



STUDYVISITS
catalogue
2009/10

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



Study visits catalogue 2009/10

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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>).

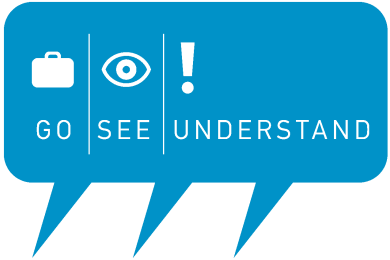
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About the study visits programme

Study visits is one of the key actions of the transversal programme of the Lifelong learning programme 2007 – 13 (LLP). 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 2010 work programme, 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 Commission, the study visits for education and vocational training specialists and policy-makers from 2008 to 2013.

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

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

The groups normally consist of 10 to 15 participants.

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

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

HOW TO APPLY

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

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

HOW TO USE THIS CATALOGUE

This catalogue comprises the study visits that will take place from September 2009 to June 2010 exploring the themes from three different perspectives:

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

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

Study visits will be organised around 8 categories of themes (mentioned below), which reflect and encompass the latest policy developments in education and training in Europe:

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

In Annex (pp. 312-326), you will find descriptions for each of the categories that present the European context and latest developments on the theme, highlight aspects for approaching the theme by study visits and provide a list of reference sources. It also defines possible topics for study visits and keywords for each category of theme.

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

Study visits are classified by theme in chronological order. The summary table (overview) allows you to find a visit quickly according to several criteria: category of theme, topic, 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

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 2009/2010 will be organised around eight categories of themes which are broad and cover the most important education and vocational training policies.

WHY?

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

WHAT?

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

HOW?

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

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

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

Contact person (s)

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

WWW.

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

Acerca del programa de visitas de estudio

Las visitas de estudio son una de las acciones fundamentales del programa transversal del Programa de aprendizaje permanente 2007-2013. 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 del programa de trabajo Educación y Formación 2010, así como en los procesos de Bolonia y Copenhague y sus sucesores.

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

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

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

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

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

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

CÓMO PARTICIPAR

Si desea participar en una visita, rogamos se ponga en contacto con su Agencia Nacional para comprobar si reúne los requisitos de admisibilidad y otros procedi-

mientos. 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>.

CÓMO UTILIZAR ESTE CATÁLOGO

El catálogo abarca las visitas de estudio que tendrán lugar entre septiembre de 2009 y junio de 2010 y exploran estas cuestiones desde tres perspectivas distintas:

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

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

Las visitas de estudio se organizarán alrededor de 8 categorías de temas (mencionados abajo), que reflejan y abarcan los últimos desarrollos sobre las políticas de educación y formación en Europa:

1. Competencias fundamentales para todos;
2. Mejora del acceso, la equidad, la calidad y la eficiencia en la educación y la formación;
3. Convertir la docencia en una profesión atractiva y mejorar el liderazgo pedagógico;
4. Educación y formación para el empleo;
5. Aplicación de herramientas, principios y marcos europeos comunes para el aprendizaje permanente;
6. Tendencias y retos en las estrategias de aprendizaje permanente;
7. Creación de comunidades de aprendizaje con la participación todos los agentes de la educación y la formación;
8. Promoción de la movilidad transnacional en el aprendizaje permanente.

En el Anexo (páginas 327-343), 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. La tabla de resumen (visión general) permite que pueda encontrar una visita rápidamente según varios criterios: categoría de temas, tema, 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

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

CATEGORÍA DE TEMAS:

En el período 2009/2010 las visitas se organizarán alrededor de ocho categorías de temas amplios que cubren las políticas más relevantes en materia de educación y formación profesional.

¿POR QUÉ?

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

¿QUÉ?

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

¿CÓMO?

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

¿QUIÉN?

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

BREVE DESCRIPCIÓN EN EL IDIOMA DEL PAÍS ANFITRIÓN:

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

Palabras clave:

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

Persona(s) de contacto

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

WWW.

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

Das Studienbesuchsprogramm

Studienbesuche sind eine der Schlüsselaktionen des Querschnittsprogramms des Programms für lebenslanges Lernen 2007-2013 (LLP). Das Ziel des Studienbesuchsprogramms ist eine Unterstützung der Konzeption politischer Maßnahmen und der Zusammenarbeit auf europäischer Ebene im Bezug auf lebenslanges Lernen, insbesondere im Zusammenhang mit dem Lissabon-Prozess und dem Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“, sowie den Bologna- und Kopenhagen-Prozessen und den entsprechenden Nachfolgeinitiativen.

Ab dem 1. Januar 2008 wird das Cedefop im Auftrag der Kommission die Studienbesuche für Bildungs- und Berufsbildungsfachleute und politische Entscheidungsträger von 2008 bis 2013 koordinieren.

Ab dem 1. Januar 2008 wird das Studienbesuchsprogramm zwei bisherige Studienbesuchsprogramme zusammenführen: die Arion-Studienbesuche, Teil von Sokrates II für Bildungsexperten und Entscheidungsträger und die Cedefop-Studienbesuche, Teil des Mobilitätsprogramms Leonardo da Vinci II für Verantwortliche in der Berufsbildung. Das Programm wird europaweit vom Cedefop (Europäisches Zentrum für die Förderung der Berufsbildung) im Namen der Europäischen Kommission koordiniert.

Ein Studienbesuch ist ein kurzer Besuch von drei bis fünf Tagen von einer kleinen Gruppe von Experten und Entscheidungsträgern, die verschiedene Bildungs- und Berufsbildungsgruppen vertreten. Dabei handelt es sich um Interessenvertreter, die einen bestimmten Aspekt des lebenslangen Lernens in einem anderen Mitgliedstaat untersuchen wollen. Teilnehmer lassen sich meistens einer der folgenden Kategorien zuordnen:

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

Die Gruppen bestehen üblicherweise aus zehn bis fünfzehn Teilnehmern.

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

Sie bieten ein Forum, in dem Themen von allgemeinem Interesse sowie europäischer und nationaler Prioritäten erörtert und ausgetauscht 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, nehmen Sie bitte mit Ihrer nationalen Agentur Verbindung auf, um u. a. Ihre Förderfähigkeit zu prüfen. Die Agentur prüft die Kandidaten und wählt geeignete Kandidaten aus. Ebenso erteilt sie weitere 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>.

WIE SIE DIESEN KATALOG BENUTZEN

Dieser Katalog enthält die Studienbesuche, die zwischen September 2009 und Juni 2010 stattfinden und teilt diese in drei Rahmenthemen auf:

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

Die Beschreibungen der Besuche wurden von den nationalen Agenturen der teilnehmenden Länder speziell für diesen Katalog eingereicht.

Die Studienbesuche werden im Rahmen von 8 Themenbereichen organisiert (nachstehend aufgeführt), die die jüngsten politischen Entwicklungen im Bereich der Bildung und Berufsbildung in Europa widerspiegeln und erfassen:

1. Schlüsselkompetenzen für alle;
2. Verbesserung von Zugangsmöglichkeiten, Gleichbehandlung, Qualität und Effizienz in der allgemeinen und beruflichen Bildung;
3. Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern;
4. Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit;
5. Einführung gemeinsamer europäischer Instrumente, Grundsätze und Rahmen für lebenslanges Lernen;
6. Trends und Herausforderungen der Strategien für lebenslanges Lernen;
7. Entwicklung von Lerngemeinschaften, Beteiligung aller Akteure der allgemeinen und beruflichen Bildung;
8. Förderung der grenzüberschreitenden Mobilität im Bereich des lebenslangen Lernens.

In der Anlage (S. 344-360) 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. Die Tabelle mit der Zusammenfassung (Überblick) erlaubt es Ihnen, einen Besuch anhand verschiedener Kriterien schnell zu finden: Themenbereiche, Themen, 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

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

THEMENBEREICHE:

Die Besuche 2009/2010 sind neun 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.

Schlüsselwörter:

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

Kontaktperson(en)

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

WWW.

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

À propos du programme de visites d'étude

Les visites d'étude constituent une des actions clés du programme transversal pour l'éducation et la formation tout au long de la vie (EFTLV) 2007–2013. Celui-ci 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 programme de travail «Éducation et formation 2010», de même que des processus de Bologne et de Copenhague et de leurs successeurs. À compter du 1^{er} janvier 2008, le Cedefop (Centre européen pour le développement de la formation professionnelle), agissant au nom de la Commission, coordonne les visites d'étude pour spécialistes et décideurs de l'éducation et de la formation professionnelle se déroulant de 2008 à 2013.

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

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

Les groupes se composent habituellement de 10 à 15 participants.

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

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

COMMENT POSER SA CANDIDATURE

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

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

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>

COMMENT UTILISER CE CATALOGUE

Ce catalogue comprend les visites d'étude se tenant de septembre 2009 à juin 2010 dans le cadre desquelles les sujets seront examinés de trois points de vue différents:

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

Les descriptions des visites orientées sur l'éducation, sur la formation et l'enseignement professionnels et sur l'éducation et la formation tout au long de la vie ont été soumises par les agences nationales des pays participants spécifiquement pour ce catalogue.

Les visites d'étude s'articulent autour de huit catégories thématiques (mentionnées ci-après), qui reflètent et couvrent les événements les plus récents concernant les politiques de l'éducation et de la formation en Europe:

1. Compétences clés pour tous;
2. Améliorer l'accès, l'équité, la qualité et l'efficacité dans l'éducation et la formation;
3. Maintenir l'attrait des métiers d'enseignant et de formateur et améliorer la direction des établissements;
4. Éducation et formation pour favoriser l'employabilité;
5. Mise en œuvre d'outils, de principes et de cadres européens communs pour l'apprentissage tout au long de la vie;
6. Tendances et défis dans les stratégies d'apprentissage tout au long de la vie;
7. Mise en place de communautés d'apprentissage associant tous les acteurs de l'éducation et de la formation;
8. Promouvoir la mobilité transfrontalière dans l'apprentissage tout au long de la vie.

Vous trouverez ci-joint en annexe (p. 361-377) 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. Le tableau synoptique vous permet de sélectionner rapidement une visite, selon plusieurs critères (catégorie thématique, sujet, 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

Type de visite:

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

Dates de la visite

jj/mm/aaaa

Lieu, pays d'accueil

Langue de travail:

Langue de travail de la visite

Nombre de places:

Nombre de places dans le groupe

Minimum requis:

Nombre minimal de participants pour qu'une visite ait lieu

CATÉGORIE THÉMATIQUE:

Les visites en 2009-2010 seront organisées autour de huit grands thèmes couvrant les principales politiques d'éducation et de formation professionnelle.

POURQUOI?

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

QUOI?

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

COMMENT?

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

QUI?

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

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

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

Mots clés:

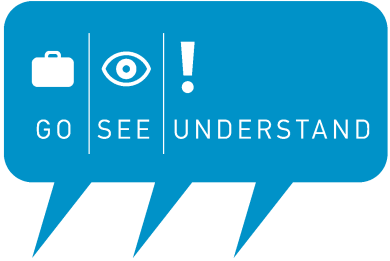
- Le but est d'aider les participants à mieux identifier le sujet de la visite.

Personne(s) de contact:

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

WWW.

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



Catalogue 2009/10

KEY COMPETENCES FOR ALL
DES COMPÉTENCES CLÉS POUR TOUS
SCHLÜSSELKOMPETENZEN FÜR ALLE
COMPETENCIAS FUNDAMENTALES PARA TODOS
INCREASING LITERACY AND NUMERACY LEVELS
CONSOLIDATION DES NIVEAUX D'ALPHABÉTISATION ET DE COMPÉTENCES EN CALCUL

group	title of visit	wl	country	date	page
1	Organising a literacy campaign at regional level	EN	France	08/12/09 - 11/12/09	29
2	La littérature jeunesse dans l'éducation interculturelle	FR	France	27/01/10 - 29/01/10	30
3	Teaching mathematics with inspiration and dedication	EN	Sweden	19/04/10 - 23/04/10	31
4	For a European curriculum in science: the Italian perspective	EN	Italy	19/04/10 - 23/04/10	32

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

group	title of visit	wl	country	date	page
5	Foreign language teaching in Silesia region	EN	Poland	05/10/09 - 09/10/09	33
6	Foreign language teaching and learning in primary, secondary and higher education	EN	Greece	19/10/09 - 22/10/09	34
7	Apprendre des langues étrangères à Iasi, une ouverture vers l'Europe	FR	Roumanie	02/11/09 - 05/11/09	35
8	Content and language integrated learning (CLIL) in primary schools	EN	Italy	23/11/09 - 27/11/09	36
9	Développer l'apprentissage précoce des langues	FR	France	18/01/10 - 22/01/10	37
10	Improving in-service training of teachers and trainers in CLIL	EN	Spain	25/01/10 - 29/01/10	38
11	Improving early language teaching	EN	Netherlands	01/02/10 - 05/02/10	39
12	Key competences development using school libraries	EN	Spain	22/02/10 - 26/02/10	40
13	Sprache und Migration	DE	Italien	01/03/10 - 05/03/10	41
14	Enseignement EMILE/CLIL	FR	France	15/03/10 - 19/03/10	42
15	Comment améliorer l'enseignement des langues vivantes	FR	France	16/03/10 - 19/03/10	43
16	Competence-based language teaching, an institutional network	EN	Hungary	22/03/10 - 26/03/10	44

17	Mit jeder neuen Sprache wird aus uns ein neuer Mensch	DE	Tschechische Rep.	12/04/10 - 16/04/10	45
18	Effective foreign language teaching in primary schools	EN	Cyprus	13/04/10 - 16/04/10	46
19	Learning languages through ICT	EN	Spain	19/04/10 - 23/04/10	47
20	Supporting minority education in Latvia	EN	Latvia	19/04/10 - 23/04/10	48
21	Innovative methods for improving foreign language learning	EN	Spain	03/05/10 - 07/05/10	49
22	Towards plurilingual society	EN	Spain	03/05/10 - 07/05/10	50
23	The CLIL approach in a bilingual environment	EN	Spain	10/05/10 - 14/05/10	51
24	How to develop the European dimension through the curriculum	EN	Austria	17/05/10 - 21/05/10	52

USE OF ICT IN LEARNING

UTILISATION DES TIC DANS L'APPRENTISSAGE

EINSATZ VON IKT BEIM LERNEN

USO DE TIC EN EL APRENDIZAJE

group	title of visit	wl	country	date	page
25	ICT in education and creative teaching	EN	Italy	28/09/09 - 02/10/09	53
26	Towards flexible, innovative and creative teaching and learning using web-based tools	EN	Spain	28/09/09 - 02/10/09	54
27	Innovative ICT methods for learning and research in cultural heritage	EN	Italy	05/10/09 - 07/10/09	55
28	Key competences through research - Learning by using ICT	EN	Bulgaria	19/10/09 - 23/10/09	56
29	Expériences formatives pour favoriser le dialogue interculturel, le développement personnel et la croissance économique	FR	Espagne	19/10/09 - 23/10/09	57
30	A modern approach to technical language	EN	Czech Republic	02/11/09 - 05/11/09	58
31	Die brennenden Fragen der E-Methodik	DE	Ungarn	16/11/09 - 20/11/09	59
32	Use of ICT in pre-primary school	EN	Bulgaria	17/11/09 - 20/11/09	60
33	Lifelong learning best practices for social care medical centres	EN	France	08/12/09 - 10/12/09	61
34	Culture de l'information: outils, ressources numériques	FR	France	08/03/10 - 12/03/10	62
35	Éducation et usages des TIC	FR	France	22/03/10 - 26/03/10	63
36	Use of ICT: formal, informal, non-formal education and training	EN	Italy	22/03/10 - 26/03/10	64
37	Implementation of ICT in teaching	EN	Czech Republic	12/04/10 - 16/04/10	65
38	Las TIC como eje vertebrador de los planes y proyectos de centro	ES	España	19/04/10 - 23/04/10	66
39	E-education in on-the-job learning	EN	Estonia	26/04/10 - 30/04/10	67
40	ICT in education for innovation	EN	Turkey	03/05/10 - 07/05/10	68
41	Log on to education - Improving methodology and teaching techniques through ICT	EN	Spain	03/05/10 - 07/05/10	69
42	How to benefit from ICT in learning and teaching	EN	Turkey	10/05/10 - 14/05/10	70
43	Exploring innovative use of e-learning in lifelong learning	EN	United Kingdom	11/05/10 - 14/05/10	71
44	Digital education tools in use any time, anywhere	EN	Turkey	07/06/10 - 11/06/10	72
45	Mobile technologies to improve collaborative teaching and learning	EN	United Kingdom	14/06/10 - 18/06/10	73

DEVELOPING ENTREPRENEURSHIP

group	title of visit	wl	country	date	page
46	Entrepreneurial skills? Yes, you have	EN	Portugal	12/10/09 - 16/10/09	74
47	Enterprise learning – entrepreneurship and democratisation at school	EN	Sweden	12/10/09 - 16/10/09	75
48	Fostering and teaching entrepreneurial skills	EN	Ireland	13/10/09 - 16/10/09	76
49	Entrepreneurship in education	EN	Cyprus	08/03/10 - 11/03/10	77
50	Employment and self-employment in depressed rural areas	EN	France	09/03/10 - 12/03/10	78
51	Practice firms: preparing students for the global economy	EN	Italy	15/03/10 - 19/03/10	79
52	Cultivating innovative minds and brave hearts - Fostering tomorrow's entrepreneurs	EN	Sweden	22/03/10 - 26/03/10	80
53	Education for entrepreneurship	EN	Spain	20/04/10 - 23/04/10	81
54	Simulated training company to develop new entrepreneurship competences	EN	Italy	12/05/10 - 14/05/10	82

**STRENGTHENING INTERCULTURAL EDUCATION
RENFORCEMENT DE L'ÉDUCATION INTERCULTURELLE**

group	title of visit	wl	country	date	page
55	Together we can...	EN	Italy	12/10/09 - 16/10/09	83
56	Integration of minorities into civil society	EN	Estonia	19/10/09 - 22/10/09	84
57	Le système éducatif valdôtain: du particularisme linguistique et culturel à la connaissance du patrimoine	FR	Italie	16/11/09 - 20/11/09	85
58	Intercultural education and social inclusion: the new European house	EN	Italy	14/12/09 - 18/12/09	86
59	Living multiculturalism - Promoting Slovene-Italian Bilingualism	EN	Slovenia	19/04/10 - 23/04/10	87
60	Community Cohesion in Leicester schools	EN	United Kingdom	14/06/10 - 18/06/10	88

**ACTIVE CITIZENSHIP
CITOYENNETÉ ACTIVE**

group	title of visit	wl	country	date	page
61	Active solidarity	EN	Turkey	07/09/09 - 11/09/09	89
62	Conscious citizens - Sustainable communities	EN	Hungary	05/10/09 - 09/10/09	90
63	Mobilising civic competences through education	EN	Hungary	12/10/09 - 16/10/09	91
64	A school open to tomorrow's Europe	EN	Italy	09/11/09 - 13/11/09	92
65	Education - participation - citizenship	EN	Netherlands	18/01/10 - 22/01/10	93
66	Effective biodiversity education through the outdoor classroom	EN	United Kingdom	25/01/10 - 29/01/10	94
67	Strategies of education for sustainable development in Greece	EN	Greece	08/02/10 - 11/02/10	95
68	Personal data protection and privacy issues in education	EN	Poland	09/03/10 - 12/03/10	96
69	Connecting outdoor sports and environmental education	EN	France	22/03/10 - 26/03/10	97
70	Embedding environmental education into the curriculum	EN	France	22/03/10 - 26/03/10	98
71	Building European identity through spirit, sense and meaning	EN	Austria	19/04/10 - 23/04/10	99

72	Students and teachers civic activity at school	EN	Poland	26/04/10 - 30/04/10	100
73	Environmental education in primary and secondary schools	EN	Greece	26/04/10 - 30/04/10	101
74	Délégués élèves: exercice réussi de citoyenneté?	FR	France	10/05/10 - 14/05/10	102
75	Environmental education and training - The key to treasure	EN	Czech Republic	24/05/10 - 28/05/10	103

DEVELOPING CREATIVITY IN LEARNING AND TEACHING DÉVELOPPEMENT DE LA CRÉATIVITÉ DANS L'APPRENTISSAGE ET L'ENSEIGNEMENT

group	title of visit	wl	country	date	page
76	Education for sustainability through organic food and farming	EN	Poland	07/09/09 - 11/09/09	104
77	Creativity and technology in education	EN	Italy	05/10/09 - 08/10/09	105
78	Creative and inspiring learning out of the classroom	EN	United Kingdom	12/10/09 - 16/10/09	106
79	Smart education with art	EN	Italy	19/10/09 - 23/10/09	107
80	Key competences – Good practice models	EN	Poland	19/10/09 - 23/10/09	108
81	Creativity and innovation in problem-solving practices in education	EN	Bulgaria	26/10/09 - 30/10/09	109
82	Through creativity to knowledge	EN	Poland	16/11/09 - 19/11/09	110
83	Developing creativity in learning and teaching via cultural education	EN	Belgium	23/11/09 - 27/11/09	111
84	L'enseignement non formel dans les clubs pour enfants	FR	Roumanie	08/03/10 - 12/03/10	112
85	Use of laboratories for teaching sciences and gaining vocational competences	EN	Greece	15/03/10 - 18/03/10	113
86	La place de l'éducation artistique en formation initiale	FR	France	29/03/10 - 02/04/10	114
87	Applied science in secondary education and interdisciplinary projects	EN	Austria	12/04/10 - 16/04/10	115
88	Creative education – Stimulus for lifelong learning	EN	Lithuania	12/04/10 - 15/04/10	116
89	Urban education for creative cities	EN	United Kingdom	19/04/10 - 23/04/10	117
90	Modern paths and lifelong achievements through education	EN	Bulgaria	20/04/10 - 24/04/10	118
91	Developing thinking skills and assessment for learning strategies to improve attainment	EN	United Kingdom	26/04/10 - 28/04/10	119
92	Les ressources culturelles locales: moyens pour enseigner	FR	France	26/04/10 - 30/04/10	120
93	Help and support for every child	EN	Lithuania	17/05/10 - 21/05/10	121
94	Innovative methods of teaching English for specific purposes and IT	EN	Bulgaria	17/05/10 - 21/05/10	122

IMPROVING ACCESS, EQUITY, QUALITY AND EFFICIENCY IN EDUCATION AND TRAINING AMÉLIORER L'ACCÈS, L'ÉQUITÉ, LA QUALITÉ ET L'EFFICACITÉ DANS L'ÉDUCATION ET LA FORMATION VERBESSERUNG VON ZUGANGSMÖGLICHKEITEN, GLEICHBEHANDLUNG, QUALITÄT UND EFFIZIENZ IN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

EARLY LEARNING OPPORTUNITIES OPPORTUNITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

group	title of visit	wl	country	date	page
95	Improving the first cycle to achieve success	EN	Portugal	16/11/09 - 20/11/09	123
96	Access to pre-primary education	EN	Belgium	22/03/10 - 26/03/10	124
97	Pre-primary classes in the primary school system	EN	Turkey	19/04/10 - 23/04/10	125

98	Quelle école pour de jeunes enfants en Europe aujourd'hui?	FR	France	03/05/10 - 07/05/10	126
99	Ensuring quality and equal opportunities in pre-school education	EN	Turkey	24/05/10 - 28/05/10	127
100	Firm foundations – Creating success in the early years	EN	United Kingdom	07/06/10 - 11/06/10	128

PERSONALISED LEARNING APPROACHES

group	title of visit	wl	country	date	page
101	Formative assessment – Exchange of good practices	EN	Poland	19/10/09 - 22/10/09	129
102	Innovative personalised learning at secondary vocational level for young and adults	EN	Finland	12/04/10 - 16/04/10	130
103	Lifelong learning system for young talented sports girls and boys	EN	Germany	03/05/10 - 07/05/10	131
104	Personalised learning approaches are needful - PLAN	EN	Slovenia	10/05/10 - 14/05/10	132

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

group	title of visit	wl	country	date	page
105	Prévention des conduites addictives en milieu scolaire	FR	France	12/10/09 - 16/10/09	133
106	The role of schools in preparing young people for further education and society	EN	Denmark	08/03/10 - 12/03/10	134
107	Prevention of early school-leaving in VET	EN	Netherlands	22/03/10 - 25/03/10	135
108	Access, quality and efficiency in secondary education - An Arctic approach	EN	Norway	12/04/10 - 16/04/10	136
109	Learning together to prevent early school drop-outs: making a model	EN	Latvia	11/05/10 - 13/05/10	137
110	Educational priority areas of intervention	EN	Portugal	17/05/10 - 21/05/10	138

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

group	title of visit	wl	country	date	page
111	Integration of gypsy and emigrant students to education	EN	Turkey	05/10/09 - 09/10/09	139
112	Moving out of segregation: Roma support programme	EN	Hungary	12/10/09 - 16/10/09	140
113	Integrating and providing quality education for migrant families	EN	United Kingdom	12/10/09 - 16/10/09	141
114	Aider les élèves atteints de troubles du langage écrit entraînant des troubles de l'apprentissage	FR	Bulgarie	12/10/09 - 16/10/09	142
115	Support for children/pupils and adult learners with special needs	EN	Sweden	12/10/09 - 16/10/09	143
116	La scolarisation des élèves handicapés dans les Landes	FR	France	19/10/09 - 23/10/09	144
117	Challenges for students and adults with special needs and their integration into the labour market	EN	Slovenia	20/10/09 - 23/10/09	145
118	Equal access to education for migrant children	EN	Austria	09/11/09 - 13/11/09	146
119	Including children with additional needs in schools, units and other provision	EN	United Kingdom	09/11/09 - 13/11/09	147
120	Improving access to education and employment for people with disabilities	EN	United Kingdom	16/11/09 - 20/11/09	148

121	Legislation and institutions for pupils with special needs in Greece	EN	Greece	23/11/09 - 27/11/09	149
122	Every child matters	EN	United Kingdom	08/02/10 - 12/02/10	150
123	Lutter contre l'échec scolaire dans les banlieues fragiles	FR	France	08/02/10 - 12/02/10	151
124	Support to students with low Spanish language proficiency	EN	Spain	01/03/10 - 05/03/10	152
125	Lifelong learning opportunities for learners with special needs	EN	Lithuania	03/03/10 - 05/03/10	153
126	Project management at schools	EN	Portugal	08/03/10 - 12/03/10	154
127	L'attention éducative à l'enfant malade sur le territoire de Madrid capitale	FR	Espagne	08/03/10 - 12/03/10	155
128	Equal opportunities in upper secondary education for all	EN	Finland	15/03/10 - 19/03/10	156
129	Innovative training systems for disadvantaged groups	EN	France	22/03/10 - 26/03/10	157
130	Accueil et intégration des élèves étrangers au Luxembourg	FR	Luxembourg	19/04/10 - 22/04/10	158
131	Gender mainstreaming throughout pedagogical projects	EN	France	26/04/10 - 30/04/10	159
132	Ruhr metropolis – A new urban cultural centre	EN	Germany	03/05/10 - 07/05/10	160
133	Lutte contre l'échec scolaire; intégration des jeunes migrants en Communauté française de Belgique	FR	Belgique	10/05/10 - 14/05/10	161
134	Supporting disabled people: from early development to vocational training	EN	Poland	17/05/10 - 21/05/10	162
135	System of education of children with special needs in Slovakia	EN	Slovakia	17/05/10 - 21/05/10	163
136	Lösung der Chancenungleichheit in der Bildung in der Slowakei	DE	Slowakei	24/05/10 - 28/05/10	164
137	Models of integration and support of disadvantaged pupils with special needs	EN	Germany	07/06/10 - 11/06/10	165

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

MECHANISMEN FÜR DIE QUALITÄTSSICHERUNG IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

group	title of visit	wl	country	date	page
138	How to improve quality of education and make it more applicable to the labour market	EN	Poland	19/10/09 - 23/10/09	166
139	School evaluation for quality improvement (SEQI)	EN	Portugal	16/11/09 - 20/11/09	167
140	How to improve quality in school education	EN	Germany	23/11/09 - 27/11/09	168
141	Improving quality in education through internal and external evaluation in autonomous schools	EN	Germany	30/11/09 - 04/12/09	169
142	Qualitätssicherung durch Evaluation und Unterrichtsentwicklung	DE	Deutschland	01/12/09 - 04/12/09	170
143	Quality assurance in education and vocational training	EN	Netherlands	22/03/10 - 26/03/10	171
144	Quality - Why evaluation of schools is important	EN	Finland	05/04/10 - 09/04/10	172
145	Qualitative Bildung und Ausbildung – Tradition und Weiterentwicklung	DE	Bulgarien	19/04/10 - 23/04/10	173
146	Quality in teacher training	EN	Spain	19/04/10 - 23/04/10	174
147	Implementation of quality assurance in technical and vocational schools	EN	Romania	10/05/10 - 14/05/10	175
148	Evaluation policy in Czech education system	EN	Czech Republic	17/05/10 - 21/05/10	176
149	The balance of accountability, support and school autonomy	EN	Germany	17/05/10 - 21/05/10	177

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS
MESURES VISANT À AMÉLIORER L'EFFICACITÉ DES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION
MAßNAHMEN ZUR VERBESSERUNG DER EFFIZIENZ IN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

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150	Efficacy of teaching and learning in a changing school	EN	Italy	16/11/09 - 20/11/09	178
151	Measuring the efficiency of educational policies and projects	EN	France	25/01/10 - 29/01/10	179
152	Gesundheitsförderung im Setting Schule	DE	Österreich	01/03/10 - 05/03/10	180
153	TICE: Construire une politique dans un établissement scolaire	FR	France	10/05/10 - 14/05/10	181

KEEPING TEACHING AND TRAINING ATTRACTIVE AND IMPROVING LEADERSHIP
MAINTENIR L'ATTRAIT DES MÉTIERS D'ENSEIGNANT ET DE FORMATEUR ET AMÉLIORER LA DIRECTION DES ÉTABLISSEMENTS
ATTRAKTIVITÄT VON LEHRE UND LERNEN WAHREN UND FÜHRUNGSQUALITÄTEN VERBESSERN

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

group	title of visit	wl	country	date	page
154	Assuring quality and improvement in the teaching profession	EN	Turkey	05/10/09 - 09/10/09	182
155	Exchanging experience on managing teachers' and trainers' training	EN	Poland	23/11/09 - 26/11/09	183
156	Erwerb von Schlüsselkompetenzen in der Lehrerbildung: Reflexionskompetenz, Kommunikationskompetenz, Teamfähigkeit	DE	Deutschland	15/03/10 - 19/03/10	184
157	Regional teacher training programmes to recruit and retain quality teachers	EN	Denmark	22/03/10 - 26/03/10	185
158	Verbesserung der Qualität und Effektivität der Lehrerbildung, bessere Führungsqualitäten und Managementkompetenzen bei Schulleitern und Bildungsanbietern	DE	Polen	10/05/10 - 14/05/10	186

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT
DÉVELOPPEMENT PROFESSIONNEL CONTINU DES ENSEIGNANTS ET FORMATEURS
STÄNDIGE BERUFLICHE WEITERENTWICKLUNG VON LEHRKRÄFTEN UND AUSBILDERN

group	title of visit	wl	country	date	page
159	Weiterbildung von Berufsschullehrern im kaufmännischen Bereich	DE	Deutschland	14/09/09 - 16/09/09	187
160	The professional profile of teachers today	EN	Spain	28/09/09 - 02/10/09	188
161	La formation continue des enseignants en Roumanie	FR	Roumanie	05/10/09 - 09/10/09	189
162	Travail en réseau et professionnalisation des acteurs	FR	France	07/10/09 - 09/10/09	190
163	Qualité dans la formation continue des enseignants et formateurs	FR	Italie	19/10/09 - 23/10/09	191
164	Teacher training in Finland and the work environment in upper secondary and VET schools	EN	Finland	30/11/09 - 04/12/09	192
165	La formation continue des enseignants	FR	Espagne	25/01/10 - 29/01/10	193
166	ICT in nursery and early learning education	EN	Poland	19/04/10 - 22/04/10	194
167	In-service training for teachers: advisory system, teacher centres	EN	Spain	19/04/10 - 23/04/10	195
168	The continuous professional development of teachers and trainers	EN	Ireland	27/04/10 - 30/04/10	196

169	In-service teacher training: towards quality teaching improvement	EN	Spain	10/05/10 - 14/05/10	197
170	Developing a training ethos in schools	EN	United Kingdom	17/05/10 - 21/05/10	198

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

group	title of visit	wl	country	date	page
171	Sharing good practice in leadership development	EN	United Kingdom	12/10/09 - 16/10/09	199
172	Promoting lifelong learning and quality management in education	EN	Latvia	19/10/09 - 23/10/09	200
173	Models of good practice in educational management	EN	Romania	16/11/09 - 20/11/09	201
174	School management in the autonomous region of Madeira	EN	Portugal	22/02/10 - 26/02/10	202
175	Project management – learning from educational projects	EN	Czech Republic	01/03/10 - 05/03/10	203
176	Leadership's role – A way to improve	EN	Italy	09/03/10 - 12/03/10	204
177	Preparing tomorrow's leaders in the vocational education sector	EN	United Kingdom	19/04/10 - 23/04/10	205
178	Favourable education - key to the future	EN	Estonia	19/04/10 - 23/04/10	206
179	Improving autonomy and leadership through school management systems	EN	Portugal	10/05/10 - 14/05/10	207
180	How leadership can influence the learning outcome for students	EN	Norway	31/05/10 - 04/06/10	208
181	Building leadership capacity through the learning community	EN	United Kingdom	07/06/10 - 11/06/10	209
182	Opportunities and demands: headmasters and school development	EN	Germany	14/06/10 - 18/06/10	210

EDUCATION AND TRAINING FOR EMPLOYABILITY ÉDUCATION ET FORMATION POUR FAVORISER L'EMPLOYABILITÉ ALLGEMEINE UND BERUFLICHE BILDUNG FÜR BESCHÄFTIGUNGSFÄHIGKEIT

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK TRANSITION DE L'ENSEIGNEMENT ET DE LA FORMATION À LA VIE ACTIVE ÜBERGANG VON ALLGEMEINER UND BERUFLICHER BILDUNG ZUM ARBEITSLEBEN

group	title of visit	wl	country	date	page
183	Education for rural tourism at college and university levels	EN	Poland	07/09/09 - 11/09/09	211
184	Cultural heritage and media: a key to employability	EN	Italy	28/09/09 - 02/10/09	212
185	Counselling, training and job: integration between systems for a better employability	EN	Italy	12/10/09 - 15/10/09	213
186	Structure of a regional vocational educational and training system	EN	Poland	19/10/09 - 22/10/09	214
187	Low-skilled groups and socio-economic participation	EN	Belgium	19/10/09 - 22/10/09	215
188	Special art education in the new Czech school system	EN	Czech Republic	19/10/09 - 23/10/09	216
189	Home care requirements of patients with cancer	EN	Turkey	02/11/09 - 06/11/09	217
190	Regional cooperation of IVET and CVET and the labour market	EN	Netherlands	25/11/09 - 27/11/09	218
191	(Trans)national professional training and placement	EN	Portugal	08/03/10 - 12/03/10	219
192	Cooperation between schools and enterprises to improve education and vocational choices	EN	Norway	12/04/10 - 16/04/10	220
193	Sharing to improve: comparing initiatives with heads of training and vocational training centres	EN	Italy	14/04/10 - 16/04/10	221

194	Vorbereitung auf die Entwicklung von Grundfertigkeiten für das LLL	DE	Ungarn	19/04/10 - 23/04/10	222
195	Faciliter l'intégration professionnelle des apprentis	FR	France	26/04/10 - 30/04/10	223
196	Creating flexibility in access to, and progression through, lifelong learning	EN	United Kingdom	26/04/10 - 30/04/10	224
197	Jobstarter: a funding programme for more training places	EN	Germany	21/06/10 - 24/06/10	225

WORKPLACE LEARNING

group	title of visit	wl	country	date	page
198	Workplace learning	EN	Netherlands	21/09/09 - 24/09/09	226
199	Challenges and opportunities for training in the workplace	EN	Spain	19/10/09 - 22/10/09	227
200	Supporting skills development of adults in the labour market	EN	Ireland	10/11/09 - 13/11/09	228
201	Supporting workplace training in the manufacturing sector	EN	United Kingdom	24/11/09 - 27/11/09	229
202	Work-based learning in adult education	EN	Finland	19/04/10 - 23/04/10	230
203	Workplace training – An easier way for self-employment in agriculture	EN	Slovenia	18/05/10 - 20/05/10	231

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET INTÉGRATION DES GROUPES DÉFAVORISÉS SUR LE MARCHÉ DU TRAVAIL

group	title of visit	wl	country	date	page
204	Preparing for the labour market - Information, advice and guidance	EN	United Kingdom	08/09/09 - 11/09/09	232
205	Disabled and disadvantaged into work – a wrap around approach	EN	United Kingdom	14/09/09 - 17/09/09	233
206	Increase employability in the social sector, especially in care for the elderly and disabled	EN	Germany	21/09/09 - 24/09/09	234
207	LifeDreams2U! holistic placement programmes for the disadvantaged	EN	United Kingdom	12/10/09 - 16/10/09	235
208	L'intégration professionnelle des groupes défavorisés	FR	France	27/10/09 - 30/10/09	236
209	Training for young people's employment	EN	Spain	02/03/10 - 05/03/10	237
210	Un monde qui s'ouvre au handicap, de l'école à l'emploi	FR	France	15/03/10 - 19/03/10	238
211	Adult education - Flexibility for the future	EN	Norway	19/04/10 - 23/04/10	239

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

group	title of visit	wl	country	date	page
212	Vocational education and mobility on the labour market	EN	Poland	07/09/09 - 11/09/09	240
213	Internationalisation and global competences	EN	Denmark	05/10/09 - 09/10/09	241
214	La voie professionnelle, une voie de réussite et d'insertion	FR	France	05/10/09 - 09/10/09	242
215	Berufsausbildung für Lehrlinge und Studenten in Oberschlesien	DE	Polen	05/10/09 - 09/10/09	243
216	Textile industry and training in Denizli	EN	Turkey	05/10/09 - 09/10/09	244
217	Implementing vocational education and examples of implementation	EN	Turkey	12/10/09 - 16/10/09	245
218	European dimension in VET	EN	Bulgaria	19/10/09 - 23/10/09	246

219	Europe is discussing the future of VET	EN	Turkey	02/11/09 - 06/11/09	247
220	Links between vocational education and lifelong learning	EN	Turkey	23/11/09 - 27/11/09	248
221	Technical education – The basis of progress in society	EN	Romania	23/11/09 - 27/11/09	249
222	The dual vocational training system in Germany – Shared responsibility of company and vocational school	EN	Germany	01/02/10 - 04/02/10	250
223	European dimension of vocational education and training	EN	Poland	15/03/10 - 19/03/10	251
224	Bringing business to school	EN	France	29/03/10 - 02/04/10	252
225	Going from atom to universe	EN	Bulgaria	13/04/10 - 16/04/10	253
226	Partnership between enterprises and vocational education	EN	Denmark	19/04/10 - 23/04/10	254
227	A catalyst for employability and social inclusion	EN	Malta	24/05/10 - 28/05/10	255
228	Diversification of agricultural VET in rural areas	EN	Austria	25/05/10 - 28/05/10	256

SOCIAL PARTNERS CONTRIBUTION TO MEET THE CHALLENGE OF EMPLOYABILITY BEITRAG DER SOZIALPARTNER ZUR FÖRDERUNG DER BESCHÄFTIGUNGSFÄHIGKEIT

group	title of visit	wl	country	date	page
229	Improved employability by cooperation between actors in VET	EN	Hungary	12/10/09 - 16/10/09	257
230	The role of social partners in VET	EN	Sweden	12/10/09 - 16/10/09	258
231	Die Rolle der Sozialpartner in der Berufsbildung	DE	Österreich	09/11/09 - 11/11/09	259
232	Competence development in Flanders: policy and good practices	EN	Belgium	03/05/10 - 07/05/10	260

IMPLEMENTING COMMON EUROPEAN TOOLS, PRINCIPLES AND FRAMEWORKS FOR LIFELONG LEARNING MISE EN ŒUVRE D'OUTILS, DE PRINCIPES ET DE CADRES EUROPÉENS COMMUNS POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE EINFÜHRUNG GEMEINSAMER EUROPÄISCHER INSTRUMENTE, GRUNDSÄTZE UND RAHMEN FÜR LEBENSLANGES LERNEN

NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

group	title of visit	wl	country	date	page
233	The role of social partners in developing national qualifications frameworks	EN	Germany	05/10/09 - 09/10/09	261
234	The NFQ, quality assurance and recognition of prior learning	EN	Ireland	09/02/10 - 12/02/10	262
235	System approach and practical use of NVQ in construction sector	EN	Slovenia	21/04/10 - 23/04/10	263

QUALITY ASSURANCE SYSTEMS, FRAMEWORKS AND APPROACHES SYSTÈMES D'ASSURANCE DE LA QUALITÉ, CADRES ET APPROCHES

group	title of visit	wl	country	date	page
236	Quality assurance in national qualifications framework	EN	Estonia	12/04/10 - 16/04/10	264
237	Comparaison entre les systèmes scolaires au regard des indicateurs internationaux	FR	Italie	24/05/10 - 28/05/10	265

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

group	title of visit	wl	country	date	page
238	Accreditation of prior learning (APL) in the Netherlands	EN	Netherlands	23/11/09 - 26/11/09	266
239	Strengthening recognition of knowledge and skills throughout lifelong learning	EN	Portugal	25/01/10 - 29/01/10	267

LIFELONG GUIDANCE SERVICES**SERVICES D'ORIENTATION TOUT AU LONG DE LA VIE**

group	title of visit	wl	country	date	page
240	Public authority's role in the local training and vocational guidance network	EN	Italy	25/11/09 - 27/11/09	268
241	Orienter à tout âge pour répondre aux nouvelles attentes	FR	France	29/03/10 - 01/04/10	269
242	Guidance in the bordering region of Oresund, Denmark and Sweden	EN	Denmark/Sweden	17/05/10 - 21/05/10	270

TRENDS AND CHALLENGES IN LIFELONG LEARNING STRATEGIES**TENDANCES ET DÉFIS DANS LES STRATÉGIES D'APPRENTISSAGE TOUT AU LONG DE LA VIE****TRENDS UND HERAUSFORDERUNGEN DER STRATEGIEN FÜR LEBENSLANGES LERNEN****TENDENCIAS Y RETOS EN LAS ESTRATEGIAS DE APRENDIZAJE PERMANENTE****REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS****RÉFORMES DES SYSTÈMES NATIONAUX D'ÉDUCATION ET DE FORMATION**

group	title of visit	wl	country	date	page
243	General study and evaluation of our education system	EN	Italy	14/09/09 - 18/09/09	271
244	Le système éducatif en Communauté française de Belgique	FR	Belgique	12/10/09 - 16/10/09	272
245	New trends in training and developing civil servants	EN	Poland	19/10/09 - 21/10/09	273
246	Challenges in implementing long-lasting lifelong learning policies	EN	Sweden	30/11/09 - 04/12/09	274
247	Reforms in training and further training in the automotive field	EN	Germany	08/03/10 - 11/03/10	275

DEVELOPING LINKS BETWEEN VET AND HIGHER EDUCATION

group	title of visit	wl	country	date	page
248	Development of ecological animal husbandry in Lithuania	EN	Lithuania	01/12/09 - 04/12/09	276
249	Real estate: lifelong learning, research and mediation	EN	France	01/12/09 - 03/12/09	277

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

group	title of visit	wl	country	date	page
250	Flexible adult education for regional growth and development	EN	Sweden	19/10/09 - 23/10/09	278

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

group	title of visit	wl	country	date	page
251	Adult and vocational education - Increasing adult participation	EN	Netherlands	16/11/09 - 20/11/09	279
252	Better working skills through lifelong adult education	EN	Finland	23/11/09 - 27/11/09	280

253	La educación y formación de adultos para su integración social y laboral. El aprendizaje permanente	ES	España	19/04/10 - 23/04/10	281
254	Flemish initiatives for making lifelong learning more attractive	EN	Belgium	26/04/10 - 29/04/10	282
255	La sociedad avanza, no pierdas tu tren	ES	España	10/05/10 - 14/05/10	283

DEVELOPMENT OF LEARNING COMMUNITIES, INVOLVING ALL ACTORS IN EDUCATION AND TRAINING

MISE EN PLACE DE COMMUNAUTÉS D'APPRENTISSAGE ASSOCIANT TOUS LES ACTEURS

DE L'ÉDUCATION ET DE LA FORMATION

ENTWICKLUNG VON LERNGEMEINSCHAFTEN, BETEILIGUNG ALLER AKTEURE DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

group	title of visit	wl	country	date	page
256	Analysis of all actors in learning and teaching communities	EN	Turkey	05/10/09 - 09/10/09	284
257	Developing personalised learning communities in mental health education	EN	United Kingdom	19/10/09 - 23/10/09	285
258	Cooperative studies for a better education environment	EN	Turkey	09/11/09 - 13/11/09	286
259	Educational network - Working in partnership	EN	Ireland	24/11/09 - 27/11/09	287
260	Schools in their territory: a network improving one another	EN	Italy	12/04/10 - 16/04/10	288
261	How development of a science municipality may strengthen learning, education and cooperation	EN	Denmark	19/04/10 - 23/04/10	289
262	Improving schools and education systems in Sunnhordland through cooperation	EN	Norway	03/05/10 - 07/05/10	290
263	Adult education organisations, schools and enterprises in lifelong learning	EN	Germany	03/05/10 - 07/05/10	291
264	Health education – Cooperation with social partners	EN	Poland	04/05/10 - 07/05/10	292
265	Lifelong learning implementation in Istanbul	EN	Turkey	17/05/10 - 21/05/10	293
266	Effective cooperation between education institutions and external partners for participative learning communities	EN	Turkey	24/05/10 - 28/05/10	294
267	Delivery of sporting activities through partnerships and sustainable organisations	EN	United Kingdom	07/06/10 - 11/06/10	295

PARENTS AND SOCIAL PARTNERS ROLES IN GOVERNANCE

group	title of visit	wl	country	date	page
268	The more interest the more success	EN	Turkey	13/10/09 - 16/10/09	296
269	School's success in involving parents and families	EN	Turkey	26/04/10 - 30/04/10	297

SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

group	title of visit	wl	country	date	page
270	The role of schools in creating a safe environment for pupils	EN	Netherlands	12/10/09 - 16/10/09	298
271	Schools and communities against crime and misbehaviour	EN	Czech Republic	19/10/09 - 23/10/09	299
272	Violence between problem and challenge	EN	Romania	19/10/09 - 23/10/09	300
273	Fostering tolerance in education and the community	EN	Ireland	02/03/10 - 05/03/10	301

PROMOTING CROSS BORDER MOBILITY IN LIFELONG LEARNING
PROMOUVOIR LA MOBILITÉ TRANSFRONTALIÈRE DANS L'APPRENTISSAGE TOUT AU LONG DE LA VIE
FÖRDERUNG DER GRENZÜBERSCHREITENDEN MOBILITÄT IM BEREICH DES LEBENSLANGEN LERNENS

CROSS BORDER MOBILITY IN EDUCATION AND VOCATIONAL TRAINING

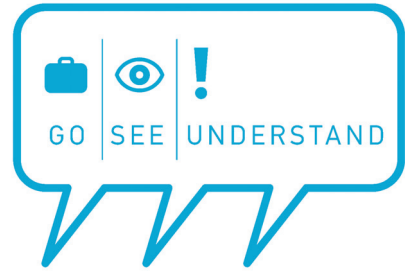
group	title of visit	wl	country	date	page
274	The European dimension in an Italian school	EN	Italy	07/09/09 - 09/09/09	302
275	Vocational mobility in Europe - Core occupation, opportunities and challenges	EN	Germany	02/11/09 - 06/11/09	303
276	International learning routes in general secondary education	EN	Netherlands	07/12/09 - 11/12/09	304
277	Increasing opportunities for international links with learners in Wales	EN	United Kingdom	15/03/10 - 19/03/10	305
278	Cross border mobility – Key for human resources development	EN	Romania	10/05/10 - 14/05/10	306

USE OF EU PROGRAMMES TO INCREASE CROSS BORDER MOBILITY
VERWENDUNG DER EU-PROGRAMME ZUR ERHÖHUNG DER GRENZÜBERSCHREITENDEN MOBILITÄT

group	title of visit	wl	country	date	page
279	European mobility – European qualification – European employability	EN	Sweden	19/10/09 - 22/10/09	307
280	Cross border mobility in education and vocational training	EN	Germany	07/12/09 - 10/12/09	308
281	Grenzüberschreitende Mobilität in der Berufsbildung	DE	Österreich	14/04/10 - 16/04/10	309
282	Improving the quality of education and training through mobility	EN	Turkey	10/05/10 - 14/05/10	310

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

	GROUP
Accommodation and food service activities	183
Agriculture, forestry and fishing	76, 203, 228, 248
Arts, entertainment and recreation	184, 188, 217, 267
Construction	193, 209, 212, 235
Human health and social work activities	33, 189, 206
Manufacturing	30, 81, 201, 216, 247, 279
Public administration and defence; compulsory social security	245
Real estate activities	249
Wholesale and retail trade; repair of motor vehicles and motorcycles	39





INCREASING LITERACY AND NUMERACY LEVELS

Organising a literacy campaign at regional level

Group No: 1

Type of visit:
Mixed
8/12/2009-11/12/2009
Lille, région Nord-Pas-
de-Calais, France
Working language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **adult learning**
- **financing**
- **status of teachers and trainers**

CATEGORY OF THEMES:

Key competences for all

WHY?

The 'Plan Regional de lutte contre l'illettrisme' 2008-2012 is a five-year plan to fight illiteracy. This plan is led by the regional council and ANLCI and concerns different sectors of the regional economy.

We will detail how the political and institutional sector (State and regional level), the economic sector (local firms and trade unions) and an important network of associations dealing with adult training work together.

The Regional Council is a lever to optimise different resources particularly policies defending professionalization of training experts and in producing pedagogical tools.

The CUEEP, Department of the University, known in France by its innovative work in illiteracy, has specific tasks in the region as a training centre, an experiment centre, and an expert in trainers training.

WHAT?

Participant will learn about:

- the process from political decision to implementation by institutions;
- the system used to finance adult training and measure the costs it represents;
- the importance of this regional network to achieve this aim;
- our pedagogical methods (ITC, distance education) and tools.

HOW?

Participants will:

- visit training centres and companies;
- meet leading practitioners, policy makers, professors, teachers of trainers, trainees;
- discuss and compare their practices with ours;
- share their own practices with hosts and other participants.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La région Nord Pas de Calais présente une spécificité dans la prévention et la lutte contre l'illettrisme. Elle réunit dans l'action le Conseil Régional qui porte cette lutte depuis sa création (1982), et un réseau associatif dense et actif de formation que le C. R. contribue à professionnaliser via le C2RP (CARIF) et dont il finance la production d'outils pédagogiques.

Cette année est lancé le Plan Régional de lutte contre l'illettrisme 2008-2012 (élaboré au CCREFP). Ce plan marque une étape importante puisqu'il implique désormais, avec les acteurs habituels, les OPCA et les partenaires sociaux. Le CUEEP, institut de l'Université de Lille 1, reconnu nationalement comme expert en formation d'adultes et porteur d'innovations pédagogiques (TICE, EAD) est l'hôte de cette visite.

Organiser(s):**LADESOU Christian**

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http://forumprojets.racine.fr/frontblocks/projets_exemplaires/fiche_projetv2.asp?qbeID_PROJETS=640 – www.insee.fr/fr/insee_regions/nord-pas-de-calais/rfc/docs/DP86_illetrisme.pdf

CONSOLIDATION DES NIVEAUX D'ALPHABÉTISATION ET DE COMPÉTENCES EN CALCUL

La littérature jeunesse dans l'éducation interculturelle

Numéro de groupe: 2

Type de visite:
Enseignement général

27/1/2010-29/1/2010
Orange, France

Langue de travail:
Français

Nombre de places: 15
Minimum requis: 5

Mots clés:

- **sensibilité et expression culturelles**
- **activités périscolaires**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Le sujet de cette visite a été choisi par des professeurs documentalistes qui constatent le phénomène suivant: malgré une production éditoriale pour la jeunesse de plus en plus riche, malgré les pratiques de promotion du livre et de la lecture de plus en plus nombreuses mises en place par les médiateurs du livre, les jeunes lisent peu ou ne lisent pas.

Nous avons choisi la région Provence-Alpes-Côte d'Azur (PACA), car les initiatives en matière de promotion du livre jeunesse et de la lecture sont particulièrement nombreuses. La structure d'accueil sera un établissement scolaire du second degré, car ces établissements ont la particularité, en France, de posséder des centres de documentation et d'information (CDI). Ces lieux n'existent que dans les établissements français, et nous souhaiterions pouvoir faire découvrir au public de la visite leur spécificité et leur rôle dans l'incitation à la lecture.

QUOI?

Le participant apprendra:

- quelle place occupe la littérature-jeunesse dans la culture et dans l'éducation;
- quelle est l'offre éditoriale pour les adolescents;
- quelles sont les pratiques de médiation.

COMMENT?

Le participant:

- participera à une journée professionnelle dans le cadre d'un salon du livre jeunesse;
- visitera un salon du livre jeunesse;
- observera des animations lecture dans des CDI et des structures de quartier;
- rencontrera d'autres médiateurs du livre jeunesse: bibliothécaires libraires et responsables d'associations.

POUR QUI?

- Professeurs principaux, formateurs d'enseignants,
- chercheurs.

Organisateur(s):

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www.clg-moulin-marseille.ac-aix-marseille.fr/spip/spip.php?rubrique3
<http://cdi.bh.free.fr/> – www.lyc-devinci.ac-aix-marseille.fr/spip/spip.php?rubrique6
www.legoutdelire.over-blog.com

INCREASING LITERACY AND NUMERACY LEVELS

Teaching mathematics with inspiration and dedication

Group No: 3

Type of visit:
General education**19/4/2010-23/4/2010**
Eskilstuna, SwedenWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **mathematical competence**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

Since 2006, the city of Eskilstuna has focused on creating conditions to develop confident teachers of mathematics who use a wide variety of methods and material, such as 'mathematical workshops' in schools and mathematic networks among teachers. The host institution is the administrative office of Childcare and education which works with development in our local pre-schools and schools. Our international coordinator and developer in mathematics will plan this study visit with teachers from the city's network for mathematics teachers.

WHAT?

Participants will learn about:

- developing teaching mathematics;
- views and visions of development of our schools and mathematics project;
- how teachers work with pupils with of Swedish background as well as from a different cultural and language backgrounds;
- how our local network for mathematics teachers work;
- assessment;
- how teachers cooperate with Mälardalen University.

HOW?

Participants will:

- visit schools, classrooms, workshops and Mälardalens University;
- observe teachers' work in classrooms and workshops;
- discuss with teachers, pupils and student teachers;
- discuss with teachers from the university, teachers in our local schools working with children between six and eighteen, developers, heads of schools, director of our schools and a local politician.

WHOM?

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

Organiser(s):**PUMAN Lena**

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WWW.

http://eskilstuna.se/templates/Page_142826.aspx – www.skolverket.se/sb/d/190
<http://ncm.gu.se/node/202> – www.webbmatte.se/eng.htm – www.prim.su.se/english/

INCREASING LITERACY AND NUMERACY LEVELS

For a European curriculum in science: the Italian perspective

Group No: 4

Type of visit:
Mixed**19/4/2010-23/4/2010**
Fano, Marche, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **communication in foreign languages**
- **competences in science and technology**
- **lifelong learning programme**

Organiser(s):**SORDONI Daniele**

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www.padalino.org

CATEGORY OF THEMES:

Key competences for all

WHY?

In Italy the outcomes of the OECD – PISA study show that students' knowledge of science (biology, chemistry, physics), in primary and secondary school is below expected levels. In our region, experimental projects on scientific learning started based on laboratorial learning, e-learning, CLIL, museum didactics. In Marche there are many examples of good practice and expertise, experimental museums and the universities of Ancona, Urbino and Camerino. The primary and secondary public school 'Padalino' is involved in innovation of didactics in science, thanks to an active group of teachers that follow the guidelines of the regional office of education.

WHAT?

Participants will learn about:

- initiatives to improve scientific culture;
- use of European languages for science;
- use of technologies in improving scientific culture and learning;
- new approaches to student assessments in primary and secondary school;
- good practices in lifelong learning;
- e-twinning and cooperation with European and non-European countries;
- how to learn science in case of disability;
- self-evaluation as a model to improve the quality of education.

HOW?

Participants will:

- visit primary, secondary schools and adult education centres;
- observe teachers in the classrooms;
- visit museums;
- meet teachers, head-teachers and guidance counsellors;
- talk to teachers involved in experimental science learning (ISS).

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:

L'OCSE-PISA, ha evidenziato le limitate conoscenze scientifiche degli studenti italiani, e nelle Marche si è dato il via ad azioni, tese ad elevare le conoscenze. L'azione dell'USR per le Marche ha permesso lo sviluppo delle buone pratiche in collaborazione con le Università.

La sensibilità dell'Istituto "Padalino" di Fano alle tematiche, le esperienze sul territorio e la vicinanza con il Museo del Bali ne fanno luogo ideale per una Visita di studio. I partecipanti si confronteranno con le realtà regionali dei vari ordini di scuola, incontrando docenti, dirigenti verificando le attività sul campo. Saranno invitati rappresentanti dell'A.N. LLP e si valuterà la possibilità di nuove partnership.

WWW.www.indire.it – http://gold.indire.it/nazionale/archivio/index.php?action=cat_m_06www.eurydice.org – <http://scuole.provincia.ps.it/sm.padalino.fano> – www.anisn.itwww.marche.istruzione.it – www.univpm.it – www.unicam.it – www.uniurb.it

LANGUAGE TEACHING AND LEARNING

Foreign language teaching in Silesia region

Group No: 5

Type of visit:
General education**5/10/2009-9/10/2009**
Katowice, PolandWorking language:
EnglishNumber of places: **10**
Minimum required: **5**

Keywords:

- **communication in foreign languages**
- **cultural awareness and expression**
- **curriculum**

CATEGORY OF THEMES:

Key competences for all

WHY?

The importance of foreign language teaching has been growing in Poland alongside historical changes and Polish membership of the European Union. In 2008, we introduced compulsory foreign language teaching from the first grade of primary school and a language examination at the level of lower secondary school.

Next to the border with the Czech Republic, incorporating a German minority, Silesia is among the most populated and active regions in Poland with a mixture of traditions and influences. Many foreign language teaching initiatives are undertaken. Kuratorium Oświaty is an educational supervising body, responsible for promoting quality in education, cooperation with other educational institutions as well as coordination of language teaching and European programmes.

WHAT?

Participants will learn about:

- methods and tools used in early language teaching;
- experiences, organisation, curriculum of bilingual schools;
- language teaching in professional and technical schools;
- foreign language examination system;
- initial teachers training and in-service teachers training.

HOW?

Participants will:

- visit primary and secondary schools, initial training and in-service training centres, examination centre;
- observe teachers in the classroom;
- meet examination, initial and in-service teacher training experts;
- meet local educational authorities.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

W polskiej oświacie podejmowane są liczne wysiłki w celu podnoszenia jakości nauczania języków obcych. Województwo śląskie należy do najbardziej dynamicznych regionów Polski w obszarze edukacji europejskiej i nauczania języków obcych. Kuratorium Oświaty w Katowicach sprawuje nadzór pedagogiczny, promuje jakość edukacji oraz min. koordynuje zadania związane z nauczaniem języków obcych i programami europejskimi. W czasie wizyty przedstawimy kwestie związane z wczesnym nauczaniem języków obcych, klasami dwujęzycznymi, nauczaniem języka obcego zawodowego, projektami międzynarodowymi, kształceniem i doskonaleniem nauczycieli oraz organizacją egzaminów zewnętrznych z języka obcego.

Organiser(s):**SOBOTNIK Joanna**

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WWW.

www.kuratorium.katowice.pl – www.oke.jaworzno.pl – www.womkat.edu.pl – www.wsl.edu.pl / www.nkjogliwice.edu.pl – www.men.gov.pl – www.codn.edu.pl – www.frse.org.pl

LANGUAGE TEACHING AND LEARNING

Foreign language teaching and learning in primary, secondary and higher education

Group No: 6

Type of visit:
General education19/10/2009-22/10/2009
Corfu, GreeceWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **communication in foreign languages**
- **language skills**
- **learning to learn**

CATEGORY OF THEMES:

Key competences for all

WHY?

This study visit aims to improve the system of foreign language teaching and learning at different levels of education. It will consider particular areas of teaching foreign languages such as curricula, materials, methodology, class management, educational technology and assessment techniques. It will also present the European portfolio of languages and explore its potential.

WHAT?

Participants will learn about:

- different frameworks applied in teaching foreign languages in Greece and other European countries;
- procedures and approaches in methodology, assessment and choice of materials;
- priorities for teaching and learning, considering learners' academic and professional needs;
- how the European portfolio of languages can contribute to learners' metacognitive abilities.

HOW?

Participants will:

- visit primary and secondary schools;
- meet teachers, head teachers, school advisers, university professors and learners of foreign languages;
- exchange experiences and evaluate different frameworks of teaching;
- observe classes of different foreign languages.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Η εμπειρία και η πρακτική στην μακροχρόνια διδασκαλία των ξένων γλωσσών σε όλες τις βαθμίδες της δημόσιας εκπαίδευσης έχουν καταδείξει την ανάγκη για περαιτέρω βελτίωση των προγραμμάτων διδασκαλίας, την υιοθέτηση νέων διδακτικών προσεγγίσεων, την απόκτηση γνώσεων με άλλες μεθόδους συμβάλλοντας στην αποτελεσματικότερη εκμάθηση των ξένων γλωσσών στη χώρα μας ενώ ολοένα αυξάνονται οι απαιτήσεις για απόκτηση πιστοποίησης γνώσεων. Αυτή η επίσκεψη μελέτης θα φέρει σε δημιουργική επαφή υπεύθυνους στο τομέα αυτό από χώρες της Ευρωπαϊκής Ένωσης, θα παρουσιάσει προβληματισμούς και θα προτείνει ιδέες και λύσεις για την αποτελεσματικότερη εφαρμογή των προγραμμάτων διδασκαλίας των ξένων γλωσσών.

Organiser(s):**SARRI Georgia**

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WWW.

http://ec.europa.eu/education/policies/lang/key/foreign_en.html
www.ypepth.gr/en_ec_home.htm – www.pi-schools.gr – www.e-yliko.gr
www.sch.gr – www.eun.org/portal/index.htm

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Apprendre des langues étrangères à Iasi, une ouverture vers l'Europe

Numéro de groupe: 7

Type de visite:
Enseignement général

2/11/2009-5/11/2009
Iasi, Romania

Langue de travail:
Français

Nombre de places: **10**
Minimum requis: **6**

Mots clés:

- **apprentissage**
- **compétences linguistiques**
- **jeunes**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Iasi est une grande ville où existe une université réputée. On y trouve également de nombreux centres culturels (français, anglais, allemand...), des classes renforcées ou bilingues ainsi que des associations privées, donc de nombreuses possibilités d'apprendre des langues.

L'Inspection scolaire départementale gère l'activité des 336 unités scolaires du département; elle est ainsi en mesure d'offrir un tableau complet de l'apprentissage des langues dans la région. Elle peut en outre montrer des exemples de bonne pratique, tels que la réussite du projet-pilote «De l'enseignement bilingue vers les filières francophones», projet qui fonctionne dans trois lycées où il existent des classes bilingues de français.

QUOI?

Le participant découvrira:

- les méthodes et les outils utilisés dans l'apprentissage des langues en Roumanie;
- le fonctionnement du système d'apprentissage des langues à Iasi et en Roumanie;
- le statut des langues en Roumanie en général;
- le potentiel des élèves roumains en ce qui concerne les langues.

COMMENT?

Le participant:

- visitera certains centres culturels, des établissements scolaires comprenant des classes bilingues/renforcées, la Faculté de lettres et l'Inspection scolaire;
- rencontrera les directeurs/responsables des établissements cités et aussi des professeurs de langues étrangères et leurs élèves dans les établissements;
- observera des classes;
- participera à des débats, des tables rondes et des discussions libres.

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,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Vizita isi propune sa prezinta participantilor modalitatile de invatare a limbilor straine la Iasi/ in Romania, fie ca este vorba despre sistemul de stat sau privat. Profitand de faptul ca Iasi este gazda mai multor centre culturale (francez, englez, german...), ca la Iasi exista o universitate cu traditie si prestigiu in predarea limbilor moderne, ca exista de asemenea asociatii private ce au avut si au un aport important in predarea limbilor straine – cum ar fi Euroedul – cred ca as putea oferi participantilor o imagine completa si pertinenta a modului in care se invata limbi straine la Iasi/ in Romania.

Organisateur(s):

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<http://portal-isj.is.edu.ro> – www.ccfiasi.ro – www.colegiulnegruzzi.ro
<http://lme.is.edu.ro/> – <http://national.is.edu.ro/en/index.php>

LANGUAGE TEACHING AND LEARNING

Content and language integrated learning (CLIL) in primary schools

Group No: 8

Type of visit:
Mixed

23/11/2009-27/11/2009
Torino, Piemonte, Italy

Working language:
English

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

Keywords:

- **language skills**
- **learning to learn**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

U.S.Co.T is an organisation that organises teacher training for infant and primary school teachers in Torino. We would like to share how teacher training for primary school is organised on methodologies of content and language integrated learning.

WHAT?

Participants will learn about:

- use of CLIL in primary schools;
- assessment tools for CLIL in primary schools.

HOW?

Participants will:

- meet teacher trainers, trainees and teachers;
- visit schools;
- observe classes.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'USCOT (Ufficio Supervisione e Coordinamento Tirocinio in Sc.Formaz.Primaria dell'Univ. di Torino) da anni propone un percorso di formazione per l'insegnamento della lingua straniera in stretta collaborazione con le scuole primarie nelle quali viene utilizzato il CLIL. Tale modulo di formazione, aperto agli insegnanti e denominato "PROGETTO LINGUE MODERNE", prevede un momento specifico dedicato al CLIL. Pertanto i formatori Uscot propongono questa visita di studio per confrontarsi con i partner europei su: la formazione iniziale degli insegnanti; l'uso della metodologia CLIL; la produzione di materiali comuni per la diffusione, a livello di formazione iniziale e continua degli insegnanti.

Organiser(s):

BOSIO Adriana

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WWW.

www.irrepiemonte.it – www.lend.it – www.tesol.it/index.php/index.php?option=http://sciformprim.campusnet.unito.it/

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Développer l'apprentissage précoce des langues

Numéro de groupe: **9**

Type de visite:
Enseignement général

18/1/2010-22/1/2010
Sèvres, France

Langue de travail:
Français

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

Mots clés:

- **sensibilité et expression culturelles**
- **compétences clés**
- **compétences linguistiques**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Toutes les études menées sur le plurilinguisme concluent à la nécessité de développer l'enseignement des langues dès le plus jeune âge. En tant qu'opérateur du ministère de l'éducation français dans le domaine des langues et de l'international, le Centre international d'études pédagogiques (CIEP) s'est impliqué dès l'origine dans le processus d'introduction d'un enseignement des langues vivantes dans le premier degré, notamment à travers le site Primlangues. En tant qu'espace d'échanges européens en matière d'éducation, il propose son expertise en matière de:

- formation des enseignants,
- sites d'accompagnement,
- programmes de mobilité,
- visites de classes.

Le CIEP étant situé en région parisienne, les participants seront à même d'appréhender une grande diversité de contextes éducatifs représentatifs de la réalité pédagogique française.

QUOI?

Le participant découvrira:

- les nouvelles méthodologies,
- les programmes,
- les programmes des Instituts de formation des maîtres,
- la procédure d'habilitation des enseignants,
- la place des langues dans la formation continue,
- l'ouverture internationale,
- l'utilisation du Cadre européen commun de référence pour les langues.

COMMENT?

Le participant rencontrera tous les acteurs impliqués dans le développement de l'enseignement précoce des langues:

- des élèves et des professeurs,
- des chefs d'établissements,
- des inspecteurs et conseillers pédagogiques pour les langues vivantes,
- des représentants du ministère,
- des gestionnaires de sites ou ressources spécialisés.

POUR QUI?

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

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WWW.

www.primlangues.education.fr/php/
www.eduscol.education.fr/index.php?./D0033/langvivecole_acte.htm

LANGUAGE TEACHING AND LEARNING

Improving in-service training of teachers and trainers in CLIL

Group No: **10**

Type of visit:
Mixed

25/1/2010-29/1/2010
Tomelloso (Ciudad Real),
Spain

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

The aim of this study visit is to give participants a general view of the continual professional development for in-service teachers and development of foreign language learning through CLIL in an inclusive education. It will include an introduction to Spanish education and an exhibition of the regional planning for in-service teachers in beautiful surroundings steeped in history and literary legend of Don Quixote.

WHAT?

Participants will learn about:

- different aspects of the Spanish educational system and in-service teacher training at our centre;
- the objectives of Education and training 2010 with particular focus on teachers in Europe;
- different ways of implementing CLIL in State primary and secondary schools;
- the fascinating world of Don Quixote.

HOW?

Participants will:

- visit different schools (primary, secondary, vocational) and observe different methods of training and regional authorities;
- observe teacher and trainers at the workplace developing key competences;
- visit the sites of Don Quixote and learn how this renowned literary figure has shaped our present situation.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Durante la visita de estudio se mostrará el panorama general del sistema educativo en España y se profundizará en la formación permanente del profesorado, sus diferentes modalidades y como se desarrolla dicha formación en el contexto español y en concreto en la Comunidad Autónoma de Castilla –La Mancha y su posterior aplicación en las aulas. También se mostrará la implantación de CLIL en diversos centros públicos desde la formación al profesorado a el trabajo en el aula dentro de una educación inclusiva. Todo la visita se realizará bajo el marco literario y legendario de nuestra obra más universal Don Quijote de la Mancha y cuyo origen comienza en esta región.

Organiser(s):

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LANGUAGE TEACHING AND LEARNING

Improving early language teaching

Group No: **11**

Type of visit:
General education

1/2/2010-5/2/2010
the Hague, the Netherlands

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

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

WHAT?

Participants will learn about:

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

HOW?

Participants will:

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

WHOM?

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

Organiser(s):

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www.talenopdebasisschool.nl – www.anglia.nl

LANGUAGE TEACHING AND LEARNING

Key competences development using school libraries

Group No: 12

Type of visit:
General education

22/2/2010-26/2/2010
Huesca, Spain

Working language:
English

Number of places: 12
Minimum required: 8

Keywords:

- **key competences**
- **language skills**
- **learning to learn**

CATEGORY OF THEMES:

Key competences for all

WHY?

Development of literacy and language skills through use of school libraries is one of the key policies of the Education Authorities of the region of Aragon, Spain.

For many years the Education Department of Huesca has been developing programmes to improve school libraries at primary and secondary schools. Results so far have been good but there is still a need to find new approaches to keep up the process of improvement started some years ago.

WHAT?

The participants will learn about:

- different initiatives and programmes in school libraries in the area;
- different methodologies to improve their use.

HOW?

Participants will:

- visit primary and secondary schools which excel in this field;
- observe teacher work (curriculum integrated activities with pupils) in school libraries;
- explain the different approaches used in their regions to develop school libraries as a tool to improve learning at the targeted school levels;
- exchange experiences with the aim to reach conclusions as to what can be done to improve the teaching and learning of language skills.

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:

El Servicio Provincial de Educación, Cultura y Deporte de Huesca está desarrollando desde hace años en sus colegios e institutos programas de fomento de bibliotecas escolares.

Las actividades programadas incluirán:

- Visitas a escuelas e institutos que utilizan de manera significativa la biblioteca en su práctica educativa.
- Asistencia en bibliotecas escolares a actividades curriculares con alumnos y propuestas de programas para desarrollar la biblioteca escolar.

Organiser(s):

LAGUARTA ORTAS Silvia
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SPRACHUNTERRICHT UND SPRACHERWERB

Sprache und Migration

Gruppennummer: **13**

Art des Besuches:
Gemischt

1/3/2010-5/3/2010
Portoferraio (Elba Island),
Toscana, Italien

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Lehrlingsausbildung**
- **Kulturbewusstsein und kulturelle Ausdrucksfähigkeit**
- **schulisches Umfeld**

THEMENBEREICHE:

Schlüsselkompetenzen für alle

WARUM?

Die Insel Elba hat in der ganzen Provinz den höchsten Prozentsatz an multiethnischer Bevölkerung, auch in unserer Schule gibt es eine bemerkenswerte Anzahl von Schülern mit Migrationshintergrund. Schulen unterschiedlicher Stufen sind seit Jahren damit beschäftigt, Integrationsprogramme zu erarbeiten. Die Schule hat schon verschiedene Projekte zur Integration von ausländischen Schülern durchgeführt. Portoferraio, die Insel Elba überhaupt - die Städte und die Schulen - versuchen durch unterschiedlichen Projekte in den Bereichen der Massenmedien aber auch der Schulpolitik, durch Entwicklung von Strategien und Materialien das Problem von Sprache und Migration zu artikulieren.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Sprache als Beleg kultureller Identität und Kulturerbe zu erfassen und zu vermitteln;
- Sprachreflexion, sowohl in der L1 als auch in der L2, zu aktivieren;
- die erarbeiteten Lehrstrategien durch einen Lehreraustausch in Schulen konkret anzuwenden;
- wie man unterschiedliche geschichtliche, soziale und kulturelle Merkmale, zur gegenseitigen pädagogischen Bereicherung nutzt;
- wie man Beratungsmethoden und -instrumente beim Konfliktmanagement in der Integration anwenden kann;
- wie man neue Methoden der Evaluierung von unterschiedlichen, manchmal sogar konfliktuellen Ausgangspunkten entwickelt;
- wie Selbsteinschätzung dabei hilft, die Qualität der Bildung in einer Stadt/ Region/ Land zu verbessern.

WIE?

Die Teilnehmer werden:

- alltagssprachliche Entwicklung und „Kontamination“ erkennen und für den Unterricht kontrastiv nutzen können, besonders in Integrationskursen;
- konkret am Beispiel „Merkmale der elbanischen sprachlichen Vielfaltigkeit“ Erkennungsraster erarbeiten;
- erkennen lernen, wie Sprache kulturelle Modelle prägt;
- mit vielfältigen Lehrstrategien konfrontiert;
- Lehrstrategien erarbeiten.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Schulleiter, Lehreraus- und -fortbilder.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

LINGUA E MIGRAZIONE vuole: ricostruire le principali linee che caratterizzano lingua di provenienza e lingua ospite; riconoscere influenze ed interazioni nell'apprendimento; riconoscere gli stereotipi linguistici nella percezione della L2; formulazione di strategie di apprendimento che usino le differenze linguistiche come supporto comparativo all'elaborazione di strategie di apprendimento; promuovere un confronto strategico con esperti, docenti tedeschi da sempre impegnati in contesti plurilinguistici.

Organisator(en):

FAZIO Enzo Giorgio

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WWW.

www.emigrazione-notizie.org/ – www.unibg.it/dati/bacheca/551/18381.pdf

www.emigrati.org/ISCaPI.asp#Emigrazione_Italiana – www.italiannetwork.it/

www.italica.rai.it/principali/lingua/bruni/lezioni/f_III1.htm

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Enseignement EMILE/CLIL

Numéro de groupe: **14**

Type de visite:
Enseignement général

15/3/2010-19/3/2010
Sèvres, France

Langue de travail:
Français

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

Mots clés:

- **sensibilité et expression culturelles**
- **compétences clés**
- **compétences linguistiques**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

En tant qu'opérateur du ministère de l'éducation français dans le domaine des langues et de l'international, le Centre national d'études pédagogique (CIEP) s'est impliqué dès l'origine dans le processus d'introduction de l'enseignement d'une matière par l'intégration d'une langue (EMILE) dans le système éducatif (site Emilangues, sections internationales et dispositifs similaires).

Le CIEP propose aux partenaires désireux de développer l'EMILE sa connaissance du système français et son expertise en matière de:

- mise en œuvre de l'interculturalité recommandée par l'UE pour former les élèves à une véritable citoyenneté européenne;
- élargissement du champ d'usage d'une langue étrangère à des domaines spécialisés;
- promotion de la mobilité et de l'ouverture professionnelle.

QUOI?

Le participant découvrira:

- la méthodologie de l'EMILE,
- les systèmes de formation,
- le projet de l'établissement dans le système éducatif,
- les partenariats avec l'étranger.

Au terme de la visite, les participants auront acquis une vue générale de la question. Ils auront également pris des contacts pour le développement de projets européens incluant la France.

COMMENT?

Les participants rencontreront tous les acteurs impliqués dans l'EMILE:

- personnel administratif et pédagogique des établissements scolaires (enseignement général et professionnel),
- inspecteurs pédagogiques et administratifs,
- représentants du ministère,
- gestionnaires de sites ou ressources spécialisés,
- acteurs de terrain (visites de classes).

POUR QUI?

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

Organisateur(s):

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WWW.

www.emilangues.education.fr

ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES

Comment améliorer l'enseignement des langues vivantes

Numéro de groupe: **15**

Type de visite:
Enseignement général

16/3/2010-19/3/2010
Grenoble, France

Langue de travail:
Français

Nombre de places: **10**
Minimum requis: **5**

Mots clés:

- **sensibilité et expression culturelles**
- **compétences linguistiques**
- **transparence des qualifications**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

La nouvelle politique nationale de l'enseignement des langues est relayée dans l'Académie par un plan triennal concernant tous les enseignants de toutes les langues.

La formation s'appuie sur l'approche actionnelle et le Cadre européen commun de référence pour les langues (CECRL) et elle est dispensée par des binômes d'enseignants formateurs interlangues.

Depuis 2007, des enseignants font vivre ces nouvelles pratiques pédagogiques et travaillent en équipe au sein de leur établissement.

La délégation académique aux actions de formation (DAAF) avec les inspecteurs de langues ont la charge de la mise en œuvre et du suivi de ce plan de formation.

QUOI?

Le participant découvrira:

- le système français de l'enseignement des langues vivantes et de la formation;
- les pratiques pédagogiques de l'enseignement des langues: l'approche actionnelle / les modalités d'évaluation;
- comment travaillent les autres participants dans leurs pays européens;
- les forces et les faiblesses des différents systèmes.

COMMENT?

Le participant:

- assistera à une formation interlangues avec les enseignants des différentes langues;
- assistera à des cours de langues vivantes dans différents établissements (lycées techniques et professionnels, lycées, collèges) et de différentes classes ou sections (bilingues, européennes...);
- échangera avec des universitaires sur les orientations de la didactique des langues;
- partagera la culture pédagogique des langues de son propre pays;
- contribuera avec ses propres outils à l'ébauche d'une démarche pédagogique commune.

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.

Organisateur(s):

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www.ac-grenoble.fr/daaf

WWW.

[http:// www.ac-grenoble.fr/](http://www.ac-grenoble.fr/) – www.ac-grenoble.fr/daaf/

LANGUAGE TEACHING AND LEARNING

Competence-based language teaching, an institutional network

Group No: 16

Type of visit:
Mixed**22/3/2010-26/3/2010**
Szombathely, HungaryWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

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

Organiser(s):

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fejleszt@pszk.nyme.hu
www.bdf.hu/pszk

CATEGORY OF THEMES:

Key competences for all

WHY?

Competence based language teaching fits the Hungarian educational priorities. Being in the implementation phase, it needs to be promoted by national, regional as well as local initiatives. The institutions of the region have been involved in national and regional projects, so that substantial examples of 'good practice' and a network of innovative schools are available. As one of the regional centres, the host institute offers expertise and several opportunities for teachers in this field.

WHAT?

- Participants will learn about:
- national initiatives related to competence-based language teaching and their impact at regional/local level;
- an institutional network responsible for improving awareness of competence-based approach;
- the role and activity of reference schools at regional, local and institutional levels;
- implementation of innovative learning materials for introducing competence-based approach;
- effective methods applied in English lessons;
- language acquisition at nursery schools – a special local initiative;
- examples of good practice at different levels.

HOW?

- Participants will:
- visit primary and secondary schools as well as a nursery school that have implemented competence-based language teaching and act as regional centres of the network;
- observe teachers' work in the classroom;
- have panel discussions with heads and teachers as well as students;
- be offered lectures on national policies, a methodology workshop on programme packs and new approaches to organising learning and teaching.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A fogadó intézmény a kompetencia alapú oktatás fejlesztésének régiós központja. A tanulmányút bemutatja a központi fejlesztés során létrejött programcsomagok bevezetését, a fejlesztés régiós hatásait, innovációit. A résztvevők megismerhetik a kompetenciafejlesztést segítő szakmai szolgáltató hálózat tevékenységét, különös tekintettel a kompetencia alapú nyelvoktatás és az ehhez szükséges új attitűd, tananyag, módszertani ismeretek és technikák alkalmazására. A program része a szaknyelvoktatás és kompetenciamérés megismerése az iskolai gyakorlatban, az idegen nyelv bevezetése az óvodai nevelésben. A résztvevők előadás, műhelyfoglalkozás, intézménylátogatás során ismerkednek meg a témával.

WWW.

www.okm.gov.hu – www.educatio.hu – www.sulinovadatbank.hu – www.ofi.hu

SPRACHUNTERRICHT UND SPRACHERWERB

Mit jeder neuen Sprache wird aus uns ein neuer Mensch

Gruppennummer: 17

Art des Besuches:
Allgemeine Bildung

12/4/2010-16/4/2010
Prag,
Tschechische Republik

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **fremdsprachliche Kompetenz**
- **Sprachkenntnisse**
- **Kompetenzen von Lehrkräften und Ausbildern**

THEMENBEREICHE:

Schlüsselkompetenzen für alle

WARUM?

In der heutigen globalisierten Welt erhöht das Beherrschen von wenigstens zwei Fremdsprachen erheblich die Auswahlmöglichkeiten auf dem Arbeitsmarkt. Der Fremdsprachenunterricht im Rahmen des lebenslangen Lernens wurde zu einem festen integrierenden Bestandteil des tschechischen Bildungssystems. Im Rahmen des Studienbesuches wird das Fremdsprachenunterrichtssystem in Tschechien und dessen Unterstützung durch den Staat vorgestellt. Wir möchten gerne neue Erfahrungen auf dem Gebiet des Fremdsprachenunterrichts auf allen Ausbildungsstufen austauschen und verschiedene methodische Ansätze und Motivierungsmittel beim Fremdsprachenunterricht mit dem Schwerpunkt auf Ausbildung der künftigen Fremdsprachenlehrer vorstellen.

WAS?

Die Teilnehmer werden Folgendes lernen:

- staatliche Politik des Fremdsprachenunterrichts in Tschechien;
- Aufgaben des Schulträgers in Tschechien und Unterstützung des Fremdsprachenunterrichts durch das Prager Stadtamt;
- Ausbildungssystem der künftigen Fremdsprachenlehrer an der Pedagog. Fakultät der Karlsuniversität in Prag;
- Problematik des Fremdsprachenunterrichts in der Primär-, Sekundär- und Tertiärausbildung;
- Möglichkeiten des Projektunterrichts;
- Thema „Wie kann man Fremdsprachenunterricht interessant und effektiv gestalten?“;
- Bedeutung und Einbettung der ausländischen Fremdsprachen-Ausbildungsinstitutionen in Tschechien.

WIE?

Die Teilnehmer werden:

- im Prager Rathaus empfangen und mehr über die Zusammenarbeit von Schulen und deren Trägern erfahren;
- den Senat besuchen und einen Vortrag über die Regierungspolitik im Bereich der Ausbildung hören;
- die Aufgaben des Fremdspracheninstitutes an der Karlsuniversität kennen lernen;
- die Technische Universität besuchen und die Problematik des beruflichen Fremdsprachenunterrichts kennen lernen;
- Ausbildungsinstitutionen besuchen, die auf Fremdsprachenunterricht ausgerichtet sind (Kindergarten, Grundschule, Mittelschule);
- das Goethe-Institut in Prag besuchen.

WER?

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

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

V dnešním globalizovaném světě znalost alespoň dvou cizích jazyků dramaticky zvyšuje uplatnění na mezinárodním trhu práce. Výuka cizích jazyků v rámci celoživotního vzdělávání se stala nezbytnou součástí českého vzdělávacího systému. Cílem studijní návštěvy je získání a výměna zkušeností v oblasti výuky cizích jazyků ve všech stupních vzdělávání a to zejména v oblasti přípravy budoucích učitelů cizích jazyků, způsobů motivace k výuce cizích jazyků, inovativních metod v jazykovém vzdělávání, podpory vzdělávání v této oblasti ze strany státu a zřizovatelů škol. Účastníci navštíví široké spektrum škol a dalších vzdělávacích institucí, které se zaměřují na výuku cizích jazyků. Budou diskutovány úspěchy i chyby v oblasti výuky cizích jazyků.

Organisator(en):

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WWW.

www.pdf.cuni.cz – www.goethe.de/ins/cz/prag/ – www.magistrat.praha-mesto.cz/lang/12

LANGUAGE TEACHING AND LEARNING

Effective foreign language teaching in primary schools

Group No: **18**

Type of visit:
General education

13/4/2010-16/4/2010
Nicosia, Cyprus

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **competences in science and technology**
- **language skills**

CATEGORY OF THEMES:

Key competences for all

WHY?

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

WHAT?

Participants will learn about:

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

HOW?

Participants will:

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

WHOM?

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

Organiser(s):

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WWW.

www.moec.gov.cy

LANGUAGE TEACHING AND LEARNING

Learning languages through ICT

Group No: **19**

Type of visit:
General education

19/4/2010-23/4/2010
Barcelona, Spain

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **digital competence**
- **learning to learn**

Organiser(s):

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www.gencat.cat/educacio

CATEGORY OF THEMES:

Key competences for all

WHY?

Learning languages through ICT is an opportunity to develop projects focused on ways of developing transversal competences and alternative measures in inclusive schools. Linguistic and communicative competences can be connected to digital competences in school projects, and ICT activities become meaningful strategies to involve students in learning languages, whatever their mother tongue may be. In Catalonia, two official languages - Catalan and Spanish - live together. The teaching and learning process in this linguistic context is a challenge for teachers. Newcomers have defined a plurilingual society that must be tackled by the education system.

WHAT?

Participants will learn about:

- how both primary and secondary schools use ICT tools to learn languages in multilingual contexts;
- singular experiences and good practices;
- inclusive initial reception classrooms;
- community building projects and education plans, CLIL language learning school projects;
- pedagogical and methodological challenges for language teaching using ICT.

HOW?

The participants will:

- visit schools with linguistic projects for developing social cohesion at inclusive schools;
- visit both primary and secondary schools with innovative foreign language teaching;
- observe teachers and interact with advisers, project coordinators and 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,
- 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 educación en Cataluña ha experimentado retos considerables para responder a una realidad cambiante con alumnado con lenguas maternas diferentes, necesidad de mejoras educativas y de potenciar las competencias comunicativas y digitales. Se ha realizado una gran inversión en recursos TIC y se han establecido innovaciones en el aprendizaje de lenguas. El uso de TIC ha permitido incorporar metodologías colaborativas e inclusivas en los centros escolares. En esta visita se identificarán políticas educativas inclusivas y proyectos globales que aplican las TICs a la mejora de la competencia comunicativa, para facilitar la inclusión del alumnado y la mejora de sus expectativas futuras.

WWW.

www.xtec.cat – www.xtec.cat/pap – www.edu3.cat – <http://phobos.xtec.cat/pluriling>
www.xtec.cat/lic/

LANGUAGE TEACHING AND LEARNING

Supporting minority education in Latvia

Group No: 20

Type of visit:
General education

19/4/2010-23/4/2010
Riga, Latvia

Working language:
English

Number of places: **10**
Minimum required: **6**

Keywords:

- curriculum
- language skills
- migrants and minorities

CATEGORY OF THEMES:

Key competences for all

WHY?

The National Agency for Latvian Language Training is a State agency which implements the State language policy programme. The agency provides Latvian language learning possibilities for other nationalities and develops bilingual education in Latvia.

Since 1996, the agency has provided in-service training courses for teachers of the Latvian (official) language and bilingual education. It has developed innovative teaching methods based on integration and cooperation, using ICT for language teaching.

WHAT?

Participants will learn about:

- national language policy;
- national curricula reform;
- national, regional, local policies to support minority education programmes;
- the role of the National Agency for Latvian Language Training to support minority education programmes;
- development of materials for language learning;
- projects promoting language learning and teaching and bilingual education.

HOW?

Participants will:

- meet national education policy-makers and regional and local government representatives;
- visit minority schools: observe teachers' work in the classroom;
- meet students and discuss minority education;
- get acquainted with the study aid and e-learning materials;
- visit in-service teacher training centres.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizītes laikā dalībnieki tiks iepazīstināti ar valsts politikas aspektiem izglītības un valsts valodas jomā, Latviešu valodas apguves valsts aģentūras pieredzi mazākumtautību izglītības atbalstam. Dalībnieki tiksies ar izglītības un valsts valodas politikas veidotājiem, apmeklēs mazākumtautību skolas, iepazīsies ar izveidotajiem mācību un metodiskajiem līdzekļiem, t.sk., e-resursiem, diskutēs ar mazākumtautību skolotājiem un skolēniem.

Organiser(s):

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LANGUAGE TEACHING AND LEARNING

Innovative methods for improving foreign language learning

Group No: 21

Type of visit:
General education**3/5/2010-7/5/2010**
Oviedo, SpainWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

Communication in foreign languages is one of the eight European key competences and is also the first key competence in the Spanish curriculum. A lot of effort is going into it at national and regional levels in Spain. Content language integrated learning (CLIL) is heavily supported and promoted by the European Commission as one of the best methods to improve foreign language learning and plurilingualism. Most European countries have included this practice in schools and in Spain it is one of the main trends at the moment. The Regional Education Administration in Asturias, conscious of the benefits of CLIL, is developing an innovative programme in primary and secondary schools.

WHAT?

Participants will learn about:

- most innovative CLIL experiences developed in the region;
- the in-service training of participating teachers;
- teaching foreign languages through content in bilingual classes and in schools with an integrated Spanish – English curriculum.

HOW?

Participants will:

- visit schools of all levels, specially those with CLIL projects;
- observe lessons of different subjects and discuss with teachers and students;
- discuss the regional strategy with people responsible in the Regional Education Administration;
- learn about the in-service training of participating teachers
- attend workshops to share experience and a cultural programme.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Política educativa que el principado de Asturias está realizando en el ámbito de la Enseñanza y Aprendizaje de Lenguas Extranjeras: Programa Bilingüe, enseñanza precoz de lenguas, uso de las TIC, etc. Especial atención se dará a la Enseñanza Integrada de Contenidos y Lenguas (CLIL), concretamente en las Secciones Bilingües y en el Proyecto de Currículo Integrado español-inglés. Los participantes conocerán todas estas iniciativas innovadoras de enseñanza y aprendizaje de lenguas que se llevan a cabo en la Comunidad a través de encuentros con responsables visitas a los centros educativos de Educación Primaria y Secundaria que desarrollan enseñanzas CLIL.

Organiser(s):**CORTEJOSO M^a Pilar**Consejería de Educación y Ciencia
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WWW.www.clilconsortium.jyu.fi – www.ecml.at/mtp2/CLILmatrix/index.htmwww.clilcompendium.com/index.html – www.euroclil.net – www.beclil.com/index_eng.htm

LANGUAGE TEACHING AND LEARNING

Towards plurilingual society

Group No: 22

Type of visit:
General education

3/5/2010-7/5/2010
Huelva, Spain

Working language:
English

Number of places: 15
Minimum required: 8

Keywords:

- communication in foreign languages
- language skills

CATEGORY OF THEMES:

Key competences for all

WHY?

The Andalusian Educational Board has been making an effort to create a network of plurilingual schools, realising the importance that foreign languages will have for future generations. After pilot projects, the Andalusian plan for the promotion of plurilingualism was created in 2005, allowing schools to become bilingual in English, French or German and Spanish. Since then, schools that have wanted to offer a bilingual education have had the opportunity to become involved in this plan. As a result, more than 500 schools in Andalusia are now carrying out these projects.

WHAT?

Participants will learn about:

- plan for the promotion of plurilingualism in Andalusia;
- bilingual schools: internal organisation, curriculum (content and language integrated learning methodology, integrated language curriculum), innovative practices;
- language study grants for students, teachers and inspectors;
- language assistants;
- linguistic immersion programmes for students and students exchange programmes.

HOW?

Participants will:

- attend lectures on related topics;
- meet school coordinators of bilingual projects and teachers as well as educational authorities;
- visit primary and secondary schools implementing bilingual projects;
- observe teachers and pupils in the classroom.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE

En 2005 se aprobó el Plan de Fomento para el Plurilingüismo en Andalucía que permite a los centros educativos, siempre que cumplan una serie de requisitos, incorporarse a este gran proyecto lingüístico a través de una convocatoria pública anual. Actualmente existen más de 500 centros que desarrollan programas bilingües. Con esta visita de estudio pretendemos ofrecer una visión general de esta red de centros bilingües andaluces y todas las acciones educativas que se han emprendido para ayudar a su aplicación. Para ello visitaremos centros educativos bilingües de primaria y secundaria en la zona de Huelva que se encuentran en fases distintas de la implementación del proyecto bilingüe.

Organiser(s):

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www.juntadeandalucia.es/averroes/centros/mapa_centros_bilingues.php3

LANGUAGE TEACHING AND LEARNING

The CLIL approach in a bilingual environment

Group No: 23

Type of visit:
General education

10/5/2010-14/5/2010
Palma de Mallorca, Spain

Working language:
English

Number of places: 15
Minimum required: 8

Keywords:

- communication in the mother tongue
- language skills
- validation of non-formal and informal learning

CATEGORY OF THEMES:

Key competences for all

WHY?

It is an Educational and Training 2010 objective as well as a Spanish national priority to improve foreign language learning. This is specially important in a region like the Balearic Islands where tourism is one of the main economic activities. The Education Department of the Balearic Islands is developing some foreign language pilot programmes mainly based on the content and language integrated learning (CLIL) to increase foreign language participation.

Considering this is a bilingual community, with two official languages (Spanish and Catalan), development of these programmes is a challenge we need to share with other European regions to improve its implementation.

WHAT?

Participants will learn about:

- the different ways of implementing the CLIL approach in the Balearic Islands;
- different types of schools and increase their knowledge of the organisation of our educational system;
- bilingual and multicultural school environments and the role played by the different languages used.

HOW?

Participants will:

- visit schools of different types and levels and in-service teacher training institutions;
- meet administrators and trainers to share experiences;
- meet head teachers, students and teachers at 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 education and training networks and associations,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita versará sobre los programas de enfoque AICLE/CLIL en una comunidad bilingüe (español/cataán) y multicultural (17% de alumnado de otros países). Los participantes tendrán oportunidad de visitar diferentes escuelas que están implementando este enfoque, así como entrevistarse con administradores responsables de los programas, formadores del profesorado, profesorado y alumnado implicado directamente en la experiencia. Como resultado de la visita esperamos crear vínculos entre regiones europeas que nos ayuden a llevar adelante este cometido que se enmarca dentro de una prioridad tanto europea como nacional.

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LANGUAGE TEACHING AND LEARNING

How to develop the European dimension through the curriculum

Group No: 24

Type of visit:
General education

17/5/2010-21/5/2010
Vienna, Austria

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **curriculum**
- **language skills**

CATEGORY OF THEMES:

Key competences for all

WHY?

Mobility of parents in Europe and around the globe asks for school models which focus on language teaching. The vision of the Vienna Board of Education is monolingualism is healable; therefore spreading the idea of bilingual schools and European regional colleges throughout Europe.

WHAT?

Participants will learn about:

- how languages are used in the project Vienna bilingual schooling – German and English as equal teaching languages in primary and secondary schools;
- initiatives to improve interface problems;
- new approaches to integrate the European dimension into the curriculum (new subject: European studies).

HOW?

Participants will:

- visit primary and secondary schools in the Vienna bilingual schooling project, European middle school and the European regional college project;
- observe teachers in different classes;
- meet teachers, head teachers and school supervisory authorities.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die zunehmende Mobilität der Eltern innerhalb Europas sowie weltweit erfordert Schulmodelle, die im Bereich des Sprachenlernens Schwerpunkte setzen. Kennen lernen des Wiener Schulsystems mit seinen Schulversuchen im Bereich des Fremdspracherwerbs – Vienna Bilingual Schooling, Europäische Mittelschule und European Regional College) in der Volksschule, Mittelstufe und Oberstufe. Vienna Bilingual Schooling – ein Schulprojekt, in dem Deutsch und Englisch als gleichwertige Unterrichtssprachen unterrichtet und benutzt werden. LehrerInnenausbildung und LehrerInnenfortbildung – eine Herausforderung auf Grund der ständig steigenden Ansprüche im Erwerb von Kompetenzen im Bereich des Sprachenlernens.

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USE OF ICT IN LEARNING

ICT in education and creative teaching

Group No: 25

Type of visit:
General education**28/9/2009-2/10/2009**
Arezzo, Toscana, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

The Tuscany region has been implementing ICT activities, following the Lisbon meeting in 2000, through some projects such as TRIO (Technology, Research, Innovation) and Vocational Guidance, a web learning system which aims to produce free and innovative teaching materials to foreign citizens. Our institution is implementing ICT tools to improve the quality of learning skills, offering a constant update of professional abilities. It also tries to answer the request for learning support and helps to share best practices with students, integrating online and classroom activities. Use of technology is fundamental to motivate students, creating incentives for informal learning and knowledge sharing to reach meaningful didactic objectives.

WHAT?

Participants will learn about:

- strong and weak points of ICT policies;
- methods of using ICT.

HOW?

Participants will:

- visit secondary schools;
- see what the aims and results of ICT classes are;
- talk to headmasters, teachers, pupils and assistants;
- explore the challenges using the electronic interactive whiteboard;
- meet local authority staff;
- visit a fashion company to understand how e-learning skills can be exploited in business and the economy;
- start a collaborative project.

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:

I partecipanti alla visita di studio presso il nostro istituto ad Arezzo, analizzeranno i punti forti e quelli deboli nell'utilizzo delle nuove tecnologie attraverso l'osservazione di una lezione in classe. Prenderanno parte ad un incontro con esperti del settore per vedere quali sono le sfide del futuro e le utilizzazioni del sistema di e-learning. Scambieranno informazioni sui metodi di utilizzo di ITC e a ciascun partecipante sarà richiesto di mostrare come le nuove tecnologie sono utilizzate nella propria istituzione. Ciascun partner attiverà con il gruppo programmi e iniziative di collaborazione.

Organiser(s):

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www.epractice.eu/cases/trio
www.elearningeuropa.info/directory/index.php?page=doc&doc_id=4219&doclng=6
www.pubblica.istruzione.it/innovazione/tecnologie/e_gov.shtml

USE OF ICT IN LEARNING

Towards flexible, innovative and creative teaching and learning using web-based tools

Group No: 26

Type of visit:
Mixed

28/9/2009-2/10/2009
Santiago de Compostela,
Spain

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all

WHY?

In Santiago de Compostela, schools and university cooperate to integrate web-based tools into teaching and learning. The teaching strategies of the host institutions focus on implementing problem solving, content and language integrated learning (CLIL) methodology and significant learning. They also include quality assessment and portfolio self-evaluation for students. The host institutions have large experience in European projects and teacher training.

WHAT?

Participants will learn about:

- online training and support to teachers;
- how to select suitable software;
- e-learning content and collaborative project methodologies;
- examples of best practice on e-learning materials, interactive multimedia contents and collaborative learning;
- strategies to evaluate the learning outcomes.

HOW?

Participants will:

- attend workshops on use of web-based tools;
- meet teachers, local experts in use of ICT and in LLP.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Los centros educativos deben contar con personas capacitadas para dinamizar y difundir la integración de herramientas digitales en el proceso de enseñanza-aprendizaje. Los organizadores de esta visita han participado en proyectos de investigación y han desarrollado un modelo de e-learning. Los participantes aprenderán a: desarrollar competencias digitales, integrar herramientas web en la enseñanza-aprendizaje y conocer las mejores estrategias y metodologías. Se realizarán talleres para la alfabetización digital e integración de recursos TIC en la enseñanza; el PAP a nivel regional; y realizarán actividades previas y de seguimiento para difundir los resultados de la Visita de Estudio.

WWW.

<http://ieptl.cesga.es/> – www.europensemble.eu/ – <http://ejournal.eduprojects.net/ipmtools/>
<http://efelcren.cesga.es/> – www.usc.es/en/index.jsp

USE OF ICT IN LEARNING

Innovative ICT methods for learning and research in cultural heritage

Group No: 27

Type of visit:
Mixed**5/10/2009-7/10/2009**
Roma, Lazio, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **adult learning**
- **competences in science and technology**
- **cultural awareness and expression**

CATEGORY OF THEMES:

Key competences for all

WHY?

The Lazio region launched a project to build a technological district on cultural heritage, which requires the presence of highly qualified human resources.

'Sturzo' Institute wishes to share opinions and best practices on the use of technology in learning methodology, how it affects the attractiveness of VET, to improve the adaptability of workers and to broaden accessibility to lifelong learning for all. It also wants to encourage a possible network not only for the lifelong learning programme but other European programmes.

WHAT?

Participants will learn about:

- triangle knowledge (education, research and innovation) to promote economic growth and employability;
- innovative methods of teaching and learning and use of innovative technology in research;
- literacy and digital technology for developing educational web based contents;
- new strategies to fill the gap between the offer and demand on the cultural labour market in Italy and Europe.

HOW?

The participants will:

- attend workshops with local and government experts working in the cultural context;
- meet representatives, entrepreneurs and researchers;
- discover the links between e-learning, ICT, entrepreneurship and research;
- visit cultural institutions.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- 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 intende promuovere lo sviluppo di metodologie innovative per l'apprendimento e la ricerca nel settore culturale attraverso l'uso delle ICT (e-learning, web 2.0, ecc.). In questo contesto si intende diffondere le buone prassi nazionali ed europee in grado di collegare la formazione professionale e il mondo del lavoro e superare, nel settore dei beni culturali, la frammentazione dell'offerta e la sottoutilizzazione del capitale umano, delle conoscenze e delle potenzialità dell'innovazione. Si vuole inoltre incoraggiare la creazione di reti per stabilire collaborazioni non solo per il programma comunitario per l'apprendimento permanente ma anche per altri programmi europei.

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www.eurodl.com – www.trainingvillage.gr/etv/Projects_Networks/Elearning/
www.assinform.it – www.anee.it – www.innovazione.gov.it – www.industria2015.ipi.it
www.labeljournal.it/site/modules.php?op=modload&name=News&file=article&sid=5 –
www.cnipa.gov.it – www.fitzcarraldo.it – www.filas.it – www.regione.lazio.it
www.formez.it – www.sturzo.it

USE OF ICT IN LEARNING

Key competences through research – Learning by using ICT

Group No: 28

Type of visit:
General education

19/10/2009-23/10/2009
Lovech, Bulgaria

Working language:
English

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

Keywords:

- **competences in science and technology**
- **extra-curricular activities**
- **key competences**

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all

WHY?

The general school has innovative and successful practices of methodology for developing key competences. It carries out research and action-orientated learning and cross-curriculum approaches by using ICT and taking action on issues such as biodiversity, climate change and living together in Europe.

It is a tradition in our town to organise the national competition on web design where students show their creativity and blogs.

WHAT?

Participants will learn about:

- cross curriculum approaches for developing key competences in foreign languages;
- integrating ICT for research and networking;
- blogging as a resource depository and a library of students' contributions.

HOW?

Participants will:

- observe teachers' work and team-teaching in computer laboratories;
- take part in students' activities and in an environmental campaign;
- visit the learning centre for upgrading teachers' qualifications;
- visit the regional inspectorate on education and discuss opportunities for networking;
- talk to school managers and representatives from the national agency.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

ОУ "Васил Левски", гр. Ловеч, организира учебна визита за да популяризира проекта "Аз действам" от учебната 2008/2009., който цели развиване на ключовите умения по чужди езици, чрез методика, ориентирана към изследователска дейност, приключваща с организиране на мероприятия. При този междупредметен подход се използват съвременните достижения на ИКТ, а езиковото обучение се обогатява с ново съдържание, като се обръща се внимание на активната роля на учениците в учебния процес и работата им в мрежа със съученици от страната и чужбина.

WWW.

www.ou-vlevski.hit.bg – www.rio-lovech.hit.bg/

UTILISATION DES TIC DANS L'APPRENTISSAGE

Expériences formatives pour favoriser le dialogue interculturel, le développement personnel et la croissance économique

Numéro de groupe: 29

Type de visite:
Mixte

19/10/2009-23/10/2009
Albacete, Espagne

Langue de travail:
Français

Nombre de places: 15
Minimum requis: 8

Mots clés:

- **compétences en sciences et technologies**
- **compétences clés**
- **programme d'éducation et de formation tout au long de la vie**

Organisateur(s):

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CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Castilla la Mancha est en train de faire un grand effort pour améliorer l'apprentissage et la compétence des TICE, en tenant compte du dialogue interculturel et du développement personnel. Dans ce but, on a mis en place divers projets d'innovation. D'autre part il existe une promotion des politiques linguistiques très ample qui cherche à rendre plus facile l'accès aux ressources, le développement de contenus, de services, de pédagogies et de pratiques d'innovation basés sur les TICE pour l'éducation et la formation tout au long de la vie (cours en ligne, outils de test linguistique), etc.

QUOI?

Le participant découvrira:

- le fonctionnement d'une école d'éducation primaire et d'un établissement d'éducation secondaire avec une section européenne et l'emploi des TICE dans l'apprentissage CLIL;
- le fonctionnement d'un centre de formation pour adultes qui utilise une formation e-Learning;
- l'utilisation des TICE et le développement du dialogue interculturel dans une école officielle de langues étrangères pour élèves de plus de 14 ans.

COMMENT?

Le participant:

- visitera des écoles d'éducation primaire et secondaire avec sections européennes et un centre de formation pour adultes qui développe un programme pilote d'enseignement en ligne;
- découvrira l'emploi des TICE dans une école officielle de langues étrangères pour améliorer les compétences linguistiques et le dialogue interculturel;
- visitera un centre de formation pour les enseignants dans le cadre des TICE et des compétences clés et des centres de formation professionnelle qui développent une formation e-Learning et le programme de section européenne.

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,
- 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.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Castilla-La Mancha está haciendo un gran esfuerzo para mejorar la competencia lingüística en lenguas extranjeras en introducir las TIC en el trabajo diario de los docentes, así como en favorecer el desarrollo de las competencias clave para el aprendizaje permanente. Por todo ello, esta visita de estudio quiere presentar la puesta en marcha de estas directrices en los centros educativos de la región, ya sean de Educación Primaria, Secundaria, Formación Profesional, Escuelas Oficiales y Centros de Educación para Personas Adultas.

WWW.

www.educa.jccm.es/educa-jccm/cm – www.thatenglish.com/
<http://platea.pntic.mec.es/~cvera/ressources/recursosfrances.htm>

A modern approach to technical language

Group No: 30

Type of visit:
VET

2/11/2009-5/11/2009
Prague, Czech Republic

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **digital competence**
- **education and training attainment**

Organiser(s):

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Prague, 186 00
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Fax +420- 234 70 55 20
Email: priha@cfme.cz
www.cfme.cz

CATEGORY OF THEMES:

Key competences for all

WHY?

Automotive industry and other engineering specialisations form a significant part of the Czech national economy. However, possibilities of technical foreign languages education are not sufficient. As engineering is a highly international field there is a high demand for knowledge of foreign vocational languages. Lack of vocational-language knowledge is also a handicap for students of technical high schools and universities taking part in international study programmes. Our organisation has broad experience in e-learning systems development and application. Currently, we are developing an e-learning vocational-language application for automotive schools and industry in a Leonardo project. Specialists in technical-language teaching will be able to share their experiences during the visit.

WHAT?

Participants will learn about:

- a particular technical-language education application developed by our organisation;
- the possibilities of modern technologies and approaches to language teaching, especially e-learning and blended learning;
- technical language teaching and share their experiences with other specialists.

HOW?

Participants will:

- have a presentation of the automotive-language e-learning system currently being developed by our organisation. Other e-learning applications will also be presented;
- attend a workshop – work with e-learning applications;
- visit the Skoda Auto Education Centre;
- visit other schools and institutions engaged in vocational language education;
- discuss the specifics of vocational language teaching and exchange experience with other participants.

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,
- representatives of employers' organisations,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Naše společnost v současné době vyvíjí elektronický vzdělávací program zaměřený na výuku odborné terminologie v cizích jazycích pro oblast automobilového průmyslu. Reagujeme tak na zásadní nedostatek materiálů k výuce technického odborného jazyka na českém trhu.

Námi pořádaná studijní návštěva si klade za cíl seznámit zájemce o výuku odborného cizího jazyka, zejména v technických oborech, s našimi zkušenostmi v této oblasti. Významným tématem návštěvy bude také zkoumání možností elektronického vzdělávání na dalších výukových aplikacích.

WWW.

www.skodaauto.cz – www.cfme.cz

EINSATZ VON IKT BEIM LERNEN

Die brennenden Fragen der E-Methodik

Gruppennummer: **31**

Art des Besuches:
Allgemeine Bildung

16/11/2009-20/11/2009
Székesfehérvár, Ungarn

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Computerkompetenz**
- **Lernkompetenz**
- **Bewertung der Lernenden**

THEMENBEREICHE:

Schlüsselkompetenzen für alle

WARUM?

Die verschiedenen E-Learning Programme haben sich im Bildungswesen in den letzten Jahrzehnten rasch verbreitet. Zahlreiche Fragen entstehen während der Verwendung des IKT sowohl von der Seite der Pädagogen als auch der Seite der Programmorganisatoren. In unserem Kurs geben wir Einblicke in die E-Learning Programme unserer Hochschule, die von mehr als 800 Studenten und 50 Tutoren verwendet werden. Das E-Learningzentrum unserer Hochschule existiert seit 2000. Die Mitarbeiter des Zentrums beschäftigen sich mit der Entwicklung der multimedialen Lernmaterialien, mit der didaktischen Planung der E-Learningkurse und mit dem Support des LMS.

WAS?

Die Teilnehmer werden Folgendes lernen:

- die Möglichkeiten der Entwicklung von Lernkompetenzen der Studenten im Bereich des selbstständigen Lernens während der Lernprozesse;
- die Motivationstechniken der Tutoren;
- die Zusammenstellung eines Methodenkatalogs in Verbindung mit den Möglichkeiten des MOODLE Learning Management Systems;
- die Möglichkeiten der Leistungsmessung bzw. (Selbst)Bewertung mit Hilfe verschiedener E-Portfolio-Softwares.

WIE?

Die Teilnehmer werden:

- das E-Learningzentrum unserer Hochschule besuchen, sich über die Planung und Entwicklung der E-Learningkurse informieren;
- in Diskussionsgruppen die oben erwähnten Themen besprechen, und die Studentenmeinungen über das E-Learning Programm und das Lernportfolio kennen lernen;
- versuchen, eigene Kurse im MOODLE System zu entwickeln und ein eigenes E-Portfolio zusammenzustellen.

WER?

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

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Az e-learning alapú fejlesztések egyre inkább terjednek az oktatás minden szintjén, így a felső oktatásban is. Kezdetben elsősorban fejlesztési, majd a megkövetelt oktatásszervezési és módszertani probléma merül fel. A kurzus során betekintést adunk egy több mint 800 hallgatóval és 50 ttorral működő felső oktatási e-learning programba, a programfejlesztés és a képzés során szerzett oktatási tapasztalatokba elsősorban olyan területek, mint a hallgatók motivációjának, önálló tanulási készségeinek fejlesztése, az oktató módszertani lehetőségei, valamint a portfólió alapú értékelés kivitelezhetőségének kérdései e-tanulási környezetben.

Organisator(en):

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Email: horsolya@uranos.kodolanyi.hu
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WWW.

www.ittk.hu – <http://moodle.kodolanyi.hu>

USE OF ICT IN LEARNING

Use of ICT in pre-primary school

Group No: **32**

Type of visit:
Mixed

17/11/2009-20/11/2009
Shumen, Bulgaria

Working language:
English

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

Keywords:

- **competences in science and technology**
- **digital competence**
- **key competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

It is important for our country to get in touch with representatives of European institutions and discuss new methods of using ICT in the kindergarten. We have experience with using ICT in our e-Twinning and Comenius projects.

Our institution wants to improve our staff's skills and methodologies and we already have a meaningful experience of international cooperation. At present we are carrying out four e-Twinning projects and one Comenius, and will organise two international conferences and an intercultural festival.

WHAT?

Participants will learn about:

- how to implement competences in working with ICT;
- new ideas on how to use ICT in pre-primary schools;
- how to improve employees motivation and ambition;
- how ICT has a key role in management of education institutions.

HOW?

Participants will:

- meet representatives of our institutions, municipality, regional department for education, university;
- meet an expert of ICT to improve their skills;
- observe teachers' work.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

В детските градини новите ИКТ не са все още много разпространени, затова е важно да се запознаем с постиженията и предизвикателствата пред европейските институции и да представим това, което правим ние и обменим опит в тази област /ИКТ/. Участниците ще имат среща с ръководители на различни институции - община, университет, инспекторат.

Organiser(s):

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Tel. +359- 54 861375
Fax +359- 54 861375
Email: bragrim@abv.bg
<http://25kindergartenbratyagrim.blogspot.com>

WWW.

<http://25kindergartenbratyagrim.blogspot.com>

Lifelong learning best practices for social care medical centres

Group No: 33

Type of visit:
VET

8/12/2009-10/12/2009
Nantes, France

Working language:
English

Number of places: 10
Minimum required: 5

Keywords:

- **competences in science and technology**
- **lifelong guidance**
- **validation of non-formal and informal learning**

Organiser(s):

GUILLOUET Monique

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Tel. +33- 240 16 10 10
Email: e.delalonde@cnam-
paysdelaloire.fr
www.cnam-paysdelaloire.fr

CATEGORY OF THEMES:

Key competences for all

WHY?

All categories of professionals often need to get trained in transverse domains (domains for which there is no wages, responsibility or power issue). Such domains include 'How to better deal with pain?', 'How to relieve patients of pain by using more accurate technologies, medicines and practices?'

They need to share good practices in ICT use for communication: podcasts, videoconferencing, interreaction through extranet.

They also need to share good practices in 'medicine ambulatoire'.

WHAT?

Participants will learn about:

- how to transform a medical corpus into an audio broadcast to be used through MP3-players by nurses and all categories of social workers;
- the ten rules of thumb to use better video conferencing for a medical audience;
- how to motivate socio-medical practitioners to get trained in transversal topics (with no influence on their career) such as 'pain relief'.

HOW?

Participants will:

- visit hospitals and meet professionals;
- visit old people's home;
- visit nursing schools and meet their managers;
- meet teachers specialising in pain relief;
- meet national representatives (Ministry of Health), in charge of official French training policy for nurses and administrative personnel in hospitals.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Dans le cadre du «virage ambulatoire» commun à tous les systèmes de Santé de l'OCDE (raccourcissement des séjours hospitaliers et développement des soins à domicile), la Formation Continue permet l'apport important de méthodes pédagogiques. Il s'agit également de se préparer à des risques sanitaires de grande ampleur (chimiques, bactériologiques). Comment former les professionnels de santé aux procédures d'état de crise, lorsqu'il s'agit de former un grand nombre de professionnels en un temps record ? Les pratiques soignantes sont impactées de manière permanente par des progrès technologiques en matière de dépistage de pathologies, de traitements, d'approches diverses. La Formation Continue sous de nouvelles formes, peut permettre d'actualiser les connaissances de ces professionnels.

WWW.

www.cnam-paysdelaloire.fr – www.cnam.fr

UTILISATION DES TIC DANS L'APPRENTISSAGE

Culture de l'information: outils, ressources numériques

Numéro de groupe: **34**

Type de visite:
Mixte

8/3/2010-12/3/2010
Toulon, France

Langue de travail:
Français

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

Mots clés:

- **compétences clés**
- **apprendre à apprendre**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Faire connaître le fonctionnement d'un CRDP (Centre régional de documentation pédagogique, organisme de l'éducation nationale) et ses missions: assistance technique, ressources numériques, accompagnement des professeurs documentalistes dont la mission est la formation des élèves du second degré à la recherche documentaire. Les participants appréhenderont cette spécificité et prendront la mesure du changement qu'implique la société de la connaissance, les stratégies liées au partage du savoir, dans un contexte éducatif.

QUOI?

Le participant découvrira les outils, ressources et dispositifs, au travers de pratiques d'enseignants:

- BCDI: logiciel documentaire des centres de documentation des établissements scolaires;
- GIBII: outil de gestion informatisée du B2I (Brevet Informatique et Internet);
- Correlyce: catalogue de ressources éditoriales en ligne;
- lesite.tv: service interactif de télévision et vidéo éducative;
- ENT: espaces numériques de travail;
- partenariats: corps d'inspection, collectivités territoriales, CRDP, IUFM;
- formation au métier de professeur-documentaliste: le CAPES de documentation, spécificité française.

COMMENT?

Le participant rencontrera:

- les équipes des services du CRDP: direction, ingénierie éducative, professeurs documentalistes, édition, librairie;
- les équipes d'établissements qui intègrent déjà des parcours avec les TICE
- les enseignants documentalistes qui travaillent en interdisciplinarité;
- les corps d'inspection;
- les représentants des collectivités territoriales;
- les formateurs en documentation.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

DELTORRE Nadine
CDDP du Var
Ilot de la visitation
Rue des Remparts
Toulon, 83000
Tel. +33- 494 09 73 83
Fax +33- 494 09 73 60
Email: nadine.deltorre@free.fr

WWW.

www.sceren.fr – www.crdp-nice.net – www.educnet.education.fr/
www.agence-usages-tice.education.fr/index.htm

UTILISATION DES TIC DANS L'APPRENTISSAGE

Éducation et usages des TIC

Numéro de groupe: **35**Type de visite:
Mixte**22/3/2010-26/3/2010**
Marseille, FranceLangue de travail:
FrançaisNombre de places: **15**
Minimum requis: **5**

Mots clés:

- **compétences clés**
- **apprendre à apprendre**
- **environnement scolaire**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Le Centre régional de documentation pédagogique (CRDP) appartenant au réseau national SCEREN l'Orme (Observatoire des Ressources du Multimédia en Éducation) est un acteur majeur en matière d'usage du multimédia et d'Internet. Il organise depuis 14 ans les rencontres nationales de l'Orme pendant trois jours avec 3000 professionnels de l'éducation, de la recherche et des entreprises du multimédia éducatif et culturel, des représentants des pouvoirs publics, pour des débats et des échanges de pratiques (opération Ordina13), ou d'autres initiatives telles que Correlyce.

QUOI?

Le participant découvrira :

- différents usages des TIC dans et hors le système éducatif français (dont des sessions avec des élèves en situation de handicap);
- comment s'organise la formation professionnelle des enseignants en France;
- les politiques éducatives mises en place au niveau national et leur traduction au niveau régional.

COMMENT?

Le participant:

- visitera des écoles, collèges ou lycées;
- rencontrera des enseignants chercheurs à l'IUFM (Institut universitaire de formation de maîtres);
- assistera à un séminaire de recherche lié aux usages des TIC (2 jours);
- participera aux 15e rencontres de l'Orme en assistant aux débats, en prenant la parole dans les ateliers, en échangeant avec les entreprises du multimédia éducatif et les responsables politiques présents (trois jours).

POUR QUI?

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

Organisateur(s):**MONTUORI Christine**

CRDP

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crdp-aix-marseille.fr

www.orme-multimedia.org

WWW.www.orme-multimedia.org

USE OF ICT IN LEARNING

Use of ICT: formal, informal, non-formal education and training

Group No: 36

Type of visit:
General education22/3/2010-26/3/2010
Vimercate, Lombardia, ItalyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- digital competence
- key competences
- migrants and minorities

CATEGORY OF THEMES:

Key competences for all

WHY?

Vimercate is a town near Milan, in the north of Italy and study of technologies involves the most important universities in the city of Milan. Liceo 'Banfi', with other high schools in the town, cooperates with universities on use of ICT in learning. High schools in Vimercate work together writing learning objects in e-learning platform, using Wiki, blog, and other forms of communication. There are many ICT laboratories, rich in new technologies in high schools. Liceo 'Banfi' decided to host this visit because it is involved in a Comenius project and it is important to exchange different experiences to improve the teaching system.

WHAT?

Participants will learn about:

- initiatives to improve ICT in education and training;
- working in cooperative learning, building new important practices;
- new approaches to develop collaborative networks;
- methods, tools and strategies used in ICT education and training;
- skills to use e-learning platform in blended training.

HOW?

Participants will:

- visit high schools, primary schools and other stakeholders;
- attend workshops and lectures;
- meet teachers, headmasters, representatives of local education authorities.

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 education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Questa visita nasce dall'esperienza di come l'uso di una piattaforma e-learning possa aumentare la motivazione dei discenti. L'uso delle TIC è diffuso anche nelle scuole primarie e nei centri di educazione permanente che si occupano dell'educazione degli adulti, istituendo corsi per l'apprendimento delle tecnologie digitali e che usano le ICT per l'insegnamento disciplinare e per l'integrazione delle fasce più deboli. Il Liceo "Banfi" si è proposto come centro di raccordo perché crede profondamente nella cooperazione, nel confronto e nel dialogo tra popoli di diverse regioni europee. Lo scambio di esperienze, in ambito tecnologico, migliorerà le buone pratiche già in uso e si costituirà un importante network.

Organiser(s):

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Fax +39-0 396 08 08 05
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www.liceobanfi.brianzaest.it

WWW.

www.liceobanfi.brianzaest.it – www.liceobanfi.eu – www.comune.vimercate.mi.it
www.comune.milano.it – www.pinamonte.brianzaest.it – www.ctparcore.brianzaest.it

USE OF ICT IN LEARNING

Implementation of ICT in teaching

Group No: 37

Type of visit:
Mixed**12/4/2010-16/4/2010**
Pribram, Czech RepublicWorking language:
EnglishNumber of places: **14**
Minimum required: **7****CATEGORY OF THEMES:**

Key competences for all

WHY?

A priority of national education policy is implementation of ICT at all levels especially for:

- communication;
- information gathering;
- learning to learn;
- life time learning habits.

We have 500 students at our school where we concentrate on lifelong use of ICT and its implementation into all possible subjects. ICT is used in nine or 15 subjects taught at our school. We have experience in creating learning and teaching tools for our students as well as handicapped learners.

WHAT?

Participants will learn about:

- new methods used in teaching;
- tools used in the teaching process;
- the approaches used to improve students skills;
- curriculum changes in the Czech education system;
- successful projects accomplished by our school.

HOW?

Participants will:

- visit various types and levels of schools in the region (elementary, secondary, university);
- take part in observing class activities in different subjects;
- meet and talk to headmasters, teachers, students and university experts;
- take part in a lecture aimed at ICT implementation in teaching;
- exchange and summarise their experiences.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ústředním tématem studijní návštěvy je implementace ICT do vzdělávacího procesu. Škola je úspěšným řešitelem několika projektů, které jsou zaměřeny zejména na tvorbu a užití e-learningových materiálů. Její vybavení ICT technologiemi je na velmi dobré úrovni.

Účastníci setkání se seznámí s metodami a způsoby výuky na různých typech škol (základní, střední, odborná, universita) a v různých vyučovacích předmětech – odborných i všeobecně vzdělávacích. Setkají se se studenty, učiteli a řediteli škol a dalšími experty v oblasti vzdělávání. Budou jim představeny výstupy zmíněných projektů. Své zkušenosti si vymění při prezentacích vlastních příspěvků a shrnou během večerních diskuzí ve skupinách.

Organiser(s):**BLAZKOVA Marcela**

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WWW.

www.oapb.cz – www.pribram-city.cz – www.kr-stredocesky.cz – www.gym.pb.cz
www.iss.pb.cz – www.sbrez.cz – www.skoly.pb.cz/5ZS/ – www.mff.cuni.cz – www.msmt.cz

Keywords:

- **competences in science and technology**
- **key competences**
- **learning to learn**

USO DE TIC EN EL APRENDIZAJE

Las TIC como eje vertebrador de los planes y proyectos de centro

Número de grupo: **38**

Tipo de visita:
Educación general

19/4/2010-23/4/2010
Santander, España

Lengua de trabajo:
Español

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

Las palabras clave:

- **competencias en ciencia y tecnología**
- **competencias fundamentales**
- **aprender a aprender**

Organizador(es):

PEÑA Cristina

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CATEGORÍA DE TEMAS:

Competencias fundamentales para todos

¿POR QUÉ?

La Consejería de Educación de la región de Cantabria viene desarrollando desde hace varios años el Plan Educantabria, que comprende todas las acciones relacionadas con las TIC que tienen lugar en los centros educativos de la Comunidad. Mediante este Plan, todos los centros educativos trabajan en la integración curricular de las TIC. Nuestra intención es hacer visible este trabajo fuera de nuestra región y mostrar la incidencia que el mismo tiene sobre el desarrollo del resto de los Planes y Proyectos de centro y su contribución a la consecución de las competencias básicas.

¿QUÉ?

- Plan TIC Educantabria;
- plan Lector;
- plan de refuerzo educativo;
- plan de educación para la sostenibilidad;
- plan de potenciación de lenguas extranjeras;
- plan de apertura de centros a la comunidad;
- plan de atención a la diversidad.

¿CÓMO?

- Asistir a la presentación de los distintos planes y proyectos institucionales de la región de Cantabria unificados a través de las TIC;
- visitar centros educativos (infantil, primaria y secundaria) que desarrollan prácticas innovadoras en el uso de las TIC;
- observar el trabajo del equipo docente en diversas situaciones escolares;
- encontrarse con los coordinadores de los diferentes proyectos y equipos directivos para conocer la inserción de las competencias básicas en el día a día de los centros escolares;
- reflexionar y debatir sobre los aspectos observados y su posible transposición a otros ámbitos y/o lugares.

¿PARA QUIÉN?

- Inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- jefes de departamento,
- representantes de redes y asociaciones de educación y formación profesional,
- representantes de servicios educativos, oficinas de empleo o centros de orientación,
- representantes de autoridades locales, regionales y nacionales.

WWW.

www.educantabria.es

E-education in on-the-job learning

Group No: 39

Type of visit:
VET

26/4/2010-30/4/2010
Tallinn, Estonia

Working language:
English

Number of places: 15
Minimum required: 5

Keywords:

- adult learning
- apprenticeship
- competences in science and technology

CATEGORY OF THEMES:

Key competences for all

WHY?

Tallinn School of Service is a state school with ca 1000 students per year continuing studies after elementary or secondary school. We have already a 10-years experience in training adults in the wholesale and retail trade sector. Tallinn School of Service is the biggest northernmost vocational school in the field of service. In 2007 we started with an apprenticeship program which includes on-the-job learning which increased our need for e-learning and we are interested in sharing our experiences in the e-learning field. The need for flexible educational opportunities has been steadily growing and organisers of the study process should know what opportunities the e-education does contain and how the teachers' work has been changing due to that.

WHAT?

Participants will learn about:

- organising study processes in vocational education;
- new opportunities for studies in vocational education and training adults;
- upgrading personal skills through e-education;
- the Estonian system of the vocational e-school (and e-university);
- creating of e-courses and e-objects;
- organisation of on-the-job training, including use of e-environment and e-education.

HOW?

Participants will:

- visit vocational e-learning centres;
- be introduced to vocational e-learning projects in which the Tallinn School of Service participates.

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:

Tallinna Teeninduskool on Põhja-Eesti suurim teenindusvaldkonna kutsekool. 10 aastat tagasi asusime juba kaubandusvaldkonnas töö kõrvalt läbi viima õppijate koolitamist. Eelmisest õppeaastast alustasime töökohapõhist õpet ning seoses sellega tõusis järsult vajadus e-õppe ja e-õpikeskkonna kasutamisele. E-õpet kasutab koolis hetkel ca 18 % õpetajatest, e-keskkonda üle 50% õpetajatest. Loodud on 37 e-kursust ja 16 õpiobjekti. Oleme e-kutsekooli konsortsiumi liikmed ja osalenud/osaleme mõlemas selle konsortsiumi ESF-i projektis e-Kutsekool (2004-2006) ja "Vanker" (2007-2013). Projektide eesmärgiks on aktiveerida õpetajaid ja õppetööga tegelevaid töötajaid kasutama rohkem e-õppe võimalusi igapäevatoos. Õppelähetusele kutsume just õppetöö organiseerijaid vahetama kogemusi e-õppe ja selle organiseerimise kohta ning ka edasi arendama oma isiklikke oskusi antud vallas.

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WWW.

www.teeninduskool.ee – www.hm.ee – www.e-ope.ee – www.e-uni.ee

USE OF ICT IN LEARNING

ICT in education for innovation

Group No: 40

Type of visit:
Mixed**3/5/2010-7/5/2010**
Kayseri, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **competences in science and technology**
- **digital competence**
- **learning to learn**

Organiser(s):

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<http://kayseri.mem.gov.tr>

CATEGORY OF THEMES:

Key competences for all

WHY?

As digital competences play a vital role in today's and future employability and active citizenship, using ICT in learning is a new policy of Turkish Ministry of National Education. Main objectives of these projects are to use ICT actively and effectively in class to achieve student-centred learning and acquisition of key competences to meet growing demands of the local labour market. These ICT projects for teachers, students and adults have been implemented for seven years so we have some experience and good practices to share and also problems to solve.

WHAT?

The participants will learn about:

- a teacher training project based on ICT;
- a pilot student project for primary and high school students living in the outskirts of the town and usually children of immigrant families with low-income to enable them use ICT;
- a web portal for teaching and learning materials developed by primary and secondary school teachers.

HOW?

Participants will:

- visit primary, secondary and vocational school classes to observe ICT use in class;
- observe teachers in a web-based material development project in the classroom;
- visit adult education centres and meet participants of an e-government adaptation project, etc.

WHOM?

- Company training managers,
- 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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kayseri İl Milli Eğitim Müdürlüğü olarak eğitim ve öğrenmede ICT kullanımı konulu çalışma ziyareti yapmayı planlamaktayız. Bu ziyaret, eğitimde ICT kullanımı üzerine halihazırda yürüttüğümüz sekiz farklı proje ve bu projelerin uygulanması sırasında tecrübe ettiğimiz olumlu gelişmeler ve problemler ile bu problemlerin nasıl aşılacağı ve diğer ülkelerdeki iyi örneklerin paylaşımıyla daha başarılı yeni projeler oluşturma üzerine yoğunlaşacaktır. Katılımcılarla birlikte uygulanan projeler yerinde ziyaret edilecek, yapılan çalışmalar incelenecek olumlu veya olumsuz dönütler ve paylaşımlar değerlendirilerek bu projelerimizin daha etkili hale getirilmesi için gerekli düzenlemeler yapılacaktır. Kayseri 7000 yıllık uzun tarihi boyunca önemli bir ticaret kenti olmuştur.

WWW.<http://kayseri.mem.gov.tr> – www.kayseri.gov.tr

USE OF ICT IN LEARNING

Log on to education – Improving methodology and teaching techniques through ICT

Group No: 41

Type of visit:
General education**3/5/2010-7/5/2010**
Córdoba, SpainWorking language:
EnglishNumber of places: **18**
Minimum required: **7****CATEGORY OF THEMES:**

Key competences for all

WHY?

Using ICT in our classrooms is a real concern. By 2012 every school in Andalusia will incorporate technological resources to teach through computers. It is a challenge for students and teachers. More than 1800 schools in our autonomous region are benefiting from new and modern technological equipment which support new ways of organising, interacting and learning. One of the main aims in the annual planning at Luisa Revuelta Teachers Training Centre (CEP) in Cordoba is to improve ICT use in our local environment. We regularly organise training courses to improve teaching practices.

WHAT?

Participants will learn about:

- different approaches to using ICT in the classroom;
- pedagogical and methodology difficulties in using ICT;
- different education systems and approaches in the EU;
- good practices in ICT and ways of dissemination;
- ways to encourage good practices in EU schools and teaching.

HOW?

The participants will:

- share and discuss experiences;
- observe ICT lessons in technological schools (primary and secondary);
- discuss strong and weak points of Andalusian ICT policies;
- look at ICT planning and resources in a local teacher training centre;
- meet teachers, pupils and trainers at ICT schools.

WHOM?

- 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:

Andalucía es pionera en el uso educativo de recursos TIC para la enseñanza, gracias al esfuerzo económico llevado a cabo por la Administración educativa, pero, sobre todo, al de los profesionales de la enseñanza, que, de forma voluntaria, se han incorporado a estos proyectos y se han "CONECTADO A LA ENSEÑANZA". Los Centros de Profesorado están desempeñando una función crucial en este empeño y, en concreto, el de Córdoba se ha volcado en el desarrollo de nuevas técnicas y buenas prácticas educativas para impulsar y conseguir mejores resultados académicos en los centros de su ámbito. El desarrollo de TICs y de la infraestructura son aspectos de nuestra labor que deseamos mostrar y compartir.

Keywords:

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

Organiser(s):

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WWW.

www.juntadeandalucia.es/educacion/ – www.juntadeandalucia.es/averroes/
www.cepcordoba.org – www.ayuncordoba.es/portal/web/index.jsp – www.dipucordoba.es
www.isabelperez.com – www.auladeletras.net/webquest/documentos/western.htm
<http://iesaverroes.org> – www.juntadeandalucia.es/averroes/sanwalabonso

USE OF ICT IN LEARNING

How to benefit from ICT in learning and teaching

Group No: 42

Type of visit:
General education

10/5/2010-14/5/2010
Afyonkarahisar, Turkey

Working language:
English

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

Keywords:

- **digital competence**
- **education and training attainment**

CATEGORY OF THEMES:

Key competences for all

WHY?

The aim of this study visit is to examine how ICT can benefit the Turkish education system in general. New policies and regulations of Ministry of National Education have brought new methods and techniques in ICT use for learning and teaching environments. As a provincial national education directorate, it is our mission to introduce and develop ICT applications in education through exchange of knowledge and experience of good practice.

WHAT?

Participants will learn about:

- use of ICT in various education institutions (focusing on methods and tools of ICT);
- different approaches to ICT from experts;
- how ICT can be applied to different subjects (history, foreign languages, science, mathematics, etc.);
- how teachers can use ICT in their lessons effectively.

HOW?

Participants will:

- share experience and information on ICT applications in their countries;
- visit institutions where they can observe sample applications;
- talk to users and teachers;
- understand better the nature of ICT use.

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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Eğitimde Bilgi ve İletişim Teknolojileri (BİT)'nin kullanımı giderek önem kazanmakta ve Türkiye'deki uygulamaları gün geçtikçe yaygınlaşmaktadır. Milli Eğitim Bakanlığı'nın son yıllarda tüm öğretmenler için sınıflarda BİT kullanımı ile ilgili olarak yaptığı düzenlemeler sebebiyle bu teknolojilerin farklı kullanım şekilleri ve yöntemleri ortaya çıkmıştır. Bu çalışma ziyareti ile Afyonkarahisar'daki kurumlarda (özellikle Milli Eğitim Bakanlığı'na bağlı olanlar), BİT'nin kullanımı ve BİT'nden nasıl faydalanılacağı yapılacak faaliyetler ile irdelenecek ve farklı ülkelerdeki iyi uygulamalar paylaşılacaktır.

Organiser(s):

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WWW.

<http://afyon.meb.gov.tr/> – <http://egitek.meb.gov.tr/index.asp> – <http://internettv.meb.gov.tr/www.bilgitoplumu.gov.tr/eng/default.asp>

USE OF ICT IN LEARNING

Exploring innovative use of e-learning in lifelong learning

Group No: 43

Type of visit:
Mixed**11/5/2010-14/5/2010**
Gloucester, England, UKWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **adult learning**
- **disadvantaged groups**
- **lifelong learning programme**

CATEGORY OF THEMES:

Key competences for all

WHY?

Government strategy, 'harnessing technology' seeks to embed e-learning across the whole learning process, bridging boundaries between formal and informal learning.

Teachers are increasingly using ICT to improve their own skills and knowledge and to bring their lessons to life.

Adult Education is part of Gloucestershire County Council (local government) and provides non-accredited learning to hard-to-reach learners in the community. Gloucestershire is a large, rural county and use of technology enables tutors to communicate and share ideas without having to travel long distances. E-learning is seen as a key factor in encouraging adults back into learning and used well it can improve teaching, learning and recording progress.

WHAT?

Participants will learn about:

- use of technology to improve the teaching and learning experience, and to enthuse tutors;
- use of blogs for supporting tutors and sharing ideas;
- e-learning can be used to record progress and achievement;
- a range of technology and discuss its potential.

HOW?

Participants will:

- visit an FE college using mobile technology;
- visit a specialist disabled college;
- visit a small voluntary organisation in a disadvantaged area;
- take part in e-learning workshops and use the adult education virtual learning environment and blog.

WHOM?

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

Organiser(s):**GRIFFITHS Jane**

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www.gloucestershire.gov.uk/

WWW.

www.niace.org – www.becta.org.uk – www.jisc.ac.uk – www.abilitynet.ac.uk
www.adedinterest.blogspot.com – www.dcsf.gov.uk/publications/e-strategy/
http://excellence.qia.org.uk/page.aspx?o=casestudies

USE OF ICT IN LEARNING

Digital education tools in use any time, anywhere

Group No: 44

Type of visit:
Mixed

7/6/2010-11/6/2010
Edirne, Turkey

Working language:
English

Number of places: 17
Minimum required: 8

Keywords:

- curriculum
- learning to learn

CATEGORY OF THEMES:

Key competences for all

WHY?

Edirne Province National Education Directorate will host this visit. Technology makes learning activities easier and more effective, as well as communication between students, teachers and parents. Edirne has historical and natural beauties and offers successful modern education with knowledgeable teachers. We want to share our studies, effective methods, techniques, and results of using ICT in learning.

WHAT?

Participants will learn about:

- preparing curriculum subjects in a digital environment;
- long distance learning, examination and application systems;
- network systems and cross border cooperation between Bulgaria, Turkey and Greece.

HOW?

Participants will:

- attend seminars and lectures;
- visit different schools (high school for teachers, ICT high school);
- visit cross border cooperation network centre in Orestiada/Greece.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Çalışma ziyareti evsahibi Edirne Milli Eğitim Müdürlüğü olacaktır. Amacımız, eğitimde teknolojinin etkin kullanımının paylaşılması, kullandığımız yöntem, teknik ve uygulanmış çalışmaların sonuçlarını aktarmak, katılımcı ülkelerle benzer çalışma deneyimlerini paylaşmak. Katılımcılar, Müfredat konularının dijital ortamda hazırlanması, aktarılması, ve kullanımı ile bilgilendirileceklerdir. Edirne Merkez ve ilçelerdeki özel ve devlet okul ziyaretleri, Ege Denizinde ki Saroz Körfezi'ne tur, Network ve sınırötesi işbirliği çalışmaları hakkında bilgi edinmek için Yunanistan'ın Oristieda ilinde bulunan Sınır Valilikleri Sınırötesi İşbirliği ağı Oristiada Merkez Bürosu'na ziyaretler olacaktır.

Organiser(s):

CINAR Arife

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USE OF ICT IN LEARNING

Mobile technologies to improve collaborative teaching and learning

Group No: 45

Type of visit:
General education

14/6/2010-18/6/2010
Blackpool, England, UK

Working language:
English

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

Keywords:

- **education and training attainment**
- **learners' mobility**
- **learning to learn**

CATEGORY OF THEMES:

Key competences for all

WHY?

Blackpool is a small unitary authority in the north west of England. It is also the premier holiday resort in the UK. The local authority, one of the first to install 2 mb broadband in its schools (since increased to 100mb for secondary schools) is hosting this visit to demonstrate how schools use ICT to improve teaching and learning. The authority has a well established learning platform and this is increasingly being used by teachers and pupils to collaborate in their extended learning. Interactive whiteboards are in 100% of primary and 80% of secondary classrooms and in 2008 schools have been investing in one to one laptop initiatives to enable pupils greater access to ICT in the way they teach and pupils learn.

WHAT?

Participants will learn about:

- a range of mobile technologies used to raise standards;
- use of digital media and resources, collaboration of teacher and pupils for developing learning;
- use of the learning platform in providing information and for collaboration to provide 24/7 learning opportunities guided and supported by the teacher;
- the new diploma courses for 14-19 age students and see plans for rebuilding the town's secondary schools.

HOW?

Participants will:

- visit several new and established primary, secondary and special schools and colleges;
- see ICT across the curriculum as well as ICT as a subject in the classroom;
- attend the annual digital media and innovation awards;
- meet teaching staff from across the authority who are ICT focused in their schools;
- meet policy-makers and the team working on building schools of the future.

WHOM?

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

Organiser(s):

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www.blackpool.gov.uk

WWW.

www.naace.org/ – www.becta.org.uk/ – www.teachernet.gov.uk/

DEVELOPING ENTREPRENEURSHIP

Entrepreneurial skills? Yes, you have

Group No: 46

Type of visit:
VET**12/10/2009-16/10/2009**
Aveiro, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **adult learning**
- **education and training attainment**
- **entrepreneurship**

Organiser(s):**RIBEIRO Ana**

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CATEGORY OF THEMES:

Key competences for all

WHY?

Escola Profissional de Aveiro opened a new service to the local community, called AEVA-Empreende, which follows use of CRER methodology, integrated methodology of supporting the creation of businesses and entrepreneurship. The main objective is to promote conditions for young potential entrepreneurs to develop a sustainable business.

WHAT?

Participants will learn about:

- steps for the creation of CRER structure and methodology;
- training of technicians for entrepreneurship;
- CRER methodology description;
- support instruments;
- innovative procedures and methodologies.

HOW?

Participants will:

- visit ADRIMAG association, the mentor of CRER methodology;
- visit professional, technological and school training centres;
- visit rural development associations, private entities, town, etc.

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 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:

Escola Profissional de Aveiro (AEVA) disponibilizou recentemente um serviço aberto à comunidade local, nomeadamente a ex-alunos não inseridos no mercado de trabalho, alunos de outras escolas da região, jovens adultos deficientes, etc, denominado AEVA-Empreende.

WWW.

www.epaveiro.edu.pt – www.ua.pt – www.anje.pt/academia – www.aeca.aroucanet.com
www.sema.pt – www.iapmei.pt – www.foresp.pt – www.desafios-lda.pt
<http://cnoseverweb.prof2000.pt/>

DEVELOPING ENTREPRENEURSHIP

Enterprise learning – entrepreneurship and democratisation at school

Group No: 47

Type of visit:
General education

12/10/2009-16/10/2009
Halmstad, Sweden

Working language:
English

Number of places: 14
Minimum required: 6

CATEGORY OF THEMES:

Key competences for all

WHY?

Halland has a political goal to be one of the top five regions in Sweden regarding economic growth. Encouraging entrepreneurship at different levels is important to reach this goal, and working with enterprise learning throughout the school system is one method. We encourage every municipality in Halland to find its own way. We would like to take participants on a journey through Halland to see how we prepare our children for their professional and personal futures. We have worked with enterprise learning in different ways for four years. Now, we would like to share our experiences and thoughts in an European perspective, and hopefully end up in a European network for educational development.

WHAT?

Participants will learn about:

- the ideas behind enterprise learning;
- what enterprise learning could look like in practice and what could be included in entrepreneurial education;
- research on entrepreneurial learning carried out at several schools in Halland.

HOW?

Participants will:

- visit different schools, from pre-school to university level (Halmstad University), where enterprise learning is integrated into regular education;
- discuss enterprise learning, not only with students and teachers, but also with principals, local authorities and project developers at Region Halland;
- meet researchers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Som en av tre huvudpunkter i Hallands regionala tillväxtprogram nämns främjandet av ett ökat entreprenörskap. Att identifiera och utveckla det företagsamt lärande i hela utbildningsväsendet är ett led i detta arbete. Det företagsamma lärandet är ett förhållningssätt som syftar till att stärka de entreprenöriella kompetenserna (nyfikenhet, initiativförmåga, kreativitet, självkännedom etc), till att sätta in skolan i ett meningsfullt sammanhang främst genom kontakter med omvärlden samt till att skapa en helhet i skolan, dvs koppla olika ämnen till varandra. Det företagsamma lärandet finns beskrivet i läroplanernas strävansmål och även i EU's åtta nyckelkompetenser för det livslånga lärandet.

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Keywords:

- entrepreneurship
- key competences
- learning to learn

DEVELOPING ENTREPRENEURSHIP

Fostering and teaching entrepreneurial skills

Group No: **48**

Type of visit:
Mixed

13/10/2009-16/10/2009
Dublin, Ireland

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

The role of entrepreneurship as an engine of economic and social development is significant. To achieve the objectives of the Lisbon strategy, the EU needs more economic growth, more new firms, more entrepreneurs willing to embark on innovative ventures, and more high-growth SMEs. In Ireland, students are encouraged to plan, set up and run their own enterprise projects. There are several examples of successful vocational education and training initiatives, general education programmes, and social partners who support, develop, teach and foster entrepreneurial skills. This study visit will take place in Dublin. Léargas is Ireland's national agency for managing the study visits programme.

WHAT?

Participants will learn about:

- delivery and preparation of programmes aimed at encouraging entrepreneurial skills;
- how entrepreneurship is integrated into the education system;
- how trainers/teachers are taught to teach young entrepreneurs;
- partnerships fostering and promoting entrepreneurial skills.

HOW?

Participants will:

- discuss the topic with policy-makers, social partners, government representatives, teachers, trainers and students;
- observe school and enterprise collaboration;
- meet with young entrepreneurs and company representatives;
- view innovative entrepreneurial projects by students and young entrepreneurs;
- visit innovation centres, enterprise boards, schools and government agencies.

WHOM?

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

Organiser(s):

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DEVELOPING ENTREPRENEURSHIP

Entrepreneurship in education

Group No: **49**

Type of visit:
Mixed

8/3/2010-11/3/2010
Nicosia, Cyprus

Working language:
English

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

Keywords:

- **entrepreneurship**
- **lifelong learning programme**

CATEGORY OF THEMES:

Key competences for all

WHY?

Cyprus, an island whose economy is based on services, places important emphasis on the entrepreneurship of its citizens. This is reflected in the educational reform in progress.

Responsibility for developing enterprise education has been assigned to the Ministry of Education and Culture, which, during the last decade, has introduced many innovative modules and practices to upgrade the curriculum and be in line with the European enterprise education system.

Nicosia, the capital of Cyprus, is located at the centre of the island within an hour from other major cities and hosts both the Ministry of Education and Culture and Cyprus' four universities, where most experts involved in new approaches and activities in entrepreneurship education are found.

WHAT?

Participants will learn about:

- the entrepreneurship dimension and the elements it consists of;
- ways on how these elements are promoted through education;
- opportunities of implementing entrepreneurship in education.

HOW?

Participants will:

- attend a study visit programme with both theory and practice;
- attend lectures, round table discussions, workshops, sessions about entrepreneurship in education;
- learn about the Cypriot educational system;
- meet with experts on entrepreneurship;
- learn how to encourage teachers to incorporate entrepreneurship competencies into teacher training curricula;
- receive information on planning, organising and promoting entrepreneurship education efforts.

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.

Organiser(s):

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www.moec.gov.cy – www.new.ucy.ac.cy

DEVELOPING ENTREPRENEURSHIP

Employment and self-employment in depressed rural areas

Group No: 50

Type of visit:
VET

9/3/2010-12/3/2010
Limoges (Dordogne and
Correze departments), France

Working language:
English

Number of places: 12
Minimum required: 4

Keywords:

- disadvantaged groups
- entrepreneurship
- young people

Organiser(s):

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CATEGORY OF THEMES:

Key competences for all

WHY?

Dordogne and Correze are two rural departments which experience serious problems of unemployment. Consequently, new actions are conceived to try to motivate young people, new arrivals and unemployed people to stay in rural areas. These consider:

- continued quest for balance between working life, private life and constraints linked by the rural environment;
- the desire to create self-employment or individual activities from economic, human and social resources in rural areas.

WHAT?

Participants will learn about:

- how local networks create opportunities for employment and economic activities in rural areas;
- new professional actions and pedagogical tools used to develop self-employment;
- an inventory of research works on this subject, specifically in the regions of Auvergne, Aquitaine and Limousin;
- more generally, putting this set of problems into a European context based on individual and environmental approach.

HOW?

Participants will:

- meet experts from public institutions, local authorities, local development agencies and training centers;
- see how people set up self-employment activities in rural areas;
- exchange and discuss with decision-makers, experts, researchers;
- will visit entrepreneurs.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La situation économique et sociale devient préoccupante pour de nombreuses zones rurales en Europe. Par exemple, les constats d'impuissance devant le départ ou la restructuration des PME et des grandes entreprises incitent les populations de ces milieux ruraux, notamment les chômeurs, les jeunes et les nouveaux arrivants (en quête de changement de vie) à rechercher un emploi par l'utilisation de nouvelles stratégies. Dans cette visite d'études, l'I2er propose de rencontrer des experts, des chercheurs, des praticiens de l'accompagnement, ainsi que des initiateurs ayant créé leur emploi d'un nouveau genre dans le but de pouvoir rester vivre dans leur milieu rural.

WWW.

www.i2er.eu/ – www.ecotec.com/idele/seminars/rural/materials/airielle_duquenne.ppt
http://ec.europa.eu/employment_social/local_employment/project_idele_fr.htm
www.ecotec.com/idele/ <http://ippublishing.com/ei.htm>

DEVELOPING ENTREPRENEURSHIP

Practice firms: preparing students for the global economy

Group No: 51

Type of visit:
Mixed**15/3/2010-19/3/2010**
Bari, Puglia, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **entrepreneurship**
- **European credit transfer system (ECTS)**
- **learning to learn**

CATEGORY OF THEMES:

Key competences for all

WHY?

The study visit aims to analyse the attitudes of teachers, students, entrepreneurs and social partners towards competitiveness in the labour market and enterprises by comparing practice firm models and experiences leading to a common European certification. 'Learning to learn', 'entrepreneurship' and 'transferable competences' are extremely important, although their development into integrated teaching sessions is extremely difficult. Practice firms can be considered essential tools not only to bridge the gap between the world of education and the world of work, but also to foster students' awareness of the importance of these competences.

WHAT?

Participants will learn about:

- the educational projects in Italy to promote entrepreneurship;
- the Italian experience and compare it with those in other countries;
- improving training quality by means of a practice firm;
- how to improve skills and competences of trainees;
- how to achieve a common certification.

HOW?

Participants will:

- discuss the various initiatives, support measures and 'best practices' in promoting entrepreneurship;
- analyse strong and weak points of practice firm projects;
- meet teachers responsible for educational projects to improve entrepreneurship;
- meet students taking part in practice firm projects;
- participate in a school exhibition for young enterprises;
- meet policy-makers, local authorities and social partners;
- visit mentor companies supporting practice firms.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- human resource managers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

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

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DEVELOPING ENTREPRENEURSHIP

Cultivating innovative minds and brave hearts – Fostering tomorrow’s entrepreneurs

Group No: 52

Type of visit:
Mixed**22/3/2010-26/3/2010**
Skellefteå, SwedenWorking language:
EnglishNumber of places: **12**
Minimum required: **6**

Keywords:

- entrepreneurship
- key competences
- young people

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CATEGORY OF THEMES:

Key competences for all

WHY?

North Sweden is characterised by youth drain, mainly caused by high levels of youth unemployment. Some years ago, Skellefteå launched a teacher training course to stimulate creativity and entrepreneurship in the classroom, which lay the foundations for today’s municipal school action plan ‘Enterprising learning for the future’ aiming at teaching children (age 1-19) to be enterprising and creative, to cope with risks and to think outside the box. From pre-school upwards, fostering enterprise ranges from influencing the attitudes of children to design projects in the community, providing students with a ‘toolbox’ of specific skills, and giving them opportunities to transfer their entrepreneurial skills to action, sometimes by starting their own businesses.

WHAT?

Participants will learn about:

- local and regional policy initiatives and strategies for promoting enterprise learning at schools;
- methods/instruments used to promote entrepreneurship in schools;
- practical examples of good practice;
- learning outcomes of enterprise learning.

HOW?

Participants will:

- visit primary and secondary schools;
- meet children, teenagers, teachers, teacher trainers/researchers and executives;
- meet pupils participating in enterprising school projects, including upper secondary students running young enterprise businesses based on their own innovations.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY’S LANGUAGE:

Skellefteå har arbetat strategiskt med att på bred front stimulera barns kreativitet och företagsamhet, för att ge dem verktyg att lättare skaffa sig försörjning i sin hemkommun. Innan millennieskiftet lanserade kommunen en utbildning för alla lärare, F-Gy, i syfte att stimulera till kreativitet och företagsamhet i kommunens klassrum. Utbildningen lade grunden till dagens kommunala handlingsplan ”Företagsamt lärande för framtiden”. En uttalad målsättning är att alla barn/elever i kommunens skolor, i åldrarna 1-19 år, under hela sin skolgång ska få möjlighet att utveckla såväl sin inre som yttre företagsamhet. Det handlar om entreprenörskap som ett förhållningssätt: att man lär barnen att vara företagsamma, ta för sig och våga tänka nytt.

WWW.www.skelleftea.se/default.asp?id=5337www.svshv.umu.se/forskning/project/foretag/english_aim.html

DEVELOPING ENTREPRENEURSHIP

Education for entrepreneurship

Group No: 53

Type of visit:
Mixed**20/4/2010-23/4/2010**
Almería, SpainWorking language:
EnglishNumber of places: **10**
Minimum required: **5**

Keywords:

- **entrepreneurship**
- **key competences**
- **lifelong learning programme**

CATEGORY OF THEMES:

Key competences for all

WHY?

Europe needs more people wishing to begin creative and innovative activities. Education can contribute greatly to a more entrepreneurial culture, starting from the earliest ages. Cultivating entrepreneurship in people, especially young people, will be a benefit to society in general. Entrepreneurship is a general attitude that can be useful at work and in social and daily life. It is therefore a key competence, and one of the goals of the educational system should be to encourage personal qualities that are the basis for entrepreneurship: creativity, initiative, responsibility, ability to cope with risks and independence.

WHAT?

Participants will learn about:

- promoting entrepreneurship in Andalusia through educational projects;
- the Spanish education system and its relationship to the workplace and business environment, particularly SMEs (small and medium-size enterprises).

HOW?

Participants will:

- visit VET schools, lifelong learning centres and public organisations interested in developing entrepreneurship;
- meet teachers and people responsible for educational projects to improve entrepreneurship;
- meet pupils participating in projects and examples of good practice;
- exchange ideas and experiences.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Europa necesita más personas emprendedoras y más empresas que quieran desarrollar actividades creativas e innovadoras. La educación puede contribuir enormemente a la creación de una cultura más emprendedora, empezando desde las edades más tempranas. Impulsando las actitudes y capacidades emprendedoras se beneficia a la sociedad en su conjunto.

El espíritu emprendedor puede resultar útil en todas las actividades, laborales, sociales y en la vida cotidiana. Se trata por tanto de una competencia básica y uno de los objetivos del sistema educativo debería ser el de fomentar en los jóvenes las cualidades personales que constituyen la base del espíritu emprendedor.

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www.juntadeandalucia.es/averroes/cultura_emprendedora/
www.agenciaidea.es/cocoon/index.html www.valnalongeduca.com/

DEVELOPING ENTREPRENEURSHIP

Simulated training company to develop new entrepreneurship competences

Group No: 54

Type of visit:
Mixed

12/5/2010-14/5/2010
Matera, Basilicata, Italy

Working language:
English

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

Keywords:

- **entrepreneurship**
- **key competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

One aim of the lifelong learning programme is to promote 'creativity, competitiveness, employability and growth of an entrepreneurial spirit'. This study visit aims at helping spread a corporate culture and related skills in school work. It also deals with guidance and education for entrepreneurship. It would be useful to develop quality and attractiveness of vocational education and training and promote recognition of non-formal and informal learning. Business is conducted in the laboratory where students are closer to the process of creation and management of an enterprise, learning by thinking and doing. The motto to share with participants in developing a simulated training company is 'I do and I think, so I understand and remember'.

WHAT?

Participants will learn about:

- managing of a simulated training company, in particular the role of: school, entrepreneur, teacher, students;
- the relationships among the actors in a simulated training company;
- new entrepreneurial ideas to create new simulated training companies and even a network throughout Europe.

HOW?

Participants will:

- share their previous experiences and ideas;
- compare working opportunities in their countries;
- meet local municipalities and entrepreneurs;
- visit local companies;
- work in local simulated training companies.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'I.F.S. fornisce metodologia e strumenti innovativi per realizzare un collegamento tra il mondo della scuola – di apprendimento virtuale – con quello del lavoro reale. Gli studenti perseguono il proprio apprendimento attraverso la simulazione della gestione di un'impresa virtuale, con il supporto di aziende reali. Si condividerà con i delegati l'esperienza del Simucenter Basilicata di coniugare le aspirazioni personali e le naturali inclinazioni degli studenti con la loro esigenza futura di produrre reddito ed autonomia economica. Si cercheranno insieme le idee presumibilmente "vincenti" o "cantierabili" e si coinvolgeranno anche imprenditori, enti e associazioni di categoria.

Organiser(s):

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STRENGTHENING INTERCULTURAL EDUCATION

Together we can...

Group No: 55

Type of visit:
General education**12/10/2009-16/10/2009**
Procida Island, Campania,
ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

- **parents involvement**
- **social and civic competences**
- **social inclusion**

CATEGORY OF THEMES:

Key competences for all

WHY?

The Isle of Procida is a place where traditionally many minorities live together and get along fine. This has made the island a culturally rich place, offering an example of good practice in matters of dealing with minorities. Our aim is to stress the importance of internalisation of multicultural and intercultural approaches on a European scale and concentrate on areas where intercultural dialogue is more likely to contribute to 'better living' among people in the European Union. Our association will carry out this study visit with contributions from universities, NGOs and other related institutions.

WHAT?

Participants will learn about:

- projects on European citizenship;
- the values, pedagogical and didactic aspects, and useful elements to build a European identity;
- intercultural dialogue and European co-operation;
- confrontation about the topic with local and regional institutions, universities, press and political decision-makers.

HOW?

Participants will:

- meet students, teachers, heads of schools and experts;
- participate at roundtables;
- visit schools and institutions;
- explore foundations for future twinning and partnerships.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Obiettivi: Promuovere la conoscenza, il confronto, lo scambio di buone pratiche e la condivisione progettuale sulla cittadinanza europea. Creare un ambiente favorevole alla riflessione ed alla costruzione dell'identità europea. Promuovere la cooperazione europea anche con le istituzioni locali, le università, la stampa e i decisori politici. Contenuti: Incontri con studenti, docenti, capi d'istituto ed esperti. Approccio integrato ad attività di osservazione e analisi di esperienze con Istituzioni esterne alla scuola. Attività: Seminari, tavole rotonde, incontri-contatti, visite, valutazione esperienze. Soggetti coinvolti: Scuole, Università, Rete NEAC, Istituzioni, Associazioni.

Organiser(s):**TESORO Eugenia**NEAC - Network of European Active
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WWW.www.neac2.eu/events/procida_study_visit_2009/procida_visit.htm

STRENGTHENING INTERCULTURAL EDUCATION

Integration of minorities into civil society

Group No: **56**

Type of visit:
Mixed

19/10/2009-22/10/2009
Tallinn, Estonia

Working language:
English

Number of places: **15**
Minimum required: **4**

Keywords:

- **cultural awareness and expression**
- **migrants and minorities**
- **social inclusion**

CATEGORY OF THEMES:

Key competences for all

WHY?

Day-to-day interaction of people belonging to different cultures is a reality in Europe. The share of ethnic minorities in Estonia is 34.8% of the population. Most Europeans believe that people with a different background (ethnic, religious or national) enrich the cultural life of their country. The question is - do we and how do we use this potential for economical and political life?

The Integration Foundation was established in 1998 by the Estonian government. It carries out integration strategy activities with the aim of ensuring that the people living in Estonia share the same values and form an active part of civic society and that national minorities have the chance to preserve their languages and cultures.

WHAT?

Participants will learn about:

- implementing and monitoring work with minorities in Estonia and participants' countries;
- methods and tools used in participants' countries for intercultural learning in youth work;
- the ways people with or without citizenship feel and their expectations from the EU;
- challenges to integrate and involve new immigrants and people with no citizenship.

HOW?

Participants will:

- visit culture centres of national and ethnic minorities and Estonian culture;
- observe youth workers work in a multicultural environment;
- have group discussions between themselves;
- have discussions and meetings with members of Estonian roundtable on national minorities, researchers, youth workers, representatives of different organisations at local, municipal and community levels.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Eesti liitumisega Euroopa Liiduga ja sellest tulenevalt piiride avamisega on üha olulisemaks muutunud kodakondsust mitte omavate inimeste integreerimine ühiskondlikku ellu. Käesoleval ajal ei ole kultuuridevaheline õppimine Eestis laialt levinud ja sellele ei pöörata tähelepanu igapäevases kontekstis. Samas on see integratsiooni võtmeküsimus. Eurobaromeetri järgi on Eesti EL liikmesriikidest viimasel kohal kodanike hulga poolest (44%), kellel on olnud igapäevaseid kontakte teisest religioonist, etnilise tausta või rahvusega inimestega (EL keskmine 65%). Euroopa ja Eesti julgeolekule, majanduslikule ja sotsiaalsele arengule on oluline erinevatest rahvustest inimeste ja kodakondsuseta inimeste integreerimine ühiskonda.

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RENFORCEMENT DE L'ÉDUCATION INTERCULTURELLE

Le système éducatif valdôtain: du particularisme linguistique et culturel à la connaissance du patrimoine

Numéro de groupe: 57

Type de visite:
Mixte

16/11/2009-20/11/2009
Aosta, Valle d'Aosta, Italie

Langue de travail:
Français

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

Mots clés:

- **apprentissage**
- **cadre européen des certifications**
- **compétences linguistiques**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

La Vallée d'Aoste dispose d'une autonomie accordée par la Constitution italienne et le statut spécial en considération de son régime linguistique particulier. L'administration régionale a totalement renouvelé le monde de l'école offrant un ensemble synergique de structures et de centres d'information, de formation et de formation professionnelle comme soutien aux enseignants et étudiants. En outre elle investit à travers la dotation de moyens technologiques dans les établissements pôles et stimule chez les étudiants la formation universitaire en les soutenant financièrement.

QUOI?

Le participant découvrira:

- le système éducatif valdôtain lequel présente d'importantes différences linguistiques et culturelles;
- le système régional d'évaluation éducative;
- la reconnaissance bi-nationale des licences/diplômes;
- la langue franco-provençale à l'école primaire;
- les différentes structures soutenant le système scolaire valdôtain;
- le système d'instruction et de formation professionnelle;
- le système d'alternance école/travail.

COMMENT?

A travers:

- des visites d'institutions qui s'occupent de formation;
- des rencontres et débats avec des chefs d'établissement et des enseignants;
- l'observation des travaux de laboratoire dans les classes pôles d'excellences de l'enseignement/apprentissage, de la maternelle jusqu'aux lycées.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs de centres d'orientation,
- professeurs principaux, formateurs d'enseignants,
- conseillers pédagogiques ou d'orientation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- chercheurs.

BREVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Lun.Accoglienza delle autorità.Incontro con esperti per conoscere il sistema scolastico e le politiche regionali,le strutture e centri di formazione a sostegno dell'apprendimento/insegnamento.Visita al BREL,Irre e Europe Direct VDA.Mart.visita scuole dalla primaria alle medie.Merc.Gressoney:Centro Walser minoranza linguistica germanofona e visita delle scuole.Giov.Liceo europeo bilingue;incontro con esperti dell'orientamento dell'Ag. Reg. del Lavoro.Visita all'osservatorio astronomico di Nus St Barthélémy sez.didattico/pedagogica.Ven.Visita Ist.Agricolo Regionale.Incontro con esperti dell'Assessorato Ambiente sez.didattico/pedagogica.Visita dell'Institut Hôtelier de Châtillon.

Organisateur(s):

CROCETTI Elettra

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www.regione.vda.it/europa/europe_direct/default_i.asp www.scuole.vda.it/
www.iprva.it/ www.iaraosta.it/ – www.oavda.it/francais/index.htm
www.scuole.vda.it/Ecole/home.htm
www.regione.vda.it/cultura/beni_culturali/brel/default_f.asp – www.irre-vda.org
www.isolelinguistiche.it/WalserGressoneyArticoli.page

STRENGTHENING INTERCULTURAL EDUCATION

Intercultural education and social inclusion: the new European house

Group No: 58

Type of visit:
General education

14/12/2009-18/12/2009
Taranto, Puglia, Italy

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **disadvantaged groups**
- **social inclusion**

CATEGORY OF THEMES:

Key competences for all

WHY?

In today's world, due to the considerable increase in migratory phenomena, more and more minority groups with different cultures and social conditions are faced with the difficulty of becoming part of a new social context. Promoting policies of social inclusion has thus become priority in economically advanced societies: intercultural education, multilingualism, prevention of disadvantage and the flexibility of educational systems. Achievement of integration policies is the new frontier of education to peace and legality.

WHAT?

The participants will learn about:

- organisation of language learning;
- scheduling didactic plans based on positive discrimination and thus the ability to give value and competences;
- the flexibility of school organisation;
- planning support for the students.

HOW?

The participants will:

- visit schools;
- meet decision-makers and politicians;
- visit social organisations and charities;
- attend a workshop on instructive syllabus.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Come sottolineato nella Conferenza di Lisbona, l'educazione alla diversità culturale e linguistica rappresenta una delle sfide pedagogiche del nostro tempo. La visita di studio è la 5ª organizzata dalla Rete di Scuole "Progetto Russia" di cui l'Istituto "Pacinotti" è la Sede Amministrativa. Scopo della Rete è di organizzare esperienze di partenariato didattico e professionale con alcune scuole di Mosca Nord (si veda il sito www.progettorussia.it). In questo quadro, la realizzazione di una Visita di Studio in contemporanea con la Visita di una Delegazione delle scuole di Mosca consente la opportunità di uno scambio di conoscenze e di informazioni certamente originale in Europa.

Organiser(s):

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STRENGTHENING INTERCULTURAL EDUCATION

Living multiculturality – Promoting Slovene-Italian bilingualism

Group No: 59

Type of visit:
General education**19/4/2010-23/4/2010**
Koper, SloveniaWorking language:
EnglishNumber of places: **15**
Minimum required: **8****CATEGORY OF THEMES:**

Key competences for all

WHY?

The town of Koper is located in a bilingual area, the two official languages are Italian and Slovene. The position of the town is essential: it is located near the Italian, Croatian and Austrian borders (all of which experience minority languages). Teachers working at our faculty have long experience and specific competence in multilingual and professional didactics, since they all come from and work in a multilingual area. A lot of material on multicultural education has been produced.

WHAT?

Participants will learn about:

- the bilingual education model adopted in this area;
- its weaknesses and strong points;
- how teachers and pupils deal with it;
- which principles of intercultural education are adopted;
- teaching material created for promoting intercultural awareness and tolerance;
- schools and other institutions involved in promoting bilingualism and multiculturalism.

HOW?

Participants will:

- visit bilingual schools and other institutions;
- meet teachers and pupils of Slovene and Italian schools;
- visit the local university (with particular attention on the Faculty of Humanities);
- attend workshops on principles of intercultural education;
- get material on research and practical examples of minority language teaching.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Študijski obisk je namenjen spoznavanju dvojezičnega izobraževalnega sistema, ki se izvaja na področju slovenske Istre. V ta namen bo gostujoča organizacija prisotne peljala na obisk v slovenske in italijanske šole, kjer bodo imeli priložnost pogovora z učitelji in dijaki srednjih in osnovnih šol. Obiskali bodo tudi druge institucije, ki delujejo na tem območju in ki so namenjene promociji dvojezičnosti. Sledila bo delavnica na temo »Osnove medkulturnega poučevanja« na kateri bodo prisotni seznanjeni z gradivi, ki so nastala z namenom promocije spoznavanja različnih kultur pri poučevanju tujega jezika, strpnosti in premagovanju stereotipov. Obenem jim bo razdeljen material, ki je nastal kot rezultat več projektov na temo poučevanje manjšinskih jezikov in didaktično gradivo.

Organiser(s):**BAŽEC Helena**Faculty of Humanities Koper,
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WWW.

www.zrss.si/, www.piran.si/ – www.scuoladecastro.net/presentazione_slo.asp
www.pietrocoppo.net/ – www.o-vergerio.kp.edus.si/ – www.s-gimgrc.kp.edus.si/studenti/
www.unione-italiana.hr/ – www.rtvsllo.si/modload.php?&c_mod=static&c_menu=1048034783
http://members.tripod.com/pirano_d_istria/index.htm

STRENGTHENING INTERCULTURAL EDUCATION

Community cohesion in Leicester schools

Group No: 60

Type of visit:
General education**14/6/2010-18/6/2010**
Leicester, England, UKWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

Community cohesion has been important in the UK since intercommunal disturbances in northern industrial cities in 2001.

Schools now have to promote this. Over 50% of Leicester pupils are of minority ethnic origin. For over 30 years Leicester City has been developing policies and practice on language, culture and racism and it has achieved national education awards for race equality and community cohesion. Learning services have a strategy to support community cohesion with schools. The host, Multicultural Education Service (MES), plays a lead role through the advisory teacher supporting schools in developing community cohesion, as well as working with schools on language development and achievement of minority ethnic pupils.

WHAT?

Participants will learn about:

- how intercultural issues are tackled across Europe;
- education in Leicester: demography, history and responses to diversity;
- national policy initiatives and legislation;
- work in schools that provide language support, bilingual approaches, multicultural education and citizenship;
- various projects in schools and networks.

HOW?

Participants will:

- visit schools to see good practice;
- visit community-based organisations, including complementary schools and places of worship;
- visit the multicultural resource centre;
- talk to pupils and teachers;
- meet with specialist education department and staff who have developed strategies and support schools;
- exchange experiences and reflect on practice across Europe.

WHOM?

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

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WWW.<http://schools.leicester.gov.uk/mce>

ACTIVE CITIZENSHIP

Active solidarity

Group No: 61

Type of visit:
Mixed**7/9/2009-11/9/2009**
Kocaeli, TurkeyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **key competences**
- **social and civic competences**
- **social inclusion**

CATEGORY OF THEMES:

Key competences for all

WHY?

Active citizenship includes taking responsibility and initiative, paying attention to the environment, helping other people, democratic awareness, creative thinking, respect for others, understanding different cultures and participation in one's own society. The Governorship of Kocaeli has a main aim to make our citizens aware of both their rights and responsibilities in community life. We wish to share all our activities in schools, other educational institutions and NGOs which are under the responsibility of our governorship.

WHAT?

Participants will learn about:

- what active citizen means;
- what can be done to overcome the lack of responsibility of the young generation;
- what role schools, local authorities and NGOs play in promoting active citizenship;
- how individuals, from the very young to adults, can be encouraged to be more active citizens;
- activities to increase volunteering and civic engagement among children and adults.

HOW?

Participants will:

- meet local authorities;
- visit different schools focused on active citizenship through extra-curricular activities;
- visit NGOs working in different fields but with common concept of active citizenship.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kocaeli Valiliği olarak vatandaşlarımızın toplum hayatındaki hak ve sorumluluklarının bilincinde olmalarına büyük önem vermekte ve bu amaçla; sorumluluk alma, inisiyatif kullanma, çevreye duyarlı olma, diğer insanlara yardım etme, demokrasi farkındalığı, yaratıcı düşünme, diğer insanlara saygı duyma, farklı kültürleri anlama ve kişinin kendi toplumu içine dahil olması gibi oldukça önemli konuları içinde barındıran Aktif Vatandaşlık kavramının, ilimizde bulunan okullar, diğer eğitim ve sivil toplum kuruluşları aracılığıyla nasıl ele alındığını, ne tür çalışmalar yapıldığını ve yapılması gerektiğini bu çalışma ziyareti kapsamında farklı ülkelerden gelen misafirlerimizle paylaşmayı planlıyoruz.

Organiser(s):

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ACTIVE CITIZENSHIP

Conscious citizens – Sustainable communities

Group No: 62

Type of visit:
General education**5/10/2009-9/10/2009**
Budapest, HungaryWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **extra-curricular activities**
- **social and civic competences**
- **social partners**

CATEGORY OF THEMES:

Key competences for all

WHY?

The challenge facing humanity is how to build a sustainable future. One possible solution is to build small, self-sustainable, self-governed communities. The aim of the visit is to study different approaches to finding and protecting these kinds of societies, and developing the necessary competences in and for them: local initiatives for creating self-supporting ecological communities; bringing necessary competences to schools and developing them through extracurricular activities; research and good practices for community learning; learning for sustainability. The host organisation is HSEE, the oldest and largest Hungarian NGO for environmental education.

WHAT?

Participants will learn about:

- environmental consciousness, competences for sustainability and active citizenship;
- the learning organisation and school model and its contribution to sustainability;
- how to support participatory regional development;
- the Hungarian network of ecoschools and the forest-school programme.

HOW?

Participants will:

- visit environmental education centres providing programmes for schools and adults and playing an active role in their community;
- participate in training to share experience and build collective understanding;
- meet practitioners from schools, NGOs, universities and local authorities;
- get insight into projects and best practices.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Az emberiség előtt álló legnagyobb kihívás, hogy olyan életvitelt alakítson ki, amely hosszú távon biztosítja az emberhez méltó életvitel feltételeit. Jelenlegi tudásunk szerint egy lehetséges megoldás, hogy önfenntartó, együttműködésre képes közösségeket tartunk fent. A tanulmányút során olyan előadókat, civileket, példaértékű gazdálkodást folytató szervezeteket ismerünk meg, akik mind elkötelezettjei a közös útkeresésnek. A résztvevők megismerkednek a helyi közösség aktív iskoláival, ökogazdákkal, civilekkel, a tanuló szervezetek, iskolák modelljeivel, a fenntarthatóság pedagógiájával. A módszerek segítik egymás tapasztalatainak megismerését, megértését, egy közös, új tudás kialakítását.

Organiser(s):

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www.mkne.hu/index_english.php – www.okoiskola.hu/ – <http://support-edu.org/>

ACTIVE CITIZENSHIP

Mobilising civic competences through education

Group No: 63

Type of visit:
General education**12/10/2009-16/10/2009**
Eger, HungaryWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

Increasing active participation through education is an important topic in the EU. It is one of the central research areas of Eszterházy Károly college (EKF) as well as having already organised several conferences on this topic. A couple of special institutions, including the local municipality, have launched programmes to improve active participation in Eger. EKF also has a close relationship with Neumann János secondary school, which has considerable experience in implementing new approaches and procedures.

WHAT?

Participants will learn about:

- civic competences in the local decision-making system;
- new programmes of local governments to mobilise young people;
- recent research of EKF on active participation;
- the perception of young people of active citizenship;
- new practices to engage young people through education;
- special educational experiences of local secondary schools.

HOW?

Participants will:

- visit secondary schools, higher education institutions that have experiences of active citizenship;
- talk to teachers, trainers and students from different spheres of education;
- meet local authorities and leaders working in educational areas;
- discuss the advantages and disadvantages of the Bologna process with teachers and experts;
- present their own practices on active citizenship in their education system.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A tanulmányút során az egeri oktatási gyakorlaton keresztül bemutatjuk, hogyan építhető be a tanulási folyamatba az aktív állampolgárságra nevelés, ismertetjük a téma kutatási eredményeit, és teret biztosítunk azok megvitatására, a tapasztalatok cseréjére. A résztvevők megismerkednek az önkormányzat programjával, amely az állampolgárok aktív közszereplésének fejlesztésére és a fiatalok állampolgári szerepvállalásának ösztönzésére jött létre. Célunk, hogy a résztvevők találkozzanak tanárokkal és az aktív állampolgársággal foglalkozó közpolitikai szereplőkkel, s a különféle oktatási intézmények diákjaival is.

Organiser(s):

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ACTIVE CITIZENSHIP

A school open to tomorrow's Europe

Group No: **64**

Type of visit:
General education

9/11/2009-13/11/2009
Marina di Gioiosa Ionica,
Calabria, Italy

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

We will show, analyse and compare European educational systems focusing on management methodologies in schools, innovative didactic and guidance methodologies. We want to develop the image of an ideal EU school in collaboration with different teams through improving teaching and learning.

WHAT?

Participants will learn about:

- techniques of school management;
- guidance methodologies for students;
- certification and evaluation;
- mobility as an effective means of supplementary informal training.

HOW?

Participants will:

- visit schools from pre-primary to secondary high schools, educational institutions of different levels and typologies;
- observe teachers' work in the classroom;
- meet students and teachers, principals.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- 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,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mostreremo, analizzeremo e metteremo a confronto i Sistemi Educativi dei Paesi EU. Obiettivo: l'analisi e diffusione di tecniche di gestione degli istituti scolastici; le metodologie didattiche e di orientamento innovative; la consapevolezza europea e l'apprezzamento reciproco nei docenti. La visita si fonda sullo scambio di idee, conoscenze e competenze. Si offrirà la possibilità di visitare scuole da quella dell'infanzia al quella secondaria superiore. Si avrà un dialogo con: presidi, docenti, studenti. L'incontro si concluderà con una riflessione sull'esperienza fatta e una valutazione da parte del gruppo.

Organiser(s):

SORBARA Gianfranco

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ACTIVE CITIZENSHIP

Education - Participation - Citizenship

Group No: 65

Type of visit:
General education

18/1/2010-22/1/2010
Rotterdam, the Netherlands

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

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

WHAT?

Participants will learn about:

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

HOW?

Participants will:

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

WHOM?

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

Organiser(s):

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

ACTIVE CITIZENSHIP

Effective biodiversity education through the outdoor classroom

Group No: **66**

Type of visit:
General education

25/1/2010-29/1/2010
Shrewsbury, England, UK

Working language:
English

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

Keywords:

- **competences in science and technology**
- **curriculum**
- **school environment**

CATEGORY OF THEMES:

Key competences for all

WHY?

Learning about biodiversity is included in the national curricula of most countries in Europe, and receives a high priority in European environmental strategies. However, recent research has highlighted the need for improvements if this learning is going effectively to bring about the behaviour changes needed to ensure our biodiversity resources are preserved for future generations. This study visit will focus on the importance of young people learning about biodiversity at first hand – in the outdoor classroom. Established in 1943, the Field Studies Council (FSC) is one of Europe's oldest and leading organisations promoting learning through the outdoor classroom via a network of 17 education centres.

WHAT?

Participants will learn about:

- current approaches and best practise in biodiversity learning;
- how out of classroom learning can be organised and promoted as an entitlement for all young people;
- biodiversity education policies and strategies, their strengths and weaknesses and the role of out of classroom learning;
- ideas for improving biodiversity learning;
- the importance of Darwin's thinking in encouraging learning in the outdoor classroom.

HOW?

Participants will:

- attend workshops and presentations from decision-makers, practitioners from formal and non-formal sectors and teacher trainers;
- observe classrooms and visit a primary and secondary school and informal education providers;
- talk to teachers, school managers and other providers;
- experience different approaches to out of classroom learning through various activities;
- have time for reflection and action planning.

WHOM?

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

Organiser(s):

DAWSON Richard

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www.field-studies-council.org

WWW.

www.field-studies-council.org – www.RSPB.org.uk – www.foresteducation.org

www.wildlifetrusts.org – www.field-studies-council.org/campaigns/rwl/index.aspx

ACTIVE CITIZENSHIP

Strategies of education for sustainable development in Greece

Group No: 67

Type of visit:
Mixed**8/2/2010-11/2/2010**
Athens, GreeceWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- curriculum
- education and training attainment
- school environment

CATEGORY OF THEMES:

Key competences for all

WHY?

In the recent reform of the educational system in Greece, a new zone for cross-curricular activities was introduced much of which is relevant for sustainable development subjects. Many supporting mechanisms have been established and many initiatives have been undertaken.

WHAT?

Participants will learn about:

- initiatives on education for sustainable development (ESD);
- methods and tools used in ESD;
- how NGOs cooperate with formal education in an ESD context.

HOW?

Participants will:

- exchange good practices on education for sustainable development (ESD);
- meet with officials for curriculum development and environmental education advisors supporting schools in ESD projects;
- visit primary and secondary schools, an environmental centre and NGO that have developed interesting ESD projects.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Θα παρουσιαστούν οι στρατηγικές που έχουν αναπτυχθεί στη χώρα μας σχετικά με την Εκπαίδευση για την Αειφόρο Ανάπτυξη, καθώς και οι υποστηρικτικοί θεσμοί όπως είναι: Τα Γραφεία Περιβαλλοντικής Εκπαίδευσης, τα Κέντρα Περιβαλλοντικής Εκπαίδευσης, τα Θεματικά Δίκτυα και η συνεργασία με μη Κυβερνητικές Οργανώσεις.

Θα γίνουν διαλέξεις από ειδικούς (Παιδαγωγικό Ινστιτούτο, Σχολικοί Σύμβουλοι, Υπεύθυνοι Περιβαλλοντικής Εκπαίδευσης) και επισκέψεις πεδίου για μελετηθούν οι καλές πρακτικές που έχουμε να επιδείξουμε σε σχολεία, σε ένα Κέντρο Περιβαλλοντικής Εκπαίδευσης και μία ΜΚΟ. Μέσα από την οργάνωση παιδαγωγικών εργαστηρίων θα παρουσιαστούν και οι πρακτικές από όλες τις συμμετέχουσες χώρες.

Organiser(s):**SARRI Georgia**

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www.iky.gr

WWW.

www.ypepth.gr/ – www.pi-schools.gr/ – <http://dide-peiraia.att.sch.gr/> – www.mio-ecsde.org/
http://kpelavrio.info/prog_monop.htm

ACTIVE CITIZENSHIP

Personal data protection and privacy issues in education

Group No: 68

Type of visit:
General education9/3/2010-12/3/2010
Warsaw, PolandWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

Communicating more effectively on children's rights is one of European Union's priorities. In Poland, the Inspector General for Personal Data Protection has undertaken activities aimed at developing educational programmes which might be implemented in school education. It also promotes these issues by organising fine arts competitions. Work conducted includes development of lessons' scenarios, which present problems regarding privacy protection in the light of contents discussed within various subjects covered by the curriculum (IT, biology, history, mother tongue).

WHAT?

Participants will learn about:

- methodologies and techniques used while educating children and youth on personal data protection and privacy issues;
- implementation of ICT tools in education activities (eduGIODO e-learning platform);
- new approaches in education directed at children and youth;
- threats to personal data and privacy while using the Internet;
- practices carried out by the different European data protection authorities.

HOW?

Participants will:

- learn the methodologies of teaching data protection and privacy issues;
- observe lessons in the classroom;
- visit the children's rights Commissioner;
- meet representatives of national and local authorities responsible for education.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Proponowany temat wizyty: „W jaki sposób najlepiej uczyć o ochronie danych osobowych i prywatności”. Cel wizyty: Celem wizyty będzie wymiana informacji i doświadczeń na temat sposobu i metod przekazywania wiedzy z obszaru ochrony danych osobowych skierowanej do dzieci i młodzieży. Ponadto w trakcie spotkania podjęta zostanie ocena możliwości wprowadzenia programów edukacyjnych do szkół podstawowych, gimnazjów i liceów oraz przedyskutowana zostanie najbardziej efektywna forma prowadzenia edukacji w tym obszarze.

W czasie wizyty studyjnej w Warszawie możliwa również będzie wymiana doświadczeń różnych form edukowania dzieci przez różne podmioty.

Organiser(s):

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WWW.www.giodo.gov.pl

ACTIVE CITIZENSHIP

Connecting outdoor sports and environmental education

Group No: 69

Type of visit:
General education**22/3/2010-26/3/2010**
Saint Andiol, FranceWorking language:
EnglishNumber of places: **12**
Minimum required: **5**

Keywords:

- **competences in science and technology**
- **cultural awareness and expression**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

Saint Andiol's secondary school is located in a countryside area in the heart of Provence. This place near the new protected natural park Les Alpilles is an opportunity for educators to teach pupils to be environment friendly.

A special environmental education programme (Ecolo'Sport) dedicated to teenagers was built three years ago. In this programme, outdoor sports are used as a way to introduce sustainable development topics. By practising as well as analysing items, pupils think about their impact on nature during their outdoor activities.

WHAT?

Participants will learn about:

- how to use outdoor sports to involve pupils in environmental education;
- methods of teaching with environmental education experts;
- environmental issues as a study subject in European exchange such as Comenius;
- elaborating worksheets related to environmental items.

HOW?

Participants will:

- discover pupils during a class in the open air;
- take part in meetings and didactical activities led by external partners (Maison Régionale de l'Eau);
- meet teachers involved in the programme presenting their work and pupils' worksheets;
- visit a natural park education centre in Camargue (wetland).

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le collège de Saint-Andiol, situé au coeur de la Provence, propose une action d'éducation à l'environnement intitulée Ecolo'Sport. L'originalité de cette action interdisciplinaire, réside dans la place qu'y occupent les sports de nature. Les équipes enseignantes de ces classes proposent aux jeunes d'engager la réflexion autour de l'essor des sports de nature en France, et d'un développement durable de ces pratiques. Les participants à cette visite d'étude découvriront comment interviennent les spécialistes en éducation à l'environnement, tant sur le terrain qu'en classe. Des échanges sont prévus avec des enseignants à propos des contenus didactiques du programme et des productions des élèves.

Organiser(s):

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WWW.

www.fondation-nicolas-hulot.org – www.cap-sciences.net/climcity/index.html
www.treehugger.com/files/2007/06/how-to-green-your-outdoor-sports.php
www.uknetguide.co.uk/Sports/Article/Encouraging_Outdoor_Sports_For_Children.html
www.marais-vigueirat.reserves-naturelles.org/pages/page0GB.htm
www.clg-dolto.ac-aix-marseille.fr/ecolosport/2007/index.htm

ACTIVE CITIZENSHIP

Embedding environmental education into the curriculum

Group No: 70

Type of visit:
General education

22/3/2010-26/3/2010
Toulouse, France

Working language:
English

Number of places: **15**
Minimum required: **4**

Keywords:

- **cultural awareness and expression**

CATEGORY OF THEMES:

Key competences for all

WHY?

Environmental education, as a strategic topic at European level, has reached a significant point in the past few years in south western France, particularly in Midi-Pyrénées region, where national and regional policies are efficient and successful. The ENFA of Toulouse, host organisation, trains secondary school teachers for the green sector (agriculture, forestry and environment).

WHAT?

Participants will learn about:

- environmental education policies in Europe, through exchanges of experiences among the group and observation of practical examples in Midi-Pyrénées region;
- European education systems;
- the connections between the school system and the authorities and organisations involved in environmental education;
- setting up new partnerships for future European projects.

HOW?

Participants will:

- present the education system and the environment education policy of their own country;
- visit local secondary, vocational and agricultural schools, most of which are involved in European projects;
- discuss with teachers and students;
- attend presentations of pilot projects involving the whole school community (teachers, staff, students, parents) to preserve the environment and prevent or repair damage to it;
- meet with regional authorities and non-profit organisations.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le but de la visite est de donner aux participants une vision d'ensemble sur les récents développements de l'éducation à l'environnement dans le Sud-Ouest de la France et une occasion d'échanger sur les politiques menées dans leurs pays d'origine.

Visites de lycées et collèges autour de Toulouse, dont la plupart sont engagés dans des projets européens. Discussions avec les professeurs et les élèves. Présentation de projets-pilotes sur la thématique étudiée. Présentation des programmes publics d'encouragement et d'incitation aux actions d'éducation à l'environnement.

Organiser(s):

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WWW.

http://ec.europa.eu/environment/youth/index_en.html
http://ec.europa.eu/environment/youth/pdf/envedu_en.pdf

ACTIVE CITIZENSHIP

Building European identity through spirit, sense and meaning

Group No: 71

Type of visit:
Mixed**19/4/2010-23/4/2010**
Klagenfurt, AustriaWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **personalised learning**
- **social and civic competences**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

At the University College of Teacher Training ideas about reform and meaningful pedagogy are taught. The aim is to connect reform and pedagogy, citizenship education and the European dimension of education. By improving self-responsibility and individual behaviour young people can contribute to a peaceful and free Europe. A novelty in Europe is combining citizenship education with democracy learning in a meaning-of-life-oriented pedagogy. This concept is based on realising of human values, the spirit of freedom, individual responsibility, and active participation in our European Community.

WHAT?

Participants will learn about:

- citizenship/civic education and its realisation through democracy learning;
- autobiographical learning and how to gain a European identity;
- different forms of reform pedagogy;
- European identity through alternative teaching, differentiation, individualisation, from primary school to university;
- how to deal with frontiers which are only in the mind.

HOW?

Participants will:

- attend lectures;
- give presentations about their own countries;
- observe different types of school;
- meet EU politicians and local EU experts;
- visit Carinthia (Austria), Slovenia, and Italy.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Thematische Schwerpunkte: Was sind uns Werte wert? Wo fängt Politische Bildung an? Umsetzungsmöglichkeiten des Demokratie-Lernens ab der Grundschule. Umsetzung logotherapeutischer Ideen in schulischen Einrichtungen. Wie gelangen wir zur europäischen Identität? Auseinandersetzung mit unserer europäischen Identität und Beitrag der schulischen Institutionen? Umsetzungsmöglichkeiten alternativer, reformpädagogischer Lehr- und Lernformen, Differenzierung und Individualisierung, Aktivierung und Motivierung von der Grundschule bis zu universitären Einrichtungen. Teilnahme und Beobachtungsmöglichkeiten in unterschiedlichen Schultypen. Wie gehen wir mit Grenzen um?

Organiser(s):

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ACTIVE CITIZENSHIP

Students and teachers civic activity at school

Group No: 72

Type of visit:
General education

26/4/2010-30/4/2010
Kielce, Poland

Working language:
English

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

Keywords:

- **adult learning**
- **key competences**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

According to the recommendation of the European Parliament and the Council of Europe the role of a teacher is to prepare students for efficient and constructive participation in social life. There is a student union in each Polish school and one of its tasks is to activate students to be tolerant and apply civil rights in everyday life. The role of wi tokrzyskie in-service teacher training centre is to support teachers in carrying out their tasks. We are curious to find out how these activities are carried out by teachers in other countries.

WHAT?

Participants will learn about:

- ways of training teachers and student union representatives;
- how student unions work in selected schools;
- student self-governance.

HOW?

Participants will:

- attend workshops on student unions;
- observe the work of the regional youth council;
- visit two selected educational institutions in Świętokrzyskie province.

WHOM?

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

Organiser(s):

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www.wom.kielce.pl

ACTIVE CITIZENSHIP

Environmental education in primary and secondary schools

Group No: 73

Type of visit:
General education**26/4/2010-30/4/2010**
Larissa, GreeceWorking language:
EnglishNumber of places: 15
Minimum required: 8**CATEGORY OF THEMES:**

Key competences for all

WHY?

The study visit is organised by IKY (the Hellenic National Agency for the lifelong learning programme) in cooperation with the District Department of Primary and Secondary Education of Thessaly. One of the LLP objectives is to contribute to the development of the community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations.

Thessaly is a Greek province with several specific schools where students can learn the importance of respecting and attending to the needs of the environment. Numerous natural reserves and environmental education centres of the area are places often visited by Greek students to learn the importance of nature in our lives.

WHAT?

Participants will learn about:

- environmental education in school curricula in Greece;
- problems and solutions of environmental education;
- environmental projects and activities.

HOW?

Participants will:

- visit educational institutions, several natural reserves (Meteora, Alonisos), environmental education centres in Mouzaki, Agia and Pilio;
- meet directors, teachers, field experts and students as well as representatives of regional educational authorities;
- attend presentations by national 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.

Keywords:

- **extra-curricular activities**
- **school environment**
- **social and civic competences**

Organiser(s):**SARRI Georgia**

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WWW.

**www.ypepth.gr – <http://thess.pde.sch.gr/> – www.kpe.gr/index.php?mylang=english
www.alonissos-park.gr/home_gr.htm**

CITOYENNETÉ ACTIVE

Délégués élèves: exercice réussi de citoyenneté?

Numéro de groupe: **74**

Type de visite:
Enseignement général

10/5/2010-14/5/2010
Troyes, France

Langue de travail:
Français

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

Mots clés:

- **compétences sociales et civiques**
- **partenaires sociaux**
- **validation des acquis non formels et informels**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Le Bassin de Troyes comprend 33 établissements secondaires. Les élèves sont représentés par des délégués de classe qui sont élus en début d'année scolaire. L'ambition de ce dispositif est de favoriser l'apprentissage de la démocratie représentative. Le risque d'un tel dispositif est de favoriser l'émergence d'une élite au détriment de l'apprentissage de la responsabilité citoyenne par le plus grand nombre: on touche là aux fondements des institutions des pays membres de l'Union européenne. La confrontation de la diversité des approches en la matière permettra l'identification des bonnes pratiques et/ou de pratiques innovantes, objet du bilan final. Troyes, ville de foire depuis le Moyen Âge, permettra la découverte de l'architecture du XVI^e siècle, le vignoble de Champagne, ainsi que les importants ensembles de "magasins d'usine".

QUOI?

Le participant:

- appréciera et évaluera les pratiques des différents pays;
- identifiera des pratiques pertinentes, innovantes et adaptables;
- réfléchira à l'apprentissage de la citoyenneté;
- apprendra à mettre en place des itinéraires pédagogiques adaptés;
- participera à la constitution d'un réseau éducatif de partenaires européens.

COMMENT?

Le participant:

- exposera les principes et réalités de son pays;
- présentera les problématiques émergentes et les conceptions de nouveaux modèles;
- visitera des établissements secondaires;
- rencontrera des délégués élèves et le comité académique de la vie lycéenne;
- profitera de la participation de l'AROEVEN (association en charge de la formation des délégués élèves);
- assistera à des conférences données par des universitaires en sciences de l'éducation.

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 de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

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WWW.

<http://communicationfoeven.free.fr/html/ecole/ecodeleg.html>

ACTIVE CITIZENSHIP

Environmental education and training – The key to treasure

Group No: 75

Type of visit:
Mixed
24/5/2010-28/5/2010
Poděbrady,
Czech Republic
Working language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **young people**

CATEGORY OF THEMES:

Key competences for all

WHY?

Owing to the worldwide trend towards environment preservation for future generations, ecological education is priority in Czech schools. National policy supports environmentally friendly strategies implemented in educational programmes of local schools.

We wish to share positive experiences from nature and health protecting projects with participants. We also want to get ideas from participants' experience for next steps and improvement in ecological education of the young generation.

WHAT?

Participants will learn about:

- the importance of respecting nature awareness in young generation;
- the tools in environmental education in regional schools;
- why local people, children and teenagers are aware and proud of the unique location (no heavy transport, no industry, a spa town surrounded by greens and waters);
- the special Eco-school and the Centre for Ecological Education and Learning providing environmental education for regional authorities.

HOW?

Participants will:

- visit various schools with ecological programmes;
- discuss with other participants how to share our ecological education achievements and get tips for improvement;
- meet local municipality representatives to discuss eco-policy;
- see green programmes in hospitality industry;
- visit the local ECO-School and Eco-Edu-Centre.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Účastníci se seznámí s environmentální výchovou v České republice a navštíví instituce a školy zabývající se touto problematikou. Zapojení dětí a mládeže do ochrany a péče o životní prostředí garantuje výchovu generace, jež bude v nastaveném trendu stabilní environmentální kvality pokračovat.

Organiser(s):**SVOBODOVÁ Eva**Hotel school and College of Hospitality
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Education for sustainability through organic food and farming

Group No: 76

Type of visit:
General education

7/9/2009-11/9/2009
Słubice, Poland

Working language:
English

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

Keywords:

- **adult learning**
- **extra-curricular activities**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

In the decade of education for sustainability we are exploring practical ways of hands-on methods of education which connect concrete organic initiatives in rural areas with their educational potential. The main challenge is that sustainability is still more a slogan than reality. Our main focus is to present the educational potential hidden in organic farms, which could be used both by farmers and agricultural counsellors and by teachers and educators.

The host institution has 13 years experience and wants to develop new partnerships and networks.

WHAT?

Participants will learn about:

- initiatives in rural areas which connect care for environment and education with organic farming and food production;
- methods and tools used in education for sustainability;
- new approaches to teaching about sustainability and climate change;
- how to develop original educational initiatives which connect education for sustainability with organic farming.

HOW?

Participants will:

- attend workshops on education for sustainability and the role of organic food and farming;
- visit six organic farms which provide education for different age groups;
- visit Warmińsko-Mazurski University;
- observe teachers in the classroom.

WHOM?

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

Wizyta studyjna „Edukacja dla Zrównoważonego Rozwoju a Ekologiczne Rolnictwo i Żywność” będzie zorganizowana przez Stowarzyszenie ZIARNO, które od 13 lat prowadzi programy edukacyjne w oparciu o gospodarstwo ekologiczne. W trakcie wizyty będą przeprowadzone warsztaty na temat związku pomiędzy rolnictwem a zrównoważonym rozwojem i zmianami klimatu, wizyta w 6 gospodarstwach ekologicznych prowadzących różne formy edukacji, wizyta na Uniwersytecie Warmińsko-Mazurskim, wizyta w szkole podstawowej oraz podsumowująca panelowa dyskusja i warsztaty. Główni odbiorcy: nauczyciele, doradcy metodyczni, rolnicy, przedstawiciele organizacji ekologicznych.

Organiser(s):

SMUK-STRATENWERTH Ewa
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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Creativity and technology in education

Group No: 77

Type of visit:
General education**5/10/2009-8/10/2009**
Iglesias, Sardegna, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **communication in foreign languages**
- **competences in science and technology**
- **extra-curricular activities**

CATEGORY OF THEMES:

Key competences for all

WHY?

When students' results are not as satisfying as expected, teachers ask themselves what is not working and then how to change their way of teaching. Different learning styles need different teaching approaches to create a successfully motivated learner. Hands-on experiences and social learning are important. ICT can allow classes to create a community of learners, ready to cooperate and learn from one another. Can science be connected to art? Can the inner structure of a vegetable bear similarities to one of a modern bridge? These are just some of the questions that can be answered in an art-science laboratory by analysing nature.

WHAT?

Participants will learn about:

- new methodologies that integrate art and science and creative arts;
- methods and tools used in a blended learning classroom;
- new educational interactive resources;
- how the natural resources of a region can be used for educational purposes;
- how to improve language learning through ICT.

HOW?

Participants will:

- visit language laboratories that use new methodologies;
- observe teachers in classrooms;
- visit the region, museums and landmarks;
- visit the art-science laboratory at Liceo Asproni.

WHOM?

- 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:

Diversi stili di apprendimento e diverse intelligenze richiedono diversi approcci didattici. Le attività di gruppo che richiedano manualità e sperimentazione hanno generalmente più successo delle tradizionali comunicazioni di concetti astratti uno a molti. Il laboratorio di Bionica del Liceo "Asproni" mira a far scoprire i modelli artistici presenti nelle Scienze, e come queste possano influenzare l'Arte. L'utilizzo delle TIC nell'apprendimento delle lingue è in grado di produrre notevoli benefici sia per il profitto che per la riduzione dei conflitti in classe. I partecipanti saranno invitati al laboratorio di Bionica, ad assistere a lezioni di lingua in laboratorio, a visitare il territorio.

Organiser(s):**CUCCU Roberto**

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www.liceoasproni.it/

WWW.**www.liceoasproni.it – <http://cla.unica.it/index.php> – www.learnholistically.it/**

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Creative and inspiring learning out of the classroom

Group No: 78

Type of visit:
General education

12/10/2009-16/10/2009
Cumbria, England, UK

Working language:
English

Number of places: **10**
Minimum required: **5**

Keywords:

- curriculum
- key competences
- learning outcomes

CATEGORY OF THEMES:

Key competences for all

WHY?

The educational value of learning out of the classroom has recently gained government support in Britain. A report by government inspectors states that it can lead to greater motivation and creativity, raise standards and improve students' personal, social and emotional development. Low Bank Ground is a residential outdoor education centre, owned by Wigan local authority, situated in the centre of the spectacular Lake District National Park, in north west England. It has an international reputation for its good practice in outdoor teaching and learning based largely on adventurous activities and environmental awareness and understanding.

WHAT?

Participants will learn about:

- educational experiences and activities included in learning out of the classroom;
- the lifelong value of this type of education;
- its contribution to personal, social and environmental education and active citizenship;
- how learning out of the classroom can lead to creative and inclusive learning;
- how to plan, organise and evaluate learning out of the classroom and integrate it into the school curriculum.

HOW?

Participants will:

- observe teachers working with young people outdoors;
- visit facilities used for learning out of the classroom including historic houses, forests, national park sites and school grounds;
- participate in a guided outdoor activity;
- meet with teachers, young people, education advisers, countryside rangers and outdoor education tutors to discuss good practice.

WHOM?

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

Organiser(s):

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Smart education with art

Group No: 79

Type of visit:
General education**19/10/2009-23/10/2009**
Susa, Piemonte, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **low skilled**
- **personalised learning**
- **special needs**

CATEGORY OF THEMES:

Key competences for all

WHY?

Our schools are mostly mountain schools and children risk not having the same opportunities as pupils in big towns. Children learn two EU languages: French and English. We have many migrants and special needs children. Every year we go to France and England for a week, and some French and English classes come to Susa. These twinning is supported by families and local town halls. The aim is helping all children to feel part of a multilingual and multicultural world.

WHAT?

The participants will learn about:

- education with art;
- school life and social life;
- communication with other countries' pupils;
- new strategies and methods to teach disadvantaged pupils.

HOW?

The participants will:

- meet experts in teaching art to young children;
- take part in laboratory and classroom activities;
- share knowledge with Susa teachers;
- visit specialised centres for special needs children.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Organizzare una visita porterebbe risorse e stimoli per ampliare la Didattica attualmente in uso presso la nostra scuola. L'organizzazione che offriamo ai bambini in particolari situazioni di apprendimento, i sistemi di integrazione, le attività di supporto e rinforzo maturate negli ultimi anni, l'ampliamento della nostra offerta formativa possono essere argomenti di confronto e studio. Gli ospiti saranno messi in contatto con le attività in classe e in focus group con esperti esterni che collaborano con noi. Sul territorio sono presenti strutture per alunni in situazioni di disagio. I nostri insegnanti potrebbero presentare le attività di creatività che riguardano l'ambiente, lo sport, la musica, il teatro e l'arte.

Organiser(s):**GENTILE Antonio**

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Key competences – Good practice models

Group No: **80**

Type of visit:
Mixed

19/10/2009-23/10/2009
Rzeszów, Poland

Working language:
English

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

Keywords:

- **competences in science and technology**
- **key competences**
- **learning to learn**

CATEGORY OF THEMES:

Key competences for all

WHY?

The year 2009 is announced as a year of creativity and innovation in Poland. Kuratorium-Rzeszow is an institution exercising the pedagogic supervision of schools in Podkarpackie province. Schools in our region are implementing innovative plans for key competences such as: languages, mathematics and science, technical and ICT competences. Key competences are realised as part of compulsory and extracurricular classes as they play a vital role in preparing of pupils for life. Kuratorium and training institutions have worked out standards of requirements, rate of effectiveness and evaluation. We want to share our experiences.

WHAT?

Participants will learn about:

- innovations in key competences;
- solutions for adapting teaching to individual needs;
- standardisation of innovative requirements and methods of estimation for developing key competences;
- new role of the teacher from a key competences perspective.

HOW?

Participants will:

- meet local authorities, training institutions' representatives, head teachers;
- visit schools and cooperating institutions;
- take part in group discussions and workshops;
- exchange views and experiences.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Rok 2009 jest ogłoszony rokiem kreatywności i innowacji w Polsce. Szkoły podkarpackie aktywnie wdrażają projekty innowacyjne m. in. w zakresie kompetencji kluczowych takich jak: kompetencje językowe, matematyczno – przyrodnicze, TIK. Kompetencje kluczowe są realizowane w ramach zajęć obowiązkowych oraz pozalekcyjnych i mają wyposażać ucznia w umiejętności niezbędne w jego dorosłym życiu we współczesnej Europie i w kierowaniu własnym rozwojem. Kuratorium Oświaty z udziałem pracowników placówek doskonalenia nauczycieli wypracowało standardy wymagań, wskaźniki osiągnięć i ewaluacji, z czym zapoznamy uczestników. Szkoły realizują innowacje m. in. dzięki funduszom z P.O. Kapitał Ludzki.

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Creativity and innovation in problem-solving practices in education

Group No: **81**

Type of visit:
Mixed

26/10/2009-30/10/2009
Plovdiv, Bulgaria

Working language:
English

Number of places: **10**
Minimum required: **8**

Keywords:

- **education and training attainment**
- **teachers' and trainers' competences**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Key competences for all

WHY?

Bulgaria is facing several basic problems with respect to both general and vocational education, namely lack of motivation, drop-outs and outdated problem-solving methods. Plovdiv is a city with developed traditions in cooperation for solving basic educational problems. Our school has participated in several regional and international projects such as Leonardo da Vinci and Comenius (Prosolva project), which has provided us with the necessary experience and ability to host a study visit. The teachers' team is highly motivated and willing to improve their competences and qualifications, as well as to share their three-year experience in international cooperation and group work.

WHAT?

Participants will learn about:

- methods and tools used in vocational education and training;
- new approaches to improve the teaching process, as well as solve common problems;
- how to be up-to-date with modern technologies;
- how self-evaluation helps improve problem-solving practices;
- how to develop a successful connection between working as a team and solving problems.

HOW?

Participants will:

- visit high professional school of mechanical engineering and similar secondary schools;
- observe teachers' work in classrooms and workshops;
- observe demonstrations of applying methods;
- meet guidance counsellors and experts working in general and vocational education;
- visit companies where students are trained in real working conditions.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Учебната визита цели да запознае участниците с актуални проблеми в общото и професионалното образование и методите за тяхното разрешаване, тествани и са доказали ефективността си в реални работни условия в нашето училище и в училищата партньори по тригодишния проект PROSOLVA на програма Коменски. Ще бъдат осигурени гост лектори от сферата на психологията, педагогиката, обучители на учители.

Organiser(s):

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DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Through creativity to knowledge

Group No: **82**Type of visit:
Mixed**16/11/2009-19/11/2009**
Sopot and Gdansk, PolandWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **competences in science and technology**
- **curriculum**
- **extra-curricular activities**

CATEGORY OF THEMES:

Key competences for all

WHY?

In recent years there has been a growing understanding of creativity and a significant rise in promoting creativity in schools all over the Europe. There is more awareness that creativity improves self-esteem, motivation and achievement of learners.

Our teachers training centre cooperates closely with schools and employers in our region. Most employers want to recruit people who see connections, have bright ideas, are innovative, communicate and work well with others, and are able to solve problems. Confident, creative individuals will always be in demand.

The aim of the visit is to share experiences and see how to encourage students to think creatively.

WHAT?

Participants will learn about:

- how to create the opportunity for young people to develop their creative skills;
- how to use creative and critical thinking and implement it in school curricula;
- how creativity in education helps improve the quality of education;
- how to evaluate creativity in curricular and extracurricular activities.

HOW?

Participants will:

- share and discuss their experiences;
- visit primary and secondary schools and observe teachers' work in the classroom;
- visit University of Gdansk and science centre;
- take part in workshops in creative and critical thinking.

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.

Organiser(s):

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www.creativityineducation.com – www.edwdebono.com
www.experymet.gdynia.pl/en/dokumenty/main_page

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Developing creativity in learning and teaching via cultural education

Group No: 83

Type of visit:
General education23/11/2009-27/11/2009
Brussels, BelgiumWorking language:
EnglishNumber of places: 15
Minimum required: 7

Keywords:

- **cultural awareness and expression**
- **extra-curricular activities**
- **social and civic competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

The European year of creativity and innovation is 2009. Creativity is an essential skill for all young people in the 21st century. All schools and teachers have a key role in fostering creativity in their students. Creativity can have many meanings, interpretations and implementations. One way of putting emphasis on creativity is focusing on arts and cultural education in teaching. In Flanders, there are different policy programmes and initiatives in schools that work creatively. The aim of the visit is to share experiences on this subject.

WHAT?

Participants will learn about:

- Flemish policy on arts and cultural education;
- ideas, experiences and best practices in arts and cultural education in teaching (in different artistic disciplines and through different methodologies);
- creative education methods used in Flemish schools;
- innovative school projects on arts and cultural education.

HOW?

Participants will:

- visit the Department of Education and Training;
- visit CANON, the Cultural Unit of the Ministry of Education and Training;
- visit schools and organisations to see innovative projects on arts and cultural education;
- meet civil servants, experts, heads of institutions, teachers and trainers;
- share ideas and experiences.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

2009 is het Europees Jaar van Creativiteit en Innovatie. Creativiteit is een essentiële vaardigheid voor alle jongeren in de 21ste eeuw. Scholen en leerkrachten spelen een belangrijke rol bij het ontwikkelen en koesteren van creativiteit bij hun leerlingen.

Creativiteit kan verschillende betekenissen, interpretaties en toepassingen hebben. Eén manier om nadruk te leggen op creativiteit is focussen op kunst- en cultuureducatie in de lessen. In Vlaanderen zijn er verschillende creatieve beleidsprogramma's en initiatieven in scholen het doel van dit studiebezoek is om ideeën en ervaringen op dit vlak uit te wisselen.

Organiser(s):**MARES Nina**

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

L'enseignement non formel dans les clubs pour enfants

Numéro de groupe: **84**

Type de visite:
Enseignement général

8/3/2010-12/3/2010
Bucuresti, Romania

Langue de travail:
Français

Nombre de places: **10**
Minimum requis: **8**

Mots clés:

- **sensibilité et expression culturelles**
- **activités périscolaires**
- **compétences sociales et civiques**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

L'individu est susceptible d'acquérir de nouvelles compétences et par conséquent son niveau de compétence réel est généralement supérieur à son niveau de compétence officiel. Les initiatives visent alors à «rééquilibrer la balance», à certifier ces compétences acquises indépendamment de toute formation.

Le thème de la visite est proposé par les expériences de l'inspection scolaire et les clubs pour enfants dans le domaine des activités périscolaires et des projets spécifiques destinés à promouvoir l'acquisition des compétences clés.

QUOI?

Le participant apprendra:

- que les aptitudes impliquent une vaste série de compétences: interpersonnelles, organisationnelles, gestion des conflits, conscience interculturelle, direction, confiance en soi, discipline et responsabilité;
- que ce qui caractérise l'éducation non formelle est que des individus, en l'occurrence des participants, sont les acteurs du processus d'éducation;
- que les méthodes utilisées visent à équiper les jeunes des outils pour améliorer leurs aptitudes et leurs compétences;
- que l'apprentissage est un processus constant, et l'une de ses composantes essentielle est le fait d'apprendre en faisant.

COMMENT?

Le participant:

- visitera des clubs pour enfants et le Palais national des enfants;
- observera le travail d'enseignement en situation de cours en classe;
- rencontrera des professeurs travaillant dans les clubs;
- participera à quelques activités périscolaires;
- rencontrer les membres du Conseil municipal des élèves.

POUR QUI?

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

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Prin formele sale specifice, activitatea educativă școlară și extrașcolară dezvoltă gândirea critică și stimulează implicarea tinerei generații în actul decizional în contextul respectării drepturilor omului și al asumării responsabilităților sociale, realizându-se, astfel, o simbioză lucrativă între componenta cognitivă și cea comportamentală. Cluburile copiilor și elevilor din București sunt centre de educație extrașcolară cu o foarte bună experiență, ce poate constitui un schimb de experiență european.

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<http://clubulsector2.tripod.com/> – <http://clubulcopiilor4.scoli.edu.ro/page.php?8>

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Use of laboratories for teaching sciences and gaining vocational competences

Group No: 85

Type of visit:
Mixed**15/3/2010-18/3/2010**
Athens, GreeceWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **competences in science and technology**
- **education and training attainment**

CATEGORY OF THEMES:

Key competences for all

WHY?

In Greece during the last decade we have established EKFE (laboratory centres for science teaching) which support schools and teachers in teaching science in general education. SEFE (school laboratories for science teaching) where experimental science lessons are implemented and SEK (school laboratory centres) which offer laboratory training for VET students were also established.

It would be interesting to visit these centres and investigate how these activities are organised in other countries in Europe.

WHAT?

Participants will learn about:

- how centres are organised and how they support schools and pupils;
- the ways in which experiment supports science teaching and learning;
- how VET pupils gain vocational competences.

HOW?

Participants will:

- attend lectures on connecting laboratory exercise and science teaching and Greek trends;
- observe science lessons in classes;
- visit EKFE and SEK centres;
- exchange experiences.

WHOM?

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

Στη χώρα μας έχουμε την τελευταία δεκαετία δημιουργήσει:

- τα ΕΚΦΕ (Εργαστηριακά Κέντρα Φυσικών Επιστημών) για τη Γενική Εκπαίδευση, που ασχολούνται κυρίως με την δημιουργία εκπαιδευτικού υλικού και μέσων για τη διδασκαλία των Φυσικών Επιστημών. Υπάρχουν δύο τάξεις στη χώρα μας: α) η χρήση πολύπλοκων οργάνων και β) η τάξη να δημιουργούν οι ίδιοι οι εκπαιδευτικοί με απλά μέσα/ συσκευές/ όργανα για να κατανοείται η λειτουργία τους,
- τα ΣΕΦΕ (Σχολικά Εργαστήρια Φυσικών Επιστημών),
- τα ΣΕΚ (Σχολικά Εργαστηριακά Κέντρα) για την Επαγγελματική Εκπαίδευση, τα οποία ασχολούνται με την άσκηση των μαθητών των Επαγγελματικών Λυκείων για την απόκτηση δεξιοτήτων σχετικών με το επάγγελμά τους.

Organiser(s):**SARRI Georgia**

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

La place de l'éducation artistique en formation initiale

Numéro de groupe: **86**

Type de visite:
Enseignement général

29/3/2010-2/4/2010
Céret, France

Langue de travail:
Français

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

Mots clés:

- **sensibilité et expression culturelles**
- **insertion sociale**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

La ville de Céret est, depuis le début du 20^e siècle, un lieu privilégié pour les artistes (Picasso, Dali, Matisse et d'autres y ont séjourné). L'éducation artistique est mise en valeur dans la ville de Céret, depuis longtemps et dans tous les établissements scolaires: de la maternelle au lycée grâce à des partenariats nombreux.

L'éventail artistique est large: arts graphiques, théâtre, musique et cinéma.

Le lycée d'enseignement agricole privé Beau Soleil, petit lycée professionnel de 180 élèves, est très largement engagé dans des projets artistiques depuis 20 ans.

QUOI?

Le participant découvrira:

- la place de la culture dans le système éducatif français;
- les institutions responsables de la politique culturelle en région Languedoc Roussillon;
- l'importance de l'éducation artistique pour le développement personnel.

COMMENT?

Le participant:

- rencontrera les enseignants participant à des projets artistiques;
- observera le travail des enseignants et des élèves en classe;
- rencontrera les partenaires artistiques;
- rencontrera les institutionnels au niveau municipal et régional;
- visitera des lieux dédiés à l'art.

POUR QUI?

- Directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales.

Organisateur(s):

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WWW.

www.education.arts.culture.fr – www.languedoc-roussillon.culture.gouv.fr
<http://eduscol.education.fr> – www.ot-ceret.fr – www.jazzebre.com
<http://cneap.scolanet.org/BibliRessources/PagesSystem/ViewNodeFile.ashx?idnode=4854>
www.chlorofil.fr/vie-scolaire/reseaux-et-partenaires/reseau-actions-culturelles.html

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Applied science in secondary education and interdisciplinary projects

Group No: 87

Type of visit:
Mixed**12/4/2010-16/4/2010**
Salzburg, AustriaWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **competences in science and technology**
- **key competences**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Key competences for all

WHY?

IMST was founded in Austria to face the challenge of teaching science subjects such as mathematics, biology, physics, chemistry, geometry and handicrafts. It helps organise projects, cooperation between universities and schools and interdisciplinary work in schools.

One goal is to promote scientific literacy in schools following results from the last OECD Pisa report. The University of Salzburg and University of Teacher Education in Salzburg implemented two regional cooperation projects on science and teaching to improve methods of teaching. The University of Salzburg has responsibility for in-service teacher training in science.

WHAT?

Participants will learn about:

- scientific literacy and how to develop and assess methods of teaching science subjects;
- special curriculum in science education;
- methodological and didactical improvement, biology and geography.

HOW?

Participants will:

- visit secondary schools with main emphasis on science subjects;
- get information about interdisciplinary projects being funded by IMST;
- discuss and exchange best practice examples with experts;
- visit regional centres for teaching biology and geography;
- discuss present and future cooperation between universities and schools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Teilnehmer/innen lernen Initiativen zur Förderung naturwissenschaftlicher Kompetenz für Lehrer/innen und Schüler/innen in Schulen und Partnereinrichtungen der Wirtschaft kennen. Die Instrumente der Umsetzung wie Regionales Fachdidaktikzentrum für Biologie und Geographie zeigen die Kooperation von Schule und Universität auf. Die Kinderuniversität, zahlreiche Projekte des IMST Programmes werden in Theorie und Praxisbeispielen vorgestellt. Die Kinderuniversität wird erläutert und die Notwendigkeit der Förderung naturwissenschaftlich-technischer Kompetenzen anhand der OECD PISA Ergebnisse erläutert.

Organiser(s):**GROGGER Marina**Akademistraße 23
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WWW.

www.nawi-netzwerk.salzburg.at/ – <http://imst.uni-klu.ac.at/index.php> – www.mut.co.at/
http://pisa.ipn.uni-kiel.de/fr_reload.html?naturwissenschaft.html – www.oecd.org/pages/

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Creative education – Stimulus for lifelong learning

Group No: **88**Type of visit:
General education**12/4/2010-15/4/2010**
Sirvintos, LithuaniaWorking language:
EnglishNumber of places: **12**
Minimum required: **7**

Keywords:

- **adult learning**
- **cultural awareness and expression**
- **learning to learn**

Organiser(s):

CICIUNAITE Lina
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Fax +370- 38 25 17 67
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l.ciciunaite@zebra.lt
www.sirvintusc.lt

REDECKIENE Vaiva

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Tel. +370- 38 25 17 67
Fax +370- 38 25 17 67
Email: v.redeckiene@takas.lt
www.sirvintusc.lt

CATEGORY OF THEMES:

Key competences for all

WHY?

One of the key regulations of the Lisbon strategy is to strengthen society's potential for creativity. All EU citizens should have some basic competences one of which is cultural awareness. Combining creativity and cultural expression is one way to make learning and teaching processes modern and attractive. Although Sirvintos is a small town, many creative teachers apply modern and innovative methods of teaching. The Sirvintos district education centre provides a service to all levels of education institution.

WHAT?

Participants will learn about:

- formal and non-formal education system in Lithuania;
- institutions of different educational levels, good examples of learning how to learn, creative learning and teaching practices;
- non-formal adult education;
- cultural approaches in the education system of Lithuania.

HOW?

Participants will:

- visit educational institutions of various levels: nursery-school, primary and secondary schools, gymnasium, vocational education and training centre, art school, and adult education centres;
- gain experience in implementing creative learning and teaching methods in practice;
- become acquainted with Lithuanian cultural heritage, its impact and role in education system;
- participate in debates with teachers and representatives of educational services share experiences and establish potential partnerships.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Viena iš svarbiausių Lisabonos strategijos nuostatų (2000) teigia žmogaus kaip individo ir visos visuomenės kūrybinių galių stiprinimą. Kūrybinio potencialo ir kultūrinės savimonės suderinimas padeda mokymo ir mokymosi procesui tapti patrauklesniu ir šiuolaikišku. Širvintų rajono pedagogai – tai kūrybiški ir aktyvūs žmonės, ugdymo procese taikantys naujausius ir mokinių kūrybiškumą skatinančius darbo metodus. Širvintų rajono švietimo centras teikia švietimo paslaugas įvairių lygių švietimo institucijoms (mokytojams ir mokiniams), kuriose, atsižvelgiant į šiuolaikinius gyvenimo iššūkius, ugdoma visapusiška, kūrybiška ir visą gyvenimą besimokanti asmenybė.

WWW.

www.sirvintusc.lt – www.smm.lt – www.sirvintos.lt – www.smpf.lt – www.pprc.lt
www.lssa.smm.lt – www.ipc.lt – www.spc.fsf.vu.lt – www.durys.org/lt/

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Urban education for creative cities

Group No: 89

Type of visit:
General education**19/4/2010-23/4/2010**
Manchester, England, UKWorking language:
EnglishNumber of places: **16**
Minimum required: **8**

Keywords:

- curriculum
- personalised learning
- school environment

CATEGORY OF THEMES:

Key competences for all

WHY?

Cities are addressing the challenge of developing new curricula and learning environments, which enable learners to develop the skills they need to perform well in exams but also at workplace and wider society. The Centre for Urban Education delivers the government's flagship programme, Creative partnerships, in the region and undertakes research and projects:

- aspirations and achievements of learners;
- developing expertise amongst urban professionals.

It is an innovative partnership between education providers and local businesses devised to support skills creation within the six economic growth areas of the city and wider region.

WHAT?

Participants will learn about:

- innovations in curriculum design and delivery to support personalised learning;
- teachers using an 'Enquiry' process to support their professional development and new ways of engaging learners;
- creative practitioners working in schools to devise and evaluate creative approaches to teaching and learning;
- creative school development framework, a diagnostic self-assessment tool for schools to embed creativity across the whole school;
- creative learner action teams as a methodology for an authentic and effective 'learner voice'.

HOW?

Participants will:

- attend seminars and lectures on innovative urban education initiatives;
- take part in an Enquiry network, exploring the Enquiry model and the impact on learners;
- observe teaching and discuss implementing a new curriculum tool with teachers;
- visit museums and galleries working in partnership with teacher education providers.

WHOM?

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

Organiser(s):**BARRETT Nancy**

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WWW.

www.mmu.ac.uk/cue – www.creative-partnerships.com/

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Modern paths and lifelong achievements through education

Group No: **90**

Type of visit:
Mixed

20/4/2010-24/4/2010
Vratsa, Bulgaria

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **competences in science and technology**
- **digital competence**

CATEGORY OF THEMES:

Key competences for all

WHY?

Young people have real possibilities for career development and successful work for their area wellbeing. As a host our school 'Kozma Trichkov' can offer a necessary base and digital technologies, qualified teachers and mentors using new, modern, up-to-date methods, knowledge and skills in class. We are the first school with special facilities for special needs' children and some years ago started teaching them alongside others in ordinary classes.

WHAT?

Participants will learn about:

- digital board, PPP assisted teaching and students' assessment;
- vocational guidance – students' firms;
- self-assessment;
- teachers' self-assessment through workshops, discussions and conferences.

HOW?

Participants will:

- observe lessons in the classroom;
- attend a digital board presentation;
- use multimedia in the classroom;
- attend an electronic lesson in the computer room.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Участниците в срещата ще научат:

- Как се използва електронната дъска;
- Използването на Power Point Презентациите в хода на уроците;
- Нови подходи за оценка на учениците;
- Професионално направление – организиране на ученически фирми;
- Самооценка на ученици и учители.

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<http://sou-kozma-trichkov-vr.hit.bg>

WWW.

<http://sou-kozma-trichkov-vr.hit.bg> – <http://innovativeteachers.org/>

www.arcfund.net/artShow.php?id=9338&bc=2&nt=1

www.tissnte.eu/?cmd=gsPage&pid=obj – <http://crk.hit.bg> – www.vratza.bg/en/?category=7

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Developing thinking skills and assessment for learning strategies to improve attainment

Group No: 91

Type of visit:
General education**26/4/2010-28/4/2010**
Cardiff, Wales, UKWorking language:
EnglishNumber of places: **12**
Minimum required: **8****CATEGORY OF THEMES:**

Key competences for all

WHY?

The Welsh Assembly Government has implemented a distinctive revised school curriculum for Wales, for learners aged 3 to 19. This curriculum is learner-centred and skills-focused. The curriculum is underpinned by a skills framework, which identifies progression in developing thinking, communication, numbers and ICT. For the benefits of the revised curriculum to be realised, Wales is attempting to shift pedagogy so that developing thinking and assessment for learning are embedded. Having run a very successful pilot, Wales is now extending its programme of developing thinking and assessment of learning to all learners. This visit will allow an exchange of views across skills development (especially thinking) and assessment for learning.

WHAT?

Participants will learn about:

- foundation phase that aims at learners aged between 3 and 7;
- the revised school curriculum;
- the principles and practice of developing thinking and assessment for learning;
- how the inspection system reviews the foundation phase, skills development and assessment for learning;
- how continuous professional development of classroom practitioners is focused.

HOW?

Participants will:

- visit schools to view first-hand foundation phase and thinking and assessment for learning development programme schools;
- talk to teachers and senior managers about the pros and cons of the revised school curriculum;
- discuss with the Welsh schools' inspectorate how inspection matters have been modified in light of the revised curriculum.

WHOM?

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

Keywords:

- curriculum
- education and training attainment
- student assessment

Organiser(s):**ADDIS Julie**

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Email: julie.addis@wales.gsi.gov.uk
www.wales.gov.uk

WWW.
<http://new.wales.gov.uk/topics/educationandskills/?lang=en>

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

Les ressources culturelles locales: moyens pour enseigner

Group No: 92

Type de visite:
Mixte**26/4/2010-30/4/2010**
Cahors, FranceLangue de travail:
FrançaisNombre de places: **15**
Minimum requis: **6**

Mots clés:

- **sensibilité et expression culturelles**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

Des compétences clés pour tous

POURQUOI?

Les ressources départementales sont nombreuses (musées, centre d'art contemporain, parc régional, sites historiques) et sont mises en lien par une politique départementale (Lot) avec une cellule d'action culturelle de l'inspection académique.

Toutes ces ressources sont exploitées dans différents domaines dont le domaine artistique. Les liens avec les autres domaines (sciences, histoire, géographie, littérature) sont nombreux et permettent de travailler sur des projets de manière transversale.

L'Inspection académique du Lot a construit une politique départementale spécifique en équipe avec les formateurs, l'Institut de formation des maîtres et les partenaires territoriaux (Conseil général, municipalités).

QUOI?

Le participant apprendra:

- comment s'organise l'action culturelle sur le département;
- quels sont les partenaires et comment s'organisent les liens avec ceux-ci;
- quelles sont les ressources locales: musées, sites prestigieux;
- quelles actions sont menées de manière transdisciplinaire.

COMMENT?

Le participant:

- découvrira le fonctionnement culturel du département au niveau du 1^{er} degré;
- visitera des sites pour voir quelle exploitation en faire et quels apprentissages mettre en œuvre pour des élèves d'école primaire (2 à 12 ans);
- visitera une ou plusieurs écoles, verra des travaux d'élèves et assistera à des séances en classe;
- suivra une animation en arts visuels;
- assistera à une formation à l'Institut universitaire de formation des maîtres de Cahors;
- rencontrera des partenaires départementaux et pourra échanger avec ceux-ci.

POUR QUI?

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

Organisateur(s):**JOSEPH Bruno**

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WWW.

<http://pedagogie.ac-toulouse.fr/lotec/ARTS%20VISUELS/index.htm>
www.ac-toulouse.fr/web/ia-lot/3580-presentation-du-departement.php
<http://pedagogie.ac-toulouse.fr/lotec/ActionCulturelle/PrefaceRecueil.htm>
www.education.gouv.fr/bo/2008/hs3/default.htm

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Help and support for every child

Group No: 93

Type of visit:
General education

17/5/2010-21/5/2010
Radviliskis, Lithuania

Working language:
English

Number of places: 15
Minimum required: 8

Keywords:

- extra-curricular activities
- special needs
- young people

CATEGORY OF THEMES:

Key competences for all

WHY?

Local authorities pay great attention to the different needs of our young generation and a local network of schools provides support and education for all children. In most cases greater attention is paid to pupils with special needs, but there is another problem – pupils who are talented and bright and their skills must also be developed and are developed at school using extracurricular hours as well as in Art and Music schools and sports clubs.

Our district has a good experience in dealing with these problems, as well as innovative and successful examples of good practice.

WHAT?

Participants will learn about:

- the importance of the network to support equal opportunities for all pupils;
- the system of education of pupils with special needs in our district (children from 3 to 21 and over);
- initiatives to improve education of talented pupils combining formal and informal education and extracurricular activities;
- a school for unmotivated pupils under 16 years;
- possibilities pupils have to perfect art/music skills in specialised schools.

HOW?

Participants will:

- visit nursery-kindergartens, basic and secondary schools, day centre, pedagogical psychological centre;
- meet municipality staff, heads of schools, teachers, psychologists, social workers and representatives of other educational institutions;
- meet disabled young people, music/art school pupils and gifted pupils;
- share their own practices with hosts and other participants.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Radviliškio rajone skiriamas didelis dėmesys gabių mokinių bei motyvacijos stokojančių mokinių ugdymui, sukurta specialiųjų poreikių vaikų ugdymo sistema, sudaromos sąlygos mokiniams įgyti išsilavinimą pagal jų fizines ir psichines galias. Pažintinio vizito metu planuojama supažindinti su rajono švietimo įstaigų, kurios apima vaikų nuo 3 iki 21 metų ir vyresnių asmenų tęstinį ugdymą, veikla. Dalyviai ne tik susitiks ir diskutuos su Savivaldybės darbuotojais, švietimo įstaigų direktoriais, mokytojais, psichologais, socialiniais pedagogais, mokiniais, bet turės galimybę pasidalinti savo šalies patirtimi nagrinėjamos temos „Pagalba ir parama kiekvienam vaikui“ aspektais.

Organiser(s):

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www.radviliskis.lt

WWW.

www.smm.lt

DEVELOPING CREATIVITY IN LEARNING AND TEACHING

Innovative methods of teaching English for specific purposes and IT

Group No: **94**

Type of visit:
Mixed

17/5/2010-21/5/2010
Sofia, Bulgaria

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Key competences for all

WHY?

Our institution has researched the issue of course design for ESP and computer literacy for four years and has acquired some expertise. We have several successful projects in collaboration with labour offices in the region, companies training their staff, educational institutions, working in the same field and providing quality resources and counselling. We will share this experience and best practices.

WHAT?

Participants will learn about:

- need for high quality language and computer training in Bulgaria;
- institutions involved in lifelong learning policy and decision-making in Europe;
- successful projects for providing vocational training relevant to participants' needs for English for specific purposes and computer literacy;
- new approaches, creative methods in teaching and learning;
- using ICT in teaching and learning;
- innovative methods of assessment of key competences.

HOW?

Participants will:

- attend workshops;
- visit vocational schools and centres and universities;
- meet learners and discuss their learning experience, difficulties and needs;
- meet representatives of labour offices, national and private institutions;
- present ideas for further projects.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of 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:

Организацията ни е провела редица обучения в развитието на ключовите компетенции в областта на ИКТ и езиките, ориентирани към потребностите на обучаемите, които смятаме да споделим на визитата. Ще се включат участници и гости на различни нива в образователните структури.

Organiser(s):

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www.bigbenbg.com

WWW.

www.az.government.bg/eng/internal_en.asp?CatID=14&BM=0
www.mlsp.government.bg/en/projects/index.htm – www.navet.government.bg/en
www.elsys-bg.org/contacts.phtml?ver=en – www.bigbenbg.com/en/news.php
www.oxford.omega.bg/seminars.html

EARLY LEARNING OPPORTUNITIES

Improving the first cycle to achieve success

Group No: 95

Type of visit:
General education

16/11/2009-20/11/2009
Porto, Portugal

Working language:
English

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

Keywords:

- **key competences**
- **language skills**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

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

WHY?

The main strategic challenge behind priorities in Portuguese educational policy is improving the level of qualifications and competences of Portuguese citizens. Priority of government educational policies, the first cycle has registered outstanding improvement. To improve pupils' school results and provide equal opportunities for all, the intervention redeveloped and modernised the school network and implemented full-time school, which involves the curriculum enrichment activities programme.

WHAT?

Participants will learn about:

- ongoing reforms in the first cycle of compulsory education in Portugal;
- extension/redevelopment of the school network, in close cooperation with local authorities through educational charters;
- expansion of the curriculum enrichment activities programme (English, study skills support, sports or music) in partnership with local authorities thus promoting daylong schooling by extending the school timetable;
- an in-service training programme designed for the first cycle teachers in Portuguese, mathematics and experimental teaching of science, with the support of higher education institutions.

HOW?

Participants will:

- visit basic schools (first cycle) and school centres;
- observe school activities;
- meet and interact with head teachers, management staff, teachers, in-service trainers and pupils;
- participate in workshops and seminars.

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:

No quadro da Estratégia de Lisboa, a política educativa Portuguesa elegeu como eixo prioritário de intervenção a melhoria do nível de qualificação e competências dos cidadãos. Neste contexto, e como uma das prioridades no âmbito das políticas educativas, o 1º Ciclo registou uma acentuada evolução. No sentido de promover o sucesso e a igualdade de oportunidades, estabeleceram-se dois domínios de intervenção: a requalificação e modernização da rede escolar e a implementação da Escola a Tempo Inteiro.

Organiser(s):

XAVIER Ana

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WWW.

www.eurydice.org/portal/page/portal/Eurydice/ByCountryResults?countryCode=PT
www.portugal.gov.pt/Portal/EN

EARLY LEARNING OPPORTUNITIES

Access to pre-primary education

Group No: **96**Type of visit:
General education**22/3/2010-26/3/2010**
Brussels, BelgiumWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

- **disadvantaged groups**
- **migrants and minorities**
- **social and civic competences**

CATEGORY OF THEMES:

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

WHY?

Flemish pre-primary education is among the best in the world. Although it is not compulsory, nearly all children attend it. Early and regular attendance is important for a child's school career. Children who stay at home risk getting behind and they might never catch up.

A main policy concern is to make early education accessible to all children who need it, irrespective of their family situation, socio-economic background or ethnic origin. There is a firm determination to promote equity and quality across the system, and significant funds are being invested for low-income and immigrant children. Another important policy orientation is to bring pre-primary and school closer together and to make basic education a cohesive unity.

WHAT?

Participants will learn about:

- ideas, experiences and best practices in early learning;
- measures to include social disadvantaged pupils into pre-primary schools;
- Flemish government's contribution to pre-primary education and plans for the future.

HOW?

Participants will:

- visit the Department of Education and Training, schools and organisations;
- have discussions with civil servants, experts, heads of institutions and teachers;
- observe pupils in the classroom.

WHOM?

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

Het Vlaamse kleuteronderwijs behoort tot de beste in de wereld. Hoewel het niet verplicht is, gaan bijna alle kinderen tussen 2,5 en 6 jaar naar de kleuterschool. Vroeg en regelmatig naar school gaan is zeer belangrijk voor de schoolloopbaan van een kind. Thuisblijvers riskeren achterop te geraken en riskeren om deze achterstand niet meer in te halen.

Een belangrijke beleidsprioriteit is om vroegtijdig schoolgaan toegankelijk te maken voor alle kinderen die het nodig hebben, ongeacht hun familiesituatie, hun socio-economische achtergrond of hun etnische afkomst.

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EARLY LEARNING OPPORTUNITIES

Pre-primary classes in the primary school system

Group No: 97

Type of visit:
General education19/4/2010-23/4/2010
Nevşehir, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- education and training attainment
- parents involvement
- social inclusion

CATEGORY OF THEMES:

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

WHY?

Pre-primary classes and pre-primary schools which will be added to compulsory education next year and the development process will be introduced to European trainers. The levels that our country and other European Countries have reached will be discussed. According to data of 2008, the rate of students attending pre-primary schools is 52 %. Studies and research are maintained to reach the desired rate.

We want to add a European Dimension to studies to increase attendance at schools.

WHAT?

Participants will learn about:

- primary and pre-primary education system in Turkey and in Nevşehir;
- creativity in pre-primary classes today;
- intercultural education.

HOW?

Participants will:

- visit pre-primary classes in primary schools;
- observe teachers in the classroom;
- attend a lecture on pre-primary and primary education system;
- meet directors/teachers of pre-primary schools;
- visit the unique historical and geographical environment of Cappadocia.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Ülkemizde önümüzdeki yıldan itibaren mecburî eğitime dahil edilecek olan ana sınıfları ve ana okullarının ülke ve il çapında geldiği aşama Avrupalı eğitimcilere tanıtılacak; ülkemiz ve diğer Avrupa ülkelerinde ana okullarının geldiği aşamalar, yerinde ders izleme ve panellerle karşılıklı olarak tartışılacaktır. Nevşehir'de 2008 verilerine göre anaokullarında okullaşma oranı çağ nüfusuna göre %52 oranındadır. Önümüzdeki yıllarda bu oranın ideal seviyeye gelmesi için çalışmalara devam edilmekte, gerekli tedbirler ile kalıcı uygulamalar üzerinde çalışılmaktadır.

Ayrıca uluslararası ve tek çocuk bayramı olan 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı da yerinde gözlemlenerek çok yönlü bir ulusal ve uluslararası bir etkinliğe katılma fırsatı sağlanacaktır.

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OPPORTUNITÉS D'APPRENTISSAGE DÈS LE PLUS JEUNE ÂGE

Quelle école pour de jeunes enfants en Europe aujourd'hui?

Numéro de groupe: **98**

Type de visite:
Enseignement général

3/5/2010-7/5/2010
Laval, France

Langue de travail:
Français

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

Mots clés:

- **apprentissage**
- **communication dans la langue maternelle**
- **environnement scolaire**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Le département de la Mayenne se caractérise par l'augmentation du nombre de femmes, un taux d'activité important (chômage moins de 5% en juin 2008), le plus fort taux national d'activité féminine. L'accueil de la petite enfance est particulièrement important dans un département pilote. L'Éducation nationale respecte son devoir d'accueil dans une école maternelle de tout enfant, à l'âge de trois ans, si sa famille en fait la demande. Les communes ont la charge des écoles. Les missions de l'école maternelle sont renouvelées sur la base d'une progressivité dans l'apprentissage du langage, du développement physique et de l'autonomie. Les illustrations de la compétence partagée entre les communes et l'État et les exemples de bonnes pratiques dans les écoles sont nombreux.

QUOI?

Le participant découvrira:

- les services proposés aux familles pour accueillir leur enfant de moins de trois ans;
- l'articulation entre l'école maternelle et les modes de garde d'une part, et l'école élémentaire d'autre part;
- les spécificités de l'école maternelle en matière d'équipement pédagogique;
- la formation des personnels enseignants et communaux;
- comment se traduisent les compétences partagées entre les collectivités territoriales et l'État;
- la diversité des réponses apportées par les pays européens à la question de l'enseignement préprimaire.

COMMENT?

Le participant:

- visitera des classes maternelles et des structures d'accueil de la petite enfance;
- rencontrera des formateurs;
- effectuera des visites culturelles dans la région.

POUR QUI?

- Inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- chefs de départements,
- conseillers pédagogiques ou d'orientation,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs.

Organisateur(s):

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EARLY LEARNING OPPORTUNITIES

Ensuring quality and equal opportunities in pre-school education

Group No: 99

Type of visit:
General education

24/5/2010-28/5/2010
Rize, Turkey

Working language:
English

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

Keywords:

- **education and training attainment**
- **financing**
- **school environment**

CATEGORY OF THEMES:

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

WHY?

Pre-school education is a most important period of human development. The Ministry of Education organised a pilot project aiming at providing pre-school education for five-year old children. The province of Rize participates in it among 33 other provinces. We are looking for ways to fund pre-school education for students from disadvantaged backgrounds and would like to exchange best practices with participants for funding pre-school education for 3-5 year old children.

WHAT?

Participants will learn about:

- the structure and organisation of pre-school education (staff, teaching materials and in-service training);
- the process of integration of children who need special education in specialised kindergartens in Rize;
- issues of funding pre-school education;
- how educational practices encourage five developmental areas of children.

HOW?

Participants will:

- visit preschools, kindergartens;
- meet policy-makers;
- observe the use of educational materials;
- talk to teachers and school administrations.

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:

Rize ilinde okulöncesi eğitim veren kurumları ve İl Millî Eğitim Müdürlüğü ziyaret edilerek okulöncesi eğitim konusunda aşağıda belirtilen öncelikler üzerinde planlı ve amaçlı olarak çalışılacaktır. Okulöncesi eğitim etkinlikleri, Okulöncesi eğitim ortamı ve materyalleri, Okulöncesi eğitim personeli ve yönetim çalışmaları, Özel eğitim gerektiren çocukların eğitime entegrasyonu, Okulöncesi eğitimden daha çok çocuğun faydalanabilmesi için finansmanın nasıl sağlandığı tartışılacak, Doğu Karadeniz bölgesinin tarihi, kültürel, ve doğal güzelliklerinin bulunduğu yerlere geziler düzenlenecektir.

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EARLY LEARNING OPPORTUNITIES

Firm foundations – Creating success in the early years

Group No: **100**

Type of visit:
General education

7/6/2010-11/6/2010
Brigg, England, UK

Working language:
English

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

Keywords:

- **curriculum**
- **learning outcomes**
- **parents involvement**

CATEGORY OF THEMES:

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

WHY?

Early years provision has been nationally recognised as a cornerstone of children's future success in learning and life chances. North Lincolnshire is proud of its early years provision and would like to share our practice with colleagues across Europe.

WHAT?

Participants will learn about:

- provision of early years in the UK;
- development of integrated services for young children and families at children's centres;
- partnership working with parents supporting and developing young children's attitudes and dispositions to learning;
- curriculum and learning projects around physicality;
- 0-5 years –development of creativity and the concept of the Atelier;
- developing a communication strategy in partnership with health.

HOW?

Participants will:

- gain an overview and understanding of early years provision in North Lincolnshire;
- visit several children's centres;
- observe early years practitioners working with children 0-5 years;
- attend practice seminars;
- share practice and experiences with other early years colleagues;
- meet service partners delivering early years services for children and families.

WHOM?

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

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www.nationalstrategies.org.uk – www.cwdcouncil.org.uk – www.earlyexcellence.com
www.northlincs.gov.uk/NorthLincs/Leisure/tourism/BriggTIC – www.visitlincolnshire.com
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PERSONALISED LEARNING APPROACHES

Formative assessment – Exchange of good practices

Group No: **101**Type of visit:
Mixed**19/10/2009-22/10/2009**
Swidnica, Lower Silesia,
PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **7**

Keywords:

- **evaluation (school or institution)**
- **learning to learn**
- **student assessment**

CATEGORY OF THEMES:

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

WHY?

Formative assessment has been introduced in some Polish schools. We want to share our experience on how formative assessment can improve pupils' learning in our institutions.

Formative assessment is important especially in areas where students have low self-esteem. Assessment for learning focuses on cooperation between teacher and student and supporting the student in the process of effective learning.

The host institution provides courses for teachers and head teachers and cooperates with numerous schools in the area which would like to share their experience and establish cooperation with other schools and institutions.

WHAT?

Participants will learn about:

- how students can be assessed and evaluated;
- approaches used in assessment;
- successful examples of putting the approaches into practice.

HOW?

Participants will:

- visit primary, secondary and vocational schools which use formative assessment or want to;
- observe teacher' work in the classroom;
- meet teachers, head teachers, students and pupils;
- exchange experience, ideas and good practice.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wizyta studyjna „Ocenianie kształtujące- dobre praktyki” ma na celu przedstawienie nowego podejścia do oceniania, koncentrującego się na uczeniu się uczniów. Koncepcja ta wspiera ucznia na indywidualnym poszukiwaniu skutecznego uczenia się, nie przy pomocy stopni szkolnych tylko poprzez współpracę nauczyciela z uczniami. Uczestnicy wizyty studyjnej będą mieli okazję odwiedzić szkoły (podstawowe, gimnazjalne, ponadgimnazjalne i zawodowe) i porozmawiać z nauczycielami, uczniami i dyrektorami szkół, które wprowadziły tę nową w Polsce metodę oceniania.

Cel wizyty będzie realizowany poprzez wymianę doświadczeń i dobrych praktyk między uczestnikami wizyty a pracownikami odwiedzanych instytucji.

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PERSONALISED LEARNING APPROACHES

Innovative personalised learning at secondary vocational level for young and adults

Group No: **102**

Type of visit:
Mixed

12/4/2010-16/4/2010
Jyväskylä, Finland

Working language:
English

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

Keywords:

- **drop-outs**
- **lifelong guidance**
- **personalised learning**

CATEGORY OF THEMES:

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

WHY?

National legislation in Finland demands personalised learning paths and prevention of social exclusion and drop outs. In Jyväskylä and central Finland there is long tradition and expertise in developing innovative processes in education in cooperation with secondary and adult vocational education and higher education levels. Cooperation focuses on learning, teaching and guidance in different contexts of lifelong learning, especially in vocational education, higher education and teachers' professional development.

WHAT?

Participants will learn about:

- flexible transition from basic education to vocational secondary education;
- how we prevent social exclusion of youngsters and thus avoid drop-outs;
- individual study plans and guidance through studies;
- different learning paths and environments for both young and adults;
- how we consolidate eligibility for further studies;
- integration of immigrants into Finnish society and working life.

HOW?

Participants will:

- visit innovative learning environments at secondary vocational schools and adult education institutes and work placements;
- visit the Institute for Educational Research and teacher education college;
- meet guidance counsellors, teachers, entrepreneurship coaches, instructors at work placements, teacher trainers and local 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,
- pedagogical or guidance advisers,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Opintovierailulla esitellään: – nuorten ja aikuisten yksilöllisiä opinpolkuja ja oppimisympäristöjä, jotka tukevat opiskelijaa opintojen eri vaiheissa (henkilökohtaisen opiskelu- ja oppimissuunnitelmiin). – miten niveltävä vaihe perusopetuksesta ammatilliseen koulutukseen on järjestetty – miten varmistetaan opiskelijoiden jatko-opintokelpoisuus korkea-asteelle ja elinikäisen oppimisen ohjausmekanismit.

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PERSONALISED LEARNING APPROACHES

Lifelong learning system for young talented sports girls and boys

Group No: **103**

Type of visit:
General education

3/5/2010-7/5/2010
Potsdam, Germany

Working language:
English

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

Keywords:

- **education and training attainment**
- **extra-curricular activities**
- **school environment**

CATEGORY OF THEMES:

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

WHY?

The white paper on sports of the European Commission focuses on the social role of sports, its economic dimension and organisation in Europe. The Commission will promote sports and physical education as essential elements of quality education and as a means to make schools more attractive to improve attendance. In the federal state Brandenburg, sports play a very famous and important role. We will present examples of best practice for young talented sports girls and boys in primary education, special sports schools, in vocational and higher education in one of the most beautiful cities in Germany.

WHAT?

Participants will learn about:

- the school system in the federal state of Brandenburg and especially recent initiatives to promote young talent in sports;
- primary schools of sports;
- an elite grammar school of sport in Cottbus, Frankfurt/Oder and Potsdam;
- the European Sports-Academy Brandenburg (ESAB) which works with ECVET and EQARF.

HOW?

Participants will:

- visit various institutions with sports concepts (kindergarten, vocational school, college of higher education and university);
- observe lessons and to talk to headmasters, teachers and students.

WHOM?

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

Organiser(s):

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PERSONALISED LEARNING APPROACHES

Personalised learning approaches are needful – PLAN

Group No: **104**

Type of visit:
VET

10/5/2010-14/5/2010
Višnja Gora, Slovenia

Working language:
English

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

Keywords:

- **curriculum**
- **disadvantaged groups**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

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

WHY?

This is important because it is new policy in Slovenia. We have special workers who are innovative and have good experience in dealing with the problem. The host institution is an educational institution and decided to host this visit because its work and experience can be useful for others.

WHAT?

Participants will learn:

- about new approaches to student assessment in secondary schools;
- about the structure of PLAN;
- how to make personalised learning approaches;
- how personalised learning approaches help improve the quality of education;
- about cooperation between education and other institutions included in PLAN;
- about examples of good practice.

HOW?

Participants will:

- visit secondary schools that have gone through the new accreditation process;
- observe teachers' work in the classroom;
- make PLAN;
- visit an institution of outdoor activity.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Izdelava in izvajanje individualnih učnih programov imata ključno vlogo pri izvajanju prenovljenih šolskih programov, izboljšanju znanja in poklicnih kompetenc na nivoju države. Institucija ima dolgoletno prakso z izdelavo in izvajanjem individualnih učnih in vzgojnih programov. V izvajanje programa so poleg šole vključene tudi druge institucije kot so Centri za šolske in obšolske dejavnosti, Centri za socialno delo itd. Ob formalnem učenju so v načrt vključene tudi oblike neformalnega učenja, ki se izvajajo na nivoju projektov. Udeleženci bodo imeli možnost vključiti se v vzgojno-izobraževalni proces, sodelovati pri nastajanju individualnega učnega programa, obiskati tudi institucije s katerimi sodelujemo in seznaniti se z načinom sodelovanja. Seznanjeni bodo tudi z oblikami neformalnega učenja.

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MESURES VISANT À PRÉVENIR L'ABANDON SCOLAIRE

Prévention des conduites addictives en milieu scolaire

Numéro de groupe: **105**

Type de visite:
Enseignement général

12/10/2009-16/10/2009
Paris, France

Français

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

Mots clés:

- **activités périscolaires**
- **compétences sociales et civiques**
- **jeunes**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Parmi les troubles liés à l'absentéisme scolaire, on note une relation quasi linéaire entre absentéisme et tabagisme quotidien, absentéisme et consommation régulière de cannabis et, dans une moindre mesure, entre absentéisme et consommation régulière d'alcool. Conduire une politique de prévention précoce et active des conduites addictives peut contribuer à réduire les parcours scolaires perturbés et les décrochages.

Avec le rajeunissement de l'âge moyen d'initiation aux substances psycho actives et l'importance des risques ultérieurs de dépendance, la priorité est mise sur la prévention en milieu scolaire pour éviter les entrées en consommation.

La Mission interministérielle de lutte contre la drogue et la toxicomanie (MILDT), sous l'autorité du premier ministre, coordonne la politique en matière de lutte contre les drogues définie dans le nouveau plan gouvernemental 2008-2011.

QUOI?

Le participant:

- découvrira la politique ministérielle française de lutte contre les drogues et les toxicomanies et sa déclinaison en termes de prévention en milieu scolaire (compétences psychosociales des élèves);
- découvrira la place de la prévention des addictions au sein des projets des écoles (exemples de bonnes pratiques et de partenariats);
- aura l'occasion de croiser les regards (problématiques, enjeux) et de mutualiser les bonnes pratiques.

COMMENT?

Le participant:

- rencontrera des autorités nationales (MILDT, Ministères) et locales;
- échangera opinions et informations avec des formateurs;
- visitera des établissements (observations de séquences possibles);
- rencontrera des acteurs du champ;
- partagera documentation et ressources;
- mutualisera des bonnes pratiques.

POUR QUI?

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

Organisateur(s):

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WWW.

www.drogues.gouv.fr (Fr) – www.ofdt.fr (Fr En)
www.education.gouv.fr/cid1116/prevention-des-conduites-addictives.html (Fr)
<http://eduscol.education.fr/D0004/vtcacc01.htm> (Fr)

MEASURES TO PREVENT EARLY SCHOOL LEAVING

The role of schools in preparing young people for further education and society

Group No: **106**

Type of visit:
General education

8/3/2010-12/3/2010
Ebeltoft, Denmark

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

Boarding schools are known in many European countries. They differ in profile, target group etc., but they are often private and as education institutions many of them cater for children, whose parents cannot have their children at home for professional reasons. Boarding schools and continuation schools in Denmark are also private - but they receive public support and recognition. Many focus on helping children who have been failed seriously by parents, and/or public social authorities and/or ordinary schools. We would like to discuss why these schools are quite successful, what are the special pedagogical tools and methods used, and can examples of good practice be identified which have elements of transferability.

WHAT?

Participants will learn about:

- how continuation schools in Denmark are used as part of the education system, as an offer alongside the ordinary Folkeskole;
- how this type of boarding school may support the goal of inclusion and equal opportunities.

HOW?

Participants will:

- visit boarding schools and continuation schools in Jutland;
- meet head teachers, teachers and students;
- exchange experiences and examples of good practice with hosts and participants;
- attend roundtable discussions.

WHOM?

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

WWW.

www.ryomreal.dk – www.uvm.dk – www.ciriusonline.dk

MEASURES TO PREVENT EARLY SCHOOL LEAVING

Prevention of early school-leaving in VET

Group No: **107**Type of visit:
VET**22/3/2010-25/3/2010**
Weesp, the NetherlandsWorking language:
EnglishNumber of places: **15**
Minimum required: **8****CATEGORY OF THEMES:**

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

WHY?

Early school-leaving has become of interest to both policy-makers and researchers. Early school-leaving in the Netherlands is especially high among students from families of low socio-economic status and ethnic minorities. Leading policy-makers would like to combat early school-leaving as a means of generating equality and social integration. Moreover growing concerns for the provision of sufficiently skilled workers increased the number of policies taken to combat early school-leaving.

In 2000, 15.5 % of all Dutch 18-24 years olds were considered early school-leavers and by 2006 this number had decreased to 12.9%. This is lower than the average of 25 % in all EU countries. Agreed in the Lisbon goals the proportion for the Netherlands should decrease further to 8% in 2010.

WHAT?

Participants will learn about:

- national and local policy, legal measures and initiatives to decrease early school-leaving;
- new approaches, methods and tools used to reduce the number of school-leavers.

HOW?

Participants will:

- visit schools and institutes in a region involved in reducing early school-leaving;
- meet students, practitioners, managers, policy-makers and researchers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Voortijdig schoolverlaten is ook in Nederland een hardnekkig probleem. In het Lissabon akkoord is afgesproken dat Nederland poogt het percentage vroegtijdige schoolverlaters terug te brengen tot 8% in 2010. Het voortijdig schoolverlaten overkomt vaak jongeren uit de economische zwakkere milieus en met een allochtone achtergrond. De beroepsonderwijs sector in Nederland is één van de sectoren waar hard aan wordt gewerkt (samen met andere maatschappelijke organisaties) om dit probleem zoveel mogelijk op te lossen. In dit studiebezoek wordt nader bekeken hoe dit in de dagelijks praktijk gebeurt. Daarover wordt gepraat met leerlingen zelf, hun begeleiders, beleidsmakers en managers en met onderzoekers. De deelnemers aan het studiebezoek worden uitdrukkelijk uitgenodigd om hun visie te geven over datgene water in Nederland gebeurt en wat er verbeterd aan zou kunnen worden.

Keywords:

- **drop-outs**
- **extra-curricular activities**
- **social inclusion**

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Access, quality and efficiency in secondary education – An Arctic approach

Group No: **108**Type of visit:
Mixed**12/4/2010-16/4/2010**
Bodø, NorwayWorking language:
EnglishNumber of places: **12**
Minimum required: **7**

Keywords:

- **drop-outs**

CATEGORY OF THEMES:

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

WHY?

In Northern Norway there is an increasing regional focus on the high drop-out rate in upper secondary (16-19 year olds); expanding learning arenas and collaboration between the educational sector – working life sector (14-19 year olds); quality achievement less than national average and equal access to education in a population that is both rural and urban.

The city of Bodø and one neighbouring village are the selected locations for the study visit that will show projects which address the educational challenges in the region. One project focuses on rural-urban challenges related to education and aims at finding alternative learning arenas to motivate young people. Closer collaboration between schools and working life, out-of-school activities and follow-up initiatives to prevent drop-outs are some of the good practices developed. To make the transition from lower to upper secondary education smoother is another project's objective aiming at decreasing the number of drop-outs.

WHAT?

Participants will learn about:

- alternative learning arenas;
- systematic measures to prevent drop-outs;
- innovative school – business collaboration, including apprenticeship;
- out-of-school initiatives to decrease drop-out rates;
- ongoing research.

HOW?

Participants will:

- visit alternative learning arenas;
- observe and discuss real-time activities;
- talk to teachers/trainers and students/trainees;
- be introduced to research projects;
- meet decision-makers and social partners to discuss approaches to educational challenges.

WHOM?

- Company training managers,
- educational and vocational training inspectors,
- 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:

Frafall i opplæringen er både et nasjonalt - og regionalt problemområde. Studiebesøket tar sikte på vise på tiltak som er satt i gang i regionen for å sikre en bedre gjennomstrømming av elever, blant annet ved å ta i bruk alternative læringsarenaer. Deltakere vil lære mer om:

- Overgang ungd. skole – videregående skole;
- "Sentrum – periferi"- utfordringene;
- Samarbeid skole - næringsliv i småsamfunn.

Fylkets utdanningsavdeling (v/ opplæringscenteret) er formell arrangør. Bodø, Saltedal og Steigen vil være besøksområder. Programmet vil være nært knyttet til praksisfeltet. Deltakerne vil besøke skoler, bedrifter delvis møte regionale beslutningsnivå for diskusjoner og drøftinger. Følgforskning (Nordlandsforskning) vil bli trukket inn for å belyse problemstillingene i noen tiltak.

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Learning together to prevent early school drop-outs: making a model

Group No: **109**Type of visit:
Mixed**11/5/2010-13/5/2010**
Liepaja, LatvijaWorking language:
EnglishNumber of places: **10**
Minimum required: **5**

Keywords:

- **curriculum**
- **drop-outs**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

The education strategy of Liepaja city for the period 2008 to 2013 includes reducing the number of early school leavers. Liepaja has good experience in working with pupils with learning difficulties, and in fact the most of early school leavers are those with learning difficulties. Liepaja City Education Department coordinates all education institutions in Liepaja. The decision to host this visit was taken to give feedback and gain experience from other countries on how to work with, and possibly create, a model, which could help all countries find more efficient solutions to early drop-outs.

WHAT?

Participants will learn about:

- preventing early school leaving;
- working with problem pupils;
- pedagogical supplement;
- good and bad examples of preventing early school leaving.

HOW?

Participants will:

- visit secondary schools and vocational education establishments with early school leaving problems;
- observe teachers' working in the classroom;
- participate in workshops;
- gain experience, give feedback in discussion sessions.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Mācību vizītes "Kopīga mācīšanās par jauniešiem, kas pamet izglītības iestādi neiegūstot obligāto izglītību: modeļa veidošana" galvenā doma ir sniegt un iegūt citu valstu pieredzi par šo jauniešu skaita samazināšanu. Pēc mācību vizītes noslēguma plānojam mācību vizītes laikā uzkrāto un iegūto informāciju, zināšanas un pieredzi izmantot, lai izveidotu vienotu modeli, kas varētu palīdzēt arī citām valstīm.

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MEASURES TO PREVENT EARLY SCHOOL LEAVING

Educational priority areas of intervention

Group No: **110**

Type of visit:
General education

17/5/2010-21/5/2010
Lisbon, Portugal

Working language:
English

Number of places: **15**
Minimum required: **10**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **social inclusion**

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

Mainly in the Lisbon and Oporto regions, we still have a high rate of early school leavers and school failure. To fight this problem, we have several measures in our educational system, personalised learning approaches, vocational courses, and validation of non-formal and informal learning. In September 2006, a new policy measure at national level was launched by the Ministry of Education to improve the fight against school failure and early dropout to improve educational quality: the educational priority areas programme.

WHAT?

Participants will learn about:

- the fight against bullying, early school leaving and educational failure;
- vocational training for a skill transition from school to working life;
- improving educational quality for educational success;
- the educational priority areas programme.

HOW?

The participants will:

- attend conferences, debates and Q and A sessions;
- meet and exchange of experiences with researchers, teacher trainers, heads of schools, teachers, pupils, parents associations and local authorities;
- visit schools in the programme network in the Lisbon region.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Os contextos sociais em que as escolas se inserem podem constituir-se como factores potenciadores de risco de insucesso no âmbito do sistema educativo normal, verificando-se que em territórios social e economicamente degradados o sucesso educativo é muitas vezes mais reduzido do que a nível nacional. Na sequência das medidas que vêm sendo adoptadas no sentido de introduzir mecanismos de apoio às populações mais carenciadas e às necessidades e expectativas dos alunos e das suas famílias foi criado o Programa Territórios Educativos de Intervenção Prioritária (TEIP), que promove a territorialização de políticas educativas segundo critérios de prioridade e discriminação positiva.

WWW.

www.min-edu.pt – <http://sitio.dgidc.min-edu.pt>

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Integration of gypsy and emigrant students to education

Group No: 111

Type of visit:
General education

5/10/2009-9/10/2009
Izmir, Turkey

Working language:
English

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

Keywords:

- **migrants and minorities**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

Örnekköy primary education school in İzmir has 700 students. Nearly 80% are gypsies and emigrants. We are concerned about their adaptation to school and the community. The Bologna process stocktaking London 2007 report recommends countries to work towards fully implementing a national qualifications framework based on learning outcomes by 2010. We would like to work together with other countries to solve gypsy and emigrant students' integration problems.

WHAT?

Participants will learn about:

- gypsies' and emigrants' lifestyles;
- the Turkish educational system;
- comparing gypsy and emigrant student's integration problems into the community;
- school and culture cooperation between countries;
- being better prepared for professional intervention.

HOW?

Participants will:

- meet at İzmir education headquarters;
- visit Karşıyaka education headquarters;
- meet school staff and learn about the Örnekköy İlköğretim Okulu;
- visit some gypsy and emigrant students' homes;
- discuss comprehensive school;
- share knowledge and experience.

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:

Özellikle Çingene vatandaşlarımızın arasında okuma yazma ve eğitim oranının çok düşük olması öğrencilerimizi olumsuz yönde etkilemekte ve topluma uyum konusunda büyük problemlerle karşılaşmalarına neden olmaktadır.

Bu zorlukları aşmak konusunda, hemen hemen bütün Avrupa ülkelerinde azınlık olan Çingene vatandaşlarımızın kendi içlerinde bir topluluk olmaktan çıkarak, onları ait oldukları ülkenin toplumunun bir parçası yapmak fikriyle düşündüğümüz bu ziyaretin katılımcılarla yapılacak karşılıklı deneyim ve tecrübe paylaşımlarıyla amacına ulaşacağına yürekten inanmaktayız.

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WWW.

www.ornekkoy.meb.k12.tr/ – www.karsiyaka-meb.gov.tr/portal_yeni/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Moving out of segregation: Roma support programme

Group No: 112

Type of visit:
General education**12/10/2009-16/10/2009**
Budapest, HungaryWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The visit showcases a successful and innovative model for implementing school desegregation programmes. The model is financed by public authorities and supported by the Roma education fund (REF). The model aims to prevent early school leaving and to ensure equal opportunities for Roma. In Szeged and Hódmezővásárhely the municipalities closed down segregated schools and transferred their former Roma students to integrated ones. Since 2007, REF has provided a mentoring programme in cooperation with Szeged University. In the programme, 40 pre-service teacher trainees assist 170 integrated Roma pupils with their academic and social integration.

WHAT?

Participants will learn about:

- the difficulties Roma children have to face while moving out of segregated schools;
- the dynamics of the decision-making process and actions to combat school segregation at local level;
- a successful model for meeting the educational needs of students transferred from low-quality segregated schools into mainstream education.

HOW?

Participants will:

- meet Roma children benefiting from either of the two desegregation systems;
- observe the mentor and after-school programmes in action;
- meet parents of Roma children;
- meet REF and government experts;
- visit local schools and municipalities.

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:

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

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Integrating and providing quality education for migrant families

Group No: 113

Type of visit:
General education**12/10/2009-16/10/2009**
Wrexham, Wales, UKWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **migrants and minorities**
- **school environment**
- **social inclusion**

CATEGORY OF THEMES:

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

WHY?

Economic migration has been recognised as a significant challenge in Wrexham and the surrounding area over recent years. Wrexham has a population of 130 000 which includes approximately 4 500 Polish and 2 500 Portuguese migrant workers. Wrexham has developed substantial experience in educating migrant children which supports the integration of migrant families into the local community. In addition, lifelong learning projects in the community help to give migrant workers the skills needed to live and work in the area. The host organisation is ECTARC, a European education training centre, who aims to promote cooperation between Wales and other European countries.

WHAT?

Participants will learn about:

- policy in Wales for the education and integration of migrant workers and their children;
- local strategies and their implementation in the community of Wrexham;
- support of migrants into education from early years through to secondary school;
- how community partnerships approach the wellbeing of migrant workers and their families, particularly through training and education, information and advice-giving.

HOW?

Participants will:

- meet policy-makers and local authorities;
- visit primary and secondary schools with the highest numbers of migrants;
- meet members of the 'English as an additional language' department;
- visit the Caia Park Partnership, a community organisation providing education and training, advice and guidance to migrant workers and their families.

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.

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ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Aider les élèves atteints de troubles du langage écrit entraînant des troubles de l'apprentissage

Numéro de groupe: 114

Type de visite:
Enseignement général

12/10/2009-16/10/2009
Varna, Bulgaria

Langue de travail:
Français

Nombre de places: 10
Minimum requis: 5

Mots clés:

- besoins particuliers

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Les élèves atteints de troubles du langage écrit représentent environ 8 % des élèves faisant partie du système d'éducation obligatoire. En Bulgarie, ces enfants fréquentent les établissements du système ordinaire. À Varna des spécialistes du Centre logopédique s'occupent de leur intégration au milieu scolaire et social. En posant notre candidature nous espérons établir des relations professionnelles avec des organisations équivalentes en Europe et connaître d'autres pratiques ayant prouvé leur efficacité.

QUOI?

Le participant découvrira:

- les méthodes permettant d'identifier les élèves atteints de troubles du langage écrit dans les établissements du système ordinaire;
- les méthodes de prévention, de diagnostic et de rééducation, appliquées dans le Centre logopédique;
- comment se réalisent les liens avec les autorités scolaires, les directeurs, les enseignants et les parents;
- le système de perfectionnement professionnel au Centre logopédique de Varna;
- la gestion des ressources humaines pour les besoins de l'éducation spéciale.

COMMENT?

Le participant:

- visitera des établissements scolaires ordinaires et spéciaux où il rencontrera des orthophonistes, des psychologues et des chercheurs;
- visitera l'université de Choumen et rencontrera des enseignants formateurs;
- assistera à des conférences sur les pratiques innovatives de diagnostic et de rééducation des troubles du langage écrit;
- aura l'occasion de discuter de pratiques innovatives et d'observer des séances de rééducation orthophoniques;
- rencontrera des représentants des autorités municipales;
- participera à un programme culturel.

POUR QUI?

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

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Визитата дава възможност на специалистите в сферата на специалното образование, както и на всички, които работят с деца със специални образователни потребности – учители, психолози, педагогически съветници и директори на учебни заведения да споделят и обменят добри практики и политики, свързани с подпомагането на учениците с обучителни трудности.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Support for children/pupils and adult learners with special needs

Group No: 115

Type of visit:
Mixed**12/10/2009-16/10/2009**
Norrköping, SwedenWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Adapting to shifting educational demands and developing and implementing measures that meet the needs of learners with disabilities are mechanisms needed to fight inequity and socio-economic and educational disadvantages. The city of Norrköping has adopted several innovative approaches to special needs education in cooperation with social partners and labour market actors. We would like to share these examples of good practice with our colleagues in Europe. The Municipal Office for Education in Norrköping, is the local authority responsible for implementing national policies and directives in education.

WHAT?

Participants will learn about:

- support measures for learners with special needs that require special education and related services;
- special initiatives for children, youth and adults with a neurologically conditioned phenomenon (ADD and ADHD, dyslexia, dyscalculia and autism);
- introductory language programmes for immigrant children, youth and adults;
- innovative approaches to counteract disrupted schooling of youth at risk;
- second chance school and vocational guidance for young adults.

HOW?

The participants will:

- meet decision-makers and experts in the field of special needs education;
- visit family support centres, compulsory schools, upper secondary schools, adult education centres and second chance school;
- observe on-going activities and classroom work in special schools;
- discuss with special needs education practitioners.

WHOM?

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

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WWW.www.sweden.se/templates/cs/FactSheet___17674.aspxwww.skolverket.se/sb/d/493 www.skolverket.se/sb/d/354/a/1254www.skolverket.se/sb/d/354/a/1255;jsessionid=D57A98E5AE779320F272F92D23FA4D2Fwww.sit.se/net/Specialpedagogik/In+English/Folders/Equal+worth<http://ki.se/ki/jsp/polopoly.jsp?d=334&a=255&l=en>

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

La scolarisation des élèves handicapés dans les Landes

Numéro de groupe: **116**

Type de visite:
Mixte

19/10/2009-23/10/2009
Mont-de-Marsan, France

Langue de travail:
Français

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

Mots clés:

- groupes défavorisés
- besoins particuliers
- compétences des enseignants et formateurs

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

La visite d'étude a pour objectif, trois ans après la Loi de 2005 concernant le handicap, de montrer les différentes modalités de prise en charge pédagogique des élèves en situation de handicap dans les établissements scolaires de l'académie de Bordeaux, et notamment dans le département des Landes.

QUOI?

Le participant:

- découvrira quelques modalités de scolarisation d'élèves handicapés dans un système éducatif européen;
- aura l'occasion de comparer plusieurs stratégies possibles issues de la loi pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées (Loi 2005-102 du 11 février 2005), telles que: intégration individuelle dans un milieu ordinaire, intégration collective en milieu ordinaire, scolarisation en établissement spécialisé; il pourra de plus comparer ces modalités avec celles mises en œuvre dans son propre pays;
- mettra en perspective les enjeux de la formation des enseignants dans le champ de l'adaptation scolaire et de la scolarisation des élèves handicapés.

COMMENT?

Le participant:

- assistera à des conférences, tables rondes et débats;
- visitera des établissements scolaires: écoles, collèges, lycées et établissements spécialisés (secteurs sanitaire et médico-social);
- rencontrera et échangera informations et expériences avec des formateurs et des stagiaires.

POUR QUI?

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

Organisateur(s):

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Challenges for students and adults with special needs and their integration into the labour market

Group No: 117

Type of visit:
Mixed**20/10/2009-23/10/2009**
Ljubljana, SloveniaWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

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

Organiser(s):**KASTELIC Lidija**

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CATEGORY OF THEMES:

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

WHY?

We want to share good practices in providing efficient support for students with special needs during their schooling and while attempting to be well integrated into the labour market.

Our goal is to strengthen intercultural education through finding new possibilities, innovative or successful practices of developing creativity in learning and teaching. We want to stress the importance of equal opportunities and identify present or future measures to improve efficiency in education and training institutions.

WHAT?

Participants will learn about:

- good practices in providing efficient support for students with special needs in higher education, vocational education and training;
- initiatives to improve integration of people with special needs into the labour market;
- alternative approaches to developing creativity in learning and teaching;
- identifying important measures to improve efficiency in education and training institutions.

HOW?

Participants will:

- visit different education centres for people with special needs;
- observe students and/or adults with special needs in an everyday setting of higher education;
- share their experiences in supporting students with special needs in higher education, vocational education and training.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Študijski obisk bo namenjen predstavitvi obstoječe prakse in novih oblik dela na področju visokošolskega izobraževanja in poklicnega usposabljanja oseb s posebnimi potrebami. Izpostavljen bo pomen opolnomočenja medkulturnega izobraževanja z iskanjem novih možnosti, dobrih praks razvijanja ustvarjalnosti v učenju in poučevanju, zagotavljanja enakih možnosti oseb s posebnimi potrebami z oblikovanjem meril, ki izboljšujejo učinkovitost izobraževalnih in poklicnih ustanov. Udeleženci bodo spoznali dobre prakse v ustanovah za izobraževanje in poklicno usposabljanje oseb s posebnimi potrebami, aktivno sodelovali na okrogli mizi s področja učinkovite podpore študentom s posebnimi potrebami v visokoškolskem in poklicnem izobraževanju ter usposabljanju in njihovem vključevanju na trgu dela.

WWW.www.drustvo-defektologov.si/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Equal access to education for migrant children

Group No: 118

Type of visit:
General education

9/11/2009-13/11/2009
Graz, Austria

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **language skills**
- **migrants and minorities**

CATEGORY OF THEMES:

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

WHY?

Schools in megalopolis in the western districts of Graz have a high ratio of pupils from migrant backgrounds. Schools in this area introduced flexible forms of education and language teaching and second chance programmes for children of foreign mother tongues. NGOs assist and support teachers and foreign families. Hauptschule Graz-Kepler is a compulsory school (comprehensive pilot school) with 90% pupils from a migrant background and could achieve good results.

WHAT?

Participants will learn about:

- integrated language learning of German as a working language for pupils from migrant backgrounds;
- separate language learning of German as a working language for newcomers with no or very little knowledge of the German;
- additional lessons in mother tongue for immigrant pupils;
- 'social learning' lessons in multicultural classes;
- supporting cooperation with NGOs.

HOW?

Participants will:

- attend lessons of multicultural schools/classes with assistant teachers;
- attend language teaching lessons for newcomers with no knowledge of German and working language additional lessons in mother tongue;
- attend vocational guidance lessons for newcomers assisted by NGOs;
- meet assistants of NGOs helping migrants and minorities;
- meet representatives of school boards, local school administration and city government.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Einige Schulen in Graz haben einen sehr hohen Anteil von Kindern mit Migrationshintergrund und versuchen ihren Zugang zur Bildung zu vereinfachen. An allen Hauptschulstandorten wird nach dem Konzept der Neuen Mittelschule Steiermark mit integrativen Methoden gearbeitet. Die TeilnehmerInnen des Studienbesuchs erhalten folgende Einblicke: -Spracherwerb der Unterrichtsprache Deutsch für Kinder mit Migrationshintergrund und für fremdsprachige Quereinsteiger - additiven muttersprachlichen Zusatzunterricht für fremdsprachige Kinder - „Soziales Lernen“ und konfessionsübergreifende religiöse Aktivitäten in multireligiösen Schulen - assistierende Mitarbeit von NGOs in der Schule - VertreterInnen der Schulbehörde und Schulverwaltung - VertreterInnen der Stadtverwaltung

Organiser(s):

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www.hs-kepler.schulweb.at – www.isop.at – www.zara.or.at – www.danaida.at

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Including children with additional needs in schools, units and other provision

Group No: **119**Type of visit:
General education**9/11/2009-13/11/2009**
Hull, England, UKWorking language:
EnglishNumber of places: **12**
Minimum required: **6**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The City of Hull is changing rapidly in many ways. Hull City Council is leading innovative ways to work with the citizens of Hull. A programme of regeneration is under way that will change the infrastructure of the city. These changes are of particular importance to young people of the city. The council and its partners are committed to the every child matters agenda; its work with children and young people is summed up in its strap line 'no child left behind'. The study visit explores how children and young people's services provide equal opportunities for disadvantaged pupils in education and vocational training systems.

The study visit will build on previous successful visits to Hull on similar themes.

WHAT?

Participants will learn about:

- how children and young people's health and social needs are met alongside their educational needs;
- how inclusive practice works in schools in an inner city area;
- how children taught in special settings can be helped to return to mainstream schools;
- how regeneration of the city is linked with educational development;
- how growth of children's centres promotes inclusion.

HOW?

Participants will:

- have a corporate introduction to recent and proposed developments in the City Council;
- visit a mainstream primary school with support service provision;
- visit a mainstream secondary school demonstrating innovative practice;
- visit special schools and outreach services;
- visit a unit for pupils with medical needs and a children's centre;
- talk to head teachers, officers of the city council, and to children and young people about 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 education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- researchers.

Organiser(s):**HAYTON June**

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www.bridgeview.hull.sch.uk

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Improving access to education and employment for people with disabilities

Group No: **120**

Type of visit:
Mixed

16/11/2009-20/11/2009
Nottingham, England, UK

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Approximately 20 % of the UK population has a disability and there is a need to reflect the complex and diverse needs of learners with learning difficulties and disabilities (LLDD) within the further education sector.

EMFEC (a regional body supporting FE in the East Midlands) has gathered particular expertise through delivery of its STAR (skilled, talented, able recruits) project, which is designed to help people with learning difficulties and/or disabilities into work placements or sustainable employment. EMFEC has liaised with FE colleges and a range of agencies associated with the care, training, coaching, mentoring and employment of the target group. EMFEC is therefore in a position to organise a varied and stimulating study visit.

WHAT?

Participants will learn about:

- initiatives to improve access to education, training and employment for people with learning difficulties and/or disabilities;
- the latest tools and techniques in teaching LLDD learners and employer engagement methodologies;
- equality and diversity employment law and best practice for employing disabled people;
- initiatives at a regional policy level.

HOW?

Participants will:

- visit a college which has spearheaded work in LLDD;
- visit a national specialist residential college for a wide range of people with physical disabilities;
- observe and speak with teachers and students at both a mainstream FE college and a specialist college;
- meet an employer with a good track record in engaging with people with learning difficulties and/or disabilities.

WHOM?

- 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 employers' organisations.

Organiser(s):

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http://readingroom.lsc.gov.uk/Lsc/National/Learning_for_Living_and_Work_Complete_2.pdf
www.disability.gov.uk – www.dwp.gov.uk/employability/

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Legislation and institutions for pupils with special needs in Greece

Group No: 121

Type of visit:
General education23/11/2009-27/11/2009
Athens, GreeceWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Pupils with special needs and those with learning disabilities should have the same access and quality of education as anybody else. Recently, a Greek law 'special education' was passed. It allows pupils to participate bilaterally in general or special education based on their individual needs, providing them with an appropriate school environment both for learning and social inclusion. In Athens region of, there is a good level of expertise in special education and a diversity of special schools and inclusion classes. Their operation is overlooked by a general education and a special education school adviser.

WHAT?

Participants will learn about:

- the new law 'special education' in Greece;
- the methods and tools used in special schools and inclusion classes;
- opportunities in our region for these pupils in primary and secondary education;
- the similarities and differences between Greece and other countries with special education methods.

HOW?

Participants will:

- meet and discuss with representatives of education authorities and teachers who work in these types of schools;
- visit special education schools and inclusion classes;
- observe teachers in the classroom;
- report on the status of special education in other countries;
- exchange experiences and discuss good practices (group work).

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Πρόσφατα ψηφίστηκε στην Ελλάδα ο νόμος για την Ειδική Αγωγή που θεσμοθετεί την απρόσκοπτη πρόσβαση των μαθητών με ειδικές ανάγκες στην εκπαίδευση, σε πλαίσιο που να ανταποκρίνεται στις ιδιαίτερες ικανότητες του καθενός. Στην 51η Περιφέρεια Αθήνας η πλειοψηφία των σχολείων Γενικής Αγωγής έχουν Τμήματα Ένταξης στα οποία διδάσκουν δάσκαλοι Ειδικής Αγωγής και φοιτούν μαθητές με διάφορες ειδικές εκπαιδευτικές ανάγκες. Στην ευρύτερη περιοχή της Δ' Αθήνας λειτουργούν αρκετά σχολεία Ειδικής Αγωγής (Πρωτοβάθμια και Δευτεροβάθμια εκπαίδευση). Μια επίσκεψη μελέτης με θέμα την Ειδική Αγωγή στην Ελλάδα αυτή την περίοδο έχει ιδιαίτερο ενδιαφέρον λόγω των αλλαγών που επιφέρει ο νέος Νόμος.

Organiser(s):**SARRI Georgia**

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www.ypepth.gr – www.specialeducation.gr – www.supereducation.gr
www.specialeducation.gr – www.noesi.gr – www.disabled.gr – www.childmentalhealth.gr
www.e-yliko.gr/htmls/amea/amea.aspx – www.e-child.gr

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Every child matters

Group No: 122

Type of visit:
General education**8/2/2010-12/2/2010**
Lincoln, England, UKWorking language:
EnglishNumber of places: **16**
Minimum required: **6**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

'Every child matters' (ECM) is a national philosophy and management practice which places the child at the centre of education and other relevant policies. There are five strands: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic wellbeing. Implementation brings many agencies together.

Despite significant investment and policy innovations over the past 30 years, expected progress in eliminating poverty and low achievement has not happened, and significant pockets of disadvantage still exist in most communities. Disadvantaged groups can include single parent families, long-term unemployed and 'new arrivals' from other countries.

Lincoln's schools and other institutions place the ECM agenda at the centre of organisational planning and delivery. Progress is being achieved by careful target-setting so all key agencies collaborate rather than work in isolation.

WHAT?

Participants will learn about:

- the origins of the Every Child Matters policy at government level;
- how its five strands developed;
- the work of the Director of Children's Services, schools and many complementary agencies;
- a range of delivery strategies.

HOW?

The participants will:

- meet practitioners from different agencies;
- see examples of ECM in action at schools;
- meet local policy-makers, pupils and perhaps parents;
- visit a special school with a significant migrant population and one with above average long-term unemployment.

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.

Organiser(s):

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ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Lutter contre l'échec scolaire dans les banlieues fragiles

Numéro de groupe: **123**

Type de visite:
Enseignement général

8/2/2010-12/2/2010
Marseille, France

Langue de travail:
Français

Nombre de places: **20**
Minimum requis: **8**

Mots clés:

- groupes défavorisés
- apprendre à apprendre
- besoins particuliers

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Cas particulier en France, le Bassin de Marseille-Nord-Littoral, qui par ses établissements (18 collèges classés "Ambition Réussite", deux lycées généraux et technologiques et quatre lycées professionnels classés en zone d'éducation prioritaire - ZEP-), accueille un public multiculturel et socialement défavorisé.

Le manque de motivation pour l'école, l'absentéisme galopant et les incivilités qui ponctuent le quotidien rendent difficile les apprentissages et demandent aux équipes d'innover.

QUOI?

Le participant:

- découvrira les dispositifs mis en place dans les établissements de ZEP pour lutter contre l'échec scolaire et la déscolarisation;
- appréhendera les initiatives pour augmenter la motivation et ramener les élèves dans les établissements;
- visualisera l'articulation des personnels et des différents dispositifs (études, aides au devoir, accompagnement éducatif et école ouverte) pour améliorer les résultats;
- s'initiera aux partenariats avec les entreprises, les universités et les structures culturelles pour ouvrir l'école vers l'extérieur.

COMMENT?

Le participant:

- prendra part à des séances d'exposés;
- visitera des établissements et des associations;
- rencontrera des acteurs, en table ronde, pour analyser, critiquer et évaluer les dispositifs.

Ces travaux se dérouleront dans différents établissements de la région.

Chaque visite sera organisée autour d'une sous-problématique et de la présentation d'une ou deux actions qui l'illustrent.

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,
- 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.

Organisateur(s):

DUPERRAY Dominique

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Support to students with low Spanish language proficiency

Group No: **124**

Type of visit:
Mixed

1/3/2010-5/3/2010
Madrid, Spain

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **migrants and minorities**
- **status of teachers and trainers**

CATEGORY OF THEMES:

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

WHY?

Recently, there has been a huge increase in the number of migrants in Spain, which has resulted in the need for specific educational programmes to support students who have no or insufficient knowledge of Spanish. In Madrid there has been a 40% increase in migrant students in public schools over the past six years. This is a great challenge for the educational authorities, pupils and school staff. In this visit participants will look at issues such as migration, cultural diversity, minorities and equal opportunities in education.

WHAT?

Participants will learn about:

- the Spanish education system and support for children and young people from disadvantaged groups;
- educational actions specifically designed for three types of pupils: foreign pupils, pupils with strong curricular failure, socially and culturally disadvantaged pupils and handicapped pupils;
- different school dynamics in situ;
- approaches that focus on the importance of emotional development and self-esteem for raising educational achievement.

HOW?

Participants will:

- visit schools and educational services which develop interesting practices to promote equal opportunities for minorities, migrants and students with special needs: low-skilled, high-ability, hospitalised, in Madrid;
- observe both teachers and students in the classroom;
- meet directors, teachers and other staff of educational centres and institutions;
- participate in working meetings with educational staff, learners and families, as well as with responsible staff of different options (guidance service teams, programme coordinators) and representatives of the educational administration.

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,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La escuela en la Comunidad de Madrid es hoy es mucho más diversa y enriquecedora que la de antaño. El conjunto de las diferencias que plantea el alumnado, están siendo un reto para los profesionales de la educación, que sienten la necesidad de actualizarse en cuestiones como en educación intercultural, resolución de conflictos, estrategias metodológicas diversificadas, etc., de modo que sean capaces de ofrecer respuestas al alumnado acordes con las exigencias sociales del momento. Los centros docentes, asimismo, han sufrido el proceso de tener que dar, desde el punto de vista organizativo, respuesta a diversidad de intereses, motivaciones, niveles, expectativas...

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Lifelong learning opportunities for learners with special needs

Group No: 125

Type of visit:
Mixed**3/3/2010-5/3/2010**
Panevezys, LithuaniaWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The policy of lifelong learning for learners with special needs is well developed in the town of Panevezys. There is a full system: early intervention, pre-school education, primary education, basic education, post basic education, vocational training, occupation and independent living. The Youth Day Care Centre is one of the first new institutions established after the independence of Lithuania. Our rapid development, motivation to learn new methodologies, carry out research and develop projects have made good impact. We have a good base for theoretical and practical training.

WHAT?

Participants will learn about:

- the system and best examples of special education in Lithuania;
- methods and tools used in formal and informal education for mentally disabled learners;
- lifelong education system and possibilities for learners with special needs;
- international cooperation in lifelong education for learners with special needs.

HOW?

Participants will:

- meet local authorities responsible for special education;
- attend a lecture about lifelong learning system in Lithuania for disabled learners;
- visit a special education institution for basic and post basic education, a day occupation centre and an independent living house for severe and moderate mentally disabled learners.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Galimybė mokytis visą gyvenimą proto negalios žmogui dar labai nauja ir aktuali tema Lietuvai. Tačiau jau šiandien galime pasigirti puikiais rezultatais: naujos įstaigos, specialios, adaptuotos ir modifikuotos programos, aukštos kvalifikacijos specialistai, nuolat taikomos inovacijos, individualus priėjimas, pritaikyta mokymosi aplinka. Vizito tikslas supažindinti dalyvius su:

- galimybėmis ir perspektyvomis proto negalios žmogui Lietuvoje mokytis visą gyvenimą;
- pažangiomis formalaus ir neformalaus ugdymo proceso metodikomis;
- proto negalios žmogaus ugdymo, užimtumo ir integracijos sistema Lietuvoje ir kt.

Organiser(s):**TREBIENE Lina**

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www.panevezys.lt/

WWW.www.panevezys.lt/DesktopDefault.aspx?tabid=534

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Project management at schools

Group No: **126**

Type of visit:
General education

8/3/2010-12/3/2010
Sintra, Portugal

Working language:
English

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

Keywords:

- **competences in science and technology**
- **learning to learn**
- **migrants and minorities**

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

The education department of Sintra's Town Hall deals with the projects from all 27 school groupings and nine secondary schools, of a total of 139 schools in Sintra. Sintra is the second biggest municipality in Portugal and has many emigrants among its population. Sintra's schools must strive for success and quality in education for all their students while dealing with many different cultures, languages and behaviour inside their classroom. In the past 20 years, schools have developed methods and techniques to integrate emigrants and try to give them a sense of belonging to Sintra.

WHAT?

Participants will learn about:

- initiatives to include emigrant students;
- methods to promote integration of students and their families into the community;
- techniques to avoid misbehaviour;
- projects of quality in the area of science and technology and approaches to new technologies;
- creating a social environment suitable for reading and writing;
- the connection between reading and new technologies.

HOW?

Participants will:

- visit basic and secondary schools;
- talk to teachers and students;
- attend seminars, workshops and exhibitions;
- observe teachers in the classroom.

WHOM?

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

Short description in the host country's language:

Com esta Visita de Estudo a Divisão de Educação da Câmara Municipal de Sintra pretende dar a conhecer exemplos de boas práticas que se praticam no concelho, e de que forma estas boas práticas podem contribuir para o sucesso educativo dos alunos. Devido, não só ao elevado número de alunos, como também ao elevado número de alunos emigrantes, oriundos das mais diferentes culturas, as escolas de Sintra lidam diariamente com questões como a multiculturalidade, a promoção da integração na comunidade e o explorar da dimensão da cidadania às quais necessitam de responder de forma eficaz.

WWW.

www.cm-sintra.pt – <http://cmsintra.malha.eu> – www.malhatlantica.pt/esferreiradias/
www.eslc.pt/ – <http://asergio.malha.eu/moodle/> – <http://agribeirocarvalho.malha.eu/>

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

L'attention éducative à l'enfant malade sur le territoire de Madrid capitale

Numéro de groupe: 127

Type de visite:
Enseignement général

8/3/2010-12/3/2010
Madrid, Espagne

Langue de travail:
Français

Nombre de places: 12
Minimum requis: 6

Mots clés:

- statut des enseignants et formateurs
- compétences des enseignants et formateurs

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

L'attention éducative à l'enfant malade constitue une prise en compte de la diversité et une mesure de compensation éducative. Elle s'intègre dans la politique d'éducation de la région de Madrid Capitale. La maladie entraîne chez nos élèves de nombreux problèmes personnels, éducatifs, psychologiques, etc. et l'administration chargées de l'éducation dans notre région procure l'appui éducatif dans les hôpitaux, à la maison et dans les centres de psychiatrie.

QUOI?

Le participant découvrira la manière dont l'administration éducative de Madrid Capitale soutient l'éducation des enfants malades de la Communauté à travers trois voies existantes actuellement:

- des salles hospitalières d'attention éducative à l'enfant hospitalisé;
- le service d'appui éducatif au domicile: appui éducatif à l'enfant quand il reste à la maison à cause de sa maladie, ne pouvant pas se déplacer à l'école;
- les unités de psychiatrie permettent aux élèves présentant une pathologie psychiatrique de recevoir une formation à l'hôpital.

COMMENT?

Le participant :

- visitera des salles hospitalières de Madrid Capitale;
- se réunira avec les professeurs du Service d'appui éducatif à domicile (SAED);
- entrera en contact avec les unités de psychiatrie et ses professeurs spécialisés;
- rencontrera différents professionnels de l'éducation en milieu hospitalier: le personnel médical, les pédiatres, des volontaires, des travailleurs sociaux, des éducateurs et du personnel de l'administration responsable.

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,
- propriétaires/administrateurs de PME,
- représentants des autorités locales, régionales et nationales.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

La Administración educativa proporciona apoyo al niño enfermo en el Área Territorial de Madrid Capital a través de tres vías:

- Aulas Hospitalarias: atención educativa al niño enfermo cuando está hospitalizado;
- Apoyo educativo al niño cuando permanece en su domicilio a causa de una enfermedad y no puede asistir de forma normalizada al centro escolar;
- Unidades de Psiquiatría: refuerzo integral al alumno con patología psiquiátrica dentro de un centro hospitalario.

Actividades que se desarrollarán:

Visitas a las Aulas Hospitalarias de Madrid Capital: Reuniones con diferentes profesionales del medio educativo en la Pedagogía Hospitalaria.

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WWW.

www.madrid.org/dat_capital/upe/impresos_pdf/colabora_hosp.pdf

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Equal opportunities in upper secondary education for all

Group No: 128

Type of visit:
Mixed15/3/2010-19/3/2010
Vantaa, FinlandWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **education and training attainment**

CATEGORY OF THEMES:

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

WHY?

In the City of Vantaa further education is secured for the entire age group finishing basic school. Promoting equal opportunities for all young people demands cooperation exceeding departmental boundaries. To enable all young people to access upper secondary education, cooperation and new actions have been developed by the Culture and Education Department, the Health and Social Department, the Section of Youth Affairs and the Unemployment Office. This cooperation includes basic education, general upper secondary education, vocational education and training, youth workshops, apprenticeship training and social and health care. Transfer from basic education to secondary education is supported in many different ways.

WHAT?

Participants will learn about:

- methods and tools used in school-leavers guidance;
- youth workshops that help unemployed young people;
- flexible ways to organise young immigrants education and guidance;
- ways to organize cooperation between authorities.

HOW?

The participants will:

- visit basic education and general upper secondary schools and vocational education and training institutions;
- visit youth workshops and meet youth workers;
- visit an institution for basic education for young immigrants;
- observe teachers and guidance counsellors work in the classroom;
- visit Culture and Education Department of Vantaa.

WHOM?

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

Short description in the host country's language:

Vierailuviikon tavoitteena on esitellä perusopetuksesta toisen asteen koulutuksen nivelvaiheen ohjaus- ja tukijärjestelyitä yhden kunnan alueella tapahtuvana moniammatillisena ja -toimijaisena yhteistyönä. Toiminnan keskeisenä ideana on kaikkien osapuolten sitoutuminen ohjauksen järjestämiseen, joustavat ja asiakaskeskeiset toimintatavat ja palvelut ja koko organisaation sitoutuminen tavoitteiden mukaiseen toimintaan. Vierailun toteuttamiseen osallistuvat useat eri tahot, joiden toimintaan, henkilöstöön ja opiskelijoihin/asiakkaisiin vierailijoilla on mahdollisuus tutustua. Vierailun suunnittelusta ja toteuttamisesta päävastuun kantaa Vantaan ammattiopisto.

Organiser(s):

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WWW.

www.oph.fi – www.minedu.fi – www.vantaa.fi

EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Innovative training systems for disadvantaged groups

Group No: 129

Type of visit:
VET22/3/2010-26/3/2010
Carpentras, FranceWorking language:
EnglishNumber of places: 15
Minimum required: 6

Keywords:

- apprenticeship
- disadvantaged groups
- special needs

CATEGORY OF THEMES:

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

WHY?

In France, education falls under the authority of both the Ministry of Education and the Ministry of Agriculture. The Ministry of Agriculture teaches 200 000 secondary education pupils and has developed innovative and efficient pedagogical methods to ensure successful inclusion for all, including disadvantaged target groups. Besides education, the Ministry of Agriculture has a mission of educational, social and professional inclusion and a national network of coordinators was set up to implement actions in all the schools in France.

The agricultural school of Carpentras was chosen to present this national network and examples of innovative actions.

WHAT?

Participants will learn about:

- different active pedagogical methods (formal and informal);
- for the different target groups (full-time education, apprenticeship, adult trainees);
- equality of opportunities for all;
- necessary changes in behaviour and attitudes for both teachers and learners.

HOW?

Participants will:

- visit schools from both the Ministry of Education and the Ministry of Agriculture in the south of France;
- visit a 'second chance school';
- observe teaching sessions;
- exchange views with teachers, trainees, students;
- have the opportunity to present their own approach and exchange their practices;
- meet decision-makers in charge of local, regional and national curricula and of their implementation.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Le ministère de l'agriculture a confié à l'enseignement agricole une mission d'insertion scolaire, sociale et professionnelle et a constitué un réseau de coordonnateurs des actions conduites dans les établissements de toute la France. Dans ce cadre, l'établissement agricole de Carpentras, en Provence, choisi pour représenter le réseau national, pourra montrer avec d'autres établissements d'enseignement de la Région des exemples concrets d'actions innovantes, destinées à favoriser la réussite des publics défavorisés. Les participants pourront découvrir, à travers des visites d'établissements d'enseignement, différentes méthodes, pratiques pédagogiques, méthodes actives ... favorisant l'égalité des chances pour les différents publics scolaires, et en formation professionnelle.

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WWW.

www.educagri.fr – www.anlci.fr/ – www.chlorofil.fr/ – www.portea.fr/
www.eap-paca.educagri.fr/

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Accueil et intégration des élèves étrangers au Luxembourg

Numéro de groupe: **130**

Type de visite:
Enseignement général

19/4/2010-22/4/2010
Luxembourg, Luxembourg

Langue de travail:
Français

Nombre de places: **15**
Minimum requis: **10**

Mots clés:

- **communication dans une langue étrangère**
- **sensibilité et expression culturelles**
- **migrants et minorités**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Le Luxembourg est un petit pays de 460 000 habitants.

Sa situation sociale, langagière et scolaire est exceptionnelle à plusieurs points de vue:

- un pourcentage extrêmement élevé de résidents non-luxembourgeois: 42 %;
- une population active où le pourcentage d'étrangers est de 65 %;
- 3 langues officielles: le luxembourgeois, l'allemand, le français;
- 3 langues à l'école dès la fin de la 2e année d'études (en plus des langues maternelles des élèves étrangers);
- plus de la moitié des élèves du préscolaire qui ne parlent pas le luxembourgeois comme langue maternelle.

Cette visite d'étude permettra de connaître les mesures visant l'intégration scolaire des enfants étrangers au Grand-Duché de Luxembourg et de favoriser l'échange de bonnes pratiques.

QUOI?

Le participant découvrira:

- les méthode d'accueil et d'information des élèves nouveaux-arrivants;
- les classes d'accueil et les classes spécifiques de l'éducation préscolaire, de l'enseignement primaire et de l'enseignement post-primaire;
- le baccalauréat international à l'école publique;
- les principales difficultés rencontrées par les familles et les élèves;
- la médiation interculturelle.

COMMENT?

Le participant:

- découvrira les mesures spécifiques mises en place en faveur des élèves étrangers;
- visitera des classes (éducation préscolaire, écoles primaires et secondaires);
- rencontrera et échangera avec des directeurs d'écoles, des enseignants, des élèves, des représentants d'associations et des fonctionnaires;
- échangera avec des médiateurs interculturels du ministère de l'Éducation nationale.

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,
- conseillers pédagogiques ou d'orientation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation.

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WWW.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Gender mainstreaming throughout pedagogical projects

Group No: 131

Type of visit:
Mixed**26/4/2010-30/4/2010**
Poitiers, FranceWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **cultural awareness and expression**
- **gender equity**
- **lifelong guidance**

CATEGORY OF THEMES:

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

WHY?

Nationally, the ratio of girls in agricultural secondary education is about 50 % but inclusion of young people from education to employment is often full of social gender stereotypes.

The Ministry of Agriculture and Fisheries signed an interministerial convention called 'equality of opportunities between girls and boys in the educational system' and founded a national network on this subject based at the CFPPA in Melle

The study visit will take place in Poitiers. A day tour will include a visit to the CFPPA which led many pedagogical and cultural actions on equal opportunities.

WHAT?

Participants will learn about:

- actions implemented in the country of each participant;
- how to drive a national network on this theme;
- how to act with a regional partnership: agriculture, women's rights institutions, local educational authorities, universities;
- the four target groups;
- how to use cultural awareness to improve recognition of 'equal opportunities';
- examples of a gender mainstreaming approach.

HOW?

Participant will:

- participate in exchanges and discussions;
- attend an expert course and get to know more about projects;
- meet and talk with partners of the Poitou-Charentes region about projects in France and other participant countries;
- get to know and discuss the way 'gender mainstreaming' actions are implemented nationally, regionally and locally.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'enseignement technique agricole français affiche 50 % de filles. Cependant, l'accompagnement de la formation à l'insertion professionnelle est souvent empreint de stéréotypes sociaux de genre. Le réseau Egalité des Chances du Ministère de l'Agriculture et de la Pêche propose une visite d'étude qui aura lieu pour trois jours à POITIERS et qui proposera une découverte de terrain d'une journée (visites de projets individuels, collectifs, pédagogiques ou de créations d'activités) Les débats porteront sur le fonctionnement d'un réseau national, des partenariats régionaux, des différents publics cibles, et de la méthode de travail employée pour développer une approche de mainstreaming de genre.

WWW.

www.chlorofil.fr/insertion/communiqués-publications/legalite-est-dans-le-pre.html
www.chlorofil.fr/insertion/communiqués-publications/concours-violences-sexistes-en-milieu-rural.html – www.melle.educagri.fr/spip.php?rubrique9

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Ruhr metropolis – A new urban cultural centre

Group No: **132**Type of visit:
VET**3/5/2010-7/5/2010**
Ruhr Metropolis, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

In 2010, the Ruhr metropolis is hosting the European capital of culture. The overall theme is 'Change through culture- Culture through change'. The Ruhr area has gone through significant changes of social and economic structures and must face new demands for competences and job profiles and education and training must adjust. In vocational training special offers must be made for migrants and young unemployed people to prevent them from being marginalised. One main aspect in this process is to raise the awareness of the cultural heritage of the region. In this study visit we will present the history and future of this changing region.

WHAT?

Participants will learn about:

- how a region can successfully master its future by using education, social cooperation and cultural heritage;
- the region's cultural and economic backgrounds;
- the main aspects of the overall approach of the European capital of culture;
- how hard work, mutual tolerance and solidarity can create and form a region as a best practice model for Europe.

HOW?

Participants will:

- visit centres for vocational training in gastronomy/hospitality and crafts with focus on migrants and disadvantaged young people;
- meet teachers, students, local politicians and creators of ruhr2010;
- visit 'Zeche Zollverein' in Essen, the main meeting point of the European capital of culture.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Im Jahr 2010 ist das Ruhrgebiet mit seinen 52 Städten Kulturhauptstadt Europas. Das Motto der Kulturhauptstadt heißt „Wandel durch Kultur“. Das Ruhrgebiet durchläuft einen enormen Wandel der wirtschaftlichen und gesellschaftlichen Strukturen und damit stellen sich neue Anforderungen an die Kompetenzen und die Beschäftigungsfähigkeit der Menschen. Um diesen Anforderungen zu entsprechen, müssen sich die Bildungsangebote in der allgemeinen Bildung und der beruflichen Bildung anpassen. In der beruflichen Bildung müssen auch Angebote für benachteiligte Jugendliche und Migranten verstärkt werden, damit diese Zielgruppen den Anschluss an die wirtschaftlichen und sozialen Veränderungen nicht verlieren. Dabei bekommt die Rückbesinnung auf die kulturellen und regionalen Besonderheiten wieder eine größere Bedeutung. Wir wollen in diesem Studienbesuch Ansätze zeigen, wie in einer sich wandelnden Region, die vielfältige Erfahrungen mit verschiedenen Kulturen hat, die zu einer verbesserten beruflichen Bildung führen.

WWW.

www.ruhr2010.de – www.kultur2010.de – www2.kulturhauptstadt-europa.de
www.bergbaumuseum.de

ÉGALITÉ DES CHANCES POUR LES GROUPES DÉFAVORISÉS

Lutte contre l'échec scolaire; intégration des jeunes migrants en Communauté française de Belgique

Numéro de groupe: **133**

Type de visite:
Enseignement général

10/5/2010-14/5/2010
Bruxelles, Belgique

Langue de travail:
Français

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

Mots clés:

- groupes défavorisés
- migrants et minorités
- environnement scolaire

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Une grande partie de la semaine sera consacrée à l'examen des solutions proposées par certains établissements scolaires de la région bruxelloise pour faciliter l'intégration des enfants migrants dans le système scolaire (entre autres classes passerelles, cours de FLE pour primo arrivants, médiation scolaire et sociale, rôle du PMS, etc.). En outre, la Communauté française de Belgique doit faire face à un taux d'échecs à tous les niveaux d'enseignement.

QUOI?

Les participants sont conviés à prendre connaissance d'expériences destinées à promouvoir une pédagogie du succès.

COMMENT?

Le participant:

- rencontrera des responsables à divers niveaux de l'enseignement en Communauté française de Belgique;
- visitera des classes;
- échangera des idées avec les chefs d'établissements, les enseignants, les élèves et les autres membres du groupe d'étude.

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.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Supporting disabled people: from early development to vocational training

Group No: 134

Type of visit:
Mixed17/5/2010-21/5/2010
Wschowa, PolandWorking language:
EnglishNumber of places: 12
Minimum required: 7

Keywords:

- **disadvantaged groups**
- **extra-curricular activities**
- **special needs**

CATEGORY OF THEMES:

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

WHY?

The education and inclusion of pupils with disabilities is a topic of interest all over Europe. Powiat Wschowski is located where three regions of Poland meet. Our local government acknowledges the importance of educational preparation of disabled youth to live and integrate into society. Local system is established to provide guidance and equal opportunities for disadvantaged pupils. Powiat Wschowski has a range of specialist services and institutions for pupils with disabilities. There is a special boarding school for disabled children and teenagers from Lubuskie province, several associations helping people with special education needs as well as guidance and counselling centres.

WHAT?

Participants will learn about:

- system of specialists in special needs education at local level;
- schools, guidance centres and children's home involved in special needs education;
- the situation of disabled pupils in our region;
- regional cooperation schemes which ensure equal opportunities in vocational education for pupils with special education needs.

HOW?

Participants will:

- attend a meeting with regional educational authorities;
- attend a presentation of Polish system of special needs education;
- visit schools and dormitories to see disadvantaged pupils learning environment and living conditions;
- meet specialists, teachers and pupils;
- observe students in activities;
- exchange participants' and host's experiences.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Powiat Wschowski jest położony na styku trzech województw :lubuskiego , dolnośląskiego i wielkopolskiego. Obejmuje swoim zasięgiem trzy miasta i gminy: Wschowę ,Sławę i Szlichtyngowę. Wschowę otacza Pojezierze Leszczyńskie oraz Pojezierze Sławskie z największym jeziorem ziemi lubuskiej.

Starostwo Powiatowe jest organem prowadzącym prężnie działających szkół zaangażowanych w Wielostronne Projekty Szkół (Uczenie się przez całe życie –Comenius).

Powiat Wschowski to wspaniałe miejsce do aktywnego wypoczynku. W 1999r Sława w rankingu na najpopularniejszą miejscowość turystyczną do 5 tyś. mieszkańców zajęła II miejsce .Rejon ten cechuje się dużymi walorami przyrodniczymi i krajobrazowymi.

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

System of education of children with special needs in Slovakia

Group No: **135**Type of visit:
General education**17/5/2010-21/5/2010**
Bratislava, SlovakiaWorking language:
EnglishNumber of places: **12**
Minimum required: **8****CATEGORY OF THEMES:**

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

WHY?

Slovakia is an interesting country in the centre of Europe and a member state of the European Union. Bratislava is the capital where most special schools for children with special needs, as well as many experts – special teachers with rich experiences in teaching disadvantaged pupils, are concentrated.

The host institution is one of eight regional school offices in Slovakia and has responsibility for education at special primary and secondary schools for children with special needs: vision impaired, hearing impaired, speech disorder, physically and mentally impaired children, autistic children, children with behavior disorder, etc.

WHAT?

Participants will learn about:

- special individual approach to impaired children in lessons at special schools;
- after-school activities, hobbies;
- psychological and pedagogical diagnosis of children with special needs and special individual programmes to reach the level of knowledge of children in mainstream schools;
- using ICT as a compensative tool during lessons

HOW?

Participants will:

- visit special elementary and secondary schools for children with special needs;
- visit mainstream elementary school educating pupils with special needs in integrative form;
- visit psychological and special pedagogical counselling office with the objective to find the right approach to education;
- meet and discuss with teachers;
- visit the historical part of Bratislava and attend an opera performance at the Slovak national theatre.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Prezentácia systému vzdelávania žiakov so špeciálnymi potrebami v SR sa uskutoční formou návštev špeciálnych ZŠ a SŠ ako i bežnej ZŠ, v ktorej sa vzdelávajú žiaci so špeciálnymi potrebami formou integrácie, pre porovnanie oboch možností vzdelávania. Počas návštev škôl sa účastníci stretnú s pedagógmi a vymenia si skúsenosti. Súčasťou návštevy bude prehliadka Bratislavy a operné predstavenie v SND.

Keywords:

- **disadvantaged groups**
- **quality assurance**
- **special needs**

Organiser(s):**TAKÁČOVÁ Lucia**

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CHANCENGLEICHHEIT FÜR BENACHTEILIGTE GRUPPEN

Lösung der Chancengleichheit in der Bildung in der Slowakei

Gruppennummer: **136**

Art des Besuches:
Gemischt

24/5/2010-28/5/2010
Košice, Slowakei

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Gleichstellung der Geschlechter**
- **Migranten und Minderheiten**
- **besondere Erfordernisse**

THEMENBEREICHE:

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

WARUM?

Im Jahre 2008 wurde in der Slowakei das neue Schulgesetz gültig. Im Interesse der Sicherung der Chancengleichheit in der Ausbildung für alle Schüler wurden mehrere Maßnahmen getroffen, die die bedrohten Schülergruppen unterstützen, die vorzeitig ihre Schulpflicht beenden.

In der Ostslowakei gibt es diverse ethnische Minderheiten, so die Romabevölkerung. Trotz der Vorteile, die ihnen der Staat gewährt, ziehen sie oft mit ihren Eltern umher und vernachlässigen die Schulpflicht.

Das Bezirksschulamt Košice ist für Fachberatung, methodische Beratung und Weiterbildung der Schulleiter und Lehrer verantwortlich. Außerdem gehört es zu seinen Aufgaben, Lehrer und Ausbilder mit gesetzlichen Neuerungen bekannt zu machen. Das Bezirksschulamt ist Träger von 38 Sonderschulen und 11 pädagogisch-psychologischen Beratungsstellen, zwei bilingualen Gymnasien und einer Fachschule.

WAS?

Der Studienbesuch vermittelt Einblick in die Erziehung und Ausbildung von Schülern, die Behinderungen haben oder benachteiligten Gruppen (Roma, ethnischen Minderheiten) angehören.

Die Teilnehmer werden Gelegenheit erhalten, unterschiedliche Schulen und Einrichtungen zu besuchen und ihre Erfahrungen, Beobachtungen und Ideen mit Lehrern, sozialpädagogischen und psychologischen Fachkräften, sowie mit Repräsentanten der regionalen Schulaufsicht auszutauschen und zu diskutieren.

WIE?

Besuch von Bildungsstätten, Beobachtung von der Arbeit der Lehrer in den Klassenräumen, Treffen mit Beratern, die mit benachteiligten Gruppen arbeiten, Diskussion mit Vertretern von Schulen und Behörden

WER?

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

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EQUAL OPPORTUNITIES FOR DISADVANTAGED GROUPS

Models of integration and support of disadvantaged pupils with special needs

Group No: **137**Type of visit:
General education**7/6/2010-11/6/2010**
Paderborn, GermanyWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **migrants and minorities**
- **social inclusion**
- **special needs**

Organiser(s):**BECKER Carola**

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CATEGORY OF THEMES:

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

WHY?

Integration and support of pupils with physical or mental impairments, learning difficulties and special needs is a challenge for school staff as well as for parents. At the same time, receiving adequate support is of extreme importance for the personality development of these children and young adults. Participants will have the opportunity to visit innovative projects and look at models of cooperation between the school system and the youth welfare system in Germany. Hosts of the study visit are the Bezirksregierung Detmold, the local government institution for the school system, and Freies Beratungszentrum Paderborn, an educational counselling office within the welfare system for parents, children and adolescents.

WHAT?

Participants will learn about:

- the German school system and its provisions for pupils with special needs;
- models of inclusive education for children and young people with special needs in mainstream schools;
- support arrangements provided by special schools for various target groups;
- models of cooperation between schools and institutions of youth welfare services.

HOW?

Participants will:

- visit schools with models of inclusive integration and special schools;
- meet social workers, psychologists, teachers, inspectors and administrators from the regional school authority;
- see innovative projects run by the youth welfare service targeted at multidisadvantaged families.

WHOM?

- 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:

Unser Studienbesuch vermittelt einen Einblick in das deutsche Schulsystem und seine Einrichtungen für Kinder und Jugendliche mit Beeinträchtigungen oder mit einem sonderpädagogischen Förderbedarf. Besuche unterschiedlicher Schulen und Einrichtungen (inklusive bzw. integrative Regelschulen und Förderschulen) stehen ebenso auf dem Programm wie der Erfahrungsaustausch mit Fachkräften unterschiedlicher Professionen. Beispiele der Kooperation zwischen Schulen und Einrichtungen der Jugendhilfe sowie innovative Projekte der Jugendhilfe werden vorgestellt. Veranstaltungsort ist das für seinen historischen Stadtkern und den römisch-gotischen Dom bekannte Paderborn. www.paderborn.de

WWW.

www.fbz-pb.de – www.bezreg-detmold.nrw.de – www.ge-pb-elsen.de
www.hoerg-schule-bueren.de – www.Eichendorffschule-Bielefeld.de
www.behindertenhilfe-bethel.de/htm/bildung/schule.php

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

How to improve quality of education and make it more applicable to the labour market

Group No: **138**

Type of visit:
Mixed

19/10/2009-23/10/2009
Łódź, Poland

Working language:
English

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

Keywords:

- **adult learning**
- **personalised learning**
- **quality assurance**

CATEGORY OF THEMES:

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

WHY?

Quality assurance, efficiency and adjusting education to the needs of business play a significant role in achieving objectives of the Lisbon strategy and the Education and training 2010 work programme. There is a need to raise awareness and stimulate discussion among actors from both academia and business.

Lodz is one of the most developing and biggest cities in Poland. Several private and state-owned universities are located here and some innovative methods of dealing with quality assurance in higher education and cooperation with business have been established in this region.

AHE is the biggest non-state academy in Poland and ranked one of the best.

WHAT?

Participants will learn about:

- importance and complexity of problems in quality assurance and applicability of education;
- new, innovative methods of improvement;
- solutions applied in different countries and higher education institutions;
- outcomes and measurement tools of solutions;
- methods for improving the image of the organisation on the market (relations with business sector).

HOW?

Participants will:

- participate in lectures and discussions with academics;
- meet business councils and the owners and managers to talk about problems in education;
- visit the Centre of Creativity and Entrepreneurship;
- meet trainers and HR companies.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

W ramach wizyty studyjnej uczestnicy będą mogli wymienić się doświadczeniami z zakresu zapewnienia wysokiej jakości oraz dopasowania oferty kształcenia do potrzeb i wymagań rynku. Wizyta zakłada współpracę przedstawicieli uczelni wyższych z przedsiębiorcami oraz specjalistami zakresu rynku pracy. Ponadto, uczestnicy będą mogli poznać i ocenić innowacyjne metody wdrożone w Wyższej Szkole Humanistyczno-Ekonomicznej w Łodzi. Założeniem organizatorów wizyty jest uświadomienie jak ważne są to zagadnienia dla nowoczesnego systemu kształcenia oraz zainspirowanie uczestników do zastosowania lub udoskonalenia istniejących metod w swoich uczelniach.

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

School evaluation for quality improvement (SEQI)

Group No: **139**Type of visit:
General education**16/11/2009-20/11/2009**
Évora, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

In Portugal the current model of external evaluation of schools has been applied for four years now and in two years time the first cycle is expected to close. Schools are also starting to set up their own evaluation devices as it is now possible to reflect upon a programme that has been consistently developed. Some impacts are already visible, namely the push on school improvement and self-evaluation initiatives.

WHAT?

Participants will learn about:

- the impact of evaluation on school improvement;
- the school external evaluation programme;
- a diversity of school evaluation approaches;
- the new model of school autonomy and its implementation;
- the interaction between schools and different stakeholders' roles in decision-taking processes and improvement.

HOW?

The participants will:

- attend theoretical seminars aimed at familiarising them with the Portuguese education system, the inspection system, the school external evaluation programme and school management.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

A Inspeção-Geral da Educação é responsável pelo desenvolvimento do programa de avaliação externa das escolas. A visita de estudo permitirá dar a conhecer o trabalho desenvolvido nesta área e conhecer as práticas noutros países. A visita decorrerá na cidade de Évora, de 15 a 20 de Novembro de 2009. Compreende uma componente teórica de enquadramento, onde os participantes serão informados sobre o sistema educativo português e o sistema de inspeção; o programa de avaliação externa das escolas e o modelo de gestão das escolas.

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www.cm-evora.pt/pt/Evora.htm – <http://en.wikipedia.org/wiki/Alentejo>
http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/PT_EN.pdf

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

How to improve quality in school education

Group No: **140**Type of visit:
Mixed**23/11/2009-27/11/2009**
Osnabrueck, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

After 'Pisa' improvement of quality in school education became very important in Germany. Schools in the federal state of Lower Saxony were given more autonomy to decide for themselves: the self-dependent school ('eigenverantwortliche Schule') was introduced. These concerned planning, teaching and evaluation of lessons; directing a school, school management and school administration. We support schools to manage the challenge of a self-dependent school. Areas of support concern not only quality and evaluation but also prevention of violence, occupational health and safety, in-service training, European dimension, etc. One main task is supporting schools develop quality in school education.

WHAT?

Participants will learn about:

- a survey of the organisation and structure of the German school system;
- the activities of the regional school authority to improve the quality of school education;
- the work of school consultants.

HOW?

Participants will:

- visit the regional school authority;
- visit schools of general education and VET;
- meet experts to discuss with aspects of quality at school;
- take part in workshops about instruments and methods.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Seit „Pisa“ ist die Verbesserung der Qualität von Schule ein wichtiges Thema, bei dem es auch um die Optimierung der gesamten Prozesse von Schule als Organisation geht. In Niedersachsen wurde die „eigenverantwortliche Schule“ eingeführt. Damit Schulen befähigt werden die Anforderungen zu bewältigen, hält das Land ein umfangreiches Beratungs- und Unterstützungsangebot für die Schulen bereit. Beratungsfelder sind neben Qualitätssicherung auch Themen wie Gewaltprävention, Arbeits- und Gesundheitsschutz, Fortbildung, europäische Zusammenarbeit usw. Wir möchten versuchen, diese aktuellen Entwicklungen im europäischen Kontext zu vermitteln und uns darüber mit Gästen aus Europa auszutauschen.

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www.mk.niedersachsen.de/master/C32984826_N6119894_L20_DO_I579.html
www.mk.niedersachsen.de:80/master/C26688_L20_DO_I579_h1.html
www.hotel-walhalla.de/

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Improving quality in education through internal and external evaluation in autonomous schools

Group No: 141

Type of visit:
General education**30/11/2009-4/12/2009**
Hamburg, GermanyWorking language:
EnglishNumber of places: **20**
Minimum required: **5**

Keywords:

- **evaluation (school or institution)**

CATEGORY OF THEMES:

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

WHY?

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

WHAT?

Participants will learn about:

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

HOW?

Participants will:

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

WHOM?

- 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 local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

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

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MECHANISMEN FÜR DIE QUALITÄTSSICHERUNG IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

Qualitätssicherung durch Evaluation und Unterrichtsentwicklung

Gruppennummer: 142

Art des Besuches:
Allgemeine Bildung

1/12/2009-4/12/2009
Freiberg (Sachsen),
Deutschland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: 15
Erforderliche Mindestanzahl: 8

Schlüsselwörter:

- **Evaluierung (Schule oder Einrichtung)**
- **Qualifikationen von Lehrkräften und Ausbildern**

THEMENBEREICHE:

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

WARUM?

Der hohe Stellenwert der Bildung macht eine kontinuierliche Qualitätssicherung notwendig. Traditionelle und neu erprobte Unterstützungsinstrumente kommen in Sachsen erfolgreich zum Einsatz und sollen deshalb vorgestellt werden. Die Sächsische Bildungsagentur mit Sitz in Chemnitz ist eine Schulaufsichtsbehörde, die sich als Dienstleister und Impulsgeber für das sächsische Schulwesen versteht. Sie ist u. a. für das Lehrpersonal und die Lehrerfortbildung zuständig. Freiberg liegt im Zentrum von Sachsen, zwischen der Landeshauptstadt Dresden und Chemnitz. Die Stadt ist ein Bildungszentrum mit Einrichtungen aller Schularten von der Grundschule bis zur Technischen Universität Bergakademie Freiberg. Die Stadt ist damit ein Beispiel der Wirksamkeit des sächsischen Schulsystems auch außerhalb der großen sächsischen Metropolen. Freiberg vereint in sich die Tradition des mittelalterlichen Bergbaus mit der Entwicklung moderner Industriezweige. Vor allem in der Vorweihnachtszeit bietet Freiberg mit seinem denkmalgeschützten Stadtkern eine traumhafte Kulisse im Lichterglanz.

WAS?

Die Teilnehmer werden Folgendes lernen:

- traditionelle Beratungsmethoden und moderne Instrumente der Unterrichtsentwicklung;
- wie externe und interne Evaluation Einfluss auf die Qualitätssicherung an Schulen nehmen kann.

WIE?

Die Teilnehmer werden:

- Einrichtungen verschiedener Schularten besuchen;
- die Sächsische Bildungsagentur und das Sächsische Bildungsinstitut besuchen;
- an Gesprächsrunden mit Schulleitern und Vertretern des Unterstützungssystems teilnehmen.

WER?

- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder.

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality assurance in education and vocational training

Group No: **143**

Type of visit:
Mixed

22/3/2010-26/3/2010
the Hague, the Netherlands

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The Dutch national educational system has several striking features, including combination of public and private schools. However, the overall quality of education is the main responsibility of the national authorities. Quality assurance has been adapted to meet the needs of this combined system.

WHAT?

Participants will learn about:

- school self-evaluation;
- results of schools presented with the so-called 'quality card' ;
- privatised external supervision (Inspectorate of Education).

HOW?

Participants will:

- visit the Ministry of Education, municipal authorities and the Inspectorate;
- visit primary, secondary and possibly vocational schools and institutes;
- talk to teachers and students;
- possibly, observe classes.

WHOM?

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

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality – Why evaluation of schools is important

Group No: **144**

Type of visit:
General education

5/4/2010-9/4/2010
Joensuu, Finland

Working language:
English

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

Keywords:

- **evaluation (school or institution)**
- **leadership and management**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

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

WHY?

Finland has a good reputation in education and PISA results have always been good. We have been developing the evaluation system at every level, including self-evaluation. The city of Joensuu wants to develop and monitor the quality of education at every level. Self-evaluation has been carried out every year in different topics. We have developed a new internet database to create easy evaluations for use by staff after a course. We also measure every year what our students think of teaching, staff, infrastructure, etc.

WHAT?

Participants will learn about:

- what can be evaluated in a school;
- how to use results of the evaluation;
- how to improve quality in education;
- why self-evaluation is important;
- problems when measuring the quality of education.

HOW?

Participants will:

- visit schools from kindergarten to upper secondary and university;
- visit the education department of the city of Joensuu.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vierailu keskittyy siihen, kuinka koulutuksen laatua voidaan mitata eri tavoin. Itsearviointin ja yleensäkin oman organisaation arviointi on tärkeää. Vierailun aikana tutustutaan eri menetelmiin, millä tavoin koulutuksen laadukkuutta valvotaan Joensuun kaupungin erilaisissa instituutioissa ja kuinka eri tavoin opintovierailun osanottajat huolehtivat koulutuksen laadukkuudesta omassa tehtävässään.

Organiser(s):

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MECHANISMEN FÜR DIE QUALITÄTSSICHERUNG IN SCHULEN UND AUSBILDUNGSEINRICHTUNGEN

Qualitative Bildung und Ausbildung – Tradition und Weiterentwicklung

Gruppennummer: 145

Art des Besuches:
Gemischt

19/4/2010-23/4/2010
Sofia, Bulgarien

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: 15
Erforderliche Mindestanzahl: 8

Schlüsselwörter:

- **Evaluierung (Schule oder Einrichtung)**
- **Qualitätssicherung**
- **Bewertung der Lernenden**

Organisator(en):

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THEMENBEREICHE:

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

WARUM?

Die Verbesserung der Qualität der Bildung und Ausbildung ist nicht nur eines der Hauptziele des Programms „Allgemeine und berufliche Bildung 2010“, sondern auch Hauptpriorität des bulgarischen Bildungs- und Ausbildungssystems.

In Sofia befindet sich das Ministerium der Bildung, Ausbildung und Wissenschaft, welches die staatliche Bildungspolitik durchführt, wie auch andere Einrichtungen, wo Qualitätsstandards erarbeitet werden. In Sofia kann man auch verschiedene Arten von Schulen besuchen, die die innovativen Methoden zur Erhöhung der Bildungsqualität verwenden.

Die gastgebende Institution des Studienbesuchs ist das Zentrum für Kontrolle und Evaluation der Bildungsqualität, welches im Jahre 2005 als staatliche, wissenschaftliche und informelle Abteilung des Ministeriums der Bildung, Ausbildung und Wissenschaft gegründet wurde. Haupttätigkeiten des Zentrums sind: Erarbeitung von Bewertungsstandards, Mechanismen für externe und interne Evaluation, Analyse und Systeme für Bewertung der Bildungsqualität. Die Teilnehmer des Studienbesuchs werden die Gelegenheit erhalten, das Evaluierungssystem in bulgarischen Schulen kennen zu lernen und sich über die Einführung externer Evaluation informieren zu können.

WAS?

Die Teilnehmer werden Folgendes lernen:

- wie sich die Resultate und Leistungen der bulgarischen Schüler im Rahmen der nationalen und internationalen Vergleichsuntersuchungen auf die Verbesserung der Bildungsqualität auswirken;
- unterschiedliche Modelle der Qualitätsentwicklung und Qualitätssicherung in den bulgarischen Schulen;
- gute Erfahrungen aus verschiedenen europäischen Bildungssystemen.

WIE?

Die Teilnehmer werden:

- das Ministerium für Bildung, Ausbildung und Wissenschaft besuchen;
- an Arbeitstreffen im Zentrum für Kontrolle und Evaluation der Bildungsqualität teilnehmen;
- Schulen und Bildungsinstitutionen besuchen;
- Gespräche mit Direktoren über die Qualität der allgemeinen und beruflichen Bildung führen;
- Unterricht und Diskussionen mit Lehrern und Schülern beobachten.

WER?

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

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Участниците във визитата ще се запознаят със системата на оценяване в българските училища, резултатите на българските ученици в национални и международни сравнителни изследвания и как анализът на тези резултати се използва за подобряване на качеството на образованието и обучението. Ще бъдат организирани посещения и работни срещи в училища и различни образователни.

WWW.

www.mon.bg

QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Quality in teacher training

Group No: **146**

Type of visit:
General education

19/4/2010-23/4/2010
Murcia, Spain

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

Quality in teacher training is fundamental to have qualified teachers and to systematise all training processes. Our teachers and resources institutions have already obtained ISO 9001 and some educational centres have also got the ISO and FQM quality certificate.

Murcia has had a lot of experience in organising successful study visits.

The host institution is the Council of Education, Training and Employment responsible for educational policies in the region.

WHAT?

Participants will learn about:

- how the teacher training network is currently working in the region of Murcia;
- implementation of quality resources in teacher training centres;
- our educational centres that have been quality certified work in situ;
- Spanish historical heritage, gastronomy, and customs in the region of Murcia.

HOW?

Participants will:

- visit the Council of Education Teacher Training Service;
- visit two teacher training centres as examples of good practice;
- visit three educational centres: a primary school, a secondary school and a vocational training centre.

WHOM?

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

Short description in the host country's language:

Durante la Visita de estudio se mostrarán y explicarán las actuaciones y medidas mediante las cuales la Consejería de Educación, Formación y Empleo de la Región de Murcia, desarrolla la formación permanente del profesorado. Se abordará el estudio de la red de formación del profesorado, el proceso de calidad de los Centros de profesores y recursos por el cual han conseguido el certificado ISO 9001. Se realizarán visitas al Servicio de Formación del Profesorado, a los Centros de profesores y recursos de Murcia y Cartagena y a centros de primaria, secundaria y Formación Profesional, facilitando el intercambio de experiencias entre los asistentes. Podrán a la vez aproximarse a la cultura, gastronomía y las costumbres de nuestras gentes

Organiser(s):

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Implementation of quality assurance in technical and vocational schools

Group No: 147

Type of visit:
VET10/5/2010-14/5/2010
Botosani, RomaniaWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

In Botosani, there are six TVET schools, which have benefited from the Phare programme since 2004. The Phare programme brought buildings rehabilitation, technical equipment for students' learning, teacher training and implementation of European quality assurance instruments. Quality assurance in TVET schools of Botosani is carried out by the school inspectorate.

What?

Participants will learn about:

- the results of implementing European quality assurance instruments in Botosani county schools;
- how self-evaluation helps improve the quality of education;
- using new methods for teaching and learning;
- preparing for external monitoring visits, making school self-evaluation;
- partnerships between schools and enterprises, to prepare students for the labour market.

HOW?

Participants will:

- observe the quality assurance process in TVET schools;
- visit schools and economic partners;
- meet and exchange experiences with teachers, members of quality assurance commissions, heads of school/economic sector, local authorities;
- study the quality manual in schools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Participanții la vizita de studiu vor vizita școlile Phare din județul Botoșani, agenții economici parteneri și vor vedea rezultatele implementării instrumentelor de asigurare a calității, vor asista la lecții demonstrative. Vor avea posibilitatea să asiste la pregătirea și desfășurarea unei vizite de monitorizare externă. Participanții la vizita de studiu vor putea să-și împărtășească experiența legată de implementarea cadrului de asigurare a calității în țara de proveniență și vor învăța din experiența celorlalți. Vor avea posibilitatea de a discuta cu profesori, inspectori, directori, reprezentanți ai Primăriei și Prefecturii Botoșani, cu reprezentanți ai agenților economici.

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

Evaluation policy in Czech education system

Group No: **148**Type of visit:
Mixed**17/5/2010-21/5/2010**
Prague, Czech RepublicWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The purpose of the visit is to introduce the Czech School Inspectorate (CSI) and its evaluation policy. The CSI analyses information on education and monitors and evaluates the effectiveness of the educational system. CSI draws up strategic objectives for inspection activities and systems for evaluating the educational system.

WHAT?

Participants will learn about:

- Czech School Inspectorate (CSI), its responsibilities and the evaluation system;
- Institute for Information on Education (IIE) which works with extensive statistical files on the Czech education system;
- Research Institute for Education in Prague which creates proposal concepts, policy papers, curricula, methodological materials, evaluation criteria;
- National Institute of Vocational Training (NIVT), responsible for creating the concept and strategy for VET, production and introduction of curricula for secondary and higher VET.

HOW?

Participants will:

- visit various types of schools, observe work in the classroom;
- visit educational institutions and other organisations involved in education and evaluation;
- meet head teachers, directors of education institutions and school inspectors;
- have the opportunity to discuss, exchange experience and share ideas.

WHOM?

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

Cílem návštěvy je seznámit účastníky s Českou školní inspekcí (ČŠI) a její evaluační politikou. ČŠI, jak je uvedeno v zák. 561/2004 (školský zákon) získává a analyzuje informace o vzdělávání, sleduje a vyhodnocuje efektivitu vzdělávacího systému. Za účelem splnění tohoto úkolu ČŠI vypracovává strategické cíle inspekční činnosti a systémy hodnocení vzdělávací soustavy. Rádi bychom se podělili o své zkušenosti s ostatními experty na evaluaci v oblasti vzdělávání. Pro získání širšího pohledu na evaluační politiku v českém vzdělávacím systému jsme přizvali ke spolupráci také další vzdělávací instituce, které se danou problematikou zabývají. Program zahrnuje návštěvy různých typů škol a vzdělávacích institucí, diskuse s řediteli a setkání s vedoucími pracovníky.

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QUALITY ASSURANCE MECHANISMS IN SCHOOLS AND TRAINING INSTITUTIONS

The balance of accountability, support and school autonomy

Group No: **149**

Type of visit:
Mixed

17/5/2010-21/5/2010
Dresden, Germany

Working language:
English

Number of places: **15**
Minimum required: **9**

Keywords:

- **evaluation (school or institution)**

CATEGORY OF THEMES:

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

WHY?

The Saxon Institute of Education in Radebeul near Dresden has developed innovative approaches to external and internal evaluation as well as further education for teachers and support systems for schools. Over last years, new curricula offering more self-responsibility for head teachers and teachers have been developed.

WHAT?

Participants will learn about:

- the procedure of external evaluation in Saxony;
- the interface of external and internal evaluation in schools;
- the function of an educational report used to inform the public about results in the school system within a school year and interpretation of the data and benefit for the system;
- how schools deal with self-evaluation and the report of external evaluation in practice.

HOW?

Participants will:

- be provided with a mixture of theoretical input, practical insights and discussions;
- visit schools of different types that have gone through the procedure of external evaluation;
- observe teachers' work in the classroom;
- meet representatives of the supervision system (evaluators, headteachers, representatives of school agencies and ministry) responsible for support and accountability.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Die Zielvorgaben von Lissabon beinhalten die Reduzierung der Zahl der Schulabgänger ohne Bildungsabschluss bis 2010. Entscheidend für den Erfolg eines Bildungssystems erscheint uns, die scheinbar widerstrebenden Momente Rechenschaft, Unterstützung von Schulen und Eigenverantwortung von Schule in Einklang zu bringen. Während des Besuches wollen wir die Lösungsversuche Sachsens darstellen: unser Verfahren zur externen Evaluation von Schule, Überlegungen zur internen Evaluation, den Bildungsbericht, Unterstützungssysteme und die Lehrerfortbildung. Theoriebezogene Informationen werden durch Schulbesuche ergänzt. In Diskussionen sollen Unterschiede und Gemeinsamkeiten herausgearbeitet werden.

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MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS

Efficacy of teaching and learning in a changing school

Group No: **150**

Type of visit:
General education

16/11/2009-20/11/2009
Torino, Piemonte, Italy

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

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

WHY?

The efficacy of teaching and learning is important for our area. Turin has a long tradition of good school practices at any level. We pay great attention to education. The wish to improve everybody's knowledge and quality living is a tradition that many famous people born here have followed to raise the knowledge and quality of life for everybody. The educative association 'La casa degli insegnanti' (teacher's home) has the support of the centre for documentation and didactics of the Province of Turin. This association was born in Turin in February 2008 with the aim of helping teachers at any level. We want to support and spread good didactic practices and results of research. We support exchanges and teaching practices with other European countries.

WHAT?

Participants will learn about:

- evaluation and self-evaluation of schools;
- teachers training and class climate;
- integration of students with learning and behaviour difficulties;
- integration of immigrant students;
- cooperation with local authorities for education;
- adult education and lifelong learning.

HOW?

Participants will:

- visit schools from primary to upper secondary education situated in disadvantaged areas;
- attend some lessons to see Italian teachers at work;
- exchange experiences;
- meet people involved in projects that improve the school offer.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visita di studio offre ai partecipanti l'opportunità di vedere le scuole torinesi al lavoro. Si analizzeranno i progetti educativi e i partecipanti potranno confrontarsi e interagire tra loro e con docenti/studenti/famiglie. Argomenti: valutazione e autovalutazione delle scuole, offerta formativa, scambi scolastici, educazione degli adulti, inserimento degli alunni con handicap e stranieri. Si visiteranno scuole anche della periferia. La casa degli insegnanti è un'associazione di e per insegnanti. È nata con il fine di offrire servizi agli insegnanti e favorire l'educazione lungo tutto l'arco della vita. Vogliono essere luogo d'incontro, scambio e confronto e favorire la conoscenza e la diffusione di buone pratiche didattiche.

Organiser(s):

ZAN Maddalena

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WWW.

www.lacasadegliinsegnanti.it

MEASURES TO IMPROVE EFFICIENCY IN EDUCATION AND TRAINING INSTITUTIONS

Measuring the efficiency of educational policies and projects

Group No: **151**Type of visit:
Mixed**25/1/2010-29/1/2010**
Nantes, FranceWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

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

WHY?

Nantes Region has been considered, for several years, as one of the best in France in terms of results. Recently, many changes are in progress in school management. More autonomy has been given to schools and their headmasters, results are analysed, contracts established between schools and the regional education authorities. Analysing the links between regional policy and local school projects gives information on how to evaluate what is done in schools and on the efficiency of their projects.

WHAT?

Participants will learn about:

- what figures are analysed by directors of different types of schools to measure the efficiency of their projects;
- the contracts established between schools and authorities;
- what strategies can be applied to evaluate and progress;
- what progress has been made when strategies have been implemented;
- what type of human resources management is required;
- how different actors in regional or local projects are involved.

HOW?

Participants will:

- meet managers of various educational structures (regional, local, schools directors);
- visit different types of schools in different areas (compulsory, upper secondary, vocational) and observe their projects and how results are measured;
- interview teachers or other actors involved in good practice who made their school or activity progress.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'objet de la visite sera de présenter aux participants des stratégies de pilotage, de l'académie à l'établissement. A l'échelle d'une académie : Quels indicateurs ? Quelle évaluation ? Quelle stratégie ? A l'échelle d'un établissement : présentation des notions de projet d'établissement et de contrat d'objectifs. Comment se décline la politique de l'académie ou du département localement ? Quelle évaluation de l'efficience des dispositifs mis en place ? La visite alternera présentations théoriques et visites sur le terrain d'établissements variés (collèges, lycée professionnels, lycée généraux et technologiques, écoles) et s'appuiera sur les projets d'établissements et leur évaluation.

WWW.

www.education.gouv.fr – www.ac-nantes.fr – www.europe-education-formation.fr
www.nantes.fr

MAßNAHMEN ZUR VERBESSERUNG DER EFFIZIENZ IN EINRICHTUNGEN DER ALLGEMEINEN UND BERUFLICHEN BILDUNG

Gesundheitsförderung im Setting Schule

Gruppennummer: **152**Art des Besuches:
Gemischt**1/3/2010-5/3/2010**
Innsbruck, ÖsterreichArbeitssprache:
DeutschAnzahl der Teilnehmerplätze: **15**
Erforderliche Mindestanzahl: **7**

Schlüsselwörter:

- **allgemeiner und beruflicher Bildungsstand**
- **schulisches Umfeld**
- **junge Menschen**

THEMENBEREICHE:

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

WARUM?

Die Schule soll für das Leben vorbereiten und übernimmt im Rahmen des damit verbundenen Erziehungsauftrages auch die Aufgabe wahr, jungen Menschen den Wert der Gesundheit näher zu bringen. Dabei sollen die Jugendlichen befähigt werden, das Erlernte nachhaltig in ihrem Leben anzuwenden.

Tirol wurde gewählt, weil sich der Arbeitskreis „Gesunde Schule“ schon seit längerer Zeit mit dem Thema Gesundheitsförderung im Lebensraum Schule auseinandersetzt und daher auf eine reichhaltige Erfahrung zurückgegriffen werden kann.

Der Landesschulrat Tirol unterstützt und koordiniert als zuständige Schulbehörde alle diesbezüglichen Aktivitäten der Tiroler Schulen.

WAS?

Die Teilnehmer werden Folgendes kennen lernen:

- Initiativen, mit denen Sie in Ihrer Region die gesundheitsfördernden Strukturen verbessern können - Ausgehend von grundlegenden Informationen zur Gesundheitsförderung im Lebensraum Schule werden Schwerpunktbereiche in Projektmanagement und Qualitätssicherung vorgestellt. Die besonders relevanten Bereiche sind dabei aus Sicht der Expertinnen und Experten: Ernährung, Bewegung, Sucht (Tabak, Alkohol, Drogen), der psychosoziale Bereich und die materielle Umwelt (Ökologie, Infrastruktur, etc.);
- das Konzept der „Bewegten Schule“;
- im Setting Schule verschiedene Schulformen als Erfahrungs- und Lebensraum mit praktischen Angeboten zu gesunder Lebensführung;
- Studienangebote an Tiroler Ausbildungseinrichtungen - zukunftsorientierte Themen wie Medizin- und Bioinformatik, Gesundheitswissenschaften, Pflegewissenschaft und verwandte Fächer.

WIE?

Die Teilnehmer werden:

- den Arbeitskreis „Gesunde Schule“ treffen und die betreffenden Institutionen kennen lernen;
- die Pilotschulen zum Projekt „Gesunde Schule“ des BMUKK besuchen;
- diverse Bildungsstätten besuchen.

WER?

- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen.

Organisator(en):

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Fax +43- 512 52033342
Email: c.hackl@lsr-t.gv.at
www.lsr-t.gv.at

WWW.**www.gesundeschule.at**

MESURES VISANT À AMÉLIORER L'EFFICACITÉ DES ÉTABLISSEMENTS D'ENSEIGNEMENT ET DE FORMATION

TICE: Construire une politique dans un établissement scolaire

Numéro de groupe: **153**

Type de visite:
Mixte

10/5/2010-14/5/2010
Lamballe, France

Langue de travail:
Français

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

Mots clés:

- **autonomie (école ou établissement)**
- **direction et gestion**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

L'Académie de Rennes en partenariat avec les collectivités locales expérimente depuis trois ans des espaces numériques de travail (ENT) pour l'ensemble de la communauté éducative (personnels, élèves, parents). A ce stade il nous apparaît important de comparer les outils et les pratiques mises en œuvre dans les autres pays d'Europe.

QUOI?

Le participant découvrira:

- les ressources potentielles d'un ENT, outils et pratiques;
- les usages pédagogiques des tableaux numériques interactifs (TNI) dans les différents pays;
- le rôle des collectivités territoriales;
- les usages des TICE pour administrer un établissement et la formation des nouveaux personnels de direction;
- comment construire une politique globale des TICE dans un établissement scolaire;
- l'équipement, la formation des personnels, l'accompagnement et la sécurité.

COMMENT?

Le participant :

- fera des visites d'établissements expérimentant des modules de l'espace numérique de travail;
- rencontrera les responsables académiques du développement des TICE;
- observera des séquences de classe utilisant les TICE;
- découvrira les applications de gestion d'un établissement scolaire et le dispositif de formation des nouveaux personnels de direction;
- rencontrera les responsables des collectivités territoriales chargés des nouvelles technologies;
- construira un vademecum de la mise en place d'une politique globale dans un établissement scolaire.

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,
- représentants des autorités locales, régionales et nationales.

Organisateur(s):

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Fax +33- 296 31 01 98

Email: pascal.caro@ac-rennes.fr

WWW.

www.educnet.education.fr/ – www.agence-usages-tice.education.fr/
www.cndp.fr/tice/ressources/

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Assuring quality and improvement in the teaching profession

Group No: 154

Type of visit:
General education5/10/2009-9/10/2009
Ankara, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Turkey has been experiencing educational reform since 5 years in many areas of education. Teacher quality and improvement is crucial for passing this transition period successfully and achieving quality in the education system of Turkey in general. The Turkish Education Association is the oldest and most prominent civil initiative in education since 1928. It has 22 schools and nearly 1900 teaching staff. To improve and assure the quality of staff it started to apply a 'teacher performance management system' last year which is now being applied in seven pilot schools.

WHAT?

Participants will learn about:

- importance of teaching force;
- new approaches to teacher quality improvement;
- quality improvement systems for teaching staff;
- teacher qualifications frameworks.

HOW?

Participants will:

- join plenary sessions/workshops;
- visit teacher training institutions and centres;
- visit schools and observe teachers in the classroom;
- meet inspectors and experts evaluating teachers.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of 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:

Türk Eğitim Derneği Türkiye'de eğitim alanındaki en köklü sivil inisiyatiftir. 1928'de Atatürk'ün direktifiyle kurulan ve kamuya yararlı dernek statüsündeki Derneğin 22 okulunda 17000'e yakın öğrenci eğitim görmektedir. Bağlı okullarda eğitim kalitesini sağlamanın en önemli unsurlarından birinin öğretmen kalitesini sağlama ve geliştirme olduğuna inanan Türk Eğitim Derneği, okullarına öğretmenleri Genel Merkez tarafından seçmekte, hizmet öncesi eğitimlerini sağlamak ve sürekli gelişimleri için çalışmalar yürütmektedir. Başvurulan bu seminerin farklı ülkelerden bu alanda çalışan eğitimcilerin bilgi ve deneyimlerini paylaşmaları ve ülkemiz ve TED'in bu alandaki çalışmalarını tanıtmak açısından faydalı olacağı düşünülmektedir.

Organiser(s):

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Email: suat.kardas@ted.org.tr
www.ted.org.tr

WWW.www.meb.gov.tr – www.ted.org.tr

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Exchanging experience on managing teachers' and trainers' training

Group No: **155**Type of visit:
Mixed**23/11/2009-26/11/2009**
Lublin, PolandWorking language:
EnglishNumber of places: **10**
Minimum required: **10**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

In Poland and especially in Lublin, there are many public and private educational institutions aimed at highly qualified staff training. The College of Enterprise and Administration belongs to a consortium of universities that with other higher education institutions implement an innovative programme entitled 'Innovative Management'. The study visit will present and show in practice the Polish methodology for preparing teachers' and trainers' initial training.

WHAT?

Participants will learn about:

- good practices in managing teachers' and trainers' training;
- teachers' and trainers' qualifications in public and private institutions;
- practical forms of evaluation, results interpretation, future strategic plans;
- effective teachers and trainers recruitment.

HOW?

Participants will:

- visit companies, associations and foundations;
- meet other practitioners of education;
- meet, talk and exchange ideas with Polish teachers 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,
- heads of departments,
- 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:

Wyższa Szkoła Przedsiębiorczości i Administracji należy do konsorcjum uczelni, która wraz z innymi jednostkami szkolnictwa wyższego wdraża innowacyjny program Zarządzanie Innowacyjne. Jednym z podstawowych założeń programowych ZI jest kształtowanie postaw otwartych na wiedzę zarówno młodej, jak i doświadczonej kadry nauczycieli i trenerów oraz w oparciu o ewaluację środowiska nauczycieli przygotowanie nowatorskich programów wdrożeniowych dla młodej kadry oraz rozwoju ścieżki kariery dla doświadczonych pracowników edukacji. Serdecznie zapraszamy wszystkie zainteresowane zagadnieniem przygotowywania i realizowania tychże programów osoby do uczestnictwa w naszym przedsięwzięciu.

Organiser(s):**KRAJEWSKI Sebastian**

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Email: s.krajewski@wsps.lublin.pl

www.wsps.pl

WWW.

www.wsps.pl – www.wshe.pl – www.kul.pl – www.umcs.lublin.pl – www.pcn.lublin.pl
www.kuratorium.lublin.pl – www.ipt.pl – www.ekpu.lublin.pl – www.wodn.zamosc.pl
www.profesja.edu.pl

ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

Erwerb von Schlüsselkompetenzen in der Lehrerausbildung: Reflexionskompetenz, Kommunikationskompetenz, Teamfähigkeit

Gruppennummer: **156**

Art des Besuches:
Allgemeine Bildung

15/3/2010-19/3/2010
Köln / Leverkusen,
Deutschland

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

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

THEMENBEREICHE:

Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern

WARUM?

Der Studienbesuch richtet sich an Bildungsfachleute, die sich mit Schule und dem Beruf des Lehrers beschäftigen. Reformen und Veränderungen (u.a. zentrale Abschlussprüfungen, Kompetenzorientierung), haben Konsequenzen für die Lehrerausbildung. Ferner muss sich die Lehrerausbildung im Rahmen des Bologna-Prozesses den Herausforderungen, die mit den neuen BA/MA-Studiengängen einhergehen, stellen. Der Besuch von Ausbildungsschulen in Köln und Leverkusen, Unterrichtsbesuche und Unterrichtsnachbesprechungen werden ein zentraler Bestandteil des Studienbesuches sein.

WAS?

Die Teilnehmer werden:

- die Struktur der Lehrerausbildung an verschiedenen Schulformen und im Studienseminar kennenlernen;
- an Ausbildungsprozessen und Diskussionen über Standards und Kompetenzen, einer theoriegeleiteten Praxis und der Rolle der Schlüsselkompetenzen wie Reflexions- und Teamfähigkeit teilnehmen.

WIE?

Die Besucher werden

- an fachspezifischen und allgemein pädagogischen Veranstaltungen für angehende Lehrer teilnehmen;
- an Unterrichtsbesuchen und Unterrichtsnachbesprechungen mit angehenden Lehrern und Lehrerausbildern teilnehmen;
- neue Ausbildungselemente wie kollegiale Fallberatung und Gruppenhospitationen kennenlernen;
- die weltgrößte Bildungsmesse 'didacta' in Köln besuchen.

WER?

- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder.

Organisator(en):

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Fax +49- 21 71 36 80 28
Email: h.neugebauer@
studienseminar-leverkusen.de
studienseminar-leverkusen.de

WWW.

www.studienseminar-leverkusen.de – www.learn-line.de

TEACHERS' AND TRAINERS' INITIAL TRAINING, RECRUITMENT AND EVALUATION

Regional teacher training programmes to recruit and retain quality teachers

Group No: **157**

Type of visit:
General education

22/3/2010-26/3/2010
Holbæk, Denmark

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

The aim of the study visit is to focus on teacher education, and how it will be possible to recruit and retain quality teachers in regional/rural areas of Europe. We need models to strengthen recruitment of students who wish to become teachers, and models to bridge the gap between the theoretical part of education and practice when teaching begins. There are too many drop-outs from the teaching profession in Denmark, a shared problem with other European countries.

WHAT?

Participants will learn about:

- experience with recruiting and retaining teachers of high standard in the regional area;
- a successful model developed at the University of Stavanger (Norway) by representatives from Norway.

HOW?

Participants will:

- attend theoretical presentations, discussions, exchange experiences;
- visit Læreruddannelsen Holbæk's (Holbaek College of Education, University College Sealeand's).

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.

Organiser(s):

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Email: ttl@ucsj.dk
www.ucsj.dk

WWW.

www.ucsj.dk – www.uvm.dk

ERSTAUSBILDUNG, EINSTELLUNG UND EVALUIERUNG VON LEHRKRÄFTEN UND AUSBILDERN

Verbesserung der Qualität und Effektivität der Lehrerausbildung, bessere Führungsqualitäten und Managementkompetenzen bei Schulleitern und Bildungsanbietern

Gruppennummer: 158

Art des Besuches:
Gemischt10/5/2010-14/5/2010
Szczecinek, PolenArbeitssprache:
DeutschAnzahl der Teilnehmerplätze: 15
Erforderliche Mindestanzahl: 5

Schlüsselwörter:

- **Führungsqualitäten und Management**
- **Status von Lehrkräften und Ausbildern**
- **Qualifikationen von Lehrkräften und Ausbildern**

Organisator(en):

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THEMENBEREICHE:

Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern

WARUM?

Das polnische Lehrerausbildungssystem ist ein europäisches Ausbildungssystem, das an das Landesschulsystem angepasst ist. Wir möchten den Teilnehmern die Qualität von Lehrerausbildung in Polen, sowie die Anwendung von modernen Lehrtechniken und neuen Technologien zeigen. Die Lehrer müssen heutzutage fähig sein, sich neuen Herausforderungen zu stellen, die mit der wachsenden Autonomie von Einrichtungen der allgemeinen und beruflichen Bildung zusammenhängt.

Im Gymnasium Nr 1 und in den Institutionen des Kreises Szczecinek zeigen wir, wie neue Technologien im Unterricht angewendet und die individuellen Lernerfordernisse der Lernenden in Betracht gezogen werden.

WAS?

Die Teilnehmer werden Folgendes lernen:

- wie kann man mit Stress und aggressivem Verhalten in der Schule /im Klassenraum umgehen;
- wie kann man in eine junge Generation von Lehrkräften investieren und gleichzeitig die Qualifikationen vorhandener Lehrkräfte und Schulleiter verbessern.

Die Ergebnisse der Diskussionen und des Erfahrungsaustauschs während des Studienbesuches möchten wir als einen Ansatz zur Ausarbeitung von neuen Lehrmethoden und Lehrtechniken auf jeder Schulstufe in unserer Region nutzen und den Modernisierungsprozess fortsetzen.

WIE?

Die Teilnehmer werden:

- neue polnische Lehrtechniken und Lehrmethoden für verschiedene Schulsysteme in Theorie und Praxis sehen;
- durch Besuche, Konferenzen, Treffen mit Vertretern der Selbstverwaltung, Schuldirektoren, Lehrern und Firmen das Ausbildungssystem besser kennenlernen und mit anderen europäischen Schulsystemen vergleichen;
- den polnischen Beitrag zum europäischen Bildungssystem besser identifizieren können.

WER?

- Bildungsbeauftragte in Unternehmen,
- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Abteilungsleiter,
- Bildungs- oder Berufsberater.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Podczas wizyty chcemy przedstawić i odwiedzić cym go ciom funkcjonowanie placówek o wiatowych i kształcących na poszczególnych szczeblach edukacji ze szczególnym wskazaniem na jako nauczania i szkolenia , a tym samym ze wskazaniem na rozwój nowych umiejętności i kompetencji, tak by sprostać wyzwaniom związanym z rosnącą autonomią placówek edukacyjnych w naszym regionie jako europejskim regionie. Pragniemy pokazać konieczność podnoszenia jako ci przywództwa szkół i ich promowania. Podczas wizyty będą prezentowane osiągnięcia i działania mające na celu związkowanie atrakcyjności nauczania i szkolenia , pokazanie nowoczesnych form i technik nauczania pozwalających na ustawiczny rozwój nauczyciela.

WWW.

www.gim1_szczecinek.glt.pl – www.um.szczecinek.pl – www.powiat.szczecinek.pl
www.zbipszczecinek.pl – www.cenedu.internet.dsl.pl – www.rciekoszalin.pl
www.szczecinek.pl

STÄNDIGE BERUFLICHE WEITERENTWICKLUNG VON LEHRKRÄFTEN UND AUSBILDERN

Weiterbildung von Berufsschullehrern im kaufmännischen Bereich

Gruppennummer: **159**

Art des Besuches:
Berufsbildung

14/9/2009-16/9/2009
Ludwigfelde bei Berlin,
Deutschland

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **12**
Erforderliche Mindestanzahl: **5**

Schlüsselwörter:

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

Organisator(en):

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THEMENBEREICHE:

Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern

WARUM?

Durch die Einführung von Lernfeldern und kompetenzorientierten Lehrplänen stand das Landesinstitut aufgrund der Implementierung vor großen Herausforderungen. Insbesondere die Vermittlung methodischer und sozialer Kompetenzen können wir vorstellen.

Die Fortbildungen für die MultiplikatorInnen Berlins und FachberaterInnen Brandenburgs finden am LISUM statt.

Das LISUM ist weiterhin für Rahmenpläne und Unterrichtsvorgaben sowie deren Implementierung zuständig und ist an einem europäischem Austausch interessiert.

WAS?

Die Teilnehmer werden Folgendes lernen:

- Aufbau und Organisation der Lehrerfortbildung;
- Besuch von beruflichen Schulen (Oberstufenzentren) mit Hospitation im handlungsorientierten Unterricht;
- Probleme und Lösungen bei der Implementierung kompetenzorientierter Rahmenpläne.

WIE?

Die Teilnehmer werden:

- das Fortbildungsinstitut LISUM besuchen;
- berufliche Schulen besuchen und Lehrer im handlungsorientierten Unterricht beobachten;
- Berater treffen, im Workshop arbeiten.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Abteilungsleiter,
- Bildungs- oder Berufsberater,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen.

WWW.

www.lisum-brandenburg.de

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT

The professional profile of teachers today

Group No: **160**Type of visit:
Mixed**28/9/2009-2/10/2009**
Málaga, SpainWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Due to fast changes to society, we consider it important to outline and analyse the qualifications and competences that teachers should meet today. The teacher centre of Málaga is a good place to show how official organisations deal with all changes in education policy in contemporary Europe, mainly because our institution is in charge of providing training and resources for teachers. Málaga is suffering educational challenges which demand a change in the way teachers cope with their work. New competences are required to handle these challenges.

WHAT?

Participants will learn about:

- what teachers have to improve in their daily work;
- training activities to keep teachers updated;
- the way our schools are organised;
- the relationship between teacher training centres, teachers and schools and how they work together;
- the methods and tools employed and the way the curriculum is organised to meet some specific situations: multiculturalism, bilingualism, special needs, coeducation, etc.

HOW?

Participants will:

- visit the Málaga teacher training centre and preschool, primary, secondary and vocational schools to observe teachers at work;
- meet head masters, head of studies and members of the educational community;
- participate in workshops and share experiences.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Nuestro objetivo principal es mostrar a los participantes de la visita de estudio cuáles son las necesidades formativas del profesorado para hacer frente a un determinado perfil profesional exigido por una sociedad en continuo cambio. Las actividades pensadas se centrarían en poner en contacto a los participantes con el profesorado de los distintos niveles educativos, así como también con los asesores encargados de la formación para que puedan: comprobar in situ cuáles son las necesidades de los docentes; cómo se organizan los centros para hacer frente a una sociedad en continuo cambio; qué tareas realiza el Centro del Profesorado para paliar esas necesidades y cuáles son las líneas prioritarias marcadas por la Consejería de Educación.

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DÉVELOPPEMENT PROFESSIONNEL CONTINU DES ENSEIGNANTS ET FORMATEURS

La formation continue des enseignants en Roumanie

Numéro de groupe: **161**

Type de visite:
Enseignement général

5/10/2009-9/10/2009
Timisoara, Romania

Langue de travail:
Français

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

Mots clés:

- **niveau d'enseignement et de formation**
- **statut des enseignants et formateurs**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Le Département a comme mission la formation pédagogique des étudiants du domaine technique et la formation continue des enseignants des lycées technologiques.

L'université est composée de 10 facultés/3 départements, d'un grand campus pour les 15 000 étudiants, d'un restaurant universitaire, d'une base sportive et d'un petit hôtel.

Le Département organise des cours pour environ 1000 étudiants qui choisissent ce complément d'études de pédagogie et de psychologie. Chaque année sont organisées des cours de perfectionnement et des examens pour ceux-ci. Depuis cette année on dispose d'un laboratoire multi-média avec des équipements de dernière génération.

QUOI?

Le participant découvrira comment le système de formation continue:

- permet à tous les enseignants de posséder des compétences pédagogiques;
- met en valeur une culture de la réflexion et de la recherche dans le corps enseignant;
- s'efforce de promouvoir le statut et la reconnaissance de la profession d'enseignant;
- appuie la professionnalisation de l'enseignement.

COMMENT?

Le participant:

- visitera des institutions de formation et des écoles;
- rencontrera les autorités publiques chargées de l'éducation et de la formation;
- s'entretiendra avec des directeurs d'établissements scolaires ou de formation professionnelle, des enseignants et des formateurs;
- observera les points forts et les points faibles du système de formation continue des enseignants en Roumanie;
- écouterra différents points de vue des parties prenantes du système de formation continue 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,
- 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:

Alegerea acestei teme este justificata de importanta activitatii corpului profesoral care influenteaza calitatea procesului de invatamant, proces care la randul sau influenteaza competitivitatea pe termen lung a Europei. Obiective: dezvoltarea un sistem de educatie continua, care sa permita tuturor profesorilor sa achizitioneze cunostintele si abilitatile de predare de care au nevoie pentru a efectua sarcinile lor; promovarea statutului si recunoasterea profesiei de profesor; profesionalizarea invatamantului.

Organisateur(s):

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www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-2008-0304+0+DOC+XML+V0//RO – www.dppd.utcluj.ro/dppd/index.php?n1=1&n2=2
www.dppd.ro/profil/ – <http://dppd.ulbsibiu.ro/ro/>

DÉVELOPPEMENT PROFESSIONNEL CONTINU DES ENSEIGNANTS ET FORMATEURS

Travail en réseau et professionnalisation des acteurs

Numéro de groupe: **162**

Type de visite:
Mixte

7/10/2009-9/10/2009
Marseille, France

Langue de travail:
Français

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

Mots clés:

- **éducation des adultes**
- **compétences clés**
- **compétences des enseignants et formateurs**

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Cette visite d'étude contribuera à illustrer comment les réseaux régionaux, nationaux et européens permettent de:

- repérer les besoins en compétences des acteurs de la formation;
- présenter les pratiques innovantes des réseaux régionaux visant à renforcer la coopération européenne;
- mieux mesurer les enjeux de la coordination des actions menées par les professionnels de la formation.

Centre INFFO, organisme national d'information sur la formation permanente a le recul suffisant pour donner une vision neutre des pratiques et politiques relatives à la formation professionnelle. Marseille est le lieu le plus approprié pour organiser cette visite car les principaux organismes sollicités se situent dans ce chef-lieu de région.

QUOI?

Le participant :

- découvrira les réseaux et leur impact dans la professionnalisation des acteurs;
- repérera les pratiques innovantes au sein des organismes rencontrés;
- appréhendera les modalités de capitalisation et de transfert entre ces différents réseaux.

COMMENT?

Le participant:

- visitera des instituts/centres de formation des adultes: Groupement d'intérêt public (GIP) Espace-Compétences, cellule Europe de la ville de Marseille, etc.;
- participera à des ateliers de réflexion sur les pratiques innovantes;
- prendra connaissance d'études et de synthèses des travaux menés par différents acteurs: le Centre d'études et de recherches sur les qualifications (CEREQ), l'Observatoire régional de l'emploi et de la formation (OREF), etc.

Chacune de ces rencontres sera suivie d'une discussion-échanges avec les participants.

Centre INFFO organisera également des debriefings avec les participants, leur permettant d'obtenir d'éventuelles précisions et de prolonger les contacts après la visite d'étude.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- représentants de réseaux et d'associations d'enseignement et de formation,
- représentants des autorités locales, régionales et nationales,
- représentants des syndicats,
- chercheurs.

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DÉVELOPPEMENT PROFESSIONNEL CONTINU DES ENSEIGNANTS ET FORMATEURS

Qualité dans la formation continue des enseignants et formateurs

Numéro de groupe: **163**

Type de visite:
Enseignement général

19/10/2009-23/10/2009
Caserta, Campania, Italia

Langue de travail:
Français

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

Mots clés:

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

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

L'association vient de réaliser et expérimenter un protocole pour la certification des compétences des formateurs. On montrera les actions mises en places dans le secteur de la formation continue, de la formation et de la certification des compétences des formateurs, un terrain sur lequel on ne dispose pas de politiques cohérentes et généralisées. On réfléchira sur les bonnes pratiques en établissant des principes sur lesquels fonder la qualité de la formation.

QUOI?

Le participant découvrira:

- comment sont analysés les besoins des enseignants et des formateurs pour orienter leur formation et leur action pédagogique;
- les actions des autorités éducatives par rapport à la formation;
- le protocole de certification des compétences des formateurs;
- les programmes de formation;
- les résultats de la recherche éducative pour la diffusion des bonnes pratiques.

En outre, il aura l'occasion de:

- réfléchir sur la nécessité de la reconnaissance officielle du rôle et du statut de formateur;
- échanger avec les autres participants sur les différentes situations.

COMMENT?

Le participant:

- visitera des écoles de différents niveaux et des instituts de formation d'enseignants;
- assistera à la présentation de modèles de formation à distance;
- réfléchira sur les thématiques présentées par des experts;
- échangera informations et opinions avec les participants.

POUR QUI?

- Directeurs de centres de validation,
- 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,
- représentants des syndicats,
- chercheurs.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

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

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http://ec.europa.eu/education/policies/2010/doc/jir_council_final.pdf
www.oecd.org/edu/teacherpolicy – www.edscuola.it/archivio/formazione.html
www.eurydice.org/portal/page/portal/Eurydice/showPresentation?pubid=052FR
www.ciep.fr/bdd/fiche.php?numero=16192
http://recherche.univ-montp3.fr/cerfee/article.php3?id_article=258

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT

Teacher training in Finland and the work environment in upper secondary and VET schools

Group No: **164**Type of visit:
Mixed**30/11/2009-4/12/2009**
Tampere, FinlandWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Teacher training and teachers' competences are of a high level in Finland. VET teachers are obliged to have a minimum of three years work experience in their own subject field before entering VET teachers training colleges. Teachers also need to have close contact with working life while teaching and training. While working in VET schools teachers also need to maintain their practical skills by participating in work placement periods. This study visit introduces Finnish pathways to become an upper secondary or IVET teacher and how to develop further teachers' competences. Tampere is the second largest educational city in Finland and dynamic centre of industry, business and logistics.

WHAT?

Participants will learn about:

- upper secondary and VET school life;
- teacher's competence requirements.

HOW?

Participants will:

- visit teacher training centres, VET campus areas in Tampere, local employers and companies;
- meet teachers and personnel working with special needs students, support services, immigrants, virtual learning environments;
- follow lectures and observe education and learning environments;
- attend a seminar with teachers' representatives, social partners and employers on teachers' challenges;
- observe initial VET on-the-job training and skills demonstrations.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vierailun tarkoituksena on saada kokonaiskuva toisen asteen ammatillisen koulutuksen opettajien pedagogisesta koulutuksesta, täydennyskoulutusmahdollisuuksista sekä samalla tutustua opettajanpätevyyteen liittyviin vaatimuksiin. Samalla perehdytään toisen asteen ammatillisten oppilaitosten monimuotoisiin oppimisympäristöihin eri aloilla, joissa opettajat toimivat.

Organiser(s):**HAVERI Ritva**

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WWW.

www.oph.fi – www.minedu.fi – www.tampere.fi – www.tao.tampere.fi – www.uta.fi
www.tpu.fi – www.opeko.fi – www.pirko.fi

DÉVELOPPEMENT PROFESSIONNEL CONTINU DES ENSEIGNANTS ET FORMATEURS

La formation continue des enseignants

Numéro de groupe: **165**

Type de visite:
Mixte

25/1/2010-29/1/2010
Barcelona, Espagne

Langue de travail:
Français

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

Mots clés:

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

CATÉGORIE THÉMATIQUE:

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

POURQUOI?

Il est évident que, pour obtenir de bons résultats académiques, les enseignants doivent être bien formés. Voilà une des principales préoccupations du Département d'éducation qui a été adoptée par le Plan de formation continue. Le Plan de formation continue s'oriente de plus en plus à détecter les nécessités générales ou spécifiques des enseignants qui travaillent dans un même établissement éducatif et leur fournissent les activités de formation dans le lieu de travail.

QUOI?

Le participant découvrira:

- quels sont les objectifs et les programmes du Plan de formation continue de la Catalogne;
- comment sont optimisées les ressources moyennant la formation (mise en place de nouvelles méthodologies);
- quels sont les programmes de formation pour l'enseignement des langues étrangères en Catalogne.

COMMENT?

Le participant:

- participera à une séance de travail dans un Institut de sciences de l'éducation (ICE) d'une des universités de Barcelone;
- visitera un Centre de ressources pédagogiques (CRP) et un établissement scolaire inscrit dans le territoire du CRP et rencontrera des formateurs/formatrices qui travaillent dans cet établissement;
- participera à des séances de présentation de la formation des professeurs au Département d'éducation;
- participera à une table ronde où les participants présenteront la formation des professeurs leur pays.

POUR QUI?

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

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Presentación de la formación continua del profesorado en Cataluña : características, modelos de gestión, estructura y apoyo a la formación, tipología de las acciones formativas, evaluación y recursos.

Presentación de programas de formación en centro y programas de formación de lenguas extranjeras.

Intercambio de información sobre la formación del profesorado de los países participantes.

Organisateur(s):

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www.xtec.cat/pap – www.xtec.cat/formacio/index.htm
<http://www20.gencat.cat/portal/site/Educacio>

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT

ICT in nursery and early learning education

Group No: **166**Type of visit:
Mixed**19/4/2010-22/4/2010**
Gdańsk, PolandWorking language:
EnglishNumber of places: **15**
Minimum required: **10**

Keywords:

- **education and training attainment**
- **learning outcomes**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

New programmes of computerisation are being introduced to schools and nursery schools. This requires developing new competences of teachers. We are the teachers' continuing education institution involved in developing professional qualifications of teachers for several years – including teachers of nursery and early learning education. We have experience in using ICT skills in the educational process. We conduct ICT courses for teachers working with small children.

WHAT?

Participants will learn about:

- methods and measures used during ICT courses when teaching small children;
- methods of developing digital competences of teachers using multimedia programmes, digital photography, computer graphics and the Internet.

HOW?

Participants will:

- attend presentations of teaching methods and measures used in ICT courses for teachers;
- take part in workshops using computer graphics and digital photography for teaching purposes;
- visit nursery schools;
- exchange ideas and experiences.

WHOM?

- Directors of guidance centres,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Instytucja organizująca wizytę – OKUN – stawia sobie za cel wspieranie doskonalenia zawodowego nauczycieli. Organizując różnorodne formy szkoleniowe staramy się wyjść naprzeciw potrzebom nauczycieli, wynikającym z potrzeb, przed jakimi stoi współczesna szkoła. We współczesnej szkole i przedszkolu szczególne znaczenie edukacyjne ma umiejętność wykorzystywania nowoczesnych technologii multimedialnych w pracy z małymi dziećmi. Celem planowanej wizyty jest stworzenie możliwości wymiany informacji i doświadczeń na temat metod pracy z wykorzystaniem technik komputerowych z pracy z małymi dziećmi. Program wizyty przewiduje sesje szkoleniowe oraz wizyty w szkołach i przedszkolach.

Organiser(s):

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www.okun.gda.pl – www.wsip.pl – www.techland.pl – www.aidemmedia.pl
www.tuxpaint.org – www.picasa.google.com

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT

In-service training for teachers: advisory system, teacher centres

Group No: 167

Type of visit:
General education19/4/2010-23/4/2010
**Bilbao, Basque Country,
Spain**Working language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- **key competences**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Organisers of the visit are advisers at teacher centres: directly linked to improving the quality and effectiveness of education and training for teachers and trainers. Government in-service teacher training is related to languages, social skills, ICT, quality etc. and is a national priority. It is our ninth visit and previous final reports can be found at: www.arionbilbao.tk. All visits were a success.

WHAT?

Participants will learn about:

- teacher centres structure, key aspects (link adviser, programmes), priorities, feedback procedures (schools, external evaluations), etc;
- educational innovation concerning nursery-primary, secondary schools advisers and resources;
- teacher centres (as users and/or advisers, inspectors, etc.).

HOW?

Participants will:

- have general introduction to the Basque educational system and priority areas: revival of the Basque language, ICT, Inclusive school, foreign languages;
- be introduced to the educational services provided by Bilbao City Council;
- share experiences with European colleagues on their own systems and exchange models of good practice.

WHOM?

- Educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- pedagogical or guidance advisers,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La Red de formación permanente del profesorado, estructura y funciones. Política educativa del País Vasco: escuelas multilingües y sociedad bilingüe, servicios de apoyo en primaria y secundaria: teoría (planes de formación) y práctica (planes de innovación); seminarios, necesidades educativas especiales en el País Vasco, etc. Presentación del Sistema Educativo Vasco y visitas a centros, servicios de apoyo y formación, ofertas educativas paralelas (municipal). Intercambio de experiencias entre visitantes. Para más información, visitar www.bilbaoarion.tk (programa, lista de visitantes e informes finales de años anteriores, información acerca del País Vasco, etc).

Organiser(s):

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www.hezkuntza.ejgv.euskadi.net/r43-2722/en – www.euskadi.net

TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT

The continuous professional development of teachers and trainers

Group No: **168**

Type of visit:
Mixed

27/4/2010-30/4/2010
Dublin, Ireland

Working language:
English

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

Keywords:

- **leadership and management**
- **status of teachers and trainers**
- **teachers' and trainers' qualifications**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Teachers and trainers need to develop new skills and acquire new knowledge constantly to prepare students for living and working in a knowledge-based society. Demands placed on teachers and trainers include working with more diverse students; working in challenging environments; responding to demands of individualised learning and assisting students in becoming lifelong learners as well as keeping up to date with new technologies and learning approaches. The continuous professional development (CPD) of teachers and trainers can be related to induction, subject-based in-service training, leadership, qualifications reform, linking CPD to national framework of qualifications, peer learning and mentorship training.

WHAT?

The participants will learn about:

- initial teacher training for general education and VET;
- the challenges and demands facing teachers and trainers;
- initiatives and programmes for CPD;
- preparation and training of effective leaders and school managers.

HOW?

Participants will:

- receive presentations from national experts and training providers of CPD;
- visit CPD training organisations;
- discuss CPD with teachers, head teachers, managers and trainers.

WHOM?

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

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT

In-service teacher training: towards quality teaching improvement

Group No: **169**Type of visit:
Mixed
10/5/2010-14/5/2010
Castilleja de la Cuesta
(Sevilla), Spain
Working language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Teachers' training is both a right and a duty. In Andalucía the CEP (Centros del Profesorado: in-service teacher training centres) have been assuring teachers' training for more than 20 years. We want to share this experience with European teaching professionals.

WHAT?

Participants will learn about:

- how teacher training centres in Andalucía assure teachers' long-life learning;
- objectives, finalities, priority lines of performance, types of training activities, official plans and programmes, CEP management and its assessment;
- training activities carried out in educational centres;
- the cultural identity of the area.

HOW?

Participants will:

- attend some lectures with a general introduction to the Andalusian education system and official programmes;
- visit in-service teacher centres and schools in the Seville area;
- observe different types of training, projects and programmes;
- exchange information on the topics of the visit.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La formación del profesorado es un derecho y un deber. Se describirá e ilustrará cómo se aborda en Andalucía y particularmente en este CEP la formación permanente del profesorado a través de los Centros del Profesorado (CEP), que son instituciones dependientes de la Consejería de Educación. Se expondrán las finalidades, objetivos, líneas prioritarias de actuación, modalidades de formación, planes y programas que desarrollan, modelo de gestión y evaluación de los CEP. Se visitarán distintos centros educativos de la provincia que desarrollan proyectos innovadores y que aplican en sus centros y/o aulas la formación recibida.

Organiser(s):

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TEACHERS' AND TRAINERS' CONTINUING PROFESSIONAL DEVELOPMENT

Developing a training ethos in schools

Group No: **170**Type of visit:
General education**17/5/2010-21/5/2010**
Brighton, England, UKWorking language:
EnglishNumber of places: **20**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Professional development is instrumental to the UK government's drive to improve education and central to national strategies for improving teaching and learning. As a training school, the host institution must model and support excellent practice. Brighton and Hove is a small local education authority with a history of schools working together and in partnership with other educational institutions. Over 50% of our training school's work supports 'outreach' projects promoting effective leadership and opportunities for organisations to share best practice and work collaboratively.

WHAT?

Participants will learn about:

- effective strategies/models for leading and managing professional development and embedding a training ethos;
- strategies for developing effective collaborative partnerships within the community;
- current research used to guide leadership and management in relation to developing a training ethos;
- the value and role of a student voice in leading learning in school.

HOW?

The participants will:

- work as a collaborative learning circle;
- visit various institutions;
- undertake learning walks observing practitioners;
- meet with the host school's leadership team and student voice body;
- work with the Training Development Agency in London, local education authority and local universities;
- develop an international on-line community.

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 local, regional and national authorities,
- researchers.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Sharing good practice in leadership development

Group No: 171

Type of visit:
General education

12/10/2009-16/10/2009
Conwy, Wales, UK

Working language:
English

Number of places: 15
Minimum required: 6

Keywords:

- leadership and management

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY

With its strong commitment to quality improvement, the Conwy education service has given great emphasis to improving school leadership and management over many years. It has delivered a range of programmes focused on the needs of headteachers, deputy heads, curriculum leaders and other managers. It has drawn on national and local programmes and funding to ensure that its managers meet the developing high standards and expectations recognised within a range of quality and self-assessment/inspection frameworks. Conwy has also been innovative in linking with and using external partnerships, agencies and advisor-consultants. The effort put into improving leadership and management practice has been recognised in the assessments carried out by government inspectors.

WHAT?

Participants will learn about:

- the Conwy education service approach to improving leadership and management;
- good practice in leadership development;
- activities using internal and external resources;
- use of national frameworks to inform leadership development;
- use of quality standards for evaluation and self-assessment to improve practice & how these are integral to school performance & improvement.

HOW?

Participants will:

- work with groups of school leaders and managers to explore and share good practice;
- work on real case studies from Conwy schools looking at different leadership roles;
- visit schools to observe 'outstanding' leadership practice;
- receive presentations from practitioners at school, local and national levels.

WHOM?

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

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www.leadership.org.uk – www.estyn.gov.uk – www.britishcouncil.org
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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Promoting lifelong learning and quality management in education

Group No: 172

Type of visit:
General education

19/10/2009-23/10/2009
Daugavpils, Latvia

Working language:
English

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

Keywords:

- **leadership and management**
- **lifelong learning programme**
- **school environment**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Daugavpils City Education Department is the institution which coordinates school education in Daugavpils. It consists of Methodical Centre, Psychological Centre, Adult Education Centre, and Regional Computer Centre.

The main aim of the visit is to present quality management in the education system and lifelong learning, and particularly new standards and methods to stimulate learners' motivation to acquire knowledge, and choose an appropriate job. Daugavpils has a rich ethnic composition.

WHAT?

Participants will learn about:

- education system of Latvia (peculiarities in pre-school education programme, secondary schools, special needs education, vocational schools);
- development of bilingual education at Daugavpils schools;
- integration of CLIL;
- using ICT in learning process;
- further development of skills and improving career management (lifelong learning programme).

HOW?

Participants will:

- get information about the working process at Daugavpils City Education Department;
- meet and talk to school headmasters, staff and students, as well as to the representatives of local government;
- take part in lessons and after school activities;
- be able to exchange ideas and 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,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Daugavpils pilsētas Izglītības pārvalde koordinē un kontrolē visus jautājumus, kuri ir saistīti ar izglītību, sākot ar pirmsskolas un nobeidzot ar pieaugušo izglītību. Šī procesa monitoringu un tam nepieciešamo palīdzību sniedz Izglītības pārvaldes bilingvālais centrs, metodiskais centrs, psiholoģiskās palīdzības centrs, reģionālais datorcentrs, pieaugušo izglītības centrs. Vizītes dalībniekiem būs iespēja iepazīties ar Daugavpils pilsētas Izglītības pārvaldes darbu un apmeklēt dažāda tipa izglītības iestādes. Liela uzmanība tiks pievērsta tādiem jautājumiem, kā bilingvālā izglītība un CLIL, informācijas un komunikācijas tehnoloģijas ieviešana mācību procesā, projektu darbs skolās, u.c.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Models of good practice in educational management

Group No: 173

Type of visit:
Mixed**16/11/2009-20/11/2009**
Bacau, RomaniaWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- leadership and management
- status of teachers and trainers
- teachers' and trainers' competences

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Considering the principles of school autonomy, according to European Union values, the importance of appropriate management is crucial. Nowadays, when there is perpetual competition between public and private schools, the responsibility of school principals is to adjust their planning and work to meet both the needs of their institutions and those of the community their institution belongs to, by adequate use of local resources. Our city has good experience in school management. Many educational institutions have participated in various international programmes and many school managers have been rewarded for their accomplishments as managers and levels of expertise.

WHAT?

Participants will learn about:

- what is required from school leaders;
- how to create a successful leader/institution;
- human resources management and communication techniques in European schools;
- how to attract financial resources;
- practices of partners system and network of school management;
- international cooperation policy and total quality management.

HOW?

Participants will:

- take part in workshops and exchanges in working groups;
- meet leaders, politicians and local authorities;
- report on implementation of good practice, innovation and change in their institutions;
- meet school principals, inspectors, directors, teachers and students.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Participanții la această vizită de studiu vor discuta cu colegii lor din celelalte țări despre modele de bună practică, vor efectua vizite la instituții de învățământ de toate nivelele și vor participa la workshop-uri pe tema inovației în domeniul managementului educațional. Se va avea în vedere abordarea unor teme de actualitate în practica managementului organizației școlare, în contextul politicii de descentralizare, în concordanță cu promovarea valorilor europene. Vizitarea unor obiective turistice de interes cultural va completa paleta activităților.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

School management in the autonomous region of Madeira

Group No: 174

Type of visit:
General education

22/2/2010-26/2/2010
Funchal, Madeira, Portugal

Working language:
English

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

Keywords:

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

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CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

We would like to share the specificity of the autonomous region of Madeira in the largest context of the Portuguese educational system. As our organisation is responsible for school management at regional level, one of our objectives is to promote the participation of pupils, parents and other stakeholders in school governance.

WHAT?

Participants will learn about:

- diverse models of administration and school management;
- diverse models of participation of pupils;
- parents and other stakeholders in school management.

HOW?

Participants will:

- visit schools;
- meet teachers, head teachers and other stakeholders;
- attend working sessions with school directors and a seminar on school management organised by the regional authority.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of educational services, labour offices or guidance centres.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

As especificidades da região Autónoma da Madeira no contexto mais vasto do sistema educativo português: A Administração direcção e gestão dos estabelecimentos de educação e ensino. O programa inclui visitas a estabelecimentos de educação, a estabelecimentos de diversos níveis de ensino, escolas profissionais, sessões de trabalho com directores de escolas professores e participação num seminário sobre administração e gestão de escolas.

WWW.

www.madeira-edu.pt/drae

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Project management – learning from educational projects

Group No: 175

Type of visit:
General education**1/3/2010-5/3/2010**
Prague, Czech RepublicWorking language:
EnglishNumber of places: **16**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Educational institutions are taking part in projects, from implementation of Bologna reforms, to introducing new curricula, implementing quality management systems and taking part in international consortia. The maturity of their project management practices is very different.

Czech educational institutions are facing typical problems: motivating teachers, standardisation of processes.

The sponsoring organisations specialises in project management, consultancy and training with experience in running projects for educational and commercial clients.

WHAT?

Participants will learn about:

- what documents and templates can be used;
- how to apply standard methodologies;
- IT tools that support projects and teamwork;
- motivating staff to initiate and take part in projects.

HOW?

Participants will:

- visit public and private (mostly higher) education institutions and other organisations involved in education;
- discuss with school heads and project leaders;
- make presentations on their specific projects, current problems and lessons learned;
- see demonstrations of selected IT tools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Význam projektového řízení pro vzdělávací instituce stále roste. Projekty zahrnují nové studijní programy, reformu stávajících programů, implementaci standardů kvality i nových technologií.

Účelem studijní návštěvy je sdílet zkušenosti s iniciováním a realizací projektů ve vzdělávacích organizacích, diskutovat úspěchy i chyby projektů. Program zahrnuje návštěvy různých institucí, diskuse o teoretických a praktických nástrojích a jejich využití.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Leadership's role – A way to improve

Group No: 176

Type of visit:
Mixed**9/3/2010-12/3/2010**
Bergamo, Lombardia, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **education and training attainment**
- **leadership and management**
- **learning to learn**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

The mission of Agorà is to become a place where communication and exchange of knowledge of different local realities take place with a strong social-educational character. Agorà believed in the necessity to disseminate and improve a new kind of leadership which leads with a cooperative approach: working or acting together. We developed a new approach to management to solve internal problems of organisations and make them less vulnerable to external risks. This is important in educational and training centres for young people, our future, to learn about this new leadership and management approach.

WHAT?

Participants will learn about:

- how to understand persons' behaviour;
- how to recognise problems and solve them;
- how to pay attention to people's needs;
- communication obstacles and how to obtain attention;
- how to face resistance to changes;
- iceberg theory and the theory of needs;
- how to solve conflicts and how they can improve productivity;
- how to implement ideas in the organisation and transfer them to colleagues.

HOW?

Participants will:

- visit training education centres where this new approach has been introduced;
- observe how leaders try to implement a new kind of leadership;
- visit education/training centres, companies, associations;
- meet policy-makers and administrators face leadership problems, and see how they solve them.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- representatives of local, regional and national authorities.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Il corso vuole illustrare e diffondere un nuovo approccio di leadership, basato sull'assunto che il valore umano deve essere messo al primo posto al fine di diffondere un modello collaborativo che implica una valorizzazione delle singole competenze e creatività. Un leader collaborativo è in grado di comprendere le necessità e i disagi dei propri collaboratori, spesso celati sotto forma di rabbia, e far sì che la conflittualità diventi produttività. Il corso ha lo scopo di promuovere la qualità del clima aziendale, prestando attenzione alle varie forme di comunicazione e cooperazione. Le nozioni apprese consentiranno di governare in modo positivo i cambiamenti degli assetti organizzativi.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Preparing tomorrow's leaders in the vocational education sector

Group No: 177

Type of visit:
VET19/4/2010-23/4/2010
Belfast, Northern Ireland, UKWorking language:
EnglishNumber of places: 15
Minimum required: 9**CATEGORY OF THEMES:**

Keeping teaching and training attractive and improving leadership

WHY?

The Department for Employment and Learning's skills strategy for Northern Ireland was launched in 2006. Management and leadership skills were identified as a priority and a key recommendation was development of a comprehensive management and leadership development strategy in partnership with other key stakeholders. The Learning and Skills Development Agency (LSDA) Northern Ireland plays a key role in responding to such government initiatives as well as delivering quality improvement and staff development programmes such as 'Leadership and management' for the post-16 education and training sector and 'Lecturers into industry' providing opportunities for staff to undertake structured placements in priority vocational areas.

WHAT?

Participants will learn about:

- needs of managers as they enter a period of strategic reform in the further education sector;
- matching their needs to the programmes delivered including content and assessment;
- importance of self-evaluation and developing a personal development plan;
- impact of leadership programmes on middle and senior managers;
- work of the Institute of Leadership and Management in Northern Ireland and links in Europe through EQF.

HOW?

Participants will:

- meet LSDA senior staff to understand the range of tools and programmes available to support leadership development;
- visit two colleges – one rural and one urban;
- meet middle and senior staff who have undergone Institute of Leadership and Management programmes;
- meet managers from private training organisations heavily involved in work-based learning.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

Keywords:

- European qualifications framework (EQF)
- leadership and management
- teachers' and trainers' qualifications

Organiser(s):**CARSON Trevor**

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www.lsdani.org.uk – www.investni.com – www.i-l-m.com – www.src.ac.uk
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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Favourable education – key to the future

Group No: 178

Type of visit:
General education

19/4/2010-23/4/2010
Jõgeva, Estonia

Working language:
English

Number of places: 15
Minimum required: 5

Keywords:

- curriculum
- leadership and management
- learning to learn

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

The aim of this study visit is to promote innovative ideas of kindergartens, elementary, basic and secondary schools in one Estonian region - Jõgeva commune, to exchange experience with other European countries. Jõgeva kindergartens and schools have good experience of outdoor-learning and ICT competences. Our educational institutions work in close cooperation with the nature preserve centre, zoological garden, a ceramics factory and the parish school museum.

WHAT?

Participants will learn about:

- how to organise cooperation between educational and other institutions to keep teaching and training attractive;
- how to better understand school-life and surroundings, environmental influences;
- best practices of educational institutions;
- how to persuade school management to think innovatively.

HOW?

Participants will:

- visit educational institutions of Jõgeva commune, town and county, local municipalities and the Ministry of Education and Research;
- visit cooperation partners of educational institutions;
- present their own national experiences;
- have possibilities for group discussion.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Õppelähetusel "Soosiv haridus - võti tulevikku" soovime tutvustada oma kogemusi, kuidas hoida õpetamine atraktiivne ja uuendada asutuste juhtimist. Jõgeva valla ja linna lasteadeadadel ning koolidel on head kogemused õuesõppe ja IKT kasutamisel. Me soovime näidata osalejatele, kuidas on meie haridusasutuste õppekava tegevused läbi viidud koostöös erinevate asutuste ja organisatsioonidega Jõgeva vallas ja maakonnas. Näiteks: meie haridusasutuste koostöö looduskaitsealaga, loomapargiga, keraamikatehasega, kihelkonnakool -muuseumiga. Plaanis on külastada lasteaedasiid, koole, Jõgeva vallavalitsust, linnavalitsust ja maavalitsust, Haridusministeeriumi, haridusasutuste koostööpartnereid.

Organiser(s):

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www.jogevavv.ee – www.endlakaitseala.ee – www.palmuseum.ee – www.jogevalv.ee
www.jogevamv.ee – www.hm.ee – www.visitestonia.com

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Improving autonomy and leadership through school management systems

Group No: 179

Type of visit:
General education**10/5/2010-14/5/2010**
Porto, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Lately, education in Portugal underwent several reforms aiming to improve state education and promote equal social and school opportunities to fight underachievement rates and improve the level of qualifications of the population up to 12th grade (secondary education). These measures implied structural changes to the teaching career statute, implementation of a new teaching staff performance assessment system, changes in the pupils' statute and most important a new school administration and management system.

The Northern Authority for Education works closely with schools management, providing guidelines and support, to implement ministerial policies.

WHAT?

Participants will learn about:

- the role of school heads in school management and planning;
- participation of local representatives in school life;
- cooperation between schools and local organisations and municipalities;
- participation of pupils, parents and other stakeholders in school governance;
- participation of teachers in school governance and management.

HOW?

Participants will:

- visit basic and secondary schools;
- observe school activities;
- meet and interact with head teachers, management staff, teachers, and pupils;
- participate in workshops and seminars.

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:

Recentemente, a política educativa Portuguesa iniciou um vasto programa de reformas tendentes a melhorar a qualidade de ensino e a promover a igualdade social e o acesso à escolaridade, com o objectivo de melhorar o nível de qualificação e as competências dos cidadãos. Neste contexto, e no âmbito das medidas de política educativa, foram implementadas várias alterações estratégicas no quadro do estatuto da carreira docente, do estatuto dos alunos, um novo sistema de avaliação de desempenho docente e sobretudo, um novo regime de autonomia e gestão escolar.

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www.portugal.gov.pt/Portal/EN

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

How leadership can influence the learning outcome for students

Group No: **180**

Type of visit:
General education

31/5/2010-4/6/2010
Tromsø, Norway

Working language:
English

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

Keywords:

- **leadership and management**
- **learning outcomes**
- **personalised learning**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Five primary/secondary schools in Tromsø want to present their experiences from a project on school management and learning for differentiated education. This is linked to the new education reform called 'knowledge promotion' introduced in 2006. Our project has been linked to the new national curriculum where the aim is more differentiated education. We also focus on the school as a learning organisation where teachers learn from one another.

WHAT?

Participants will learn about:

- how the five schools have chosen different ways of organising their work to achieve their objectives;
- similarities and differences of systems;
- leadership experiences.

HOW?

Participants will:

- attend presentations and visit primary/secondary schools, the university of Tromsø and teacher training college;
- meet school management, director of education, training managers and teachers.

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:

Fem skoler ønsker å presentere sin erfaring fra prosjektet Ledelse og Læring for Tilpasset opplæring. Prosjektet fikk støtte gjennom Kunnskapsløftet – fra ord til handling. Dette gjøres ved presentasjoner og skolebesøk, diskusjoner og samtaler.

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LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Building leadership capacity through the learning community

Group No: **181**

Type of visit:
General education

7/6/2010-11/6/2010
Orkney Islands, Scotland, UK

Working language:
English

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

Keywords:

- **evaluation (school or institution)**
- **key competences**
- **leadership and management**

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Orkney is the smallest education authority in Scotland, with a total population of 2000. All our schools and services have evaluated leadership, established mentoring for all senior managers supported by continuous professional development, and made leadership opportunities available to a wide range of staff. Orkney has promoted coaching to help develop personal skills and many staff have gained professional recognition. Leadership is also a key theme in our schools of ambition programme across our secondary sector. Pupils are encouraged to develop their leadership skills and work in partnership with other agencies and their communities.

WHAT?

Participants will learn about:

- educational provision for 3-18 year olds;
- using self-evaluation to effect improvement;
- the role of core values, beliefs, vision and purpose in developing leadership;
- learning through leadership and learning to lead;
- using the environment to reflect on leadership qualities.

HOW?

Participants will:

- visit a range of schools from small island primaries to a large secondary school and local college;
- meet and share experiences on leadership with senior managers, teachers and pupils;
- gain an insight into 'A curriculum for excellence' developing the four capacities of successful learners, confident individuals, responsible citizens and effective contributors;
- participate in an introductory workshop on coaching.

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,
- researchers.

Organiser(s):

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www.orkney.gov.uk/nqcontent.cfm?a_id=7481&tt=orkneyv2 – www.visitorkney.com/
www.ltscotland.org.uk/curriculumforexcellence/index.asp
www.hmie.gov.uk/documents/publication/hgiosjte3.pdf
www.ltscotland.org.uk/journeytoexcellence/index.asp
www.scotland.gov.uk/Topics/Education/Schools/Teaching/CPD

LEADERSHIP AND MANAGEMENT IN SCHOOLS AND TRAINING PROVIDERS

Opportunities and demands: headmasters and school development

Group No: 182

Type of visit:
General education

14/6/2010-18/6/2010
Kirchberg /Jagst (near
Schwäbisch-Hall), Germany

Working language:
English

Number of places: **10**
Minimum required: **4**

Keywords:

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

CATEGORY OF THEMES:

Keeping teaching and training attractive and improving leadership

WHY?

Secondary schools (general, intermediate, upper or vocational school) that follow primary school are extraordinarily different and aim at individual capabilities and needs of students. These differences and growing autonomy of each individual school create higher demands, but also better opportunities for headmasters. The special feature of each individual school is a positive element which has been increasingly developed over recent years.

In a rural, nature-based and historically influenced area such as Hohenlohe (with its many medieval towns and castles - such as Schwäbisch Hall, Rothenburg, Kirchberg a. d. Jagst) all kinds of educational possibilities exist ranging from the tiny village school to large education centres, from the primary school to the technical upper secondary vocational school, from private to public schools.

WHAT?

Participants will learn about:

- the job of headmasters;
- possibilities of school development;
- varied concepts and strategies of development of staff;
- development of full-time day schools;
- concepts of private schools such as Würth School and private boarding schools;
- training and further training of headmasters.

HOW?

Participants will:

- visit various types of schools;
- attend classes;
- talk to headmasters, authorities of educational department, representatives of communities and towns supporting schools;
- visit the Academy for Further Training of Teachers and Development of Staff.

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.

Organiser(s):

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www.lehrerfortbildung-bw.de/lak/co/ – www.freie-schule-anne-sophie.de – www.ssa-sha.de

www.kirchberg-jagst.de– www.schwaebisch-hall.de – www.kunst.wuerth.com/

www.rothenburg.de– www.langenburg.de

Education for rural tourism at college and university levels

Group No: **183**

Type of visit:
VET

7/9/2009-11/9/2009
Poznan, Poland

Working language:
English

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

Keywords:

- **curriculum**
- **entrepreneurship**
- **quality assurance**

CATEGORY OF THEMES:

Education and training for employability

WHY?

There is a strong need of special education in rural tourism at university level. This sector requires well educated staff in management, training and advising. Due to its specific character education for rural tourism embraces different disciplines from psychology, through management to agriculture and forestry. In 1996, the Agricultural University of Poznan opened a new specialisation 'Rural tourism', which was the first course in Poland. After 12 years of working the University introduced a modified new course based on the former experience. Our school has now the most advanced learning programme in Poland which is a model for other schools.

WHAT?

Participants will learn about:

- course programmes (curricula) introduced at university level;
- new programmes and innovative ideas of interdisciplinary approach (management, rural tourism, psychology, agriculture);
- competence tests and teaching methods related to rural tourism.

HOW?

Participants will:

- present course programmes, exchange ideas during workshops;
- visit educational institutions and other organisations cooperating with university;
- meet persons from rural tourism industry, including graduates of agricultural university;
- visit forest educational centre, ecological centre, landscape agricultural park and different type of rural tourism accommodation and recreational units.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- head teachers, teacher trainers,
- owners/managers of SMEs,
- representatives of educational services, labour offices or guidance centres,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Z racji swojej specyfiki, turystyka wiejska wymaga specjalistycznego kształcenia, łączącego aspekty psychologiczne, ekonomiczne i rolnicze. W Polsce pierwszy program kompleksowego kształcenia dla turystyki wprowadzała w 1996 roku Akademia Rolnicza w Poznaniu. Po kilku modyfikacjach w roku 2007 wprowadzono na Uniwersytecie Przyrodniczym w Poznaniu nowy, dostosowany do zmienionych warunków, program nauczania. Wizyta studyjna poświęcona będzie na prezentację pomysłów i programów oraz spotkania z wykładowcami i na wizyty w terenie. Uczestnicy będą mieli okazję nie tylko poznać polski system kształcenia dla turystyki wiejskiej, ale także przekonać w praktyce, jakim celom on służy.

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Cultural heritage and media: a key to employability

Group No: **184**

Type of visit:
Mixed

28/9/2009-2/10/2009
Caccamo, Sicilia, Italy

Working language:
English

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

Keywords:

- **adult learning**
- **lifelong learning programme**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Sicily (Italy) is known for its cultural heritage, a resource that only recently has been acknowledged by media production.

Caccamo, a town in the province of Palermo, is close to new media studios currently involved in several film projects. Our institution is involved in young and adult learning programmes, and we believe that the positive influence of film production in our territory could be an important element for employability. The prospect of new jobs demanding new skills might also have a positive impact both on young and adult learners who will be more motivated in developing new competences as elements to match labour market needs.

WHAT?

Participants will learn about:

- cultural heritage as a source of employability;
- the influence of media production in promoting positive messages;
- media production as a source of job supply;
- economic advantages for producing films in Sicily.

HOW?

Participants will:

- meet guidance counsellors showing economic advantages about filming in Sicily;
- visit local media studios;
- visit the set of the Italian fiction production 'Agrodolce';
- meet film director and cinema experts;
- visit some of the sites which have been used as film sets.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

L'obiettivo della visita è la valorizzazione del bene culturale come veicolo di promozione per l'occupazione giovanile in Sicilia, nonché come veicolo di messaggi positivi nei confronti di una regione spesso legata a fatti malavitosi. Nello specifico, parleremo delle nuove possibilità occupazionali sorte in seguito alle scelte del governo regionale di incentivare registi a girare i loro prodotti video in Sicilia. Vorremmo portare come esempio la produzione televisiva Rai3 Fiction "Agrodolce". Per questo abbiamo programmato incontri con registi e specialisti del settore, nonché con giuristi che potranno esporre i benefici economici per coloro che utilizzano la Sicilia come set delle loro produzioni.

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Counselling, training and job: integration between systems for a better employability

Group No: **185**Type of visit:
VET**12/10/2009-15/10/2009**
Pesaro, Marche, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5****CATEGORY OF THEMES:**

Education and training for employability

WHY?

Employability is one of the most important goals of Servizio Formazione Professionale of Pesaro and Urbino province. It is reached by the integration of different systems of counselling, training and jobs at the job centres of Pesaro, Urbino and Fano. Innovation is not only integration of their functions but also the structures of the three job centres, a model unique to our province. The Department of Training and Job Policies attends all learning activities and employment policies in the province: courses, apprenticeships, contributions for enterprises, coordination of employment offices. It deals with management of professional training and employment activities and resources.

WHAT?

Participants will learn about:

- local systems of integration between counselling, training and jobs;
- initiatives for student assessment;
- innovative approach to organise training initiatives;
- measures to integrate disadvantaged people (from counselling to job assessment);
- vocational guidance and training (individual or collective).

HOW?

Participants will:

- meet institutional representatives;
- visit the job centres of Pesaro, Urbino and Fano;
- visit of high schools and enterprises.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- heads of departments,
- representatives of chambers of commerce/ industry/crafts,
- representatives of 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:

L'integrazione tra formazione professionale e politiche attive del lavoro attuata attraverso le attività svolte dai Centri per l'Impiego, rappresenta nella Provincia di Pesaro e Urbino un modello innovativo e peculiare di questo territorio. Questa integrazione non si manifesta solo a livello di funzioni ma anche a livello strutturale. La Provincia intende organizzare la visita al fine di mostrare il funzionamento di tale modello, apprendere buone pratiche e creare nuove opportunità di cooperazione. La visita si svilupperà attraverso: una visita dei tre Centri per l'impiego, incentrata su una tematica di eccellenza specifica, una serie di incontri istituzionali e ad imprese del sistema.

Keywords:

- **disadvantaged groups**
- **lifelong guidance**
- **work placement**

Organiser(s):**COMPAGNUCCI Augusta**

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Structure of a regional vocational educational and training system

Group No: **186**Type of visit:
Mixed**19/10/2009-22/10/2009**
Bydgoszcz, PolandWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **Europass**
- **evaluation (school or institution)**
- **national qualifications frameworks**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Participants will be able to discover education in forestry, construction and electronics which are consistent with regional development for jobs. The challenge for vocational schools and institutions in a region is to prepare their prospective graduates for current needs of the local and regional labour markets considering the changes affecting industry and education. Regional schools and institutions are examples of good practice with high exam passing rates, efficient cooperation with higher education institutions and employers' organisations.

WHAT?

Participants will learn about:

- adult education in extra-school outposts;
- continuous teaching (learning);
- professional examination preparation;
- instruction for adult and beyond school young people;
- deployment of talent in professional school and secondary school.

HOW?

Participants will:

- visit adult education centres, secondary schools;
- meet guidance school principals and outposts of extra-school education working in disadvantaged areas;
- meet representatives of councils and governments of provinces and cities.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Miasto Bydgoszcz, to siedziba Wojewody Kujawsko – Pomorskiego i Urzędu Wojewódzkiego, a także największego w województwie organu prowadzącego szkoły różnych typów, w tym szkoły kształcenia zawodowego, a także siedziba Kujawsko-Pomorskiego Kuratora Oświaty, stolica usytuowana w centrum terytorialnym województwa. Szkoły, w których przeprowadzona zostanie wizyta charakteryzują się wysoką współpracą z pracodawcami oraz funkcjonowaniem najlepszego w rejonie Ośrodek do przeprowadzania egzaminu praktycznego potwierdzającego kwalifikacje zawodowe. Odbywa się wzorowe pozyskiwanie środków pozabudżetowych, a także jest realizowana współpraca z przedstawicielami przemysłu w mieście i regionie.

Organiser(s):

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Low-skilled groups and socio-economic participation

Group No: **187**Type of visit:
VET**19/10/2009-22/10/2009**
Bruges, BelgiumWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **disadvantaged groups**
- **drop-outs**
- **low skilled**

Organiser(s):**TACK Freddy**

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CATEGORY OF THEMES:

Education and training for employability

WHY?

In the key messages of the spring European Council 2008 on education and training it was stressed that: 'Member States should draw up action plans and set targets aimed at substantially reducing the number of early school leavers and the proportion of young people with low skills'. In Flanders, the new decree on working and learning aims to:

- gear the centres for learning and working to one another, so they become an alternative to full-time education;
- create an appropriate preliminary trajectory oriented towards the labour market for every young person;
- extend work placements.

The programme is coordinated by the DBO, a non-profit organisation linked to the Flemish Ministry of Education and Training, involved in the reform of VET in Flanders many years.

WHAT?

Participants will learn about:

- part-time learning and transition projects, bridge projects, pre-trajectories and personal development trajectory;
- apprenticeship;
- alternating vocational training in special needs secondary education;
- on-the-job-training in the nursing department;
- career and e-job guidance;
- counselling and school career guidance;
- technical and vocational training.

HOW?

The participants will:

- visit a centre for part-time learning and working, a centre for school counselling, a school for special needs secondary education, technical and vocational school, a transition project;
- visit a competence-centre by the Flemish Employment and Vocational Training Agency, a training centre for the self-employed (SME);
- organising workshops, lectures and discussions, visits and observation of youngsters/adults and teachers in the classroom and on the workplaces, meeting the management of the institutions, collaborators, mentors and counsellors, students and teachers/trainers.

WHOM?

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

WWW.

www.ond.vlaanderen.be/dbo – www.ond.vlaanderen.be/english/ – www.vdab.be
www.syntrawest.be – www.azbrugge.be – www.hiva.be – www.serv.be

Special art education in the new Czech school system

Group No: 188

Type of visit:
Mixed

19/10/2009-23/10/2009
Ostrava,
Czech Republic

Working language:
English

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

Keywords:

- **apprenticeship**
- **education and training attainment**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Education and training for employability

WHY?

In the Czech Republic, schools create their own education programme based on the national framework of educational programmes focusing on training pupils for professional/vocational activities. In our region there are many schools specialised in graphic and art education. Our school prepares students in visual arts. After graduation they can work in advertising or production of pottery, photography, industrial design, etc. By summer 2009, modernisation of our school will be completed within the school of the 21st century project.

WHAT?

Participants will learn about:

- system of art education in the Czech Republic;
- teaching of art subjects at primary and secondary art schools and colleges;
- ways of cooperation among public and private institutions;
- forms of international cooperation in art education;
- special courses for adults – graphic computer programmes;
- work with disabled pupils – art therapy.

HOW?

Participants will:

- visit primary, primary art and secondary schools, and colleges specialised in graphic and plastic art;
- participate in school lessons and in lessons of handicapped pupils;
- visit an institution dealing with children from underprivileged families;
- meet representatives of local and regional school authorities;
- talk to representatives of private organisations who cooperate with our school.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Studijní návštěva má seznámit s uměleckým vzděláním v Česku na všech stupních škol. Účastníci se zúčastní konkrétní výuky v jednotlivých školách. Ukážeme uměleckou výchovu handicapovaných dětí. Ukážeme spolupráci našich žáků s institucí, která pracuje s dětmi ze sociálně slabších skupin obyvatelstva. Budou připraveny besedy s představiteli nadřízených školských orgánů, se zástupci soukromých firem, které se školami spolupracují. Budeme hovořit o způsobech mezinárodní spolupráce, o zdokonalovacích kurzech a specializačních pobytech. Budeme jednat o způsobech uznávání absolvování těchto kurzů. Oficiálním jazykem je angličtina (škola má možnost z vlastních zdrojů překládat do polštiny, ruštiny a francouzštiny).

Organiser(s):

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www.sus-ostrava.cz

WWW.

www.osu.cz – www.gvu-ostrava.cz – www.aveart.cz – www.specialniskola.cz
www.zuslj-havirov.cz – www.kmo.cz – www.kr-moravskoslezsky.cz

Home care requirements of patients with cancer

Group No: **189**

Type of visit:
VET

2/11/2009-6/11/2009
Erzurum, Turkey

Working language:
English

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

Keywords:

- **adult learning**
- **education and training attainment**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Erzurum is a city with almost 400 000 inhabitants and a leading ski-centre in East Anatolia at an altitude of 2 000 meters. In addition, it is preparing for Universidad 2011. Ataturk University School of Nursing is in central Erzurum. Health education is important in all countries of the world, especially developing countries. As community education of is important, vocational education should also be. For better vocational education, it is important to know about vocational education systems in different European countries.

WHAT?

Participants will learn about:

- health systems in Turkey and European countries;
- the studies health staff make for care at home;
- determining oncology patients in Turkey;
- nursing education systems for cancer patients in Erzurum and Turkey.

HOW?

Participants will:

- visit nursing schools and medicine faculty in Erzurum;
- examine the programme on home care at Ataturk University School of Nursing;
- meet patients hospitalised in oncology department of university hospital and health professionals;
- evaluate the requirements at home;
- visit discharged patients.

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 educational services, labour offices or guidance centres,
- representatives of local, regional and national authorities,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Avrupa Birliği ülkelerinden gelecek katılımcılarla yeteneklerin geliştirilmesi ve nitelikli bilgi toplumu için bu uyumun nasıl sağlanabileceği ve ülkeler arasındaki sağlık eğitim sistemlerinin karşılıklı paylaşımlarının yararlı olacağı düşünülmektedir. Bu toplantıdan elde edilecek sonuçlar amaca önemli katkı yapması beklenmektedir. Ülkemizde evde bakım sisteminin kurulması, özellikle kanser hastalarını evde bakım gereksinimlerinin belirlenmesi ve bakımı için bir model oluşturulması yönünde katkı sağlayacağı beklenmektedir. Ayrıca ziyaretçilere ülkemizin güzelliklerini tanıtmak açısından yararlı bir toplantı olacağı düşünülmektedir.

Organiser(s):

GOZUM Sebahat

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Regional cooperation of IVET and CVET and the labour market

Group No: **190**

Type of visit:
VET

25/11/2009-27/11/2009
Uden (Nijmegen),
the Netherlands

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **entrepreneurship**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

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.

Initial and continuous vocational training needs to respond to the demand of the labour market, and specifically to the needs of regional markets. This region is known as a rural region with a low/mediocre-level education. The Regional College for IVET and CVET in Uden is an example of how an education and training institution can respond to the regional labour market demand. This college set up small companies to train the unemployed people. With the community they made projects to stimulate people who were long-unemployed to work. In a recreation centre, they educate mentally handicapped persons by integrating them with full-time students. The Regional College shows how entrepreneurship can be developed and supported and how community and education financial investments can be efficient.

WHAT?

The participants will learn about:

- the national policy and the translation to the regional level;
- projects where learning and working are combined for students, employers and unemployed people;
- financial investments made and benefits achieved to the different target groups, such the unemployed and low-skilled and mentally handicapped people;
- the contribution of initial and continuous vocational education and training to developing entrepreneurship.

The participants will reflect on the possibilities of using the Dutch experience in their countries.

HOW?

The participants will:

- meet policy makers, employers and the chair of the Regional College;
- visit different places where the learning takes place, such as our learning factory, recreation centre where mentally-handicapped people work as trainees and different small enterprises.

WHOM?

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

Organiser(s):

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TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

(Trans)national professional training and placement

Group No: **191**Type of visit:
VET**8/3/2010-12/3/2010**
Aveiro, PortugalWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **education and training attainment**
- **entrepreneurship**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Our main activity is the education, training and professional qualification of young adults (15-25 year old) and adults. Our vast experience as a vocational school (16 years experience), and all the partnerships we maintain with private entities, town councils, commercial and entrepreneurial companies, universities, schools and professional or technological training centres, offer the necessary framework to host this study visit. All our partners are developing constantly training activities aimed at different target groups.

WHAT?

Participants will learn about:

- education, training and professional qualifications attained at vocational schools;
- methods and tools used in professional qualification assessment;
- methods and tools used as support/assistance/evaluation in training at the workplace, either nationally or abroad.

HOW?

Participants will:

- visit vocational schools in different areas of education, entrepreneurial, professional, technological and school training centres, and universities;
- observe students during a work experience period or training;
- visit associations, private entities, town councils;
- talk with tutors and supervisors at enterprises about tutoring and evaluation process at the workplace.

WHOM?

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

O tema da nossa visita está directamente ligado à nossa actividade principal: educação, formação e qualificação profissional de jovens adultos (15-25 anos) e de adultos. A nossa grande experiência nestas actividades enquanto Escola Profissional (16 anos de experiência), assim como todas as parcerias que mantemos com entidades privadas, Câmaras Municipais, companhias comerciais e empresariais, universidades, escolas e centros de formação profissional e tecnológica, oferecem a estrutura necessária para implementar esta visita de estudo.

Organiser(s):**RIBEIRO Ana**

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www.efptaveiro.edu.pt – www.biju.pt – www.cm-aveiro.pt – www.netual.pt

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Cooperation between schools and enterprises to improve education and vocational choices

Group No: **192**

Type of visit:
Mixed

12/4/2010-16/4/2010
Karmøy, Norway

Working language:
English

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

Keywords:

- **education and training attainment**
- **entrepreneurship**
- **workers' mobility**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The rate of drop-outs in upper secondary schools, especially at vocational level, has been too high. Transition for students from lower secondary to upper secondary/vocational level over the past 30 years has not been as good as hoped. In this study visit we will present a programme implemented in lower secondary school to ensure students make a better choice for their working careers. The area of Nord-Rogaland, with eight municipalities that collaborate in the project offers experiences of the success of the programme.

WHAT?

Participants will learn about:

- Haugaland School-Enterprises, an intermunicipality organisation;
- role in collaboration between schools and private enterprises and how we work;
- use of a newly developed IT solution to coordinate and organise placement of lower secondary students in upper secondary schools and work placements;
- a new subject in lower secondary school which prepares students for upper secondary and vocational training;
- use of entrepreneurship as a tool for collaboration between working life and school.

HOW?

Participants will:

- visit lower secondary and vocational schools to be informed about the transition programme;
- visit local SMEs that take part in the programme of work placements;
- speak to school counsellors and advisors as well as leaders of SMEs involved in the programme;
- meet politicians and other stakeholders.

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,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

Organiser(s):

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www.sksoleogarbeidsliv.com – www.vilbli.no/4DACTION/WA_Forsiden?ASP=5116146&Ran=54193&Niva=V&Return=WA_kurstilbud&TP=12-11-08&Sprakvalg=True&Lan=3

Sharing to improve: comparing initiatives with heads of training and vocational training centres

Group No: **193**

Type of visit:
VET

14/4/2010-16/4/2010
Rome, Italy

Working language:
English

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

CATEGORY OF THEMES:

Education and training for employability

WHY?

It is important to know and compare experiences and identify challenges. Formedil has good experience in dealing with training and training policy and has training schools in Rome and Florence which are successful and good examples of practice.

WHAT?

Participants will learn about:

- how the Formedil building school system works;
- the meaning of bilateral training in relative training policies;
- management methods and tools in training and didactic methodologies;
- competences and formal and informal evaluation;
- mobility advantages for young people and trainers;
- young people's interests, lifelong learning, safety in the environment of the European network;
- methods adopted in the intercultural management system.

HOW?

Participants will:

- meet at Formedil main office to understand the Italian labour market and how the building training system responds;
- meet Formedil board members, building contractors and trade unionists who jointly manage training;
- visit the building schools of Rome and Florence.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- human resource managers,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Il Formedil, Ente nazionale, gestito dalle parti sociali, per la formazione professionale nel settore edile organizza la visita per fare conoscere il sistema formativo edile che si compone di una rete di centri di formazione (98) accreditati, dal punto di vista dell'organizzazione, del funzionamento, dell'offerta formativa e delle relative metodologie in uso. L'ente è in grado di fornire una descrizione a livello nazionale di come è organizzato il sistema dell'istruzione e formazione professionale in Italia. Sulla base delle informazioni fornite è auspicabile una condivisione dell'esperienza acquisita e poter apprendere le buone pratiche dei paesi ospitati sui temi oggetto della visita.

Organiser(s):

MARTINO Rossella Anna

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Keywords:

- **education and training attainment**
- **social partners**
- **teachers' and trainers' mobility**

ÜBERGANG VON ALLGEMEINER UND BERUFLICHER BILDUNG ZUM ARBEITSLEBEN

Vorbereitung auf die Entwicklung von Grundfertigkeiten für das LLL

Gruppennummer: **194**

Art des Besuches:
Gemischt

19/4/2010-23/4/2010
Baja, Ungarn

Arbeitssprache:
Deutsch

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

Schlüsselwörter:

- **Curriculum**
- **Schlüsselkompetenzen**
- **Lernkompetenz**

Organisator(en):

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THEMENBEREICHE:

Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit

WARUM?

Wir haben den Wunsch, unsere Erfahrungen und Ergebnisse, die wir bei der inhaltlichen und methodischen Entwicklung unserer Hochschul-Unterrichtsstoffe gewonnen haben, mit unseren künftigen Partnern zu teilen; weiterhin wollen wir den Besuch auch zum Erfahrungsaustausch nutzen. Die Entwicklung der Schlüsselkompetenzen ist in unserer Region wegen der hohen Arbeitslosenrate ein wichtiges Thema. Unsere Hochschule will mit ihren Ausbildungen ihren StudentInnen zu einer Fachausbildung verhelfen, um ihre Chancen auf dem Arbeitsmarkt zu erhöhen.

WAS?

Die TeilnehmerInnen werden Folgendes lernen:

- durch unsere vier Grundausbildungen praxisorientiert entwickelte Inhalte;
- im Zusammenhang mit der Ausbildung der PädagogInnen die Ausbreitung der Lehrplanthemen und die Bearbeitung dieser Themen im Lehrplan;
- methodische Erneuerung, Lehrstoffdigitalisierung und interaktives Lernen, das Lernen des Lernens und des Lehrens. Im Zusammenhang mit den Fächern Informatiker-Bibliothekar und Andragoge bieten wir in erster Linie Informationen über Humankommunikation und Voraussetzungen des LLL.

WIE?

Die TeilnehmerInnen:

- besuchen Unterrichtsstunden an der Hochschule und in der Schule, wo StudentInnen ihr Unterrichtspraktikum absolvieren, und hospitieren in Kindergärten und -krippen;
- führen Konsultationen mit HochschuldozentInnen und StudentInnen sowie PädagogInnen der besuchten Institutionen durch;
- nehmen an der Arbeit von Seminargruppen der Uni teil;
- treffen sich und tauschen sich mit den Vertretern verschiedener Organisationen aus.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von örtlichen, regionalen und nationalen Behörden.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

A kulcskompetenciák fejlesztése a könnyebb munkaerő piaci elhelyezkedés miatt fontos. Hallgatóink olyan képzést kapnak, amivel elhelyezkedve másokat tudnak esélyhez segíteni. A látogatás tartalmát 4 alapképzésünk által gyakorlatorientáltan fejlesztett tartalmak jelentik, a résztvevők tanulnak a tanítók és óvodapedagógusok képzése kapcsán a tantervi témák szélesedését (inklúzió, romológia, gyermekvédelem stb.), tantervi feldolgozásáról, pedagógiai módszertani megújulásról, tananyag-digitalizálásról és interaktív tanulásról, a tanulás és a tanítás tanulásáról. A résztvevők órákat látogatnak, konzultációkat folytatnak, részt vesznek a szemináriumi munkákban, találkoznak intézmények képviselőivel.

WWW.

www.ejf.hu/hefop – www.equal-trebol.info

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

Faciliter l'intégration professionnelle des apprentis

Numéro de groupe: **195**

Type de visite:
EFP

26/4/2010-30/4/2010
Dijon, France

Langue de travail:
Français

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

Mots clés:

- **stage**

CATÉGORIE THÉMATIQUE:

Éducation et formation pour favoriser l'employabilité

POURQUOI?

L'insertion professionnelle des jeunes est confrontée à la faiblesse des offres d'emploi, à la demande de compétences des entreprises qui ne correspond pas toujours aux projets des jeunes. À Dijon, le Conseil régional et les chambres consulaires ont mis l'accent sur l'individualisation des parcours des apprentis pour favoriser l'employabilité.

Le Centre de formation des apprentis (CFA) développe des projets en partenariat avec les entreprises pour favoriser la mobilité des élèves et compléter leur portfolio. Il participe à la formation pédagogique des professeurs pour accroître les compétences à l'accompagnement des projets professionnels des jeunes.

QUOI?

Le participant apprendra:

- à construire un plan de formation avec les entreprises pour développer les compétences;
- à travailler avec les collectivités territoriales pour développer la formation à l'accompagnement des enseignants.

COMMENT?

Le participant:

- échangera sur les pratiques d'accompagnement des élèves, afin de comparer et découvrir les modalités de préparation à l'insertion dans le monde professionnel;
- visitera des centres de formation professionnelle et autres organisations professionnelles qui favorisent la mobilité;
- rencontrera le conseil régional de Bourgogne et le rectorat de Dijon;
- participera à une intervention de la chambre des métiers sur l'implication des entreprises dans les parcours de formation;
- participera à une rencontre avec des jeunes qui entrent dans le monde du travail.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- représentants de chambres de commerce/d'industrie/d'artisanat,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs.

Organiser(s):

COSNARD Xavier

CFA des Maisons Familiales

Rurales de Bourgogne

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www.mfr.asso.fr – www.cr-bourgogne.fr/index.php?&o=article&c=22&article_article_id=3484&article_direction=fiche

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Creating flexibility in access to, and progression through, lifelong learning

Group No: 196

Type of visit:
Mixed**26/4/2010-30/4/2010**
Glasgow, Scotland, UKWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- **adult learning**
- **national qualifications frameworks**
- **social inclusion**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The Scottish Government's skills strategy for Scotland highlights how important skills development is in contributing to economic development for individuals to access the labour market and improve their own lives. The strategy also notes how complex this can be when individuals have been away from the labour market and require appropriate skills to re-enter. Flexibility in the Scottish VET system allows for various entry points and progression routes which enable individuals, irrespective of background and level of qualification, to access learning opportunities that will help them develop skills and achieve their potential. The host organisation, Stow College, has an excellent track record in engaging hard-to-reach learners, helping them gain skills and successfully progress to high level qualifications.

WHAT?

Participants will learn about:

- alternative routes into, and through, VET;
- importance of government policy and strategy in encouraging participation in lifelong learning;
- importance of interaction between policy-makers, statutory bodies and different categories of learning providers;
- partnership working to increase access to lifelong learning;
- application of a wide range of learning strategies to maximise access and opportunity.

HOW?

Participants will:

- meet policy makers and practitioners who influence national lifelong learning strategy;
- visit different learning providers who have successful strategies for engaging hard-to-reach learners;
- receive first-hand experience of different learning environments;
- review different learning pedagogies.

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.

Organiser(s):

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www.scqf.org.uk – www.learnirectscotland.com – www.careers-scotland.org.uk
www.scottishwideraccess.org – www.paisley.ac.uk – www.gcal.ac.uk
www.seeglasgow.com – www.visitscotland.com

TRANSITION FROM EDUCATION AND TRAINING TO THE WORLD OF WORK

Jobstarter: a funding programme for more training places

Group No: **197**Type of visit:
VET**21/6/2010-24/6/2010**
Bonn, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **low skilled**
- **migrants and minorities**
- **young people**

CATEGORY OF THEMES:

Education and training for employability

WHY?

With its new "JOBSTARTER – Training for the Future" programme, the Federal Ministry of Education and Research (BMBF) is providing nationwide funding for innovations and structural development in vocational education and training. The programme aims at a better regional supply of in-company training places for young people by means of motivating companies to provide training. The programme is flexible and supports networking regional structures to optimise synergies.

WHAT?

Participants will learn about:

- instruments, models and structural improvements of training in selected regions programme;
- innovative, regional, demand-oriented and holistic projects;
- a learning programme flexibly oriented to current developments.

HOW?

The participants will:

- meet with experts of the BIBB and BMBF;
- visit companies involved in the programm;
- discuss with trainees, owners/managers of SMEs.

WHOM?

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

Organiser(s):**ENGELS Ulrike**

EUS - National Agency -
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www.na-bibb.de

WWW.

www.jobstarter.de – www.bmbf.de – www.bibb.de

WORKPLACE LEARNING

Workplace learning

Group No: **198**Type of visit:
VET**21/9/2009-24/9/2009**
Delft, the NetherlandsWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **apprenticeship**
- **social partners**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Education and training is not seen as being solely the realm of education institutions in the Netherlands, but is viewed in terms of a broader system involving workplaces, educational institutes, individuals and various other organisations. The competitive nature of the economy and demographic, occupational and workplace change have had a significant impact on the nature of the workplace. These changes have meant that the skill level of employees must be continuously developed. As such, workplace learning is taking on an important role in vocational education and training.

WHAT?

Participants will learn about:

- policy, legal and financial framework of workplace learning in the Netherlands;
- how workplace learning functions in the apprenticeship route as well as in the full-time route;
- the division of roles between schools and social partners;
- results of research and monitoring;
- new opinions and approaches.

HOW?

Participants will:

- visit companies and schools involved in workplace learning;
- meet policy-makers, managers, counsellors, students, masters in companies and researchers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Praktijkleren is een essentieel onderdeel van het Nederlandse beroepsonderwijssysteem. Een vak leren doe je niet uitsluitend op school, maar vooral ook in de praktijk. De deelnemers aan het studiebezoek krijgen inzicht in hoe het praktijkleren in Nederland is georganiseerd en welke rollen de verschillende partijen daarin hebben. Zij gaan op bezoek bij bedrijven en een ROC, zij praten met beleidsmakers, managers, praktijkbegeleiders, stagebegeleiders en studenten. Daarnaast zal een onderzoeker inzicht geven in de ontwikkelingen en nieuwe inzichten op dit terrein.

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WORKPLACE LEARNING

Challenges and opportunities for training in the workplace

Group No: **199**Type of visit:
VET**19/10/2009-22/10/2009**
Madrid, SpainWorking language:
EnglishNumber of places: **12**
Minimum required: **8**

Keywords:

- **key competences**
- **lifelong learning programme**
- **older workers**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Our society is changing very rapidly. The labour market demands new skills of workers to adapt to new needs in their workplaces. In the information and communication sector, ICT has become essential not only its work, but also for getting continuous and flexible training. We will visit the Tripartite Foundation for on-the-job training, a public body in charge of continuing training. The Institute for Women provides ICT courses to unemployed women to promote entrepreneurial spirit. Both are regular SPEE collaborators and located in Madrid. The Avanza plan 2006-10 is aimed at adequate use of ICT to contribute to the success of an economic growth model based on increasing competitiveness and productivity, promoting equity and improving citizens' lives.

WHAT?

Participants will learn about:

- the State Public Employment Service, specially, the Active Policies Department;
- the Spanish system for vocational training and the new regulation for vocational training for employment;
- use of ICT in training for employment: C-test Project, Plan Avanza.

HOW?

Participants will:

- visit public and private institutions and a workshop school;
- attend presentations, round tables and debates with experts and social partners;
- meet trainers and learners in a training centre.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- representatives of educational services, labour offices or guidance centres,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

El mercado laboral se caracteriza por una constante evolución que exige a los trabajadores adquirir nuevas habilidades y adaptar sus conocimientos para poder realizar sus funciones. Hoy resulta imprescindible el manejo de las TIC, que permite trabajar más rápida y eficazmente y facilita el acceso a una formación permanente y flexible, distinta de la tradicional. La formación a través de las TIC ahorra costes y facilita la igualdad de oportunidades, pues las personas con cargas, en su mayoría mujeres, pueden realizar la formación en su lugar de trabajo. Las TIC ofrecen grandes oportunidades, pero también plantean retos, como evitar la marginación que supone la denominada brecha digital.

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WWW.

www.inem.es/inem/ciudadano/etcote/index.html – www.migualdad.es/mujer
www.fundaciontripartita.org

WORKPLACE LEARNING

Supporting skills development of adults in the labour market

Group No: **200**

Type of visit:
VET

10/11/2009-13/11/2009
Dublin, Ireland

Working language:
English

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

Keywords:

- **adult learning**
- **apprenticeship**
- **social partners**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The need for adults in the labour market for career development and lifelong learning is increasing. This reinforces the call for developing closer links between vocational education and training and working life and opportunities to learn at work. Providing innovative learning opportunities and removing barriers to workplace learning is essential to maintain competitiveness across all sectors and improve sustainable workers employability particularly for those with narrow skill sets in vulnerable areas of the economy. Vocational education and training plays a key role as well as the social partners' contribution to workplace learning.

Léargas is Ireland's national agency for managing the study visits programme.

WHAT?

Participants will learn about:

- the vocational education and training system (VET) in Ireland and the national framework for qualifications (NFQ);
- national supports and initiatives designed to promote learning at work;
- examples from public and private sector work place learning;
- examples of initiatives targeting low-skilled employees and those with narrow skill sets to increase their employability;
- practical responses to future skills needs.

HOW?

Participants will:

- meet and discuss with stakeholders, social partners, industry and government representatives;
- be presented with national initiatives;
- visit innovative projects;
- visit VET organisations and companies;
- meet and discuss with participants and organisers of workplace learning initiatives.

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,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions.

Organiser(s):

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www.ncpp.ie – www.skillsstrategy.ie – www.fas.ie www.forfas.ie

www.workplacestrategy.ie

www.taoiseach.gov.ie/attached_files/Pdf%20files/Towards2016PartnershipAgreement.pdf

Supporting workplace training in the manufacturing sector

Group No: 201

Type of visit:
VET

24/11/2009-27/11/2009
Bangor, Northern Ireland,
UK

Working language:
English

Number of places: 14
Minimum required: 8

Keywords:

- adult learning
- apprenticeship
- entrepreneurship

CATEGORY OF THEMES:

Education and training for employability

WHY?

The South Eastern Regional College has, through its five centres of excellence (in manufacturing engineering, computing, software engineering, construction and electronic engineering) delivered innovative training in the workplace for employers as part of its drive to support local and regional economic development. It has been externally recognised for its work with industry and employer engagement.

The college aims to demonstrate how their workplace training is managed and how it supports the government's strategy 'FE means business' whereby further education provision is refocused on the needs of the economy with an emphasis on professional and technical qualifications that meet local and regional skills needs.

WHAT?

Participants will learn about:

- how the process for engaging with businesses is managed;
- how workplace training and apprenticeships are managed and supported;
- how engagement with business supports classroom delivery;
- how the development of student projects directly contributes to the enrichment of the curriculum.

HOW?

Participants will:

- meet employers, workforce development forum, policy-makers from the Department for employment and learning;
- meet college managers, lecturers, support staff and students;
- meet representatives of local councils and local enterprise agencies;
- observe students at workplace and in training.

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 employers' organisations.

Organiser(s):

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WWW.

www.serc.ac.uk – www.delni.gov.uk – www.detini.gov.uk

WORKPLACE LEARNING

Work-based learning in adult education

Group No: 202

Type of visit:
VET

19/4/2010-23/4/2010
Tampere, Finland

Working language:
English

Number of places: 12
Minimum required: 8

Keywords:

- adult learning
- apprenticeship
- personalised learning

CATEGORY OF THEMES:

Education and training for employability

WHY?

Finland is facing a lack of labour because of a high retirement rate for the next few years. There are also unemployed people whose skills do not match the needs of the labour market. In Tampere region there has been successful cooperation between training organisations, an apprenticeship training centre and companies in finding solutions to the challenges through vocational training. The aim is to maintain the competence of older workers and help companies to recruit new workers through education.

WHAT?

Participants will learn about:

- networks cooperating on work-based learning in Tampere region;
- how training programmes can be tailored to the needs of companies;
- how qualifications can be developed at workplaces;
- how guidance and counselling can be developed;
- how new learning environments are developed and financed;
- how quality standards at workplaces influence the success of vocational education.

HOW?

Participants will:

- visit adult education providers in Tampere region;
- visit Pirkanmaa apprenticeship centre;
- visit companies in Tampere region;
- be introduced to on-the-job learning arrangements and support systems.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- representatives of education and training networks and associations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vierailun ohjelmaan sisältyy tutustumista Tampereen ammatillisiin oppilaitoksiin sekä oppisopimuksen toteuttamismalleihin, erilaisiin oppimisympäristöihin, työpaikoilla toteutettavaan ohjaukseen, koulutukseen ja näyttöihin sekä erilaisiin henkilöstön osaamisen kehittämiseen tähtääviin yritys caseihin.

Organiser(s):

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WWW.

www.tak.fi – www.oppisopi.fi – www.tbc.fi/en/index.htm – www.te-keskus.fi – www.oph.fi
www.minedu.fi

Workplace training – An easier way for self-employment in agriculture

Group No: 203

Type of visit:
VET

18/5/2010-20/5/2010
Novo mesto, Slovenia

Working language:
English

Number of places: 10
Minimum required: 7

Keywords:

- lifelong learning programme
- validation of non-formal and informal learning
- work placement

CATEGORY OF THEMES:

Education and training for employability

WHY?

The main objective is to present the Countryside educational programme and landscape management at a vocational technical college. The school is located in southeastern Slovenia at the centre of agricultural production and processing. Our students have practical education at the school (200 hectare estate), farms and companies. After they graduate, many decide to work on their parents farms (self-employment) where they use their practical experience from training.

WHAT?

Participants will learn about:

- practical training strategies;
- how students are motivated for work-place training;
- how students acquire the trust value certificate;
- successful cooperation between school (vocational technical college) and farmers.

HOW?

Participants will:

- visit school units of Grm Novo mesto - Centre of Biotechnics and Tourism;
- meet school managing team;
- meet organisers of practical training, other teachers and students;
- visit farmers and companies which cooperate with our school.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

V študijskem letu 2007/08 smo na Višji strokovni šoli zavoda Grm Novo mesto – center biotehnike in turizma, pričeli izvajati prenovljeni program Upravljanje podeželja in krajine, ki je v skladu z bolonjskimi smernicami. Udeleženci študijskega obiska se bodo seznanili predvsem z načinom izvajanja praktičnega usposabljanja študentov v okviru šole – medpodjetniški izobraževalni center (posestvo v velikosti 200 ha), kot tudi pri partnerjih šole. To so kmetije, kmetijske apoteke in ostale organizacije, ki so povezane s pridelavo in predelavo hrane, z urejanjem rekreacijskih površin (golf igrišča), trženjem, promocijo... Pridobivanje praktičnih izkušenj v času izobraževanja omogoča študentom lažjo zaposlitev, v večini primerov celo samozaposlitev.

Organiser(s):

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INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Preparing for the labour market – Information, advice and guidance

Group No: 204

Type of visit:
Mixed

8/9/2009-11/9/2009
Wembley (London),
England, UK

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **migrants and minorities**
- **social partners**

CATEGORY OF THEMES:

Education and training for employability

WHY?

There are many refugees in London that face several complex issues and barriers when accessing the job market which makes the process of integration long and painful. Refugees into jobs (RIJ) was set up to address the barriers preventing refugees to be active citizens and contribute to the host community. RIJ provides information, advice and guidance (IAG), a career focused training programme that will concentrate on job search skills; job club with access to PCs, Internet and other facilities; medical club for medical doctors helping them to requalify; employment brokerage.

WHAT?

Participants will learn about:

- how a voluntary organisation in England supports refugees;
- innovative programme providing incentive, support and assistance;
- methods, resources, funding, expected outcomes and what happens when beneficiaries enter further training and education;
- partner organisations, government agencies and funders;
- members of RIJ board.

HOW?

Participants will:

- observe IAG session;
- talk to service users/ beneficiaries and advisors;
- visit the job club;
- observe RIJ jobs search training;
- meet job centre plus, Britain's main government employment agency;
- visit funders and local colleges.

WHOM?

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

Organiser(s):

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WWW.

www.employabilityforum.co.uk

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Disabled and disadvantaged into work – a wrap around approach

Group No: 205

Type of visit:
VET14/9/2009-17/9/2009
Exeter, England, UKWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- **adult learning**
- **quality assurance**
- **special needs**

CATEGORY OF THEMES:

Education and training for employability

WHY?

UK expenditure on the government's welfare support system is straining under the amount spent on disabled or disadvantaged groups. Many want to work but have various barriers that have thus far prevented them from entering the employment market. The government has many initiatives for inclusion and support however specialist support can remove all barriers. Exeter has a hub of expertise in the disabled sector, with specialist schools/colleges for disabled people, services specifically for deaf or blind learners as well as generalist services, each working innovatively and successfully for many years. St Loye's Foundation is the host organisation and believes it has reacted to changing needs and delivers a unique service that has increased participation and success rates considerably

WHAT?

Participants will learn about:

- increasing the attractiveness of VET;
- social partners contribution to meet the challenge of employability; working closely with government agencies;
- skills analysis and mismatch; assessment process of individual needs and competences;
- workplace learning;
- integration of disadvantaged groups in the labour market.

HOW?

Participants will:

- visit specialist providers from schools age through to adult education;
- meet and discuss issues with referral agencies, learners and employers;
- observe the learner journey from engagement through to assessment, training, support, work experience and employment;
- do practical examples of personal development courses.

WHOM?

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

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WWW.www.educ.gotewww.stloyes.org.ukwww.npi.org.uk/reports/disabled%20people,%20work%20and%20welfare%20reform.pdfwww.jobcentreplus.gov.uk/JCP/Customers/index.htmlborg.se

Increase employability in the social sector, especially in care for the elderly and disabled

Group No: **206**

Type of visit:
VET

21/9/2009-24/9/2009
Berlin, Germany

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **social partners**
- **special needs**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Social economy is one of the important labour areas in Germany. About 1.5 million professionals work in recognised welfare organisations. Demographical change in Europe indicates two main challenges. The social sector, especially health and care, are increasing labour areas and demand for services is rising continuously. All associations involved in this vocational sector must realise a deeper reform process and strengthen competition. A new guideline for consolidating social economy in Germany was approved by the European Social Fund (ESF) in two thematic fields: human resources development and social integration of low-skilled persons into the labour market.

WHAT?

Participants will learn about:

- welfare services in Germany, especially care for the elderly and the disabled;
- staff requirements in the social sector;
- ESF guidelines in the social sector to increase the employability and adaptability of staff;
- projects in care for the elderly and disabled;
- the contribution of lifelong learning to employability and adaptability of care staff.

HOW?

Participants will:

- attend lectures and plenary sessions;
- visit care services for the disabled and training organisations;
- meet project participants (care guidance for staff in nursing and residential homes).

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- educational and vocational training inspectors,
- 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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INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

LifeDreams2U! holistic placement programmes for the disadvantaged

Group No: **207**

Type of visit:
Mixed

12/10/2009-16/10/2009
London, England, UK

Working language:
English

Number of places: **8**
Minimum required: **6**

Keywords:

- **disadvantaged groups**
- **social partners**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Embrace specialises in supporting disadvantaged young adults through our tailor-made LifeDreams2U! holistic placement programmes as part of their vocational training and/or pathway to employment and/or self-employment. Embrace works with leading colleges, NGOs, GOs and commercial organisations and cover work experience in all areas such as media, construction, youth and social work, IT and administration and retail/sales/marketing. We have developed good practice supported through high integration rates into the labour market (75% IVT participants, 85% job seekers). We strongly believe in sharing good practice and cooperation in networks to inspire and serve our target group successfully.

WHAT?

Participants will learn about:

- Principles of the LifeDream2U! holistic placement programme (skill, personal development and cultural-based programme);
- tools of self-empowerment for young adults;
- approaches to integrate LifeDreams2U! into vocational training;
- approaches to foster employability for job seekers through LifeDreams2U!

HOW?

Participants will:

- visit colleges, NGOs and commercial enterprises;
- take part in LifeDream2U! taster session;
- share experience with professionals;
- share with current and/or previous beneficiaries;
- discuss holistic approaches in cultural/socio economic circumstances of participants' countries of the visitors;
- discuss developing joint project ideas.

WHOM?

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

Organiser(s):

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INTÉGRATION DES GROUPES DÉFAVORISÉS SUR LE MARCHÉ DU TRAVAIL

L'intégration professionnelle des groupes défavorisés

Numéro de groupe: **208**

Type de visite:
Mixte

27/10/2009-30/10/2009
Saint-Paul, Ile de la Réunion,
France

Langue de travail:
Français

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

Mots clés:

- **groupes défavorisés**
- **compétences clés**
- **programme d'éducation et de formation tout au long de la vie**

CATÉGORIE THÉMATIQUE:

Éducation et formation pour favoriser l'employabilité

POURQUOI?

La Réunion présente des spécificités qui lui confèrent un positionnement économico-juridico-social original au sein de l'UE: population multiculturelle, environnement francophone, point avancé de l'UE dans l'Océan Indien, pôle mondial de biodiversité, centre d'un fort flux de migration.

La précarité de l'emploi et les difficultés d'intégration professionnelle constituent les défis essentiels à relever pour maintenir une bonne cohésion sociale.

L'île a su mettre à profit les fonds européens pour se développer, devenant ainsi une vitrine européenne sur l'Océan Indien.

Le groupement d'intérêt public - formation continue et insertion professionnelle (GIP-FCIP) développe des actions de formation adultes et formateurs, coopération zone Océan Indien, préventions risques professionnels, validation des acquis de l'expérience (VAE), orientation/insertion professionnelle, lutte contre l'illettrisme, insertion des publics migrants.

QUOI?

Le participant découvrira comment le GIP-FCIP:

- intègre les publics en difficulté;
- aide à l'employabilité des personnes;
- repère les compétences clés pour une intégration professionnelle réussie;
- gère la formation individualisée;
- oriente les personnes;
- choisit des programmes d'enseignement/formation adéquats;
- évalue les connaissances et les qualifications des personnes;
- favorise la première embauche.

COMMENT?

Le participant:

- rencontrera des professionnels du pôle emploi (débat);
- produira un projet d'aide à l'insertion professionnelle;
- visitera des centres de lecture et d'écriture, des centres de formation individualisée (entrée/sortie permanentes), un atelier de pédagogie personnalisée (APP) et des associations luttant contre l'illettrisme.

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 réseaux et d'associations d'enseignement et de formation,
- représentants de services éducatifs, d'agences pour l'emploi ou de centres d'orientation,
- représentants d'organisations d'employeurs,
- représentants des autorités locales, régionales et nationales,
- chercheurs.

Organisateur(s):

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WWW.

<http://eduscol.education.fr/D0035/GREACC01.htm> – www.runformation.org/
<http://eacea.ec.europa.eu/portal/page/portal/Eurydice> – www.neotech3.greta.fr/
<http://eduscol.education.fr/D0077/ac-reunion.htm> – www.ac-reunion.fr/
www.formanoo.org/

Training for young people's employment

Group No: **209**

Type of visit:
VET

2/3/2010-5/3/2010
Madrid, Spain

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **low skilled**
- **young people**

CATEGORY OF THEMES:

Education and training for employability

WHY?

In the current worldwide crisis, Spain is suffering an important increase of unemployment figures, higher than the rest of the EU. We are looking for solutions to unemployment, especially for disadvantaged groups, including are the young. However, while there are many unemployed with university degrees, there is high demand (and a big supply shortage) in the field of crafts. Training authorities have to work to make vocational training attractive for young people to reach a balance between supply and demand in the labour market. Spain has developed an interesting workshop school.

WHAT?

Participants will learn about:

- the workshop school system in Spain;
- the professional building card and the vocational training system in Spain.

HOW?

Participants will:

- visit one of these centres and meet the pupils and trainers;
- visit public and private institutions, such as, the Labour Foundation for the Construction Sector;
- participate in presentations, round tables and debates with experts in training.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Existen varios colectivos que tienen especiales dificultades para el empleo. Entre ellos, se encuentra el colectivo de los jóvenes. Las causas de su baja empleabilidad son diversas, y en ocasiones se superponen: el abandono escolar, la falta de formación y de experiencia, inmigrantes, mujeres, discapacitados. Una formación para el empleo de calidad nos ofrece una alternativa interesante a la formación reglada. En la actualidad nos encontramos ante un escenario laboral complicado en el que sin embargo, pueden existir buenas oportunidades de empleo en el campo de los oficios. Por ello, debemos trabajar en hacer de la formación no reglada una alternativa atractiva, de calidad y orientada a las nuevas necesidades del mercado laboral así como a la mejora de la empleabilidad.

Organiser(s):

BORRAJO Carolina

Servicio público de empleo estatal
(SPEE)

Condesa de Venadito, nº 9 - Building A
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Tel. +34- 915 85 98 52

Fax +34- 915 85 98 19

Email: coordinacion.rint@inem.es

www.inem.es

WWW.

www.inem.es/inem/ciudadano/etcote/index

www.migualdad.es/mujer – www.fundacionlaboral.org

INTÉGRATION DES GROUPES DÉFAVORISÉS SUR LE MARCHÉ DU TRAVAIL

Un monde qui s'ouvre au handicap, de l'école à l'emploi

Numéro de groupe: **210**

Type de visite:
EFP

15/3/2010-19/3/2010
Paris, France

Langue de travail:
Français

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

Mots clés:

- **groupes défavorisés**
- **insertion sociale**
- **validation des acquis non formels et informels**

Organisateur(s):

CHIBANI-MANDEVILLE Brigitte
Groupe Scolaire Saint-Vincent-de-Paul
49 rue Bobillot
Paris, 75013
Tel. +33- 145 80 77 90
Fax +33- 145 65 27 06
Email: st.vincent.de.paul75.bobillot@wanadoo.fr
www.gs-svp.com

CATÉGORIE THÉMATIQUE:

Éducation et formation pour favoriser l'employabilité

POURQUOI?

Le handicap mental, psychique et cognitif, est un sujet trop peu abordé dans notre société.

En France, malgré la loi n° 2005-102 du 11 février 2005, la scolarisation, la socialisation et l'insertion professionnelle sont encore perfectibles.

En tournant notre regard vers les pays européens et en mutualisant nos expériences (réussites et échecs), nous espérons augmenter les chances de ces jeunes en situation de handicap d'avancer vers une citoyenneté active à travers un avenir meilleur, concret et ouvert vers la société.

QUOI?

Le participant apprendra:

- comment favoriser l'intégration sociale et professionnelle;
- l'importance des pratiques artistiques ou sportives dans la socialisation des jeunes;
- à utiliser les compétences de chacun au sein du marché du travail;
- les techniques utilisées en insertion en milieu professionnel ouvert.

COMMENT?

Le participant:

- visitera des classes Unité pédagogique d'intégration (UPI) de lycées d'Ile de France, des entreprises ayant embauché et des Établissements et services d'aide par le travail (ESAT);
- assistera à une présentation du système scolaire actuel d'intégration par des représentants institutionnels et à l'intervention de jeunes de classes UPI;
- visionnera des témoignages concernant l'intégration scolaire et péri-scolaire;
- échangera avec des associations ayant pour objectif l'intégration des jeunes en entreprise, des directeurs de ressources humaines et des employés pour connaître les difficultés et les apports de ces jeunes au sein de l'équipe, des enseignants et élèves de classes ordinaires intégrant des jeunes en situation de handicap.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- directeurs de centres de validation,
- inspecteurs d'enseignement et de formation professionnels,
- professeurs principaux, formateurs d'enseignants,
- responsables des ressources humaines,
- propriétaires/administrateurs de PME,
- 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,
- chercheurs.

WWW.

www.handicap.gouv.fr/ – <http://autisme.france.free.fr/> – www.ladapt.net
<http://pagesperso-orange.fr/arapi/fichiersPDF/08PLANAUTISME.pdf>
<http://pagesperso-orange.fr/arapi/fichiersPDF/circ-minist.pdf>
www.handicap.fr – www.satedi.org/

INTEGRATION OF DISADVANTAGED GROUPS INTO THE LABOUR MARKET

Adult education – Flexibility for the future

Group No: 211

Type of visit:
Mixed**19/4/2010-23/4/2010**
Oslo, NorwayWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **adult learning**
- **leadership and management**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Education and training for employability

WHY?

In 2000, new legal rights were introduced in Norway to provide adults with more opportunities to acquire education and training and to improve their qualifications. The result is that all adults in Norway have a statutory right to basic education as well as upper secondary education. During the last years Norway has also received many immigrants from all over the world. Learning the Norwegian language is considered as essential for integrating swiftly into social and working life. In Norway immigrants have a right and an obligation to attend courses in Norwegian, and introductory language courses are offered shortly after settlement. Another objective is to validate and accredit formal, non-formal and informal learning. Oslo Adult Education Center (Oslo VO) offers a wide range of education at different levels. Oslo VO Sinsen provides adults with vocational certificates as well as preparing them for entry into higher education/university.

WHAT?

Participants will learn about:

- adult education in Norway, and Oslo especially;
- approaches to test adults and how to differentiate their learning;
- measures taken to prevent adults from dropping out of education;
- validation of formal, non-formal and informal learning;
- educational programmes for adults with special needs;
- using senior tutors and libraries /open learning areas.

HOW?

Participants will:

- visit adult education institutions in Oslo, units offering basic learning in Norwegian for immigrants and libraries/open learning areas, ICT labs;
- observe classrooms and practice and student validation.

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

Organiser(s):**HAUGLAND Bjørg**

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INCREASING ATTRACTIVENESS OF VET

Construction

Vocational education and mobility on the labour market

Group No: 212

Type of visit:
VET**7/9/2009-11/9/2009**
Rybnik, PolandWorking language:
EnglishNumber of places: **15**
Minimum required: **10**

Keywords:

- learners' mobility
- lifelong guidance
- teachers' and trainers' competences

CATEGORY OF THEMES:

Education and training for employability

WHY?

Vocational education is an important factor of the educational system for Rybnik and its region. Today we can observe a deficiency of well-qualified workers in our local market, especially in such branches as building construction and mining. The Ministry of Education and local authorities are taking actions to restore vocational education. In the past few years, the number of vocational and technical secondary schools has increased. Because of changes on the labour market schools are required to adapt their educational offers to those changes. Local authorities have taken actions to make it possible for educational institutions, companies and entrepreneurs as well as non-government institutions to cooperate.

WHAT?

Participants will learn about:

- the system of vocational education and training in our region;
- a wide range of educational possibilities (from vocational schools to universities) and opportunities for lifelong learning;
- using EU grants to support and develop vocational education;
- cooperation between local authorities and non-government organisations;
- professional guidance and help offered to young people.

HOW?

Participants will:

- talk to representatives of local authorities responsible for vocational education and mobility on the labour market;
- visit schools and institutions;
- visit teacher training centres.

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 chambers of commerce/ industry/crafts,
- representatives of employers' organisations.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wizyta ma na celu zapoznanie uczestników z systemem kształcenia zawodowego, którego rola wzrosła na skutek zmian na rynku pracy oraz ze zmniejszeniem liczby klas liceum profilowanego. Wprowadzane zmiany dotyczą wszystkich profili kształcenia zawodowego. Rynek pracy wymaga dostosowania oferty edukacyjnej do aktualnych potrzeb. Działania podejmowane przez władze miasta przynoszą efekty w postaci współpracy jednostek edukacyjnych z instytucjami rynku pracy, przedsiębiorcami oraz organizacjami pozarządowymi.

Zespół Szkół Budowlanych jest beneficjentem w/w działań. Możemy podzielić się doświadczeniem zdobytym w kształceniu zawodowym i współpracy z grupami w/w organizacji i przedsiębiorców.

Organiser(s):

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WWW.

www.rybnik.pl/zsbrybnik – www.cris.org.pl – www.rybnik.pl – www.zstrybnik.pl

INCREASING ATTRACTIVENESS OF VET

Internationalisation and global competences

Group No: 213

Type of visit:
VET5/10/2009-9/10/2009
Sønderborg, DenmarkWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **apprenticeship**
- **key competences**
- **learners' mobility**

CATEGORY OF THEMES:

Education and training for employability

WHY?

Education systems are preparing themselves for increased internationalisation and globalisation just as many companies are all over the world. For education institutions the potential in the process lies in the cooperation between Danish and foreign companies and VET colleges, with the common purpose to create further possibilities for development and lifelong learning in relation to the need for new, global competences for both students and teachers.

WHAT?

Participants will learn about:

- how companies act/react in the global arena;
- the new, global competences companies need;
- how globalisation influences education systems (vocational education);
- ideas for further cooperation between VET colleges and participating companies;
- how to work with internationalisation at strategic level in VET colleges.

HOW?

Participants will:

- visit companies;
- attend presentations by representatives from large companies, education researchers and philosophers;
- taking part in group work and roundtable discussions.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Uddannelsessystemerne ruster sig til øget internationalisering. Potentialet i denne proces ligger i samarbejdet mellem danske og udenlandske virksomheder og skoler. Her kan skabes øgede muligheder for udvikling og efteruddannelse i relation til nye globale kompetencekrav for både elever og undervisere. Studiebesøget vil give deltagerne indblik i, hvordan virksomheder agerer på de globale arenaer; give mulighed for at diskutere nye globale kompetencekrav med virksomhederne, og erhvervsskolerne; Der vil blive diskussion om strategisk arbejde med internationalisering på skolerne, virksomhedsbesøg, diskussion med uddannelsesspecialister, gruppearbejde, fremlæggelser og fælles afrapportering.

Organiser(s):

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WWW.

www.uvm.dk – www.eucsyd.dk – www.ciriusonline.dk

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

La voie professionnelle, une voie de réussite et d'insertion

Numéro de groupe: **214**

Type de visite:
EFP

5/10/2009-9/10/2009
Tournon sur Rhône, France

Langue de travail:
Français

Nombre de places: **14**
Minimum requis: **8**

Mots clés:

- **acquis d'apprentissage**
- **orientation tout au long de la vie**
- **insertion sociale**

CATÉGORIE THÉMATIQUE:

Éducation et formation pour favoriser l'employabilité

POURQUOI?

Cette visite doit servir à démontrer que la formation professionnelle proposée dans différents établissements publics du même bassin, apporte des solutions de réussite scolaire et d'insertion pour des jeunes (garçons et filles) qui connaissent des difficultés scolaires, voire comportementales importantes lors de leur passage au collège.

Organisée par le Lycée professionnel Marius Bouvier de Tournon-sur-Rhône qui fait partie d'un bassin de formation comportant d'autres établissements professionnels voulant faire part de leurs expériences.

QUOI?

Le participant apprendra:

- comment est orienté l'élève: d'une part à la sortie du collège, d'autre part à la sortie du lycée professionnel;
- quelles sont les relations lycée/entreprise permettant l'accueil des élèves en périodes de formation en entreprise, la validation de leurs acquis, leur insertion professionnelle;
- comment est organisée la formation de l'élève en fonction de son statut (scolaire ou apprentissage);
- quelles sont les actions éducatives ou péri-éducatives organisées, pour aider l'élève dans son projet: aide et soutien, motivation, intérêt du métier, orientation, insertion;
- les différents partenariats nécessaires à la réussite du projet éducatif de l'établissement.

COMMENT?

Le participant sera invité à:

- visiter différents établissements de formation;
- rencontrer des élèves ou apprentis;
- rencontrer d'anciens élèves en situation professionnelle;
- visiter des entreprises accueillant des élèves;
- rencontrer des responsables des services d'orientation;
- découvrir les systèmes d'insertion concernant les élèves en grande difficulté.

POUR QUI?

- Responsables de la formation professionnelle en entreprise,
- directeurs d'institutions, de centres ou d'établissements prestataires d'enseignement et de formation professionnels,
- directeurs de centres d'orientation,
- inspecteurs d'enseignement et de formation professionnels,
- conseillers pédagogiques ou d'orientation.

Organisateur(s):

MORAND Gérard

Lycée Professionnel Marius Bouvier

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www.ac-grenoble.fr/lycee.marius.bouvier/ – www.ac-grenoble.fr/lycee/lyceehotelier.tain/

www.ac-grenoble.fr/lycee.gabriel.faure.tournon/

www.ac-grenoble.fr/lycee/hlaurens.st-vallier/ – www.onisep.fr

STEIGERUNG DER ATTRAKTIVITÄT VON BERUFSBILDUNG

Berufsausbildung für Lehrlinge und Studenten in Oberschlesien

Gruppennummer: 215

Art des Besuches:
Berufsbildung5/10/2009-9/10/2009
Zabrze, PolandArbeitssprache:
DeutschAnzahl der Teilnehmerplätze: 15
Erforderliche Mindestanzahl: 10

Schlüsselwörter:

- **Lehrlingsausbildung**
- **Europäischer Qualifikationsrahmen (EQR)**
- **Mobilität der Lernenden**

THEMENBEREICHE:

Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit

WARUM?

Dieses Thema ist in unserem Land wichtig, weil die Wirtschaftsentwicklung zum Teil rasch verläuft und es Qualifikationsdefizit gibt.

In der gastgebenden Institution - einer Berufsschule - schult man Mechaniker, Automechaniker, Techniker der Landschaftsarchitektur, Elektromechaniker, Autoklempner und Lehrlinge in vielen anderen Berufen. Die Schule arbeitet eng mit der Handwerkskammer und den ausbildenden Betrieben zusammen. Die Lehrlinge haben die Möglichkeit, die Abiturprüfung abzulegen und zu studieren. Deshalb interessiert sich die Schule sehr für den weiteren Bildungsweg der Absolventen und kooperiert mit der Technischen Universität zu Gliwice, wo die jungen Leute ihre Qualifikationen aufwerten können. Es gibt eine gute Erfahrung zum Thema Berufsausbildung.

WAS?

Die Teilnehmer werden Folgendes lernen:

- mit welchen Methoden man die Schüler and das Berufsleben heranzuführen kann;
- was für Erwartungen die junge Leute und die Arbeitgeber aneinander haben;
- wie man Schüler motiviert, sich neue Kenntnisse, Qualifikationen und Kompetenzen anzueignen;
- wie und wo Jugendliche ihre Qualifikationen erhöhen können;
- Methoden, die zu guter Ausbildung am Arbeitsplatz und im Leben führen;
- die Sehenswürdigkeiten von Zabrze und Kraków besichtigen.

WIE?

Die Teilnehmer werden:

- die Schule des Gastgebers besuchen;
- über die allgemeine und berufliche Bildung mit Blick auf Beschäftigungsfähigkeit sprechen;
- an einem Deutschunterricht "Der Beruf meiner Wahl" teilnehmen;
- mit Absolventen über den Arbeitsmarkt reden.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Leiter von Berufsberatungszentren,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Inhaber/Geschäftsführer von kleinen und mittleren Unternehmen,
- Bildungs- oder Berufsberater,
- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen,
- Vertreter von Bildungsdienstleistern, Arbeitsämtern/-agenturen oder Beratungszentren,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von Arbeitnehmerorganisationen und Interessenvereinigungen.

KURZE BESCHREIBUNG DES BESUCHES IN DER SPRACHE DES GASTGEBENDEN LANDES:

Wizyta studyjna ma na celu pokazanie możliwości kształcenia zawodowego młodzieży. Organizator – szkoła kształcąca techników, robotników i czeladników w różnych zawodach rzemieślniczych ma duże doświadczenie w tym zakresie. W czasie wizyty zaprezentowane będzie całe spektrum instytucji zajmujących się kształceniem zawodowym: Centrum Kształcenia Praktycznego, Cech Rzemiosł Różnych, Politechnika Śląska, zakłady kształcące młodocianych pracowników oraz szkoła. Wizyta ma na celu pokazanie, że każdy młody człowiek zgodnie ze swoimi predyspozycjami i zainteresowaniami może wybrać dla siebie ścieżkę edukacyjną i zdobyć zawód, który pozwoli mu w kraju i w Europie znaleźć zatrudnienie.

Organisator(en):**RAU Urszula**

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WWW.

www.bmbf.de – <http://europass.cedefop.europa.eu>
www.koweziu.edu.pl/index.php?id=deutsche

INCREASING ATTRACTIVENESS OF VET

Manufacturing

Textile industry and training in Denizli

Group No: 216

Type of visit:
VET

5/10/2009-9/10/2009
Denizli, Turkey

Working language:
English

Number of places: 12
Minimum required: 5

Keywords:

- social partners
- work placement

CATEGORY OF THEMES:

Education and training for employability

WHY?

There are 20 ancient cities around Denizli reflecting the cultural heritage of Anatolia such as like Tripolis, Colossae, Hierapolis, Laodiceia. There is special textile knowledge from Ottoman Empire period brought successfully to the Turkish Republic period in Denizli. These are textile-based industrial cities representing 65% of Denizli industry.

WHAT?

Participants will learn about:

- history of Denizli and textiles;
- European cultural heritage in Denizli;
- SMEs training contribution to the textile sector in Denizli and Turkey.

HOW?

Participants will:

- attend an information seminar;
- visit excavation areas;
- attend a workshop to discuss intercultural dialogue;
- visit textile production companies and textile training centre.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- 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 employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Bu çalışma ziyaretinin ev sahipliğini Denizli Sanayi Odası gerçekleştirecektir. Odamız AB projeleri konusunda oldukça deneyimlidir. Çok çeşitli faaliyetlere imza atmıştır. 07-10 Ekim 2008 tarihleri arasında planlanan ziyaret, kültürlerarası diyalog ve işbirliğini geliştirmeyi amaçlamaktadır. Faaliyet workshop, bilgilendirme semineri ve kazı bölgesi ziyaretini içerecektir. Katılımcılar, Avrupa ve Türkiye arasındaki ortak kültürel geçmişe ait bir kazı alanlarını gezerek yerinde inceleme imkanı bulacaklar ve kültür, tarih ve ortak değerler hakkında bilgi edineceklerdir.

Organiser(s):

UYGUN Bulent

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INCREASING ATTRACTIVENESS OF VET

Arts, entertainment and recreation

Implementing vocational education and examples of implementation

Group No: 217

Type of visit:
VET12/10/2009-16/10/2009
Kutahya, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- learning outcomes
- older workers
- validation of non-formal and informal learning

Organiser(s):

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CATEGORY OF THEMES:

Education and training for employability

WHY?

Kutahya is a province in Turkey, renowned for the art of ceramics and glazed china tiles (çini in Turkish) ever since the 15th century. It is the hometown for the production of ceramic vessels and glazed tiles. In addition to large, small and medium-sized companies, training is carried out in fully equipped workshops by vocational training institutions. The end-products are among the best examples in the world. We want participants from different professional backgrounds to see these examples of implementation of china embroidery, ceramic handcrafts and design. They can also experience the methodologies used, take part in applications and apply them in their own works.

WHAT?

Participants will learn about:

- china embroidery, ceramics, traditional handcrafts and design;
- examples of implementation in these fields;
- creating their own products from what they have learned and experienced during the study visit;
- problem solving techniques of different countries in related sectors.

HOW?

Participants will

- attend expert lectures;
- visit vocational education centres and china embroidery, ceramics and handcrafts companies;
- observe workers, students and teachers in workshops;
- visit art galleries, exhibition halls;
- share experiences and knowledge with participants;
- produce their own works.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- 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:

Çalışma Ziyareti Ev Sahipliği ile; ilimizin ve üniversitemizin önemli özelliklerini, el sanatları, çinicilik, seramik, tasarım vb konularda yapılan çalışma ve uygulamaları; işletmeleri ve üniversitemiz bünyesindeki MYO'larının konuyla ilgili birimleri ziyaret edilerek, atölye çalışmalarının izlenmesi, katılımcıların örnekleri kendilerinin yapması, sergi salonlarının gezilmesi, uzmanlar tarafından bilgilendirme toplantıları düzenlenmesi, uygulama esnasında birebir gözlem ve bilgi alışverişi yapılması, gelen ziyaretçilerin kendi ülkelerindeki uygulamaları, geleneksel yöntemleri ve uygulama esnasında karşılaşılabilecek sorunlar ve çözümleri hakkında tartışma ve bilgi alışverişi sağlanacaktır.

WWW.

<http://dpusem.dpu.edu.tr/> – www.dpu.edu.tr/tr/akademik/myo/mk42/index.htm
<http://kmyo.dpu.edu.tr/>

INCREASING ATTRACTIVENESS OF VET

European dimension in VET

Group No: 218

Type of visit:
VET

19/10/2009-23/10/2009
Haskovo, Bulgaria

Working language:
English

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

Keywords:

- **adult learning**
- **key competences**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The host institution, a vocational mechanical-electrical high school 'Stoicho i Kitsa Marchevi' is the oldest technical school in Haskovo and would like to share know-how and innovative ideas in lifelong learning.

WHAT?

Participants will learn about:

- organisation of training in our school;
- adult education courses provided by our school;
- work placements for students.

HOW?

Participants will:

- visit workshops and laboratories;
- meet VET teachers of the school and experts from Haskovo;
- visit local companies and factories.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

С настоящата визита се дава възможност за обмен на ноу-хау, информация и добри практики в областта на професионалното образование и обучение и "Ученето през целия живот". Участниците ще се запознаят с професионалното обучение в ПГМЕТ "Стойчо и Кица Марчеви", с материално-техническата база на училището. Ще бъдат запознати с реализирани проекти по различни програми, с работодатели, осигуряващи конкретни работни места на учениците за провеждане на производствената им практика.

Учебната визита ще даде възможност за дискутиране на проблемите на професионалното образование и обучение.

Organiser(s):

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www.pgmet.breza.net

WWW.

www.pgmet.breza.net

INCREASING ATTRACTIVENESS OF VET

Europe is discussing the future of VET

Group No: 219

Type of visit:
Mixed

2/11/2009-6/11/2009
Karaman, Turkey

Working language:
English

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

Keywords:

- **apprenticeship**
- **disadvantaged groups**
- **work placement**

Organiser(s):

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Fax +90 338 212 27 83
Email: karamanab70@hotmail.com,
ab70@meb.gov.tr
www.karamanmeh.gov.tr

CATEGORY OF THEMES:

Education and training for employability

WHY?

Many people from different cultures emigrate to Karaman from neighbouring cities every year. These people face problems of unemployment, hence, low incomes, and lack of parental care. They end up in ordinary schools although special needs education (including identification of special educational needs) and learning a vocation is really needed.

We need experts' views on how to guide disadvantaged youngsters to appropriate vocational paths. We are researching techniques and methods used in personalised learning in VET. We are searching for good practices used in European countries for learning in work placement.

The host institution is an administrative institution which coordinates all education institutions in the province of Karaman and is innovative and dynamic.

WHAT?

Participants will learn about:

- the Turkish education and training system;
- methods and techniques used in VET;
- inclusion and adaptation of disadvantaged youths into education and training;
- what is necessary for improving VET.

HOW?

Participants will:

- visit secondary vocational and technical schools;
- observe teachers and students in the classroom;
- meet directors of vocational training institutions and representatives of local authorities.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kurumumuz daha önce çalışma ziyaretleri ile ilgili bir projeyi başarıyla uygulamıştır. Edindiğimiz tecrübe bize güven vermektedir. Seçilen konu, ilimizde yapılacak eğitimsel çalışmalara, panellere uygun bir ortama sahiptir. Çalışmanın içeriğine bakıldığında mesleki eğitimin sorunları, sanayi ve mesleki eğitim arasındaki ilişkinin boyutları ve eğitim sisteminin yeterince destekler mahiyette olup olmadığı konuları tartışılması ve değerlendirilmesi gereken konulardır. Türkiye'nin AB' ye entegrasyonu çerçevesinde Lizbon antlaşmasıyla eğitim sistemimizin Avrupa'ya entegre etme süreci başlamış ve devam etmektedir. Biz bu süreci yabancı uzmanlardan aldığımız katkı ile daha hızlı geçirmek istiyoruz.

WWW.

www.prokob70.org – www.karamanmeh.gov.tr – <http://meh.gov.tr> www.batl.k12.tr
www.karamantml.k12.tr – www.ktso.org.tr – www.karamanmesem.gov.tr

INCREASING ATTRACTIVENESS OF VET

Links between vocational education and lifelong learning

Group No: 220

Type of visit:
Vet23/11/2009-27/11/2009
Ankara, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 5

Keywords:

- lifelong learning programme
- workers' mobility
- work placement

Organiser(s):**KARAKAS Ilknur**

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KAAN Tuba

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CATEGORY OF THEMES:

Education and training for employability

WHY?

Parents and students show low interest in VET and two thirds of graduates work in a different sector from what they have been educated for. VET students need not only technical skills but also analytical thinking, efficient communication, problem solving, entrepreneurship, taking responsibility and use of information technologies.

National development plans have been implemented to raise standards to international level and increase the attractiveness of VET nationwide.

Ankara hosts the planning body of the Ministry of Education and many institutes, universities, trade organisations and vocational associations.

WHAT?

Participants will learn about:

- position of Turkish vocational education system in the work area;
- innovative approaches to VET;
- comparing similarities and differences between their system and the Turkish system in VET;
- increasing attractiveness of VET locally and nationally.

HOW?

Participants will:

- visit institutes and professional organisations;
- visit universities and VET high schools;
- meet directors of professional and vocational organisations, teachers, students and directors of VET.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Bu çalışma ziyareti ile Türkiye'de mesleki teknik eğitim çalışmalarının tanıtılması, eğitim aktörlerinin katılımıyla iş dünyası ve sektörle ilişkisinin güçlendirilmesi yönünde yenilikçi yaklaşımlar geliştirilecektir. Çalışma ziyaretine katılanlar kendi ülkelerinde yürütülen mesleki teknik eğitim faaliyetlerini ülkemiz uygulamalarıyla karşılaştırma imkanı bulabileceklerdir. Mesleki eğitim alanında daha sonar yürütülecek çalışmalar için iletişim ağı ve işbirliği alt yapısı oluşturulacaktır. Kültürel değişim ve etkileşimi sağlayacak kültürel faaliyetlerle ülkemizin kültür zenginliğini tanıtılacaktır.

WWW.

www.meb.gov.tr – www.tisk.org.tr – www.tobb.org.tr – www.gazi.edu.tr – www.odtu.edu.tr
www.etu.edu.tr – <http://svet.meb.gov.tr/indexen.html> – www.iskur.gov.tr – www.tesk.org.tr

INCREASING ATTRACTIVENESS OF VET

Technical education – The basis of progress in society

Group No: 221

Type of visit:
Mixed**23/11/2009-27/11/2009**
Piatra-Neamt, RomaniaWorking language:
EnglishNumber of places: **10**
Minimum required: **5**

Keywords:

- **competences in science and technology**
- **leadership and management**
- **quality assurance**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The study visit will promote examples of good practice on adapting the educational offer to the future needs of the job market. Examples of good practice on creating competences that will allow students to adapt to the progressive needs of change inside society and on creating partnerships in order to provide competitive technical training will also be shown.

WHAT?

Participants will learn about:

- the structure of technical and professional education;
- strategies used in technical education;
- the results of collaborating with economic partners;
- ways of evaluating certification of professional competences at each training level.

HOW?

Participants will:

- meet teachers;
- visit a technical high school;
- talk to economic agents, representatives of the school inspectorate, the mayor and local council.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Vizita de studiu își propune să promoveze adaptarea ofertei educaționale la nevoile de perspective ale pieței muncii; crearea de competente care sa permită elevilor să se plieze pe nevoile continue de schimbare ale societății. Participanții vor avea ocazia să se familiarizeze cu: structura învățământului profesional și tehnic din România; strategii utilizate în învățământul românesc; rezultatele colaborării cu partenerii economici; modalități de evaluare pentru certificarea competențelor profesionale pentru fiecare nivel de pregătire. Vor avea loc întâlniri cu cadrele didactice, vizita la o unitate școlară tehnică, discuții cu agenți economici, etc.

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WWW.**www.tvet.ro**

INCREASING ATTRACTIVENESS OF VET

The dual vocational training system in Germany – Shared responsibility of company and vocational school

Group No: 222

Type of visit:
VET1/2/2010-4/2/2010
Bonn, GermanyWorking language:
EnglishNumber of places: 15
Minimum required: 8**CATEGORY OF THEMES:**

Education and training for employability

WHY?

The main reason for Germany's economic strength is its standardised and good initial and continuing vocational training. Anyone learning a trade in Germany usually does so under the dual system of vocational education and training. The system is called 'dual' because vocational training takes place both in the company and in part-time vocational school. The company provides the apprentice mostly with practical training. Part-time vocational school supplements company-based training by theoretical instruction. The system is based on statutory training regulations and on the range of traditional, updated and newly emerging, up-to-date training occupations.

WHAT?

Participants will learn about:

- initial and continuing vocational education and training system;
- teaching and learning;
- supply, demand, occupational paths;
- In-house VET (IT sector);
- 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,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Etwa 60 % aller Jugendlichen in Deutschland qualifizieren sich im dualen System der Berufsausbildung. Dual deshalb, weil die Berufsausbildung sowohl im Betrieb als auch in der Berufsschule stattfindet. Im Betrieb erhält der Auszubildende eine überwiegend praktische Ausbildung. In der Berufsschule wird die betriebliche Ausbildung durch theoretische Grundlagen ergänzt. Die Ausbildung erfolgt auf der Basis von gegenwärtig rund 350 Ausbildungsordnungen für staatlich anerkannte Ausbildungsberufe. Sie sind die rechtliche Grundlage für die konkrete Durchführung der betrieblichen Berufsausbildung. Inhalte des Studienbesuchs sind: Struktur und Reform der Berufsbildung, Betriebliche Ausbildung, Ausbildungsberufe, Berufsschulen und die Rolle der Sozialpartner.

Keywords:

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

Organiser(s):

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Email: engels@bibb.de
www.na-bibb.de

WWW.www.bibb.de – www.bmbf.de

INCREASING ATTRACTIVENESS OF VET

European dimension of vocational education and training

Group No: 223

Type of visit:
Mixed15/3/2010-19/3/2010
Kielce, PolandWorking language:
EnglishNumber of places: 12
Minimum required: 6

Keywords:

- **apprenticeship**
- **competences in science and technology**
- **lifelong learning programme**

CATEGORY OF THEMES:

Education and training for employability

WHY?

European cooperation is a priority of Polish education. Vocational education and training are dynamic sectors as it is open to all European Union countries. Polish workforce is well qualified and is gaining more and more respect in the European market. Swietokrzyski Region with the capital city Kielce is situated in the heart of Poland and is a good example of problems and expectations of vocational education and training in Poland. The host institution – Kuratorium Oświaty in Kielce is the regional educational authority responsible for educational standards of public and non-public schools of all types of general education and vocational training.

WHAT?

Participants will learn about:

- current educational policy related to vocational education in Poland;
- examples of good practice in vocational education and training;
- organisation and management of vocational education.

HOW?

Participants will:

- visit regional educational authority in Kielce;
- exchange experiences on educational policy in vocational training;
- visit schools and vocational training centres;
- visit Kielce international trade fairs;
- visit Kielce University of Technology;
- visit institutions participating in LdV projects.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Tematem wizyty studyjnej jest „Wzrost atrakcyjności kształcenia zawodowego”. Jest to zagadnienie bardzo złożone i znajdujące się na etapie transformacji i poszukiwania rozwiązań systemowych w oświacie polskiej. W programie wizyty przewidujemy zrównoważony udział części teoretycznej, praktycznej i dyskusji. Szczególnym walorem tej wizyty będzie wkomponowanie jej w Międzynarodowe Targi EDUKACJA - XV Targi Edukacyjne organizowane przez Centrum Targowe Kielce w dniach od 17 do 19 marca 2010, data tych targów została umieszczona w kalendarzu po konsultacjach z Kuratorium Oświaty w Kielcach właśnie z uwagi na planowaną wizytę studyjną.

Organiser(s):**DLUGOSZ Maciej**

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kuratorium.kielce.pl

WWW.

www.kuratorium.kielce.pl – www.um.kielce.pl – www.targikielce.pl
www.sejmik.kielce.pl – www.uw.kielce.pl

INCREASING ATTRACTIVENESS OF VET

Bringing business to school

Group No: 224

Type of visit:
VET**29/3/2010-2/4/2010**
Valence, FranceWorking language:
EnglishNumber of places: **8**
Minimum required: **6**

Keywords:

- **European credit transfer system (ECTS)**
- **social partners**
- **teachers' and trainers' competences**

CATEGORY OF THEMES:

Education and training for employability

WHY?

There is a lack of interest in some vocational careers and difficulties in recruiting from sectors (industry, construction, agro-processing industry food). Actions aimed at improving training and bringing business to school are being developed around Valence.

WHAT?

Participants will learn about:

- a day school-business partnership for teachers;
- different coordinated actions in the area;
- the nature of business involvement in initial training, alternance and continuous;
- partnership actions aimed at diversifying the orientation of girls.

HOW?

Participants will:

- meet stakeholders of education;
- visit schools and vocational training;
- meet personnel management, guidance counsellors, teachers and representatives of local authorities;
- visits companies.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts.

Organiser(s):**MARTIN Régine**

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WWW.**www.onisep.fr – www.ac-grenoble.fr/cio/ – www.industrie.gouv**

INCREASING ATTRACTIVENESS OF VET

Going from atom to universe

Group No: 225

Type of visit:
Mixed**13/4/2010-16/4/2010**
Pleven, BulgariaWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **competences in science and technology**
- **extra-curricular activities**
- **key competences**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The low level of science education and lack of practical skills as well as weakened educational motivation lead to high unemployment of young people. The employment market needs qualified workers and personnel. This is particularly important for the European region. The regional inspectorate of education has been working closely with education and VET establishments and is active in encouraging young people into extra curricular activities in science, particularly physics and astronomy. It is possible to implement innovative activities to motivate students and bring new pedagogical methods into the science learning process.

WHAT?

Participants will learn about:

- competence in physics, astronomy, engineering, education;
- establishing a nuclear station;
- VET for nuclear energy;
- astronomy observations.

HOW?

Participants will:

- discuss successful strategies on how to raise the interest of young people in science education;
- see innovative activities for students' motivation as well as new pedagogical methods in the science learning process;
- work on a project, prepare presentation and learn how to use a working sheet;
- attend events of a nuclear power station and a night sky observation.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Повишаване на мотивацията за учене, подобряване на качеството на учебния процес по природни науки и създаване на предпоставки за намаляване на отпадналите от училище ученици. Възможности за професионално усъвършенстване на учители в областта на ядрените изследвания и практическата астрономия. Дискусии, обмяна на добри практики в областта на обучението по природни науки. Работа в екип.

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Email: emmy@abv.bg

www.rio-pleven.hit.bg

WWW.

www.rio-pleven.com/ – www.minedu.government.bg – www.belene-npp.com/
www.bgns.bg/Whatsnew.htm – www.grid-network.eu/ – www.geocities.com/aas_sofia_bg/

INCREASING ATTRACTIVENESS OF VET

Partnership between enterprises and vocational education

Group No: 226

Type of visit:
VET19/4/2010-23/4/2010
Horsens, DenmarkWorking language:
EnglishNumber of places: 15
Minimum required: 8**CATEGORY OF THEMES:**

Education and training for employability

WHY?

The dual VET system and close cooperation with enterprises make education and training more relevant to the world of work. At VIA vocational education, we have a strategy of constantly improving this cooperation. We have developed and tested different ways of improving information, learning processes and outcomes, as well as partnership contracts with enterprises. We conduct a survey of the content of our education in enterprises every second year, followed by action plans in all areas of education, to improve our practice and for benchmarking with other vocational education. We wish to share best practice and learn from other EU professionals.

WHAT?

Participants will learn about:

- cooperation with enterprises;
- how to make sure that the skills young people learn in college match expectations from enterprises;
- cooperation through partnership contracts with enterprises;
- methods that combine learning at school and at the workplace;
- how self-evaluation helps improve quality in education;
- how to cooperate with enterprises to prevent drop-outs.

HOW?

Participants will:

- attend workshops on transition from education to work, workplace learning, guidance, mentoring, self-evaluation and quality in education;
- visit enterprises and other institutions;
- visit the municipality and discuss how we may reach the goal of 95% young people getting a youth 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,
- heads of departments,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of education and training networks and associations,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of local, regional and national authorities,
- representatives of trade unions,
- researchers.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

I forlængelse af en lang tradition i Danmark omkring samarbejde med virksomheder har VIA, erhvervsuddannelser arbejdet med dette emne på flere fronter. Vi har formuleret en klar målsætning og udarbejdet en strategi og handlingsplaner vedr. virksomhedssamarbejde. Vi har gennemført udviklingsprojekter, hvor vi udviklet metoder og materialer, som fremmer samarbejdet med virksomheder. Vi arbejder målrettet med brancheorientering og kvalitetsudvikling. Vi arbejder med at indgå partnerskabsaftaler med virksomheder. Vi har et tæt samarbejde og netværk med lokale uddannelsesinstitutioner og kommunen omkring uddannelse til alle unge. Vi arbejder metodisk med kompetenceafklaring og differentiering af undervisning. Vi har udviklet fleksible og virtuelle læringsmaterialer. På kurset vil vi præsentere resultater af disse og dele erfaringer med deltagerne.

WWW.

www.viauc.dk – www.uvm.dk – www.atp.dk – www.horsenskom.dk – www.learnatwork.eu

Keywords:

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

Organiser(s):**ØRSTED Lone**

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www.viauc.dk

INCREASING ATTRACTIVENESS OF VET

A catalyst for employability and social inclusion

Group No: 227

Type of visit:
VET

24/5/2010-28/5/2010
Valletta, Malta

Working language:
English

Number of places: 10
Minimum required: 8

Keywords:

- apprenticeship
- low skilled
- social inclusion

CATEGORY OF THEMES:

Education and training for employability

WHY?

Making VET systems more open, flexible and attractive is as a major part of the European economic, employment and social agenda. A significant and successful achievement in recent years in Malta was including VET at higher educational level as an alternative to university education in VET institutions. Rising educational attainment is supposed to give the best preconditions for active citizenship and employment. Malta is aiming at educational reform strategies to create a parity of esteem between VET and university education, thus improving the status and quality of vocational education. The host institution is the European Union Programmes Agency (EUPA), the national agency responsible for the lifelong learning programme.

WHAT?

Participants will learn about:

- initiatives on a range of new pathways linking VET and higher education;
- methods and practices to increase numbers of students in VET;
- methods and training for teachers and trainers involved in VET;
- Malta's position vis-à-vis the VET objectives presented in the Lisbon and Copenhagen Processes and follow-up in view of the Maastricht and Helsinki;
- practices by participants on VET.

HOW?

Participants will:

- visit leading VET institutions in Malta;
- observe teaching methods in a VET classroom;
- participate in a forum-discussion with guidance counsellors actively involved in VET;
- meet directors of VET institutions, researchers and key policy-makers;
- discuss and analyse strengths and weaknesses in the local VET system.

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 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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INCREASING ATTRACTIVENESS OF VET

Agriculture, forestry and fishing

Diversification of agricultural VET in rural areas

Group No: 228

Type of visit:
VET25/5/2010-28/5/2010
Krems, AustriaWorking language:
EnglishNumber of places: 14
Minimum required: 8

Keywords:

- **apprenticeship**
- **autonomy (school or institution)**
- **social partners**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The host institution (Provincial Government of Lower Austria, Department for agricultural education and training) is responsible for school development in agricultural VET. Agriculture and forestry are essential to a sustainable cyclical economy. The small-scale agricultural schools in Lower Austria offer diversified training possibilities for students and adults. Besides the main qualification for agriculture some economics schools offer supplementary certification and courses in social services, agro-tourism, eco-design, pet animal. They also provide sources for additional income for farmers and entrepreneurs through specialised training offers.

WHAT?

Participants will learn about:

- schools as centres of competence in rural areas;
- steps of diversification, in renewable energy, animal husbandry and food processing;
- new approaches to self-responsible learning in the school for eco-design;
- possibilities of cooperation between schools and agricultural enterprises;
- initiatives to connect agricultural training with social services.

HOW?

Participants will:

- visit agricultural schools, that offer additional qualifications and certification;
- visit schools in Unterleiten (eco-design), Gaming (social services), Tulln (renewable energy), Hollabrunn (pet care), Pyhra (food processing);
- observe teachers' work in the classroom;
- meet representatives of the chamber of agriculture (represents the interests of farmers and entrepreneurs);
- attend a workshop with principals and members of the school authority of Lower Austria;
- exchange ideas for school projects and cooperation.

WHOM?

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

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www.lako.at – www.farmschulen.at
www.noel.gv.at/Bildung/Kindergaerten-Schulen/Landwirtschaftliche-Schulen.html

SOCIAL PARTNERS CONTRIBUTION TO MEET THE CHALLENGE OF EMPLOYABILITY

Improved employability by cooperation between actors in VET

Group No: 229

Type of visit:
VET12/10/2009-16/10/2009
Szeged, HungaryWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- education and training attainment
- learners' mobility
- social partners

CATEGORY OF THEMES:

Education and training for employability

WHY?

Vocational training is currently undergoing a major change in Hungary both structurally and contextually. Integrated regional vocational centres have been established to improve employability through close and systematic cooperation between stakeholders. The objective of this visit is to offer participants a cross-section of the activities of Csongrád County's Integrated Regional Vocational Centre. The University of Szeged plays a leading role as trainer, innovator, advisor, regional, national and international coordinator.

WHAT?

Participants will learn about:

- transferability and transparency issues between training institutions, with special emphasis on modular training and integrated institutions;
- possibilities for in-service training programmes in the area of teacher- and trainer-training;
- monitoring the labour market as research and practice: Regional Chamber of Commerce and Industry, university career service and job fairs.

HOW?

Participants will:

- familiarise themselves with the Integrated Regional Vocational Training Centre;
- meet the founding members and representatives of various areas of a non-profit educational company;
- visit educational institutions, partner organisations and companies belonging to the Integrated Regional Vocational Training Centre;
- visit Csongrád County's Chamber of Commerce and Industry.

WHOM?

- 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:

A Térségi Integrált Szakképzési Központok létrehozásával a szakképzés folyamatában résztvevő valamennyi szereplő lehetőséget kap arra, hogy a szakképzést mind struktúrájában, mind tartalmában közelítse a munka világához. A szakképzésben résztvevő hallgatók egyrészt gyakorlatorientáltabb programban vesznek részt ezáltal, másrészt mind nemzetközi, mind hazai mércével mérve jól felhasználható és konvertálható tudásanyagra és készségekre tesznek szert, így munkaerő-piaci lehetőségeik jelentős mértékben javulnak. A program célja, hogy a felsőfokú szakképzés szereplőinek együttműködését európai dimenzióban is vizsgálja, ajánlásokat tegyen a kompatibilitásra illetve, a hallgatók, oktatók és szakoktatók nemzetközi együttműködésére.

Organiser(s):**DR. SZABÓ Klára**

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SOCIAL PARTNERS CONTRIBUTION TO MEET THE CHALLENGE OF EMPLOYABILITY

The role of social partners in VET

Group No: **230**

Type of visit:
VET

12/10/2009-16/10/2009
Stockholm, Sweden

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Education and training for employability

WHY?

In the ongoing development of VET, social partners play an important role. The key is to meet the needs of the future with a skilled workforce. Cooperation between VET institutions and working life is crucial. Different sectors choose various ways of strengthening VET and the focus of the study visit will be on concrete examples and initiatives. In Stockholm there are many varieties of enterprise, national agencies and organisations for social partners.

The unit for vocational education and training at the International Programme Office has good contact with all relevant actors.

WHAT?

Participants will learn about:

- regional cooperation between VET institutions and the social partners;
- national initiatives taken by various sectors;
- presentations of central social organisations.

HOW?

Participants will:

- visit national, regional and local VET institutions with strong cooperation between VET and working life;
- meet 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,
- owners/managers of SMEs,
- representatives of chambers of commerce/ industry/crafts,
- representatives of employers' organisations,
- representatives of trade unions.

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www.lo.se – www.teknikforetagen.se/templates/index_en___1122.aspx
www.tya.se/tya/in_english/tya_english.asp

BEITRAG DER SOZIALPARTNER ZUR FÖRDERUNG DER BESCHÄFTIGUNGSFÄHIGKEIT

Die Rolle der Sozialpartner in der Berufsbildung

Gruppennummer: **231**

Art des Besuches:
Berufsbildung

9/11/2009-11/11/2009
Wien, Österreich

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **20**
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **Sozialpartner**

THEMENBEREICHE:

Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit

WARUM?

Österreich verfügt über ein besonders ausgeprägtes System der Zusammenarbeit der großen wirtschaftlichen Interessenvertretungen untereinander und mit der Regierung. Diese Sozialpartnerschaft beschränkt sich nicht nur auf die Regulierung von Arbeitsbeziehungen, sondern sie erstreckt sich auf praktisch alle Gebiete der Wirtschafts-, Bildungs- und Sozialpolitik. Die vier großen Interessenvertretungen Österreichischer Gewerkschaftsbund (ÖGB), Wirtschaftskammer Österreich (WKÖ), Bundesarbeitskammer (BAK) und Präsidentenkonferenz der Landwirtschaftskammern Österreichs (PRÄKO-LWK) sind daher auch wichtige Akteure in der Berufsbildung. Alle Sozialpartner inklusive ihrer Serviceeinrichtungen sind in Wien gebündelt vertreten, daher wird dieser Studienbesuch auch in Wien stattfinden.

WAS?

Die TeilnehmerInnen werden lernen wie:

- das österreichische System der Sozialpartnerschaft funktioniert und welche Rolle und Aufgaben die Sozialpartner in der Berufsbildung spielen;
- die Sozialpartner auf Trends und Entwicklungen reagieren.

WIE?

Die TeilnehmerInnen werden mit VertreterInnen der Sozialpartner der Arbeitnehmer- und Arbeitgeberseite zusammentreffen und die Möglichkeit für Diskussionen erhalten. Sie werden:

- das breite Spektrum der Serviceleistungen von der Mitgliederberatung, über Lehrlingsbetreuung bis zum Weiterbildungsangebot der Sozialpartner kennen lernen;
- einen Einblick in von Sozialpartnern angeregten Projekten und Fördermaßnahmen bekommen;
- Einrichtungen des Arbeitsmarktservices besuchen.

WER?

- Vertreter der Industrie- und Handelskammern sowie der Handwerkskammern,
- Vertreter von Arbeitgeberorganisationen und Interessenvereinigungen,
- Vertreter von örtlichen, regionalen und nationalen Behörden,
- Vertreter von Arbeitnehmerorganisationen und Interessenvereinigungen,
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SOCIAL PARTNERS CONTRIBUTION TO MEET THE CHALLENGE OF EMPLOYABILITY

Competence development in Flanders: policy and good practices

Group No: 232

Type of visit:
Mixed**3/5/2010-7/5/2010**
Brussels, BelgiumWorking language:
EnglishNumber of places: **15**
Minimum required: **7**

Keywords:

- **apprenticeship**
- **social partners**
- **work placement**

CATEGORY OF THEMES:

Education and training for employability

WHY?

The Flemish government, the social partners and education join hands in a global approach to talent development in the skills and competence agenda 2010.

There are 10 action programmes:

- developing competences in education;
- acquiring competences through learning and working;
- independent entrepreneurship for education;
- recognition of acquired competences on the labour market;
- scaling up the approach to youth unemployment;
- a sound competence policy within companies and organisations;
- an age-conscious personnel policy;
- competence development for the individual employee;
- dealing with changing careers;
- the sectors as pivots for competence policy.

WHAT?

Participants will learn about:

- the policy on competence development;
- good practices on competence development as identified by the social partners;
- partnerships between education and the world of work;
- the evolution of lifelong learning policy.

HOW?

Participants will:

- visit the Department of Education and Training and the Department of Work and Social Economy;
- visit schools and organisations to see projects and best practices;
- meet civil servants, experts, heads of institutions, teachers, trainers and social partners;
- share ideas and experiences.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- 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:

De Vlaamse regering, de sociale partners en onderwijs slaan de handen in elkaar voor een totaalaanpak van talentontwikkeling in Vlaanderen. De daartoe onderschreven competentieagenda bevat 10 prioriteiten die, over de grenzen van onderwijs, werkgevers- of werknemersorganisaties heen, de capaciteiten van zowel studenten, werkzoekenden als werknemers moeten ontdekken, ontwikkelen, erkennen én inzetten. Enkele van de 5 prioriteiten zijn: investeren in een geïnformeerde studie; en beroepskeuze; meer en beter werkplekleren; een Actieplan ondernemend onderwijs; het versterken van het Erkennen van Verworven Competenties; een Actieplan jeugdwerkloosheid.

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NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

The role of social partners in developing national qualifications frameworks

Group No: 233

Type of visit:
VET5/10/2009-9/10/2009
Berlin, GermanyWorking language:
EnglishNumber of places: 12
Minimum required: 8

Keywords:

- education and training attainment

CATEGORY OF THEMES:

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

Developing quality vocational education and training is central to achieving the Lisbon goals and to making Europe a knowledge society.

Implementing a national qualification framework has become a priority for initial vocational education and training in Germany and other Member States. This process requires involvement of all relevant stakeholders in VET.

WHAT?

Participants will learn about:

- approaches to developing a national qualification framework for initial education and training as well as general and higher education providers;
- key elements of a national qualification framework with emphasis on learning outcomes and definition of competences from the learners perspective;
- developing national regulations;
- establishing quality assurance requirements for VET by national bodies.

HOW?

Participants will:

- attend presentations on the discussion process between trade unions and employers' organisations at different levels;
- attend presentations on draft concepts for a national qualification framework;
- visit locations where various discussion processes are organised;
- talk to management representatives, regional trade union representatives.

WHOM?

- Representatives of employers' organisations,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Aktuell werden in EU – Ländern nationale Qualifikationsrahmen entwickelt. Es ist davon auszugehen, dass diese Qualifikationsrahmen die Bildungs- und Berufsbildungspolitik beeinflussen werden. Den Sozialpartnern kommt eine zentrale Rolle bei der Entwicklung dieser Qualifikationsrahmen zu, da sie die entscheidenden Akteure im Bereich der Qualifikationen auf dem Arbeitsmarkt und in einzelnen Ländern auch in der Berufsbildung sind. Es soll 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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NATIONAL AND SECTORAL QUALIFICATIONS FRAMEWORKS LINKED TO EQF

The NFQ, quality assurance and recognition of prior learning

Group No: **234**Type of visit:
VET**9/2/2010-12/2/2010**
Dublin, IrelandWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **European qualifications framework (EQF)**
- **quality assurance**
- **student assessment**

CATEGORY OF THEMES:

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

Credit systems need to allow for transparency of education and training systems, for meeting learner mobility and employment needs, for flexible delivery and recognising all learning activities and outcomes. A major objective of the national framework of qualifications (NFQ) in Ireland is to recognise all learning achievements. It aims to do this by supporting the development of alternative pathways to awards and by promoting recognition of prior learning, which may have been acquired through formal, non-formal, or informal routes. This is essential for inclusion and promotion of lifelong learning. This study visit will focus on the NFQ, quality assurance for all stakeholders and recognition of prior learning and validation of formal and non-formal learning.

WHAT?

Participants will learn about:

- national policies relating to VET and NFQ;
- the national approach to recognition of prior learning;
- the implications and benefits for learners, training providers and employers in relation to quality assurance and validation of formal and non-formal learning;
- work on ECVET.

HOW?

Participants will:

- visit vocational training providers to look at the practical implementation of the framework;
- visit organisations involved in case studies on recognition of prior learning;
- meet and discuss with learners and employers organisations;
- discuss policy developments in Ireland and Europe with national experts and governing bodies.

WHOM?

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

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www.qualificationsrecognition.ie – www.leargas.ie

System approach and practical use of NVQ in construction sector

Group No: 235

Type of visit:
VET

21/4/2010-23/4/2010
Ljubljana, Slovenia

Working language:
English

Number of places: 15
Minimum required: 6

Keywords:

- national qualifications frameworks
- social partners
- validation of non-formal and informal learning

Organiser(s):

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CATEGORY OF THEMES:

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

Linking theory and practice is becoming more and more important and is one of the priorities of national vocational qualifications in Slovenia. The chamber of commerce as a social partner has an important role in developing occupational standards as well as in delivering competences and certificates. We have a formal agreement with the Employment Office and therefore are good information source on shortages on the labour market.

Construction is a good example of providing human resources through NVQ which allows recognition of non-formal and informal learning.

WHAT?

Participants will learn about:

- education system in Slovenia with special focus on NVQ system and qualification structure in construction sector;
- how theory and practice are linked in construction sector;
- how social partners are involved in NVQ system in construction sector;
- the personalised counselling approach and certification procedure;
- cooperation between company/education and training provider/national authority.

HOW?

Participants will:

- meet the national authority for preparing of standards;
- talk to social partners;
- visit construction education centre;
- visit company in construction sector;
- visit the certification provider;
- discuss and exchange experiences with other participants.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- human resource managers,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of chambers of commerce/ industry/crafts,
- representatives of 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:

Povezovanje teorije s prakso je vedno pomembnejše in je ena od prioritet sistema nacionalnih poklicnih kvalifikacij v Sloveniji. Gospodarska zbornica Slovenije ima kot socialni partner pomembno vlogo tako pri razvoju poklicnih standardov kot tudi pri izobraževanju, usposabljanju ter certificiranju kompetenc. Zbornica ima z Zavodom za zaposlovanje sporazum o sodelovanju in zato tudi dobro bazo za zagotavljanje znanj, spretnosti in kompetenc v skladu s potrebami na trgu dela. Dober primer zagotavljanja ustreznih kadrov preko sistema preverjanja in potrjevanja nacionalnih poklicnih kvalifikacij je prav področje gradbeništva.

WWW.

www.cpu.si – www.cpi.si – www.gzs.si – www.sgges.si

QUALITY ASSURANCE SYSTEMS, FRAMEWORKS AND APPROACHES

Quality assurance in national qualifications framework

Group No: 236

Type of visit:
Mixed**12/4/2010-16/4/2010**
Tallinn, EstoniaWorking language:
EnglishNumber of places: **12**
Minimum required: **5**

Keywords:

- **European qualifications framework (EQF)**
- **national qualifications frameworks**
- **quality assurance**

CATEGORY OF THEMES:

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

Working towards a national qualification framework (NQF) is a high priority for all European countries. Quality assurance is another. Quality assurance becomes more and more important in all stages of NQFs. It is enriching to share experiences with representatives of different European countries. Estonia is currently working out the quality assurance system for NQF and it should be ready at the end of the year 2009.

The Estonian Qualification Authority (the Professions Chamber) will be hosting the study visit. It was established in 2001 to continue developing the professional qualifications system in Estonia.

WHAT?

Participants will learn about:

- the Estonian qualifications framework;
- the methods and tools used in assuring quality in NQF;
- improving skills to modify quality assurance system in own countries or institutions;
- effective quality assurance, quality measurement, quality evaluation and quality management.

HOW?

Participants will:

- visit different organisations participating in the development of Estonian NQF: Estonian Qualification Authority; Estonian Ministry of Education and Research; National Examinations and Qualifications Centre; awarding bodies; vocational schools;
- present the quality assurance system of NQF in participant's countries;
- participate in group works, discussions about quality assurance systems and policies;
- analyse the materials and cases about quality assurance.

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 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:

Õppelähetuse "Kvaliteedi tagamise süsteem riiklikus kvalifikatsiooniraamistikus" peamiseks eesmärgiks on tutvustada Eesti kvalifikatsiooniraamistikku ning kuidas on üles ehitatud selle kvaliteedi tagamise süsteem. Kvalifikatsioonisüsteemi all mõtleme liidest ühiskonna ja haridus-süsteemi (nii formaalne, mitte- kui ka informaalne). Kvalifikatsioonisüsteemis toimub õpitulemuste (haridusliku seisundi) vastavushindamine ja akadeemiline ja kutsealane tunnustamine. Kutsekoda on koordineerimas ESF programmi "Kutsesüsteemi arendamine", mille üheks väljundiks on kvalifikatsioonisüsteemi kvaliteedi tagamise süsteemi ülesehitamine. Õppelähetuse raames külastatakse erinevaid kvalifikatsioonisüsteemis olulist rolli mängivaid organisatsioone. Grupitööde, diskussioonide ja külastuste raames jagatakse vastastikku kogemusi osalevates riikides rakendavatest kvaliteedi tagamise süsteemidest.

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www.kutsekoda.ee

WWW.

www.hm.ee – www.ekk.edu.ee – www.kutsekoda.ee

SYSTEMES D'ASSURANCE DE LA QUALITÉ, CADRES ET APPROCHES

Comparaison entre les systèmes scolaires au regard des indicateurs internationaux

Numéro de groupe: 237

Type de visite:
Enseignement général

24/5/2010-28/5/2010
Altamura, Puglia, Italie

Langue de travail:
Français

Nombre de places: 15
Minimum requis: 5

Mots clés:

- **évaluation (école ou établissement)**
- **compétences clés**
- **direction et gestion**

CATÉGORIE THÉMATIQUE:

Mise en œuvre d'outils, de principes et de cadres européens communs pour l'apprentissage tout au long de la vie

POURQUOI?

Un bon système d'indicateurs ainsi qu'un bon système de monitoring intégré, ont une importance vitale pour l'amélioration de la qualité de l'école.

Il s'agit d'un sujet d'intérêt international qui engage le débat italien sur le niveau des compétences acquises dans les établissements scolaires de l'Italie du sud par rapport aux données comparatives des autres pays et du nord de l'Italie. Nous comptons profiter de l'expérience de coopération internationale du «Cagnazzi» pour aborder ce problème avec l'appui et le soutien des collègues étrangers responsables de l'éducation.

Le lycée «Cagnazzi» a depuis longtemps démarré un imposant complexe d'activités européennes en partenariat, en coordonnant le réseau Comenius 3 EWHUM (European Humanism in the World) ainsi que le projet européen FELJEU (Festival européen du livre et de la lecture jeunes) et en organisant des stages ARION.

QUOI?

Le participant:

- découvrira le système d'indicateurs et de monitoring intégré mis en place dans les établissements scolaires;
- échangera informations et opinions sur ce sujet à partir des situations concrètes exposées par le groupe;
- comparera les systèmes et cherchera des approches complémentaires.

COMMENT?

Le participant:

- participera à des ateliers sur le sujet avec le soutien et l'appui des spécialistes scolaires et universitaires de l'évaluation;
- rencontrera des chefs d'établissements et des responsables des processus d'évaluation au niveau local et régional;
- visitera des écoles engagées dans des initiatives nationales et internationales d'évaluation.

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 des autorités locales, régionales et nationales.

BRÈVE DESCRIPTION DANS LA LANGUE DU PAYS D'ACCUEIL:

Si vuol riflettere sulla valutazione delle competenze scolastiche, tenuto conto degli indicatori fissati da indagini internazionali, quali OCSE-PISA, PIRL, TIMMS, IEA, e dall'INVALSI. Partendo dalle esperienze dei partecipanti, si intende confrontare i sistemi scolastici, per verificare come i valutatori guardano ai risultati raggiunti dalle scuole, e come le scuole vedono tali esiti. Nel confronto con «gli altri», si auspica inoltre, di poter trovare degli approcci complementari agli indicatori, che possano articolarsi tra loro per un efficace «pilotaggio» dei sistemi scolastici. La visita consentirà di incontrare esperti e specialisti e di visitare scuole impegnate in iniziative e sperimentazioni internazionali nell'ambito della valutazione. Saranno coinvolti gli amministratori locali.

WWW.

<http://nces.ed.gov/timss/> – www.iea.nl/ – www.eqao.com/NIA/PIRLS/PIRLS.aspx?Lang=F
www.invalsi.it/invalsi/index.php

Organisateur(s):

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VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Accreditation of prior learning (APL) in the Netherlands

Group No: 238

Type of visit:
VET23/11/2009-26/11/2009
Utrecht, the NetherlandsWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

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

CATEGORY OF THEMES:

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

Combining of work and learning is a major theme in the Netherlands to improve the competitiveness of the knowledge economy. This theme includes cooperation between the labour market and education and creating public-private partnerships. It is important to adapt provision of education better to the needs of industry. Focus is on recognising competences acquired in formal, non-formal or informal contexts. Accreditation of competences opens up possibilities for further learning and employability.

WHAT?

Participants will learn about:

- developments in Dutch policy and practice for accrediting (informal/non-formal) learning (APL);
- developments in APL in participants' countries;
- Dutch national, sectoral and regional implementation structures in APL;
- development of quality assurance and assessment methods in APL.

HOW?

Participants will:

- visit stakeholders (government, APL knowledge centre), companies, employers and employees' organisations as well as providers to share experiences;
- reflect on good practices and relate it to a broader context;
- discuss the strong and weak points of procedures and implementation, considering participants' national experiences.

WHOM?

- Company training managers,
- directors of guidance centres,
- human resource managers,
- representatives of educational services, labour offices or guidance centres,
- representatives of employers' organisations,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

De focus van dit studiebezoek wordt gelegd op het herkennen, valideren en certificeren van eerder verworven competenties in het beroepsonderwijs in Nederland met specifieke aandacht voor kwaliteitscontrole.

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www.cinop.nl

WWW.

www.evc-centrum-nederland.nl – www.cinop.nl – www.minocw.nl – www.colo.nl
www.mboraad.nl – www.leren-werken.nl

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Strengthening recognition of knowledge and skills throughout lifelong learning

Group No: 239

Type of visit:
Mixed

25/1/2010-29/1/2010
**S. João da Madeira, Oporto
 Metropolitan Area, Portugal**

Working language:
EnglishNumber of places: **15**
Minimum required: **8****CATEGORY OF THEMES:**

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

The Education Department of the City Hall is the centre of a network that includes schools, enterprises, associations and entrepreneurial companies. The study visit aims at sharing ideas, experiences and best practices for further cooperation on the recognition and certification of the knowledge and abilities adults acquire, whether non-formally or informally throughout their lives.

WHAT?

Participants will learn about:

- training and recognition of informal or non-formal knowledge in different European countries;
- the curriculum of courses in different European countries, as flexible solutions to ensure progress in education, while acquiring professional competences;
- the high quality of lifelong learning with high levels of performance;
- promotion of social cohesion and active citizenship by encouraging recognition of informal and non-formal knowledge and, at the same time, the return to education and training systems.

HOW?

Participants will:

- visit adult education centres, secondary schools, and technological centres and entrepreneurs companies;
- visit centres that presently recognise and certify knowledge and skills at a scholarly and professional level;
- attend sessions at different stages of the process.
- attend a workshop/meeting with Portuguese and foreign teachers and trainers from 16 cities.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Esta visita de estudo para profissionais da Educação e da Formação Profissional insere-se no actual designio nacional de valorizar a certificação de saberes adquiridos em contextos informais e não formais, no quadro da Estratégia de Lisboa. O Município de S. João da Madeira, como catalizador de uma rede que inclui escolas, centros de formação, empresas e associações, irá promover a visita e o contacto directo com Centros Novas Oportunidades, com a oferta profissionalizante de Escolas Secundárias, incluindo cursos já galardoados; com empresas, associações e Centro Empresarial e Tecnológico na ligação da Escola com o mundo de trabalho.

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.novasoportunidades.gov.pt/ – www.esec-serafim-leite.org/
www.esec-oliveira-junior.org/v3/ – www.ctcp.pt/ – www.gialearn.com/pesquisacursos.asp
www.cm-sjm.pt/files/95/9529.pdf

Organiser(s):**COSTA Nelson**

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LIFELONG GUIDANCE SERVICES

Public authority's role in the local training and vocational guidance network

Group No: **240**Type of visit:
Mixed**25/11/2009-27/11/2009**
Cremona, Lombardia, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

- **autonomy (school or institution)**
- **school environment**
- **young people**

CATEGORY OF THEMES:

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

Counselling and information are important tools for local authorities to satisfy citizens' needs and promote participation or personal/professional growth. In Cremona a network with universities, schools, training centres, enterprises and local institutions was established: Cremona Orientamento Lavoro, coordinated by the province has promoted the Salone dello Studente Formazione, Lavoro e Tempo Libero for 13 years where students, teachers, trainers, parents, job-seekers in our provinces meet. Cremona Informagiovani Agency manages specialised helpdesks which promote young people's professional integration. The visit aims at improving knowledge of guidance tools and methods managed by local authorities.

WHAT?

Participants will learn about:

- the guidance net: organization/governance;
- organizing guidance helpdesks for citizens to promote ICT;
- demand-offer reconciliation in the labour market;
- individual/group job interviews and guidance counselling.

HOW?

Participants will:

- observe guidance/job interviews by helpdesk operators;
- meet members of the network, enterprises, professional associations;
- study methodologies to manage guidance helpdesks;
- attend European mobility seminar as a tool for professional improvement of young people;
- visit fair stands.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Di fronte ai mutamenti economici il sistema di orientamento e formazione professionale richiede un approccio strategico in cui gli enti locali rivestono un ruolo significativo. Cremona si propone come laboratorio privilegiato in quanto sperimenta da anni un lavoro di rete che coinvolge università, scuole, servizi e imprese e annualmente organizza il Salone dello Studente, Formazione, Lavoro e Tempo Libero. Durante l'edizione del 2009 del Salone i partecipanti alla Visita di studio potranno incontrare i soggetti della rete locale e partecipare ad attività di approfondimento su: colloqui di lavoro e di orientamento, mobilità europea, gestione delle informazioni per l'orientamento.

Organiser(s):**GIGNI Daniele**

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Tel. +39-0 372 40 77 87
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Email: europa@comune.cremona.it
www.comune.cremona.it

WWW.

<http://salone2008.comune.cremona.it> – <http://informagiovani.comune.cremona.it>
www.provincia.cremona.it/settori/02/

SERVICES D'ORIENTATION TOUT AU LONG DE LA VIE

Orienter à tout âge pour répondre aux nouvelles attentes

Numéro de groupe: **241**

Type de visite:
Mixte

29/3/2010-1/4/2010
Marans, France

Langue de travail:
Français

Nombre de places: **10**
Minimum requis: **5**

Mots clés:

- **mobilité des apprenants**
- **orientation tout au long de la vie**
- **suivi des acquis des élèves**

CATÉGORIE THÉMATIQUE:

Mise en œuvre d'outils, de principes et de cadres européens communs pour l'apprentissage tout au long de la vie

POURQUOI?

La stratégie de Lisbonne nous amène à renforcer notre action pour promouvoir une économie de la connaissance qui permette aux élèves de s'adapter aux évolutions de la société. Au sein de nos établissements, ces évolutions sont indissociables des problématiques liées à l'orientation qui s'accompagnent parfois de résistances telles que le manque d'ambition, la peur de la mobilité ou du changement.

Dans une région de terre et de mer, propice aux évolutions de l'emploi, nous souhaitons comparer les différentes cultures de l'accès aux métiers et réfléchir sur le concept de formation tout au long de la vie.

QUOI?

Le participant:

- découvrira les différents paramètres d'une région vivant une transition économique;
- découvrira les concepts et les processus liés à l'orientation des personnes;
- aura l'occasion de comparer les systèmes européens d'éducation et de formation relevant des tutelles de l'éducation, des transports et de l'agriculture.

COMMENT?

Le participant:

- alternera les temps de visites et de concertation sur le thème choisi;
- visitera des Centres d'information et d'orientation (CIO), des établissements, etc.
- échangera avec des grands témoins, à l'interface entre les mondes de l'éducation, la formation et l'insertion (observatoire du décrochage, maisons de la réussite de l'université, maisons de l'emploi, chambres consulaires...).

POUR QUI?

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

Organisateur(s):

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WWW.

www.education.gouv.fr – www.orientation-formation.fr
www.carif-poitou-charentes.asso.fr – www.larochelle.cci.fr/
www.presentezvous.com/poitou-charente/maison-de-l-emploi-la-rochelle-htlm

LIFELONG GUIDANCE SERVICES

Guidance in the bordering region of Oresund, Denmark and Sweden

Group No: 242

Type of visit:
Mixed

17/5/2010-21/5/2010
Copenhagen and Hillerød,
Denmark & Malmø, Sweden

Working language:
English

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

Keywords:

- **young people**

CATEGORY OF THEMES:

Implementing common European tools, principles and frameworks for lifelong learning

WHY?

Guidance and counselling play a major role in realising the objectives of the Education and training 2010 programme towards achieving the Lisbon goals. Globalisation and fast changes in the labour market bring a need for lifelong and lifewide learning. According to Eurostat Denmark and Sweden are among the top countries for lifelong learning. The wide choice of educational possibilities bring about a need for guidance and counselling as support for lifelong and lifewide learning. The cross border visit will enable participants to get acquainted with the two national frameworks of lifelong guidance in the bordering regions of Sweden and Denmark.

WHAT?

Participants will learn about:

- guidance for pupils in lower and upper secondary schools and adult education;
- guidance and counselling in the transition between different forms and levels of education;
- guidance for disadvantaged groups;
- training programmes for guidance counsellors in Denmark and Sweden.

HOW?

Participants will:

- visit centres for guidance and counselling and one or two educational institution;
- discuss best practice and working methods with guidance counsellors;
- discuss guidance needs with students and the services they receive;
- participate in plenary presentations and group discussions and exchange examples of best practice from their own country.

WHOM?

- Directors of guidance centres,
- pedagogical or guidance advisers,
- representatives of educational services, labour offices or guidance centres.

Organiser(s):

THEUT Birtha

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Tel. +45- 33 95 70 02
Fax +45- 33 95 70 01
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www.ciriusonline.dk

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www.programkontoret.se

WWW.

www.ciriusonline.dk/eng/euroguidance – www.programkontoret.se/euroguidance
www.ug.dk – www.skolverket.se – www.vaglederforeningen.org
<http://eng.uvm.dk/guidance/index.htm?menuid=1540>

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

General study and evaluation of our education system

Group No: 243

Type of visit:
General education**14/9/2009-18/9/2009**
San Luca, Calabria, ItalyWorking language:
EnglishNumber of places: **15**
Minimum required: **5**

Keywords:

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

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Developing skills for the knowledge society is an objective of 'Education and training 2010'. We want to emphasise the importance of the role of the school. Participants will be introduced to our education system and various institutions such as kindergartens, primary, middle and secondary schools. Participants will share experiences on their own systems of education and look at examples of good practice.

WHAT?

Participants will learn about:

- European educational systems;
- techniques of schools management;
- guidance methodologies for students;
- certification and evaluation;
- mobility as an effective means of supplementary informal training integrated into studies.

HOW?

Participants will:

- visit schools from pre-primary to secondary;
- observe teachers' in the classroom;
- meet students and teachers;
- establish possible partnerships between participants and visited 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,
- 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,
- representatives of trade unions.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Goals: lo "SCAMBIO DELLE BUONE PRATICHE" nonché il RAFFORZAMENTO della COOPERAZIONE EUROPEA" nell'ambito della educazione scolastica. Si acquisiranno competenze utili ad integrare i percorsi formativi e ad individuare metodologie didattiche efficaci verso i giovani. Verrà rafforzata la dimensione europea nella pratica educativa. Obiettivi: Analizzare le trasformazioni socio-culturali e della Scuola in Europa; conoscere le differenze degli ordinamenti scolastici e dei sistemi educativi; Contenuti: a) sistemi di insegnamento in Europa e in Italia b) il ruolo del Dirigente Scolastico c) Ordinamenti scolastici a confronto.

Organiser(s):

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WWW.

www.regione.calabria.it – www.provincia.rc.it – www.calabriascuola.it

RÉFORMES DES SYSTÈMES NATIONAUX D'ÉDUCATION ET DE FORMATION

Le système éducatif en Communauté française de Belgique

Numéro de groupe: **244**

Type de visite:
Enseignement général

12/10/2009-16/10/2009
Bruxelles, Belgique

Langue de travail:
Français

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

Mots clés:

- **compétences clés**
- **insertion sociale**
- **compétences des enseignants et formateurs**

Organisateur(s):

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LIVOTI Isabella
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CATÉGORIE THÉMATIQUE:

Tendances et défis dans les stratégies d'apprentissage tout au long de la vie

POURQUOI?

Notre système se caractérise par l'absence de certification du type baccalauréat en fin de scolarité obligatoire. Ceci lui donne plus de souplesse, mais crée un certain nombre de problèmes qui seront débattus en cours de séjour. De plus, notre système éducatif est organisé par différents pouvoirs organisateurs qui jouissent tous de la liberté pédagogique, ce qui nécessite un pilotage du système. Enfin, beaucoup d'écoles doivent faire face à des élèves en difficulté et s'adapter à la présence d'un nombre élevé d'élèves issus de l'immigration.

Dans le contexte d'une société en constante mutation, le système éducatif en Communauté française de Belgique connaît depuis quelques années un vent de réformes importantes.

QUOI?

Le participant découvrira:

- les méthodes mises en place dans les établissements;
- le mode de pilotage du système.

COMMENT?

Le participant:

- visitera des établissements scolaires du niveau primaire, secondaire, supérieur non-universitaire ainsi qu'une école d'enseignement spécialisé;
- rencontrera des responsables du pilotage du système à divers niveaux et titres de l'enseignement.

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 des autorités locales, régionales et nationales,
- chercheurs.

WWW.

www.enseignement.be – www.aef-europe.be

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

Public administration and defence;
compulsory social security

New trends in training and developing civil servants

Group No: 245

Type of visit:
Mixed19/10/2009-21/10/2009
Warsaw, PolandWorking language:
EnglishNumber of places: 10
Minimum required: 5**CATEGORY OF THEMES:**

Trends and challenges in lifelong learning strategies

WHY?

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.

Training and developing civil servants is a crucial factor influencing social and economic development. Professional, responsible and politically independent civil servants are necessary to face new challenges resulting from globalisation, EU enlargement and development of a knowledge society. As a result of political, economic and institutional changes that took place in Poland in the early 1990s, the National School of Public Administration was set up to support the transformation process and European integration, by educating professional, responsible and politically independent civil servants.

WHAT?

Participants will learn about:

- initiatives and trends in developing training models for civil servants;
- models of recruitment and selection of best candidates for the civil service;
- core elements of training programmes for civil servants;
- evaluation systems and instruments providing information on the efficiency of training.

HOW?

Participants will:

- talk to the faculty of the National School of Public Administration;
- participate in roundtables with officials and experts on training and developing civil servants;
- visit government departments responsible for professional development in the civil service.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Nowe kierunki szkolenia i rozwoju służby cywilnej Profesjonalna służba cywilna jest jednym z kluczowych czynników społecznego i gospodarczego rozwoju kraju. Stąd też, wyposażenie pracowników administracji publicznej w wiedzę i umiejętności, niezbędne do skutecznego reagowania wobec obecnych i przyszłych wyzwań i problemów, jest przedmiotem systematycznej refleksji i analiz inspirujących nowe rozwiązania. Krajowa Szkoła Administracji Publicznej, odpowiedzialna za profesjonalne przygotowanie kadr dla administracji publicznej, szeroko wykorzystuje doświadczenia innych państw. Proponowana wizyta studyjna stanowić będzie okazję do przedstawienia aktualnych koncepcji i modeli szkolenia służby cywilnej w państwach członkowskich Unii Europejskiej. Wizyta będzie także okazją do prezentacji rozwiązań i zmian zachodzących w polskiej służbie cywilnej.

Organiser(s):**CZAPUTOWICZ Jacek**

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Email: JC@ksap.gov.pl
www.ksap.gov.pl

WWW.

www.ksap.gov.pl – <http://ksap.home.pl/ksap/content/view/147/99/> – www.kprm.gov.pl
www.ey.com/global/content.nsf/Poland_E/Issues_&_Perspectives_-_Bettergovernment
www.nispa.sk/ – www.dsc.kprm.gov.pl/ – www.eipa.nl/en/tbl_eipa_antennae/show/&tid=146

Keywords:

- curriculum
- evaluation
(school or institution)
- key competences

REFORMS IN NATIONAL EDUCATION AND TRAINING SYSTEMS

Challenges in implementing long-lasting lifelong learning policies

Group No: 246

Type of visit:
Mixed**30/11/2009-4/12/2009**
Göteborg, SwedenWorking language:
EnglishNumber of places: 17
Minimum required: 10

Keywords:

- curriculum
- leadership and management
- learning to learn

Organiser(s):

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www.goteborg.se/utbildning

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

The basis of the study visit is the mission statement of school education in the City of Göteborg. A couple of years ago work started on developing forms of lifelong learning. All learning situations, environment at school and how learning is organised should be based on the individual and their school day situation. The following characteristics should flow into all levels of school:

- inner motivation and joy of learning;
- students' involvement and co-creation;
- a comprehensive view of learning.

The long term aim is to increase goal-related fulfilment at school, both in general education and vocational training, as well as to raise quality in school leadership. During the visit, we would like to investigate with participants how this can be achieved in connection with educational reform, since Swedish upper secondary education is facing a comprehensive reform in 2011.

WHAT?

Participants will learn about:

- the local working concept of schools;
- improvement of school leadership and management;
- focus on a holistic approach to lifelong learning;
- the coming reform of upper secondary education, planned for 2011;
- how the European Community processes and guidelines influence our way of working.

HOW?

Participants will:

- take part in seminars and workshops;
- visit pre-school, compulsory school, upper secondary school (general studies and VET) as well as an adult education centre and an assessment centre for school leaders;
- meet decision-makers, teachers and staff.

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Studiebesöket belyser arbete som pågår i Göteborgs Stad med anledning av nya förutsättningar, inte minst den kommande gymnasiereformen. Olika steg beskrivs – från politiska beslut på nationell och lokal nivå till förvaltningarnas aktiviteter. Göteborgs Stad är också inne i en process kring hela det livslånga perspektivet. Alla pedagogiska verksamheter arbetar för ökad målluppfyllelsen i respektive skolform, från förskola till vuxenutbildningen. Under rubriken "Verksamhetsidén" arbetar vi under ledorden *Inre motivation och lust att lära *Delaktighet och medskapande *Helhetssyn Studiebesöket vill ge deltagarna kunskap om hur satsningen planerats och hur den nu genomförs samt vilka effekter som förväntas.

WWW.

www.skolverket.se/sb/d/190 -- www.sweden.gov.se/sb/d/2098
www.ky.se/engelska/home.4.ec54705116620ddcef80001432.html

Reforms in training and further training in the automotive field

Group No: 247

Type of visit:
VET

8/3/2010-11/3/2010
Bonn, Germany

Working language:
English

Number of places: 15
Minimum required: 8

Keywords:

- apprenticeship
- education and training attainment

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

The close combination of mechanics and electronics in automotive engineering, new technologies, growing requirements of the market, rising customer orientation and linked increase of services have a decisive influence on training skilled personnel in the automotive field.

To meet developments, occupations in the automotive field have been restructured.

Combining mechanic and electronic skills as well as customer-related services are required. Companies offer five new occupations in the motor vehicle sector which are very popular.

WHAT?

Participants will learn about:

- five trades for the motor vehicle sector: mechatrician, two-wheel mechanic, body and motor vehicle construction mechanic, mechanic for body maintenance and mechanic for agricultural implements;
- new forms of examination;
- career opportunities: automotive service technician, master automotive technician, mechanical engineer.

HOW?

Participants will:

- meet experts of the Federal Institute for Vocational Training, social partners, chambers of industry and commerce, chamber of crafts;
- visit companies;
- visit vocational training schools.

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,
- 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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"Education for Europe at BIBB"

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www.na-bibb.de

WWW.

www.bibb.de – www.igmetall.de – www.kfzgewerbe.de/

Development of ecological animal husbandry in Lithuania

Group No: **248**

Type of visit:
Mixed

1/12/2009-4/12/2009
Vilnius, Lithuania

Working language:
English

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

Keywords:

- **adult learning**
- **extra-curricular activities**
- **work placement**

Organiser(s):

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www.atf.viko.lt

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

Ecological animal husbandry is one of the hottest topics in Lithuania. On the one hand, demand for this kind of production has increased largely, on the other hand, it is difficult to compete with non-ecological product growers in Lithuania.

The Faculty of Agrotechnologies of the Vilnius College of Higher Education gives lectures for students and runs projects connected to veterinary medicine. Our faculty has good cooperation with social partners such as Institute of Animal Science of Lithuanian Veterinary Academy, Veterinary Academy, State Food and Veterinary Service, National Laboratory.

WHAT?

Participants will learn about:

- the Lithuanian education and training system;
- Lithuanian agricultural policy;
- vocational training in agriculture sector.

HOW?

Participants will :

- visit Vilnius College of Higher Education Faculty of Agrotechnologies;
- visit Institute of Animal Science of Lithuanian Veterinary Academy;
- visit Veterinary Academy and State Food and Veterinary Service;
- visit National Laboratory, Ministry of Agriculture and a company 'Ecological products Ltd';
- visit an ecological farm.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- 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:

Pagrindinis vizito "Ekologinės gyvulininkystės plėtra Lietuvoje" tikslas – parodyti pasiekimus ekologinės gyvulininkystės srityje ir padėti suprasti kylančius sunkumus, susijusius su tolesne ekologinės produkcijos plėtra Lietuvoje. Toks vizitas bus naudingas užsienio mokymo, privačių verslo institucijų, asociacijų, susijusių su žemės ūkiu, maisto produktų gamyba, atstovams. Vizito metu planuojamos aplankyti šios institucijos: Vilniaus kolegijos Agrotechnologijų fakultetas Lietuvos gyvulininkystės institutas; Lietuvos veterinarijos akademija; Lietuvos maisto ir veterinarijos tarnyba; Nacionalinė laboratorija; Žemės ūkiu ministerija; Privati įmonė "Ekologiniai produktai".

WWW.

www.viko.lt – www.lva.lt – www.zum.lt – www.laei.lt – www.vet.lt – www.lgi.lt

Real estate: lifelong learning, research and mediation

Group No: 249

Type of visit:
VET

1/12/2009-3/12/2009
Nantes, France

Working language:
English

Number of places: 10
Minimum required: 5

Keywords:

- **disadvantaged groups**
- **European qualifications framework (EQF)**
- **validation of non-formal and informal learning**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

CNAM-ICH has played an important role in vocational training for real estate and town planning policy-makers. It was created and is managed by both practitioners and teachers. Mediation is becoming an important real estate and town planning issue.

Thanks to realistic vision of the specific needs arising from the market place, ICH-CNAM has been able to build a sophisticated series of scenario and pathways both for students in higher education and for professionals of all ages.

WHAT?

Participants will learn about:

- how to develop links between VET and higher education;
- how to implement flexible learning pathways;
- how to increase adult participation in education and training (sometimes real estate is viewed as a field where know-how is somehow natural).

HOW?

Participants will:

- discover the legal background for access to land and mediation in sustainable European towns;
- visit the research department at ICH;
- meet civil servants, real-estate managers and practitioners about their training needs;
- discover protection and preservation of landscapes and monuments;
- explore mediation and arbitration issues (Bas-Chantenay industrial wasteland).

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La visite rassemblera des praticiens publics et privés de l'immobilier et de l'urbanisme, des formateurs professionnels, des professeurs d'université, des chercheurs et des auteurs. Les participants seront désireux de mettre en place des outils de formation à la médiation au sein de leurs organisations professionnelles, centres de formation, etc. La visite détaillera les étapes et circuits de la « chaîne de valeur » mise en place par l'ICH à Nantes, entre géomètres-expert, avocats spécialisés dans le domaine immobilier, fonctionnaires territoriaux chargés de l'urbanisme sur un plan local et régional, professeurs d'université et chercheurs et les auteurs de publication dans ce domaine. Un échange des savoirs et des compétences est prévu avec les professionnels de l'immobilier des Pays de la Loire.

Organiser(s):

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Tel. +33- 240 16 10 10
Fax +33- 240 16 10 30
Email: e.delalonde@
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www.cnam-paysdelaloire.fr

WWW.

www.cnam-paysdelaloire.fr – www.cnam.fr

IMPLEMENTATION OF FLEXIBLE LEARNING PATHWAYS

Flexible adult education for regional growth and development

Group No: 250

Type of visit:
Mixed19/10/2009-23/10/2009
**Gothenburg (Göteborg),
Sweden**Working language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **adult learning**
- **lifelong learning programme**
- **migrants and minorities**

Organiser(s):**DAHLBERG Bo-Göran**Municipal Adult (formal) Education,
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www.vux.molndal.se

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

The 13 municipalities in the Göteborg region with 900 000 inhabitants cooperate in the framework of the Göteborg Region Association of Local Authorities. In recent years the municipalities have developed a common strategy for flexible formal adult education, especially the following:

- VET programmes aimed at meeting labour market demand;
- learning centres where adults are offered individual or group studies at all levels;
- flexible means of delivery – from traditional classroom learning to distance and blended learning for all levels;
- Swedish for immigrants, sometimes combined with various forms of vocational introduction courses and VET.

WHAT?

Participants will learn about:

- how regional growth and development is promoted through cooperation between municipal adult education centres and learning centres;
- how flexible learning is organised in the municipalities with a focus on flexible learning, VET programmes, distance and blended learning;
- Swedish for immigrants programmes.

HOW?

Participants will:

- visit adult education centres and meet staff (principals, teachers, student career guidance officers) and students;
- observe work at municipal adult education centres and VET centres;
- meet officials from the Göteborg Region Association of Local Authorities to discuss the regional dimension of 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,
- 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:

Söndag kväll: Samling och socialt umgänge på hotellet Måndag – fredag: Möte på Göteborgsregionens kommunalförbund – presentationer, introduktion av veckans program, erfarenhetsutbyte
Studiebesök hos vuxenutbildningsanordnare i Göteborg. Yrkesutbildning och Svenska för invandrare. Studiebesök hos vuxenutbildningsanordnare i andra kommuner i Göteborgsregionen. Yrkesutbildning, Lärcentrum, Svenska för invandrare, studievägledning. Yrkesutbildningar och flexibla undervisningsformer står i centrum. Tid ges för erfarenhetsutbyte och informella samtal under veckan. Sightseeing i Göteborg och gemensam middag en av kvällarna. "European exchange dinner" en av kvällarna. Avskedsmiddag i Göteborg.

WWW.www.skolverket.se/sb/d/190 – www.vux.molndal.se/www.ky.se/engelska/home.4.ec54705116620ddcef80001432.htmlwww.grkom.se/toppmeny/english – www10.goteborg.se/english/

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Adult and vocational education – Increasing adult participation

Group No: 251

Type of visit:
Mixed

16/11/2009-20/11/2009
the Hague, the Netherlands

Working language:
English

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

Keywords:

- **adult learning**
- **older workers**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

The aim of this visit is to give an overview of the adult education system in the Netherlands. This includes both formal, non-formal and informal ways of lifelong learning.

WHAT?

Participants will learn about:

- adult education centres in a rural area and in an urban environment;
- adult education in the formal educational system (regional vocational centres) regular and special projects;
- projects focusing on informal and non-formal ways of learning (folk high schools, projects developed by churches).

HOW?

Participants will:

- visit the Ministry of Education and a municipal department for education;
- visit a regional education centre and a folk high school;
- discuss with teachers, instructors and students;
- visit instruction rooms, and if possible, observe lessons.

WHOM?

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

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WWW.

www.europeesplatform.nl

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Better working skills through lifelong adult education

Group No: **252**

Type of visit:
Mixed

23/11/2009-27/11/2009
Helsinki, Finland

Working language:
English

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

Keywords:

- **adult learning**
- **lifelong learning programme**
- **migrants and minorities**

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

In the modern world lifelong learning is a necessity. Adult education in Finland is well organised, and the idea of lifelong learning is familiar. The good practices of the Finnish way are surely interesting to political decision-makers, education authorities, teachers and trainers or to enterprises needing a skilled workforce. The host institution, Palmenia Institute for Continuing Education, is part of the University of Helsinki. Palmenia is the biggest university institute for continuing education in Europe, working since 1986. Palmenia will present how the Finnish adult education system works and what results produces.

WHAT?

Participants will learn about:

- Finnish national strategy of education focused on adult education and lifelong learning;
- different types of adult education, vocational, academic, formal, non-formal;
- ways of financing adult education;
- setting goals for adult education: exams, formal qualifications, working skills;
- making adult education attractive;
- learners point of view of lifelong learning.

HOW?

Participants will:

- visit different kinds of adult education institutions and meet adult learners;
- meet employers who have profited from adult training services;
- observe new skills for personal professional development.

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.

Organiser(s):

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WWW.

www.avoinyliopisto.fi – www.helsinginaikuisopisto.fi – www.amiedu.fi
www.opintoluotsi.fi

AUMENTO DE LA PARTICIPACIÓN DE LOS ADULTOS EN LA EDUCACIÓN Y FORMACIÓN

La educación y formación de adultos para su integración social y laboral. El aprendizaje permanente

Número de grupo: 253

Tipo de visita:
Mixto19/4/2010-23/4/2010
Madrid, EspañaLengua de trabajo:
EspañolNúmero de plazas: 15
Número mínimo requerido: 7

Las palabras clave:

- aprendizaje de adultos
- grupos desfavorecidos
- programa de aprendizaje permanente

CATEGORÍA DE TEMAS:

Tendencias y retos en las estrategias de aprendizaje permanente

¿POR QUÉ?

Las enseñanzas para adultos en esta Comunidad ofrecen a los mayores de 18 años la posibilidad de adquirir, actualizar, completar o ampliar sus conocimientos y aptitudes para su desarrollo personal y profesional. Los centros de adultos establecen los vínculos entre la educación y formación profesional y la educación superior que permiten mejorar competencias para facilitar la movilidad ascendente y del desempleo al empleo, en especial entre los grupos sociales más desfavorecidos. Además, velan por la inserción de los inmigrantes en la sociedad y en el mundo laboral, mediante el aprendizaje de la lengua y de cualificaciones profesionales.

¿QUÉ?

El participante aprenderá: Cómo se facilita la movilidad ascendente de competencias en adultos; el acceso a la Universidad de los mayores de 25 años; el acceso a ciclos formativos de grado superior de FP y cómo se facilita orientación profesional y educativa en estos centros, cómo se detectan las necesidades del mercado laboral para incidir en la formación y la formación del profesorado de estos centros.

¿CÓMO?

Los participantes visitarán distintos tipos de centros rurales y urbanos de educación de personas adultas, centros penitenciarios, centros con educación a distancia y presencial, centros de enseñanza de lenguas y el centro de formación de profesorado de personas adultas. Tendrán encuentros con responsables educativos, equipos directivos de los centros y orientadores y profesores. Además, podrán observar el desarrollo de las clases.

¿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,
- asesores pedagógicos u orientadores,
- representantes de redes y asociaciones de educación y formación profesional,
- representantes de servicios educativos, oficinas de empleo o centros de orientación.

Organizador(es):**SANTOS Soledad**

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WWW.

www.madrid.org – www.educa.madrid.org/web/crif.acacias
<http://eoidiomas.com> – www.mentor.mec.es

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Flemish initiatives for making lifelong learning more attractive

Group No: **254**

Type of visit:
VET

26/4/2010-29/4/2010
Bruges, Belgium

Working language:
English

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

Keywords:

- **adult learning**
- **lifelong guidance**
- **lifelong learning programme**

Organiser(s):

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www.ond.vlaanderen.be/dbo

CATEGORY OF THEMES:

Trends and challenges in lifelong learning strategies

WHY?

In Flanders policy priorities in the area of lifelong learning are:

- equity - equal chances - and target group approach where necessary;
- to strengthen the links between IVET or CVET and the labour market;
- to advance recognition of prior learning and work experience and to work out a coherent policy and transparent quality control;
- to stimulate competence development in education, training and enterprises;
- to activate study and career guidance.

WHAT?

Participants will learn about:

- competence agenda; sectoral covenants;
- adult education: make it more transparent and flexible (modular vocational training, distance learning, combined learning, the specific teacher training, new alternating training pathway since 2007);
- entrepreneurial training for the target groups;
- a screening instrument (ENTRE-Mirror) used to assess generic entrepreneurial competences;
- description of professional profiles.

HOW?

Participants will:

- visit a centre for adult education RTC;
- visit a nursing school or hospital with on-the-job-training;
- visit a competence-centre of the Flemish Employment and Vocational Training Agency;
- visit a training centre for the self-employed (SMEs);
- attend workshops, lectures and discussions.

WHOM?

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

WWW.

www.ond.vlaanderen.be/debo – www.ond.vlaanderen.be/english/ – www.vdab.be
www.syntrawest.be – www.azbrugge.be – www.hiva.be – www.serv.be
www.competento.be – www.entrespiegel.be

AUMENTO DE LA PARTICIPACIÓN DE LOS ADULTOS EN LA EDUCACIÓN Y FORMACIÓN

La sociedad avanza, no pierdas tu tren

Número de grupo: 255

Tipo de visita:
Mixto**10/5/2010-14/5/2010**
Toledo, EspañaLengua de trabajo:
EspañolNúmero de plazas: 12
Número mínimo requerido: 8

Las palabras clave:

- **aprendizaje de adultos**
- **grupos desfavorecidos**
- **necesidades especiales**

CATEGORÍA DE TEMAS:

Tendencias y retos en las estrategias de aprendizaje permanente

¿POR QUÉ?

El aprendizaje permanente es objetivo prioritario del Gobierno de Castilla-La Mancha. Por ello, y partiendo de la idea de que la educación es agente transformador de la sociedad, las Cortes aprobaron la Ley 23/2002, de Educación de Personas Adultas. La provincia de Toledo ha experimentado un importante crecimiento en el plano socio-económico y cultural que plantea retos a la población adulta. Por ello, es una localización ideal para mostrar las distintas respuestas a multitud de situaciones relacionadas con el aprendizaje a lo largo de la vida. La Delegación de Educación y Ciencia de Toledo es la institución provincial responsable de hacer el diagnóstico de la realidad, proporcionar y gestionar los recursos para dar respuesta a las necesidades detectadas en las personas adultas y promover buenas prácticas. Su experiencia en la organización de visitas de estudio durante los últimos años ha demostrado ser muy enriquecedora para todos los participantes.

¿QUÉ?

Los participantes aprenderán acerca de:

- el panorama de la Educación de Personas Adultas de Castilla-La Mancha y su presencia en la futura Ley de Educación de la región;
- el desarrollo cuantitativo y cualitativo conseguido en nuestra región desde el año 2000;
- iniciativas y prácticas docentes que se llevan a cabo en los Centros Educativos de Personas Adultas en Toledo;
- la participación de otras instituciones públicas y privadas en la oferta educativa de los Centros de Educación de Personas Adultas;
- la participación de estos centros educativos en proyectos europeos.

¿CÓMO?

Los participantes:

- conocerán el marco normativo y las ofertas formativas dirigidas a la población adulta;
- visitarán centros e instituciones con ofertas dirigidas al aprendizaje permanente;
- observarán prácticas docentes;
- interactuarán con los distintos participantes en la enseñanza-aprendizaje de adultos.

¿PARA QUIÉN?

- Responsables de formación en empresas,
- directores de instituciones y centros de educación y formación profesional,
- directores de centros de orientación,
- inspectores de educación y formación profesional,
- directores de instituciones de enseñanza, formadores de profesores,
- asesores pedagógicos u orientadores,
- representantes de 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.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Analysis of all actors in learning and teaching communities

Group No: 256

Type of visit:
Mixed

5/10/2009-9/10/2009
Istanbul, Turkey

Working language:
English

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

Keywords:

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

Organiser(s):

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CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

The important roles of parents, local authorities, social institutions, civil society, vocational organisations, schools, universities, municipalities in teaching/learning can be handled and discussed from different perspectives, positively or negatively. Participants from EU countries can share their experience, way of teaching and learning by giving good examples. We can analyse these good examples of practice in education and transfer them to our region's educational system.

WHAT?

Participants will learn about:

- new training and teaching methods in vocational education;
- how lecturers include the disadvantaged pupils to the lessons in the public primary schools, actively;
- how teachers use and train the historical and modern images of Eyup county to the lessons,
- how the guidance teachers and discipline system work and what its function is in Turkish education system.

HOW?

Participants will:

- visit Halic University, Kadir Has University, Haydar Akcelik vocational high school for girls', NGO' s and other institutions;
- observe teachers' work in the classrooms with technological devices and new teaching tools;
- meet national education local authorities' headmasters in Eyup county;
- visit the chamber of commerce and municipalities in Istanbul.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Bu organizasyona ev sahipliği için büyük potansiyeli olan Eyüp İlçe Milli Eğitim Müdürlüğü, bu girişimi çok önemsemektedir. Yüksek nüfus yoğunluğuna rağmen, bölgede Avrupa Birliği Hayat Boyu Öğrenme Programlarına katılım çok az sayıdadır. Eyüp; eğitim, mesleki hayat, sosyalleşme, belediyeçilik, kaymakamlık, spor faaliyetleri ve sivil toplum kuruluşlarının işbirliğiyle son derece modern bir yaşam standardı sağlamaktadır. Bu ziyaretle; eğitimde güzel örnekleri değerlendirerek, Eyüp'ü ve dolayısıyla İstanbul'u yaşatmak hedeflerdendir. Ayrıca, kurum müdürünün İtalya'da katılmış olduğu ziyaretten elde ettiği tecrübeler bu girişimin etkinliğini arttıracaktır.

WWW.

<http://eyup.meb.gov.tr/> – <http://istanbul.meb.gov.tr/> – www.eyup.bel.tr/

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Developing personalised learning communities in mental health education

Group No: 257

Type of visit:
Mixed

19/10/2009-23/10/2009
Plymouth, England, UK

Working language:
English

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

Keywords:

- **disadvantaged groups**
- **personalised learning**
- **social partners**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Mental Health Europe (a non-government organisation) points to inequalities in access to education for people with mental health problems, a known issue for Plymouth.

This has spawned a range of initiatives supporting vulnerable students who want to engage in higher education, such as the healthy Plymouth strategy and IHUB.

The University of Plymouth has four centres of excellence awarded by the UK government and Plymouth Mind, a leading, local mental health charity, wish to explore learning communities that provide mental health support along pathways to higher education.

The aim is to share expertise in developing personalised learning communities across mental health education and practice.

WHAT?

Participants will learn about:

- different cultures that permeate mental health practice;
- proactive mental health support for students in schools, colleges and universities;
- collaborative networks involving schools, public health, voluntary organisations, health and higher education;
- role of information technology in identifying barriers, such as social anxiety, in supporting personalised learning.

HOW?

Participants will:

- visit schools and organisations proactive in mental health;
- attend workshops to develop and create personalised collaborative networks;
- visit young people's mental health service to learn about early detection of mental health problems;
- meet policy-makers, practitioners, students and educators.

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,
- 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.

Organiser(s):

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www.plymouth.ac.uk – www.mind.org.uk – <http://mhe-sme.org>

<http://plymouth.ac.uk/research/ehealth> – www.ihub.org.uk – www.plymouth2020.co.uk

www.plymouth.gov.uk/cahms.htm – www.plymouth.gov.uk/adultsocialcare.htm

www.idea.gov.uk/idk/core/page.do?pagelId=8732907

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Cooperative studies for a better education environment

Group No: **258**

Type of visit:
Mixed

9/11/2009-13/11/2009
Kirsehir, Turkey

Working language:
English

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

Keywords:

- **leadership and management**
- **school environment**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Every child is an individual with individual skills and abilities that need to be identified and optimised for the student to grow into a capable, valuable adult. In Kirsehir, the main interest of inhabitants is education since there are not many facilities for graduates or students for employment or leisure activities. Institutions are starting new cooperation methods with families and social institutions such as the police department, chambers of commerce and NGOs. The host is the general directorate of the Ministry of Education in the province.

WHAT?

Participants will learn about:

- quality assessment and methods used to create a better education environment;
- the situation of the educational system in the province;
- problem solving in schools;
- security issues in schools.

HOW?

Participants will:

- meet representatives of guidance centres, the police department, the immigration office and the chamber of commerce;
- visit schools and vocational schools working in cooperation with commercial institutions in the centre and three towns in the Kirsehir province;
- observe lessons and school parent meetings.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Kurumumuz çalışmalarının ve toplam kalite programımızın gelecek eğitim çalışanlarına sunulması, misafir ülkelerdeki iyi uygulamaların alınabilmesi ve bizdeki uygulamaların transfer edilebilmesi için 5 günlük bir seminer düzenlemek istemekteyiz. Nasıl iyi bir eğitim atmosferi oluşturmak için çalıştığımızı, eğitim kurumları dışında kalan örgütlerle ne gibi ortak çalışmalar yürüttüğümüzü yerinde ziyaretlerle sunmak istiyoruz. Ziyaretler bu kurumlardaki ve imkanları kısıtlı olan gruplardaki uygulamaların gösterilmesi adına okul dışı kurumları da kapsayacaktır.

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www.turkishstudent.net

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Educational network – Working in partnership

Group No: 259

Type of visit:
General education**24/11/2009-27/11/2009**
Dublin, IrelandWorking language:
EnglishNumber of places: **15**
Minimum required: **8****CATEGORY OF THEMES:**

Development of learning communities, involving all actors in education and training

WHY?

Schools need to be able to adapt continuously to the changing environment, and the changing needs of pupils, staff, parents and partners. In Ireland there is a strong experience of educational partnership between schools and other organisations outside the school environment. Schools in partnership with parents, families, community organisations and State organisations have developed a framework where they work effectively and efficiently together.

Participants will view good examples of collaborative projects between the school and local community aimed at increasing awareness of local identity and improving community relations.

WHAT?

Participants will learn about:

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

HOW?

Participants will:

- receive presentations from national experts;
- visit schools, educational partnerships and community groups and parental networks;
- meet with head teachers, community leaders and staff.

WHOM?

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

Keywords:

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

Organiser(s):**D'ARCY Ivanna**

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Schools in their territory: a network improving one another

Group No: 260

Type of visit:
General education

12/4/2010-16/4/2010
Maniago, Friuli-Venezia
Giulia, Italy

Working language:
English

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

Keywords:

- **autonomy (school or institution)**
- **extra-curricular activities**
- **school environment**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

The visit aims at giving participants an overview of good experiences of cooperation between schools, local institutions and working life, where study, research, experimentation, use of the most innovative technologies are important factors in self-improvement and development. The 'cutlery Town' of Maniago and the School of Mosaic of Spilimbergo, connect the educational, productive and cultural differences and contribute to improve the quality and effectiveness of their schools, from primary to upper secondary.

The Circolo Didattico wants to share its good experiences in Comenius projects and research-action work in its educational offer.

WHAT?

Participants will learn about:

- how to strengthen cooperation in an educational project aiming at mutual recognition and promotion;
- how to develop new collaborative networks;
- how to increase awareness of local identity in a European dimension;
- how to make the best use of local resources;
- work in schools and ecomuseums cellules, promoting material and non material cultural heritage.

HOW?

Participants will:

- meet teachers, head teachers, representatives of local education authorities;
- take part in lessons and assist laboratory activities;
- exchange experiences in workshops and team work.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La scuola esce dalla propria area ristretta e opera insieme al territorio circostante per giungere ad un'offerta formativa nella maniera più partecipata e condivisa possibile. Strategica è la "messa in rete" di conoscenze ed esperienze, con le quali la scuola diventa luogo di cultura da mettere a servizio del territorio, e fruisce delle opportunità che il territorio offre. Sono previste: visite alle scuole che operano a stretto contatto con le realtà locali e alle cellule dell'Ecomuseo delle Dolomiti Friulane; incontri con rappresentanti delle istituzioni locali che valorizzano il territorio (GAL Montagna Leader, LaREA, Laboratorio di Educazione Ambientale Regione Friuli Venezia Giulia).

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WWW.

www.circolomaniago.it – www.araldicacivica.it/pdf/maniago.pdf
www.montagnaleader.org/ – www.ecomuseolisaganis.it/ – www.scuolamosaicistfriuli.it/

COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

How development of a science municipality may strengthen learning, education and cooperation

Group No: 261

Type of visit:
General education**19/4/2010-23/4/2010**
Assens, DenmarkWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **competences in science and technology**
- **curriculum**
- **extra-curricular activities**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

In Assens municipality we need to improve the education level, specifically science education. The big challenge is to make science education attractive and to motivate children and young people to take on responsibility for their own lives and learning. Our strategy is to create measurable improvements of interest in science education, by close cooperation between school, municipality, enterprises and other relevant local partners, and creating partnerships among people that would otherwise work separately.

WHAT?

Participants will learn about:

- results and potential of the science municipality Assens;
- development of science education and innovation in a lifelong perspective;
- examples of new local cooperation and partnerships to strengthen science education and innovative competences of children;
- examples of new cooperation between school levels and companies;
- the national science project and evaluations from the University of Education;
- how formal and non-formal learning environments mutually influence each other and create innovation and motivation to learn.

HOW?

Participants will:

- meet pupils, students, teachers, heads and managers.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Danske unge har i flere år fravalgt naturfag, naturvidenskab, tekniske fag og ingeniørvidenskab. Assens Kommune, Børn og Kultur har som målsætning for temaet "science & innovation" at skabe en platform, der udvikler spændende og eksperimenterende læringsformer til styrkelse af børn og unges faglige interesse og innovative kompetencer. Forskning har vist, at det er muligt at skabe en målbar udvikling af børn og unges interesse for det naturfaglige område, når der fokuseres på et tæt samarbejde mellem skole, kommune, erhvervsliv og øv-rige relevante partnere i et lokalområde. Studiebesøget handler om hvordan Assens vil nå målsætningen og give eksempler på det tværgående samarbejde.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Improving schools and education systems in Sunnhordland through cooperation

Group No: 262

Type of visit:
General education3/5/2010-7/5/2010
Leirvik, Norway - between
Bergen and HaugesundWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- curriculum
- learning outcomes
- quality assurance

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Sunnhordland is a region between Bergen and Stavanger which consists of many small municipalities. Facing the same educational challenges, six municipalities decided to cooperate on educational issues. The organisation Forum for Oppvekst i Sunnhordland was established to help solve common challenges. The idea is that regional cooperation leads to better results than each municipality working alone. The organisation provides in-service training for teachers and pre-school teachers and initiates measures to improve the quality of education. The study visit will present the advantages of regional cooperation and various methods to solve pedagogical challenges.

WHAT?

Participants will learn about:

- how our six municipalities cooperate to improve literacy and other basic skills on different levels in the education system;
- how we work together to improve both in-service training and further education for our teachers and heads.

HOW?

Participants will:

- attend lectures on the Norwegian school system in general;
- visit a kindergarten, different schools and a university college;
- meet and talk to representatives of local and regional authorities;
- discuss various methods with local teachers, pre-school teachers and heads;
- exchange ideas and experiences with other participants.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Under opphaldet i Sunnhordland blir det informasjon om det norske skulesystemet, besøk i barnehage, grunnskule og vidaregående skule i 3 av samarbeidskommunane i Sunnhordland. Siste dagen innbefattar og besøk på Høgskulen Stord Haugesund for å få orientering om lærarutdanning og førskulelærarutdanning. Deltakarane vil og få sjå seg rundt i Sunnhordland og oppleve den vakre naturen. Kultur og kjennskap til lokale tradisjonar vil og stå på kjøreplanen under opphaldet.

Organiser(s):**ENERSTVEDT Jan**

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Adult education organisations, schools and enterprises in lifelong learning

Group No: 263

Type of visit:
Mixed**3/5/2010-7/5/2010**
Stuttgart, GermanyWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **school environment**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

A transversal approach to learning can optimise allocation of resources across all sectors of education to make lifelong learning more efficient and effective. This requires increased cooperation between adult education organisations, schools and enterprises. Baden-Württemberg, one of the 16 states (Länder) in Germany, is an industry and export-oriented state and home to industrial giants such as Daimler and Bosch. It has still maintained a structure of small and medium-sized enterprises (SMEs). It has a diversified educational system of primary, secondary and special schools and a functioning system of vocational schools, technical colleges and polytechnics. With this study visit, we hope to continue to expand our network and learn about new approaches to lifelong learning.

WHAT?

Participants will learn about:

- regional educational policies and activities on lifelong learning;
- vocational schools and training centres;
- transversal activities between adult education organisations, schools and enterprises;
- potential and challenges for transversal projects.

HOW?

Participants will:

- visit adult education centres, schools and selected firms;
- discuss and compare local and regional approaches;
- meet organisers of and participants in transversal programmes;
- gain insights into the educational system of Baden-Württemberg and Germany.

WHOM?

- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- human resource managers,
- pedagogical or guidance advisers,
- representatives of 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:

Im Rahmen der Veranstaltung soll über die transversalen Aspekte des Lebenslangen Lernens anhand konkreter Kooperationen zwischen Erwachsenenbildungseinrichtungen, Schulen und Betrieben diskutiert werden. Als Grundlage dafür sollen die jeweiligen Bildungssektoren vorgestellt und gemeinsame lokale oder regionale transversale Projekte vorgestellt werden. Im Rahmen von Workshops sollen die verschiedenen Ansätze, auch der aus den Regionen der Teilnehmer, analysiert und diskutiert werden. Die Ergebnisse sollen den jeweiligen 'stakeholder' zur Verfügung gestellt werden.

Organiser(s):

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Health education – Cooperation with social partners

Group No: **264**Type of visit:
General education**4/5/2010-7/5/2010**
Poznań, PolandWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **parents involvement**
- **school environment**
- **social and civic competences**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

The Regional Education Authority in Poznań was an initiator of building a regional network of health promoting schools and also created a platform to cooperate with various social partners in Poland. During the study visit we will present methods and examples of good practice, educational solutions used by schools and their cooperation with external partners, including: parents, municipalities, companies, social partners, non-government organisations, etc. We will also explain the supportive role of the host institution.

WHAT?

Participants will learn about:

- the regional network of health promoting schools;
- how to support schools starting cooperation with government institutions and non-government organisations;
- examples of good practice;
- projects promoting health and ecological education.

HOW?

Participants will:

- participate in seminar on building the regional network of health promoting schools;
- meet the main partners supporting the network;
- participate in training workshops at schools;
- visit an ecological education centre.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Wizyta studyjna w Poznaniu, dzięki której jej uczestnicy poznają, w jaki sposób można rozwijać współpracę pomiędzy szkołami a społecznościami lokalnymi na przykładzie budowania Wielkopolskiej Sieci Szkół Promujących Zdrowie umożliwi jej uczestnikom korzystanie z bogatych doświadczeń gospodarzy i przeniesienie ich na grunt swojego kraju. Podczas wizyty studyjnej będą prezentowane: metody i przykłady dobrych praktyk, rozwiązań edukacyjnych szkół oraz ich współpraca z partnerami zewnętrznymi, w tym z rodzicami, gminami, przedsiębiorstwami, partnerami społecznymi, organizacjami pozarządowymi itp.; rola wspierająca instytucji goszczącej.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Lifelong learning implementation in Istanbul

Group No: 265

Type of visit:
Mixed

17/5/2010-21/5/2010
Istanbul, Turkey

Working language:
English

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

Keywords:

- **cultural awareness and expression**
- **lifelong learning programme**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Istanbul will be 2010 European capital of culture. The governorship of Istanbul aims at increasing participation of adults and youth in and improving their skills through lifelong learning. The governorship of Istanbul has good relations with NGOs, SMEs, foundations, associations and various education institutions such as universities, higher education institutions and general and vocational education departments. We would like to create a bridge between institutions in Istanbul and participants from EU countries to improve understanding and cultural awareness.

WHAT?

Participants will learn about:

- current situation in youth and adult education and its role in our province;
- ways of future cooperation to produce new European projects;
- methods and training provided to present and potential educational leaders in our institutions, NGOs and other education centres;
- Turkey's historical and cultural heritage.

HOW?

Participants will:

- meet heads of local institutions, education authorities, informal and formal education leaders and policy-makers;
- discuss education systems under lifelong learning strategies;
- visit local and international projects in Istanbul;
- discuss importance of leadership and management.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

İstanbul Valiliği, genç ve yetişkinlerin eğitim ve öğretime aktif katılımları ve Hayatboyu Öğrenim programlarıyla bilgi ve becerilerin geliştirilmesi ve liderlik eğitimi hakkında bilgi paylaşımını artırmak amacıyla bir çalışma ziyareti düzenlemek istemektedir. İstanbul'un, 2010 Avrupa Kültür Başkenti olması, çalışma ziyareti ve yerel katılımcılar arasındaki etkileşimi ve karşılıklı anlayışın sağlanmasını ve yeni kültür köprülerinin oluşmasını sağlayacaktır. Eğitim kurumlarına düzenlenecek olan ziyaretlerde, mesleki tecrübelerin paylaşımı en yüksek seviyede gerçekleştirilecektir.

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COOPERATION BETWEEN EDUCATION AND TRAINING INSTITUTIONS AND LOCAL COMMUNITIES

Effective cooperation between education institutions and external partners for participative learning communities

Group No: 266

Type of visit:
Mixed

24/5/2010-28/5/2010
Mersin, Turkey

Working language:
English

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

Keywords:

- **adult learning**
- **education and training attainment**
- **social partners**

Organiser(s):

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CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

The National Education Directorate of Mersin province provides, monitors and supervises formal and non-formal education in the province on behalf of the Ministry of National Education. There are several successful practices of cooperation to present. We aim to explore how wider involvement of the community in learning is managed across Europe.

WHAT?

Participants will learn about:

- cooperation among education and training institutions, NGOs, municipalities, external and internal partners;
- ways to improve the capacity and best practices in institutions and use of networks;
- the roles and responsibilities of various institutions to improve results;
- examples of parents participation and their contribution to active learning and social cohesion.

HOW?

Participants will:

- participate in presentations, plenary sessions and workshops;
- visit Governorship, Mersin University, schools, public education centres and chamber of commerce;
- meet directors of education and training institutions, teachers, trainers, students, representatives of the local community and social partners.

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:

Milli Eğitim Bakanlığı adına ilimizdeki tüm örgün ve yaygın eğitimi yürüten ve denetleyen Müdürlük olduğumuzdan mevcut başarılı işbirliklerinin altını çizmeyi, desteklemeyi ve hayat boyu öğrenmeye aktif katılımı arttırmada olası fırsatlara liderlik etmeyi planlıyoruz. Ayrıca Avrupa çapında öğrenmeye katılımın nasıl yapıldığıyla birlikte, kurumların birbirlerine ve genel olarak hayat boyu öğrenim perspektifine olan katkılarını keşfetmeyi amaçlıyoruz. Müdürlüğümüz ve diğer okul ve kurumların bilgi toplumu hedefi altında bir eğitim sağlayıcısı görevlerini nasıl yerine getirdikleri ve başarılı sonuçları üzerine odaklanacağız.

WWW.

<http://mersin.meb.gov.tr> – www.mersin.gov.tr

Delivery of sporting activities through partnerships and sustainable organisations

Group No: 267

Type of visit:
General education

7/6/2010-11/6/2010
Aberdeen, Scotland, UK

Working language:
English

Number of places: 12
Minimum required: 6

Keywords:

- education and training attainment
- extra-curricular activities
- young people

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

In the City of Aberdeen new structures for providing sporting activities and physical education to our young people and citizens are being developed. The affective and sustainable delivery of sports is a key issue to staff responsible for this area and the study visit will share innovative ideas on how best to achieve this aim. We will examine examples of good practice in Aberdeen and facilitate the sharing of policies and practice in the group.

WHAT?

Participants will learn about:

- partnership working in providing and maintaining sports provision;
- public and private sector funded initiatives for sports development;
- the secondary school physical education curriculum;
- a system for training the trainers;
- an example of sports vocational and performance training;
- best practice examples for sports delivery.

HOW?

Participants will:

- visit a range of sports venues and facilities (including a school);
- talk with council officers, coaches and organisers about sporting activities and policies;
- examine the partnership between the council and the university;
- examine an example of 'extreme sport' provision by a non-profit company;
- examine youth training schemes for aspiring professional footballers;
- discuss the training and update training of coaches with stakeholders.

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,
- 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.

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PARENTS AND SOCIAL PARTNERS ROLES IN GOVERNANCE

The more interest the more success

Group No: 268

Type of visit:
General education**13/10/2009-16/10/2009**
Eskisehir, TurkeyWorking language:
EnglishNumber of places: **12**
Minimum required: **7**

Keywords:

- **parents involvement**
- **school environment**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

In Turkey, parents' involvement is seen as a crucial element in pupils' school success. Having a high density of well-educated people, Eskisehir is one of the leading cities where any issue concerning pupil success is put into practice. Local education authorities are very interested in any parent contribution to their children's development in school subjects. We want to share our experience.

WHAT?

Participants will learn about:

- how a traditional family culture still exists and contributes to children's school success;
- how grandparents share their experiences with their grandchildren to lead them to the true path in life;
- practical ways of preventing children from bad habits, such as drugs, alcohol, smoking;
- practices of local institutions for the success of disadvantaged children;
- methods used in different countries.

HOW?

Participants will:

- meet with parents leading traditional life styles;
- observe parents' behaviour educating their children about traditional concerns;
- visit local authorities;
- present examples of practices in their cities/countries.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Türk ailesinin eğitimin içerisindeki aktif rolünün, öğrencilerin başarısındaki en önemli etken olduğunu düşünmekteyiz. Bu önemli katkıyı, çalışma ziyaretine gelecek misafirlerimizle paylaşmayı arzulamaktayız. Bu çalışmada gerek öğrenci ve öğretmenlerimizin, gerekse okul velilerimizin aktif olarak çalışarak, misafirlerimize Türk insanını, Türk gelenek-göreneklerini ve ailelerin eğitime katkılarının ne derece hayati olduğunu en iyi şekilde takdim edeceklerinden şüphemiz bulunmamaktadır. Okul müdürümüz Feyzullah GÜLBENT'in organizatörlüğünde daha önce Kdz Ereğli'de 13-17 Kasım 2006 tarihlerinde "Eğitimde Ailenin Rolü" konulu, 2006-2007 Arion kataloğunun 142 sayfasında 06011,01 numara ile kabul alınıp başarıyla tamamlanan ev sahipliği tecrübesi, bizleri ziyadesiyle cesaretlendirmektedir.

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PARENTS AND SOCIAL PARTNERS ROLES IN GOVERNANCE

School's success in involving parents and families

Group No: 269

Type of visit:
General education26/4/2010-30/4/2010
Adana, TurkeyWorking language:
EnglishNumber of places: 18
Minimum required: 8

Keywords:

- learning outcomes
- parents involvement
- social inclusion

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Parent involvement in schools has become a major educational issue. School management use a range of methods for communicating with parents and families, but do not have systematic ways of gathering their views and ideas to improve their schools. New approaches on parental involvement will help parents and families to raise their concerns about schools. As an education authority, we aim to respond to the changing needs or aspirations of our educational institutions and prepare our learners for global citizenship.

WHAT?

Participants will learn about:

- how to improve education attainment and widen family participation in school life;
- the system of school-parent cooperation in Turkey;
- quality and shared vision by all partners;
- how school and local authorities can address challenges for the teaching profession;
- parental involvement in participants' countries.

HOW?

Participants will:

- visit schools, educational institutions and local authorities;
- visit teacher training departments at Cukurova University;
- observe meetings of head teachers with parents;
- talk to teachers, practitioners, pedagogical guidance advisers and families;
- participate in seminars and workshops on best practice.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Yukarıdaki çalışma ziyareti ev sahipliği başvuru metni Milli Eğitim Bakanlığı, Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı tarafından henüz başlatılmış olan "Orta Öğretim Projesi" kapsamında yapılacak olan okul geliştirme çalışmalarına katkı sağlaması amacı ile hazırlanmıştır. Söz konusu gerçekleştirilmesi planlanan çalışma ziyaretinin konusu; "Eğitim sürecine anne-baba ve ailelerin etkin katılımını sağlamada okulun başarısı". Ülke olarak halen, anne-baba ve ailelerin bireysel veya kolektif olarak eğitim sürecine bütünüyle dahil edilemediği bir süreci yaşıyoruz. Bu durum öğretmenin çalışmasını, öğrencinin kişisel ve sosyal gelişimini daha kısa bir ifade ile okul gelişimini zorlaştırmaktadır.

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SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

The role of schools in creating a safe environment for pupils

Group No: 270

Type of visit:
General education

12/10/2009-16/10/2009
Leeuwarden / Utrecht,
the Netherlands

Working language:
English

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

Keywords:

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

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Due to several developments in today's society, including the influence of internet, early independence of children, instabilities in family life and integration of new inhabitants, social education is increasingly becoming part of the school's educational role.

WHAT?

Participants will learn about:

- peer mediation and conflict resolution;
- more interactive education in which all stakeholders take responsibility for creating a safe school environment;
- a 'school with a heart' with a role for the family in which children feel their voice is heard.

HOW?

Participants will visit:

- a regional educational centre;
- a municipal project on safety in schools in Utrecht;
- a primary and a secondary school in Leeuwarden and/or Utrecht;
- an academy for nautical education, which uses the 'peacable 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,
- pedagogical or guidance advisers,
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SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

Schools and communities against crime and misbehaviour

Group No: 271

Type of visit:
Mixed
19/10/2009-23/10/2009
Poděbrady,
Czech Republic
Working language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

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

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Misbehaviour at schools and in communities tends to escalate worldwide and we want to find ways of reducing the pathological behaviour of children and teenagers. We would like to share positive experience resulting from traditional after-school activities, monitor behaviour of the target group and check the optimal activities as tools against anti-social behaviour at home, schools and in the community.

WHAT?

Participants will learn about:

- potential causes of anti-social behaviour by a significant part of the population;
- ways of prevention with focus on leisure and after-school activities organised and provided by the local town hall in cooperation with local schools and social partners;
- optimal content for leisure of children and teenagers as prevention for later potential anti-social behaviour.

HOW?

Participants will:

- visit the local House of Children and Youth and School of Arts;
- discuss the activities provided to pupils and students from boarding-type hostel (sports matches, participation in the Duke of Edinburgh's award scheme, cultural events);
- visit after-school clubs for children from primary schools and the Handicap Centre HEART;
- meet members and management of the local sports club, music and theatre groups.

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:

Způsoby využití volného času a mimoškolní aktivity v regionu maloměsto ve spolupráci s místními školami. Teoreticky bude rezebrána odborníky skladba volného času dětí a mladistvých v České republice v kontrastu s poděbradským regionem.

Organiser(s):**SVOBODOVÁ Eva**

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SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

Violence between problem and challenge

Group No: 272

Type of visit:
General education**19/10/2009-23/10/2009**
Bucuresti, RomaniaWorking language:
EnglishNumber of places: **15**
Minimum required: **6**

Keywords:

- **parents involvement**
- **school environment**
- **social partners**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Unsupervised, children can become victims of the street very easily. Our school in partnership with 'Save the Children' (NGO) strives to prevent children work exploitation and school drop-outs. Experience gained from work collectives through the years, present projects for future development, teachers desire to be involved in preventing and fighting against violence made us propose this visit.

Specific problems relating to violence in each country will be presented.

WHAT?

Participants will learn about:

- the main types of and reasons for violence from each participant's educational system;
- the national strategies and each school's activities to combat violence;
- developing a common plan to prevent and combat violence.

HOW?

Participants will:

- organise a round table to introduce participants' educational systems;
- attend a workshop on the strategies and activities of preventing/combating violence using SWOT analysis;
- meet with people involved in preventing/combating violence;
- visit NGOs that collaborate with schools.

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.

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Scopul vizitei: Prevenirea si combaterea violentei prin realizarea unui schimb de experienta intre reprezentantii unor sisteme de invatamant diferite. Activitati propuse: masa rotunda pentru prezentarea invitatilor si a sistemelor educationale din tarile participante; workshop: prezentarea strategiilor si actiunilor de prevenire si combatere a violentei; prezentarea cauzelor specifice fiecărei tari, cauze care duc la manifestarea unui comportament violent; participarea la activitati demonstrative realizate in scoala pentru prevenirea violentei; intalnirea cu factori direct implicați in prevenirea si combaterea violentei; vizite la ONGuri care colaborează cu școlile.

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SCHOOLS AND COMMUNITIES ROLES TO PREVENT VIOLENCE

Fostering tolerance in education and the community

Group No: 273

Type of visit:
General education**2/3/2010-5/3/2010**
Dublin, IrelandWorking language:
EnglishNumber of places: **15**
Minimum required: **8**

Keywords:

- **bullying**
- **school environment**
- **social inclusion**

CATEGORY OF THEMES:

Development of learning communities, involving all actors in education and training

WHY?

Creating a safe learning environment for children is important for every school and community. Schools and community groups are increasingly under pressure to respond to a range of social issues and anti-social behaviour. In Ireland, the work of schools and community groups to combat this involve effective programmes and intervention methodologies, put in place to foster tolerance and respect for all. This study visit will examine the challenges facing schools and community groups in creating a safe environment for children and will explore programmes in place to raise awareness and foster social inclusion.

WHAT?

Participants will learn about:

- the challenges for schools and the community in creating a safe learning environment;
- reasons for intolerant and anti-social behaviour through meetings with experts;
- how teachers and trainers deal with intolerance and anti-social behaviour;
- programmes and initiatives in place to prevent, combat and intervene in school and the community.

HOW?

Participants will:

- visit schools, community groups and other organisations involved in fostering tolerance;
- visit innovative projects on this theme.

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.

Organiser(s):**D'ARCY Ivanna**

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CROSS BORDER MOBILITY IN EDUCATION AND VOCATIONAL TRAINING

The European dimension in an Italian school

Group No: 274

Type of visit:
General education

7/9/2009-9/9/2009
Mosciano Sant'Angelo,
Abruzzo, Italy

Working language:
English

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

Keywords:

- **Europass**
- **lifelong learning programme**
- **teachers' and trainers' mobility**

CATEGORY OF THEMES:

Promoting cross border mobility in lifelong learning

WHY?

To improve teachers' awareness of the European dimension of education, Istituto Comprensivo 'Cardelli' has impressive experience in promoting the European dimension of education, especially through Comenius projects, and many other European projects. The school is also engaged in supporting foreign children's education. Istituto Comprensivo 'Cardelli' aims to promote dissemination of best practices, share experiences and build up contacts for further European cooperation.

WHAT?

Participants will learn about:

- European education programmes and projects;
- the step-by-step process of creating projects;
- working with teachers from different countries;
- using and developing new educational methods, approaches and tools to give schools a wider perspective of the European dimension.

HOW?

Participants will:

- attend working groups and workshops;
- visit Italian schools involved in European projects;
- meet schools' personnel (headmasters and teachers in Italian schools), public institutions, associations and local authorities.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

La tematica scelta nasce da un'attenta riflessione sul tessuto sociale ed i suoi repentini mutamenti che stanno ponendo l'istruzione dinanzi a diversi background linguistici e culturali a cui necessariamente si devono dare risposte efficaci. La conoscenza competitiva e il lavoro collaborativo con altri docenti di realtà scolastiche territoriali ed extra e con gli alunni sono componenti di un sistema di istruzione di qualità. La promozione della mobilità, virtuale e concreta, il rispetto e la conoscenza interculturale contribuiscono a creare il profilo di un insegnante europeo e, con esso, quello di una scuola Europea.

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CROSS BORDER MOBILITY IN EDUCATION AND VOCATIONAL TRAINING

Vocational mobility in Europe – Core occupation, opportunities and challenges

Group No: 275

Type of visit:
VET2/11/2009-6/11/2009
Berlin, GermanyWorking language:
EnglishNumber of places: 20
Minimum required: 8**CATEGORY OF THEMES:**

Promoting cross border mobility in lifelong learning

WHY?

In the discussion on the European quality framework, core occupations and profiles give opportunities and challenges for better development of vocational mobility in Europe. The discussion in different economic sectors in Germany and partner countries is interesting for social partners, trainers in enterprises and responsible actors in ministries who are working on Europeanising VET.

WHAT?

Participants will learn about:

- realisation of the European quality framework and the national quality framework in Germany;
- the German VET system (structure, practice, modernising system, board of stakeholders);
- Core occupation profiles – a practice approach for Europe in the sectors of car-mechanics, eco-recycling, aeroplane-production.

HOW?

Participants will:

- visit of enterprises to see the dual VET practice;
- meet experts of universities, the BIBB, social partners, chambers of industry and commerce, chamber of crafts;
- visit vocational training schools.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

Das Besuchsprogramm verstehen wir als Beitrag zur Umsetzung des Europäischen Qualifikationsrahmens. Das Konzept der europäischen Kernberufe kann über Multiplikatoren in Europa verbreitet werden. Dies soll erreicht werden durch verschiedene Vorträge zu Idee der Europäischen Kernberufe durch Referenten/innen, des Instituts Technik und Bildung der Universität Bremen, Deutscher Gewerkschaftsbund, Industriegewerkschaft Metall, Wirtschaftsvertreter. Hierbei sollen die Kernberufsprofile an den Beispielen Car-Mechatroniker, Eco-Recycler, Flugzeugtechniker vorgestellt werden. Darüber hinaus soll in einem Betriebsbesuch Good practice vor Ort vorgestellt werden

Keywords:

- **European qualifications framework (EQF)**
- **social partners**
- **workers' mobility**

Organiser(s):**ENGELS Ulrike**

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www.dgb.de – www.igmetall.de – www.bibb.de – www.itb.uni-bremen.de
www.recy-occupation.eu.tc

CROSS BORDER MOBILITY IN EDUCATION AND VOCATIONAL TRAINING

International learning routes in general secondary education

Group No: 276

Type of visit:
General education

7/12/2009-11/12/2009
Maastricht,
the Netherlands

Working language:
English

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

Keywords:

- **communication in foreign languages**
- **Europass**
- **learners' mobility**

CATEGORY OF THEMES:

Promoting cross border mobility in lifelong learning

WHY?

General secondary schools use European standards and frameworks to add structure and depth to their international activities with pupils and teachers. Many Dutch secondary schools offer one or more international learning route supported by the European Platform and the Ministry of Education. Establishing a European/international school profile is an option for schools with sound experience in international cooperation, a stable network of partner schools in Europe and is possible for schools that are willing to adapt lesson plans, train teachers and adjust structures. Pupils can document their international achievements in (self-evaluation) portfolios or instruments such as Europass. Pupils and parents can choose these routes to prepare young European citizens better for their future study and work in the European Union and beyond.

WHAT?

Participants will learn about:

- the European network Elos - Europe as a learning environment in schools and CertiLingua supported by the European Platform and the Ministry of Education;
- how to implement international learning routes in their own school or country;
- how to cooperate in relevant international innovation networks.

HOW?

Participants will:

- experience how Dutch schools put international learning routes into practice;
- exchange views with various stakeholders, such as students, teachers, coordinators and expert organisations.

WHOM?

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

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www.europelearning.info – www.certilingua.net

CROSS BORDER MOBILITY IN EDUCATION AND VOCATIONAL TRAINING

Increasing opportunities for international links with learners in Wales

Group No: 277

Type of visit:
Mixed**15/3/2010-19/3/2010**
Cardiff, Wales, UKWorking language:
EnglishNumber of places: **10**
Minimum required: **6**

Keywords:

- **apprenticeship**
- **learners' mobility**
- **social and civic competences**

CATEGORY OF THEMES:

Promoting cross border mobility in lifelong learning

WHY?

Education and training in Wales is undergoing significant reform. There is recognition of the importance of developing learners' awareness of the international context that they will be living and working in. The Welsh Baccalaureate, the flagship qualification in Wales, is taken by learners following a wide range of pathways from courses of full-time study to apprenticeships that include work-based learning. There is an appreciation of the benefits to be gained by vocational students from participating in international training placements. There have been impressive outcomes from mobility programmes in schools and colleges in terms of increased employability, raising students' self-esteem, knowledge, motivation and progression into further learning and broadening their horizons. The hosting organisation fforwm represents the further education sector in Wales.

WHAT?

Participants will learn about:

- the organisation of vocational provision for full-time learners in colleges and for learners enrolled in apprenticeship programmes which involve work-based learning;
- the Welsh Baccalaureate qualification as a vehicle for structuring learning for all types of learner in the 14-19 age group;
- how basic skills deficits are addressed, particularly for those wishing to enter employment rather than stay in full-time learning.

HOW?

Participants will:

- receive briefings on various aspects of college and work-based programmes;
- visit a range of institutions that deliver full-time and work-based programmes;
- talk to providers, learners and those responsible for organising programmes including employer-driven organisations.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- owners/managers of SMEs,
- pedagogical or guidance advisers,
- representatives of education and training networks and associations,
- representatives of employers' organisations.

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www.fforwm.ac.uk – www.ntfw.org/ – www.wbq.org.uk/
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CROSS BORDER MOBILITY IN EDUCATION AND VOCATIONAL TRAINING

Cross border mobility – Key for human resources development

Group No: **278**

Type of visit:
Mixed

10/5/2010-14/5/2010
Arad, Romania

Working language:
English

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

Keywords:

- **lifelong learning programme**
- **quality assurance**
- **teachers' and trainers' mobility**

CATEGORY OF THEMES:

Promoting cross border mobility in lifelong learning

WHY?

Arad is the capital city of the county, where all the main education coordinating institutions for the entire county are situated. The subject is relevant because of our successful history with projects financed by the EU which can offer examples of good practice.

WHAT?

Participants will learn about:

- involving students, teachers, parents, community in school development projects;
- solving needs by using EU funds;
- observing successful school projects targeting:
 - a) students from disadvantaged groups: Roma those with special needs, minors from prison, those from families with social economical problems;
 - b) upper gifted students in: sciences, arts, sports, foreign languages, practical technical abilities.

HOW?

Participants will:

- discuss the systems and policies of the local education authorities;
- visit schools which have developed successful projects;
- meet and discuss with principals, managers, project coordinators;
- share their experience on their country education policy and good practice examples.

WHOM?

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

SHORT DESCRIPTION IN THE HOST COUNTRY'S LANGUAGE:

In cadrul vizitei propuse se vor prezenta participantilor exemple de planuri manageriale de dezvoltare institutionala, in care obiectivele strategice sunt orientate spre dezvoltarea resurselor umane. Vor fi prezentate proiecte cu finantare UE, nationala sau locala, implementate la nivelul scolilor, proiecte scrise cu scopul atingerii obiectivelor strategice formulate in planurile manageriale vizand cadre didactice, elevi proveniti din grupuri dezavantajate (rroma, CES, minori aflati in inchisoare, etc.) si elevi supradotati. Cum? Prin prezentari, vizite, discutii directe, dezbateri cu inspectori, directori, elevi, parinti, membri ai comunitatii locale.

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European mobility – European qualification – European employability

Group No: 279

Type of visit:
VET

19/10/2009-22/10/2009
Kungsbacka, Sweden

Working language:
English

Number of places: 15
Minimum required: 7

Keywords:

- learners' mobility
- teachers' and trainers' mobility
- workers' mobility

CATEGORY OF THEMES:

Promoting cross border mobility in lifelong learning

WHY?

Cooperation between European schools, companies and organisations is necessary for developing common courses in VET in European education systems. To open up education and training systems requires recognition, validation and transfer of knowledge. We would like to present and discuss an example of innovation in European mobility, as well as an example for the European accumulation and transfer credit system for vocational education and training (ECVET) linked to a vehicle engineering programme and maintenance of trucks. We also want to show examples of cooperation where local companies offer workplace training for students.

WHAT?

Participants will learn about:

- specific information of VET in the Kungsbacka region;
- how we work in close cooperation with local, regional, national and international companies and branch organisations;
- how we through a Leonardo da Vinci innovation and development project work closely with partners in Europe to improve and develop VET.

HOW?

Participants will:

- study the local education organisation and meet the director of education;
- meet headmasters and teachers from VET;
- talk to representative of schools and training centres, companies and organisations involved in VET;
- talk to students, teachers and members of the Leonardo project organisation;
- visit local and regional SMEs.

WHOM?

- Directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- head teachers, teacher trainers,
- heads of departments,
- owners/managers of SMEs,
- 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:

Under besöket kommer vi att visa upp och redovisa erfarenheter från projektet ECT, European class in trucks maintenance, som är ett Leonardo da Vinci nyskapande utvecklingsprojekt. ECT bygger en gemensam modul för underhåll av tunga fordon som har utvecklingsmellan fordonselever i Kungsbacka, Paris och Barcelona. Inom ECT-projektet är syftet att

- testa modulen/uniten enligt ECVET:s kriterier;
- kvalitetssäkra praktikperioden i modulen;
- testa modulens anpassning i deltagande länders nationella fordonsutbildningar.

Studiebesöket kommer även att fokusera på hur yrkesförberedande program och utbildningar arbetar i samverkan med arbetslivet, bla med arbetsplatsförlagd utbildning.

Studiebesöket kommer även att fokusera på hur yrkesförberedande program och utbildningar arbetar i samverkan med arbetslivet, bla med arbetsplatsförlagd utbildning.

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USE OF EU PROGRAMMES TO INCREASE CROSS BORDER MOBILITY

Cross border mobility in education and vocational training

Group No: **280**

Type of visit:
Mixed

7/12/2009-10/12/2009
Bonn, Germany

Working language:
English

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

Keywords:

- **learners' mobility**
- **teachers' and trainers' mobility**
- **workers' mobility**

CATEGORY OF THEMES:

Promoting cross border mobility in lifelong learning

WHY?

Mobility will remain at the very centre of the lifelong learning programme, which aims to build a skilled workforce across Europe. Organisations work with European partners to exchange best practice, increase staff expertise and develop learners skills.

In Leonardo programmes, organisations can send learners on work placements and staff to work shadow in other European countries.

In Grundtvig, adult learners can attend a European training course and organisations can organise work shadowing in another country. In both cases, organisations can participate in a European partnership to share expertise and experiences.

WHAT?

Participants will learn about:

- use of lifelong learning programme to increase mobility;
- the impact of mobility of actions in Leonardo and Grundtvig;
- quality and special forms of mobility actions practiced in Germany.

HOW?

Participants will:

- visit adult education and vocational training organisations;
- meet experts at the national agency of BIBB;
- meet participants in individual mobility actions.

WHOM?

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

Organiser(s):

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VERWENDUNG DER EU-PROGRAMME ZUR ERHÖHUNG DER GRENZÜBERSCHREITENDEN MOBILITÄT

Grenzüberschreitende Mobilität in der Berufsbildung

Gruppennummer: **281**

Art des Besuches:
Berufsbildung

14/4/2010-16/4/2010
Graz, Österreich

Arbeitssprache:
Deutsch

Anzahl der Teilnehmerplätze: **20**
Erforderliche Mindestanzahl: **8**

Schlüsselwörter:

- **muttersprachliche Kompetenz**
- **Schlüsselkompetenzen**
- **Sprachkenntnisse**

THEMENBEREICHE:

Förderung der grenzüberschreitenden Mobilität im Bereich des lebenslangen Lernens

WARUM?

Durch die berufliche Mobilität werden sprachliche, fachliche und interkulturelle Kompetenzen erweitert und somit die Entwicklung und Beschäftigungsfähigkeit jedes Einzelnen gefördert. Der Studienbesuch findet in Graz statt, wo zahlreiche innovative Mobilitätsprojekte – mit Berücksichtigung junger Menschen mit Benachteiligungen – initiiert werden. Das Unterrichtsministerium und die Nationalagentur LLL Österreich kooperieren im Bereich der Förderung von Mobilitätsinitiativen und stellen in diesem Studienbesuch Modelle zur Unterstützung von Mobilitätsmaßnahmen vor.

WAS?

Der Studienbesuch zeigt auf, welche Initiativen und Maßnahmen gesetzt werden, um die Mobilität in Europa zu fördern. Diskutiert wird:

- Welche Faktoren beeinflussen die Mobilitätsbereitschaft?
- Wie wird eine Intensivierung der beruflichen Mobilität erreicht?
- Wie kann eine Verbreitung interkultureller Kompetenzen unterstützt werden?
- Wie wird Akteuren in der beruflichen Bildung die Bedeutung der Internationalisierung in der Berufsbildung vergegenwärtigt?
- Wie wirkt sich berufliche Mobilität auf die Entwicklung und die Persönlichkeit des Individuums aus?
- Wie können Politik und Unternehmen Mobilität fördern?

WIE?

Die TeilnehmerInnen werden:

- Institutionen besuchen, die Erfahrungen im Bereich internationaler Berufsmobilität aufweisen;
- erfolgreiche Projekte kennen lernen, die Rahmenbedingungen für grenzüberschreitende Mobilität fördern und mit nationalen und Gemeinschaftsmitteln unterstützt werden;
- die ProMobility Plattform sowie EUROPASS und der Nationale Qualifikationsrahmen kennen lernen.

WER?

- Leiter von Bildungs- und Berufsbildungseinrichtungen und -anbietern,
- Bildungs- und Berufsbildungsinspektoren,
- Schulleiter, Lehreraus- und -fortbilder,
- Bildungs- oder Berufsberater,
- Vertreter von Bildungs- und Berufsbildungsnetzwerken und -vereinigungen.

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www.berufsbildendeschulen.at – www.pro-mobility.net – www.adam-europe.eu

USE OF EU PROGRAMMES TO INCREASE CROSS BORDER MOBILITY

Improving the quality of education and training through mobility

Group No: 282

Type of visit:
Mixed10/5/2010-14/5/2010
Konya, TurkeyWorking language:
EnglishNumber of places: 15
Minimum required: 8

Keywords:

- **learners' mobility**
- **lifelong learning programme**
- **teachers' and trainers' mobility**

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<http://konya.meb.gov.tr>**CATEGORY OF THEMES:**

Promoting cross border mobility in lifelong learning

WHY?

The coordination unit of European Union projects in the Konya Provincial Directorate of National Education coordinates Comenius, Leonardo da Vinci, Grundtvig and Youth projects since 2005. The number of projects has grown from four in 2005 to 72 in 2008. The projects have made a great contribution to education and training activities in the province. We would like to share our knowledge preparing projects, their contribution to education and training activities and their general impact in our city.

WHAT?

Participants will learn about:

- Mevlana, a famous thinker and one of the first humanists in world history, and his education philosophy;
- the education and training system of Turkey and the current education situation in Konya province;
- how to prepare projects and promote them in the city and region;
- how we work together with different organisations from several sectors;
- integration of the project results into the curriculum;
- experience of European projects in the province.

HOW?

Participants will:

- participate in a seminar on Mevlana;
- visit a primary and secondary school, an adult education and training centre and vocational secondary schools implementing European projects;
- attend a preparatory seminar on preparing LLP and Youth projects;
- visit Selcuk University, NGOs, Metropolitan Municipality, and Chambers of Industry and discuss their cooperation with educational institutions in the projects.

WHOM?

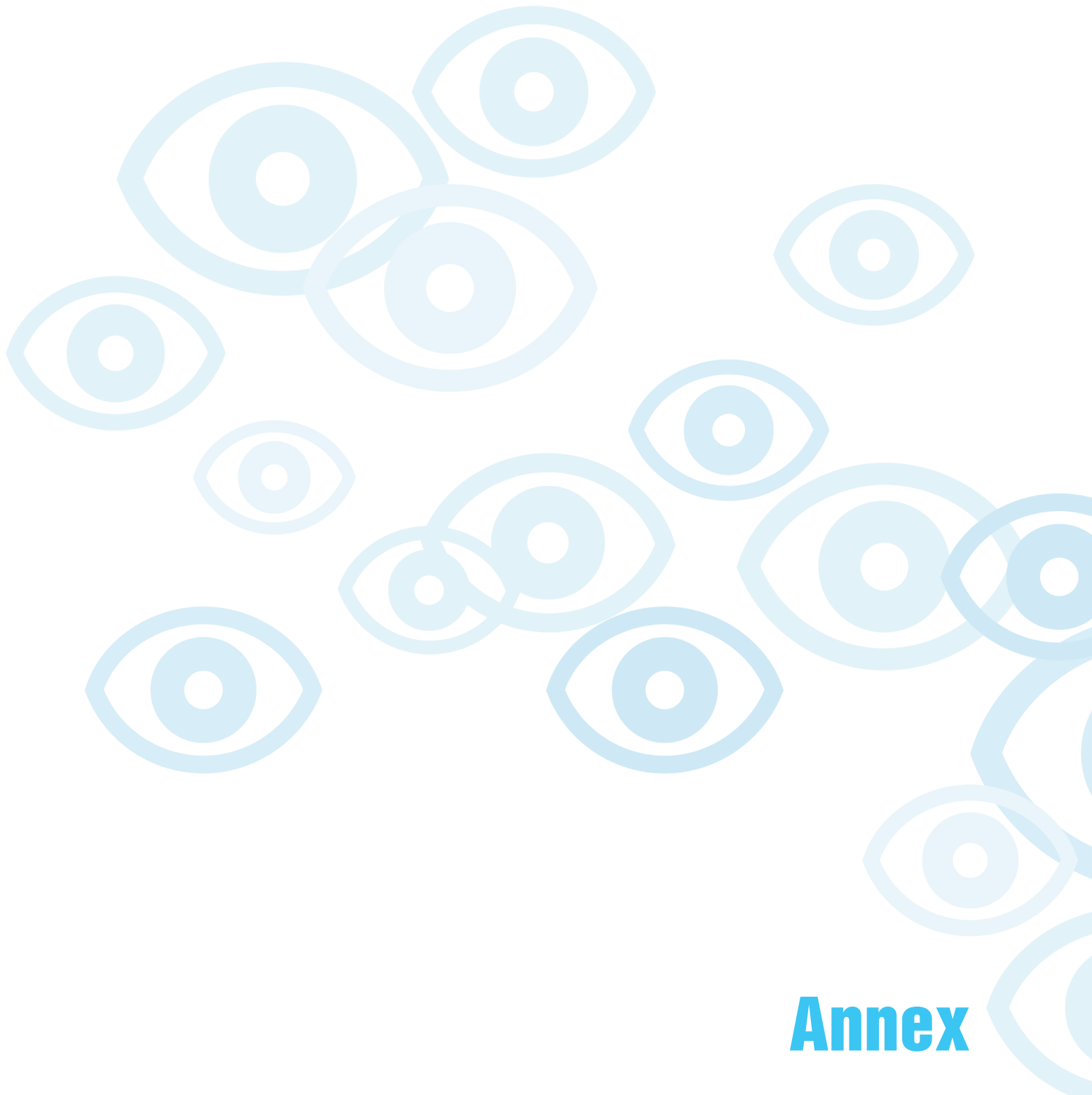
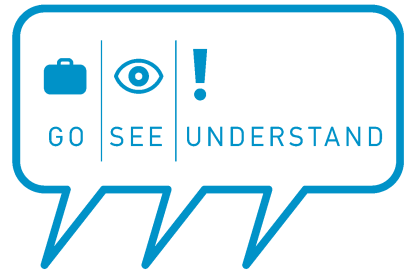
- Company training managers,
- directors of education and vocational training institutions, centres or providers,
- directors of guidance centres,
- directors of validation or accreditation centres,
- educational and vocational training inspectors,
- head teachers, teacher trainers,
- heads of departments,
- human resource managers,
- owners/managers of SMEs,
- 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:

Konya genelinde 2005 yılında 4, 2006 yılında 9, 2007 yılında 42 ve 2008 yılında 72 proje kabul edilmiştir. 2009/2010 Çalışma Ziyareti kapsamında projelerde edindiğimiz bilgi, deneyim ve AB Projelerinin kazandırdıkları misafirlerimizle paylaşmak ve onların deneyimlerinden de istifade etmek istemekteyiz. Bununla birlikte ilimizin simgesi Mevlana ile ilgili çeşitli konular üzerinde, bilhassa Mevlana'nın eğitim felsefesi konusunda çeşitli çalışmalar yapmayı planlamaktayız.

WWW.

www.mevlana800.info/ – <http://konya.meb.gov.tr> – <http://konyaab.org> – <http://kso.org.tr>
<http://kto.org.tr>



Annex

Categories of themes

1. Key competences for all

1.1. Description

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

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

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

Five of these competences (literacy in reading, mathematics and science, language skills, learning to learn skills, ICT skills and civic skills) were identified as part of the framework of indicators for monitoring progress towards the Lisbon goals.

Those attending study visits on this theme will get acquainted with measures taken by participating countries to develop key competences for young people and adults such as:

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

1.2. List of topics for study visits

- Increasing literacy and numeracy levels
- Language teaching and learning
- Use of ICT in learning
- Developing entrepreneurship
- Strengthening intercultural education
- Active citizenship
- Developing creativity in learning and teaching

1.3. Keywords

- communication in the mother tongue;
- communication in foreign languages;
- mathematical competence;
- competences in science and technology;
- digital competence;
- learning to learn;
- social and civic competences;
- cultural awareness and expression;
- curriculum;
- extra-curricular activities;
- adult learning;

- young people;
- personalised learning;
- student assessment.

1.4. Selected sources on policy at EU level

Key competences: http://ec.europa.eu/education/policies/2010/objectives_en.html#basic

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

The Programme for International Student Assessment (PISA): http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html

The Trends in International Mathematics and Science Study (TIMSS): <http://nces.ed.gov/timss/>

The Progress in International Reading Literacy Study (PIRLS): <http://nces.ed.gov/Surveys/PIRLS>

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

2.1. Description

The Education and training 2010 work programme includes several measures and initiatives to achieve the three broad objectives to improve European education and training systems, agreed by the Stockholm European Council in 2001:

- improving the quality and effectiveness of European education and training systems;
- easing access of all to education and training systems; and,
- opening education and training systems up to the wider world.

These objectives are, in turn, an elaboration of the wider European goals established in the Lisbon strategy on sustainable economic growth with more and better jobs and greater social cohesion, adopted in 2000. In spite of several positive developments in education and training in Member States most benchmarks adopted by the Council for 2010 will not be achieved. Consequently, the 2008 Spring European Council urged Member States to take action to reduce substantially the number of early school leavers and young people who cannot read properly. Action was also requested to attract more adults especially low-skilled and older workers to education and training, to improve achievement levels of learners with a migrant background or from disadvantaged groups as well as further ease geographic and occupational mobility. Therefore access, equity, quality and efficiency of education and training systems needed to improve.

Access, equity, quality and efficiency include the following:

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

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

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

Adult learning has a key role to play in responding to social exclusion. Member States should implement efficient adult learning systems that provide adults with key competences and increased labour market access. Education and training can contribute to overcoming socio-economic disadvantages, but it may also perpetuate it.

Equity: all students should have an equal chance to succeed; success should not be dependent on circumstances outside the control of the pupil or student, such as the financial position of the family, parental education, parental occupational status, geographic location, ethnic and racial identity, gender and disability. At compulsory school level, the possibility for pupils who drop out of school to get a ‘second chance’ to learn has also received considerable attention. The role of initial vocational training in equipping these pupils with skills, knowledge and qualifications is important for their integration into society. More initiatives are still needed in most Member States to reduce the number of early school leavers and fight inequity due to socioeconomic disadvantages.

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

Efficiency: Key measures to improve institutional efficiency and adaptability to shifting educational and training demands and labour market needs are: decentralisation (including reforms to allow room for institutions’ own educational initiatives); deregulation; monitoring achievements through indicators on educational efficiency; mapping skills gaps and anticipating skills needs. Building a culture of evaluation into education and training systems to explore how resources (investments from the public and private sectors) can be used (more) efficiently is also essential.

Study visits will present developments and measures on the following:

- (a) developing and implementing measures to improve access to education and training for disadvantaged groups;
- (b) designing and carrying out activities to achieve equity;
- (c) designing and implementing measures to increase quality of education and training provision;
- (d) evaluating and analysing education and training systems efficiency.

2.2. List of topics for study visits

- Early learning opportunities
- Personalised learning approaches
- Measures to prevent early school leaving
- Equal opportunities for disadvantaged groups
- Quality assurance mechanisms in schools and training institutions
- Measures to improve efficiency in education and training institutions

2.3. Keywords

- education and training attainment;
- drop-outs;
- special needs;
- gender equity;

- migrants and minorities;
- older workers;
- adult learning;
- social inclusion;
- evaluation (school or institution);
- financing.

2.4. Selected sources on policy at EU level

Efficiency and equity in European education and training systems:

http://ec.europa.eu/education/policies/2010/back_gen_en.html

Communication from the Commission, to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Improving competences for the 21st Century:

An Agenda for European Cooperation on Schools: http://ec.europa.eu/education/school21/com425_en.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

3. Keeping teaching and training attractive and improving leadership

3.1. Description

Raising the quality of teaching and training across Member States is an important goal of the Education and training 2010 work programme. Increasingly, teachers and trainers must develop new skills and competences, to face the challenges associated with increasing autonomy of education and training institutions and students. Use of new technologies and the necessity to pay attention to individual learning needs are other demands for teachers and trainers. In-service training for teachers is only compulsory in 11 Member States.

Demands faced by teachers are also increasing because of stress, and aggressive behaviour in the classroom, as cited in the Commission's working paper on 'Schools for the 21st Century', all of which have a negative impact on job performance and satisfaction and can lead to educators leaving their profession prematurely.

Many older teachers are expected to retire soon, which means that the teaching and lifelong learning profession must be made more attractive, with careful attention paid to recruiting new teachers and retaining existing ones. Member States face both a challenge – to replace the experience that is being lost, and an opportunity - to invest in the initial training of a new wave of teachers and improve the skills of existing teachers and teaching leaders.

Improving the quality of school leadership, and promoting cooperation between educational leaders, is also vital for raising the quality of education as a whole. In 2007, the European Council emphasised the importance of access to high quality training in school leadership and management. It is also hoped that educational leaders will be able to work together to address common challenges faced by European educational systems.

European cooperation is governed by a voluntary process known as the open method of coordination. Since 2004, common principles for teacher competences and qualifications have been agreed at European level, emphasising the importance of a highly qualified workforce, continuous professional development, teacher mobility and partnerships between teachers and other agencies, to Member State policy-makers. In 2007, the Council of Ministers reiterated the importance of improving the quality of teacher education, equipping teachers with leadership skills, and providing support to make teaching a more attractive career choice. Actors concerned by these developments include institutions responsible for teacher training and recruitment; leaders of schools and educational providers; bodies responsible for teacher registration, inspection and quality; social partners such as trade unions; as well as national and local policy-makers.

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

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

3.2. List of topics for study visits

- Teachers' and trainers' initial training, recruitment and evaluation
- Teachers' and trainers' continuing professional development
- Leadership and management in schools and training providers

3.3. Keywords

- teachers' and trainers' retention;
- teachers' and trainers' competences;
- teachers' and trainers' qualifications;
- leadership and management;
- teachers' and trainers' mobility;
- status of teachers and trainers;
- quality assurance.

3.4. Selected sources on policy at EU level

Commission Staff Working Paper (SEC(2007)1009): Schools for the 21st Century
http://ec.europa.eu/education/school21/consultdoc_en.pdf

Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 15 November 2007, on improving the quality of teacher education:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:EN:PDF>

DG EAC: Common European Principles for Teacher Competences and Qualifications:
http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

Professionalisation of VET teachers for the future (Cedefop, 2004): http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007):
http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

4. Education and training for employability

4.1. Description

To find and secure employment, people require skills that match labour market needs. Businesses need skills to compete, research, innovate and grow. Key European documents acknowledge the crucial role education and training plays.

However, low levels of educational attainment and insufficient skills exclude large numbers of young people from the labour market. Economic restructuring and changing skill needs are a risk to job security. People need the chance to upgrade and develop new knowledge, skills and competences at different stages in their lives. This is particularly important for people in precarious jobs, those who risk losing their jobs or are jobless, those who are older, the low qualified, those with migrant backgrounds or people with disabilities.

Although Europe has not yet reached its employment targets and economic trends are not particularly favourable, some countries already have skills shortages. In the near future, Europe, potentially, faces a major skills problem. Increased life expectancy and declining birth rates bring fewer young people into the labour market and longer working lives. In 2020, 50 % of all jobs are expected to require medium, around 31.5 % high level, whereas the demand for low qualifications will fall from a third in 1996 to around 18.5 %. The skills in many current jobs will change and require people to update them continuously, in other cases people will need to adapt to new jobs.

Initial education and training provides the skills-base to build on. The knowledge, skills and competences people acquire can help them move successfully into employment and also adjust to new requirements, working methods and jobs that are yet unknown.

Close cooperation with enterprises can make education and training more relevant to the world of work. Learning at the workplace can help encourage learners, who would otherwise leave prematurely, to continue their education and training. In a globalised and more mobile labour market, people also require linguistic and cultural skills to succeed. Lacking occupational language skills, for instance, might make it difficult for migrants to find (adequate) jobs or small and medium-sized enterprises to succeed internationally.

To choose adequate education and training programmes and jobs, information on the skills enterprises are looking for and guidance that considers an individual's competences and needs are prerequisites. To encourage people to (re)enter learning and to save time and costs, it is also important that education and training institutions and employers value the knowledge, skill and competences people have acquired at work, in voluntary activities or their family lives.

Ensuring skills development is also part and parcel of flexicurity. The idea is to ensure people stay in or easily find employment though they might need to move from one job to another or take career breaks. This requires comprehensive lifelong learning strategies that cover all levels and sectors of education and link education and training, employment, economic and social policies. Such strategies are not yet in place in all countries.

Helping to ensure people's employability is at the heart of many joint initiatives between the European Commission and countries as well as the European social partners. The main policy initiatives at European level include:

Key competences for lifelong learning: the Council of the European Union and the European Parliament recommended Member States⁽¹⁾ to enable learners to acquire key competences that will help them adapt to changing labour market demands and contribute actively to society.

Vocational education and training (VET): signed in 2002 in the wake of the Lisbon strategy and cooperation in education and training, the **Copenhagen declaration** formed the starting point for closer cooperation of the Commission, Member States and European social partners in VET. VET plays a key role in ensuring lifelong learning and supplying a skilled workforce relevant to the labour market. The Copenhagen process aims to make lifelong learning more easily accessible and to promote educational, occupational and geographical mobility. It triggered significant innovations with a direct or indirect effect on improving employability such as: common principles to increase transparency of qualifications, quality assurance in VET, lifelong guidance and validation of non-formal and informal learning.

As follow up, the **Helsinki communiqué on improved European cooperation in VET** from 2006 further sets out that initial and continuous VET should provide a broad knowledge and skills base relevant to labour market requirements, to improve employability.

Higher education: the **Bologna process** aims to create a European higher education area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. The **Bologna process** proposed adopting a system essentially based on three cycles

⁽¹⁾ Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006/962/EC): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF>

(bachelor-master-doctorate). The degree awarded after the first cycle shall be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

Adult learning: conclusions of the Council on adult learning (2008) stress it is vitally important both for employability and social inclusion that adults continue to learn and adapt to change: ongoing upskilling, reskilling and further development of competences are essential prerequisites for active participation in society.

Improving monitoring and **forecasting skill demand and supply** in Europe is part of the Council resolution on new skills for new jobs ⁽²⁾. The European Commission will present a specific **communication on new skills for new jobs** in December 2008. Its purpose is to provide an assessment of future developments of labour and skills requirements, as well as labour supply up to 2020. The communication should recommend development of an EU capacity to anticipate and match labour market and skills needs.

Flexicurity strikes a balance between flexibility and security on the labour market and helps both employees and employers seize the opportunities globalisation offers. The common principles of flexicurity are: comprehensive lifelong learning strategies; effective active labour market policies; ease upward mobility and between unemployment or inactivity and work; continuous upgrading of skills.

To meet the challenge of employability, links between VET and higher education become increasingly important in a lifelong learning setting. The possibility to access tertiary education is a major motivational factor for the learner to engage in VET. Member States have started to engage in bringing higher education and VET systems closer to one another.

The **European social partners** have developed their own framework of actions for lifelong learning competence development and qualifications, but are also partners in the Commission's and countries' efforts to make VET in Europe better and more attractive.

Study visits will present developments and measures on education and training for employability:

- (a) education and training's contribution to improving knowledge, skills and competence for the labour market;
- (b) analysing emerging skills needs and gaps in EU Member States labour markets and developing policies to address these;
- (c) designing and implementing activities such as transition from education and training to work, occupational guidance and workplace learning to increase employability.

4.2. List of topics for study visits

- Transition from education and training to the world of work
- Workplace learning
- Integration of disadvantaged groups into the labour market
- Increasing attractiveness of VET
- Social partners contribution to meet the challenge of employability
- Skills analysis and mismatch
- Flexicurity in the labour market

4.3. Keywords

- lifelong guidance;
- language skills;
- validation of non formal and informal learning;
- apprenticeship;
- entrepreneurship;

⁽²⁾ Council Resolution of 15 November 2007 on the new skills for new jobs. (2007/C 290/01): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:290:0001:0003:EN:PDF>

- workplacement;
- key competences;
- older workers;
- adult learning.

4.4. Selected sources on policy at EU level

Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning (2006): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0033:FIN:EN:PDF>

Entrepreneurship and SME policy projects:

http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm

Communication from the Commission to the Council, the European Parliament, the European economic and social committee and the Committee of the regions, Action Plan on Adult learning 'It is always a good time to learn' (2007): http://ec.europa.eu/education/policies/adult/com558_en.pdf

Communication from the Commission 'Adult learning: It is never too late to learn' (2006): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>

Career development at work - A review of career guidance to support people in employment (2008): http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf

Communication from the Commission to the spring European Council Integrated guidelines for growth and jobs (2008-2010): http://ec.europa.eu/growthandjobs/pdf/european-dimension-200712-annual-progress-report/200712-annual-report-integrated-guidelines_en.pdf

Towards Common Principles of Flexicurity: more and better jobs through flexibility and security – Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (2007): http://ec.europa.eu/employment_social/employment_strategy/flexicurity%20media/flexicuritypublication_2007_en.pdf

Helsinki Communiqué on Enhanced European Cooperation in Vocational Education and Training: http://ec.europa.eu/education/policies/2010/doc/helsinkicom_en.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

5. Implementing common European tools, principles and frameworks for lifelong learning

5.1. Description

To promote the mobility of European citizens as well as their qualifications and learning achievements, several common tools, principles and frameworks have been or are being developed at European level to reach the Lisbon goals⁽³⁾. They all aim to strengthen European cooperation and improve transparency, recognition and quality assurance in all sectors of education and training.

The European qualifications framework (EQF) is a common European reference framework which links countries' qualifications to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and lifelong learning. More and more European countries are developing and implementing national qualifications frameworks (NQF) which are closely – although not exclusively - related to EQF.

⁽³⁾ Education and training 2010 work programme (contribution to the Lisbon strategy): http://eur-lex.europa.eu/pri/en/oj/dat/2002/c_142/c_14220020614en_00010022.pdf

Governments are interested in developing overarching frameworks to incorporate qualifications that represent learning outcomes from different fields, for example school, work, higher education and adult learning. These new frameworks are often linked to lifelong learning strategies and intended to open up informal learning, or experience, that learners wish to have recognised. Common European principles and guidelines for validation of non-formal and informal learning ⁽⁴⁾ were set in 2004 as a guide and common reference point for development and implementation of methods and systems for validation in the Member States.

The EQF also serves as a common European reference point for those international sector organisations that wish to develop their own qualifications across countries. This may also help to link the long-term skills demand of the labour market with education and training policies to adapt to change and restructuring brought about by globalisation.

Europass ⁽⁵⁾ is a tool to make citizens' knowledge, skills and qualifications clearly and easily understood, and foster mobility in Europe. It consists of five documents: curriculum vitae, language passport, Europass mobility, certificate supplement and diploma supplement.

Transparency of qualifications and recognition of learning outcomes is further supported by tools that help learners transfer credits gained during learning periods in their own country or abroad. These are: the **European credit transfer and accumulation system** (ECTS) for higher education and the **European credit system for vocational education and training** (ECVET) ⁽⁶⁾.

High quality of education and training systems in the EU is pivotal to the success of Europe's economy. European cooperation on quality assurance has led to the **European quality assurance reference framework** ⁽⁷⁾ for VET while common standards for higher education have already been developed.

Lifelong guidance is important to support citizens to formulate personal actions plans for further learning, career management and other life goals. There are common aims and principles as well as European instruments ⁽⁸⁾ for reviewing **lifelong guidance** provision.

Study visits will present European tools, principles and frameworks for lifelong learning such as:

- (a) developing and implementing qualifications frameworks with reference to the EQF;
- (b) promoting Europass and its use by education and training institutions, guidance and employment services and citizens;
- (c) designing and implementing quality assurance frameworks inspired by the European quality assurance reference framework;
- (d) tools for credit transfer to promote mobility of learners;
- (e) principles for recognising non-formal and informal learning;
- (f) providing lifelong guidance services.

5.2. List of topics for study visits

- National and sectoral qualifications frameworks linked to EQF
- Tools to promote transparency of qualifications and mobility of citizens
- Quality assurance systems, frameworks and approaches
- Credit transfer between different contexts

⁽⁴⁾ Conclusions of the Council and of the representatives of the Governments of the Member States meeting within the Council on common European principles for the identification and validation of non-formal and informal learning (May 2004) http://ec.europa.eu/education/policies/2010/doc/validation2004_en.pdf

⁽⁵⁾ Visit the Europass website: <http://europass.cedefop.europa.eu>

⁽⁶⁾ Recommendation of the European Parliament and of the Council on the establishment of the European Credit system for Vocational Education and Training (ECVET) [SEC(2008) 442, SEC(2008) 443] <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0180:FIN:EN:PDF>

⁽⁷⁾ Proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training [SEC(2008) 440] [SEC(2008) 441] <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:EN:PDF>

⁽⁸⁾ 'Improving lifelong guidance policies and systems. Using common European reference tools' (Cedefop, 2005).

- Validation of non-formal and informal learning
- Lifelong guidance services

5.3. Keywords

- European credit system for vocational education and training (ECVET);
- European credit transfer system (ECTS);
- Europass;
- workers' mobility;
- learners' mobility;
- teachers' and trainers' mobility;
- adult learning;
- young people;
- disadvantaged groups;
- learning outcomes.

5.4. Selected sources on policy at EU level

Supporting citizens' mobility and lifelong learning (EQF, Europass, ECTS, ECVET, lifelong guidance):

http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

European Qualifications Framework (EQF):

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

European Quality Assurance Reference Framework:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:EN:PDF>

Quality Assurance in Higher Education:

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf>

European network for quality assurance in VET: <http://www.enqavet.eu>

Establishing and developing national lifelong guidance policy forums. A manual for policy-makers and stakeholders (Cedefop, 2008):

http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf

From policy to practice. A systemic change to lifelong guidance in Europe (Cedefop, 2008):

http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_en.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

6. Trends and challenges in lifelong learning strategies

6.1. Description

Education and training are crucial for economic and social change. The flexibility and security needed to achieve more and better jobs depend on ensuring that all citizens acquire key competences and update their skills throughout their lives. Lifelong learning supports creativity and innovation and enables full economic and social participation. That is why EU Member States and the European Commission have in recent years greatly strengthened their political cooperation through the Education and training 2010 work programme, aimed at achieving the Lisbon goals and promoting lifelong learning. The programme integrates previous actions in education and training at European level, including vocational education and training under the Copenhagen process, and links to the Bologna process, which is crucial for developing an European higher education area.

The Education and training 2010 work programme uses the open method of coordination (OMC) as a strategic framework of cooperation between the Commission and Member States. The OMC is a way of spreading knowledge of best practice and achieving greater convergence towards the main EU goals by:

- identifying and defining jointly the objectives to be reached;
- commonly defining benchmarks and indicators enabling Member States to know where they stand and to assess progress towards the set objectives;
- ways to stimulate exchange and dissemination of good practice, such as peer learning activities.

Exchanging information on different policy options can help advance reforms in national education and training systems and, with other common learning activities, further progress towards the common objectives and benchmarks for lifelong learning.

Most countries have made progress in defining unified and overarching lifelong learning strategies. Within such frameworks, progress is evident in preprimary education, validation of non-formal and informal learning and most notably in national qualifications frameworks (NQFs) being developed by most EU Member States in response to the EQF based on learning outcomes.

Despite progress in the above areas, the following challenges need to be addressed to achieve overarching lifelong learning strategies.

Coherent and comprehensive lifelong learning strategies integrating education, higher education, adult learning and VET still need to be implemented. A holistic approach connecting lifelong learning and VET with other policy areas such as macroeconomics, employment, competition, enterprise, research and innovation, and social policies is crucial.

One of the most important challenges for NQFs is whether they will be able to operate as instruments for integration, making it possible to create learning pathways across education and training sectors and build on learning outcomes acquired in non-formal and informal settings, including at the workplace.

Adult participation in lifelong learning is still far from achieving the EU benchmark. Increased efforts are required to update their skills at various stages of their lives, broadening their access to education and training and have their learning valued, strengthening the quality of provisions and to achieve flexibility and security across the labour market.

Low levels of educational attainment and insufficient skills are major factors of social exclusion and poor labour market performance. This is especially true for older workers, low-skilled and other disadvantaged groups (such as migrants) who risk losing or cannot find a job. Demographic and labour market trends will lead to increased demand for high skills and fewer opportunities for the low skilled. To face this challenge, further investment in human and social capital is needed and increased participation in lifelong learning encouraged.

Study visits will present developments on:

- (a) reforms in education and training, policy measures for implementing integrated lifelong learning strategies;
- (b) policy measures to increase adult participation in lifelong learning;
- (c) implementation of flexible learning pathways and transition between different parts of national systems.

6.2. List of topics for study visits

- Reforms in national education and training systems
- Developing links between VET and higher education
- Implementation of flexible learning pathways
- Increasing adult participation in education and training.

6.3. Keywords

- adult learning;
- older workers;
- low skilled;
- migrants;
- validation of non-formal and informal learning;
- learning outcomes;

- national qualifications frameworks;
- European credit system for vocational education and training (ECVET);
- European credit transfer system (ECTS);
- European qualifications framework (EQF).

6.4. Selected sources on policy at EU level

European strategy and co-operation in education and training:

http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

Draft 2008 joint progress report of the Council and the Commission on the implementation of the 'Education & Training 2010' work programme 'Delivering lifelong learning for knowledge, creativity and innovation': http://ec.europa.eu/education/policies/2010/natreport08/council_en.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Adult learning: It is never too late to learn, Commission Communication (October 2006):

http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

Education and training 2010 – diverse systems, shared goals:

http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm

7. Development of learning communities, involving all actors in education and training

7.1. Description

European education and training fulfils several important roles in our society. In addition to providing learners with the knowledge, skills and competences they need to exercise a job or profession, it also helps develop competences important for people's family and social lives.

Opening up education and training systems to the wider world is one of the three strategic objectives of the work programme European Education Ministers agreed to help make Europe a knowledge-based society (Lisbon strategy). In its communication on *Improving competences for the 21st Century: an agenda for European cooperation on schools*, the European Commission stresses the importance of 'school communities' which include partnerships with agencies, organisations and other actors outside the 'classic' school environment.

This makes education and training institutions more accountable to partners and enables representatives of the labour market, families, civic and environmental organisations and learners to work together to decide on intended learning outcomes, content and suitable forms of learning. Parents' participation is also highly important, as it helps stimulate educational success and school improvements. Education and training institutions may contribute also to the prevention of, and the fight against, all forms of violence on children and young people and to attain a high level of health protection, well-being and social cohesion.

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

- (a) incentives and initiatives developed at national and regional levels for education and training institutions to cooperate with external partners, including parents, municipalities, enterprises, social partners, NGOs, etc.;
- (b) national, regional and local examples of participative governance and evaluation of education and training institutions.
- (c) initiatives to prevent violence on children and young people.

7.2. List of topics for study visits

- Cooperation between education and training institutions and local communities;
- Parents and social partners roles in governance;
- Schools and communities roles to prevent violence.

7.3. Keywords

- evaluation (school or institution);
- autonomy (school or institution);
- parents involvement;
- bullying;
- social partners;
- school environment;
- financing.

7.4. Selected sources on policy at EU level

Communication from the Commission, to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Improving competences for the 21st Century: An Agenda for European Cooperation on Schools: http://ec.europa.eu/education/school21/com425_en.pdf

Commission Staff Working Paper (SEC(2007)1009): Schools for the 21st Century: http://ec.europa.eu/education/school21/consultdoc_en.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Council of the European Union. Conclusions on the future priorities for enhanced European cooperation on Vocational Education and Training (VET). (Review of the Council conclusions of 15 November 2004) (2006/C 298/05): http://ec.europa.eu/education/policies/2010/doc/council13832_en.pdf

The Helsinki communiqué on enhanced European Cooperation in Vocational Education and Training: communiqué of the European Ministers of Vocational Education and Training, the European Social partners and the European Commission convened in Helsinki on 5 December 2006 to review the priorities and strategies of the Copenhagen Process. Brussels: European Commission, 2006: http://www.minedu.fi/export/sites/default/vet2006/pdf/Helsinki_Communique_en.pdf

8. Promoting cross border mobility in lifelong learning

8.1. Description

Constructing a genuine European area of education is a priority for the European Union, both for cultural and economic reasons. The mobility of citizens, especially as part of education and training, helps promote a feeling of belonging to Europe, developing European awareness and emergence of European citizenship. More practically, it allows young people to improve their personal skills and employability, and teachers and trainers to broaden their experience and improve their skills. Finally, in an international economy, the ability to educate oneself and work in a multilingual environment is essential for the competitiveness of the European economy.

Mobility is a key objective of the Education and training 2010 work programme as it helps create a European area of education and training and plays an essential part in achieving the Lisbon goals ⁽⁹⁾.

The 2006 **European quality charter for mobility** is the quality reference document for education and training stays abroad. It complements the 2001 recommendation on mobility for students, persons engaged in training, volunteers, teachers and trainers. The charter, agreed by Member States, provides guidance on mobility arrangements for learning or other purposes, such as professional improvement, to both young people and adults.

⁽⁹⁾ Education and training 2010 work programme (contribution to the Lisbon strategy): http://eur-lex.europa.eu/pri/en/oj/dat/2002/c_142/c_14220020614en00010022.pdf

The European Commission launched in 2007 the new **lifelong learning programme**. It replaced previous education, vocational training and e-learning programmes, which ended in 2006 enabling the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes to continue.

The programme supports exchanges and connections between people, institutions and countries. For example student exchanges, in-service training courses in school or adult education and participation in specific short internships for vocational students in companies in another country apply to individuals. Exchanges between institutions include developing partnerships between schools in different countries, joint projects run by universities to develop joint curricula, short-term intensive programmes or establish thematic networks in different disciplines. Connections between countries include study visits for regional and national administrators in education, training and guidance, networks of national experts or publication of comparable statistics on education and training systems.

A high level expert forum on mobility was initiated by the European Commission and in July 2008 it recommended radically increasing mobility opportunities for young people in the mid-term.

By 2020 at least 50% of all young people should be able to engage in some form of cross border mobility at some point.

This offer should be irrespective of their social background and cover a wide range of learning contexts including school, university and vocational training as well as other formal and informal learning environments.

The forum called for strategic action to eliminate barriers to mobility, ensure quality and exchange good practices. The Commission and Member States should work with regions, European networks of companies, foundations and European professional associations supporting development of learning mobility.

In addition to the above initiatives, common tools are being developed for transparency of qualifications and improve mobility across different countries and systems in Europe. These include the European qualifications framework for lifelong learning (EQF); the European credit system for vocational education and training (ECVET); the European credit transfer and accumulation system (ECTS) and Europass.

Study visits will present developments and measures on implementing mobility in lifelong learning such as:

- (a) initiatives and projects which promote the widest access to mobility for individuals;
- (b) initiatives to make qualifications more readable and understandable across different countries and systems in Europe;
- (c) new approaches to simplify validation and recognition of knowledge, skills and competences acquired during mobility;
- (d) promoting Europass and its use by education and training institutions, employment services and citizens;
- (e) tools for transfer and recognition of learning outcomes to ease mobility of learners.

8.2. List of topics for study visits

- Cross border mobility in education and vocational training
- Use of EU programmes to increase cross border mobility

8.3. Keywords

- workers' mobility;
- learners' mobility;
- teachers' and trainers' mobility;
- lifelong learning programme;
- transparency of qualifications;
- Europass;
- European credit system for vocational education and training (ECVET);
- European credit transfer system (ECTS);

- European qualifications framework (EQF);
- language skills;
- cultural awareness.

8.4. Selected sources on policy at EU level

The European quality charter for mobility:

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:EN:PDF>

Report of the high level expert forum on mobility 'Making learning mobility an opportunity for all':

http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf

Supporting citizens' mobility and lifelong learning (EQF, Europass, ECTS, ECVET, lifelong guidance):

http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

The new lifelong learning programme (2007-2013)

http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Categorías de temas

1. Competencias fundamentales para todos

1.1. Descripción

La Recomendación del Parlamento Europeo y del Consejo sobre las competencias fundamentales para el aprendizaje permanente (2006) establece un marco que combina los conocimientos, las capacidades y las actitudes que todos necesitamos para la realización personal, la ciudadanía activa, la inclusión social y el empleo. Se trata de una herramienta de referencia para respaldar a los responsables de la formulación de políticas, las instituciones de educación y formación, los agentes sociales y los propios alumnos.

Las competencias fundamentales constituyen una prioridad para todos los grupos de edad. Los jóvenes deben haber adquirido estas competencias al final de su educación y formación inicial para enfrentarse a la vida adulta, como punto de partida para el aprendizaje permanente y la vida laboral. Los adultos han de desarrollar y actualizar estas competencias fundamentales a lo largo de la vida con el fin de adaptarse con flexibilidad a un mundo sujeto a rápidos cambios.

Las competencias fundamentales son las siguientes: comunicación en la lengua materna, comunicación en lenguas extranjeras, competencias en matemáticas, ciencia y tecnología, competencia digital, la capacidad de aprender a aprender, competencias sociales y cívicas, espíritu emprendedor, y la expresión cultural.

Cinco de estas competencias (competencia lectora, competencia en matemáticas y ciencias, competencias lingüísticas, la capacidad de aprender a aprender, la competencia digital y las competencias cívicas) forman parte del marco de indicadores que permite valorar los progresos alcanzados respecto a los objetivos de Lisboa.

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, tales como:

- (a) políticas nacionales, regionales y locales que tienden a incrementar el nivel de competencias fundamentales;
- (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 adquisición de competencias fundamentales;
- (d) nuevos enfoques en la organización del aprendizaje y la enseñanza;
- (e) innovaciones en métodos, materiales didácticos o técnicas de evaluación.

1.2. Lista de temas para las visitas de estudio

- Incremento de los niveles de competencia lectora y matemática.
- Enseñanza y aprendizaje de idiomas.
- Uso de TIC en el aprendizaje.
- Desarrollo del espíritu emprendedor.
- Fomento de la educación intercultural.
- Ciudadanía activa.
- Desarrollo de la creatividad en el aprendizaje y la enseñanza.

1.3. Palabras clave

- comunicación en la lengua materna;
- comunicación en lenguas extranjeras;
- competencias en matemáticas;
- competencias en ciencia y tecnología;
- competencia digital;
- aprender a aprender;
- competencias sociales y cívicas;

- sensibilidad y expresión cultural;
- programas de estudios;
- actividades extracurriculares;
- aprendizaje de adultos;
- jóvenes;
- aprendizaje personalizado;
- evaluación de alumnos.

1.4. Fuentes seleccionadas sobre políticas de la UE

Competencias clave: http://ec.europa.eu/education/policias/2010/objectives_en.html#basic

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007):

http://ec.europa.eu/education/policias/2010/doc/progress06/report_en.pdf

Programa para la evaluación internacional de alumnos (PISA):

http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1_1,00.html

Estudio internacional de tendencias en matemáticas y ciencias (TIMSS): <http://nces.ed.gov/timss/>

Estudio internacional del progreso en comprensión lectora (PIRLS): <http://nces.ed.gov/Surveys/PIRLS>

2. Mejora del acceso, la equidad, la calidad y la eficiencia en la educación y la formación

2.1. Descripción

El programa de trabajo Educación y Formación 2010 engloba una serie de medidas e iniciativas dirigidas al cumplimiento de tres objetivos fundamentales para la mejora de los sistemas europeos de educación y formación, establecidos por el Consejo Europeo de Estocolmo en 2001:

- mejorar la calidad y eficacia de los sistemas europeos de educación y formación;
- facilitar el acceso a todos los sistemas de educación y formación;
- y abrir los sistemas de educación y formación al mundo exterior.

Estas metas completan a su vez los objetivos europeos más generales aprobados en 2000 dentro de la estrategia de Lisboa para lograr un crecimiento económico sostenible, así como más y mejores empleos y una mayor cohesión social. A pesar de ciertos avances positivos por parte de los Estados miembros en educación y formación, la mayoría de los indicadores de referencia aprobados por el Consejo con vistas al 2010 no se cumplirán. Por ello, en la primavera de 2008, el Consejo Europeo instó a los Estados miembros a reducir drásticamente el número de abandonos escolares y la proporción de jóvenes que tienen dificultades de lectura. Se les invitó también a que adoptaran medidas para incrementar la proporción de adultos, especialmente los trabajadores poco cualificados y mayores, que participan en programas de educación y formación, mejorar los niveles de rendimiento de los alumnos de origen inmigrante o pertenecientes a grupos desfavorecidos, y facilitar aún más la movilidad geográfica y profesional. Se han de mejorar así el acceso, la equidad, la calidad y la eficiencia de los sistemas de educación y formación.

El acceso, la equidad, la calidad y la eficiencia incluyen los aspectos siguientes:

Acceso a la educación y formación: El acceso a la educación preescolar es esencial para empezar la vida con buen pie, ya que promueve la sociabilidad del niño y sienta las bases para el aprendizaje posterior. Es especialmente importante para los niños procedentes de familias con un bajo nivel de ingresos, así como para los pertenecientes a minorías étnicas e inmigrantes.

Los Estados miembros han introducido formas alternativas (más flexibles) de educación y formación, programas que ofrecen una segunda oportunidad, mecanismos para informar a los padres del ausentismo escolar, iniciativas que reducen los costes mediante la entrega de materiales escolares y un servicio de transporte gratuito. Es importante establecer una estrecha cooperación entre, por un lado, la educación general y la formación profesional y, por otro, las escuelas «de segunda oportunidad» que se dirigen a los adultos. Para los niños con necesidades especiales, el acceso ha de entenderse como la posibilidad de recibir educación general o especial, dependiendo de lo que mejor responda a sus necesidades de aprendizaje. En la enseñanza superior, es fundamental la gratuidad, puesto que las tasas de matrícula pueden restringir el acceso a la misma.

Los Estados miembros deben desarrollar distintos itinerarios en la FP para facilitar el aprendizaje complementario y la empleabilidad de los ciudadanos. Asimismo, han de mejorar los programas públicos de formación que se dirigen a los desempleados y a las personas desfavorecidas. La calidad y relevancia de este tipo de programas pueden mejorarse fomentando las cooperaciones regionales y locales entre todas las instituciones interesadas y promoviendo la participación del sector privado.

La formación de adultos desempeña una labor esencial a la hora de combatir la exclusión social. Los Estados miembros han de implantar sistemas eficientes de formación de adultos que ofrezcan a éstos la adquisición de competencias fundamentales y faciliten su inserción en el mercado laboral. La educación y la formación pueden contribuir a superar las desventajas socioeconómicas, pero también pueden perpetuarlas.

Equidad: Todos los alumnos deben recibir las mismas oportunidades de éxito; independientemente de circunstancias externas, como la situación económica familiar, la educación y la situación laboral de los padres, el lugar de residencia, la pertenencia étnica y racial, el género y la discapacidad. En la enseñanza obligatoria, se tiende a ofrecer una “segunda oportunidad” a los alumnos que abandonan los estudios prematuramente. La formación profesional inicial contribuye a dotarles de capacidades, conocimientos y cualificaciones fundamentales para su integración en la sociedad. En la mayoría de los Estados miembros siguen necesitándose iniciativas encaminadas a reducir el abandono escolar y la desigualdad motivada por desventajas socioeconómicas.

Calidad: Es fundamental garantizar la calidad en todos los niveles de la educación y la formación. La *mejora de la calidad* exige desarrollar las capacidades de profesores, directores de los centros escolares, formadores y responsables de formación, adoptar medidas que estrechen las relaciones con los padres, modernizar los programas de estudios y ampliar las actividades extracurriculares, mejorar las infraestructuras y crear un entorno respetuoso. Los *mecanismos de garantía de la calidad* son importantes en todos los niveles de educación, e incluyen la evaluación de las competencias de los alumnos, la autoevaluación de los centros, las evaluaciones externas e internas, la transparencia y la validación de resultados. Es cada vez más frecuente la participación, por ejemplo, de los agentes sociales y otros actores del mercado laboral (a través de «comunidades de aprendizaje») en las evaluaciones y en la validación de los resultados de los centros educativos.

Eficiencia: Entre las medidas básicas que contribuyen a mejorar la eficiencia de los centros adaptándola a los cambios que se producen en la demanda de educación y formación y a nuevas necesidades del mercado de trabajo, figuran la descentralización (mediante reformas que permitan el lanzamiento de iniciativas educativas por los propios centros), la desregulación, la evaluación del rendimiento mediante el uso de indicadores relativos a la eficiencia educativa, la identificación de las carencias existentes en las cualificaciones y la anticipación de las cualificaciones necesarias. Es también fundamental crear una cultura de evaluación en los sistemas de educación y formación para valorar cómo utilizar con más eficiencia los recursos (inversiones de los sectores público y privado).

Las visitas de estudio considerarán iniciativas y medidas relacionadas con los siguientes aspectos:

- (a) formulación y adopción de iniciativas para mejorar el acceso de grupos desfavorecidos a la educación y formación;
- (b) diseño y ejecución de actividades para conseguir la equidad;
- (c) formulación y puesta en práctica de medidas que refuercen la calidad en la educación y formación;
- (d) evaluación y análisis de la eficiencia de los sistemas de educación y formación.

2.2. Lista de temas para las visitas de estudio

- Oportunidades de aprendizaje precoz.
- Métodos de aprendizaje personalizados.
- Medidas para prevenir el abandono prematuro de los estudios.
- Igualdad de oportunidades para los grupos desfavorecidos.
- Mecanismos de garantía de la calidad en escuelas y centros de formación.
- Medidas para mejorar la eficiencia en centros de educación y formación.

2.3. Palabras clave

- rendimiento en la educación y formación;
- abandono escolar;
- necesidades especiales;
- igualdad de género;
- inmigrantes y minorías;
- trabajadores mayores;
- aprendizaje de adultos;
- inclusión social;
- evaluación (escuela o centro);
- financiación.

2.4. Fuentes seleccionadas sobre políticas de la UE

Eficiencia y equidad en los sistemas europeos de educación y formación:

http://ec.europa.eu/education/policies/2010/back_gen_en.html

Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones, Mejorar las competencias en el siglo XXI: agenda para la cooperación europea en las escuelas: http://ec.europa.eu/education/school21/com425_en.pdf

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

3. Convertir la docencia en una profesión atractiva y mejorar el liderazgo pedagógico

3.1. Descripción

El incremento de la calidad de la enseñanza y la formación en todos los Estados miembros es un objetivo fundamental del programa de trabajo Educación y Formación 2010. Profesores y formadores han de adquirir nuevas capacidades y competencias para responder a los retos que plantean la creciente autonomía de los centros de educación y formación, así como los propios alumnos. Otras demandas a las que deben hacer frente están vinculadas tanto al uso de nuevas tecnologías como a necesidades de aprendizaje específicas. La formación continua del profesorado es obligatoria únicamente en 11 Estados miembros.

Los profesores se ven confrontados a cada vez mayores desafíos, relacionados con el estrés y las conductas agresivas en las aulas, como se reconoce en el documento de trabajo de la Comisión «La escuela para el siglo XXI», todo lo cual tiene un efecto negativo en el rendimiento y la satisfacción laboral y puede empujarles a abandonar la profesión docente.

Dado que se espera la jubilación anticipada de un gran número de profesores mayores, es importante lograr que la profesión docente resulte más atractiva, prestando atención a la contratación de nuevos profesores y a la retención de los ya existentes. Los Estados miembros se enfrentan a varios retos: reemplazar la experiencia que se está perdiendo, invertir en la formación inicial de una nueva generación de profesores y mejorar la cualificación de los actuales docentes y responsables educativos.

La calidad del liderazgo en las escuelas y la cooperación entre los responsables educativos son fundamentales para mejorar la calidad de la educación. En 2007, el Consejo Europeo insistió en que debía fomentarse una formación de calidad para los directores y gestores de los centros escolares. En este contexto, los responsables educativos habrán de colaborar para responder a desafíos comunes que se plantean en los sistemas educativos europeos.

La cooperación europea se rige por un proceso voluntario conocido como “método abierto de coordinación”. Desde 2004, se han establecido a escala europea unos principios comunes con el respaldo de los responsables políticos de los Estados Miembros, relativos a las competencias y cualificaciones que ha de reunir el profesorado, insistiéndose en la necesidad de contar con una plantilla muy cualificada, el desarrollo profesional continuo, la movilidad de los profesores y la colaboración entre profesores y otros interlocutores. En 2007, el Consejo de Ministros insistió en la necesidad de mejorar la formación del profesorado, dotándoles de capacidades de liderazgo y obrando para que la docencia resulte una alternativa profesional más atractiva. Estas iniciativas se dirigen a las instituciones responsables de la formación y selección del profesorado, los directores de escuelas y otras instituciones de formación, los organismos responsables de la certificación, inspección y calidad del profesorado, los agentes sociales, como los sindicatos, así como los responsables políticos nacionales y locales.

En las visitas de estudio se valorarán las iniciativas y medidas que pretenden aumentar el atractivo de la enseñanza y la formación, mejorar el liderazgo pedagógico y elevar el nivel de calidad, haciendo hincapié en:

- (a) los programas diseñados para la contratación y retención de personal altamente cualificado en todas las profesiones relacionadas con la educación y la formación;
- (b) la mejora de la calidad y las competencias de los responsables de la educación y formación;
- (c) el desarrollo profesional continuo de profesores y formadores;
- (d) las iniciativas que sostienen la movilidad de profesores y formadores.

3.2. Lista de temas para las visitas de estudio

- Formación inicial, contratación y evaluación de profesores y formadores.
- Desarrollo profesional continuo de profesores y formadores.
- Liderazgo y gestión en escuelas y centros de formación.

3.3. Palabras clave

- retención de profesores y formadores;
- competencias de profesores y formadores;
- cualificación de profesores y formadores;
- dirección y gestión;
- movilidad de profesores y formadores;
- situación de profesores y formadores;
- garantía de calidad.

3.4. Fuentes seleccionadas sobre políticas de la UE

Documento de trabajo de los servicios de Comisión (SEC(2007)1009): Escuelas para el siglo XXI
http://ec.europa.eu/education/school21/consultdoc_es.pdf

Conclusiones del Consejo y de los Representantes de los Gobiernos de los Estados miembros, reunidos en el Consejo, de 15 de noviembre de 2007, sobre la mejora de la formación del profesorado:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:ES:PDF>

DG EAC: Principios europeos comunes sobre las competencias y cualificaciones del profesorado:
http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

Professionalisation of VET teachers for the future (Cedefop, 2004):
http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007):
http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

4. Educación y formación para el empleo

4.1. Descripción

Para encontrar y conservar un empleo, los trabajadores han de reunir las competencias que requieren las necesidades del mercado laboral. Las empresas necesitan determinadas competencias que les permitan competir, investigar, innovar y crecer. Importantes documentos europeos reconocen la contribución fundamental de la educación y la formación en este ámbito.

Sin embargo, a causa de un bajo nivel de estudios y una cualificación insuficiente muchos jóvenes se ven excluidos del mercado laboral. Tanto las reestructuraciones económicas como los cambios en las cualificaciones demandadas son un riesgo para la seguridad del empleo. Las personas han de tener la oportunidad de mejorar y actualizar sus conocimientos, capacidades y competencias en diferentes etapas de su vida, muy especialmente aquellas que cuentan con un empleo precario, corren el riesgo de perder su empleo o están en paro, los mayores, los trabajadores poco cualificados, las personas de origen inmigrante o los discapacitados.

Pese a que Europa no haya alcanzado todavía los objetivos para el empleo y las tendencias económicas no sean especialmente favorables, algunos países padecen ya una escasez de trabajadores cualificados. En un futuro cercano, Europa podría enfrentarse a un grave problema de cualificación. Como resultado de una esperanza de vida cada vez más elevada y de tasas de natalidad cada vez más bajas, cada vez menos jóvenes se incorporan al mercado laboral, mientras la vida laboral se alarga. En 2020 se estima que el 50 % de los empleos requerirá un nivel medio de cualificación y en torno al 31,5 % una elevada cualificación, mientras que la demanda de trabajadores poco cualificados se reducirá de un tercio en comparación con los niveles de 1996, hasta llegar a un 18,5 %. Dado que las competencias exigidas en muchos puestos de trabajo cambiarán, los trabajadores tendrán que actualizarlas regularmente e incluso adaptarse a un cambio de empleo.

La educación y formación inicial ofrecen unas capacidades básicas que han de desarrollarse más adelante. Los conocimientos, capacidades y competencias que vamos adquiriendo pueden ayudarnos a conseguir un empleo más fácilmente y adaptarnos a nuevos requisitos, métodos de trabajo y empleos que hoy en día se desconocen.

A través de una cooperación estrecha con las empresas, la educación y la formación pueden atender mejor a las necesidades del mundo laboral. El aprendizaje en el lugar de trabajo puede contribuir a que alumnos, que de lo contrario abandonarían los estudios prematuramente, prosigan su educación y formación. En un mercado de trabajo globalizado y más móvil, los trabajadores necesitan además competencias lingüísticas y culturales para tener éxito. La carencia de competencias lingüísticas puede así dificultar que los inmigrantes encuentren un empleo adecuado o dificultar el éxito internacional de las pequeñas y medianas empresas.

Para escoger programas de educación y formación adecuados y optar por empleos idóneos, se requiere información sobre las cualificaciones que demandan las empresas y servicios de orientación que tengan en cuenta las competencias y necesidades individuales. Con el fin de animar a las personas a retomar su formación, ahorrando tiempo y costes, es importante también que tanto los centros de educación y formación como los empresarios valoren los conocimientos, capacidades y competencias previamente adquiridos en el trabajo, en actividades de ocio y voluntariado o en la vida familiar.

El desarrollo de capacidades es un aspecto importante de la flexi-seguridad, con la que se pretende que las personas conserven o encuentren fácilmente un empleo aunque tengan que cambiar en ocasiones de trabajo o interrumpir temporalmente su carrera profesional. Para ello, son necesarias estrategias integrales de aprendizaje permanente que abarquen todos los niveles y sectores de la educación, vinculando la educación y la formación con las políticas de empleo, economía y asuntos sociales. No todos los países han puesto en práctica este tipo de estrategias.

Numerosas iniciativas conjuntas por parte de la Comisión Europea, los diferentes países y los agentes sociales, pretenden garantizar la capacidad de encontrar y mantener un empleo. Las principales iniciativas políticas a escala europea se centran en los siguientes aspectos:

Competencias fundamentales para el aprendizaje permanente: el Consejo de la Unión Europea y el Parlamento Europeo han recomendado a los Estados miembros ⁽¹⁾ que permitan a los alumnos adquirir competencias fundamentales que les permitan adaptarse a los cambios en las demandas del mercado de trabajo y contribuir activamente a la sociedad.

Formación profesional (FP): firmada en 2002 a raíz de la estrategia de Lisboa en el ámbito de la cooperación para la educación y formación, la **declaración de Copenhague** constituyó el punto de partida para una cooperación más estrecha entre la Comisión, los Estados miembros y los agentes sociales europeos en el ámbito de la FP. La FP contribuye al aprendizaje permanente, permitiendo que los trabajadores desarrollen capacidades que respondan a las necesidades del mercado laboral. El proceso de Copenhague pretende facilitar el acceso al aprendizaje permanente y promover la movilidad educativa, profesional y geográfica. Innovaciones importantes repercuten directa o indirectamente en la mejora de la empleabilidad, como la adopción de principios comunes relativos a la transparencia de las cualificaciones, la garantía de la calidad en la FP, la orientación permanente y la validación del aprendizaje no formal e informal.

Asimismo, el **Comunicado de Helsinki sobre la cooperación europea reforzada en materia de FP** a partir de 2006 establece además que la FP inicial y continua ha de proporcionar una base de conocimientos y capacidades amplia, que responda a las necesidades del mercado de trabajo, con el fin de mejorar la empleabilidad.

Enseñanza superior: El **proceso de Bolonia** pretende construir un espacio europeo de enseñanza superior hacia 2010, de manera que los estudiantes puedan elegir entre un conjunto amplio y transparente de cursos de alta calidad y contar con unos procedimientos de reconocimiento sencillos. El **proceso de Bolonia** propone la adopción de un sistema fundamentalmente basado en tres ciclos (licenciatura-master-doctorado). La titulación obtenida después de cada ciclo ha de tener relevancia en el mercado de trabajo europeo por medio de un nivel de cualificación adecuado. El segundo ciclo debe desembocar en la obtención del grado de master y/o doctorado, como sucede ya en muchos países europeos.

Aprendizaje de adultos: Las conclusiones del Consejo sobre el aprendizaje de los adultos (2008) insisten en que la inserción laboral y social requieren que los adultos sigan aprendiendo y adaptándose al cambio: en este sentido, la mejora continua, la actualización y ampliación de las capacidades y conocimientos son requisitos esenciales para participar activamente en la sociedad.

⁽¹⁾ Recomendación del Parlamento Europeo y del Consejo sobre las competencias fundamentales para el aprendizaje permanente (2006/962/CE): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:ES:PDF>

La mejora del seguimiento, la previsión de la **demanda y la oferta de cualificaciones** en Europa quedan recogidas en la Resolución del Consejo sobre nuevas competencias para nuevos puestos de trabajo ⁽²⁾. La Comisión Europea presentará una **comunicación específica sobre nuevas competencias para nuevos empleos** en diciembre de 2008. Se busca prever las futuras tendencias relativas a la demanda y oferta de mano de obra y cualificación, de aquí a 2020. La UE habrá de desarrollar la capacidad de prever y ajustar las necesidades de cualificación del mercado de trabajo.

La **flexi-seguridad** tiene por objeto el equilibrio entre flexibilidad y seguridad en el mercado laboral, de modo que tanto los trabajadores como los empresarios aprovechen las oportunidades que ofrece la globalización. Entre sus principios básicos, figura la adopción de estrategias integrales para el aprendizaje permanente, la elaboración de políticas eficaces y activas de inserción laboral, la adopción de medidas para favorecer la movilidad ascendente y las transiciones entre desempleo o inactividad y trabajo, y la actualización continua de las competencias.

Para responder al reto de la empleabilidad, es importante estrechar vínculos entre la FP y la enseñanza superior en el marco del aprendizaje permanente. La posibilidad de acceder a la enseñanza terciaria es un factor de motivación importante para que el alumno opte por la FP. Los Estados miembros se esfuerzan por establecer puentes entre sus sistemas de enseñanza superior y de FP.

Los **agentes sociales europeos** han desarrollado su propio marco de actuación para promover la adquisición y actualización de competencias y cualificaciones a lo largo de la vida, pero también colaboran en las iniciativas emprendidas por la Comisión Europea y los distintos países con objeto de mejorar la FP y de que ésta resulte más atractiva en Europa.

En las visitas de estudio se considerarán las iniciativas y medidas de educación y formación que fomentan la capacidad de encontrar y mantener un empleo (empleabilidad), en particular:

- (a) contribución de la educación y formación a la mejora de los conocimientos, capacidades y competencias para el mercado de trabajo;
- (b) análisis de nuevas necesidades y carencias de capacidades en los mercados laborales de los Estados miembros de la UE y formulación de políticas para atender dichas necesidades;
- (c) diseño y ejecución de iniciativas como la transición de la educación y formación al mundo laboral, la orientación profesional y el aprendizaje en el espacio laboral.

4.2. Lista de temas para las visitas de estudio

- Transición entre la educación y la formación y el mundo laboral.
- Aprendizaje en el lugar de trabajo.
- Integración de grupos desfavorecidos en el mercado de trabajo.
- Aumento del atractivo de la FP.
- Contribución de los agentes sociales para afrontar el reto del empleo.
- Análisis y desequilibrio de capacidades.
- Flexi-seguridad en el mercado de trabajo.

4.3. Palabras clave

- orientación permanente;
- competencias lingüísticas;
- validación del aprendizaje formal, no formal e informal;
- aprendizaje profesional;
- espíritu emprendedor;

⁽²⁾ Resolución del Consejo de 15 de noviembre de 2007 relativa a nuevas cualificaciones para nuevos empleos. (2007/C 290/01): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:290:0001:0003:ES:PDF>

- integración en el mercado laboral;
- competencias fundamentales;
- trabajadores mayores;
- aprendizaje de adultos.

4.4. Fuentes seleccionadas sobre políticas de la UE

Aplicar el programa comunitario de Lisboa: Fomentar el espíritu emprendedor mediante la educación y la formación (2006): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0033:FIN:ES:PDF>

Proyectos relacionados con el espíritu emprendedor y las políticas en materia de PYME:
http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm

Comunicación de la Comisión al Consejo, al Parlamento Europeo, al Comité Económico y Social y al Comité de las Regiones, Plan de acción sobre el aprendizaje de adultos «Siempre es buen momento para aprender» (2007): http://ec.europa.eu/education/policies/adult/com558_en.pdf

Comunicación de la Comisión «Aprendizaje de adultos: Nunca es demasiado tarde para aprender» (2006): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:ES:PDF>

Career development at work - A review of career guidance to support people in employment (2008): www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf

Comunicación de la Comisión al Consejo Europeo de primavera: Directrices integradas para el crecimiento y el empleo (2008-2010): http://ec.europa.eu/growthandjobs/pdf/european-dimension-200712-annual-progress-report/200712-annual-report-integrated-guidelines_en.pdf

Hacia los principios comunes de la flexi-seguridad: más y mejor empleo mediante la flexibilidad y la seguridad - Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones (2007): http://ec.europa.eu/employment_social/employment_strategy/flexicurity%20media/flexicuritypublication_2007_en.pdf

Comunicado de Helsinki sobre la cooperación europea reforzada en la educación y formación profesionales: http://ec.europa.eu/education/policies/2010/doc/helsinki_en.pdf

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

5. Aplicación de herramientas, principios y marcos europeos comunes para el aprendizaje permanente

5.1. Descripción

Para favorecer la movilidad de los ciudadanos europeos y promover sus cualificaciones y logros educativos, se han desarrollado o se están desarrollando algunas herramientas, principios y marcos comunes a escala europea, encaminados al cumplimiento de los objetivos de Lisboa ⁽³⁾. Todos ellos tienen como fin reforzar la cooperación europea y mejorar la transparencia, el reconocimiento y la garantía de la calidad en todos los sectores de la educación y formación.

El Marco Europeo de Cualificaciones (MEC) es un marco de referencia europeo común que enlaza las cualificaciones nacionales para que resulten más inteligibles y comprensibles en los diferentes países y sistemas. Sus dos objetivos principales son promover la movilidad transnacional de los ciudadanos y el aprendizaje permanente. Cada vez son más los países europeos que elaboran e implantan marcos nacionales de cualificaciones (MNC) estrechamente relacionados – aunque no de forma exclusiva – con el MEC.

⁽³⁾ Programa de trabajo Educación y Formación 2010 (contribución a la estrategia de Lisboa): http://eur-lex.europa.eu/pri/en/oj/dat/2002/c_142/c_14220020614es00010022.pdf

Los Estados miembros están interesados en elaborar marcos generales de cualificaciones basados en los resultados del aprendizaje en distintos ámbitos, como la escuela, el mundo laboral, la enseñanza superior y la educación de adultos. Estos nuevos marcos suelen estar vinculados a estrategias de aprendizaje permanente y se pretende que den cabida al aprendizaje informal o la experiencia que los ciudadanos desean que les sean reconocidos. En 2004 se establecieron principios y directrices a nivel europeo para la validación del aprendizaje no formal e informal ⁽⁴⁾, como guía y referente común para el desarrollo y la implantación de métodos y sistemas de reconocimiento en los Estados miembros.

El MEC es también un referente europeo común para las organizaciones internacionales que representan a determinados sectores económicos y desean desarrollar sus propias cualificaciones en distintos países. Puede así contribuir vincular la demanda de cualificaciones a largo plazo del mercado laboral y las políticas de educación y formación, para responder a los cambios y las reestructuraciones derivados de la globalización.

Europass ⁽⁵⁾ es una herramienta que permite que los conocimientos, capacidades y cualificaciones de los ciudadanos sean más inteligibles, fomentando así la movilidad en Europa. Consta de cinco documentos: curriculum vitae, pasaporte de lenguas europeas, movilidad Europass, suplemento de certificado y suplemento de diploma.

La transparencia de las cualificaciones y el reconocimiento de los resultados del aprendizaje se apoyan también en otras herramientas que permiten a los alumnos transferir los créditos obtenidos en el curso de distintos períodos de aprendizaje tanto en sus países de origen como en extranjero. Se trata del **sistema europeo de transferencia y acumulación de créditos (ECTS)** para la enseñanza superior y el **sistema europeo de créditos para la formación profesional (ECVET)** ⁽⁶⁾.

La alta calidad de los sistemas de educación y formación en la UE es un pilar fundamental para el éxito de la economía de Europa. La cooperación europea en el ámbito de la garantía de la calidad ha permitido desarrollar el **Marco de Referencia Europeo de Garantía de la Calidad** ⁽⁷⁾ en la formación profesional, y ya se han establecido además normas comunes para la enseñanza superior.

La **orientación permanente** es importante para ayudar a los ciudadanos a formular planes de acción personales relacionados con la formación continua, la carrera profesional y el proyecto de vida. Se han establecido una serie de objetivos y principios comunes, así como instrumentos europeos ⁽⁸⁾ para evaluar la oferta de orientación permanente.

Las visitas de estudio considerarán las herramientas, principios y marcos europeos para el aprendizaje permanente, tales como:

- (a) creación e implantación de marcos de cualificaciones con referencia al MEC;
- (b) promoción de Europass y su utilización por centros de educación y formación, servicios de orientación y empleo y los propios ciudadanos;
- (c) diseño e implantación de marcos de garantía de la calidad inspirados en el marco de referencia europeo de garantía de la calidad;
- (d) herramientas de transferencia de créditos para promover la movilidad de los alumnos;
- (e) principios para el reconocimiento del aprendizaje no formal e informal;
- (f) prestación de servicios de orientación permanente.

⁽⁴⁾ Conclusiones del Consejo y de los representantes de los Gobiernos de los Estados miembros reunidos en el Consejo sobre los principios europeos comunes para el reconocimiento y validación de la educación no formal e informal (mayo 2004)
http://ec.europa.eu/education/policies/2010/doc/validation2004_es.pdf

⁽⁵⁾ Visite el sitio web de Europass: <http://europass.cedefop.europa.eu>

⁽⁶⁾ Recomendación del Parlamento Europeo y del Consejo sobre el establecimiento del sistema europeo de créditos para la educación y formación profesionales (ECVET) [SEC(2008) 442, SEC(2008) 443] <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0180:FIN:ES:PDF>

⁽⁷⁾ Propuesta de Recomendación del Parlamento Europeo y el Consejo sobre el establecimiento de un Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación Profesionales [SEC(2008) 440] [SEC(2008) 441]
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:ES:PDF>

5.2. Lista de temas para las visitas de estudio

- Marcos nacionales y sectoriales de cualificaciones vinculados al MEC.
- Herramientas para promover la transparencia de las cualificaciones y la movilidad de los ciudadanos.
- Sistemas, marcos y enfoques de garantía de la calidad.
- Transferencia de créditos entre contextos diferentes.
- Validación del aprendizaje no formal e informal.
- Servicios de orientación permanente.

5.3. Palabras clave

- Sistema europeo de créditos para la educación y formación profesionales (ECVET);
- Sistema europeo de transferencia de créditos (ECTS);
- Europass;
- movilidad de trabajadores;
- movilidad de alumnos;
- movilidad de profesores y formadores;
- aprendizaje de adultos;
- jóvenes;
- grupos desfavorecidos;
- resultados del aprendizaje.

5.4. Fuentes seleccionadas sobre políticas de la UE

Favorecer la movilidad de los ciudadanos y el aprendizaje permanente (MEC, Europass, ECTS, ECVET, orientación permanente): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

Marco Europeo de Cualificaciones (MEC):

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:ES:PDF>

Marco de Referencia Europeo de Garantía de la Calidad:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:ES:PDF>

Garantía de la Calidad en la Enseñanza Superior:

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf>

Red Europea de Garantía de la Calidad en la EFP: <http://www.enqavet.eu>

Establishing and developing national lifelong guidance policy forums. A manual for policy-makers and stakeholders (Cedefop, 2008) (Estableciendo y desarrollando foros nacionales de orientación: un manual para gestores): www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf

From policy to practice. A systemic change to lifelong guidance in Europe (Cedefop, 2008) (De las orientaciones políticas a la práctica: un cambio sistémico de la orientación a lo largo de la vida en Europa):

http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_en.pdf

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

6. Tendencias y retos en las estrategias de aprendizaje permanente

6.1. Descripción

La educación y la formación son decisivas para el cambio económico y social. La flexibilidad y la seguridad que son necesarias para lograr más y mejores empleos dependen de que los ciudadanos adquieran competencias fundamentales y actualicen sus capacidades a lo largo de la vida. El aprendizaje permanente favorece

la creatividad y la innovación, así como una plena participación económica y social. Los Estados miembros de la UE y la Comisión Europea han reforzado en los últimos años su cooperación política mediante el programa de trabajo Educación y Formación 2010, que tiene por objeto la realización de los objetivos de Lisboa y la promoción del aprendizaje permanente. El programa integra acciones de educación y formación a escala europea, tales como la formación profesional en el marco del proceso de Copenhague, y enlaza con el proceso de Bolonia, indispensable para el logro de un espacio europeo de enseñanza superior.

El programa de trabajo Educación y Formación 2010 utiliza el método abierto de coordinación (MAC) como marco estratégico para la cooperación entre la Comisión y los Estados miembros. El MAC permite intercambiar y explorar en profundidad buenas prácticas y lograr una mayor convergencia respecto a los principales objetivos de la UE mediante:

- la identificación y definición conjunta de objetivos;
- la definición común de referentes e indicadores que permitan a los Estados miembros valorar en qué situación se encuentran y evaluar los progresos realizados respecto a los objetivos establecidos;
- el intercambio y la divulgación de buenas prácticas, a través de actividades de aprendizaje mutuo.

El intercambio de información sobre iniciativas políticas puede impulsar reformas en los sistemas nacionales de educación y formación y, junto a otras actividades comunes de aprendizaje, progresar en el cumplimiento de los objetivos comunes y los criterios de referencia establecidos para el aprendizaje permanente.

La mayoría de los países han hecho avances en lo referente al diseño de estrategias para el aprendizaje permanente concertadas y globales. Así, se han conseguido logros importantes en los ámbitos de la educación preescolar, la validación del aprendizaje no formal e informal y, sobre todo, el desarrollo de marcos nacionales de cualificaciones (MNC) que la mayoría de los Estados miembros de la UE están poniendo en práctica, en respuesta al MEC, tomando como referencia los resultados del aprendizaje.

A pesar de todos estos avances, la ejecución de estrategias generales para el aprendizaje permanente plantea todavía retos importantes.

En este ámbito, todavía queda por implantar estrategias coherentes y globales, que integren la educación, la enseñanza superior, la educación de adultos y la FP. Es fundamental adoptar un enfoque global que vincule el aprendizaje permanente y la FP con otros ámbitos políticos, como la macroeconomía, las políticas de empleo, la competitividad económica, la empresa, la investigación e innovación y las políticas sociales.

Uno de los desafíos más importantes para los MNC reside en su capacidad para funcionar como instrumentos de integración, haciendo posibles itinerarios de aprendizaje en los sectores de la educación y formación, e incorporando los resultados del aprendizaje adquirido en entornos no formales e informales, incluido el ámbito laboral.

La participación de los adultos en iniciativas de aprendizaje permanente no ha alcanzado aún los índices establecidos para la UE. Se precisan mayores esfuerzos con el fin de que los adultos puedan actualizar sus capacidades en las distintas etapas de la vida, se facilite el acceso a la educación y formación valorando el aprendizaje no formal e informal, se refuerce la calidad de la enseñanza impartida y se aúne la flexibilidad y la seguridad en el mercado de trabajo.

El hecho de contar con un nivel de estudios y de cualificaciones insuficiente constituye un factor importante de exclusión social y de bajo rendimiento en el mercado laboral, especialmente en el caso de los trabajadores mayores, aquellos con baja cualificación y quienes pertenecen a grupos desfavorecidos (como los inmigrantes), que pueden correr mayor riesgo de perder su empleo o de permanecer en paro. La evolución de la demografía y del mercado laboral apunta a incremento de la demanda de trabajadores muy cualificados y una reducción de las oportunidades para los trabajadores con baja cualificación. Para afrontar este reto, es preciso invertir más en capital humano y social, promoviendo una mayor participación en actividades de aprendizaje permanente.

En las visitas de estudio se considerarán los siguientes aspectos:

- (a) reformas en materia de educación y formación, medidas políticas para la aplicación de estrategias integrales de aprendizaje permanente;

- (b) iniciativas políticas para aumentar la participación de los adultos en actividades de aprendizaje permanente;
- (c) implantación de itinerarios flexibles de aprendizaje y transición entre distintas secciones de los sistemas nacionales.

6.2. Lista de temas para las visitas de estudio

- Reformas de los sistemas nacionales de educación y formación.
- Establecimiento de vínculos entre la FP y la enseñanza superior.
- Implantación de itinerarios flexibles de aprendizaje.
- Aumento de la participación de los adultos en la educación y formación.

6.3. Palabras clave

- aprendizaje de adultos;
- trabajadores mayores;
- trabajadores poco cualificados;
- inmigrantes;
- validación del aprendizaje no formal e informal;
- resultados del aprendizaje.
- marcos nacionales de cualificaciones;
- sistema europeo de créditos para la educación y formación profesionales (ECVET);
- sistema europeo de transferencia de créditos (ECTS);
- Marco Europeo de Cualificaciones (MEC):

6.4. Fuentes seleccionadas sobre políticas de la UE

Estrategia europea y cooperación en educación y formación:

http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

Proyecto de informe conjunto de situación de 2008 del Consejo y de la Comisión sobre la ejecución del programa de trabajo «Educación y Formación 2010» «Facilitar el aprendizaje permanente para fomentar el conocimiento, la creatividad y la innovación»:

http://ec.europa.eu/education/policies/2010/natreport08/council_es.pdf

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Aprendizaje de adultos: Nunca es demasiado tarde para aprender, Comunicación de la Comisión (octubre 2006): http://eur-lex.europa.eu/LexUriServ/site/es/com/2006/com2006_0614es01.pdf

Educación y Formación 2010 - Sistemas distintos, objetivos comunes:

http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm

7. Creación de comunidades de aprendizaje con la participación todos los agentes de la educación y la formación

7.1. Descripción

La educación y la formación desempeñan una función sustancial en la sociedad europea, al ofrecer a los alumnos los conocimientos, capacidades y competencias fundamentales para la vida laboral y darles la oportunidad de adquirir competencias indispensables para la vida familiar y social.

Entre los tres objetivos estratégicos del programa de trabajo acordado por los Ministros de Educación euro-

peos con el fin de que Europa se convierta en una sociedad del conocimiento (Estrategia de Lisboa), figura el de *Abrir los sistemas de educación y formación al mundo*. En su comunicación *Mejorar las competencias en el siglo XXI: agenda para la cooperación europea en las escuelas*, la Comisión Europea insiste en la importancia de las «comunidades escolares», que conllevan colaboraciones estrechas con instituciones y actores externos al entorno escolar «clásico».

Los centros de educación y formación adquieren así una mayor responsabilidad ante estos actores, hasta el punto de que los representantes del mercado laboral, las familias, las organizaciones cívicas y medioambientales, así como los propios alumnos pongan manos a la obra para definir conjuntamente los resultados por alcanzar, el contenido y los métodos de aprendizaje adecuados. La participación de los padres es primordial, ya que ayuda a promover el éxito educativo y las mejoras en las escuelas. Los centros de educación y formación tienen una función en la prevención y lucha contra todo tipo de violencia dirigida contra los niños y jóvenes, así como en los ámbitos de la protección de la salud, el bienestar y la cohesión social.

Las visitas de estudio considerarán enfoques y ejemplos de buenas prácticas relacionados con:

- (a) incentivos e iniciativas de ámbito nacional y regional que fomentan la colaboración de los centros de enseñanza y formación con interlocutores externos, incluidos padres, municipios, empresas, agentes sociales, ONG, etc;
- (b) ejemplos nacionales, regionales y locales de gestión participativa y evaluación de los centros de educación y formación;
- (c) iniciativas para prevenir la violencia contra los niños y los jóvenes.

7.2. Lista de temas para las visitas de estudio

- Cooperación entre centros de educación y formación y las comunidades locales.
- Contribución de los padres y los agentes sociales a la gestión participativa.
- Contribución de las escuelas y comunidades a la prevención de la violencia.

7.3. Palabras clave

- evaluación (escuela o centro);
- autonomía (escuela o centro);
- participación de los padres;
- violencia escolar;
- interlocutores sociales;
- entorno escolar;
- financiación.

7.4. Fuentes seleccionadas sobre políticas de la UE

Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social y al Comité de las Regiones: *Mejorar las competencias en el siglo XXI: Agenda para la cooperación europea en las escuelas*: http://ec.europa.eu/education/school21/com425_en.pdf

Documento de trabajo de los servicios de la Comisión (SEC(2007)1009): *Escuelas para el siglo XXI*: http://ec.europa.eu/education/school21/consultdoc_en.pdf

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Consejo de la Unión Europea. Conclusiones sobre las prioridades futuras de la cooperación europea reforzada para la educación y formación profesionales (FP). (Análisis de las conclusiones del Consejo de 15 de noviembre de 2004) (2006/C 298/05): http://ec.europa.eu/education/policies/2010/doc/council13832_es.pdf

Comunicado de Helsinki sobre la cooperación europea reforzada en educación y formación profesionales: Comunicado de los Ministros Europeos de Educación y Formación Profesionales, los agentes sociales europeos y la Comisión Europea, reunidos en Helsinki el 5 de diciembre de 2006 para analizar las prioridades y estrategias del Proceso de Copenhague. Bruselas: Comisión Europea, 2006: http://www.minedu.fi/export/sites/default/vet2006/pdf/Helsinki_Communique_en.pdf

8. Promoción de la movilidad transnacional en el aprendizaje permanente

8.1. Descripción

La construcción de un espacio europeo de educación es una prioridad para la Unión Europea, por motivos tanto culturales como económicos. La movilidad de los ciudadanos, especialmente en el marco de la educación y formación, contribuye a crear un sentimiento de pertenencia a Europa, desarrollando una conciencia 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.

La movilidad es un objetivo fundamental del programa de trabajo Educación y Formación 2010, puesto que al contribuir a la creación de un espacio europeo de educación y formación, contribuye de manera importante al cumplimiento de los objetivos de Lisboa ⁽⁹⁾.

La **Carta de calidad de la movilidad europea 2006** es el documento de referencia en materia de calidad para la educación y formación en el extranjero. Complementa la recomendación de 2001 sobre la movilidad de alumnos, personal en prácticas, voluntarios, profesores y formadores. La Carta, aprobada por los Estados miembros, ofrece orientación sobre los mecanismos de movilidad con fines educativos y de otro tipo, como la mejora profesional, tanto para jóvenes como para adultos.

La Comisión Europea presentó en 2007 el nuevo **programa de aprendizaje permanente**, que sustituyó a los anteriores programas de educación, formación profesional y aprendizaje a distancia finalizados en 2006, garantizando la continuidad de los programas Comenius, Erasmus, Leonardo da Vinci y Grundtvig.

El programa promueve los intercambios y contactos entre personas físicas, centros y países. Las personas físicas se benefician, por ejemplo, de los intercambios de alumnos, los cursos de formación continua en escuelas o en centros de educación para adultos, así como los períodos cortos de prácticas en empresas de otro país para estudiantes de formación profesional. Los intercambios entre centros incluyen, por ejemplo, actividades de colaboración entre escuelas de diferentes países, proyectos conjuntos gestionados por universidades para la elaboración de programas de estudios comunes, programas intensivos de corta duración o la creación de redes temáticas en diferentes disciplinas. Los intercambios entre países abarcan las visitas de estudio por parte de responsables regionales y nacionales de educación, formación y orientación, el establecimiento de redes de expertos nacionales o la publicación de estadísticas comparativas sobre los sistemas de educación y formación.

El **foro de expertos de alto nivel en movilidad** creado por la Comisión Europea recomendó en julio de 2008 incrementar drásticamente las oportunidades de movilidad para los jóvenes a medio plazo.

En 2020, al menos el 50 % de todos los jóvenes han de tener la posibilidad de participar en algún momento en alguna iniciativa de movilidad transnacional.

⁽⁹⁾ Programa de trabajo Educación y Formación 2010 (contribución a la estrategia de Lisboa): http://eur-lex.europa.eu/pri/es/oj/dat/2002/c_142/c_14220020614es00010022.pdf

Para que esta oferta no se vea condicionada por determinadas circunstancias sociales, ha de abarcar una amplitud de contextos de aprendizaje, como escuelas, universidades y centros de formación profesional, e incluir entornos de aprendizaje formal e informal.

El foro propuso una acción estratégica para eliminar las barreras que frenan la movilidad, garantizar la igualdad y favorecer el intercambio de buenas prácticas. La Comisión y los Estados miembros han de colaborar con las regiones, las redes europeas de empresas, fundaciones y las asociaciones profesionales europeas para promover la movilidad del aprendizaje.

Además de las iniciativas mencionadas, se han desarrollado herramientas comunes para garantizar la transparencia de las cualificaciones y favorecer la movilidad entre diferentes países y sistemas en Europa. Entre ellas, figuran el marco europeo de cualificaciones para el aprendizaje permanente (MEC); el sistema europeo de créditos para la formación profesional (ECVET); el sistema europeo de transferencia y acumulación de créditos (ECTS) y Europass.

En las visitas de estudio se considerarán iniciativas y medidas relacionadas con la movilidad en el ámbito del aprendizaje permanente, en particular:

- (a) actividades y proyectos que promuevan un acceso más generalizado a la movilidad de las personas.
- (b) iniciativas para conseguir que las cualificaciones resulten más legibles y comprensibles en diferentes países y sistemas de Europa;
- (c) nuevos enfoques para simplificar la validación y el reconocimiento de conocimientos, capacidades y competencias adquiridas a través de la movilidad;
- (d) promoción de Europass y su utilización por centros de educación y formación, servicios de orientación y empleo y ciudadanos;
- (e) herramientas para la transferencia y el reconocimiento de los resultados del aprendizaje para facilitar la movilidad de los alumnos.

8.2. Lista de temas para las visitas de estudio

- Movilidad transnacional en la educación y la formación profesional.
- Uso de programas de la UE para aumentar la movilidad transnacional.

8.3. Palabras clave

- movilidad de trabajadores;
- movilidad de alumnos;
- movilidad de profesores y formadores;
- programa de aprendizaje permanente;
- transparencia de las cualificaciones;
- Europass;
- Sistema europeo de créditos para la formación profesional (ECVET);
- Sistema europeo de transferencia de créditos (ECTS);
- Marco Europeo de Cualificaciones (MEC);
- competencias lingüísticas;
- sensibilidad cultural.

8.4. Fuentes seleccionadas sobre políticas de la UE

Carta de calidad de la movilidad europea:

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:ES:PDF>

Informe del Foro de Expertos de Alto Nivel sobre Movilidad «*Consigamos que la movilidad del aprendizaje sea una oportunidad para todos*»: http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf

Promover la movilidad de los ciudadanos y el aprendizaje permanente (MEC, Europass, ECTS, ECVET, orientación permanente): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

El nuevo programa de aprendizaje permanente (2007-2013)

http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Indicadores y referentes para el seguimiento de los progresos realizados en cumplimiento de los objetivos de Lisboa en el ámbito de la educación y la formación (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Themenbereiche

1. Schlüsselkompetenzen für alle

1.1. Beschreibung

In der Empfehlung des Europäischen Parlaments und des Rates zu Schlüsselkompetenzen für lebensbegleitendes Lernen (2006) wurde ein Rahmen festgelegt, der Kenntnisse mit Qualifikationen und Einstellungen vereint, die alle Menschen für ihre persönliche Entfaltung, die Entwicklung von Bürgersinn, soziale Integration und Beschäftigung benötigen. Dabei handelt es sich um ein 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 um 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.

Fünf dieser Kompetenzen (grundlegende Lese- und Schreibfähigkeit, Grundkompetenz in Mathematik und Naturwissenschaften, Sprachkenntnisse, Lernkompetenz, IKT-Kenntnisse und Bürgerkompetenzen) wurden als Teil des Rahmens von Indikatoren festgelegt, mit dem die Fortschritte im Hinblick auf die Ziele von Lissabon überwacht werden sollen.

Wer an Studienbesuchen zu diesem Thema teilnimmt, wird bald mit Maßnahmen vertraut sein, die die Teilnehmerländer ergreifen, um Schlüsselkompetenzen wie die folgenden für junge Menschen und Erwachsene zu entwickeln:

- (a) nationale, regionale und lokale Strategien, um den Grad an Schlüsselkompetenzen zu erhöhen;
- (b) Reformen bzw. Neuentwicklung nationaler, regionaler und lokaler Curricula;
- (c) besondere Initiativen und Projekte zur Förderung des Erwerbs von Schlüsselkompetenzen;
- (d) neue Ansätze bei der Organisation von Lernen und Lehre;
- (e) innovative Methoden, Lernmaterialien oder Bewertungstechniken.

1.2. Liste der Themen für Studienbesuche

- Ausbau der Lese-, Schreib- und Rechenfähigkeiten
- Sprachunterricht und Spracherwerb
- Einsatz von IKT beim Lernen
- Entwicklung unternehmerischer Kompetenz
- Stärkung der interkulturellen Bildung
- Aktiver Bürgersinn
- Entwicklung von Kreativität im Bereich Lernen und Lehre

1.3. Schlüsselwörter

- muttersprachliche Kompetenz;
- fremdsprachliche Kompetenz;
- mathematische Kompetenz;
- naturwissenschaftlich-technische Kompetenz;
- Computerkompetenz;
- Lernkompetenz;
- soziale Kompetenz und Bürgerkompetenz;

- Kulturbewusstsein und kulturelle Ausdrucksfähigkeit;
- Curriculum;
- Außercurriculare Maßnahmen;
- Erwachsenenbildung;
- junge Menschen;
- personalisiertes Lernen;
- Bewertung der Lernenden.

1.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Schlüsselkompetenzen: http://ec.europa.eu/education/policies/2010/objectives_en.html#basic

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Internationale Schulleistungsstudie der OECD (PISA):

http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1_1,00.html

Internationale Mathematik- und Naturwissenschaftsstudie (TIMSS): <http://nces.ed.gov/timss/>

Internationale PIRLS-Studie über Lesekompetenz: <http://nces.ed.gov/Surveys/PIRLS>

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

2.1. Beschreibung

Zum Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ zählen verschiedene Maßnahmen und Initiativen, die alle auf die drei allgemeinen Ziele zur Verbesserung der europäischen Systeme der allgemeinen und beruflichen Bildung abheben, welche vom Europäischen Rat auf seiner Tagung im März 2001 in Stockholm vereinbart wurden:

- Erhöhung der Qualität und Wirksamkeit der Systeme der allgemeinen und beruflichen Bildung in der EU;
- leichter Zugang zur allgemeinen und beruflichen Bildung für alle;
- Öffnung der Systeme der allgemeinen und beruflichen Bildung gegenüber der Welt.

Diese Ziele sind ihrerseits eine Weiterführung der breiter gefassten europäischen Ziele, die durch die Lissabon-Strategie des dauerhaften Wirtschaftswachstums mit mehr und besseren Arbeitsplätzen und einem größeren sozialen Zusammenhalt im Jahr 2000 festgelegt wurden. Obwohl einige positive Entwicklungen im Bereich der allgemeinen und beruflichen Bildung in den Mitgliedstaaten verzeichnet werden konnten, können die meisten Zielmarken, die vom Rat für das Jahr 2010 angestrebt wurden, nicht erreicht werden. Daher mahnte der Europäische Rat auf seiner Frühjahrstagung 2008 die Mitgliedstaaten, Maßnahmen zu ergreifen, um die Anzahl der Schulabbrecher und der jungen Menschen, die nicht über ausreichende Lese- und Schreibfähigkeiten verfügen, erheblich zu reduzieren. Außerdem wurden die Mitgliedstaaten aufgefordert, die allgemeine und berufliche Bildung für mehr Erwachsene – vor allem gering qualifizierte und ältere Arbeitnehmer – attraktiver zu gestalten, um das Qualifikationsniveau von Lernenden mit Migrationshintergrund oder aus benachteiligten Gruppen anzuheben sowie die geografische und berufliche Mobilität weiter zu erleichtern. Daher mussten die Zugangsmöglichkeiten, die Gleichbehandlung sowie die Qualität und Effizienz der Systeme der allgemeinen und beruflichen Bildung verbessert werden.

Unter die oben genannten Punkte fallen folgende Faktoren:

Zugang zu allgemeiner und beruflicher Bildung: Der Zugang zu Vorschulbildung ist für einen guten Start ins Leben wesentlich, da so die Sozialkompetenz der Kinder gefördert und eine Grundlage für weiteres Lernen gelegt wird. Dies ist vor allem für Kinder aus Familien wichtig, 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 Beförderung reduziert. Von Bedeutung ist auch eine enge Zusammenarbeit zwischen dem Sektor der allgemeinen und beruflichen Bildung und Ausbildungsstätten des zweiten Bildungswegs für Erwachsene. Im Hinblick auf Kinder mit besonderen Erfordernissen wird Zugang vermehrt als die Möglichkeit betrachtet, an einer allgemeinen oder besonderen Bildung teilzunehmen – je nachdem, welche Option für das einzelne Kind die besten Lernmöglichkeiten bietet. Im Bereich der Hochschulbildung wird die kostenlose Bildung als wesentlich betrachtet, da Studiengebühren den Zugang einschränken könnten.

Die Mitgliedstaaten sollten über die Berufsbildung verschiedene Bildungswege zur Förderung von Lernen und Beschäftigung entwickeln. Sie sollten außerdem die öffentlichen Ausbildungsprogramme für Erwerbslose und benachteiligte Lernende verbessern. Die Qualität und Bedeutung solcher Programme kann durch die Förderung von Partnerschaften mit Interessengruppen auf regionaler und lokaler Ebene und der Beteiligung des privaten Sektors verbessert werden.

Die Erwachsenenbildung nimmt bei der Bekämpfung der sozialen Ausgrenzung eine zentrale Rolle ein. Die Mitgliedstaaten sollten effiziente Systeme der Erwachsenenbildung umsetzen, durch die Erwachsenen Schlüsselkompetenzen vermittelt werden und der Zugang zum Arbeitsmarkt erleichtert wird. Die allgemeine und berufliche Bildung kann dazu beitragen, eine sozio-ökonomische Benachteiligung aufzuheben, sie kann sie jedoch auch begünstigen.

Gleichbehandlung: Allen Lernenden sollte dieselbe Chance auf Erfolg gewährt werden; der Erfolg sollte nicht von Umständen abhängen, die sich dem Einfluss des Lernenden entziehen, z. B. die Finanzlage der Familie, die elterliche Erziehung, der Beschäftigungsstatus der Eltern, die geografische Lage, die ethnische und rassische Zugehörigkeit, das Geschlecht oder Behinderungen. Auf Ebene der Pflichtschulzeit hat auch die Möglichkeit der Nachqualifizierung („zweite Chance“) für Schulabbrecher nennenswerte Beachtung gefunden. Die Rolle der beruflichen Erstausbildung bei der Ausrüstung dieser Schüler mit Kompetenzen, Kenntnissen und Qualifikationen ist bei ihrer Integration in die Gesellschaft entscheidend. In den meisten Mitgliedstaaten sind noch weitere Initiativen notwendig, um die Anzahl der Schulabbrecher zu senken und Ungleichheit aufgrund sozio-ökonomischer Benachteiligung zu bekämpfen.

Qualität: Die Gewährleistung hoher Qualitätsstandards ist auf allen Ebenen der allgemeinen und beruflichen Bildung von wesentlicher Bedeutung. *Qualitätsaufbau* umfasst den Kapazitätsaufbau von Lehrkräften, Schulleitern, Ausbildern und Ausbildungsleitern, Strategien zur besseren Verständigung mit den Eltern, die Modernisierung der Curricula und die Ausweitung der außerschulischen Maßnahmen, die Verbesserung der Infrastruktur sowie die Schaffung einer respektvollen Umgebung. *Mechanismen für die Qualitätssicherung* sind auf allen Bildungsebenen von Bedeutung, darunter bei der Bewertung der Kompetenzen von Lernenden, institutionellen Selbstbewertungen, externen und internen Bewertungen, bei der Transparenz und der Validierung von Ergebnissen. Zunehmend werden beispielsweise Sozialpartner und Akteure des Arbeitsmarkts zu Bewertungen und zur Validierung von Ergebnissen hinzugezogen („Lerngemeinschaft“).

Effizienz: Die zentralen Maßnahmen zur Verbesserung der institutionellen Effizienz und Anpassungsfähigkeit an sich ändernde Anforderungen im Bereich der allgemeinen und beruflichen Bildung sowie an den Bedarf des Arbeitsmarkts sind folgende: Dezentralisierung (einschließlich Reformen, die es den Einrichtungen erlauben, selbst Initiativen zur Bildung zu ergreifen); Deregulierung; die Beobachtung von Leistungen durch Indikatoren zur Bildungseffizienz; Bestandsaufnahme der Qualifikationslücken und Antizipierung des Qualifikationsbedarfs. Eine Kultur der Evaluierung in Systemen der allgemeinen und beruflichen Bildung zur Erforschung, wie Ressourcen (Investitionen durch den öffentlichen und den privaten Sektor) effizient(er) genutzt werden können, ist ebenfalls wesentlich.

Die Studienbesuche sollen folgende Bereiche beleuchten:

- (a) Entwicklung und Umsetzung von Maßnahmen zur Verbesserung des Zugangs zu allgemeiner und beruflicher Bildung für benachteiligte Gruppen;
- (b) Entwurf und Durchführung von Maßnahmen zur Erzielung von Gleichbehandlung;
- (c) Entwurf und Umsetzung von Maßnahmen zur Steigerung der Qualität bei der Bereitstellung von allgemeiner und beruflicher Bildung;
- (d) Evaluierung und Analyse der Effizienz von Systemen der allgemeinen und beruflichen Bildung.

2.2. Liste der Themen für Studienbesuche

- Lernangebote für Vorschulkinder
- Personalisierte Lernansätze
- Präventionsmaßnahmen für den Schulabbruch
- Chancengleichheit für benachteiligte Gruppen
- Mechanismen für die Qualitätssicherung in Schulen und Ausbildungseinrichtungen
- Maßnahmen zur Verbesserung der Effizienz in Einrichtungen der allgemeinen und beruflichen Bildung

2.3. Schlüsselwörter

- allgemeiner und beruflicher Bildungsstand;
- Schulabbrecher;
- besondere Erfordernisse;
- Gleichstellung der Geschlechter;
- Migranten und Minderheiten;
- ältere Arbeitnehmer;
- Erwachsenenbildung;
- soziale Eingliederung;
- Evaluierung (Schule oder Einrichtung);
- Finanzierung.

2.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Effizienz und Gerechtigkeit in den europäischen Systemen der allgemeinen und beruflichen Bildung:

http://ec.europa.eu/education/policies/2010/back_gen_en.html

Mitteilung der Kommission an das Europäische Parlament, den Rat, den europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen: Bessere Kompetenzen für das 21. Jahrhundert: eine Agenda für die europäische Zusammenarbeit im Schulwesen:

http://ec.europa.eu/education/school21/com425_de.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

3. Attraktivität von Lehre und Lernen wahren und Führungsqualitäten verbessern

3.1. Beschreibung

Die Steigerung der Qualität von Lehre und Ausbildung in den Mitgliedstaaten ist eines der zentralen Ziele des Arbeitsprogramms „Allgemeine und berufliche Bildung 2010“. Lehrkräfte und Ausbilder müssen zunehmend neue Qualifikationen und Kompetenzen entwickeln, um sich den Herausforderungen stellen zu können, die mit der wachsenden Autonomie von Einrichtungen der allgemeinen und beruflichen Bildung und Lernenden einhergehen. Weitere Anforderungen an Lehrkräfte und Ausbilder bestehen in der Verwendung neuer Technologien

und der Notwendigkeit, individuellen Lernerfordernissen Beachtung zu schenken. Die Weiterbildung von Lehrkräften ist nur in 11 Mitgliedstaaten vorgeschrieben.

Wie im Arbeitspapier der Kommissionsdienststellen „Schulen für das 21. Jahrhundert“ beschrieben, steigen die Anforderungen an die Lehrkräfte auch aufgrund von Stress und aggressivem Verhalten im Klassenzimmer. Dies hat negative Auswirkungen auf die Arbeitsleistung und die Zufriedenheit und kann dazu führen, dass Lehrkräfte frühzeitig aus ihrem Berufsleben ausscheiden.

Erwartungsgemäß werden viele ältere Lehrkräfte bald in den Ruhestand treten. Dies bedeutet, dass Berufe im Bereich der Lehre und des lebenslangen Lernens attraktiver gemacht werden müssen, wobei darauf zu achten ist, neue Lehrkräfte einzustellen und gleichzeitige vorhandene zu halten. Die Mitgliedstaaten sind auf zwei Ebenen gefordert: Sie müssen zum einen der Herausforderung begegnen, verlorengehende Erfahrung zu ersetzen, und andererseits die Chance wahrnehmen, in die Erstausbildung einer neuen Generation von Lehrkräften zu investieren und gleichzeitig die Qualifikationen vorhandener Lehrkräfte und Lehrleiter anzuheben.

Die Verbesserung der Qualität der Schulleitung und die Förderung der Zusammenarbeit zwischen Führungskräften im Bildungswesen sind ebenfalls unerlässlich für eine höhere Qualität der Bildung als Ganzes. Im Jahr 2007 betonte der Europäische Rat die Bedeutung des Zugangs zu qualitativ hochwertiger Ausbildung im Bereich der Schulleitung und des Managements. Darüber hinaus drückte er die Hoffnung aus, dass eine Zusammenarbeit zwischen Führungskräften im Bildungswesen zustande kommt, um gemeinsamen Herausforderungen der europäischen Bildungssysteme gegenüberzutreten.

Die europäische Zusammenarbeit wird mit Hilfe eines – freiwilligen – Instruments gesteuert, das als offene Koordinierungsmethode bezeichnet wird. Seit dem Jahre 2004 werden gemeinsame Grundsätze für die Kompetenzen und Qualifikationen von Lehrkräften auf europäischer Ebene festgelegt. Dadurch wird die Bedeutung eines hochqualifizierten Personals, einer ständigen beruflichen Weiterentwicklung, der Mobilität von Lehrkräften sowie Partnerschaften zwischen Lehrkräften und anderen Stellen den politischen Entscheidungsträgern der Mitgliedstaaten deutlich gemacht. Im Jahr 2007 betonte der Ministerrat erneut die Bedeutung der Qualitätsverbesserung der Lehrkraftausbildung, der Ausstattung der Lehrkräfte mit Führungsqualitäten und von unterstützenden Maßnahmen, mit denen der Lehrberuf bei der Berufswahl eine größere Attraktivität erhalten soll. Zu den von diesen Entwicklungen betroffenen Akteuren gehören Einrichtungen für die Ausbildung und Einstellung von Lehrkräften, Schulleiter und Bildungsanbieter, zuständige Stellen für die Registrierung, Überprüfung und Qualität der Lehrkräfte, Sozialpartner wie Gewerkschaften sowie nationale und lokale politische Entscheidungsträger.

Die Studienbesuche werden Entwicklungen und Maßnahmen beleuchten, die die Lehre und Ausbildung attraktiver gestalten, die Steuerung verbessern und die Qualität erhöhen. Dabei werden vor allem folgende Schwerpunkte gesetzt:

- (a) Entwicklung von Programmen zur Gewinnung und Bindung von hochqualifiziertem Personal in allen Berufsbereichen der allgemeinen und beruflichen Bildung;
- (b) Steigerung von Qualität und Kompetenzen von Führungskräften der Anbieter allgemeiner und beruflicher Bildung;
- (c) ständige berufliche Weiterentwicklung von Lehrkräften und Ausbildern;
- (d) Initiativen zur Erleichterung der Mobilität von Lehrkräften und Ausbildern.

3.2. Liste der Themen für Studienbesuche

- Erstausbildung, Einstellung und Evaluierung von Lehrkräften und Ausbildern
- Ständige berufliche Weiterentwicklung von Lehrkräften und Ausbildern
- Führungsqualitäten und Management bei Schulen und Berufsbildungsanbietern

3.3. Schlüsselwörter

- Weiterbeschäftigung von Lehrkräften und Ausbildern;
- Kompetenzen von Lehrkräften und Ausbildern;
- Qualifikationen von Lehrkräften und Ausbildern;
- Führungsqualitäten und Management;
- Mobilität von Lehrkräften und Ausbildern;
- Status von Lehrkräften und Ausbildern;
- Qualitätssicherung.

3.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Arbeitspapier der Kommissionsdienststellen (SEC(2007)1009): Schulen für das 21. Jahrhundert

http://ec.europa.eu/education/school21/consultdoc_de.pdf

Schlussfolgerungen des Rates und der im Rat vereinigten Vertreter der Regierungen der Mitgliedstaaten vom 15. November 2007 zur Verbesserung der Qualität der Lehrerausbildung:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:DE:PDF>

Generaldirektion Bildung und Kultur: Gemeinsame Europäische Grundsätze für Kompetenzen und Qualifikationen von Lehrkräften: http://ec.europa.eu/education/policies/2010/doc/principles_de.pdf

Professionalisation of VET teachers for the future (Cedefop, 2004):

http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

4. Allgemeine und berufliche Bildung für Beschäftigungsfähigkeit

4.1. Beschreibung

Um eine Arbeitsstelle zu finden und zu behalten, benötigen Menschen die Qualifikationen, die dem Bedarf des Arbeitsmarkts entsprechen. Unternehmen sind auf Qualifikationen angewiesen, um im Wettbewerb zu bestehen, forschen zu können, Innovationen einzuführen und sich zu vergrößern. Die zentrale Rolle, die dabei allgemeiner und beruflicher Bildung zukommt, wird in vielen wichtigen Dokumenten auf europäischer Ebene anerkannt.

Ein niedriger Bildungsstand und unzureichende Qualifikationen schließen jedoch viele junge Menschen vom Arbeitsmarkt aus. Eine wirtschaftliche Umstrukturierung und ein sich ändernder Bedarf an Qualifikationen sind eine Bedrohung für die Sicherheit von Arbeitsplätzen. Menschen müssen die Chance bekommen, in verschiedenen Lebensphasen neue Kenntnisse und neue Qualifikationen und Kompetenzen zu entwickeln und bereits bestehende auf einen neuen Stand zu bringen. Dies trifft vor allem auf Menschen in prekären Arbeitsverhältnissen, mit bedrohten Arbeitsplätzen oder ohne Erwerb, ältere oder gering qualifizierte Menschen, Menschen mit Migrationshintergrund oder Menschen mit Behinderungen zu.

Obwohl Europa seine Beschäftigungsziele noch nicht erreicht hat und die Wirtschaftsentwicklung nicht besonders günstig ausfällt, kommt es in einigen Ländern bereits zu Qualifikationsdefiziten. Europa wird sich in naher Zukunft möglicherweise auf ein größeres Qualifikationsdefizit einstellen müssen. Aufgrund einer gestiegenen Lebenserwartung und rückläufigen Geburtenraten betreten weniger junge Menschen den Arbeitsmarkt, während sich das Arbeitsleben verlängert. Im Jahr 2020 wird voraussichtlich für 50 % aller Arbeitsplätze ein mittlerer, für 31,5 % ein hoher Bildungsstand vonnöten sein, während der Bedarf an niedrigen Qualifikationen von einem Drittel im Jahr 1996 auf rund 18,5 % sinken wird. Für viele derzeitige Arbeitsplätze werden sich die Anforderungen an die Qualifikationen ändern, sodass die Menschen diese ständig aktualisieren müssen; in anderen Fällen müssen sich die Menschen an neue Arbeitsplätze anpassen.

Eine allgemeine und berufliche Erstausbildung liefert eine ausbaufähige Grundlage an Qualifikationen. Die Kenntnisse, Qualifikationen und Kompetenzen, die Menschen erwerben, können dabei helfen, sie erfolgreich in Arbeit zu bringen, und unterstützen sie bei der Anpassung an neue Anforderungen sowie noch unbekannte Arbeitsmethoden und Arbeitsplätze.

Eine enge Zusammenarbeit mit Unternehmen kann dazu beitragen, die allgemeine und berufliche Bildung besser auf die Arbeitswelt abzustimmen. Durch Lernen am Arbeitsplatz können Lernende, die andernfalls vorzeitig abbrechen würden, bestärkt werden, ihre allgemeine und berufliche Bildung fortzuführen. Auf einem globalisierten und mobileren Arbeitsmarkt sind außerdem sprachliche und kulturelle Kompetenzen vonnöten, um erfolgreich zu sein. Mangelnde Sprachkenntnisse können es beispielsweise Migranten erschweren, (angemessene) Arbeitsplätze zu finden, und trennen kleine und mittlere Unternehmen von einem internationalen Erfolg.

Um angemessene Programme für die allgemeine und berufliche Bildung und Arbeitsplätze zu wählen, sind Informationen über die Qualifikationen, an denen bei Unternehmen Bedarf besteht, und eine Beratung, die die Kompetenzen und Erfordernisse Einzelner berücksichtigt, unabdingbar. Um Menschen darin zu bestärken, mit dem Lernen anzufangen oder das Lernen fortzuführen und um Zeit und Kosten zu sparen, ist es außerdem von Bedeutung, dass Einrichtungen der allgemeinen und beruflichen Bildung und Arbeitgeber die Kenntnisse, Qualifikationen und Kompetenzen anerkennen, die am Arbeitsplatz, bei einer ehrenamtlichen Tätigkeit oder im Familienleben erworben wurden.

Die Gewährleistung der Entwicklung von Qualifikationen ist auch ein wesentlicher Bestandteil der Flexicurity. Dadurch sollen Menschen leichter einen Arbeitsplatz finden oder behalten, auch wenn sie häufiger den Arbeitsplatz wechseln oder Berufspausen einlegen müssen. Dazu sind umfassende Strategien des lebenslangen Lernens notwendig, die alle Ebenen und Sektoren der Bildung abdecken und die allgemeine und berufliche Bildung mit Beschäftigung sowie Wirtschafts- und Sozialpolitik verknüpfen. Solche Strategien wurden noch nicht in allen Ländern umgesetzt.

Vielen gemeinsamen Initiativen der Europäischen Kommission und der Mitgliedstaaten sowie der europäischen Sozialpartner liegt die Idee zugrunde, einen Beitrag zur Gewährleistung der Beschäftigungsfähigkeit von Menschen zu leisten. Die wesentlichen politischen Initiativen auf europäischer Ebene umfassen:

Schlüsselkompetenzen für lebensbegleitendes Lernen: Der Rat der Europäischen Union und das Europäische Parlament sprachen den Mitgliedstaaten eine Empfehlung aus⁽¹⁾, um es Lernenden zu ermöglichen, Schlüsselkompetenzen zu erwerben, die sie bei der Anpassung an den sich ändernden Bedarf des Arbeitsmarkts und einem aktiven Beitrag zur Gesellschaft unterstützen.

Berufsbildung: Die im Jahr 2002 im Anschluss an die Lissabon-Strategie und die Zusammenarbeit im Bereich der allgemeinen und beruflichen Bildung unterzeichnete **Kopenhagener Erklärung** bildete den Ausgangspunkt für eine engere Zusammenarbeit zwischen der Kommission, den Mitgliedstaaten und den europäischen Sozialpartnern in der Berufsbildung. Die Berufsbildung spielt bei der Gewährleistung des lebenslangen Lernens und qualifizierter Arbeitskräfte in Abstimmung auf den Bedarf des Arbeitsmarkts eine entscheidende Rolle. Der Kopenhagen-Prozess zielt darauf ab, den Zugang zu lebenslangem Lernen zu erleichtern und die ausbildungsbezogene, berufliche und geografische Mobilität zu fördern. Durch den Kopenhagen-Prozess wurden entscheidende Innovationen mit direkter oder indirekter Auswirkung auf die Verbesserung der Beschäftigungsfähigkeit ausgelöst, etwa: gemeinsame Grundsätze zur Steigerung der Transparenz von Qualifikationen, Qualitätssicherung in der Berufsbildung, lebenslange Beratung und Validierung von nicht formalem und informellem Lernen.

Als Folgemaßnahme legt das **Kommuniqué von Helsinki über die verstärkte europäische Zusammenarbeit in der Berufsbildung** aus dem Jahr 2006 darüber hinaus fest, dass die berufliche Erstausbildung und Fort- und Weiterbildung eine breite Basis von Kenntnissen und Qualifikationen bieten sollte, die auf den Bedarf des Arbeitsmarkts abgestimmt sind, um so die Beschäftigungsfähigkeit zu verbessern.

⁽¹⁾ Empfehlung des Europäischen Parlaments und des Rates vom 18. Dezember 2006 zu Schlüsselkompetenzen für lebensbegleitendes Lernen (2006/962/EG): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:DE:PDF>.

Hochschulbildung: Der **Bologna-Prozess** zielt darauf ab, bis zum Jahr 2010 einen Europäischen Hochschulraum zu schaffen, in dem Lernende aus einem breiten und transparenten Angebot qualitativ hochwertiger Kurse auswählen können und von reibungslosen Anerkennungsverfahren profitieren. Der **Bologna-Prozess** sieht die Umsetzung eines Systems vor, das im Wesentlichen auf drei Zyklen beruht (Bachelor-Grad, Master-Grad, Promotion). Der Abschluss, der nach dem ersten Zyklus verliehen wird, soll, abgestimmt auf den europäischen Arbeitsmarkt, als angemessener Qualifikationsgrad dienen. Der zweite Zyklus soll wie in vielen europäischen Ländern zum Master-Abschluss und/oder zur Promotion führen.

Erwachsenenbildung: In den Schlussfolgerungen des Rates zur Erwachsenenbildung (2008) wird betont, dass es sowohl für die Beschäftigungsfähigkeit als auch für die soziale Integration entscheidend ist, dass Erwachsene den Lernprozess fortführen und sich an Änderungen anpassen. Eine ständige Weiterqualifizierung, Umschulung und Weiterentwicklung von Kompetenzen sind eine wesentliche Voraussetzung für die aktive Beteiligung an der Gesellschaft.

Die Verbesserung der Beobachtung und **Prognostizierung von Angebot und Nachfrage von Qualifikationen** in Europa ist Teil der EntschlieÙung des Rates zu den neuen Kompetenzen für neue Beschäftigungen⁽²⁾. Die Europäische Kommission wird im Dezember 2008 eine spezielle **Mitteilung zu neuen Kompetenzen für neue Beschäftigungen** veröffentlichen. Darin soll eine Bewertung der künftigen Entwicklung des Bedarfs an Arbeitskräften und Qualifikationen sowie des Arbeitskräfteangebots bis zum Jahr 2020 bereitgestellt werden. Die Mitteilung wird voraussichtlich die Empfehlung einer EU-Zuständigkeit für die Antizipation und Anpassung von Arbeitsmarkt und Qualifikationsbedarf enthalten.

Flexicurity schafft ein Gleichgewicht zwischen Flexibilität (*flexibility*) und Sicherheit (*security*) auf dem Arbeitsmarkt und ermöglicht sowohl Arbeitnehmern als auch Arbeitgebern, die Möglichkeiten zu nutzen, die die Globalisierung bietet. Flexicurity umfasst die folgenden allgemeinen Grundsätze: umfassende Strategien für lebenslanges Lernen; effektive Strategien für den aktiven Arbeitsmarkt; Erleichterung des beruflichen Aufstiegs und der Mobilität zwischen Erwerbslosigkeit oder wirtschaftlicher Inaktivität und Beschäftigung; ständige Aktualisierung von Qualifikationen.

Um der Herausforderung der Beschäftigungsfähigkeit gewachsen zu sein, gewinnen Verbindungen zwischen Berufs- und Hochschulbildung in einer Umgebung des lebenslangen Lernens immer mehr an Bedeutung. Die Möglichkeit des Zugangs zum tertiären Bildungswesen ist für den Lernenden ein wichtiger Motivationsfaktor für die Berufsbildung. Die Mitgliedstaaten haben damit begonnen, Initiativen zur engeren Verknüpfung von Hochschul- und Berufsbildungssystemen zu ergreifen.

Die **europäischen Sozialpartner** haben ihren 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.

Studienbesuche werden Entwicklungen und Maßnahmen zu allgemeiner und beruflicher Bildung zur Beschäftigungsfähigkeit darstellen:

- (a) Beitrag von allgemeiner und beruflicher Bildung zur Verbesserung von Kenntnissen, Qualifikationen und Kompetenzen für den Arbeitsmarkt;
- (b) Analyse von Qualifikationsbedarf und -lücken, die auf den Arbeitsmärkten der EU-Mitgliedstaaten entstehen, und die Entwicklung von Strategien zum Umgang damit;
- (c) Entwurf und Umsetzung von Aktivitäten wie der Übergang von allgemeiner und beruflicher Bildung zum Arbeitsleben, Berufsberatung und Lernen am Arbeitsplatz zur Steigerung der Beschäftigungsfähigkeit.

4.2. Liste der Themen für Studienbesuche

- Übergang von allgemeiner und beruflicher Bildung zum Arbeitsleben
- Lernen am Arbeitsplatz

⁽²⁾ EntschlieÙung des Rates vom 15. November 2007 zu den neuen Kompetenzen für neue Beschäftigungen (2007/C 290/01): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:290:0001:0003:DE:PDF>

- Integration benachteiligter Gruppen in den Arbeitsmarkt
- Steigerung der Attraktivität von Berufsbildung
- Beitrag der Sozialpartner zur Förderung der Beschäftigungsfähigkeit
- Analyse von Qualifikationen und Ungleichgewicht
- Flexicurity auf dem Arbeitsmarkt

4.3. Schlüsselwörter

- lebenslange Beratung;
- Sprachkenntnisse;
- Validierung nicht formalen und informellen Lernens;
- Lehrlingsausbildung;
- unternehmerische Kompetenz;
- Praktikum;
- Schlüsselkompetenzen;
- ältere Arbeitnehmer;
- Erwachsenenbildung.

4.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Umsetzung des Lissabon-Programms der Gemeinschaft: Förderung des Unternehmergeists in Unterricht und Bildung (2006): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0033:FIN:DE:PDF>
Entrepreneurship and SME policy projects:

http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm

Mitteilung der Kommission an den Rat, das Europäische Parlament, den Europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen: Aktionsplan Erwachsenenbildung „Zum Lernen ist es nie zu spät“ (2007): http://ec.europa.eu/education/policies/adult/com558_de.pdf

Mitteilung der Kommission „Erwachsenenbildung: Man lernt nie aus“ (2006):

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:DE:PDF>

Career development at work - A review of career guidance to support people in employment (2008): http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf

Integrierte Leitlinien für Wachstum und Beschäftigung (2008-2010) (von der Kommission vorgelegt): http://ec.europa.eu/growthandjobs/pdf/european-dimension-200712-annual-progress-report/200712-annual-report-integrated-guidelines_de.pdf

Towards Common Principles of Flexicurity: more and better jobs through flexibility and security - Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (2007): http://ec.europa.eu/employment_social/employment_strategy/flexicurity%20media/flexicuritypublication_2007_en.pdf

Kommuniqué von Helsinki über die verstärkte europäische Zusammenarbeit in der Berufsbildung: http://ec.europa.eu/education/policies/2010/doc/helsinki_com_de.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

5. Einführung gemeinsamer europäischer Instrumente, Grundsätze und Rahmen für lebenslanges Lernen

5.1. Beschreibung

Zur Förderung sowohl der Mobilität der Bürger Europas als auch ihrer Qualifikationen und Lernleistungen wurden oder werden gerade mehrere gemeinsame Instrumente, Grundsätze und Rahmen auf europäischer Ebene

entwickelt, um die Ziele von Lissabon zu erreichen ⁽³⁾. Sie alle dienen dem Zweck, die Zusammenarbeit in Europa zu stärken und die Transparenz, Anerkennung und Qualitätssicherung in allen Bereichen der allgemeinen und beruflichen Bildung zu verbessern.

Der Europäische Qualifikationsrahmen (EQR) dient als 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 ihres lebenslangen Lernens. Immer mehr Länder erstellen nationale Qualifikationsrahmen (NQR), die sich eng, aber nicht ausschließlich am EQR orientieren, und setzen diese um.

Die Regierungen haben ein Interesse daran, übergeordnete Rahmen für Qualifikationen zu entwickeln, die Lernergebnisse aus verschiedenen Bereichen darstellen, beispielsweise Schulbildung, berufliche Ausbildung, Hochschulbildung und Erwachsenenbildung. Diese neuen Rahmen sind oft mit den Strategien für lebenslanges Lernen verknüpft und sollen den Bereich des informellen Lernens oder der Erfahrung erschließen, für den sich die Lernenden Anerkennung wünschen. Gemeinsame europäische Grundsätze und Leitlinien für die Validierung von nicht formalen und informellen Lernprozessen ⁽⁴⁾ wurden im Jahr 2004 als Leitfaden und gemeinsamer Bezugspunkt für die Entwicklung und Umsetzung von Methoden und Systemen zur Validierung in den Mitgliedstaaten festgelegt.

Der EQR dient außerdem als gemeinsamer europäischer Bezugspunkt für diejenigen Organisationen des internationalen Sektors, die ihre eigenen Qualifikationen über Ländergrenzen hinweg entwickeln möchten. Möglicherweise lässt sich damit auch eine Verbindung zwischen der Nachfrage nach langfristigen Fachkenntnissen auf dem Arbeitsmarkt und den Aus- und Weiterbildungsstrategien herstellen, damit eine bessere Anpassung an globalisierungsbedingte Änderungen und Umstrukturierungen erreicht werden kann.

Der Europass ⁽⁵⁾ ist ein Instrument, das den Bürgern helfen soll, ihre Kenntnisse, Kompetenzen und Qualifikationen in klar verständlicher Form auszuweisen und europaweit mobil zu sein. Der Europass umfasst fünf Dokumente: Lebenslauf, Sprachenpass, Mobilitätsnachweis, Zeugniserläuterung und Diplomzusatz.

Die Transparenz von Qualifikationen und die Anerkennung von Lernergebnissen werden des Weiteren durch Instrumente gefördert, die die Lernenden dabei unterstützen, Ausbildungsleistungen anerkennen zu lassen, die sie während der Lernperioden im eigenen Land oder im Ausland erworben haben. Diese Instrumente sind: das **Europäische System zur Übertragung und Akkumulierung von Studienleistungen** (ECTS) in der Hochschulbildung und das **Europäische Leistungspunktesystem für die Berufsbildung** (ECVET)⁽⁶⁾.

Qualitativ hochwertige EU-Systeme der allgemeinen und beruflichen Bildung sind für die Wirtschaft in Europa ein entscheidender Faktor. Die europaweite Zusammenarbeit im Bereich der Qualitätssicherung hat zur Einrichtung des **Europäischen Bezugsrahmens für die Qualitätssicherung** ⁽⁷⁾ in der beruflichen Aus- und Weiterbildung geführt, während für die Hochschulbildung bereits gemeinsame Standards entwickelt worden waren.

Die **lebensbegleitende Beratung** unterstützt die Bürger maßgeblich dabei, persönliche Aktionspläne für Weiterbildung, Karrieremanagement und andere Lebensziele zu formulieren. Gemeinsame Ziele und Grundsätze sowie europäische Instrumente ⁽⁸⁾ zur Überprüfung des Angebots im Bereich der **lebensbegleitenden Beratung** wurden festgelegt.

⁽³⁾ Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ (Beitrag zur Lissabon-Strategie): http://eur-lex.europa.eu/pri/de/oj/dat/2002/c_142/c_14220020614de00010022.pdf

⁽⁴⁾ Schlussfolgerungen des Rates und der im Rat vereinigten Vertreter der Regierungen der Mitgliedstaaten zu gemeinsamen europäischen Grundsätzen für die Ermittlung und Validierung von nicht formalen und informellen Lernprozessen (Mai 2004) http://ec.europa.eu/education/policies/2010/doc/validation2004_de.pdf

⁽⁵⁾ Besuchen Sie die Europass-Website: <http://europass.cedefop.europa.eu>

⁽⁶⁾ Empfehlung des Europäischen Parlaments und des Rates zur Einrichtung des Europäischen Leistungspunktesystems für die Berufsbildung (ECVET) [SEK(2008) 442, SEK(2008) 443] <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0180:FIN:DE:PDF>

⁽⁷⁾ Vorschlag für eine Empfehlung des europäischen Parlaments und des Rates zur Einrichtung eines europäischen Bezugsrahmens für die Qualitätssicherung in der beruflichen Aus- und Weiterbildung [SEK(2008) 440] [SEC(2008) 441] <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:DE:PDF>

⁽⁸⁾ „Improving lifelong guidance policies and systems. Using common European reference tools“ (Cedefop, 2005).

Studienbesuche werden europäische Instrumente, Grundsätze und Rahmen für das lebenslange Lernen darstellen, unter anderem:

- (a) Erstellung und Umsetzung von Qualifikationsrahmen mit Bezug auf den EQR;
- (b) Förderung des Europasses und dessen Verwendung durch die Aus- und Weiterbildungseinrichtungen, Beratungs- und Arbeitsvermittlungsdienste und Bürger;
- (c) Entwicklung und Umsetzung von Qualitätssicherungsrahmen in Anlehnung an den Europäischen Bezugsrahmen für die Qualitätssicherung;
- (d) Instrumente für die Übertragung von Studienleistungen, um die Mobilität der Lernenden zu fördern;
- (e) Grundsätze für die Anerkennung des nicht formalen und informellen Lernens;
- (f) Bereitstellung von Diensten für die lebensbegleitende Beratung.

5.2. Liste der Themen für Studienbesuche

- Nationale und sektorale Qualifikationsrahmen, die mit dem EQR verknüpft sind
- Instrumente zur Förderung der Transparenz von Qualifikationen und der Mobilität der Bürger
- Systeme, Rahmen und Ansätze zur Qualitätssicherung
- Übertragung von Studienleistungen zwischen verschiedenen Kontexten
- Validierung nicht formalen und informellen Lernens
- Dienste für die lebensbegleitende Beratung

5.3. Schlüsselwörter

- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET);
- Europäisches System zur Übertragung von Studienleistungen (ECTS);
- Europass;
- Mobilität der Arbeitnehmer;
- Mobilität der Lernenden;
- Mobilität von Lehrkräften und Ausbildern;
- Erwachsenenbildung;
- junge Menschen;
- benachteiligte Gruppen;
- Lernergebnisse.

5.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Unterstützung der Mobilität der Bürger und des lebenslangen Lernens (EQR, Europass, ECTS, ECVET, lebensbegleitende Beratung): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

Europäischer Qualifikationsrahmen (EQR):

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:DE:PDF>

Europäischer Bezugsrahmen für die Qualitätssicherung:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:DE:PDF>

Qualitätssicherung in der Hochschulbildung: <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf>

Europäisches Netzwerk für die Qualitätssicherung in der Berufsbildung: <http://www.enqavet.eu>

„Establishing and developing national lifelong guidance policy forums.

A manual for policy-makers and stakeholders“ (Cedefop, 2008):

http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf

„Von der Politik zur Praxis. Ein systematischer Wandel der lebensbegleitenden Beratung in Europa“ (Cedefop, 2008): http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_de.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

6. Trends und Herausforderungen der Strategien für lebenslanges Lernen

6.1. Beschreibung

Die allgemeine und berufliche Bildung ist für den wirtschaftlichen und sozialen Wandel unabdingbar. Flexibilität und Sicherheit sind die Voraussetzung für die Schaffung von mehr und besseren Arbeitsplätzen und können nur erreicht werden, wenn sichergestellt wird, dass alle Bürger Schlüsselkompetenzen erwerben und ihre Kompetenzen ihr Leben lang weiterentwickeln. Das lebenslange Lernen fördert Kreativität und Innovation und ermöglicht die vollständige Teilnahme am wirtschaftlichen und sozialen Leben. Aus diesem Grund haben die EU-Mitgliedstaaten und die Europäische Kommission in den vergangenen Jahren ihre politische Zusammenarbeit mit dem Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ erheblich ausgebaut, das zur Erreichung der Ziele von Lissabon und zur Förderung des lebenslangen Lernens beitragen soll. Das Arbeitsprogramm integriert auf europäischer Ebene frühere Aktionen in die allgemeine und berufliche Bildung, einschließlich Berufsbildung im Rahmen des Kopenhagen-Prozesses, und stellt die Verbindung zum Bologna-Prozess her, der für den Aufbau eines europäischen Hochschulraums (EHR) von zentraler Bedeutung ist.

Das Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ wendet die offene Koordinierungsmethode (OKM) an und bietet strategische Rahmenbedingungen für die Zusammenarbeit zwischen der Kommission und den Mitgliedstaaten. Mit Hilfe der folgenden OKM-Komponenten können Informationen über bewährte Praktiken ausgetauscht und die Ziele der Mitgliedstaaten besser an die Hauptziele der EU angeglichen werden:

- Ermittlung und Definition gemeinsamer Zielvorgaben;
- gemeinsame Definition von Benchmarks und Indikatoren, anhand deren sich die Mitgliedstaaten mit anderen Mitgliedstaaten vergleichen und ihren Fortschritt bei der Erreichung der Zielvorgaben bewerten können;
- Förderung des Austauschs und der Verbreitung von Informationen über bewährte Praktiken, wie Peer-Learning-Aktivitäten.

Der Austausch von Informationen über verschiedene politische Alternativen kann zur Förderung von Reformen in nationalen Systemen der allgemeinen und beruflichen Bildung beitragen und zusammen mit anderen gemeinsamen Lernaktivitäten die Erreichung der gemeinsamen Ziele und Benchmarks für lebenslanges Lernen vorantreiben.

Die meisten Länder haben hinsichtlich der Definition einheitlicher und übergeordneter Strategien für lebenslanges Lernen Fortschritte gemacht. Innerhalb solcher Rahmen sind Fortschritte in folgenden Bereichen deutlich erkennbar: in der Vorschulbildung, bei der Validierung des nicht formalen und informellen Lernens und insbesondere bei nationalen Qualifikationsrahmen (NQR), die in den meisten EU-Mitgliedstaaten analog zum EQF auf der Grundlage der Lernergebnisse erstellt werden.

Trotz des Fortschritts in den genannten Bereichen müssen die folgenden Herausforderungen bewältigt werden, damit übergeordnete Strategien für lebenslanges Lernen umgesetzt werden können.

Kohärente und umfassende Strategien für lebenslanges Lernen, die Bildung, Hochschulbildung, Erwachsenenbildung und Berufsbildung umfassen, müssen noch umgesetzt werden. Ein ganzheitlicher Ansatz, der lebenslanges Lernen und berufliche Bildung mit anderen politischen Bereichen verknüpft, beispielsweise mit Makroökonomie, Beschäftigung, Wettbewerb, Unternehmen, Forschung und Innovation sowie Sozialpolitik, ist unabdingbar.

Eine der größten Herausforderungen für NQR besteht darin, dass sie in der Lage sein müssen, als Integrationsinstrumente zu wirken, die zwischen den verschiedenen Sektoren der allgemeinen und beruflichen Bildung übergreifende Bildungswege ermöglichen, und auf Lernergebnissen aufzubauen, die in nicht formalen und informellen Lernumfeldern, einschließlich am Arbeitsplatz, erworben wurden.

Die Beteiligung der Erwachsenen am lebenslangen Lernen ist noch weit vom EU-Richtwert entfernt. Stärkere Bemühungen sind erforderlich, um ihre Kompetenzen in verschiedenen Lebensabschnitten weiterzuent-

wickeln, ihren Zugang zu allgemeiner und beruflicher Bildung zu verbessern und ihre Lernergebnisse bewerten zu lassen, die Qualität der Angebote zu optimieren sowie Flexibilität und Sicherheit auf dem Arbeitsmarkt zu erreichen.

Ein niedriger Bildungsgrad und unzulängliche Kompetenzen sind die Hauptfaktoren für soziale Ausgrenzung und schlechte Arbeitsmarktleistung. Dies gilt insbesondere für ältere Arbeitnehmer, Arbeitnehmer mit geringer Qualifikation und andere benachteiligte Gruppen (z. B. Migranten), die Gefahr laufen, ihren Arbeitsplatz zu verlieren oder gar keinen Arbeitsplatz finden. Die demografische Entwicklung und die Entwicklung auf dem Arbeitsmarkt führen zu einer größeren Nachfrage nach hoch qualifizierten Arbeitskräften und schlechteren Bedingungen für Arbeitnehmer mit geringer Qualifikation. Um diese Herausforderung zu meistern, sind weitere Investitionen in Human- und Sozialkapital sowie die Ermutigung zur Teilnahme am lebenslangen Lernen nötig.

Studienbesuche werden Entwicklungen in folgenden Bereichen darstellen:

- (a) Reformen in 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 Übergang zwischen verschiedenen Teilen der nationalen Systeme.

6.2. Liste der Themen für Studienbesuche

- Reformen in nationalen Systemen der allgemeinen und beruflichen Bildung
- Schaffung von Verbindungen zwischen Berufsbildung und Hochschule
- Einführung flexibler Bildungswege
- Förderung der Beteiligung von Erwachsenen an allgemeiner und beruflicher Bildung

6.3. Schlüsselwörter

- Erwachsenenbildung;
- ältere Arbeitnehmer;
- Arbeitnehmer mit geringer Qualifikation;
- Migranten;
- Validierung nicht formalen und informellen Lernens;
- Lernergebnisse;
- nationale Qualifikationsrahmen;
- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET);
- Europäisches System zur Übertragung von Studienleistungen (ECTS);
- Europäischer Qualifikationsrahmen (EQR)

6.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Europaweite Strategie und Zusammenarbeit im Bereich der allgemeinen und beruflichen Bildung:

http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

Entwurf des Gemeinsamen Fortschrittsberichts 2008 des Rates und der Kommission über die Umsetzung des Arbeitsprogramms „Allgemeine und berufliche Bildung 2010“. „Wissen, Kreativität und Innovation durch lebenslanges Lernen“: http://ec.europa.eu/education/policies/2010/natreport08/council_de.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Erwachsenenbildung: Man lernt nie aus, Mitteilung der Kommission (Oktober 2006):

http://eur-lex.europa.eu/LexUriServ/site/de/com/2006/com2006_0614de01.pdf

Allgemeine und berufliche Bildung 2010 – unterschiedliche Systeme, gemeinsame Ziele:

http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm

7. Entwicklung von Lerngemeinschaften, Beteiligung aller Akteure der allgemeinen und beruflichen Bildung

7.1. Beschreibung

Die allgemeine und berufliche Bildung in Europa erfüllt mehrere wichtige Aufgaben in unserer Gesellschaft. Sie bietet den Lernenden nicht nur das Wissen, die Qualifikationen und Kompetenzen, die sie für die Ausübung eines Berufs oder einer Tätigkeit benötigen, sondern unterstützt auch die Entwicklung von Kompetenzen, die für das Familien- und Sozialleben wichtig sind.

Öffnung der Systeme der allgemeinen und beruflichen Bildung gegenüber der Welt ist eines der drei strategischen Ziele des Arbeitsprogramms, auf das sich die europäischen Bildungsminister verständigt haben, um aus Europa eine wissensbasierte Gesellschaft zu machen (Lissabon-Strategie). In ihrer Mitteilung *Bessere Kompetenzen für das 21. Jahrhundert: eine Agenda für die europäische Zusammenarbeit im Schulwesen* betont die Europäische Kommission die Bedeutung von „Lerngemeinschaften“, die Partnerschaften mit Agenturen, Organisationen und anderen Akteuren außerhalb des „klassischen“ Schulumfelds beinhalten.

Damit können die Einrichtungen der allgemeinen und beruflichen Bildung von den Partnern besser zur Verantwortung gezogen werden, und die Vertreter des Arbeitsmarktes, der Familien, der bürgerschaftlichen und Umweltorganisationen sowie der Lernenden können gemeinsam über beabsichtigte Lernergebnisse, Lerninhalte und geeignete Arten des Lernens entscheiden. Darüber hinaus ist die Elternbeteiligung überaus wichtig, weil dadurch der schulische Erfolg und schulische Verbesserungen angeregt werden. Die Einrichtungen der allgemeinen und beruflichen Bildung können außerdem einen Beitrag zur Prävention und Bekämpfung aller Arten von Gewalt gegen Kinder und junge Menschen leisten sowie Gesundheitsschutz, Wohlbefinden und sozialen Zusammenhalt auf hohem Niveau erreichen.

Studienbesuche werden Ansätze und Beispiele bewährter Praktiken darstellen:

- (a) Anreize und Initiativen, die auf nationaler und regionaler Ebene für die Einrichtungen der allgemeinen und beruflichen Bildung entwickelt wurden, damit diese mit externen Partnern wie Eltern, Gemeinden, Unternehmen, Sozialpartnern und Nichtregierungsorganisationen (NRO) zusammenarbeiten;
- (b) nationale, regionale und lokale Beispiele für die partizipative Führung und Bewertung von Einrichtungen der allgemeinen und beruflichen Bildung;
- (c) Initiativen zur Prävention von Gewalt gegen Kinder und junge Menschen.

7.2. Liste der Themen für Studienbesuche

- Zusammenarbeit zwischen den Einrichtungen der allgemeinen und beruflichen Bildung und den lokalen Gemeinschaften
- Aufgaben der Eltern und Sozialpartner bei der Steuerung
- Aufgaben der Schulen und Gemeinschaften bei der Gewaltprävention

7.3. Schlüsselwörter

- Evaluierung (Schule oder Einrichtung);
- Autonomie (Schule oder Einrichtung);
- Elternbeteiligung;
- Mobbing;
- Sozialpartner;
- schulisches Umfeld;
- Finanzierung.

7.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Mitteilung der Kommission an das Europäische Parlament, den Rat, den europäischen Wirtschafts- und Sozialausschuss und den Ausschuss der Regionen: Bessere Kompetenzen für das 21. Jahrhundert: eine Agenda für die europäische Zusammenarbeit im Schulwesen:

http://ec.europa.eu/education/school21/com425_de.pdf

Arbeitspapier der Kommissionsdienststellen (SEC(2007)1009): Schulen für das 21. Jahrhundert:

http://ec.europa.eu/education/school21/consultdoc_de.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks(2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Rat der Europäischen Union. Schlussfolgerungen zu den künftigen Prioritäten einer verstärkten europäischen Zusammenarbeit bei der beruflichen Bildung (Prüfung der Umsetzung der Entschließung des Rates vom 15. November 2004) (2006/C 298/05):

http://ec.europa.eu/education/policies/2010/doc/council13832_de.pdf

Kommuniqué von Helsinki über die verstärkte europäische Zusammenarbeit in der Berufsbildung:

Kommuniqué der für Berufsbildung zuständigen europäischen Minister, der europäischen Sozialpartner und der Europäischen Kommission – Überprüfung der Prioritäten und Strategien des Kopenhagen-Prozesses in Helsinki am 5. Dezember 2006. Brüssel: Europäische Kommission, 2006:

http://www.minedu.fi/export/sites/default/vet2006/pdf/Helsinki_Communique_de.pdf

8. Förderung der grenzüberschreitenden Mobilität im Bereich des lebenslangen Lernens

8.1. Beschreibung

Der Aufbau eines echten europäischen Bildungsraums hat für die Europäische Union sowohl aus kulturellen als auch aus wirtschaftlichen Gründen eine hohe Priorität. Die Mobilität der Bürger, insbesondere im Rahmen der allgemeinen und beruflichen Bildung, trägt dazu bei, dass sich die Bürger als Bürger Europas fühlen und ein europäisches Bewusstsein entwickeln, damit eine europäische Bürgerschaft entstehen kann. In der Praxis bedeutet dies, dass junge Menschen die Möglichkeit haben, ihre persönlichen Kompetenzen und ihre Beschäftigungsfähigkeit zu verbessern, und dass Lehrkräfte und Ausbilder ihren Erfahrungsschatz erweitern und ihre Kompetenzen verbessern können. In einer internationalen Wirtschaft ist die Fähigkeit, in einer mehrsprachigen Umgebung zu lernen und zu arbeiten eine Voraussetzung für die Wettbewerbsfähigkeit der europäischen Wirtschaft.

Mobilität gehört zu den Hauptzielen des Arbeitsprogramms „Allgemeine und berufliche Bildung 2010“, da sie die Schaffung eines europäischen Bildungsraums begünstigt und maßgeblich zur Erreichung der Ziele von Lissabon beiträgt⁽⁹⁾.

Die **Europäische Qualitätscharta für Mobilität** aus dem Jahr 2006 stellt das Bezugsdokument für die Qualität von Auslandsaufenthalten zur Bildung und Weiterbildung dar. Sie ergänzt die Empfehlung von 2001 zur Mobilität von Studierenden, in der Ausbildung stehenden Personen, Freiwilligen, Lehrkräften und Ausbildern. Die Charta richtet sich an die Mitgliedstaaten und gibt Orientierungshilfen für die Modalitäten der Mobilität von Jugendlichen oder Erwachsenen, die zu Lern- und sonstigen Zwecken, z. B. im Rahmen ihres beruflichen Werdegangs, einen Auslandsaufenthalt planen.

Die Europäische Kommission hat im Jahr 2007 ihr neues **Programm für lebenslanges Lernen** auf den Weg gebracht. Dieses Programm ersetzte frühere Programme in den Bereichen allgemeine und berufliche Bildung und E-Learning, die im Jahr 2006 ausliefen, so dass die Programme Comenius, Erasmus, Leonardo da Vinci und Grundtvig fortgesetzt werden konnten.

⁽⁹⁾ Arbeitsprogramm „Allgemeine und berufliche Bildung 2010“ (Beitrag zur Lissabon-Strategie):
http://eur-lex.europa.eu/pri/de/oj/dat/2002/c_142/c_14220020614de00010022.pdf

Das Programm für lebenslanges Lernen unterstützt den Austausch und Verbindungen zwischen Personen, Einrichtungen und Ländern. Zu den Austauschprogrammen für Einzelpersonen gehören der Studentenaustausch, Fortbildungskurse für Lehrkräfte an Schulen oder in der Erwachsenenbildung und die Teilnahme an speziellen Praktika mit kurzer Laufzeit für Berufsschüler in Unternehmen im Ausland. Der Austausch zwischen Einrichtungen beinhaltet die Entwicklung von Partnerschaften zwischen Schulen in verschiedenen Ländern, Gemeinschaftsprojekte von Universitäten zur Erarbeitung gemeinsamer Curricula, Intensivprogramme mit kurzer Laufzeit oder die Errichtung thematischer Netzwerke in verschiedenen Fächern. Verbindungen zwischen Ländern umfassen Studienbesuche für Verwaltungspersonal in den Bereichen allgemeine und berufliche Bildung und Beratung auf regionaler und nationaler Ebene, Netzwerke nationaler Sachverständiger oder die Veröffentlichung vergleichbarer Statistiken zu Systemen der allgemeinen und beruflichen Bildung.

Die Europäische Kommission hat ein **hochrangiges Expertenforum für Mobilität** ins Leben gerufen, das im Juli 2008 die Empfehlung aussprach, die Mobilität von jungen Menschen mittelfristig energisch zu fördern.

Bis zum Jahr 2020 sollten mindestens 50 % aller jungen Menschen in der Lage sein, von irgendeiner Form der grenzüberschreitenden Mobilität Gebrauch zu machen.

Dieses Angebot sollte unabhängig vom sozialen Hintergrund wahrgenommen werden können und verschiedene Lernumgebungen, einschließlich Schule, Universität und Berufsschule, sowie andere formale und informelle Lernumgebungen abdecken.

Das Expertenforum empfahl strategische Maßnahmen, um Mobilitätsbarrieren zu eliminieren, die Qualität zu gewährleisten und bewährte Praktiken auszutauschen. Die Kommission und die Mitgliedstaaten sollten mit Regionen, europäischen Unternehmensnetzwerken, Stiftungen und europäischen Berufsverbänden zusammenarbeiten, die zur Entwicklung von Mobilität für Lernzwecke beitragen.

Zusätzlich zu den genannten Initiativen werden gemeinsame Instrumente entwickelt, die die Transparenz von Qualifikationen und die Mobilität in Europa über Länder- und Systemgrenzen hinweg verbessern. Zu diesen Instrumenten gehören der Europäische Qualifikationsrahmen für lebenslanges Lernen (EQR), das Europäische Leistungspunktesystem für die Berufsbildung (ECVET), das Europäische System zur Übertragung und Akkumulierung von Studienleistungen (ECTS) und der Europass.

Studienbesuche werden Entwicklungen und Maßnahmen zur Umsetzung der Mobilität zum Zwecke des lebenslangen Lernens darstellen:

- (a) Initiativen und Projekte zur Förderung des größtmöglichen Zugangs zu Mobilitätsmaßnahmen für Einzelpersonen;
- (b) Initiativen, die dazu beitragen, dass Qualifikationen in Europa über Länder- und Systemgrenzen hinweg besser vergleichbar und verständlicher gemacht werden;
- (c) neue Ansätze, die die Validierung und Anerkennung von Wissen, Qualifikationen und Kompetenzen, die im Zuge der Mobilität erworben wurden, vereinfachen;
- (d) Förderung des Europasses und dessen Verwendung durch die Aus- und Weiterbildungseinrichtungen, Arbeitsvermittlungsdienste und Bürger;
- (e) Instrumente für die Übertragung und Anerkennung von Lernergebnissen, um die Mobilität der Lernenden zu erhöhen.

8.2. Liste der Themen für Studienbesuche

- Grenzüberschreitende Mobilität zum Zwecke der allgemeinen und beruflichen Bildung
- Verwendung der EU-Programme zur Erhöhung der grenzüberschreitenden Mobilität

8.3. Schlüsselwörter

- Mobilität der Arbeitnehmer;
- Mobilität der Lernenden;
- Mobilität von Lehrkräften und Ausbildern;

- Programm für lebenslanges Lernen;
- Transparenz von Qualifikationen;
- Europass;
- Europäisches Leistungspunktesystem für die Berufsbildung (ECVET);
- Europäisches System zur Übertragung von Studienleistungen (ECTS);
- Europäischer Qualifikationsrahmen (EQR);
- Sprachkenntnisse;
- Kulturbewusstsein.

8.4. Ausgewählte Quellen auf EU-Ebene zu diesem Themenbereich

Die Europäische Qualitätscharta für Mobilität:

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:DE:PDF>

Bericht des Expertenforums Mobilität „Lernen mobil machen – eine Herausforderung für alle“:

http://ec.europa.eu/education/doc/2008/mobilityreport_de.pdf

Unterstützung der Mobilität der Bürger und des lebenslangen Lernens (EQR, Europass, ECTS, ECVET, lebensbegleitende Beratung): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

Das neue Programm für lebenslanges Lernen (2007-2013):

http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Progress towards the Lisbon objectives in education and training – indicators and benchmarks (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Catégories thématiques

1. Des compétences clés pour tous

1.1. Description

La recommandation du Parlement européen et du Conseil sur les compétences clés pour l'éducation et la formation tout au long de la vie (2006) a défini un cadre combinant les connaissances, compétences et attitudes dont tous les individus ont besoin pour leur épanouissement personnel, la citoyenneté active, l'insertion sociale et l'emploi. Il s'agit d'un outil de référence sur lequel peuvent s'appuyer les responsables politiques, les prestataires d'enseignement et de formation, les employeurs et les apprenants.

Les compétences clés sont une priorité pour tous les groupes d'âge. Les jeunes doivent avoir acquis des compétences clés à la fin de leur éducation et formation initiales pour être suffisamment préparés à la vie adulte et dotés de moyens de base appropriés pour l'enseignement ultérieur et la vie professionnelle. Les adultes doivent développer et actualiser leurs compétences clés tout au long de leur vie afin de s'adapter aisément à un environnement en mutation rapide.

Les compétences clés sont les suivantes: communication dans la langue maternelle, communication dans une langue étrangère, culture mathématique et compétences de base en sciences et technologies, culture numérique, capacité d'apprendre à apprendre, compétences sociales et civiques, sens de l'initiative et esprit d'entreprise, sensibilité et expression culturelles.

Cinq de ces compétences (capacité de lire, mathématiques et sciences, compétences linguistiques, capacité d'apprendre à apprendre, compétences en TIC et compétences civiques) ont été identifiées comme faisant partie du cadre d'indicateurs qui vise à assurer le suivi des objectifs de Lisbonne.

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, parmi lesquelles figurent entre autres:

- (a) des politiques locales, régionales et nationales visant à relever le niveau des compétences clés;
- (b) des réformes nationales des programmes ou des évolutions régionales et locales des programmes scolaires;
- (c) des initiatives et projets spécifiques destinés à promouvoir l'acquisition des compétences clés;
- (d) de nouvelles approches de l'organisation de l'apprentissage et de l'enseignement;
- (e) des méthodes, du matériel pédagogique ou des techniques d'évaluation innovants.

1.2. Liste de thèmes pour les visites d'étude

- Consolidation des niveaux d'alphabétisation et de compétences en calcul
- Enseignement et apprentissage des langues
- Utilisation des TIC dans l'apprentissage
- Développement de l'esprit d'entreprise
- Renforcement de l'éducation interculturelle
- Citoyenneté active
- Développement de la créativité dans l'apprentissage et l'enseignement.

1.3. Mots clés

- communication dans la langue maternelle;
- communication dans une langue étrangère;
- culture mathématique;
- compétences en sciences et technologies;
- culture numérique;
- apprendre à apprendre;
- compétences sociales et civiques;
- sensibilité et expression culturelles;

- programmes;
- activités périscolaires;
- éducation des adultes;
- jeunes;
- apprentissage personnalisé;
- suivi des acquis des élèves.

1.4. Sélection de sources sur la politique communautaire

Compétences clés: http://ec.europa.eu/education/policies/2010/objectives_en.html#basic

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Le programme international pour le suivi des acquis des élèves (PISA):

http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1_1,00.html

The Trends in International Mathematics and Science Study (TIMSS) [Enquête internationale sur les mathématiques et les sciences]: <http://nces.ed.gov/timss/>

The Progress in International Reading Literacy Study (PIRLS) [Évaluation internationale sur les compétences en lecture]: <http://nces.ed.gov/Surveys/PIRLS>

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

2.1. Description

Le programme «Éducation et formation 2010» comprend plusieurs mesures et initiatives visant à réaliser les trois grands objectifs convenus par le Conseil européen de Stockholm, en 2001, pour améliorer les systèmes européens d'éducation et de formation:

- améliorer la qualité et l'efficacité des systèmes européens d'éducation et de formation;
- faciliter l'accès de tous aux systèmes d'éducation et de formation;
- ouvrir les systèmes d'éducation et de formation sur le monde.

Ces objectifs contribuent à leur tour à la réalisation des objectifs européens élargis de la stratégie de Lisbonne sur la croissance économique durable grâce à des emplois plus nombreux et de meilleure qualité et une plus grande cohésion sociale, adoptée en 2000. Malgré plusieurs évolutions positives en matière d'éducation et de formation dans les États membres, la plupart des critères de référence adoptés par le Conseil pour 2010 ne seront pas atteints. En conséquence, le Conseil européen du printemps 2008 a encouragé les États membres à prendre des actions pour réduire substantiellement le nombre de jeunes en rupture scolaire et ne maîtrisant pas bien la lecture. Il a également été demandé aux États membres de prendre des actions pour attirer davantage d'adultes, notamment parmi les personnes peu qualifiées et les travailleurs âgés, vers les structures d'éducation et de formation, pour améliorer les niveaux d'étude des apprenants issus de l'immigration ou de groupes défavorisés et pour faciliter la mobilité géographique et la mobilité professionnelle. L'équité, la qualité et l'efficacité des systèmes d'éducation et de formation, ainsi que l'accès à ces systèmes, devaient donc être améliorés.

L'accès, l'équité, la qualité et l'efficacité englobent les éléments suivants:

Accès à l'éducation et la formation: l'accès à un enseignement préprimaire est essentiel pour un bon départ dans la vie, car il favorise la sociabilité des enfants et facilite l'apprentissage ultérieur. Il est particulièrement important pour les enfants de familles aux revenus modestes, de minorités ethniques et de migrants.

Les États membres ont introduit des formes alternatives (plus flexibles) d'éducation et de formation, des programmes de la seconde chance, des dispositifs pour informer les parents sur les absences et ont réduit les

coûts en fournissant du matériel scolaire gratuit et en assurant la gratuité du transport. Il importe d'assurer une étroite coopération entre les secteurs de l'enseignement général et de l'enseignement professionnel et les écoles de la seconde chance pour les adultes. Pour les enfants présentant des besoins particuliers, l'accès est de plus en plus considéré comme le fait d'avoir la possibilité de bénéficier d'un enseignement général ou spécialisé, selon que l'un ou l'autre offre les meilleures possibilités d'apprentissage pour un enfant donné. Au niveau de l'enseignement supérieur, la gratuité de l'éducation est déterminante, étant donné que les droits d'inscription peuvent limiter l'accès.

Les États membres devraient développer différentes passerelles dans l'enseignement et la formation professionnels vers l'enseignement ultérieur et l'emploi. Ils devraient également améliorer les programmes de formation publics pour les chômeurs et les apprenants issus de milieux défavorisés. La qualité et la pertinence de ces programmes peuvent être améliorées en encourageant les partenariats avec les parties prenantes aux niveaux régional et local et en promouvant l'implication du secteur privé.

L'éducation des adultes peut jouer un rôle clé en apportant une réponse à l'exclusion sociale. Les États membres devraient mettre en œuvre des systèmes efficaces d'éducation des adultes qui fournissent aux adultes des compétences clés et augmentent leurs possibilités d'accéder au marché du travail. L'éducation et la formation peuvent contribuer à surmonter les désavantages socioéconomiques mais elles peuvent aussi les perpétuer.

Équité: l'égalité des chances de réussite devrait être garantie pour tous les étudiants; la réussite ne devrait pas dépendre de circonstances indépendantes de la volonté de l'élève ou de l'étudiant, telles que la situation financière de la famille, l'éducation des parents ou la situation professionnelle des parents, 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 socioéconomiques.

Qualité: il est essentiel de garantir des normes élevées de qualité à tous les niveaux de l'enseignement et de la formation. *Le renforcement de la qualité* implique d'accroître les capacités des enseignants, directeurs d'établissement, formateurs et responsables de formation et des politiques à établir des liens avec les parents, moderniser les programmes et élargir les activités périscolaires, améliorer les infrastructures et instaurer un environnement basé sur le respect. *Les mécanismes d'assurance qualité* sont importants à tous les niveaux de l'enseignement, y compris l'évaluation des compétences des élèves, les autoévaluations des établissements, les évaluations externes et internes, la transparence et la validation des résultats. Il devient par exemple de plus en plus courant d'impliquer les partenaires sociaux et les acteurs du marché du travail («communautés d'apprentissage») dans les évaluations et la validation des résultats.

Efficacité: les mesures clés visant à améliorer l'efficacité institutionnelle et l'adaptabilité aux exigences de formation et aux besoins du marché du travail en pleine mutation, sont les suivantes: décentralisation (y compris les réformes visant à créer de l'espace pour les initiatives éducatives des institutions); déréglementation; suivi des progrès au moyen d'indicateurs de l'efficacité éducative; recensement des pénuries de compétences et anticipation des besoins de compétences. Il est également essentiel de renforcer la culture de l'évaluation dans les systèmes d'enseignement et de formation afin de rechercher comment utiliser (plus) efficacement les ressources (investissements des secteurs public et privé).

Les visites d'étude présenteront les évolutions et les mesures relatives aux éléments suivants:

- (a) développement et mise en œuvre de mesures destinées à améliorer l'accès des groupes défavorisés à l'enseignement et la formation;

- (b) élaboration et réalisation d'activités favorisant l'équité;
- (c) élaboration et mise en œuvre de mesures visant à accroître la qualité de l'offre d'éducation et de formation;
- (d) évaluation et analyse de l'efficacité des systèmes d'enseignement et de formation.

2.2. Liste de thèmes pour les visites d'étude

- Opportunités d'apprentissage dès le plus jeune âge
- Approches d'apprentissage personnalisées
- Mesures visant à prévenir l'abandon scolaire
- Égalité des chances pour les groupes défavorisés
- Mécanismes d'assurance qualité dans les écoles et établissements de formation
- Mesures visant à améliorer l'efficacité des établissements d'enseignement et de formation.

2.3. Mots clés

- niveau d'enseignement et de formation;
- abandons;
- besoins particuliers;
- égalité entre les genres;
- migrants et minorités;
- travailleurs âgés;
- éducation des adultes;
- insertion sociale;
- évaluation (école ou établissement);
- financement.

2.4. Sélection de sources sur la politique communautaire

Efficacité et équité des systèmes européens d'éducation et de formation:

http://ec.europa.eu/education/policies/2010/back_gen_en.html

Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions: améliorer les compétences pour le XXI^e siècle: un programme de coopération européenne en matière scolaire: http://ec.europa.eu/education/school21/com425_en.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

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

3.1. Description

Relever la qualité de l'enseignement et de la formation dans les États membres est un objectif important du programme de travail «Éducation et formation 2010». Les enseignants et les formateurs doivent de plus en plus développer de nouvelles compétences pour faire face aux défis associés à l'autonomie grandissante des établissements d'enseignement et de formation, et des étudiants. De nouvelles compétences sont exigées de la part des enseignants et formateurs, notamment l'utilisation des nouvelles technologies et l'attention pour les besoins d'apprentissage individuels. Or la formation en cours d'emploi pour les enseignants n'est obligatoire que dans 11 États membres.

Les défis croissants auxquels sont confrontés les enseignants sont également dus au stress, et aux comportements agressifs dans la salle de classe, comme cela est mentionné dans le document de travail des services de la Commission «Quelle école pour le 21^e siècle ?»; tous ces facteurs ont un impact négatif sur les performances et la satisfaction au travail et peuvent inciter les enseignants à arrêter prématurément d'exercer leur profession.

De nombreux enseignants âgés devraient prendre leur retraite bientôt, ce qui signifie que la profession d'enseignant et l'apprentissage tout au long de la vie doivent être rendus encore plus attrayants, et qu'il faut veiller à recruter de nouveaux enseignants tout en retenant ceux actuellement en poste. Si cette situation met les États membres face à une difficulté (remplacer l'expérience perdue), elle leur offre aussi l'opportunité d'investir dans la formation initiale des nouveaux enseignants et dans la consolidation des compétences des enseignants déjà en poste.

Pour rehausser le niveau de qualité de l'enseignement dans son ensemble, il est également indispensable d'améliorer la qualité de la direction des écoles et de promouvoir la coopération entre les responsables en matière d'éducation. En 2007, le Conseil européen a mis l'accent sur l'importance de l'accès des directions d'école et responsables d'établissement à une formation de qualité élevée. Il est également souhaitable que les responsables en matière d'éducation puissent travailler ensemble pour relever des défis communs posés aux systèmes éducatifs européens.

La coopération européenne est régie par un processus volontaire connu en tant que méthode ouverte de coordination. Depuis 2004, des principes communs pour les compétences et les qualifications des enseignants ont été convenus au niveau européen, en attirant l'attention des responsables politiques sur l'importance d'une main-d'œuvre hautement qualifiée, du développement professionnel continu, de la mobilité des enseignants et des partenariats entre les écoles et les autres institutions. En 2007, le Conseil des ministres a rappelé la nécessité d'améliorer la qualité de la formation des enseignants, de les doter de compétences de direction, et de fournir des moyens qui rendent la profession d'enseignant plus attrayante. Parmi les acteurs concernés par ces développements figurent les institutions responsables de la formation et du recrutement des enseignants, les directeurs d'école et les prestataires de services éducatifs, les organismes responsables de l'habilitation, l'inspection et la qualité des enseignants, les partenaires sociaux (syndicats), ainsi que les responsables politiques locaux et nationaux.

Les visites d'étude présenteront les développements et les mesures destinées à rendre la profession d'enseignant et la formation plus attrayantes, en mettant l'accent sur la direction et la qualité, grâce aux aspects suivants:

- (a) élaboration de programmes visant à recruter et retenir des personnels hautement qualifiés dans toutes les professions de l'enseignement et de la formation;
- (b) renforcement de la qualité et des compétences des responsables des prestataires d'enseignement et de formation;
- (c) développement professionnel continu des enseignants et formateurs;
- (d) initiatives favorisant la mobilité des enseignants et des formateurs.

3.2. Liste de thèmes pour les visites d'étude

- Formation initiale, recrutement et évaluation des enseignants et formateurs
- Développement professionnel continu des enseignants et formateurs
- Direction et gestion au sein d'établissements scolaires et de formation.

3.3. Mots clés

- maintien en poste des enseignants et formateurs;
- compétences des enseignants et formateurs;
- qualification des enseignants et formateurs;

- direction et gestion;
- mobilité des enseignants et formateurs;
- statut des enseignants et formateurs;
- assurance qualité.

3.4. Sélection de sources sur la politique communautaire

Document de travail des services de la Commission (SEC(2007)1009): Quelle école pour le 21^e siècle ? : http://ec.europa.eu/education/school21/consultdoc_fr.pdf

Conclusions du Conseil et des représentants des gouvernements des États membres réunis au sein du Conseil du 15 novembre 2007 sur l'amélioration de la qualité des études et de la formation des enseignants: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:300:0006:0009:EN:PDF>

DG Éducation et culture: Projet de principes européens communs concernant les compétences et qualifications des enseignants: http://ec.europa.eu/education/policies/2010/doc/principles_fr.pdf

Professionalisation of VET teachers for the future [Professionnalisation des enseignants de FEP pour l'avenir] (Cedefop, 2004):

http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=379

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

4. Éducation et formation pour favoriser l'employabilité

4.1. Description

Des compétences correspondant aux besoins du marché du travail sont indispensables pour entrer et rester sur le marché de l'emploi. Les entreprises ont besoin de ces compétences pour rester concurrentielles, faire de la recherche, innover et faire prospérer leur activité. Les documents européens clés reconnaissent que l'enseignement et la formation ont un rôle déterminant à cet égard.

Toutefois, un grand nombre de jeunes sont exclus du marché du travail en raison de leur faible niveau d'étude et de l'insuffisance de leurs compétences. Les restructurations économiques et l'évolution des besoins de compétences représentent des risques pour la sécurité de l'emploi. Les travailleurs doivent avoir la possibilité d'actualiser leurs connaissances, qualifications et compétences et d'en développer de nouvelles à différents stades de leur vie professionnelle. C'est particulièrement important pour les personnes en situation d'emploi précaire, celles sans emploi ou sur le point de perdre leur emploi, les travailleurs âgés, les personnes faiblement qualifiées, les personnes issues de l'immigration ou les personnes handicapées.

Bien que l'Europe n'ait pas encore réalisé ses objectifs en matière d'emploi et que les tendances économiques ne soient pas particulièrement favorables, certains pays sont déjà confrontés à des pénuries de compétences. Dans un proche avenir, l'Europe devra peut-être faire face à un problème majeur de compétences. Compte tenu de l'augmentation de la durée de vie, et de la baisse du taux de natalité, le nombre de jeunes arrivant sur le marché de l'emploi va en diminuant tandis que la durée d'activité professionnelle s'allonge. En 2020, 50 % de tous les emplois devraient exiger un niveau moyen de qualification, environ 31,5 % des emplois devraient exiger un niveau élevé, alors que la demande en main-d'œuvre faiblement qualifiée devrait passer de 1/3 en 1996 à environ 18,5 %. Les compétences de nombreux emplois actuels évolueront et nécessiteront que les personnes réactualisent leurs connaissances en permanence, et dans d'autres cas, les personnes devront s'adapter à de nouveaux emplois.

L'éducation et la formation initiales fournissent des compétences de base sur lesquelles pourront s'appuyer des apprentissages ultérieurs. Les connaissances et les compétences que les personnes acquièrent peuvent

les aider à entrer sur le marché du travail et aussi à s'adapter à de nouvelles exigences, de nouvelles méthodes de travail et des emplois qui sont encore inconnus.

Une étroite coopération avec les entreprises peut permettre d'améliorer la pertinence de l'enseignement et de la formation vis-à-vis du monde du travail. L'apprentissage sur le lieu de travail peut encourager les apprenants – qui, sans ce dispositif, auraient quitté l'école prématurément – à poursuivre leur éducation et formation. Dans le contexte du marché du travail mondialisé et plus mobile, les travailleurs ont également besoin de compétences linguistiques et culturelles pour réussir. Faute de compétences linguistiques professionnelles suffisantes, par exemple, les migrants auront du mal à trouver un emploi (approprié) ou les petites et moyennes entreprises auront des difficultés à réussir au niveau international.

Pour choisir des programmes d'enseignement et de formation et des emplois adéquats, il faut, entre autres conditions préalables indispensables, disposer d'informations sur les compétences recherchées par les entreprises et de conseils d'orientation prenant en considération les compétences et les besoins de l'individu. Pour encourager les personnes à (re)faire un apprentissage et à économiser du temps et de l'argent, il importe que les établissements d'enseignement et de formation et les employeurs évaluent les connaissances, les qualifications et les compétences que les personnes ont acquises au travail, dans le cadre d'activités bénévoles ou dans le contexte familial.

Le développement des compétences s'inscrit également dans le cadre de la flexicurité. L'idée est d'assurer que les personnes conservent leur emploi, ou trouvent facilement un emploi bien qu'elles soient éventuellement contraintes de changer d'emploi ou d'interrompre leur carrière à un moment donné. Cette approche exige des stratégies globales d'apprentissage tout au long de la vie qui couvrent tous les niveaux et tous les secteurs de l'éducation et qui établissent un lien entre l'éducation et la formation, l'emploi et les politiques économiques et sociales. De telles stratégies ne sont pas encore en place dans tous les pays.

L'aide à l'employabilité des personnes est au cœur de nombreuses initiatives conjointes entre la Commission européenne et les pays, ainsi que les partenaires sociaux européens. Les principales initiatives dans ce domaine au niveau européen englobent les éléments suivants:

Compétences clés pour l'apprentissage tout au long de la vie: le Conseil de l'Union européenne et le Parlement européen recommandent aux États membres ⁽¹⁾ de permettre aux apprenants d'acquérir des compétences clés qui les aideront à s'adapter à l'évolution des demandes sur le marché du travail et à contribuer activement à la société.

Enseignement et formation professionnels: signée en 2002 dans le sillage de la stratégie de Lisbonne et de la coopération en matière d'éducation et de formation, la **déclaration de Copenhague** a été le point de départ d'une coopération plus étroite entre la Commission, les États membres et les partenaires sociaux européens en matière d'enseignement et de formation professionnels. L'enseignement et la formation professionnels jouent un rôle clé en assurant l'apprentissage tout au long de la vie et en fournissant ainsi une main-d'œuvre qualifiée en adéquation avec le marché du travail. Le processus de Copenhague vise à faciliter l'accès à l'apprentissage tout au long de la vie et à promouvoir la mobilité éducative, professionnelle et géographique.

Il a entraîné d'importantes innovations qui ont eu directement ou indirectement pour effet d'améliorer l'employabilité; au rang de ces innovations figurent les principes communs visant à accroître la transparence des qualifications, l'assurance qualité dans l'enseignement et la formation professionnels, l'orientation tout au long de la vie et la validation des acquis non formels et informels.

En complément, le **communiqué d'Helsinki sur la coopération européenne renforcée pour l'enseignement et la formation professionnels** de 2006 continue d'énoncer que l'éducation et la formation professionnelles, tant initiales que permanentes, devraient fournir un large socle de connaissances et de compétences répondant aux exigences du marché du travail, pour améliorer l'employabilité.

(1) Recommandation du Parlement européen et du Conseil sur les compétences clés pour l'éducation et la formation tout au long de la vie (2006/962/CE): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:FR:PDF>

Enseignement supérieur: le **processus de Bologne** vise à créer un espace européen de l'enseignement supérieur d'ici 2010, dans lequel les étudiants pourront choisir un cursus de qualité dans une offre vaste et transparente et bénéficier de l'assouplissement des procédures de reconnaissance. Le **processus de Bologne** a proposé l'adoption d'un système principalement basé sur trois cycles (licence/bachelor-master-doctorat). La licence, obtenue à l'issue du premier cycle, doit correspondre à un niveau de qualification approprié pour l'insertion sur le marché du travail européen. Le deuxième cycle conduira au master et/ou à un doctorat, comme c'est déjà le cas dans de nombreux pays européens.

Éducation des adultes: les conclusions du Conseil sur l'éducation des adultes (2008) soulignent qu'il est crucial, à la fois pour l'employabilité et pour l'insertion sociale, que les adultes continuent d'apprendre à s'adapter au changement: l'amélioration permanente des compétences, l'actualisation des compétences et le développement continu des capacités sont des conditions indispensables à la participation active au sein de la société.

L'amélioration du suivi et des **prévisions de l'offre et des besoins de compétences** en Europe est inscrite au programme de la résolution du Conseil sur les compétences nouvelles pour des emplois nouveaux⁽²⁾. La Commission européenne présentera une **communication sur les compétences nouvelles pour des emplois nouveaux** en décembre. Son objectif est de fournir une évaluation des futurs développements des exigences relatives à l'emploi et aux compétences, ainsi qu'à la main-d'œuvre, pour la période allant jusqu'à 2020. La communication devrait recommander le développement d'une capacité de l'UE à anticiper les besoins en termes de compétences en vue de leur adéquation avec le marché du travail.

La flexicurité établit un compromis entre la flexibilité et la sécurité sur le marché du travail et aide à la fois les employés et les employeurs à saisir les opportunités qu'offre la mondialisation. Les principes communs de la flexicurité sont les suivants: stratégies globales d'apprentissage tout au long de la vie; politiques actives efficaces sur le marché du travail; facilitation de la mobilité ascensionnelle et de la mobilité entre les situations de chômage ou d'inactivité et de travail; actualisation permanente des compétences.

Pour relever le défi de l'employabilité, les liens entre l'enseignement et la formation professionnels et l'enseignement supérieur deviennent de plus en plus importants dans le contexte de l'apprentissage tout au long de la vie. La possibilité d'accéder à l'enseignement supérieur est un important facteur de motivation pour inciter l'apprenant à s'engager dans l'enseignement et la formation professionnels. Les États membres ont entamé le rapprochement entre les systèmes d'enseignement supérieur et d'enseignement et formation professionnels.

Les **partenaires sociaux européens** ont développé leur propre cadre d'actions pour le développement des compétences d'apprentissage tout au long de la vie et les qualifications, mais participent aux efforts de la Commission et des pays visant à améliorer l'enseignement et la formation professionnels en Europe et à les rendre plus attractifs.

Les visites d'étude présenteront les développements et les mesures relatives à l'éducation et l'enseignement pour l'employabilité:

- (a) contribution de l'éducation et de la formation en vue d'améliorer les connaissances, les qualifications et les compétences pour le marché du travail;
- (b) analyse des déficits et des besoins de compétences émergents sur les marchés du travail des États membres de l'UE et élaboration de politiques visant à traiter ce problème;
- (c) conception et mise en œuvre d'activités (transition de l'enseignement et de la formation à la vie active, orientation professionnelle et apprentissage sur le lieu de travail, etc.) en vue d'accroître l'employabilité.

4.2. Liste de thèmes pour les visites d'étude

- Transition de l'enseignement et de la formation à la vie active
- Apprentissage sur le lieu de travail

⁽²⁾ Résolution du Conseil du 15 novembre 2007 sur les compétences nouvelles pour des emplois nouveaux. (2007/C 290/01): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:290:0001:0003:EN:PDF>

- 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 pour relever le défi de l'employabilité
- Analyse des compétences et inadéquation
- Flexicurité sur le marché du travail.

4.3. Mots clés

- orientation tout au long de la vie;
- compétences linguistiques;
- validation des acquis non formels et informels;
- apprentissage;
- esprit d'entreprise;
- stage;
- compétences clés;
- travailleurs âgés;
- éducation des adultes.

4.4. Sélection de sources sur la politique communautaire

Mise en œuvre du programme communautaire de Lisbonne: Stimuler l'esprit d'entreprise par l'enseignement et l'apprentissage (2006): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0033:FIN:FR:PDF>

Esprit d'entreprise et projets sur la politique des PME dans ce domaine:

http://ec.europa.eu/enterprise/entrepreneurship/support_measures/index.htm

Communication de la Commission au Conseil, au Parlement européen, au Comité économique et social européen et au Comité des régions, Plan d'action sur l'éducation et la formation des adultes «C'est toujours le moment d'apprendre» (2007): http://ec.europa.eu/education/policies/adult/com558_fr.pdf

Communication de la Commission «Éducation et formation des adultes: il n'est jamais trop tard pour apprendre» (2006): <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:FR:PDF>

Career development at work - A review of career guidance to support people in employment [Organisation et de sa carrière au travail – Revue de l'orientation professionnelle à l'intention des personnes en situation d'emploi (2008): www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/504/5183_en.pdf

Communication de la commission au Conseil européen, Lignes directrices intégrées pour la croissance et l'emploi (2008-2010): http://ec.europa.eu/growthandjobs/pdf/european-dimension-200712-annual-progress-report/200712-annual-report-integrated-guidelines_fr.pdf

Towards common principles of Flexicurity: more and better jobs through flexibility and security - Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen, et au Comité des régions (2007): http://ec.europa.eu/employment_social/employment_strategy/flexicurity%20media/flexicuritypublication_2007_en.pdf

Communiqué d'Helsinki sur la coopération européenne renforcée pour l'enseignement et la formation professionnels: http://ec.europa.eu/education/policies/2010/doc/helsinkicom_fr.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation: indicateurs et références] (2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

5. Mise en œuvre d'outils, de principes et de cadres européens communs pour l'apprentissage tout au long de la vie

5.1. Description

Plusieurs outils, principes et cadres communs ont été ou sont développés au niveau européen en vue d'atteindre les objectifs de Lisbonne ⁽³⁾ en termes de promotion de la mobilité des citoyens européens ainsi que de leurs qualifications et acquis d'apprentissage. Ils visent tous à renforcer la coopération européenne et à améliorer la transparence, la reconnaissance et l'assurance de la qualité dans tous les secteurs de l'éducation et la formation.

Le cadre européen des certifications (CEC) est un cadre de référence commun, qui permet aux pays européens d'établir un lien entre leurs systèmes de certification et de faciliter la lecture et la compréhension des certifications dans différents pays et systèmes européens. Il a deux objectifs principaux: promouvoir la mobilité des citoyens entre les pays et l'éducation et la formation tout au long de la vie. De plus en plus de pays européens mettent en place et appliquent des cadres nationaux des certifications qui sont étroitement liés – mais pas exclusivement toutefois – au CEC.

Les gouvernements sont intéressés par la mise en place de cadres globaux permettant d'englober des qualifications qui correspondent à des acquis d'apprentissage dans différents domaines, par exemple, le milieu scolaire, le milieu professionnel, l'enseignement supérieur et l'éducation des adultes. Ces nouveaux cadres sont souvent liés aux stratégies d'apprentissage tout au long de la vie et destinés à s'ouvrir à l'apprentissage informel, ou à l'expérience, que les apprenants souhaitent voir reconnus. Des principes européens communs et des orientations concernant l'éducation et la formation non formelles et informelles ⁽⁴⁾ ont été énoncés en 2004 afin d'établir un point de référence commun et d'orienter l'élaboration et la mise en œuvre de méthodes et de systèmes de validation dans les États membres.

Le cadre européen des certifications sert également de référence européenne commune aux organisations internationales qui souhaitent mettre en place leurs propres certifications à travers les pays. Il peut également contribuer à concilier la demande de compétences à long terme du marché du travail et les politiques relatives à l'éducation et la formation afin de s'adapter aux changements et aux restructurations engendrés par la mondialisation.

L'Europass ⁽⁵⁾ est un outil permettant aux citoyens de faire comprendre clairement et facilement leurs connaissances, leurs compétences et leurs qualifications et favorisant la mobilité en Europe. Il comprend cinq documents: le curriculum vitae, le passeport de langues, l'Europass mobilité, le supplément descriptif du certificat et le supplément au diplôme.

La transparence des qualifications et la reconnaissance des acquis d'apprentissage sont également soutenus par des outils qui aident les apprenants à faciliter le transfert des crédits obtenus au cours de périodes d'apprentissage dans leur propre pays ou à l'étranger. Il s'agit du **système européen d'accumulation et de transfert de crédits** (ECTS) pour l'enseignement supérieur et du **système européen de crédits d'apprentissage pour l'enseignement et la formation professionnels** (ECVET) ⁽⁶⁾ pour l'enseignement et la formation professionnels (EFP).

⁽³⁾ Programme de travail détaillé sur le suivi des objectifs des systèmes d'éducation et de formation en Europe «Éducation et de formation 2010»: http://eur-lex.europa.eu/pri/fr/oj/dat/2002/c_142/c_14220020614fr_00010022.pdf

⁽⁴⁾ Conclusions du Conseil et des représentants des gouvernements des États membres, réunis au sein du Conseil, sur des principes européens communs pour l'identification et la validation de l'éducation et de la formation non formelles et informelles (mai 2004) http://ec.europa.eu/education/policies/2010/doc/validation2004_fr.pdf

⁽⁵⁾ Consultez le site web Europass: <http://europass.cedefop.europa.eu>

⁽⁶⁾ Recommandation du Parlement européen et du Conseil établissant le système européen de crédits d'apprentissages pour l'enseignement et la formation professionnels (ECVET) [SEC(2008) 442, SEC(2008) 443] <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0180:FIN:FR:PDF>

La réussite de l'économie européenne repose sur des systèmes d'éducation et de formation de grande qualité dans l'UE. La coopération européenne en matière d'assurance de la qualité a conduit à un **cadre européen de référence pour l'assurance de la qualité** ⁽⁷⁾ dans l'enseignement et la formation professionnels alors que des normes communes ont été mises en place dans l'enseignement supérieur.

L'orientation tout au long de la vie s'avère importante pour aider les citoyens à établir des plans d'actions personnels en matière de perfectionnement, de gestion de carrière et d'autres objectifs de vie. La révision de l'offre d'**orientation tout au long de la vie** s'inscrit dans le cadre d'objectifs et de principes communs grâce à des instruments européens ⁽⁸⁾.

Les visites d'étude présenteront les outils, les principes et les cadres européens en faveur de l'apprentissage tout au long de la vie, et notamment:

- (a) l'élaboration et la mise en œuvre des cadres des certifications en référence au CEC;
- (b) la promotion de l'Europass et son utilisation par les établissements d'enseignement et de formation, les services d'orientation et de l'emploi ainsi que par les citoyens;
- (c) la conception et la mise en œuvre de cadres d'assurance de la qualité inspirés du cadre européen de référence pour l'assurance de la qualité;
- (d) des outils pour le transfert de crédits visant à promouvoir la mobilité des apprenants;
- (e) les principes de reconnaissance des apprentissages non formels et informels;
- (f) les prestations de services d'orientation tout au long de la vie.

5.2. Liste de thèmes pour les visites d'étude

- Cadres nationaux et sectoriels des certifications liés au CEC
- Outils visant à promouvoir la transparence des qualifications et la mobilité des citoyens
- Systèmes d'assurance de la qualité, cadres et approches
- Transfert de crédits entre différents contextes
- Validation des acquis non formels et informels
- Services d'orientation tout au long de la vie.

5.3. Mots clés

- système européen de crédits d'apprentissage pour l'enseignement et la formation professionnels (ECVET);
- système européen d'accumulation et de transfert de crédits (ECTS);
- Europass;
- mobilité des travailleurs;
- mobilité des apprenants;
- mobilité des enseignants et des formateurs;
- éducation des adultes;
- jeunes;
- groupes défavorisés;
- acquis d'apprentissage.

⁽⁷⁾ Proposition de recommandation du Parlement européen et du Conseil relative à l'établissement d'un cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels [SEC(2008) 440] [SEC(2008) 441]
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:FR:PDF>

⁽⁸⁾ Améliorer les politiques et les systèmes d'orientation tout au long de la vie: en utilisant les outils de référence européens communs (Cedefop, 2005).

5.4. Sélection de sources sur la politique communautaire

Soutien de la mobilité des citoyens et de l'apprentissage tout au long de la vie (CEC, Europass, ECTS, ECVET, orientation tout au long de la vie): http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

Cadre européen des certifications:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:FR:PDF>

Cadre européen de référence pour l'assurance de la qualité dans l'enseignement et la formation professionnels: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0179:FIN:FR:PDF>

Assurance de la qualité dans l'enseignement supérieur: <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/Standards-and-Guidelines-for-QA.pdf>

Réseau européen pour l'assurance de la qualité dans l'éducation et la formation professionnels: <http://www.enqavet.eu>

Establishing and developing national lifelong guidance policy forums. A manual for policy-makers and stakeholders [La mise en place et le développement de forums politiques nationaux sur l'orientation tout au long de la vie: manuel destiné aux décideurs politiques et aux parties prenantes] (Cedefop, 2008):

http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/508/5188_en.pdf

Panorama de la politique à la pratique. Une évolution systémique vers l'orientation tout au long de la vie en Europe (Cedefop, 2008):

www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_fr.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation – indicateurs et références] (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

6. Tendances et défis dans les stratégies d'apprentissage tout au long de la vie

6.1. Description

L'éducation et la formation sont essentielles dans le cadre du changement économique et social. La flexibilité et la sécurité nécessaires pour des emplois plus nombreux et de meilleure qualité dépendent de la capacité à garantir que tous les citoyens acquièrent des compétences clés et mettent à jour leurs qualifications tout au long de leur vie. L'apprentissage tout au long de la vie soutient la créativité et l'innovation et permet une participation économique et sociale à part entière. C'est la raison pour laquelle les États membres de l'UE et la Commission européenne ont considérablement renforcé au cours de ces dernières années leur coopération politique dans le cadre notamment du programme de travail «Éducation et formation 2010», visant à atteindre les objectifs de Lisbonne et à promouvoir l'apprentissage tout au long de la vie. Le programme reprend des actions préalablement menées dans le domaine de l'éducation et la formation sur le plan européen, notamment dans l'enseignement et la formation professionnels dans le cadre du processus de Copenhague, et les liens avec le processus de Bologne qui est fondamental pour l'établissement d'un espace européen de l'enseignement supérieur.

Le programme de travail «Éducation et formation 2010» applique la méthode ouverte de coordination en tant que cadre stratégique de coopération entre la Commission et les États membres. Cette méthode permet de diffuser des bonnes pratiques et de parvenir à une plus grande convergence vers les principaux objectifs communautaires:

- en identifiant et en définissant conjointement les objectifs à atteindre;
- en définissant en commun les critères de référence et les indicateurs permettant aux États membres de savoir où ils se situent et d'évaluer les progrès réalisés dans la réalisation des objectifs fixés;
- en indiquant les moyens de favoriser les échanges et la diffusion des bonnes pratiques, notamment avec des activités d'apprentissage entre pairs.

Les échanges d'informations sur les différentes options politiques peuvent contribuer à faire progresser les réformes des systèmes nationaux d'éducation et de formation et, avec d'autres activités d'apprentissage communes, à avancer vers les objectifs et les références communs pour l'apprentissage tout au long de la vie.

La plupart des pays ont progressé dans la définition de stratégies unifiées et globales d'éducation et de formation tout au long de la vie. Dans ces cadres, les avancées sont évidentes dans l'enseignement préscolaire, la validation des acquis non formels et informels et tout particulièrement les cadres nationaux des certifications qui ont été mis en place dans la plupart des États membres de l'UE en réponse au cadre européen des certifications basé sur les acquis d'apprentissage.

Malgré les progrès dans les domaines susmentionnés, les défis suivants restent à relever pour mettre en œuvre les stratégies d'éducation et de formation tout au long de la vie.

Il convient d'appliquer des stratégies d'apprentissage tout au long de la vie cohérentes et exhaustives intégrant l'éducation, l'enseignement supérieur, l'éducation des adultes et l'enseignement et la formation professionnels. Il est essentiel d'adopter une approche intégrée mettant en relation l'apprentissage tout au long de la vie et l'enseignement et la formation professionnels avec d'autres domaines politiques tels que la macroéconomie, l'emploi, la concurrence, l'entreprise, la recherche et l'innovation ainsi que les politiques sociales.

L'un des principaux défis des cadres nationaux des certifications sera leur capacité à se positionner comme des instruments d'intégration, permettant d'établir des passerelles entre les secteurs de l'éducation et la formation et d'exploiter les acquis de l'apprentissage non formel et informel, y compris sur lieu de travail.

La participation des adultes à l'apprentissage tout au long de la vie est encore loin des objectifs européens. Des efforts supplémentaires sont nécessaires pour mettre à jour leurs compétences à différents stades de leur vie, étendre leur accès à l'éducation et la formation et la valorisation de leurs apprentissages, améliorer la qualité des prestations et accroître la flexibilité et la sécurité sur le marché du travail.

De faibles niveaux d'études et des compétences insuffisantes sont les principaux facteurs expliquant l'exclusion sociale et la situation peu satisfaisante sur le marché du travail. Ce constat s'applique notamment aux travailleurs âgés, aux travailleurs peu qualifiés et autres groupes défavorisés (tels que les migrants) qui risquent de perdre leur emploi ou de ne pas en trouver. Les tendances démographiques et relatives au marché du travail conduiront à une augmentation de la demande de savoir-faire hautement qualifié et à des opportunités toujours plus minces pour les travailleurs faiblement qualifiés. Pour relever ce défi, il faudra accroître les investissements en termes de capital humain et social et améliorer la participation à l'apprentissage tout au long de la vie.

Les visites d'études présenteront les évolutions concernant:

- (a) les réformes de l'éducation et la formation, les mesures politiques visant à mettre en œuvre les stratégies intégrées d'apprentissage tout au long de la vie;
- (b) les mesures politiques permettant d'accroître la participation des adultes à l'apprentissage tout au long de la vie;
- (c) la mise en œuvre de filières d'apprentissage souples et de possibilités de transition entre différentes parties des systèmes nationaux.

6.2. Liste de thèmes pour les visites d'étude

- Réformes des systèmes nationaux d'éducation et de formation
- Établissement de liens entre l'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 la formation.

6.3. Mots clés

- éducation des adultes;
- travailleurs âgés;
- travailleurs peu qualifiés;
- migrants;

- validation des acquis non formels et informels;
- acquis d'apprentissage;
- cadres nationaux des certifications;
- système européen de crédits d'apprentissages pour l'enseignement et la formation professionnels (ECVET);
- système européen d'accumulation et de transfert de crédits (ECTS);
- cadre européen des certifications.

6.4. Sélection de sources sur la politique communautaire

Stratégie européenne et coopération dans l'éducation et la formation:

http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

Projet de rapport d'étape conjoint 2008 du Conseil et de la Commission sur la mise en œuvre du programme de travail «Éducation et formation 2010» «L'éducation et la formation tout au long de la vie au service de la connaissance, de la créativité et de l'innovation»:

http://ec.europa.eu/education/policies/2010/natreport08/council_fr.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation – indicateurs et références](2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Éducation et formation des adultes: il n'est jamais trop tard pour apprendre, Communication de la Commission (Octobre 2006): http://eur-lex.europa.eu/LexUriServ/site/fr/com/2006/com2006_0614fr01.pdf

Éducation et formation 2010 – systèmes différents, objectifs partagés:

http://ec.europa.eu/education/lifelong-learning-policy/doc36_en.htm

7. Mise en place de communautés d'apprentissage associant tous les acteurs de l'éducation et de la formation

7.1. Description

L'éducation et la formation européennes jouent plusieurs rôles importants au sein de notre société. Elles fournissent aux apprenants les connaissances, qualifications et compétences dont ils ont besoin pour exercer un emploi ou une profession, mais elles contribuent également au développement de compétences importantes pour la vie familiale et sociale de chacun.

Ouvrir au monde extérieur les systèmes d'éducation et de formation est l'un des trois objectifs stratégiques du programme de travail adopté par les ministres de l'éducation européens afin de faire de l'Europe une société fondée sur la connaissance (stratégie de Lisbonne). Dans sa communication intitulée *Améliorer les compétences pour le XXI^e siècle: un programme de coopération européenne en matière scolaire*, la Commission européenne souligne l'importance des «communautés d'apprentissage» qui englobent les partenariats avec des agences, des organisations et d'autres acteurs extérieurs à l'environnement scolaire «classique».

Les établissements d'enseignement et de formation deviennent ainsi davantage responsables vis-à-vis des partenaires et les représentants du marché du travail, les familles, les organisations civiques et environnementales ainsi que les apprenants peuvent travailler ensemble pour déterminer les résultats escomptés de l'apprentissage, le contenu et les formes d'apprentissage adaptées. La participation des parents est également primordiale car elle contribue à la réussite scolaire et à l'amélioration de l'école. Les établissements d'enseignement et de formation peuvent également favoriser la prévention et la lutte contre toutes les formes de violence à l'encontre des enfants et des jeunes et à instaurer un niveau élevé de protection de la santé, de bien-être et de cohésion sociale.

Les visites d'étude présenteront des approches et des exemples de bonnes pratiques concernant:

- (a) les incitations et les initiatives mises en place sur le plan national et régional en faveur de la coopération entre les établissements d'enseignement et de formation et les partenaires extérieurs, dont les parents, les municipalités, les entreprises, les partenaires sociaux, les ONG, etc.;
- (b) des exemples nationaux, régionaux et locaux de gouvernance participative et d'évaluation des établissements d'enseignement et de formation;
- (c) les initiatives en matière de prévention de la violence à l'encontre des enfants et des jeunes.

7.2. Liste de thèmes pour les visites d'étude

- Coopération entre les établissements d'enseignement et de formation et les communautés locales
- Rôle des parents et des partenaires sociaux dans la gouvernance
- Rôle des écoles et des communautés dans la prévention de la violence.

7.3. Mots clés

- évaluation (école ou établissement);
- autonomie (école ou établissement);
- implication des parents;
- harcèlement moral;
- partenaires sociaux;
- environnement scolaire;
- financement.

7.4. Sélection de sources sur la politique communautaire

Communication de la Commission au Parlement européen, au Conseil, au Comité économique et social européen et au Comité des régions: Améliorer les compétences pour le XXI^e siècle: un programme de coopération européenne en matière scolaire: http://ec.europa.eu/education/school21/com425_fr.pdf

Document de travail des services de la Commission (SEC(2007)1009): Quelle école pour le 21^e siècle?: http://ec.europa.eu/education/school21/consultdoc_fr.pdf

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation – indicateurs et références](2007): http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf

Conseil de l'Union européenne. Conclusions sur les priorités futures de la coopération européenne renforcée en matière d'enseignement et de formation professionnels (EFP) (Réexamen des conclusions du Conseil du 15 novembre 2004) (2006/C 298/05): http://ec.europa.eu/education/policies/2010/doc/council13832_fr.pdf

Communiqué d'Helsinki sur la coopération européenne renforcée pour l'enseignement et la formation professionnels: Communiqué des ministres européens de l'éducation et de la formation professionnelles, des partenaires sociaux européens et de la Commission européenne, réunis à Helsinki, le 5 décembre 2006 pour revoir les priorités et les stratégies du processus de Copenhague. Bruxelles: Commission européenne, 2006: http://www.minedu.fi/export/sites/default/vet2006/pdf/Helsinki_Communique_fr.pdf

8. Promouvoir la mobilité transfrontalière dans l'apprentissage tout au long de la vie

8.1. Description

La construction d'un véritable espace européen de l'enseignement constitue une priorité pour l'Union européenne, tant pour des raisons culturelles qu'économiques. La mobilité des citoyens, notamment dans le cadre de l'éducation et la formation, contribue à promouvoir le sentiment d'appartenance à l'Europe en renforçant la conscience européenne et l'émergence d'une citoyenneté européenne. D'un point de vue plus pratique, elle permet aux jeunes d'améliorer leurs compétences personnelles et leur capacité d'insertion professionnelle. Enfin, dans une économie internationalisée, la capacité à se former et à travailler dans un environnement pluri-lingue est essentielle à la compétitivité de l'économie européenne.

La mobilité est un objectif clé du programme de travail «Éducation et formation 2010» car elle contribue à créer un espace européen de l'éducation et la formation et joue un rôle essentiel dans la réalisation des objectifs de Lisbonne ⁽⁹⁾.

La **charte européenne de qualité pour la mobilité** de 2006 est le document de référence en matière de qualité pour les séjours à l'étranger d'éducation et de formation. Elle complète la recommandation de 2001 en faveur de la mobilité des étudiants, des personnes en formation, des jeunes volontaires, des enseignants et des formateurs. Cette charte qui a été adoptée par les États membres, dégage des orientations concernant les modalités de la mobilité à des fins d'apprentissage ou à d'autres fins, comme l'évolution professionnelle, des jeunes et des adultes.

La Commission européenne a lancé en 2007 le nouveau **programme d'éducation et de formation tout au long de la vie**. Il a remplacé les anciens programmes en matière d'éducation, formation professionnelle et *e-learning* qui se sont achevés en 2006 permettant aux programmes Comenius, Erasmus, Leonardo da Vinci et Grundtvig de se poursuivre.

Ce programme soutient les échanges et les relations entre personnes, établissements et pays. Par exemple, les échanges d'étudiants, les formations en cours d'emploi dans les écoles ou l'éducation des adultes et la participation à de courts stages spécifiques pour les étudiants de l'enseignement professionnel dans des entreprises d'un autre pays concernent les personnes. Les échanges entre établissements impliquent la mise en place de partenariats entre écoles de différents pays, des projets conjoints menés par des universités afin d'élaborer des cursus communs, des programmes intensifs de courte durée ou de constituer des réseaux thématiques dans différentes disciplines. Les relations entre pays comprennent les visites d'étude pour les administrateurs régionaux et nationaux en matière d'éducation, de formation et d'orientation, les réseaux d'experts nationaux ou la publication de statistiques comparables sur les systèmes d'éducation et de formation.

Un forum d'experts de haut niveau sur la mobilité a été mis en place par la Commission européenne et en juillet 2008, il a préconisé d'accroître radicalement les possibilités de mobilité des jeunes à moyen terme.

D'ici 2020, au moins 50% des jeunes devraient pouvoir bénéficier d'une forme de mobilité transfrontalière.

Cette offre devrait s'appliquer quelle que soit la catégorie sociale des personnes et couvrir une vaste gamme de lieux d'apprentissage, dont l'école, l'université et la formation professionnelle ainsi que d'autres environnements d'apprentissages informels.

Le forum a appelé à une action stratégique afin de supprimer les obstacles à la mobilité, garantir la qualité et l'échange de bonnes pratiques. La Commission et les États membres collaboreront avec les régions, les réseaux européens d'entreprises, de fondations et d'associations professionnelles européennes en faveur du développement de la mobilité dans l'apprentissage.

Outre les initiatives ci-dessus, des outils communs sont conçus pour la transparence des qualifications et une

⁽⁹⁾ Programme de travail «Éducation et formation 2010» (contribution à la stratégie de Lisbonne): http://eur-lex.europa.eu/pri/fr/oj/dat/2002/c_142/c_14220020614fr00010022.pdf

mobilité accrue entre les différents pays et systèmes en Europe. Il s'agit du cadre européen des certifications pour l'apprentissage tout au long de la vie (CEC), du système européen de crédits d'apprentissages pour l'enseignement et la formation professionnels (ECVET), du système européen d'accumulation et de transfert de crédits (ECTS) et de l'Europass.

Les visites d'études présenteront les évolutions et les mesures concernant la mise en place de la mobilité dans l'éducation et la formation tout au long de la vie, telles que:

- (a) les initiatives et les projets promouvant un meilleur accès de tous les individus à la mobilité;
- (b) les initiatives permettant que les qualifications soient plus claires et compréhensibles à travers les différents pays et systèmes d'Europe;
- (c) les nouvelles approches visant à simplifier la validation et la reconnaissance des savoirs, qualifications et compétences acquises au cours de la période de mobilité;
- (d) la promotion de l'Europass et son utilisation par les établissements d'enseignement et de formation, les services de l'emploi et les citoyens;
- (e) les outils pour le transfert et la reconnaissance des acquis d'apprentissage en vue de faciliter la mobilité des apprenants.

8.2. Liste de thèmes pour les visites d'étude

- La mobilité transfrontalière dans l'enseignement et la formation professionnelle
- L'utilisation des programmes communautaires pour améliorer la mobilité transfrontalière.

8.3. Mots clés

- mobilité des travailleurs;
- mobilité des apprenants;
- mobilité des enseignants et des formateurs;
- programme d'éducation et de formation tout au long de la vie;
- transparence des qualifications;
- Europass;
- système européen de crédits d'apprentissage pour l'enseignement et la formation professionnels (ECVET);
- système européen d'accumulation et de transfert de crédits (ECTS);
- cadre européen des certifications.
- compétences linguistiques;
- conscience culturelle.

8.4. Sélection de sources sur la politique communautaire

Charte européenne de qualité pour la mobilité:

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0005:0009:FR:PDF>

Rapport du forum d'experts de haut niveau sur la mobilité «Faire de la mobilité pour l'apprentissage une occasion pour tous»: http://ec.europa.eu/education/doc/2008/mobilityreport_fr.pdf

Soutien de la mobilité des citoyens et de l'apprentissage tout au long de la vie (CEC, Europass, ECTS, ECVET, orientation tout au long de la vie):

http://ec.europa.eu/education/lifelong-learning-policy/doc40_en.htm

Le nouveau programme d'apprentissage tout au long de la vie (2007-2013)

http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Progress towards the Lisbon objectives in education and training – indicators and benchmarks [Progrès vers les objectifs de Lisbonne dans l'éducation et la formation – indicateurs et références] (2007):

http://ec.europa.eu/education/policies/2010/doc/progress06/report_en.pdf



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