



CEDEFOP

European Centre for the Development
of Vocational Training

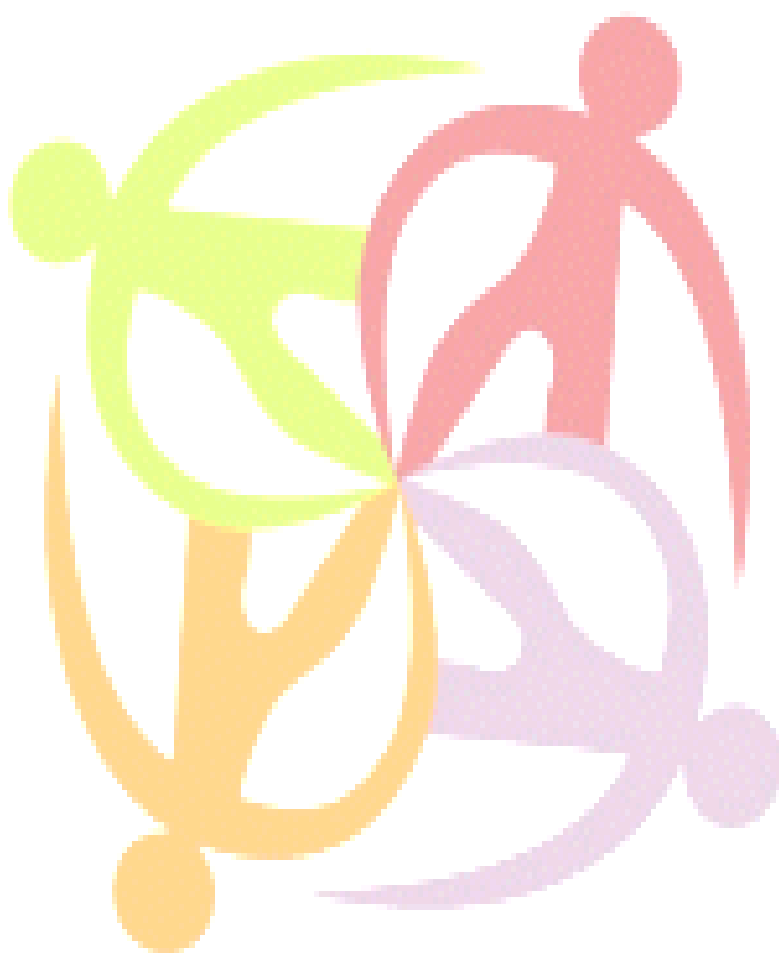


Education and Culture DG

Lifelong Learning Programme

Promoting active inclusion

Workshop booklet



Knowledge sharing seminar
for study visit organisers

Thessaloniki, 24-25 June 2010

**CEDEFOP**European Centre for the Development
of Vocational Training

Education and Culture DG

Lifelong Learning Programme

The study visits programme Knowledge-sharing seminar for study visit organisers

Thessaloniki, 24 and 25 June 2010

Promoting active inclusion Background paper

Policy context

Social inclusion is about making sure that everybody, including vulnerable groups (early school-leavers, learners with special educational needs, unemployed people, immigrants and ethnic minorities, low-skilled workers, etc.) can play a full part in work and society and that they have an equal opportunity to do so. Promoting social inclusion is vital to achieving the EU's goals of sustained economic growth, more and better jobs and greater social cohesion.

The Europe 2020 strategy ⁽¹⁾ considers social inclusion to be a key factor in ensuring *inclusive growth* by empowering people through high levels of employment, investing in skills, fighting poverty and modernising labour markets, training and social protection systems. It sets five headline targets: on R&D investment, education, energy/climate change, employment and reducing poverty. For example, the proportion of early school-leavers should be under 10 %, and at least 40 % of young people should have a tertiary degree; 20 million fewer people should be at risk of poverty and 75 % of the population aged 20-64 should be employed.

Education and training are important for ensuring that vulnerable groups will be better equipped to become integrated, successful and creative citizens. Developing skills and competences through education and training helps to fight poverty and exclusion and creates new possibilities for inclusion and employment. It is vital both for social inclusion and employability that young people and adults continue to learn and adapt to change. The provision of basic skills, upskilling, reskilling and further development of key competences (communication, social and civic or digital competences) are the essential prerequisites for access to employment and active participation in society. ⁽²⁾

Education and training should be integrated in comprehensive long-term strategies at national level to prevent social exclusion. In an attempt to do so, the strategic

⁽¹⁾ Communication from the Commission. EUROPE 2020. A strategy for smart, sustainable and inclusive growth. COM(2010) 2020. Brussels, 3.3.2010.

<http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf>

⁽²⁾ Council of the European Union (2008) Council conclusions of 22 May 2008 on adult learning. Official Journal of the European Union, 2008/C 140/09. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF>

framework for European cooperation in education and training (2009) ⁽³⁾ identifies as one of the strategic objectives in the years up to 2020, the promotion of equity and active citizenship through education and training systems. To address this challenge, the following priority themes should be pursued in 2009-11: early school-leaving, pre-primary education, migrants, and learners with special needs.

The European Union and the Member States made 2010 the European Year for Combating Poverty and Social Exclusion ⁽⁴⁾. Its key objectives are to increase public awareness of social exclusion and promote active inclusion by stimulating public debate, research and change, encouraging exchanges of good practice, and facilitating creation of partnerships between civil society and different stakeholders. One of the focuses of the European year is eradicating disadvantages in education and training by addressing the needs of disabled people, immigrants and ethnic minorities and groups or persons in vulnerable situations ⁽⁵⁾.

The knowledge-sharing seminar for study visit organisers will focus on important challenges that need to be addressed to promote social inclusion and ease the integration of vulnerable groups into the labour market. The theme of the seminar is of common interest at the European and national levels and represents the focus of more than a quarter (see data in Annex 1) of all study visits in 2010/11 on topics mostly related to social inclusion: ensuring equal opportunities for disadvantaged groups, early learning opportunities, measures to prevent early school-leaving, education for active citizenship, integration of disadvantaged groups into the labour market, etc.

The seminar participants will discuss policies and practices that promote active inclusion and get ideas about how to approach the content of their visits. Three thematic workshops will be organised on the following issues:

- ensuring equal opportunities for disadvantaged students with the focus on: early childhood education, dropping out of education and training and inclusion in mainstream schools of students with special educational needs;
- education for active citizenship and social integration of migrants and minorities;
- integration of young people and adults at risk of social exclusion into the labour market.

1. Ensuring equal opportunities for disadvantaged students

Every child and young person has the right to quality education and training. Access to it should not depend on disability and socio-economic background. Developing and implementing measures to meet the needs of disadvantaged young people in our society is vital for achieving equality of educational opportunity and combating educational disadvantage. Education and training systems are challenged to

⁽³⁾ Council of the European Union (2009). Council conclusions on a strategic framework for European cooperation in education and training (ET 2020), 9845/09, Brussels, 13.5.2009.

<http://register.consilium.europa.eu/pdf/en/09/st09/st09845.en09.pdf>

⁽⁴⁾ The 2010 European Year for Combating Poverty and Social Exclusion:
<http://ec.europa.eu/social/main.jsp?langId=en&catId=637>

⁽⁵⁾ European Year for combating poverty and social exclusion (2010). Strategic Framework Document. Priorities and guidelines for 2010 European Year activities. European Commission. Employment, Social Affairs and Equal Opportunities DG Social Protection and Integration. Inclusion, Social Policy Aspects of Migration, Streamlining of Social Policies, Brussels, 16/11/2008 D (2008).

develop strategies and measures to ensure access to and participation in early childhood education and successful inclusion of students with special education needs (SEN), early school-leavers and students from a disadvantaged socio-economic background.

Early childhood education

Research ⁽⁶⁾ shows that children from a disadvantaged background are those who benefit the most from good quality early childhood education. In reality, these children are often less likely to receive it. In most European countries children living in rural areas, those living in low-income households or from with migrant background have less access to good quality early learning.

A benchmark was set to the effect that at least 95 % of children between the age of four and the age for starting compulsory primary education should participate in early childhood education by 2020 ⁽⁷⁾.

Dropping out of education and training

Early school-leavers are challenged in their personal and social development and are at increased risk of poverty and social exclusion. By leaving education early, young people do not reach the level of knowledge, skills and competence needed for full participation in the labour market.

Despite the efforts of Member States to meet the target set for 2010 to achieve a level of no more than 10 % early school-leavers in the EU, one in six young people leave school having completed - at most - only compulsory education. The target for 2020 remains to reduce the number of young people who leave school with no more than lower secondary education and who do not participate in any kind of further education or training ⁽⁸⁾.

The inclusion of students with special educational needs in mainstream schools

The concept of *special educational needs* (SEN) is broader than disability because it covers more types of educational need, for example social, emotional and behavioural difficulties ⁽⁹⁾. The Organisation for Economic Cooperation and Development (OECD) promoted a framework aiming to enlarge the concept of SEN and including three categories of students: those with physical disabilities, pupils with behavioural and learning difficulties; pupils from a disadvantaged socio-economic background ⁽¹⁰⁾. The inclusion of students with SENs in mainstream schools and, more broadly, inclusive education has been part of the EU agenda in education for several years.

Differences in inclusion policies may stem from the characteristics of regular schools and their curricula as well as the training possibilities for and attitudes of teachers. Different cultural and societal perceptions (such as whether parents and educators consider it more appropriate to place students in mainstream or special schools) may also influence national SEN policies.

⁽⁶⁾ EURYDICE. Early childhood education and care in Europe: tackling social and cultural inequalities. 2009

⁽⁷⁾ European Commission. Progress towards the Lisbon objectives in education and training - indicators and benchmarks 2009. http://ec.europa.eu/education/lifelong-learning-policy/doc1951_en.htm

⁽⁸⁾ idem

⁽⁹⁾ International Standard Classification of Education - ISCED.UNESCO, Paris, 1997.

⁽¹⁰⁾ The OECD conceptual framework is described in detail in the European Commission report 'Progress towards the Lisbon objectives in education and training - Indicators and benchmarks 2008'. http://ec.europa.eu/education/lifelong-learning-policy/doc/report08/report_en.pdf

A better coordination of the assessment of needs and subsequent responses results in better quality services and support. Therefore, there is need for multi-stakeholder partnerships, for example, partnerships between education, health and social care services can help to meet the educational, health and social needs of children and young people ⁽¹¹⁾, thus offering a far more holistic approach to their education.

2. Education for active citizenship and social integration of migrants and minorities

The Council of the European Union in its strategic framework for European cooperation in education and training stresses the importance of intercultural competences, democratic values and respect for fundamental rights and the environment. Education and training plays a key role in developing the above competences and values and helps individuals in a less favourable social or economic position to become actively involved in society. Active citizenship will be a central issue of the European Year of Volunteering 2011 that will encourage and support efforts at the European, national and local levels that promote volunteering and increase the visibility of voluntary activities in EU ⁽¹²⁾.

Education for active citizenship

Active citizenship education is defined as a process of acquiring knowledge and developing skills and attitudes based on community values ⁽¹³⁾. It implies the development of intercultural competences, democratic values and respect for fundamental rights and the environment and equips all young people to interact positively with their peers from diverse backgrounds.

It is important that students not only develop civic skills through ‘classic’ teaching, but that they should be provided with more opportunities to take initiatives and learn in schools which should be open to the worlds of work, voluntary action, sport and culture ⁽¹⁴⁾.

Active citizenship education is offered in schools as a separate subject (in half of the European countries in secondary education), integrated into conventional subjects (for example, history, geography) or as a cross-curricular theme. As stated in the Eurydice study report ⁽¹⁵⁾, citizenship education in schools is generally taught either by non-specialist teachers (in primary education) or by teachers specialised in the social sciences, philosophy or ethics (in secondary education).

⁽¹¹⁾ These results were confirmed by the National Evaluation of the Children’s Fund. One of the key requirements for setting up a Children’s Fund at local level was to set up partnerships between a range of services. <http://www.ne-cf.org/>

⁽¹²⁾ For more information, see: http://ec.europa.eu/citizenship/focus/focus840_en.htm

⁽¹³⁾ Study on active citizenship education. DG Education and Culture. GHK. 2007.

⁽¹⁴⁾ Joint Progress Report of the Council and the Commission on the implementation of the ‘Education & Training 2010’ work programme. Key competences for a changing world, 2010. <http://register.consilium.europa.eu/pdf/en/10/st05/st05394.en10.pdf>

⁽¹⁵⁾ European Commission, Eurydice. ‘Citizenship Education at school in Europe’. Brussels: Eurydice, 2005.

Social integration of migrants and minorities

Today, successful integration of young people and adults from a migrant background into education and training institutions and society is both an economic necessity and a pre-condition for democratic stability and social cohesion.

Young migrants are twice as likely as young nationals to leave education and training early (13.6 % compared with 26.8 %) ⁽¹⁶⁾. Many students from a migrant background experience educational disadvantage and unequal patterns in access to and achievements in education. Several factors explain this gap, including a poor socio-economic background, insufficient competence in the instruction language, the attitude of the students and their families towards education, limited access to childcare facilities, lack of support from the educational environment ⁽¹⁷⁾⁽¹⁸⁾.

Most first generation immigrants, including skilled workers, are adults who need language learning and cultural understanding. More attention should be paid to the lifelong learning and training needs of these adults to enable them to successfully integrate in their host countries ⁽¹⁹⁾.

One of the groups most vulnerable to social exclusion and poverty is the Roma. This group tends to face a range of disadvantages in accessing education, employment, housing and healthcare ⁽²⁰⁾. Countries with large numbers of Roma implement social policies and measures that improve their access to education and training and contribute to their successful integration into society.

3. Integration of young people and adults at risk of social exclusion into the labour market

Skills upgrading is important for Europe's future growth and for employment equity, given the vulnerability of those lacking skills. Member States should develop specific policies for young people and adults, for low-skilled workers and other disadvantaged groups to provide them with access to lifelong learning. In this way they will develop their knowledge, skills and competences to successfully integrate in the labour market.

Young people and adults, as well as low-skilled workers and other disadvantaged groups need access to lifelong learning so that they can upgrade and develop their knowledge, skills and competences at different stages of their lives and participate

⁽¹⁶⁾ European Commission. Progress towards the Lisbon objectives in education and training - indicators and benchmarks 2009. http://ec.europa.eu/education/lifelong-learning-policy/doc1951_en.htm

⁽¹⁷⁾ European Commission. The Green paper on Migration & mobility: challenges and opportunities for EU education systems (July 2008) and the accompanying staff working document which presents data and good practice example in the field of education for migrants and ethnic minorities http://ec.europa.eu/education/school21/com423_en.pdf

⁽¹⁸⁾ UNICEF-Innocenti report card. The child care transition. 2008. http://www.unicef.ca/portal/Secure/Community/502/WCM/HELP/take_action/Advocacy/rc8.pdf

⁽¹⁹⁾ Council of the European Union (2008) Council conclusions of 22 May 2008 on adult learning. Official Journal of the European Union, 2008/C 140/09. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:140:0010:0013:EN:PDF>

⁽²⁰⁾ Joint Report on Social Protection and Social Inclusion 2009 - Summary. Luxembourg: Publications Office of the European Union, 2009. <http://ec.europa.eu/social/main.jsp?catId=637&langId=en&pubId=332&type=2&furtherPubs=yes>

in the labour market through implementation of specific policies to improve their skills and qualifications ⁽²¹⁾.

Those without adequate skills find it more difficult to enter the labour market and find a quality job. They are more likely to spend long periods out of work and, if they do work, are more likely to find themselves in low-paid jobs. This is particularly relevant to young and adults at risk of social exclusion (early school-leavers and low-skilled and ageing workers).

For example, data show that only 55 % of early leavers of education and training in the EU were employed in 2008 ⁽²²⁾. The rest were either unemployed or outside the labour market and were therefore at higher risk of social exclusion.

Guidance provisions for young people and adults at risk

The transition from education and training or from unemployment or inactivity, to the labour market should be facilitated by providing all groups of young people and adults at risk of social exclusion with better information about education and training opportunities and by developing employment strategies and measures for them. As highlighted in the conclusions of the Spanish Presidency ⁽²³⁾ young people, especially at risk groups, should be provided with quality information and guidance about labour market legislation and social protection or volunteering and internships.

Most Member States are using a combination of preventive and reintegration measures to address the problem of early school-leavers. Preventive approaches can address the problem through structural, school-based or person-centred strategies such as mentoring and tutoring; support at key transition points; counselling and career guidance; early warning systems; improvement of parental involvement. Reintegration approaches include, for example: tracking measures to identify, support and monitor young people at risk; short-term specialised support to facilitate reintegration; holistic interventions for young people with complex support needs; online learning and support platforms; traditional second-chance schools; and guidance and training measures to aid access to employment ⁽²⁴⁾.

Older workers are vulnerable to different types of skills obsolescence and they need to be provided with enough possibilities to update and renew their skills throughout their working lives. EU Member States have started providing guidance services that address the particular counselling and learning needs of groups such as the long-term unemployed, workers over 45, and workers in industries or companies undergoing restructuring, but efforts still need to be made to design and implement active ageing policies intended to discourage early retirement and encourage longer working lives.

⁽²¹⁾ Council of the European Union. Council conclusions on 'New Skills for New Jobs: the way forward'. 3019th Employment, Social policy, Health and Consumer affairs Council meeting, Brussels, 7 June 2010.

http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/114962.pdf application/pdf (.pdf) Downloadable document (EN)

⁽²²⁾ European Commission. Progress towards the Lisbon objectives in education and training - indicators and benchmarks 2009. http://ec.europa.eu/education/lifelong-learning-policy/doc1951_en.htm

⁽²³⁾ Joint conclusions of the Spanish Presidency EU Youth Conference 'youth employment and social inclusion', Jerez, Spain 13-15 April 2010. http://www.youthforum.org/en/system/files/yfj_public/media_corner/en/Conclusions_EUYouthConference_Jerez2010.pdf

⁽²⁴⁾ Cedefop. Guiding at-risk youth through learning to work: Lessons from across Europe. Luxembourg: Publications Office of the European Union, 2010.

Cooperation between stakeholders

The current economic crisis is increasing unemployment and is making it even more difficult for disadvantaged groups to remain in or enter a turbulent labour market. Developing cooperation between education and training institutions and partners in the labour market and community supports social inclusion and employability of youth and adults at risk.

Employers, especially small and medium-sized enterprises (SMEs) may provide apprenticeship and traineeship opportunities for young people, especially those disengaged from education, training or society, to familiarise themselves with the world of work ⁽²⁵⁾ and allow them to start over and gain valuable working experience. In many Member States governments and social partners are working together to keep people in work by combining short-term work with training and using resources to expand existing training and other programmes for unskilled workers and unemployed people ⁽²⁶⁾.

⁽²⁵⁾ idem

⁽²⁶⁾ Cedefop. Briefing note - Taxing the mind.
27.11.2009.<http://www.cedefop.europa.eu/EN/publications/5039.aspx>

Annex 1: Study visits 2010/11 on social inclusion -
distribution by theme, data of 7 June 2010

Themes	No of visits in the catalogue
Key competences for all, including creativity, innovation and entrepreneurship	
Strengthening intercultural education	3
Education for active citizenship and sustainable development	19
Improving access, equity, quality and efficiency in education and training	
Early learning opportunities	4
Personalised learning approaches	4
Measures to prevent early school leaving	5
Equal opportunities for disadvantaged groups	29
Education and training for employability	
Integration of disadvantaged groups into the labour market	6
Total	70

For more information, see:

<http://www.cedefop.europa.eu/EN/publications/15186.aspx>

**CEDEFOP**European Centre for the Development
of Vocational Training

Education and Culture DG

Lifelong Learning Programme

The study visits programme
Knowledge-sharing seminar for study visit organisers
Promoting active inclusion

Thessaloniki, 24-25 June 2010

Thursday, 24 June 2010

Workshop sessions: Policies and practices that promote active inclusion		
12.00 - 13.00	<p>Introductory exercise in 3 parallel workshops moderated by Cedefop's experts:</p> <p>Workshop I: Ms Irina Jemeljanova</p> <p>Workshop II: Ms Maria Todorova</p> <p>Workshop III: Mr George Kostakis</p>	<p>Amphitryon I</p> <p>Amphitryon II</p> <p>Alexandros II</p>
13.00 - 14.30	Lunch	
14.30 - 16.15	<p>Workshop I: Ensuring equal opportunities for disadvantaged students</p> <p>Moderator: Ms Irina Jemeljanova, Cedefop</p> <p>Reporter: Ms Judith Gordon, UK</p> <p>Contributions from:</p> <ul style="list-style-type: none"> Ms Efstathia Christopoulou, Greece: Inclusion of students with special needs into Greek educational system Mr Chris Williams, UK: Special initiatives for disadvantaged students - Policies and practice in England <p>Workshop II: Education for active citizenship and social integration of migrants and minorities</p> <p>Moderator: Ms Maria Todorova, Cedefop</p> <p>Reporter: Ms Anthi Theodorou, Greece</p> <p>Contributions from:</p> <ul style="list-style-type: none"> Mr Gergely Guszmán, Hungary: Enhancing active citizenship through educational and local governmental issues Mr Silver Pramann, Estonia: Turning obstacles into possibilities - integrating migrants into civil society <p>Workshop III: Integration of young people and adults at risk of social exclusion into the labour market</p> <p>Moderator: Mr George Kostakis, Cedefop</p> <p>Reporter: Mr Jenei Janos, Hungary</p> <p>Contributions from:</p> <ul style="list-style-type: none"> Ms Judith Peters, Germany: Compatibility of job and family - young women in vocational training Mr Patrick Masera, France: Integration of youth and adults with difficulties into the labour market 	<p>Amphitryon I</p> <p>Amphitryon II</p> <p>Alexandros II</p>



CEDEFOP

European Centre for the Development
of Vocational Training

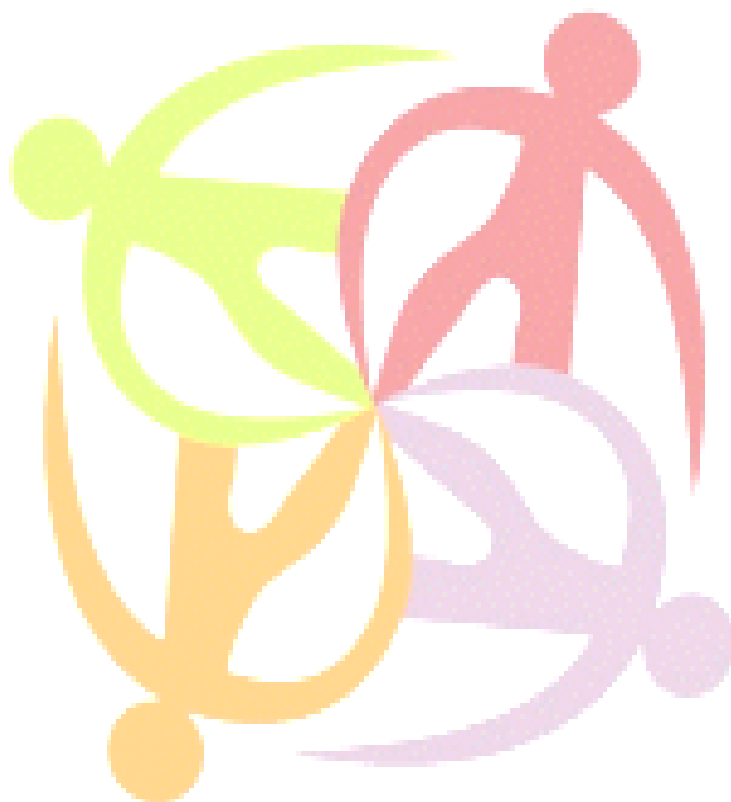


Education and Culture DG

Lifelong Learning Programme

24 June 2010

Workshop I: Ensuring equal opportunities for disadvantaged students



Knowledge sharing seminar
for study visit organisers



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

The study visits programme Knowledge-sharing seminar for study visit organisers

Workshops on policies and practices that promote active inclusion,
24 June 2010

Workshop I

Ensuring equal opportunities for disadvantaged students

The objective is to discuss how to approach the content of the visits on educational opportunities for disadvantaged students by sharing ideas and experience among experts and practitioners. Participants are invited to reflect on the issues raised during the presentations and put forward examples from their countries.

The discussion should be structured according to the following key points:

1. Which policies and practices used in your countries/institutions prove better at securing equal opportunities for disadvantaged students?
2. What are the main obstacles to equal opportunities for disadvantaged students in education and training in your countries? Can any of the solutions discussed be applied to your situations?
3. What activities do you plan to include in the programme of your study visit on ensuring equal opportunities for disadvantaged students? Why?

Inclusion of Students with special needs into Greek educational system

Example of a study visit on "*Legislation and institutions for pupils with special needs in Greece*", Athens, 2009

Prepared by Efstathia Christopoulou,
School advisor

Scientific coordinator of study visit GR 121/2009

1. About the study visit

A Study Visit entitled "*Legislation and Institutions for pupils with special needs in Greece*" was organised in Athens from the 23th to the 27th of November 2009. The main aim of the study visit was to present the integration of students with special needs in the Greek educational system. For this purpose, we tried to provide the participants with a variety of both learning and social activities. Learning activities included some lecture-type contributions only on topics on which the information and input received was considered necessary and interesting. Instead, we focused on providing more field-centred activities (school visits) that would give participants the opportunity to be personally engaged and exchange views with Greek teachers/ experts.

2. The theoretical context of the study visit

The first day of the study visit, the participants were informed, via lectures, about the framework of the Greek legislation on students with special needs. In Greece, we have recently reformed the legislation on "Special Education" (law 3699/2008). This law emphasizes: (a) the compulsory and free character of special education; (b) the introduction of different categories of teachers' professional division based upon the type of student's impairment they are specialized to serve and (c) the introduction of measures for "early intervention" to children of pre-school age.

Significant role for the classification of students based on their special needs plays the *Differentiate Diagnostic and Support Centres (KEDDY)*. KEDDY centres offer services for diagnosis, assessment and support to students with special educational needs, their families and their school environments as well as they offer support, provide information and educate the society on issues related to the "special needs". KEDDY's educational personnel includes kindergarten and primary school teachers, teachers of language and mathematics in a secondary school, physical education's teacher, speech therapist, occupational therapist, child psychiatrist, psychologist and social worker.

In mainstream education (primary and secondary), according to the diagnosis provided by KEDDY, students with disabilities can attend:

- the general school class, supported by the class teacher or
- the general school class with parallel ‘support’ by special education teachers, provided to pupils with more serious special education needs when there is no other special education framework available or
- inclusion classes operating in schools of general education, which are staffed with a special teacher and follow two curricular types: a combination of general and specialised curriculum (up to 15 teaching hours weekly) or a specialised curriculum at a group or individual level.

When attendance in mainstream schools is rendered especially difficult *“due to the type and degree of the disability or disorder”*, special education is provided to pupils in:

- self-contained Special Education School Units;
- schools or classes operating in medical institutions - hospitals, rehabilitation centers, institutions for the chronically ill etc.;
- students’ home, when judged necessary, due to serious short term or chronic health problems that do not permit transport and attendance at school.

For secondary students with serious special needs who are not able to attend any other educational program, there are, all over Greece, the “Special Vocational Education and Training Centre (EEEEK)”. Although they are secondary education schools, they are the only schools that primary teachers are allowed to teach, because of the gravity of cases (e.g. I.Q. less than 40 and/ or autism etc.). Any centre provides vocational training to specific areas such as: plumbing, carpentry, gardening, pottery, tailoring, hairdressing, cooking etc. The daily program in E.E.E.E.K. includes, apart from the professional education in the specific training, theoretical courses in language, mathematics and social training that are taught by teachers of special education. Pupils attend lessons of art, music, physical activities and computer. The centre also provides social services, psychological support, and professional guidelines offered by a specialist (job coach) and ergo-therapy sections which is a practice followed by every special school in Greece.

Despite its positive elements, the recent law has risen considerable controversy in different aspects such as: (1) the division between mainstream and special schools is still evident; (2) the orientation of students takes place according to the individual degree of disability and the categorization of students based on the

classification of the special needs and (3) education was supposed to provide aims at normalizing rather than raising barriers to equal participation in mainstream education. Speaking, especially, about the secondary education we should emphasize that (1) there are not enough secondary teachers qualified in special education due to the fact that most Greek universities where secondary teachers graduate from, do not include in their curricula special education programs, (2) the inclusion classes in mainstream secondary schools are very few and remain without permanent and specialized personnel, (3) inflexible curricula and teaching methods, handling - some times - students without sensitivity and super-competitive school morals, often lead to a number of serious school problems, which do not allow teachers face existing difficulties.

3. The study visit's field activities

The three days of the study visit's programme included visits to representative types of special schools in primary and secondary education. The participants learnt about how integration of students with special needs, is realised in Greece. During the programme, the participants had the opportunity to visit the pupils in their classrooms, discuss with them and with their teachers, ask questions and receive responses.

More particularly, in the area of Piraeus: we visited the Special primary school of Piraeus (PIKPA) and an inclusion class in a mainstream primary school for blind children. We had the opportunity to discuss and share experiences with the school - advisor of special education in Piraeus, the head of PIKPA and the teacher of the inclusion class, an expert in blindness. So, the participants were informed about the role of a school advisor of special education who is responsible for all special education's institutions both in primary and secondary education. In PIKPA school, we had the opportunity to meet pupils from 6 to 12 years old with "severe" special needs problems such as autism, down syndrome and mentally retarded. The method followed by PIKPA is for the pupils to work in small groups of 2-5 and apart from the "academic" curriculum (language, math, and social subjects) they participate in many activities such as swimming and horse riding. This education model, actually, is followed by all Greek special schools.

In the mainstream school we visited initially, one of the ordinary classes including a blind girl. We observed her and her classmates participating in geography, music and dance lessons. Afterwards, we visited a "separate" class of the school where the necessary equipment for educating blind persons is found (Braille machines,

computers etc). Finally, we initiated long discussions with teachers regarding the inclusion programme for blind students by giving emphasis to the difficulties and the outcomes of such programmes.

In Egaleo municipality, a suburb in the west of Athens, we visited a complex of schools: three special schools (kindergarten, primary and secondary education) and pupils with different special needs under the same roof! The visited schools were the following the special kindergarten and primary school for autistic children, the special primary school for children with kinetic problems and the special vocational education and training centre (EEEEK). We were informed from the heads of the schools about the function of their schools and we had tours into classrooms and laboratories. It was a great opportunity to see the sequence of special education from the ages of 5 to 23 and how students with different needs and ages could cooperate and coexist. Our experience in EEEEEK schools, in Egaleo municipality, was finalised with a tour in the laboratories of cooking and pastry, gardening, painting, carpentry and jewellery making.

In Argyroupoli, another suburb of Athens in the south part this time, we visited the Special primary school for children with cerebral palsy and the Society for the spastic protection, named “Open Door”. The school has an amazing variety of learning equipment for its pupils including computers with special sensors and interactive boards. The Community cooperates with the school and offers to students the possibility of using the swimming pools and their equipment. In addition, it offers education and job training to children, pre-school children and adults with heavy cerebral disabilities, and organises cultural activities for the development of their free time which includes bookworm club, drama club etc. The groups that participate in such activities are mixed by adults with cerebral palsy and volunteers. Finally, the community has a hostel for children and their families from all over Greece.

Our visit in the Primary school for deaf and hard hearing children was cancelled because of the outbreak of H1N1 virus. As a result, the last day, we changed our programme and, instead we visited a mainstream school where an autistic boy studies with “parallel support”. We had the opportunity to speak with his mother and teachers about their experiences and the problems a family with a child with special needs faces in Greece, especially when the child studies in a mainstream school.

4. The conclusion

The “inclusion” of students with special needs (inclusive thinking) is an idea well established in Greek society the past few years. The reform that the new legislation established is in a good direction. The aim is to have good (in quality) and enough (in quantity) public institutions, such as diagnostic and support centres, schools, teachers training programs etc., which could support the children and adults with special needs and their families and educate the society. Of course, there always will be challenges and elements that have to be changed or to be improved. In my opinion, it is very useful to participate in such European Lifelong Programs for sharing our experience and learning from each other. The equality in education is the hope and the vision of teachers from all over Europe.

Mr Chris Williams, UK: Special initiatives for disadvantaged students - Policies and practice in England

Chris Williams

Special Projects Consultant
at Lincoln Christ's Hospital School

CfBT Partner Adviser in Lincolnshire

British Council Ambassador for the East Midlands

The “Every Child Matters” agenda

Background

- Victoria Climbié (1991-2000);
- Disconnection between various agencies in contact with the family – schools, social services, police, National Health Service, the churches etc.
- ‘Every Child Matters’ (ECM) initiative in 2003;
- Decision to bring everything together. In 2007 the Department for Education and Skills became the Department for Children, Schools and Families

The five strands of ECM

Its main aims, originally developed at [The University of Hull](#) by [Richard English](#), are for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

**This required multi-agency partnerships
and new frameworks**

Bringing people together

“In the past it has been argued that children and families have received poorer services because of the failure of professionals to understand each other's roles or to work together effectively in a multi-disciplinary manner.

ECM seeks to change this, stressing that it is important that all professionals working with children are aware of the contribution that could be made by their own and each others' service and to plan and deliver their work with children and young people accordingly”

How different agencies collaborated

- The agencies in partnership may include children's centres, early years, schools, children's social work services, primary and secondary health services, playwork, and Child and Adolescent Mental Health services (CAMHS);
- Movement between agencies;
- Case conferences

Implementation of ECM in schools

Many different approaches and angles:

- Healthy Schools awards;
- Careers and guidance;
- Child Protection registers;
- Safeguarding policies;
- CRB checks on staff and visitors (Criminal Records Bureau);
- Obligation to inform other agencies;
- Designated persons e.g. Governor, senior staff;
- More interview rooms for confidential meetings;
- Part of the national inspection process (OFSTED);

Assistance for children with special needs

- Different schools have different approaches;
- Also, what are 'special needs'?
 - Learning difficulties ? - Behavioral difficulties ?
 - Physical difficulties ? – Social disadvantage ?
 - Lack of family support ? – Poor diet? – poor English?
- Many approaches. They include
 - Special schools;
 - Differentiated curriculum e.g. away from school site;
 - 25% more time in examinations;
 - Many teaching assistants;

The bigger picture – connections and obstacles

Connections?

Every Child Matters covers children and young adults up to the age of 19, or 24 for those with disabilities. It connects with other legislation on race, gender and age etc.

e.g. **The Disability Discrimination Acts (1995 and 2005)** which gave disabled people rights in the areas of:

- employment
- education
- access to goods, facilities and services
- buying or renting land or property
- functions of public bodies

Obstacles when implementing 'Every Child Matters' ?

Time, money and tradition

Overcoming the obstacles?

Developing trust; building on what works well

Study Visits in Lincoln

- The host institution – a non-selective 11-18 mixed school in the City of Lincoln;
- Villages from owner-occupied homes in city and villages, council-housing and multi-occupancy dwellings in poorest districts;
- Rapid increase in non English native speakers since 2004 (now 8% of 1400);

Activities on 2009 and 2010 study visits to Lincoln specific to ECM

- Meeting and talking with key people from different agencies delivering the ECM agenda e.g.
 - at large secondary school:
 - Deputy Headteacher responsible for ECM;
 - Pastoral Learning Assistants who work in year offices;
 - Teaching Assistants e.g. in English as Additional Language;
 - 'Student Voice' – school councils
 - at a multi-cultural primary school
 - School Improvement Service specialists:
 - Connexions (Careers etc.); 14-19 curriculum reform
 - Healthy Schools co-ordinator for Lincolnshire;
 - Deputy Director of Childrens Services for Lincolnshire

Visits on 2009 and 2010 study visits to Lincoln specific to ECM

- North Kesteven School – “After its gone”(workshop)
- Bishop King Primary School - multi-cultural;
- Thorpe-on-the-Hill – rural primary 'out-of-hours' scheme
- Locations offering an alternative curriculum;
 - 'Build a future' at Horncastle';
 - Riseholme College University of Lincoln
- St.Giles Youth Centre;
- Personalised programme for each participant on the Thursday morning based on their individual specialisms and areas of interest e.g. a school with Roma children, meeting senior inspector, job-shadowing a headteacher etc.

Important postscript

- In May 2010 there was a General Election in the United Kingdom;
- A coalition government, the first in the UK for 70 years, was formed;
- The new government immediately renamed the Department for Children, Schools and Families;
- The new name is 'Department for Education'



CEDEFOP

European Centre for the Development
of Vocational Training

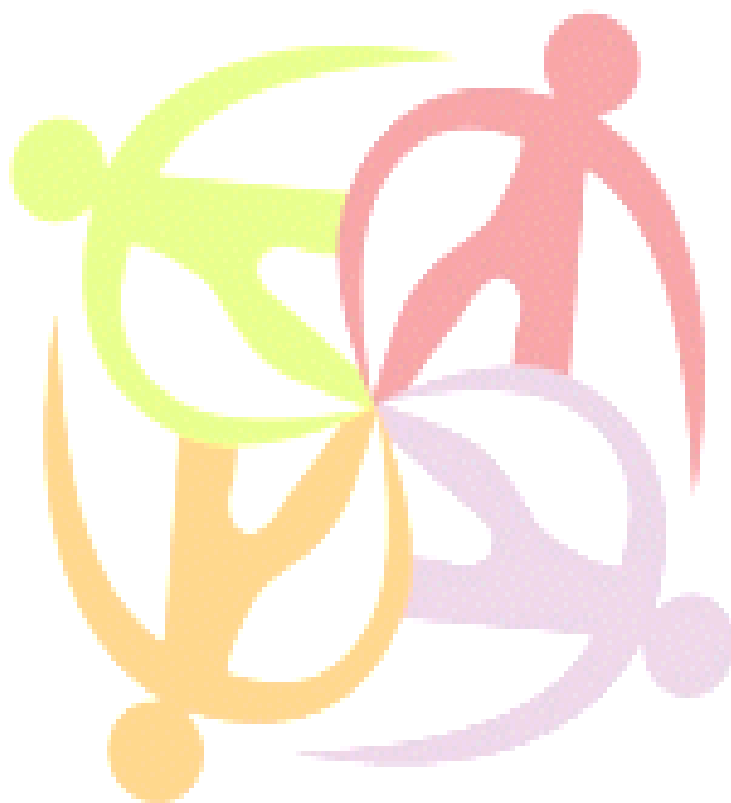


Education and Culture DG

Lifelong Learning Programme

24 June 2010

Workshop II: Education for active citizenship and social integration of migrants and minorities



Knowledge sharing seminar
for study visit organisers



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

The study visits programme Knowledge-sharing seminar for study visit organisers

Workshops on policies and practices that promote active inclusion,
24 June 2010

Workshop II

Education for active citizenship and social integration of migrants and
minorities

The objective is to discuss how to approach the content of the visits on educating for active citizenship and social integration of migrants and minorities by sharing ideas and experience among experts and practitioners. The participants are invited to reflect on the issues raised during the presentations and put forward examples from their countries.

The discussion should be structured according to the following key points:

Active citizenship

1. How is active citizenship defined in your country and which policies and practices prove better at supporting active citizenship through education?
2. What are the main obstacles to providing education for active citizenship and developing the civic skills and attitudes of young people and adults? How can those obstacles be overcome?

Integration of migrants and minorities

3. How is the integration of migrants and minorities into education and training systems and society supported in your countries?
4. What are the main obstacles to enabling youth and adults from a migrant background to take full advantage of education and training? How can those obstacles be overcome?

Joint question

5. What activities do you plan to include in the programme of your study visit on active citizenship education and the social integration of migrants and minorities?

Enhancing active citizenship through educational and local governmental issues

Gergely GUSZMANN

Assistant Professor

Eszterházy Károly College, Department of Political Science

We have witnessed a fundamental change of the concept of citizenship and what it means in accordance with the development of democratic values in the past two decades. The review of the multiple contexts of this change has been brought by both the scientific and general needs to understand its influence on the relationships between communities at a number of levels. This presentation not only interrogates the terms 'active citizenship' and 'civic engagement' but aims to provide a widespread understanding on the importance of involving young people in democratic practices. It also explores the relationship between civic and governmental initiatives related to active participation to conclude that the precise, and varied, meanings of 'activeness' demand careful scrutiny, as do the shifting proportion of the civic and governmental investment. The central argument is that we might get a better purchase on the mobilizing competences of educational institutions and local authorities by sharing the valuable experiences of two study visits took place in Hungary. The first visit of 2008, called 'Active participation of young people in public life' focused on mainly the issue of youth involvement in the public sphere. The other one of 2009, called 'Mobilizing civic competences through education' concentrated on the tuition of active citizens at different levels of education. Both study visits were hosted by the city of Eger (the capital of Heves County) and the Eszterházy Károly College. The participants of the group visited the Neumann János Secondary School in Eger and the municipal government of Eger. According to the group final reports the study visits have been proved to be successful in terms of sharing local specifics and national experiences.

Brief overview on the Hungarian context

Understanding the major issues related to the practices of active citizenship in Hungary seems to be more complex than in the western European countries. The post-communist countries, such as Hungary carry a triple burden related to democratic values and political culture:

- after transition to democracy the Hungarian society expected democracy to trigger an economic and welfare wonder which, by all means, did not come;
- governmental approaches do not include projects on promoting active citizenship;
- the Hungarian society has a strong paternalistic character by expecting a political and social maintenance from the state.

To get rid of these burdens, the government should guarantee the general framework of a well functioning democracy. The other side of the coin is to understand that citizens should improve their knowledge, skills, attitudes and values necessary for a democratic society. These competences neither can be transferred automatically to future generations, nor can be acquired without practice through active participation in political, social and cultural processes.

Before discussing the case studies here we should provide the working hypothesis of the presentation on active citizenship: *an active citizen is a politically, democratically and socially responsible individual (with the sense of inclusiveness) who can articulate its will publically and eager to give alternative solutions to local/national/global problems.*

Experiences of two study visits

The operation of student self-government

The Student Self-government (SSG) of the foundation institute, Neumann János Secondary School delegates members to its executive body that is the Council of student representatives. The President of the Council (elected by the members of the Council for a year) has the right to take part in teachers' staff meetings and sign the official documents of the school. Other leaders of the Council are the vice-president, the finance director (dealing with the sources of the SSG) and the deputy director. The operation of the government is based on organizational and operational statuses which has been passed by the Council of student representatives and ratified by the school council. The decision-making body is the Students' Parliament which, according to the rules of the school, can be one of the forums of legal remedy if a student feels that his/ her rights are aggrieved. The main functions of the government are at least three-fold:

- representing the students' rights at staff meetings and the President has the interpellation right to submit formal questions or proposals to the School Council;
- attending official meetings the Council of Student Representatives obtain information on the current achievements of the school (the active website of the SSG releases the actual news and other information to students thus serves as an authentic communication source);
- organizing cultural events, as the SSG considers essential that all programs must have an educational, cultural or community building aim.

Another special program of the SSG is the so-called 'Youth leadership training' for students who want to be future leaders of a group or community. The objectives of this program are the following:

- to acquire leadership skills from experts and senior students;
- to learn how to speak in public, coach their expectations, inspire others, be a good example, build up strategies, engage all group members and take responsibility;
- to get acquainted with the practice of a highly responsible citizen.

The members of the study visits had the opportunity to take a look around the school observing the community life and the equipments of the classrooms. The head teacher of the vocational team of foreign languages welcomed the group and held a short presentation on the current projects of the school. Right after this lecture, the students presented the operation of the SSG and the importance of being an active citizen/student.

Civic engagement programs in Eger

The study visit groups met the mayor and the deputy mayor of Eger to have a talk with them on the local programs of how to promote active participation and mobilize young people to enhance civic competences. Among the numerous projects of the local government, the mayor and his deputy laid stress upon three extremely progressive areas:

- a. The local authorities organised activities for students at all school levels (primary, secondary, tertiary) to intensify their civic competences. For example, the local government announced inter-school competitions about citizenship to involve all regional schools and pupils in the county. The local government also co-operated with the educational institutions of Eger to strengthen the process of talent care. The mayor's office offered a trainee program for talented students to get acquainted with the work of the Assembly and other bodies of the local government.
- b. The second program was targeted at involving ethnic minorities to the decision-making process at local and regional level. Hungary's Minority Self Government (MSG) system had become one of the more fundamental mechanisms for protecting Roma rights, and promoting civic and political participation for that ethnic minority. The Roma Minority Self Government in Eger supported by the local government seemed to be a developing form of governance. In cooperation with the MSG the Mayor announced social projects to support the Roma young people financially so that they can continue their studies.
- c. The mayor of Eger launched in 2009 a call aiming to mobilize young people, to create working groups and to build up strategy plans on different vocational issues. After the call of the mayor, five working groups came into existence consisting of young career-starters who wanted to make a change on a special field of interest. These groups (Education and training; Law and legal protection; Marketing and communications; Culture and arts; Junior entrepreneurs) explored the town's and the region's defects and difficulties in order to find solutions and declare their positions on the given matter.

The above mentioned examples clearly demonstrate the local aspirations to create a self-conscious civil society. Nevertheless, an influential change still needs to be done for adult citizenship learning or for lifelong learning for active participation. A further enlargement of mentalities, policies and practices is necessary to widely share and strengthen the citizenship dimension.

Key issues and recommendations


Summing up the experiences of the study visits we can propose six key issues to enhance active citizenship:

1. Educational institutions are extremely significant constituents of political socialization. Students should acquire the basic elements of political participations within the framework of the curriculum, however, schools at different spheres have to offer practical programs to help them in their transition to the adulthood.
2. Always keep one's eyes on the four 'Is' of active citizenship. The first 'I' is for *Investment*. This term refers to the financial and also the intellectual resources of a community. Local authorities have both types of resources to launch programs to improve active participation. However, citizens should at least invest their own mental power to nurture democratic values. Another

'I' stands for *Improvement*. It may require some extra work, but one should always put efforts to make a project more and more efficient. The third one is *Inclusion*. The active inclusion focuses on different ways on how specific groups can be integrated in the decision-making process. The last one is *Implementation*. We should recognize that there is a gap between the vision of policy-makers and a curriculum based realization of citizenship education. The civil society should grab every opportunity to realize such projects and fill this gap by competing for national or EU projects.

3. Enlighten the students about their rights and possibilities through different kinds of activities such as encouraging them to be members of a students' parliament. Making a positive contribution such as the active participation of the teacher in these activities gives the best example. As a result of the teacher's enthusiasm, students will become passionate about the subject because this kind of commitment is contagious.
4. To ACT! To organize Active Citizenship Trainings can be one of the key elements for a local government to improve lifelong learning policies. Acquiring knowledge of such importance helps citizens to understand the basic political processes. Modern democracies need more active citizens who take responsibility for tackling the problems they can observe in their communities.
5. Strengthening the community life with cultural and social activities with less political relevancies causes a 'community-minded' atmosphere. Without governmental influences citizens should be able to organize several programs such as sport activities, teacher-parent forums, cultural events etc.
6. Ensuring an active partnership between local authorities and the civil society to create and implement civil action plans. Becoming actively engaged in the well-being of the community can be the first step to define the problems. Notwithstanding, the policy-makers sometimes hardly appreciate criticism without a clear-cut problem solving strategy. Active citizenship means here to be the partner of the leaders of the society and make constructive contributions to their work.


Mr Silver Pramann, Estonia: Turning obstacles into possibilities - integrating migrants into civil society



KULTUURIMINISTEERIUM
ESTONIAN MINISTRY OF CULTURE


*Turning Obstacles to Possibilities:
Integrating Migrants into Civil Society*

Silver Pramann
Department of Cultural Diversity



What and how we say and how it is perceived

- Integration – social integration – cohesion – social cohesion
- Immigrant – migrant – minority
- Majority – host society – dominant nationality
- Citizenship – nationality – ethnicity
- Active citizen – active/social inclusion – active/civic participation
- Citizenship education – teaching citizenship



Some statistics and figures about Estonia

- Population: 1.36 million
- 84% of Estonia's population have Estonian citizenship
- 8.5% are citizens of other states: about 115,000 persons of whom 95,000 have Russian and 15,000 EU citizenship
- 7.5 % people are with an unidentified citizenship status – about 102,000 persons.
- Over 120 nationalities:
 - 65.2% Estonians
 - 25.7% Russians
 - 2.1% Ukrainians
 - 1.2% Belarusians
 - 0.8% Finns

Estonian Cohesion Strategy 2008–2013

Objective:

To support every permanent resident's feeling of solidarity with Estonian society and knowledge of the state language, the possibility to learn one's own native language and preserve one's national culture.

To adhere to European values (democracy, human rights, etc.) and the Estonian Constitution, is aimed at the prevention of national seclusion and strengthening of state identity.

The Strategy is implemented in three areas:

- educational and cultural
- social and economic
- legal and political

Let's Do It campaign supports good Estonian initiatives

<http://www.minueesti.ee>

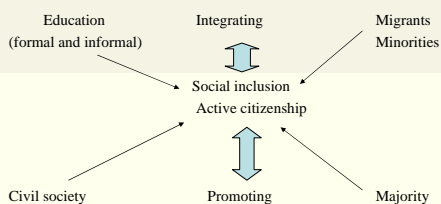
2008 There was more than 10,000 tons of illegal waste lying around in Estonian nature. In October 2007, a group of active citizens, we realised that something drastic needs to be done. A special software was developed and geomapped more than 10,000 dumping sites all over the country. In May 2008, engaging hundreds of organisations and more than 50,000 volunteers, it all was cleaned up in just 5 hours!

We wanted to make it everybody's business and put the situation out there – for everyone to see. So that it couldn't be ignored anymore and something could be done. While doing so, it was essential to attract the attention and support from all different groups of society: no exceptions as regards age, language, profession, or lifestyle – we needed everybody!

2009 My Estonia brainstorming session, more than 11,000 participants. People were thinking how to improve their neighbourhood and entire Estonia. Results of the brainstorming session are available in the [ideabank](#). Recently opened the [deedbank](#), where there are ideas that have been formed into projects. Also a number of [workshops and subprojects](#) have been started.

2010 *Talgud* – voluntary community work, more than 31,000 volunteers

Web based involvement - [Forum](#), [Facebook](#), [Orkut](#), [Twitter](#)





Examples of practices

Civil Society Handbook

The Social Integration programme Open Estonia Foundation - to support initiatives that focus on problems faced by modern societies and offer solutions to overcome them. The goals of the Social Integration programme are:

- Developing an active civil society and encouraging people's own initiative
- Giving a voice to minorities, young people, and marginalized groups in society
- Promoting a tolerant and multicultural society
- Paying attention to actions shaped by prejudice and xenophobia
- Raising public awareness of issues related to gender equality



Direct contacts with target groups

Time and space for non-formal discussions (spontaneous, organized)

Cross-section from the legislative to grass-root level



Examples of policies

Estonian Civil Society Development Concept
Activity plan for implementing the Estonian Civil Society Development Concept 2004–2006

Development plan for civic initiative support 2007–2010

- National Foundation of Civil Society
- Good Engagement Practices

Civil Society Development Plan for 2011–2014

Civil Education Development Plan

Webpage www.Osale.ee

The Council of Ethnic Minorities



Integration and Migration Foundation ‘Our People’ (MISA)

www.meis.ee

Established 1998

Fields:

- Culture and Youth Work
- Civic Education and Migration
- Lifelong Learning
- Multicultural Education (Language Immersion Centre)

Activities:

- Implementing body
- Administrating projects
- Monitoring
- Consulting with target groups



Cultural Societies of Ethnic Minorities in Estonia

- Over 260 registered NGO-s belong to 19 umbrella organizations
- Base-line funding
- Funding projects to preserve and develop minority culture and co-operation with other organizations
- Sunday schools



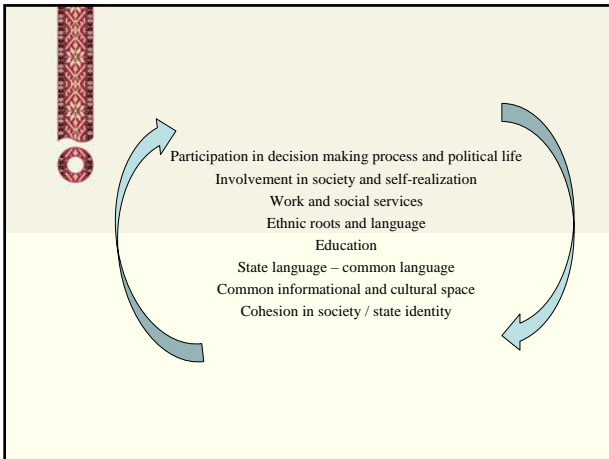
Turning obstacles to possibilities

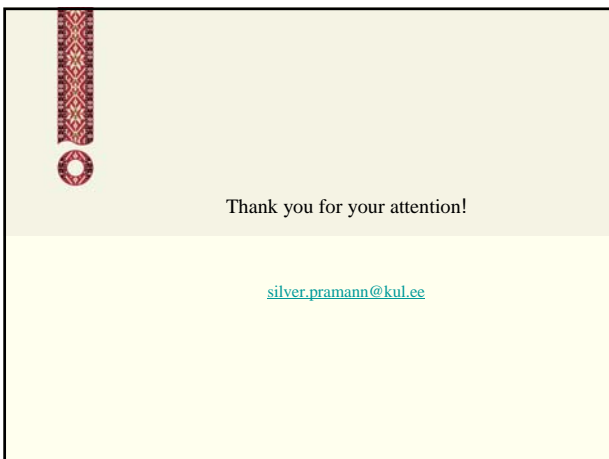
Obstacles:

- Economical
- Political
- Socio-demographical change
- Regional

Challenges:

- knowledge of the state language (education, labour market)
- participation in society
- common informational and cultural space







CEDEFOP

European Centre for the Development
of Vocational Training

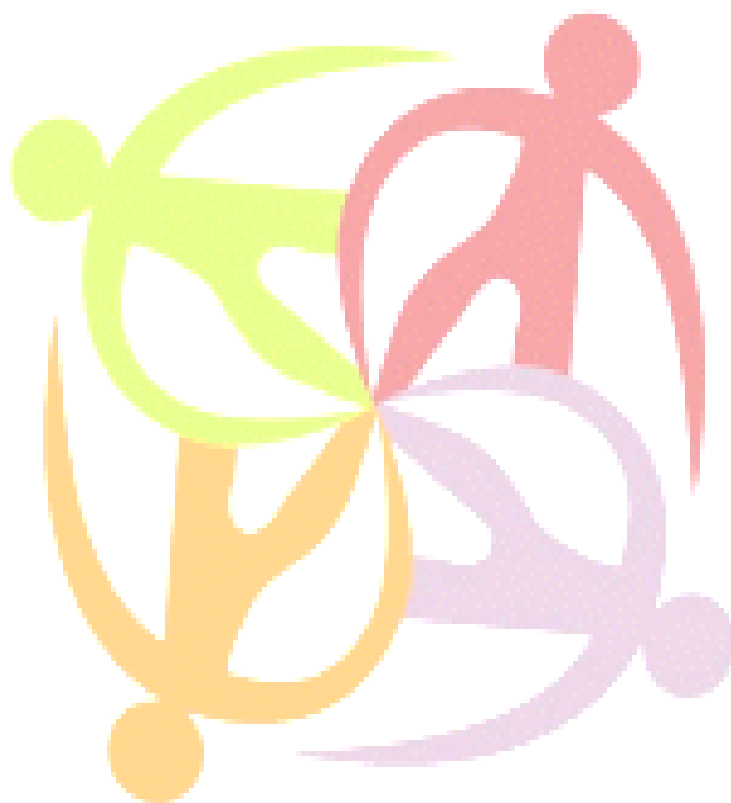


Education and Culture DG

Lifelong Learning Programme

24 June 2010

Workshop III: Integration of young people and adults at risk of social exclusion into the labour market



Knowledge sharing seminar
for study visit organisers



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

The study visits programme Knowledge-sharing seminar for study visit organisers

Workshops on policies and practices that promote active inclusion,
24 June 2010

Workshop III



Integration of young people and adults at risk of social exclusion into the
labour market

The objective is to discuss ways to approach the content of the study visits on the integration of young people and adults at risk of social exclusion into the labour market by sharing ideas and experience among experts and practitioners. Participants are invited to reflect on the issues raised during the presentations and put forward examples from their countries.

The discussion should be structured according to the following key points:

1. Which policies and practices are used in your countries/institutions to support the integration of young people and adults at risk of social exclusion into the labour market?
2. What are the main obstacles that young people and adults at risk of social exclusion face in gaining access to employment in your country? How can those obstacles be overcome?
3. What activities do you plan to include in the programme for your study visit on the integration of young people and adults at risk of social exclusion into the labour market?

Ms Judith Peters, Germany: Compatibility of jobs and family - young women in vocational training





„Compatibility of job and family – young women in vocational training“

Thessaloniki, 24-25/6/2010

Judith Peters
National Agency "Education for Europe"
Federal Institute of Vocational Education and Training
Project Monitoring
LEONARDO DA VINCI
Mobility, Partnerships,
Transparency of Qualifications

- Policies and practices to integrate young people at risk of social exclusion into the labour market
- One aspect: Part-time vocational training in Germany
- Presentation of the study visit



Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB



Political approach to integrate disadvantaged young people into the labour market (problems)

- In the context of vocational qualification activities, „**disadvantaged young people**“ means young persons who are in disadvantage concerning the provision with vocational training positions compared to their contemporaries due to a handicap or social or structural factors. This includes also very **young women who got a child** before having gained any kind of professional qualification.
- **Obstacles** young mothers face in gaining access to the labour market:
 - Organisation of an appropriate childcare
 - Participation in VET under regular conditions of full-time training
 - Employers' prejudices towards very young mothers

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB




Political approach to integrate disadvantaged young people into the labour market (solutions)


- „**Training for all**“ in educational and vocational training policy, is one of the main objectives of the German government. The support of young disadvantaged groups is considered an important and continuous task and thus, an integral part of VET.
- In regard to very **young mothers**:

Since 1991, several pilot projects showed successful ways to intergrate young mothers into VET by

 - networking with regional employers, employers' organisations, vocational schools and educational institutions, employment offices
 - supporting employers to implement part-time training
 - supporting young mothers in organising childcare, coping with financial problems and organising life around learning activities.

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB







From disadvantage to normality:

Part-time vocational training for young mothers, fathers and family member carers


- Since 2005, according to a new regulation within the vocational training law, young trainees who have children or family members to care for are entitled to attend shorter daily or weekly training periods (with minimum 25 weekly working hours (75%) the training period does not get extended).
- As a consequence, an increasing amount of institutions and enterprises on the German labour market offer part time training.

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB







Institutions offering part-time vocational training



- a wide spectrum of different kinds of training institutions
- mainly office occupations, but also a wide range of jobs (dental assistant, goldsmith...)
- A nationwide network „Part-time vocational training“ (more than 50 employment institutions, employment agencies, chambers, etc.) and regional networks have been set up in order to discuss strategies and problems and to exchange experiences and best practise cases

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB







- Companies' motivation / advantages to offer part-time training:**
 - training units can be accomplished (to ensure qualified specialists)
 - reduced monthly costs and flexible organisation of working hours
 - creating a good image as family-friendly enterprise (locational advantage)
 - highly motivated and responsible trainees and a good working climate
- How does it work:**

Company and trainee agree on reduced working hours (20-30 h), after the chamber's consent the agreement get fixed in the training contract
- Financing:**

trainee: percentage of regular training salary (in proportion to working hours), child benefit, professional education aid (in case of own household) or social aid
company: allowance by employment office (in case of single parents), ESF or federal state funds



Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB

Study visit „Compatibility of job and family – Young women in vocational training“

- Introduction into the topic by a BIBB-Expert
- Visit of a youth welfare institution specialised in the education of young mothers (dressmaker, goldsmith)
- **Visit of MüLe, one of the first educational institution especially for young mothers (office communication and retail), discussion with trainees**
- **Visit of LiSa e.V., VET for young women as carpenter or boat builder, discussion with trainees**
- Discussion round with Social Partners



Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB

Visit of MüLe: Educational institution especially for young mothers (VET since 2001)

- Introduction of the institute and its main responsibilities
- Discussion on difficulties of young mothers facing the labour market
- Information on the development of part-time training models in Germany
- Presentation of the high success rate of part-time training at MüLe which causes also a high demand

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB

Visit of LiSa e.V.: VET for young women as carpenter,boat builder

- Introduction of the non profit organisation in favour of giving to the social disadvantaged women the opportunity of learning a male type job
- Part-time dual training (30 h per week) composed of vocational school and practical training
- Technical and social assistance is provided additionally

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB






Feedback by study visit participants:

„... the most important things we learned about during the visit:

- Importance of co-operation of social partners, NGO's and VET system
- A sheltered environment creates optimism in the young women however in Germany there is a pressure to gain a certificate“

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB

Conclusion by organisers:

- Study visits, although a **very specific topic**, can be successful
- Study visits, although mainly **practical** oriented, can be successful
- Discussions with **target group members**
(e.g. young mothers who take part in the part time training) are very interesting and useful for study visit participants

Judith Peters, National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training © NA beim BIBB

Mr Patrick Masera, France: Integration of youth and adults with difficulties into the labour market

“The inclusion of disadvantaged groups in the labour market: An example of a study visit in Carpentras”



Thessaloniki 24-25 June 2010

Patrick Masera

Coordinator of a National Network
Ministry of Agriculture
Education and research general Directorate



The study visit in Carpentras 22 to 26 March 2010



Our objectives :

- To show innovative training systems for the integration of disadvantaged groups
- To show the national education system and the agriculture education system
- To show concrete situations.

The study visit in Carpentras



Who organise the visit ?

A network in agriculture education system

We were 2 persons from the beginning until the end, that wrote the program and accompanied participants throughout the week

The study visit in Carpentras



Innovative training systems for disadvantaged groups

3 strong moments in the study visit :

- Visit to the second chance school of Marseille
- Action on the prevention of drop-outs (PREDECAGRI)
- Action on the inclusion of people with mental health problems (SOLIDAGRI)

The second chance school of Marseille




The Second Chance Schools are establishments or training institutions which offer training to people from 18 to 25 years old who do not have any educational or professional qualification. (since 1995)

The second chance school of Marseille



The assessment of the knowledge and the skills is organized in a continuous way, all along the formation and ends with the delivery of a training certificate indicating the acquired skill level so as to facilitate access to employment or to a certificate listed on the national directory of professional certificates.



The second chance school of Marseille


At the end of 2008, there were 16 schools established on 37 sites (a school can have several training "sites") over 11 regions and 24 departments. They welcome nearly 4800 pupils.

The school in Marseille was the first in France




The second chance school of Marseille

The financing of schools is mainly provided by the regional authorities, the European Social Fund, the government, apprenticeship taxes, foundations and other private partnerships.



The second chance school of Marseille

- The school is situated in an isolated area in the North of Marseille with attractive and spacious facilities
- The school is linked with several companies in the region
- It's aim is to help student find a job and gain work experience
- The students attending come from areas of economic disadvantage and ethnic minorities and have previously failed in the education system
- During the visit, the participants could meet and discuss with the young students, teachers and adults that worked in the school




PREDECAGRI

Commitment of agricultural education in the prevention of dropping-out

Objective: to reduce the exit from the school system without qualification for the pupils in agricultural education

Topics :

- Systematize the reference points within the framework of the information system
- Experiment procedures of support towards pupils at risk or in a situation of dropping out



PREDECAGRI

The first part : location

Definition of dropout :

- Any student who leaves education or vocational training
- In the course of the year without professional project
- At the end of the year without qualification


Or, if the student is constantly absent, in the training, without justified reason

Who participates in the project ?
138 schools in 3 regions

How ?

- Creation of a tool to assess the number of dropouts
- Definition of a procedure to be set up
- Reflection with the partners to exchange information

Transfer of the device to the other regions



PREDECAGRI

The 2nd part : accompaniment

Research involving 138 schools in each of 3 regions (Rhône-Alpes, Champagne, Provence)

2 types of actions are envisaged :

- Implication of parents and professionals
- Implementation of tools for the follow-up and the help to individualization



PREDECAGRI

What sorts of actions ? Some examples

- To strengthen the cohesion of the group, we included a welcome week at the beginning of the training
- During the personalised training teachers use an individual's notebook to follow up on the student's progress
- Schools developed tutelage with others students, teachers or adults
- Opening to all the actors related to the prevention of the dropouts by involving:
 - Parents
 - Masters of training programmes
 - Professors



PREDECAGRI

The dissemination of the action is achieved by:

- Estimating and defining the combined conditions necessary for the implementation of the reference framework and the support to drop-outs
- Defining the dissemination plan for the tools in the reference framework tested during the research phase
- Producing tools and resources for the educational teams
- Disseminating the outcomes at national level



SOLIDAGRI

An agricultural solidarity programme

A concerted action that involves an agricultural training centre for adults and an association for workers with mental health difficulties (aged 17-25)

- **Location** : the region of Carpentras is famous for it's wine and vineyards and produces huge quantity of wines
- **Idea** : Since there is a great demand in skilled workers, disadvantaged individuals could learn to work with the help of tutors
- **Outcome** : employment for disadvantaged workers and benefits for the companies



SOLIDAGRI

- The students are assessed by the trainers of the school on the ground, in vineyards and in class during the courses

- In spite of their handicap, they manage to achieve instead of realize good work

- For example for the vintage cutting, the wine growers pay according to the cut surface and the workers can take the necessary time



SOLIDAGRI

- This action gives a real practical chance for disadvantaged people to acquire job skills, life skills and of course to socialise with others.

- This is a three year programme for students

- The participants visit the students in the vineyards and they were able to observe them in the work with the tutors during a session of evaluation



Thank you very much for your attention





CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

The study visits programme
Knowledge-sharing seminar for study visit organisers
Promoting active inclusion
Thessaloniki, 24-25 June 2010

Friday, 25 June 2010

Workshop sessions: Preparing and running successful study visits

11.00 - 13.00

Workshop I: Preparing a programme

Moderator: Mr George Kostakis, Cedefop

Reporter: Ms Sara Pagliai, Italy

Contribution from Ms Ivanna d'Arcy, Ireland: Preparing a programme for a study visit

Amphitryon I

Workshop II: Practical running of a study visit

Moderator: Ms Irina Jemeljanova, Cedefop

Reporter: Ms Sirli Taniloo, Estonia

Contribution from Ms Nina Mares, Belgium: Practical running of a study visit

Amphitryon II

Workshop III: Promoting the visit and disseminating its results

Moderator: Ms Michaela Feuerstein, Cedefop

Reporter: Ms Heidrun Thomas, Austria

Contribution from Ms Lina Trebiene, Lithuania: Promotion of our study visit

Alexandros II



CEDEFOP

European Centre for the Development
of Vocational Training

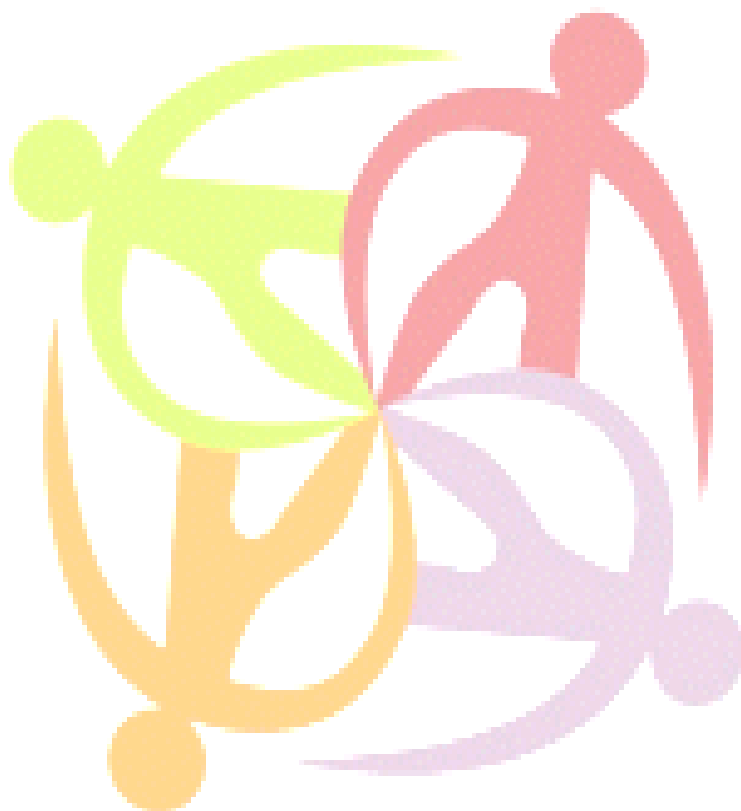


Education and Culture DG

Lifelong Learning Programme

25 June 2010

Workshop I: Preparing a programme



Knowledge sharing seminar
for study visit organisers



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

The study visits programme

Knowledge-sharing seminar for study visit organisers

Workshops on preparing and running successful study visits,
25 June 2010

Workshop I: Preparing a programme

The study visits programme is a rich learning experience and inspiration for new activities and projects both for the participants and the organisers. The more time and effort you put into preparing your visit, the more rewarding it will be for all. A well-constructed and balanced programme is the cornerstone of a successful visit. The Handbook for organisers that Cedefop prepared for you based on ideas, reflections and suggestions of former organisers and participants is your main reference source. You will also have to mobilise your own creativity. But nothing can be more useful than meeting and talking to other organisers. This workshop is an opportunity for you to discuss how to prepare an interesting and effective programme for the visit.

Objectives:

- to explore ways of preparing an interesting programme for your participants;
- to draft a sample programme for a visit on a selected topic.

Key points for discussion:

- 1) What are the main elements of a programme? What is a balanced programme?
- 2) How to get to know your participants better before meeting them and how to build a warm working relationship?
- 3) How and where to find speakers and organisations to visit? How to get them interested?
- 4) What materials should you prepare and distribute before the visit? To whom?
- 5) How can your national agencies help you?
- 6) How can your local community, authorities and those responsible for education and training contribute to the success of your visit?

Reference source:

Cedefop (2009). Handbook for organisers of study visits for education and vocational training specialists, pp 26-39.

http://studyvisits.cedefop.europa.eu/assets/upload/study/Publication/2009_handbookEN.pdf



Study Visits for Education and Vocational Training
Specialists and Decision Makers

Preparing a Programme for a Study Visit

Thessaloniki, Friday, 25th June 2010

Ivanna D'Arcy
Study Visits Coordinator
ldarcy@leargas.ie





- Contacting participants and efficient communication
- Creating a balanced programme
- Identifying and contacting speakers and organisations to visit
- Preparing background documentation on the theme
- Support from your National Agency



Contacting Participants and Efficient Communication

- Confirmation of final group – July first contact made
- Introduce yourself and provide useful information - accommodation, travel from airport, tourist information
- Devise preparatory work to gain more information giving you an idea of expectations and desired outcomes from a visit
- Read application forms and learn about your participants
- Provide background information on the topic
- Encourage participants to introduce themselves via email using reply to all
- Encourage feedback and discussion on the draft programme
- Let participants know if you are going to be away for more than a few days



Sample Introductory Email – What to Include

Introduce yourself and colleagues:

Dear Study Visit Participants,
By now you will have received correspondence from your National Agencies to inform you that you have been allocated to Study Visit 200; Supporting Skills Development of Adults in the Labour Market. My name is Ivanna and I am the Study Visits coordinator in the Irish National Agency and my colleague Brian Desmond who also works on the programme will be your hosts for this study visit.

Explain additional information you will send

We are currently in the process of putting the programme for the visit in place. Shortly I will send you a preparatory questionnaire, which I would be grateful if you could complete. This will help the speakers and organisations we will be visiting to prepare in advance for your visit. This document will also be compiled into one single document and circulated to the group as well as the speakers.

Provide practical information regarding accommodation and travel from the airport

In relation to accommodation, the hotel can be found at the following link <http://www.xxxx>. The hotel will cost €89 per night including breakfast. There is free wireless internet access in the lobby for those of you who bring a laptop. At present all participants are booked into the hotel arriving Monday 9th November and departing Friday 13th November. Please confirm your arrival and departure dates with my colleague Brian as soon as possible by emailing bdesmond@leargas.ie and he will liaise with the hotel on your behalf. Please also find attached directions from Dublin airport to the hotel.



Sample Introductory Email – What to Include

Start and finishing times of the visit

We intend to hold a short welcome meeting on Monday 9th November from 18.30-19.15 in a meeting room in the hotel. We would be grateful if you could please indicate if you will be attending this meeting. The Study Visit will finish by 15.00 on Friday 13th November. The purpose of the welcome meeting is to introduce the group to each other, explain the agenda for the week, explain the group report and give an overview of the objectives of the study visits programme and this study visit.

Copy of the Group Report

Attached you will find a copy of the group report. On the first or second day one person must volunteer to act as the group reporter. This group report must be a collective effort and we encourage you to meet every evening to compile the report. On Friday 13th we will allocate time to finish the group report and assist with any questions you may have.

List of participants and information about their presentations

Please also find attached a full list of participants. During the week of the visit, we will ask each participant to give a 10 minute presentation. As the group has 14 participants, it is important to adhere to the 10 minute time limit to allow time for discussion and questions. We will send you further details on the presentation shortly. We would be grateful if you could email the presentations in advance of the visit.



Sample Introductory Email – What to Include

Introductions and find out about any special needs:

Prior to the visit we would recommend that you all introduce yourselves by email to each other. Please also inform us as soon as possible if you have any special needs so that we can do our best to accommodate you during this visit.

If you have any queries please do not hesitate to contact us.



Preparatory Questionnaire for Participants

Why:

- Helps participants to focus on the theme and encourages reflection
- Provides the host with further information – motivation and expectations and details on the participants background
- Helps host and speakers identify key areas of interest of the participants
- Encourages communication between participants when the compiled questionnaire is circulated

Tips:

- Keep the questionnaire short
- Give a realistic timeframe for the participants to return the questionnaire, e.g. 2-3 weeks
- Keep the questions related to the theme and focus of the visit
- Do not ask general questions



Individual Participant Presentations

- All participants should make a short presentation during the visit
- Send guideline questions and a template in advance for presentation preparation
- Ask for presentations in advance of the visit
- Set the time limit for presenting e.g. 10 minutes per participant
- Sample presentation layout related to Group 200 2009 Skills Development of Adults in the Labour Market:

- How my work is related to supporting skills development of adults in the labour market
- What my organisation does to support skills development of adults in the labour market
- 2 areas I feel could be improved in my own country
- 2 examples of good practice from my own country



Individual Participant Presentations

- As all presentations follow the same format, participants;
 - learn more about each other
 - learn about challenges and examples of good practice
- Allow time for discussion after each presentation
- Try to spread the presentations across the week
- Include the names of each participant on the agenda with their time slot



Creating a Balanced Programme

- A draft programme should be compiled when writing the visit proposal
- Evening before visit hold a welcome meeting
- Ensure the programme matches the description in the catalogue, this is why the visit was chosen in the first place
- On the first day include a brief overview of the education and training system in relation to the theme of the visit
- Remember that the majority of participants are not speaking their mother tongue
- Theoretical presentations should set the stage for the field trips
- A variety of opinions and practices should be given from different perspectives providing a realistic view of the country



Creating a Balanced Programme

- Theoretical presentations should be interactive and encourage and stimulate discussion
- Field trips should be interactive for participants with the opportunity to meet and discuss with all relevant stakeholders
- Evaluation and monitoring is an important component
- Incorporate a cultural aspect as this gives further insight into the host country's values, norms and traditions
- Do not overcrowd the programme



Creating a Balanced Programme – Sample Programme of Day 1

Supporting Skills Development of Adults in the Labour Market
Dublin, Ireland

10th November – 13th November 2009

Monday 9th November 2009

19:00 – 19:45 Welcome and Introductory Meeting **Interactive Introduction**

Tuesday 10th November 2009

09:15-9:30 Welcome and Election of a Group Reporter

9:30 – 10:45 Mr John O'Connor, National Qualifications Authority of Ireland, www.nqai.ie
Policy Theory and workshop format Setting the context, Perspective 1

10:45 – 11:00 Break

11:00 – 11:45 Mr Alan O'Kelly, Irish Business and Employers Confederation, www.ibec.ie
Policy Theory and workshop format Setting the context, Perspective 2

11:45-12:00 1 Individual presentation, Mr Simo PÖYHÖNEN

12:00-12:30 www.ictu.ie Mr Peter Rigney, Irish Congress of Trade Unions (ICTU),
Policy Theory and workshop format Setting the context, Perspective 3



Creating a Balanced Programme – Sample Programme of Day 1

12.30 – 13.00	Travel to Dun Laoghaire by coach Sea Side Port Cultural Area
13.00 – 14.15	Lunch in Dun Laoghaire
14.30-16.00	Ms Fiona Burke, Southside Local Employment Services, Southside Partnership Mentoring Project, www.southsideles.com Perspective 4 and complements NQAI and ICTU Interactive Meeting with users of the service and trainers Learn about evaluation and monitoring of the project Active participation in the project as well as overview of the and project
organisation	
16.00-16.30	Travel back to hotel by coach
16.30-17.15	2 Individual Presentations Mr Maciej SALDACZ Mr Francisco Javier ROLDAN MARISCAL Includes evaluation of activities and discussion of what was learnt on day 1



Identifying and Contacting Speakers

- Before writing the proposal research and identify organisations and speakers
- Discuss possible speakers and organisations with colleagues and networks and your National Agency
- Have a variety of organisations and speakers showing different perspectives and practices
- Send a questionnaire to the organisation or speaker to see if they are interested in participating
- Contact organisations and speakers well in advance of the visit



Identifying and contacting speakers Sample Introduction Email – What to Include

Who you are and information about the programme, the visit and include the description of the visit

Léargas is the Irish National Agency for the management of the Study Visits Programme for Education and Vocational Training Specialists under the Lifelong Learning Programme 2007 - 2013.

The title of the upcoming Study Visit is 'Supporting Skills Development of Adults in the Labour Market' taking place from the 10th to 13th November 2009 in Dublin. The purpose of the Study Visit is to facilitate the exchange of information and experience between decision makers and educational specialists in areas of common interest to participating countries. The visits help participants take account of approaches adopted elsewhere and provide educational policy-makers with better and more up-to-date information concerning education across Europe. 14 experts from different European Countries will be participating in this visit. I have attached a description of the visit for your information.



Identifying and contacting speakers

Sample Introduction Email – What to Include

What you would like from their organisation and how you can help them prepare for the visit

We would like to showcase best practice and current supports and initiatives designed to promote learning at work and we would be delighted if you would consider showcasing the work of the Dublin Employment Pact Ltd. and the Learning@Work project. In advance of the visit I can provide you with the profile of the participants and initial questions they have. The visit would take no longer than two hours. It would be useful if the participants also had the opportunity to meet with project coordinators and participants in the project.

Explain the advantages for their organisation

In addition this will offer you the opportunity to promote your work and projects across Europe as well as giving you the opportunity to learn from other European countries involved in similar initiatives.

Offer to discuss this further

I welcome the opportunity to further discuss any aspect of this visit with you and I look forward to hearing from you.

Follow up with a phone call a few days later



Identifying and contacting speakers

when an organisation agrees to participate

- Offer a choice of dates and times
- Be specific about the areas you wish to cover to ensure no overlap between speakers
- Ask for users of the service and the people who deliver the service to discuss their perspectives
- Ask for practical demonstrations
- Send relevant questions from the participants preparatory work to the organisations to help them prepare for the visit
- Meet the speakers and members of the organisations prior to the visit



Preparing Background Documentation on the Theme

- Cedefop website is a useful resource for overviews of National Systems
- It offers detailed information on the study visits themes and topics
- Socio-economic context related to the theme
- National policies
- Statistical information
- Biography of the speakers
- Information about the organisations and projects for site visits
- Send in advance of the visit
- Upload on OLIVE



Support from your National Agency

- LLP literature and flyers
- Participant management
- Background documentation
- Identifying speakers and organisations in relation to the theme from existing LLP projects – Comenius, Grundtvig and LDV
- Promotion
- Reviewing the agenda for the visit
- Help in problem solving





Thank you for your attention !

Léargas,
189-193 Parnell Street,
Dublin 1
Tel: 01 873 1411
www.leargas.ie
studyvisits@leargas.ie





CEDEFOP

European Centre for the Development
of Vocational Training

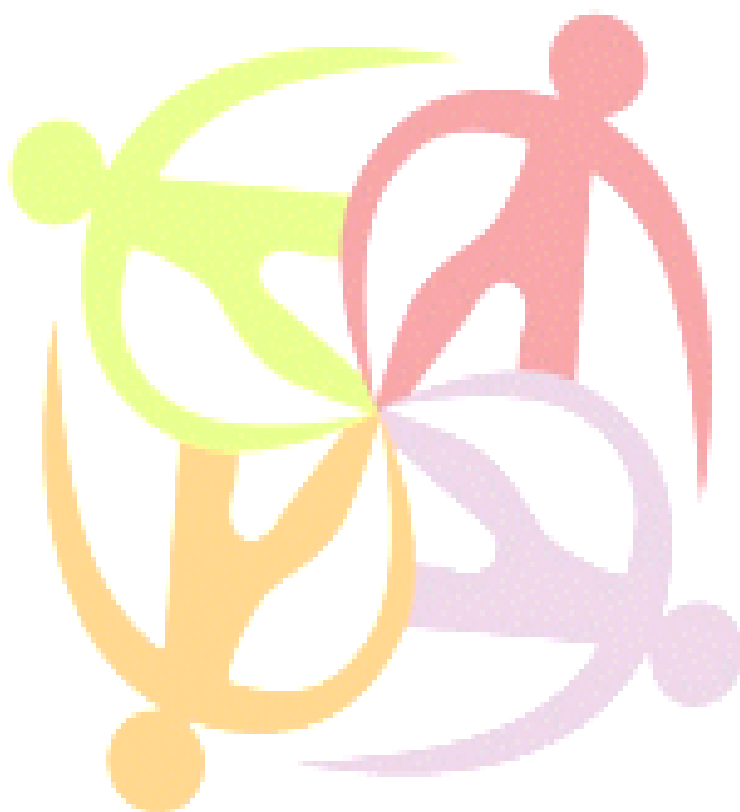


Education and Culture DG

Lifelong Learning Programme

25 June 2010

Workshop II: Practical running of a study visit



Knowledge sharing seminar
for study visit organisers



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

The study visits programme

Knowledge-sharing seminar for study visit organisers

Workshops on preparing and running successful study visits,
25 June 2010

Workshop II: Practical running of a study visit

Organising a study visit is a stimulating learning experience for you and your institution. The Handbook for organisers that Cedefop prepared for you based on ideas, reflections and suggestions of former organisers and participants is your main reference source. You will also need your time management and communication skills when your participants come and the visit starts. Talking to other organisers in this workshop is an opportunity for you to discuss hints and practical suggestions on how to make your visit run smoothly.

Objectives:

- to explore and discuss effective ways of implementing the programme of your visit;
- to create a list of frequently asked questions (FAQ) and answers for dealing with unexpected situations during the visit (for example, What should I do if ... ?).

Key points for discussion:

- 1) What creates a good atmosphere during the visit?
- 2) How can you make all the participants active throughout the visit, especially if the group turns out to be much larger than you expected?
- 3) How would you encourage group discussion and reflection on the issues presented during the visit?
- 4) How would you balance your planned programme and the participants' expectations during the visit?
- 5) How can you learn about and accommodate many diverse cultures in five days?
- 6) How can you ensure that your participants take back home as much as possible of what you have told them and showed them during the visit?

Reference source:

Cedefop (2009). Handbook for organisers of study visits for education and vocational training specialists, pp 40-47.

http://studyvisits.cedefop.europa.eu/assets/upload/study/Publication/2009_handbookEN.pdf

Practical running of a study visit

Nina Mares
Flemish Department of Education and Training

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

Vlaamse overheid

Topics

- How to create a good atmosphere during your visit;
- How to build group dynamics during your visit;
- How to look after a multinational group of visitors;
- How to present the programme (objectives and structure);
- How to deal with unexpected requests during your visit;
- How to encourage group reflection

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

Vlaamse overheid

How to create a good atmosphere

- Documentation and badges upon arrival in hotel
- Informal drink before start
- Foresee some spare time (no visits/presentations in the evenings)
- Keep it informal

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING

Vlaamse overheid

How to build group dynamics

- See previous slide
- Make sure everybody talks
- Ask the group to eat and discuss together (not in small groups)
- Make sure everybody contributes to the group report
- Accompany the group the whole time and have a chat with everybody
- Attribute time for everybody's presentations

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING



How to look after a multinational group of visitors

- Be aware of cultural differences, but don't emphasize them
- Keep them in mind while ordering meals
- Explain some habits in your country
- Have some knowledge of the situation in other countries:
 - sensibilities
 - subject-matter (comparison)

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING



How to present the programme (objectives and structure) (1)

- Theme of the visit related to policy priorities (European – national – local)
- Mix between
 - theory (policy view) and practice (implementation)
 - different point of views
 - presentations and visits
 - listening and talking
- At the end 'the picture is complete'

VLAAMS MINISTERIE VAN ONDERWIJS EN VORMING
DEPARTEMENT ONDERWIJS EN VORMING



How to present the programme (objectives and structure) (2)

- Provide documentation in advance
- Provide time for presentations
- Provide time for discussion
- Provide time for the group report
(finished by the end of the visit!)

How to deal with unexpected requests

The reference =

- interest of the group
- the objectives of the visit

But try to be flexible

How to encourage group reflection

- Preparations of the participants should be focused on the topic of the visit
- Allocate time for these presentations
- Ask after every presentation / visit about the situation in their country
- No activities in the evening: time for the group report and discussions
- At the end of the visit: time to finish the group report
(and no-one of the hosting organisation present)



CEDEFOP

European Centre for the Development
of Vocational Training

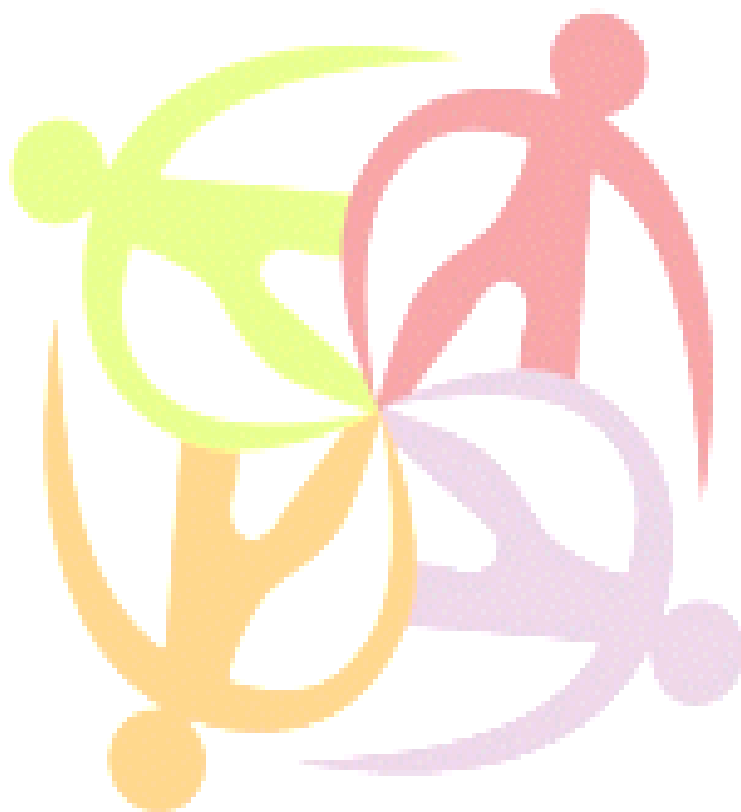


Education and Culture DG

Lifelong Learning Programme

25 June 2010

Workshop III: Promoting the visit and disseminating its results



Knowledge sharing seminar
for study visit organisers



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

The study visits programme

Knowledge-sharing seminar for study visit organisers

Workshops on preparing and running successful study visits, 25 June 2010

Workshop III: Promoting the visit and disseminating its results

Hosting a study visit which brings a group of education and vocational training specialists and decision-makers to learn about your country and area is a good opportunity to promote your institution and raise its profile in the community. There are lots of different ways to let people know about your visit. Obtaining media coverage is not always guaranteed but it is always worth the effort that the organisers and participants put into it. News about education and training is likely to attract the interest of local media if an interesting story is presented to them. This workshop is a good opportunity for you to discover and discuss suggestions and tips on ways of promoting your visit and disseminating its results to various groups of individuals and organisations.

Objectives:

- to explore and discuss effective ways of promoting the visit and disseminating its results;
- to draft a promotion and dissemination plan for a study visit.

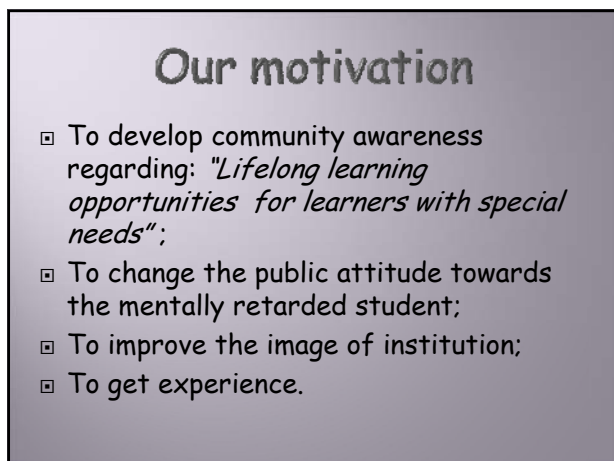
Key points for discussion:

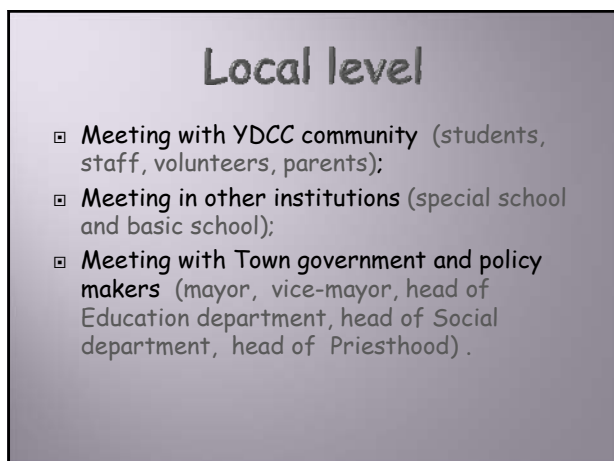
- 1) How can I let people know about my visit?
- 2) What to disseminate?
- 3) When to undertake dissemination activities?
- 4) How to disseminate? e.g. Web site, leaflets and newsletters, press release
- 5) Who can I inform?

Reference sources:

1. Cedefop (2009). Handbook for organisers of study visits for education and vocational training specialists, p 39.
http://studyvisits.cedefop.europa.eu/assets/upload/study/Publication/2009_handbookEN.pdf
2. Outcomes of Workshop III 'Adding value to a study visit through communication', at Knowledge sharing seminar for study visits organisers, 14 September 2009, Thessaloniki, available at
<http://studyvisits.cedefop.europa.eu/assets/upload/supervisors/seminars/2009KSSSummaryWorkshopIII.pdf>









Regional level

- ▣ Promotion by media (TV reportages)
- ▣ Monthly and annual Reports to the institution founder
- ▣ List of competences (staff & institution)
- ▣ Applications to regional projects



National level

- ▣ Report to the National Agency - Education Exchanges Support Foundation (EESF);
- ▣ Annual Reports to the Ministry of Education and Science & Ministry of Social Security and Labour;
- ▣ Article in LLL magazine N° 7
<http://www.slideshare.net/smpf/laikratis-mokoms-vis-gyvenim-nr-7>;
- ▣ Website <http://www.pjdc.lt/kvalifikacijosseminaras-n-29.html>;
- ▣ Applications to different national projects.

International level

- ▣ Knowledge sharing seminar for study visit organisers;
- ▣ Applications to different LLL programs.



Kranto 16, Panevezys
LT-35173, LITHUANIA
Tel/fax: +370 45 582598
Mob: +370 611 96668
dienos_centras@yahoo.com
www.pjdc.lt