



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

Preparation of the Catalogue 2009/2010

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Knowledge sharing seminar for study visits organisers

Thessaloniki, 3 November 2008

Catalogue 2009-2010 preparation

October 2008 - February 2009

The catalogue will comprise the study visits that will take place from September 2009 to June 2010.

- European Commission – launching a call for proposals;
- Cedefop – providing template and guidelines;
- NAs – collecting, assessing and submitting the proposals to Cedefop;

Deadline: 14 November 2008

- Cedefop
 - maintaining communication with NAs;
 - editing the proposals;
 - preparing the publication.

The catalogue available online – end of January/ beginning of February 2009.

- Cedefop and NAs - disseminating the catalogue to all relevant actors.



How to ensure quality of proposals

NAs

- clear understanding of guidelines of the template;
- careful reading of keynotes;
- proper assessment of proposals;
- “proofreading” before submission.



Cedefop

- pre-publication activities (editing, clarifications).



STUDYVISITS catalogue 2008-2009

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

INCREASING ADULT PARTICIPATION IN EDUCATION AND TRAINING

Adult education for regional growth and development

Group No: 347

Type of visit:
Mixed

20/10/2008-24/10/2008
The Göteborg Region
Sweden

Working language:
English

Number of places: 15
Minimum required: 10

EDUCATION AND TRAINING 2010 OBJECTIVES:

- 1.2. Developing skills for the knowledge society
- 3.1. Strengthening the links with working life and research and society at large

WHY?

The 13 municipalities in the Göteborg region with almost 500 000 inhabitants cooperate in the framework of the Göteborg Region Association of Local Authorities. In recent years the municipalities have developed a common strategy for formal adult education, especially the following:

- a regional set of vocational education and training (VET) programmes;
- learning centres, open learning environments where adults are offered individual or group studies at all levels. University courses and programmes are offered by using ITC and local pedagogical support;
- Swedish for immigrants. Language training courses are often combined with various forms of vocational introduction courses and VET.

Formal municipal adult education in the Göteborg region works in line with several objectives in EU policies for the knowledge society.

The Göteborg region is one Swedish region where a common strategy for adult education has been developed during the past few years.

We hope participants will have a fruitful exchange of ideas to inspire further development of adult learning throughout Europe and will be able to form a network of adult educators for projects and exchanges in lifelong learning.

WHAT?

The study visit will include:

- presentation of regional development work by politicians and leading representatives of the Göteborg Region Association of Local Authorities and municipal adult education centres;
- visits to several of the region's municipal adult education centres with a focus on:
 - VET programmes,
 - learning centres,
 - Swedish for immigrants programmes;
- evening meal, sightseeing in Göteborg, etc.

HOW?

- Meeting staff (principals, teachers, student career guidance officers) and students;
- observing work at municipal adult education centres and VET centres;
- meeting researchers of adult learning from Göteborg university;
- discussions and exchange of ideas between participants and hosts.

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 education 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 och tisdag:** Måte på Göteborgsregionens kommunalförbund – presentationer, introduktion av veckans program, erfarenhetsutbyte. **Studiebesök:** hos vuxenutbildningsanordnare i Göteborg. **Yrkesutbildning** och Svenska för invandrare. **Sightseeing** i Göteborg och gemensam middag en av kvällarna. **Onsdag-fredag:** Studiebesök hos vuxenutbildningsanordnare i andra kommuner i Göteborgsregionen. **Yrkesutbildning**, Lärocentrum, Svenska för invandrare. **Tid ges för erfarenhetsutbyte** och informellt samtal under veckan. **Fredag kväll:** Avskedsmiddag i Göteborg.

WWW.

www.gtkom.se/toppanern/english – www.skolverket.se/sbid/108 – www.vux.malmdal.se

Organiser(s):

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Theme, topic and title

- The study visits in the new catalogue will be grouped by category of themes and topic.
- The title of the visit should:
 - be clear and explanatory of the subject of the visit;
 - relate clearly BUT not repeat the topic and the category of theme;
 - concisely reflect the ‘WHY?’ and ‘WHAT?’ sections of description (ideally);
 - not exceed 60 characters.



Keywords

- will reflect the focus of the visit;
- Will provide additional information to attract the participants;
- Will not repeat the topic or title.



Category of themes	<i>Key competences for all</i>
Topics for study visits	<i>Developing entrepreneurship</i>
Title	<i>Promoting an entrepreneurial spirit among young people</i>
Keywords	<ul style="list-style-type: none"> - <i>lifelong guidance;</i> - <i>disadvantaged groups;</i> - <i>digital competence.</i>



Economic sector

- sectoral approach applies only to visits in the field of vocational education and training;
- indicating an economic sector is useful to attract participants working in this sector.

Title of visit	Sector
<i>Flexible vocational training for residential childcare staff</i>	Sector Q – Human health and social work activities
<i>Recognition of sports qualifications</i>	Sector R – Arts, entertainment and recreation
<i>Curriculum of vocational education for leather production</i>	Sector C - Manufacturing



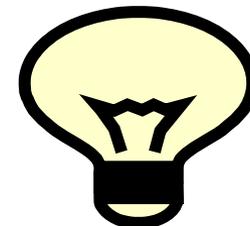
Types of visits

- ensure a good balance between the three perspectives:
 - general education;
 - vocational education and training (VET);
 - visits of mixed character for a lifelong learning.

WHY?

This section should:

- clearly explain to the reader why the visit is organised;
- be brief but clear;
- focus on the answer to the following questions:
 - **Why the issue is important in your country/ region?**
 - **Why is this specific location selected?**
 - **What is role of the host institution and why did it decide to host this visit?**





WHAT?

- define the learning objectives of the visit;
- present the content of the visit;
- be concise and readable.

The participants will learn about:

- *initiatives to improve adult literacy and numeracy in a certain area of a city/region;*
- *methods and tools used in lifelong guidance;*
- *new approaches to student assessment in secondary schools;*
- *national, regional, local measures to prevent violence on children and young people.*

HOW?

- outline the main activities planned to achieve the learning objectives;
- use active verbs to describe what participants will do.

The participants will:

- *observe and interview students and their teachers in the classroom/ laboratory;*
- *attend a workshop/ round table for adult training providers on the use of ICT;*
- *meet and discuss with guidance counsellors working in disadvantaged areas, etc.*



WHOM?

- specify the target audience;
- the organisers should think to which target groups the study visit will be of particular interest;
- if the visit is very specialised, select only one group.





Number of participants in the group

- realistic: an average group size is 10 persons;
- the minimum number of participants for which the organiser will be willing to hold a visit;
- take into consideration the resources, availability of hotels and transportation, accepted culture in the institutions visited.

Dates of the visit

- indicate starting and ending dates of the visit;
- the starting date should indicate the official start of the visit and not the informal meeting which might take place on the evening before;
- a visit can last from three to five days;
- the visit should not include weekends or public holidays.



**In 2010, the Easter Sunday (also The Eastern Orthodox church) is
4 April.**



Working language

- Only **one working language** should be indicated for the study visits and the proposal should be submitted in this language.
- The organisers can also provide a short description of the study visit in the language of the host country.

WWW.

- should be concrete and relevant links;
- should be checked (if work and have information in the working language of the visit).



Information about the organiser

- Fill all fields.