kcco.nl/doc/kennisbank/active_inclusion_young_people_Rotterdam.pdf

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Early school-leaving: how to help young people stay in education and training

Group No: **89**

Round 1

Type of visit:
Mixed

1/10/2013-4/10/2013
Pesaro, Italy

Working language:
English

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

Keywords:

- **apprenticeship**
- **disadvantaged groups**
- **young people**

CATEGORY OF THEMES:

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

WHY?

Education and employability of young people is a main objective in local strategy of the province of Pesaro and Urbino, a local public administration that coordinates all local job centres. In the last years, many projects for tackling early school-leaving have been financed and realised by province of Pesaro and Urbino, achieving a 15% rate that is lower than the national average and near to the 2020 objective. However dropout is still a worrying issue at local, national and European levels. During the visit the province will present initiatives and tools already implemented in its territory. It will share good practices and discuss with local experts and representatives from other countries possible measures to realise in the near future. The visit will focus on young people (15-18 years old) that dropout of school, risk dropping out and NEET (not in education, employment or training) especially young immigrants.

WHAT?

Participants will learn about:
- measures that help young people (15 - 18 years) to remain in education and training;
- cooperation between public local institution, schools and vocational training centres;
- apprenticeship schemes between public local institution, companies and vocational training centres;
- methods and successful experiences to tackle early school-leaving.

HOW?

Participants will:
- visit schools, vocational training and job centres that implement measures against early school- leaving;
- participate in thematic seminars with experts;
- share experience and good practices;
- analyse strengths and weaknesses of different local systems.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Formazione e occupabilità dei giovani sono obiettivi primari della programmazione strategica della Provincia di Pesaro e Urbino, che coordina il lavoro dei CIOF locali. Nonostante i buoni risultati ottenuti grazie ai progetti già realizzati e finanziati dalla Provincia, la problematica dell'abbandono scolastico (soprattutto di ragazzi di età 15-18) è ancora assai sentita a livello locale, nazionale ed europeo. Con la visita di studio la Provincia intende presentare le azioni già attuate sul territorio e discutere con esperti del settore e rappresentanti di altri Paesi europei in merito ad altri interventi e progetti da realizzare, favorendo la diffusione di buone prassi e politiche comuni.

WWW.

www.provincia.pu.it/formazionelavoro – www.provincialavoro.it

Organiser(s):

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Improving completion rates in Finnish VET

Group No: **90**

Round 1

Type of visit:
VET

7/10/2013-11/10/2013
Porvoo, Finland

Working language:
English

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

Keywords:

- **drop-outs**
- **learning to learn**
- **personalised learning**

CATEGORY OF THEMES:

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

WHY?

Prevention of educational exclusion and improving completion rates in vocational education are points of emphasis in Finnish national VET policies. To reduce the number of drop-outs Porvoo Vocational College offers its students training and services in which various of multiprofessional innovative methods are implemented. Porvoo Vocational College will offer participants an overview of the models and methods used in Finland and how these are implemented in practice. The college's communal youth, welfare and public health service networks will be introduced to extend the focus from regional to national level.

WHAT?

Participants will learn about:
- innovative methods to improve students' learning of skills;
- methods to prevent educational exclusion of marginalised youth;
- multiprofessional work in support services for youth including student welfare, wellbeing, health education, student health services, etc.;
- inclusive methods in teaching and training;
- how to regard individual needs of students in teaching and training.

HOW?

Participants will:
- visit and benchmark VET organisations, including workshops, for both youth and adults;
- visit VET organisations specialising in training and education of students with special needs;
- shadow lessons and teachers;
- talk to students, teachers (core subject, instrumental enrichment, special education, vocational), student welfare workers, management of VET organisations, national authorities;
- attend lectures and workshops coordinated by specialists.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ammatillisen koulutuksen läpäisyn tehostaminen on osa syrjäytymisen ehkäisyä. Opintovierailu tarjoaa näkökulman ammatillisen koulutuksen läpäisyn tehostamiseen Suomessa. Opintovierailulla tutustutaan teemaan monipuolisesti, pääpainon ollessa erilaisten oppimisen haasteiden kohtaamisessa. Ongelmaa lähestytään esittelemällä erilaisia käytössä olevia keinoja. Pääosassa on Porvoon ammattiopiston ja verkoston opiskelijatuen monipuolisen osaamisen esittely, josta vahvimmin nostetaan esiin ajattelu- ja oppimistaitojen harjoitusohjelman, Instrumental Enrichment-menetelmän kattava pilotointi alkavilla opiskelijaryhmillä.

Organiser(s):

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WWW.

www.amisto.fi/fi/Start/TIETOA-AMISTOSTA/Information-in-English

MESURES VISANT À PRÉVENIR L'ABANDON SCOLAIRE

Prévenir l'illettrisme en contexte multilingue: approches innovantes

Numéro de groupe: **91**

Phase 1

Type de visite:
Enseignement général

19/11/2013-22/11/2013
St Leu, La Réunion, France

Langue de travail:
Français

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

Mots clés:

- **abandons**
- **compétences linguistiques**
- **éducation interculturelle**

Organisateur(s):

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Website: http://pedagogie2.ac-reunion.fr/langages/cale2007/stleu/accueil.html

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

La Réunion est une île multilingue située dans l'océan Indien. Le créole réunionnais, langue régionale, est parlé par la majorité des Réunionnais, aux côtés du français, langue officielle de ce département français, et des langues des familles migrantes principalement originaires des autres îles de l'Océan Indien, notamment de l'archipel des Comores. Pour lutter contre l'illettrisme, les centres académiques de lecture et écriture (CALÉ) accueillent les élèves de l'école élémentaire au lycée, notamment ceux dont les échecs répétés ont entraîné une perte d'estime de soi et un désintérêt pour les apprentissages. En outre, la situation géographique et la richesse du patrimoine de Saint Leu donnent une dimension culturelle et scientifique aux activités proposées. L'objectif de cette visite est d'échanger sur les pratiques développées en matière de prévention de l'illettrisme, notamment en contexte multilingue.

QUOI?

Le participant découvrira:

- la politique éducative académique en matière de prévention de l'illettrisme;
- le fonctionnement d'un centre de lecture, sa pédagogie et ses résultats;
- une approche didactique permettant de créer un lien entre la culture des jeunes et la culture scolaire;
- un dispositif de scolarisation d'élèves migrants privilégiant les partenariats au sein et hors de l'école;
- des outils numériques au service d'une nouvelle entrée dans l'écrit et du développement de l'autonomie.

COMMENT?

Le participant:

- visitera le centre de lecture et d'écriture;
- observera des activités d'enseignement et d'apprentissage;
- visitera des établissements innovants impliqués dans des projets similaires liés à la maîtrise du langage et à la cohésion sociale;
- participera à des séances d'éveil aux langues et aux cultures;
- rencontrera enseignants, artistes, représentants des collectivités locales, chercheurs, conseillers pédagogiques et inspecteurs;
- établira des contacts pour d'éventuelles collaborations.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- chercheurs.

WWW.

http://pedagogie2.ac-reunion.fr/langages/cale2007/acc_cale.html – www.ac-reunion.fr
www.uvp5.univ-paris5.fr/TFLR/TFLR.asp – http://eduscol.education.fr

MEASURES TO PREVENT EARLY SCHOOL LEAVING

The happy way back to school: how to help them drop in, not out

Group No: **92**

Round 1

Type of visit:
Mixed

9/12/2013-13/12/2013
Taranto, Italy

Working language:
English

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

Keywords:

- **drop-outs**
- **innovative approaches**
- **social and civic competences**

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

In an economically depressed area like ours early schoolleaving is a strong temptation for poorly- motivated students. Many teenagers from families in need choose to take up unqualified and underpaid jobs rather than devote time to studying. The autonomy given to Italian schools in a not-very-recent reform allows us to deal with this problem in various ways which require limited funds and a lot of expertise and creativity. Our school uses several instruments (from PCs to guitars, from a radio station to hammers and nails) making ample use of the arts (music, dancing, theatre, etc.) and handicrafts (woodwork, etc), to make school an attractive place for even the most anti-school youngsters. It is an innovative approach combining IT and the above activities which are not part of the syllabus. We are a technical school that regularly engages in curricular and extra-curricular activities aimed at reducing the number of drop-outs.

WHAT?

Participants will learn about:
• early spotting of would-be drop-outs;
• methods to build a bridge between each single drop-out and one or two members of our anti-drop-out team;
• initiatives used to make school an attractive place for poorly-motivated students;
• cooperation between schools to fight early schoolleaving.

HOW?

Participants will:
• visit primary and secondary schools with a high rate of drop-outs;
• visit premises where special activities are organised for drop-outs;
• interview teachers and students;
• evaluate outcomes of initiatives.

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,
• 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:

Il fenomeno della dispersione scolastica, ancora diffusa sul territorio, rappresenta una sfida che il nostro Istituto raccoglie e affronta con notevole successo. La flessibilità, termine tanto usato nel mondo del lavoro, deve trovare il suo posto dapprima nel mondo dell'istruzione. L'autonomia scolastica ci permette di scegliere attività da inserire in quelle curricolari e non in modo da fare della scuola un luogo attraente anche per chi non ama lo studio in senso tradizionale. Il nostro Istituto si impegna da tempo nella lotta alla dispersione in svariati modi e i risultati positivi raggiunti in tal senso sono da attribuire soprattutto all'ingegno e alla creatività di tutti gli attori del processo.

WWW.

www.progettorussia.it – www.minorsforminors.eu – www.pacinottitaranto.it

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Vocational education for children and young people with intellectual disabilities

Group No: **93**

Round 1

Type of visit:
VET

16/9/2013-20/9/2013
Klášterec nad Ohří,
Czech Republic

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **special needs**

CATEGORY OF THEMES:

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

WHY?

A major problem is leaving early from the educational system. Pupils with special educational needs, particularly mentally retarded students, often do not continue in post-compulsory education. Students sometimes apply for further learning and receive financial support to study, but after a short time they decide to quit. Pupils with special educational needs, especially mental disabilities, are not usually able to work independently, only under direct supervision and control. They will probably carry out less qualified work, requiring low skill levels. Although these pupils do not have the same chances as others, the educational system in the Czech Republic provides them with possibilities. It is important for our region as one with the highest unemployment, many socially disadvantaged families and many misfits. Improving quality of pupils' lives will be the main focus of the visit.

WHAT?

Participants will learn about:

- possibilities of education after compulsory schooling, training young people with disabilities at various types of school;
- help from advisory authorities and social care for children and adolescents with disabilities and their families;
- pre-vocational preparation at primary school in the school curriculum;
- cooperation of primary schools with vocational schools and pedagogical and psychological counselling centres;
- criteria for career choice for students with special educational needs;
- labour market for our students.

HOW?

Participants will:

- visit ordinary primary schools, primary practical schools for pupils and students with special needs and special vocational schools;
- observe teacher's work in the classroom;
- meet municipal employees from departments of social care and labour offices;
- participate in discussions with pupils, students and teachers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Po skončení povinné školní docházky mnoho našich žáků se speciálními vzdělávacími potřebami, především s mentálním postižením, nepokračuje v dalším vzdělávání. Stávají se tak pasivními pobírateli sociálních dávek. S tímto stavem se neradi smiřujeme. Upravujeme školní vzdělávací programy tak, aby žáci získávali manuální zručnosti, aby mohli dále pokračovat ve vzdělávání a se uplatnili na trhu práce. Výchovný poradce i ostatní učitelé vedou žáky k zažití pocitu dobře vykonané práce, k vytvoření touhy pracovat, a zodpovědně se uplatnit v praktickém životě. Směřují jejich cíle podle jejich možností a individuálních schopností. Snažíme se spolupracovat s rodinou, a zdůrazňovat význam vzdělávání pro lepší kvalitu života lidí s postižením. Spolupracujeme s orgány ze sociální oblasti, s lékaři, s

WWW.

www.zs-prakticka.cz

Organiser(s):

MALASTOVÁ Jiřina
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Havlíčkova 269
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Website: www.zs-prakticka.cz

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Popular adult education gives marginalised groups a second chance

Group No: **94**

Round 1

Type of visit:
General education

18/9/2013-20/9/2013
Trollhättan, Sweden

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Trollhättan folk high school has a long history of working with immigrants and other marginalised groups who have difficulties entering the job market, for example people with psychological disorders. It is not only essential to maintain ongoing dialogue with our students, but also to aim at strengthening cooperation and creating synergy with likeminded institutions so we can also across national borders. We think that putting our students at the forefront and building bridges with other educational institutions is the way forward to empower marginalised groups. The visit will provide an opportunity for fruitful discussions, exchanging ideas and know-how, and the possibility to cooperate with other institutions in future.

WHAT?

Participants will learn about:

- popular adult education as a means to create better opportunities for marginalised groups to progress to higher education or employment;
- how ICT and social media are used as an important complement to more traditional education for students with learning problems to heighten their motivation and self-esteem.

HOW?

Participants will:

- visit different folk high schools in the region;
- meet students from marginalised groups and talk to them about how to obtain active citizenship;
- meet people from the Grundtvig Institute in Gothenburg, an organisation whose mission is to build bridges between popular education and the academic world;
- take part in workshops in co-operation with Chalmers University of Technology in Gothenburg.

WHOM?

- Head teachers, teacher trainers,
- 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 +46520 47 08 90
Email: annalena@thn.fhsk.se
Website:
www.thn.fhsk.se/Sidor/default.aspx

WWW.

www.thn.fhsk.se/Sidor/default.aspx – www.trollhattan.se/Startsida
www.arbetsformedlingen.se – www.ufn.gu.se/samverkan/Grundtviginstitutet
www.chalmers.se/ait/EN – www.hv.se/english
www.folkbildning.se/Folkbildning/Oversattningar/English-translations

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Promoting social inclusion and gender equality in education and training

Group No: **95**

Round 1

Type of visit:
General education

30/9/2013-4/10/2013
Leeuwarden,
The Netherlands

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Due to influence of the Internet, early independence of children, instability in family life and integration of migrants, development of social and civic competences and skills is increasingly becoming part of a school's task. The visit will take place in Leeuwarden in the north of the Netherlands, a green and peaceful province with its own language and culture. Leeuwarden has a high unemployment rate and many students live in deprived areas. The visit will explore the contrast in incidences of violence and conflicts in schools in the Netherlands and the challenge of improving education with regard to intellect and social emotional fields. The 'peaceable school', a programme which originated in New York in 1995, will show how to build bridges among parents, pupils and teachers at school regarding violence, conflict resolutions and peer mediation. The programme is actually transformed into a way of life.

WHAT?

Participants will learn about:
- peer mediation and conflict resolution for 10 to 12 year old pupils;
- interactive education where all stakeholders take responsibility for creating a safe school environment;
- a school with a heart with a role for the family in which children feel their voices are heard.

HOW?

Participants will visit:
- a regional educational centre;
- primary and secondary schools in Leeuwarden and the province of Fryslan;
- an academy for nautical education that uses 'a peaceable school' system as a guideline.

WHOM?

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

Organiser(s):

BERVOETS Babette
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2001 BA Haarlem
Haarlem, 2001 BA
Tel. +31- 02 35 53 11 50
Fax +31- 02 35 42 71 74
Email: bervoets@epf.nl
Website: www.europeesplatform.nl

WWW.

www.devreedzameschool.nl

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Equal sustainability: didactics for improving human development

Group No: **96**

Round 1

Type of visit:
General education

7/10/2013-11/10/2013
Senigallia, Italy

Working language:
English

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

Keywords:

- **innovative approaches**
- **social and civic competences**
- **sustainable development**

CATEGORY OF THEMES:

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

WHY?

In Italy, especially in the Marche region, sustainable development is a topic for both public and private organisations. It is considered not only a goal to build citizens and citizenship but also a way to give the same opportunities to everyone. The term is used in schools in the Marche region to define a set of learning activities that teachers follow to allow students to design their own futures, not only theoretically but also based on what they have learned during their studies. The Marche region is developing new teaching methods for 'equal sustainability'. The host institution is a technical upper secondary school involved in these experimental didactics.

WHAT?

Participants will learn about:

- interdisciplinary and cooperative approach between different types of schools and between teachers and students;
- initiatives to improve knowledge to teach sustainability, human development and the correct approach to the environment;
- teaching equal sustainability as a method to combat social conflicts;
- new approaches to environment, sustainability and economic education at school;
- how disadvantaged students can get the same opportunities;
- how students can carry out self-evaluation.

HOW?

Participants will:

- visit education centres, primary and secondary schools, universities, non-profit organisations, public administrations;
- observe teachers' work in and outside the classroom;
- participate in practical teaching.

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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

In Italia, in particolare nella regione Marche, lo sviluppo sostenibile è uno dei temi fondanti per le organizzazioni pubbliche e non. Ciò è considerato non solo un obiettivo per formare il cittadino, ma anche l'occasione per dare le stesse opportunità a tutti nel progettare il proprio futuro Questa idea è concretizzabile solo con il supporto della Scuola: così nella regione Marche sta sviluppando un nuovo insegnamento sulla "sostenibilità" che è anche strumento per l'inclusione sociale. Senigallia è, in particolare, una delle città più attente a queste tematiche. L'istituto ospitante è un istituto Tecnico da sempre coinvolto nell'educazione alla cittadinanza e allo sviluppo sostenibile.

WWW.

www.corinaldesi.it – www.un.org/esa/sustdev – www.unesco.org – www.minambiente.it
www.comunedisenigallia.an.it – www.provincia.ancona.it – www.scuoladipacesenigallia.it
www.feeitalia.org – www.assemblea.marche.it/pace – www.sustainablesites.org

Organisateur(s):

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Website: www.corinaldesi.it

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Count me in: inclusive practices in formal and non-formal education and training

Group No: **97**

Round 1

Type of visit:
Mixed

7/10/2013-11/10/2013
Edessa and Thessaloniki, Greece

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **skill needs**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

According to Greek educational legislation, inclusion is a key concept of restructuring cultures, policies and practices in educational settings to respond to diverse students as future citizens. Disadvantaged groups made up of individuals coming from either low socioeconomic backgrounds in different cultural settings, or with special educational needs, need specific measures that will ensure their inclusion in society. It is a never-ending process to improve institutions both for staff and for students.

WHAT?

Participants will learn about:

- strategies to engage disadvantaged adult groups successfully in formal and non-formal educational settings;
- new/innovative approaches to social inclusion of vulnerable social groups (immigrants, repatriated Greeks, foreign and Roma students) initiated by university projects such as "diapolis" (a project to promote emancipation and participation in schools' and community's activities);
- the basic concept and function of multicultural schools in Greece;
- reviewing processes of inclusive practices;
- methods and tools used in vocational education of youth and adults with special needs.

HOW?

Participants will:

- visit formal and informal educational structures that use inclusive methods for disadvantaged groups;
- observe school and classroom inclusive practices;
- talk to school advisors, heads and teachers;
- meet academic specialists on inclusion.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Τα τελευταία χρόνια στην Ελλάδα έχουν αναπτυχθεί στρατηγικές που στοχεύουν στην εξασφάλιση της επιτυχούς ένταξης ατόμων που βρίσκονται σε μειονεκτική θέση, είτε επειδή προέρχονται από περιβάλλοντα με χαμηλό κοινωνικο-οικονομικό status και διαφορετικά πολιτιστικά υπόβαθρα είτε επειδή είναι άτομα με ειδικές εκπαιδευτικές ανάγκες ή αναπηρία. Τέτοιες δομές, τυπικής και μη τυπικής μάθησης, που προάγουν στρατηγικές ενσωμάτωσης, όπως: διαπολιτισμικά σχολεία, σχολεία δεύτερης ευκαιρίας, απογευματινά σχολεία και άλλους οργανισμούς, θα επισκεφθούν οι συμμετέχοντες για να μελετήσουν τόσο τον τρόπο λειτουργίας τους όσο και την εφαρμογή των πρακτικών ένταξης.

WWW.

www.epasi.eu/CountryReportGR.pdf – http://6dim-diap-elefth.thess.sch.gr/
www.pyxida.org.gr/pyxida_en.asp – www.synigoros.gr/langs?i=stp.en&l=en
http://studyvisits.cedefop.europa.eu/assets/upload/supervisors/seminars/2010_KSS_WKSI_24June_EfiChristopoulou.pdf

Organiser(s):

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Website: www.iky.gr

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Family support and informal adult learning adapted to needs of different groups

Group No: **98**

Round 1

Type of visit:
General education

14/10/2013-17/10/2013
Linköping, Sweden

Working language:
English

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

Keywords:

- **adult learning**
- **migrants and minorities**
- **parents involvement**

CATEGORY OF THEMES:

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

WHY?

Linköping is part of the national strategy for family support and has developed different interventions to reach disadvantaged groups. The Department of Education coordinates the project ´Parenting in a multicultural field´ and cooperates with social welfare and adult learning organisations. Essential questions in this project are to let immigrant families become full partners in social activities and increase their inclusion in Swedish society. Other key issues are to develop their literacy and familiarise them with Swedish family life. Parenting support for parents with children from 0 to 18 years has existed for more than 10 years and has built up a structure and best practices for dealing with these questions. We would like to share our ideas and experiences with participants.

WHAT?

Participants will learn about:
• different methods to reach immigrant and minority groups;
• parenting-strengthening activities including initiatives to improve adult literacy;
• how to increase immigrant children's school grades;
• methods to organise wide parenting support;
• how to build a partnership to maximise support for parents and their children;
• getting disadvantaged groups to be more active in local society;
• how to prevent early drop-outs.

HOW?

Participants will:
• meet different parenting tutors, teachers of immigrants and organisers;
• attend a workshop with researchers from the University of Linköping;
• visit family welfare centres, primary schools, adult learning centres;
• observe group activities and meet parents.

WHOM?

• 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:

Enligt Statens Folkhälsoinstitut visar forskning att faktorer i uppväxtmiljön, framförallt barns relationer till sina föräldrar, har stor betydelse för både den psykiska och den fysiska hälsan under hela livet. Linköping kommun erbjuder föräldrastöd med barn i åldern 1-18 år. Familjecentraler och föräldrakurser har funnits i kommunen sedan tidigt 2000-tal. Ett utvecklingsarbete, att satsa på universellt förebyggande föräldrastöd har har pågått sedan 2010. Det arbetet sker i samverkan med Linköpings universitet och ett flertal andra samverkanspartner. Vi vill presentera de olika arbetssätten och metoderna. Eftersom dessa frågor är av internationellt intresse vill vi gärna i en dialog ta del av andras erfarenheter och kunskaper.

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WWW.

www.fhi.se/en/About-FHI/Publi-health-policy/3-Conditions-during-childhood-and-adolescence
www.skolverket.se/om-skolverket/in_english/the_swedish_education_system/2.883
www.tema.liu.se/tema-b?sc=true &l=en – www.linkoping.se/International

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Social integration of people living in deep poverty

Group No: **99**

Round 1

Type of visit:
Mixed

14/10/2013-18/10/2013
Budapest, Hungary

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **low skilled**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

Every third person lives below the poverty line in Hungary today, many in extreme poverty. Most Roma belong to the latter group, so a policy aimed at their social inclusion cannot be separated from the fight against poverty in general. During the visit we would like to share our experience of integrationing of people living in deep poverty. Reducting levels and territorial spread of deep poverty has been achieved by developing community relations, adapting public services to local needs, and mobilising the local population. The organiser of the visit, ESZA Non-profit Ltd. is the largest intermediate body dealing with EU-funded programmes in education, social inclusion, employment and health in Hungary.

WHAT?

Participants will learn about:

- community planning and educational programmes supporting people living in extreme poverty;
- successful cooperation between education and training, social work, community and rural development for social integration of the most disadvantaged groups;
- mobilising students, parents and others in the community;
- sustainable development of social services to support the most excluded groups.

HOW?

Participants will:

- observe cooperation of organisations implementing the aid programme;
- visit Autonomia Foundation which provides implementing organisations with professional support;
- meet local authorities and project managers of successful projects;
- participate in debates on social inclusion.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A tanulmányúton megosztjuk tapasztalatainkat a szegénység mélyülésének, újratermelődésének és területi terjedésének mérséklése, továbbá a mélyszegénységben élők integrációjának előmozdítása érdekében létrejött támogatási programokkal kapcsolatban. A fenti célokat a programok a helyi közösségi kapcsolatok fejlesztésével, egyes közszolgáltatásoknak a helyi szükségletekhez igazításával, továbbá az érintett települési kör lakosságának mozgósításával éri el. Az ESZA Nonprofit Kft. a legnagyobb közreműködő szervezet Magyarországon, amely oktatási, foglalkoztatási, szociális és egészségügyi programokat kezel, és a tanulmányút keretében szeretné nemzetközi, szakmai kapcsolatait tovább bővíteni.

Organiser(s):

BARKÓ Boglárka
ESZA Social Services Nonprofit Ltd
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Budapest, 1134
Tel. 0036 1-298-0535
Fax 0036 1-273-2580
Email: barko.boglarka@esza.hu
Website: www.esza.hu

WWW.

www.esza.hu – http://www.melyszegenyseg.hu/english/htmls/
http://autonomia.hu/en/programs/community-development-for-the-social-inclusion-of-people-living-in-deep-poverty-tamop-513-0

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Helping children achieve more

Group No: **100**

Round 1

Type of visit:
General education

14/10/2013-18/10/2013
Lincoln, England,
United Kingdom

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

In 2003, the Government published a green paper called 'Every child matters'(ECM). It identified the five most important outcomes for children and young people: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic wellbeing. In August 2010, the coalition government renamed ECM 'Help children achieve more'. The principles and outcomes remain the heart of the agenda and every sector in children's services uses 'Help children achieve more' as their framework. Lincoln is a small English city but faces the same cultural, educational and socioeconomic issues as other English cities. The host institution is a genuinely comprehensive school with a commitment to help all our young people achieve regardless of background. Help children achieve more is placed at the centre of our organisational planning and delivery. This visit first appeared in the 2007/08 catalogue entitled 'Every Child Matters'.

WHAT?

Participants will learn about:
- origins of every child matters policy at government level and changes to the policy since 2010;
- development of the five strands and how they are implemented in Lincolnshire following spending and job cuts in local government;
- role of the director of children's services, school and many other complementary agencies;
- how work-related learning is a tool used to reengage young people.

HOW?

Participants will:
- visit local vocational leaning organisations;
- visit and meet our school staff directly involved;
- observe teachers in the classroom;
- meet guidance counsellors working in the school.

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.

WWW.

www.guidancenetwork.co.uk – www.everychildmatters.gov.uk

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Adult education to fight exclusion

Group No: **101**

Round 1

Type of visit:
Mixed

14/10/2013-18/10/2013
Düsseldorf, Germany

Working language:
English

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

Keywords:

- **adult learning**
- **innovative approaches**
- **migrants and minorities**

CATEGORY OF THEMES:

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

WHY?

In North Rhine-Westphalia, especially in the Ruhr area, 24 % of the population has a migrant background. Some have special needs in education, but also special competences which have to be recognised or developed. Women in Germany still earn 23 % less than men but often have a better (also formal) education. Adult learning plays a key role in responding to social exclusion. In North Rhine-Westphalia there have always been lots of activities that work on equal opportunities through adult education. Many of these activities can be placed between vocational education and general education. 'Arbeit und Leben' is an institution for adult education supported by the German Confederation of Trade Unions (Deutscher Gewerkschaftsbund – DGB NRW) and the Association of Adult Education Centres (Volkshochschule - VHS) in the state of North Rhine-Westphalia (NRW).

WHAT?

Participants will learn about:
- new developments and measures to improve access to education and training for disadvantaged groups;
- activities to achieve equality;
- the special role of social partners.

HOW?

Participants will:
- meet representatives of social partners, foundations and research institutes;
- meet members of a works council;
- visit a company and talk to representatives (workforce and employer);
- meet representatives from a network (institutions for qualifications, consultants and public institutions).

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

2006 trat in Deutschland das allgemeine Gleichstellungsgesetz in Kraft. Mit der Ausrufung des Jahres 2010 zum Europäischen Jahr zur Bekämpfung von Armut und sozialer Ausgrenzung sollte für das Phänomen der sozialen Ausgrenzung sensibilisiert und die aktive Eingliederung gefördert werden. Die Erwachsenenbildung nimmt bei der Bekämpfung der sozialen Ausgrenzung eine zentrale Rolle ein. Bei diesem Studienbesuch werden Entwicklungen und Maßnahmen in folgenden Bereichen vorgestellt:

a) Entwicklung und Umsetzung von Maßnahmen zur Verbesserung des Zugangs zu allgemeiner und beruflicher Bildung für benachteiligte Gruppen;
b) Planung und Durchführung von Maßnahmen zur Erzielung von Gleichbehandlung.

WWW.

www.antidiskriminierungsstelle.de/EN/Home/home_node.html
http://doku.iab.de/discussionpapers/2007/dp3107.pdf

Organiser(s):

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Email: lange@aulnrw.de
Website: www.aulnrw.de

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Human health and social work activities

Education of marginalised and socially-excluded groups in small cities and rural areas

Group No: **102**

Round 1

Type of visit:
Mixed

11/11/2013-15/11/2013
Hnúšťa and Tisovec, Slovakia

Working language:
English

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

Keywords:

- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

Malohont is one of the most excluded regions in Slovakia. Inhabitants, local authorities, teachers and trainers all have to deal with unemployment, early school dropouts as well as integrating marginalised groups. These issues led to creation of personalised educational systems, special approaches for Roma people, young mothers, unemployed young people, seniors 50+ and mentally disabled people. Our agency provides guidance through schools, local authorities and third sector institutions.

WHAT?

Participants will learn about:
- methods, tools and approaches used by teachers and social workers to include marginalised groups in the learning process;
- projects of regional development agencies to include marginalised groups;
- cooperation of municipalities, schools, NGOs, volunteers;
- social inclusion of children with special needs and supervision of children with special talents;
- developing individual education plans;
- non-formal learning tools.

HOW?

Participants will:
- visit local schools and authorities, NGOs working with marginalised groups;
- see the special approach of community workers to include Roma people;
- attend presentations and workshops on special nonformal learning tools and approaches;
- meet teachers, local authorities, trainers and volunteers.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Študijná návšteva jedného z najzaostalejších regiónov Slovenska – Gemer-Malohontu, pozostáva najmä z prezentácií, príkladov dobrej praxe a praktických workshopov jednotlivých subjektov pôsobiacich v regióne. Cieľom študijnej návštevy je ukázať návštevníkom, že aj napriek tomu, že región je považovaný za jeden z najchudobnejších regiónov, funguje tu komunitná práca a vzdelávanie znevýhodnených občanov na všetkých úrovniach. Cieľom je aj ukázať vôľu občanov, škôl, miestnych autorít, neziskového sektora a dobrovoľníkov zaradiť marginalizované skupiny ako napr. rómsku komunitu, mladé mamičky, dlhodobo nezamestnaných a mentálne postihnutých do života a dať im prostredníctvom rôznych nástrojov a prístupov šancu zaradiť sa nielen do pracovného ale aj sociálneho života.

Organiser(s):

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WWW.

www.rozvojgemera.sk – www.rimavskasobota.sk – www.hnusta.sk – www.dedeso.sk
www.klenovec.sk – www.tisovec.sk – www.muranskadlhaluka.sk – www.muran.sk

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Inclusion in school education

Group No: **103**

Round 1

Type of visit:
General education

26/11/2013-29/11/2013
Dublin, Ireland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Every child deserves an equal chance to access, participate and progress through education systems. One objective 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 in achieving inclusion and equality and in combating educational disadvantages. Education systems are challenged to develop strategies that promote inclusion, quality learning, flexibility and innovation. In Ireland several measures and supports have been developed and implemented to ensure successful inclusion and participation of students with special educational needs, disability, early schoolleavers, disadvantaged students due to socioeconomic reasons and those from diverse cultural backgrounds.

WHAT?

Participants will learn about:
• policy for inclusion and equality of access and participation;
• strategies promoting inclusion and quality learning;
• measures to improve access to education;
• tools for inclusion in the classroom;
• integration of special needs students;
• approaches to mixed-ability teaching;
• supports provided by government and non-government organisations.

HOW?

Participants will:
• talk to policy-makers and national experts;
• visit a range of schools and meet with students and teachers;
• observe innovative projects and classroom practice;
• meet representatives from specialist organisations providing support to schools.

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.

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www.education.ie

CHANCENGLEICHHEIT FÜR BENACHTEILIGTE GRUPPEN

Kunst, Unterhaltung und Erholung

Tanz als Kulturgut im Herzen Europas

Gruppennummer: **104**

Antragsrunde 1

Art des Besuches:
Gemischt

2/12/2013-6/12/2013
Prag,
Die Tschechische Republik

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Interkulturelle Bildung**
- **Kulturbewusstsein und kulturelle Ausdrucksfähigkeit**
- **Migranten und Minderheiten**

Organisator(en):

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THEMENBEREICHE:

Förderung der sozialen Eingliederung und der Gleichstellung der Geschlechter in der allgemeinen und beruflichen Bildung, einschließlich der Integration von Migranten

WARUM?

Dieses Thema ist wichtig für unsere Region, weil Prag die größte Stadt in der Tschechischen Republik ist und deswegen gibt es viele Minderheiten, mit denen unsere Gäste in Kontakt kommen können. Die Prager Gemeinden der Minderheiten sind zahlreicher als die Gemeinden in den anderen Teilen Tschechiens, deswegen gibt es dort mehr Tanzensembles, die Volkstanz der einzelnen Minderheit vorstellen. Der Volkstanz kann nicht nur als Kulturgut betrachtet werden, den jede Kultur enthält, sondern auch als Mittel der Verständigung, der Kommunikation und der Zusammenarbeit. Unser Verein “die Mitarbeiter der Häuser der Kinder und Jugend” unterstützt die Entwicklung der Freizeitzentren für Kinder und Jugend und die Ausbildung ihrer Lehrer. Der Studienbesuch will zum Verständnis unterschiedlicher Kulturen beitragen und zum Nachdenken über die Zusammenarbeit und Integration der benachteiligten Kinder und Jugendliche animieren. Wir werden der Frage nachgehen, ob Volkstanz zur Prävention von Gewalt und Jugendkriminalität dienen kann.

WAS?

Die Teilnehmer werden Folgendes kennen lernen:
- die Minderheiten in Prag und in Tschechien;
- den Volkstanz und die Bräuche Tschechiens und ihrer Minderheiten;
- die Minderheitspolitik der Tschechischen Republik;
- Schwerpunkte der Minderheiten in Tschechien und ihre Beteiligung in der Gesellschaft.

WIE?

Die Teilnehmer werden:
- Vertreter einzelner Minderheiten Tschechiens treffen;
- Vorstellungen von den Tanzensembles besuchen und am praktischen Tanz teilnehmen;
- über die Möglichkeit der Integration der benachteiligten Kinder und Jugendlichen diskutieren;
- die Zusammenarbeit im Bereich des Volkstanzes im Herzen Europas anregen;
- die Arbeit der Lehrer in den Kursen beobachten.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Abteilungsleiter,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

‘Lidový tanec jako kulturní dědictví v srdci Evropy’ - tak zní název naší studijní návštěvy, která má umožnit vedoucím folklorních tanečních souborů, aby se podělili o své zkušenosti s prací s dětmi a mládeží. Účel návštěvy je především v navázání spolupráce mezi jednotlivými soubory a v zamyšlení se nad cestou podpory znevýhodněných dětí a mladistvých, u kterých by lidový tanec mohl být využit jako prevence proti kriminalitě mládeže a jejich předčasnému odchodu ze školy. Návštěvníci budou mít možnost se setkat se zástupci menšin žijících v Praze a seznámí se s jejich folklorními tanečními soubory zabývající se ukrajinským, řeckým, irským, vietnamským, izraelským či romským lidovým tancem aj.

WWW.

http://spddm.org/ www.nidm.cz – www.dzerelo.cz/tanci.php?page=tanci&lang=en
www.rutprostejov.wz.cz/historie.html
www.ciknechave.estranky.cz – www.folklornisdruzeni.cz/en

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Special needs education in autonomous region of Madeira

Group No: **105**

Round 1

Type of visit:
General education

2/12/2013-6/12/2013
Funchal (Autonomous Region of Madeira), Portugal

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The autonomous region of Madeira has long been developing work in special needs education, either for children and students still at school or young people who have already left the school system. Funchal has several facilities which support special needs education. The Regional Directorate of Education ensures universal education with an inclusive perspective, by providing educational, personal, social and professional development.

WHAT?

Participants will learn about:
- early intervention and special needs education;
- inclusion of students with special needs in regular education;
- occupational activities for young people with special needs outside the education system;
- vocational training for young people with special needs;
- social inclusion in the world of work.

HOW?

Participants will:
- visit technical services for special needs education, schools with students with special needs, a vocational training centre for disabled people, a home for people with disabilities;
- take part in a seminar on special needs education (SNE).

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Direção Regional de Educação pretende organizar uma visita de estudo no âmbito da Educação Especial tendo como objetivo principal a troca de experiências nesta área com os parceiros europeus. A visita tentará abordar a problemática das crianças e alunos com necessidades educativas especiais e que estão integradas no sistema de ensino e dos jovens e adultos que já se encontram fora do sistema regular de ensino. Desde a intervenção precoce, aos centros de apoio psicopedagógico, à formação profissional da pessoa com deficiência, aos centros de actividades ocupacionais, todos estes temas serão passados em revista sendo exemplificados no terreno com visitas a determinadas instituições onde se observará, in loco, cada uma destas realidades.

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NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

Qualifications can cross boundaries – SCQF and links to other European initiatives

Group No: **106**

Round 1

Type of visit:
Mixed

7/10/2013-10/10/2013
Glasgow, Scotland, United Kingdom

Working language:
English

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

Keywords:

- **European credit system for vocational education and training (ECVET)**
- **European qualifications framework (EQF)**
- **learners' mobility**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

The Scottish credit and qualifications framework (SCQF) is well recognised and highly valued internationally. There are currently over 100 countries across the world developing frameworks and several are based on the Scottish model. The SCQF is a lifelong learning framework based on credit and has been referenced to both the European qualifications framework (EQF) and the framework for qualifications of the European higher education area (FQ-EHEA).

WHAT?

Participants will learn about:

- the SCQF and other UK frameworks, their implementation, commonalities and differences, use and benefits;
- referencing UK frameworks to the EQF and implementation of the European credit transfer system for VET (ECVET) and other European initiatives in the UK;
- SCQF partnership's European and international engagement;
- experience and perspectives from government and social partners on how qualifications frameworks are benefiting learners.

HOW?

Participants will:

- meet members of the SCQF executive team working directly with credit rating bodies and other framework users;
- visit learning institutions implementing the SCQF;
- visit partner organisations;
- hear from a range of experts on the Scottish approach to lifelong learning.

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 education and training networks and associations.

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www.scqf.org.uk – www.sqa.org.uk – www.sds.co.uk
www.scotlandscolleges.ac.uk

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

Role of social partners in developing national qualifications frameworks

Group No: **107**

Round 1

Type of visit:
VET

21/10/2013-25/10/2013
Berlin, Germany

Working language:
English

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

Keywords:

- **national qualifications frameworks**
- **social partners**
- **transparency of qualifications**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

This visit is organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

WHY?

Developing high quality vocational education and training is central to achieving the Lisbon goals and to making Europe a knowledge society. Implementing a national qualifications framework has become a priority for the initial vocational education and training sector in Germany and other Member States. This process requires involvement of all relevant stakeholders in VET, especially social partners.

WHAT?

Participants will learn about:
• relevance of national qualifications frameworks;
• specific role of social partners in the process of developing NQF;
• relationship between EQF and NQF;
• implications of NQF for the employment system.

HOW?

Participants will:
• visit VET schools and companies;
• visit actors involved in the NQF implementation process: the Federal Ministry of Education and Research and the Confederation of German Trade Unions;
• talk to management representatives and trade union representatives;
• exchange experiences in developing NQF.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• representatives of employers' organisations,
• representatives of local, regional and national authorities,
• representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Aktuell werden in EU-Ländern nationale Qualifikationsrahmen entwickelt. Es ist davon auszugehen, dass diese Qualifikationsrahmen die Bildungs- und Berufsbildungspolitik beeinflussen werden. Den Sozialpartnern kommt eine zentrale Rolle bei der Entwicklung dieser Qualifikationsrahmen zu, da sie die entscheidenden Akteure im Bereich der Qualifikationen auf dem Arbeitsmarkt und in einzelnen Ländern auch in der Berufsbildung sind. Es soll ein Austausch über die Frage geben, inwieweit Sozialpartner bei der Entwicklung nationaler Qualifikationsrahmen beteiligt werden, welche spezifischen Vorstellungen sie haben und wie die Relevanz/Auswirkungen eingeschätzt werden.

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TOOLS TO PROMOTE TRANSPARENCY OF QUALIFICATIONS AND MOBILITY OF CITIZENS

Continuing professional development: a sustainable and effective tool for employability

Group No: **108**

Round 1

Type of visit:
Mixed

22/10/2013-25/10/2013
Madrid, España

Working language:
English

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

Keywords:

- **quality assurance**
- **transparency of qualifications**
- **workers' mobility**

Organiser(s):

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www.profesiones.org

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Professional training needs have to be constantly updated in a changing and competitive environment. Continuing professional development (CPD) assists employability as it incorporates a veracity and traceability element to the professional´s lifelong learning. It contributes to transparency of qualifications and fosters mobility as well as professional internationalisation. Unión Profesional brings together national professional bodies which range over healthcare, law, science, architecture, engineering, economic and social care, embracing over 1 500 000 liberal professionals throughout the country. Committed to formal, non-formal and informal professional training and to the experience and professional practice of its members, these bodies have always paid special attention to professional lifelong learning policies.

WHAT?

Participants will learn about:
- implementation of CPD accreditation models;
- professional bodies in lifelong learning;
- how to identify adequate professional profiles for business needs;
- employability models.

HOW?

Participants will:
- meet driving forces of CPD accreditation models;
- participate in meetings with principal authorities of professional bodies of diverse professional sectors;
- participate in seminars on employability.

WHOM?

- Company training managers, and human resource managers,
- directors of validation or accreditation centres,
- 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:

En un entorno cambiante y competitivo, las necesidades formativas de los profesionales se han de actualizar constantemente. El Desarrollo Profesional Continuo (DPC) favorece la empleabilidad al incorporar un elemento de veracidad y trazabilidad del aprendizaje permanente de los profesionales. Ello contribuye a la transparencia de las cualificaciones e impulsa la movilidad e internacionalización profesional. Los Consejos Generales de Colegios Profesionales, que aúna Unión Profesional, abarcan todos los sectores profesionales (sanitario, jurídico, científico, arquitectura, ingeniería, económico y social), están comprometidos con la formación formal, no formal e informal y han dedicado una atención especial a las políticas de formación continua, con la experiencia de sus numerosos miembros.

WWW.

www.unionprofesional.com – www.icog.es – www.cogiti.es – www.cge.enfermundi.com
http://ec.europa.eu/internal_market/qualifications/index_en.htm
www.europarl.europa.eu/committees/en/imco/home.html – www.cgae.es
http://etf.europa.eu/web.nsf/pages/Lifelong_Learning – www.consejodentistas.es
www.fundaciongregoriopecesbarba.es/index.asp?ID_sec=87 – www.cgcom.es – www.coam.org

OUTILS VISANT À PROMOUVOIR LA TRANSPARENCE DES QUALIFICATIONS ET LA MOBILITÉ DES CITOYENS

Expériences d'implémentation d'ECVET en Belgique francophone

Numéro de groupe: **109**

Phase 1

Type de visite:
EFP

26/11/2013-29/11/2013
Bruxelles, Belgique

Langue de travail:
Français

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

Mots clés:

- **acquis d'apprentissage**
- **système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET)**
- **transparence des qualifications**

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

En Belgique francophone, les compétences en matière d'enseignement et de formation professionnels (EFP) sont prises en charge par trois gouvernements régionaux différents qui développent chacun leur système d'EFP. La question de la mobilité des apprenants et ensuite de la reconnaissance des compétences des travailleurs en Belgique francophone est cruciale pour les autorités politiques et l'ensemble des parties prenantes. C'est une étape indispensable avant d'envisager d'autres mobilités. La visite d'étude se fera à un moment où de nombreuses initiatives d'implémentation d'ECVET seront arrivées dans une phase avancée de leur mise en œuvre. Ce sera l'occasion de faire un état des lieux des différents processus en cours et surtout une opportunité de recevoir un feedback externe. L'agence nationale organise la visite car elle accueille l'équipe d'experts ECVET qui sont impliqués dans les processus d'implémentation.

QUOI?

Le participant découvrira les trois grands processus d'implémentation d'ECVET:
- la réforme du système d'enseignement professionnel;
- le dispositif de reconnaissance mutuelle des compétences acquises auprès de l'ensemble des opérateurs de FP;
- l'intégration d'ECVET au sein de notre dispositif de validation des compétences.

COMMENT?

Le participant:
- assistera à des présentations de la situation en Belgique francophone et présentera la situation dans son pays;
- rencontrera et échangera avec des partenaires sociaux, des représentants des secteurs d'activité particulièrement impliqués dans la réforme et avec les services qui accompagnent la réforme.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- directeurs de centres de validation,
- inspecteurs d´enseignement et de formation professionnels,
- représentants de chambres de commerce/d´industrie/d´artisanat,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants de services éducatifs, d´agences pour l´emploi ou de centres d´orientation,
- représentants d´organisations d´employeurs,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats.

Organisateur(s):

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WWW.

www.aef-europe.be – www.cpu.cfwb.be – www.validationdescompetences.be
www.sfmq.cfwb.be

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Voluntary service as a pathway to competences and mobility

Group No: **110**

Round 1

Type of visit:
Mixed

12/11/2013-15/11/2013
Wrocław, Poland

Working language:
English

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

Keywords:

- **adult learning**
- **validation of non-formal and informal learning**
- **volunteering**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

The situation on the labour market and growing unemployment requires a better skills match and validating non-formal and informal learning as a necessary means for economic recovery. Thanks to this validation we can make use of new learning opportunities outside the formal system, develop the right mix of skills, match skills better to available jobs, and boost competitiveness and prosperity. An opportunity for nonformal or informal learning is volunteering – volunteers learn outside schools and develop competences for future careers and further learning. It is necessary to create a system to assess and evaluate competences and qualifications for individuals engaged in the voluntary process. It is similar to career guidance - the difference is in diagnosing competences and putting them into voluntary practice. Assessment of competences shapes categories of volunteers, and makes it possible to catalogue competences in a database.

WHAT?

Participants will learn about:
- increasing students' motivation and interest;
- interactive methods for managing educational institutions;
- new approaches to volunteering in lifelong learning education of adults;
- challenges, good practices and methods of assessment.

HOW?

Participants will:
- visit education centres;
- share ideas about the European qualifications framework (EQF);
- meet people involved in projects;
- meet guidance counsellors working on competences, lecturers, teachers, heads of schools and experts;
- attend a lecture on the higher education perspective by the University of Environmental and Life Science.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Temat wizyty: ocena i ewaluacja kompetencji zdobywanych podczas edukacji pozaformalnej (wolontariat). Cel: tworzenie systemu nadawania kwalifikacji poprzez walidację kompetencji zdobywanych w trakcie kształcenia pozaformalnego. Trudna sytuacja na rynku pracy determinuje poszukiwanie nowych rozwiązań pozwalających na zmniejszanie stopy bezrobocia. Jednym z nich są działania wolontariackie (zdobywanie nowych kompetencji, nie zawsze zgodnych z wykształceniem). Odpowiednia ocena i ewaluacja umiejętności pozwoli na przeniesienie ich na grunt formalnych kwalifikacji. Podczas wizyty uczestnicy wymienią wiedzę, doświadczenia, dobre praktyki i zainicjują dalszą współpracę.

WWW.

www.up.wroc.pl – http://erw2011.gov.pl – www.kwalifikacje.org.pl – www.men.gov.pl
www.nauka.gov.pl – www.cebs.org.pl – www.fundacja-umbrella. org.pl

Organiser(s):

NASSIM Agata
Fundacja Wspierania Organizacji Pozarządowych Umbrella
(The Umbrella Foundation)
Legnicka 65
Wrocław, 54-206
Tel. +48 713 59 75 00
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Email: biuro@sektor3.wroclaw.pl
Website: www.fundacja-umbrella.org.pl

VALIDATION DES ACQUIS NON FORMELS ET INFORMELS

Traduire en diplôme des compétences acquises au cours de sa vie professionnelle

Numéro de groupe: **111**

Phase 1

Type de visite:
Mixte

20/1/2014-24/1/2014
Castanet-Tolosan, France

Langue de travail:
Français

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

Mots clés:

- **acquis d'apprentissage**
- **compétences des enseignants et formateurs**
- **qualification des enseignants et formateurs**

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CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

En France, la validation des acquis et de l'expérience (VAE) a permis, depuis 2002, à 200.000 personnes d'accéder à un diplôme par la reconnaissance de leurs compétences acquises au cours de leur vie professionnelle. Par ailleurs, depuis 2010, le niveau universitaire exigé dans les métiers de l'éducation et de la formation est le Master. L'École nationale de formation agronomique de Toulouse (ENFA), via son Master «Enseignement et formation pour l'enseignement agricole et le développement rural», offre à des personnels, en poste dans des établissements de formation, la possibilité d'obtenir ce niveau par le dispositif de la VAE. L'objectif de cette visite est de présenter la VAE comme un outil de formation tout au long de la vie utilisable dans tout secteur.

QUOI?

Le participant découvrira:
- la réalité de la VAE dans un établissement d'enseignement supérieur français;
- les opportunités de ce dispositif mais aussi ses contraintes;
- la nécessité de travailler dans un réseau d'acteurs élargi;
- l'intérêt et les difficultés de ce dispositif pour ses bénéficiaires;
- l'accueil de ce dispositif par les employeurs.

COMMENT?

Le participant:
- visitera des structures de l'enseignement supérieur mettant en oeuvre ce dispositif;
- rencontrera des bénéficiaires (salariés, entreprises…);
- échangera avec des membres d'un groupe national de pilotage de VAE;
- participera à l'élaboration d'un guide des bonnes pratiques de la VAE.

POUR QUI?

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

WWW.

www.enfa.fr/formation/formation-au-long-de-la-vie/vae/validation-des-acquis-et-de-lexperience
www.vae.gouv.fr – www.vae.chlorofil.fr

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Recognition of prior learning in French universities

Group No: **112**

Round 1

Type of visit:
Mixed

20/1/2014-23/1/2014
Brest, France

Working language:
English

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

Keywords:

- **learning outcomes**
- **lifelong learning programme**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Brest University has acquired expertise in recognition of prior learning at national and European levels. It is in the top three French universities in this field. Further, it is coordinator of a Grundtvig projet IDEAL (n°510492) which aims at transferring and adapting the French higher education validation scheme of formal and informal learning to and for other European universities. We have established and validated a methodology for the transfer and wish to share know-how and experience.

WHAT?

Participants will learn about:
- French recognition of prior learning (VAE) legislation;
- an example of a dedicated unit to recognition of prior learning at a French university;
- support system for adults to make a VAE process (financial support, dedicated advisers);
- good exAmples and feedback from other European university partners involved in the IDEAL project.

HOW?

Participants will:
- discuss about VAE with dedicated advisers and European colleagues;
- visit the unit dedicated to VAE at a university (150 VAE juries/year, from level 4 to 8 of EQF);
- talk to candidates who have completed a VAE process, VAE advisors, people who have assessed learning outcomes in the VAE process;
- make a presentation about the VAE system in their own country.

WHOM?

- Company training managers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Cette visite vise à partager l'expérience acquise par l'Université de Bretagne Occidentale dans le domaine de la validation des acquis et à diffuser les résultats des expérimentations menées dans plusieurs universités européennes grâce au projet IDEAL (www.idealproject.eu). Les participants pourront découvrir la réglementation française dans ce domaine, découvrir une méthodologie et une organisation pratique dans une université française. De plus, ils pourront bénéficier des retours d'expérience des universités européennes impliquées dans le projet IDEAL (comment convaincre de l'utilité de la VAE? quel financement mobiliser? quel accompagnement des candidats?).

Organiser(s):

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jean-marie.filloque@univ-brest.fr
Website: www.univ-brest.fr

WWW.

www.ideal-project.eu – www.univ-brest.fr/fc – http://10ansdelavae.ueb.eu/

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

Approaches to mobility in lifelong learning

Group No: **113**

Round 1

Type of visit:
Mixed

7/10/2013-11/10/2013
Manisa,Turkey

Working language:
English

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

Keywords:

- **innovative approaches**
- **learners' mobility**
- **young people**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Mobility is one of the important tools to improve higher education systems; it eases knowledge transfer between institutions and countries. Turkey is very active in promoting mobility at national and international levels. We are a leading country in outgoing mobility of students. The international department of the host institution, Celal Bayar University, provides assistance to students and trainers in working, learning and living abroad. We decided to host a visit to broaden mobility perspectives and support for our students, adult learners and educators.

WHAT?

Participants will learn about:
• national strategy for mobility and measures taken in higher education;
• mobility schemes and programmes the university take part in;
• initiatives to improve students' mobility.

HOW?

Participants will:
• meet representatives of higher education institution active in lifelong learning mobility and experts;
• visit social and formal partners of our institution;
• discuss ways to develop learning through mobility.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• head teachers, teacher trainers,
• heads of departments,
• owners/managers of SMEs,
• representatives of local, regional and national authorities,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Yaşam Boyu Öğrenim kavramı içerisinde öğrenci,eğitmen ve yetişkin hareketliliğinin artırılması için yeni alternatifler.

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http://www2.bayar.edu.tr/international

WWW.

www.bayar.edu.tr/anasayfa/index.php

MISE EN OEUVRE DE FILIÈRES D'APPRENTISSAGE SOUPLES

La formation modulaire au service de l'orientation et de la formation tout au long de la vie

Numéro de groupe: **114**

Phase 1

Type de visite:
EFP

21/10/2013-24/10/2013
Liège, Belgique

Langue de travail:
Français

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

Mots clés:

- **apprentissage personnalisé**
- **formation des adultes**
- **validation des acquis non formels et informels**

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

La problématique de la concordance entre la qualité de la formation et les besoins du terrain est un débat récurrent. Il s'agit de créer une adéquation entre la demande et les compétences des adultes. Consciente de l'importance de la formation des adultes, la Province de Liège, via sa Maison de la formation et son enseignement de promotion sociale, a mis en œuvre divers dispositifs favorisant l'orientation et l'apprentissage tout au long de la vie. Vu l'évolution économique et industrielle, les défis sont nombreux, en particulier en bassin mosan (verre, acier, armurerie, énergie nouvelle, aéronautique, technologies de l'information et de la communication, santé).

QUOI?

Le participant découvrira:

- les modalités d'assurance qualité du processus de formation;
- comment développer la formation professionnelle (identification des besoins);
- les dispositifs de formation en région wallonne;
- la formation modulaire: principes, implications, intérêt et exemples;
- la formation modulaire dans une filière multi-opérateurs: en milieu carcéral et professionnel, dans la fonction publique, la remédiation scolaire, l'aide locale au petits entrepreneurs indépendants, l'orientation professionnelle en complément de la validation des compétences.

COMMENT?

Le participant:

- rencontrera le directeur de l'Espace qualité formation;
- visitera le Centre de compétence Technifutur et l'établissement de promotion sociale de Huy-Waremme;
- rencontrera des responsables de la prison de Marneffe;
- échangera avec des professionnels pratiquant l'approche modulaire;
- visitera un centre de validation des compétences et rencontrera des spécialistes du sujet;
- rencontrera des représentants du Service francophone des métiers et des qualifications.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- directeurs de centres d´orientation,
- directeurs de centres de validation,
- inspecteurs d´enseignement et de formation professionnels,
- professeurs principaux, formateurs d´enseignants,
- conseillers pédagogiques ou d´orientation,
- représentants de chambres de commerce/d´industrie/d´artisanat,
- représentants de services éducatifs, d´agences pour l´emploi ou de centres d´orientation,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs.

Organisateur(s):

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WWW.

www.provincedeliege.be/portail – www.technifutur.be/defaultsplash.aspx
www.provincedeliege.be/enseignement/promotionsociale – www.cecotepe.be
www.provincedeliege.be/enseignement/promotionsociale/fr/ipepshuywaremme

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Opportunities for adult learning

Group No: **115**

Round 1

Type of visit:
Mixed

25/11/2013-28/11/2013
The Hague,
The Netherlands

Working language:
English

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

Keywords:

- **adult learning**
- **drop-outs**
- **older workers**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

A characteristic of adult education in the Netherlands is that it takes place in various schools and organisations and is provided in various froms and shapes, depending on the learining needs of adults. The specific needs of adults have been the incentive for adult education providers to develop tailor-made solutions. In highly urbanised regions of the Netherlands good practices of formal adult education as well as non-formal and informal adult education can be shared.

WHAT?

Participants will learn about:
• adult education centres in an urban environment;
• adult education in the formal educational system (regional education centres);
• initiatives within non-formal or informal adult education.

HOW?

Participants will:
• visit the Ministry of Education, a regional education centre;
• visit a 'volksuniversiteit' and a foundation or association involved in adult education;
• visit instruction rooms and, if possible, observe lessons;
• meet teachers, instructors and students.

WHOM?

• Directors of guidance centres,
• directors of validation or accreditation centres,
• head teachers, teacher trainers,
• heads of departments,
• representatives of education and training networks and associations,
• representatives of educational services, labour offices or guidance centres,
• representatives of local, regional and national authorities.

Organiser(s):

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Fax +31- 02 35 42 71 74
Email: bervoets@epf.nl
Website: www.europeesplatform.nl

WWW.

www.minocw.nl – www.europeesplatform.nl/grundtvig

LEARNING MOBILITY IN EDUCATION AND TRAINING

Best practice of transnational VET pro mobility projects

Group No: **116**

Round 1

Type of visit:
VET

14/10/2013-18/10/2013
Erfurt, Germany

Working language:
English

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

Keywords:

- **learners' mobility**
- **lifelong learning programme**
- **teachers' and trainers' mobility**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Increasing VET pro mobility in a lifelong learning context is an important strategic objective of the EU. Having 12 years experience in organising and carrying out transnational mobility projects, EU-Consult South Thuringia gGmbH is efficient and highly successful in Thuringia. The Leonardo mobility project VET pro and the German Thuringian instrument 'individual mobility' allow VET experts to gather transnational experiences and knowledge during a funded stay abroad. These projects have not only increased European qualification and intercultural awareness of VET experts but also supported development of skilled workers' and learners' mobility.

WHAT?

Participants will learn about:
- significance and results of trainers' and learners'mobility;
- Thuringian projects for increasing VET pro mobility;
- the German educational and dual vocational system;
- successful cooperation of national and transnational VET schools and companies;
- how a European exchange of experiences was carried out on this topic.

HOW?

Participants will:
- experience excellent VET pro mobility projects and their results in practice by meeting local protagonists (VET schools, companies, institutions);
- discuss and exchange experiences with local and international experts;
- gather ideas and contacts for future mobility projects.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Steigerung der Mobilität von VET-Verantwortlichen im Rahmen des lebenslangen Lernens ist ein wichtiges strategisches Ziel der EU. Die EU-Consult Südthüringen gGmbH verfügt über langjährige Erfahrung mit der Organisation und Durchführung von transnationalen Mobilitätsprojekten und setzt diese Zielstellung effektiv und höchst erfolgreich um. Das Leonardo- Mobilitätsprojekt VETPRO sowie das Thüringer Instrument der „individuellen Mobilität" ermöglichen es VET-Experten länderübergreifende Erfahrungen und Kenntnisse während eines geförderten Auslandsaufenthaltes zu sammeln. Diese und weitere Mobilitätsprojekte stehen im Fokus des Besuchs und sollen zum Erfahrungsaustausch anregen.

WWW.

www.eccerfurt.de – www.na-bibb.de – www.eu-services-uedthueringen.de

Organiser(s):

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Email: c.koehler@eccerfurt.de
Website: www.eccerfurt.de

LEARNING MOBILITY IN EDUCATION AND TRAINING

Intercultural education in educational projects

Group No: **117**

Round 1

Type of visit:
General education

15/10/2013-18/10/2013
Torun, Poland

Working language:
English

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

Keywords:

- **extra-curricular activities**
- **intercultural education**
- **young people**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Since 2004, Kujawsko-Pomorska Wojewodzka Komenda OHP in Torun has been creating youth exchange projects for young people, international seminars and courses for young workers; sending volunteers abroad and hosting international volunteers in Poland. Most projects are realised with support of the European Union.

WHAT?

Participants will learn about:
- how to promote intercultural dialogue and European cooperation;
- innovative approaches to intercultural education;
- European cooperation – methods and tools used in participants' countries for providing intercultural education for youth.

HOW?

Participants will:
- visit a school, university, training centre, associations and other local institutions;
- meet students, teachers and participants in international projects;
- take part in group discussions;
- 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 międzykulturowa, 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 15-18 października 2013 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.

Organiser(s):

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Fax +48- 566 52 96 19
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Website:
www.kujawsko-pomorska.ohp.pl

WWW.

www.kujawsko-pomorska.ohp.pl

LEARNING MOBILITY IN EDUCATION AND TRAINING

Fostering lifelong learning through international education programmes

Group No: **118**

Round 1

Type of visit:
Mixed

27/1/2014-30/1/2014
Santiago de Compostela, Spain

Working language:
English

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

Keywords:

- **intercultural education**
- **learners' mobility**
- **lifelong learning programme**

Organiser(s):

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www.edu.xunta.es/web/programaseuropeos

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Development of the world citizenship curriculum can be influenced by international education policies. Taking part in international programmes enriches teaching and learning approaches. Students, teachers and professionals need to acquire new learning skills and competences for transition from school to job opportunities and promotion. New learning needs can be achieved through active participation in international, European action programmes, which will broaden the mind in current globalised society. For the Education Department of the Regional Government of Galicia (Spain) this is important. In hosting this visit, it will describe various actions that students, teachers and professionals can apply for from an international education perspective, and the preparation and support they receive. Feedback from different actors will be part of the visit.

WHAT?

Participants will learn about:
- different international mobility actions for students, teachers and professionals;
- initiatives for promoting participation in European and international programmes;
- different initiatives for fostering international cooperation and European associations.

HOW?

Participants will:
- learn about international and European actions that students, teachers, professionals from vocational and school backgrounds can apply for;
- visit different institutions involved in European education programmes;
- meet teachers, students, professionals involved in international education programmes.

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.

WWW.

www.edu.xunta.es – www.edu.xunta.es/web/programaseuropeos

LEARNING MOBILITY IN EDUCATION AND TRAINING

Student mobility to increase employability and integration into the workplace

Group No: **119**

Round 1

Type of visit:
Mixed

3/2/2014-7/2/2014
Poitiers, France

Working language:
English

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

Keywords:

- **European credit system for vocational education and training (ECVET)**
- **European credit transfer system (ECTS)**
- **learners' mobility**

Organiser(s):

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CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Staff in charge of student mobility aim to maximise students' benefits in terms of employability and integration into the workplace, either in their countries of origin or abroad. In France, mobility is generally understood as 'outgoing mobility' and not enough as 'ingoing mobility'. Validation and certification systems for periods of study abroad are important aspects. ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff, including training to promote various types of mobility and ease recognition of study periods abroad. ESEN wishes to exchange ideas and experiences with other Europeans.

WHAT?

Participants will learn about:
- challenges of mobility at European and international levels;
- impact of mobility on expertise acquired and integration into the workplace in the long term;
- validation systems for periods of study and certification;
- European credits system for vocational education and training (ECVET) or the European credits transfer system (ECTS).

HOW?

Participants will:
- attend and take part in presentations of quantitative and qualitative results in France and other represented countries;
- take part in analysis groups and think tanks with ESEN's students and have an opportunity to share ideas and comparative analyses in cooperation with the French Agency for Lifelong Learning;
- consider obstacles to employability and means of overcoming them;
- visit higher education institutions involved in student mobility (universities of Limoges, Poitiers and La Rochelle).

WHOM?

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

WWW.

www.esen.education.fr – www.ciep.fr – www.europe-education-formation.fr
www.afec.fr/organisme-formation/emploi-europe.php

Round 2
Phase
Antragsrunde
Turno

Catalogue 2013/14

ROUND 2/PHASE 2/RUNDE 2/TURNO 2: 03/03/2014 - 27/06/2014
Deadline/délais/Bewerbungsschluss/plazo: 15/10/2013

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
2	120	Europäische Standards in der Bildungs - und Berufsberatung und den Berufspraktika	DE	Polen	31/03/2014 - 04/04/2014	164
2	121	Practical application of the international mountain leader qualification standard	EN	Czech Republic	28/04/2014 - 02/05/2014	165
2	122	Improving informed student choices through cooperation between schools and enterprises	EN	Norway	05/05/2014 - 09/05/2014	166
2	123	Bridging the gap between VET schools and the labour market	EN	Portugal	05/05/2014 - 09/05/2014	167
2	124	Helping students find work – Cayman Islands employability strategy	EN	United Kingdom	19/05/2014 - 23/05/2014	168

WORKPLACE LEARNING

round	group	title of visit	wl	country	date	page
2	125	Apprenticeships for workplace learning in the creative and cultural sector and schools	EN	United Kingdom	31/03/2014 - 04/04/2014	169

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

round	group	title of visit	wl	country	date	page
2	126	Integration through learning – Practical support towards employment	EN	United Kingdom	11/03/2014 - 14/03/2014	170
2	127	Innovative, experimental employment programmes for disadvantaged groups	EN	Hungary	05/05/2014 - 09/05/2014	171

wl: Working language

INCREASING ATTRACTIVENESS OF VET
AUMENTO DEL ATRACTIVO DE LA FP

round	group	title of visit	wl	country	date	page
2	128	Vocational teaching and learning: backbone of national education and the economy	EN	Czech Republic	03/03/2014 - 07/03/2014	172
2	129	Cooperation between schools and enterprises to improve VET	EN	Spain	03/03/2014 - 06/03/2014	173
2	130	Making vocational education attractive	EN	Turkey	10/03/2014 - 13/03/2014	174
2	131	New methods in teaching vocational subjects	EN	Slovakia	31/03/2014 - 04/04/2014	175
2	132	Higher vocational education – On demand	EN	Sweden	12/05/2014 - 16/05/2014	176
2	133	La formación profesional dual en la comunidad de Madrid	ES	España	19/05/2014 - 23/05/2014	177
2	134	Strengthening and encouraging VET: Malta as a case study	EN	Malta	19/05/2014 - 23/05/2014	178

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

round	group	title of visit	wl	country	date	page
2	135	Social dialogue in defining and implementing new knowledge, skills and competences	EN	Portugal	24/03/2014 - 28/03/2014	179
2	136	Older workers in companies and on the labour market	EN	Germany	12/05/2014 - 16/05/2014	180
2	137	'Competent', an instrument for new labour market services and more efficient career guidance	EN	Belgium	10/06/2014 - 13/06/2014	181

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES
ZUSAMMENARBEIT ZWISCHEN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG, UNTERNEHMEN UND LOKALEN GEMEINSCHAFTEN

round	group	title of visit	wl	country	date	page
2	138	Worlds of education, training and work – An Arctic approach to cooperation	EN	Norway	17/03/2014 - 21/03/2014	182
2	139	Towards better cooperation between schools, companies and local communities	EN	Netherlands	24/03/2014 - 27/03/2014	183
2	140	Promoting design education for developing industries	EN	Slovenia	07/04/2014 - 11/04/2014	184
2	141	Mid Sweden Science Park bringing education, enterprises and science together	EN	Sweden	07/04/2014 - 11/04/2014	185
2	142	Impact of national institutions and local authorities on effectiveness and autonomy of the school	EN	Estonia	05/05/2014 - 09/05/2014	186
2	143	Berufsbildende Schulen als Gestalter von Übergängen	DE	Deutschland	05/05/2014 - 09/05/2014	187
2	144	Cooperation between schools and factories to improve education and vocational choices	EN	Portugal	05/05/2014 - 09/05/2014	188
2	145	Multiple benefits of environmental vocational training	EN	United Kingdom	19/05/2014 - 23/05/2014	189

2	146	Cooperation between educational and business partners for developing school leaders	EN	Lithuania	02/06/2014 - 05/06/2014	190
2	147	Approaches to medical education	EN	Czech Republic	09/06/2014 - 13/06/2014	191

NEW SKILLS FOR NEW JOBS
COMPÉTENCES NOUVELLES POUR DES EMPLOIS NOUVEAUX

round	group	title of visit	wl	country	date	page
2	148	E-business as a link between education and companies: exploring best practices	EN	Slovenia	02/04/2014 - 04/04/2014	192
2	149	Ressources et énergies marines: sensibiliser et former aux nouveaux emplois	FR	France	07/04/2014 - 11/04/2014	193

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

round	group	title of visit	wl	country	date	page
2	150	Training for employment and entrepreneurship: meeting incentives conferences and exhibitions	EN	United Kingdom	10/03/2014 - 14/03/2014	194
2	151	Higher education and social entrepreneurs of the future	EN	United Kingdom	12/05/2014 - 16/05/2014	195
2	152	Stimulate talent and promote career paths	EN	Portugal	16/06/2014 - 20/06/2014	196

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
QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

round	group	title of visit	wl	country	date	page
2	153	Comment piloter et évaluer des actions innovantes en établissement scolaire	FR	France	17/03/2014 - 21/03/2014	197
2	154	Forms and purposes of school assessment	EN	France	17/03/2014 - 21/03/2014	198
2	155	Qualitätsstandards im technischen, gewerblichen und kunstgewerblichen Schulwesen in Tirol	DE	Österreich	24/03/2014 - 28/03/2014	199
2	156	Improving quality in the Basque education system by improving learning processes	EN	Spain	31/03/2014 - 04/04/2014	200
2	157	Improving quality management systems at educational centres	EN	Turkey	05/05/2014 - 09/05/2014	201
2	158	Innovative Formen der Qualitätssicherung	DE	Österreich	12/05/2014 - 16/05/2014	202

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	159	Innovation and cooperation in early childhood pedagogy	EN	Hungary	07/04/2014 - 11/04/2014	203
2	160	La formation des enseignants du primaire et du préscolaire	FR	Roumanie	12/05/2014 - 15/05/2014	204

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

round	group	title of visit	wl	country	date	page
2	161	Wellbeing in the 21st century school	EN	United Kingdom	03/03/2014 - 07/03/2014	205
2	162	Key competences – Key to development, success and the future	EN	Poland	24/03/2014 - 28/03/2014	206
2	163	Improving entrepreneurial competences of teachers and trainers	EN	Belgium	25/03/2014 - 28/03/2014	207
2	164	Encouraging creativity in a changing school	EN	Lithuania	05/05/2014 - 09/05/2014	208
2	165	Continuous teacher training – Strategy to improve education quality	EN	Portugal	05/05/2014 - 09/05/2014	209
2	166	Quality assurance in teacher training	EN	Belgium	05/05/2014 - 09/05/2014	210
2	167	Using games in education and training – Improving outcomes, motivation and autonomy	EN	Poland	12/05/2014 - 16/05/2014	211
2	168	Teacher's training as the key to effective education and personal development	EN	Poland	12/05/2014 - 16/05/2014	212
2	169	Staff training for sexual orientation and gender identity equality in post-school education	EN	United Kingdom	09/06/2014 - 11/06/2014	213

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

round	group	title of visit	wl	country	date	page
2	170	Mentoring in educational practice	EN	Estonia	03/03/2014 - 06/03/2014	214
2	171	Pursuing excellence for all pupils: improving school performance	EN	United Kingdom	18/03/2014 - 20/03/2014	215
2	172	Building blocks of quality and excellence in education	EN	Slovenia	08/04/2014 - 11/04/2014	216
2	173	Innovative leadership and teacher training in autonomous schools	EN	Germany	12/05/2014 - 16/05/2014	217
2	174	Digital technology in tertiary education governance – Aims, tools and monitoring	EN	France	19/05/2014 - 23/05/2014	218
2	175	Leadership at school – Concept meets needs	EN	Germany	19/05/2014 - 23/05/2014	219

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

INCREASING LITERACY AND NUMERACY LEVELS

round	group	title of visit	wl	country	date	page
2	176	Key competences – Foundations for lifelong learning	EN	Ireland	04/03/2014 - 07/03/2014	220

LANGUAGE TEACHING AND LEARNING
ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

round	group	title of visit	wl	country	date	page
2	177	Language teaching in vocational education	EN	Turkey	17/03/2014 - 21/03/2014	221
2	178	La rénovation curriculaire dans l'enseignement des langues vivantes étrangères	FR	Roumanie	19/03/2014 - 21/03/2014	222
2	179	Improving foreign language learning through CLIL and ICT	EN	Spain	24/03/2014 - 28/03/2014	223
2	180	New ways of mastering foreign languages from nursery school to secondary level	EN	France	31/03/2014 - 04/04/2014	224
2	181	Bilingual and multilingual modern language initiatives in Vienna	EN	Austria	31/03/2014 - 03/04/2014	225
2	182	Marketable skills through teaching languages for specific purposes	EN	Hungary	31/03/2014 - 04/04/2014	226
2	183	Educational cooperation with professional institutions to promote language skills	EN	Spain	31/03/2014 - 04/04/2014	227
2	184	Pratiques innovantes au service de compétences interculturelles et langagières	FR	France	07/04/2014 - 11/04/2014	228
2	185	Pratiques innovantes en langues étrangères pour une jeunesse en mouvement	FR	France	07/04/2014 - 11/04/2014	229
2	186	Improving early, bilingual and trilingual language teaching	EN	Netherlands	07/04/2014 - 11/04/2014	230
2	187	Web 2.0 tools for language teaching	EN	Greece	05/05/2014 - 09/05/2014	231
2	188	ABC of plurilingualism in Andalusia	EN	Spain	05/05/2014 - 09/05/2014	232
2	189	Plurilingualism in the Galician educational system	EN	Spain	06/05/2014 - 09/05/2014	233
2	190	Find hidden potential in your students with suggestopedia-desuggestopedia	EN	Bulgaria	03/06/2014 - 06/06/2014	234

USE OF ICT IN LEARNING

round	group	title of visit	wl	country	date	page
2	191	Digital competences to improve the learning environment	EN	Italy	10/03/2014 - 14/03/2014	235
2	192	Using ICT creatively in learning	EN	Finland	08/04/2014 - 10/04/2014	236
2	193	Abalar project: programme for the digital classroom and teacher training in ICT	EN	Spain	09/04/2014 - 11/04/2014	237

2	194	Projects of educational technologies for vocational and technical high schools in Turkey	EN	Turkey	05/05/2014 - 09/05/2014	238
2	195	Using ICT for higher achievement	EN	Sweden	05/05/2014 - 09/05/2014	239
2	196	Improving personal learning through Web 2.0 and cloud computing	EN	Germany	05/05/2014 - 09/05/2014	240
2	197	Enable IT: exploring accessible technology use for disabled learners	EN	United Kingdom	12/05/2014 - 15/05/2014	241
2	198	Using new and traditional media in primary education	EN	Poland	19/05/2014 - 23/05/2014	242
2	199	Use of ICT to support learning and teaching processes ranging from pre-school to adult education	EN	Sweden	19/05/2014 - 22/05/2014	243
2	200	Digital competences for pupils, teachers and schools	EN	Spain	02/06/2014 - 06/06/2014	244

EDUCATION FOR ENTREPRENEURSHIP

round	group	title of visit	wl	country	date	page
2	201	Sense of initiative and entrepreneurship: how VET can foster youth innovation and creativity	EN	Italy	12/05/2014 - 15/05/2014	245

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

round	group	title of visit	wl	country	date	page
2	202	Guidance for sustainable, ethical lifestyle and career choices	EN	United Kingdom	17/03/2014 - 20/03/2014	246
2	203	Embedding environmental education in the curriculum	EN	France	24/03/2014 - 28/03/2014	247
2	204	Improving schools and educational systems through cooperation	EN	Norway	05/05/2014 - 09/05/2014	248
2	205	Competence for active life in the digital age	EN	Czech Republic	12/05/2014 - 16/05/2014	249
2	206	Education for active citizenship and sustainable development in schools	EN	Ireland	13/05/2014 - 16/05/2014	250
2	207	Discovering the territory	EN	Italy	19/05/2014 - 23/05/2014	251
2	208	Networking for Europe – Designing a European curriculum for young citizens	EN	Germany	19/05/2014 - 23/05/2014	252
2	209	Non-formal education in Prague? Naturally!	EN	Czech Republic	02/06/2014 - 06/06/2014	253

DEVELOPING CREATIVITY IN LEARNING AND TEACHING
DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT

round	group	title of visit	wl	country	date	page
2	210	Promoting cooperation and innovation in education: a pilot school network	EN	Greece	17/03/2014 - 21/03/2014	254
2	211	Teachers' competences for the 21st century school	EN	Slovenia	31/03/2014 - 04/04/2014	255

2	212	Museums supporting formal school education and informal lifelong learning	EN	Hungary	31/03/2014 - 04/04/2014	256
2	213	Learning outside the classroom – Effective learning in the natural world	EN	United Kingdom	31/03/2014 - 04/04/2014	257
2	214	Developing pupils' creative and individual abilities to support career choices	EN	Latvia	07/04/2014 - 11/04/2014	258
2	215	Catalogage et valorisation du patrimoine culturel: un outil d'éducation culturelle à l'école	FR	Italie	07/04/2014 - 11/04/2014	259
2	216	New resources in science teaching: an innovative partnership linking research and education	EN	France	08/04/2014 - 10/04/2014	260
2	217	Techniques et outils alternatifs pour l'apprentissage des sciences et d'une langue étrangère	FR	Roumanie	05/05/2014 - 09/05/2014	261
2	218	Meteorology as a means of interdisciplinary teaching	EN	France	12/05/2014 - 16/05/2014	262
2	219	Structuration et enjeux d'une politique d'éducation aux médias	FR	France	12/05/2014 - 16/05/2014	263
2	220	Les ressources culturelles locales pour approcher l'art à l'école primaire	FR	France	12/05/2014 - 16/05/2014	264
2	221	Developing competences and creativity – From pre-school to secondary education	EN	Poland	02/06/2014 - 06/06/2014	265
2	222	Using web-based tools for flexible, innovative and creative teaching and learning	EN	Spain	16/06/2014 - 20/06/2014	266
2	223	Goals and benefits of co-teaching sciences and philosophy	EN	France	16/06/2014 - 20/06/2014	267

LEARNING MATHEMATICS AND SCIENCE
APPRENTISSAGE DES MATHÉMATIQUES ET DES SCIENCES

round	group	title of visit	wl	country	date	page
2	224	Bulgarian school experience of forming key competences in mathematics and science	EN	Bulgaria	10/03/2014 - 14/03/2014	268
2	225	Sciences et TIC pour une école du futur	FR	Italie	24/03/2014 - 28/03/2014	269
2	226	Creativity increase in science teaching and learning	EN	Poland	07/04/2014 - 10/04/2014	270
2	227	Developing an experimental approach to science in primary schools	EN	France	19/05/2014 - 23/05/2014	271

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

POSSIBILITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

round	group	title of visit	wl	country	date	page
2	228	Pourquoi et comment accueillir et scolariser des enfants de 2 à 5 ans	FR	France	19/05/2014 - 23/05/2014	272

PERSONALISED LEARNING APPROACHES

round	group	title of visit	wl	country	date	page
2	229	Diversity and individualisation in education	EN	Austria	10/03/2014 - 14/03/2014	273
2	230	A view on inclusive practices	EN	Portugal	10/03/2014 - 14/03/2014	274

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

round	group	title of visit	wl	country	date	page
2	231	Prevention, monitoring and reducing school drop-out in Luxembourg	EN	Luxembourg	17/03/2014 - 21/03/2014	275
2	232	Piloting a model for an after-school centre with Roma children in Slovakia	EN	Slovakia	02/04/2014 - 04/04/2014	276
2	233	Orienter et motiver pour prévenir l'abandon scolaire	FR	Italie	07/04/2014 - 11/04/2014	277
2	234	Training guarantee for everybody: good practices for equal opportunities in education and training	EN	Finland	07/04/2014 - 11/04/2014	278
2	235	Performing arts as an instrument for social inclusion and cultural promotion	EN	Italy	05/05/2014 - 09/05/2014	279
2	236	Creating a safe environment at school	EN	Lithuania	05/05/2014 - 09/05/2014	280

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

round	group	title of visit	wl	country	date	page
2	237	Inclusive learning and work opportunities: international good practices in comparison	EN	Italy	04/03/2014 - 07/03/2014	281
2	238	Play it again Sam: projects for inclusive education that foster learning for all	EN	Italy	17/03/2014 - 21/03/2014	282
2	239	Equal opportunities in education through policy and consultation with local stakeholders	EN	Belgium	17/03/2014 - 21/03/2014	283
2	240	Women in renewable energy and energy efficiency companies: opportunities and challenges	EN	Germany	24/03/2014 - 27/03/2014	284
2	241	Supporting access to VET for disadvantaged groups	EN	Ireland	25/03/2014 - 28/03/2014	285
2	242	Including the excluded	EN	Poland	31/03/2014 - 04/04/2014	286
2	243	Creative community learning for social inclusion	EN	United Kingdom	01/04/2014 - 04/04/2014	287
2	244	Friendly hand for social integration	EN	Turkey	07/04/2014 - 11/04/2014	288
2	245	Reducing reoffenders by working with the whole family in a prison and community setting	EN	United Kingdom	29/04/2014 - 02/05/2014	289
2	246	Integration of handicapped students into school and the labour market	EN	Portugal	05/05/2014 - 09/05/2014	290

2	247	Give a fair chance to everyone – Inclusive practices in special education	EN	Romania	19/05/2014 - 23/05/2014	291
2	248	La scolarisation en milieu ordinaire des élèves handicapés ou malades	FR	France	20/05/2014 - 23/05/2014	292
2	249	Removing barriers for people with disabilities in access to education	EN	Poland	20/05/2014 - 23/05/2014	293
2	250	Inclusion in education and the school psychologist's role	EN	Denmark	26/05/2014 - 30/05/2014	294

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

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

round	group	title of visit	wl	country	date	page
2	251	Transport and logistics sector skills in the VET system according to EQF	EN	Italy	01/04/2014 - 03/04/2014	295
2	252	Qualifications frameworks as instruments of public policy for lifelong learning	EN	Poland	13/05/2014 - 16/05/2014	296

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

round	group	title of visit	wl	country	date	page
2	253	Validating and recognising key competences within and outside educational structures	EN	Switzerland	05/05/2014 - 09/05/2014	297
2	254	L'éducation des adultes et la reconnaissance des acquis	FR	Belgique	05/05/2014 - 09/05/2014	298

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

round	group	title of visit	wl	country	date	page
2	255	Increased cooperation in VET to meet labour market challenges	EN	Romania	05/05/2014 - 08/05/2014	299

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING
RENFORCEMENT DE LA PARTICIPATION DES ADULTES À L'ÉDUCATION ET LA FORMATION

round	group	title of visit	wl	country	date	page
2	256	Better working skills through lifelong adult education	EN	Finland	31/03/2014 - 04/04/2014	300
2	257	La formation professionnelle d'adultes dans le domaine de la sécurité publique	FR	Belgique	31/03/2014 - 03/04/2014	301
2	258	Upper secondary adult education: validation of former learning and improving learning outcomes	EN	Norway	31/03/2014 - 03/04/2014	302

LIFELONG GUIDANCE FOR LEARNING AND WORKING

round	group	title of visit	wl	country	date	page
2	259	Educational guidance in Denmark	EN	Denmark	12/05/2014 - 16/05/2014	303
2	260	Strength-based guidance in a lifelong perspective	EN	Czech Republic	19/05/2014 - 23/05/2014	304

LEARNING MOBILITY IN EDUCATION AND TRAINING

round	group	title of visit	wl	country	date	page
2	261	Innovative use of recognised learning methods in mobility projects	EN	Slovenia	10/03/2014 - 13/03/2014	305
2	262	Mobility in European higher education: Bologna-mobility strategy and best practice	EN	Austria	07/04/2014 - 11/04/2014	306
2	263	Mobility in higher education – Opportunity or sustainable development strategy	EN	Poland	12/05/2014 - 15/05/2014	307

VISITS BY SECTOR
VISITES PAR SECTEUR
BESUCHE NACH SEKTOREN

	Round 2 (group number)
Accommodation and food service activities	128, 150
Arts, entertainment and recreation	121, 125, 167, 205, 209
Electricity, gas, steam and air conditioning supply	149
Human health and social work activities	147, 242, 244
Information and communication	148, 193, 219
Transportation and storage	251
Wholesale and retail trade; repair of motor vehicles and motorcycles	130, 131

VISITS FOR HIGH-LEVEL DECISION-AND POLICY-MAKERS

The following visits will be organised by the host institution in cooperation with the European Commission to address specifically policy- and decision-makers in education and training to transfer and share experience:

round	group	title of visit	wl	country	date	page
2	171	Pursuing excellence for all pupils: improving school performance	EN	United Kingdom	18/03/2014 - 20/03/2014	215
2	231	Prevention, monitoring and reducing school drop-out in Luxembourg	EN	Luxembourg	17/03/2014 - 21/03/2014	275
2	252	Qualifications frameworks as instruments of public policy for lifelong learning	EN	Poland	13/05/2014 - 16/05/2014	296

ÜBERGANG VON DER ALLGEMEINEN UND BERUFLICHEN BILDUNG ZUM ARBEITSLEBEN

Europäische Standards in der Bildungs- und Berufsberatung und den Berufspraktika

Gruppennummer: **120**

Antragsrunde 2

Art des Besuches:
Berufsbildung

31/3/2014-4/4/2014
Zielona Góra, Polen

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Lebenslange Bildungs- und Berufsberatung**
- **Mobilität der Lernenden**
- **Praktikum**

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THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

WARUM?

Ein Ziel von Polen und den weiteren EU-Ländern ist die Qualitätsverbesserung der beruflichen Bildung und die Steigerung der Mobilität der Lernenden auf dem Arbeitsmarkt. Die Entwicklung des dualen Bildungssystems ist erstrebenswert. Damit wird die Welt der beruflichen Bildung attraktiver für die Auszubildenden aber auch effektiver für den Einstieg in den Arbeitsmarkt. Um die Welt der beruflichen Bildung attraktiver zu gestalten, organisieren polnische Berufsschulen die Berufsberatung in den Schulen sowie Praktika in verschiedenen EU-Ländern. Die Praktika erhöhen die Qualität der entsendeten Bildungseinrichtung und bieten Erfahrungen und Perspektiven für die Schüler.

WAS?

Die Teilnehmer werden Folgendes lernen:
- Wege zur Entwicklung der Berufsberatung in den Berufsschulen;
- das berufliche Schulsystem;
- Stellenwert des Praktikums als Vorbereitung für den Arbeitsmarkt;
- angewandte Methoden in der beruflichen Bildung;
- Formen der Zusammenarbeit mit den Arbeitgebern;
- Öffentlichkeitsarbeit der Berufsschulen.

WIE?

Die Teilnehmer werden:
- Vertreter der Arbeitswelt treffen;
- Arbeitsgruppen kennenlernen, in denen die Erfahrungen mit Berufsberatung und Praktika, ausgetauscht werden;
- verschiedene Schultypen, Hochschulen und Einrichtungen besuchen;
- Vertreter von Bildungs - und Berufsbildungseinrichtungen treffen;
- über die Bedeutung der Berufsberatung in den Schulen und den Stellenwert des Praktikums in verschiedenen Ländern diskutieren;
- Mobilität der Schulen auf dem europäischen Markt kennenlernen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Schulleiter, Lehreraus- und -fortbildner,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Bildungs- oder Berufsberater,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Wspólnym celem Polski i krajów europejskich jest podniesienie kwalifikacji w kształceniu zawodowym oraz mobilność uczniów na rynku pracy. W celu podniesienia jakości kształcenia zawodowego w polskich placówkach oświatowych prowadzone są centra edukacyjne specjalizujące się w doradztwie zawodowym. Ponadto placówki kształcenia zawodowego organizują praktyki i staże zawodowe poza granicami kraju. Atrakcyjne miejsca praktyk podnoszą kwalifikacje i umiejętności zawodowe uczniów, co w konsekwencji zwiększaja ich perspektywy na zatrudnienie na europejskim rynku pracy. Mobilności zawodowe uczniów są jednym z narzędzi kształtującym indywidualne scieżki kariery zawodowej.

WWW.

www.zsek.zgora.pl

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Arts, entertainment and recreation

Practical application of the international mountain leader qualification standard

Group No: **121**

Round 2

Type of visit:
VET

28/4/2014-2/5/2014
Příchovice, Czech Republic

Working language:
English

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

Keywords:

- **adult learning**
- **national qualifications frameworks**
- **student assessment**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Czech Mountain Leader Association (CZIML) is the only national professional association of mountain leaders in the Czech Republic and a provider of vocational education and training for mountain leaders. CZIML created professional training for international mountain leaders (IML), which meets requirements of the new qualification standard for the IML set by the Union of International Mountain Leaders Association (UIMLA), of which CZIML is now a member. The mountain leader qualification is obligatory to pursue an independent economic activity of guiding people in the mountains. It is recommended for employees of travel agencies, organisations specialised in outdoor activities or those seeking this type of employment. CZIML also participated in creating a partial qualification for mountain leaders, which is part of the national qualification framework in the Czech Republic. The village of Prichovice in the North of Bohemia between Krkonose and Jizerske mountains is regularly used by CZIML as a training base.

WHAT?

Participants will learn about:
- the content of the IML qualification standard and the partial qualification of a mountain leader;
- methods and approaches used in implementation of the standards.

HOW?

Participants will:
- meet international mountain leaders responsible for training and development of the training system;
- obtain a full text of the standard and materials for implementation of vocational training for mountain leaders;
- perform practical exercises of methods used in teaching and testing specific skills and competences of the IML.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Český spolek horských průvodců pořádá studijní návštěvu s názvem Praktická aplikace kvalifikačního standardu mezinárodního horského průvodce. Setkání je určeno pro zástupce vzdělávacích organizací z oblasti průvodcovské činnosti horské. Účastníci budou seznámeni s aktuálním zněním kvalifikačního standardu pro mezinárodní horské průvodce, který stanoví Unie asociací mezinárodních horských průvodců (UIMLA), dozví se o způsobu jeho provedení do vzdělávacího systému horských průvodců v České republice a do obsahu tzv. dílčí kvalifikace. Setkání zahrnuje přednášky i praktické předvedení výuky kompetencí horského průvodce. Cílem návštěvy je sjednocení pravidel v oblasti výuky horských průvodců.

Organiser(s):

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WWW.

www.cziml.org – www.uimla.org – www.narodni-kvalifikace.cz/qualificationStandards.aspx
http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?action=regprof&id_regprof=14653&id_profession=8008&tab=countries&quid=2&mode=asc&pagenum=1

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Improving informed student choices through cooperation between schools and enterprises

Group No: **122**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
Haugesund, Norway

Working language:
English

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

Keywords:

- **drop-outs**
- **education and training attainment**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

To ensure that students make a motivated choice of career and to fight the high rate of drop-outs at upper secondary schools, a cooperation programme between schools and enterprises is implemented at lower secondary school. The visit is hosted by Pedagogisk Psykologisk Senter, located in the largest municipality of the region, and Haugaland Skole-Arbeidsliv, an organisation that runs the programme on a daily basis. We will present the national strategy 'new possibilities' which is a robust follow-up of pupils with the poorest results in the final part of 10th grade and in upper secondary education and training. Emphasis is on improving reading and writing skills, literacy and numeracy. School/enterprise cooperation includes vocational guidance, job placement and developing entrepreneurship.

WHAT?

Participants will learn about:
- Haugalandet School-Enterprises, an organisation owned by municipalities;
- our role in cooperation between schools and private enterprises;
- use of an IT solution to organise placement of lower secondary students into upper secondary schools and work placements;
- new subject of vocational guidance for lower secondary students;
- ´new possibilities´: a national project to prevent dropouts;
- the transition programme;
- role of good guidance in preventing drop-outs;
- entrepreneurship as a tool for cooperation between working life and school.

HOW?

Participants will:
- visit lower secondary schools and vocational schools;
- visit local SMEs;
- meet school counsellors, advisors and SME managers;
- meet politicians and other stakeholders.

WHOM?

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

Organiser(s):

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WWW.

www.karmoy.no – www.skoleogarbeidsliv.com

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Bridging the gap between VET schools and the labour market

Group No: **123**

Round 2

Type of visit:
VET

5/5/2014-9/5/2014
Aveiro, Portugal

Working language:
English

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

Keywords:

- **apprenticeship**
- **entrepreneurship**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Many young people who start work are not prepared for their jobs because they lack social and professional skills and find it difficult to adjust to the working environment. It is important to prepare and train students for the labour market and give them the necessary competences for easy adaptation. Our 20 years of experience as a VET school, along with the partnerships we maintain with over 500 enterprises, offer the necessary framework for this visit. Our training answers local education needs and develops in students general cross-curricular competences such as autonomy, responsibility or initiative. We also have a lot of experience of supporting and assisting our students on the labour market, at national and transnational levels, and after they graduate. We have developed several tools to guide and evaluate successful training in the workplace, helping trainees, supervisors and teachers/tutors responsible for student development.

WHAT?

Participants will learn about:
- projects designed to give individuals work experience and adequate skills for the labour market;
- methods and approaches for guiding individuals at the workplace;
- approaches on collaboration between VET institutions and enterprises;
- effective practice using training needs analysis and training plans.

HOW?

Participants will:
- visit VET institutions and workplaces;
- meet career advisors, trainers and teachers.

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,
- 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:

Muitos jovens não estão preparados para o trabalho pois não possuem competências pessoais, sociais e profissionais. A nosso formação responde as necessidades das empresas regionais e desenvolve nos alunos as competências transversais necessárias à boa integração no mercado de trabalho, como por exemplo a autonomia, a responsabilidade, o espírito de iniciativa, etc Temos também uma grande experiência no apoio aos alunos em FCT, a nível nacional e transnacional, e após a conclusão dos seus estudos. Desenvolvemos ferramentas e metodologias para gerir e avaliar uma formação com sucesso, ajudando os formandos, o supervisor no trabalho e os professores responsáveis pelo desenvolvimento dos alunos.

Organiser(s):

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www.epaveiro.edu.pt – www.ua.pt – www.epadrv.edu.pt – www.cm-aveiro.pt
www.escoladasvirtudes.pt – www.efptaveiro.edu.pt – www.esms.edu.pt

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Helping students find work – Cayman Islands employability strategy

Group No: **124**

Round 2

Type of visit:
Mixed

Georgetown, Grand Cayman, Cayman Islands

Working language:
English

Number of places: **13**
Minimum required: **8**

Keywords:

- **entrepreneurship**
- **leadership and management**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The global economic downturn has hit the tiny Caribbean island of Grand Cayman hard. The key offshore banking industry has suffered badly with registered businesses downsizing and recruiting fewer staff. Further, the tourism and cruise ship industries faced fewer visitors to the islands. As a result, more students are finding it difficult to get work in Grand Cayman. The Ministry of Education has now adopted a holistic approach to local year 12 students (aged 16 to 18) to teach employability skills and arrange work placements for every year 12 student. The host institution, the Cayman Islands Further Education Centre (CIFEC), aims to promote our employability strategies while at the same time sharing best practice with other professionals.

WHAT?

Participants will learn about:
- the Cayman economy, its needs and issues;
- Caribbean and UK teaching, delivery and assessment methods;
- active employability strategies in Grand Cayman;
- the varied VET provision at CIFEC;
- the work placement programme;
- the employability programme's success in providing registered international businesses with a good local workforce.

HOW?

Participants will:
- visit the Cayman Islands Further Education Centre, the Ministry of Education, the careers and work placement team and local employers;
- observe teaching, join in sessions and meet students;
- debate and constructively criticise advantages and disadvantages of various local/national/European employability and work placement strategies/polices.

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.

Organiser(s):

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WWW.

http://des.edu.ky/FurtherEducation.cfm

WORKPLACE LEARNING

Arts, entertainment and recreation

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

Group No: **125**

Round 2

Type of visit:
Mixed

31/3/2014-4/4/2014
Birmingham, England, United Kingdom

Working language:
English

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

Keywords:

- **apprenticeship**
- **innovative approaches**
- **skill needs**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

In the UK, many young people leave education with a qualification but are not able to find employment, while employers find that young people can not adjust easily to realities of the workplace. The skills gap is evident and the British government is currently focusing on developing more apprenticeships. In Birmingham and the West Midlands we work successfully with employers, young people and educational institutions to bridge this gap through apprenticeships. Creative Alliance has been working for 10 years on developing and delivering courses and qualifications for the creative and cultural sector that make creatives more employable. Creative Alliance has developed a collaborative approach for employers and young people, which we would like to share. We should also like to learn from participants about their approaches to this problem.

WHAT?

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

HOW?

Participants will:
- visit cultural organisations, schools and companies in the creative sector that employ creative apprentices;
- meet employers and apprentices;
- attend a workshop on how to apply the model to participants' own situations.

WHOM?

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

Organiser(s):

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Website: http://creativealliance.org.uk

WWW.

http://creativealliance.org.uk

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Integration through learning – Practical support towards employment

Group No: **126**

Round 2

Type of visit:
General education

11/3/2014-14/3/2014
Hemel Hempstead, England, United Kingdom

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

In the UK many people choose not to engage with formal education institutions due to low self-confidence and past experiences. An informal community-led approach leads to engagement, improved confidence/quality of life and underpins learner inclusion. Dacorum has a strong partnership ethos which brings together locally the worlds of education, training and work. This effective collaborative approach supports learners to progress and improve their employability. As an NGO, Dacorum CVS engages in strategic planning and delivery of accredited and non-accredited learning. We have a proactive approach to diversity and supporting disadvantaged groups, and link closely other providers in the subject area of the visit. Hosting the visit is part of an active approach to transnational work.

WHAT?

Participants will learn about:
- the UK system of school and adult education;
- training initiatives relating to language, IT and employability;
- use of corporate social responsibility (CSR) as a tool to enable employers to support community learning/employability;
- initiatives to enable socially-excluded groups to engage in learning;
- diversity as a tool for inclusion and participation.

HOW?

Participants will:
- observe community-based learning opportunities which provide practical employment-related skills;
- meet tutors and students of language tuition classes and observe guidance sessions;
- meet Dacorum learning partnership members and see a partnership approach;
- meet employers to learn the business case for supporting disadvantaged groups.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- 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.

WWW.

www.communityactiondacorum.org.uk – www.hertsinterpreting.org
www.connectdacorum.org.uk

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Innovative, experimental employment programmes for disadvantaged groups

Group No: **127**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
Budapest, Hungary

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **innovative approaches**
- **social inclusion**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Labour market reintegration is a major challenge not only in Hungary but in all EU Member States. There is a strong need for innovative employment programmes. The organiser of the visit, ESZA Social Services Non-profit Ltd is the largest intermediate body coordinating EUfunded programmes in education, social inclusion, employment and health in Hungary. We have gained considerable experience in education and training meeting labour market needs through national projects.

WHAT?

Participants will learn about:
- innovative methods for employability of disadvantaged groups, low-skilled and young adults;
- personalised learning approaches in formal and nonformal education;
- experimental methods in social economy;
- cooperation between schools, NGOs and public-sector organisations to support reintegration of disadvantaged groups.

HOW?

Participants will:
- observe coordinating activities of the intermediate body;
- meet representatives of local authorities, teachers and participants in successful projects;
- visit educational and training institutions taking part in programmes aiming at social inclusion;
- attend roundtable discussions on innovative methods for labour market reintegration.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A munkaerő-piacra való visszatérés az Európai Unió minden tagországában kiemelt témakör. A szakértői tanulmányút elsősorban az innovatív kísérleti foglalkoztatási programokra fókuszál, amely a hátrányos helyzetűek, közülük is az alacsony foglalkoztatási eséllyel rendelkezők számára nyújt lehetőségeket. Az ESZA Nonprofit Kft. a legnagyobb közreműködő szervezet Magyarországon, amely oktatási, foglalkoztatási, szociális és egészségügyi programokat kezel. A szervezet nagy tapasztalattal rendelkezik EU-s támogatási programok lebonyolítása terén, és reményeink szerint a tanulmányút alapot szolgáltathat sikeres partneri viszony kialakítására a hozzánk érkező szakemberekkel.

Organiser(s):

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WWW.

www.esza.hu – www.nfu.hu/?lang=en

INCREASING ATTRACTIVENESS OF VET

Accommodation and food service activities

Vocational teaching and learning: backbone of national education and the economy

Group No: **128**

Round 2

Type of visit:
VET

3/3/2014-7/3/2014
Poděbrady,
Czech Republic

Working language:
English

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

Keywords:

- **key competences**
- **learning outcomes**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The global economic crisis is affecting even key industries in many economies. Professionally-qualified and practically-trained graduates not needing any additional training and available immediately are hunted on the labour market. Do VET schools provide the right skills for the right jobs? Do vocational schools react in time to new demands of the labour market? We have achieved good results in cooperation with local municipalities by providing support for organising cultural and sports events in the town and region. Good cooperation with social partners, enterprises and employers brings their input to new study programmes and provides work placements for our student. The host institution consists of two schools of different levels and target education: the hotel school and the college. The school has hosted seven study visits between 2006 and 2012. Management finds study visits fruitful for the school, local community and the entire district.

WHAT?

Participants will learn about:
- organising, supervising and evaluating practical training in real working environment;
- teaching aids to improve and develop schools educational frameworks, covering both theoretical and practical training;
- new ways and technologies to ensure quality of education;
- contacts with national and foreign employers;
- cooperation between schools and companies.

HOW?

Participants will:
- attend classes and meet teachers;
- visit training kitchens and restaurants, Junior Hotel school and other schools;
- attend foreign language classes;
- meet experts from regional or national offices coordinating and supporting vocational education.

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,
- 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 trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

I v době ekonomické krize a nejistoty na trhu práce nacházejí absolventi středních a vyšších odborných škol lehce uplatnění na trhu práce díky praxi, kterou absolvují v průběhu studia. Odborné školství přispívá tedy ke stabilitě ekonomiky a jejímu rozvoji. Jakým teoretickým znalostem a praktickým dovednostem je potřeba vyučovat? Jaké znalosti a dovednosti požadují zaměstnavatelé a jak se tito podílejí na přípravě nových vzdělávacích programů, které musí reagovat na požadavky budoucího trhu práce? Pozornost bude věnována i 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.

WWW.

www.hsvos.cz – www.nuv.cz – www.asociacevos.cz

Organiser(s):

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INCREASING ATTRACTIVENESS OF VET

Cooperation between schools and enterprises to improve VET

Group No: **129**

Round 2

Type of visit:
VET

3/3/2014-6/3/2014
Madrid, Spain

Working language:
English

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

Keywords:

- **apprenticeship**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

There is a need for cooperation between vocational education and training (VET) schools and enterprises to develop quality of training programmes. New strategies have been implemented to increase the relevance of VET to labour market needs. The partnership between VET and businesses is nowadays the best way to assure effectiveness of VET.

WHAT?

Participants will learn about:
• initiatives to ease the transition from school to work;
• how chambers, employment agencies, and other economic and vocational institutions cooperate together;
• results achieved with local municipalities, social partners, enterprises and employees;
• new vocational education and training dual system.

HOW?

Participants will:
• meet teachers and students in vocational training schools and settings;
• visit training centres;
• visit institutions that offer bridging programs;
• participate in discussions with experts and political decision-makers.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• representatives of education and training networks and associations,
• representatives of educational services, labour offices or guidance centres,
• representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La crisis en el mercado laboral hace necesario que la formación impartida en los centros escolares se adecúe a las necesidades reales de las empresas. El objetivo principal de esta visita es mostrar cómo la mejora en la calidad de la formación profesional se puede conseguir, entre otros medios a través de la cooperación entre las empresas y los centros educativos. Se aumentan así las oportunidades creadas con este sistema educativo para encontrar un puesto de trabajo estable y de calidad

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INCREASING ATTRACTIVENESS OF VET

Wholesale and retail trade; repair of motor vehicles and motorcycles

Making vocational education attractive

Group No: **130**

Round 2

Type of visit:
VET

10/3/2014-13/3/2014
Istanbul, Turkey

Working language:
English

Number of places: **13**
Minimum required: **5**

Keywords:

- **apprenticeship**
- **social partners**
- **student assessment**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The Association for the Development of Technical/Vocational Education and Training (established in 2011) has hundreds of members from various fields at universities and vocational schools. The host institution is a vocational school providing education in the wholesale and retail trade and repair of motor vehicle and motorcycles in cooperation with companies such as Mercedes Benz, Toyota, Fiat, EAE Electric AG and others. One of the most important benefits of this cooperation is to give a job guarantee to students after graduation. We are going to present the Turkish education and training system and compare it with European and global trends in vocational education and training.

WHAT?

Participants will learn about:
- regional cooperation between VET institutions and social partners;
- VET initiatives of companies, for example a workshop of EAE Electric AG created by the company's own resources.

HOW?

Participants will:
- visit Istanbul's Educational Directorate, local authorities of VET;
- visit vocational schools and workshops established by Mercedes, Toyota, Fiat and EAE Electric AG;
- meet principals of VET schools, representatives of companies and social partners, teachers and students;
- attend presentations from NGOs and social partner organisations.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

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

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INCREASING ATTRACTIVENESS OF VET

Wholesale and retail trade; repair of motor vehicles and motorcycles

New methods in teaching vocational subjects

Group No: **131**

Round 2

Type of visit:
VET

31/3/2014-4/4/2014
Žilina, Slovakia

Working language:
English

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

Keywords:

- **digital competence**
- **key competences**
- **young people**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

VET has played an important role for more than ten years in our town and region as a key source of students' preparation for the labour market in transport, logistics and tourism. Our school underwent transformation into the Transport Academy five years ago and specialises mainly in mechanics, electrical engineering, transportation (logistics and spedition), and partially tourism. We have developed great competences and have rich experience in teaching vocational subjects through applying practical and computer-based methods using modern technology and equipment. We were awarded the renowned international education society certificate four years ago.

WHAT?

Participants will learn about:
• initiatives to improve VET in different fields at secondary education level;
• new methods and tools for students training in school labs;
• examples of cooperation between vocational schools and enterprises supporting integration of young people into the labour market.

HOW?

Participants will:
• visit secondary schools presenting good practice examples of VET;
• observe teachers and students;
• visit the University of Žilina, unique in providing education in transport in Slovakia;
• visit the Kia automotive plant.

WHOM?

• 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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Cieľom návštevy je vymeniť si skúsenosti v systéme odborného vzdelávania, prepojenia výuky s praxou, diskutovať o prínosoch tohto spôsobu vzdelávania. S nástupom nových zručností v oblasti IKT poukázať na možnosť zatraktívnenia vyučovania odborných predmetov využitím rôznych nástrojov IKT, názorne priblížiť možnosti využitia odborného vzdelania v dnešnej technickej dobe.

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INCREASING ATTRACTIVENESS OF VET

Higher vocational education – On demand

Group No: **132**

Round 2

Type of visit:
VET

12/5/2014-16/5/2014
Kungälv, Sweden

Working language:
English

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

Keywords:

- **adult learning**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Vocational education (HVE) is a post upper secondary form of education, combining theoretical studies with a strong practical approach embedded in the workplace. Unemployment as well as lack of labour is a problem forcing us to rationalise higher education for faster labour market establishment. Nationwide there are more than 1000 programmes. Completing a programme leads to employment. More than eight out of 10 are either employed or running their own businesses within six months of graduation. The Gothenburg region is proud to present the successful outcome of many HVE programmes. One objective is to build a European network to strengthen cooperation between educators and exchange ideas and knowledge to improve quality of higher vocational education in Europe.

WHAT?

Participants will learn about:
- how a flexible system for higher vocational education for adults can adapt to needs of the labour market;
- how cooperation with local and regional employers in relevant professional fields can be designed to meet specific needs;
- close cooperation between vocational education programmes and business industry to provide the labour market with 'the right' competences;
- successful VET programmes;
- how LIA (learning through work) can create professional networks and build confidence;
- an ambition to create new professions.

HOW?

Participants will:
- meet representatives of the Swedish National Agency for Higher Vocational Education;
- visit adult education centres;
- meet students, observe educational practice;
- attend workshops, exchange ideas and experiences;
- visit former students at their workplaces.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kungälvs vuxenutbildning tillsammans med Härryda och Mölndal arrangerar ett studiebesök med fokus på Yrkesutbildning i Sverige. Utbudet är styrt till arbetsmarknadens behov och behövs för att utrusta vuxna med rätt kompetens för anställningsbarhet och arbete. Göteborgsregionen är stolt att få presentera resultatet av de många YH-utbildningar som anordnas där mer än 8 av 10 får jobb eller startar eget företag inom 6 månader efter avslutad utbildning. Studiebesöket kommer bland annat att ge möjligheter att besöka arrangörer av YH samt träffa studenter och lärare. Målet är också att bygga upp ett europeiskt nätverk för utbyte och stärkande av yrkesutbildningar i Europa.

WWW.

www.yhmyndigheten.se – www.vux.mondal.se/eusamordnare – www.yhvast.se
www.kungalv.se/barn-och-utbildning/skolportalen/vuxenutbildning/utbildning-och-kurser/Yrkesutbildningar – www.goteborg.se/wps/portal/yhgbg – www.molnlyckeakademierna.se

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AUMENTO DEL ATRACTIVO DE LA FP

La formación profesional dual en la comunidad de Madrid

Número de grupo: **133**

Turno 2

Tipo de visita:
Orientación y formación profesional

19/5/2014-23/5/2014
Madrid, España

Lengua de trabajo:
Español

Número de plazas: **15**
Número minimo requerido: **8**

Las palabras clave:

- **aprendizaje profesional**
- **integración en el mercado laboral**

CATEGORÍA DE TEMAS:

Favorecer la cooperación entre los mundos de la educación, la formación profesional y el trabajo

¿POR QUÉ?

La Formación Profesional Dual se inició, como proyecto experimental, en el curso 2011-12. Su objetivo es mejorar el aprendizaje profesional de los alumnos de Formación Profesional (FP) aumentando el periodo de prácticas que se realizan en las empresas colaboradoras y haciéndolo simultáneamente con el aprendizaje en sus centros educativos. Todo ello con el fin último de mejorar sus competencias laborales y personales que les faciliten su integración en el mercado laboral. La Comunidad de Madrid está reforzando el modelo de Formación Profesional Dual, aumentando cada año el número de centros educativos y títulos que se ofertan bajo esta modalidad.

¿QUÉ?

Los participantes aprenderán acerca de:

- los principales aspectos de la regulación de la formación profesional en la comunidad de Madrid, en especial, la relativa a la FP dual;
- el sistema de FP de la comunidad de Madrid, en especial, la nueva FP dual;
- la relación entre la administración educativa, los centros de enseñanza y las empresas colaboradoras;
- la inserción laboral de los alumnos en las empresas;
- cómo realiza la Comunidad de Madrid, la coordinación entre las empresas y los centros educativos.

¿CÓMO?

Los participantes:

- visitarán empresas que acogen alumnos de FP dual y centros educativos que disponen de la oferta de FP dual.

¿PARA QUIÉN?

- 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,
- asesores pedagógicos u orientadores,
- representantes de redes y asociaciones de educación y formación profesional,
- representantes de autoridades locales, regionales y nacionales.

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INCREASING ATTRACTIVENESS OF VET

Strengthening and encouraging VET: Malta as a case study

Group No: **134**

Round 2

Type of visit:
VET

19/5/2014-23/5/2014
Santa Venera, Malta

Working language:
English

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

Keywords:

- **drop-outs**
- **innovative approaches**
- **key competences**

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CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Malta has deemed vocational education and training to be an important vehicle to encourage more students to continue their education beyond school-leaving age and to develop their true employment potential. Malta College of Arts, Science and Technology (MCAST) has been an important milestone, allowing Malta to register significant improvements in educational attainment levels over the last few years. The Institute of Tourism Studies (ITS) is another VET institution set up to provide higher educational studies and programmes in tourism and hospitality to aspiring students. The educational reform currently being implemented in secondary schools sets introduction of prevocational subjects as core curriculum options during the last three years of secondary education. The objective is to provide alternative pathways for students who prefer taking up vocational education to academic/general education at postsecondary level.

WHAT?

Participants will learn about:
- initiatives and innovative practices on how Malta's leading VET institutions cater for low-achieving students and equip them with employability skills;
- methods and practices used to increase numbers of students in VET;
- new training approaches used by VET and training institutions to prepare individuals for the labour market;
- how leading VET institutions in Malta collaborate with industry;
- guidance methods used in VET institutions;
- programmes and schemes designed to give individuals work experience and adequate skills for the labour market.

HOW?

Participants will:
- visit leading VET institutions and training organisations in Malta;
- observe teaching methods in a VET classroom;
- meet directors of VET institutions, training organisations and policy-makers;
- discuss and analyse strengths and weaknesses of local approaches and training methods;
- visit a workplace dependent on VET skills.

WHOM?

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

WWW.

www.education.gov.mt – www.its.edu.mt – www.llp.eupa.org.mt
www.mcast.edu.mt – www.mqc.gov.mt – www.etc.gov.mt

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

Social dialogue in defining and implementing new knowledge, skills and competences

Group No: **135**

Round 2

Type of visit:
Mixed

24/3/2014-28/3/2014
Porto, Portugal

Working language:
English

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

Keywords:

- **adult learning**
- **social partners**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

FNE is a teacher's trade union federation and represents professionals responsible for defining the policies and actions implemented in schools, VET, integration of students in the workplace and validation of their competences. Development of partnerships and social dialogue are crucial to boost quality of work and competitiveness of Europe. Council conclusions regarding new skills for new jobs underline the need for a diverse approach to learning methods and developing new skills and new ways of organising work. Social partners, training institutions and teachers have a deep responsibility. Internationally known for its research and development sector, Porto is a region facing huge changes in the work and employment sector and its experience in changing the development paradigm is a good example of innovation.

WHAT?

Participants will learn about:
• methods and tools regarding social dialogue and regional development;
• workplace integration;
• cooperation between education and training institutions, enterprises and local communities;
• promotion of sustainable growth and employment match;
• national implementation of smart growth European priorities.

HOW?

Participants will:
• visit adult education centres, secondary schools, universities and workplaces;
• meet teachers and employers.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• head teachers, teacher trainers,
• representatives of education and training networks and associations,
• representatives of educational services, labour offices or guidance centres,
• representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Os desafios relacionados com o desenvolvimento tecnológico exigem a definição de uma política coerente relativa à estratégia ligada ao desenvolvimento das novas competências. Este debate não pode ser meramente teórico ou institucional mas tem de ser alargado aos parceiros sociais e às forças vivas da sociedade. As mudanças sociais só são possíveis se os atores estiverem implicados no processo. Face à crise financeira e aos cortes no investimento nas áreas sociais, torna-se evidente que a estratégia de desenvolvimento tem de passar por um conjunto de medidas ao nível nacional e europeu.

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http://etuce.homestead.com/etuce_en.html – www.cedefop.europa.eu

SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

Older workers in companies and on the labour market

Group No: **136**

Round 2

Type of visit:
Mixed

12/5/2014-16/5/2014
Düsseldorf, Germany

Working language:
English

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

Keywords:

- **adult learning**
- **older workers**
- **social partners**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Because of demographic change new models for human resources development and job structures in companies are needed to cope with the age and health of the workforce. They also need to consider existing qualifications and innovative ability of companies. On the labour market older workers have significant problems in finding a new job. Hence, there are new challenges for employees, companies, social partners and politicians. In North Rhine-Westphalia and especially in the Ruhr area various support initiatives have been developed. 'Arbeit und Leben' is an institution for adult education supported by the German Confederation of Trade Unions (Deutscher Gewerkschaftsbund – DGB NRW) and the Association of German Adult Education Centres (Volkshochschule - VHS) in the state of North Rhine-Westphalia (NRW).

WHAT?

Participants will learn about:
- social partners' contribution to lifelong learning of older workers;
- models to produce a balanced age structure and innovative ability in companies;
- models for labour policy and staffing policy which cope with demographic change processes in companies;
- active employment policy and development of new fields of activity for the older workforce.

HOW?

Participants will:
- meet representatives of social partners, foundations, research institutes;
- visit a steel producer and talk to representatives from the workforce and the employer about qualifications of older employees;
- visit a DASA exhibition with focus on health protection of older workers;
- meet representatives from a network (institutions for qualifications, consultants and public institutions).

WHOM?

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

Im Rahmen des demografischen Wandels müssen innerbetrieblich im Rahmen von Personalpolitik und Organisationsentwicklung Modelle zur alters- und gesundheitsgerechten Arbeitsgestaltung entwickelt werden, die zugleich den Erhalt und Ausbau der vorhandenen Qualifikationen und betriebliche Innovationsfähigkeit einbeziehen. Auf dem Arbeitsmarkt haben ältere Arbeitnehmer große Probleme. Daraus ergeben sich neue Herausforderungen für Arbeitnehmerinnen und Arbeitnehmer, Unternehmen, Tarifparteien und Politik. In Nordrhein-Westfalen und insbesondere im Ruhrgebiet sind dazu verschiedenste Initiativen entwickelt worden.

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SOCIAL PARTNERS' CONTRIBUTION TO LIFELONG LEARNING

'Competent', an instrument for new labour market services and more efficient career guidance

Group No: **137**

Round 2

Type of visit:
VET

10/6/2014-13/6/2014
Brussels, Belgium

Working language:
English

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

Keywords:

- **skill needs**
- **social partners**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

'Competent' is an online database validated by the social partners, linking skill needs and vocations and covers the entire labour market. It eases development and updating of competence profiles. It is a reference for vocational qualifications. The visit will look at Competent as an instrument for social dialogue and the social partners' role in validating and updating the content, how it supports labour market services by matching job vacancies with job-seekers. Competent also supports different kinds of applications ranging from lifelong learning, education, HRM, qualification framework and possibilities for international exchange. Using data in 'Competent' promotes labour market services and job mobility between countries. The Social and Economic Council of Flanders (SERV) is the host institution, in cooperation with the Flemish Employment and Vocational Training Service (VDAB). SERV is the consultative and advisory body where the Flemish social partners formulate recommendations and advice and where the content of 'Competent' is validated.

WHAT?

Participants will learn about:
- how 'Competent' supports social dialogue and contributes to labour market services;
- how 'Competent' can be a tool on which can be built applications that promote lifelong learning, HRM, etc.;
- how 'Competent' can benefit interregional and international cooperation on labour market services and job mobility.

HOW?

Participants will:
- visit SERV and get a demonstration of 'Competent';
- visit social partners and services for labour counselling, career guidance, etc.;
- visit the Ministry of Education and Training and observe the links with qualifications;
- visit an organisation that makes use of 'Competent' to support its HRM.

WHOM?

- Directors of guidance centres,
- directors of validation or accreditation centres,
- human resource managers,
- representatives of chambers of commerce/industry/crafts,
- representatives of education and training networks and associations,
- representatives of 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:

Competent is een online databank van beroepen die de volledige arbeidsmarkt dekt en die gevalideerd is door de sociale partners. Het gebruik van Competent vereenvoudigd het updaten van competentieprofielen. Het is eveneens een instrument ter ondersteuning van het competentiebeleid, ter ondersteuning van loopbaanbegeleiding en – bemiddeling en dient als referentiekader voor opleidingen en beroepskwalificaties. De uitwisselbaarheid van de gegevens in Competent kan grensoverschrijdende samenwerking tussen de actoren op de arbeidsmarkt mogelijk maken en faciliteren. Dit komt de samenwerking en de interregionale arbeidsmobiliteit ten goede.

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www2.pole-emploi.fr/espacecandidat/romeligne/RIIlndex.do – http://vdab.be/begeleiding

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Worlds of education, training and work – An Arctic approach to cooperation

Group No: **138**

Round 2

Type of visit:
Mixed

17/3/2014-21/3/2014
Bodø, Norway

Working language:
English

Number of places: **14**
Minimum required: **7**

Keywords:

- **social and civic competences**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

In Norway, there is an explicit wish to improve cooperation between the political, educational and private sectors, because of the high drop-out rate and a need for better quality. The county of Nordland is at the lower end of national statistics related to the drop-out rate and validation of output results. Research shows that the challenges are most severe at the transition from lower to upper secondary level, vocational education to apprenticeships and from general studies to tertiary education. Closer cooperation between schools and working life and between lower and upper secondary schools are some of the good initiatives developed.

WHAT?

Participants will learn about:
- methods and tools used in vocational guidance;
- initiatives to involve experts from companies in teaching, both vocational and science subjects;
- how to use placement periods to learn about working life and making students employable;
- political initiatives to link educational authorities, chambers of commerce and trade unions for the benefit of a better learning environment.

HOW?

Participants will:
- visit lower secondary schools and meet pupils and staff;
- visit vocational upper secondary students preparing for apprenticeships;
- visit upper secondary students preparing for tertiary education;
- meet representatives from local and regional government;
- meet representatives from regional trade unions, chambers of commerce and SMEs.

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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

De siste års arbeid med tiltak for bedre gjennomføring, mindre frafall og mer praksisnær undervisning har avdekket noen fokusområder som Nordland Fylkeskommune ønsker å fokusere i sitt videre arbeid for bedre måloppnåelse. I dette studiebesøket vil vi fokusere på overgangene: - ungdomsskole- videregående skole, - Vg2 i skole -lærlingetid, - samt tiltak for å bedre søking og resultat innenfor realfag på studieforberedende. Aktører som vil bli trukket inn vil bla annet være: - Lærere, elever og ledelse i ungdomsskolen (primært 10 trinn). - Lærere, elever og ledelse ved utvalgte vid skoler, yrkesfaglige programområder - Lærere, elever og ledelse ved utvalgte vid skoler, studieforberedende programområder - NHO/Nordland, LO, fylkesråd/-politiker for utdanning, Yrkesopplæringsnemda.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Towards better cooperation between schools, companies and local communities

Group No: **139**

Round 2

Type of visit:
VET

24/3/2014-27/3/2014
's-Hertogenbosch, the Netherlands

Working language:
English

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

Keywords:

- **social partners**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

To make education and training more relevant to the world of work, it is necessary to encourage ialogue between education and training institutions at all levels – from schools to vocational, adult and higher education institutions – and partners in the labour market, specifically enterprises and employers. As highlighted in the Europe 2020 strategy, partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. In the Netherlands, cooperation between VET schools, local governement and (regional) labour market/companies i important. In the community of 's-Hertogenbosch and therest of the province of North Brabant we find good examples of cooperation.

WHAT?

Participants will learn about:

- examples of good practice on cooperation between government, education institutes and business;
- a wide variety of occupational programmes and courses, ranging from IT and business courses to courses in economics, health care, sports and welfare, architecture, design, fashion, theatre and multimedia.

HOW?

Participants will:

- visit one of the biggest VET college in 's- Hertogenbosch, King William I College;
- visit companies;
- visit local government;
- attend presentations and workshops;
- discuss and reflect on transferability of best practices.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

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

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Promoting design education for developing industries

Group No: **140**

Round 2

Type of visit:
Mixed

7/4/2014-11/4/2014
Ljubljana, Slovenia

Working language:
English

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

Keywords:

- **entrepreneurship**
- **key competences**
- **sustainable development**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Young designers are a specific group of employees and represent a growing sector of micro enterprises. Slovenia has no national design institute which, in our opinion, is of utmost importance in the current economic situation. The new EU strategy ´Creative Europe´ involves such fields as design for future economic development and it is our responsibility to evoke and respond to rising dilemmas and requirements. The Academy of Design, a member of international design associations, regularly cooperates with representatives from industry to investigate current trends. It organises annual international conferences and student workshops. We host the visit to get opinions of experts and professionals from abroad on possible solutions, quality observations and comments on design and its relationship with industry in Slovenia.

WHAT?

Participants will learn about:
• developing Slovenian designs;
• integrating design trends and scientific accomplishments into industry;
• initiatives to promote design in Slovenia;
• stimulating creativity;
• connecting education and enterprises;
• methods and techniques used in design education;
• examples of good practice in international educational design associations.

HOW?

Participants will:
• visit a regional furniture manufacturer;
• participate in the annual month of design in Ljubljana;
• talk to members of a research centre working on developing products with high added value for specific international markets and target groups;
• meet lecturers and graduates at the academy and discuss the present national and EU status of design.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• head teachers, teacher trainers,
• heads of departments,
• owners/managers of SMEs,
• representatives of chambers of commerce/industry/crafts,
• representatives of education and training networks and associations,
• representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Visoka šola za dizajn izobražuje na področju Notranjega oblikovanja, Vizualnih komunikacij ter Tekstilij in oblačil. Razvoj treh smeri na pedagoškem, znanstvenoraziskovalnem področju je temeljnega pomena zaradi naše izobraževalne narave, vendar kot institucija želimo opozoriti na pomen dizajna in ga vplesti v oblikovanje nacionalnih politik, zlasti v neposredni povezavi z industrijo. Trenutne ekonomske razmere narekujejo hitri razvoj in izdelke z dodano vrednostjo, kar integriran razvoj dizajna tudi omogoča. Želimo spodbuditi mlade oblikovalce, ki predstavljajo fleksibilno, samostojno delovno silo in utelešajo podjetniški potencial, ki ga je treba podpreti s strani industrije in nacionalnih politik.

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www.alples.eu

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Mid Sweden Science Park bringing education, enterprises and science together

Group No: **141**

Round 2

Type of visit:
Mixed

7/4/2014-11/4/2014
Östersund, Sweden

Working language:
English

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

Keywords:

- **innovative approaches**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

We have developed cooperation between VET, university and other educational organisations with industry and non-profit organisations using Mid Sweden Science Park (MSSP) as a hub. We believe this method should be spread over Europe to create a network of science parks as hubs and the educational world as receivers of new and innovative ideas and models. It is important to involve industry in education to provide industry with the right competences. The host, MSSP, is particularly interested in development of our region and is always looking to develop and spread new ideas and methods and create new networks and relations outside the region.

WHAT?

Participants will learn about:

- co-operations to: (a) create growth in new and existing businesses, (b) produce more research results of commercial interest, (c) attract investment and strengthen the region's brand and competitiveness;
- development work based on triple and quattro helix cooperation;
- construction of an innovative system.

HOW?

Participants will:

- observe cooperation in education and innovation in a small geographic area with different partners;
- observe well-functioning cooperation between education and mechanic industries;
- see how quattro helix cooperation works in an innovative environment at MSSP;
- witness social innovation happening in real time.

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

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Impact of national institutions and local authorities on effectiveness and autonomy of the school

Group No: **142**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Tartu, Estonia

Working language:
English

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

Keywords:

- **eautonomy (school or institution)**
- **evaluation (school or institution)**
- **innovative approaches**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Decentralisation of education is a general trend in Europe. Ministries and local authorities are responsible for schools' effectiveness at national and local levels. How can statutory institutions support a school that is actually independent? Further, Estonia will increase schools' freedom in decision-making. In 2014, we should receive the first results. Estonian PISA results have been good and we are ready to introduce our educational policies and main initiatives at national and local levels.

WHAT?

Participants will learn about:
- national and local authorities' initiatives promoting and supporting schools to achieve good results in literacy and numeracy and help avoid students' drop-out;
- evaluations and appraising systems at national and local levels to improve schools' effectiveness;
- schools' experiences in preventing students' drop-out rates; evaluation and appraising systems at school level; schools' supporting system for students with special educational needs (SEN) or study difficulties.

HOW?

Participants will:
- visit a secondary school, a primary school and a kindergarten;
- visit two local authorities and the Ministry of Education and Research;
- meet specialists from the ministry and local authorities;
- meet counsellors working with SEN students;
- meet head teachers, teachers, students.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tänu PISA uuringu tulemustele ollakse Eesti hariduspoliitikast ja -korraldusest huvitatud. Tutvustame, kuidas riiklikul ja kohalikul tasandil toetatakse kooli, et vältida õpilaste väljalangevust, tõsta koolide tulemuslikkust õpilaste põhikompetentside kujundamisel ja loovuse ning kriitilise mõtlemise arendamisel. Eesti koolide suurt otsustusvabadust kavatsetakse veelgi suurendada. 2014. aastal saame tutvustada oma koolide kogemusi toimida tulemuslikult väga suure autonoomsuse piires. Haridus- ja Teadusministeeriumile ning koolipidajale on vajalik tagasiside koolide tulemuslikkusest. Sellest johtuvalt tutvustame riikliku tasandi ja kohalike omavalitsuste kvaliteedikindlustamise süsteeme, sealhulgas tunnustussüsteeme.

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www.real.edu.ee/index.php/component/content/article/65-general/177-general-information
www.tallinn.ee/eng/haridus/

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

Berufsbildende Schulen als Gestalter von Übergängen

Gruppennummer: **143**

Antragsrunde 2

Art des Besuches:
Berufsbildung

5/5/2014-9/5/2014
Papenburg, Deutschland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **15**
Erforderliche Mindestanzahl: **7**

Schlüsselwörter:

- **Ehrenamtliche Tätigkeit**
- **Nachhaltige Entwicklung**
- **Schulisches Umfeld**

THEMENBEREICHE:

Förderung der Zusammenarbeit zwischen allgemeiner und beruflicher Bildung und Arbeitswelt

WARUM?

Ziel ist sowohl die reibungslose Gestaltung der Übergänge zwischen Bildungseinrichtungen, Universitäten und Betrieben als auch das Halten von qualifiziertem Nachwuchs in der Region bei steigendem Fachkräftemangel. Außerdem ist die Verringerung der Abbrecherquoten bei den Übergängen in die Berufsausbildung und Universität Ziel einer frühen Berufsorientierung. Als Leitstelle hat die Berufsbildende Schule (BBS) Papenburg das Projekt “Regionen des Lernens“ mit entwickelt, bei dem ein Netzwerk mit den abgebenden allgemeinbildenden Schulen und Betrieben aufgebaut wurde. Darüber hinaus initiiert die BBS mit dem beruflichen Gymnasium und den Fachoberschulen im Rahmen der Projektmethode “Theoprax” Projekte mit Schülern direkt in ansässigen Unternehmen. Hierbei haben die Schüler schon mehrere Preise erzielt. Die BBS kooperiert mit einigen Universitäten in den Niederlanden, die diese Ausbildung bereits als 1. Studiensemester anrechnen.

WAS?

Die Teilnehmer werden Folgendes lernen:
- Aufbau und Organisation von Netzwerken zwischen allgemeinbildenden Schulen, berufsbildenden Schulen und Betrieben;
- Good Practice Erfahrungen hinsichtlich Curriculumgestaltung beruflicher Gymnasien;
- Projektmethode “Theoprax” in Zusammenarbeit mit dem Fraunhofer-Institut und deren Einbindung in die Curricula.

WIE?

Die Teilnehmer werden:
- Bildungsstätten für Erwachsene besuchen sowie Sekundarschulen, die durch den neuen Akkreditierungsprozess gegangen sind;
- Berater treffen, die mit benachteiligten Gruppen arbeiten;
- die Lehr- und Lernmethode “Theoprax” kennenlernen;
- beteiligte allgemeinbildende Schulen und Unternehmen besuchen.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Validierungs- oder Akkreditierungszentren,
- Schulleiter, Lehreraus- und -fortbildner,
- Abteilungsleiter,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Cooperation between schools and factories to improve education and vocational choices

Group No: **144**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
São João da Madeira, Oporto Metropolitan Area, Portugal

Working language:
English

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

Keywords:

- **drop-outs**
- **entrepreneurship**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The education department of the town hall is the centre of a network that includes schools, enterprises, associations and entrepreneurial companies.

WHAT?

Participants will learn about:

- how to motivate pupils who are unmotivated by traditional education and look for more practical learning ensuring a link to the professional world;
- how to involve enterprises and cultural centres in school and training activities;
- how to develop visits to departments or functions in the companies/factories, according to their education area.

HOW?

Participants will:

- visit secondary schools, technological centres;
- attend a workshop with Portuguese and foreign teachers/trainers from 16 cities;
- visit companies, factories, museums and a media/technological centre;
- talk to entrepreneurs and workers (shoe-makers, hats, pencils and trimmings).

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 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:

Esta visita de estudo insere-se no atual desígnio nacional de valorizar a certificação de saberes adquiridos em contextos informais e não formais. O Município de S. João da Madeira, como catalisador de uma rede que inclui escolas, centros de formação, empresas e associações, irá promover o contacto direto com empresas, com a oferta profissionalizante de Escolas, na ligação da Escola com o mundo de trabalho. Iremos dar destaque ao contacto direto dos participantes com os trabalhadores de empresas, assistindo "in loco" ao trabalho diário de fábricas de calçado, passamanarias, feltro de chapéus e de lápis.

Organiser(s):

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WWW.

http://en.wikipedia.org/wiki/Education_in_Portugal – www.portugal.gov.pt/Portal/EN
http://w10.bcn.es/APPS/eduportal/pubPortadaAc.do?idciue=28065
www.turismoindustrial.cm-sjm.pt/circuits

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Multiple benefits of environmental vocational training

Group No: **145**

Round 2

Type of visit:
Mixed

19/5/2014-23/5/2014
Shropshire, England, United Kingdom

Working language:
English

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

Keywords:

- **innovative approaches**
- **quality assurance**
- **sustainable development**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Environmental issues including education are currently a high priority of the UK Government. Raising awareness of the impact of businesses and community on the environment can significantly reduce negative environmental impacts, while at the same time providing economic benefits and employment opportunities. In the West Midlands region there is a long track record of delivering environmental education. This experience has led to development of a range of different models to sui different age groups. We can showcase training provide by the public, private and voluntary sectors working in various partnership groupings to best meet needs of trainees. The host is a land-based further education college which has been delivering environmenal education for many years to both young people and adults. It works in partnership with a range of organisations and private businesses, which has resulted in several best practice examples of training delivery to groups ranging from primary school children to company managers.

WHAT?

Participants will learn about:

- techniques of delivering environmental education to different age groups in a range of settings, for example publically-and privately-owned nature reserves;
- benefits for organisations taking part in environmental education, both for deliverers and trainees including examples of corporate social responsibility;
- innovative partnerships in delivery of environmental education;
- different forms of accreditation for environmental education.

HOW?

Participants will:

- visit different environmental education venues;
- meet practioners from the public, voluntary and private sectors and students engaged in environmental education;
- discuss merits of different accreditation systems.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

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www.woodlanereserve.co.uk – www.lantra.co.uk – http://forestschools.com
www.nationaltrust.org.uk – www.cheshirewildlifetrust.org.uk – http://apprenticeships.org.uk

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Cooperation between educational and business partners for developing school leaders

Group No: **146**

Round 2

Type of visit:
General education

2/6/2014-5/6/2014
Vilnius, Lithuania

Working language:
English

Number of places: **14**
Minimum required: **5**

Keywords:

- **innovative approaches**
- **leadership and management**
- **social partners**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

One of the main priorities for education in Lithuania and Europe is openness to other fields of society's life, especially culture, business and science. In Lithuania the selection process of school's heads was developed in cooperation with business. Business organisations also initiated an educational project 'Renkuosi mokyti' (teach first Lithuania), which gives the brightest university graduates an opportunity to become teachers. Vilnius is the capital, with the biggest concentration of organisations, which influence education strategy. The Centre for School Improvement is an NGO working with different partners. Since 2009 it has been involved as a partner in a national project 'Time for leaders' which aims to develop and test leadership-based management models at national, local and school levels. We would like to share our experience with colleagues from other countries.

WHAT?

Participants will learn about:
- joint initiatives of business and education to improve educational practices;
- ways to adapt models of staff selection and business consultancy in education;
- experiences attracting partners from different areas to work with schools and teachers.

HOW?

Participants will:
- visit the Centre for School Improvement, ISM University of Management and Economics and Primmum Esse (a business consultancy that runs the teach first Lithuania project);
- meet representatives of national authorities, business companies and leading head teachers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Švietimas gana sunkiai atsiveria kitoms visuomenės sričių patirtims. Šio vizito metu Mokyklų tobulinimo centras ketina pasidalinti savo institucijos bei kitų švietimo organizacijų nacionaliniu lygiu sukaupta bendradarbiavimo su partneriais iš įvairių visuomenės sričių patirtimi. Pristatysime sėkmingą bendradarbiavimo su verslo įmone Primmum Esse pavyzdį - adaptuotą ir pritaikytą mokyklų vadovų atrankai verslo konsultavimo modelį. Vizito metu ketiname supažindinti dalyvius su verslo partneriais - Primmum Esse ir ISM University of Management and Economics, su kuriais vykdome programą "Renkuosi mokyti" ir projektą "Lyderių laikas".

Organiser(s):

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Website: www.mtc.lt

WWW.

www.mtc.lt – www.lyderiulaikas.smm.lt – www.ism.lt – www.primumesse.lt
www.teachforall.org/network_locations.html

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS, ENTERPRISES AND LOCAL COMMUNITIES

Human health and social work activities

Approaches to medical education

Group No: **147**

Round 2

Type of visit:
VET

9/6/2014-13/6/2014
Nymburk, Czech Republic

Working language:
English

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

Keywords:

- **health education**
- **learners' mobility**
- **learning outcomes**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Medical education is organised in Europe in different ways, at various levels and different types of schools, colleges and universities. A very important part of this education is professional education and practical training at schools, the workplace and cooperation with social partners. We want to present an overview of this education in the Czech Republic and gain more insights from participating countries. To support our students' mobility, we would like to build cooperation with participants' schools in Leonardo da Vinci, Comenius, Erasmus programmes.

WHAT?

Participants will learn about:
- content of medical education, various study programmes;
- learning outcomes, key and professional competences developed in medical education, the extent and proportion of key and professional competences;
- how we provide professional education and practical training;
- cooperation between social partners, education and training institutions, enterprises and local communities;
- organisation and implementation of students' mobility, reasons, results.

HOW?

Participants will:
- visit medical schools and colleges, workplaces, social partners, hospitals, social care providers;
- meet directors of medical schools and colleges, representatives of local authorities, members of the chamber of medical care workers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Hostující tým se zaměří na poznání způsobu vzdělávání pracovníků v nelékařských zdravotnických profesích v ČR a porovnají toto vzdělávání se systémem vzdělávání nelékařů v zemích účastníků návštěvy. Seznámí se se zařazením konkrétních zdravotnických kvalifikací do NQF a jejich návaznost na EQF. Účastníci navštíví vybrané zdravotnické školy a sociální partnery škol. Součástí programu bude setkání s členy Asociace ředitelů zdravotnických škol ČR a představiteli některé z profesních komor pracovníků ve zdravotnictví, se zřizovateli našich škol a řediteli škol našeho regionu. Formou workshopu s přizvanými odborníky budou účastníci seznámeni s tvorbou vzdělávacích programů pro vzdělávání nelékařů, zapracování klíčových a odborných kompetencí, formy hodnocení, využívání kreditního systému.

Organiser(s):

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NEW SKILLS FOR NEW JOBS

Information and communication

E-business as a link between education and companies: exploring best practices

Group No: **148**

Round 2

Type of visit:
VET

2/4/2014-4/4/2014
Novo mesto, Slovenia

Working language:
English

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

Keywords:

- **digital competence**
- **entrepreneurship**
- **work placement**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

At present e-business is an important part of study content in education. Educational institutions are trying to adapt to needs of the labour market and are developing corresponding digital competences of future college graduates. Close cooperation between educational institutions and local companies is essential for providing a viable link between theoretical knowledge and practice. Students should be entering a world of contemporary entrepreneurship. With employers, we are trying to enable students to get to know a real working environment which in turn means that they are aware of work processes and obtain corresponding (including digital) competences. Consequently they are more employable.

WHAT?

Participants will learn about:
• using modern e-communication tools and open source communication tools for SMEs;
• achieving communication and business goals of SMEs;
• new methods and teaching of online communication ethics;
• using different tools in online marketing;
• examples of good practice in online communication ethics and online marketing;
• developing a model of quality work placement in companies.

HOW?

Participants will:
• visit successful local companies and students doing their work placements;
• meet experts implementing e-business;
• present their country policies and practices of online communication ethics;
• attend workshops and presentations from different areas (online marketing, e-administration, online ethics, work placement).

WHOM?

• Company training managers,
• directors of education and vocational training institutions, centres or providers,
• head teachers, teacher trainers,
• heads of departments,
• owners/managers of SMEs,
• representatives of 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:

Uporaba sodobnih komunikacijskih orodij v poslovnem svetu je danes nujna. Izobraževalne institucije se prilagajajo potrebam trga dela in razvijajo digitalne kompetence diplomantov. Razvijamo tesno sodelovanje med šolo in podjetji, da bi zagotovili povezavo med teoretičnim znanjem in prakso. Študenti razmišljajo o vstopu v podjetništvo, zato podajamo različne vsebine: spletno trženje, e-uprava, e-arhiv uporaba odprtokodnih orodij. Sodelovanje na tem področju je izziv za izobraževalni sistem in podjetja: nove metode dela, pristopi, inovativno razmišljanje, kakovostna praksa, ki je lahko konkurenčna prednost posamezne šole.

Organiser(s):

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Website: www.esnm-visja.si/

WWW.

http://sl.wordpress.org – www.joomla.org/ – www.mediawiki.org/wiki/MediaWiki
www.prestashop.com – www.synology.com/dsm/home_file_sharing_cloud_station.php
http://e-uprava.gov.si/e-uprava/en/portal.euprava – www.krka.si – www.infotehna.si

COMPÉTENCES NOUVELLES POUR DES EMPLOIS NOUVEAUX

Production et distribution d'électricité, de gaz, de vapeur et d'air conditionné

Ressources et énergies marines: sensibiliser et former aux nouveaux emplois

Numéro de groupe: **149**

Phase 2

Type de visite:
Mixte

7/4/2014-11/4/2014
Guingamp, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **besoins de compétences**
- **développement durable**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

La mer constitue un atout pour la Bretagne, tant d'un point de vue économique qu'en termes de recherche scientifique et technologique. L'académie de Rennes (en France, les académies sont des divisions administratives dans le domaine de l'éducation) souhaite rapprocher ces structures des établissements scolaires. L'enjeu est de faire rentrer les problématiques marines, appuyées sur des savoirs actualisés, dans les enseignements. Le lycée Jules Verne s'est engagé dans cette démarche avec au cœur de son projet d'établissement, la sensibilisation des élèves aux nouveaux métiers. L'ambition est de former les professionnels nécessaires au développement d'un pôle industriel lié aux énergies marines renouvelables (éoliennes offshore, hydroliennes, etc.). Le projet est soutenu par le Pôle Mer Bretagne, pôle de compétitivité sur la mer source d'innovation et de développement économique, regroupant élus, entreprises et monde de la recherche et de la formation.

QUOI?

Le participant découvrira:

- les liens établis entre le monde de la recherche, le monde industriel et l'enseignement scolaire dans l'académie de Rennes;
- comment un lycée professionnel s'inscrit dans la perspective du développement de nouvelles filières industrielles par un projet innovant (voilier durable et solidaire);
- les partenariats mis en place avec la Marine nationale et des entreprises liées à la mer.

COMMENT?

Le participant:

- visitera des établissements et rencontrera les enseignants menant des projets de développement des compétences liées à la mer;
- rencontrera les organismes et les entreprises impliqués dans des partenariats;
- assistera à des séquences menées avec des élèves ou des étudiants.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d´enseignement et de formation professionnels,
- représentants de chambres de commerce/d´industrie/d´artisanat,
- représentants des autorités locales, régionales et nationales.

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http://www.lyceedesmetiers-jules-verne-guingamp.ac-rennes.fr/

WWW.

http://espaceeducatif.acrennes.fr/jahia/Jahia/lang/fr/pid/18938
www.lyceedesmetiers-jules-verne-guingamp.ac-rennes.fr
www.pole-mer-bretagne.com – http://fr.dcnsgroup.com
www.bretagne-info-nautisme.fr – www.oceanopolis.com – wwz.ifremer.fr/institut
http://energiesdelamer.blogspot.fr/2012/04/eolien-offshore-ailes-marines-sas.html

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

Accommodation and food service activities

Training for employment and entrepreneurship: meeting incentives conferences and exhibitions

Group No: **150**

Round 2

Type of visit:
Mixed

10/3/2014-14/3/2014
Paisley, Renfrewshire, Scotland, United Kingdom

Working language:
English

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

Keywords:

- **entrepreneurship**
- **skill needs**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Huge emphasis on post-Olympics 2012 opportunities and second homecoming Scotland, Commonwealth Games 2014 and Ryder Cup 2014 has enabled the United Kingdom to identify and develop strategies for developing and sustaining employment, particularly in relation to the components provided in MICE (Meeting incentives conferences and exhibition) industries. Academics and trainers have established specific programmes to develop market-ready employees through continuing professional development of basic skills through to management (both operational and strategic). Providers of this programme have had extensive experience both in the United Kingdom and oversees in delivering training to a culturally-diverse workforce.

WHAT?

Participants will learn about:
- sustaining employability strategies through various development/case study projects;
- continuing professional development in the tourism sector, specifically MICE education from vocational education level to university (bachelor and master levels) with best practice examples on entrepreneurship and employability in MICE sector;
- building entrepreneurial opportunities through social media;
- strategies to capture tourists after a MICE experience;
- opportunities to extend tourism products.

HOW?

Participants will:
- visit the Glasgow marketing bureau which delivers special quality workshops to take the customer experience to a new level;
- visit MICE operators: hotels, travel agencies in the area;
- visit West Lothian College (a success story in event management);
- meet the tourism management team of Renfrewshire local authorities.

WHOM?

- Company training managers,
- owners/managers of SMEs,
- representatives of chambers of commerce/industry/crafts,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

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WWW.

www.uws.ac.uk – www.west-lothian.ac.uk – www.seeglasgow.com – www.glengoyne.com
www.visitrenfrewshire.com

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

Higher education and social entrepreneurs of the future

Group No: **151**

Round 2

Type of visit:
General education

12/5/2014-16/5/2014
Northampton, England, United Kingdom

Working language:
English

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

Keywords:

- **entrepreneurship**
- **innovative approaches**
- **social inclusion**

CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

The University of Northampton defines social enterprise as 'using market disciplines to achieve a social outcome, driven by social values'. We have a vision to become the UK's leading university for social enterprise by 2015 and a strategic level commitment to support social enterprise and social entrepreneurship. We work with a wide range of partners and some established courses are already combining learning with delivery of services to clients through social enterprise models. That commitment is reflected in the programme we and our partners are currently delivering and planning. We are keen to present our work but also, crucially, to learn from and share experiences with our colleagues from across Europe working in this field.

WHAT?

Participants will learn about:
- the key role higher education can play in promotion of social entrepreneurship;
- methodologies for encouraging and supporting entrepreneurship within higher education and beyond;
- reflection and discussion on the role of social enterprise in delivery of sustainable businesses, economic growth, inclusivity and social cohesion.

HOW?

Participants will:
- attend and take part in a regional conference;
- receive lectures and participate in a seminar;
- visit the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA) in London;
- network with higher education colleagues;
- take part in workshops reviewing business ideas presented by students and others.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- heads of departments,
- owners/managers of SMEs,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

Organiser(s):

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WWW.

www.thersa.org – www.northampton.ac.uk/socialenterprise – www.youngfoundation.org
www.icon-innovation.co.uk

FOSTERING ENTREPRENEURSHIP AND EMPLOYABILITY

Stimulate talent and promote career paths

Group No: **152**

Round 2

Type of visit:
Mixed

16/6/2014-20/6/2014
Coimbra, Portugal

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Encouraging cooperation between the worlds of education, training and work

WHY?

Europe needs more entrepreneurs. Promotion of entrepreneurship and the entrepreneurial mindset has to start already at school. In 2007, DGIDC (Ministry of Education department) started to run its first project to foster entrepreneurship among young people in schools. Since then several new projects, initiatives and competitions have been developed to stimulate entrepreneurship and improve the image of an entrepreneur, not only in VET but also in general education. During this visit we would like to share our experiences and good practices.

WHAT?

Participants will learn about:
- activities that develop and promote entrepreneurial skills, including European cooperation projects;
- business incubators;
- businesses created with support from local infrastructures;
- methods and methodologies for developing entrepreneurial skills and supporting entrepreneurs.

HOW?

Participants will:
- visit entrepreneurial, professional, technological and school training centres, a secondary school;
- visit Coimbra town hall and Coimbra University - faculty of economics and discuss their projects on entrepreneurship;
- meet directors and coordinators from training institutions, human resources supervisors and social partners;
- meet teachers and people responsible for educational projects to promote entrepreneurship;
- exchange ideas and experiences;
- take part in an entrepreneurial quest in Coimbra.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

O Projeto de Educação para o Empreendedorismo 2007, é um bom exemplo de uma iniciativa que visa promover o empreendedorismo na Escola em Portugal. Este projeto foi lançado no pressuposto correto de que, enquanto os /as jovens frequentam o ensino básico ou ensino secundário é possível, na sala de aula ou fora dela, desenvolver um conjunto de ações que contribuem decisivamente para a consolidação de uma cultura de empreendedorismo que se traduz na criação de uma atitude diferente para enfrentar desafios em particular nos domínios da inovação, iniciativa e criatividade. A organização desta Visita de Estudo segue uma abordagem vertical focada nesta temática.

WWW.

www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia/sobre-o-ministerio-da-educacao-e-ciencia.aspx – www.drec.min-edu.pt – www.bibliotecajoanina.uc.pt www.uc.pt – www.isa.pt – www.ipn.pt

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

Comment piloter et évaluer des actions innovantes en établissement scolaire

Numéro de groupe: **153**

Phase 2

Type de visite:
General education

17/3/2014-21/3/2014
Poitiers, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **assurance qualité**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Le Ministère français de l'Education nationale s'efforce de développer les innovations dans les établissements scolaires, de les piloter et de les évaluer, qu'ils s'agissent d'innovations dans le management d'établissement ou dans la pédagogie. Ces innovations sont expérimentées à tous les niveaux d'enseignement. Opérateur du Ministère, ESEN, l'école supérieure de l'éducation nationale, est un service à compétence nationale dont la mission principale est d'assurer la formation initiale et continue des cadres de l'éducation nationale, de l'enseignement supérieur et de la recherche (inspecteurs, chefs d'établissement, cadres administratifs et financiers, etc.). L'ESEN souhaite faire connaitre des exemples de bonnes pratiques d'innovation dans des établissements scolaires francais et amener les cadres de l'éducation français à échanger avec des homologues d'autres pays européens.

QUOI?

Le participant découvrira:
- ce qu'est une action innovante;
- les expériences menées dans différentes académies françaises (en France, les académies sont des divisions administratives dans le domaine de l'éducation) en mais aussi dans les différents pays européens participant à cette visite;
- les stratégies de conduite d'actions innovantes;
- l'accompagnement et l'évaluation de ces actions;
- la diffusion et la communication autour de ces actions.

COMMENT?

Le participant:
- assistera à des conférences;
- participera à des groupes d'analyse et de réflexion avec des cadres français;
- visitera des établissements primaires et secondaires ainsi que d'autres organismes mettant en oeuvre des actions innovantes et aura l'occasion de discuter avec les personnes impliquées dans ces actions.

POUR QUI?

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

WWW.

www.esen.education.fr – www.eduscol.education.fr – www.education.gouv.fr – www.cndp.fr
http://eduscol.education.fr/cid57491/experitheque-bibliotheque-nationale-des-innovations.html

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Forms and purposes of school assessment

Group No: **154**

Round 2

Type of visit:
General education

17/3/2014-21/3/2014
Poitiers, France

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Reflection on school evaluation in France is always evolving, considering both growing school autonomy and the national education concept. In France, evaluation is carried out by players in the education sector itself, while other European countries use an external assessment system. ESEN – the National College for Education Management – devises and implements initial and continuing training courses, including school evaluation, for the French Ministry of Education's administrative and educational executive staff. ESEN would like to exchange ideas and experience with European participants, particularly on external and internal evaluation processes.

WHAT?

Participants will learn about:
• school inspections undertaken in France;
• the methods and tools used;
• school inspections conducted in European countries represented in the group;
• results of improved teaching and training quality arising from various ways of inspection;
• complexity and diversity of the problems raised.

HOW?

Participants will:
• attend and contribute to presentations on school inspection in France and in other countries represented;
• take part in analysis groups and think tanks with ESEN's students and have an opportunity to share ideas and comparative analyses;
• visit primary, lower and upper secondary schools.

WHOM?

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

Organiser(s):

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

QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

Qualitätsstandards im technischen, gewerblichen und kunstgewerblichen Schulwesen in Tirol

Gruppennummer: **155**

Antragsrunde 2

Art des Besuches:
Berufsbildung

24/3/2014-28/3/2014
Innsbruck/Tirol, Österreich

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Allgemeines und berufliches Bildungsniveau**
- **Naturwissenschaftlich-technische Kompetenz**
- **Qualitätssicherung**

Organisator(en):

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THEMENBEREICHE:

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

WARUM?

Technische und gewerbliche Schulen haben eine lange Tradition und sind angesehene nationale Ausbildungsstätten. Die technischen, gewerblichen und kunstgewerblichen Schulen haben innerhalb der Berufsbildung bei der Entwicklung und Umsetzung der Qualitätssicherung eine Vorreiterrolle eingenommen und können daher auf eine mehrjährige Erfahrung zurückgreifen. Der Landesschulrat ist die zuständige Behörde für alle Schulen in Tirol. Am Standort (Landesschulrat für Tirol) finden Qualitätssicherung und Evaluierung statt. Wir haben in Tirol ausgezeichnete berufsbildende Schulen. Die Absolven ten dieses Ausbildungstyps (mittlere und höhere technische, gewerbliche und kunstgewerbliche Schulen) decken zu 60% das mittlere und höhere Management in den einschlägigen Betrieben ab. Diese Ausbildungsform in der Kombination Fachtheorie, -praxis und Allgemeinbildung gibt es europaweit nur in Österreich.

WAS?

Die Teilnehmer werden Folgendes lernen:
• Verknüpfung von Allgemeinbildung, Fachtheorie und Fachpraxis;
• kompetenzorientiertes Lernen im Unterricht;
• Vorstellung des Qualitätsmanagements an berufsbildenden Schulen.

WIE?

Die Teilnehmer werden:
• technische, gewerbliche und kunstgewerbliche Schulen besuchen;
• Praxis- und Laborunterricht kennenlernen;
• Projekt- und Diplomarbeiten von Schülern präsentiert bekommen.

WER?

• Bildungsbeauftragte in Unternehmen,
• Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
• Leiter von Berufsberatungszentren,
• Bildungs- und Berufsbildungsinspektoren,
• Schulleiter, Lehreraus- und -fortbildner,
• 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.

WWW.

www.lsr-t.gv.at/de/content/schulen-aps – www.arqa-vet.at – www.qibb.at

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving quality in the Basque education system by improving learning processes

Group No: **156**

Round 2

Type of visit:
General education

31/3/2014-4/4/2014
Bilbao, Spain

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Setting up quality mechanisms in education, such as the Office of Evaluation and Research (ISEI-IVEI), leadership programmes, school networks and diagnostic assessment have been a major issue in the Basque country since the early 1990s. The system assessment process attempts to inform decision-making and diagnose strengths and weaknesses. Our own assessment has been centred on improving results of pupils in primary, compulsory secondary education and in very important aspects of a bilingual system like ours. Diagnostic assessment provides guidance for schools and information for families and the educational community as a whole. Linked to quality improvement in schools we also promote school networks to share good practices and encourage interaction among them.

WHAT?

Participants will learn about:
• the Basque education system and quality policy;
• leading roles played by teacher centres, inspectorate service and the Office of Evaluation and Research;
• examples of good practice in primary and secondary schools;
• school diagnostic assessment and improvement plan;
• school networks and role of school management teams.

HOW?

Participants will:
• attend talks given by education authorities and experts;
• meet advisers, inspectors and staff from the Office of Evaluation and Research;
• visit schools in different networks which have implemented quality systems;
• interact with European colleagues discussing their own quality measures.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

En Euskadi existe gran preocupación por la mejora continua del sistema educativo que ha propiciado una cultura basada en la reflexión compartida sobre las prácticas educativas en el aula. Las pruebas de diagnóstico y el subsecuente Plan de Mejora en los centros contribuyen a la mejora de los procesos de enseñanza – aprendizaje y a la mejora de las Competencias Básicas por parte del alumnado. Asimismo, pretendemos mostrar cómo la agrupación de centros en redes facilita dicha reflexión y promueve estructuras comunes que inciden en el progreso individual de cada centro.Esta visita está organizada conjuntamente por los servicios de Formación del Profesorado e Inspección por lo que se ofrecerá un panorama completo del tema.

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WWW.

www.hezkuntza.ejgv.euskadi.net/r43-2591/en – www.isei-ivei.net/eng/indexeng.htm
www.ikastea.hezkuntza.net/web/guest/que-estudiamos – www.berritzeguneak.net

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving quality management systems at educational centres

Group No: **157**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
Sanliurfa, Turkey

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Quality management is voluntary for schools in Turkey but they are encouraged to implement a system through an awarding process of the Ministry of National Education. To make it easier and less complex, we have developed a method, which includes all the steps that should be followed during implementations of the system. The Provincial Directorate of National Education, the host institution of this visit, has one quality trainer and controls about 1 500 schools in the province. We are the best school in Turkey for quality management. We would like to show our guests how we implement this method and share our experiences.

WHAT?

Participants will learn about;
• impact of evaluation and implementation in educational institutions;
• the internal evaluation system;
• instruments of internal evaluation of educational institutions - theory and practice;
• awarding process and its benefits;
• leadership and management.

HOW?

Participants will:
• meet experts responsible for internal evaluation;
• visit pre-primary, primary, secondary and vocational education institutions that have successfully experienced a quality management system;
• meet school management staff and other members of the school community.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Okullarda Kalite Yönetimi gönüllü bir süreç olmakla birlikte M.E.B. tarafından teşvik etme adına Ödül Süreci düzenlenmektedir. Uygulamaları kolaylaştırma adına kalite sistem basamaklarının tamamını içeren bir sistem kullanmaktayız. 1 kalite formatörü ve 1500'ün üzerinde okul/kurum bulunan şehrimizde, okul/kurum çalışanlarına sürekli eğitimler verilip çalışanlar sürece dahil edilmektedirler. Katılımcılara ilimizdeki örnek uygulamaları, kullanmakta olduğumuz uygulama işlem basamaklarını, özdeğerlendirme kriterlerimizi, belediyelerde, kamu kurumlarında, mesleki ve genel eğitimde kalite yönetim sürecini yakından tanıma, liderlik ve yöneticilik kavramlarını tartışma, örnek okul/kurum ziyaretleri gerçekleştirme ve tecrübe paylaşımında bulunma fırsatı sunulacaktır.

Organiser(s):

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WWW.

www.urfamemarge.gov.tr – http://pgm.meb.gov.tr/daireler/yodged/index.html

QUALITÄTSSICHERUNGSSYSTEME IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

Innovative Formen der Qualitätssicherung

Gruppennummer: **158**

Antragsrunde 2

Art des Besuches:
Gemischt

12/5/2014-16/5/2014
München, Deutschland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **12**
Erforderliche Mindestanzahl: **5**

Schlüsselwörter:

- **Kompetenzen von Lehrkräften und Ausbildern**
- **Leitung und Management**
- **Qualitätssicherung**

THEMENBEREICHE:

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

WARUM?

Die bayerischen Schulen, die auf einem hohem Qualitätsniveau arbeiten, stützen sich auf ein komplexes System von Qualitätssicherung und Schulentwicklung, das sowohl die Aktionsfelder Unterricht, Erziehung als auch Schulmanagement und Personalführung umfasst. Das System der Qualitätssicherung und -entwicklung beruht auf einem Bündel verschiedener Elemente wie z.B. verbindlichen Lehrplänen, zentralen Abschlussprüfungen, der Bildungsberichterstattung sowie der externen und internen Schulevaluation. Die Akademie für Lehrerfortbildung und Personalführung (ALP) und das Institut für Schulqualität und Bildungsforschung (ISB) unterstützen Schulen und Lehrkräfte auf ihrem Weg der Qualitätssicherung und der Schulentwicklung.

WAS?

Die Teilnehmer werden Folgendes lernen:
- neue Methoden der internen und externen Evaluierung von Schulen;
- Qualitätsmanagementsysteme und ihre Anwendung in der Praxis;
- Formen der Zusammenarbeit zwischen staatlichen Institutionen, der Wirtschaft und externen Partnern;
- Maßnahmen zur Rekrutierung und Weiterqualifizierung von “High Performern” unter den Lehrkräften.

WIE?

Die Teilnehmer werden:
- einen Überblick über die zentralen Institutionen des bayerischen Bildungswesens erhalten;
- ausgewählte Initiativen am Beispiel einer “Public-Private-Partnership” kennenlernen (Stiftung Bildungspakt);
- an ausewählten Veranstaltungen der zentralen Fortbildungseinrichtung für Lehrkräfte und Schulleiter teilnehmen und einen Einblick in Formen des “E-Learnings” gewinnen;
- innovative Systeme der Qualitätssicherung in Theorie und Praxis kennenlernen und mit Beteiligten in einen Austausch treten.

WER?

- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbildner,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

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WWW.

www.km.bayern.de – www.alp.dillingen.de – www.isb.bayern.de
www.bildungspakt-bayern.de

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Innovation and cooperation in early childhood pedagogy

Group No: **159**

Round 2

Type of visit:
General education

7/4/2014-11/4/2014
Sopron, Hungary

Working language:
English

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

Keywords:

- **innovative approaches**
- **intercultural education**
- **pre-primary learning**

CATEGORY OF THEMES:

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

WHY?

Interpretation and understanding of the first years of human life has undergone paradigmatic changes over the past few years. The organiser of the visit is the bestknown and most respected teacher training institution in Hungary with a long tradition of pre-school education. The staff's expertise covers educational and social sciences and different forms of art and language pedagogy. Our faculty has launched several innovative pedagogical projects at national and international levels. Our nursery teacher training is also supported by practice kindergartens. Due to its geographical position, our university is a favourable place for multiculturalism and interregional cooperation.

WHAT?

Participants will learn about:
• initiatives to improve pre-school teacher training;
• practices in multilingual and multicultural education;
• new approaches to arts and drama pedagogy;
• benefits of early language stimulation and creativity;
• cooperative learning and project work in the kindergarten.

HOW?

Participants will:
• observe pre-school teacher training at the university;
• visit pre-school education institutions and meet children, teachers, researchers and students;
• observe cooperation between the training institution and its kindergartens;
• share experience and good practices on early childhood pedagogy.

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:

A tanulmányút során bemutatjuk azokat a modern megközelítési formákat és tartalmakat, melyekkel a kisgyermekkor értelmezésének paradigmatikus változására igyekszik válaszolni a Nyugat-magyarországi Egyetem Benedek Elek Pedagógia Kara. A legújabb kutatási eredményekre támaszkodva a kar számos innovációval állt elő a művészeti, nyelvi, irodalmi nevelésben, melyeket a gyakorlatban is megfigyelhetnek a résztvevők a helyi szakemberekkel, pedagógushallgatókkal és gyerekekkel történő találkozások során. Reményeink szerint a kisgyermekkori pedagógia magyarországi jó gyakorlatai a további együttműködések kialakítására is jó lehetőséget kínálnak majd a kora gyermekkori nevelés területén.

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WWW.

www.bpk.nyme.hu – www.npk.hu/public/kiadvanyaink/2002/2002_2.pdf
www.kicce.re.kr/upload/info/04.Hungary(1).pdf – www.childresearch.net/projects/ecec/2009_01.html

FORMATION INITIALE, RECRUTEMENT ET ÉVALUATION DES ENSEIGNANTS ET FORMATEURS

La formation des enseignants du primaire et du préscolaire

Numéro de groupe: **160**

Phase 2

Type de visite:
Mixte

12/5/2014-15/5/2014
Bucarest et Buzau, Roumanie

Langue de travail:
Français

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

Mots clés:

- **compétences des enseignants et formateurs**
- **enseignement pré-primaire**
- **statut des enseignants et formateurs**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

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

POURQUOI?

La formation initiale des maitres d'école, qui pendant plus de 100 ans était assurée par les Écoles normales, a connu d'importants changements depuis une vingtaine d'années. De nos jours, le Collège universitaire pédagogique prépare les instituteurs, tandis que la section pédagogique des instituts d'enseignement supérieur prépare des professeurs de l'enseignement primaire et préscolaire. Aujourd'hui, tout en s'engageant dans cette voie qui vise le développement des qualifications et du statut des enseignants, le défi est aussi de perpétuer l'expérience positive des anciennes Écoles normales qui étaient largement reconnues pour leur excellente qualité, notamment pour la formation pratique. La Faculté de psychologie et sciences de l'éducation de Bucarest - qui comprend un département pour la formation des enseignants du primaire et du préscolaire - organise cette visite pour donner une vue générale de la formation initiale des enseignants roumains du primaire et du préscolaire et pour échanger sur les problématiques et les bonnes pratiques dans ce domaine.

QUOI?

Le participant découvrira:
- les politiques éducatives mises en place au niveau national;
- la formation théorique et pratique des enseignants roumains du primaire et du pré-primaire;
- les points forts et les faiblesses des systèmes de formation des enseignants du primaire et pré-primaire des différents pays européens.

COMMENT?

Le participant:
- partagera des expériences avec des collègues européens;
- discutera avec des enseignants, étudiants, professeurs et représentants de la Faculté de psychologie et des sciences de l'éducation;
- visitera des écoles primaires et préscolaires.

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 et chefs de départements,
- 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:

Scopul vizitei este acela de a oferi participanților o vedere de ansamblu asupra formării initiale a profesorilor pentru învățământ primar și preșcolar din Romania și nu numai, respectiv, împărtășirea bunelor practici în domeniul temei prezentate. In prezent, Facultatea de Psihologie și Științele Educației din cadrul Universității din București, unitate de învăţământ şi cercetare modernă şi reprezentativă, cu statut de lider naţional, are în componență un departament pentru formarea profesorilor pentru învățământul primar și preșcolar. Vizita va avea, de asemenea, si o dimensiune culturală, Bucurestiul fiind o capitală europeană ce poate oferi multiple posibilitati în acest sens.

WWW.

www.fpse.ro – www.unibuc.ro/en

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNIT

Wellbeing in the 21st century school

Group No: **161**

Round 2

Type of visit:
General education

3/3/2014-7/3/2014
Richmond-upon-Thames, England, United Kingdom

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Key services in Richmond-upon-Thames local authority have developed a shared vision for supporting all children and young people in the borough to lead safe and healthy lives; with opportunities for them to learn, develop and fulfil their potential. One of the objectives in the children and young people's plan 2009-13 is to 'ensure that all children and young people enjoy good emotional health, and get the support they need to address emotional and behavioural challenges'. The need to develop tools for promoting wellbeing in the 21st century school led to collaboration in a Comenius Regio project with Helsinki City, Finland. This study visit seeks to disseminate outcomes of this work.

WHAT?

Participants will learn about:
- peer support programmes to reduce bullying and loneliness;
- restorative approaches to prevent and repair conflict;
- innovative methods to help teachers and trainers develop children's social and emotional skills;
- positive psychology in schools to enable children and young people to achieve their highest potential.

HOW?

Participants will:
- take part in practical workshops to develop competences as teachers and trainers;
- observe teachers' work in schools;
- meet children and young people involved in wellbeing initiatives;
- share information on practice in their countries.

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.

www.wellbeingregio.eu – www.britishcouncil.org/comenius-european-shared-treasure.htm

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Key competences – Key to development, success and the future

Group No: **162**

Round 2

Type of visit:
General education

24/3/2014-28/3/2014
Tarnów, Poland

Working language:
English

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

Keywords:

- **key competences**
- **learning outcomes**
- **learning to learn**

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

Enforcing key competences means new, creative and efficient methods and techniques based on practical, communicative input shaping a well-educated and qualified student with good exam results and a satisfied teacher. A student with language, science, mathematical and IT skills is the goal of lifelong learning. Better results are achieved by teachers' interdisciplinary teamwork. School's aim is that graduates are able to face various exams and professional career challenges. The host school staff are working on ways to make the process of teaching dynamic, efficient and student-friendly.

WHAT?

Participants will learn about:
• teachers' teamwork and its effect on students' knowledge and skills;
• methods and techniques of teaching key competences;
• results and effects of teaching key competences in southern Poland;
• principles of course books' publishers, examination centres;
• ways of meeting students' goals and needs and curriculum priorities.

HOW?

Participants will:
• meet publishers' and examination centres' representatives, educational experts;
• visit the school;
• meet teachers, examiners, headmasters;
• share experiences;
• assess efficiency, compare results and output of teaching key competences.

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:

W wyniku włączenia kompetencji kluczowych w podstawę programową, zmianie ulegają metody i techniki pracy w szkole. Nauczyciele muszą pracować kreatywnie, interdyscyplinarnie, praktycznie oraz zespołowo. Uczeń zostaje wyposażony w odpowiednie umiejętności osiąga sukces egzaminacyjny a w przyszłości zawodowy. Nauczyciele ze szkoły- gospodarza wizyty- pracują z wykorzystaniem efektywnych oraz przyjaznych technik i metod zapewniających uczniom dobre przygotowanie egzaminu oraz życia we współczesnym świecie. Wizyta będzie okazją do wymiany doświadczeń, wypracowania innowacyjnych pomysłów podnoszących efektywność i jakość nauczania.

WWW.

www.v-lo.tarnow.pl – www.tarnow.pl

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Improving entrepreneurial competences of teachers and trainers

Group No: **163**

Round 2

Type of visit:
Mixed

25/3/2014-28/3/2014
Brussels, Belgium

Working language:
English

Number of places: **14**
Minimum required: **5**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

To promote entrepreneurship in schools, qualified teachers and trainers with an entrepreneurial mindset and the right competences are needed. For many years, DBO, an agency of the Department of Education and Training, offers teachers and trainers a possibility to develop their entrepreneurial competences by organising workshops, training sessions, information markets, study visits and even practical training in cooperation with enterprises and employers' organisations. DBO also supports teachers by offering free teaching and course material, e-learning material and by organising school competitions.

WHAT?

Participants will learn about:
• the education system in Flanders;
• bridge projects school/enterprise;
• the action plan 'Entrepreneurship education 2011-14' of the Flemish government;
• ready-to-use tools, teaching material, methods and games;
• examples of school competitions;
• e-support for teachers;
• results of the Proleron project (teachers professionalisation on entrepreneurship);
• practical examples and good practices of teacher training;
• cooperation with VLEW (teachers organisation), enterprises, employer's organisations, financial institutes.

HOW?

Participants will:
• meet teachers and trainers and visit a secondary school;
• attend presentations on good practices;
• observe use of e-support platforms for teachers;
• take part in an entrepreneurial quest in the centre of Brussels;
• have an opportunity to look into detailed business plans submitted for school competitions.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wil je ondernemerschap en het zelfstandig beroep als mogelijke beroepskeuze op school promoten en stimuleren, dan heb je leraren nodig die over ondernemerschapscompetenties beschikken en die zin voor ondernemen hebben. DBO bouwde heel wat ervaring op in het organiseren van workshops, studiedagen, infosessies en stages voor leraren rond de verschillende aspecten van ondernemen. Dit gebeurt in nauwe samenwerking met werkgeversorganisaties, financiële instellingen, bedrijven en federaties. DBO ondersteunt ook leraren door het gratis ter beschikking stellen van tools, les- en cursusmateriaal, elearningtoepassingen en wedstrijdformules. Via dit bezoek willen we onze ervaringen en goede praktijkvoorbeelden op dit vlak delen.

WWW.

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

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Encouraging creativity in a changing school

Group No: **164**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
Vilnius, Lithuania

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

In the last years, Lithuania has implemented projects for educational policy and practice change which aim to review the teachers' professional development model. Effective ways of implementing substantial changes in secondary schools have also been looked at. The project, creative partnerships Lithuania, creates conditions in schools for cooperation between teachers, learners, parents and creative practitioners to promote creative learning. 'Creative agents' (over 70 specially trained representatives from the creative sector) or 'creative practitioners' (around 150 professionals from different fields of the creative sector) work with schools to analyse the schools' microclimate, help identify the field of interest and develop creative learning projects. Results show that methods and tools used to encourage creativity in schools are very effective for school change. Vilnius district schools have successfully put creative partnerships into practice. Lithuanian University of Educational Sciences, a host institution, has taken part in the projects, cooperated with Vilnius district schools, and other educational institutions, and intends to share good practice in a European team.

WHAT?

Participants will learn about:
- initiatives to improve teacher's continuing professional development policy and practice in Lithuania;
- methods and tools used in creative school development;
- new approaches to teachers' roles in secondary schools;
- how teachers' reflective thinking helps improve quality of teaching.

HOW?

Participants will:
- visit secondary schools that have implemented/or implementing 'creative partnerships Lithuania' are programmes in Vilnius;
- observe teachers and 'creative agents' work in the classroom;
- meet researchers, policy-makers and project working group representatives.

WHOM?

- 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:

Lietuvoje įgyvendinami švietimo politikos ir praktikos kaitos projektai, kuriais siekiama atnaujinti mokytojų profesinės raidos modelį, ieškoma efektyvių būdų esminiams pokyčiams mokykloje įgyvendinti. Kaip parodė vienerių metų dalyvavimo projekte "Kūrybinės partnerystės" patirtis, viena iš efektyvių priemonių mokyklos kaitai yra kūrybingumo skatinimas mokyklos bendruomenėje. Vilniaus regiono mokyklos sėkmingai taiko kūrybinių partnerysčių modelį praktikoje. Lietuvos edukologijos universitetas, priimančioji organizacija, aktyviai dalyvauja švietimo projektuose, kuruoja Vilniaus regiono mokyklas, apsisprendė gerąja darbo patirtimi pasidalinti tarptautinėje švietimo specialistų bendruomenėje.

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WWW.

www.vpu.lt/pkti – www.kurybinespartnerystes.lt – www.smm.lt/oktkitap/index.htm

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Continuous teacher training – Strategy to improve education quality

Group No: **165**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Coimbra, Portugal

Working language:
English

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

Keywords:

- **key competences**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

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CATEGORY OF THEMES:

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

WHY?

Teachers' continuous training is compulsory for teachers in Portugal if they want to advance in their careers. The process is run by the National Educational Council under direction of the Ministry of Education. The National Educational Council created a training centre network spread all over the country to organise and develop teacher training actions and certify trainees' achievements.
CFAE Nova Ágora is a highly-qualified training centre with examples of good practice. We would like to share our experience of teacher training in text writing didactics.

WHAT?

Participants will learn about:
- examples of good practice in teachers' training;
- impact of teacher training on educational institutions;
- teaching methods on writing skills;
- strong and weak points of the Portuguese teacher training system.

HOW?

Participants will:
- meet experts responsible for teacher training centres at local government, municipality and educational institution levels, school management and other members of the school community;
- visit primary, secondary and vocational education institutions using the writing skills teaching methods;
- share experiences on teacher training practices.

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,
- 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:

O CFAE Nova Ágora reconhece o valor das suas práticas na formação contínua de professores e propõe-se delas dar parte a educadores europeus, enquanto aprende com eles sobre modalidades de formação de educadores desenvolvidos noutros países da União Europeia. Como exemplo de boas práticas deste centro, será apresentada, entre outras, uma ação de formação na área da didática da escrita, desenvolvida em colaboração com o projeto Protextos da Universidade de Aveiro.

WWW.

www.cfagora.net – www.esdduarte.pt – www.ua.pt – www.ccpfc.uminho.pt
http://cms.ua.pt/protextos/user/reset/11/1335521104/059848e399bef06780b366eb567ae767

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Quality assurance in teacher training

Group No: **166**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Brussels and Ghent, Belgium

Working language:
English

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

Keywords:

- **quality assurance**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

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CATEGORY OF THEMES:

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

WHY?

Teacher training is changing. Implementation of the Bologna process and establishment of the EQF have had a substantial influence on teacher training in the Flemish higher education system. Continuing changes in society and demography have also created new and different target groups within the existing population in compulsory education. The need for comprehensive quality assurance has become imperative. The visit aims to show current quality assurance in initial and continious training for teachers. It is organised by university colleges Hogeschool Gent and Artevelde Hogeschool.

WHAT?

Participants will learn about:
- how teacher training colleges organise quality assurance in their initial teacher training education;
- how quality is assured during teacher's employment;
- how partner organisations and other stakeholders are involved in quality assurance during further professional development of teachers.

HOW?

Participants will:
- visit teacher training colleges;
- visit primary and secondary schools where students do their practical training;
- visit a partner organisation involved in on-the-job training of teachers;
- observe quality control tools to assure overall quality management;
- exchange ideas with stakeholders.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

De lerarenopleiding in Vlaanderen heeft de laatste jaren belangrijke veranderingen ondergaan. Niet alleen is ze aangepast aan de nieuwe structuur van het hoger onderwijs na de hervormingen van Bologna, maar ook aan de noden van een veranderde samenstelling van de leerlingenpopulatie. De grote diversiteit van de leerlingen en in het opleidingsaanbod maken het nodig dat er een kwaliteitsbewaking bestaat die hieraan tegemoet komt. Het studiebezoek wil inzicht bieden in hoe Vlaanderen deze uitdaging aangaat en beantwoordt.

WWW.

www.studyinflanders.be/en/flanders-education-system/higher-education – www.flanders.be/en
http://english.hogent.be/identity-kit/faculties/education-health-social-work
www.arteveldehs.be/file.asp?filetype=doc/07/011/engelstalige_ahs-brede_brochure_interactief.pdf

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Arts, entertainment and recreation

Using games in education and training – Improving outcomes, motivation and autonomy

Group No: **167**

Round 2

Type of visit:
Mixed

12/5/2014-16/5/2014
Bydgoszcz, Poland

Working language:
English

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

Keywords:

- **innovative approaches**
- **personalised learning**
- **teachers' and trainers' qualifications**

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CATEGORY OF THEMES:

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

WHY?

Following our highly successful study visit in May 2012, we now want to hold a visit on using games in education and training: an innovative approach to curriculum/syllabus design and to learner's motivation, assessment and autonomy (employee's commitment and productivity at work). Implemented in learning or work environments, using games combats problems of low engagement and negative attitudes. The concept is applying game-design thinking to non-game applications to make them more fun and engaging. At Kazimierz Wielki University, we have used gamebased learning for a few years, and we entered a network involved in a higher education games project in 2012.

WHAT?

Participants will learn about:
• courses and grading systems at Polish universities, colleges and secondary schools;
• effects of national qualification framework on course and curriculum design;
• the idea of using games and its base in psychology, game studies and educational theory;
• education-games case studies and design principles;
• dangers and limitations of using games.

HOW?

Participants will:
• compare courses and grading systems between educational institutions;
• discuss ideas and expectations with teachers, students and heads of schools;
• compare motivation and autonomy techniques;
• discuss and design games solutions for specific learning and work environments;
• prepare guidelines for educators and HR managers.

WHOM?

• Company training managers,
• directors of education and vocational training institutions, centres or providers,
• head teachers, teacher trainers,
• heads of departments,
• human resource managers,
• owners/managers of SMEs,
• 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:

Grywalizacja jest w Polsce nowoczesnym, żeby nie powiedzieć nowatorskim, podejściem do organizacji zajęć i pracy. Tym bardziej kontrowersyjnym, że gros odpowiedzialności spoczywa na studentach czy pracownikach. Grywalizacja w firmie czy w procesie edukacji sprawdza się w dużym stopniu właśnie dzięki autonomiczności, która pozwala na znalezienie motywacji, rywalizacji, przygotowywania produktywnych i interesujących spotkań. Stosując grywalizację otwieramy się jednocześnie na nowe i stare jak świat tendencje. Z jednej strony stosowanie nowatorskich narzędzi oraz źródeł staje się łatwiejsze. Z drugiej strony bazujemy na podstawowych zachowaniach społecznych i psychologicznych uwarunkowaniach.

WWW.

www.studyvisit2014.ukw.edu.pl – www.ukw.edu.pl/strona/english – www.plb.pl/en
www.bydgoszcz.eu – http://ptbg.org.pl

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Teacher's training as the key to effective education and personal development

Group No: **168**

Round 2

Type of visit:
Mixed

12/5/2014-16/5/2014
Szczecim, Poland

Working language:
English

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

Keywords:

- **quality assurance**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

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

WHY?

In-service teacher training in Poland is changing to meet the current needs of education. West Pomeranian Province is a perfect region for testing legislative solutions as it systematically and efficiently strives to improve student performance in external examinations and raise the prestige of the teaching profession. Close contacts between Polish and German education systems are fostered by the region's geographical location. West Pomeranian In-Service Teacher Training Centre is a public provincial institution which supports schools and educational staff in increasing work effectiveness, acquiring and improving skills, encouraging personal development and proving that a career in teaching is attractive.

WHAT?

Participants will learn about:
- suggested changes to in-service teacher training system in Poland;
- practical aspects of comprehensive support provided by the centre;
- challenges and opportunities arising from ongoing cross-border exchange of students and teaching staff;
- the process of creating and implementing a wide range of training courses (needs analysis, evaluation).

HOW?

Participants will:
- explore the centre's work in view of the changes;
- visit schools supported directly by the centre;
- meet teachers and students from cross-border schools.

WHOM?

- 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:

Doskonalenie nauczycieli w Polsce wchodzi w proces przemian, które mają go dostosować do faktycznych potrzeb edukacji. Województwo zachodniopomorskie boryka się z problemami, których konsekwencją są niskie wyniki uczniów na egzaminach zewnętrznych oraz malejący prestiż zawodu nauczyciela, oddziaływujący demotywująco na nauczycieli. Położenie geograficzne sprzyja kontaktom systemów edukacji z Polski i Niemiec, co stanowi wyzwanie dla placówki doskonalącej nauczycieli. Zachodniopomorskie Centrum Doskonalenia Nauczycieli jest publiczną wojewódzką placówką pracowników oświaty w zwiększaniu efektywności pracy, podnoszeniu kwalifikacji i zdobywaniu nowych kompetencji a także w rozwoju osobistym.

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WWW.

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES

Staff training for sexual orientation and gender identity equality in post-school education

Group No: **169**

Round 2

Type of visit:
Mixed

9/6/2014-11/6/2014
Coventry, England, United Kingdom

Working language:
English

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

Keywords:

- **curriculum**
- **gender equity**
- **leadership and management**

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

Many organisations and staff do not feel confident dealing with issues relating to sexual orientation and gender identity. Homophobia, biphobia and transphobia are still prevalent in universities, colleges and other learning providers. This impacts on educational outcomes and the physical and emotional wellbeing of lesbian, gay, bisexual and transgender students. Learning and Skills Improvement Service (LSIS), based in Coventry, is an improvement body for further education in England. It is a member of the forum for sexual orientation and gender identity equality in post-school education that provides high-quality information, advice and guidance.

WHAT?

Participants will learn about:
- equalities, diversities and inequalities work of LSIS;
- projects supported by LSIS related to advancing sexual orientation and gender identity equality in education including those for teachers, trainers and leadership and management;
- the forum for sexual orientation and gender identity equality in post-school education and its partner organisations including social partners;
- developing an ethos of inclusion and respect for difference in organisations;
- research and guidance on the interface of sexual orientation and faith and belief for further and higher education;
- video and online training resources.

HOW?

Participants will:
- visit LSIS and meet members of the forum;
- discuss and share current issues and concerns;
- meet researchers of sexual orientation and gender identity equality in adult learning, employment and from a historical perspective;
- visit colleges providing training for staff and students.

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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

WWW.

www.lsis.org.uk – www.sgforum.org.uk – http://lgbthistorymonth.org.uk/

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Mentoring in educational practice

Group No: **170**

Round 2

Type of visit:
General education

3/3/2014-6/3/2014
Tallinn, Estonia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Schools that support and encourage mentoring are likely to be more successful. The biggest benefactor of effective mentoring is the school itself as it attracts more talented employees who stay longer at the school due to the support received from colleagues and management. Mentoring can be very useful for new school leaders as well. All new school leaders should be paired with mentors as more experienced colleagues offer support, advice and encouragement. The centre for continuing education at Tallinn University has a long-term practice in training mentors, including school leaders as mentors. Participants will learn how beneficial embracing the idea of mentoring can be to an organisation. We will also introduce a mentoring programme for school leaders practised in Estonia for the first time.

WHAT?

Participants will learn about:
- the role the leaders play in encouraging cooperation between colleagues;
- examples of good practice and innovative solutions in our region regarding school management;
- methods and tools used in a mentoring programme for school leaders.

HOW?

Participants will:
- meet university experts;
- meet heads of schools;
- visit schools and get good examples of a well-working educational organisation;
- meet representatives of local educational authorities.

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:

Kõige suurem vastutus kooli heaks õpi- ja töökeskkonnaks kujunemisel lasub kooli direktoril ja juhtkonnal. Viimased 20 aastat on liigutud koolide juhtimise detsentraliseerimise suunas, ka Eestis on koolidirektor see, kellest sõltub aina rohkem. Koolikeskkond peab toetama õpetaja karjääri, et tuua välja tema kogu potentsiaal. Organisatsioonid, kus toetatakse ja rakendadakse mentorluse ideed on teistest tunduvalt edukamad. Lisaks sellele, et juht peab ise olema nagu mentor, kes soodustab kollegiaalset koostööd, toetab kolleege tööleasumisel ning loob koolis hea mikrokliima, peab ta toetama ka õpetajate mentorlust. Mentorlus aitab ka algajaid koolijuhte, heaks näiteks on siin Tallinna Haridusameti poolt pakutav mentorlusprogramm haridusjuhtidele Tallinnas.

Organiser(s):

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www.tlu.ee – www.hm.ee

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Pursuing excellence for all pupils: improving school performance

Group No: **171**

Round 2

Type of visit:
General education

18/3/2014-20/3/2014
London, England, United Kingdom

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

This visit is organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

WHY?

Much has been done to tackle schools which are failing and to celebrate excellence, but what about those in between? Policy officials in England are looking at ways of working with schools that have been ranked as satisfactory, or even as good schools, but could do so much better. They are working to raise aspirations in the schools so they enable all pupils to reach their full potential and achieve the best possible outcomes in their education. Ofsted (Office for Standards in Education, Children's Services and Skills) is the independent inspection body for England. Ofsted has abolished the 'satisfactory' judgement for school inspection to address schools that drift without making progress. Instead these schools will now be labelled as 'requires improvement'. These words are being backed by action. Schools that 'require improvement' will be reinspected within 12 to 18 months – instead of the three-year break between inspections in recent years. And the bar of expectation is getting higher too. Schools can only be found to 'require improvement' twice. At their third inspection they must be rated at least 'good' or they will be placed in special measures.

WHAT?

Participants will learn about:
- strategies and challenges involved in management of schools;
- the motivation behind raising aspirations, methods used and potential difficulties;
- changes to the school inspection regime in England;
- effectiveness of the measures already undertaken in England and next steps.

HOW?

Participants will:
- hear from senior officials and policy-makers at the Department for Education on why this area is a priority and what action had been taken and from Ofsted on the inspection framework for schools and recent changes;
- visit a school which has recently improved and talk to head teacher and teachers about what has worked and what has not;
- visit a school that has become an academy and talk to head teacher and teachers;
- share national experiences.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Building blocks of quality and excellence in education

Group No: **172**

Round 2

Type of visit:
Mixed

8/4/2014-11/4/2014
Novo Mesto, Slovenia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The faculty of organisation studies, in partnership, created an innovative model of quality management based on TQM, ISO 9001 and the EFQM excellence model as well as OECD and Unesco guidelines for quality provision. The model is used by secondary schools, tertiary (short first cycle and first cycle) that manage the quality assessment process and use the results for assessment and reevaluation. The faculty wants to share the model with other stakeholders. It wants to improve competitiveness and quality of life of individuals, organisations and communities.

WHAT?

Participants will learn about:
• quality management, instruments and effective practice in education in Slovenia;
• components of a quality framework and role of selfassessment;
• quality assurance mechanisms in other EU countries.

HOW?

Participants will:
• visit educational institutions and learning centres that have gone through quality assurance certification processes and implemented quality management systems;
• meet education management and other members of school community;
• compare advantages and disadvantages of benchmarking;
• share experiences on quality management in education.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Študijski obisk je namenjen srečanju in izmenjavi izkušenj med vodilnimi deležniki EU, ki proaktivno delujejo na področju nenehnega izboljšanja kakovosti v šolstvu. Udeleženci bodo imeli možnost primerjati najboljše prakse in rezultate posameznih držav ter oblikovati smernice za izboljšanje lastnih pristopov. Udeleženci se bodo seznanili z modeli in orodji za nenehno izboljševanje kakovosti v šolstvu in s tem tudi kulture kakovosti oziroma odličnosti. Spoznali bodo ključne gradnike sistema vodenja kakovosti v šolstvu, po zahtevah standarda ISO 9001 in modela odličnosti EFQM. Udeleženci bodo obiskali formalne in neformalne šolske institucije, ki imajo učinkovito uvedene sisteme kakovosti.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Innovative leadership and teacher training in autonomous schools

Group No: **173**

Round 2

Type of visit:
Mixed

12/5/2014-16/5/2014
Hannover, Germany

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Autonomy of schools has increased in recent years throughout Europe. Leaders of autonomous schools are important actors in school improvement efforts. Leadership in schools requires a change of thinking. Leaders need to develop initiative and self-responsibility at all levels. This includes freedom for creativity and an ongoing process of evaluation and improvement. Teachers are expected to update continually and expand their knowledge and competences through lifelong learning and ongoing active training. They should be able to examine and evaluate their results. Hannover, the capital of Lower Saxony, is home to about 120 schools and of a government department for schools.

WHAT?

Participants will learn about:
• concepts of leadership and management of different types of schools;
• innovative methods of internal and external evaluation;
• autonomous schools and the framework in which they operate.

HOW?

Participants will:
• visit schools;
• observe teachers, teacher training, school management and lessons;
• meet head teachers and representatives of the ministry, administration and teacher training institutions;
• discuss and evaluate their experiences.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Idee der selbständigen Schule in Deutschland erfährt ihre Umsetzung vor dem Hintergrund einer vorwiegend in Ballungszentren heterogenen Gesellschaft und der Unmöglichkeit einen zentralen Bildungskanon zu definieren. Es rücken stärker Fähigkeiten und Kompetenzen in den Vordergrund; die Inhalte sind lokal in den Schulen zu spezifizieren und verbindlich zu machen. Diese Veränderungen erfordern von den Schulen ein höheres eigenverantwortliches Handeln von Schulleitungen und Verwaltung ebenso wie von Lehrkräften und Lehrerausbildern. Beobachtung in der Praxis und Diskussionen mit den an Schulen beteiligten Akteuren sollen Einblick geben und einen aktiven Meinungsaustausch anregen.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Digital technology in tertiary education governance – Aims, tools and monitoring

Group No: **174**

Round 2

Type of visit:
Mixed

19/5/2014-23/5/2014
Poitiers, Futuroscope, France

Working language:
English

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

Keywords:

- **autonomy (school or institution)**
- **digital competence**
- **leadership and management**

CATEGORY OF THEMES:

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

WHY?

Given the importance placed on autonomy of universities and other tertiary colleges, how can governance encourage responsibility, a dynamic approach and efficiency while preserving independence and freedom? How does digital technology fit into this approach? This is a high priority of the Ministry of Higher Education and Research and is part of new training policy of the National College for Education Management (ESEN). ESEN devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff. It is also a national reference centre for digital resources and its role includes fostering use of ICT in education.

WHAT?

Participants will learn about:

- operation of a traditional and a digital regional university, and a research and higher education complex in France;
- methodology and digital management tools supporting governance in countries represented by the group;
- development strategies, staff training, support, development and assessment of practices through analysis of different forms of governance supported by digital technology;
- most effective forms of governance.

HOW?

Participants will:

- attend and contribute to presentations on forms of university governance selected in France and various countries represented;
- take part in analysis groups with ESEN's students to assess use of specific digital tools;
- visit and talk to staff of regional higher education institutions (in Poitiers, La Rochelle, Limoges).

WHOM?

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

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Leadership at school – Concept meets needs

Group No: **175**

Round 2

Type of visit:
Mixed

19/5/2014-23/5/2014
Dresden/Radebeul/Meißen, Germany

Working language:
English

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

Keywords:

- **leadership and management**
- **quality assurance**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

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

WHY?

The demands on school leadership and management have changed in the last years and appear as a lifelong challenge. The host institution - the Saxon Institution of Education - located at Radebeul near Dresden, has drawn up a concept for the motivation and continuing professional development of school leaders. Further, it has gained varied experience in its implementation, which will be shared with participants of the visit. The motivation and training courses offered in the programme mentioned above take place in our training centre at Meißen near Dresden. Our institution also maintains basic educational content, teacher training and evaluation of schools.

WHAT?

Participants will learn about:
- how new school leaders are motivated, prepared and trained for their roles in leading and managing a school;
- how 'established' school leaders are supported in their specific needs;
- what kind of support is available for continuing professional development of headmasters based on further training;
- how 'new' head teachers in participants' countries are selected, qualified and supported.

HOW?

Participants will:
- be provided with a mixture of theoretical input/practical insight and discussions;
- visit different institutions of the educational administration in Saxony;
- make field visits in educational contexts;
- talk to head teachers and teacher trainers.

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:

Das Sächsische Bildungsinstitut ist verantwortlich für die Qualifizierung von schulischen Führungskräften auf unterschiedlichen Stufen ihrer Professionalisierung. Das zugrundeliegende Konzept orientiert sich sowohl an wissenschaftlichen Erkenntnissen als auch an den Anforderungen der Schulpraxis und den individuellen Voraussetzungen der Teilnehmer. Während ihres Besuches wird den Teilnehmern dieses Konzept vorgestellt. Sie werden Gelegenheit haben, Elemente der amtseinführenden Qualifizierung vor Ort zu erleben. Weiterhin umfasst das Angebot einen Austausch mit erfahrenen Führungskräften und einen Einblick in Grundlagen, Durchführung und Konsequenzen der externen Evaluation von Schulen.

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INCREASING LITERACY AND NUMERACY LEVELS

Key competences – Foundations for lifelong learning

Group No: **176**

Round 2

Type of visit:
Mixed

4/3/2014-7/3/2014
Dublin, Ireland

Working language:
English

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

Keywords:

- **adult learning**
- **key competences**
- **low skilled**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Due to a rise in unemployment as a result of the economic climate, there has been a significant increase in demand for upskilling. Further and adult education offer access, transfer and progression opportunities for learners meeting the needs of early school-leavers; provide second-chance education to enable learners to progress their education up to a standard equivalent to upper secondary level and provide vocational preparation and training for labour market entrants and reentrants. Adult literacy is provision of basic education, including reading, writing and numeracy skills, and ICT for adults who wish to improve their literacy and numeracy competences to improve their personal, social and economic life. This visit will examine a range of programmes which promote key competences including adult literacy. The visit is hosted by Léargas, the national agency for management of the lifelong learning programme.

WHAT?

Participants will learn about:
- access transfer and progression routes in further and adult education;
- initiatives and programmes promoting literacy and numeracy;
- programmes addressing key competences for early school-leavers and second-chance education;
- programme development to include improvement of core skills;
- community education initiatives.

HOW?

Participants will:
- meet and discuss access, transfer and progression with national experts and policy-makers;
- visit a range of VET and community organisations implementing programmes and initiatives promoting core skills;
- observe and talk to trainers 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.

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LANGUAGE TEACHING AND LEARNING

Language teaching in vocational education

Group No: **177**

Round 2

Type of visit:
VET

17/3/2014-21/3/2014
Turhal, Tokat Province, Turkey

Working language:
English

Number of places: **18**
Minimum required: **5**

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

It is important to improve vocational education and training as approximately 40% of the population in Turkey is under the age of 30. Good language skills will contribute to making them well-qualified and equipped to follow technological and scientific developments and produce competitive and high-quality output. Turhal Industrial and Vocational Education School provides vocational education and training in machinery, electricity, engines, installation and equipment, information and communication technologies. Training is based on modules and students can attend lectures from different sectors. The school has implemented two Leonardo da Vinci projects.

WHAT?

Participants will learn about:

- methods and techniques of English language teaching and learning at our school and in the Middle Black Sea Region.

HOW?

Participants will:

- visit Tokat and Samsun governors, industry and trade offices, provincial national education offices, vocational training centres, Tokat provincial branch of the Turkish Employment Agency;
- meet the Gaziosmanpaşa University rector and English language teaching department that cooperate with companies, education and training providers, human resources managers, teachers, education managers and EU project coordinators;
- observe language teaching in the classroom;
- visit industrial areas.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Avrupa Konseyi Yabancı Diller Ortak Kriterleri çerçevesinde, mesleki yabancı dil öğretim ilke ve yöntemlerinin ortaya konularak, bu konudaki ülke deneyimlerinin paylaşılması; yaşam kültürlerini yerinde görerek kültürler arası uyumun kolaylaştırılması ve mesleki yabancı dil öğretiminin, rekabetçi ve kaliteli üretim üzerindeki etkisi ve gerekliliğinin incelenmesi için çalışma ziyareti düzenlenmesi hedeflenmiştir.

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ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

La rénovation curriculaire dans l'enseignement des langues vivantes étrangères

Numéro de groupe: **178**

Phase 2

Type de visite:
Enseignement général

19/3/2014-21/3/2014
Bucarest, Roumanie

Langue de travail:
Français

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

Mots clés:

- **communication dans une langue étrangère**
- **programmes d'études et de formation**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

L'Institut des sciences de l'éducation est fortement impliqué dans la refonte des plans d'étude pour l'enseignement primaire et secondaire en Roumanie y compris dans le domaine de l'enseignement des langues vivantes étrangères. L'expertise accumulée ces dernières années en matière d'élaboration de curriculums centrés sur le développent des compétences l'autorise à partager ses réflexions et ses résultats relatifs à l'enseignement des langues vivantes. Plus récemment, la réorganisation du cursus de l'enseignement primaire en Roumaine a multiplié les défis propres à l'introduction précoce de la première langue vivante et incité les chercheurs à privilégier les approches intégrées.

QUOI?

Le participant découvrira:

- comment s'organise l'enseignement des langues étrangères dans l'enseignement primaire et secondaire;
- les politiques linguistiques éducatives mises en place au niveau national suite à l'approbation du nouveau curriculum;
- les actions menées par les autorités régionales et nationales pour une application efficace du nouveau curriculum;
- la prise en compte du cadre européen de référence pour les langues dans le nouveau contexte.

COMMENT?

Le participant:

- rencontrera des inspecteurs de langues et des responsables ministériels de l'enseignement;
- rencontrera des directeurs de recherche en didactique des langues et des experts en développement curriculaire;
- rencontrera des concepteurs des programmes scolaires;
- participera à des débats sur les instruments conceptuels et méthodologiques pour l'enseignement des langues.

POUR QUI?

- Inspecteurs d'enseignement et de formation professionnels,
- chefs de départements,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Institutul de Ştiinţe ale Educaţiei din Bucureşti propune o vizită de studiu în martie 2014 pentru a împărtăşi din experienţa acumulată în domeniul proiectării şi dezvoltării curriculare, promovând conceptul de curriculum integrat pentru limbi moderne. De această vizită de studiu vor putea beneficia cu prioritate inspectorii de limbi moderne, administratorii de sisteme de învăţământ şi cercetătorii implicaţi în remodelarea programelor de învăţare de limbi moderne, în lumina documentelor cadru elaborate de Consiliul Europei şi preluate parţial de Comisia Europeană.

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LANGUAGE TEACHING AND LEARNING

Improving foreign language learning through CLIL and ICT

Group No: **179**

Round 2

Type of visit:
General education

24/3/2014-28/3/2014
Oviedo, Spain

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Communication technologies and communication in foreign languages are competences people need to progress as individuals and citizens. Content language integrated learning (CLIL) has become one of the best methods to improve foreign language learning. It is heavily supported and promoted in Asturias where the regional education administration is developing an innovative CLIL programme in primary, secondary and vocational schools. Our institution deals with development and implementation of educational programmes, planning of in-service teacher training, editing of support material and coordination of a Comenius Regio partnership with the Netherlands, ´ICT: improving CLIL through technology´, which will be shown during the visit.

WHAT?

Participants will learn about:
- the characteristics of our bilingual programme and how it is being implemented in schools;
- the web conference and other innovative ICT tools to support CLIL;
- the in-service teacher training plan, including training of teachers of non-linguistic subjects;
- findings of the Comenius Regio project.

HOW?

Participants will:
- visit primary, secondary and vocational schools with CLIL projects and those taking part in the Comenius Regio partnership;
- observe lessons of different subjects and talk to teachers and students;
- observe twin teaching (via web conference) between Spanish and Dutch teachers;
- discuss the regional strategy with responsible people in the regional education administration;
- become acquainted with the resources used in the programme.

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:

Se darán a conocer las iniciativas que la Administración Educativa de Asturias lleva a cabo para la Enseñanza y Aprendizaje de Lenguas Extranjeras: Programa Bilingüe (Aprendizaje Integrado de Lenguas y Contenidos), uso de las TIC como apoyo al programa y mejora de la competencia comunicativa a través de un planteamiento global de enseñanza de lenguas, etc. Se prestará especial atención al desarrollo y logros de la Asociación Comenius Regio basada en el uso de las TIC (especialmente la conferencia web) para mejorar CLIL tanto en el aula (twim teaching o enseñanza compartida) como en la formación del profesorado (learning among peers o aprendizaje entre iguales).

Organiser(s):

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LANGUAGE TEACHING AND LEARNING

New ways of mastering foreign languages from nursery school to secondary level

Group No: **180**

Round 2

Type of visit:
General education

31/3/2014-4/4/2014
Reims and Sedan, France

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **personalised learning**
- **teachers' and trainers' competences**

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Mastering foreign languages is a prioritiy of the Académie de Reims (the regional authority for education of the Champagne-Ardenne region). Its main aim is to ensure fluidity and quality in educational paths adapted to each pupil, to reach the best possible levels of qualification. Innovative experiments in two sectors of priority education will illustrate how education policy at regional level is implemented in schools from primary to secondary for foreign language teaching. Priority education is structured around networks that unite primary schools with a lower secondary school (collège) around a shared project. Priority education policy aims to correct effects of social and economic inequality on educational achievement.

WHAT?

Participants will learn about:
- national and regional education policies on foreign language teaching;
- their implementation at primary and secondary levels in two sectors of priority education;
- specific creative projects to develop pupils' skills;
- innovative approaches to ensure achievement from nursery school to secondary level;
- ways and means of guiding and training teachers.

HOW?

Participants will:
- meet educational administrators in charge of regional education policy;
- engage in professional dialogue with inspectors in charge of supervising foreign language teaching and with headmasters involved in innovative experimental projects;
- share pedagogical views with educational administrators and members of staff taking innovative approaches;
- visit primary and secondary schools and attend professional teaching and training sessions.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visite d'étude a pour objectif de montrer comment des pratiques innovantes dans le domaine de l'enseignement des langues vivantes peuvent favoriser la réussite des élèves, en secteur de l'éducation prioritaire. A travers des échanges avec des personnels d'encadrement et des équipes pédagogiques, des visites d'établissements et l'observation de situations de classe et de formation, les participants pourront appréhender la construction d'un parcours de réussite en langues vivantes de l'école maternelle au collège dans le cadre donné par les politiques nationale et académique. L'échange d'expérience avec les participants aura également toute sa place afin d'alimenter la réflexion de chacun.

WWW.

www.ac-reims.fr – www.education.gouv.fr – http://eduscol.education.fr – www.ac-reims.fr/ia51
www.ac-reims.fr/ia08 – http://xxi.acreims.fr/clg-paul-fort/collegelelac.com
http://cache.media.eduscol.education.fr/file/dossiers/50/3/enseignement_scolaire_VA_135503.pdf
http://cache.media.eduscol.education.fr/file/dossiers/70/8/2011_langues_vivantes_etrangeres_depliant_anglais_pdf_196708.pdf

LANGUAGE TEACHING AND LEARNING

Bilingual and multilingual modern language initiatives in Vienna

Group No: **181**

Round 2

Type of visit:
General education

31/3/2014-3/4/2014
Vienna, Austria

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Fostering bi- and multilingualism in a large city such as Vienna is an exciting challenge. This challenge has led the European Office of the Vienna Board of Education (the Viennese school authority) to develop various modern language initiatives for primary and secondary schooling in English, Romance languages and languages of Austria's eastern neighbours – Czech, Hungarian, and Slovak. Participants will get to know these modern language initiatives, experience their implementation 'live' in Viennese schools, and are invited to give the Vienna Board of Education feedback, including suggestions for improvement.

WHAT?

Participants will learn about:
- pedagogical theories behind the various modern language initiatives in primary and secondary schools;
- how these modern language initiatives are implemented in schools and classrooms;
- special training programmes used to train teachers for these modern language initiatives;
- special teaching material used and developed for these modern language initiatives.

HOW?

Participants will:
- receive an extensive briefing on modern language initiatives from officials at the Vienna Board of Education;
- visit primary and secondary schools where modern language initiatives are being implemented and observe and evaluate classroom work;
- talk to head teachers, Austrian teachers, native speaker teachers, and pupils at these schools;
- have a final debriefing session with officials at the Vienna Board of Education and discuss possibilities for ongoing cooperation.

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:

Bi- und Multilingualität in einer Großstadt wie Wien zu fördern ist eine Herausforderung. Diese Herausforderung führte zur Entwicklung vielfältiger Sprachinitiativen im Primar- und Sekundarbereich; einerseits im englischsprachigen Bereich als auch in den romanischen Sprachen und den Sprachen der Nachbarländer Österreichs. Die Teilnehmer/innen des Studienbesuchs lernen Sprachinitiativen kennen und können deren Implementierung „live" in den Schulen erleben. Ergänzt durch Austausch mit Bildungspraktikern und Experten erhalten die Teilnehmer/innen einen umfassenden Einblick in die Förderung von Bi- und Multilingualität in Wien. Gleichzeitig wird es Raum für Diskussion und Austausch untereinander sowie für die Diskussion von Optionen weiterer Zusammenarbeit geben.

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WWW.

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LANGUAGE TEACHING AND LEARNING

Marketable skills through teaching languages for specific purposes

Group No: **182**

Round 2

Type of visit:
Mixed

31/3/2014-4/4/2014
Budapest, Hungary

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **key competences**
- **skill needs**

Organiser(s):

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Website: http://www.bgf.hu/kvik

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Results of a recent survey among potential employers show that marketable knowledge and skills today include persuasive argumentation, problem-solving, ability to communicate in foreign languages and being a team player as well. Budapest Business School, Hungary's largest and market-leading business college, is determined to improve its students' chances on the labour market by integrating development of these skills into its curriculum. The host of the visit is the language department of the faculty of commerce, catering and tourism in cooperation with the accredited language examination centre.

WHAT?

Participants will learn about:
- initiatives to improve skills needed for mobility and work;
- skill needs analysis in cooperation with employers;
- methods to integrate professional knowledge into language teaching;
- challenges of measuring language knowledge for specific purposes;
- the school's strategic objectives.

HOW?

Participants will:
- meet heads of departments and faculties;
- meet teachers, students and ex-students at Budapest Business School;
- observe skill development in practice;
- participate in round table discussion on skill needs and innovative methods of teaching languages for specific purposes;
- visit the school's language examination centre.

WHOM?

- 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 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:

A BGF-en különös hangsúlyt fektetünk arra, hogy hallgatóink piacképes tudás birtokába kerüljenek. Végeztünk egy felmérést is a potenciális munkaadók körében arról, hogy az egyes szakokról kikerülő diákoktól milyen készségeket várnak el. A BGF KVIK Szaknyelvi Intézeti Tanszék által szervezett tanulmányút során az alábbi kérdésekben szeretnénk tapasztalatot cserélni a résztvevőkkel: Milyen nyelvi és egyéb készségeket lehet fejleszteni a szaknyelvoktatáson keresztül? Hogyan lehet a szakmai tartalmat integrálni a nyelvoktatásba? Hogyan lehet elősegíteni a hallgatók mobilitását és a munka világához való kapcsolódást a szaknyelvoktatás révén? Milyen kihívásokkal találkozunk a szaknyelvi tudás mérésekor?

WWW.

http://en.bgf.hu – http://en.bgf.hu/ccct – http://en.bgf.hu/orgunits_bss/rectorate/NYELVVIZSGKP
www.bgf.hu/kvik/szervezetiegysegeink/oktatasiszervezetiegysegek/TURIMUSVENDSZAKNYINTTAN

LANGUAGE TEACHING AND LEARNING

Educational cooperation with professional institutions to promote language skills

Group No: **183**

Round 2

Type of visit:
Mixed

31/3/2014-4/4/2014
Barcelona, Spain

Working language:
English

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

Keywords:

- **content and language integrated learning (CLIL)**
- **entrepreneurship**
- **lifelong learning programme**

Organiser(s):

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http://www.xtec.cat/web/projectes/llengues/pluri/pie

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The Catalan Department of Education is aware of the importance of languages for social and professional inclusion. Primary and secondary educational institutions encourage plurilingualism for vocational studies and future professional life to promote lifelong learning skills. We develop innovative language teaching methodologies, working together with companies and enterprises. We will show our policies and methodologies and different programmes focused on CLIL, project work, volunteering and international mobility, in both educational and professional institutions.

WHAT?

Participants will learn about:
- the Catalan education system, local language policies, programmes and projects;
- national and international initiatives to improve communicative competences by using different languages;
- good practices in primary, secondary, vocational and postcompulsory education to develop inclusive strategies, creative learning and entrepreneurship;
- effective practices for community cooperation between enterprises and educational and social institutions;
- lifelong language learning strategies;
- foreign language policies to improve inclusive education.

HOW?

Participants will:
- attend round tables with education authorities, advisers, project coordinators and experts;
- visit primary, secondary and post-compulsory schools in multilingual contexts;
- observe pre-service professionals at the workplace;
- observe innovative and collaborative projects on foreign language teaching.

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:

El Departament d'Ensenyament de Cataluña prioriza la colaboración interinstitucional y empresarial en todas las etapas educativas y ha diseñado programas de mejora educativa que favorece el trabajo conjunto en las aulas, los centros escolares y el entorno de la comunidad educativa. Durante la visita se presentará el sistema educativo catalán y su marco conceptual y metodológico. Está previsto visitar instituciones de entorno, asociaciones y empresas colaboradoras en las acciones de impulso al plurilingüismo. Se visitará también centros docentes destacados por su praxis en términos de innovación y enseñanza de lenguas (aulas de acogida, talleres, aulas abiertas, voluntariado, estancias internacionales, etc.).

WWW.

www.edubcn.cat/ca/suport_educatiu_recursos/plans_programes/pee
www.xtec.cat/web/comunitat/cooperacio/fpct – www.concurs-angles.info/index-en.html
www.uoc.edu/euromosaic/web/document/catala/an/i1/i1.html &
www.aqu.cat/internacional/projectes_en.html
www.gencat.cat/index_eng.htm – www.xtec.cat/pap/cat/index.html
www20.gencat.cat/portal/site/ensenyament – http://phobos.xtec.cat/pluriling

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Pratiques innovantes au service de compétences interculturelles et langagières

Numéro de groupe: **184**

Phase 2

Type de visite:
Enseignement général

7/4/2014-11/4/2014
Nancy, France

Langue de travail:
Français

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

Mots clés:

- **communication dans une langue étrangère**
- **compétences sociales et civiques**
- **éducation interculturelle**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Le Luxembourg et l'Allemagne recrutent de la main d'œuvre de la région française de Lorraine dans divers domaines professionnels, d'où la nécessité de développer les compétences linguistiques et interculturelles adaptées à cette situation transfrontalière. L'académie de Nancy-Metz a mis en place un apprentissage précoce des langues dès la maternelle avec des locuteurs natifs ou des enseignants formés à la pédagogie de l'immersion qui se poursuit dans le secondaire. C'est pourquoi elle souhaite partager ces pratiques innovantes pour les faire évoluer et peut-être même imaginer des modules de formation communs.

QUOI?

Le participant découvrira:
- la mise en place des dispositifs d'apprentissage dans des écoles, les résultats obtenus et le suivi des élèves sur l'ensemble du cursus;
- les disciplines enseignées en langue étrangère;
- le recrutement des enseignants français ou étrangers, leur formation initiale et continue;
- autres compétences développées chez les élèves au-delà des compétences linguistiques ou interculturelles (sociales et civiques, sens de l'observation, concentration, faculté d'adaptation, etc.);
- les dispositifs de mobilité individuelle virtuelle ou réelle proposés.

COMMENT?

Le participant :
- visitera des établissements (écoles et collèges) proposant ces dispositifs d'enseignement spécifiques;
- observera des séquences d'enseignement précoce des langues en anglais et en allemand;
- découvrira les méthodes et outils pédagogiques utilisés dans l'enseignement, l'évaluation et le suivi;
- rencontrera les enseignants, formateurs, inspecteurs lorrains et étrangers impliqués dans ces dispositifs;
- échangera avec les acteurs mobilisés dans les programmes de mobilité individuelle.

POUR QUI?

- Inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation.

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Email: ce.dareic@ac-nancy-metz.fr
Website: www.ac-nancy-metz.fr/relinter

WWW.

www.ac-nancy-metz.fr/relinter – www.ac-nancy-metz.fr/disciplines/default.htm #
www.emilangues.education.fr – http://eduscol.education.fr/
www3.ac-nancy-metz.fr/iamoselle/centretransfrontalier/spip.php?article85

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Pratiques innovantes en langues étrangères pour une jeunesse en mouvement

Numéro de groupe: **185**

Phase 2

Type de visite:
Mixte

7/4/2014-11/4/2014
Saint Denis de la Réunion, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **communication dans une langue étrangère**
- **mobilité des apprenants**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Du fait de son éloignement géographique et avec un taux de chômage de 60% chez les jeunes de 15 à 35 ans et la moitié des élèves en zones d'éducation prioritaire (des zones dotées de moyens supplémentaires et de plus d'autonomie pour lutter contre l'echec scolaire), la Réunion considère l'apprentissage des langues étrangères comme la condition majeure pour une mobilité porteuse d'employabilité chez les jeunes. Les acteurs éducatifs locaux travaillent en synergie afin de favoriser des dispositifs innovants. Cette visite a pour but l'échange d'information sur des stratégies d'apprentissage des langues étrangères au niveau du collège et du lycée, afin d'impulser une nouvelle dynamique dans ce domaine.

QUOI?

Le participant découvrira:

- des pratiques innovantes dans l'enseignement des langues étrangères (baladodiffusion, simulation globale, pratiques théâtrales et mini-réseaux);
- des exemples d'enseignement d'une matière intégré à une langue étrangère (EMILE) au lycée;
- l'accompagnement et l'expérimentation de l'innovation dans l'académie, et la mise en commun (mutualisation) des bonnes pratiques;
- la collaboration entre services décentralisé de l'État et collectivités territoriales pour favoriser la mobilité des jeunes;
- l'adaptation d'une politique nationale à un contexte local.

COMMENT?

Le participant:

- échangera avec des acteurs éducatifs locaux (représentants du Conseil régional et du Conseil général, personnels d'encadrement du Rectorat et des collèges et lycées locaux, enseignants formateurs);
- visitera des établissements scolaires (collèges et lycées) et aura l'occasion d'assister à une mise en oeuvre de pratiques d'enseignement des langues étrangères et de projets d'ouverture régionale et européenne.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d´enseignement et de formation professionnels,
- conseillers pédagogiques ou d´orientation,
- chercheurs.

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WWW.

www.education.gouv.fr – http://eduscol.education.fr – www.emilangues.education.fr www.ac-reunion.fr/la-pedagogie/domaines-disciplinaires/langues-vivantes/portail-interlangues.html – www.ladom.fr – www.regionreunion.com – www.cg974.fr

LANGUAGE TEACHING AND LEARNING

Improving early, bilingual and trilingual language teaching

Group No: **186**

Round 2

Type of visit:
General education

7/4/2014-11/4/2014
The Hague and Leeuwarden, the Netherlands

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Since the early 1990s, when the official curriculum reduced the number of hours for language teaching, several innovations were introduced into the Dutch school system. For example, bilingual education was introduced in more than 120 secondary schools, where pupils are taught both in English (50%) and Dutch (50%). More and more primary schools (600 today) start teaching English, French and German at the age of four. The visit will inform participants of the most recent developments in language learning in the Netherlands.

WHAT?

Participants will learn about:
- initiatives that support early language learning in primary schools;
- content and language integrated learning (CLIL) and reinforced language learning in secondary schools;
- a trilingual approach in Frisian, the second official language of the Netherlands;
- use of e-twinning, an online community for schools in Europe, to improve early language learning.

HOW?

Participants will:
- visit the Ministry of Education and municipalities with a role in education;
- visit primary and secondary schools and a regional education centre;
- observe classes and talk to teachers and pupils.

WHOM?

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

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Fax +31- 02 35 42 71 74
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WWW.

www.tweetaligonderwijs.nl – www.europeesplatform.nl/vvto – www.etwinning.nl

LANGUAGE TEACHING AND LEARNING

Web 2.0 tools for language teaching

Group No: **187**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Lesvos Island, Mytilene, Greece

Working language:
English

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

Keywords:

- **digital competence**
- **innovative approaches**
- **language skills**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Lesvos is the biggest North Aegean island and centre of the education authorities in the North Aegean. Yet, it is very difficult to travel to the other nine islands of the region. The need to communicate frequently with teachers in the other islands is vital. Students also need to communicate with other schools and participate in European projects. Language teaching and learning is another important priority for our students and teachers, not only to promote international communication, but also to improve employability, as tourism is flourishing in the island. School advisors constantly try to evolve ways of improving performance and make teaching more interesting and students more involved by using web 2.0 tools and creating communities of learning. Some of the main tools used are Glogster, Wallwisher, Edmodo, Audioboo and Google docs in conjunction with the e-twinning platform.

WHAT?

Participants will learn about:

- involving students in target setting and how to improve cooperation and collective engagement;
- use of web 2.0 tools for educational purposes especially in language teaching;
- student evaluation and how web 2.0 tools can be used to create online tests (google forms, surveymonkey.com, etc.);
- creating e-portfolios (edmodo.com) and guidelines for evaluating e-portfolio assignments in the curriculum;
- online forms for student self-evaluation;
- teacher evaluation from students and suggestions to improve teaching.

HOW?

Participants will:

- create an online community using Edmodo;
- use web 2.0 tools in a classroom in junior high, high and primary schools;
- meet the Association of English Teachers of Lesvos to discuss their experiences;
- evaluate the programme using the tools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η διδασκαλία ξένων γλωσσών είναι απαραίτητη, αλλά μπορεί να γίνει μονότονη. Οι Σχολικοί Σύμβουλοι Αγγλικής και Πληροφορικής του Βορείου Αιγαίου έχουν εμπλουτίσει τη διδασκαλία με τη χρήση εργαλείων του web 2.0 (όπως το Glogster, Wallwisher, Edmodo, Audioboo, Google docs) και ενθαρρύνουν εκπαιδευτικούς και μαθητές να εδραιώσουν επικοινωνία και συνεργασία με άλλα Ευρωπαϊκά σχολεία. Αυτό έδωσε επιπλέον κίνητρα στους μαθητές για τη μάθηση της ξένης γλώσσας και έκανε το μάθημα πολύ ενδιαφέρον. Ταυτόχρονα οι μαθητές επιτυγχάνουν τους διδακτικούς στόχους που θέτουν τα ΑΠΣ και είναι πιο χαρούμενοι από τον παιγνιώδη τρόπο μάθησης.

WWW.

www.enl.uoa.gr/swf/en_indexloader.html – http://www.edmodo.com
www.britishcouncil.org/professionals-professional-english-web2.0-1.htm
http://tesol-greece-tripolis-event-2010.wikispaces.com/Abstract
www.britishcouncil.org/etwinning-ambassadors-web-dev.htm
http://web2012.discoveryeducation.com/web20tools-community.cfm
http://web2012.discoveryeducation.com/web20tools-presentation.cfm

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LANGUAGE TEACHING AND LEARNING

ABC of plurilingualism in Andalusía

Group No: **188**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Córdoba, Spain

Working language:
English

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

Keywords:

- **content and language integrated learning (CLIL)**
- **learning to learn**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

After pilot projects, the Andalusian plan for promoting plurilingualism was launched in 2005, allowing schools to become bilingual, mainly in English, French and German. As a result, more than 800 schools in Andalusia - 84 in Cordoba - are carrying out linguistic projects based on plurilingualism. The educative training services provide these schools and staff with facilities and pedagogical background to make them better teachers and better schools. Annual planning at our teacher training centre CEP 'Luisa Revuelta' aims at improving linguistic competences in our local environment. We regularly organise training courses in which good practices and new resources – including technological ones – are key issues.

WHAT?

Participants will learn about:
- general notions of the Andalusian plan for promoting plurilingualism;
- internal organisation at bilingual schools, curriculum, CLIL methodology, integrated language curricula, innovative and good practices;
- complementary actions: language study grants for students and teachers, immersion and exchange programmes;
- implementation of the European language portfolio;
- official schools of languages and teachers training centres role in the bilingual plan.

HOW?

Participants will:
- visit and observe bilingual schools and lessons in primary, secondary, vocational and official schools of languages;
- meet and talk to teachers and trainers in bilingual schools;
- discuss plurilingualism projects and resources in a local training centre;
- share and discuss experiences and good practices on plurilingualism.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

El Plan de Fomento del Plurilingüismo en Andalucía ha supuesto una auténtica revolución educativa para un enorme número de centros de cada una de nuestras ocho provincias. Desde su inicio en 2005 ha permitido que más de 800 centros desarrollen diferentes tipos de programas lingüísticos en más de una lengua. 84 se encuentran en Córdoba. La presente Visita de Estudio pretende dar una visión sobre esta realidad en la que los Centros de Profesorado han desempeñado y desempeñan una labor crucial.

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www.juntadeandalucia.es/educacion – http://uliaenfrances.blogspot.com
http://bilingualmath.wordpress.com – http://sites.google.com/site/antoniaroman08
http://seccioneuropeamatesribera.blogspot.com – https://sites.google.com/site/iesalahakenbilingue
www.cepcordoba.org – http://roble.pntic.mec.es/rgac0040
http://learningandteachingenglish.blogspot.com

LANGUAGE TEACHING AND LEARNING

Plurilingualism in the Galician educational system

Group No: **189**

Round 2

Type of visit:
General education

6/5/2014-9/5/2014
Santiago de Compostela, Spain

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The Galician autonomous community is now developing a project to improve plurilingualism in the educational system, through bilingual sections and plurilingual schools. This community has two environmental and official languages: Galician and Spanish, so integration of foreign languages into the teaching system combines these with effective competence in both languages. This is the aim of the school language project developed by plurilingual schools as the basis for language learning.

WHAT?

Participants will learn about:
• additional or foreign language learning in a bilingual community;
• integration of environmental and additional language learning;
• school language project as the basis for language learning;
• acquisition of communicative competence in all the languages in the educational system.

HOW?

Participants will:
• visit both primary and secondary plurilingual schools;
• observe students´ and teachers´ work;
• visit plurilingual schools and schools with bilingual sections;
• observe use of Galician and Spanish in the educational system of a bilingual community.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Consellería de Educación de la Xunta de Galicia, tras la experiencia acumulada a través de programas experimentales, como el Programa de Anticipación de la Primera Lengua Extranjera, el Programa de Cursos de Formación en Lenguas Extranjeras (CUALE) o el Plan de Secciones bilingües, en línea con el fomento de la diversidad lingüística y cultural presente en la política educativa de la Unión Europea, potenció la creación de centros plurilingües, un paso más hacia la europeización de los centros educativos, en los que se incrementará la presencia de la lengua extrajera como lengua vehicular en áreas no lingüísticas, además de las lenguas cooficiales, castellano y galllego.

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LANGUAGE TEACHING AND LEARNING

Find hidden potential in your students with suggestopedia-desuggestopedia

Group No: **190**

Round 2

Type of visit:
General education

3/6/2014-6/6/2014
Sofia, Bulgaria

Working language:
English

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

Keywords:

- **adult learning**
- **communication in foreign languages**
- **innovative approaches**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Nowadays, in an expanding EU adult live and work in multicultural and multinational environments. Lack of free time and new lifestyles in a rapidly developing society require innovative approaches to learning tapping hidden potential. The method 'Suggestopedia-Desuggestopedia' is considered the best way of learning a foreign language (cited by Unesco in 1982), based on theory and research of the Bulgarian professor Dr. Georgi Lozanov. His Institute of Suggestology and Suggestopedia in Sofia is the birthplace of this methodology and the arena where the method was developed and approved.

WHAT?

Participants will learn about:
- the theory and laws of Suggestopedia;
- the innovative curriculum of Suggestopedic foreign language courses;
- practical patterns transferrable to other spheres of learning;
- implementing culture into the learning process.

HOW?

Participants will:
- identify problematic issues in practice and find solutions;
- study authentic teaching materials in the Suggestopedic methodology;
- observe teacher's work in a Suggestopedic classroom;
- talk to former teachers from Dr Lozanov's Institute of Suggestology and Suggestopedia;
- share their own experience and achievements, and compare them with results of Suggestopedia-Desuggestopedia.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Методологията сугестопедия-десугестопедия е разработена, експериментирана и доказана в практиката от българския учен д-р Георги Лозанов. ЮНЕСКО я определя като най-ефективния начин за изучаване на чужди езици. Програмата на визитата предвижда презентации за теорията на метода, автентични материали, наблюдение на сугестопедичен урок, участие в сугестопедичен курс, както и срещи с преподаватели-сугестопеди, с бивши и настоящи курсисти в сугетопедични курсове, посещение на СУ „Св. Климент Охридски" Издателска къща, в която е издаден учебник на д-р Лозанов, както и споделяне на опит и постижения на участниците, сравнявайки ги с резултатите, които се постигат с метода сугестопедия-десугестопедия.

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www.suggestopedia-bg.info – www.dr-lozanov.dir.bg – www.wikipedia.org
www.lozanov.org – www.onestopenglish.com – www.vobs.at/ludescher

USE OF ICT IN LEARNING

Digital competences to improve the learning environment

Group No: **191**

Round 2

Type of visit:
General education

10/3/2014-14/3/2014
Vimercate, Italy

Working language:
English

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

Keywords:

- **digital competence**
- **key competences**
- **learning to learn**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Lombardia is a region very interested in promoting ICT in education. Vimercate is a town close to Milan, the main centre of ICT in Italy where there is a renowned annual ICT exhibition. Universities and technical schools use ICT innovatively and the municipality uses ICT in non-formal education. Liceo Banfi collaborates with the catholic university to study the effectiveness of ICT in the classroom and Bocconi University studies the effectiveness of IPAD, tablet in general and interactive white board in the classroom. Liceo Banfi has expertise in organising European projects and study visits and has ICT laboratories and spaces where participants can meet during the conference and lectures.

WHAT?

Participants will learn about:
- initiatives to improve use of ICT in education and training;
- use of ICT in cooperative learning and new pedagogical approaches;
- a range of pedagogical approaches for different target groups;
- use of the blog to learn a foreign language, use of a social network;
- use of ICT to develop collaborative networks;
- use of ICT to develop key competences and basic skills (maths and science, mother tongue, foreign language, art and music, social skills).

HOW?

Participants will:
- attend lectures from experts in ICT in education;
- visit schools and education centres where ICT is used;
- observe good practices at school and in other fields of education and training;
- work together, reflect and compare their 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,
- 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:

La Study Visit intende valorizzare le buone pratiche in uso nella Regione in tema delle ICT. Vuole promuovere e disseminare le esperienze positive e la ricerca collegate all'uso delle ICT. E' importante, durante la Visita, ricevere informazioni chiare e precise circa la situazione, in continuo cambiamento, dell'uso delle ICT nell'educazione formale e non formale: saranno quindi organizzate conferenze, seminari, visite sul luogo e osservazioni. Al termine delle attività, sarà possibile realizzare dei momenti di riflessione, di dibattito e di condivisione, in modo da avere un confronto fattivo e positivo. Le possibilità di visitare luoghi culturali saranno affiancati ai momenti dedicati alle visite specifiche, in modo che si possa anche vivere la cultura del nostro Paese, la sue tradizioni.

WWW.

www.liceobanfi.gov.it – www.liceobanfi.brianzaest.it – www.comune.vimercate.mb.it
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USE OF ICT IN LEARNING

Using ICT creatively in learning

Group No: **192**

Round 2

Type of visit:
General education

8/4/2014-10/4/2014
Porvoo, Finland

Working language:
English

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

Keywords:

- **digital competence**
- **innovative approaches**
- **key competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

ICT has vast possibilities to make learning more fun and effective, and even ease communication with parents. Pääskytie school is a lower secondary school with about 550 students. In addition to traditional language teaching, Pääskytie school has integrated innovative ICT practices into teaching. Pupils use various online applications in their learning, and we have also found ways to use social media in inquiry-based learning as well as in content and language-integrated learning in language classes. During the visit, we want to share our experience of designing ICT in the curriculum and discuss ideas of everyday practices of ICT use in language learning.

WHAT?

Participants will learn about:
• how online tools can help with learning;
• how to use social media and free applications in learning;
• interaction with parents through modern ICT tools;
• motivating slow learners and special needs students;
• ICT resourcing and designation/integration into curriculum.

HOW?

Participants will:
• observe learning with ICT tools;
• see presentations on teaching practices with ICT;
• talk to teachers, students and administrators;
• collaborate with other participants.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Pääskytien koulu on 550 oppilaan yläkoulu Porvoossa. Perinteisen opetuksen lisäksi koulussa hyödynnetään runsaasti tieto- ja viestintätekniikkaa. Oppilaat käyttävät useita ilmaisia tietoteknisiä sovelluksia, sosiaalista mediaa ja tutkivan oppimisen työtapoja opiskelussaan. Opintovierailulla esitellään tieto- ja viestintätekniikan käyttöä koulussamme sekä sitä kuinka TVT nivoutuu opetussuunnitelmaamme.

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USE OF ICT IN LEARNING

Information and communication

Abalar project: programme for the digital classroom and teacher training in ICT

Group No: **193**

Round 2

Type of visit:
General education

9/4/2014-11/4/2014
Santiago de Compostela, Spain

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Our region has made an important effort to bring ICT into classrooms to allow new teaching methods. Through the Abalar project, the Department of Education in Galicia has developed teacher in-service training programmes for ICT competences, introduced ICT in all subjects of the curricula in primary and secondary education and written digital contents for different areas of knowledge. A great amount of material has been provided to schools. The Abalar project is a global and integrated strategy to maximise the use of ICT resources to boost change and modernisation in education and improve teacher training and citizens' key competences.

WHAT?

Participants will learn about:
• legal background and actions to implement ICT in classrooms;
• various ICT materials available in schools;
• four-stage teacher in-service training for the 'Abalar' project;
• development and management of new ICT contents for use in the classroom.

HOW?

Participants will:
• visit schools and institutions involved in the 'Abalar' project;
• exchange information and experiences with teachers;
• meet other agents involved in the project.

WHOM?

• Directors of validation or accreditation centres,
• head teachers, teacher trainers,
• representatives of education and training networks and associations,
• representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Nuestra Comunidad apuesta decididamente por incorporar a las aulas las ventajas del uso de las tecnologias de la comunicación e información, que permitan experimentar las nuevas formas de enseñar y aprender. Para ello elaboramos planes de formación en competencia digital dirigidos al profesorado. Impulsamos el uso habitual de las tecnologias en todas las areas de conocimiento de los distintos niveles educativos y desarrollamos contenidos de las distintas áreas de conocimiento en formato digital. Todo ello soportado por un amplio despliegue de medidas materiales en los centros educativos.

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USE OF ICT IN LEARNING

Projects of educational technologies for vocational and technical high schools in Turkey

Group No: **194**

Round 2

Type of visit:
VET

5/5/2014-9/5/2014
Ankara, Turkey

Working language:
English

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

Keywords:

- **digital competence**
- **innovative approaches**
- **school environment**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Using ICT in education to improve key competences is a major policy of the Turkish Ministry of National Education. One important ministry projects is the movement to increase opportunities and technology (FATIH). Its aim is to integrate computer technologies into Turkey's education system. This project will develop a new curriculum and provide teachers and students with tablet computers and smart boards. Ankara is the capital where the Ministry of National Education and the General Directorate of Vocational and Technical Education are located. The General Directorate of Vocational and Technical Education will host the visit, so there will be a great opportunity to involve many experts and educators.

WHAT?

Participants will learn about:
• vocational and technical education;
• new approaches to use of ICT;
• educational technology projects in Turkey;
• FATIH project.

HOW?

Participants will:
• visit the Ministry of National Education;
• visit schools implementing the FATIH project;
• observe teachers in the classroom;
• exchange ideas on educational projects.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Milli Eğitim Bakanlığı, öğrenim süreçlerinin kalitesini yükseltmek amacıyla eğitim teknolojilerini destekleyici çeşitli projeler uygulamaktadır. Bunlardan en önemlisi FATİH projesidir. FATİH Projesi (Eğitimde Fırsatları Artırma Teknolojiyi İyileştirme Hareketi), eğitim ve öğretimde fırsat eşitliğini sağlamak ve okullarımızdaki teknolojiyi iyileştirmek amacıyla bilişim teknolojileri araçlarının öğrenme-öğretme sürecinde daha fazla duyu organına hitap edilecek şekilde, derslerde etkin kullanımı için; okulöncesi, ilköğretim ile ortaöğretim düzeyindeki tüm okullarımızın dersliğine dizüstü bilgisayar, LCD panel etkileşimli tahta ve internet ağ altyapısı sağlamaktadır. Bu süreçte öğretim programları BT destekli öğretime uyumlu hale getirilerek eğitsel e-İçerikler oluşturulmaktadır.

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USE OF ICT IN LEARNING

Using ICT for higher achievement

Group No: **195**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Sollentuna, Sweden

Working language:
English

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

Keywords:

- **digital competence**
- **key competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Sollentuna is known as one of the municipalities in Sweden that has developed the most advanced ICT structure. All students have their own computers or iPad. The municipality has chosen to work with Google drive as a learning platform. This investment will lead to improved results while ensuring that all students regardless of economic conditions have the same opportunities to take advantage of the latest technology. A major part of the school no longer uses textbooks. Computer and various freeware are used in all learning. Several research projects at various universities follow municipal investment. Nationally, the municipality initiated the network ICT arena that aims to share good practice. To continue to thrive, we need to share knowledge; not only nationally but also internationally. Sollentuna contributes to a new approach to learn using ICT.

WHAT?

Participants will learn about:
• how ICT can affect students learning;
• using Google drive as a learning platform;
• writing to read, a method that uses playful computer writing to promote learning;
• ICT and special needs – a way to integrate students;
• ICT learning – ipad in pre-school and school;
• ICT and visible learning.

HOW?

Participants will:
• observe teachers' work in the classroom and discuss it after the class;
• meet principals working with ICT;
• attend workshops for learning;
• choose visits in relation to their interest;
• attend joint lectures with school developers and ICT developers.

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 employers' organisations,
• representatives of local, regional and national authorities,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Under det senaste året har vi allt oftare fått frågan från andra kommuner och IKT-intresserade om hur vi arbetar med IKT. I Sollentuna satsar vi sedan ett par år tillbaka, mycket på informations- och kommunikationsteknik i våra kommunala skolor. Vi genomför t.ex. en satsning vars mål är att alla elever i grundskolan skall ha tillgång till en lärplatta eller dator. Vi tror att dessa möjligheter ger en bättre, mer spännande och utmanande undervisning, både för lärare och elever. I samband med mediedebatten våren 2012 som bland annat handlade om lärplattan i undervisningen fick vi mycket uppmärksamhet, och diskussionen fortsatte under vårens mässor. Under detta studiebesök bjuder vi på studiebesök ute på våra förskolor och skolor, föredragningar och gemensamma diskussioner.

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USE OF ICT IN LEARNING

Improving personal learning through Web 2.0 and cloud computing

Group No: **196**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
Kiel and Hamburg, Germany

Working language:
English

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

Keywords:

- **digital competence**
- **personalised learning**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

In Germany, nearly all federal states establish educational technology and media competence in vocational teacher training and in-service training in accordance with the federal educational resolution (KMK Germany) 'media competence in education'. The Institute for Quality Development of Schools in Schleswig-Holstein (IQSH) is the partner institution which conducts an international occupational university course 'Schulmanagement'. We also offer international webinars for headmasters and teachers working in schools abroad. Our institute uses Adobe Connect for teaching mixed ability classes on small islands and for pupils who have to stay in hospital for a long period.

WHAT?

Participants will learn about:
- initiatives which foster educational technology;
- a different learning design for instruction and e-learning;
- ideas about how cloud computing and social learning might have an impact on how we teach and learn;
- good practice on how to integrate personal learning environments into the educational sector.

HOW?

Participants will:
- visit schools which use educational technology for teaching;
- watch activities in the classroom;
- discuss with experts how successful conditions and learning environments have to be designed;
- visit the Institute for Quality Development of Schools in Schleswig-Holstein (IQSH);
- visit universities which have implemented educational technology in their curriculum.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

In Deutschland belegen angehende Lehrkräfte sowohl in der 1. als auch der 2. Phase ihres Lehramtsstudiums medienpädagogische Kurse, die vermitteln, wie Lehren und Lernen mit Web 2.0 Werkzeugen, digitalen Schulbüchern und mobilen Endgeräten didaktisch sinnvoll erfolgen kann. Das IQSH ist als untergeordnete Behörde des Bildungsministeriums für die Aus- und Fortbildung der Lehrkräfte verantwortlich. Im Bereich der Medienbildung stellt E-Learning ein wichtiges Instrument dar. So werden Fortbildungen für Lehrer und ergänzender Unterricht für Schüler mit Hilfe von Webkonferenzen angeboten. Des Weiteren ist das IQSH Kooperationspartner bei dem Online-Studiengang „Schulmanagement".

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www.schleswig-holstein.de/IQSH/EN/IQSH_node.html
www.adobe.com/products/adobeconnect/elearning.html
www.rtlregional.de/player.php?id=7645

USE OF ICT IN LEARNING

Enable IT: exploring accessible technology use for disabled learners

Group No: **197**

Round 2

Type of visit:
Mixed

12/5/2014-15/5/2014
Cheltenham, England, United Kingdom

Working language:
English

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

Keywords:

- **adult learning**
- **innovative approaches**
- **special needs**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Barriers experienced by disabled people can be overcome by the innovative use of enabling technologies. National Star College is a UK leader in the training and use of enabling technology to support learning, communication and independent living. National Star College is a specialist college of further education for learners with disabilities. Students have physical disabilities alongside associated learning, behavioural and sensory difficulties. The UK national agenda aims for increased equality and autonomy for disabled people and focuses specifically on promoting inclusion in learning, living and work activities. Increasing our knowledge and expertise through training and experience we are able to support the practical uses of enabling technology for disabled people enabling more independent and inclusive lives. We have 40 years' experience of working with disabled people developing innovative, technological and enabling solutions and wish to share our high level expertise with those in similar work nationally and internationally.

WHAT?

Participants will learn about:
- innovative approaches to use of enabling technology;
- how to conduct enabling technology assessments;
- how to improve independence using enabling technology;
- using enabling technology in learning, living and work.

HOW?

Participants will:
- use enabling technology in interactive workshops;
- observe and talk to disabled people about their use of enabling technology;
- visit a general further education college to explore enabling technology used in vocational 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,
- researchers.

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USE OF ICT IN LEARNING

Using new and traditional media in primary education

Group No: **198**

Round 2

Type of visit:
Mixed

19/5/2014-23/5/2014
Warszawa, Poland

Working language:
English

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

Keywords:

- **digital competence**
- **learning to learn**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

There is an unfulfilled need for teacher training to promote of digital media in primary education. Although children are exposed to various media messages in their everyday life, school does not fully use the potential of media materials. Teachers need to be prepared to show students how to use media safely, and how to use it to learn. They should be able to combine traditional and digital media. They should also be prepared to use new technologies for creating teaching aids.

WHAT?

Participants will learn about:
- how to improve digital, social and language skills as well as interpersonal skills in a group through use of various media;
- using media in an active and constructive process of learning;
- using digital media in education;
- content and media education integrated learning;
- how to enrich learning, teaching and training by creating various media messages;
- different tools and strategies used in education;
- how to use new technologies to create teaching aids.

HOW?

Participants will:
- visit schools and other educational institutions such as kindergartens, teacher training centres, libraries, etc. and observe teachers in the classroom;
- attend lectures and round table discussions and workshops;
- exchange information, experience and share examples of good practice;
- participate in workshops featuring examples of work using various media.

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:

Doskonalenie nauczycieli w zakresie wykorzystania różnorodnych mediów podczas nauczania i uczenia się jest wyzwaniem dla obecnego ich kształcenia. Współczesne dzieci otoczone są ze wszystkich stron różnorodnego rodzaju komunikatami medialnymi, a z drugiej strony szkoła nie do końca wykorzystuje potencjał tkwiący w takich materiałach. Nauczyciele powinni być przygotowani do pokazania dzieciom, jak bezpiecznie korzystać z mediów i jak się z ich pomocą uczyć. Powinni umieć łączyć w procesie nauczania - uczenia się media tradycyjne z mediami cyfrowymi. Powinni być także przygotowani do wykorzystania nowych technologii do tworzenia własnych pomocy dydaktycznych.

Organiser(s):

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WWW.

http://new-media-of-librarians.blogspot.com

USE OF ICT IN LEARNING

Use of ICT to support learning and teaching processes ranging from preschool to adult education

Group No: **199**

Round 2

Type of visit:
General education

19/5/2014-22/5/2014
Lerum, Sweden

Working language:
English

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

Keywords:

- **curriculum**
- **digital competence**
- **parents involvement**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

In response to new demands of today's society and modernisation of education, implementation of ICT has become a standard component. Use of, and access to ICT is a powerful way of enabling and promoting learning for all target groups ranging from pre-school to upper secondary school and adult education. The municipality of Lerum is now implementing new and innovative ICT projects to improve key competences, such as one-to-one projects from years four to nine at primary and secondary school, Write-to-read for lower primary-school children – a method where writing on computers is used in literacy learning, ICT-based individual education plans (IEP) for formative assessment in primary and secondary schools.

WHAT?

Participants will learn about:

- use of ICT in pre-primary, primary, secondary and adult education;
- how to enrich learning, teaching and training with different multimedia tools;
- methods, techniques and educational tools used in classrooms and training;
- how to involve custodians in pupils´ learning processes by inviting them to take part in a pupil´s digital IEP;
- how to supply compensatory software, available 24/7, for all pupils;
- methods of developing playful computer writing in language learning for lower primary school children;
- using virtual learning environments (VLE/ICT) for teachers to promote formative assessment skills.

HOW?

Participants will:

- visit pre-primary, primary, secondary schools, and adult education centres;
- meet local directors, head teachers, trainers, authorities;
- attend lectures, discussions, workshops;
- visit three newly-built schools, where modern ways of learning and a sustainable environment are considered.

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.

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http://lerum.se/en/Startpage/Startpage-In-English
www.visitsweden.com/sweden – www.skolverket.se/om-skolverket/in_english

USE OF ICT IN LEARNING

Digital competences for pupils, teachers and schools

Group No: **200**

Round 2

Type of visit:
Mixed

2/6/2014-6/6/2014
Barcelona, Spain

Working language:
English

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

Keywords:

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

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Digital competences and ICT tools have become extremely relevant in the learning process and communicative competence. Combining creativity, cooperation and ICT tools helps to:

- multiply the number of resources available;
- develop students' and schools' capacity to take advantage of digital applications in their ongoing lifelong learning;
- foster pupils' autonomy and their capacity to manage and control their own learning processes;
- help students introduce social networking into their learning process;
- help teachers and schools to introduce use of these tools in their everyday professional performance;
- make sure these competences help to enrich the educational environment.

WHAT?

Participants will learn about:

- initiatives at schools where 2.0 tools are used to foster creativity, collaborative learning and school management;
- assessment of the learning process through digital competences;
- awareness of safety practices necessary in an educational environment;
- examples of good practices;
- benefits and drawbacks they encounter;
- ways of fostering digital competence: learning communities, collaborative learning systems, repositories, social and open software;
- teacher training policies at national level.

HOW?

Participants will:

- visit primary and secondary schools involved in ICT projects;
- visit institutions responsible for initial and inservice training;
- discuss policies and visions;
- meet experts, principals, teachers and pupils.

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:

En esta visita se compartirán políticas, visiones, experiencias, estudios, recursos, proyectos e iniciativas en curso en Cataluña sobre la incorporación de las competencias digitales en los centros de primaria y secundaria. Los participantes tendrán la oportunidad de visitar centros de enseñanza de primaria y secundaria y de formación del profesorado.

WWW.

www.xtec.cat – www.edu365.cat – www.edu365.cat/crea – www.edu3.cat

EDUCATION FOR ENTREPRENEURSHIP

Sense of initiative and entrepreneurship: how VET can foster youth innovation and creativity

Group No: **201**

Round 2

Type of visit:
Mixed

12/5/2014-15/5/2014
Bari, Italy

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Young citizens need a wide range of key competences to face the challenges arising from a globalised EU. The 'sense of initiative and entrepreneurship' is one of the competences identified in the EU framework for key competences for lifelong learning along with ability to translate ideas into action. Unisco wants to host a visit in line with its commitment to education for entrepreneurship that can be particularly effective in VET, as students are about to enter the world of work. VET institutions can support development of this competence by establishing partnerships with the business world, developing innovative tools on self-employment and guidance and providing training for teachers, trainers and school representatives. Unisco will provide a tailor-made programme by sharing best practices and numerous technical and public visits.

WHAT?

Participants will learn about:
- entrepreneurship applied to training activities and schools;
- support services for self-employment guidance and business creation;
- lifelong training for teachers, trainers, school directors and other institutions.

HOW?

Participants will:
- visit schools, training centres and universities active in business creation;
- visit business incubators and support services for guidance in the world of work and entrepreneurship;
- visit institutions and public services supporting work inclusion and entrepreneurship;
- observe teachers' and students' work during courses on business creation.

WHOM?

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

UNISCO intende organizzare una visita sul "senso di iniziativa e imprenditorialità", competenza chiave individuata nel quadro UE per l'apprendimento permanente. L'educazione all'imprenditorialità può essere particolarmente efficace nel percorso di crescita formativa, in quanto i giovani studenti si apprestano a muovere i primi passi nel mondo del lavoro. Allo stesso tempo, gli Istituti di Formazione Professionale possono sostenere lo sviluppo di queste competenze creando partenariati con il mondo delle imprese, sviluppando strumenti innovativi sull'auto-imprenditorialità e creando percorsi di orientamento ed azioni di formazioneformatori. Attraverso la "visita di studio", UNISCO garantirà lo scambio di esperienze e buone pratiche e la condivisione di approcci innovativi.

WWW.

www.unisco.it – www.tno.it – www.junioritalia.org
www.erasmus-entrepreneurs.eu/page.php?cid=5&pid=018&ctr=IT&country=Italy

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Guidance for sustainable, ethical lifestyle and career choices

Group No: **202**

Round 2

Type of visit:
Mixed

17/3/2014-20/3/2014
Cromer, Norfolk, England, United Kingdom

Working language:
English

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

Keywords:

- **lifelong guidance**
- **sustainable development**
- **young people**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Adult, youth, student and vocational educators in the UK are responding to demands of young people (14 to 30 year-olds) for guidance on how to lead a sustainable and ethical lifestyle and career. The formal and informal curriculum, especially personal, social, health and economic education in the UK, is challenged to meet that demand from learners, employers and local communities. Education centres, vocational colleges, the University of East Anglia, businesses and community organisations in Norfolk have developed some innovative approaches to education sustainable and ethical lifestyles. Sustainability Education (SustEd) has researched and developed with others local and international projects, activities and guides on sustainable and ethical lifestyles, including personal financial management, travel and tourism, consumption and entrepreneurship.

WHAT?

Participants will learn about:

- how the culture and actions of an education institution can change personal behaviour to be more sustainable;
- how vocational institutions, universities, adult and youth education centres and schools can teach innovative approaches to lifestyle and career choices;
- how leaders and managers can develop the curriculum, especially personal, social, health and economic education, that explores sustainable and ethical lifestyle and career choices.

HOW?

Participants will:

- visit an education centre, businesses, university and vocational college;
- observe educators working with learners;
- meet education staff and learners from a college and university, and staff from a local authority, non-governmental organisations and businesses.

WHOM?

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

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http://unesdoc.unesco.org/images/0021/002128/212876e.pdf
www.ofsted.gov.uk/resources/personal-social-health-and-economic-education-schools

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Embedding environmental education in the curriculum

Group No: **203**

Round 2

Type of visit:
General education

24/3/2014-28/3/2014
Toulouse, France

Working language:
English

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

Keywords:

- **curriculum**
- **sustainable development**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Environmental education, a strategic topic at European level, has reached a significant point the past few years in south-western France, particularly in Midi-Pyrenees, where national and regional policies are quite efficient and successful. The National School of Agronomic Training of Toulouse (ENFA), host organisation, is a training institution for secondary school teachers in the green sector (agriculture, forestry and environment). We will show the diversity of actors involved and the way they work together to implement environmental education. We will present exemplary local projects to enforce environmental education in the curriculum, involving schools, NGOs and local authorities.

WHAT?

Participants will learn about:

- environmental education policies in Europe, through exchanges of experience among the group and observation of practical examples in Midi-Pyrenees region;
- regional partnerships for environmental education involving the school system, the authorities and NGOs.

HOW?

Participants will:

- visit local secondary, vocational and agricultural schools, most of which involved in European projects;
- talk to teachers and students;
- attend presentations of pilot projects, involving the whole school community (teachers, staff, students, parents), to preserve the environment, prevent or repair damage to it;
- meet with regional authorities and non-profit organisations involved in environmental education;
- have an opportunity to compare European environmental education systems and set-up partnerships for future European projects.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le but de la visite est de donner aux participants une vision d'ensemble sur les récents développements de l'éducation à l'environnement dans le Sud-Ouest de la France et une occasion d'échanger sur les politiques menées dans leurs pays d'origine. Visites de lycées et collèges autour de Toulouse, dont la plupart sont engagés dans des projets européens. Discussions avec les professeurs et les élèves. Présentation de projets-pilotes sur la thématique étudiée. Présentation des programmes publics d'encouragement et d'incitation aux actions d'éducation à l'environnement.

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http://qsv.enfa.fr/index.php?a=pres – http://draaf.midi-pyrenees.agriculture.gouv.fr
http://ec.europa.eu/environment/index_en.htm

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Improving schools and educational systems through cooperation

Group No: **204**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Stord, Norway

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Sunnhordland is a region between Bergen and Stavanger which consists of many small municipalities. Facing the same educational challenges, six municipalities decided to cooperate. The forum for Oppvekst i Sunnhordland (growing-up in Sunnhordland) was established to help solve common educational challenges in the region. The idea is that cooperating at regional level leads to better results than each municipality working alone. The organisation provides both in-service training and further education for teachers and initiates measures to improve quality of education. The visit will present the advantages of regional cooperation and show various methods for solving pedagogical challenges.

WHAT?

Participants will learn about:
- cooperation of municipalities to improve literacy and other basic skills at different levels of the education system;
- improving in-service training and further education of heads of schools, teachers and pre-school personnel;
- our approach to individual assessment;
- methods and tools to support the above.

HOW?

Participants will:
- visit and observe activities in kindergartens, schools and a university college in three municipalities;
- meet representatives of local and regional authorities;
- attend lectures on the Norwegian school system;
- attend a presentation of how we work together in our region.

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 samt prosjekt dei er involvert i. 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.

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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Arts, entertainment and recreation

Competence for active life in the digital age

Group No: **205**

Round 2

Type of visit:
Mixed

12/5/2014-16/5/2014
Ostrava, Czech Republic

Working language:
English

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

Keywords:

- **innovative approaches**
- **social and civic competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

There is a general trend of decreasing physical activities, which has a negative impact on our health, study, work and life. What opportunities are offered by a city and its surroundings, schools, sports clubs and professional institutions? What can we do ourselves? What is an active life in the digital age we live in? Active movement is our natural heritage and we have to look for ways to incorporate it into everyday life - even by using tools of the digital world. As a developer of soft skills training, we have our own innovative approaches.

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 civilisation;
- new approaches to physical activities in the digital age.

HOW?

Participants will:
- observe physical education and training methods at school;
- visit and try sport facilities and opportunities that come from the digital age;
- participate in training that use physical activities (sport club, leisure activities) also focused on improving soft skills;
- talk to specialists, sport and healthy lifestyle professionals.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of 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:

Všeobecným trendem je, že se méně věnujeme fyzickým aktivitám, což má negativní dopad na naše zdraví, studium, práci, život. Jaké možnosti nám nabízí město a okolí, školy, sportovní kluby a profesionální instituce. Co můžeme pro sebe udělat sami? Jaký je nebo může být aktivní život v digitální éře, ve které žijeme? Aktivní pohyb je naší přirozenou součástí a je potřeba hledat možnosti, jak jej zařadit do běžného života – možná i s využitím nástrojů digitálního světa.

Organiser(s):

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WWW.

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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Education for active citizenship and sustainable development in schools

Group No: **206**

Round 2

Type of visit:
General education

13/5/2014-16/5/2014
Dublin, Ireland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The UN decade of education for sustainable development 2005-14, aims to move society towards sustainable development. Education is the foundation for sustainable social and economic development and active citizenship, allowing students to acquire the values, knowledge and skills required for a more sustainable future. Education for sustainable development is a comprehensive approach to teaching and learning and includes key issues such as human rights, poverty reduction, sustainable living, environment, equality, corporate social responsibility and protection of cultures. In Ireland schools offer a holistic approach to education for sustainable development and active citizenship encouraging critical thinking and responsible attitudes through the curriculum and programmes and supports provided by NGOs. 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:
- principles of education for sustainable development and active citizenship;
- integration of sustainable development and active citizenship in to the curriculum;
- supports and programmes provided by NGOs for schools;
- transition year, a school year dedicated to preparing and developing students as responsible, participative and autonomous members of society.

HOW?

Participants will:
- discuss the topic with policy-makers, national experts and NGOs;
- visit a range of schools and meet students and teachers;
- observe innovative projects and classroom practice;
- visit projects outside the classroom.

WHOM?

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

Organiser(s):

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EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Discovering the territory

Group No: **207**

Round 2

Type of visit:
General education

19/5/2014-23/5/2014
Salerno, Italy

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **social and civic competences**
- **sustainable development**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Phenomena of failure and dropout are very significant in Italy especially in the south. Campania has the highest rate of young people who drop out before graduation. Raising awareness of artistic and cultural heritage among students can open up opportunities after their graduation in life and work. The hosts cooperate in providing training for organising guided tours to archaelogical sites. Databenc is a good example of cooperation between different stakeholders in promoting cultural heritage in the area.

WHAT?

Participants will learn about:
- educational pathways in schools in the province of Salerno on cultural heritage and local arts;
- how an archaeological site can be used to promote development of Salerno and create employment possibilities for young people;
- good practices of the University of Salerno in promoting cultural heritage;
- the Databenc project and its network of private entities, universities and government agencies to achieve integrated development paths.

HOW?

Participants will:
- visit the University of Salerno and schools of different levels;
- observe the practices implemented;
- reflect on themes presented by experts.

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 educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- researchers.

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WWW.

http://ec.europa.eu/education/school-education/leaving_fr.htm – www.databenc.it
www.unisa.it/dipartimenti/dip_scienze_del_patrimonio_culturale/index
www.comune.salerno.it

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Networking for Europe – Designing a European curriculum for young citizens

Group No: **208**

Round 2

Type of visit:
Mixed

19/5/2014-23/5/2014
Essen / Dusseldorf, Germany

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **innovative approaches**
- **intercultural education**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Education for Europe is essential for the future of young people as well as for development of society and the economy. North Rhine-Westphalia developed a criteriabased certification process for 'Schools for Europe'. So far about 170 schools are linked in a network. The highest number of these schools can be found in Essen – a vibrant city in the Ruhr area – where these schools form an association that cooperates closely with the local and regional economy.

WHAT?

Participants will learn about:

- how schools of all types form competences relevant for Europe through curricular and extracurricular activities;
- how schools cooperate with external partners to offer job orientation in Europe;
- how education for Europe flows into dual education at vocational schools;
- how North Rhine-Westphalia fosters and enlarges the system of 'Schools for Europe'.

HOW?

Participants will:

- visit 'Schools for Europe' at different levels (elementary, grammar schools, vocational schools) and reflect on experiences with students and teachers;
- meet companies/employers who support 'Schools for Europe' and discuss the necessity of competences for Europe;
- talk to members of the Ministry of Europe of North Rhine-Westphalia about cooperation with Europe and the effects of European law on state laws.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wie können Schüler vorbereitet werden auf das Leben, Lernen und Arbeiten in Europa? Die Landesregierung in NRW hat dafür 2007 ein kriteriengestütztes Zertifizierungsverfahren initiiert. Mittlerweile ist dieses Gütesiegel bei den Schulen eine begehrte Auszeichnung. Vorliegende Erfahrungen machen deutlich, dass Schülerinnen und Schüler ihre in diesen Schulen gewonnenen Kenntnisse und Kompetenzen für Studium und Arbeitsmarkt in NRW sowie im benachbarten Ausland besonders gut verwenden können. Essen – Kulturhauptstadt des Jahres 2010 – hat ein besonders umfangreiches Netzwerk von Europaschulen. Die Stadt Essen, nah an der Landeshauptstadt Düsseldorf gelegen, bietet exzellente Programmmöglichkeiten.

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www.schulministerium.nrw.de

WWW.

www.europaschulen.nrw.de

EDUCATION FOR ACTIVE CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Arts, entertainment and recreation

Non-formal education in Prague? Naturally!

Group No: **209**

Round 2

Type of visit:
Mixed

2/6/2014-6/6/2014
Prague, Czech Republic

Working language:
English

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

Keywords:

- **extra-curricular activities**
- **sustainable development**
- **young people**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Since 1991, the European Association for Leisure Time Institutions of Children and Youth (EAICY) has been bringing together European organisations of non-formal education. Our aim is to attend to the needs of children and youth through non-formal activities. In 2013/14, one priority of the Czech Ministry of Education, Youth and Sports is supporting 'activities using methods of nonformal education and developing creativity and active participation'. In Prague, public non-formal education has its own and long history: leisure time centres, arts, sports and extracurricular activities make part of everyday life and bring nature closer to people. EAICY representatives and professionals of non-formal education help children and young people live, enjoy and learn about nature and rural life in an urban environment.

WHAT?

Participants will learn about:

- non-formal education in Czech Republic, governmental and non-governmental strategy and approach to nonformal education in leisure time and outdoor activities;
- outdoor activities for children: high ropes, low ropes, dock and paddling sports, horse riding;
- leisure time activities for children with nature - animals, breeding, botany;
- methods of non-formal education and youth work;
- NGOs and leisure time centres;
- possibilities for cooperation between formal and nonformal education for learning about nature and the outdoors;
- ecological/environmental education.

HOW?

Participants will:

- meet non-formal education professionals;
- share experiences with representatives of the EAICY presidium;
- visit leisure time centres;
- participate in outdoor activities.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tato studijní návštěva je věnována volnočasovým aktivitám a neformální výchově zaměřené na přírodu a outdoorové aktivity v Praze a jejím předměstí. Cílem je seznámit účastníky s prací EAICY, středisek volného času a sdružení působících v této oblasti. Udržitelný rozvoj a environmentální/ekologická výchova se čím dál častěji stávají také náplní kurikula škol – tedy formálního vzdělávání. Zde vzniká prostor pro spolupráci obou částí vzdělávacího systému. Střediska volného času a Domy dětí a mládeže i sdružení přicházejí do škol se svými vzdělávacími programy. Ve svých zařízeních pak uváději tyto programy do praxe v rámci tzv. kroužků. K tomuto účelu mají své základny a centra, která chceme v rámci návštěvy představit.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Promoting cooperation and innovation in education: a pilot school network

Group No: **210**

Round 2

Type of visit:
General education

17/3/2014-21/3/2014
Chalkida, Greece

Working language:
English

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

Keywords:

- **innovative approaches**
- **key competences**
- **learning to learn**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Cooperation between schools and other social organisations and research centres or educational institutes is a very important educational innovation not yet widely applied in the Greek educational system. The aim is to empower the teaching process and open new horizons for the school environment in society. Pilot use of an educational ICT platform for both teachers and students, constitutes a valuable learning tool to enrich the learning process, give prominence to students' capabilities and cultivate lifelong learning. The main goal is to teach students how to learn, encourage self-learning practices, cooperation skills, taking initiative and creativity, all of which constitute the philosophy of a school's new analytical programme.

WHAT?

Participants will learn about:
- methods to develop creativity and teaching by adapting pedagogical scenarios such as project-based learning, to different age groups and subjects;
- use of ICT in learning for developing students' projects;
- promoting cooperation between teachers, learners and local organisations;
- a network of 72 schools of general secondary education in the prefecture of Evia island that use an ICT platform to communicate.

HOW?

Participants will:
- visit high schools in the network;
- observe teachers' work in the classroom;
- observe collaborative projects;
- meet teachers and students;
- share experiences.

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:

Η συνεργασία μεταξύ των σχολείων, καθώς και με άλλους κοινωνικούς φορείς και ερευνητικά κέντρα ή εκπαιδευτικά ιδρύματα είναι μια πολύ σημαντική εκπαιδευτική καινοτομία που στο νομό Εύβοιας είναι ακόμη στα σπάργανα. Η πιλοτική εφαρμογή ενός Δικτύου επικοινωνίας έχει στόχο της ενδυνάμωση της εκπαιδευτικής διαδικασίας ανοίγοντας νέους ορίζοντες σε μαθητές και εκπαιδευτικούς. Ο Νομός Εύβοιας εξαιτίας της έκτασής του, αντιμετωπίζει πολλά προβλήματα επικοινωνίας μεταξύ των μελών της σχολικής κοινότητας και φορέων παροχής γνώσης και πληροφορίας . Αυτό το είδος της καινοτόμου συνεργασίας μέσω Δικτύου θα δώσει ευκαιρίες πρόσβασης σε περισσότερες πληροφορίες και γνώσεις και θα μειώσει το αίσθημα απομόνωσης.

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http://pilot-network-eviaschools.blogspot.gr

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Teachers' competences for the 21st century school

Group No: **211**

Round 2

Type of visit:
Mixed

31/3/2014-4/4/2014
Metlika, Slovenia

Working language:
English

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

Keywords:

- **innovative approaches**
- **learning to learn**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Srednja šola Metlika (part of school centre Novo mesto) is a vocational secondary school, cooperating with partners from and outside Europe in several international projects. These projects aim at making knowledge gained at school applicable to a student's future life and at developing teachers' competences for the school of the 21st century through innovative educational approaches. Srednja šola Metlika is located in the disadvantaged southeast region of Slovenia, which faces economicy and social difficulties. This study visit is an opportunity to learn how to overcome different problems (for example, early school-leaving), how to look at educational topics from different points of view and especially to show innovative approaches developed at this school.

WHAT?

Participants will learn about:
- a new strategy for learning (from pre-school to senior age);
- innovative learning approaches at school focused on language, music, art, chemistry;
- transfer of school-gained knowledge to the world of work;
- examples from international projects;
- developing teachers' skills and competences;
- implementing national priorities in the classroom, flexibility, helping students plan and monitor their studies, use of ICT learning, etc.

HOW?

Participants will:
- visit the Novo mesto school centre , the Krka factory, primary school and kindergarten in Metlika;
- observe teachers and students in the classroom;
- meet education experts.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Na Srednji šoli Metlika poteka že nekaj let intenzivno mednarodno sodelovanje s partnerji iz/zunaj Evrope. Ker se zavedamo novih smernic na področju izobraževanja in zaposlovanja, ki iščejo spremenjen odnos do pridobivanja in prenosa šolskega znanja, smo se odločili organizirati študijski obisk z naslovom "Teacher's competences for the 21st century school" ("Razvoj učiteljevih kompetenc za šolo 21. stoletja"). Na tem študijskem obisku bomo prikazali naše pridobljene mednarodne izkušnje in inovativne edukativne pristope, ki so nastajali, se razvijali in se na koncu nadgradili znotraj različnih projektov na Srednji šoli Metlika v daljšem časovnem obdobju.

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Museums supporting formal school education and informal lifelong learning

Group No: **212**

Round 2

Type of visit:
General education

31/3/2014-4/4/2014
Budapest, Hungary

Working language:
English

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

Keywords:

- **extra-curricular activities**
- **innovative approaches**
- **key competences**

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

The role of museums in formal and non-formal learning has changed in past decades. The potential of museum pedagogy in educational innovation and its contribution to diffusion of creative approaches and methods in the learning process cannot be overestimated. The host, Semmelweis museum, is the most important research and educational centre of medical history in Hungary. It has considerable expertise in elaborating complex teaching programmes that fit in the curriculum, and experience gained through cooperation with a wide range of educational experts and teachers. The visit's main objective is to inspire professional dialogue between the participants about museum pedagogy. The programme is partly based on the museum's profile, which overlaps the fields of humanities and science, but we will also give an insight into our cooperation with other collections, schools and educational centres.

WHAT?

Participants will learn about:
- innovative approaches museum pedagogy;
- interpretation of exhibitions for various pedagogical purposes;
- cooperation of museums with public education institutions and adult education providers.

HOW?

Participants will:
- visit innovative museums, schools, nursery schools and non-formal education venues;
- meet curators, teachers, museum and education experts;
- observe museum and school lessons and listen to interpretations of exhibition;
- participate in round table discussions about the possible role of museums and museum pedagogy in lifelong learning.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Semmelweis Orvostörténeti Múzeum, Könyvtár és Levéltár az utóbbi években nagy hangsúlyt fektetett a múzeumi oktatás fejlesztésére. A cél az volt, hogy minél több lehetőséget, foglalkozási, oktatási formát dolgozzunk ki különböző célcsoportok számára, amelyek segítik az iskolai formális oktatást és az informális élethosszig tartó tanulást, azaz egyszerre illeszkednek a NAT előírásaihoz és a látogatói célcsoportok igényeihez. A tanulmányút során ezeket a tapasztalatokat szeretnék megosztani a külföldi kollégákkal.

WWW.

www.semmelweis.museum.hu

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Learning outside the classroom – Effective learning in the natural world

Group No: **213**

Round 2

Type of visit:
General education

31/3/2014-4/4/2014
Enochdhu and Blairgowrie, Scotland, United Kingdom

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Young people of all ages benefit from real life 'hands on' experiences; when they can see, hear, touch and explore the world around them. They need to find out how what they learn in school relates to their life outside it and to the world around them. Learning outside the classroom (LOtC) aims to improve students' knowledge of a subject and show how skills, values and personal development also form a vital element of a students learning and achievement. There is a strong connection between LOtC and performance in the classroom. It supports several curriculum areas including geography, biology, citizenship, ICT and sustainable development. Scotland's curriculum for excellence offers opportunities for all children and young people to enjoy firsthand experience outdoors. This visit will take place at Kindrogan Field Centre located near some of the most inspiring natural landscapes in Britain. The Field Studies Council is one of Europe's leading organisations providing LOtC.

WHAT?

Participants will learn about:
- approaches to LOtC and how they benefit learning;
- assessment of current methods;
- how they can support LOtC in their own workplaces.

HOW?

Participants will:
- have a mix of visits to observe LOtC in action and meet practitioners;
- attend workshops for decision-makers and practitioners from formal and non-formal education;
- have time for reflection and planning which will enable lessons to be learned and best practice taken back to participants' own countries.

WHOM?

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

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www.field-studies-council.org – www.lotc.org.uk – www.foresteducation.org
www.educationscotland.gov.uk/learningteachingandassessment/approaches/outdoorlearning/index.asp – www.growingschools.org.uk

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Developing pupils' creative and individual abilities to support career choices

Group No: **214**

Round 2

Type of visit:
Mixed

7/4/2014-11/4/2014
Kuldiga, Latvia

Working language:
English

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

Keywords:

- **extra-curricular activities**
- **key competences**
- **lifelong guidance**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

It is essential for children and youngsters to be aware of their individual talents and special skills, which can help them choose a future career. In education establishments in the Kuldiga district, career counsellors advise children and young people on possible career choices. Interest education (provided in general schools) also plays an important role in the process of self-cognition and identifying one's interests. Our experience shows that the more opportunities to develop individual and creative skills are available, the higher is the ability to adapt to changing life situations. Our district offers interest education programmes in arts, music, sports, engineering skills, dance and others. There are also three profession-oriented schools: art, music and sports where students' special talents are developed alongside the regular curriculum. These schools help to find an occupation according to pupils` interests and abilities. The visit aims to provide education specialists information on Kuldiga district's experience in career guidance.

WHAT?

Participants will learn about:
- coordination of interest and profession-oriented education by the local municipality;
- positive aspects and challenges of interest and profession-oriented education;
- ways to organise extra-curricular activities;
- examples of best practice in career guidance and interest education.

HOW?

Participants will:
- visit schools, interest education centres, profession oriented schools;
- meet practitioners, experts, representatives of local educational authorities and youth, career counsellors.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kuldīgas novadā izglītības iestādēs ir karjeras izglītības konsultanti, kas nodrošina atbalstu bērniem un jauniešiem karjeras izvēlē. Svarīga loma bērnu un jauniešu sevis izzināšanas un iepazīšanas procesā ir interešu izglītības piedāvājumam. Mūsu novadā bērniem un jauniešiem tiek piedāvātas interešu izglītības programmas dažādās jomās – māksla, mūzika, sports, tehniskā jaunrade, deja u.c. Papildus tam novadā ir izveidotas trīs profesionālās ievirzes skolas: mākslas, mūzikas un sporta. Visu minēto novada izglītības iestāžu darbu koordinē un daļēji arī finansē novada pašvaldība. Vizītes laikā atklāsim, kā Kuldīgas novadā tiek veidota bērnu un jauniešu izpratne par karjeras izvēli.

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

Catalogage et valorisation du patrimoine culturel: un outil d'éducation culturelle à l'école

Numéro de groupe: **215**

Phase 2

Type de visite:
Enseignement général

7/4/2014-11/4/2014
Palerme, Italie

Langue de travail:
Français

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

Mots clés:

- **compétences des enseignants et formateurs**
- **compétences sociales et civiques**
- **sensibilité et expression culturelles**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Ses nombreux monuments historiques témoignent aujourd'hui de l'histoire millénaire de la Sicile. La valorisation de son patrimoine architecturale est au cœur de la politique régionale d'éducation culturelle. Le projet «A l'école du catalogage: le château de Maredolce», réalisé par un partenariat d'écoles, d'associations culturelles et de collectivités locales, a permis aux élèves du primaire et du secondaire mais aussi aux lycéens de l'Institut d'art, de redécouvrir le patrimoine local et de s'approprier un monument millénaire. Ce projet est un exemple de parcours culturel mis en place dans le cadre de la convention éducative. L'école Quasimodo-Oberdan coordonne ce projet qui concilie l'apprentissage non-formel et formel et qui concerne aussi la formation des instituteurs et professeurs impliqués. Nous souhaitons montrer ce projet, présenter la politique régionale d'éducation artistique et culturelle et échanger sur ces sujets avec les participants.

QUOI?

Le participant découvrira:
- la politique régionale d'éducation artistique et culturelle;
- des parcours stratégiques et formatifs nés à partir du projet de développement intégré et leur élaboration;
- les possibilités d'apprentissage non formel et informel inhérentes au projet;
- le moyen de créer des synergies entre différents organismes de formation;
- la formation des instituteurs et des professeurs par les architectes et les archéologues des services régionaux.

COMMENT?

Le participant:
- rencontrera et échangera avec le personnel de l'école impliqué dans ce projet et découvrira le résultat de ce travail;
- rencontrera les représentants des autorités régionales impliquées dans le projet, des institutions culturelles et des organismes de promotion touristique;
- rencontrera les partenaires de la convention éducative à l'origine des parcours culturels.

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,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

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WWW.

www.scuolamediaquasimodo.it
www.parcodeitempli.net/pages/sezione-scuola-secondaria-i-grado
www.arcadeisuoni.org/index.php?option=com_fabrik&c=form&view=details&Itemid=28&fabrik=8&rowid=205&tableid=7&fabrik_cursor

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

New resources in science teaching: an innovative partnership linking research and education

Group No: **216**

Round 2

Type of visit:
General education

8/4/2014-10/4/2014
Versailles, France

Working language:
English

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

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **teachers' and trainers' competences**

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Declining interest in science and uncertainty on how science supports progress, points to improving science teaching methods. To bridge the gap between science and education and disseminate science in action, the French National Institute for Agronomic Research (INRA) and the education institute (Ifé) develop innovative practices. Tutorials, training programmes and software are elaborated by Ifé instructors in collaboration with INRA researchers. Ranked the number one agricultural institute in Europe, INRA carries out research in food nutrition, agriculture and the environment. Ifé is expert in innovative pedagogy, e-teaching and web technologies. Both teams have a solid background in organising international events.

WHAT?

Participants will learn about:
- relationship between research and education through practices of INRA Research Centre of Versailles-Grignon and Ifé;
- INRA and Ifé new resources and practices for science teaching at high-school (biodiversity, sustainable development; the soil: a resource for sustainable agriculture; plant genetics; microbiology, etc.);
- results of these new practices.

HOW?

Participants will:
- meet professionals in research and education;
- visit research facilities;
- observe collaborative practices of teachers and scientists;
- experience new resources and practices;
- exchange ideas on production of educational resources;
- take part in discussions and roundtables.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visite a pour but d'explorer et de donner des pistes de travail pour construire de nouvelles ressources pédagogiques en sciences de la vie et de la terre à destination des professeurs de l'enseignement secondaire et de leurs élèves. La visite permettra de découvrir les pratiques collaboratives développées entre les enseignants formateurs de l'Ifé et les chercheurs de l'INRA. Les participants suivront des conférences, rencontreront des experts, s'impliqueront dans des ateliers, visiteront des classes qui utilisent ces ressources innovantes.

WWW.

www.versailles-grignon.inra.fr – http://acces.ens-lyon.fr
http://acces.ens-lyon.fr/acces/aLaUne/partenariat-inra-equipe-acces

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

Techniques et outils alternatifs pour l'apprentissage des sciences et d'une langue étrangère

Numéro de groupe: **217**

Phase 2

Type de visite:
Enseignement général

5/5/2014-9/5/2014
Baia Mare, Roumanie

Langue de travail:
Français

Nombre de places: **13**
Minimum requis: **6**

Mots clés:

- **communication dans une langue étrangère**
- **compétences des enseignants et formateurs**
- **sensibilité et expression culturelles**

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CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Notre important fond documentaire spécialisé et nos ressources humaines qualifiées nous permettent de partager notre expérience d'une approche alternative, ouverte et créative, de l'enseignement des sciences et d'une langue étrangère au lycée. Notre but est d'échanger sur des pédagogies créatives, constructivistes et inclusives, correspondant à une démarche d'enseignement personnalisé qui puisse répondre aux besoins de formation et de développement professionnels. La tradition de la pratique théâtrale francophone scolaire nous place au cœur de la question d'un apprentissage créatif et d'une approche ludique de la langue. Nous avons appris à cette occasion à mettre en valeur les compétences artistiques des élèves afin qu'elles soient utiles à leur apprentissage des sciences et du français langue étrangère (FLE). Notre lycée organisant depuis onze ans le plus important festival international de chanson francophone en Roumanie, nous proposons différents ateliers autour de la musique et du français qui s'inscrivent dans une dynamique plus large concernant plusieurs dizaines de professeurs et encore davantage d'élèves.

QUOI?

Le participant découvrira:

- des attitudes et réactions des élèves devant une approche créative;
- des mécanismes d'adaptation devant la nouveauté; des techniques créatives d'enseignement et apprentissage facilitées par l'usage des TICE (réalisation avec les apprenants de matériels pédagogiques multimédia, tels qu'émissions radio à l'aide d'Audacity, diaporamas à l'aide de windows movie maker, articles vikidia)
- des acquisitions facilitées par le jeu théâtral, par la chanson, par le texte littéraire et scientifique;
- des avantages de l'interdisciplinarité.

COMMENT?

Le participant:

- observera des pratiques de l'enseignement du FLE à l'aide de supports pédagogiques créatifs et artistiques;
- observera la mise en pratique du principe de l'enseignement d'une langue étrangère appliquée à des matières (EMILE), la géographie et l'économie;
- rencontrera le documentaliste et les professeurs formés aux pédagogies alternatives;
- réalisera une analyse SWOT d'un cas concret;
- assistera à la mise en œuvre d'un projet dédié à une acquisition autonome de connaissances par des modalités ludiques.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- inspecteurs d´enseignement et de formation professionnels,
- professeurs principaux, formateurs d´enseignants,
- chefs de départements,
- conseillers pédagogiques ou d´orientation,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants de services éducatifs, d´agences pour l´emploi ou de centres d´orientation,
- chercheurs.

WWW.

www.vizavi-edu.ro – http://cneminescu.licee.edu.ro
www.crefeco.org/display.php – http://chansonfrancophone2000.wordpress.com

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Meteorology as a means of interdisciplinary teaching

Group No: **218**

Round 2

Type of visit:
General education

12/5/2014-16/5/2014
Lyon, France

Working language:
English

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

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **teachers' and trainers' competences**

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CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Meteorology and climatology are not, strictly speaking, part of the French secondary school syllabus, but they are frequently used as interdisciplinary activities in science for project-based learning. High-level agreements bind the French national meteorological service (Meteofrance) and some regional educational authorities. Meteorology and climatology are regarded as providing good incentives for children and youngsters to learn fundamental sciences with less difficulty and more pleasure. The knowledge dissemination department of the French Institute for Education is a partner of MétéoFrance and Météo à l'École. Our work is crucial in providing French teachers with accessible and high-quality support and resources directly derived from research results or professional practice at Meteofrance. We own an automatic weather station for meteorological training and practising and have expertise in innovative pedagogy, eteaching, web technologies and multidisciplinary teaching.

WHAT?

Participants will learn about:
- how to teach meteorology through many disciplines;
- benefits of using meteorology for teaching in primary and secondary schools;
- arrangements set up at national and international levels;
- international partnerships (global approach to meteorology).

HOW?

Participants will:
- see different pedagogies for teaching meteorology in practice and in the curricula: history, geography, experimental sciences and mathematics;
- meet scientists and teachers;
- observe integration of meteorology teaching in different classrooms (primary and secondary);
- build a network and database to share good practices and information.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visite a pour but d'explorer et de donner des pistes de travail pour innover, dans l'enseignement primaire et secondaire, à partir d'un sujet commun : la météorologie. La visite permettra de consolider ses connaissances dans le domaine de la météorologie et son intégration dans l'enseignement. Les participants suivront des conférences, rencontreront des experts, s'impliqueront dans des ateliers, visiteront des classes qui utilisent la météorologie comme support d'enseignement. Ils seront intégrés dans un réseau d'enseignants internationaux travaillant dans ce domaine. De nombreuses pistes d'expérimentation pédagogiques dans ce domaine seront proposées.

WWW.

http://acces.ens-lyon.fr – www.edumeteo.org/
http://acces.enslyon.fr/acces/formation/formations/confs/meteo-a-lecole/
http://education.meteofrance.com/education/accueil

DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT **Information et communication**

Structuration et enjeux d'une politique d'éducation aux médias

Numéro de groupe: **219**

Phase 2

Type de visite:
Enseignement général

12/5/2014-16/5/2014
Bordeaux, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **compétence numérique**
- **compétences sociales et civiques**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

En France l'éducation aux médias d'information est inscrite dans le socle commun de connaissances et de compétences et repose sur la mise en oeuvre de nombreuses compétences transversales (compétences citoyennes, maîtrise de la langue, des TIC, autonomie et initiative, etc). L'académie de Bordeaux a initié en 2008 un pilotage particulier en matière d'éducation aux médias: apprendre aux élèves une pratique citoyenne des médias et les initier à la production d'information. Des dispositifs innovants, comprenant des partenariats pérennes avec des professionnels des médias, ont été développés dans l'enseignement secondaire pour structurer un réseau et permettre aux enseignants de faire évoluer leurs pratiques. Le rectorat de l'académie de Bordeaux et les services d'accueil (la délégation académique à l'éducation aux médias d'information et la délégation académique aux relations européennes et internationales) souhaitent impulser une dynamique autour de projets d'éducation aux médias européens.

QUOI?

Le participant découvrira:
- les particularités de l'éducation aux médias en France;
- des dispositifs académiques innovants au niveau structurel ou pédagogique;
- des activités menées par des équipes de praticiens des médias dans la classe et l'intérêt que les corps d'inspection portent à ces projets;
- les collaborations menées avec la délégation académique aux TIC autour de l'éducation à un usage responsable d'internet;
- les partenariats engagés avec les professionnels des médias.

COMMENT?

Le participant:
- échangera sur la politique européenne en matière d'éducation aux médias;
- dialoguera avec des enseignants, des chefs d'établissement et des inspecteurs pédagogiques, des compétences transversales mises en œuvre via ces projets et de l'évaluation des acquis des élèves;
- dialoguera avec des journalistes professionnels de la pertinence du travail en partenariat;
- rencontrera des élèves en situation d'analyse et de production médiatiques.

POUR QUI?

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

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WWW.

www.ac-bordeaux.fr/pedagogie/education-aux-media-clemi.html – www.clemi.org
www.ac-bordeaux.fr/europe-et-international.html

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

Les ressources culturelles locales pour approcher l'art à l'école primaire

Numéro de groupe: **220**

Phase 2

Type de visite:
Enseignement général

12/5/2014-16/5/2014
Cahors, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **sensibilité et expression culturelles**
- **éducation interculturelle**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Dans le département du Lot, musées, grotte, artothèque et autres ressources du patrimoine culturel et naturel local permettent aux enseignants des écoles primaires de construire des projets transdisciplinaires au service des apprentissages. «Les écritures», sujet transdisciplinaire, peuvent être exploitées en arts plastiques mais aussi en musique, théâtre et danse avec des liens en sciences, histoire, géographie, littérature, etc. La visite d'étude montrera le fonctionnement culturel départemental en lien avec les formateurs, enseignants et partenaires territoriaux (Conseil général, municipalités, etc.) et permettra d'échanger sur des projets de même nature.

QUOI?

Le participant découvrira:

- comment travailler sur un projet artistique «les écritures» du point de vue de l'enseignant et de l'élève;
- comment les enseignants construisent le parcours culturel de l'élève;
- comment utiliser les ressources locales en lien avec les partenaires;
- quels sont les enseignements artistiques (histoire des arts), en France, à l'école élémentaire.

COMMENT?

Le participant:

- visitera des sites (musée, grotte, centre d'art, etc.) et verra quelles exploitations en faire pour enrichir le parcours culturel;
- visitera une ou plusieurs écoles travaillant selon cette méthode, verra leur fonctionnement et découvrira le travail transdisciplinaire autour du parcours culturel de l'élève;
- suivra une animation en arts visuels;
- rencontrera et échangera avec des partenaires départementaux impliqués dans ce projet.

POUR QUI?

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

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WWW.

http://pedagogie.ac-toulouse.fr/lotec/artsvisuels – www.pechmerle.com
http://pedagogie.ac-toulouse.fr/lotec/action_culturelle/spip – www.musee-champollion.fr
http://pedagogie.ac-toulouse.fr/lotec/ecoleetcinema

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Developing competences and creativity – From pre-school to secondary education

Group No: **221**

Round 2

Type of visit:
General education

2/6/2014-6/6/2014
Zduńska Wola, Poland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Looking for attractive and effective methods of teaching, as well as strategies for learning is important as the Polish education system has been reformed, and the new national curriculum has already been introduced. Many schools in our region have successfully participated in different kinds of education projects – local, regional, national and European. A considerable number of teachers are now trying to grasp concepts related to individualised, innovative and student friendly teaching. Our teacher training centre is an institution that supports teachers in their efforts to make learning/teaching processes effective and innovative, and thus develop key competences of learners.

WHAT?

Participants will learn about:
• innovative approaches to teaching and learning in sciences, language skills, ICT, arts;
• initiatives to develop learners' key competences;
• non-conventional ways of developing pre-school children's ability to think creatively and act;
• good practices for developing students' digital and mathematical competences.

HOW?

Participants will:
• visit kindergartens and schools and observe teachers and tutors in action;
• share experiences and exchange ideas;
• observe training programmes for in-service teachers and their 'outcomes';
• participate in a workshop on creativity and innovative thinking.

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 local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Celem wizyty jest zaprezentowanie różnorodnych form pracy szkół i przedszkoli w zakresie doskonalenia kompetencji kluczowych. Chcemy pokazać działania nastawione na wykorzystanie potencjału intelektualnego uczniów, na rozwijanie kreatywnego myślenia. Pokażemy przykłady dobrej praktyki szkolnej oraz realizację projektów edukacyjnych. Uczestnikom wizyty studyjnej proponujemy:
- obserwację zajęć edukacyjnych w przedszkolach,szkołach podstawowych i gimnazjach;
- udział w warsztatach nt. rozwijania kreatywnego myślenia;
- udział w dyskusjach i spotkaniach z przedstawicielami lokalnego środowiska edukacyjnego;
- poznanie elementów kultury, tradycji i walorów krajoznawczych naszego regionu.

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WWW.

www.wodnsieradz.edu.pl

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Using web-based tools for flexible, innovative and creative teaching and learning

Group No: **222**

Round 2

Type of visit:
General education

16/6/2014-20/6/2014
Santiago de Compostela, Spain

Working language:
English

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

Keywords:

- **innovative approaches**
- **key competences**
- **learning to learn**

Organiser(s):

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Email: mtrigo@edu.xunta.es
Website:
http://ejournal.eduprojects.net/museo4

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

In Santiago de Compostela, schools and the university cooperate to modernise education through systemic integration and mainstreaming of innovative ICT solutions in formal education. The aim is to improve students' competences (especially ICT, language learning and entrepreneurship), and develop personalised learning and assessment techniques. A range of innovative and effective solutions have been identified and exploited in previous experiments focused on use of one-laptop-perchild or android devices, improving creative and flexible methods to promote problem-solving, ICT skills, entrepreneurial mindset and intercultural understanding.

WHAT?

Participants will learn about:
- personalised learning and assessment techniques to acquire key competences;
- on-line training and support for teachers;
- how to select suitable software;
- e-learning content and collaborative project methodologies;
- examples of best practice on e-learning materials, interactive multimedia content and collaborative learning.

HOW?

Participants will:
- observe use of web-based tools and how to integrate them in teaching and learning;
- share best practices in the use of 1:1 laptops which bring changes to pedagogy;
- meet teachers, local experts in use of ICT and in the lifelong learning programme;
- observe strategies to evaluate learning outcomes.

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 organizadores de esta visita han participado en proyectos de investigación y han desarrollado un modelo de e-learning, una programación para transferir y evaluar las competencias básicas. Los participantes aprenderán a desarrollar competencias digitales, integrar herramientas Web, la utilización de un ordenador por alumno en la enseñanza-aprendizaje y conocer las mejores estrategias y metodologías para desarrollar alumnos e-competentes y emprendedores que cuentan con las habilidades necesarias para incorporarse a nuevos trabajos dentro del mercado laboral europeo. Se realizarán talleres para la alfabetización digital e integración de recursos TIC en la enseñanza.

WWW.

http://europensemble.eu – http://efelcren.cesga.es
http://centros.edu.xunta.es/cpiocruce/etm

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Goals and benefits of co-teaching sciences and philosophy

Group No: **223**

Round 2

Type of visit:
General education

16/6/2014-20/6/2014
Lyon, France

Working language:
English

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

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

While co-teaching sciences and humanities is not a common practice in French schools (it is an experiment for volunteers), the knowledge dissemination department of the French Institute of Education has great experience in this field. We began four years ago with one group and last year we received recognition and support from the French Academy of Sciences. We have advertised the idea and 17 schools have already expressed an interest in working on the project. The organising team has developed interdisciplinary pedagogies that link astronomy, history of science and philosophy. The team also has expertise in innovative pedagogies, e-teaching and web technologies. It cooperates with researchers and has sound experience in organising national and international teacher training and exchanges.

WHAT?

Participants will learn about:
• co-teaching science and philosophy;
• benefits for teaching practices and learning and skills;
• how to organise co-teaching in the classroom;
• setting up an experiment at national and international levels;
• participation in international science and philosophy programmes.

HOW?

Participants will:
• meet scientists, philosophers, teachers, managers involved in this co-teaching programme;
• build an international network and a database to share ideas and practices;
• observe 'in situ' science and philosophy teaching (primary and secondary schools).

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visite a pour but d'explorer et de donner des pistes de travail pour innover dans l'enseignement secondaire sur les pédagogies de co-animation en sciences et philosophie. La visite permettra de confronter ses idées et de consolider ses connaissances grâce aux équipes de scientifiques, de philosophes et de professeurs associés à l'ENS-IFÉ (École Normale Supérieure, Institut Français de l'Éducation), de découvrir des expérimentations pédagogiques. Les participants suivront des conférences, rencontreront des experts, s'impliqueront dans des ateliers, visiteront des classes. Ils seront intégrés dans un réseau d'enseignants internationaux travaillant dans ce domaine.

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LEARNING MATHEMATICS AND SCIENCE

Bulgarian school experience of forming key competences in mathematics and science

Group No: **224**

Round 2

Type of visit:
General education

10/3/2014-14/3/2014
Sofia, Bulgaria

Working language:
English

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

Keywords:

- **competences in science and technology**
- **mathematical competence**
- **student assessment**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

Bulgaria has a good tradition of teaching mathematics and science. This is confirmed by successful performance of Bulgarian students in international mathematics and science Olympiads and forums. The host organisation is an institution associated with development and application of models and mechanisms for monitoring and evaluating quality of education. Participants will be introduced to models for monitoring and evaluating progress in forming students' key competences in mathematics and science.

WHAT?

Participants will learn about:
• good practices of teaching mathematics and science in comprehensive schools;
• good practice of extracurricular activities in mathematics and science;
• training students for Olympiads and competitions;
• opinions and estimates of representatives of various educational institutions;
• models for monitoring and assessment.

HOW?

Participants will:
• visit primary, general secondary schools, vocational secondary schools;
• observe teachers' work in classrooms;
• talk to teachers and pupils;
• talk to teachers from the university, developers, heads of schools and a local politician.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Учебната визита ще даде представа на участниците как се формират и развиват ключови компетенции по математика и природни науки в българските училища. Участниците ще се запознаят с моделите за мониторинг и оценка на напредъка във формирането на тези ключови компетенции у учениците, прилагани от ЦКОКО. Ще бъдат осигурени посещения и работни срещи в различни видове училища и образователни институции. Ще бъдат споделени добри практики на извънкласни форми на обучение и подготовка на изявени ученици за олимпиади и състезания.

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APPRENTISSAGE DES MATHÉMATIQUES ET DES SCIENCES

Sciences et TIC pour une école du futur

Numéro de groupe: **225**

Phase 2

Type de visite:
Enseignement général

24/3/2014-28/3/2014
Misilmeri (PA), Italie

Langue de travail:
Français

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

Mots clés:

- **apprendre à apprendre**
- **compétence numérique**
- **compétences en sciences et technologies**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Le collège Cosmo Guastella a une longue tradition d'interventions et de promotion dans le cadre du projet "Le Printemps de la Science". En collaboration avec les autres écoles du territoire, son objectif est de promouvoir la culture scientifique et technologique tout en sensibilisant les élèves à un comportement citoyen, et ce par le biais d'une bonne utilisation de plateformes e-learning, des réseaux sociaux et autres supports de communication informatiques. Notre collège s'attache en particulier à faire comprendre le rôle de la science et de la technologie dans la vie quotidienne. L'impact de l'urbanisation sur notre environnement est parmi les sujets d'étude. De nombreux exemples de bonne pratique venant de l'éducation formelle, informelle ou non formelle peuvent être partagés parmi les acteurs de l'éducation générale et en particulier parmi ceux qui travaillent sur la citoyenneté active. Le but de cette visite est aussi de développer des contacts et favoriser la diffusion de nouvelles méthodes pédagogiques dans la didactique des sciences.

QUOI?

Le participant découvrira:

- des initiatives pour améliorer l'utilisation des TIC dans l'éducation et la formation;
- l'apprentissage coopératif dans l'enseignement de la science et de l'éducation à la citoyenneté active;
- les méthodes, les outils et les stratégies utilisées dans l'enseignements des sciences par le biais des TIC.

COMMENT?

Le participant:

- rencontrera le directeur du collège et les enseignants impliqués dans ce projet, les représentants des autorités éducatives locales;
- participera à des ateliers et des conférences sur des sujets liés à l'apprentisage des sciences;
- observera le travail d'enseignement en salle de 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,
- représentants de réseaux et d´associations d´enseignement et de formation,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Questa visita nasce dall'esperienza che la Scuola Secondaria di I grado "Cosmo Guastella" ha maturato in questi anni attraverso " La Primavera della Scienza"e come l'uso delle TIC può aumentare la motivazione dei discenti. Tra gli obiettivi: promuovere la cultura scientifica e tecnologica, sviluppare, favorire e diffondere nuovi metodi pedagogici nella didattica delle scienze, valutare l'impatto ambientale dell'urbanizzazione attraverso le piattaforme e-learning, wiki e blog.

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LEARNING MATHEMATICS AND SCIENCE

Creativity increase in science teaching and learning

Group No: **226**

Round 2

Type of visit:
General education

7/4/2014-10/4/2014
Cracow, Poland

Working language:
English

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

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

In Poland, in 2009 a new curriculum was introduced. It promotes development of creative attitudes of students in accordance with the Lisbon strategy and objectives of the European qualifications framework. The challenge for education is how to build knowledge and attitudes of students, differently than in the past. Pedagogical University of Cracow offers opportunities to exchange experiences in science teachers training and present good practices related to use of alternative ways of science communication and mediation which support development of students' attitudes.

WHAT?

Participants will learn about:
- alternative public learning environments (such as science museums) for improving creativity in science learning and teaching;
- new approaches to organising science learning (new educational strategies for building a knowledge-based society);
- new ways of teacher training in alternative learning environments.

HOW?

Participants will:
- visit science institutions in Cracow with focus on crossdisciplinary approaches to science teaching;
- meet partners in science teaching, for example science museums, centres of science;
- participate in group discussions and workshops;
- observe science classes organised according to alternative strategies of teaching and learning;
- meet practitioners and policy-makers from Poland.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Celem wizyty jest zaprezentowanie modelu kształcenia studentów - przyszłych nauczycieli z wykorzystaniem alternatywnych publicznych środowisk komunikacji i mediacji przyrodniczej, wypracowanego przez Zakład Edukacji, Komunikacji i Mediacji Przyrodniczej Uniwersytetu Pedagogicznego w Krakowie. Współpraca z instytucjami takimi jak muzeum przyrodnicze i centra nauki istotnie rozszerzyła możliwości kreatywnego uczenia się i nauczania przedmiotów przyrodniczych i wpłynęła na koncepcje podejmowanych badań. Wizyta umożliwi promocje dobrych praktyk pedagogicznych i upowszechnianie kultury przyrodniczej.

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LEARNING MATHEMATICS AND SCIENCE

Developing an experimental approach to science in primary schools

Group No: **227**

Round 2

Type of visit:
General education

19/5/2014-23/5/2014
Poitiers, France

Working language:
English

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

Keywords:

- **competences in science and technology**
- **innovative approaches**
- **learning outcomes**

CATEGORY OF THEMES:

Promoting acquisition of key competences throughout the education and training system

WHY?

France has implemented an innovative initiative in science teaching in primary schools called 'La main à la pâte' (hands-on work). This initiative, developed by the Nobel prize laureate Georges Charpak in 1996 provides for a more dynamic and attractive teaching and learning process of science in primary schools. ESEN – the National College for Education Management – devises and implements initial and continuing training courses for the French Ministry of Education's administrative and educational executive staff. One of its missions is to disseminate results of pedagogical innovations, such as this on an experimental approach to science teaching in primary schools.

WHAT?

Participants will learn about:
- science teaching in primary schools in France;
- an experimental approach implemented nationally, mainly through 'La main à la pâte' project;
- innovative experiments undertaken in European countries taking part in the visit.

HOW?

Participants will:
- attend a presentation of the French view of science teaching in primary schools and describe the situation in their own countries;
- visit schools to see how is experimental approach integrated into science teaching;
- take part in analysis groups and think tanks with ESEN's students and have an opportunity to share ideas and comparative analyses.

WHOM?

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

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POSSIBILITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

Pourquoi et comment accueillir et scolariser des enfants de 2 à 5 ans

Numéro de groupe: **228**

Phase 2

Type de visite:
Enseignement général

19/5/2014-23/5/2014
Poitiers, France

Langue de travail:
Français

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

Mots clés:

- **enseignement pré-primaire**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

La France accorde une place importante à l'enseignement pré-primaire qui est reconnu de bonne qualité. Mais il y a des interrogations sur l'âge le mieux adapté (deux ans? trois ans?) pour commencer les apprentissages et réussir au mieux ces débuts de scolarisation. ESEN, l'École supérieure de l'éducation nationale, est un service à compétence nationale dont la mission principale est d'assurer la formation initiale et continue des cadres de l'éducation nationale, de l'enseignement supérieur et de la recherche (inspecteurs, chefs d'établissement, cadres administratifs et financiers, etc.). L'ESEN souhaite amener des responsables européens de l'enseignement à réfléchir et échanger avec des cadres français en formation désireux de poursuivre une coopération européenne, sur les bonnes pratiques dans l'enseignement pré-primaire.

QUOI?

Le participant découvrira:
- la place qui est réservée en France à l'enseignement pré-primaire;
- l'articulation entre l'enseignement pré-primaire et l'enseignement primaire;
- les expérimentations menées par certaines écoles maternelles françaises concernant l'apprentissage de la lecture et de l'écriture;
- les expériences innovantes conduites dans les différents pays européens représentés à cette visite d'étude.

COMMENT?

Le participant:
- assistera à la présentation de l'enseignement préprimaire en France et exposera la situation de son propre pays;
- se rendra dans des écoles pour voir les activités proposées et s'entretenir avec les maîtres;
- participera à des groupes d'analyse et de réflexion.

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,
- 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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PERSONALISED LEARNING APPROACHES

Diversity and individualisation in education

Group No: **229**

Round 2

Type of visit:
Mixed

10/3/2014-14/3/2014
Salzburg, Austria

Working language:
English

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

Keywords:

- **communication in the mother tongue**
- **cultural awareness and expression**
- **migrants and minorities**

CATEGORY OF THEMES:

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

WHY?

In a context of globalisation and trends towards individualisation, this visit will look at pedagogical diversity and how educational institutions deal with diversity. Diversity pedagogy, a concept that explicitly takes a differential perspective, will be introduced. Integration and individualisation in a migrant society and the implications for education will be discussed. Primary and secondary schools with a high level of students from migrant backgrounds will be visited. Discussions with experts about language and migration and diversity pedagogy will focus on the specific perspective of everyday practical fairness in schools.

WHAT?

Participants will learn about:
- initiatives to improve diversity pedagogy in schools, administrative school boards and educational institutions;
- methods and tools used in primary and secondary schools with a high level of children from migrant backgrounds;
- languages, cultures and traditions as resources in early childhood and primary education;
- new approaches to language learning and use of mother tongue;
- how integration, diversity and individualisation are approached in several European educational systems.

HOW?

Participants will:
- visit schools and centres with a high level of learners from migrant backgrounds;
- meet headteachers and teachers, visit classrooms;
- meet experts and observe research studies;
- compare curricula under diversity pedagogy.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Dieses Seminar thematisiert pädagogische Vielfalt und die Antwort der Bildungseinrichtungen auf Vielfalt. Kulturelle, sprachliche und individuelle Unterschiede führen zu einer Veränderung organisatorischer Strukturen und pädagogisch-didaktischer Handlungsmuster. Zusammenhänge zwischen dem Einzelnen und dem System sowie deren Einfluss auf Entscheidungsprozesse werden angesprochen. Die Teilnehmer/innen besuchen Schulen und Bildungseinrichtungen und diskutieren mit Expert/innen aus dem Bildungsbereich relevante Fragen zur Vielfalt an Schulen. Ziele sind Erfahrungsaustausch und Bewusstseinsbildung zum individuellen Umgang mit Heterogenität.

WWW.

http://integration.ie/website/omi/omiwebv6.nsf/page/AXBN-83GM8P16232912-en/$File/Diversity_at_School[1].pdf – www.societyfordiversity.at
www.hrweb.at/2011/01/diversity-in-osterreich-charta-der-vielfalt/
www.bka.gv.at/site/cob_33407/6639/default.aspx – www.som-project.eu

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PERSONALISED LEARNING APPROACHES

A view on inclusive practices

Group No: **230**

Round 2

Type of visit:
General education

10/3/2014-14/3/2014
Sintra, Portugal

Working language:
English

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

Keywords:

- **digital competence**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

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

WHY?

The Department of Education of the Sintra Municipality works very closely with the council schools. Sintra's schools implement projects and pedagogical practices in social inclusion of children with special needs. It is up to the schools and the teachers to play an active role in finding solutions for developing of abilities which may enable these children to integrate themselves as active and useful citizens.

WHAT?

Participants will learn about:
- school projects and good practices to ease inclusion of students with special needs;
- partnerships between schools and social partners;
- resource centres that attend to special needs students;
- digital tools given to students to accommodate their specific needs and promote learning through technology;
- teachers' training in the technological area adapted to special needs students.

HOW?

Participants will:
- visit schools in Sintra, which have been developing pedagogical practices for special needs;
- visit resource centres and observe daily activities;
- observe teachers, educational technicians and students in the classroom;
- meet partners involved in achieving success with special needs students;
- reflect upon and discuss the content of the visit.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Esta visita destina-se a dar a conhecer os projetos e boas práticas, levados a cabo em algumas escolas do concelho de Sintra, na área da inclusão social de jovens com necessidades educativas especiais. Cabe à escola e aos professores um papel muito ativo conducente à resolução destas problemáticas através do desenvolvimento de competências que permitam aos jovens uma boa integração na vida ativa. Existem experiências e projetos nesta área, tanto das escolas como de diferentes parceiros sociais. É feita uma aposta na manipulação de tecnologias da informação e comunicação perspetivadas enquanto instrumentos de mediação comunicativa e cognitiva em ambientes de educação especial.

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http://sitio.dgidc.min-edu.pt/especial/Paginas/default.aspx
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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Prevention, monitoring and reducing school drop-out in Luxembourg

Group No: **231**

Round 2

Type of visit:
Mixed

17/3/2014-21/3/2014
Luxembourg, Luxembourg

Working language:
English

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

Keywords:

- **drop-outs**
- **lifelong guidance**
- **personalised learning**

CATEGORY OF THEMES:

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

This visit is organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

WHY?

Reducing school drop-out below 10% is one of the objectives of Europe 2020 strategy. Luxembourg, aware of the problem, has developed and implemented several measures that helped reduce school drop-outs from 17.2% in 2003-04 to 9% in 2011. National policy to combat school dro-pout is a combination of complementary measures offered by public or semi-public organisations - schools, youth services, guidance services, etc. “Action locale pour jeunes” (ALJ) is the centerpiece of this network. Systematic monitoring is performed and documented by the statistical service of the Ministry of National Education and Vocational Training (MEN). During the visit the Luxembourg model and initiatives will be presented. What are the keys to success and the difficulties and lessons learned during the implementation process? The visit is organised by the National Agency for the Lifelong Learning Programme (Anefore) in collaboration with MEN and ALJ. Though the working language of the visit will be English, presentations can be in French; a basic knowledge of French to participate in this visit is advisable.

WHAT?

Participants will learn about:
- national policy on reducing school drop-outs;
- measures and national initiatives for prevention, fast identification of potential drop-out candidates, monitoring and support, reintegration and alternative offers;
- difficulties encountered and solutions.

HOW?

Participants will:
- visit different organisations in charge of preventing school drop-outs;
- meet stakeholders involved in implementing national policy;
- observe situations in a real environment.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of employers’ organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Piloting a model for an after-school centre with Roma children in Slovakia

Group No: **232**

Round 2

Type of visit:
General education

2/4/2014-4/4/2014
Rimavská Seč, Slovakia

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Providing disadvantaged Roma children with extracurricular support in primary education to reduce their overrepresentation in special education and increase their participation in high school education is a challenge. Drawing on experience in the EU and with support from the Roma education fund, the first after-school centre in Slovakia at Rimavská Seč has successfully supported 249 elementary school students with extra lessons and structured free-time activities. Throughout the current project, the NGO Ternipe has supported 70 Roma children applying the Tanoda methodology - extracurricular support for improvement of their school results. The principles of the methodology are education in small groups based on individual plans, lessons in the afternoon from other than primary school teachers. NGO Ternipe decided to host the visit to share its experience in implementing the model and to solicit input from participants on possible refinements to its approach.

WHAT?

Participants will learn about:
- after-school Tanoda model applied in the Hungarian experience;
- challenges associated with applying the model in Slovakia;
- difficulties faced by Roma children in primary education and potential of the model for addressing them.

HOW?

Participants will:
- observe after-school centre in Rimavská Seč;
- meet children, their parents and teachers from the centre;
- talk to representatives of the Roma education fund, local government of Rimavská Seč, primary school and NGO Ternipe.

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.

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WWW.

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MESURES VISANT À PRÉVENIR L'ABANDON SCOLAIRE

Orienter et motiver pour prévenir l'abandon scolaire

Numéro de groupe: **233**

Phase 2

Type de visite:
Enseignement général

7/4/2014-11/4/2014
Salerne, Italie

Langue de travail:
Français

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

Mots clés:

- **abandons**
- **apprentissage personnalisé**
- **insertion sociale**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

L'échec scolaire prend des proportions dramatiques dans les régions du Sud de l'Italie tel que dans la région de Campania où le taux de jeunes abandonnant l'enseignement avant la fin du secondaire est de 22%, avec une pointe de 34% dans certaines zones et de 35% à Naples. Les abandons se concentrent sur la première année du lycée, les établissements les plus concernés étant les lycées d'enseignement professionnel, technique et artistique. La proposition de cette visite vient de la conviction que pour favoriser la réussite scolaire d'un jeune il est indispensable d'être à son écoute et de répondre à ses besoins spécifiques. Le Département de sciences humaines, philosophie et formation de l'Université de Salerne, en réseau avec d'autres acteurs territoriaux, encourage et soutient l'action menée par les écoles pour lutter contre l'échec scolaire, par des stratégies spécifiques intégrant des initiatives d'orientation et l'élaboration de parcours d'études personnalisés. Le but de cette visite est le partage d'expérience et l'élaboration de partenariats.

QUOI?

Le participant découvrira:

- les actions mises en place par l'Université de Salerne et ses partenaires pour lutter contre l'abandon scolaire, telles que des initiatives spécifiques d'orientation et l'élaboration de parcours personnalisés;
- les différentes orientations locales sur ce sujet et les enjeux;
- les méthodes et outils utilisés dans des écoles ayant réalisé des pratiques éducatives porteuses de résultats.

COMMENT?

Le participant:

- visitera l'Université de Salerne, des écoles et des instituts de formation d'enseignants;
- observera les pratiques mises en oeuvre;
- réfléchira et échangera sur ces thématiques avec des experts en communication, notamment sur les stratégies inclusives.

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 services éducatifs, d´agences pour l'emploi ou de centres d´orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

WWW.

http://ec.europa.eu/education/school-education/leaving_fr.htm
www.territorialintelligence.eu/
www.unisa.it/dipartimenti/dip_scienze_umane_filosofiche_e_della_formazione/index
www.territorial-intelligence.eu/index.php/eng/Scientific-events/Seminars/Salerno-2012

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Training guarantee for everybody: good practices for equal opportunities in education and training

Group No: **234**

Round 2

Type of visit:
Mixed

7/4/2014-11/4/2014
Turku, Finland

Working language:
English

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

Keywords:

- **drop-outs**
- **lifelong guidance**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

In Finland, it has been estimated that for every youngster who drops out permanently from the labour market, it will cost society EUR 1 million before they reach the age of 60. The aim of this visit is to give participants a view of guidance from comprehensive education to vocational education and from vocational education to working life, and support in vocational education in Turku, Finland. A new law to guarantee youngsters a study or working place after studies is coming, so guiding and transition from education and training to the world of work is very current. Turku Vocational Institute supports students' learning and personal growth, development of personnel, development of teaching methods and connections with working life and regional cooperation.

WHAT?

Participants will learn about:

- guidance, support, cooperation and flexible models that help youngsters get into or stay in secondary education;
- guidance system from comprehensive education to vocational education and from vocational education to working life;
- support system for vocational education in Turku targeting youngsters (especially those with special needs), providing teachers and guidance personnel with new tools and models;
- cooperation between teachers and guidance personnel;
- flexible learning environments.

HOW?

Participants will:

- visit a vocational institution, upper secondary schools, comprehensive schools and guidance centre that have developed new guidance systems for youngsters;
- meet guidance staff working with youngsters and observe teachers and students at work;
- talk to decision-makers and managers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opintovierailun tarkoituksena on esitellä osallistujille suomalaista oppilaiden ja opiskelijoiden ohjausjärjestelmää, eri kouluasteitten yhteistyötä oppilaiden ja opiskelijoiden ohjaamiseksi kouluasteelta toiselle, ammatillisesta koulutuksesta työelämään tapahtuvaa ohjausta sekä tukitiimin toimintaa ammatillisessa koulutuksessa. Uusi laki koulutustakuusta koulutuspaikan tai työpaikan takaamiseksi valmistumisen jälkeen ja siihen liittyvät toimenpiteet ovat ajankohtaisia Suomessa. Turun kasvatus- ja opetustoimi on ollut kehittämässä monia oppilaiden ja opiskelijoiden ohjaukseen tarkoitettuja työskentelymalleja koulutusasteelta toiselle ja/tai työelämään siirtymisen helpottamiseksi.

WWW.

www.turku.fi – www.turkuai.fi – www.koulutustakuu.fi/?page_id=120 – www.oph.fi/english

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Performing arts as an instrument for social inclusion and cultural promotion

Group No: **235**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Chiusi, Italy

Working language:
English

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

Keywords:

- **extra-curricular activities**
- **intercultural education**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

The Association 'Ragazzi in Gamba' has the specific aim to promote performing arts at school. This association has organised for 50 years interregional festivals and a national festival to compare, in a spirit of friendship, different experiences gained in schools; these experiences, as 'non-formal education', have a key role in promoting integration of people from different cultures, besides providing students with motivation and incentives for developing their personalities, especially when their performances in the formal curriculum are not satisfactory. The organiser of the visit, in conjunction with the national festival, will give visitors the opportunity to discuss the educational value of theatre, compare different experiences and make contacts for future cooperation in European projects.

WHAT?

Participants will learn about:
- use of theatre, singing, figurative arts and handling to increase self-appreciation of students at risk of dropping out of school;
- importance of non-formal education in developing personalities of young people;
- the inclusive role of performing arts in the planning stage of educational routes directed at all students;
- specific role of the theatre to plan routes for social and cultural integration;
- role of the theatre to spread specific cultural content.

HOW?

Participants will:
- take part in theatre workshops for students of primary and secondary schools;
- take part in workshops with experts on plays designed for and acted by young people;
- watch plays presented by schools invited to the festival 'Ragazzi in Gamba' in Chiusi.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'Associazione "Ragazzi In Gamba" non ha scopi di lucro e/o condizionamenti politici. Realizza da 50 anni la Rassegna Nazionale di Teatro, Folklore, Musica, Danza ed Arti Figurative aperta a tutte le scuole di ogni ordine e grado. Essa si articola in Rassegne Interregionali ed in una Rassegna Nazionale che si tiene nella Città di Chiusi a Maggio. Alla Rassegna di Chiusi convengono circa 30 scuole i cui lavori si sono caratterizzati per originalità, dimensione educativa, articolazione scenica e recitativa. Caratteristica precipua della Rassegna è quello di non attribuire alcun premio, in quanto essa non prevede né classifiche, né vincitori. I Visitatori incontreranno a Chiusi le realtà più significative della Scuola Italiana presenti con i propri lavori e scambiare con loro opinioni.

WWW.

www.ragazzingamba.eu

Organiser(s):

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Creating a safe environment at school

Group No: **236**

Round 2

Type of visit:
General education

5/5/2014-9/5/2014
Vilnius, Lithuania

Working language:
English

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

Keywords:

- **drop-outs**
- **parents involvement**
- **school environment**

CATEGORY OF THEMES:

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

WHY?

One of the main strategic outlines of education policy in Lithuania is creating a safe school environment for pupils to learn. Over the years certain measures have been developed and now these measures are being realised, aimed at assisting students, teachers and the whole school community to prevent violence. A function of the National Centre for Special Needs Education and Psychology under the Lithuanian Ministry of Education is implementation of violence and bullying prevention programme in schools nationwide. We have gained considerable experience in dealing with such programme as we also cooperate with several institutions.

WHAT?

Participants will learn about:
- opportunities for violence and bullying prevention in education;
- new approaches to assess and control the number of dropouts in Lithuania;
- significance of parental skills programmes in prevention of violence;
- NGO participation in violence prevention;
- measures which help children return to school;
- special system of violence and bullying prevention, programme aimed at preventing school dropout.

HOW?

Participants will:
- visit an elementary school, high school and youth school;
- observe work of a group of parents in an institution of pedagogical psychological service;
- visit a non-governmental organisation that implements violence prevention programme in schools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizito dalyviams siekiama pristatyti smurto ir patyčių prevencijos sistemą Lietuvos švietimo įstaigose, nuo bendrojo ugdymo mokyklos lygmens, jaunimo mokyklos, pedagoginės psichologinės tarnybos iki Specialiosios pedagogikos ir psichologijos centro bei Lietuvos Respublikos švietimo ir mokslo ministerijos. Dalyviai susipažins su smurto ir patyčių prevencijos programos priemonėmis, keliančiomis mokinių mokymosi motyvaciją, padedančiomis kurti saugią aplinką. Pedagoginėje psichologinėje tarnyboje dalyviai susipažins su švietimo pagalbos teikimo sistema, tėvams skirtomis prevencinėmis programomis, jiems bus pristatyta vienos pasirinktos nevyriausybinės organizacijos prevencinė veikla.

Organiser(s):

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WWW.

www.sppc.lt – www.smm.lt

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Inclusive learning and work opportunities: international good practices in comparison

Group No: **237**

Round 2

Type of visit:
General education

4/3/2014-7/3/2014
Palermo, Italy

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Are current strategies for disabled people in Europe to address their learning needs for total integration into the world of work effective? In Italy, we have advanced legislation on the rights of the disabled and their employment but there is a gap between the actual situation and disabled people's needs. In Palermo there is growing interest and commitment from institutions, social associations and other bodies. Associazione Uniamoci Onlus is a non-profit organisation that works on disabled people's social inclusion through projects promoting rights of the disabled. International comparison of practical aspects of learning and inclusion of the disabled can lead to an improvement in commitment at local and international levels.

WHAT?

Participants will learn about:
- rights of people with disabilities as stated in the UN Convention;
- effective methods and approaches to promote inclusion in education and training;
- disabled people's needs (including social) when entering the world of work.

HOW?

Participants will:
- meet a member of the Italian delegation negotiating the UN Convention on the rights of persons with disabilities;
- meet social workers of Palermo's town council implementing measures for an integrated system of social intervention and services;
- meet teachers of professional courses for the disabled.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Questa è una visita di studio che mira a creare le basi per un effettivo miglioramento delle azioni volte all'inclusione educativa e lavorativa dei soggetti diversamente abili a livello internazionale. L'obiettivo è quello di confrontare gli orientamenti legislativi ed operativi nei diversi paesi, arricchirli di esperienze concrete e validate di buona prassi, individuando modalità pratiche per implementare azioni inclusive vicine alle necessità di apprendimento e lavorative dei soggetti disabili ed all'offerta e alle necessità delle Istituzioni Sociali. Tali attività saranno stimolate da visite in centri ed Istituzioni locali impegnate in questo nonché da incontri con soggetti promotori di iniziative di inclusione.

Organiser(s):

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WWW.

http://cud.unipa.it/ – www.edscuola.it/archivio/handicap/inclusiva.html
www.disabilitaincifre.it/descrizioni/integrazione_scolastica.pdf
http://web.tiscalinet.it/mediazionepedagogica/anno_02/numero_01/Magazzini/par05.htm

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Play it again Sam: projects for inclusive education that foster learning for all

Group No: **238**

Round 2

Type of visit:
General education

17/3/2014-21/3/2014
Torino, Italy

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **education and training attainment**

CATEGORY OF THEMES:

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

WHY?

Our region has been an area of high immigration for a long time. This has had an impact on schools and required new strategies to take advantage of newcomers' skills in disadvantaged social classes. There are examples of good practice that have been developed with economic investment from the State, local authorities and private sector. Over the years they have supported many different projects to overcome the problem. The institution 'la casa degli insegnanti' was created in 2008 to support education. Members are teachers and head teachers, experts in organisation, school curricula, evaluation and self-evaluation of schools and teacher's training. They offer courses, conferences, workgroups for teachers in different fields that deal with education.

WHAT?

Participants will learn about:
• inclusive attitudes during the first years of school;
• initiatives to promote conclusion of the first cycle of studies;
• initiatives that promote conclusion of compulsory education at the age of 16 and avoid dropping out of training;
• training programmes for adult retraining.

HOW?

Participants will:
• visit different schools;
• talk to experts from both school and the local community;
• observe teachers in the classroom;
• meet teachers and students;
• observe work carried out in schools in disadvantaged areas.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Poiché la finalità della scuola è formativa, l'obiettivo della visita di studio è offrire agli ospiti esempi di buone pratiche per una scuola inclusiva. Mostreremo in che modo nell'area torinese si portano avanti progetti per favorire la buona riuscita scolastica fin dai primi anni di scuola. Focalizzeremo lo sguardo su programmi per alunni svantaggiati per evitare il drop out. Visiteremo centri per l'educazione degli adulti per il recupero del titolo di studio e la riqualificazione professionale. Proporremo progetti in progress che si sono sviluppati negli anni con investimenti da parte dello Stato, degli Enti Locali e del Privato Sociale.

Organiser(s):

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WWW.

www.lacasadegliinsegnanti.it

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Equal opportunities in education through policy and consultation with local stakeholders

Group No: **239**

Round 2

Type of visit:
Mixed

17/3/2014-21/3/2014
Ghent, Belgium

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **pre-primary learning**

Organiser(s):

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www.ond.vlaanderen.be/gok/lop/

CATEGORY OF THEMES:

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

WHY?

Flemish education scores well in international comparisons, but the gap between the best performing and the lowest performing pupils is worrisome. With local platforms of concertation for equal opportunities (LOPs), the Flemish authority wants to set up consultation between local education partners and other local stakeholders to improve equal opportunities. Participants will learn about the LOP working method and other aspects of the policy.

WHAT?

Participants will learn about:

- Flemish equal opportunity policy, with special attention on support based on pupils' characteristics, specific regulations for school enrolment, participation in preprimary learning and organisation of pupil guidance centres (CLB);
- specific input of the Agency for Educational Services (AgODi, part of the Ministry of Education and Training) through projects that form a bridge between education and the labour market (JoJo, VeVe), ICT projects for data collection (discimus) and organisation of 70 LOPs (local platform of concertation).

HOW?

Participants will:

- observe local equal opportunities policy from a thorough environment analysis;
- visit pre-primary and primary schools and observe the strategy against early school-leaving;
- study the local approach to school enrolment considering social mix, good communication with parents and involvement of intermediary partners;
- experience how newcomers speaking a foreign language are received.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Het Vlaamse onderwijs scoort in internationale vergelijkingen goed, maar de grote kloof tussen de best presterende leerlingen en de zwakst presterende leerlingen baart zorgen. In het bijzonder voor kinderen uit sociaal zwakkere milieus is onderwijs niet altijd een springplank naar een betere positie in de samenleving. Met de lokale overlegplatforms voor gelijke onderwijskansen wil de Vlaamse overheid overleg opzetten tussen lokale onderwijspartners en andere lokale stakeholders met het oog op het verhogen van gelijke onderwijskansen.

WWW.

www.agodi.be – www.ond.vlaanderen.be/gok/lop

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Women in renewable energy and energy efficiency companies: opportunities and challenges

Group No: **240**

Round 2

Type of visit:
Mixed

24/3/2014-27/3/2014
Berlin, Germany

Working language:
English

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

Keywords:

- **competences in science and technology**
- **gender equity**
- **lifelong guidance**

CATEGORY OF THEMES:

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

WHY?

Germany's labour market is experiencing a boom of green jobs - a great chance for women traditionally underrepresented in the lucrative MINT professions. Studies show that women are more attracted to technical professions, if these imply environmental and sustainability aspects. Nevertheless, the result in numbers is not as high as expected. This could be another missed chance regarding gender equality, while severe shortage of skilled workers is alarming the affected industries. In cooperation between schools, enterprises, training centres and job coaches various tools to improve attractiveness and access to the technical labour market for women was developed and tested: gender sensitive vocational orientation, training and marketing, change and work-life-balance concepts, gender justice assessments and technical pre-primary learning. LIFE e. V. has 25 years of experience with women's orientation towards technical professions.

WHAT?

Participants will learn about:
• requirements and competences for green jobs;
• examples of good practice to win more women over to technical professions;
• methods for gender sensitive orientation, training and job-marketing.

HOW?

Participants will:
• visit green companies, projects and schools with gender-related training;
• meet job coaches and representatives of human resources departments to discuss needs of the labour market and organisational and financing measures;
• exchange experiences related to future work and life concepts.

WHOM?

• Company training managers, and human resource managers,
• directors of education and vocational training institutions, centres or providers,
• head teachers, teacher trainers,
• owners/managers of SMEs,
• 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:

Der deutsche Arbeitsmarkt erlebt eine rasante Entwicklung im Bereich der Erneuerbaren Energien. Fachkräfte werden dringend gesucht - eine große Chance für Mädchen und Frauen. Studien belegen, dass gerade die Umweltaspekte den Bereich für Frauen attraktiv machen. Doch aktuell finden nur wenige den Zugang zu dieser zukunftssichernden Branche. Woran liegt das? Was sind die Praxisanforderungen? Wie können Berufsorientierung, -training, -marketing und Work-Life-Balance-Konzepte erfolgreicher ausgerichtet werden? LIFE e.V. hat 25 Jahre Erfahrung mit gendergerechter Berufsorientierung und Bildung.

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www.kompetenzenerneuerbareenergien.de – www.ib-vogt.com – www.dena.de
www.adlershof.de/en

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Supporting access to VET for disadvantaged groups

Group No: **241**

Round 2

Type of visit:
VET

25/3/2014-28/3/2014
Dublin, Ireland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

As with many European countries, composition of the Irish work force has dramatically changed in the last years. Investing in equality and diversity is central to mobility and development of a changing workforce. Adult learning plays a key role in responding to social exclusion. Flexible and diverse learning pathways in VET are vital in supporting access and removing barriers for disadvantaged groups. This visit will explore mechanisms in place for learners from all groups experiencing inequality as well as a range of initiatives in VET that attempt to promote equality of participation and social inclusion. It will examine a broad range of equality issues including socioeconomic disadvantage, ethnic minority inclusion promoting a broader representation of women and older people in vocational training and highlight challenges and successes in these inclusion initiatives.

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 VET organisations implementing a range of equality and inclusion initiatives;
- observe and meet trainers, teachers and learners involved in inclusion and equality programmes;
- explore inclusive initiatives in an Irish and European context.

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.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Human health and social work activities

Including the excluded

Group No: **242**

Round 2

Type of visit:
Mixed

31/3/2014-4/4/2014
Katowice, Poland

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **social inclusion**
- **social partners**

CATEGORY OF THEMES:

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

WHY?

Silesia is the region with the most concentrated population in Poland, rising rate of unemployment and health problems, so it had to develop effective methods for preventing social exclusion. There are many institutions which provide innovative and successful practices dealing with this problem. Metis is a public regional centre responsible for psychological and pedagogical aspects of education. It cooperates with institutions mentioned above and organises and runs inservice training, seminars, workshops and supervision of teachers and caregivers.

WHAT?

Participants will learn about:
- programmes of exclusion prevention and psychopedagogical support for students with special educational needs;
- how to improve skills of providing workshops/seminars for teachers;
- concepts and projects that can be implemented in national and regional educational policy.

HOW?

Participants will:
- visit integrative schools at each education level and talk to teachers and students;
- visit institutions giving a second educational chance to students at high exclusion risk and counselling centres working in disadvantaged areas;
- meet heads of schools and centres, teachers, guidance counsellors and trainers etc.;
- share experience on exclusion prevention and psychopedagogical support for students with special needs.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- 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:

Celem wizyty jest prezentacja efektywnych metod pracy z uczniami zagrożonymi wykluczeniem. Planujemy wizyty w szkołach integracyjnych realizujących autorskie programy wspierania uczniów ze specjalnymi potrzebami edukacyjnymi. Podczas wizyty zaprezentowane zostaną również instytucje oferujące drugą szansę edukacyjną dla uczniów ze środowisk defaworyzowanych, odwiedzimy młodzieżowy ośrodek wychowawczy, zakład poprawczy, szkołę uzupełniającą dla dorosłych, szkolny ośrodek dla dzieci głuchych i niedosłyszących. Zapoznamy uczestników także ze specyfiką usług Poradni Psychologiczno Pedagogicznej oraz Regionalnego Ośrodka Metodyczno- Edukacyjnego Metis doskonalącego pracę powyższych instytucji.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Creative community learning for social inclusion

Group No: **243**

Round 2

Type of visit:
Mixed

1/4/2014-4/4/2014
London, England, United Kingdom

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **innovative approaches**
- **migrants and minorities**

CATEGORY OF THEMES:

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

WHY?

Despite various national and local government policies to address inequality, migrant communities continue to be socially excluded and feel marginalised. The African Caribbean Womens Development Centre (ACWDC) is isolated in Waltham Forest - an outer London borough with varying levels of deprivation and poverty by side some more affluent parts. Although it was one of the Olympic boroughs, it still has above average (across London) unemployment rates. Community development principles underpin strategies for developing learning opportunities which target migrant communities who are disadvantaged for many complex reasons. ACWDC is a migrant-led charitable learning organisation which has been providing accredited and non-accredited community learning opportunities for over 25 years. ACWDC would like to share strategies and methods on how to provide creative community learning opportunities to disadvantaged groups.

WHAT?

Participants will learn about:
• creating learning opportunities which can meet different government policies and priorities;
• methods and tools used in developing community learning programmes;
• approaches to overcome barriers to learning;
• innovative ways of sharing resources.

HOW?

Participants will:
• visit community learning facilities that have engaged disadvantaged communities;
• observe teachers/tutors teaching in community settings;
• meet different practitioners working in disadvantaged areas.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• 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.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Human health and social work activities

Friendly hand for social integration

Group No: **244**

Round 2

Type of visit:
Mixed

7/4/2014-11/4/2014
Konya, Turkey

Working language:
English

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

Keywords:

- **adult learning**
- **social inclusion**
- **volunteering**

CATEGORY OF THEMES:

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

WHY?

The host is an NGO founded in 2001 in Konya. We have been arranging different programmes for disadvantaged groups in cooperation with different stakeholders such as chambers of commerce, the municipality and the Education Directorate of Konya. We have facilities in African countries and have been providing the following services:
• vocational training programmes;
• projects for youngsters to prevent young marriage;
• social and cultural programmes for pupils who live in rural areas;
• free garment bank services;
• free food bank for people in need;
• different educational and cultural projects for disadvantaged groups;
• free accommodation services for relatives of people in hospital;
• library services for adults.
We would like to share our experiences.

WHAT?

Participants will learn about:
• how to reach disadvantaged groups;
• how to cooperate with different stakeholders;
• how to run free services for people;
• communication among disadvantaged groups;
• how to employ unemployed disadvantaged groups.

HOW?

Participants will:
• visit our organisation and others working for the same target groups;
• observe courses arranged with other stakeholders;
• observe a free garment bank;
• visit villages with our volunteers to identify disadvantaged groups and their needs.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• directors of guidance centres,
• directors of validation or accreditation centres,
• educational and vocational training inspectors,
• heads of departments,
• human resource managers,
• pedagogical or guidance advisers,
• representatives of chambers of commerce/industry/crafts,
• researchers.

Organiser(s):

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Reducing reoffenders by working with the whole family in a prison and community setting

Group No: **245**

Round 2

Type of visit:
General education

29/4/2014-2/5/2014
Bridgend, Wales, United Kingdom

Working language:
English

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

Keywords:

- **innovative approaches**
- **parents involvement**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

Reducing reoffenders is high on the UK's agenda and research shows that maintaining family ties while an offender is imprisoned can reduce the likelihood of future offending. G4S Care and Justice Services has six prisons and each is committed to develop work of children and families. HMP Parc in Wales is one of the flagships in this work having recently opened a family intervention unit in the prison housing men focused on their families. Families in crisis are identified and supported by a new extended team which pulls together experts from each field. G4S children and family team is committed to developing family work in prisons. Having been involved in European projects for the past six years and having benefited from help and inspiration from Europe, they are happy to share their good practice with other likeminded individuals who want to make a difference for prisoners and their families.

WHAT?

Participants will learn about:
- the prison system in the UK;
- initiatives that help maintain family ties in prison;
- problems and difficulties encountered by families when a loved one is in prison;
- how ex-offenders reintegrate into society;
- intergenerational offending and desistance practice;
- how different community organisations can support prison work, prisoners and their families;
- the invisible walls project and its replication model that embraces public, private and voluntary sector partnerships.

HOW?

Participants will:
- visit HMP Parc and talk to staff, offenders and their families;
- visit a community-based project;
- attend presentations by external organisations.

WHOM?

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

Organiser(s):

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WWW.

www.hmpparc.co.uk/index.asp

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Integration of handicapped students into school and the labour market

Group No: **246**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
Guimarães, Portugal

Working language:
English

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

Keywords:

- **personalised learning**
- **social inclusion**
- **special needs**

CATEGORY OF THEMES:

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

WHY?

We are a reference school in supporting children with special needs. We try to establish a relationship with the community to promote integration of our students. We are connected to a network of social partners in different areas in an attempt to integrate students into the labour market or adult life generally. We have developed some educational and training initiatives at regional level in cooperation with external partners, parents and companies so young people with special needs can be integrated. This is an attempt to improve and complete their education, achieve their full potential in the labour market, at compulsory school level.

WHAT?

Participants will learn about:
• integration of pupils with special needs;
• establishment of partnerships as support in the labour market;
• personalised learning for pupils with special needs;
• work developed in the inclusive classroom;
• projects which improve and promote integration of disadvantaged students;
• working in special education with specialised teams.

HOW?

Participants will:
• visit institutions specialised in special education;
• visit partners in the labour market;
• meet guidance counsellors;
• observe teachers' work at school;
• talk to teachers' groups.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Proporcionar aos participantes momentos de reflexão e aprendizagem, troca de experiências entre especialistas, professores da escola, responsáveis de empresas, alunos com necessidades educativas especiais e pais de alunos incluídos no núcleo da educação especial. Observar aulas e atividades com alunos de necessidades educativas especiais integrados em contexto de turma inclusiva. Participará a rede de parceiros que têm protocolos com a escola no sentido de integrar alunos no mercado de trabalho. Alguns dos alunos, dependendo do seu grau de funcionalidade, são preparados para a integração na vida adulta. Projetos que integram estes alunos e que promovem a sua integração social.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Give a fair chance to everyone – Inclusive practices in special education

Group No: **247**

Round 2

Type of visit:
General education

19/5/2014-23/5/2014
Sibiu, Romania

Working language:
English

Number of places: **13**
Minimum required: **6**

Keywords:

- **parents involvement**
- **special needs**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

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

WHY?

Sibiu School Centre of Inclusive Education provides assessment/education services for children with special needs, coordinates a network of itinerant teachers and also provides home schooling where necessary. 'Give a fair chance to everyone' is not just our school logo, it reflects the main basis for managing our school education practices, resources and policies. Our school is one of the first in Romania that started to apply an inclusive model of education and accept the challenge of organising transition from traditional segregated special school to an inclusive centre of special education. Sharing our experiences, practices and educational policies with other European specialists is a good opportunity for future cooperation. We have an open attitude towards professional/cultural exchange between teachers/school managers/other professionals.

WHAT?

Participants will learn about:
• inclusive approaches in education;
• innovative methods of teaching/learning and increasing pupils' motivation;
• methods of raising parents' awareness;
• methods and tools for creativity improvement.

HOW?

Participants will:
• visit a day centre for children with disabilities, kindergartens, schools where inclusive approaches are applied;
• take part in lessons;
• attend workshops;
• meet decision-makers at local and regional levels.

WHOM?

• Directors of guidance centres,
• educational and vocational training inspectors,
• head teachers, teacher trainers,
• heads of departments,
• pedagogical or guidance advisers,
• representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Integrarea copiilor cu cerințe educaționale speciale în învățământul de masă este un obiectiv important pentru sistemul actual de educație. Centrul Școlar pentru Educație Incluzivă Nr.1 din Sibiu este una din instituțiile de invățământ în care se depun eforturi constante de atragere a partenerilor în educație. Alături de alte proiecte aflate în derulare, școala noastră intenționează să organizeze o vizită de studiu pentru a evidenția practicile locale în domeniu și rolul partenerilor din comunitatea didactică și locală în realizarea educației incluzive.

Organiser(s):

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ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

La scolarisation en milieu ordinaire des élèves handicapés ou malades

Numéro de groupe: **248**

Phase 2

Type de visite:
Enseignement général

20/5/2014-23/5/2014
Grenoble, France

Langue de travail:
Français

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

Mots clés:

- **approches innovantes**
- **besoins particuliers**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

Favoriser l'intégration sociale et l'égalité entre les genres dans l'éducation et la formation, notamment l'intégration des migrants

POURQUOI?

Les évolutions législatives récentes ont provoqué un fort développement de la scolarité en école ordinaire qui pose la question du processus d'accessibilité pédagogique, condition de l'inclusion scolaire. L'expérience académique, menée dans le domaine des activités physiques et sportives, a généré des principes pédagogiques transposables à l'ensemble des disciplines scolaires d'enseignement. La visite permettra d'appréhender les conséquences de ce nouveau contexte, sur les établissements, le travail en équipe, le partenariat, les démarches pédagogiques.

QUOI?

Le participant découvrira:

- les conséquences des politiques éducatives mises en place au niveau national et académique;
- comment le principe d'inclusion scolaire est mis en œuvre, en scolarité individuelle, ou en dispositif collectif;
- les obstacles et les difficultés rencontrées pour l'organisation de la vie scolaire, des apprentissages;
- les démarches pour rendre accessible l'école et les savoirs;
- les activités physiques sportives et artistiques comme vecteur scolaire d'inclusion.

COMMENT?

Le participant:

- visitera des unités localisées pour l'inclusion scolaire pour élèves au handicap important;
- visitera un établissement passerelle permettant d'assurer la continuité des études pour des élèves rencontrant de très graves difficultés de santé;
- rencontrera des professeurs et autres acteurs du système éducatif, les partenaires du secteur médicosocial;
- observera le travail d'enseignement en situation de cours en classe ordinaire.

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,
- chercheurs.

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www.education.gouv.fr/cid207/la-scolarisation-deseleves-handicapes.html
www.ac-grenoble.fr/ash – www.ac-grenoble.fr/eps – www.reactivite.net – www.inshea.fr
www.lecolepourtous.education.fr – www.integrascol.fr – www.sup.adc.education.fr/handi-U

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Removing barriers for people with disabilities in access to education

Group No: **249**

Round 2

Type of visit:
General education

20/5/2014-23/5/2014
Warsaw, Poland

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **school environment**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

There is an evolution in perception of disability embedded in the wider process of inclusion in Poland. Polish schools experience transition from segregation (medical model of disability) through integration (social model) towards inclusion (interactional model). This is an ongoing process aiming at transforming legal as well as practical aspects of education in Poland. Warsaw offers the best opportunities and access to schools and other educational institutions involved in developing inclusive practices and removal of barriers in accessing education for people with disabilities. IBE is responsible for monitoring and analysing new legislation introduced by the Polish Ministry of Education and provides evidence based results on the impact of new legislative solutions on school practice.

WHAT?

Participants will learn about:
• policies on integrated education;
• changes in classroom work organisation;
• tools and activities used for barrier removal;
• individualisation in education.

HOW?

Participants will:
• visit special integration schools and non-governmental organisations, a rehabilitation centre, an informal education centre;
• meet policy-makers, experts, researchers, teachers and students;
• learn best practices in barrier removal;
• discuss difficulties;
• share experience from their countries.

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,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Instytut Badań Edukacyjnych prowadzi badania na rzecz poprawy polityki edukacyjnej. Wymiana doświadczeń i dobrych praktyk w zakresie likwidacji barier w dostępie do edukacji osób niepełnosprawnych może skutecznie przyczynić się do poprawy rozwiązań legislacyjnych i wdrożeniowych. Uczestnicy wizyty będą mogli spotkać się z badaczami tematu, reprezentantami centralnych rządowych jednostek decyzyjnych oraz jednostek pozarządowych, odwiedzą placówki edukacji formalnej i pozaformalnej. Warszawa oferuje bogate środowisko edukacyjne, historyczne i architektoniczne, każdy z uczestników znajdzie dla siebie coś szczególnie interesującego.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Inclusion in education and the school psychologist's role

Group No: **250**

Round 2

Type of visit:
Mixed

26/5/2014-30/5/2014
Silkeborg, Denmark

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Psychologists' roles in educational systems are changing. Demand for consultation is increasing and so is demand for new competences of psychologists. Do we need more diagnostic work or do we need more consultation and counselling? The Danish answer is clear: we have to support the learning environment and try to avoid diagnostic work. Our goal is to have 97% of all school children join ordinary classes in 2013. We are working with new ways of special education – moving experts out ofspecial schools into ordinary classes to help organise education of pupils with special needs. Two ordinary schools and two special schools will be hosting this visit. The schools will present their main goals, ways of working with inclusion and their impressive results so far.

WHAT?

Participants will learn about:
• inclusion of pupils with help from specially- trained teachers;
• consultation as a way to ensure inclusive practice in learning environments;
• economical incitement models that support inclusion;
• role of psychologists in the educational system;
• ways to work with dilemmas.

HOW?

Participants will:
• visit schools and see children with special needs working in ordinary settings with support from specially-educated teachers;
• observe how learning environments can support inclusion;
• meet guidance counsellors working in disadvantaged areas;
• meet psychologists working in the educational system and reflect on ways to support more inclusion.

WHOM?

• Head teachers, teacher trainers,
• heads of departments,
• pedagogical or guidance advisers.

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http://www.silkeborgkommune.dk/kommunen/afdelingsoversigt/skoleafdelingen/ppr

WWW.

www.silkeborgkommune.dk – www.uvm.dk/
www.silkeborgkommune.dk/kommunen/afdelingsoversigt/skoleafdelingen/ppr
http://ucsyd.dk/viden-og-udvikling/videncentre

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

Transportation and storage

Transport and logistics sector skills in the VET system according to EQF

Group No: **251**

Round 2

Type of visit:
VET

1/4/2014-3/4/2014
Livorno, Italy

Working language:
English

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

Keywords:

- **European qualifications framework (EQF)**
- **national qualifications frameworks**
- **workers' mobility**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

The Livorno economy (Tuscany coastal area) is closely related to good performance of the integrated logistics network. The province and local port authorities of Piombino are defining reference standards for certification of professional skills by involving workers and professionals in the following professional profiles:

- manager for organising supply, transportation, moving and storage of goods;
- manager for planning, operations and warehouse tracking, transportation and shipment of goods;
- supervisor for organising the process associated with shipment of goods;
- supervisor for planning, movement and tracking, storage and work process in the warehouse.

Definition of these standards is based on the principle of learning outcomes with the aim of creating a system of certifying skills obtained at the end of a vocational training course (including skills acquired informally). This would allow people to get qualifications to work in the EU. The following partners are involved: Livorno Port Authority, Piombino Port Authority, Inland Port A. Vespucci- Livorno, Provincia di Livorno, Spedimar Livorno, Compagnia Portuali Livornese, Leading Trade Unions (CGIL, CISL, UIL).

WHAT?

Participants will learn about:

- defining standards for certification of professional skills;
- VET qualifications in the port sector;
- assessment and recognition of skills used in the port sector;
- different national certification systems in participant's countries.

HOW?

Participants will:

- take part in round table discussions;
- attend workshops;
- visit the ports, companies and institutions involved in defining standards;
- meet social partners, trade unions, local and regional institutions;
- visit VET providers and research centres.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita permette ad attori pubblici e privati, attori dei sistemi portuali e di VET, di confrontarsi sull'apprendimento permanente e il riconoscimento delle qualifiche nel settore trasporti e logistica. L'area di Livorno offre un sistema logistico integrato con numerose figure professionali. L'area sta affrontando la crisi facendo leva sugli strumenti della formazione permanente e della mobilità per permettere ai lavoratori di avere qualifiche spendibili sul mercato globale. Le amministratori locali e regionali stanno investendo sul capitale umano per aumentare la competitività, anche grazie ai finanziamenti europei di programmi FSE, FESR, Twinning, LLP, INTERREG IV, MED, TenT ed altri.

WWW.

www.plis.it – www.provincia.livorno.it – www.porto.livorno.it

Organiser(s):

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NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

Qualifications frameworks as instruments of public policy for lifelong learning

Group No: **252**

Round 2

Type of visit: **Mixed**

13/5/2014-16/5/2014
Warsaw, Poland

Working language: **English**

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

Keywords:

- **European qualifications framework (EQF)**
- **national qualifications frameworks**
- **quality assurance**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

This visit is organised by the host institution in cooperation with the European Commission addressing specifically policy- and decision-makers in education and training to transfer and share experience

WHY?

The Educational Research Institute (IBE) is conducting interdisciplinary research on the functioning and effectiveness of the education system in Poland. The institute manages the project 'development of terms of reference for implementation of the national qualifications framework and the national qualifications register for lifelong learning' within the framework of the HCOP of the European Social Fund. The primary objective is refining and developing the Polish qualifications framework (PQF) model. It will be a key element of the modernised qualifications system. PQF will describe the relationships between qualifications and integrate various national qualifications subsystems.

WHAT?

Participants will learn about:
- Polish experience and methodology in preparing the NQF;
- how to stimulate introduction of national qualification standards based on learning outcomes;
- how to support NQF implementation strategy including cooperation with all relevant stakeholders;
- how to develop and implement the scheme and criteria for VET quality assurance.

HOW?

Participants will:
- attend a seminar on the Polish qualifications framework including: NQF in higher education, validation of VET qualifications, quality assurance in education, etc.;
- meet representatives of the Labour Office (project: supporting LLL in Malopolska region);
- visit centres supporting vocational education, centres for LLL and projects focusing on recognising and analysing educational needs of teachers in VET and schools for adults.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Polska Rama Kwalifikacji będzie istotnym narzędziem zmian w podejściu do uczenia się i inwestowania w kapitał ludzki w Polsce. Obecne tempo zmian na rynku pracy wymusza nowe podejście do uczenia się. Istotne jest to, jakie efekty uczenia się osiągamy przez całe życie, czyli jaką dysponujemy wiedzą, umiejętnościami i kompetencjami społecznymi. Polska Rama Kwalifikacji pozwoli na uporządkowanie efektów naszego uczenia się, co jednym ułatwi szukanie pracy, a drugim znalezienie osób, które umożliwią rozwój firmy oraz wzmocnią jej konkurencyjność na otwartym rynku europejskim. Nowy system kwalifikacji ułatwi także potwierdzanie kompetencji zdobytych poza szkołą.

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WWW.

www.ibe.edu.pl/en – www.kwalifikacje.org.pl/en

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Validating and recognising key competences within and outside educational structures

Group No: **253**

Round 2

Type of visit:
Mixed

5/5/2014-9/5/2014
Zurich, Switzerland

Working language:
English

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

Keywords:

- **education and training attainment**
- **key competences**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

To meet both individual interests of students and staff policy requirements of organisations, new strategies need to be developed. Combining existing systems and models of competence and talent management with procedures of recognition and validation of prior learning offers a practical approach. However, individual, selfmanagement of competences and employment-related management of talent imply that young people and adults are given access to learning processes that offer a basis for sustainable career. This visit offers an overview of important features of recognising learning achievements, presents related processes and procedures and the responsible players and their roles, while also highlighting the challenges of putting this into practice. It also illustrates the interplay between competence management and recognition/validation of prior learning with its associated tools.

WHAT?

Participants will learn about:
• competence management and validation systems;
• validation processes and methods;
• responsible players and their roles;
• challenges faced when putting this into practice;
• current individual and institutional needs.

HOW?

Participants will:
• observe competence-oriented projects and learning methods;
• participate in discussions with experts on education and the labour market;
• observe acquisition of key competences in lessons and in practice.

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 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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WWW.

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VALIDATION DES ACQUIS NON FORMELS ET INFORMELS

L'éducation des adultes et la reconnaissance des acquis

Numéro de groupe: **254**

Phase 2

Type de visite:
EFP

5/5/2014-9/5/2014
Bruxelles, Belgique

Langue de travail:
Français

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

Mots clés:

- **acquis d'apprentissage**
- **formation des adultes**
- **validation des acquis non formels et informels**

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

Le but de cette visite est de présenter les derniers développements de l'enseignement de promotion sociale en Communauté française de Belgique, en mettant l'accent sur la reconnaissance des acquis. L'enseignement de promotion sociale est un outil de formation professionnelle pour adultes qui se caractérise par une grande souplesse d'organisation. Il repose sur :

- une approche par capacités;
- la modularité du système de formation et la structuration des apprentissages par unités capitalisables qui constituent des ensembles pédagogiques cohérents au niveau de l'acquisition de connaissances et/ou de savoir-faire;
- un mode de valorisation des acquis, y compris ceux de l'expérience professionnelle ou personnelle;
- une collaboration étroite avec l'entreprise qui permet d'élaborer des profils de formation adaptés.

QUOI?

Le participant découvrira:

- les caractéristiques de l'enseignement de promotion sociale;
- le système de reconnaissance des acquis avec le consortium de validation des compétences et au sein des établissements;
- le rôle du service francophone des métiers et des qualifications;
- la méthodologie spécifique d'apprentissage dans l'enseignement de promotion sociale.

COMMENT?

Le participant:

- rencontrera les interlocuteurs concernés (Inspection, responsables administratifs, chefs d'établissement, formateurs);
- visitera un centre de validation;
- visitera un organisme en convention avec l'enseignement de promotion sociale;
- visitera un établissement de promotion sociale.

POUR QUI?

- Directeurs d´institutions, de centres ou d´établissements prestataires d´enseignement et de formation professionnels,
- directeurs de centres de validation,
- inspecteurs d´enseignement et de formation professionnels,
- représentants de réseaux et d´associations d´enseignement et de formation,
- représentants des autorités locales, régionales et nationales.

Organisateur(s):

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WWW.

www.enseignement.be

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

Increased cooperation in VET to meet labour market challenges

Group No: **255**

Round 2

Type of visit:
VET

5/5/2014-8/5/2014
Cluj-Napoca, România

Working language:
English

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

Keywords:

- **learners' mobility**
- **national qualifications frameworks**
- **quality assurance**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

The present programme seeks to help VET providers overcome drawbacks resulting from recession on the labour market and the need for VET learners to acquire broader skills through increased cooperation between VET providers in Europe to find common solutions. Cluj-Napoca hosts many well-known educational institutions and VET providers, all of which have been aligned to European educational policies. The Centre for Training in Tourism aims to develop innovative programmes, carry out EU education policies and tackle the challenges posed by recession.

WHAT?

Participants will learn about:
• VET systems in the host country and participants' countries;
• developments in national qualification frameworks;
• quality assurance approaches;
• teachers' and learners' mobility.

HOW?

Participants will:
• exchange experience on their national VET systems;
• visit VET providers;
• meet representatives of the socioeconomic community, social partners, decision-makers and discuss VET-related strategies;
• engage in debates.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Centrul de Training pentru Turism, Universitatea Babeş- Bolyai îşi propune să organizeze o vizită de studiu cu tema Pentru o cooperare mai strânsă în educaţie şi formare profesinală în vederea abordării provocărilor pieţei muncii, pe următoarele coordonate: sisteme VET, mobilitatea formatorilor şi studenţilor, asigurarea calităţii. Grupurile ţintă vizate sunt: factori de decizie, directori de instituţii VET, şefi de departamente, reprezentanţi ai unor asociaţii, reţele de formare şi ai autorităţilor locale.

Organiser(s):

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www.centre.ubbcluj.ro – www.trainingturism.ro

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Better working skills through lifelong adult education

Group No: **256**

Round 2

Type of visit:
Mixed

31/3/2014-4/4/2014
Helsinki, Finland

Working language:
English

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

Keywords:

- **adult learning**
- **personalised learning**
- **skill needs**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

In the modern world things change rapidly and a training or academic degree does not guarantee a permanent working career. Everybody needs to learn more and adopt new skills. Adult education in Finland is well organised. It is normal to learn as an adult, get new skills for work or study for fun. Many adult learners even take degrees and start new careers. An important part of adult education is employment training for Finns and immigrants. The host organisation, Palmenia institute for continuing education, is part of the University of Helsinki. Palmenia is the biggest university institute for continuing education in Europe and it offers a large selection of training for several branches of the academic field and cooperates with other training organisations. During the visit, Palmenia would like to present the Finnish adult education system and results it produces for enterprises, authorities and other employers.

WHAT?

Participants will learn about:
• national strategy of education;
• different types of adult education: vocational, academic, formal, non-formal;
• setting goals for adult education: exams, formal qualifications, new working skills;
• making adult education attractive;
• learners' view of lifelong learning;
• national experiences and good practices of adult education.

HOW?

Participants will:
• visit different kinds of adult education institutions and meet adult learners;
• meet representatives of educational authorities and employers who have profited from adult training services;
• learn from one another.

WHOM?

• Company training managers,
• directors of education and vocational training institutions, centres or providers,
• educational and vocational training inspectors,
• head teachers, teacher trainers,
• heads of departments,
• representatives of chambers of commerce/industry/crafts,
• representatives of educational services, labour offices or guidance centres,
• representatives of employers' organisations,
• representatives of local, regional and national authorities,
• representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Koulutus- ja kehittämiskeskus Palmenia on Helsingin yliopiston erillislaitos, jonka tehtävänä on tuottaa asiantuntijapalveluita täydennyskoulutuksen sekä tutkimus- ja kehittämispalveluiden alalla. Opintovierailu "Better working skills through lifelong adult education" antaa laajan yleiskuvan suomalaisesta aikuiskoulutuksesta. Vierailun aikana tutustutaan täydennyskoulutukseen, alanvaihtomahdollisuuksiin, maahanmuuttajien koulutusmahdollisuuksiin ja myös henkilökohtaista kehittymistä edistävään omaehtoiseen koulutukseen. Ohjelmassa on vierailuja oppilaitoksissa, asiantuntijaluentoja ja myös tutustumista suomalaiseen kulttuuriin.

Organiser(s):

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RENFORCEMENT DE LA PARTICIPATION DES ADULTES À L'ÉDUCATION ET À LA FORMATION

La formation professionnelle d'adultes dans le domaine de la sécurité publique

Numéro de groupe: **257**

Phase 2

Type de visite:
EFP

31/3/2014-3/4/2014
Liège, Belgique

Langue de travail:
Français

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

Mots clés:

- **assurance qualité**
- **besoins de compétences**
- **programmes d'études et de formation**

CATÉGORIE THÉMATIQUE:

Concevoir des stratégies pour l'éducation et la formation tout au long de la vie et la mobilité

POURQUOI?

La qualité de la formation des policiers pour une meilleure concordance avec les besoins de la sécurité publique est un sujet qui fait débat, la question étant de créer une adéquation réelle entre la législation, le terrain et les compétences des policiers. La Province de Liège a mis en œuvre divers dispositifs d'apprentissage. Les défis sont nombreux, vu l'évolution sociale, eurégionale, européenne et mondiale de la sécurité publique et en particulier dans le contexte transfrontalier de l'Euregio Meuse-Rhin.

QUOI?

Le participant découvrira:

- les politiques de formation policière au niveau national et international et leur répercussion au niveau régional;
- les collaborations entre les écoles de l'Eurégio;
- divers dispositifs de formation en province de Liège;
- l'organisation de la formation;
- le système d'évaluation;
- les modalités d'assurance qualité du processus de formation;
- la formation continue en vue des besoins.

COMMENT?

Le participant:

- visitera l'École de police de la Province de Liège et d'autres services de police participant au processus de formation;
- échangera avec des commissaires de police et la responsable des formations continues, des représentants de la cellule pédagogique, la coordinatrice qualité, le directeur de l'Espace qualité, des chargés de cours et étudiants ainsi que l'officier du recrutement de l'École de police de Liège;
- observera le travail de formation en situation de cours et sur sites;
- visitera le Centre commun de coopération policière dans l'Euregio Meuse-Rhin (EPICC).

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.

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WWW.

www3.provincedeliege.be/formation
www3.provincedeliege.be/institutformation/spip.php?page=ecopol – www.police.ac.be
www.policeliege.be – www.provincedeliege.be/videos/node/9 – www.cecotepe.be

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Upper secondary adult education: validation of former learning and improving learning outcomes

Group No: **258**

Round 2

Type of visit:
Mixed

31/3/2014-3/4/2014
Oslo, Norway

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Many adults have for different reasons not finished secondary and upper secondary education in Norway. They are former drop-outs, they might need vocational rehabilitation or more education in special programmes, etc. Over past years, Norway has received many immigrants. They need to learn the Norwegian language for better integration (assessment and accreditation of formal and informal learning is used). Oslo VO Sinsen was established in 2002 and offers formal upper secondary education and a wide range of vocational education certificates. The school has about 1400 adult students.

WHAT?

Participants will learn about:
• how different applications in all adult education in Oslo is handled;
• upper secondary adult education;
• approaches to testing adults and differentiate their learning;
• validation and accreditation of formal, non-formal and informal learning;
• techniques to improve students learning;
• assessment for learning (AFL).

HOW?

Participants will:
• visit a service centre for testing and admittance to adult education;
• observe formal upper secondary vocational education;
• visit adult education center providing formal education leading to university;
• visit open learning areas/libraries with senior tutors;
• talk to assessors, students and teachers involved in validation process;
• discuss and share best practice.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• directors of validation or accreditation centres,
• educational and vocational training inspectors,
• head teachers, teacher trainers,
• representatives of chambers of commerce/industry/crafts.

Organizador(es):

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WWW.

www.sinsen.oslovo.no – www.oslovo.no – www.vilbli.no

LIFELONG GUIDANCE FOR LEARNING AND WORKING

Educational guidance in Denmark

Group No: **259**

Round 2

Type of visit:
Mixed

12/5/2014-16/5/2014
Copenhagen, Denmark

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

In Denmark, 90% of all young people receive youth education and 55% receive higher education. The political goal is to raise these figures to 95% and 60% respectively. Guidance is regarded as a means to achieve this. It is a continuous and integral part of all levels of the Danish educational system. It is organised in educational institutions as well as in three types of centre that provide guidance for transition from school to youth education and onwards to higher education. At every level use of digital media is of increasing importance and an e-guidance portal provides guidance to all citizens on the Internet. The organiser, Studievalg København, wishes to show their experiences with use of media in guidance in general and especially towards pupils and students with special needs.

WHAT?

Participants will learn about:
• the Danish educational system;
• political goals for education in Denmark with an international perspective;
• the Danish system of guidance;
• how different types of guidance centres work in practice;
• methods and tools used in guidance – with special focus on use of media.

HOW?

Participants will:
• experience how guidance is carried out in practice;
• visit regional and national guidance centres;
• visit educational institutions with guidance initiatives that focus on guiding young people with special needs and use of media in guidance;
• have the opportunity to exchange experiences.

WHOM?

• Directors of guidance centres,
• pedagogical or guidance advisers,
• representatives of educational services, labour offices or guidance centres.

Organiser(s):

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LIFELONG GUIDANCE FOR LEARNING AND WORKING

Strength-based guidance in a lifelong perspective

Group No: **260**

Round 2

Type of visit:
Mixed

19/5/2014-23/5/2014
Prague, Czech Republic

Working language:
English

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

Keywords:

- **innovative approaches**
- **lifelong guidance**
- **work placement**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

In a globalised society where learning and career opportunities are diverse and fast changing, guidance is a challenging and demanding service and skill. Due to historical conditions and recent societal developments, the Czech Republic faces numerous challenges in bridging education, career and personal development. One innovative trend based on findings in positive psychology brings in a strength-based perspective into guidance. Scio.cz is a private organisation providing services in educational assessment that has administered and carried out hundreds of thousands of exams, and numerous surveys and projects since its foundation in 1996. It aims at presenting creative and future-focused guidance tools.

WHAT?

Participants will learn about:
• strategies that render guidance more effective and of lasting value;
• theoretical background in support of strength-based guidance;
• strength-based approaches to personal development throughout life;
• various of guidance opportunities provided by the public, private and non-profit sectors;
• typical client cases;
• innovative methods and tools used in guidance;
• how focusing on strengths can change outcomes of counselling.

HOW?

Participants will:
• visit a guidance centre and assess the public career guidance system;
• meet private consultants who provide services focusing on strength-based personal development throughout life;
• appraise innovative guidance projects carried out by non-profit organisations;
• consider strategies for future development of career guidance.

WHOM?

• Company training managers and human resource managers,
• directors of guidance centres and pedagogical or guidance advisers,
• directors of validation or accreditation centres,
• head teachers, teacher trainers,
• heads of departments,
• owners/managers of SMEs,
• 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:

Cílem studijní návštěvy zaměřené na celoživotní kariérové poradenství založené na silných stránkách je propojit několik různých pohledů na služby kariérového poradenství. První pohled se zaměří na jednotlivé poskytovatele kariérového poradenství – ať už se jedná o subjekty soukromé, neziskové nebo ty, které jsou financovány z veřejných prostředků. Další pohled se bude zabývat inovativním využitím poznatků pozitivní psychologie, které umožňují pracovat v první řadě se silnými stránkami klientů kariérového poradenství. Dalším pohledem bude celoživotní perspektiva mapující služby kariérového poradenství využitelné různými cílovými skupinami klientů. Studijní návštěvu organizuje společnost Scio.cz.

WWW.

www.scio.cz/english/about.asp – www.euroguidance.net/?page_id=1125
www.nuov.cz/centrum-karieroveho-poradenstvi?lchan=1&lred=1 – www.peoplecomm.cz
www.effectivity.cz/personal-productivity – www.pozitivni-psychologie.cz/en/
http://en.nvf.cz/stredisko-podpory-poradenskych-sluzeb – www.occupationsguide.cz/en
www.ippp.cz/index.php?option=com_content&view=article&id=402&Itemid=106

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LEARNING MOBILITY IN EDUCATION AND TRAINING

Innovative use of recognised learning methods in mobility projects

Group No: **261**

Round 2

Type of visit:
Mixed

10/3/2014-13/3/2014
Maribor, Slovenia

Working language:
English

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

Keywords:

- **innovative approaches**
- **learners' mobility**
- **young people**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

The number of young unemployed people is becoming a major problem not only in Maribor and Slovenia, but also in many other EU countries. Zavod za Novodobno Izobraževanje (the institute for new era education) has rich experience in activating human potential by encouraging individuals, organisations and communities to become actively involved in multicultural environments. Activities of our institute are based on practical learning through experience. Mobility is a basic and unique too that we have innovatively used to implement learning by doing and work first methods. We would like to share our experience and exchange ideas.

WHAT?

Participants will learn about:
- use of mobility projects for implementing learning by doing and work first methods;
- benefits of methods used in mobility projects (for example, reduction in unemployed young people in theEU);
- possibilities for each organisation to participate in an EU mobility programme.

HOW?

Participants will:
- visit Zavod za Novodobno Izobraževanje, its local partner organisations (companies, organisations, employment office, etc.);
- take part in working groups to develop concrete mobility projects in accordance with needs of their target groups and open up possibilities in Slovenia.

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,
- 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:

V Zavodu za Novodobno Izobraževanje (ZNI) iz Maribora se ukvarjamo z uvajanjem inovativnih, gibkih oblik učenja, za katere kot izredno učinkovito orodje uporabljamo projekte mobilnosti. Z organizacijo študijskega obiska želimo predstaviti možnosti za implmentacijo metode učenja iz izkušenj (learning by doing) in delo najprej (work first) v projektih mobilnosti. Tako v Sloveniji kot tudi v številnih drugih EU državah se namreč trenutno srečujemo s problemom brezposelnosti mladih, ki imajo zaključeno višjo ali visoko stopnjo izobrazbe in ki naekativno čakajo na ustrezno delovno mesto. Z izmenjavo izkušenj in predstavitvijo dobrih praks na tem področju, bom posredno prispevali k zmanjševanju števila mladih brez delovnih izkušenj.

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www.cmepius.si/en/ – http://aspe.hhs.gov/hsp/isp/work1st/frontm.htm
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0329:FIN:EN:PDF
http://ec.europa.eu/youthonthemove/

LEARNING MOBILITY IN EDUCATION AND TRAINING

Mobility in European higher education: Bologna-mobility strategy and best practice

Group No: **262**

Round 2

Type of visit:
Mixed

7/4/2014-11/4/2014
Vienna, Austria

Working language:
English

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

Keywords:

- **curriculum**
- **European credit transfer system (ECTS)**
- **learners' mobility**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

Mobility is a cornerstone of European higher education and serves to strengthen European identity and European citizenship, and increases employability and knowledge transfer between our countries. In the framework of the Bologna process a mobility strategy has now been adopted. Austria is co-chairing the relevant working group. The issue is important for Austria as we have our own very ambitious national mobility strategy: 50% of our graduates should have had a study-related stay abroad by 2020. The Ministry of Science and Research is hosting the visit The ministry is responsible for implementing mobility schemes in higher education and, through performance agreements with universities, tries to achieve the benchmarks put in place by the Bologna process and the EC.

WHAT?

Participants will learn about:
• mobility schemes and programmes;
• best practice examples of how to overcome mobility obstacles;
• financial support schemes for mobility;
• quality assurance in mobility;
• internationalisation at home.

HOW?

Participants will:
• discuss mobility strategies with experts from the ministry and higher education institutions (HEI);
• visit at least one institution of the different types of public HEI;
• visit the Austrian Agency for International Cooperation in Education and Research (OeAD GmbH);
• meet the Austrian Ombudsperson for universities, counsellors and other experts.

WHOM?

• Directors of education and vocational training institutions, centres or providers,
• heads of departments,
• human resource managers,
• representatives of education and training networks and associations,
• representatives of educational services, labour offices or guidance centres,
• representatives of local, regional and national authorities,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mobilität ist eine der tragenden Säulen des europäischen Hochschulraums. Sie trägt zur Stärkung der europ. Identität bei und erlaubt es dem Einzelnen, sich vielfältige Kompetenzen anzueignen, die im nationalen Kontext nicht möglich wären. Österreich kann mit Beispielen guter Praxis in der Mobilitätsförderung aufwarten, wie z.B. die Mitnahmemöglichkeit von Stipendien ins Ausland für Gesamtstudienprogramme, national finanzierte Programme, Ombudsmann, 'Internationalisation at home', etc. Durch den Austausch mit VertreterInnen von Universitäten, Fachhochschulen, pädagogischen Hochschulen und dem BMWF soll den TeilnehmerInnen am Besuchsprogramm die österreichische Praxis der Mobilitätsförderung und –umsetzung nähergebracht werden. Zudem wird es die Möglichkeit zu intensivem Austauch geben.

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LEARNING MOBILITY IN EDUCATION AND TRAINING

Mobility in higher education – Opportunity or sustainable development strategy

Group No: **263**

Round 2

Type of visit:
Mixed

12/5/2014-15/5/2014
Warsaw, Poland

Working language:
English

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

Keywords:

- **curriculum**
- **learners' mobility**
- **teachers' and trainers' mobility**

CATEGORY OF THEMES:

Developing strategies for lifelong learning and mobility

WHY?

International mobility is a key factor in developing higher education and professional training. It has become an important part of academic curricula for both students and members of faculty, increasing employability of graduates and accelerating transfer of knowledge and good practice between higher education institutions worldwide. Kozminski University has been very active in promoting academic mobility and international programmes in Europe and non-EU countries. It is recognised internationally as the best business school in central and eastern Europe according to recent Financial Times rankings and holds a triple crown of business school accreditations. The university cooperates closely with national and global enterprises and organises internships in Poland and abroad. We are eager to share our knowledge and experience.

WHAT?

Participants will learn about:
• developing successful internationalisation strategy at national and regional levels;
• promoting mobility through curricula and joint degree programmes;
• mobility schemes and programmes;
• organising internships and professional practice abroad.

HOW?

Participants will:
• meet university officials, international officers and staff of Kozminski International Business School;
• participate in workshops on practical aspects of mobility.

WHOM?

• Heads of departments,
• human resource managers,
• owners/managers of SMEs,
• representatives of education and training networks and associations,
• representatives of educational services, labour offices or guidance centres,
• representatives of local, regional and national authorities,
• researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mobilność międzynarodowa jest jednym z kluczowych czynników rozwoju szkolnictwa wyższego i doskonalenia zawodowego. Stanowi istotną część programów nauczania, przyczynia się do zwiększenia poziomu zatrudnienia absolwentów oraz przyspieszenia transferu wiedzy i dobrych praktyk pomiędzy instytucjami szkolnict a wyższego na całym świecie. Akademia Leona Koźmińskiego prowadzi aktywne działania na rzecz promocji mobilności akademickiej oraz programów międzynarodowych. Uczelnia cieszy się międzynarodowym uznaniem, współpracuje z przedsiębiorstwami i organizuje praktyki oraz staże w Polsce i za granicą. Organizując tę wizytę studyjną chcielibyśmy podzielić się wiedzą i doświadczeniem z innymi.

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www.kozminski.edu.pl/en – www.studyinpoland.pl/en – http://ncbir.gov.pl/en
www.nauka.gov.pl/home

Annex

Annexe
Anlage
Anexo

STUDY VISITS PROGRAMME FOR EDUCATION AND VOCATIONAL TRAINING SPECIALISTS AND DECISION-MAKERS 2013/14

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, 2010d). 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, 2010c) 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, 2011d). 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, 2011b).

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, 2010b, 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. School leaders should benefit from opportunities to share good practice and professional development across national boundaries.

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, 2010e). 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, European Commission, 2012) 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).

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, 2010f).

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

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

3.2. List of topics for study visits

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

3.3. Keywords

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

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

4.1. Description

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

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

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

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

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

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

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 year 2013 shall be designated as the European Year of Citizens. The European Year will focus on the opportunities for civic participation and access to rights by Union citizens residing in another Member State than their own (European Commission, 2011).

The **youth on the move** initiative (Council of the European Union, 2010g) 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, 2012) 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)** (Cedefop, 2012a), 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 (Europass, 2012) 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, 2008c) 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. 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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PROGRAMME DE VISITES D'ÉTUDE POUR SPÉCIALISTES ET DÉCIDEURS DE L'ÉDUCATION ET DE LA FORMATION PROFESSIONNELLE 2013/14

Catégories thématiques

1. ENCOURAGER LA COOPÉRATION ENTRE LES MONDES DE L'ÉDUCATION, DE LA FORMATION ET DU TRAVAIL

1.1. Description

La stratégie *Europe 2020* fait de l'éducation et de la formation un domaine d'action prioritaire pour œuvrer à une «croissance intelligente, durable et inclusive» (Conseil de l'Union européenne, 2010d). Le cadre stratégique actualisé pour la coopération européenne dans le domaine de l'éducation et de la formation après 2010 souligne l'importance de développer des partenariats entre les prestataires d'enseignement et de formation et les entreprises, les instituts de recherche, les acteurs culturels et les industries créatives pour promouvoir l'innovation ainsi que pour «améliorer l'**aptitude à l'emploi** et l'**esprit d'entreprise** de l'ensemble des apprenants» (Conseil de l'Union européenne, 2009c). Il convient de promouvoir des communautés d'apprentissage plus étendues, associant des représentants de la société civile et d'autres parties prenantes, afin de créer un climat propice à la créativité et de mieux concilier les besoins professionnels et sociaux, ainsi que le bien-être individuel (Conseil de l'Union européenne, 2009a).

La crise économique qui frappe l'Europe exige des mesures immédiates et efficaces pour stimuler le développement économique et social à long terme, renforcer la compétitivité et la cohésion sociale et soutenir l'employabilité. La Commission européenne, dans sa communication intitulée «Un engagement commun en faveur de l'emploi» (2009a), énonce trois priorités essentielles qui devraient aider les États membres à élaborer et à mettre en œuvre des politiques de l'emploi appropriées et efficaces: préserver les emplois existants, en créer de nouveaux et encourager la mobilité; mettre à niveau les compétences et assurer leur cohérence avec les besoins du marché du travail; faciliter l'accès à l'emploi.

L'enseignement général et professionnel fournissent les compétences de base sur lesquelles pourront s'appuyer des apprentissages ultérieurs. Les savoirs, aptitudes et compétences acquis dans le cadre de l'enseignement général et professionnel peuvent aider les individus à réussir leur entrée dans le monde du travail et à s'ajuster ensuite aux nouvelles exigences, aux nouvelles méthodes de travail et aux nouveaux emplois. Les conclusions du Conseil sur les **compétences nouvelles pour des emplois nouveaux** (Conseil de l'Union européenne, 2010c) se penchent sur la façon de mieux éduquer et former les individus en vue de pourvoir des emplois qui n'existent pas encore. Les prévisions du Cedefop (mises à jour en 2011) relatives aux compétences, par secteur et par groupe de professions, indiquent une hausse de la demande future de compétences, en termes de qualifications formelles. Or, de nombreux jeunes européens sortent du système scolaire sans qualification de niveau secondaire supérieur. L'emploi devrait connaître une croissance d'ici à 2020; parmi les emplois proposés, 32 millions exigeront un niveau de qualification élevé, 36,5 millions un niveau de qualification moyen et 6,7 millions un faible niveau de qualification (Cedefop, 2011a). Les compétences de nombreux emplois actuels évolueront et nécessiteront que les individus réactualisent leurs connaissances en permanence; dans d'autres cas, les individus devront s'adapter à de nouveaux emplois.

Il est important de **rendre l'éducation et la formation plus pertinentes pour le monde du travail**. Pour y parvenir, il est nécessaire d'encourager le dialogue entre les institutions d'éducation et de formation à tous les niveaux, depuis les écoles jusqu'aux institutions d'enseignement professionnel, supérieur et pour adultes, et les partenaires du marché du travail, en particulier les entreprises et les employeurs (Conseil de l'Union européenne, 2009d). Comme le souligne le communiqué de Bruges sur la coopération européenne renforcée en matière d'enseignement et de formation professionnels (EFP), les **partenariats entre les prestataires d'éducation et de formation, les partenaires sociaux,** les entreprises, les services de l'emploi et les autres parties concernées peuvent créer les conditions propices à l'acquisition des savoirs, aptitudes et compétences qui permettront aux jeunes d'**intégrer rapidement le marché du travail** et de s'adapter aux nouvelles exigences du monde du travail (Communiqué de Bruges, 2010). Cette coopération peut prendre différentes formes (Conseil de l'Union européenne, 2009c), par exemple:

- la création de programmes d'éducation et de formation basés sur des résultats d'apprentissage qui reflètent les besoins du marché du travail;

- l'élaboration de programmes destinés à développer les compétences essentielles et dont le contenu théorique serait complété par des éléments pratiques du monde de l'entreprise;
- des stages et expériences en entreprise pour les enseignants et les apprenants afin de les familiariser avec le véritable environnement de travail;
- la participation des professionnels et des entrepreneurs au processus d'enseignement-apprentissage.

Les partenaires sociaux européens ont développé leur propre cadre d'actions pour le développement des compétences dans une optique d'éducation et de formation tout au long de la vie et pour les qualifications, mais participent aux efforts de la Commission et des pays visant à **améliorer l'EFP en Europe et à les rendre plus attractifs**. Il convient que les partenaires sociaux soient encouragés à remplir leur rôle dans l'organisation, la prestation et le financement de la formation. Ils devraient également promouvoir l'**apprentissage sur le lieu de travail** qui renforce l'employabilité des travailleurs et qui élargit l'accès à l'éducation et à la formation tout au long de la vie (Commission européenne, 2010a). Pour faire de l'éducation et de la formation tout au long de la vie une réalité pour tous, indépendamment de l'âge ou du niveau de qualification, les lieux de travail, quels qu'ils soient, doivent devenir des foyers actifs d'apprentissage (Cedefop, 2011b).

Les visites d'étude présenteront des approches et des exemples de bonnes pratiques concernant:

(a) la contribution de l'éducation et de la formation en vue d'améliorer les connaissances, les qualifications et les compétences pour le marché du travail;
(b) l'analyse des déficits et des besoins de compétences émergents sur les marchés du travail des États membres de l'UE et l'élaboration de politiques visant à traiter ce problème;
(c) la conception et la mise en œuvre d'activités (transition de l'éducation et de la formation à la vie active, orientation professionnelle et apprentissage sur le lieu de travail, etc.) en vue d'accroître l'employabilité;
(d) les incitations et les initiatives mises en place sur le plan national et régional en faveur de la coopération entre les établissements d'enseignement et de formation et les partenaires extérieurs, dont les municipalités, les entreprises, les partenaires sociaux, les ONG, les parents, etc.;
(e) des exemples nationaux, régionaux et locaux de gouvernance participative des établissements d'enseignement et de formation.

1.2. Liste de sujets pour les visites d'étude

- Transition de l'éducation et de la formation à la vie active
- Apprentissage sur le lieu de travail
- Intégration des groupes défavorisés sur le marché du travail
- Renforcement de l'attrait de l'enseignement et de la formation professionnels
- Contribution des partenaires sociaux à l'éducation et à la formation tout au long de la vie
- Coopération entre les établissements d'enseignement et de formation, les entreprises et les communautés locales
- Compétences nouvelles pour des emplois nouveaux
- Encourager l'esprit d'entreprise et l'employabilité

1.3. Mots clés

- apprentissage
- besoins de compétences
- compétences clés
- développement durable
- direction et gestion
- formation des adultes
- environnement scolaire
- esprit d'entreprise
- financement
- insertion sociale
- orientation tout au long de la vie
- partenaires sociaux
- stage
- travailleurs âgés
- validation des acquis non formels et informels

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

2.1. Description

Le cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation (Conseil de l'Union européenne, 2009a) après 2010 réaffirme la nécessité de dispenser un enseignement de grande qualité et, à cet égard, de proposer aux **enseignants** une **formation initiale** adéquate et un **développement professionnel continu** et de faire de la profession d'enseignant un choix de carrière intéressant. Eu égard aux mutations qui s'opèrent sur les marchés du travail et dans les environnements de travail, il importe d'améliorer la formation, tant initiale que continue, des enseignants et formateurs grâce à des possibilités de formation souple et à des investissements (Communiqué de Bruges, 2010). Il importe également d'accorder une plus grande attention aux programmes d'initiation et de stage, afin de remédier aux déficits de compétences des enseignants et aux nombreux abandons en début de carrière. Les **programmes d'initiation** cohérents doivent offrir aux enseignants débutants un soutien à la fois professionnel, social et personnel (Commission européenne, 2010b, p. 19-21).

La perception du rôle de l'enseignant (formateur) s'est modifiée ces dernières années et l'on attend désormais davantage des enseignants mais aussi des établissements en général. Acteurs clés du soutien au processus d'apprentissage des élèves/étudiants, les enseignants et les formateurs doivent assumer davantage la responsabilité d'actualiser et de développer leurs propres savoirs et compétences (Conseil de l'Union européenne, 2009b) et adapter leurs compétences comme leurs pratiques de travail à un contexte en mutation. Les rôles des enseignants et des formateurs convergent: le formateur, en milieu professionnel, doit devenir davantage pédagogue et remplir un rôle d'accompagnateur et de tuteur, tandis que l'enseignant, en milieu scolaire, doit avoir une bonne compréhension des pratiques de travail, à l'instar du formateur (Commission européenne , 2010a).

Les enseignants doivent désormais intervenir auprès de groupes plus hétérogènes et mieux intégrer les apprenants désavantagés dans l'éducation et la formation ordinaires. Les enseignants et les formateurs sont tenus de maîtriser, de développer et d'appliquer de nouvelles approches de l'enseignement et de la formation et des modes de pensée réflexifs. Cela exige en outre des démarches d'enseignement et d'apprentissage plus individualisées, de solides compétences en communication, des méthodes de travail en équipe, une gestion démocratique de la scolarité et des mécanismes qui se prêtent à l'évaluation des élèves comme des établissements. Les enseignants devraient s'investir plus activement dans les processus d'amélioration de la vie scolaire.

Les nouvelles exigences incitent les décideurs politiques et les cadres de direction des établissements d'éducation et de formation à adopter des approches beaucoup plus progressistes que par le passé et modifient **le rôle des chefs d'établissement** dans l'ensemble de l'Europe. Ceux-ci sont désormais des acteurs de premier plan et jouent un rôle crucial dans les efforts d'amélioration des établissements. Cela exige des aptitudes et des compétences de direction efficaces (y compris dans les domaines de la gestion financière, des TIC, de la motivation des personnels, de l'assurance qualité, de la communication, etc.), à la hauteur des changements et des nouveaux rôles. Les chefs d'établissement devraient bénéficier de possibilités transnationales de partage des bonnes pratiques et de perfectionnement de leurs compétences professionnelles.

Améliorer la qualité et l'efficacité de l'éducation et de la formation demeure un objectif stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation. Les conclusions du Conseil relatives au cadre stratégique pour cette coopération (Conseil de l'Union européenne, 2009a) soulignent l'importance d'améliorer la gouvernance et l'encadrement des établissements d'enseignement et des organismes de formation et **d'élaborer des systèmes efficaces d'assurance qualité**.

Le renforcement de la qualité implique d'accroître les capacités des enseignants, directeurs d'établissement, formateurs et responsables de formation, et des politiques à établir des liens avec les parents, moderniser les programmes et d'élargir les activités périscolaires, d'améliorer les infrastructures et instaurer un environnement basé sur le respect. Les mécanismes d'assurance qualité sont importants à tous les niveaux de l'enseignement, notamment l'évaluation des compétences des élèves, les autoévaluations des établissements, les évaluations externes et internes, la transparence et la validation des résultats. Il devient par exemple de plus en plus courant d'impliquer les partenaires sociaux et les acteurs du marché du travail («communautés d'apprentissage») dans les évaluations et la validation des résultats.

Dans le domaine de l'enseignement et la formation professionnels(EFP), le communiqué de Bruges souligne la nécessité d'accorder une priorité de premier plan à l'assurance qualité dans la coopération

européenne au cours de la période 2011-2020 (Communiqué de Bruges, 2010). L'assurance qualité est nécessaire pour instaurer une confiance mutuelle qui facilitera la mobilité ainsi que la reconnaissance des aptitudes et compétences entre les différents systèmes d'EFP. D'ici à 2015, les États membres devraient mettre en place des **cadres d'assurance qualité pour les prestataires d'EFP**, ce qui s'applique aussi à l'apprentissage sur le lieu de travail, conformément à la recommandation relative à l'établissement d'un cadre européen de référence pour l'assurance de la qualité dans l'EFP (Parlement européen; Conseil de l'Union européenne, 2009b).

Les visites d'étude présenteront les développements et les mesures destinées à rendre la profession d'enseignant et la formation plus attrayantes, en mettant l'accent sur la direction et la qualité, grâce aux aspects suivants:

(a) élaboration de programmes visant à recruter et retenir des personnels hautement qualifiés dans toutes les professions de l'enseignement et de la formation;
(b) renforcement de la qualité et des compétences des responsables des prestataires d'enseignement et de formation;
(c) développement professionnel continu des enseignants et formateurs;
(d) initiatives favorisant la mobilité des enseignants et des formateurs;
(e) élaboration et mise en œuvre de mesures visant à accroître la qualité de l'offre d'éducation et de formation.

2.2. Liste de sujets pour les visites d'étude

- Mécanismes d'assurance qualité dans les établissements d'enseignement et de formation
- Formation initiale, recrutement et évaluation des enseignants et formateurs
- Développement professionnel continu et perspectives de carrière des enseignants et formateurs
- Direction et gestion au sein des établissements d'enseignement et de formation

2.3. Mots clés

- assurance qualité
- autonomie (école ou établissement)
- compétences des enseignants et formateurs
- direction et gestion
- évaluation (école ou établissement)
- mobilité des enseignants et formateurs
- qualification des enseignants et formateurs
- statut des enseignants et formateurs

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

3.1. Description

La recommandation du Parlement européen et du Conseil (2006b) sur les compétences clés pour l'éducation et la formation tout au long de la vie a défini un cadre combinant les connaissances, compétences et attitudes dont tous les individus ont besoin pour leur épanouissement personnel, la citoyenneté active, l'insertion sociale et l'emploi. Il s'agit d'un outil de référence sur lequel peuvent s'appuyer les responsables politiques, les prestataires d'éducation et de formation, les employeurs et les apprenants.

Les compétences clés sont une priorité pour tous les groupes d'âge. Les jeunes doivent avoir acquis des compétences clés à la fin de leur éducation et formation initiales pour être suffisamment préparés à la vie adulte et dotés de moyens de base appropriés pour leur formation ultérieure et leur vie professionnelle. Les adultes doivent développer et actualiser leurs compétences clés tout au long de leur vie afin de s'adapter aisément à un environnement en mutation rapide.

Les compétences clés sont les suivantes: communication dans la langue maternelle, communication dans une langue étrangère, culture mathématique et compétences de base en sciences et technologies, compétence numérique, capacité d'apprendre à apprendre, compétences sociales et civiques, sens de l'initiative et esprit d'entreprise, sensibilité et expression culturelles.

Le cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020») (Conseil de l'Union européenne, 2009a) a renforcé la nécessité pour tout

individu d'acquérir des compétences clés, en l'énonçant parmi les objectifs stratégiques visant à **encourager la créativité et l'innovation, y compris l'esprit d'entreprise**, à tous les niveaux de l'éducation et de la formation. Il convient de favoriser l'enseignement de l'entrepreneuriat – qui désigne l'esprit d'initiative, l'aptitude à mettre ses idées en pratique, la créativité et la confiance en soi – et de le rendre accessible à tous les apprenants de l'EFP, tous programmes d'études et toutes disciplines confondus, en permettant des stages pratiques en entreprise et en faisant appel à des professionnels du monde du travail (Conseil de l'Union européenne, 2010g). Cet enseignement devrait sensibiliser les apprenants à la possibilité de faire carrière en tant qu'indépendants et les former à la création de leur entreprise. L'entrepreneuriat doit devenir un élément normal du cadre des compétences des enseignants et des formateurs (Commission européenne , 2010a).

Les récents travaux de recherche font apparaître une tendance, dans l'ensemble de l'UE, à **une conception de l'enseignement et de l'apprentissage basée sur les compétences et sur les acquis de l'apprentissage** (Conseil de l'Union européenne; Commission européenne, 2012), qui relève d'une approche innovante de l'enseignement et de l'apprentissage. Les pays européens ont bien avancé dans le développement de programmes scolaires faisant une plus large place à la transdisciplinarité et aux applications «en situation réelle», propices à la construction des compétences clés nécessaires à l'épanouissement personnel, à la citoyenneté active et à l'employabilité. Bien que des efforts soient encore à faire pour améliorer les niveaux de littératie et les compétences de base, une attention croissante est accordée aux **compétences transversales** (compétence numérique, compétences sociales, capacité de coopération et capacité d'apprendre), qui sont indispensables pour permettre aux individus de s'adapter à divers environnements de travail et pour devenir des citoyens actifs. De plus, ces compétences font l'objet d'une demande croissante de la part des employeurs (Conseil de l'Union européenne, 2010b).

En 2010, le Conseil s'est pour la première fois penché sur la question de **l'éducation au développement durable**, qui comporte trois dimensions fondamentales: économique, sociale et environnementale. Dans ses conclusions, il invite les États membres à intégrer le développement durable dans tous les domaines de l'éducation et de la formation et à soutenir l'éducation au développement durable dans leur stratégie nationale en faveur de l'éducation et de la formation tout au long de la vie (Conseil de l'Union européenne, 2010e).

Les participants aux visites d'étude sur ce thème se familiariseront avec les mesures prises par les pays participants en vue de développer les compétences clés des jeunes et des adultes et de promouvoir les approches créatives et innovantes dans l'éducation et la formation, mesures parmi lesquelles figurent entre autres:

(a) des politiques locales, régionales et nationales visant à relever le niveau des compétences clés et à promouvoir la créativité et l'innovation;
(b) des réformes nationales des programmes ou des évolutions régionales et locales des programmes scolaires;
(c) des initiatives et projets spécifiques destinés à promouvoir le développement des compétences clés, la créativité et l'innovation;
(d) de nouvelles approches de l'organisation de l'apprentissage et de l'enseignement;
(e) des méthodes, des environnements d'apprentissage, du matériel pédagogique ou des techniques d'évaluation innovants.

3.2. Liste de sujets pour les visites d'étude

- Consolidation des niveaux d'alphabétisation et de compétences en calcul
- Enseignement et apprentissage des langues
- Utilisation des TIC dans l'apprentissage
- Enseignement de l'entrepreneuriat
- Éducation pour une citoyenneté active et un développement durable
- Développement de la créativité dans l'apprentissage et l'enseignement
- Apprentissage des mathématiques et des sciences

3.3. Mots clés

- activités périscolaires
- apprendre à apprendre
- apprentissage personnalisé
- approches innovantes

• besoins de compétences
• communication dans la langue maternelle
• communication dans une langue étrangère
• compétences en sciences et technologies
• compétences sociales et civiques
• culture mathématique
• compétence numérique
• développement durable
• éducation à la santé
• éducation interculturelle
• enseignement d'une matière par l'intégration d'une langue étrangère (EMILE)
• formation des adultes
• implication des parents
• insertion sociale
• jeunes
• programmes d'études et de formation
• sensibilité et expression culturelles
• suivi des acquis des élèves
• volontariat

4. FAVORISER L'INTÉGRATION SOCIALE ET L'ÉGALITÉ ENTRE LES GENRES DANS L'ÉDUCATION ET LA FORMATION, NOTAMMENT L'INTÉGRATION DES MIGRANTS

4.1. Description

Favoriser l'équité, la cohésion sociale et la citoyenneté active constitue l'un des objectifs stratégiques du cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation («Éducation et formation 2020») (Conseil de l'Union européenne, 2009a). Les systèmes d'éducation et de formation devraient viser à ce que tous les apprenants, y compris ceux qui proviennent de milieux défavorisés, ceux qui ont des besoins particuliers et ceux qui sont issus de l'immigration, achèvent leur formation, notamment, le cas échéant, dans des écoles de la seconde chance et grâce à un enseignement plus personnalisé. De la sorte, les systèmes d'éducation et de formation contribueront à réduire les inégalités sociales et permettront aux citoyens de réaliser pleinement leur potentiel (Conseil de l'Union européenne, 2011a).

L'un des objectifs phares de la stratégie *Europe 2020* est de ramener le taux d'**abandon scolaire** – actuellement de 14,4 % – à 10 %, tant dans l'enseignement général que dans l'EFP. En 2011, la Commission a approuvé un plan d'action qui aidera les États membres à atteindre cet objectif d'ici la fin de la décennie (Conseil de l'Union européenne, 2011b). L'EFP en particulier peut contribuer à réduire la proportion de jeunes en décrochage scolaire en combinant des mesures préventives et correctrices, par exemple grâce à des programmes en phase avec les besoins du marché du travail, au développement de la formation en milieu de travail et de la formation en apprentissage, à des parcours d'apprentissage flexible, à des interventions efficaces d'orientation et de conseil et à des programmes et méthodes d'enseignement prenant en compte le mode de vie et les intérêts des jeunes tout en maintenant des normes de qualité élevées pour l'EFP (Communiqué de Bruges, 2010).

L'accès à un enseignement préprimaire est essentiel pour un bon départ dans la vie, car il favorise la sociabilité des enfants et facilite l'apprentissage ultérieur. Il est particulièrement important pour les enfants de familles aux revenus modestes, de minorités ethniques et de migrants.

Les États membres ont introduit des **formes alternatives (plus flexibles) d'éducation et de formation**, des programmes de la seconde chance, des dispositifs pour informer les parents sur les absences et ont réduit les coûts en fournissant du matériel scolaire gratuit et en assurant la gratuité du transport. Il importe d'assurer une étroite coopération entre les secteurs de l'enseignement général et de l'enseignement professionnel et les écoles de la seconde chance pour les adultes. Pour les enfants présentant des besoins particuliers, l'accès est de plus en plus considéré comme le fait d'avoir la possibilité de bénéficier d'un enseignement général ou spécialisé, selon que l'un ou l'autre offre les meilleures possibilités d'apprentissage pour un enfant donné. Au niveau de l'enseignement supérieur, la gratuité de l'éducation est déterminante, étant donné que les droits d'inscription peuvent limiter l'accès.

Les États membres devraient **développer différentes passerelles dans l'enseignement et la formation professionnels (EFP)** vers l'enseignement ultérieur et l'emploi. Ils devraient également améliorer les programmes de formation publics pour les chômeurs et pour les apprenants issus de milieux défavorisés. La qualité et la pertinence de ces programmes peuvent être améliorées en encourageant les partenariats avec les parties prenantes au niveau régional et local et en promouvant l'implication du secteur privé.

L'égalité des chances de réussite devrait être garantie pour tous les apprenants; la réussite ne devrait pas dépendre de circonstances indépendantes de la volonté de l'élève ou de l'étudiant, telles que la situation financière de la famille, l'éducation des parents ou leur situation professionnelle, la localisation géographique, l'identité ethnique et raciale, le genre et le handicap. En ce qui concerne la scolarité obligatoire, une attention particulière a été apportée à la possibilité d'offrir aux élèves ayant quitté prématurément l'école une «seconde chance» d'apprendre. La formation professionnelle initiale joue un rôle important pour leur intégration dans la société en leur apportant les compétences, les connaissances et les qualifications nécessaires. La plupart des États membres devraient prendre encore davantage d'initiatives pour réduire le nombre des jeunes quittant l'école prématurément et pour lutter contre l'inégalité découlant des désavantages socio-économiques. Une **aide personnalisée** pour les élèves à risque pourra inclure un enseignement individualisé, des conseils, des systèmes de parrainage et de tutorat, l'assistance sociale et l'offre d'activités périscolaires à l'appui de l'apprentissage (Conseil de l'Union européenne, 2010a).

Les visites d'étude présenteront les évolutions et les mesures relatives aux éléments suivants:

(a) développement et mise en œuvre de mesures destinées à améliorer l'accès des groupes défavorisés à l'éducation et à la formation;
(b) élaboration et réalisation d'activités favorisant l'équité.

4.2. Liste de sujets pour les visites d'étude

- Possibilités d'apprentissage dès le plus jeune âge
- Approches d'apprentissage personnalisées
- Mesures visant à prévenir l'abandon scolaire
- Égalité des chances pour les groupes défavorisés

4.3. Mots clés

- abandons
- besoins particuliers
- éducation préprimaire
- égalité entre les genres
- formation des adultes
- insertion sociale
- migrants et minorités
- niveau d'enseignement et de formation
- orientation tout au long de la vie
- travailleurs âgés
- volontariat

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

5.1. Description

Faire en sorte que **l'apprentissage tout au long de la vie et la mobilité** deviennent une réalité est l'un des objectifs stratégiques pour la coopération européenne dans le domaine de l'éducation et de la formation après 2010 (Conseil de l'Union européenne, 2009a). La plupart des pays ont progressé dans la définition de stratégies unifiées et globales d'éducation et de formation tout au long de la vie. Cette coopération devrait porter sur l'apprentissage dans tous les contextes – qu'il soit formel, non formel ou informel – et à tous les niveaux: de l'enseignement préscolaire et scolaire jusqu'à l'enseignement supérieur, l'EFP et l'éducation et la formation des adultes. Le Communiqué de Bruges sur la coopération européenne renforcée en matière d'enseignement et de formation professionnels préconise davantage d'actions pour garantir un accès maximal à l'apprentissage tout au long de la vie afin que les individus aient la possibilité d'apprendre à n'importe quel

stade de leur vie, notamment en mettant en place des itinéraires d'accès à l'éducation et à la formation plus ouverts et plus souples (Communiqué de Bruges, 2010).

Les échanges d'informations sur les différentes options politiques peuvent contribuer à faire progresser les réformes des systèmes nationaux d'éducation et de formation et, avec d'autres activités d'apprentissage communes, à avancer vers les objectifs et les références communs pour l'éducation et la formation tout au long de la vie. Il convient d'appliquer **des stratégies d'apprentissage tout au long de la vie cohérentes et exhaustives** intégrant l'éducation, l'enseignement supérieur, l'éducation des adultes et l'EFP. Il est essentiel d'adopter une approche intégrée mettant en relation l'apprentissage tout au long de la vie et l'EFP avec d'autres domaines politiques tels que la macroéconomie, l'emploi, la concurrence, l'entreprise, la recherche et l'innovation ainsi que les politiques sociales.

La mobilité des citoyens, notamment dans le cadre de l'éducation et de la formation, contribue à promouvoir le sentiment d'appartenance à l'Europe en renforçant la conscience européenne et l'émergence d'une citoyenneté européenne. D'un point de vue plus pratique, elle permet aux jeunes d'améliorer leurs compétences personnelles et leur capacité d'insertion professionnelle et aux enseignants et formateurs d'élargir le champ de leurs expériences et d'améliorer leurs compétences. Enfin, dans une économie internationalisée, la capacité à se former et à travailler dans un environnement plurilingue est essentielle à la compétitivité de l'économie européenne. Le programme pour l'éducation et la formation tout au long de la vie soutient les échanges et les relations entre personnes, établissements et pays. L'année 2013 est proclamée «Année européenne des citoyens». L'Année européenne porte sur les possibilités de participation civique et d'accès aux droits dont disposent les citoyens de l'Union résidant dans un État membre autre que le leur (Commission européenne, 2011)

L'initiative ***Jeunesse en mouvement*** (Conseil de l'Union européenne, 2010f) souligne l'utilité de la mobilité dans l'éducation et la formation et propose d'en élargir les possibilités afin d'en faire bénéficier tous les jeunes. À cet égard, il convient d'explorer de nouvelles approches innovantes visant à renforcer la mobilité dans l'EFP, tout particulièrement pour les apprentis. La charte européenne de qualité pour la mobilité de 2006 (Parlement européen; Conseil de l'Union européenne, 2006a) dégage des orientations concernant les modalités de la mobilité à des fins d'apprentissage ou à d'autres fins, comme l'évolution professionnelle des jeunes et des adultes, tandis que le Livre vert de la Commission européenne «Promouvoir la mobilité des jeunes à des fins d'apprentissage» (Commission européenne, 2009b) traite des divers aspects d'une période de mobilité, de sa préparation à son prolongement, ainsi que des principaux obstacles à la mobilité, et invite à formuler des propositions et à présenter des exemples de bonnes pratiques en vue d'éliminer ces obstacles.

Plusieurs outils, principes et cadres communs ont été ou sont développés au niveau européen en termes de promotion de la mobilité des citoyens européens ainsi que de leurs qualifications et acquis d'apprentissage. Ils visent tous à renforcer la coopération européenne et à améliorer la transparence, la reconnaissance et l'assurance qualité dans tous les secteurs de l'éducation et de la formation.

Le **cadre européen des certifications** (CEC, 2012) est un cadre de référence commun, qui permet aux pays européens d'établir un lien entre leurs systèmes de certification et de faciliter la lecture et la compréhension des certifications dans différents pays et systèmes européens. Il a deux objectifs principaux: promouvoir la mobilité des citoyens entre les pays et l'éducation et la formation tout au long de la vie. Le CEC sert également de référence européenne commune aux organisations internationales qui souhaitent mettre en place leurs propres certifications à travers les pays. De plus en plus de pays européens mettent en place et appliquent des **cadres nationaux de certifications** (Cedefop, 2012a) qui englobent l'ensemble des sous-systèmes et qui sont étroitement liés – mais pas exclusivement toutefois – au CEC.

Un cadre national des certifications est un outil qui permet d'assurer une meilleure cohérence en matière de développement des politiques et d'éducation et de formation tout au long de la vie et qui vise à faciliter l'accès, la progression et la reconnaissance des acquis.

L'**Europass** (Europass, 2012) est un outil qui permet aux citoyens de faire comprendre clairement et facilement leurs connaissances, leurs compétences et leurs qualifications et qui favorise la mobilité en Europe. Il comprend cinq documents: le curriculum vitae, le passeport de langues, l'Europass mobilité, le supplément descriptif du certificat et le supplément au diplôme. Le communiqué de Bruges préconise de créer, d'ici à 2012, un passeport européen des compétences dans le cadre de l'Europass, afin d'aider les citoyens à consigner les compétences acquises par l'apprentissage tant formel que non formel.

La transparence des qualifications et la reconnaissance des acquis d'apprentissage sont également soutenues par des outils qui aident les apprenants à transférer les crédits obtenus au cours de périodes d'apprentissage dans leur propre pays ou à l'étranger. Il s'agit du **système européen de crédit**

d'apprentissages pour l'enseignement et la formation professionnels (ECVET) (Parlement européen; Conseil de l´Union européenne, 2009a) et, pour l'enseignement supérieur, du système européen de transfert et d'accumulation de crédits (ECTS). En 2009, le Parlement européen et le Conseil ont également adopté une recommandation établissant un **cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels** (Parlement européen; Conseil de l´Union européenne, 2009b). Il s'agit d'un instrument de référence destiné à aider les pouvoirs publics des États membres à promouvoir et à contrôler l'amélioration permanente de leurs systèmes nationaux d'EFP.

Des **services d'orientation et de conseil** de grande qualité aident les citoyens à apprendre tout au long de leur vie, à gérer leur carrière et à réaliser leurs objectifs personnels. L'orientation tout au long de la vie s'inscrit dans le cadre d'objectifs plus larges de plein emploi, d'élévation des niveaux d'éducation et de croissance économique. En 2008, le Conseil de l'Union européenne a adopté une résolution pour une meilleure inclusion de l'orientation dans les stratégies d'éducation et de formation tout au long de la vie (Conseil de l'Union européenne, 2008c) qui renforce le rôle de l'orientation tout au long de la vie dans le développement et la mise en œuvre des politiques européennes d'éducation, de formation et d'emploi.

Malgré les nettes avancées réalisées par les États membres dans leurs stratégies d'éducation et de formation tout au long de la vie, de très fortes inégalités subsistent en termes de participation des adultes à l'apprentissage (Conseil de l'Union européenne, 2008a). L'un des défis majeurs à relever d'ici à 2020 est d'accroître cette participation parmi les adultes faiblement qualifiés, et tout particulièrement les travailleurs plus âgés. Les États membres devraient mettre en œuvre des systèmes efficaces **d'éducation et de formation des adultes** qui fournissent aux adultes des compétences clés et augmentent leurs possibilités d'accéder au marché du travail.

Les visites d'étude présenteront les évolutions concernant:

(a) les réformes de l'éducation et de la formation ainsi que les mesures politiques visant à mettre en œuvres des stratégies intégrées d'éducation et de formation tout au long de la vie;
(b) les mesures politiques permettant d'accroître la participation des adultes à l'éducation et à la formation tout au long de la vie;
(c) la mise en œuvre de filières d'apprentissage souples et de possibilités entre différentes parties des systèmes nationaux;
(d) les initiatives et les projets relatifs à la mobilité des apprenants dans différents contextes d'apprentissage;
(e) les initiatives et les projets promouvant un meilleur accès de tous les individus à la mobilité;
(f) l'élaboration et la mise en œuvre des cadres des certifications en référence au CEC;
(g) la reconnaissance des savoirs, aptitudes et compétences acquis en dehors des systèmes éducatifs formels, par exemple au travail, dans le cadre d'activités bénévoles ou dans la vie de famille.

5.2. Liste de sujets pour les visites d'étude

- Cadres nationaux et sectoriels de certifications liés au CEC
- Outils visant à promouvoir la transparence des qualifications et la mobilité des citoyens
- Validation des acquis non formels et informels
- Réformes des systèmes nationaux d'éducation et de formation
- Établissement de liens entre l'enseignement et la formation professionnels et l'enseignement supérieur
- Mise en œuvre de filières d'apprentissage souples
- Renforcement de la participation des adultes à l'éducation et à la formation
- Orientation tout au long de la vie pour l'apprentissage et le travail
- La mobilité des apprenants dans l'éducation et la formation

5.3. Mots clés

- acquis d'apprentissage
- besoins de compétences
- cadre européen des certifications (CEC)
- cadres nationaux de certifications
- Europass
- formation des adultes
- groupes défavorisés
- migrants et minorités
- mobilité des apprenants

• mobilité des enseignants et des formateurs
• mobilité des travailleurs
• orientation tout au long de la vie
• partenaires sociaux
• programme pour l'éducation et la formation tout au long de la vie
• système européen de crédits d'apprentissage pour la formation et l'enseignement professionnels (ECVET)
• système européen de transfert et d'accumulation de crédits (ECTS)
• transparence des qualifications
• travailleurs âgés
• travailleurs peu qualifiés
• validation des acquis non formels et informels

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STUDIENBESUCHSPROGRAMM FÜR FACHLEUTE UND ENTSCHEIDUNGSTRÄGER DER ALLGEMEINEN UND BERUFLICHEN BILDUNG 2013/14

Themengruppen

1. FÖRDERUNG DER ZUSAMMENARBEIT ZWISCHEN ALLGEMEINER UND BERUFLICHER BILDUNG UND ARBEITSWELT

1.1. Beschreibung

Die Strategie Europa 2020 misst der allgemeinen und beruflichen Bildung einen hohen Stellenwert bei, um ein „intelligentes, nachhaltiges und integratives Wachstum" zu fördern (Rat der Europäischen Union, 2010d). Innerhalb des strategischen Rahmens für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung in der Zeit nach 2010 betont der Rat der Europäischen Union, dass die Gründung von Partnerschaften der Bildungs- und Ausbildungseinrichtungen (Rat der Europäischen Union, 2009b) mit Unternehmen, Forschungseinrichtungen, kulturellen Akteuren und kreativen Branchen wichtig ist, um Innovation zu fördern und die **Beschäftigungsfähigkeit** und das **unternehmerische Potenzial** aller Lernenden zu verbessern. Um ein der Kreativität zuträgliches Klima zu erzeugen und die beruflichen Anforderungen und die sozialen Bedürfnisse sowie das persönliche Wohl des Einzelnen besser miteinander in Einklang zu bringen, sollten größere Lerngemeinschaften gefördert werden, in die auch Vertreter der Zivilgesellschaft und anderer Interessengruppen einbezogen werden (Rat der Europäischen Union, 2009d).

Die Wirtschaftskrise in Europa erfordert sofortige und wirksame Maßnahmen, die die langfristige wirtschaftliche und soziale Entwicklung fördern, die Wettbewerbsfähigkeit und Beschäftigungsfähigkeit stärken und den sozialen Zusammenhalt festigen. In ihrer Mitteilung *Ein gemeinsames Engagement für Beschäftigung* (Europäische Kommission, 2009b) legte die Europäische Kommission drei Schlüsselprioritäten fest, die die Mitgliedstaaten bei der Planung und Durchführung geeigneter und wirksamer Beschäftigungspolitiken unterstützen sollen: Erhaltung und Schaffung von Arbeitsplätzen und Förderung der Mobilität; Steigerung des Kompetenzniveaus und Anpassung an die Erfordernisse des Arbeitsmarkts und Ausweitung des Zugangs zur Beschäftigung.

Die allgemeine und berufliche Erstausbildung liefert die Grundlage an Qualifikationen, auf der die weitere Bildung aufbaut. Die Kenntnisse, Fähigkeiten und Kompetenzen, die die Menschen während ihrer allgemeinen und beruflichen Erstbildung erwerben, können sie dabei unterstützen, erfolgreich eine Beschäftigung aufzunehmen und sich in der Folge neuen Anforderungen, Arbeitsmethoden und Arbeitsplätzen anzupassen. In seinen Schlussfolgerungen zu **neuen Qualifikationen für neue Arbeitsplätze** (Rat der Europäischen Union, 2010g) befasst sich der Rat mit der Frage, wie die Menschen durch allgemeine und berufliche Bildung besser auf noch nicht vorhandene Beschäftigungen vorbereitet werden können. Die aktualisierte Qualifikationsprognose des Cedefop von 2011 für Sektoren und Berufe deutet darauf hin, dass die Nachfrage nach Qualifikationen (gemessen an formalen Qualifikationen) sich erhöhen wird, während gleichzeitig viele junge Europäer die Schule ohne Abschluss des Sekundarbereichs II verlassen. Von den bis 2020 erwarteten neuen Beschäftigungsmöglichkeiten werden 32 Millionen hohe Qualifikationen, 36,5 Millionen mittlere Qualifikationen und 6,7 Millionen Qualifikationen mit niedrigem Niveau erfordern (Cedefop, 2011c). Für viele derzeitige Arbeitsplätze werden sich die Anforderungen an die Qualifikationen ändern, was für die Menschen entweder die kontinuierliche Anpassung an diese Neuerungen bedeutet oder die Vorbereitung auf die Anforderungen an neuen Arbeitsplätzen.

Es ist wichtig, die **praktische Bedeutung der allgemeinen und beruflichen Bildung für die Arbeitswelt zu stärken**. Zu diesem Zweck muss der Dialog zwischen den Einrichtungen der allgemeinen und beruflichen Bildung auf allen Ebenen – angefangen von den Schulen bis hin zu Einrichtungen der Berufs-, Erwachsenen- und Hochschulbildung – und Partnern des Arbeitsmarkts insbesondere Unternehmen und Arbeitgebern zu fördern (Rat der Europäischen Union, 2009a). Wie im Brügge-Kommuniqué zu einer verstärkten europäischen Zusammenarbeit in der Berufsbildung hervorgehoben wird, können **Partnerschaften zwischen den Akteuren** der beruflichen Aus- und Weiterbildung, Sozialpartnern, Unternehmen, Arbeitsverwaltungen und anderen Akteuren die Voraussetzungen dafür schaffen, dass junge Menschen die Kenntnisse, Fertigkeiten und Kompetenzen erwerben, **die ihnen eine rasche Eingliederung in den Arbeitsmarkt** und

die Anpassung an neue Anforderungen am Arbeitsplatz ermöglichen (Brügge-Kommuniqué, 2010). Eine solche Zusammenarbeit kann verschiedene Formen annehmen (Rat der Europäischen Union, 2009b), z. B.:

- Auflegung von Programmen für allgemeine und berufliche Bildung auf der Grundlage von Lernergebnissen, die die Anforderungen des Arbeitsmarkts widerspiegeln;
- Ausarbeitung des Lehrplans mit dem Ziel, Schlüsselkompetenzen zu entwickeln, wobei der theoretische Inhalt mit praktischen Komponenten aus der Berufswelt ergänzt wird;
- Praktika und Firmenpraktika für Lehrer und Lernende, die sie mit den Gegebenheiten eines realen Arbeitsumfelds vertraut machen;
- Einbindung von Berufspraktikern und Unternehmern in den Lehr-/Lernprozess.

Die europäischen Sozialpartner haben einen eigenen Aktionsrahmen für die Entwicklung von Kompetenzen des lebenslangen Lernens und Qualifikationen entworfen, unterstützen jedoch auch die Kommission und die Mitgliedstaaten dabei, **die Berufsbildung in Europa zu verbessern und attraktiver zu gestalten**. Die Sozialpartner sollten dabei unterstützt werden, ihren Beitrag zur Organisation, Bereitstellung und Finanzierung der Ausbildung zu leisten, aber sie sollten auch das **Lernen am Arbeitsplatz** fördern, um die Beschäftigungsfähigkeit der Arbeitnehmer zu verbessern und den Zugang zum lebenslangen Lernen zu erleichtern (Europäische Kommission, 2010a). Damit das lebenslange Lernen für alle, ungeachtet ihres Alters oder Qualifikationsniveaus, zur Realität werden kann, müssen reguläre Arbeitsplätze die wichtigsten Orte des Lernens werden (Cedefop, 2011c).

Bei den Studienbesuchen werden Ansätze und Beispiele bewährter Praxis vorgestellt:

(a) Beitrag der allgemeinen und beruflichen Bildung zur Verbesserung von Kenntnissen, Qualifikationen und Kompetenzen für den Arbeitsmarkt;
(b) Analyse von Qualifikationserfordernissen und-lücken, die auf den Arbeitsmärkten der EU-Mitgliedstaaten entstehen, und Ausarbeitung von politischen Problemlösungen;
(c) Planung und Umsetzung von Aktivitäten wie den Übergang von der allgemeinen und beruflichen Bildung zum Arbeitsleben, Berufsberatung und Lernen am Arbeitsplatz zur Verbesserung der Beschäftigungsfähigkeit.
(d) Anreize und Initiativen, die auf nationaler und regionaler Ebene für die Einrichtungen der allgemeinen und beruflichen Bildung entwickelt wurden, damit diese mit externen Partnern, wie Kommunen, Unternehmen, Sozialpartnern, Nichtregierungsorganisationen (NRO), Eltern usw. zusammenarbeiten;
(e) nationale, regionale und lokale Beispiele für partizipative Führung.

1.2. Liste der Themen für Studienbesuche

- Übergang von der allgemeinen und beruflichen Bildung zum Arbeitsleben
- Lernen am Arbeitsplatz
- Eingliederung benachteiligter Gruppen in den Arbeitsmarkt
- Steigerung der Attraktivität von Berufsbildung
- Beitrag der Sozialpartner zum lebenslangen Lernen
- Zusammenarbeit zwischen Einrichtungen der allgemeinen und beruflichen Bildung, Unternehmen und lokalen Gemeinschaften
- Neue Kompetenzen für neue Beschäftigungen
- Förderung von Unternehmertum und Beschäftigungsfähigkeit

1.3. Schlüsselwörter

- Ältere Arbeitnehmer
- Erwachsenenbildung
- Finanzierung
- lebenslange Bildungs- und Berufsberatung
- Lehrlingsausbildung
- Leitung und Management
- Nachhaltige Entwicklung
- Praktikum
- Qualifikationsbedarf
- Schlüsselkompetenzen
- schulisches Umfeld
- soziale Eingliederung
- Sozialpartner

• unternehmerische Kompetenz
• Validierung nicht formalen und informellen Lernens

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

2.1. Beschreibung

In dem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (Rat der Europäischen Union, 2009d) nach 2010 wird die Notwendigkeit bekräftigt, einen Unterricht von hoher Qualität sicherzustellen und zu diesem Zweck eine adäquate **Grundausbildung für Lehrer sowie Fortbildungsmöglichkeiten für Lehrer und Ausbilder** zu bieten und die Lehrberufe zu einer attraktiven Karriereoption zu machen. Angesichts eines im Wandel begriffenen Arbeitsmarkts und -umfelds sollten flexible Möglichkeiten der Erstausbildung und Weiterbildung für Lehrkräfte und Ausbilder zur Verfügung gestellt und entsprechende Investitionen getätigt werden (Brügge-Kommuniqué, 2010). Um dem Mangel an Lehrkräften zu begegnen und um zu verhindern, dass eine große Zahl von jungen Lehrkräften den Beruf vorzeitig aufgibt, sollten verstärkt Einarbeitungsprogramme und Modelle für Probezeiten aufgelegt werden. Es sollten kohärente **Einarbeitungsprogramme** durchgeführt werden, die Junglehrern berufliche, soziale und persönliche Unterstützung bieten (Europäische Kommission 2010b, S. 18-20).

Die Wahrnehmung der Rolle von Lehrkräften (Ausbildern) hat sich in den letzten Jahren gewandelt, sodass die Erwartungen an Lehrkräfte und an die Schulen generell gestiegen sind. Als Schlüsselakteure für die Unterstützung der Lernerfahrung der Lernenden müssen Lehrkräfte und Ausbilder mehr Verantwortung für die Aktualisierung und Fortentwicklung ihrer eigenen Kenntnisse und Fähigkeiten übernehmen (Rat der Europäischen Union, 2009c) und ihre Fähigkeiten und Arbeitsmethoden an ein verändertes Umfeld anpassen. Die Rollen von Lehrkräften und Ausbildern nähern sich an: Ein Ausbilder an einem Arbeitsplatz wird künftig mehr pädagogische Kompetenzen benötigen und muss eine Unterstützungs- und Mentorrolle übernehmen; von einer Lehrkraft dagegen wird, wie von einem Ausbilder, ein genaues Verständnis der Arbeitsabläufe erwartet (Europäische Kommission, 2010a).

Lehrkräfte müssen mit heterogeneren Schülergruppen arbeiten und die Integration benachteiligter Schüler in die reguläre Schul- und Berufsbildung verbessern. Lehrkräfte und Ausbilder müssen neue Unterrichts- und Ausbildungsansätze sowie reflektives Denken beherrschen, weiterentwickeln und anwenden. Dies beinhaltet auch stärker individualisierte Unterrichts- und Lernansätze, gute Kommunikationsfähigkeit, Teamarbeitsmethoden, ein demokratisches Schulmanagement und unterstützende Mechanismen für die Schülerbeurteilung und die Schulevaluierung. Die Lehrkräfte sollten stärker und aktiver in die Prozesse zur Verbesserung der Schulen einbezogen werden.

Aufgrund neuer Anforderungen müssen politische Entscheidungsträger und Leiter von Bildungs- und Berufsbildungseinrichtungen sehr viel vorausschauender agieren, wodurch sich **die Rolle der Schulleiter** überall in Europa verändert hat. Schulleiter stehen heute an vorderster Front und sind zentrale Akteure bei den Anstrengungen zur Verbesserung der Schulbildung. Es besteht ein Bedarf an wirkungsvollen Führungsfähigkeiten und –kompetenzen (einschließlich Finanzmanagement, IKT-Kompetenzen, Personalmotivierung, Qualitätssicherung, Kommunikation usw.), um den Wandel und neue Funktionen anzunehmen und zu bewältigen. Die Schulleiter die Chancen zum Austausch guter Praxis und zur beruflichen Weiterbildung über nationale Grenzen hinweg nutzen.

Die **Verbesserung von Qualität und Effizienz** der allgemeinen und beruflichen Bildung bleibt ein strategisches Ziel der europäischen Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung. In seinen Schlussfolgerungen zu einem strategischen Rahmen für diese Zusammenarbeit betonte der Rat, wie wichtig es ist, die **Verwaltung und Leitung der Bildungs- und Ausbildungseinrichtungen** zu optimieren und wirksame **Qualitätssicherungssysteme** zu entwickeln (Rat der Europäischen Union, 2009d).

Die Ausrichtung auf Qualität beinhaltet die Stärkung der Kapazitäten von Lehrkräften, Schulleitern, Ausbildern und Ausbildungsleitern, Strategien zur besseren Verständigung mit den Eltern, die Modernisierung der Curricula und die Ausweitung außerschulischer Aktivitäten, die Verbesserung der Infrastruktur und die Schaffung eines respektvollen Umfelds. Die Einführung von Qualitätssicherungssystemen ist auf allen Bildungsebenen wichtig, unter anderem bei der Bewertung der Kompetenzen von Lernenden, bei institutionellen Selbstbewertungen, externen und internen Bewertungen, in Bezug auf Transparenz und die Validierung von Ergebnissen. Immer häufiger werden beispielsweise Sozialpartner und Akteure des Arbeitsmarkts zu Bewertungen und zur Validierung von Ergebnissen hinzugezogen („Lerngemeinschaften“).

Im Hinblick auf die **berufliche Aus- und Weiterbildung** unterstreicht das Brügge-Kommuniqué die Notwendigkeit, der Qualitätssicherung in der europaweiten Zusammenarbeit im Bereich der beruflichen Bildung während des Zeitraums 2011-20 hohe Priorität einzuräumen (Brügge-Kommuniqué, 2010). Die Qualitätssicherung ist unerlässliche Voraussetzung für die Entwicklung von gegenseitigem Vertrauen zwischen den Berufsbildungssystemen, welches die Mobilität und die gegenseitige Anerkennung von Qualifikationen und Kompetenzen erleichtern wird. Die Mitgliedstaaten sollten bis 2015 Qualitätssicherungsrahmen für Berufsbildungseinrichtungen einführen, die auch für begleitende Berufspraktika gelten und mit dem EQAVET-Rahmen vereinbar sind (Europäisches Parlament, Rat der Europäischen Union, 2009a).

Bei den Studienbesuchen werden Entwicklungen und Maßnahmen vorgestellt, die Unterricht und Ausbildung attraktiver gestalten, die Leitung verbessern und die Qualität erhöhen. Dabei werden vor allem folgende Schwerpunkte gesetzt:

(a) Entwicklung von Programmen zur Einstellung und Bindung von hoch qualifizierten Mitarbeitern in allen Berufsgruppen der allgemeinen und beruflichen Bildung;
(b) Steigerung der Qualität und der Kompetenzen von Führungskräften in Einrichtungen der allgemeinen und beruflichen Bildung;
(c) kontinuierliche berufliche Weiterentwicklung von Lehrkräften und Ausbildern;
(d) Initiativen zur Erleichterung der Mobilität von Lehrkräften und Ausbildern;
(e) Qualitätssicherungssysteme in Schulen und Ausbildungseinrichtungen.

2.2. Liste der Themen für Studienbesuche

- Qualitätssicherungssysteme in Schulen und Ausbildungseinrichtungen
- Erstausbildung, Einstellung und Evaluierung von Lehrkräften und Ausbildern
- Berufliche Weiterentwicklung von Lehrkräften und Ausbildern und Karrieremöglichkeiten
- Leitungsfunktion und Management bei Schulen und Berufsbildungsanbietern

2.2. Schlüsselwörter

- Autonomie (Schule oder Einrichtung)
- Evaluierung (Schule oder Einrichtung)
- Kompetenzen von Lehrkräften und Ausbildern
- Leitung und Management
- Mobilität von Lehrkräften und Ausbildern
- Qualifikationen von Lehrkräften und Ausbildern
- Qualitätssicherung
- Status von Lehrkräften und Ausbildern

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

3.1. Beschreibung

In der Empfehlung des Europäischen Parlaments und des Rates zu Schlüsselkompetenzen für lebensbegleitendes Lernen (2006a) wurde ein Rahmen festgelegt, der Kenntnisse mit Qualifikationen und Einstellungen vereint, die alle Menschen für ihre persönliche Entfaltung, für aktive Bürgerschaft, soziale Integration und Beschäftigung benötigen. Er dient als Referenzinstrument zur Unterstützung von politischen Entscheidungsträgern, Bildungs- und Ausbildungsanbietern, Arbeitgebern und Lernenden.

Schlüsselkompetenzen haben für alle Altersgruppen Priorität. Junge Menschen sollten bis zum Ende der allgemeinen und beruflichen Erstausbildung ausreichende Schlüsselkompetenzen erworben haben, um für das Erwachsenenleben gerüstet zu sein und über eine solide Grundlage für das Arbeitsleben und für weiteres Lernen zu verfügen. Erwachsene müssen ihre Schlüsselkompetenzen ihr Leben lang weiterentwickeln und aktualisieren, um sich flexibel an den raschen Wandel anpassen zu können.

Zu den Schlüsselkompetenzen zählen muttersprachliche Kompetenz, Fremdsprachenkenntnisse, mathematische Kompetenz und grundlegende naturwissenschaftlich-technische Kompetenz, Computerkompetenz, Lernkompetenz, soziale Kompetenz und Bürgerkompetenz, Eigeninitiative und unternehmerische Kompetenz, Kulturbewusstsein und kulturelle Ausdrucksfähigkeit.

In dem strategischen Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und

beruflichen Bildung (ET 2020) (Rat der Europäischen Union, 2009d) wird die Notwendigkeit, dass jeder Einzelne Schlüsselkompetenzen erwirbt, erneut bekräftigt und zu einem strategischen Ziel erhoben, **um Kreativität und Innovation sowie unter anderem unternehmerisches Denken auf allen Ebenen der allgemeinen und beruflichen Bildung zu fördern.** Gleichzeitig sollte die Vermittlung von unternehmerischem Denken – d. h. Initiativgeist, Fähigkeit zur Umsetzung von Ideen in die Praxis, Kreativität und Selbstvertrauen – gefördert und allen Berufsbildungsteilnehmern, in allen Fächern und Fachbereichen, zugänglich gemacht werden, indem praktische Erfahrungen in Unternehmen und die Einbindung von Fachleuten aus Unternehmen ermöglicht werden (Rat der Europäischen Union, 2010f). Die Lernenden sollten auf Selbständigkeit als Karriereoption aufmerksam gemacht und auf die Gründung eines eigenen Unternehmens vorbereitet werden. Unternehmerisches Denken muss ein fester Bestandteil des Kompetenzrahmens für Lehrkräfte und Ausbilder werden (Europäische Kommission, 2010a).

Neuere Forschungen belegen in der gesamten EU einen Trend zu **kompetenzbasiertem Unterrichten und Lernen und zu einem an Lernergebnissen** (was Lernende wissen, verstehen und zu tun in der Lage sind) orientierten Ansatz (Rat der Europäischen Union; Europäische Kommission, 2012), der Teil eines innovativen Unterrichts- und Lernansatzes ist. Die europäischen Länder haben gute Fortschritte bei der Entwicklung schulischer Curricula erzielt, die stärkeres Augenmerk auf fächerübergreifende Ansätze und die Anwendbarkeit von Wissen in realen Lebenssituationen legen und damit die Schüler bei der Entwicklung von Schlüsselkompetenzen unterstützen, die für Selbstverwirklichung, aktive Bürgerschaft und Beschäftigungsfähigkeit erforderlich sind. Obwohl die Verbesserung von Lese- und Schreibkompetenzen sowie von Grundfertigkeiten weiterhin Anstrengungen erfordert, rücken die **bereichsübergreifenden Kompetenzen** (digitale Kompetenz, soziale Fähigkeiten, Kooperationsfähigkeit und Lernkompetenz) immer stärker in den Blickpunkt des Interesses. Sie sind eine wesentliche Voraussetzung dafür, dass Menschen sich an unterschiedliche Arbeitsumgebungen anpassen und ein Leben als aktive Bürger führen können. Auch bei den Arbeitgebern ist eine wachsende Nachfrage nach diesen Kompetenzen zu beobachten (Rat der Europäischen Union, 2010c).

2010 befasste sich der Rat erstmals mit dem Thema **„Bildung für nachhaltige Entwicklung" (BNE)**, die wirtschaftliche, soziale und Umweltaspekte berücksichtigen soll. In seinen Schlussfolgerungen fordert der Rat die Mitgliedstaaten auf, die nachhaltige Entwicklung in alle Bereiche der allgemeinen und beruflichen Bildung einzubeziehen und die BNE im Rahmen ihrer nationalen Strategien für lebenslanges Lernen zu unterstützen (Rat der Europäischen Union, 2010e).

Bei den Studienbesuchen zu diesem Themenkreis werden Maßnahmen vorgestellt, die Teilnehmerländer ergreifen, um Schlüsselkompetenzen für junge Menschen und Erwachsene sowie kreative und innovative Konzepte für den Bereich der allgemeinen und beruflichen Bildung zu fördern. Beispiele für solche Maßnahmen sind:

(a) nationale, regionale und lokale politische Strategien zur Verstärkung der Schlüsselkompetenzen und zur Unterstützung von Kreativität und Innovation;
(b) Reformen der nationalen Curricula bzw. Erarbeitung regionaler und lokaler Schulcurricula;
(c) spezifische Initiativen und Projekte zur Förderung des Erwerbs von Schlüsselkompetenzen, von Kreativität und Innovation;
(d) neue Ansätze für die Organisation von Lernen und Lehre;
(e) innovative Methoden, Lernumgebungen, Lernmaterialien oder Bewertungstechniken.

3.1. Liste der Themen für Studienbesuche

- Ausbau der Lese-, Schreib- und Rechenfähigkeiten
- Sprachunterricht und Spracherwerb
- Einsatz von IKT beim Lernen
- Bildung für unternehmerische Kompetenz
- Erziehung zur aktiven Bürgerschaft und zur nachhaltigen Entwicklung
- Entwicklung von Kreativität im Bereich Lernen und Lehre
- Erlernen von Mathematik und Naturwissenschaften

3.2. Schlüsselwörter

- Außercurriculare Maßnahmen
- Bewertung der Lernenden
- Computerkompetenz
- Curriculum

• ehrenamtliche Tätigkeit
• Elternbeteiligung
• Erwachsenenbildung
• fremdsprachliche Kompetenz
• Gesundheitserziehung
• innovative Ansätze
• Integriertes Inhalts- und Sprachenlernen (CLIL)
• interkulturelle Bildung
• junge Menschen
• Kulturbewusstsein und kulturelle Ausdrucksfähigkeit
• Lernkompetenz
• mathematische Kompetenz
• muttersprachliche Kompetenz
• Nachhaltige Entwicklung
• naturwissenschaftlich-technische Kompetenz
• personalisiertes Lernen
• Qualifikationsbedarf
• soziale Eingliederung
• soziale Kompetenz und Bürgerkompetenz

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

4.1. Beschreibung

Der strategische Rahmen für die europäische Zusammenarbeit in der allgemeinen und beruflichen Bildung („ET 2020“) (Rat der Europäischen Union, 2009d), legt fest, dass die Förderung der Gerechtigkeit, des sozialen Zusammenhalts und des aktiven Bürgersinns eine strategische Priorität für die Mitgliedsstaaten bis 2020 ist. Die Systeme der allgemeinen und beruflichen Bildung sollten darauf ausgerichtet sein, dass alle Lernenden, einschließlich jener aus benachteiligten Verhältnissen, jener mit besonderen Bedürfnissen sowie Zuwanderer, einen Bildungsabschluss erreichen, gegebenenfalls auch über den zweiten Bildungsweg und durch Bereitstellung von stärker auf persönliche Bedürfnisse zugeschnittenen Lernangeboten. Auf diese Weise können die Systeme der allgemeinen und beruflichen Bildung dazu beitragen, soziale Ungleichheiten zu verringern, und die Bürger in die Lage versetzen, ihr Potenzial voll auszuschöpfen (Rat der Europäischen Union, 2011c).

Die Senkung des Anteils der **Schulabbrecher** von gegenwärtig 14,4% auf 10% in den allgemeinen und beruflichen Bildungssystemen ist eines der Leitziele der Strategie „Europa 2020“. 2011 nahm die Kommission einen Aktionsplan an, der den Mitgliedstaaten helfen wird, dieses Leitziel bis Ende des Jahrzehnts zu erreichen (Rat der Europäischen Union, 2011a). Insbesondere die berufliche Bildung kann durch eine Kombination von Präventiv- und Abhilfemaßnahmen zur Senkung der Schulabbrecherquote beitragen, wie z. B. durch arbeitsmarktrelevante berufliche Bildung, mehr praxisorientiertes Lernen und Ausbildungspraktika, flexible Bildungswege, wirkungsvolle Orientierung und Beratung sowie Lerninhalte und -methoden, die dem Lebensstil und den Interessen junger Menschen Rechnung tragen, gleichzeitig aber ein qualitativ hohes Niveau der beruflichen Bildung aufrechterhalten (Brügge-Kommuniqué, 2010).

Der **Zugang zu Vorschulbildung** ist für einen guten Start ins Leben wesentlich, da so die Sozialkompetenz der Kinder gefördert und eine Grundlage für weiteres Lernen gelegt wird. Dies ist besonders wichtig für Kinder aus Familien, die über ein niedriges Einkommen verfügen, einer ethnischen Minderheit angehören oder einen Migrationshintergrund haben.

Die Mitgliedstaaten haben **alternative (flexiblere) Formen der allgemeinen und beruflichen Bildung**, Nachqualifizierungsprogramme sowie Mechanismen zur Information von Eltern über Fehlzeiten eingeführt und die Kosten durch die Bereitstellung kostenloser Unterrichtsmaterialien und durch kostenlose Beförderung reduziert. Von Bedeutung ist auch eine enge Zusammenarbeit des Sektors der allgemeinen und beruflichen Bildung mit Ausbildungsstätten des zweiten Bildungswegs für Erwachsene. Für Kinder mit besonderen Erfordernissen wird die Zugangsmöglichkeit zunehmend als Chance gesehen, eine allgemeinbildende Schule oder eine Förderschule zu besuchen, je nachdem, welche Option für das einzelne Kind die besten

Lernmöglichkeiten bietet. Kostenlose Hochschulbildung ist ein entscheidender Faktor, denn Studiengebühren können ein Hindernis für den Zugang darstellen.

Die Mitgliedstaaten **sollten im Rahmen der Berufsbildung verschiedene Wege zur Förderung von Lernen und Beschäftigung entwickeln**. Auch öffentliche Ausbildungsprogramme für Erwerbslose und benachteiligte Lernende sollten verbessert werden. Die Qualität und praktische Bedeutung solcher Programme kann durch die Förderung von Partnerschaften mit Interessengruppen auf regionaler und lokaler Ebene und durch die Beteiligung des privaten Sektors optimiert werden.

Alle Lernenden sollten die gleiche Chance auf Erfolg haben; Erfolg sollte nicht von Umständen abhängen, die sich dem Einfluss des Lernenden entziehen, z. B. von der finanziellen Situation der Familie, der elterlichen Erziehung, dem Beschäftigungsstatus der Eltern, der geografischen Lage, der ethnischen und rassischen Zugehörigkeit, von Geschlecht oder Behinderungen. Im Bereich der Pflichtschulzeit wurde zudem der Möglichkeit der Nachqualifizierung für Schulabbrecher („zweite Chance“) große Aufmerksamkeit geschenkt. Die berufliche Erstausbildung zur Vermittlung von Kompetenzen, Kenntnissen und Qualifikationen ist für die Eingliederung dieser Schüler in die Gesellschaft von entscheidender Bedeutung. In den meisten Mitgliedstaaten sind noch weitere Initiativen notwendig, um die Abbrecherquote zu senken und Ungleichheit aufgrund von sozioökonomischer Benachteiligung zu bekämpfen. **Individuelle Hilfe** für Risikoschüler kann aus auf persönliche Bedürfnisse zugeschnittenen Lernangeboten, Beratung, Mentoren- und Nachhilfesystemen, Sozialleistungen und außerschulischen lernunterstützenden Maßnamen bestehen (Rat der Europäischen Union, 2010c).

Bei den Studienbesuchen werden Entwicklungen und Maßnahmen in folgenden Bereichen vorgestellt:

(a) Entwicklung und Umsetzung von Maßnahmen zur Verbesserung des Zugangs zu allgemeiner und beruflicher Bildung für benachteiligte Gruppen;
(b) Planung und Durchführung von Maßnahmen zur Erzielung von Gleichbehandlung.

4.2. Liste der Themen für Studienbesuche

- Lernangebote für Vorschulkinder
- Personalisierte Lernansätze
- Maßnahmen zur Prävention von Schulabbruch
- Chancengleichheit für benachteiligte Gruppen

4.3. Schlüsselwörter

- Allgemeines und berufliches Bildungsniveau
- ältere Arbeitnehmer
- besondere Erfordernisse
- ehrenamtliche Tätigkeit
- Erwachsenenbildung
- Gleichstellung der Geschlechter
- lebenslange Bildungs- und Berufsberatung
- Migranten und Minderheiten
- Schulabbrecher
- soziale Eingliederung
- vorschulische Erziehung

5. ENTWICKLUNG VON STRATEGIEN FÜR LEBENSLANGES LERNEN UND MOBILITÄT

5.1. Beschreibung

Die Verwirklichung **des lebenslangen Lernens und der Mobilität** ist ein strategisches Ziel der europäischen Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung nach 2010 (Rat der Europäischen Union, 2009d). Die meisten Länder haben bei der Festlegung einheitlicher und übergeordneter Strategien für lebenslanges Lernen Fortschritte gemacht. Die Zusammenarbeit sollte sich auf das Lernen in allen formalen, nicht formalen oder informellen Umgebungen beziehen: angefangen bei der frühkindlichen Erziehung über Schulbildung bis hin zur Hochschulbildung, Berufsbildung und Erwachsenenbildung. Das Brügge-Kommuniqué zu einer verstärkten europäischen Zusammenarbeit in der beruflichen Bildung fordert mehr Maßnahmen, um möglichst vielen Menschen den Zugang zum lebenslangen Lernen zu eröffnen, sodass

die Menschen die Möglichkeit haben, in jeder Lebensphase zu lernen, was unter anderem durch offenere und flexiblere Einstiegswege in die allgemeine und berufliche Bildung gewährleistet werden sollte (Brügge-Kommuniqué, 2010).

Der Austausch von Informationen über verschiedene politische Alternativen kann sich positiv auf die Durchführung von Reformen nationaler Systeme der allgemeinen und beruflichen Bildung auswirken und zusammen mit anderen gemeinsamen Lernaktivitäten die Erreichung der gemeinsamen Ziele und Benchmarks für lebenslanges Lernen vorantreiben. Noch steht die Durchführung **kohärenter und umfassender Strategien für lebenslanges Lernen** aus, die die Bereiche Bildung, Hochschulbildung, Erwachsenenbildung und Berufsbildung umfassen. Hierbei ist ein ganzheitlicher Ansatz, der lebenslanges Lernen und berufliche Bildung mit anderen Politikfeldern wie Makroökonomie, Beschäftigung, Wettbewerb, Unternehmen, Forschung und Innovation sowie Sozialpolitik verknüpft, von entscheidender Bedeutung.

Die Mobilität der Bürger, insbesondere bei der allgemeinen und beruflichen Bildung, trägt dazu bei, ein Zugehörigkeitsgefühl zu Europa, ein europäisches Bewusstsein und eine europäische Bürgerschaft zu fördern. Konkret bedeutet dies für junge Menschen, dass sie ihre persönlichen Kompetenzen und ihre Beschäftigungsfähigkeit stärken können, und für Lehrkräfte und Ausbilder, dass sie ihren Erfahrungsschatz erweitern und ihre Kompetenzen verbessern können. In einer internationalen Wirtschaft ist schließlich die Fähigkeit, selbständig zu lernen und in einer mehrsprachigen Umgebung zu arbeiten, eine Voraussetzung für die Wettbewerbsfähigkeit der europäischen Wirtschaft. Das Programm für lebenslanges Lernen unterstützt den Austausch und Verbindungen zwischen Personen, Einrichtungen und Ländern. Das Jahr 2013 wird zum „Europäischen Jahr der Bürgerinnen und Bürger“ ausgerufen. Zu den Schwerpunkten des Europäischen Jahres zählen die Möglichkeiten der Beteiligung und des Zugangs zu Rechten für Unionsbürgerinnen und -bürger, die sich in einem anderen Mitgliedstaat als ihrem Herkunftsmitgliedstaat angesiedelt haben (Europäische Kommission, 2011).

In der Initiative „**Jugend in Bewegung**“ (Rat der Europäischen Union, 2010f) wird unterstrichen, wie wichtig die Mobilität zu Lernzwecken ist, und vorgeschlagen, deren Vorteile allen jungen Menschen besser zugänglich zu machen. In diesem Sinne sollten neue innovative Konzepte dazu erkundet werden, wie die Mobilität in der beruflichen Aus- und Weiterbildung, insbesondere die Mobilität von Auszubildenden, gestärkt werden kann. Die Europäische Qualitätscharta für Mobilität aus dem Jahr 2006 (Europäisches Parlament, Rat der Europäischen Union, 2006b) dient als Bezugsdokument für Mobilitätsmaßnahmen zum Lernen oder zu sonstigen Zwecken, wie die berufliche Verbesserung für Jugendliche und Erwachsene. Das Grünbuch über die Förderung der Mobilität junger Menschen zu Lernzwecken (Europäische Kommission, 2009a) der Europäischen Kommission hingegen, behandelt verschiedene Aspekte von der Vorbereitung bis zur Nachbereitung von Mobilitätsphasen. Zudem werden die wichtigsten Hindernisse für Mobilität beleuchtet und Anregungen und Beispiele bewährter Praxis zur Beseitigung dieser Hindernisse erbeten.

Zur Förderung sowohl der Mobilität der Bürger Europas als auch ihrer Qualifikationen und Lernleistungen wurden oder werden zurzeit mehrere gemeinsame Instrumente, Grundsätze und Rahmen auf europäischer Ebene entwickelt. Sie alle dienen dem Zweck, die Zusammenarbeit in Europa zu stärken und in allen Bereichen der allgemeinen und beruflichen Bildung Transparenz, Anerkennung und Qualitätssicherung zu verbessern.

Der **Europäische Qualifikationsrahmen** (EQR, 2012) ist ein gemeinsamer europäischer Referenzrahmen, der die Qualifikationen in den einzelnen Ländern miteinander verbindet, um sie über Länder- und Systemgrenzen hinweg in Europa besser vergleichbar und verständlicher zu machen. Er verfolgt dabei zwei Kernziele: Förderung der grenzüberschreitenden Mobilität von Bürgern und Unterstützung des lebenslangen Lernens. Der EQR dient außerdem als gemeinsamer europäischer Bezugspunkt für im Bildungswesen tätige internationale Organisationen, die länderübergreifend eigene Qualifikationen entwickeln möchten. Immer mehr europäische Länder entwickeln und benutzen **nationale Qualifikationsrahmen (NQR)** (Cedefop 2012a), die alle Bildungsbereiche abdecken und zumeist eng mit dem EQR verknüpft sind. Die NQR fördern die Kohärenz aller Bildungsoptionen im Rahmen des lebenslangen Lernens, indem sie den Lernenden – durch die Anerkennung ihrer Lernergebnisse – den Bildungszugang und das weitere Fortkommen erleichtern.

Der **Europass** (Europass, 2012) 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. Gemäß dem Brügge-Kommuniqué soll bis 2012 ein europäischer Kompetenzpass entwickelt werden, der Teil des Europass sein und den Bürgern helfen wird, ihre durch formales oder nicht formales Lernen erworbenen Kompetenzen zu dokumentieren.

Die Transparenz von Qualifikationen und die Anerkennung von Lernergebnissen werden zudem durch Instrumente gefördert, die Lernenden die Anrechnung von Lernleistungen, die sie während Lernperioden im eigenen Land oder im Ausland erbracht haben, erleichtern sollen. Diese Instrumente sind: das **Europäische Leistungspunktesystem für die Berufsbildung** (ECVET) (Europäisches Parlament und Rat der Europäischen Union, 2009b) und das Europäische System zur Übertragung von Studienleistungen (ECTS) in der Hochschulbildung. 2009 verabschiedeten das Europäische Parlament und der Rat die Empfehlung zur Einrichtung eines europäischen Leistungspunktesystems für die Berufsbildung (ECVET). Der E**uropäische Bezugsrahmen für die Qualitätssicherung** in der beruflichen Aus- und Weiterbildung (Europäisches Parlament und Rat der Europäischen Union, 2009a) wurde 2009 vom Europäischen Parlament und vom Rat als Referenzinstrument eingeführt, um die Behörden der Mitgliedstaaten im Hinblick auf die Förderung und die Überwachung der kontinuierlichen Verbesserung ihrer nationalen Berufsbildungssysteme zu unterstützen.

Qualitativ hochwertige **Beratungsdienste** unterstützen die Bürger beim lebenslangen Lernen, beim Karrieremanagement und bei der Verwirklichung persönlicher Ziele. Die lebenslange Bildungs- und Berufsberatung leistet einen Beitrag zur Umsetzung der umfassenderen Ziele Vollbeschäftigung, hohes Bildungsniveau und Wirtschaftswachstum. 2008 verabschiedete der Rat der Europäischen Union eine Entschließung zu einer besseren Integration lebensumspannender Beratung in die Strategien für lebenslanges Lernen (Rat der Europäischen Union, 2008b), in der die Bedeutung der lebenslangen Bildungs- und Berufsberatung im Rahmen der Ausarbeitung und Durchführung politischer Strategien in den Bereichen Bildung, Ausbildung und Beschäftigung bekräftigt wurde.

Obwohl die Mitgliedstaaten erhebliche Fortschritte bei der Entwicklung von Strategien für lebenslanges Lernen gemacht haben, gibt es immer noch sehr große Unterschiede bezüglich der Lernbeteiligung von Erwachsenen (Rat der Europäischen Union, 2008a). Eine der großen Herausforderungen bis zum Jahr 2020 wird darin bestehen, die Lernbeteiligung gering qualifizierter Erwachsener und insbesondere älterer Arbeitnehmer zu erhöhen. Die Mitgliedstaaten sollten effiziente Systeme der **Erwachsenenbildung** aufbauen, die Erwachsenen Schlüsselkompetenzen vermitteln und ihnen den Zugang zum Arbeitsmarkt erleichtern. Bei den Studienbesuchen werden Entwicklungen in folgenden Bereichen vorgestellt:

(a) Reformen der allgemeinen und beruflichen Bildung, politische Maßnahmen zur Umsetzung der integrierten Strategien für lebenslanges Lernen;
(b) politische Maßnahmen zur Förderung der Beteiligung von Erwachsenen am lebenslangen Lernen;
(c) Einführung flexibler Bildungswege und Übergänge zwischen verschiedenen Bereichen der nationalen Systeme;
(d) Initiativen und Projekte für Mobilität zu Lernzwecken in verschiedenen Lernumgebungen,
(e) Initiativen und Projekte zur Förderung des größtmöglichen Zugangs zu Mobilitätsmaßnahmen für Einzelpersonen;
(f) Erstellung und Umsetzung von Qualifikationsrahmen, die sich am EQR orientieren;
(g) Anerkennung der Kenntnisse, Fertigkeiten und Kompetenzen, die Menschen außerhalb der formalen Bildungssysteme erwerben, wie z. B. bei der Arbeit, bei Freiwilligentätigkeiten oder im Rahmen des Familienlebens.

5.2. Liste der Themen für Studienbesuche

- Nationale und sektorale Qualifikationsrahmen, die sich auf den EQR beziehen
- Instrumente zur Förderung der Transparenz von Qualifikationen und der Mobilität der Bürger
- Validierung nicht formalen und informellen Lernens
- Reformen der nationalen Systeme der allgemeinen und beruflichen Bildung
- Schaffung von Verbindungen zwischen Berufsbildung und Hochschule
- Einführung flexibler Bildungswege
- Förderung der Beteiligung von Erwachsenen an allgemeiner und beruflicher Bildung
- Lebenslange Beratung beim Lernen und Arbeiten
- Mobilität zu Lernzwecken in der allgemeinen und beruflichen Bildung

5.3. Schlüsselwörter

- Ältere Arbeitnehmer
- Benachteiligte
- Erwachsenenbildung
- Europass

- Europäischer Qualifikationsrahmen (EQR)
- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET)
- Europäisches System zur Übertragung von Studienleistungen (ECTS)
- Geringqualifizierte
- lebenslange Bildungs- und Berufsberatung
- Lernergebnisse
- Migranten und Minderheiten
- Mobilität von Arbeitnehmern
- Mobilität von Lehrkräften und Ausbildern
- Mobilität von Lernenden
- nationale Qualifikationsrahmen
- Programm für lebenslanges Lernen
- Qualifikationsbedarf
- Sozialpartner
- Validierung nicht formalen und informellen Lernens
- Transparenz von Qualifikationen

AUSGEWÄHLTE QUELLEN ZUR EU-POLITIK ZU DIESEM THEMENFELD

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PROGRAMA DE VISITAS DE ESTUDIO PARA LOS ESPECIALISTAS Y RESPONSABLES EN EDUCACIÓN Y FORMACIÓN PROFESIONAL 2013/14

Categorías temáticas

1. FAVORECER LA COOPERACIÓN ENTRE LOS MUNDOS DE LA EDUCACIÓN, LA FORMACIÓN PROFESIONAL Y EL TRABAJO

1.1. Descripción

La Estrategia Europa 2020 pone un énfasis decidido en la educación y la formación para promover un «crecimiento inclusivo, sostenible e inteligente» (Consejo Europeo, 2010e). En el marco estratégico para la cooperación europea en el ámbito de la educación y la formación posterior a 2010, el Consejo Europeo subraya que es importante desarrollar asociaciones entre los centros de educación y formación y las empresas, los institutos de investigación, los agentes culturales y las industrias creativas para promover la innovación e incrementar la **empleabilidad** y el **potencial emprendedor** de todos los alumnos (Consejo Europeo, 2009c). Deberán fomentarse unas comunidades de aprendizaje más amplias, con participación de representantes de la sociedad civil y otras partes interesadas, a fin de crear un clima que conduzca a la creatividad y a una mejor conciliación de las necesidades profesionales y sociales, así como al bienestar individual (Consejo Europeo, 2009a).

La 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 “Un compromiso común para el empleo” (2009a), la Comisión Europea presentó tres prioridades esenciales que deberían poder ayudar a los Estados miembros a diseñar y aplicar políticas de empleo adecuadas y eficaces: mantenimiento del empleo, creación de puestos de trabajo y fomento de la movilidad; mejora de los conocimientos y satisfacción de las necesidades del mercado laboral; y mejora del acceso al empleo.

En la educación y formación inicial se adquieren capacidades básicas que habrán de desarrollarse más adelante. Los conocimientos, habilidades y competencias que los individuos desarrollan a lo largo de la educación y la formación iniciales son fundamentales para acceder con éxito a un empleo, así como para adaptarse más adelante a nuevos requisitos profesionales que puedan plantearse, métodos de trabajo y empleos. Las conclusiones del Consejo sobre **nuevas competencias para nuevos empleos** (Consejo Europeo, 2010b) recogen cómo formar mejor a los ciudadanos para los empleos que aún no existen y que se crearán en el futuro. El estudio de la previsión de competencias, llevado a cabo por el Cedefop en el 2011 para sectores y profesiones apunta que habrá un aumento de la demanda de competencias (medida como niveles de estudio formales), sin embargo, muchos jóvenes europeos dejarán los estudios sin finalizar el ciclo superior de enseñanza secundaria. De los empleos que oferte el mercado de trabajo en el 2020, 32 millones requerirán niveles de estudio superiores, 36,5 millones estudios de nivel medio y 6,7 millones cualificación básica (Cedefop, 2011a). Dado que las competencias exigidas en muchos puestos de trabajo cambiarán, los trabajadores tendrán que actualizarlas regularmente e incluso adaptarse a un cambio de empleo.

Es preciso que **la educación y la formación que se proporcionan tengan mayor relevancia para el mundo laboral.** Para ello, es necesario promover un diálogo entre instituciones de todos los niveles de la educación y la formación – tales como las escuelas, la formación profesional, la educación de personas adultas y la educación superior – y los actores principales del mercado laboral, las empresas y los empresarios (Consejo Europeo, 2009d). Como se subraya en el Comunicado de Brujas sobre una cooperación europea reforzada en materia de formación profesionales (FP), **la colaboración entre proveedores de educación y formación, los interlocutores sociales,** las empresas, los servicios de empleo y otras partes interesadas puede crear las condiciones necesarias para que los jóvenes adquieran los conocimientos y competencias que precisan para **integrarse rápidamente en el mercado de trabajo** y adaptarse a las nuevas exigencias laborales (Comunicado de Brujas, 2010). Este tipo de cooperación puede seguir distintas modalidades (Consejo Europeo, 2009c), tales como:

- el desarrollo de programas de formación en función de los resultados del aprendizaje que reflejen las necesidades del mercado laboral;

- la elaboración del curriculum, de modo que se estimule la adquisición de competencias clave, impartiendo contenidos teóricos junto a componentes prácticos relacionados con el mundo empresarial;
- prácticas en empresas tanto para profesores como para estudiantes con el fin de que se familiaricen con la realidad del mundo laboral;
- la participación de profesionales y empresarios en los procesos de aprendizaje.

Los interlocutores sociales europeos han desarrollado su propio marco de actuación para promover la adquisición y actualización de competencias y cualificaciones a lo largo de la vida, pero también colaboran en las iniciativas emprendidas por la Comisión Europea y los distintos países con objeto de **mejorar la FP y de que ésta resulte más atractiva en Europa**. Los interlocutores sociales necesitan respaldo para cumplir su papel en la organización, prestación y financiación de formación, pero deberían también promover el **aprendizaje en el lugar de trabajo,** mejorando las perspectivas de empleabilidad de los trabajadores y sus posibilidades de acceso al aprendizaje permanente (Comisión Europea, 2010b). Para que el aprendizaje permanente sea una realidad para todo el mundo, con independencia de la edad y del nivel de cualificación, el puesto de trabajo habitual ha de convertirse en el principal lugar de aprendizaje (Cedefop, 2011c).

Las visitas de estudio considerarán enfoques y ejemplos de buenas prácticas relacionados con:

(a) contribución de la educación y formación a la mejora de los conocimientos, capacidades y competencias para el mercado de trabajo;
(b) análisis de nuevas necesidades y carencias de capacidades en los mercados laborales de los Estados miembros de la UE y formulación de políticas para atender dichas necesidades;
(c) diseño y ejecución de iniciativas como la transición de la educación y formación al mundo laboral, la orientación profesional y el aprendizaje en el espacio laboral.
(d) incentivos e iniciativas de ámbito nacional y regional que fomentan la colaboración de los centros de enseñanza y formación con interlocutores externos, incluidos padres, municipios, empresas, agentes sociales, ONG, etc.;
(e) ejemplos nacionales, regionales y locales de gestión participativa y evaluación de los centros de educación y formación.

1.2. Lista de temas para las visitas de estudio

- Transición entre la educación y la formación y el mundo laboral
- Aprendizaje en el lugar de trabajo
- Integración de grupos desfavorecidos en el mercado de trabajo
- Aumento del atractivo de la FP
- Contribución de los interlocutores sociales al aprendizaje permanente
- Cooperación entre instituciones de educación y formación profesional y las empresas y la comunidad local
- Nuevas capacidades para nuevos empleos
- Fomentar el espíritu emprendedor y la empleabilidad

1.3. Palabras clave

- Aprendizaje de adultos,
- aprendizaje profesional,
- competencias clave,
- desarrollo sostenible,
- dirección y gestión,
- entorno escolar,
- espíritu emprendedor,
- financiación,
- inclusión social,
- integración en el mercado laboral,
- interlocutores sociales,
- necesidades de cualificaciones,
- orientación permanente,
- trabajadores mayores,
- validación del aprendizaje formal, no formal e informal.

2. APOYAR LA FORMACIÓN INICIAL Y CONTINUA DEL PROFESORADO, DEL PERSONAL FORMADOR Y DE LOS GESTORES DE LAS INSTITUCIONES DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

2.1. Descripción

El marco estratégico europeo para la cooperación en el ámbito de la educación y la formación (Consejo de la Unión Europea, 2009a) después de 2010 recalca la necesidad de contar con una enseñanza de alta calidad mediante la **formación inicial del profesorado** adecuada así como un desarrollo **profesional continuo de profesores y formadores** y hacer de la docencia una opción atractiva de carrera. Ante los cambios en los mercados y entornos laborales, hace falta una oferta y una inversión en formación flexibles para la formación inicial y continua de los profesores y formadores (Comunicado de Brujas, 2010). Hay que prestar más atención a los programas de iniciación y prácticas para resolver los problemas de escasez de competencias docentes y la gran cantidad de jóvenes profesores que abandonan la profesión. Un **programa de iniciación** coherente debe ofrecer apoyo profesional, social y personal a los profesores principiantes (Comisión Europea 2010a, pp. 16-18).

La percepción de la función del profesor y del formador ha cambiado en los últimos años, con mayores expectativas tanto de los profesores como de las escuelas en general. Profesores y formadores han de asumir mayores responsabilidades, en particular, en relación con su propio aprendizaje permanente actualizando y desarrollando sus propios conocimientos y aptitudes (Consejo Europeo, 2009b) y adaptando sus habilidades y prácticas de trabajo a un contexto cambiante. Hay convergencia en los papeles de profesores y formadores: un formador de una estructura de aprendizaje en el trabajo necesitará más competencias pedagógicas y tendrá que desempeñar un papel de apoyo y de tutoría; mientras que un profesor de una escuela necesitará, como un formador, una buena comprensión de las prácticas de trabajo (Comisión Europea, 2010b).

Los profesores se enfrentan a grupos más heterogéneos de estudiantes y han de mejorar la integración de los alumnos con problemas en la educación y la formación ordinaria. Profesores y formadores tienen que conocer en profundidad, desarrollar y aplicar nuevos planteamientos de enseñanza y formación, y una actitud reflexiva. Ello implica también la adopción de enfoques más individualizados en la docencia y el aprendizaje, una buena capacidad de comunicación, métodos de trabajo en equipo, una gestión escolar democrática y mecanismos que favorezcan la evaluación del alumno y de la escuela. Los profesores deben implicarse más activamente en los procesos de mejora de la escuela.

A causa de las nuevas demandas, los responsables políticos y los directores de centros docentes tienen mayores expectativas que antes, y ha cambiado **el papel de los directores de escuelas** en toda Europa. En la actualidad, los directores de centros docentes se encuentran en primera línea y son el pilar de la mejora de las escuelas. Existe la necesidad de disponer de unas competencias de dirección más eficaces (incluida la gestión financiera, competencias en las TIC, motivación del personal, garantía de la calidad, comunicación, etc.) que respondan al cambio y a nuevas funciones. Los directores de centros docentes deberían disfrutar de la posibilidad de compartir buenas prácticas y de desarrollarse profesionalmente más allá de las fronteras.

La mejora de la calidad y la eficiencia en la educación y la formación continúan siendo un objetivo estratégico para la cooperación europea en el ámbito de la educación y la formación. Las Conclusiones del Consejo (Consejo Europeo, 2009a) subrayaron la importancia de mejorar la gobernanza y la dirección de los centros de educación y formación e **impulsar unos sistemas eficaces de aseguramiento de la calidad.**

La mejora de la calidad exige desarrollar las capacidades de profesores, directores de los centros escolares, formadores y responsables de formación, adoptar medidas que estrechen las relaciones con los padres, modernizar los programas de estudios y ampliar las actividades extracurriculares, mejorar las infraestructuras y crear un entorno respetuoso. *Los mecanismos de garantía de la calidad* son importantes en todos los niveles de educación, e incluyen la evaluación de las competencias de los alumnos, la autoevaluación de los centros, las evaluaciones externas e internas, la transparencia y la validación de resultados. Es cada vez más frecuente la participación, por ejemplo, de los agentes sociales y otros actores del mercado laboral (a través de «comunidades de aprendizaje») en la evaluación y la validación de los resultados de los centros educativos.

En la formación profesional, el Comunicado de Brujas destaca la necesidad de dar mayor prioridad a la garantía de la calidad en la cooperación europea en materia de formación profesional para el periodo 2011-2020 (Comunicado de Brujas, 2010). La garantía de calidad es necesaria para generar una confianza común que facilite la movilidad y el reconocimiento de las competencias entre sistemas de FP. Los Estados miembros deben establecer **marcos de garantía de calidad para los proveedores de FP** en el horizonte de 2015,

que también han de aplicarse al aprendizaje en el lugar de trabajo de conformidad con la recomendación EQAVET (Parlamento Europeo y Consejo de la Unión Europea, 2009b).

En las visitas de estudio se valorarán las iniciativas y medidas que pretenden aumentar el atractivo de la enseñanza y la formación, mejorar el liderazgo pedagógico y elevar el nivel de calidad, haciendo hincapié en:

(a) los programas diseñados para la contratación y retención de personal altamente cualificado en todas las profesiones relacionadas con la educación y la formación;
(b) la mejora de la calidad y las competencias de los responsables de la educación y formación;
(c) el desarrollo profesional continuo de profesores y formadores;
(d) las iniciativas que sostienen la movilidad de profesores y formadores;
(e) formulación y puesta en práctica de medidas que refuercen la calidad en la educación y formación.

2.2. Lista de temas para las visitas de estudio

- Mecanismos de garantía de la calidad en escuelas y centros de formación
- Formación inicial, contratación y evaluación de profesores y formadores
- Desarrollo profesional continuo de profesores y formadores y oportunidades profesionales
- Liderazgo y gestión en escuelas y centros de formación

2.3. Palabras clave

- Autonomía (escuela o centro),
- competencias de profesores y formadores,
- cualificación de profesores y formadores,
- dirección y gestión,
- evaluación (escuela o centro),
- garantía de calidad,
- movilidad de profesores y formadores,
- situación de profesores y formadores.

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

3.1. Descripción

La Recomendación del Parlamento Europeo y del Consejo sobre las competencias clave para el aprendizaje permanente (Parlamento Europeo y Consejo de la Unión Europea, 2006b) establece un marco que combina los conocimientos, las capacidades y las actitudes que todos necesitamos para la realización personal, la ciudadanía activa, la inclusión social y el empleo. Se trata de una herramienta de referencia para respaldar a los responsables de la formulación de políticas, las instituciones de educación y formación, los agentes sociales y los propios alumnos.

Las competencias fundamentales constituyen una prioridad para todos los grupos de edad. Los jóvenes deben haber adquirido estas competencias al final de su educación y formación inicial para enfrentarse a la vida adulta, como punto de partida para el aprendizaje permanente y la vida laboral. Los adultos han de desarrollar y actualizar estas competencias fundamentales a lo largo de la vida con el fin de adaptarse con flexibilidad a un mundo sujeto a rápidos cambios.

Las competencias fundamentales son las siguientes: comunicación en la lengua materna, comunicación en lenguas extranjeras, competencias en matemáticas, ciencia y tecnología, competencia digital, la capacidad de aprender a aprender, competencias sociales y cívicas, espíritu emprendedor, y la expresión cultural.

El marco estratégico europeo para la cooperación en el ámbito de la educación y la formación (ET 2020) (Consejo Europeo, 2009a) reforzó la necesidad de que todas las personas adquieran competencias clave, estableciéndola como uno de los objetivos estratégicos para **incrementar la creatividad y la innovación, incluido el espíritu empresarial** a todos los niveles de la educación y la formación. La educación para el espíritu emprendedor, concepto que enmarca el sentido de la iniciativa, la capacidad de llevar ideas a la práctica, la creatividad y la confianza en sí mismo, debe fomentarse y ponerse al alcance de todos los alumnos de FP, a través de todos los planes y ramas de estudios, permitiendo las experiencias prácticas en empresas e involucrando expertos de las mismas (Consejo Europeo, 2010g). Su objetivo debe ser sensibilizar ante la

actividad autónoma como opción de carrera y formar a los jóvenes para que creen sus propias empresas. La capacidad emprendedora debe convertirse en una parte normal del marco de competencias de los profesores y formadores (Comisión Europea, 2010b).

Según la investigación más reciente, la UE se dirige hacia **una enseñanza y un aprendizaje basados en las competencias y en los resultados del aprendizaje** (Consejo de la Unión Europea; Comisión de la Unión Europea, 2012), lo que constituye un enfoque innovador de la enseñanza y el aprendizaje. Los países europeos han logrado avances notables en el desarrollo de planes de estudios escolares que favorecen enfoques transversales y aplicaciones prácticas que permiten desarrollar las competencias clave de los alumnos, necesarias para una realización personal plena, la ciudadanía activa y el empleo. Aunque la mejora de la alfabetización y las competencias básicas siga requiriendo esfuerzos, **las competencias transversales** (la competencia digital, las habilidades sociales, la capacidad de cooperación y de aprendizaje) reciben cada vez más atención. Son esenciales para facilitar que la persona empleada se adapte a diversos entornos laborales y se convierta en ciudadana activa. También los empresarios esperan cada vez más que sus empleados posean estas competencias (Consejo Europeo, 2010a).

En el 2010, el Consejo abordó por primera vez la cuestión de la **educación para el desarrollo sostenible (EDS)** que integra aspectos económicos, sociales y medioambientales. En sus conclusiones, insta a los Estados miembros a integrar el desarrollo sostenible en todos los ámbitos de la educación y la formación y a respaldar el EDS en sus estrategias nacionales de aprendizaje permanente (Consejo Europeo, 2010c).

En las visitas de estudio que abordan este tema, se explorarán las medidas adoptadas por los países participantes con el fin de fomentar la adquisición de estas competencias fundamentales en jóvenes y adultos y fomentar los enfoques innovadores en el ámbito de la educación y la formación, tales como:

(a) políticas nacionales, regionales y locales que tienden a incrementar el nivel de competencias fundamentales y apoyar la creatividad y la innovación;
(b) reformas nacionales de los programas de estudios o reformas regionales y locales de los programas de estudios de los centros escolares;
(c) iniciativas y proyectos específicos para promover la creación de competencias fundamentales, la creatividad y la innovación;
(d) nuevos enfoques en la organización del aprendizaje y la enseñanza;
(e) innovaciones en métodos, entornos de aprendizaje, materiales didácticos o técnicas de evaluación.

3.2. Lista de temas para las visitas de estudio

- Incremento de los niveles de competencia lectora y matemática
- Enseñanza y aprendizaje de idiomas
- Uso de TIC en el aprendizaje
- Educación para un espíritu emprendedor
- Educación para la ciudadanía activa y el desarrollo sostenible
- Desarrollo de la creatividad en el aprendizaje y la enseñanza
- Aprendizaje de matemáticas y ciencias

3.3. Palabras clave

- Actividades extracurriculares,
- aprender a aprender,
- aprendizaje de adultos,
- aprendizaje integrado de contenidos e idiomas (AICI),
- aprendizaje personalizado,
- competencia digital,
- competencias en ciencia y tecnología,
- competencias en matemáticas,
- competencias sociales y cívicas,
- comunicación en la lengua materna,
- comunicación en lenguas extranjeras,
- desarrollo sostenible,
- educación en materia de salud,
- educación intercultural,
- enfoques innovadores,

• evaluación de alumnos,
• inclusión social,
• jóvenes,
• necesidades de cualificaciones,
• participación de los padres,
• programas de estudios,
• sensibilidad y expresión cultural,
• voluntariado.

4. POTENCIAR LA INCLUSIÓN SOCIAL Y LA IGUALDAD DE GÉNERO EN LA EDUCACIÓN Y LA FORMACIÓN PROFESIONAL, INCLUYENDO LA INTEGRACIÓN DE LA POBLACIÓN INMIGRANTE

4.1. Descripción

El marco estratégico europeo para la cooperación en el ámbito de la educación y la formación (Consejo Europeo, 2009a) define entre las prioridades estratégicas que los Estados Miembros han de alcanzar hasta 2020 la promoción de la equidad, la cohesión social y la ciudadanía activa. Los sistemas de educación y formación deberían tener el objetivo de garantizar que todos los educandos, incluidos los procedentes de medios desfavorecidos, aquellos con necesidades especiales y los migrantes, completen su educación, recurriendo cuando proceda a la educación compensatoria y facilitando un aprendizaje más personalizado. De este modo, los sistemas de educación y formación contribuyen a reducir las desigualdades sociales y permiten a los ciudadanos desarrollar plenamente sus posibilidades (Consejo Europeo, 2011a).

Una de las metas principales de la Estrategia Europa 2020 es reducir el porcentaje de **abandono escolar** del 14,4 % actual al 10 %, tanto en la educación general como en la FP. La Comisión aprobó en 2011 un plan de acción que ayudará a los Estados miembros a cumplir este importante objetivo a finales de la década (Consejo Europeo, 2011b). La FP en particular puede contribuir a reducir el porcentaje de abandono escolar gracias a una combinación de medidas tanto preventivas como correctoras, como por ejemplo, con una FP adecuada al mercado laboral, más aprendizaje y prácticas en un entorno laboral, unos itinerarios de aprendizaje flexibles, una orientación y un asesoramiento eficaces, y unos contenidos y métodos de enseñanza que tengan en cuenta los modos de vida e intereses de los jóvenes, manteniéndose al mismo tiempo unos niveles de calidad elevados (Comunicado de Brujas, 2010).

El acceso a la educación preescolar es esencial para empezar la vida con buen pie, ya que promueve la sociabilidad del niño y sienta las bases para el aprendizaje posterior. Es especialmente importante para los niños procedentes de familias con un bajo nivel de ingresos, así como para los pertenecientes a minorías étnicas e inmigrantes.

Los Estados miembros han introducido **formas alternativas (más flexibles) de educación y formación**, programas que ofrecen una segunda oportunidad, mecanismos para informar a los padres del ausentismo escolar, iniciativas que reducen los costes mediante la entrega de materiales escolares y un servicio de transporte gratuito. Es importante establecer una estrecha cooperación entre, por un lado, la educación general y la formación profesional y, por otro, las escuelas «de segunda oportunidad» que se dirigen a los adultos. Para los niños con necesidades especiales, el acceso ha de entenderse como la posibilidad de recibir educación general o especial, dependiendo de lo que mejor responda a sus necesidades de aprendizaje. En la enseñanza superior, es fundamental la gratuidad, puesto que las tasas de matrícula pueden restringir el acceso a la misma.

Los Estados miembros deben **desarrollar distintos itinerarios en la FP** para facilitar el aprendizaje complementario y la empleabilidad de los ciudadanos. Asimismo, han de mejorar los programas públicos de formación que se dirigen a los desempleados y a las personas desfavorecidas. La calidad y relevancia de este tipo de programas pueden mejorarse fomentando las cooperaciones regionales y locales entre todas las instituciones interesadas y promoviendo la participación del sector privado.

Todos los alumnos deben recibir las mismas oportunidades de éxito; independientemente de circunstancias externas, como la situación económica familiar, la educación y la situación laboral de los padres, el lugar de residencia, la pertenencia étnica y racial, el género y la discapacidad. En la enseñanza obligatoria, se tiende a ofrecer una “segunda oportunidad” a los alumnos que abandonan los estudios prematuramente. La formación profesional inicial contribuye a dotarles de capacidades, conocimientos y cualificaciones fundamentales para su integración en la sociedad. En la mayoría de los Estados miembros siguen necesitándose iniciativas

encaminadas a reducir el abandono escolar y la desigualdad motivada por desventajas socioeconómicas. El **apoyo individualizado** a los alumnos de riesgo puede incluir la oferta de enseñanza personalizada, sistemas de asesoramiento, orientación y tutoría, asistencia social y actividades extracurriculares en apoyo del aprendizaje (Consejo Europeo, 2010a).

Las visitas de estudio considerarán iniciativas y medidas relacionadas con los siguientes aspectos:

(a) formulación y adopción de iniciativas para mejorar el acceso de grupos desfavorecidos a la educación y formación;
(b) diseño y ejecución de actividades para conseguir la equidad.

4.2. Lista de temas para las visitas de estudio

- Oportunidades de aprendizaje precoz
- Métodos de aprendizaje personalizados
- Medidas para prevenir el abandono prematuro de los estudios
- Igualdad de oportunidades para los grupos desfavorecidos

4.3. Palabras clave

- Abandono escolar,
- aprendizaje de adultos,
- aprendizaje preescolar,
- igualdad de género,
- inclusión social,
- inmigrantes y minorías,
- necesidades especiales,
- orientación permanente,
- rendimiento en la educación y formación,
- trabajadores mayores,
- voluntariado.

5. DESARROLLAR LAS ESTRATEGIAS DE FORMACIÓN A LO LARGO DE LA VIDA Y PROMOCIONAR LA MOVILIDAD

5.1. Descripción

Hacer realidad **el aprendizaje permanente y la movilidad** es un objetivo estratégico de la cooperación europea en materia de educación y formación después de 2010 (Consejo Europeo, 2009a). La mayoría de los países han hecho avances en lo referente al diseño de estrategias para el aprendizaje permanente concertadas y globales. La cooperación debería abordar el aprendizaje en todos los contextos – formal, no formal e informal – y en todos los niveles – desde la educación en la primera infancia y la escuela hasta la enseñanza superior, la educación y formación profesional y el aprendizaje de adultos. El Comunicado de Brujas sobre una cooperación europea reforzada en materia de formación profesional insta a adoptar más medidas para garantizar al máximo el acceso al aprendizaje permanente para que los ciudadanos tengan oportunidades para aprender en cualquier etapa de su vida creando itinerarios de educación y formación más abiertos y flexibles (Comunicado de Brujas, 2010).

El intercambio de información sobre iniciativas políticas puede impulsar reformas en los sistemas nacionales de educación y formación y, junto a otras actividades comunes de aprendizaje, progresar en el cumplimiento de los objetivos comunes y los criterios de referencia establecidos para el aprendizaje permanente. En este ámbito, todavía queda por implantar **estrategias coherentes y globales**, que integren la educación, la enseñanza superior, la educación de adultos y la FP. Es fundamental adoptar un enfoque global que vincule el aprendizaje permanente y la FP con otros ámbitos políticos, como la macroeconomía, las políticas de empleo, la competitividad económica, la empresa, la investigación e innovación y las políticas sociales.

La movilidad de los ciudadanos, especialmente en el marco de la educación y formación, contribuye a crear un sentimiento de pertenencia a Europa, desarrollando una conciencia europea y estimulando

la ciudadanía europea. Desde un punto de vista práctico, ofrece a los jóvenes la oportunidad de mejorar sus capacidades personales y su empleabilidad, y a los profesores y formadores la posibilidad de ampliar su experiencia y mejorar sus capacidades. Por último, en una economía internacional, la capacidad de actualizar competencias y de trabajar en un entorno multilingüe es esencial para la competitividad de la economía europea. El programa para el aprendizaje permanente promueve los intercambios y contactos entre personas físicas, centros y países. El año 2013 será declarado «Año Europeo de los Ciudadanos». El Año Europeo se centrará en las oportunidades de participación ciudadana y acceso a los derechos que tienen los ciudadanos de la Unión que residen en un Estado miembro distinto del suyo (Comisión Europea, 2011).

La iniciativa «**Juventud en Movimiento**» (Consejo Europeo, 2010d) subraya el valor de la movilidad para el aprendizaje, y defiende que sus ventajas se pongan al alcance de todos los jóvenes. En esta línea, es interesante explorar enfoques innovadores sobre la manera de reforzar la movilidad en la FP, particularmente de los aprendices. La Carta de calidad de la movilidad europea 2006 (Parlamento Europeo y Consejo de la Unión Europea, 2006a) ofrece orientación sobre los mecanismos de movilidad con fines educativos y de otro tipo, como la promoción profesional, tanto para jóvenes como para adultos. A su vez el Libro Verde de la Comisión relativo al fomento de la movilidad en la formación de los jóvenes (Comisión Europea, 2009b) aborda cuestiones que engloban desde la preparación hasta el seguimiento de un periodo de movilidad. También considera las principales barreras y obstáculos que frenan la movilidad y presenta sugerencias y ejemplos de buenas prácticas para superarlos.

Para favorecer la movilidad de los ciudadanos europeos y promover sus cualificaciones y logros educativos, se han desarrollado o se están desarrollando algunas herramientas, principios y marcos comunes a escala europea. Todos ellos tienen como fin reforzar la cooperación europea y mejorar la transparencia, el reconocimiento y la garantía de la calidad en todos los sectores de la educación y formación.

El **Marco Europeo de Cualificaciones** (MEC, 2012) es un marco de referencia europeo común que enlaza las cualificaciones nacionales para que resulten más inteligibles y comprensibles en los diferentes países y sistemas. Sus dos objetivos principales son promover la movilidad transnacional de los ciudadanos y el aprendizaje permanente. El MEC también es un referente europeo común para las organizaciones sectoriales internacionales que desean desarrollar sus propias cualificaciones en distintos países Cada vez son más los países europeos que elaboran e implantan **marcos nacionales de cualificaciones** (MNC) (Cedefop, 2012a) estrechamente relacionados – aunque no de forma exclusiva – con el MEC. Un MNC es un instrumento que ayuda a mantener la coherencia en la elaboración de políticas y en el aprendizaje permanente con el fin de mejorar el acceso, el progreso y el reconocimiento de los resultados del aprendizaje.

Europass (Europass, 2012) es una herramienta que permite que los conocimientos, capacidades y cualificaciones de los ciudadanos sean más inteligibles, fomentando así la movilidad en Europa. Consta de cinco documentos: curriculum vitae, pasaporte de lenguas europeas, movilidad Europass, suplemento de certificado y suplemento de diploma. De acuerdo con el Comunicado de Brujas, se creará un pasaporte europeo de capacidades como parte integrante del Europass antes de 2012, con el fin de ayudar a los ciudadanos a demostrar las competencias adquiridas durante procesos de aprendizaje formal o no formal.

La transparencia de las cualificaciones y el reconocimiento de los resultados del aprendizaje se apoyan también en otras herramientas que permiten a los alumnos transferir los créditos obtenidos en el curso de distintos períodos de aprendizaje tanto en sus países de origen como en extranjero. Se trata del **Sistema Europeo de Créditos para la Formación Profesional (ECVET)** (Parlamento Europeo y Consejo de la Unión Europea, 2009a) y el Sistema Europeo de Transferencia y Acumulación de Créditos (ECTS) para la enseñanza superior. En 2009, el Parlamento Europeo y el Consejo aprobaron una Recomendación relativa a la creación de un Sistema Europeo de Créditos para la Formación Profesional (ECVET). El **Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación Profesionales** (Parlamento Europeo y Consejo de la Unión Europea, 2009b) fue adoptado por el Parlamento Europeo y el Consejo en 2009 como instrumento de referencia para ayudar a las autoridades de los Estados miembros a promover y supervisar la mejora continua de sus sistemas nacionales de FP.

La **orientación** de alta calidad y los **servicios de asesoría** apoyan el aprendizaje permanente de los ciudadanos, sus carreras profesionales y el logro de sus objetivos personales. La orientación permanente contribuye a lograr los objetivos más amplios de pleno empleo, un elevado nivel educativo y crecimiento económico. En 2008, el Consejo de la Unión Europea aprobó una resolución titulada «Incluir mejor la

orientación permanente en las estrategias permanentes de educación y formación permanente» (Consejo Europeo, 2008c) que reforzó el papel de la orientación permanente en la educación y formación europeas y la elaboración y aplicación de las políticas de empleo.

Aunque los Estados miembros han avanzado mucho en sus estrategias de aprendizaje permanente, existen graves desigualdades en la participación de los adultos en el aprendizaje (Consejo Europeo, 2008a). Uno de los grandes retos que se plantean para el 2020 es aumentar las oportunidades de aprendizaje por parte de las personas adultas de baja cualificación profesional y, en particular, de los trabajadores más mayores. Los Estados miembros deben implantar sistemas de **aprendizaje para adultos** eficaces que proporcionen a las personas adultas competencias clave y mayor acceso al mercado laboral.

Las visitas de estudio presentarán desarrollos relacionados con:

(a) reformas en materia de educación y formación, medidas políticas para la aplicación de estrategias integrales de aprendizaje permanente;
(b) iniciativas políticas para aumentar la participación de los adultos en actividades de aprendizaje permanente;
(c) implantación de itinerarios flexibles de aprendizaje y transición entre distintas secciones de los sistemas nacionales.
(d) iniciativas y proyectos sobre la movilidad en el aprendizaje en distintos contextos de aprendizaje;
(e) actividades y proyectos que promuevan un acceso más generalizado a la movilidad de las personas;
(f) creación e implantación de marcos de cualificaciones con referencia al MEC.
(g) reconocimiento de los conocimientos y competencias que adquieren las personas fuera de los sistemas de educación formal, como por ejemplo en el trabajo, en actividades de voluntariado o en su vida familiar.

5.2. Lista de temas para las visitas de estudio

- Marcos nacionales y sectoriales de cualificaciones vinculados al MEC
- Herramientas para promover la transparencia de las cualificaciones y la movilidad de los ciudadanos
- Validación del aprendizaje no formal e informal
- Reformas de los sistemas nacionales de educación y formación
- Establecimiento de vínculos entre la FP y la enseñanza superior
- Implantación de itinerarios flexibles de aprendizaje
- Aumento de la participación de los adultos en la educación y formación
- Orientación permanente para la educación, la formación y el trabajo
- Movilidad en el aprendizaje en el ámbito de la educación y la formación

5.3. Palabras clave

- Aprendizaje de adultos,
- Europass,
- grupos desfavorecidos,
- inmigrantes y minorías,
- interlocutores sociales,
- Marco Europeo de Cualificaciones (MEC),
- Marcos Nacionales de Cualificaciones,
- movilidad de alumnos,
- movilidad de profesores y formadores,
- movilidad de trabajadores,
- necesidades de cualificaciones,
- orientación permanente,
- programa de aprendizaje permanente,
- resultados del aprendizaje,
- Sistema Europeo de Créditos para la Formación Profesional (ECVET),
- Sistema Europeo de Transferencia de Créditos (ECTS),
- trabajadores mayores,
- trabajadores poco cualificados,
- transparencia de las cualificaciones,
- validación del aprendizaje formal, no formal e informal.

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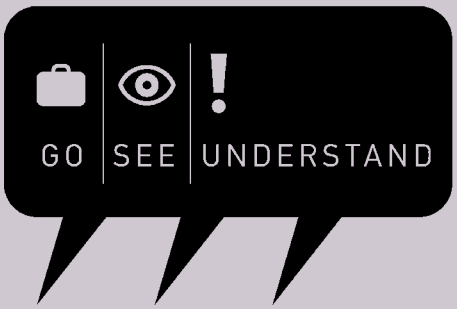
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